

**THE USE OF AUTHENTIC MATERIALS
IN WRITING DESCRIPTIVE TEXT
AT 7th GRADE OF MTS MA'ARIF NU 4 KEMRANJEN,
BANYUMAS**



AN UNDERGRADUATE THESIS
Submitted to Faculty of Tarbiya and Teacher Training of
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as a Partial Fullfilment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree

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2022**

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Declare that all statements, opinion, analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I amde persist in the future, I would be responsible for the clarification.

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The Thesis Entitled:

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TEXT AT 7th GRADE OF MTS MA'ARIF NU 4 KEMRANJEN,
BANYUMAS**

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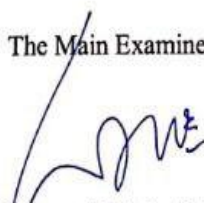
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Assalamu 'alaikum Warahmatullahi Wabarakatuh

After conducting guidances, reviews, directions, and corrections, the through this letter, I convey that:

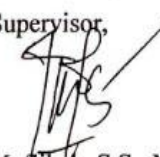
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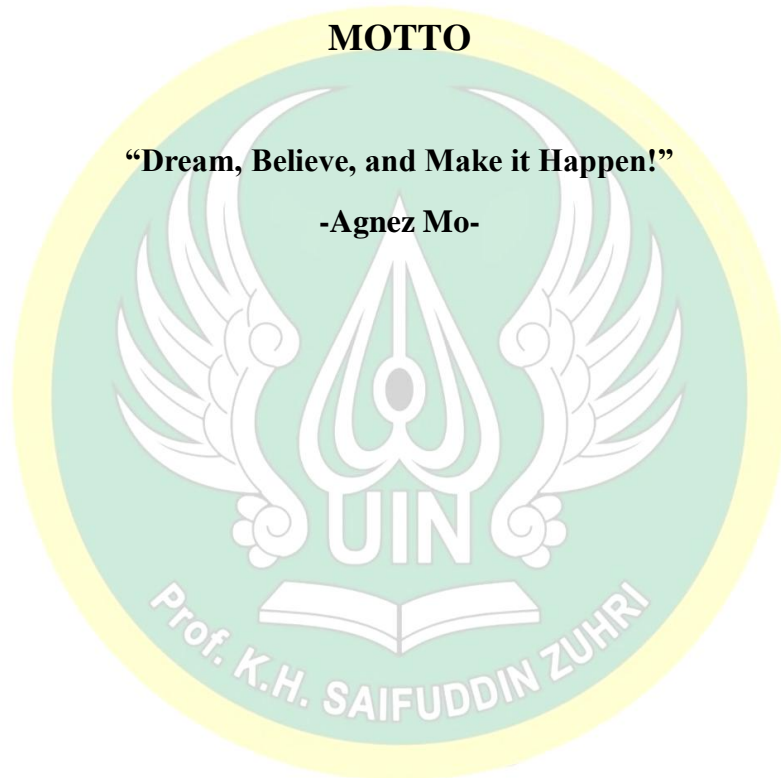

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MOTTO

“Dream, Believe, and Make it Happen!”

-Agnéz Mo-



DEDICATION

I dedicate this thesis to:

Myself

My beloved parents (Mr.Pardi and Mrs. Martem)

My beloved brother (Shohibul Fadilah)

My almamater, State Islamic University Prof. KH. Saifuddin Zuhri

My Beloved friends

All the readers of this thesis



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There is no sentence that is more appropriate with the most profound thanks for all the help, support, and suggestions. Only Allah SWT who can give those kindnesses back to you. Hopefully, this thesis is beneficial for the writer and all readers.

Purwokerto, 29 September 2022



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**THE USE OF AUTHENTIC MATERIALS
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Students are taught English in school to master four skills: listening, writing, speaking, and reading. Writing is one of the language skills that students should master. They should be able to write texts, one of which is descriptive, but during the writing activity teacher found challenges to stimulate the students in finding ideas. The subjects of this study were an English teacher and the students of 7th grade in MTs Ma'arif NU 4 Kemranjen, Banyumas. Authentic materials are used by the teacher to help students in finding ideas. Thus, the aims of this study is to analyze how is the use of authentic materials included of its reasons, steps, and strengths and weaknesses. This research applied a qualitative descriptive study. The data were collected through observations, interviews, and documentation. The results of this study showed that the reasons of using authentic materials are it could help the students in the process of teaching and learning and easy to find. Then, the authentic materials presented consist of realia and picture that used in three main steps, such as opening, core activities, and closing. Further, there are strengths by using authentic materials in the classroom, such as it was accessible and motivated the students. Meanwhile, the weaknesses of using authentic materials are not all the objects can be presented and it needs more time to prepare.

Keywords: *Authentic materials, Descriptive text, Teaching Writing*

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has four skills: speaking, writing, reading, and listening¹. Writing was essential and taught in school as one of the productive skills in the language. The students were doing many writing tasks to complete the education process. Besides, Writing is considered to develop students' knowledge and expression. It is related to Manchon in Aqly et al., who said that writing skill is also needed by the students because it could develop their knowledge². Therefore, writing is essential in learning English as a foreign language.

Writing has four types: expository, descriptive, narrative, and persuasive³. The second type of writing is descriptive writing which describes something or someone, and it was taught by the teacher in the first and second years of junior high school⁴. The descriptive text tells about a particular person, place, or details of things⁵. In line with it, Gerot and Wignell, as cited in Jayanti said that descriptive text is a type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc⁶. In other words, the descriptive text explains how something looks, smells, feels, acts, tastes, and sound to someone by a text⁷.

¹Lorena Manaj Sadiku, 'The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour', *European Journal of Language and Literature Studies*, 1.1 (2015), 29–31 (p. 29).

²Muharri Aqly, Endang Komariah, and Hendra Heriansyah, 'The Use of Authentic Materials in Developing Students' Writing Competence (An Experimental Study at SMA Labschool Unsyiah)', *Research in English and Education (READ)*, 2.3 (2017), 61–69 (p. 61).

³Noviati, 'Improving the Students ' Writing Skill Through Looping Strategy to the Seventh Grade Students of Junior High School 15 of Palembang', *HOLISTICS JOURNAL*, 12.2 (2020), 1–9 (pp. 3–4).

⁴Ade Dwi Jayanti, 'Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang', *ENGLISH FRANCA : Academic Journal of English Language and Education Vol.*, 3.1 (2019), p. 77.

⁵Jayanti, p. 77.

⁶Jayanti, p. 78.

⁷Jayanti, p. 78.

In the process of writing descriptive text, students found challenges⁸. Most Indonesian students claimed that they have difficulties, especially in constructing a sentence in a paragraph or a text⁹. It is because they find it challenging to find ideas when they begin to write¹⁰. In the activity writing, the writer has to plan what they want to tell¹¹. In other words, in the first step of writing descriptive text, the writers must find the ideas about what they will write. The same problem was experienced by students in one of the schools, namely MTs Ma'arif NU 4 Kemranjen. Based on the interview with the English teacher, students in the seventh grade were confused when the teacher asked them to write down their ideas, thoughts, or experience that they did not know.

Based on the problems encountered in the classroom, the English teacher has decided to help students solve their problems, specifically finding the ideas in writing descriptive text. Many strategies can be used to find the ideas; one is presenting real things, one of the kinds of authentic materials¹². Authentic material means things a teacher uses to imitate real-world situations and is expected to bring the learners into direct contact with reality¹³. Besides, it gives opportunities to the students to experience and use all of their senses¹⁴. Thus, authentic materials are considered has a good

⁸Mister Gidion Marue and Marvio B Pantas, 'Challenges in Descriptive Essay Writing : A Case of Indonesian EFL Learners', *International Journal of Innovation, Creativity and Change*, 8.12 (2019), 88–103 (p. 89).

⁹Fika Alisha, Nisfu Safitri, and Iman Santoso, 'Students ' Difficulties in Writing EFL', *PROJECT: Professional Journal of English Education*, 2.1 (2019), 20–25 (p. 21).

¹⁰Alisha, Safitri, and Santoso, p. 21.

¹¹Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Longman, 2004), p. 4.

¹²Saifuddin Wafa, *The Use of Authentic Materials to Improve Students' Writing SAbility of Descriptive Text (A Classroom Action Research at the Tenth Grade of MA Matholi ' Ul Huda Bugel Jepara in the Academic Year of 2015/2016)* (Semarang: Walisongo State Islamic University Semarang, 2016), p. 80.

¹³Yuhalisana Primadona and Santi Prastiyowati, 'An Analysis of Authentic Material Used in Teaching English at SD Puri Asah Dasar Avesiena', 5.2 (2018), 67–74 (p. 68).

¹⁴Devi Budi Wijaya, Suwandi, and Sukma Nur Ardini, 'The Effectiveness of Realia in Writing Descriptive Text : A Case of the Seventh Grade Students of SMP N 4 Semarang', *ETERNAL: English Teaching Journal*, 10.1 (2019), 1–9 (p. 4).

impact on making students more interested in learning English because it gives a positive value to them¹⁵.

Additionally, in writing, authentic materials are presented in many forms. Which can find around the students, for example, real things such as prints, video and audio materials that students encounter in their lives, ATM receipts, pictures, websites, street signs, coupons, calendars, magazines, newspapers, movies, TV programs, phone messages, radio broadcast, and so on. Therefore, authentic materials can help students learn to write descriptive text to find ideas quickly.

For the preliminary research, a discussion was done with an English teacher in MTs Ma'arif NU 4 Kemranjen, Banyumas. Based on the information, the researcher found that the problem in the seventh grade of MTs Ma'arif NU 4 Kemranjen is the students are not good at writing because they feel challenged to find ideas during writing processes. Therefore, the students are lack of writing ability, specifically in descriptive text. To solve the problem, the teacher tried to apply authentic materials because authentic materials, specifically in the form of real things that presented by the teacher in writing class to give meaningful examples in a real-world situation¹⁶. Thus, based on the above explanation, authentic materials are considered suitable to use in teaching writing descriptive text because they give ideas to the students quickly to be described something or someone.

Finally, based on the explanation above, it can be seen that authentic materials used by the English teacher of MTs Ma'arif NU 4 Kemranjen helped find ideas since it was real and could be sensed by the students. Thus, it is presented in descriptive text learning that requires ideas by describing something. For that reason, this research is needed to be conducted to analyze how the teacher of MTs Ma'arif NU 4 Kemranjen applies authentic materials

¹⁵Eka Firmansyah, 'Students' Perception on the Use of Authentic Materials in Senior High School', *Bahasa & Sastra*, 15.1 (2015), 1–8 (p. 2).

¹⁶Wijaya, Suwandi, and Ardini, p. 3.

in teaching the writing of the descriptive text. Therefore, this research is intended to explore how using authentic materials in teaching descriptive writing. Hence, this research entitled “The Use of Authentic Materials in Writing Descriptive Text at 7th Grade of MTs Ma’arif NU 4 Kemranjen”.

B. Conceptual Definitions

To avoid ambiguity or misunderstanding and also to make the readers have the same understanding and perception of this research, there are some terms used in this research which have three key terms, they are:

1. Authentic Material

Authentic material is things a teacher presents in the classroom to imitate real-world situations and expected to bring the learners into direct contact with reality. In other words, authentic material is a natural source obtained from the environment to be presented by the teacher to help their explanation in the classroom.

2. Writing

Writing means organizing ideas, feelings, or opinions in the form of text through regular and periodic steps, starting from several steps such as planning, drafting, revising, and editing. In addition, writing is one of the productive skills in language, and it is an essential skill that is always taught in the process of language teaching.

3. Descriptive Text

Descriptive text is a kind of written form which describes an object. It is learned by the students in Junior High School (SMP) in the first year. Generally, the descriptive text explains about particular person, place, or thing details.

C. Research Questions

Based on the background of the study above, the research questions are formulated as:

1. What are the reasons for using authentic materials in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen?
2. What are the steps of using authentic materials, and how is each step implemented in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen?
3. What are the strengths and weaknesses of using authentic materials in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen?

D. Objectives and Significances of the Research

1. The Objectives of the Research

- a. To describe the reasons of using authentic materials in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen, Banyumas
- b. To analyze the steps of using authentic materials and how is each step implemented in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen
- c. To describe the strengths and weaknesses of using authentic materials in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen

2. The Significances of the Research

The significance of this research was divided into two aspects. There was theoretical and practical significance.

a. Theoretical significances

- 1) The research can provide more knowledge about using authentic materials in writing class, specifically descriptive text.
- 2) The research can be helpful in improving the quality of teacher's activity in writing class by using authentic materials
- 3) The research can be used as a reference for further research.

b. Practical significances

1) For the researcher

This research is expectedly to give some experiences and knowledge of the study about using authentic material in writing class that will be useful in the future.

