

**TEACHING AND LEARNING PROCEDURE TEXT WRITING USING
AUTHENTIC TEXT AS MEDIA AT SMP NEGERI 1 KALIANDA SOUTH
LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

A Thesis

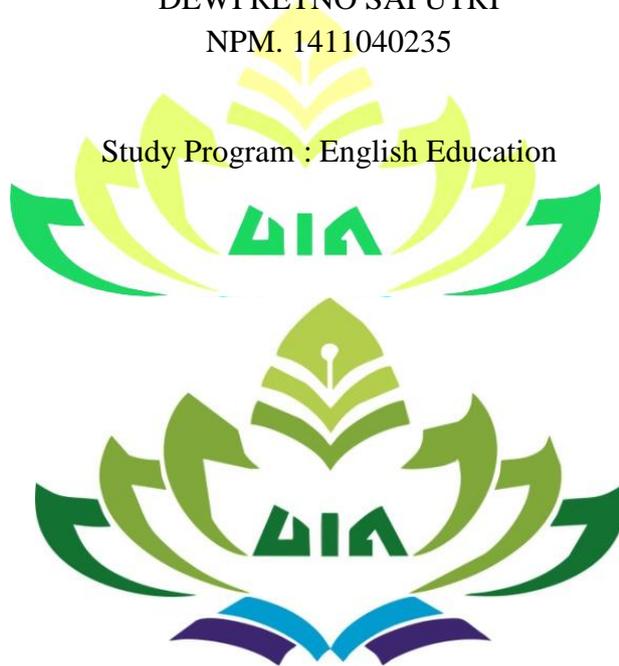
Submitted as a Partial Fulfillment of
the Requirements for S1 Degree

By

DEWI RETNO SAPUTRI

NPM. 1411040235

Study Program : English Education



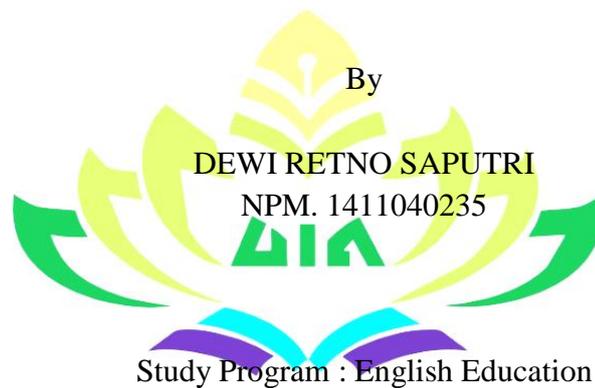
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG

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Advisor : Meisuri M.Pd

Co-Advisor : Nurul Puspita M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG

2019

ABSTRACT

Writing is one of skills in English. It is often considered a difficult subject by the students. Some media are needed by the teacher to overcome writing difficulties. One of them is Authentic Text Media. Furthermore, students often make mistake in writing text. The objectives of the research were to describe teaching and learning process writing procedure text using authentic text as media, to know teacher's problem in writing procedure text using authentic text as media and to know student's problem in writing procedure text using authentic text as media at the first semester of the ninth grade of SMP Negeri 1 KaliandaSouth Lampung in the academic year of 2019/2020. This research was a descriptive qualitative research. The subject of the research was the teacher and the students at the first semester of the ninth grade of SMP Negeri 1 Kalianda. The researcher applied the purposive sampling technique to determine the sample. It means that the researcher chose and determined one class as class sample. Furthermore, the researcher choose class IX F for the reason that the students of this class had difficulties in mastering writing skill. The total number of the sample was 34 students. The researcher used triangulation method and longitudinal triangulation to collect the data. They were observation, interview and questionnaire for triangulation method. Researcher used triangulation, because the researcher collected same data from the same group at the different time. From the data analysis, the researcher found some problems in teaching and learning writing procedure text using Authentic Text as media at the ninth grade of SMP Negeri 1 Kalianda. Problems faced by the teacher in teaching writing procedure text using Authentic Text as media were the teacher has difficulty in managing time and class because students do not focus on following directions and the teacher must control students one by one to explain about the text. Problems faced by the students in learning writing procedure text using Authentic Text as media were, they had difficulty understanding punctuation in sentences and using capital letters in sentences, do not have good vocabulary mastery and they had problems making inferences. Besides that, the students had to follow the teachers' direction in learning writing.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

APPROVAL

Title : **TEACHING AND LEARNING PROCEDURE
TEXT WRITING USING AUTHENTIC TEXT AS
MEDIA AT SMP NEGERI 1 KALIANDA SOUTH
LAMPUNG IN THE ACADEMIC YEAR OF
2019/2020.**

Student's Name : Dewi Retno Saputri

Student's Number : 1411040235

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University Raden Intan Lampung.

Advisor,

Meisuri, M.Pd.
NIP. 198005152003122004

Co-Advisor,

Nurul Puspita, M.Pd
NIP. 198907172015032004

The Chairperson of
English Education Study Program

Meisuri, M.Pd.
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260

ADMISSION

A thesis entitled: **“TEACHING AND LEARNING PROCEDURE TEXT WRITING USING AUTHENTIC TEXT AS MEDIA AT SMP NEGERI 1 KALIANDA SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020”**, by: **Dewi Retno Saputri, NPM: 1411040235**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, December 18th 2019.**

Board of Examiners:

Chairperson : Dr. Moh. Muhassin, M.Hum (.....)

Secretary : Irawansyah, M.Pd (.....)

Primary Examiner : Fithrah Auliya Ansar, M.Hum (.....)

Co-Examiner : Meisuri, M.Pd (.....)

Advisor : Nurul Puspita, M.Pd (.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP: 196408281988032002

DECLARATION

Hereby, I state this thesis entitled “Teaching And Learning Writing Procedure Text Using Authentic Text as Media at the first semester of the ninth grade of SMP Negeri 1 KaliandaSouth Lampung in the academic year of 2019/2020 is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



2019

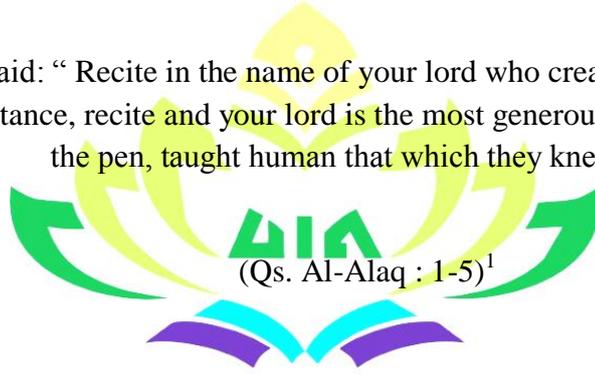
Dewi Retno Saputri
NPM: 1411040235

MOTTO

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

لَمْ عَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَّقَ مِنْ الْإِنْسَانِ خَلْقَ ۞ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ
يَعَلِّمَ لَمْ مَا الْإِنْسَانِ عَلَّمَ ۞ بِالْقَلَمِ

Alloh SWT said: “ Recite in the name of your lord who created, created man from a clinging substance, recite and your lord is the most generous, who taught human by the pen, taught human that which they knew not”



¹ Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, India: New Johar Office Printer, 2006, p.1304

DEDICATION

Praise and gratitude to Alloh SWT for abundant blessing to me, and frommy deep of heart and great love, this thesis is dedicate to:

1. The greatest inspirations in my life, my beloved father Mr.Munawar and mother Mrs.Ngasiyah who have already prayed and supported for my success and advise me all the time.
2. My grandfather Mr Sadi bin senen and Mr Samijan My grandmother Mrs Siti Satinah and Mrs Jasiyah for their endless love, may Alloh almighty pour love devotion back within his never ending grace.
3. My beloved brothers Danu Ferlanda, Dani Firmansyah and Dedi Miswanto who have motivated, support me and cheer me up until the completion of this thesis.
4. My beloved lecturer and almamater UIN Raden Intan Lampung which has contributed a lot of my development.

CURRICULUM VITAE

The researcher's name is Dewi Retno Saputri. She is called Putri. She was born in Bulokarto Pringsewu Lampung on December 20th 1995. She is the first child of Mr.Munawar and Mrs.Ngasiyah. She has three beloved brothers, their name are Danu Ferlanda, Dani Firmansyah and Dedi Miswanto. She live in Kalianda South Lampung. The researcher began her study in Elementary School at SDN 1 Bulokarto in 2001 and graduated in 2006. She continued her study in Junior Hight School at SMPN 2 Gadingrejo and graduated in 2010. After that, she went to Senior High School at SMK PGRI 2 Pringsewu and she joined Drum Band for about three years and graduated 2013. After finishing her study in Senior High School, at 2014 she decided to study in English Study Program of Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. During their studies at UIN Raden Intan Lampung researchers had completed a real work lecture (KKN) in tritunggal mulya 2 kecamatan Adiluwih kabupaten Pringsewu for 40 days, and practice field experience (PPL) at SMA NEGERI 13 Bandar Lampung for 50 days.

