

The Use of Authentic Materials in Teaching Writing of Hortatory Exposition Text

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Abstrak

Bahan ajar otentik adalah bahan ajar yang berasal dari konteks kehidupan nyata seperti koran, majalah, artikel dan internet. Bahan tersebut di gunakan secara langsung atau diadaptasi untuk digunakan dalam proses belajar mengajar sebagai bahan ajar. Bahan tersebut memerankan peran yang penting dalam mempelajari bahasa kedua atau bahasa asing karena membawa bahasa dari konteks kehidupan sehari-hari kedalam kelas. Bahan ajar otentik dapat digunakan dalam seluruh proses belajar mengajar ketrampilan bahasa (mendengarkan, berbicara, membaca, dan menulis). Dalam proses belajar mengajar, terutama menulis, teks-teks dari bahan otentik dapat memberikan pandangan dan pola pikir siswa. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan bagaimana guru menggunakan bahan ajar otentik dalam mengajar menulis teks eksposisi hortatori, untuk mendeskripsikan organisasi tulisan siswa sebagai hasil dari menggunakan bahan otentik, dan untuk mendeskripsikan respon siswa terhadap penggunaan bahan ajar otentik dalam pengajaran menulis teks eksposisi hortatori. Penelitian ini merupakan penelitian kualitatif dengan Interpretatif Dasar sebagai desainnya. Subjek penelitian ini adalah guru dan siswa di sekolah negeri. Data untuk penelitian ini adalah aktivitas guru didalam kelas, teks hasil tulisan siswa, dan tanggapan siswa terhadap kuesioner. Data tersebut dikumpulkan melalui observasi, portofolio, dan kuesioner. Selanjutnya, hasil penelitian mengungkapkan bahwa terdapat beberapa tahap yang dilakukan guru dalam menggunakan bahan ajar otentik dalam mengajar menulis teks eksposisi hortatori meliputi brainstorming, membimbing siswa dalam membahas topik, memantau siswa dalam mengumpulkan sumber-sumber, memantau siswa dalam menulis garis besar dan rancangan teks, dan memberikan umpan balik pada tulisan siswa serta memberikan kesempatan siswa untuk memperbaiki tulisan mereka. Di satu sisi, sebagian besar tulisan siswa dikategorikan sebagai “sangat baik” dan “ baik”. Sementara itu, hanya sedikit dari tulisan tersebut yang dikategorikan sebagai “cukup”. Selain itu, respon siswa terhadap penggunaan bahan ajar otentik dalam pengajaran menulis teks eksposisi hortatori adalah positif. Siswa tertarik pada proses pembelajaran, dan bahan ajar otentik membantu siswa untuk membangun argumen dalam tulisan mereka.

Kata kunci: Bahan ajar otentik, pengajaran, teks eksposisi hortatori

Abstract

Authentic materials are materials from real-life context such as newspaper, magazine, articles, and internet. They are adopted or adapted to be used in the teaching-learning process as the materials. They play a significant role in learning a second or foreign language which bring language in the real life context to the classroom. Authentic materials are applicable in all language skills (listening, speaking, reading and writing) teaching-learning process. In the teaching-learning process, especially in writing, texts from authentic materials could energize students and set their mind. Therefore the aim of this study is to describe how the teacher uses authentic materials in teaching writing hortatory exposition text, to describe students' writing of hortatory exposition text using authentic materials, and to describe students' responses toward the use of authentic materials in teaching writing hortatory exposition text. This is a qualitative study with Basic Interpretative design. The subject of the study is a teacher and students in a public school. The data were teacher's works in the classroom, text or students' writing and students' responses toward the questionnaire. Those were gathered through observation, portfolio, and questionnaire. Moreover, the result revealed that there are several stages done by the teacher in using authentic materials in teaching writing of hortatory exposition text, which are brainstorming, guiding students in discussing topic, monitoring students in collecting references, monitoring students in writing outline and draft, giving feedback to students' writing, and giving students chance to revise the writing. In one hand, most of the students' writing were categorized as “excellent” and “good”. While only a few of them were categorized as “adequate”. Besides, students' responses toward the use of authentic materials in teaching writing hortatory exposition text were positive. Students were interested in the learning process since the teacher guided them gradually and authentic materials helped students in constructing arguments.