2) For the Teacher

The result of this research hopefully will be helpful for the teacher as new knowledge and improve the learning process, especially in writing class

3) For the School

The result of this research hopefully will be helpful for schools as new insight and evaluation of the teaching of English

4) For the Readers

The result of this research hopefully will be helpful for other researchers with the related issue of teaching writing using authentic materials

E. Structure of the Research

It is necessary to classify the form for systematic research. This research is divided into five chapters, as follows:

Chapter I is the introduction which consists of the research background, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, research methods, and research structure.

Chapter II is the review of related literature based on the theoretical research of the use of authentic materials in writing descriptive text

Chapter III is the research method that deals with the research design, sources of data, data collection and analysis data.

Chapter IV is the result of the research.

Chapter V is the conclusion and suggestion of the research.

CHAPTER II

THEORETICAL REVIEW

A. Authentic Materials

1. Definition of Authentic Materials

Authentic materials mean things presented and used by a teacher in the classroom to imitate real-world situations. In addition, using authentic material is expected to bring the learners into direct contact with reality¹⁷. Based on that explanation, authentic materials means things obtained from real life or students' environment to creating learning activity become real. In other words, authentic materials are real, thus, it well-acquainted by the students. In line with it, Apsari in Aqly et al., stated that authentic material refers to the things which could be taken from real life sources and it could be in any forms, such as: newspapers, magazines, songs, literatures, and materials taken from the internet etc¹⁸.

Besides, in another study, Safitri stated that authentic materials are presented for the students to learn the natural language since they are written for the social purpose used by a native speaker¹⁹. Therefore, all those materials are considered to build more leisurely learning activities by directly contacting real objects.

2. Kinds of Authentic Materials

In teaching and learning writing, by using authentic materials, the teacher needs to classify kinds of authentic materials to make learning activities easier. It is because not all kinds of authentic materials are suitable for every topic that would be discussed. Thus, the English teacher should adjust the authentic materials related to the topic. According to Oura in Rheza et al., authentic materials can be

¹⁷Primadona and Prastiyowati, p. 68.

¹⁸Aqly, Komariah, and Heriansyah, p. 63.

¹⁹Loli Safitri, 'THE USE OF AUTHENTIC MATERIALS IN EFL/ESL CLASSROOM', *Journal of English Education*, 3.1 (2017), 23–26 (p. 24).

classified into three categories; Authentic audio-visual materials, Authentic visual materials, and printed authentic materials²⁰. Meanwhile, in another study, Gebhard in Yuhalisana and Prastiyowati added that realia is one of four authentic materials²¹.

- 1) Authentic audio-visual materials refer to things that can be seen and heard by a voice. Such as TV commercials, Quiz shows, cartoons, new clips, movies, short videos, music videos, documentaries, and sales pitches.
- 2) Authentic visual materials refer to things that students could see and enjoy because they contain much of pictures and less of words, for example, Photographs, paintings, children's artworks, pictures, etc.
- 3) Authentic printed materials refer to the material shown on paper, for example, newspapers, movie advertisements, song lyrics, restaurant menus, tourist information brochures, telephone books, comics, story books, greeting cards, pins with messages and bus schedules, etc.
- 4) Realia refers to any objects related to real life, such as stuffed animals, souvenirs, foods, drinks, chairs, desks, etc.

Based on the explanation above, it can be concluded that authentic materials are varied, such as audio, video, audio-video, printed, or realia. Meanwhile, authentic materials could be taken from many objects from real life. Nevertheless, authentic materials used should be adjusted by the teacher related to the topic would be discussed.

²⁰Rheza Kusumawardani, Riyadi Santosa, and Dewi Roschsantiningsih, 'Explore the Use of Authentic Materials to Teach Reading for Junior High School', *International Journal of Multicultural an Multireligious Understanding*, 5.4 (2018), 298–307 (pp. 299–230).

²¹Lestari Setyowati and Sony Sukmawan, 'Authentic Materials for Teaching Writing: Critical Look', 3.2 (2019), 68–77.

3. Strengths and Weaknesses of Using Authentic Materials

Using authentic materials in learning activities has strengths and weaknesses. According to Sirwan in Ilham and Mariana, there were four strengths or advantages to using authentic materials in the class.²²

- a. Authentic materials have a positive effect on increasing students' motivation
- b. Authentic materials could change textbooks which improper English
- c. Authentic materials can produce a sense of achievement
- d. Authentic materials could encourage reading for pleasure.

Based on the explanation above, using authentic materials gave strengths or benefits as instructional media in teaching and learning. Authentic materials have advantages, such as providing authentic cultural information, providing exposure to real language, and relating closely to the student's needs.²³ When the English teacher presents authentic materials in the classroom, the students enjoy them because the things presented are close to their daily lives. In line with it, Rao added that authentic materials have several benefits, one of which was very economical to use in ELT classrooms.²⁴ Due to its characteristics that are easy to find in the environment, authentic materials are inexpensive to be used as instructional media in teaching and learning activities in the classroom. Therefore, using authentic materials has several strengths in the learning activity.

Besides having strengths, the use of authentic materials also has weaknesses. According to Remache's explanation, authentic

²²Ilham and Rina Mariana, 'The Effectiveness of Using Authentic Materials in Teaching Descriptivetext toward Writingability', *Linguistics and ELT Journal*, 3.1 (2015), 74–97 (pp. 81–82).

²³Alisha, Safitri, and Santoso, p. 24.

²⁴Parupalli Srinivas Rao, 'The Effective Use of Authentic Materials in the English Language Classrooms', *Shanlax International Journal of ArtsInternational Journal of Arts*, 7.1 (2019), 1–8 (p. 2) <<https://doi.org/https://doi.org/10.34293/sijash.vyil.556>>.

materials have disadvantages such as being too hard for lower-level students, thus, the English teacher should minimize students' level of complexity by making the text more accessible for the students.²⁵ As mentioned before, authentic materials are not made for educational purposes but can be used to help teaching and learning by adjusting to the topic that would be discussed. Thus, the English teacher should choose the most appropriate authentic materials in the classroom based on the topic and students' level. It is related to the McGrath and Wallac cited in Anggara and Mufarrohah et al., who said that in selecting authentic materials, there were some criteria, as follows:

- 1) Relevance, that means the authentic materials used should be suitable for the student's needs
- 2) Topic interests, which means that the authentic materials selected should be interesting to be learned by the students
- 3) Cultural appropriateness refers to the relation between authentic materials used with the appropriate culture and the local culture where the materials used
- 4) logistical considerations, it means in selecting authentic materials, it should follow the length and legibility/audibility of the materials)
- 5) Cognitive demand refersto the authentic materials that should be suitable for the use of English
- 6) Linguistic demand, means that the authentic materials should contain acceptable language
- 7) Quality refers to the authentic materials that should be able to help students for having a better understanding of English

²⁵Abdelghani Remache, 'The Impact of Authentic Materials on The Quality of Education', *Global Business & Economics Anthology*, 2021, p. 4
<<https://www.researchgate.net/publication/308938820%0ATHE>>.

8) Exploitability means the selection of authentic materials can be used in several teaching activities²⁶.

It is agreed by Berardo in Safitri who stated that authentic materials provided by the teacher should have three criteria, such as:

- 1) Suitability of content is related to the student's interests, needs, and abilities
- 2) Exploitability is associated with the student's competence and teaching purposes
- 3) Readability which is the corresponding language of the text

Therefore, by considering the criteria above, the teacher can select which materials are appropriate and suitable for the students²⁷.

In line with it, Tuanany added that authentic materials might cause the teacher to spend more time planning how to use them.²⁸ Therefore, authentic materials are helpful in learning activities but also have weaknesses. Based on the explanation above, authentic materials have not only strengths but also weaknesses. In the learning process, the use of authentic material could be economical and easy to be presented. Moreover, the learning activity becomes active and exciting, but, on the other hand, the teacher should adjust the complexity because authentic materials could be challenging for students with lower levels. Besides, it made the teacher spend more time preparing the material. However, regarding the strengths and weaknesses of using authentic materials, it is still appropriate to use them as instructional media in teaching and learning.

²⁶Sunnatul Mufarrohah, Ahmad Munir, and Syafi'ul Anam, 'AUTHENTIC MATERIALS OF CHOICE AMONG ENGLISH LECTURERS', *Linguistic, English Education and Art (LEEA) Journal*, 5.2 (2022), 162–74 (p. 165) <<https://doi.org/https://doi.org/10.31539/leea.v5i2.1280>>.

²⁷Safitri, p. 25.

²⁸Nurlaila Tuanany, 'Strengths and Weaknesses Authentic Materials in Teaching Listening Comprehension', *Jurnal Lingue*, 1.2 (2019), 104–12 (p. 110).

4. Authentic Materials in Writing

According to Harmer, in the process of teaching and learning writing, the first step to do is planning²⁹. In this step, the writers will plan what they will say and write. There are several ways to organize the first step of writing, namely, planning or getting ideas. Based on Harmer's explanation, the first step can be making detailed notes or jotted words. Besides, the writers can also write preliminary notes about their planning or issues from their minds. Based on the above explanation, in the writing process, the writer must know what things would be explained. In other words, the writer should have the idea. Thus, getting the idea is essential, specifically in the first step of writing.

Authentic materials can be used as media to help students to get ideas and interests. According to Nunan in Wijaya et al., authentic materials, precisely real things or realia, can be presented by the teacher in writing class to give meaningful examples of the real world situation³⁰. As mentioned before, authentic materials are relatable and well-acquainted by the students in their daily lives. Thus, they feel more enjoy in learning using authentic materials. Additionally, Wijaya also stated that the realia, which is used in the teaching and learning process, could help students' understanding of the information to write or say because the use of it could give opportunities to the students to use all of their senses, such as sight, taste, hearing, feels, and smell in learning³¹.

Based on the above explanation, authentic materials could help the teacher and students as instructional media in the first step of writing, namely planning or finding the ideas before they begin to write. Using authentic materials, specifically realia, in the writing process help the students find ideas for writing a text. Besides, it could

²⁹Harmer, p. 4.

³⁰Wijaya, Suwandi, and Ardini, p. 3.

³¹Wijaya, Suwandi, and Ardini, p. 4.

be shown to the students to get ideas by analyzing the appearances of real things. They could use their senses to gain keywords by knowing objects' appearances, smells, colors, etc. Moreover, it also built an active learning because the students could actively participate in class activities. Therefore, it concluded that authentic materials are helpful to be explicitly presented in the writing class.

5. Steps in Teaching Writing

According to Miller in Masrur et al., there are steps in the writing process, including planning, drafting, revising, and editing. In short, Harmer added that significant steps in the writing process are planning, drafting, editing, and writing the final draft.

1. Planning, which means the writer should know the ideas that they want to explain
2. In this step, the writer tries to take the information that she or he has to be generated and organized, but additional thoughts that writers did not get in the pre-writing stage possibly emerge.
3. Editing means the writer tries to check the content and organization of the paper, grammar, punctuation, and spelling errors.
4. In writing the final draft in this last step, many revisions are necessary to do, it means that the writers produce the final draft. The final draft might be different from the first draft as the result of editing. Some experts consider that writing final draft is finalizing the writing activities. It means that the writing product is ready to submit or publish³².

Based on the explanation above, a writer should accomplish many stages in writing. Thus, in the learning activities, a teacher should provide appropriate steps to facilitate active, effective, and

³²Irfan Masrur, Enny Irawati, and Gunadi Harry Sulisty, 'Integrating Writing Process with Quantum Learning Framework in English Language Teaching', *Jurnal Pendidikan*, 5.2017 (2020), 352-60 (p. 354).

meaningful learning, specifically in writing. Teaching with a good strategy will lead the students to learn effectively. According to Suryani in Nurmalia teaching writing can be conducted by Quantum learning, which is considered applicable in teaching and learning activities. Additionally, this method gave students style of teaching that encourage students' interest and achievement. In addition, there were six stages, such as Growing, Experience, Naming, Demonstration, Repeating, and Celebrating³³.

1. Growing it means a teaching stage that encourages students' interest in teaching and learning.
2. Experience is the next stage that describes experiences that all children can explore.
3. Naming, it means a teacher provides learning concepts.
4. Demonstration, that means she offers students opportunities to learn.
5. Repeating, means giving the students examples or exercises by repeating the material taught in the learning process.
6. Celebrating is an activity that appreciates students' participation during class activities.

