



# Teaching Essay Writing Using Authentic Materials to Improve Students' Writing Performance

Ana Elsulukiyyah, Rasyidah Aisyah

This study used authentic material as the tool in essay writing class. Authentic material is made not for teaching need; it is the material that bring real language knowledge. It can be brought to the class as a learning tool. There two beneficial types of authentic materials; printed and audio authentic materials. This research used authentic printed materials to improve students' writing achievement. This is a Classroom Action Research in three cycles. This study aims to explain in detail the implementation of authentic printed material in writing class and how the authentic material can improve students ' writing achievement. The result is the research has been done in three cycles, because the first and second cycle could not reach the goal. The third cycle finally could reach the criteria of success. The conclusion of this research is authentic material can improve students' writing achievement and it is recommended to use authentic material in writing class and other language classes.

**Keywords:** Authentic materials, improvement, writing performance

## INTRODUCTION

The English Foreign Learners (EFL) should be able to have good ability in writing and reading. They are two important skills to have good language input and express their ability in language in the form of written text and expression. By reading, learners can enrich their grammatical order, vocabulary, language style, contextual diction and of course knowledge. Whereas by writing, learners can develop their ideas and make them able to build their language input to express the ideas into written performance. Moreover, in this globalization era, the ability of writing is important because someone will be known by his writing. Technology and internet are developing, it is easier for people to share everything, we can have articles from website, statuses wherever, whenever we want.

Learners can get and build their language input from every aspect of life, one of them from authentic materials. Authentic materials can be one of the alternative learning tools, it can be from authentic text or from other types of authentic materials. Authentic text is a text made not for teaching activity Tomlinson (2011), but authentic text can be given to the learners to gain them about the materials. Some authentic text that can be shown in the class are news from newspaper or magazine, stories from short stories, novels, information from advertisement and so on Wallace (2006). Authentic texts contain fresh issues to be informed both in online or printed media like drug abuses, crimes, cyber crime and bullying.

### OPEN ACCESS

ISSN 2503 3492 (online)

\*Correspondence:

**Received:** 19th July 2019

**Accepted:** 16th September 2019

**Published:** 2nd October 2019

#### Citation:

Elsulukiyyah A and Aisyah R (2019)

Teaching Essay Writing Using

Authentic Materials to Improve

Students' Writing Performance.

J. Eng. Educ. Society. 4:2.

doi: 10.21070/jees.v4i2.2443

Some researches have talked about authentic materials in language classes, for example to write Functional Text Maroko (2010) and to produce expository and argumentative essay, whereas learners should be able to resume, respond the main idea and analyze the text Stearns and Reid (2004). Hirtagara (2014) stated that bringing authentic materials to writing classroom can help students to write procedure text in junior high school level. Furthermore, authentic materials can give the students real knowledge that they do not get in supplementary books. Hartatik and Rahmah (2016) used authentic materials in speaking class, the result was authentic materials could raise students' feeling of confidence, they were challenged to be native like that represented the positive manner from students.

Another researcher Halim et al. (2018) took conclusion for the use of authentic materials in reading and listening class that students had positive attitude toward the use of authentic materials. This attitude can help them raising their achievement in reading and listening. In line with this, Masood and Farouq (2013) found that authentic materials hold great benefit in the process of teaching and learning to write. It could improve students' writing skill by reducing the ideas' dullness. Firmansyah (2015) covered the use of authentic materials could gain enthusiasm and students' perception towards the use of authentic materials has higher respond than using non authentic materials in classroom.

According to Akbari and Razavi (2016) authentic material is not made for learning process, like newspaper, articles, novels, short stories, invitation cards and so on. We can find various authentic materials in our daily life. Authentic materials have some advantages in foreign language classroom, they are : (1) authentic material can bring the real language practice. (2) the application of authentic material can reduce the boredom as the supplementary books/materials brought in the class that sometimes do not relevant with everyday life fact, (3) the assessment will focus on contextual teaching, (4) authentic materials are easy to get. Maroko (2010) . Kilickaya (2004) said authentic material is relevant and connected with students' real life, students can find interesting story related with their experience from magazines or webtoons, that's why authentic materials are more attractive than materials in textbooks.

Essay is a composition that is analyzing and evaluating an issue. According to Boardman and Frydenberg (2008) an essay consists of an opening paragraph, three main paragraphs and one closing paragraph. There is a thesis statement in the opening paragraph, then the next paragraphs will elaborate the thesis statement, it is then resumed and concluded in the final or closing paragraph. Based on Maroko (2010) essay can be developed into some ways, they are narrative, expository, classification, description and persuasive essay. There are two strategies in teaching essay according to Fakhurrazzy (2011) they are; writing as product and writing as process. Writing as product means students write based on topics given without any guidance and advice from teachers. Whereas, writing as process, teachers give advice and lead students to write by giving them ways to write, starting from choosing and finding topics, mak-

ing writing design, drafting, revising and editing.