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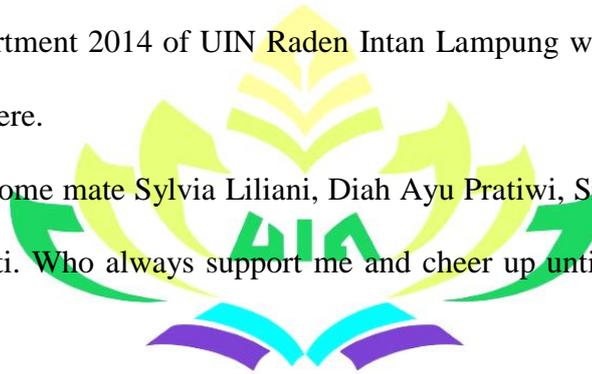
First of all, praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “Teaching and Learning Writing Procedure Text Using Authentic Text as Media at the first semester of the ninth grade of SMP Negeri 1 KaliandaSouth Lampung in the academic year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program of Tarbiyah and Teacher Training Faculty State Islamic University (UIN) Raden Intan Lampung.

Then, thanks to the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and teacher training faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program UIN Raden Intan Lampung and as the Advisor who has patiently guided and directed the researcher until the completion of thesis.
3. Nurul Puspita, M.Pd, the Co-Advisor who has given guidance and supervision especially in correcting this thesis.
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5. Sakwan, M.Pd, the headmaster of SMP Negeri 1 Kalianda and all the teachers and staff who have helped the researcher in collecting data.
6. Aris Tonson, S.Pd, and all English Teacher of SMP Negeri 1 Kalianda who given guidance and spirit in conducting this researcher.
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8. The researcher's friends especially, Dela Julian Anggita, Citra Maharani, Devi Feradigma, Devi Anggraeni, Diana Kusuma Ningrum and all friends of class D in English Department 2014 of UIN Raden Intan Lampung who cannot be mentioned individually here.
9. My beloved home mate Sylvia Liliani, Diah Ayu Pratiwi, Siti Rukanah, Siti Widad, Yuyun Yuniati. Who always support me and cheer up until the completion of this thesis.



Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung,
The Researcher,

2019

Dewi Retno Saputri
NPM: 1411040235

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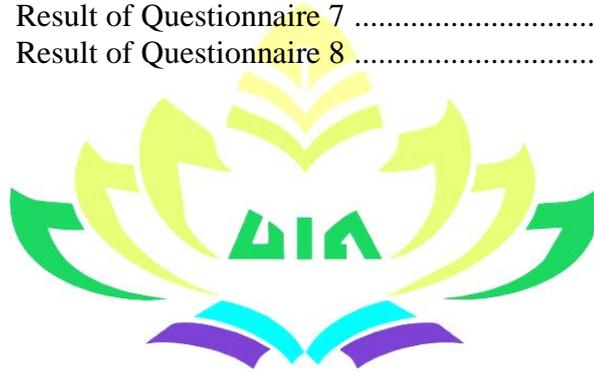
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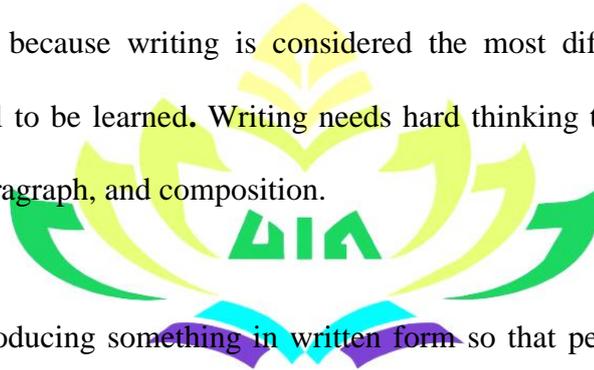


CHAPTER 1

INTRODUCTION

A. Background of the Study

English is one of a compulsory subject in Indonesia.² One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.



Writing is producing something in written form so that people can read, perform and use it.³ It means that in teaching writing the teacher reinforces students to produce something in written form so that people can read it. In producing written text well, the students cannot do it by themselves, but they should do through a process in teaching and learning. Especially learning in the classroom between teachers and students in the learning process teachers expect students to produce better writing, so every learning process is expected students can create a better paper.

²Departemen Pendidikan dan Kebudayaan RI, *Keputusan Menteri: No. 096/U/1967 tentang Pengajaran Bahasa Inggris di Indonesia*

³Caroline Coffin, et al, *Teaching academic writing: A toolkit for higher education*, (New York: Routledge, 2003), p.1

Among the four language skills taught in schools, writing is the most difficult skill to be mastered by students.⁴ It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a student masters some techniques of writing such as how to obtain ideas about what she will write on, how to express them in a sequence of sentences, how to organize them chronologically and how to review and then to revise the composition until the writing is well-built.

In writing at junior high school, writing is divided into several kinds, such as narrative, descriptive, procedure, and recount text. They are supposed to be able to write short passages of different kinds of text. One of them is writing procedure text. Procedure text is part of human daily life. It tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps. According to Mark and Cathy Anderson procedure text is a piece of text that gives us instructions for doing something.⁵

In order to make writing become easier to learn, teacher has to make an interesting teaching media. The teacher needs media to convey the lesson more easily. Brown states that using a variety of media will increase the probability that the students will learn more and retain better what they learn

⁴Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 303.

⁵Mark Anderson and Cathy Anderson, *Text types in English 2*, (South Yarra: McMillan Education Ltd,2003), p.50

in improving the performance of skill they are expected to develop.⁶ Longman Advanced Dictionary stated that “writing is words that have been written or printed, and activity or making words on a page with a pen or pencil”.⁷ Related to the statement, teaching media becomes one of the important points of the teaching and learning activities. Basically, Media refers to the teaching learning approach, design and procedure.

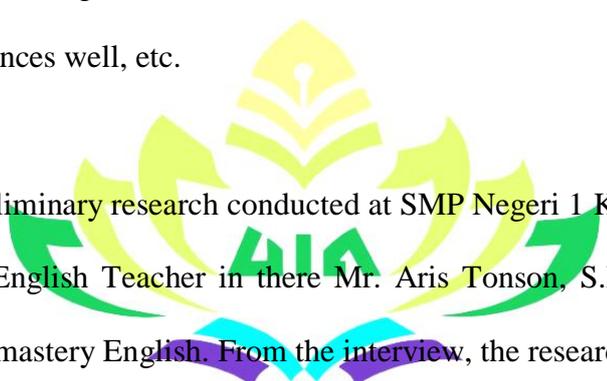
Authentic text is a media selected in the process of writing procedure text writing. The authentic text was defined as a text that was created to fulfill some social purpose in the language community in which it was produced.⁸ The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competences. Authentic materials also known as realia can be described as anything created for native speakers of a language, we can use for our teaching purposes. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations.

⁶H Douglas Brown, *Teaching by Principle :An Interactive Approach to Language Pedagogy*, (San Francisco : Longman, 2001), 2nd Ed,p.2

⁷Longman Advanced American Dictionary (New York, Printed by U.S 2000) p. 1829

⁸Little, D. G. and D.M. Singleton,.(1988) *Authentic Materials and the Role of Fixed Support in Language Teaching: Towards a Manual for Language Learners*.Dublin; Trinity centre for Language and Communication Studies.

Considering the complexities of writing skill that were encountered by students, learning writing is the most avoided subject among other skill subject in English. In fact, learning writing to give advantages to the students. because writing sharpens thinking skills, opens opportunities to learn and nurtures personal development. However, many students think that writing is considered as the most complicated and the most difficult skill. As a result their writing ability is far from what is expected. There are some ways that must be known by the students. For example, how to organize idea as well, how to choose the suitable words, and how to write sentences well, etc.