To sum up, in the process of writing, there are three stages that should be accomplished by a writer start from planning, drafting, editing, and revising. Therefore, a teacher should provide an appropriate strategy to deliver material in writing a text. There are many strategies in teaching writing. One of them is Quantum, which consists of several stages such as Growing, Experience, Naming, Demonstration, Repeating, and Celebrating.

³³Laily Nurmalia, 'Improving English Learning Outcomes Through a Quantum Teaching Model', *English Language in Focus (ELIF)*, 3.1 (2020), 1–10 (p. 3) <<https://doi.org/https://doi.org/10.24853/elif.3.1.1-10>>.

B. Writing Descriptive Text

Writing is one of the four skills in language learning: listening, speaking, reading, and writing. Writing means the system of written symbols representing the sounds, syllables, or words of the language, with different mechanisms - capitalization, spelling and punctuation, word form, and function³⁴. In daily activity, writing is very important since communication is transmitted more through writing than any other type of media. Moreover, in educational processes, Ma'arufah et al., stated that the purposes of teaching writing are to make students produce, understand fluently, and have accurate and appropriate written English³⁵. On the other hand, students must have good writing skills to complete their education even after graduating. In other words, students need effective writing skills to meet their academic needs and workplace requirements. Therefore, writing is taught at any level from school to university. According to Jeffery as cited in Novianti, there are four types of writing based on the purposes. There are expository, descriptive, narrative, and persuasive³⁶.

1. Definition of Descriptive Text

Descriptive text is one type of written form that tells about a particular person, place, or thing details. In the descriptive text, the writer tries to picture the objects' characteristics to the readers based on the writer's point of view. Besides, based on Gerot and Wignell cited in Jayanti, "descriptive text is a type we use to tell how something looks, smells, feels, acts, tastes, sounds, etc."³⁷ In other words, by reading the text, the descriptive text makes the reader look, smell, feel, act, and taste. In line with it, Wijaya et al., stated that

³⁴Ms. V Satya Durga and Dr. C S Rao, 'Developing Students' Writing Skills in English - A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 2.6 (2018), pp. 1-2 <<http://www.jrspelt.com>>.

³⁵Desi Wijayanti Ma'rufah, Mufliah, and Ulil Awaliyah, 'Need Analysis on The Writing Skill : What Do The Students Really Need for Writing Course?', *Tarling: Journal of Language Education*, 5.1 (2021), 51-70 (p. 55).

³⁶Novianti, pp. 3-4.

³⁷Jayanti, pp. 77-78.

descriptive text explains people, animals, and objects³⁸. Writing descriptive text means the process of creating images and senses through words. More often, writing descriptive text inform audience by translating how something looked, smelled, tasted, in to the text.³⁹ In other words, writing descriptive is persuade the reader to see something from writer's point of view.

Based on the above explanation, the descriptive text focuses on describing something, such as its appearances, smells, feels, and anything that the writer could sense to make the reader understand the characteristics of something based on the writer's point of view. Besides, descriptive text also make the readers to understand, see, and feel as what the writer feels or sees about object, person, animal, or others. Hence, it can be concluded that descriptive text tries to picturing something to the reader.

2. Types of Descriptive

According to Jolly in Sumarsih, there are five types of descriptive writing such as: describing process, event, place, and object⁴⁰.

a. Describing Process

In describing a process, the writer tells the readers about how something is worked and what is needed to complete the process. In other words, it tells the readers how something could be done. Thus, the readers could understand the processes of something.

³⁸Wijaya, Suwandi, and Ardini, p. 3.

³⁹Wiki Tedi Rahmawati, Meida Rabia Sihite, and Iskandar Zulkarnain, 'Clustering Technique in Teaching Writing Descriptive Text', *English Teaching and Linguistics Journal (ETLiJ)*, 2.2 (2021), 211–19 (p. 212).

⁴⁰Sumarsih, 'Realia as a Media to Improve the EFL Learners ' Achievements in Descriptive Writing', *Southeast Asia Language Teaching and Learning (SALTeL) Journal*, 2.2 (2019), p. 65 <<https://doi.org/http://dx.doi.org/10.35307/saltel.v2i2.33>>.

b. Describing an event

In this description, the writer explains an event. In other words, the writer tries to remember what happened in the event to tell it to the readers. For example, in the eruption tragedy, the writer will explain the sequences of its events in detail to the readers as if they could experience and see what the writer sees and feels. Therefore, they can imagine how the event happened, like the real situation and condition.

c. Describing a personality

In describing a personality, the writer will recognize the individual's, or personal characteristics. In addition, they need to describe people in physical attributes (such as hair or eyes), emotional (such as warm or nervous), moral attributes (such as greedy, honest, etc.), and also intellectual (such as cleverness or perception). Therefore, the reader could imagine a person's characteristics by reading the text.

d. Describing a place

In describing a place, the writer will tell something concrete place like a home, a bank, a school, etc. Therefore, the readers could easily understand the place written by the writer after reading the text.

e. Describing an object

In describing an object, the writer accurately explains the object's physical characteristics, such as the colors, forms, shapes, etc. The writer tries picturing something to the reader, thus, they could quickly feel the objects by reading the text regarding writer's point of view.

Meanwhile, Dalman in Wati et al., also described several descriptive texts into two kinds of them, as follows:

a. Description of Place

In describing place is considered an essential role in every event or story. In other words, there are no stories or events regardless of the environment and place. Thus, each of the stories have a background of place. Therefore, the story would be more interesting to read if associated with the place where the event took place.

b. Description of person

According to Dalman, there are various ways to describe a person, as follow:

- 1) Physical depiction, it tells about a clear picture of the character's state.
- 2) Portrayal of character's actions
- 3) Descriptions of circumstances surrounding the character, for example, clothing's depiction, residence, transportations.
- 4) Descriptions about one character.⁴¹

Based on the explanation above, there are two kinds of descriptive text according to Dalman, namely description of place and person. Each events could not be sepaarted by the place where the events happened, besides, in description of of person, there are many ways to describe such as physical, portlayar of character's actions, circumtances surround the character, and descriptions of one character.

3. Generic Structure of Descriptive Text

According to Paltridge as cited in Sartika and Nurin, there are generic structure in writing descriptive text. Generic structure means general form of genre. In other words, each text has patterns of the

⁴¹Syafrida Wati, Tiur Asi Siburian, and Malan Lubis, 'DEVELOPMENT OF DESCRIPTIVE TEXT MODULE BASED ON CONTEXTUAL FOR STUDENTS CLASS X OF STATE SENIOR HIGH SCHOOL GUNUNG MERIAH ACEH SINGKIL', *International Journal of Education, Learning and Developmen*, 6.12 (2018), 64–70 (p. 66).

rhetorical organization.⁴² There are generic structure in descriptive text as follow:

- a. Identification: it is part of paragraph that introduce or identifies the character of person, place and object. In other words, it called general description of the object.
- b. Description: it is part of paragraph that give detail of person, place, object described. Thus, the reader could get clear description of the object.

Based on the explanation above, each texts have their own structure or pattern namely generic structure. In descriptive text, there are two generic structures, there are identification and description. Identification tells about what kind of thing or object that would be described regarding its general characters. Meanwhile, description tells more details about the object. Thus, it can be concluded that generic structure could not be separated to the text specifically descriptive text.

4. Linguistics Features of Descriptive Text

According to Derewianka in Noprianto descriptive text employs some linguistics features⁴³, as follow:

- a. Focus on specific participants as the main character
- b. Using present tense
- c. Classify and describe apperance by using linking verbs such as: is, are, has, have, belongs to

⁴²Novia Sartika and Mochamad Nurdin, 'STUDENTS ' ABILITY IN WRITING DESCRIPTIVE TEXT BASED ON ITS GENERIC STRUCTURE AT THE TENTH GRADE STUDENT OF VOCATIONAL', *PROJECT: Professional Journal of English Education*, 2.4 (2019), 436–41 (p. 437).

⁴³Eko Noprianto, 'Student ' s Descriptive Text Writing in SFL Perspectives', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2.1 (2017), pp. 67–68 <<https://doi.org/10.21093/ijeltal.v2i1.53>>.

- d. Giving additional description by using action verbs and behavioral use mental verb or mental process when describing feelings
- e. Provide detail description about the topic by using adjectives and adverbs to add information to nouns/participant and add information to verbs/actions
- f. Add more manner, place, and time information by using adverbial

Based on the explanation above, it can be concluded that descriptive text consist of several linguistics features, such as focus on participants as the main character, present tense used, using linking verbs to describing appearance, using action verbs, and provide detail description about the topic by using adjectives and adverbs

C. Review of Relevant Studies

There were some researches conducted as an overview of the previous research with last researcher as follows:

1. A Journal article written by Gusti Panji Sundana (2017) entitled “*The Use of Authentic Material in Teaching Writing Descriptive Text*” from STKIP Pasundan Cimahiin Journal of English Education, UNIKU which focused on investigating the effectiveness of using authentic materials in teaching especially in writing descriptive text used magazine, newspaper and internet articles as teaching media. Based on the results, there were improvements in students’ writing skills through authentic material. The distinction between this study and the researcher’s study is it was focused on investigating the effectiveness of authentic materials in writing while the researcher’s study focuses on analyzing the use of authentic materials in teaching writing. Meanwhile, the similarity of research is conducted creativity in teaching and learning. Therefore, this research is needed to be conducted.

2. A Journal article written by Aqly et al. (2017) entitled “*The Use of Authentic Materials in Developing Students’ Writing Competence (An Experimental Study at SMA Labschool Unsyiah)*” which focused on examining the effectiveness of authentic materials as teaching material in developing students’ writing competence. The similarity of research is the use of authentic materials in teaching writing. The difference is this article investigates teachers whether authentic material could develop students writing or not, while the researcher tries to analyze its implementation of it. Thus, this research is needed to be conducted.
3. A journal article written by Devi Budi Wijaya et al., (2019) entitled “*The Effectiveness of Realia in Writing Descriptive Text: a Case of the Seventh Grade Students of SMP N 4 Semarang*” focused on investigating the use of authentic materials in the form of realia in improving students’ writing of descriptive text. The result of the research showed that there were improvements in students writing of descriptive text after using realia in the class. Thus, realia is effective as media in teaching the writing of the descriptive text. The similarity of research conducted is the use of authentic materials specifically realia in teaching writing. The differences are this article investigated students’ improvements after using authentic materials in writing class without explaining how is the implementation of it, while the researcher tries to analyze how is the use of authentic materials in junior high school. Hence, this study is needed to be conducted.
4. A journal article written by Abraham et al., (2018) entitled “*Authentic Materials Enhance Students’ Writing on Descriptive Text*”. This research is a kind of classroom action research that focuses on solving students’ problems in learning to write a descriptive text. The results of the research showed that there was an improvement in students’ writing of descriptive text after applying authentic materials in the class. Moreover, authentic materials not only increase students’ achievement but also bring a joy full learning atmosphere. The

similarity of research conducted is the use of authentic materials in writing descriptive text class. The difference is this article tried to solve students' problem by classroom action research while researcher tries to analyze how the use of authentic materials in writing descriptive class is. Hence, this study is needed to be conducted.



CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study was conducted in seventh grade of MTs Ma'arif NU 4 Kemranjen. This study used a qualitative approach to analyze the use of authentic materials in writing descriptive text. According to Miles et al., qualitative research means immersing in the sense of a company meeting, or during an interview. Qualitative examines and record small cues to decide how to behave, as well as understand the context and build larger knowledge claims about the bigger picture by paying close attention as the key to success⁴⁴.

B. Location of the Research

This research was conducted in the seventh grade of MTs Ma'arif NU 4 Kemranjen in classes 7A and 7B in the second semester when the material was taught. The subjects consist of 20 students of 7A, 18 students of 7B, and 1 English teacher. This school was chosen because as the one and only MTs in Alasmalang which is the center of local Ma'arif education, it has the potential to develop the English learning since the teacher use interesting media. Thus, this research has preliminary research conducted on 7th January 2022 and classroom observations conducted on May 2022.

C. The Object of the Research

The object is authentic material that is used in teaching writing of descriptive text at seventh grade of MTs Ma'arif NU 4 Kemranjen, Banyumas. The authentic materials use are realia and picture. This topic became essential to be studied since using authentic materials can help the students solve their problem in writing descriptive text, especially in finding

⁴⁴Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, ed. by Helen Salmon, Kaitlin Perry, and Kalie Koscielak, Third (Thousand Oaks, California 91320: SAGE Publications, Inc., 2014), p. 3.

the ideas. Hence, this study is needed to analyze how authentic material is used.