It is not easy to write a good essay, moreover by English Foreign Learners, they should be able to express their ideas, then transcribe it into a piece of paper. It needs working memory capacity to have more than thousands process in their brain to write the complex ideas they get Galbraith (2009). Beside they have to transcribe their ideas, they also should be able to make sure that their writing is connected, and relevant, the paragraphs they make should be transactional and coherence, they also have to pay attention on the mechanic, diction and sentence structure. That is why, the bad writing comes from the lack comprehension of making coherence, connected and relevant paragraphs. Besides, the topics given to write are not challenging and out of date, it makes the writing worse and not interesting. In some observation, the topics given are only in some usual and regular topics like writing about hobby, family, food and drink, friendship, love etc. Actually, the good writing products got from challenging topic choice and some examples needed to gain learners' ideas to activate their schemata, so they can produce good writing products.

The problems of writing essay are also happened in English Education Study Program students in STKIP PGRI Pasuruan. The problems come because there are no challenging materials that can improve their writing performance. They only get usual materials that cannot increase and enrich their high order thinking. They only tell about their family, their best friend, their favorite teacher and so on. There are no materials that can help them to think more and analyze it. To solve this problem, authentic materials can be one of the solution. Qamariah (2016) stated there are three kinds of authentic materials that can be used in English classroom, they are (a) authentic listening-viewing materials, this type of authentic material can be as TV shows, TV quiz, video clips, movies, and documentary movies, (b) authentic visual materials, they can be photographs, stamps, paintings and pictures from every source, (c) authentic printed materials, they are articles, newspaper, magazines, restaurant menus, song lyrics etc. The kinds of authentic materials mentioned are able to be used in all level of English classrooms, the higher level students in, the more difficult types of authentic materials can be given. There are four types of authentic materials, they are (1) audio visual, like movies, serial drama, cartoons and shows, (2) paper like picture, students' writing, poster, (3) realia, brochure, menu, receipt, prescription, and (4) audio like weather forecast report, news report, comments etc.

Albiladi (2018) said that printed authentic materials were the effective one. By using written authentic materials students were able to practice more language skills and components. They practiced their reading skill, got some new vocabulary, analyzed the main point of the text and got some information from it. Furthermore, Albiladi (2018) added real-life text which were not designed for educational purpose was more interested than text taken from course book or other educational text. Sundana (2017) also declined that printed authentic materials gave more benefits than the other types of authen-

tic materials. By using printed authentic materials in English classroom, students were treated by real atmosphere and connect the real life to the classroom, so students were able to have significance improvement in writing the descriptive text. Based on Refai (2018) authentic listening materials like song, radio programs and native natural conversation is a genuine language sources could be taken to English classroom.

By using authentic materials, learners are hoped to have critical thinking in analyzing and observing the current issues. The use of authentic materials are also hoped to help learners in STKIP PGRI Pasuruan improving their writing quality and performance. Besides, by observing and analyzing the current issues, it is hoped to increase their sympathy of society problems, they can participate their feeling in their everyday life, from a small action like throwing garbage into the bin to a bigger action like socializing the plastic harm to the citizen.

## METHODS

The method used in this study is Classroom Action Research. According to Latief (2014) the purpose of CAR is to increase the teaching process quality and overcome the problems in the process. There are some cycles that should be applied in CAR, in a cycle there will be four stages, they are planning, acting, observing and reflecting.

During the planning stage, the researcher planned the teaching strategy and goal. The teaching strategy was programmed in the form of teaching scenario or lesson plan. In lesson plan, researcher stated the material, the assessment and the media or tool used in the teaching activities including the success criteria. In acting stage, the researcher applied and did the things that has been stated in the lesson plan in the true teaching and learning activity. During the acting stage, the researcher collaborated with another researcher or someone who helped the researcher to observe the implementation of the chosen strategy. The collaborator observed the process of teaching and learning and take notes about the implementation of the strategy used. Furthermore, observation is a collection data process, to get the information whether the strategy used in the teaching process can solve the problem or not. Then after observation, came reflection, in this stage the researcher could conclude that the strategy used in teaching process has solved the problem or need revision.