Based on preliminary research conducted at SMP Negeri 1 Kalianda, the researcher interviewed English Teacher in there Mr. Aris Tonson, S.Pd about the students' capability in mastery English. From the interview, the researcher found that most of the students of ninth grade of SMP Negeri 1 kalianda still found difficulties in writing procedure text. The student could not write things, place, and a person in detail because they do not have any idea when they are asked to write them and how to write it. They were lazy and bored of teacher asked them to write about something. There are many students are lack of motivation in writing. Besides that, some of them did not know what they should write. The other problems which also emerged are choosing the topic, arranging text and using of vocabulary. Besides

that, they were difficult to express their memoriam about something that wanted to write. They did not have enough self confidence to make their own sentence.⁹

In addition, by interviewing the students, it was found that most of the students in the ninth grade school still had difficulty writing text sometimes students find difficulty with sentence structure and how sentences are linked together and sequence. But the English teacher there might find another way by using instructional media. Teachers use authentic text as a learning medium. Using authentic text is expected to make them understand the steps to make sentences linked together. Teachers and students are naturally attracted to authentic texts. It can be concluded that writing something designed for native speakers is motivating, and developing strategies for handling 'real' texts allows students to write more confidently and extensively outside the classroom.

Based on previous research by Fitriana in seventh grade SMPN 4 starch by applying authentic text media to improve students' writing skill. The research method is experimental. The design of this study is an experimental method that uses pretest and posttest. There is a significant difference between the ability of the text writing procedures of seventh grade students of SMPN 4 PATI before and after they are taught by authentic texts. And it shows that teaching writing through media authentic text can improve students' writing skills significantly.¹⁰ It can be

⁹Interview to the English teacher of SMP Negeri 1 Kalianda, *Mr Aris Tonson, S.Pd on March 31th 2018*

¹⁰Fitriana, Fitriana (2012) *Teaching Writing Procedure Text Using Authentic Text as Media of the Seventh Grade Students of SMP Negeri 4 Pati in Academic Year 2011/2012.*

concluded, this media has a significant effect on students' writing ability. And the difference in this part of the study, this study focuses only on student problems and teacher problems and the teaching and learning process of writing procedure text using authentic text media.

Based on the description above, the researcher was known the learning process of teaching English subjects in SMP Negeri 1 Kalianda by observing the instructional media used by the English teacher in teaching writing, that is authentic text. In addition, researcher found information about the causes of bad scores of students and problems by teacher and students in the process of teaching and learning to write. Based on the background above, the researcher conducted the research entitled "Teaching and Learning Procedure Text Writing using Authentic Text as media in first semester of ninth grade students of SMP Negeri 1 Kalianda south lampung in academic year of 2019/2020."

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problem as follows:

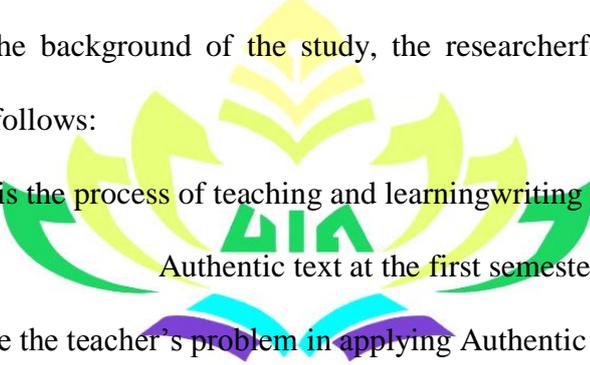
1. The students' ability in writing procedure text is still low
2. The students found difficulties and confused to composing the text
3. The students found difficulties in expressing their idea in written form
4. The English teacher had used Authentic text media in writing lessons but not effective and not maximal.

C. Limitation of the Problem

Based on the problem and identification, the researcher focused on three problems there are : Process of teaching and learning writing procedure text using authentic text, teacher's problem in applying authentic text in teaching writing procedure text, students problem in learning writing procedure text using authentic text as media at the first semester of the students ninth grade of SMP Negeri 1 kalianda.

D. Formulation of the Problem

In line with the background of the study, the researcher formulated the research statements as follows:

- 
1. How is the process of teaching and learning writing procedure text by using Authentic text at the first semester of SMPN 1 Kalianda?
 2. What are the teacher's problem in applying Authentic text in teaching writing procedure text at the first semester of SMPN 1 Kalianda?
 3. What are the students problem in learning writing procedure text by using Authentic text at the first semester of SMPN 1 Kalianda?

E. Objective of the Research

The objectives of the research are:

1. To know the process teaching and learning writing procedure text using authentic text media at SMP Negeri 1 Kalianda
2. To know the teacher problem in applying authentic text media in teaching writing procedure text.

3. To know the students' problem writing procedure text by using authentic textmedia.

F. Significance of the Research

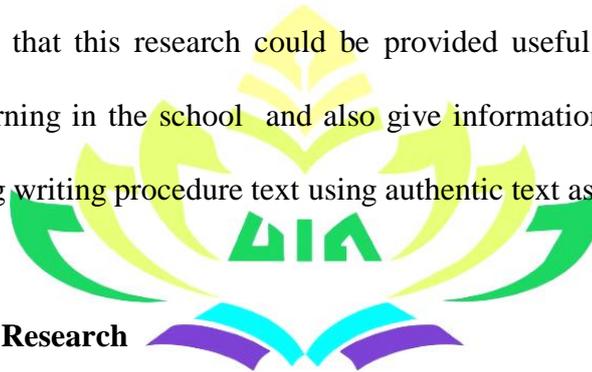
The significance of the research are as follows:

1. Theoritically Contribution

The result of the research are expected to contribute to the development of education, especially in students' learning style in writing skill.

2. practically Contribution

It is expected that this research could be provided useful input in improving the quality of learning in the school and also give information to the English teacher about teaching writing procedure text using authentic text as media.



G. Scope of the Research

1. Research Subject

The research subject wareEnglish teacher and the students at the ninth grade of SMP Negeri 1 Kalianda.

2. Research Object

The research objects ware known the process and the problems of teaching and learning writing procedure text using authentic text as media.

3. Research Place

The research was conducted in SMP Negeri 1 Kalianda South Lampung.

4. Research Time

The research was conducted at the first semester in academic year of 2019/2020.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

As an international English is considered as an important language to be learned. English is the first foreign language. It supported by Setiadi, English is really a foreign language learner in Indonesia.¹¹ It means that English is only as a foreign language, then English is only used in certain situation, and it is not used in the daily life but English has an important part in our education. Harmer states, English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitor in a target language country.¹² It means that English as a foreign language is learned by the students only at school or institution, it is not used for communication in daily activity in the country who did not use English for daily activity.

Most of the Indonesian students learn English only in the class as a subject that needs to be learned by students in Indonesia, not for daily communication. Therefore there are only some people who speak English well. Besides, teachers as the main idea on educating the students must begun attempting to teach foreign languages in the way that is more similar to first language acquisition. The teacher

¹¹Ag.BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006),p.10

¹²Jeremy Harmer, *How to Teach Writing*, (Edinburg Gate, Longman, 2004), p.39

should prepare the material instructions, media and technique to make them easier to learn English.

Brown states, that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹³ It means that teaching is the teacher's activity to facilitate, enable, set, show and help learner how to do something.

In conclusion, teaching English as foreign language is a process facilitating learning, enabling the learner to learn, helping someone to learn how to do something about English in the setting of the students are not native speakers. This process should be done by the teacher based on the experience, knowledge and material preparation that aims of teaching can be reached. In addition, the teacher should notice needs of students who use English as a foreign language which has not much familiar with English itself. So the teacher is hoped to choose and use strategy or technique and the material English wisely and appropriate for the students.

B. Concept Teaching and Learning English

1. Concept of Teaching

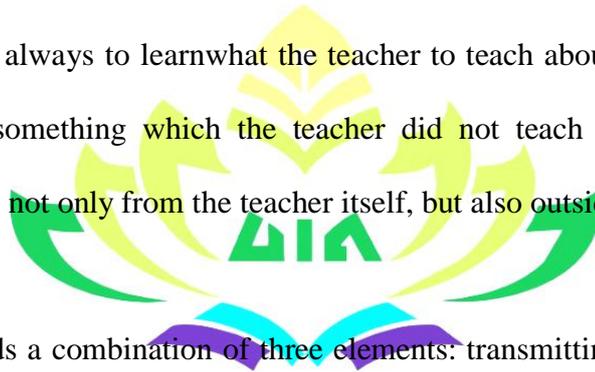
Teaching means to give (someone) knowledge or instructor to train someone.¹⁴ It means that teaching is activity that make someone has new knowledge which can make

¹³ H. Douglas Brown, *Principles of language learning and teaching*. (4th Edition) (San Fransisco:Longman:2000), p.7

¹⁴ Jeremy Harmer, *The Practice of English Teaching 3rd Edition* (Harlow Longman, 2007), p.56

someone has ability to do something. According to Brown teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, caused to know and understand.¹⁵ From the definition, it is clear that teaching is process of transferring knowledge from the teacher to the students or giving knowledge to someone so that they have ability to do something.