D. Subject of the Research

The subjects of this research were English teacher and the students of seventh grade of MTs Ma'arif NU 4 Kemranjen. There are 20 students in 7A, 18 students in 7B, and 1 English teacher. The teacher said that the use of authentic materials specifically in the form of real things can help students' writing especially to find out the ideas in writing descriptive text.

E. Techniques of the data Collection

Data in this research are presented in the form of descriptive qualitative and use qualitative data procedure for the analysis. In the data collection, there are steps consist of boundaries for the research by collecting observations and interviews, visual materials or documents in recording the information⁴⁵. The data collected in this classroom situation were in the form of observations and interviews.

1. Observation

Observation means studies that involved systematically recording about phenomena or behavior⁴⁶. The observations were conducted in the second semester of seventh grade of Mts Ma'arif NU 4 Kemranjen in writing descriptive text. Four observations were conducted by observing how the teacher used authentic materials in writing descriptive text, but there were only two meetings that used authentic materials. The purpose of the observations are to analyze how the use of authentic materials is and how is each steps implemented.

The instruments used during observations were observation checklists and observation field notes. The format of the observation checklists and field notes got and adjusted from the previous study

⁴⁵Jhon W. Creswell and J. David Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, ed. by Helen Salmon and others, Fifth (Los Angeles, 2018), p. 262.

⁴⁶Lynda M Baker, *Observation : A Complex Research Method*, ed. by M. Lynda Baker, *Library Trends* (The Board of Trustees, University of Illionis, 2006), p. 173.

that related to the topic⁴⁷. Observation checklists were used in research to record the data by giving checklists based on the steps or activities during the use of authentic materials in the learning process. Meanwhile, the data were written in the field notes after the observations. It was written in detail, including the time, participants, and how it went completely.

2. Interview

According Burke as cited in Ulfah, interview means the collection method with question asked by interviewer⁴⁸. In this study, the interviews were conducted in four times to different subjects before and after undertaking the process of writing descriptive text, the first interview was done in the preliminary research to the teacher to analyze the problems found by the teacher and the reason she uses authentic materials, then the next interview was conducted to the teacher and students after the classroom observations to analyze how is the authentic materials implemented and confirm the data from observations. In addition, there were additional interviews after class observation in order to clarify some little stuffs regarding the learning process. Thus, the teacher was interviewed twice, the first interview in preliminary observation and the second is after observing the learning process.

The teacher asked to serve the data regard of the learning lesson writing of descriptive text, the materials in writing descriptive text, and her strategies in teaching using authentic materials and other things related to the teaching writing in this semester. Meanwhile, some of students in seventh grade were also interviewed after learning

⁴⁷ Safrida Maris Zulfi, 'The Use of Youtube Video in Teaching Reading Narrative Text at 8th Grade During Covid-19 in MTs Muhammadiyah Cilacap' (UIN Prof. KH. Saifuddin Zuhri Purwokerto, 2022), pp. 65–68.

⁴⁸ Muzlifatul Ulfah, Fitriani Astari Dewi, and Dwi Wahyu Yulianti, 'Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class', *Journal of Teaching and Learning Research*, 2.1 (2020), 7–16 (p. 9) <<https://doi.org/10.24256/jtlr.v2i1.1122>>.

process. One student from 7 A and the student from class B were chosen to tell their experiences regarding the learning process of writing descriptive text. A student from 7A was chosen because based on the observation, he was not participated the learning process actively, besides, a students from 7B was chosen because based on the observation she was actively participate the learning process than other students.

The instruments used in interview both in formal and informal are interview guidelines. The interview guidelines got and adjust from the previous study related to the topic. Since it was semi-structured interview, it was developed more during the interview depend on the answers. Meanwhile, the informal interview guideline developed through what was happening during observation as a tool to confirmation.

3. Documentation

The documentation collected during class observation result from the lesson plan and material use during classroom observation. The lesson plan and material were analyzed to confirm about how the use of authentic materials in writing descriptive text is, teacher preparation, and confirm the data from observations. Meanwhile, the documentation instruments were notes and checklists developed from interviews and observations.

F. Technique of Data Analysis

This research is qualitative, thus, the data including the interview transcripts, observation sheets and field notes, were analyzed qualitatively. After those data were collected, the researcher took the data that was appropriate or needed most. Then, the researcher displayed them. After that, the researcher concluded what they meant.

The data were collected from the field notes and the interview transcripts. The field notes were also analyzed qualitatively. The subject of

research told anything that happened in the classroom's teaching and learning process. The interview transcripts were also analyzed qualitatively.



CHAPTER IV

THE USE OF AUTHENTIC MATERIALS IN WRITING DESCRIPTIVE TEXT

The findings and discussions of using authentic materials in writing descriptive text accomplished in MTs Ma'arif NU 4 Kemranjen were presented in this chapter. The aims of this study are to describe how is the use of authentic materials in teaching and learning descriptive text writing. The researcher presented the results of the research conducted at MTs Ma'arif NU 4 Kemranjen in grades 7A and 7B, where the English teacher used authentic materials to write a descriptive text. The results consist of the reasons of using authentic materials, the steps of using authentic materials, and the strenghts and weaknesses of using authentic materials in writing descriptive text.

A. The Reasons of Using Authentic Materials in Writing Descriptive Text

1. Authentic materials help the students in finding ideas

In this section, there are the data results from observations and interviews regarding using authentic materials in writing descriptive text. This section discusses the reasons of the use of authentic in writing descriptive text. The observations and interviews made by the researcher in class VII A and VII B of MTs Ma'arif NU 4 Kemranjen showed that the English teacher used authentic materials in the writing class because it helps the process of writing, specifically in finding the ideas. It is supported by the teacher's statement in the interview session.

Excerpt of interview 1

Teacher : "Authentic materials really helps students and I in teaching and learning about writing descriptive text. The students could sense the objects and then easily get ideas. Besides, It helped me because I could teach writing easily although the faciliate is still lacking."

From the interview above, the data showed that the English teacher used authentic materials because it helped her and the students in the process of teaching and learning to writing descriptive text. The students could quickly get ideas by sensing real objects. Besides, it also helped the teacher to teach easily, although the schools' facilitation was still lacking. Authentic materials were easy to find and real since all the objects used are easy to find daily. Moreover, the students could sensed it such its smell, appearance, colors by themselves. It is agreed by Rao who stated that the utilization of authentic materials was good to use because it was one of the variety of teaching material in order satisfied students' needs and interest in the modern world⁴⁹. Besides, Aolfo at al added that authentic materials was a solution to make creative learning in the classroom because the students would feel enthusiast using the senses to involve the audience in what is being presented⁵⁰. Besides, the teacher also gave another reason why she is using authentic materials in teaching writing descriptive text.

2. Authentic Materials are Easy to Find

According to the interviews, there is another reason of using authentic materials such as easy to find. It is supported by the teacher's statement in the interview session.

Excerpt of Interview 2

Teacher: *"I was using authentic materials since the beginning of the school year. It helped students and me in writing class, especially in descriptive text. It was good and easy to find"*.

Based on the interview above, authentic materials helped the teacher and students in writing, especially in descriptive text. According to the interview with Mrs. Nuryati as the English teacher, she found students'

⁴⁹Rao, p. 1.

⁵⁰Aolfo Segundo Paredes Oyarzo, Marcela Andrea Paredes Vargaz, and Jessica Edith Rojas Reyes, 'REALIA AND VOCABULARY LEARNING', *Universidad de Magallanes Facultad de Humanidades Departamento de Educación*, 2008, p. 33.

difficulties in writing, thus, authentic materials presented in order to help them because it is easy to find. The English teacher showed a picture and real things which were easy to find. It is related to the statement from Mufarrohah et al., who said that authentic materials are easy to obtain from several sources even from the internet. Moreover, authentic materials were considered easy to use in the learning activity. Besides, Mufarrohah et al., also stated that presenting authentic materials in English learning is easy since it is still helpful for students to learn.⁵¹ In addition, to find out about the reason about using authentic materials, the researcher asked the teacher why the English teacher chose it as a media for teaching writing descriptive text.

B. The Steps of Using Authentic Materials in Writing Descriptive Text

1. Realia and Picture as the authentic materials

The observations were carried out from May 13, 2022 until May 21, 2022. The researcher made observations about the use of authentic materials in writing class, specifically descriptive text. The results of the observations found that there were authentic materials used in the learning activity specifically realia and picture. Realia that has been presented were t-shirt, perfume, and laptop. Those objects showed by the teacher in front of the class. The students guessed the things that were given from the teacher and tried to describe them such as how their appearances, smells, and colors. By presenting picture and real objects, the students could easily describe them. Thus, the use of realia and picture were considered as an appropriate strategy in describing things.

According to the observations in VII A and VII B of MTs Ma'arif NU 4 Kemranjen, the English teacher presented realia as instructional media. As the explanation above, realia that have been presented were a t-shirt, laptop, and perfume. Due to the interviews with Mrs. Nuryati as the English teacher, the use of realia was considered to provide opportunity to the

⁵¹Mufarrohah, Munir, and Anam, p. 163.

students to sense the objects by themselves. Thus, they could easily find ideas by describing the characteristics of the objects before writing descriptive text. It is related to Richard and Platt in Sunengko and Afifi. They stated that realia is a kind of sensible object presented by the teacher in the learning process as a medium to be discussed or written.⁵² In other words, realia is a term used in educational science that refers to real-life objects used in language classes. It means that authentic materials, specific realia, are appropriate in teaching and learning writing. In line with it, Rosdiana added that realia is appropriate to use as a medium in writing descriptive text.⁵³ Hence, the real objects presented by the teacher can be used in the classroom, especially in writing descriptive text.

In the process of teaching and learning descriptive text, the teacher brought a picture as instructional media in the classroom. A picture shown is Ir. Soekarno, the first president of Indonesia. The picture of Ir. Soekarno was chosen because Ir. Soekarno was a famous person, and most of the students know him well as the first president of Indonesia. Thus, the students knew him well. The use of Soekarno's picture in the learning process of writing descriptive text is supported by Agis and Pipih, who explained that picture of an individual is useful for teaching aids, especially to get ideas such as age, profession, character, appearance, etc.⁵⁴ Therefore, the picture is appropriate to use in writing descriptive class.

Based on the explanation above, realia and picture were two kinds of authentic materials presented by the English teacher of MTs Ma'arif NU 4 Kemranjen in the descriptive writing class. A Picture, t-shirt, laptop, and perfume have been chosen because they are easy to be found and describe. In other words, the objects presented were sensible for the students. Besides,

⁵²Sunengko and Nur Afifi, 'REALIA IN EFL CLASSROOM: PROMOTING DESCRIPTIVE WRITING PROFICIENCY OF EIGHTH-GRADERS', *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 12.2 (2021), 224–37 (p. 226).

⁵³Sunengko and Afifi, p. 226.

⁵⁴Agis Putri Vanesa and Pipih Setiawati, 'USING PICTURES AS TEACHING MEDIA IN WRITING DESCRIPTIVE TEXT (A Pre-Experimental Study at One of Junior High School in Garut, West Java, Indonesia)', *English Education and Applied Linguistics (EEAL) Journal*, 4.1 (2021), 58–66 (p. 5).

the students could actively participate in the learning activities by sensing realia and pictures. Therefore, by its benefits, realia and pictures were considered to help the teaching and learning process of writing descriptive text.

2. The Steps of Using Authentic Materials in Writing Descriptive Text

In carrying out the observations, the researcher observed became an independent observer. According to the results of observations and interviews, the teacher took the steps of learning activities in writing descriptive text class as follows:

a. Introduction

1) The teacher opened the class

According to the observations, the English teacher greeted students by saying, “*Assalamu’alaikum Warahmatullahi Wabarakaatuh*” to the students. The students answered by saying, “*Wa’alaikumussalam Warahmatullahi Wabarakatuh*” Then they recited prayer together after the teacher said, “Let’s pray together.” Further, she checked the students' condition and feelings on that day by saying, “How are you today?” after that, the students answered, “I am fine, thank you.” Meanwhile, the teacher also checks students’ attendance by calling students’ names. All of the students presented at that meeting. The students looked enthusiastic. They responded to the teacher’s greeting and questions actively. In other words, the interaction between teacher and students was quite good.

According to Dian et al., those activities were kind of positive politeness. Based on their explanation, positive politeness is important to be taught by the teacher to make a close relationship between the teacher and students.⁵⁵ Moreover, the teacher gave a short motivation and advice to increase students’ interest in seeking knowledge. This activity was good and related to the article written by Davidson, who

⁵⁵Dian Rahayuningsih, Mursid Saleh, and Sri Wuli Fitriati, ‘The Realization of Politeness Strategies in EFL Teacher-Students Classroom Interaction’, *English Education Journal*, 10.1 (2020), 85–93 (p. 89).

stated that students' learning could be influenced by the teacher, especially by the motivation given by the teacher during the learning activity⁵⁶.