Keywords: Authentic Materials, teaching, writing, hortatory exposition text

INTRODUCTION

Nowadays, it is believed that most of the learning activities in a class is based on the textbook that teachers or students or school use. It happened for

many reasons such as the design and focus of the curriculum, the mandates of the administration, and the level of the expertise of classroom teachers, (Teacher Vision, 2018). Moreover using course books are helpful for beginner's teachers because it provides the design

of the lesson includes the plans, the topic, and teaching procedure. A course book also had designed with the balanced and chronological presentation of information. Furthermore, it also potentially helps the student to be more confidence in learning without depending on a teacher (Woodward, 2001).

Unfortunately, course books have drawbacks too. Woodward in 2001 explained that course books may contain situation and character which do not match to students' interest. In addition, textbooks could also be bored for the student if materials is served in the same pattern yet predictable. Course books also don't serve the complete materials at all. In a unit it can provide a complex content and various activities, but in another unit it lacks of explanation, example and so on. Moreover, it would be different in level, density, unit length, layout, and content from what students and teachers had expected.

To deal with the issue, it is necessary to provide materials which motivate students to learn target language, interesting, and lead students to the real use of language, because the goal of English learning itself is to enable students to use English contextually in line with students' developmental age (Minister of Education and Culture Regulation, 2014).

Whereas, materials are one of the important components in the language teaching-learning process. It is defined as anything that can be used to facilitate the learning of a language, such as textbook, videos, video, games, websites (Tomlinson, 2010). There are two kinds of materials. The first is proposed materials, which are materials designed for teaching and learning purpose. The other kind of materials is authentic materials. They are texts produced by a native speaker for non-pedagogical purposes, Bacon and Finneman (1990). Also, Martinez (2002) defines that authentic materials would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. Additionally, authentic materials is one of the materials that can provide cultural information about the target language, provide exposure to the real language, relate more closely to learners' needs, and support a more creative approach to teaching, Richard (2006). So that, authentic materials can support the learners to achieve the goals of English language learning.

Furthermore, one of the texts taught in tenth grade of senior high school is Hortatory Exposition. It is spoken or written text which presents the attempt of the writer to persuade readers to do or act something in certain way based on writer's idea. It requires students' comprehension of the issue, so that students are able to create the argument as the reason for delivering their thought. Whereas, strong arguments are built from broad information or knowledge. Information can be from many sources such as newspaper, news on TV, or internet. Also, by having a lot of sources for example in writing an argument, students are able to construct strong arguments, and it will strengthen the suggestion in the end of the text, (Husein & Pulungan, 2017).

These sources relate to one of the materials' types which is authentic materials, Richards (2001).

Study by Sundana (2017) figured out the effectiveness of using authentic materials in teaching writing descriptive text which used quantitative and qualitative methods to gain data. The findings proved that the use of authentic materials in teaching descriptive writing had improved students' writing skill. In one hand, the result of questionnaire inferred that students gave positive opinions about learning descriptive writing using authentic materials. In line with Masood (2013) who conducted a study to examine the efficiency of authentic materials to enhance writing skills of the second language assimilators at secondary level by conducting observation, practical teaching, and gave questionnaire to collect data. The result showed students' score in the post test were higher than pretest. In addition, it was found that teachers and students were happy and interested to the use of authentic materials in creative writing, because it made them easier to choose topic and made a plan for their writing. Another one is a study about the use of song from movie as authentic materials in teaching listening by Cesandari (2016). It was a qualitative research. The result showed that the use of songs from movie as the authentic materials in teaching listening was successfully. Students were able to answer the task and enthusiastic during the learning process which proved by most students sang while doing the task.

According to previous study, it can be inferred that using authentic materials in teaching learning process can bring positive impact. It can help to improve both students' work or performance and students' motivation. Since writing is a complex skill which has several kinds, it is a necessary to conduct a deep study of certain kind of it. This study will investigate the different focus of the using of authentic materials. It will examine the use of authentic materials in teaching writing of hortatory exposition text, students' writing by using authentic materials and students response toward the use of authentic materials.