Teaching can be defined as providing opportunities for students to learn. However students may not always to learn what the teacher to teach about, and sometimes, they may also learn something which the teacher did not teach to them. The students actually can learn not only from the teacher itself, but also outside of it.



Teaching demands a combination of three elements: transmitting knowledge, teaching of the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal the teacher select before.¹⁶

Teaching is not a simple matter, teaching is the systematic activity which is included many components. Every component cannot be separated, but it has to be run together dependently and continually. For that reason, it is necessary for having a good management in teaching. It should also consider about the ability of the teacher in managing the class, skill, and also the professionalism of the teacher so that the teaching goal can be achieved. There some basic elements of teaching:

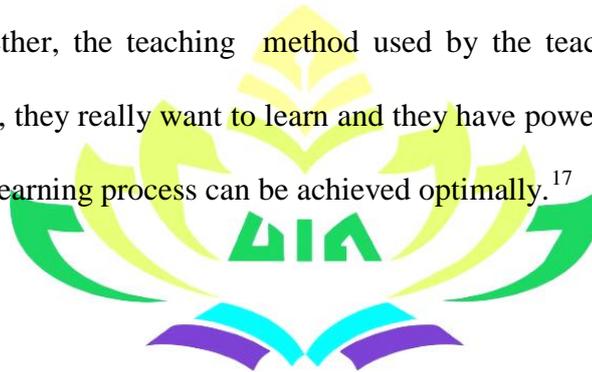
¹⁵ H.Douglas Brown, *The Principles of Language Learning and Teaching*,(Upper Saddle Longman, 2007),p.8

¹⁶ Richard C. Spirintall, *Educational Psychology Development Approach*, (Ottawa Addison Wesley Publishing Company, 1977), p. 382

a) Students

Student is a component of the system of education that will be educated, so that the students will become the qualified human beings as stated in national education goal. In the modern view, students is not only being the education object and target but also as the education subject, the students have right be active in increasing their creativities.

The success of the students in learning process is mostly influenced by their motivation. Whether, the teaching method used by the teacher, if the students are highly motivated, they really want to learn and they have powerful reason for doing so, the result of the learning process can be achieved optimally.¹⁷



b). Teacher

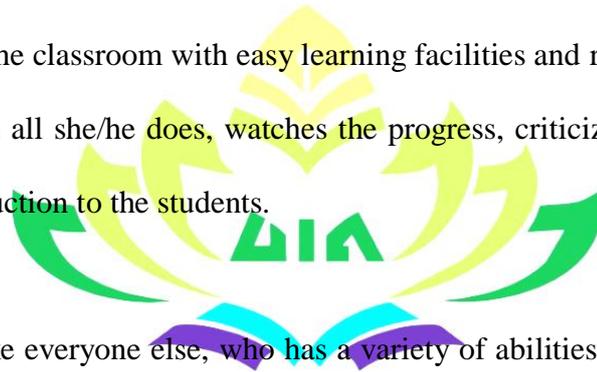
Teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in education role. The good teacher knows the exact planning and organization to increase effectiveness and improve students' achievement. As one element of education, teacher should have the special skill and knowledge in doing their duty will and effectively.

A good is someone who helps rather than shouts, able to correct the students without offering them, able to understand and help the student difficulties in

¹⁷ Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 2007), p.8

teaching learning process.¹⁸ It means that good teacher knows that the best way to learn set the classroom with easy learning facilities and remain as responsible as ever, share in all they do, watch the progress and remain as responsible as ever, share in all they do, watch the progress, criticize and necessarily give specific instruction to the student.

Being the teacher is not only about knowledge in certain areas of studies, but also about how she/he behaves in daily activities. Good teacher knows that the best way to learn. sets the classroom with easy learning facilities and remain as responsible as ever, share in all she/he does, watches the progress, criticizes and necessary gives specific instruction to the students.



Teacher is like everyone else, who has a variety of abilities and skills and needs to makes the best possible use of whether talent they have. As a good teacher, she/he must understand well their students, know about students background and interest, know about students previous language learning experience and their attitude to English. These will enable the teacher to help them more happily and effectively.

From the explanation above, it can be concluded that teaching is process of transferring knowledge or giving someone knowledge so that someone has ability to do something. Teaching process consist of two basic components: students and teacher. The first component is students, someone who will be educated. The

¹⁸*Ibid*, P. 9.

second component in education role. The good teacher should have specific skill, know how to improve students' achievement. Besides, to be a good teacher someone should know how creates the learning atmosphere with easy learning activities, teacher must understand well the students.

2. Concept of Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction.¹⁹ Learning is the process of getting knowledge through some way, such as study, experience or instruction that had been given by other person learning can be defined as a relatively permanent change in an individual's behavior.²⁰ These changes occur as a consequence of experience in some specified situation. The change brought about by developing a new skill, understanding a specific learn, changing attitude. The change is not merely incidental or cultural in the way the human appearance change as people get order. Learning is relatively permanent change, usually brought about intentionally. There are three domains of learning. First, affective relates to the emotion. Second, Cognitive is concerned with memory, perception, pattern recognition and language use. Third, psychomotor development relates to movement or muscular activity associated with mental processes.²¹

Based on the explanation above, learning is process of acquiring and getting knowledge through study, experience or instruction. In addition, learning can also

¹⁹ H. D. Brown, *Op Cit*, p.7

²⁰ Martya Long, et al, *The Psychology of education*, (New York. Roudledge, 2011), p.14

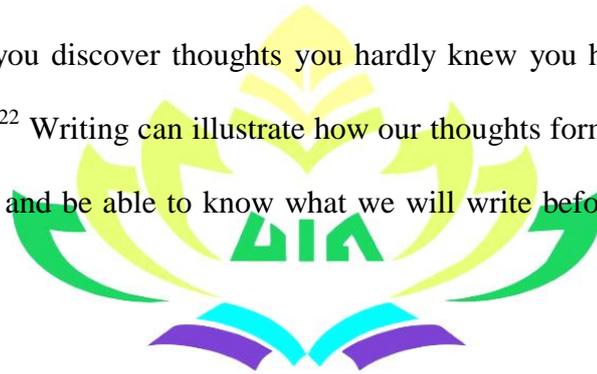
²¹ *Ibid*, P. 15.

give a change to the students, such as developing new skill, understanding a scientific law and attitude.

C. Concept of Writing

1. Definition of Writing

Writing is a way of expressing our thoughts in order the reader can understand what we have in our mind in the written form. This statement is supported by Baker who stated, “writing is a way of thinking. Writing actually creates a thought, and generates your ability to think; you discover thoughts you hardly knew you had, and come to know what you know.”²² Writing can illustrate how our thoughts form to the writing that we will write before and be able to know what we will write before it becomes a written form.



Another expert, Nunan said that, “Writing is both physical and mental work.”²³ It means that writing is the physical act of committing words or ideas to some medium, and is mental work of inventing ideas, thinking about how to express them into statements and paragraphs well.

Meanwhile, Brown explained that “writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive.”²⁴ Means

²² Sheridan Baker, *The Practical Stylist, sixth Edition*, (New York : Harper & Row Publishers,1987), p.2

²³ David Nunan, *Language Teaching Method: A Textbook for Teacher*, (New York: Prentice Hall, 1991), p.4.

²⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, 2nd Ed.*, (New York: Pearson Education, 2001), p. 337

in writing is able to express everything from what is thought and develop new ideas and then poured into the form of writing and become a message for the reader.

According to Hartley, “writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process”.²⁵ Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing is as a process to produce written product that will be used for readers.

According to Palmer, writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.²⁶ As a result, writing is an activity that produces something from mind become meaningful a text of the sentence. To make a good writing we can arrange sequence sentence. Shortly, writing skill is specific abilities which help writer puts their thoughts into words in a meaningful form and mentally interact with the message.

Based on the definition above explain clearly that writing is a process of showing or expressing ideas, opinions, experiences, or information in the mind of the writer in the form of written language. The writer success to express his/her ideas,

²⁵ Hartley James, *Academic for writing and Publishing: A Practical Handbook*, (New York: Routledge, 2008), p. 10

²⁶ Barbara C, Palmer, *Developing Cultural Literacy through the Writing Process*, (Loongwood Profesional Book: New York, 1994), p. 47.

opinions, experiences, and etc if she/he clearly knows what the purpose she/he writes.