Picture 1

A teacher opened the class activity

Based on the above explanation, the opening session was important to build good interaction between students and teacher by greeting and asking about students' feelings and conditions. Besides, in the opening session, the teacher could teach politeness and positive habits before learning activities. It is related to the article from Alief and Nashruddin, who explained that there are several strategies to make good interaction between students and teachers. One of them is teaching politeness by doing a lot of interaction. Nevertheless, the interactions between teacher and students or students with students must use polite language⁵⁷. Moreover, the teacher also could give the motivation to increase students' interest in learning.

⁵⁶Davion Johnson, 'The Role of Teachers in Motivating Students to Learn Davion Johnson', *BU Journal of Graduate Studies in Education*, 9.1 (2017), 2013–16 (p. 46).

⁵⁷Kemal Alief and Nashruddin, 'Application of Language Politeness in Learning Activities at School', *JELITA: Journal of English Language Teaching and Literature*, 3.1 (2022), 1–11 (p. 2).

2) The teacher started to introduce material

Before entering the core of material, the teacher introduced the topic by explained it briefly. Before the English teacher explained the definition of descriptive text, she asked students, "Do you know descriptive text?" to know their understanding about descriptive text. Most of students' reaction was confused and do not know about the question. Meanwhile, there were students who tried open the book to looked for the answer. After that, a student answered the question by reading a material from a book. Then, the teacher appreciated him by saying "Good answer, thank you, Rizal". After ensured that there was noone who tried to answered, The teacher started to explained what is descriptive text and its generic structure included of identification and description.

The teacher started to introduce the structure of descriptive text by wrote it on the white board. In order to make the explanation clearer, she showed authentic material. The English teacher showed a picture of Ir. Soekarno in front of the students. She asked, "Do you know who he is?". After seeing that picture, the students answered the question together by saying, "I know!", "Ir. Soekarno, Ma'am!". The students look enthusiastic. After that, the teacher asked students to mention the characteristics of Ir. Soekarno by analyzing that picture. "Okay, now, what do you think about him?". The students answered with several opinions based on their observation. "How about his face? *Bagaimana wajahnya?*" then, "Is he handsome?". The students answer "Yes, Ma'am, he is handsome". "He is smart, Ma'am," other students said. "Okay, good. How about his nose?". "*Mancung, Bu*", *somebody answered*. "Okay, good, but how to say *Mancung* in English? Somebody?". Since no one could answer the question, the teacher mentioned it in English. Further, all of the descriptions were written on the whiteboard. Thus, the introduction about descriptive text and its generic structure was easier.

Introduction in the opening of learning activity is important to make students understand what kind of topic would be discussed. According to Faisal et al, introducing the topic is needed in the learning activity such as introducing new words, meanings, illustrative sentences and teaching aids related to the topic.⁵⁸ Thus, to help the explanations, the teacher presented a picture in front of the class. The students asked to guess who the person is and identify the object's appearance. The use of picture in introducing descriptive text is supported by Brown et al in Ersih et al who stated that picture could provide critical contact with reality, besides, picture could help students in improving their visual literacy.⁵⁹ In other words, it could help students to recall the ideas they got after stimulated. Therefore, choosing a picture as an introduction media was suitable to be carried out especially in the introduction of writing descriptive text.

Based on the activities above, the teacher completed introduction of material session by using a picture. The use of picture in teaching writing of descriptive text is considered as a good strategy in introducing material since picture is appropriate to help students to connect themselves with reality. Besides, the use of picture has become the excellent option for teaching English. According to Aruperes, Liando, and Rorimpandey in Kilapong et al., pictures are needed by students in order to recall English language. Not only help them get vocabularies, but pictures also easily make students focus on the topic being studied⁶⁰. Therefore, students could easily get the ideas after seeing a picture. Hence, picture could be used as a medium to

⁵⁸Faisal Irfan and others, 'Using Realia to Improve English Vocabulary at Primary Level Using Realia to Improve English Vocabulary at Primary Level', *Multicultural Education*, 7.3 (2021), p. 346 <<https://doi.org/10.5281/zenodo.4647933>>.

⁵⁹Ersih Lenussa and others, 'The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill', *Universitas Iqra Buru*, June, 2018, p. 7.

⁶⁰Fortunandini Kilapong, Nurmin Samola, and Fivy Andries, 'Using Picture to Improve Students' Reading Comprehension of Descriptive Texts at 8', *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1.3 (2022), 402–16 (p. 405).

help the teacher explain material in introduction session of writing descriptive text.

b. Core Activities

1) The students sensed realia

Entering the core of activity, the teacher asked students to sense the objects presented to find ideas before writing. “Well, students, now look at this, do you know the name of it?” the teacher asked students by showing realia such as laptop, t-shirt, and parfume. “Yes, this is laptop, t-shirt, and parfume, now you have to write down the description about each objects, okay. But, before you write it down, you can sensing these objects maybe how its smells, how its colors and anything, do you get my point?” *Paham ya? Silakan sekarang kalian identifikasi masing-masing karakteristik dari benda-benda ini, misal bau nya seperti apa, warna nya, bentuknya, silakan bisa dimulai bergantian dari Abi Rouf*”. All of those objects presented in front of the class and the students could try to sense the objects one by one. The students tried to analyze how it smells, texture, colour, shape and characteristics as ideas to writing descriptive text. Overall, the students enjoyed the activities. In order to reinforced the data, there were pictures of students who tried to sensing realia.



Picture 2

A Student tried to sensing a perfume



Picture 3

A Student tried to sensing a t-shirt

The students' reaction was positive, they laugh in the beginning because they expected the objects presented not only familiar to them, but also unusual to used in the classroom. Therefore, they felt excited about the activities. Nevertheless, the English teacher did not let them confused since she assisted the students in sensing realia. It showed when many students found difficulties in write the

descriptions, the English teacher helped them to found the meaning in English. Overall, the activities was running well. To reinforced the data, these are an excerpt of interviews with students.

Excerpt of Interview 6

Student 1 : I feel happy because the learning activity was different and i enjoyed it. My teacher presented t-shirt and picture and it helped me to describe those things, so i could write descriptive text easily

Excerpt of Interview 7

Student 2 : Yes, it helped me very much. It makes me clearer because i can touch those things

The observations and interviews showed that realia helped students understand material by observing and describing its characteristics. Not only helped their understanding, the used of realia also made students happy since the activities was unusual but interesting. Meanwhile, another student admitted that realia helped her since she could touch and sense the objects. Thus, she could easily write the description of the objects. It is related as Turner in Bhatti et al., who said that realia can be used to show a particular idea. As real things, realia Realia can be both physical that students can touch by their senses. These statements are agreed by Afdiyani in Bhatti et al., who explained that there are five benefits of using realia, one of which is the students can utilize their five human senses using realia⁶¹. Hence, realia which presented by the teacher were appropriate to use in the learning activities.

⁶¹Muhammad Safdar Bhatti and others, 'Realia-Mediated Instruction : An Effective Tool for Improving Young Learners ' Vocabulary Skills', *Al-Lisan: Jurnal Bahasa (e-Journal)*, 6.2 (2021), 157–66 (pp. 159–60).

After sensing realia, the students have to write down the description based on what they observed. According to the observations, the students looked enthusiastic about doing the activity. Moreover, the teacher stimulated the students to sense the object by themselves. Besides, she also informed new vocabulary that students did not know. She asked by saying “*Baik, halo semua? Bagaimana, dari pengamatan kalian, adakah kosakata yang kalian belum tau dalam bahasa inggris?*”. Then, many students asked the teacher about their several vocabularies. Overall, the activities were running well. Therefore, students easily got the points in order to writing descriptive text. These activities helped the students find the ideas easily because they could actively participate using their senses.

Based on the above explanation, realia were considered a good media in teaching and learning descriptive text writing since the teacher could stimulate the students by sensing real objects presented to find the ideas. The teacher also supported them by assisted students during their analyzing activities since not all students have appropriate vocabulary in writing the descriptions of the objects. In other words, the stimulation using realia as a media in teaching writing descriptive was good to be conducted. It was supported by Bably and Nusrat who stated that using realia was good for stimulating student's minds. Therefore, it increased students' creativity by sensing the objects during the learning process.⁶² Hence, It helped students who confused about creatively finding ideas.

2) Students read the example of descriptive text

After sensing the authentic materials provided by English teacher, students were instructed to read the text about descriptive text. The teacher helped them to found the difficult words, therefore, they could understand easily the meaning. The findings

⁶²Tasubha Bably and Dil Nusrat, ‘Using Realia as an Effective Pedagogical Tool’, *Journal Of Humanities And Social Science (JOSR-JHSS)*, 22.11 (2017), 1–7 (p. 2) <<https://doi.org/10.9790/0837-2211040107>>.

showed that the teacher helps students in understanding the text because the students find difficult words. This delivery method is considered as a good strategy to explain material clearly. It is agreed by Rosyida who stated that the teacher should has communicative competence in the interaction with students during learning activity, one of them is facilitate them whenever they got difficulties during learning process.⁶³

Thus, the results of observations showed that descriptive text which presented by the teacher contain common words, but the students still found difficult meaning of many words. Thus, the teacher explains it patiently.

3) The teacher gave assignments to the students

After the learning activities conducted, the teacher gave assignments to the students to make a simple descriptive text with the description that they already observed. The students may make a descriptive text about person, things, or anything that have been discussed. Based on the findings, the teacher gave simple assignment because the students in that class ranked were in the middle to low ability. This reinforced by the results of interview with Mrs. Nuryati.

Excerpt of Interview 3

Teacher: "Because they are in early stages and they still find difficult words, i gave them easy task and helped them with the vocabularies that they got in the activity".

The result of the observation showed that the English teacher gave appropriate task based on students' grade level by asked them to write a simple descriptive text using descriptions that students

⁶³Rosyida Ekawati, 'THE USE OF AUTHENTIC MATERIALS TO ADVANCE STUDENTS' COMMUNICATIVE COMPETENCES IN EFL CLASS Rosyida', *Prosodi*, 13.1 (2019), 23–34 (p. 25) <<https://doi.org/http://dx.doi.org/10.21107/prosodi.v13i1.5347>>.

obtained from learning activities. Hence, It showed that the English gave appropriate task based on students' ability.

c. Closing

The teacher closed the lesson as the last step in teaching and learning writing of descriptive text. In the closing session, there were several points that the teacher completed, including explaining the assignment deadline and procedure to do it. The students have to collect the assignment in the next meeting. Besides, the English teacher also recalled students memories about their understanding after learning activities on that day. The English teacher asked "Alright students, finally we will close this meeting but I want to underline some points about what we learned today, somebody could you explain what is descriptive text". Further, there were two students explained the definition of descriptive text briefly. Then, the English teacher also asked about descriptive text's generic structure and social functions. After that, the students reacted by answered the question together. Overall, the activities of closing session were running well. Many students admitted that they understood the material although there were still confused, especially when recalling difficult words. Thus, the English teacher gave them a simple task with a long duration. Interviews with the English teacher strengthened the result observations.

Excerpt of interview 4

Teacher : "I asked them to complete the assignment maximum until the next meeting, after that i will immediately give them score".

Based on the observations, the teacher provides a long duration to the students to complete their assignments. At the end of the meeting, the teacher also asked students to close the activity by praying together and greeting. The final step in teaching writing descriptive text using authentic materials is closing which contains several steps consisting of

giving assignments and feedback on the topic that has been discussed. In this section, the English teacher asked the students to make a simple descriptive text about the things or person which has been discussed. Therefore, the teacher's steps were appropriated with teaching activities.⁶⁴

The activities above showed that the English teacher used model of learning that could increase interest and outcomes of student learning. It is related and supported by Suryani in Nurmalia who said that this approaches gave students style of teaching that encourage students' interest and achievement. In addition, in this method, there were six stages, such as Growing, Experience, Naming, Demonstration, Repeating, and Celebrating. As DePorter et al., cited in Suryani and Nurmalia, Growing means a stage of teaching process that encourage students' interest in teaching and learning. Then, Experience is the next stage that described experiences that all children can explore. After that, in the step is Naming which provide learning concepts. Further, The demonstration. It is offers students with opportunities to learn. Repeating is giving the students examples or exercises by repeating the material that has been taught in the learning process. The last stage is celebrating, which is an activity that appreciates students' participation⁶⁵. Hence, it can be concluded that the stages that is completed by the English teacher in the classroom were good and appropriate to use.