The research instruments used in this research are *observation and writing test*. The observation used checklist that was given in the end of the cycle and *writing test* using *authentic printed materials* as stated before, authentic printed material is the authentic material taken from articles, stories, news etc. to get the writing products then they were analyzed and scored to measure writing performance. The writing products were assessed and analyzed whether it reaches the criteria of success or not. The criteria of success in this research was 90% students got score 77-84 or B+. B+ (77-84) was chosen to be the criteria of success because it showed *good criteria* in scor-

ing rule of STKIP PGRI Pasuruan. The scoring rubric used to score students' writing products was Jacobs (1981), there are five components to be assessed from the writing products, they are : Content, Organization, Vocabulary, Language Use and Mechanics. The subject of this research is the English Education Study Program students in the fourth semester and are studying Essay writing in Comparison and Contrast material. There two classes in the fourth semester students or 2017 A and B.

The data collection technique is in Acting and Observing stage. The writing products got from the students' writing submission in each action in the cycles, then the observation checklist got from Observing stage during the CAR applied in the teaching process. In this research the observation checklist filled by the collaborator that is observing the application of authentic materials. The data got in this observation is a qualitative data in phrases or paragraphs. The test given in the last part of each cycle, students are given the authentic materials, reading it then elaborate an essay, here the researcher used Comparison and Contrast essay. These students' writing results will be in quantitative data of students' score.

The process of analyzing data is in reflecting stage. The results of observation and students' writing products are submitted and compared with the criteria of success. The students' writing products assessed by Jacobs ESL Composition Profile (1981). It is an analytics scoring rubric, there are five elements in the rubric with points each of it. The first is content (30 points), organization (20 points), vocabulary (20 points), language use (25 points) and mechanics (5 points), the total score is of course 100. This scoring rubric by Jacobs and friends is the most popular rubric for assessing writing Lee et al. (2008). The writing products will be scored by two other raters, then the score from researcher and raters will be combined and average scores are taken. The average scores are analyzed further whether the criteria of success is reached or not. The average score between cycles could conclude how the improvement of students' achievement are.

## RESULTS AND DISCUSSION

### Preliminary Study

This is a Classroom Action Research where the researcher as the teacher should have good lesson plan to apply the learning strategy in this case the use of authentic material. So to have good plan, the researcher did a preliminary study, to know which class between 2017A or 2017B have problem in essay writing class. After doing the preliminary study, the researcher got data quantitatively from the writing score between 2017A and 2017 B class. Figure 1 showed the score of the two classes :

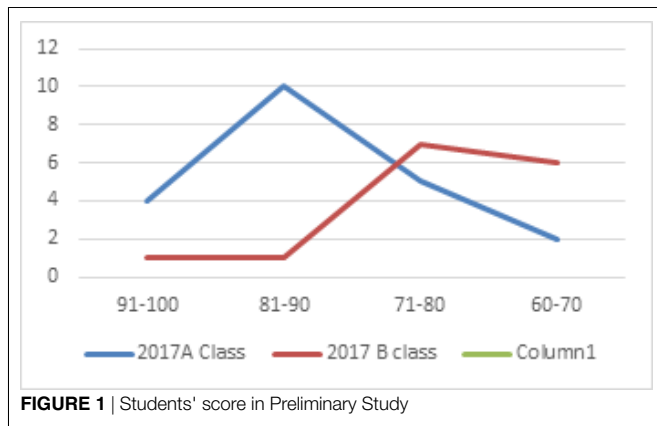


FIGURE 1 | Students' score in Preliminary Study

From the chart above, it can be concluded that, class B needed more treatment in this writing class especially in Comparison and Contrast essay subject. In class A, the chart showed most students get 81-90 score or A- to A range, whereas in class B most students were in 71 score or C to B- range score. That is why the researcher choose class B to be treated with authentic materials in their Essay Writing class.

After deciding the class, the researcher made the lesson plan to apply the authentic material. The authentic material given in cycle 1 was authentic text, it was the story about someone's experience living in two different cities. The researcher also prepared the observation checklist to be filled by the collaborator during the application of authentic material in the teaching and learning activity.

### Cycle 1

#### Planning

The first cycle was held on March 25<sup>th</sup> and April 1<sup>st</sup> 2019. As stated before, in planning stage, the researcher planned the authentic material given to the students. It is an authentic text, about a story of someone's experience living in two different cities. The collaborator was ready with the observation checklist.

#### Acting

In the acting stage, the researcher applied the use of authentic material to teach Comparison and Contrast essay. First, the researcher gave the text to students and ask them to read it. Then the students discussed the content of the text with the researcher (teacher). They compared the knowledge of how to write Comparison and Contrast essay and the comparison stated by the writer in the text. The discussion was about how the writer (of the text given to students about living in two different cities) wrote the comparison of the two cities she lived in. the students tried to get the point of comparing and contrasting the idea to build a new essay by their own sentences.