2. Writing Process

Writing process is the several actions which have to be done by a writer if she/he wants to write. For some experts, writing is a process that involves some steps, Richards and Willyexplained four main states in the writing process, namely planning, drafting, revising, and editing.

a. Planning (Pre-writing) is any activity in the classroom that encourage students to write. It simulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

b. Drafting

Writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, amongwhom are peers, other classmates, pen friends, and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to the writing. Such a strategy may provide the lead of the drafting stage. Once a start is made the writing task is simplifield as the writers let go and disappear into the act writing.

c. Responding

Responding to the student writing by the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. Response can be oral or in writing, after the student have produced the first draft and just before they proceed to revising.

d. Revising

When the student revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

Another activity for revising may have the students working in pairs to read aloud each other's drafts before they revise. As students listen intently to their own writing, they are brought to a more conscious level of rethinking and reseeded what they have written. Meaning which are vague become more apparent when the writers actually hear their own texts read out them. Revision often becomes more voluntary and motivating. An alternative to this would be to have individual student read their own texts into a tape recorder and take a dictation of their own writing later. Students can reply the tape as often as necessary and activate the pause button at points where they need to make productive revision of their texts.

e. Editing

The students are, however, not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of

cause, prior to submitting their work for evaluation each time. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

f. Evaluating

In evaluating student writing the scoring may be analytical based on specific aspects of writing ability or holistic based on a global interpretation of the effectiveness of that piece of writing. In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming text for stage performance, or merely displaying text on noticeboards. The post-writing stage is a platform for recognizing students work as important and worth-while. It may be used as a motivation for writing as well as to

hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.²⁷

Meanwhile, Grenville stated that writing is a process that involves the following steps:

- a. Getting ideas (in no particular order).
- b. Choosing (selecting the ideas you think will be most useful).
- c. Outlining (putting these ideas into the best order – making a plan).
- d. Drafting (doing a first draft from beginning to end, without going back).
- e. Revising (cutting, adding, or moving parts of this draft where necessary).
- f. Editing (proofreading for grammar, spelling, and paragraphs).²⁸

From the statements above, the writer inferred that above two theorists argued differently about writing process, they however have the same purpose; that is the writing process provides the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a better writing and it can develop positive attitudes toward writing.

²⁷ Jack C. Richard and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambrige University Press, 2002), p.315

²⁸ Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin,2001), p.8.

3. The Purpose of Writing

The purpose of writing based on Penny Ur is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.²⁹ Miller said some purposes of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse, and to inspire others.³⁰ and to know the importance of the purpose of writing must understand the important aspects based on the ideas that will be made and appreciate it in the form of writing to convey the results of the mind form to a writing so that the reader can correctly know and capture the message to be conveyed.

a. Writing to understand experience

The writers who have this motive of writing draw upon to help them understand who they are, how they become that way, what they like, or what they want. Even though, the writers are writing about themselves, they are not writing for themselves alone. They are also writing to share their experience to the readers.³¹

b. Writing to inform

In much of writing, it will intend simply to inform the reader about a subject. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are or what happened.³²

²⁹ Ur, Penny. *A Course in Language Teaching Cambridge*: Cambridge University (1996). p.424

³⁰ Robert Keith Miller, *Motives for Writing, 5th Ed.* (New York: The McGraw-Hill Comp, 2006), p.47.

³¹ *Ibid.*, p.47.

³² *Ibid.*, p.97.

c. Writing to explain

Writing to explain means to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that readers understand it as well. The task in explaining is to clarify a subject to the readers. The important thing to keep in mind is to clarify a subject to the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still need explanations.³³

d. Writing to persuade

Persuasion is very important things in human's life. You will use persuasion an attempt to get someone to do something you want for yourself, to achieve benefits for others, or to solve the problem. For instance, when you apply for job, try to borrow money, persuade the government to protect an endangered species. So, it can be assumed that writing to persuade others has an aim which is the need to change someone's mind.³⁴

e. Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve. Fulfilling

³³*Ibid*,p.451.

³⁴*Ibid*,p.455.

this motive of writing involves drawing on widely held values and evoking feeling that need to be reinforced.³⁵

f. Writing to amuse

Writing to amuse requires the writers to focus on the readers rather than himself or herself. The writer may enjoy the experience and take pride in what you accomplish, but she or cannot settle for amusing alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.³⁶

Meanwhile, according to Dietsch, writing has four general purposes: to inform, to persuade, to express, and to entertain.³⁷ Based on those two statements above, the writer conclude that every writing has a purpose; that is the writer wants to convey to the readers. Miller and Dietsch have the same opinion that purpose of writing might be giving information, persuading, entertaining, or amusing readers. However, Miller added some purposes of writing such as gives explanation, inspiration and understands experience, meanwhile, Dietsch added writing to express as a purpose of writing.

D. Concept of Procedure Text

1. Definition of Text

Before going to the definition of procedure text, it is better to know definition of the text itself, Homby defined “text is the main written or printed part of a book or

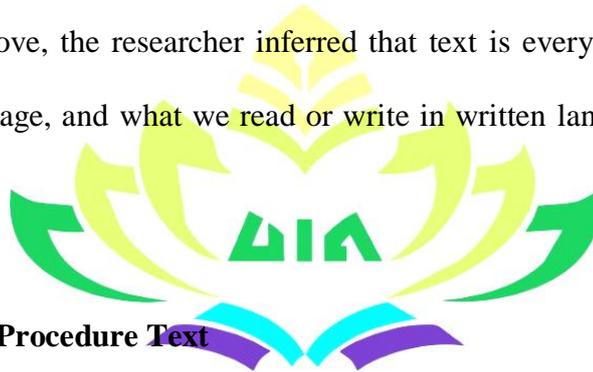
³⁵ *Ibid*, p.521.

³⁶ *Ibid*, p.569.

³⁷ Betty MattrixDietsch, *Reasoning & Writing Well; A Rhetoric, Research Guide, Reader, and Handbook 4th Ed*, (New York: McGraw-Hill, 2006), p.7.

page, contrasted with notes.”³⁸ And Jack C. Richard on this book “Longman Dictionary of Applied Linguistics” stated that “Text is a segment of spoken or written languages, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context.”³⁹

Moreover, Anderson argued that “Texts are pieces of spoken or written language created for a particular purpose. It means when write or speak, we create texts. When we listen, read, or view texts, we interpret them for meaning.”⁴⁰ Thus from the definition above, the researcher inferred that text is everything we hear or say in spoken language, and what we read or write in written language that has structure and function.



2. Definition of Procedure Text

According to American Heritage Dictionary, “Procedure text is a set of instruction that performs a specific task of function.” We can say that procedure text describes how something is accomplished through a sequence of actions or steps.⁴¹ According to Wardiman, “Procedure text is the text that give some clues or how to do something through a series of actions.”⁴² It can also be said that procedure text gives step by step

³⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, 6th Ed, (New York: Oxford University Press, 2000), p.1397.

³⁹ Jack C. Richard and Friends, *Longman Dictionary of Language Teaching & Applied Linguistics* 4th Ed, (London: Pearson Education Limited, 2010), p. 594

⁴⁰ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (South Yarra: Memillan Education Ltd, 1998), p. 28.

⁴¹ American Heritage Dictionary.2000: 1398.New York Toronto London Sanfransisco.

⁴²Wardiman, Antono. *English in Focus For Grade II Junior High School*.Jakarta :PusatPerbukuanDepartementPendidikanNasional.

to perform an activity. Its used is to describe how something is completely done through a sequence of series.

Based on the definition above procedure text is a text that explains, tells or show someone how to do something, that have to be done in a series of sequenced steps and show a process in order to describe how something is completely done through a sequence of series.

3. Language Features of Procedure text

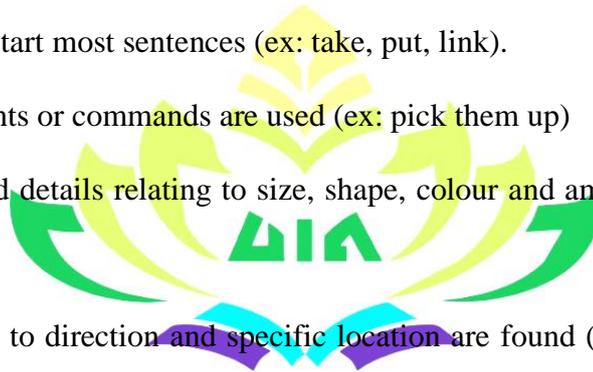
According to Anderson, procedure text usually includes the following language feature:

- 
- Sentence begun with action verb *imperative sentence* (ex: pour hot water into the cup).
 - Sequence words or temporal conjunctions (ex: firstly, next, then) and numbers. (ex: 123) than show the order for carrying out the procedure.
 - Adverb of manner to describe how the actions should be performed (ex: quickly, firmly).
 - Precise terms and technical language. (ex: ml, grams, etc).⁴³

In addition, the other sources added some of language features of procedure text which are not included in Greg Anderson's book. They are:

⁴³ Mark Anderson and Kathy Anderson, *loc. Cit.*

- Nouns or noun groups are used in the listed material or equipment.(ex: screws, nuts, bolts, screwdriver,wood)
- Often the name of an item is omitted instead of being constantly repeated and an ellipsis is used. The person following the instruction may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.
- Conjunctions are used to show chronological order(ex: before, while, then, after, when).
- Action verbs start most sentences (ex: take, put, link).
- Short statements or commands are used (ex: pick them up)
- Adjectives add details relating to size, shape, colour and amount (ex: place the red cube there).
- Words related to direction and specific location are found (ex: left, north, Jamison street).
- Present tense is generally used.
- Vocabulary ranges from technical to everyday language according to the target audience.
- Emphasis is often given to important information by underlining it or writing in bold.
- Adverb, prepositions and adverbial phrases add detailed information about how, where and when.