Based on the observations and interviews, the application of authentic materials in VII A and VII B of MTs Ma'arif NU 4 Kemranjen were carried out through several steps start from opening, the core of activities, and closing. All of the activities were runned well and the students enjoyed each activities. It showed by students respons who actively participated in learning writing of descriptive text.

⁶⁴Isola Rajagopalan, 'Concept of Teaching', *Shanlax International Journal of Education*, 7.2 (2019), 5–8 (p. 8) <<https://doi.org/https://doi.org/10.34293/education.v7i2.329>>.

⁶⁵Nurmalia, p. 3.

However, the steps used by English teacher of MTs Ma'arif NU 4 Kemranjen is related to the David and Glaser cited in Rajagopalan who explained that the steps of preparing teaching materials is very important in order to be successful and well received by the students. The teaching materials consist of many parts, including content analysis, identification on writing objectives, teaching strategies, and assessments.⁶⁶ In other words, the activities that carried out by the English teacher and students of MTs Ma'arif NU 4 Kemranjen were good enough.

C. The Strengths and Weaknesses of Using Authentic Materials

1. The Strengths of Using Authentic Materials

Based on the results of observations and interviews with the English teacher, there were strengths of using authentic materials, such as economic and easily accessible and increasing students' motivation.

a. Authentic Materials are Economical and easily accessible

The result of observations showed that authentic materials have strengths in the learning activities of writing descriptive text. According to the English teacher, the objects presented were economical and easily prepared because it was easy to find. It is supported by Lavinia and Alina, who said that authentic materials have one of the greatest advantages, such as being inexpensive to use. Besides, they said that authentic materials are readily available since they can be found in daily life⁶⁷. Hence, authentic materials were considered good to use. However, to deepen the results of the observations, there were interviews with Mrs. Nuryati as an English teacher. The results of the interview are as follows.

⁶⁶Rajagopalan, p. 6.

⁶⁷Buzarna-Tihenea (Gălbează) Alina and Nădrag Lavinia, 'The Advantages of Authentic Materials in the ESP/ EFL Classroom: Newspapers Buzarna-Tihenea', *"Ovidius" University Annals, Economic Sciences Series*, 18.1 (2018), 145–51 (p. 147).

Except of interview 5

Teacher : “For the strengths, it was very easy to find around us. The students also understood quickly after observing the object presented because they were more familiar with the objects.”

Based on the interview above, authentic materials are useful and easy to find to support the learning process. Therefore, authentic materials could facilitate students to get ideas easily while writing descriptive text. Rao agreed that authentic materials have several benefits, one of which is very economical and easy to use in ELT classrooms.⁶⁸

b. Authentic materials increase students' motivation

Based on Sun as cited in Ma'rufah, a second language teacher has main task to make effective situation in the learning activities in order to increasing students' motivation in learning language⁶⁹. In line with it, According to the English teacher, learning descriptive text with authentic materials could increase students motivation since it was interesting. The students could actively participate in the learning process by sensing the objects presented by the teacher in front of the class then they could find ideas easily while writing descriptive text. Hence, Authentic materials are considered to motivate students in learning English. It is related to the statements from Kılıç and İter that authentic material is needed to use in the classroom because it can improve students' motivation with active communication during learning activities. Moreover, according to them, authentic materials also make students feel more relaxed in the learning environment since it provides a wide range of reading, listening, and writing materials. Besides, authentic materials can be supplementary resources or alternatives for the sources of reading and listening that

⁶⁸Rao, p. 2.

⁶⁹ Desi Wijayanti Ma'rufah, 'PROMOTING STUDENT QUESTIONING IN EFL CLASSROOM: TEACHER ' S STRATEGIES IN 2013 CURRICULUM CONTEXT', *OKARA: Jurnal Bahasa Dan Sastra*, 15.2 (2021), 170–84 (p. 172) <<https://doi.org/10.19105/ojbs.v15i2.4284>>.

provide more writing and speaking practice⁷⁰. This statement also reinforced by the results of excerpt of interview with Mrs. Nuryati as the English teacher.

Excerpt of interview 6

Teacher : “The students’ reactions were very good. They enjoyed the class especially when they could observe the object that they have to describe”.

Based on observations and interviews, authentic materials helped the students understand the material, specifically descriptive text. The real objects helped students find the ideas to describe, and they could actively participate in the learning process. Therefore, the students felt more motivated to learn to write descriptive text through a different way of learning. It is supported by Merriënboer & Kirschner in Sutanto who explained that using realia has several benefits. One of them is that it motivates students since they feel familiar with the studied objects. Thus, they become aware that these objects are part of their environment and relate to their problems and activities. In addition, as real things, realia also have instructional value for the students who become involved in using them to learn⁷¹. Hence, using realia is expected to make students more enthusiastic about learning English.

The findings of the research are related to the study from Bably and Nusrat, who stated that authentic material has a positive impact on students' motivation because it brings opportunities for the students to be active learners.⁷² Besides, it is related to the article by Safitri who stated that

⁷⁰Zerhan Varmış Kılıç and Binnur Genç İlter, ‘The Effect of Authentic Materials on 12th Grade Students’ Attitudes in EFL Classes Zerhan’, *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 4.1 (2015), 2–15 (p. 10).

⁷¹Sutanto, ‘Utilizing Realia To Enhance The Ability Of The Ninth Grade Learners In Writing Procedure Texts’, *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature*, 9.1 (2021), 1–20 (p. 4) <<https://doi.org/10.24256/ideas.v8i2.1749>>.

⁷²Bably and Nusrat, p. 3.

authentic materials could increase student motivation⁷³. In other words, authentic materials could be used as instructional media for active learning since the students could actively participate in the learning processes. Moreover, in teaching and writing descriptive text, authentic materials could be used to help students find ideas and describe objects. Therefore, both realia and pictures presented by the teacher have strengths in writing class, specifically descriptive text.

2. The Weaknesses of Using Authentic Materials

a. Authentic Materials Take More Preparations

Besides having strengths in the learning process, authentic materials also have weaknesses in teaching and learning descriptive writing text. Based on the interviews, using authentic materials need more preparations because the teacher should adjust the objects and the topic that would be discuss. Bably and Nusrat agreed that using authentic materials necessary consumed the time for the special preparation.⁷⁴ Hence, the use of authentic materials have a weakness in time of preparation.

b. Not All Authentic Materials could be Presented

The use of authentic materials in writing descriptive text class are not only need a special preparation but also have limitation to use. It is showed in the data that not each types of authentic materials could be presented in the classroom. To reinforced the data, there was the result the interview that conducted with Mrs. Nuryati as the English teacher, as follow:

Excerpt of interview 7

Teacher : "In presenting authentic materials, only limited items can be presented. Not all objects can be presented in the class. Besides, it takes more preparation to use it because I have to adjust with the topic".

⁷³Alisha, Safitri, and Santoso, p. 24.

⁷⁴Bably and Nusrat, p. 3.

The interview above showed that authentic materials have a weaknesses in writing descriptive text. It has limitations because not every object may be presented in the classroom since the objects have to relate to the topic or theme that would be discussed in the class. Hence, the teacher needs more preparation before learning activity begins to adjust the topic and the objects she would demonstrate. In other words, authentic materials, specifically realia and pictures, should be adjusted with the topic taught. Thus, the English teacher consumed more time in the preparation step. Therefore, authentic materials still have disadvantages to use.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data and discussions in the previous chapter, this section explained overall conclusion regarding to the research. This conclusion related to the results of description of the use of authentic materials in writing descriptive text at 7 grade od MTs Ma'arif NU 4 Kemranjen consist of find out the reasons of using authentic materials, the steps of using of authentic materials, and the strengths and weaknesses of using of authentic materials in writing descriptive text at 7 grade of MTs Ma'arif NU 4 Kemranjen. In addition, there were also suggestions for the teacher, students, and future researchers.

A. Conclusion

According to the data showed, the authentic materials used because of two reasons such as it could help the students in the process of teaching and learning and easy to find. The students could quickly get ideas by sensing real objects, students could sensed it such its smell, appearance, colors by themselves. Besides, it helps the teacher to teach easily although the schools' facilitation was still lacking. Then, Authentic materials are easy to find and real since all the objects used are easy to find daily. Hence, authentic materials not only help the learning process but also easy to find in the environment.

In the using of authentic materials, there are three steps, such as opening, core of activities, and closing. The teacher presented authentic material in the form of picture. A picture of Soekarno was presented to explain the outline of material. In the core of activity, the English teacher asked students to sensing authentic materials presented by her. The authentic materials which presented were realia, such as laptop, t-shirt, and parfume. Finnaly, In the last section is closing, the teacher gave assignments to the students to make a simple descriptive text with the description that they had already observed

At last, the strengths and weaknesses of using authentic materials in writing descriptive text were economical and easily accesible increased student motivation. Meanwhle, the weaknesses of using authentic materials in writing decriptive text were it has limitation, there was not all the objects could be presented in the classroom and it needed time to prepare because the teacher should adjust the object with the topic that would be discussed.

B. Suggestions

1. For the teacher

The findings of this study are expected to help English teachers develop learning activities. The teacher expected to give more attention on students' process of writing, such as the grammar and vocabularies. Thus, the students could be able to master writing skill specifically descriptive text.

d. For students

Students should encourage their writing skill, at least develope their vocabularies. They also should prepare themselves before the learning activity started. Therefore, they could be able in writing descriptive text easily.

e. For further researchers

The findings of this study could be used as a source of information for the next research. In addition, further researchers could examine deeper and longer in order to obtain maximum data.

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Appendix 1 Research Instruments

1. Observations Guide

a. Field Note

Date :
Teacher : Nuryati, S.Pd.
Class : VII
Title : The Use of Authentic Materials in Writing Descriptive Text at 7 Grade of MTs Ma'arif NU 4 Kemranjen
Content :



b. Observation Guide (Checklist)

Teacher :

Class :

Date :

No.	Statements	Checklist		Note
		Yes	No	
1.	The teacher greets students and checks attendance list			
2.	The teacher introduces materials briefly			
3.	The teacher presented Authentic materials			
4.	The teacher guided students using authentic materials			
5.	The teacher explains materials through authentic materials			
6.	The teacher instructs students to sensed the authentic materials			
7.	Students are given assignments by the teacher			
8.	The teacher gives the students time to do the assignments			
9.	The teacher discusses the results of studets exercises and provides feedback			

2. Interview Guidelines

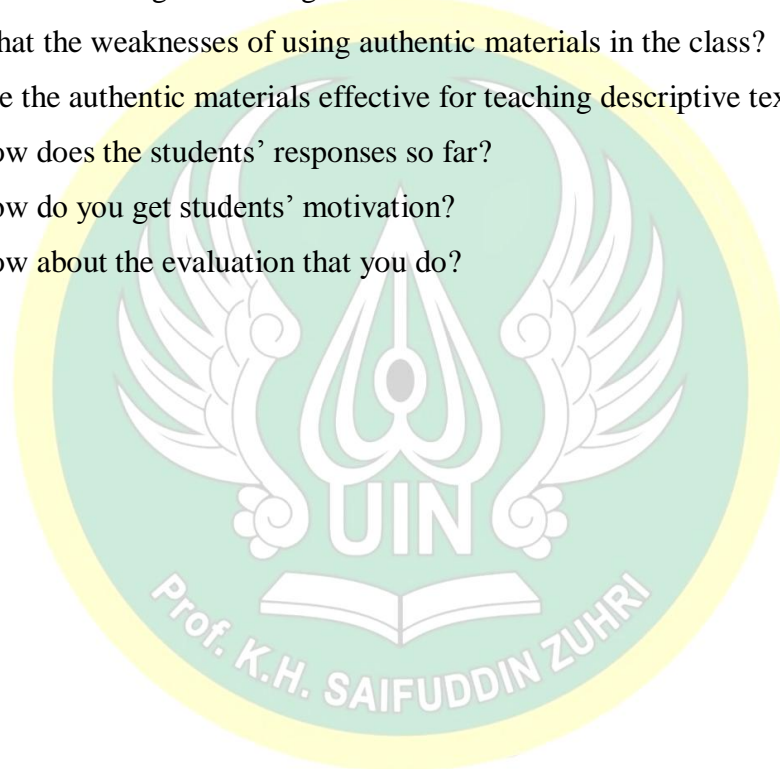
a. Interview Guideliness for Teacher

Date :

Class :

Interviewee :

1. Since when you use authentic materials during learning activity?
2. Why do you choose authentic materials?
3. What things that you prepare before the class?
4. What the strengths of using authentic materials in the class?
5. What the weaknesses of using authentic materials in the class?
6. Are the authentic materials effective for teaching descriptive text?
7. How does the students' responses so far?
8. How do you get students' motivation?
9. How about the evaluation that you do?



b. Interview Guidelines for Students

Date :

Class :

Interviewee :

1. What is your opinion about the learning process?
2. Does the use of authentic materials help you to understand the material?
3. Did the teacher use authentic materials like realia or pictures before?
4. Does the teacher help you to understand the material?