Therefore, this study formulates research question below,

1. How does the teacher use authentic materials in teaching writing of hortatory exposition text?
2. How are students' writing organization as the result of using authentic materials?
3. How are students' responses to the use of authentic materials?

RESEARCH METHODOLOGY

This study describes the use of authentic materials in teaching writing hortatory exposition text and students' writing of hortatory exposition text by using authentic materials. Additionally, this study described students' responses to the use of authentic materials. As the result this study focus on an English teacher and students as the subject to understand the phenomenon of

using authentic materials in teaching writing hortatory exposition text. Furthermore, The participant of this study was an English teacher in a senior high school who apply authentic materials to teach writing of hortatory exposition text. Also, 35 students of eleventh grades of science major were the subject of this study. The research was conducted in an English lesson class of eleventh grades in science major of senior high school. In that class the teacher used authentic materials during the teaching process of writing hortatory exposition text.

Consequently, this study is a qualitative research, due to the researcher understood in depth the phenomenon, Ary, et. al.(2006). Qualitative research is a research that investigates the quality of relationship, activities, situation, and materials by verbal narratives and observation rather than numbers as usual. The design of this study is Basic Qualitative Studies. Ary, et.al. (2006) clarifies that Basic Qualitative studies means to comprehend a phenomenon, a process, or specific point of view from the perspective of those involved. The study describes and interprets the events, processes, and activities perceived by teacher in using authentic materials to teach writing hortatory exposition text. As Ary, at.al. (2016) states that the underlying question asked by researcher is how events are, processes, and activities perceived by participants are.

Furthermore, the data of research were teacher's action, teacher's verbal explanation and teacher's nonverbal explanation. Thus the source of data was teacher's activities during teaching process which showed the use of authentic materials in teaching writing hortatory exposition text. These data answered the first research question, "How does the teacher use authentic materials in teaching writing of hortatory exposition text?"

The second source of data was students' writing of hortatory exposition text. The data were in the form of sentences, paragraphs, and text of hortatory exposition text composed by students. These data were regarded for the second research question, "how is students' writing of hortatory exposition text by using authentic materials?" The third source of data was students' responses toward the use of authentic materials. Thus, the data were students' answer or explanation of some questions about the use of authentic materials in form of sentences, phrase or words.

The researcher used field notes to record the data during observing the teaching process. The researcher wrote the teacher's activities or action and all what happened in the classroom in the field notes. It was used to collect data for the first research question. Furthermore, the second instrument used to answer the

second research question was writing scoring rubric stated in the lesson plan generated by the teacher. It was used to analyze students writing. It provided some criteria to assess and score students' writing. The rubric was adapted from Brown (2004). Additionally, the researcher used questionnaire to collect students' responses toward the use of authentic materials in writing hortatory exposition text. It was an open ended questionnaire consisted of three questions.

To collect data for the first research question, the researcher did observation during the process of teaching writing of hortatory text using authentic materials for three meeting. During the observation, the researcher followed the learning process in the back row of class as non-participant researcher. In each observation the researcher used field notes to record all the teaching and learning activities. Furthermore, the data for the second research question were collected from students' work in form of students' writing of hortatory exposition text. The third data collection technique was by distributing questionnaire. The questionnaire were distributed in the third meeting, when the students have finished the writing task. It consisted of four question.

To analyze data of the first research question, The researcher collected all the field notes of the observation since the first meeting until the third meeting. Then the researcher read the data in field notes and checked some additional notes in each meeting in order to be familiar with the data of the first research question. Then, the researcher gave label or code the data from field notes that showed the use of authentic materials in teaching writing of hortatory exposition text. Also, the researcher reduced the data by ignoring teacher's activities in the field notes which did not indicate the use of authentic materials. The next was interpreting and representing, where the researcher made a generalization of the common aspects in the categories and patterns. The researcher interpreted the data by telling the event and providing an explanation. Then, the researcher represented the data in the form of descriptive explanation about how the teacher used authentic materials in teaching writing of hortatory exposition text.

Moreover, to analyze the data of second research question which were students' writing, the researcher reviewed it to become more familiar with it. Then, the researcher described or interpreted the students' writing which used authentic materials. The descriptions were based on the writing scoring rubric generated by the teacher which was adapted from Brown. The analysis focused on the organization of the text in term of the generic structure of hortatory exposition text which was

divided into three parts; thesis, arguments and recommendation.