Next, the teacher asked them to write the Comparison and Contrast essay, telling about two different things and explained the differences and similarities each of it. In this stage, students

looked at the example of knowing the differences and similarities of two different things from the text given. But unfortunately, students only got the example from authentic material that told them about the comparison of two cities, not other things. Whereas, the teacher asked them to make the similar essay (comparing two things) by their own ideas, the teacher did not give them exact topic to be written in their essay. So the results showed that students wrote many different topics, they wrote about my twin and I, dog and cat, my sister and I, frog and lizard, Pasuruan and Malang etc.

This varied ideas made them rather difficult to state the thesis statement. By looking at the only one authentic material given, as the example of writing the essay, they could not elaborate their essay well. So, the score of students' writing product was not satisfying in cycle 1. Figure 2 explains the quantitative data from the score of students' writing product in cycle 1.

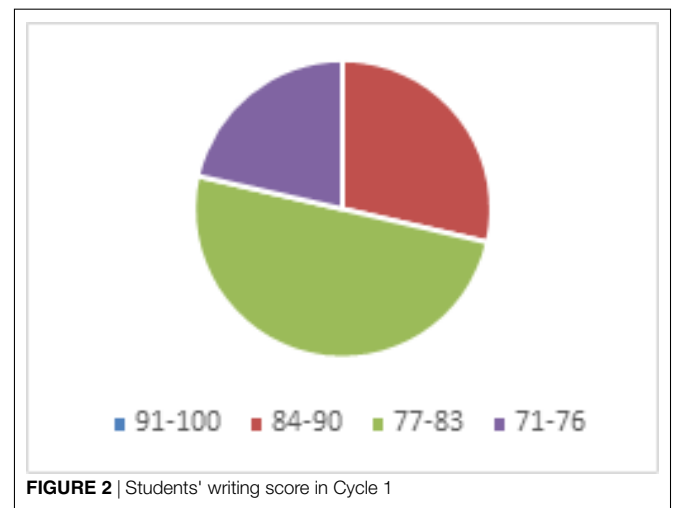


FIGURE 2 | Students' writing score in Cycle 1

#### Observing

In observing part, the collaborator took notes and checked some information got from the observation during the application of authentic material. As the information checked in the observation, the researcher found that the implementation of authentic material was appropriate with lesson plan. But students were mostly confused. In this cycle, the collaborator took notes that the teacher firstly gave the authentic text without explaining what it was for. The students were confused of the sudden text they got, without knowing the explanation first.

Then, they asked to analyze the text. It made them confused because they did not know the prior knowledge of the Comparison and Contrast essay structured. They only read the text and highlighted some important sentences about the differences and the similarities as the teacher asked. But they still did not know what it was for. Until the teacher had discussion, some students still did not aware of it, that they were discussing one of the part of essay, it was Comparison and Contrast essay then teacher gave the example from authentic text to help them know the knowledge of the essay.

After teacher explained in the middle of the meeting, some students could be active in the discussion to discuss the structure of the essay. Then they started to write down the thesis statement, before elaborate it in an essay. In this part, students got difficulty to write thesis statement to build Compare and Contrast essay. It was because, teacher asked them to have their own topic. So the ideas were varied and too general. They also got difficulty to have good thesis statement. Although they knew what they want to write, but they could not find the point of difference and similarity asked in making the essay. So the result of the writing performance could not say satisfying. Students were only write about general things, without building their higher order thinking. It was under the expectation and need revision.

### Reflecting

In reflecting, the researcher and collaborator analyzed the information got from the observing stage. Furthermore, the researcher revise the teaching scenario and decide to handle the second cycle. The researcher planned the authentic material that can enrich students thinking, so they would not write a general thing and not challenging writing task. The kids story were chosen as the authentic material. The story were *Bawang Merah* and *Bawang Putih* and *Cinderella*. The implementation of authentic materials given explained in cycle 2.

Also, teacher revised the steps of teaching scenario, in cycle 1, teacher asked students to analyze the authentic text first, then explained the material, but in cycle 2, teacher will explain the material first then give authentic texts.

## Cycle 2

### Planning

The second cycle was held on April 15<sup>th</sup> and 18<sup>th</sup> 2019. The researcher as the teacher has got some information from observation checklist and notes, that there were some weaknesses that should need to be revised, started from teaching scenario, the authentic material and the way teacher handle the class. In teaching scenario, the plan for this second cycle was the steps of teaching and learning process. In reflecting part from cycle 1, the researcher has decided to overcome students' confusion by giving some explanation to gain their prior knowledge of Comparison and Contrast essay, giving them example how to write good essay and then the last session asking them to analyze the authentic texts given.