- Clear, simple, precise but detailed language is used.⁴⁴

To sum up, all of the point of language features of procedure text above are usually used in writing procedure text.

4. Structure of Procedure Text

Generally, a procedure text is arranged of three main parts; aim or goal of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

- a. An introductory statement giving the aim or goal

This part can be the little or the procedure text, it is also may include an introductory paragraph.

- b. List of materials needed for completing the procedure

This part usually takes from in kind of list, though sometimes it also can be in form of paragraph, in certain procedure text this part sometime is omitted or left out.

- c. A sequence of steps in the correct order

This is the last part of procedure text which show a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers 1,2,3, etc or by using words. such as first, second, third, etc. Words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.⁴⁵

⁴⁴ Greg Anderson. *Targeting Text: Recount, Procedure, Exposition Middle Primary*. (Blake Education fully reproducing, 2011).P. 45.

⁴⁵ Mark Anderson and Kathy Anderson, *op.cit.*, p.31.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedure texts. For example, in procedure text that tells the readers direction of how to get to certain place or procedure text of rules of behavior, there is no list of materials needed. In a procedure text of how to operate something, sometimes list of materials needed is not included.

5. The Example of Procedure Text



sumbergambar : <https://thoroughlyreviewed.com/electronics/digital-slr-camera-review>

You need :

- A digital camera (DSLR camera or pocket camera or the others camera that you have)
- The object (find something that interesting to you like animals, buildings or the others)

Steps :

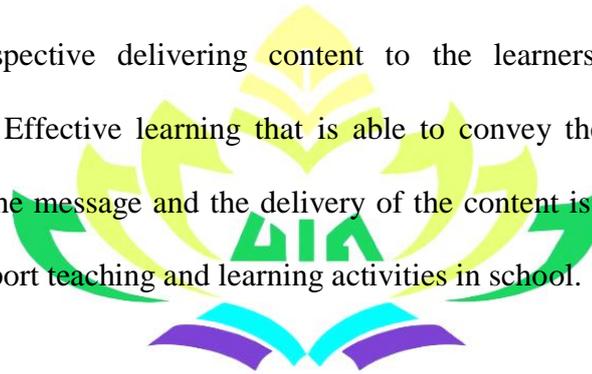
- handle the camera and turn on it
- center the object in the LCD and manage the zoom control untill you get the best view

- when you are ready to take the picture, hold the shutter speed, and various other calculations.
- Then, a light should appear that let you know the camera is set to go.
- After that, press shutter all the way down.⁴⁶

E. Media

1. Definition of media

Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.⁴⁷ Effective learning that is able to convey the message between the recipient of the message and the delivery of the content is done so that the media used can support teaching and learning activities in school.



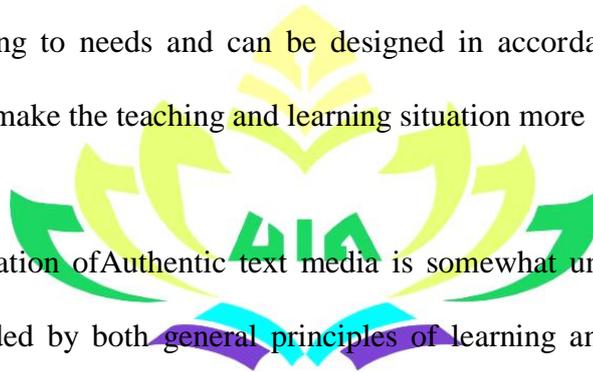
Instructional Technology/media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. Suppose Authentic Textit greatly enhance the effectiveness of communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces impact of: Save time, Increase interest, Hold attention, Clarify ideas, Reinforce concepts, Add tone, Prove a point, Aid memory.⁴⁸

⁴⁶ <http://britishcourse.com/22-contoh-procedure-text-sederhana.php>

⁴⁷ Dewdney, A. & Ride, P. *The New Media Handbook*. (London & New York: Routledge. 2006).p.35

⁴⁸ Mohan, T. et al. *Communicating Theory & Practice*. (Canberra: Thomson, 2001).p.36

Authentic text media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Authentic text media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed Authentic text media for effective instruction of such students. The most common use of Authentic text media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning.⁴⁹ Authentic text media can be used according to needs and can be designed in accordance with better learning situations to make the teaching and learning situation more effective.



Every application of Authentic text media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of Authentic text media programs are designed intentionally to make the teaching-learning environment more interesting and effective.⁵⁰ Not only the learning environment but the role of the teacher, material and Authentic text media are important elements in teaching and learning activities in the classroom. The Authentic text media can be designed according to the needs and needs of each student to improve the effectiveness of learning.

⁴⁹Heinich, R. et al. *Instructional Media and Technologies for Learning*. (New Jersey: Prentice Hall, inc. 1996).p.36

⁵⁰Locatis, C. N. & Atkinson, F. D. *Media and Technology for Education & Training*. Columbus, Ohio: Charles E. Merrill Publishing company. P.36

Based on the explanation above Teaching and learning are considered complex processes, influenced by different multiple factors, including use of Authentic text media or instructional aids, which results active involvement of learners and makes teaching more interactive. It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge. This is mainly because it provides interactive learning environment due to which learning experiences becomes more meaningful and satisfying. And easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive.

F. General knowledge of the Authentic Text

The following is the discussion about: authentic text, the concept of authentic text, advantages of authentic text, disadvantages of authentic text and type of authentic text.

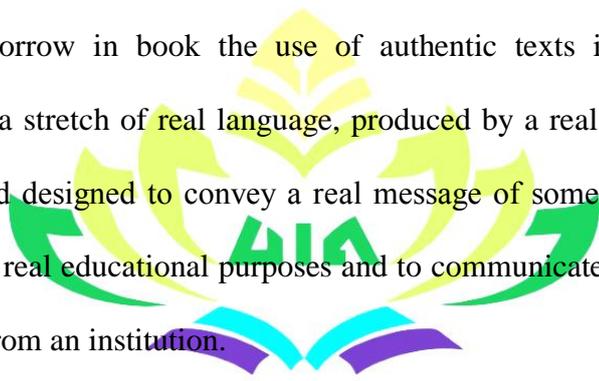
1. Definition of Authentic Text

Authentic texts is text which are written for “real world” purposes and audiences: to entertain, inform, explain, guide, document or convince. In fact, authentic texts need not even be written words. Audio files, virtual tours, speeches, blueprints, photos, video clips and other non-written items that can be read or interpreted are also considered to be text.⁵¹ Other than that without changing the authenticity of the authentic text itself

⁵¹Somers-Arthur, *Authentic Text to Deepen Student Learning*. (Oxford: oxford university press.2005). p.81

An authentic text is usually taken to mean a text which was not written for the language classroom, and which hasn't been messed with – it retains its original vocabulary and grammar, and bits of the text have not been cut out. Preferably it is unprocessed, i.e. not retyped, so it still looks the same as it always did: the same font and graphics.⁵² In other words, authentic texts are written for any purpose other than language learning, and are intact rather than processed, adapted, or simplified.

According to Morrow in her book *The Use of Authentic Texts in English Lessons* “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”.⁵³ That the text is truly original for real educational purposes and to communicate something or notice to a real audience from an institution.