3. Documentation Guide
 - a. Lesson plan
 - b. Learning Materials



Appendix 2 Transcripts

Observation Results

a. Field Note

Date : Friday, 13 May 2022

Teacher : Nuryati, S.Pd.

Class : VII A

Title : The Use of Authentic Materials in Writing Descriptive Text at 7 Grade of MTs Ma'arif NU 4 Kemranjen

Content : After completing the observation, the results obtained are learning activities runned well, the teacher used authentic materials included realia (Laptop, parfume, and t-shirt) and Picture of Soekarno. In the opening session, the teacher greeted students and asked them about their feeling, condition, and also checked their attendance. Besides, she also gave motivation to the students before the class started. Then, entering the introduction session, the picture of soekarno used in order to help teacher's explanation about the definition about descriptive text and its generic structure. The interaction between students and teacher was good. It showed when the students actively answered each questions that given by the teacher related to the characteristics of picture. After that, they moved to the core of activity. The teacher used realia to be sensed by the students. After that, the students asked to write down the descriptions about those objects. Meanwhile, the teacher assited the students to help them when they found difficulty such as finding difficult words in English. After that, the teacher giving assignments to write a simple descriptive text related to the descriptions that students got. Further, in the last session, the teacher did some activities in the closing session, such as: explained the rules and deadline of the task, recall students' memories about materials that has been discussed, and finally giving closing statement. In the end, the students and teacher prayer together and finished the learning activity. The students look enjoyed and satisfied about the activities on that day although there still students who looks confused when answered some teacher's questions.

Appendix 3 Transcripts

Observation Results

b. Field Note

Date : Saturday, 14 May 2022

Teacher: Nuryati, S.Pd.

Class : VII B

Title : The Use of Authentic Materials in Writing Descriptive Text at 7 Grade of MTs Ma'arif NU 4 Kemranjen

Content : After completing the observation, the results obtained are learning activities runned good. The material was talking about descriptive text. As what the English teacher did in the previous class, the teacher used similar authentic materials which consist of laptop, parfume, and t-shirt. Besides, a Picture of Soekarno also used to help her explanation in the introduction session. In the opening session, the teacher greeted students and asked them about their feeling, condition, and also checked their attendance. After that, she also gave motivation to the students before the class started. The teacher explained about the importance of discipline. Then, the class continued to the introduction session. A picture of soekarno presented in front of the class in order to help teacher's explanation about the definition about descriptive text and its generic structure. The interaction between students and teacher was good. It showed when the students actively answered each questions that given by the teacher. After that, the teacher brought the activity to the core session. On that session, the teacher used realia to be sensed by the students. The students tried to sensed and also identified characteristics of the objects. After that, the students asked to write down its descriptions. During sensing activity, the teacher helped the students solve their difficulty such as finding difficult words in English. Further, the teacher giving assignments to write a simple descriptive text related to the descriptions that students got. Next, in the last session, the teacher did some activities in the closing session, such as: explained the rules and deadline of the task, recall students' memories about materials that has been discussed, and prayer together.

Appendix 4 Transcripts

Observation Results

c. Field Note

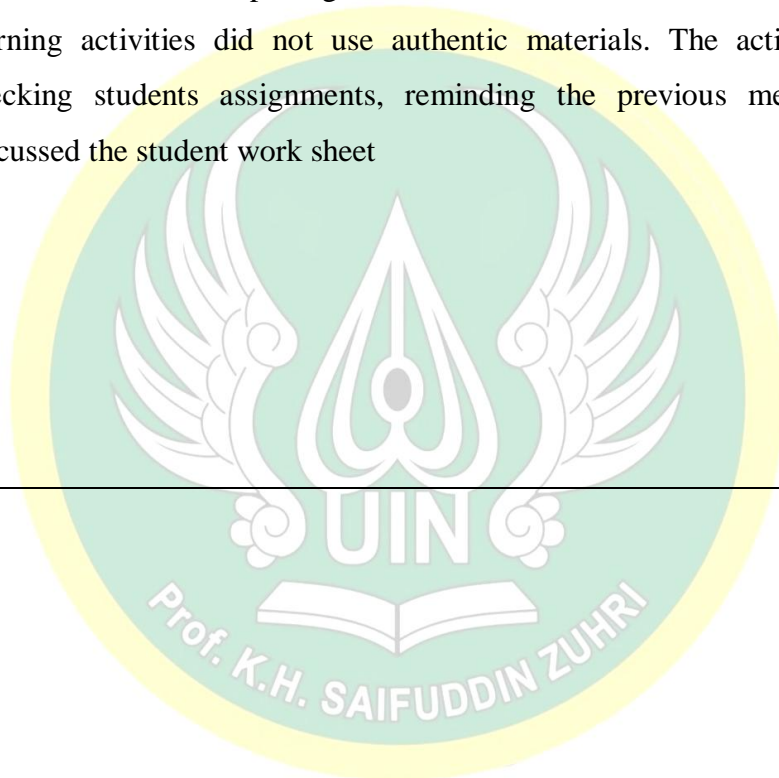
Date : Friday, 20 May 2022

Teacher : Nuryati, S.Pd.

Class : VII A

Titl : The Use of Authentic Materials in Writing Descriptive Text at 7 Grade of MTs Ma'arif NU 4 Kemranjen

Content : After completing the observation, the results obtained are learning activities did not use authentic materials. The activities only checking students assignments, reminding the previous meeting, and discussed the student work sheet



Appendix 5 Transcripts

Observation Results

d. Field Note

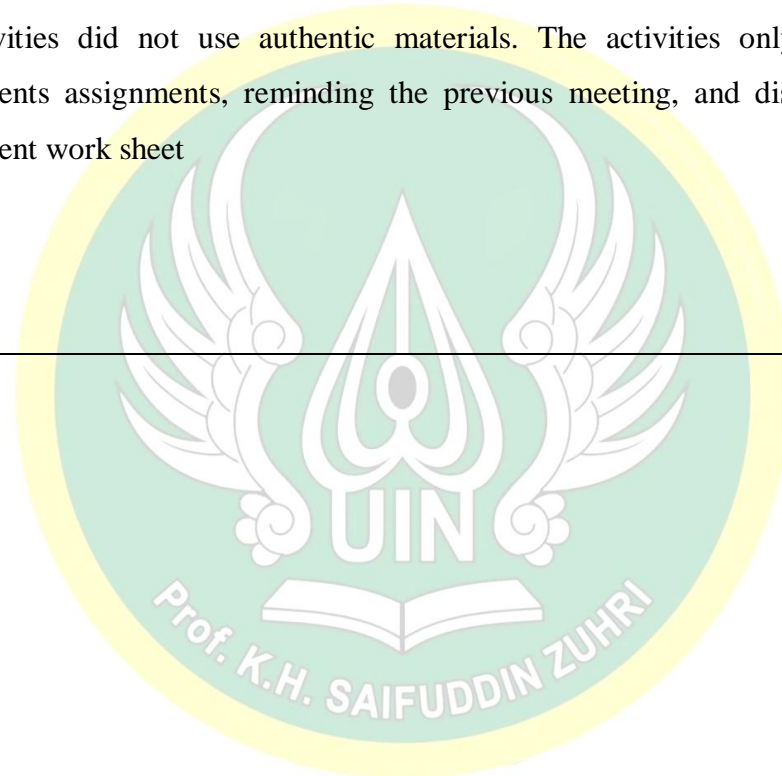
Date : Saturday, 21 May 2022

Teacher : Nuryati, S.Pd.

Class : VII B

Title : The Use of Authentic Materials in Writing Descriptive Text at 7 Grade of MTs Ma'arif NU 4 Kemranjen

Content : After completing the observation, the results obtained are learning activities did not use authentic materials. The activities only checking students assignments, reminding the previous meeting, and discussed the student work sheet



1. Observation Guide (Checklist)

Teacher : Nuryati, S.Pd.

Class : VII A

Date : 13 May 2022

No.	Statements	Checklist		Note
		Yes	No	
1.	The teacher greets students and checks attendance list	✓		
2.	The teacher introduces materials briefly	✓		
3.	The teacher presented Authentic materials	✓		
4.	The teacher guided students using authentic materials	✓		
5.	The teacher explains materials through authentic materials	✓		
6.	The teacher instructs students to sensed the authentic materials	✓		
7.	Students are given assignments by the teacher	✓		
8.	The teacher gives the students time to do the assignments	✓		
9.	The teacher discusses the results of studets exercises and provides feedback		✓	

2. Observation Guide (Checklist)

Teacher : Nuryati, S.Pd.

Class : VII B

Date : 14 May 2022

No.	Statements	Checklist		Note
		Yes	No	
1	The teacher greets students and checks attendance list	✓		
2	The teacher introduces materials briefly	✓		
3	The teacher presented Authentic materials	✓		
4	The teacher guided students using authentic materials	✓		
5	The teacher explains materials through authentic materials	✓		
6	The teacher instructs students to sensed the authentic materials	✓		
7	Students are given assignments by the teacher	✓		
8	The teacher gives the students time to do the assignments	✓		
9	The teacher discusses the results of studets exercises and provides feedback		✓	

1. Interview Guidelines

a. Interview Guidelines for Teacher

Date : Monday, 16 May 2022

Class : VII

Interviewee : Nuryati, S.Pd.

Researcher : Since when you use authentic materials in the learning activity?

Teacher : I was using authentic materials since the beginning of school year.

Researcher : Why do you choose authentic materials?

Teacher : It helped students and I in writing class especially in descriptive text. We could easily sense and find those objects around us

Researcher : What things that you prepare before the class?

Teacher : Lesson plan, worksheet, and media that needed in the learning process

Researcher : What the weaknesses of using authentic materials in the class?

Teacher : I think in presenting authentic materials, only limited items can be presented. Not all objects can be presented in the class. Besides, it takes more preparation to use it because i have to adjust with the topic.

Researcher : What are the strengths of authentic materials?

Teacher : For the strengths, it was very easy to find around us. The students also understand quickly after observed the object presented because they were more familiar with the objects, then students' reactions were very good. They looked enjoyed the class especially when they could observed the object that they have to describe.

Researcher : Are the authentic materials effective for teaching descriptive text?

Teacher : Yes, it is quite effective to use authentic materials in writing descriptive text

Researcher : How does the students responses so far?

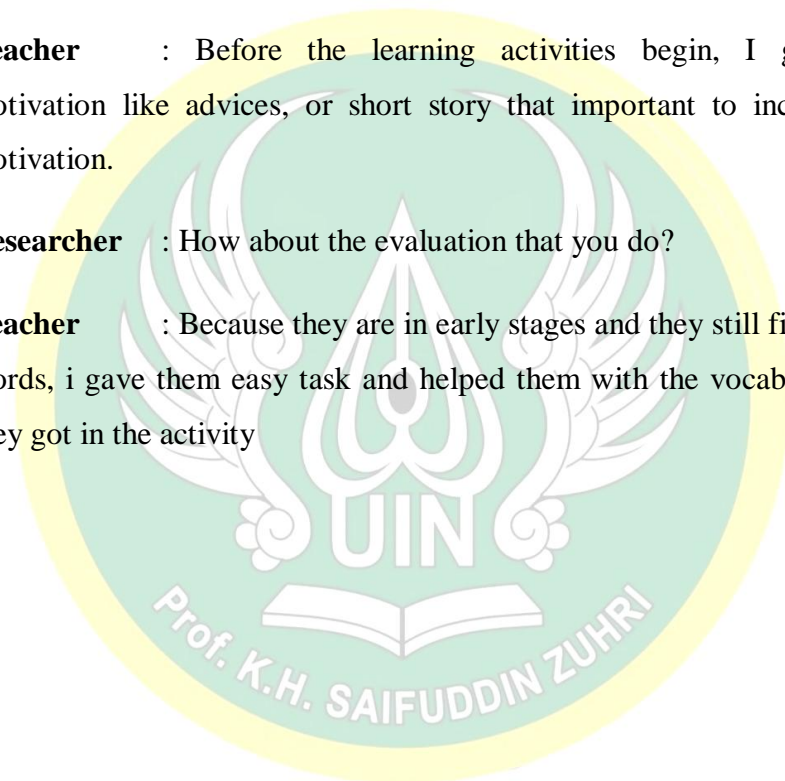
Teacher : As I said before, so far students' responses were very good. They look excited to learning writing of descriptive text using authentic materials.