By planning this step, the researcher hoped it will ease students' performance in writing the essay. Besides planning the step of teaching, the teacher also revised the authentic text that will be given by the students. In the first cycle, the researcher gave them the example of Comparison and Contrast essay from the article, but in the second cycle, the researcher planned to give the two popular stories among children, one from Indonesia story and one from abroad. The stories were hoped to help students remain their analytical thinking, then build it into

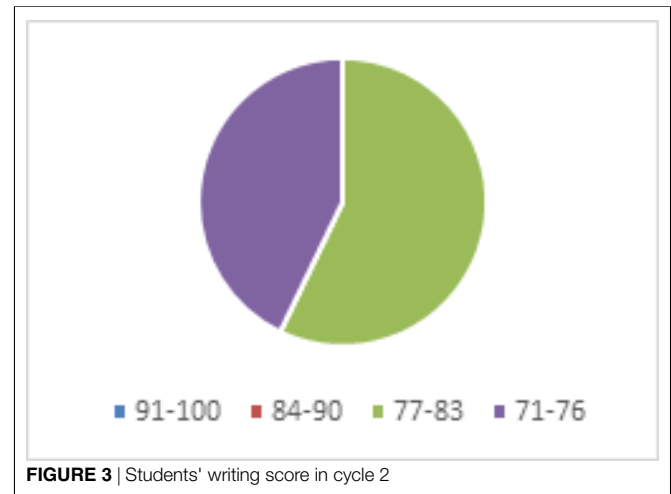
essay.

This revision has decided in reflecting stage in cycle 1 then completed in the planning in cycle 2. Again, the collaborator has to take notes and check the observation checklist to know the information about cycle 2 implementation of authentic materials. Cycle 2 was hoped to be the last cycle and could improve students' writing performance.

### Acting

The implementation of authentic material to improve students' writing performance started with the explanation of the good Comparison and Contrast essay. Teacher invited students to read the example of this kind of essay. While explaining, teacher showed their writing product in cycle 1. What they have written in cycle 1 and why it should be revised and improved in cycle 2. Then, students were given two texts, taken from <https://www.nurdiono.com/the-story-of-bawang-merah-and-bawang-putih.html> and <https://princess.disney.com/cinderellas-story>. These two popular stories then analyzed by the students, what were the differences and the similarities.

The next step was discussion, students discussed with their friends and the teacher, about the thesis statement that could be elaborated to good essay. In fact, some students were directly wrote their essay because of the popular stories. They could build ideas to take differences and similarities between the stories. **Figure 3** shows the quantitative data from the score of students' writing products in cycle 2.



From the chart we can conclude that 57% students were able to reach 77-83 score, but there were still 47% students in 71-76 range score. It could not say satisfying. Because the criteria of success showed that must be 90% students reach 77-83 or 84-up range score. So cycle 2 has not reached the criteria of success.

### Observing

Observation done by collaborator who observed the whole activities during the implementation of authentic material. In

this cycle, the authentic material was taken from kid's stories. The finding in this cycle got from observation was, the students got interested with the authentic material given. It was because those were popular stories among them. Students were interested to analyze the two stories. Because they had to make Compare and Contrast essay, they had to know the comparison between them. It was the challenging activity, students were not only thinking about making good essay but also had to find the differences and similarities of the stories to be written and developed into good essay.

It was different with the activity in cycle 1, where students were mostly confused to get and to build the thesis statement, here in cycle 2 they got their point, what they should do before arranging the essay. They directly came to the analysis part then built the thesis statement and without any confusion they were able to conduct their essay.

### Reflecting

This was the stage where teacher and collaborator analyzed the information got from the implementation of authentic material in cycle 2. Based on the criteria of success, 90% students must get 77-83 or up score, and they have not any difficulty to build the essay through authentic material. From the first criteria, this cycle has not reached the criteria. Because there were only 57% students got 77-83 or up score. But for the second criteria, the notes from the collaborator showed that students were getting interested in the authentic material.

They could analyze the two stories well. They had already overcome their confusion. The main activity of the teaching process could run well. Students were able to build the essay after analyzing the authentic material. The authentic material could help them develop their thesis statement into good writing products. It was said successful for the second criteria.

Because the first criteria have not reached the goal. So the researcher decided to make the third cycle, by some revision. The first revision came from the authentic material, again the researcher gave articles as the authentic material. The articles were taken from <https://www.discover-bali-indonesia.com/en/cyclopedia-caste-system-of-hinduism.html>, and [https://www.salon.com/2018/01/27/does-america-have-a-caste-system\\_partner/](https://www.salon.com/2018/01/27/does-america-have-a-caste-system_partner/). It was about caste system. As we know, Bali Indonesia is popular with the caste system influenced from Hinduism. The revision of this cycle brought in cycle 3.

## Cycle 3

### Planning

Cycle 3 was conducted on May 6<sup>th</sup> and 9<sup>th</sup> 2019. There were two articles given to the students as the authentic material. First, the article about Balinese caste system, and the second about caste system in America. The collaborator was ready with the observation checklist to get the information about the implementation of the authentic texts during the third cycle.