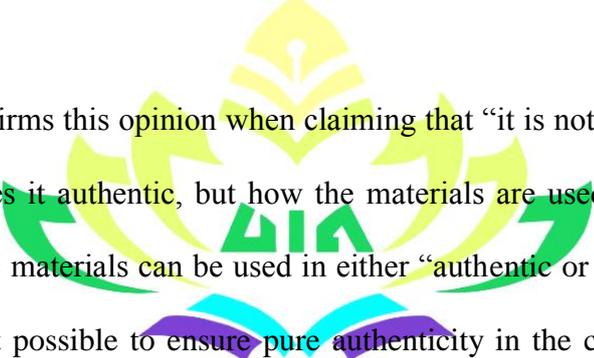
In the definitions above Authentic text may be thought of as any text that was written and published for the public. Journal articles, blog posts and novels are just a few examples. Authentic texts are written for “real world” purposes and audiences: to entertain, inform, explain, guide, document or convince. In fact, authentic texts need not even be written words. Audio files, virtual tours, speeches, blueprints, photos, video clips and other non-written items that can be read or interpreted are also considered to be text.

⁵² Edward de Chazal. *Using authentic texts in the EAP classroom*. (Oxford university press ELT. 2014). P 1

⁵³ Kristyna Loudova, *The use of Authentic in English Lesson*, (Brno: Masaryk University. 2014) P.10

2. Concept of Authentic text

Authentic text has become a “predominant paradigm” for language teaching at the end of the 20th century.⁵⁴ The rush development of communications technologies has resulted in access to large amounts of various authentic texts. Moreover, current learners have become more responsible for their own learning; therefore the demand for authentic in ELT have increased. Nowadays, much more stress is put on the authenticity of target language text, information about target culture, and interactions when acquiring this information.



Jacobson confirms this opinion when claiming that “it is not simply the format of a text that makes it authentic, but how the materials are used” and he stresses that even authentic materials can be used in either “authentic or school-only way”.⁵⁵ In short, it is not possible to ensure pure authenticity in the classroom, but teachers and learners can still benefit from authentic texts providing they are not presented in a non- authentic way, using unnatural, made-up exercises and tasks.

3. Advantages of Authentic texts

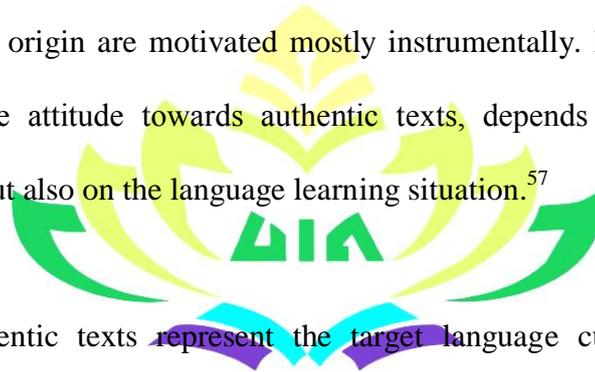
- a. Firstly, Authentic texts contain not only contemporary language that is current and responsive to changes, but also life and institutions, which means they possess an intrinsic educational value. Authentic texts support the natural and consciousness-

⁵⁴*Ibid*,p.10

⁵⁵*Ibid*,p.11

raising way of learning grammar and they stimulate the so-called whole-brain processing that leads to more durable learning.⁵⁶

- b. Secondly, it is believed that the content of authentic texts corresponds with the needs and interests of students more than conventional teaching texts. Motivation for language learning is mostly defined either as integrative or instrumental. Authentic texts are being perceived as a bridge between learners and the target language culture, however students learning a language far from the country of its origin are motivated mostly instrumentally. In short, motivation, in respect of the attitude towards authentic texts, depends not only on learners' preferences but also on the language learning situation.⁵⁷



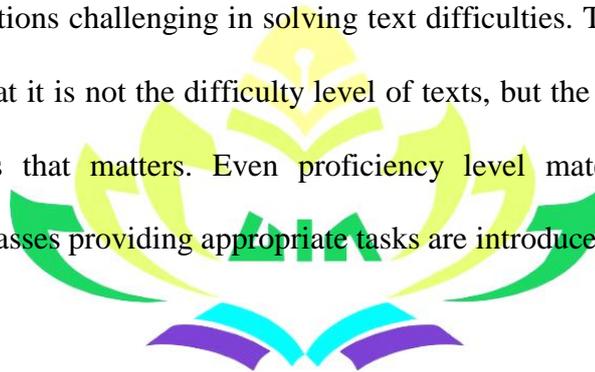
- c. Thirdly, authentic texts represent the target language culture. Every piece of linguistic material of a society such as headlines, advertisements, food labels, leaflets etc. is a product of that society's culture. Such texts raise the awareness of the target language culture, which is crucial especially for students learning foreign languages outside the countries of their origin. They teach about the cultural-specifics that are necessary for a command of the language. authentic texts do not have to convey culture in an explicit way and students need to learn how to read between the lines to find out about the specific aspects of culture. This particular

⁵⁶*Ibid*,p.13

⁵⁷*Ibid*,p.13

skill is called cultural awareness and it leads to the empathy that is so important for understanding foreign society and perception of new reality.⁵⁸

Based on the explanation above authentic materials are topical in both subject matter and language. However, without forgetting the cultural aspects that lead to empathy for cultural awareness to understand foreign society towards the perception of new reality. The text difficulty might also be seen as an advantage because challenge is considered to be an impulse in learning. And be able to make learning situations challenging in solving text difficulties. This notion is supported by the fact that it is not the difficulty level of texts, but the difficulty level of tasks and activities that matters. Even proficiency level materials can be used in elementary classes providing appropriate tasks are introduced.



4. **Disadvantages of authentic text**

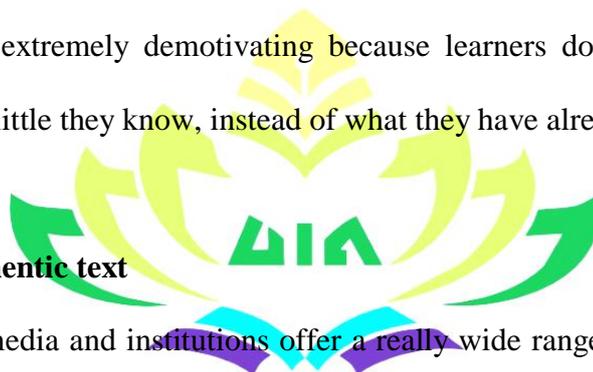
One of the cons of authentic texts is:

- a. The difficulty of comprehensibility outside the language community caused by the different socio-cultural knowledge and experience of learners.
- b. Also vocabulary choices can be irrelevant for their immediate needs. Furthermore, even words already familiar to students can often occur in an unknown context or phrase.
- c. For lower level learners comprehension might be impossible due to a great variety and mixture of structures used. For example, word order might not follow grammatical rules and grammatical relationships are not clearly marked.

⁵⁸*Ibid*,p.14

- d. Work with authentic texts demand thoroughgoing, therefore time-consuming, preparation by the teacher. Moreover, some types of authentic texts (ex: newspaper and article) become outdated very quickly.⁵⁹

Based on the definition above of the fact comprehensible input leads to language acquisition, it does not necessarily mean it turns into useable learner knowledge. what is understood is not automatically acquired. What is at one time considered to be an advantage can easily turn into a disadvantage. Carelessly chosen materials can become extremely demotivating because learners do not understand, which implies how little they know, instead of what they have already learned.



5. **Type of authentic text**

Nowadays, media and institutions offer a really wide range of authentic texts. The most common are newspapers, application forms, flyers, brochures, schedules, assessment reports, and election materials. Useful are also advertisements, magazines articles, weather forecasts, ads, manuals, receipts, bank instructions, airport notices, cards, forms, welfare rules, loan paperwork, arrest rules, Internet search engines, chats, emails, letters, taped conversations, meetings, talks, and announcements.⁶⁰. Further examples from every-day life are slogans, posters, menus, timetables, catalogues, iconographic texts, headlines, and signs. One of the biggest groups comprises novels, poetry, drama, song lyrics, rhymes, and proverbs.