Researcher : How do you get students' motivation?

Teacher : Before the learning activities begin, I gave them motivation like advices, or short story that important to increase their motivation.

Researcher : How about the evaluation that you do?

Teacher : Because they are in early stages and they still find difficult words, i gave them easy task and helped them with the vocabularies that they got in the activity



b. Interview Guidelines for Students I

Date : Tuesday, 17 May 2022

Class : VII

Interviewee : Rizal Amzaki

Researcher : What is your opinion about the learning process?

Student : I feel happy because the learning activity was different and i enjoyed it. My teacher presented t-shirt and picture and it helped me to describe those things, so i could write descriptive text easily

Researcher : Does the use of authentic materials help you to understand the material?

Student : Yes, it does

Researcher : Did the teacher use authentic materials like realia or pictures before?

Student : Yes, she did

Researcher : Does the teacher help you to understand the material?

Student : Yes, she helps me

Researcher : Do you found any difficulties about the learning process?

Student : Yes, i found many new vocabularies

Interview Guidelines for Students II

Date : Tuesday, 17 May 2022

Class : VII

Interviewee : Hana Latifah

Researcher : What is your opinion about the learning process?

Student : I enjoyed the learning process. The explanation also clear

Researcher : Does the use of authentic materials help you to understand the material?

Student : Yes, it helped me very much. It make me clearer because i can touch those things

Researcher : Did the teacher use authentic materials like realia or pictures before?

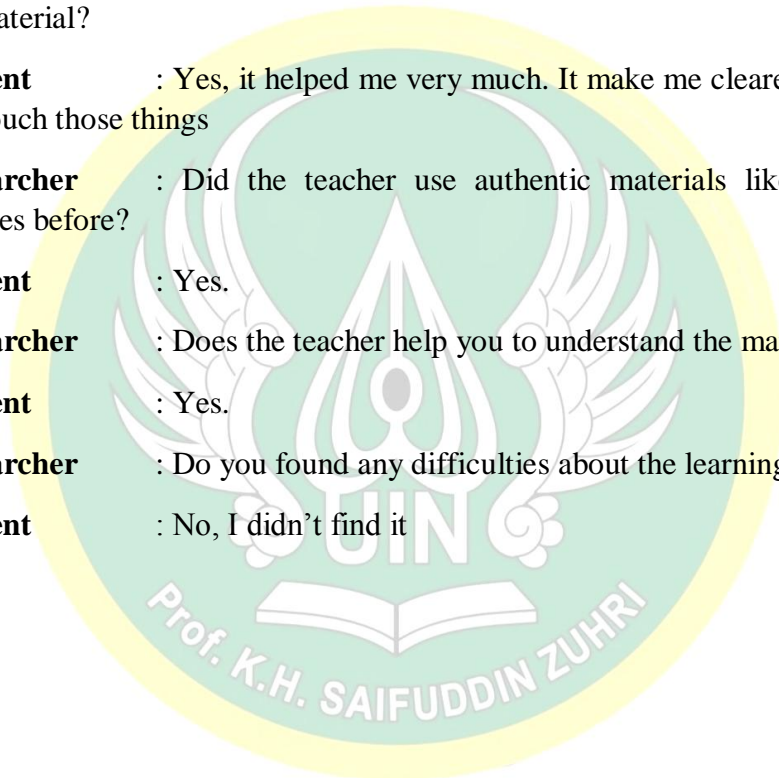
Student : Yes.

Researcher : Does the teacher help you to understand the material?

Student : Yes.

Researcher : Do you found any difficulties about the learning process?

Student : No, I didn't find it



1. Documentation Guide

a. Lesson plan

RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

Sekolah : MTs Ma'arif NU 4 Kemranjen
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Materi Pokok : Chapter 8 (Descriptive Text)
Alokasi Waktu : 1x pertemuan

A. Tujuan Pembelajaran

- Peserta didik mampu mengidentifikasi berbagai informasi dalam teks pendek berbentuk deskripsi.
- Peserta didik dapat menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait benda, dengan baik dan benar.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Memberi dan meminta informasi terkait dengan deskripsi benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.1 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Materi Pembelajaran

Fungsi sosial:

- Mendeskripsikan atau menggambarkan orang, tempat, atau benda tertentu

Unsur kebahasaan

- Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Wh question), dalam simple present tense.

Struktur teks:

- Sifat yang menjadi pencirinya: Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

Generic Structures of Descriptive Text

Identification

Bagian identification ini berisi pendahuluan umum tentang orang, tempat, hewan, atau suatu object yang akan dideskripsikan. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan, supaya para pembaca atau pendengar tidak salah mengerti.

Description

Pada bagian description berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang penulis jelaskan.

D. Metode Pembelajaran

Pendekatan	: Scientific Learning
Strategy	: Observasi, Diskusi, tanya jawab
Metode/Model	: Discovery Learning

E. Media Pembelajaran

Authentic materials

F. Sumber Belajar

Buku paket bahasa inggris kelas 7, benda, lembar kerja.

1. PENDAHULUAN

- a. Memberi salam dan memulai pembelajaran dengan berdoa
- b. Mengecek kehadiran peserta didik
- c. Mengecek kesiapan Belajar dan mengajak siswa
- d. Bertanya jawab tentang materi yang telah dipelajari
 - Do you still remember what we have learnt last meeting?
- e. Bertanya jawab tentang materi yang akan diajarkan
 - Peserta didik memperhatikan halaman pertama bukunya di chapter VII dan menanyakan: title of this chapter is...what does it mean?,
- f. Penyampaian tujuan pembelajaran
 - Look everyone, it is written here that we are going to learn to describe things, and know the general and specific information about descriptive text

2. Kegiatan Inti

1. Peserta didik memperhatikan dan menyimak gambar/benda yang ditunjukkan oleh guru
2. Dengan bantuan guru menjawab pertanyaan terkait informasi tentang benda
3. Dengan bantuan guru, peserta didik menemukan kosakata penting terkait teks deskripsi dan mencaritahu artinya masing-masing lalu membaca bersama-sama.
4. Peserta didik dengan ditunjuk oleh guru menyebutkan kosa kata dan artinya secara bergantian.
5. Peserta didik dengan bantuan guru menjawab pertanyaan terkait teks deskripsi dengan baik
6. Peserta didik menerima materi tentang guided questions
7. Peserta didik berlatih mencoba mengimplikasi penggunaan guided questions untuk menyusun descriptive text.
8. Peserta didik kemudian menyusun sendiri descriptive text sangat sederhana menggunakan pertanyaan arahan (guided questions) yang telah tersedia kemudian melaporkannya kedepan kelas.

3. PENUTUP

- a. Guru dan siswa membuat rangkuman/simpulan pelajaran.
- b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- c. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
 - Please mention some vocabulary about describing things!
- d. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
 - Peserta didik berlatih di rumah dengan mengerjakan LKPD yang telah disusun oleh guru, sebagai tugas individu
- e. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Next meeting, we are going to learn to describe animals.
- f. Peserta didik bersama guru menutup pembelajaran dengan berdoa

LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD 1

Look at the thing and answer the question.



1. What color is it?
2. What is it made of?
3. How much does it weight?
4. How big is it?
5. What does it look like?

Answer

1. It is black
2. It is made of iron and plastic
3. It is medium weight
4. It is small
5. It is square

Vocabulary list

- | |
|---|
| <ol style="list-style-type: none">1. Color:warna2. Made of:terbuat dari3. Weigh:berat4. Big:besar5. Look like:bentuk6. Black:hitam7. Iron:besi8. Medium:sedang9. Small:kecil10. Square:kotak |
|---|

LKPD 2

Look at the thing and answer the question.



1. What color is it?
2. What is it made of?
3. What kind of picture on it?
4. How big is it?
5. How does it look like?

Answer

1. It is black
2. It is made of cotton
3. Rabbit
4. It is medium
5. It is cute

Vocabulary list

- | |
|--|
| <ol style="list-style-type: none">1. Color: warna2. Made of: terbuat dari3. Pink: Merah muda4. Cotton: katun5. Medium: sedang6. how does it look like:
bagaimana rupanya? |
|--|

Kemranjen, Januari 2022

Mengetahui,
Kepala Madrasah

Guru Mapel

Muhamad Fatoni, S.H.I

Nuryati, S.Pd

b. Learning Materials



About Descriptive Text

1. Definition of Descriptive Text

"Descriptive text is a kind of text that describes something/person in particular (details)."

[Descriptive Teks adalah teks yang menggambarkan sesuatu/manusia secara terperinci].

2. The Purpose of Descriptive Text

"The purpose of descriptive text is to describe someone/something specifically to the readers in particular or details."

[Tujuan dari descriptive text yaitu untuk MENGGAMBARKAN seseorang/benda secara spesifik kepada pembaca dalam ruang lingkup yang terperinci]

3. Object of Writing

Descriptive Text usually tells about:

1. *People around us*
2. *Things around us*
3. *Tourism Places / City / Country*
4. *Company Profile*
5. *Biography of Famous/Successful Person*

4. Generic Structures

1. Identification : *"It is a part of paragraph which introduces or identifies the character."* [berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.]
2. Description : *"It is a part of paragraph which describes the character."* [berisi tentang penjelasan / penggambaran tentang hal atau seseorang dengan menyebutkan beberapa sifatnya.]

5. Languages features

- It usually uses present tense in sentences.
- It usually uses some adjective in many sentences.
- It usually in the first person POV and or in the third person POV.

TEXT 1

My Laptop

I got my laptop in the first year of junior high school. It was a gift from my father to me. I was happy because it was my first laptop. I do a lot of things with it such as watch movie, play games, listen to my favorite songs and also use it to complete my school's assignments.

The colour of my laptop is black. Like any other old laptop, the screen of it is joined the body by using hinges, so it can not be separated. The screen is 14 inch wide. The body of my laptop contains CPU. On the top side of the body, there is a power button located near from the screen. This laptop has a black keyboard. There is also a touch pa located under the keyboard. My laptop is not too big. I love this laptop so much.

Exercise

Answer the questions below!

1. What is the title of the text?
2. What is the purpose of the text?
3. When the writers' got the laptop?
4. What the writers' do with his/her laptop?
5. How is the laptop's characteristics?

To describe the writer's first laptop	My laptop	Watch movie, play games, listen to favorite songs and also use it to complete assignments.	The first year of junior high school	Black, the screen of it is joined the body by using hinges, 14 inch wide of screen. The body of my laptop contains CPU. On the top side of the body, there is a power button located near from the screen, has a black keyboard, there is also a touch pa located under the keyboard, not too big.
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DAFTAR N

MAPEL :
 KELAS : VII A

Nomor		Nama Siswa	L / P	Ulangan Harian da					
Urut	Induk			1	R	2	R	3	R
1		Alief Setiabudi	L						
2		Aqdam Alfadly	L						
3		Azril Ardiansyah	L						
4		Chaida Zyufara	P						
5		Desti Nur Utami	P						
6		Dewi Nurhandayani	P						
7		Fadlan Abi Rouf	L						
8		Faozan Prasetio	L						
9		Fathi Nurul Aziz	P						
10		Hanan Latifah	P						
11		Ilham Miftahurohman	L						
12		Miftahul Fajri	L						
13		Muhammad Taufik Nur Maula	L						
14		Mutia Revalina	P						
15		Nadhifa Khoerunnissa	P						
16		Najwa Zafarani Maiza	P						
17		Rizki Nur Hidayat	L						
18		Samudra Khalil Hisyam	L						
19		Septiana Nur Elisa	P						
20		Shelfi Romadhona	P						



DAFTAR HADIR

Mapel :
 Kelas : VII B
 Jumlah Siswa = 18
 L = 12 P = 6

Nomor		Nama Siswa	L / P	Tanggal Pert					
Urut	Induk								
1		Ahmad Maftuh Fuadi	L						
2		Akhmad Rizqy Ardiansyah	L						
3		Alifian Ma'ruf	L						
4		Amelia Anggraini	P						
5		Ammar Fata Al-faiq	L						
6		Dini Afiqah	P						
7		Fika Andriana Susanti	P						
8		Ilham Pratama	L						
9		Imam Maulana Ramadhan	L						
10		Lutfi Zaenul Rokhman	L						
11		Mohamad Zuber	L						
12		Muhammad Iqbal Subekti	L						
13		Nur Rizal Amzaki	P						
14		Permata Christa Ardhia Ble	L						
15		Raihan Akmal Ardiansyah	P						
16		Rindy Aurelya Fajarina	L						
17		Wa Indera Hoerudin	L						
18		Zahra Aulia Putri	P						