### Acting

The researcher applied the authentic texts, taken from articles as stated in reflecting stage in cycle 2. The articles were about caste system. Students were asked to analyze the difference and similarities of the two articles. One talking about Balinese caste system and another from America's caste system. These two articles taken from the internet. In the beginning of the class, the researcher reminds the students about the essay they must developed, it was Comparison and Contrast essay. Then the researcher gave them the articles, and they read the articles.

The next stage in the learning process, students discussed the materials, found the information they got from the articles. The discussion could be varied from the articles. One of the most discussed was the differences of Balinese and American caste system. There were no similarities, according to students. Then they had enough time to start writing the essay.

To write the essay, they have to develop the thesis statement, and discussed it to the teacher. After having the thesis statement, they tried to develop the essay from their highlighted information after reading the articles. During writing the essay, they always discuss and consult the progress to the teacher. Figure 4 explains the quantitative data from the score of students' writing products in cycle 3:

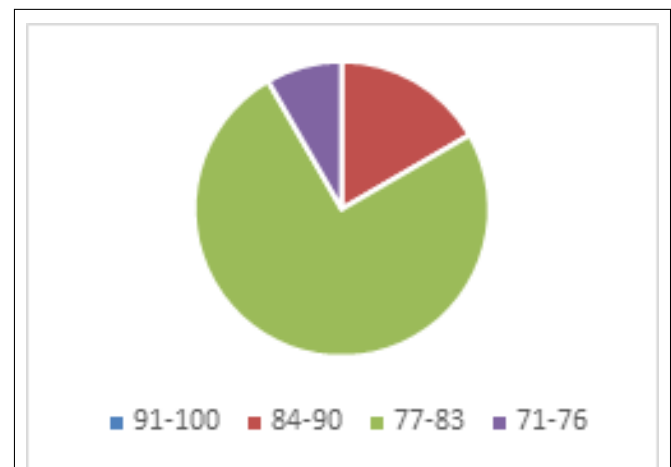


FIGURE 4 | Students' writing score in Cycle 3

The score showed that 75% got 77-83 score and 17% got the upper score. It means that,  $75\% + 17\% = 92\%$  got high score. The criteria of success is reached in this cycle.

### Observing

The collaborator took notes of the implementation in the third cycle. During this cycle, the collaborator had noted some satisfaction progress. First, students were accustomed with the use of authentic material to develop their essay. They were not confused anymore by the stages of the teaching and learning process. They could directly do their activity.

For the essay development, students also got to improve the activity. The students could analyze the articles well, then develop the essay. When they were reading the articles, they

could directly find the information they need to be implemented in the essay. The authentic material could help the students to improve the writing performance.

### Reflecting

This third cycle was successful to reach the criteria of success. It was shown from the score reached by the students and the students' performance during the class or the implementation of authentic materials. The writing performance was improved and the score criteria also improved as described in **Figure 5**.

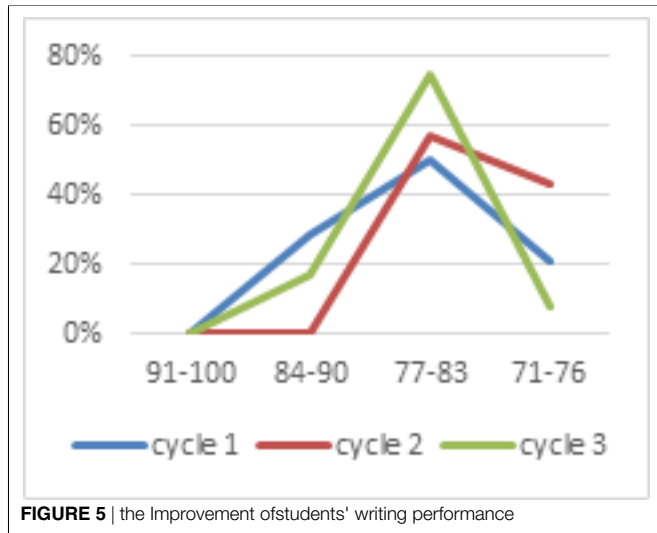


FIGURE 5 | the Improvement of students' writing performance

## DISCUSSION

### Students' Writing Performance

This research done in three cycles. In cycle one, mostly students only get score 71-76 range. But it was improved in cycle two, because the criteria is 90% students got 77-83 or up, so cycle 2 has not reached the goal. Then cycle three was successful to reach the criteria of success.