⁵⁹*Ibid*,p.14

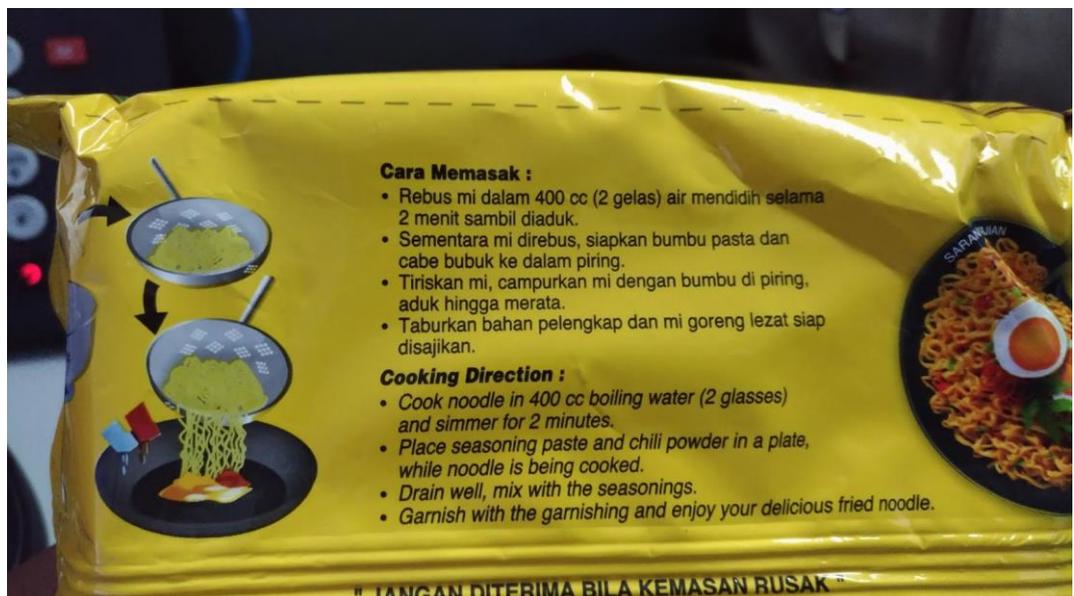
⁶⁰*Ibid*,p.15

6. Purpose of authentic text

The purpose of authentic text is:

- By using authentic text, students are open to real writing
- Authentic text has intrinsic educational value
- Authentic text provides students with many skills in the target language such as listening, reading, speaking and writing.
- Authentic text helps students to expand their vocabulary through different types of texts.
- Authentic text motivate students and are interested in the target language
- Authentic text contains three types of learning including: language learning, cultural insight, and practical applications
- Authentic text gives students the opportunity to experience the real world in the target culture while they are still in the classroom.⁶¹

7. Example of authentic text



G. The Procedure of Teaching writing procedure text using authentic text as media.

Before students are asked to write, the teacher explains the instructions and selects the text according to the level of the students. Some steps in applying their authentic text, the teacher uses the Pair Check Cooperative Learning Model steps. According to Shoimin, cooperative learning pair-check types have several steps as follows:

1. The teacher divides students in class into groups of 4 students.
2. The teacher divides the groups of students into pairs. So, there will be partner A and partner B in both partners.
3. The teacher gives each pair an **authentic text** part 1 and 2 to do, compile and rewrite. Authentic text consists of several procedures or procedures for doing things.
4. Next, give opportunity to partner A to arrange on part 1 on the paper provided, while partner B observes, motivates, guides (if needed) partner A while working on the text procedure.
5. Subsequently exchanging roles, partner B compiled on part 2 on the paper provided, and partner A observed, motivated, guided (if needed) partner B while working on part 2.
6. After the 2 questions were resolved, the couple checked the results of their work together with the other couples in the group with them.
7. Every group that gets an agreement (similarity of opinion / how to solve a problem / complete the sequence of text).

8. The teacher gives rewards to the group that successfully answers, the teacher can also provide guidance if both partners in the group experience difficulties.⁶²

H. Problem in Teaching and Learning Writing

1. Teacher's Problem in Teaching Writing

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. The teacher should be clear in consider writing becomes most difficult subject of language skill to be taught. According to Harmer, teaching writing is more than just dealing with feature. It is about helping students need to know how it talks about language at various points during learning and teaching.⁶³ It means that the teacher should know to make students easily to understand writing well. However, there are some problems faced by teacher in teaching writing which affect the outcomes of teaching english in the class. Al Mubark states that the teacher problems in teching writing, can be describe as follows:

1. The topics in text books are not attractive

The topics in the text books for writing skills are not attractive and persuasive enough which make it quite discouraging to teach writing skills to the students.

2. Credits hours

More credit hours should be added to teaching writing skills so that the problem of writing skills in the classroom can be eradicated.

⁶²Aris Shoimin. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media 2014,p.119

⁶³ Jeremy Harmer, *The Practical of English Language Teaching*, Longman, English, 1998,p.34

3. The higher number of students

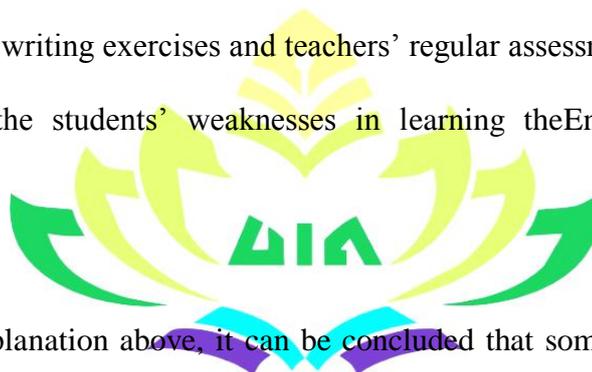
The higher number of students in each class is a barrier for lecturers to achieve their teaching goals for teaching writing skills.

4. Teacher competence

Teacher competence in using devices or equipments or learning writing skills will assist the attainment of writing skills in the classrooms.

5. Intensive writing exercise

Intensive writing exercises and teachers' regular assessment of the material will identify the students' weaknesses in learning the English language writing skills.⁶⁴



From the explanation above, it can be concluded that some of problems faced by teacher in teaching writing are topics in the textbooks are not attractive, credit hours, the higher number of students, teacher competence and intensive writing exercises.

2. Student's Problems in Learning Writing

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading, and writing all together. It provides the vital organs and flesh to the language, student should

⁶⁴ Amin Ali Almubark, Exploring the Problem Faced by the Teachers in Developing English Writing Skills for the Students in Saudi Arabia, *International Journal of English Language Teaching*, Vol.4, No.10, December 2016,p.15-19, available at www.ejournal.org, accessed on march 17th 2019.

acquire an adequate number of words and should know how to use them accurately in context.⁶⁵ However, in the practice of learning writing in the class, there are some obstacles which often happen in the process of learning writing. The students' problems mean that in learning writing not just writing but it needs organization ideas, linguistics, structure of sentence, and so on. These difficulties may vary in cause, nature, intensity and duration. There are some problems faced by the students in learning writing such as.

1. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.⁶⁶ Many students find it difficult to understand how to use capital letters, sometimes they are still many use small letters at the beginning of a new paragraph and use capital letters in the middle of a sentence. Finally, failure to use writing norms appropriately may lead to misinterpretation of information.

2. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and

⁶⁵ Jeremy Harrmer, *Op Cit*, p.153

⁶⁶ Yohana P. Msanjila, *Nordic Journal of Africa Studies Problems of Writing*. In Kiswahili: Case Study of Kigurunyembe and Morogoro secondary schools in Tanzania, 2005, p.17-18

effectively.⁶⁷ In this problem, many students confuse how to use punctuation correctly. For example, in using full stop, this means stop, and must be used correctly. The commas which are used extensively in order to help the readers convey the intended meaning in long sentence are not adequately used.

3. Inexplicitness or Fuzziness

Writing feature which are necessary in order to help the readers to understand the intended meaning were inadequately used. For example, the relationships of elements within and across the sentences were not effectively explained.⁶⁸ In the problem of inexplicitness or fuzziness may be happen because unfavorable teaching and a poor learning environment or from the poor social background of the students themselves. If there are good language teachers with relevant resource materials and the students are willing to learn the skills of writing, such writing problems may be reduced to a great extent.

4. Poor Organization or Illogical Sequence

Like the problem of inexplicitness or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of wide reading and writing habit and involvement in discussion and debates.⁶⁹ In order for the readers to understand the intended written messages, the sentences and paragraphs should be

⁶⁷ *Ibid*,p.19-20

⁶⁸ *Ibid*,p.20

⁶⁹ *Ibid*,p.21

systematically organized and logically arranged. So, this problem is as serious as the problem of inexplicitness or fuzziness that must be resolved.

5. Spelling Problem

This problem can only be minimized but we cannot say with certainty it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalists, and academics.⁷⁰ In this problem, usually the wrongly spelled word because they make the words difficult to understand especially for the readers and hence it becomes difficult for them to decipher the intended meaning.

6. Grammatical Errors

The grammatical errors found in the corpus are what Richard calls the intralingual and developmental errors. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn condition under which rules apply. Developmental errors, on the other hand, illustrate that learner's attempt to try to build up hypotheses about the target language from his limited knowledge learned in school or naturally acquired.⁷¹ In this problem, may arise as a result of the poor social background of the students themselves. Besides that, it happens because of the use of very long sentences and in consequence some students fail to relate the grammatical particles.

⁷¹*Ibid*, p.24

⁷⁰*Ibid*, p.22

Based on explanation above, the problem in learning writing faced by the students includes capitalization problems, punctuation problems inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors.



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