According to Galbraith (2009), writing essay is not easy, students should be able to work with their ideas to develop it into complex process of writing. The process of writing also complicated, Fakhurazzy (2011) stated the process of writing comes from the creativeness of teachers to give advice and lead students to write. Teacher should be able to lead students' stages in writing, first, choosing and finding topics, second, making writing design, then drafting, and revising the last is editing.

In the three cycles that have been done by the researcher, students were confused in the first cycle, they were confused because it was their first time to write the model of essay. The essay was Comparison and Contrast. Then in cycle two, students were getting accustomed to the essay, so they could develop the essay, and slowly overcome their confusion. In

cycle 3, students had accustomed to the kind of essay, so they were easier to accomplish their essay.

It is in line with Galbraith (2009) to write an essay need hard work and customization. The more we read, the more we write. The more students practice writing, the easier way they get to write. It is the process to write well. Students need to practice more and more to be accustomed to the kind of essay.

The process of teaching learning also gives the role to the improvement of students' writing performance. Teacher made herself available to lead students in every step of writing. When choosing the topic, teacher had given the students the authentic material to be analyzed then became the topic of the writing. Like in cycle 2 and cycle 3, teacher supplied them two stories and two articles to be developed into an essay. Why choosing two of them, because the essay conducted at that time was Comparison and Contrast essay. So, it was available for the students to analyzed two of them and elaborate the essay.

After choosing topics, they design the writing. In designing the writing, students had to have thesis statement. From good thesis statement, students were able to get the writing design. They started to draft. In this stage teacher lead and advice their draft, and then revise the draft. Drafting and revising are important in writing process. They were also done in the research in each cycle, where teacher always gives the advice to the draft and revise the draft until students get good essay to be submitted. The stages of writing above is in line and agreed by the theory from Fakhurazzy (2011). That is why, step by step the students' writing performance could improve in the last cycle.

This research showed the improvement of students' performance in writing Comparison and Contrast Essay by using authentic printed materials, it was in line with Sundana (2017) that using authentic material was effective to improve students' performance in writing Descriptive Text. Sundana (2017) the improvement of students' performance showed from the organization, they could write in the terms of good grammar and vocabulary. Their knowledge increased in the use of subject and verb agreement, the use of adjectives and words phrases. Although in this research the improvement was not in organization side but in content aspect, where students were able to write the appropriate Comparison and Contrast essay, but this research has supported Sundana's research that authentic material can improve students' writing performance. Whereas, Widayastuti (2017) concluded in her research that the use of authentic materials gave more motivation to students to write good essay. The most useful resource was internet because it was accessible.

Azri et al. (2014) stated the use of authentic material arouse students' interest and encourage them to learn the language part easily. This attitude also happened in the researcher where students showed interest to the article or stories given. They could make Comparison and Contrast essay in the appropriate content. It was because the researcher gave them authentic materials, in this case giving them authentic printed materials about stories. Truly, the authentic materials could arise their

eagerness to write the essay. In the first cycle, students were given a story about someone who lived in two different countries. After reading the story, students understood how to compare or contrast two different things that was the point of Comparison and Contrast Essay. Furthermore, in cycle three, they were given an article about Caste Hinduism of Balinese Culture. It increased their knowledge about the culture and gave them chance to compare it with their condition.

Furthermore, Arifa (2011) showed that teaching procedural text using authentic materials gave significance change than teaching procedural text using non authentic materials, it was happened in this research which shows that students were more arouse to develop their ideas after reading the printed authentic materials, they got more expression and able to elaborate their essay than before using authentic materials. In addition, Arianie (2017) highlighted that authentic material could give more energy to the class, the class felt like alive. The atmosphere of live class were felt by the researcher, before using authentic materials, students passively wrote, no eager to write because they could not find the appropriate ideas. But after using authentic materials, in this case authentic printed materials, students were eager to write, and it was raising their writing achievement, from C or B- rang score to B+ even A- range score. Fatima (2016) investigated that using authentic materials in writing classroom was statistically effective. The types of authentic material investigated was authentic printed materials, which was the same as the researcher conducted. The researcher gave authentic printed materials because according to Albiladi (2018) it was the beneficial types of authentic materials in writing class that also strengthen by Fatima (2016) investigation. Finally, it was proved by the researcher in this research that authentic printed material gave advantages to students, they and have successfully improved their writing achievement.

From the explanation above, the researcher concluded that in writing class, the integration between teacher and media or

strategy used in class must be connected. The process of writing also has to be supplied to the students. By giving appropriate media or strategy and lead the process of writing, students can improve their writing performance.

## CONCLUSION

Based on the cycles had been done in this research, the researcher can conclude that (a) authentic materials can improve students' writing achievement as long as the materials given are interesting, remember that, authentic materials made not for educational use, it is a real-life material. (b) authentic materials can improve students' writing achievement as shown in the data that in cycle three the score reached the goal of criteria of success, (c) the improvement of students' achievement was the small part of the use of authentic material.

This research has not been perfect yet, it only investigates the students' achievement by the use of authentic materials. Other researcher can do similar research or other research about authentic materials, why they give advantage, and what the best way to teach with authentic materials. Teachers also can have other kinds of authentic materials to be brought in all aspects in language learning, can be in writing, like this research, reading, listening, more over speaking. Authentic materials are useful for teachers to develop and bring real life knowledge for the students, ease them to get information and build their ideas.

## ACKNOWLEDGMENTS

The researcher says thanks to all the team of the research. The students in 2017B as the class where the research conducted. Big thanks to Kemenristek Dikti to support this research. Then the researcher also says thanks to this journal which give available review and part to this research.

## REFERENCES

- Akbari, O. and Razavi, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education* 5, 105–116
- Albiladi, W. S. (2018). Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenge. *English Language Teaching* 12
- Arianie, M. (2017). Authentic Material and Interactive Activities in EFL Classroom. *English Franca* 1
- Arifa, Z. (2011). The Effect of Authentic Materials on Students' Writing of Procedural Text. *Journal on Language and Foreign Language* 1
- Azri, A., Rashdi, R., and ., M. H. (21014). The Effect of Using Authentic Materials in Teaching. *International Journal of Scientific & Technology Research* 3
- Boardman, C. A. and Frydenberg, J. (2008). *Writing to Communicate: Paragraphs* (New York: Pearson Education)
- Fakhrurazzy (2011). *Teaching English as a Foreign Language for Teachers in Indonesia* (Malang: State University of Malang Press)
- Fatima, W. (2016). Exploring Authentic Material for Improving the Writing of ESL Learners. *International Journal of Advanced Research (IJAR)* 4, 1137–1141
- Firmansyah, E. (2015). Students' Perception on the Use of Authentic Materials in Senior High School. *Jurnal Pendidikan Bahasa dan Sastra* 15, 116–122
- Galbraith, D. (2009). Cognitive Models of Writing. *German as a Foreign Language Journal* 2, 7–22
- Halim, A., Mukminatien, N., and Anugerahwati, M. (2018). The Students' Perception towards Authentic Materials in reading and Listening Activities. *Getsempena English Education Journal (GEEJ)* 5
- Hartatik, S. and Rahmah, T. H. (2016). Investigating the Students' Views on the Authentic Materials in Basic Speaking Class. *Indonesian Journal of English Language Teaching and Applied Linguistics* 1, 1–10
- Hirtagara, G. (2014). The Use of Authentic Materials to Increase the Students Achievement in Writing Procedure Text at First Grader MTsN Tunggangri Academic Year of 2013-2014
- Jacobs, H. J. (1981). *Testing ESL Composition: A Practical Approach* (Newbury House)
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal* 10, 1–6
- Latief, M. A. (2014). *Research Methods on Language Learning: An Introduction* (Malang: UM Press), 2 edn.
- Lee, Y. W., Gentile, C., and Kantor, R. (2008). *Analytic Scoring of TOEFL® CBT Essays: Scores From Humans and E-rater* (Princeton: ETS)



- Maroko, G. M. (2010). The authentic materials approach in the teaching of functional writing in the classroom. In *The new decade and (2nd) FLTeaching: The initial phase*, eds. R. Reinelt et al. (Japan: Research Laboratory EUMatsuyama), 71–87
- Masood, A. and Farouq, M. U. (2013). Exploiting Authentic Materials for Developing Writing Skills at Secondary Level. *Journal of Literature, Language and Linguistics* 1, 21
- Qamariah, Z. (2016). Authentic Materials, an Alternative in English Classroom. In *Proceeding of the Second National Conference of English Language Teaching*, ed. and others
- Refai (2018). Using Authentic Listening Materials in EFL Classroom :Students' Perception in Indonesia Context. *Premise Journal of English Education and Applied Linguistics* 7
- Stearns, D. and Reid, C. (2004). Using Authentic Materials in ABE Writing Class. *Field Notes* 14, 1–6
- Sundana, G. P. (2017). The Use of Authentic Material in Teaching Writing Descriptive Text. *English Review : Journal of English Education* 6
- Tomlinson, B. (2011). *Materials Development in Language Teaching* (Cambridge: Cambridge University). 2nd Ed
- Wallace, C. (2006). The text, dead or alive: Expanding textual repertoires in the adult ESOL classroom. *Linguistics and education* 17, 74–90
- Widyastuti (2017). Authentic Material and Automaticity for Teaching English. *REGISTER JOURNAL, Language&Language Teaching Journals* 10

**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright © 2019 Elsulukiyyah and Aisyah. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.