The last data were students' responses toward the use of authentic materials in teaching writing hortatory exposition. The researcher reorganized the data by rereading all students' answer of the questionnaire. Then, the researcher categorized students' responses based on the number of questionnaire. Each group of question were coded to get the generalization of the data. The last, the researcher present the result in descriptive form.

RESULT AND DISCUSSION

Based on the observation done by the researcher for three meetings. The searcher found several stages in using authentic materials teaching to teach writing hortatory exposition text. The use of authentic materials were started by doing brainstorming. In the first meeting the teacher asked students about their hobbies. Several students raised their hand and mentioned their hobbies. Teacher responded to students answer and the last of questioning section teacher told her hobby. Then, she showed a power point entitled "Why Korean drama is more that an entertainment". The power point presented an article and several pictures about Korean drama. It explained some arguments supported the title that K-Drama is more than an entertainment. It was enclosed with several pictures about it. After that the teacher asked students what were the best suggestion for the phenomenon. Several students expressed their opinion. At the last the teacher concluded students' opinion. Then, the teacher delivered further explanation about hortatory exposition text included the social function and the generic structure. The next activities were identifying a hortatory exposition text. Teacher presented a text and asked students to identify the structure of text.

The second stage is guiding students in discussing topic. Teacher asked students to meet in a group with four or five students in each of it. There were eight groups in the class then, teacher asked them to determine a topic that would be written into a hortatory explanation text. She allowed students to decide their own topic based on group's interest. Teacher instructed them to find any sources of the topic in form of articles or info graphics from internet. Most of them opened their cell phone or PC and browsed any kind of information about the topic. The teacher checked the topic of each group. Also, the teacher asked the students how they would find facts or data to support their arguments later. In addition, the teacher suggested a group which still confused in deciding their topic. It was because they couldn't found enough sources or articles on internet about their topic. The teacher suggested them to find another access able topic.

The next stage was monitoring students while collecting references. During guiding students in discussing topic, the teacher also assisted them in searching and collecting the references. In each group the teacher checked students' articles or info graphic they

found which would be used as their references. There, the teacher suggested students to find more articles to support their argument, so that it would be strong arguments.

The fourth stage was monitoring students in writing outline and draft. The teacher came to each group. First of all the teacher confirmed the topic chosen. Then, she checked the students' writing, started from the thesis. After that she asked students to explain the arguments. Sometimes, the teacher asked students to show the article or sources they used. Also she suggested the students to give further explanation about the argument to make it strong arguments, such as by giving example or evidence. After checking the arguments, the teacher reviewed the recommendation.

The last stage was giving feedback and revising students' writing. While checking students' first draft, the teacher also gave some suggestion to each group about their writing. It was done because, some of students' arguments still lacked of evidence and were not fully developed yet. Thus, the teacher asked students to deepen the arguments by finding more data or evidence related to the arguments. Teacher asked them to reread and recheck their sentence in order to convince their grammar. The last was suggestion about the recommendation. It should be concise, dense, and clear. After that, she asked students to revise their writing. During students revising their first draft, the teacher assisted them and helped them when they had any questions.

The second result is students' Writing of Hortatory Exposition Text Using Authentic Materials. Students' writing were analyzed by using writing scoring rubric used by teacher which were adapted form Brown (2004). The adaptation was conducted due to the use of authentic materials were related to the thesis, arguments, and the recommendation in the hortatory exposition text only. According to analysis, students' writing were scored into several categories. Most of them were "excellent", some of them were "Good" and only few of them "Adequate". Students' writing scored as "Excellent" means that it had fulfilled the requirements such as writing a factual issue of thesis which states the agreement or disagreement clearly and leads to the argument. In addition, in they have at least three arguments which related to the thesis and completed with the evidence from the authentic materials. Also, the students wrote a recommendation which was the combination and conclusion of arguments and stated what should or should not happen or done to the issue clearly.

Moreover, "Good" refers to the students' writing which has a factual issue of thesis. It stated the agreement to the issue less clearly but still leads to the arguments. In addition, there were more than three arguments in the text which are related to the thesis and supported by evidence based on the authentic materials. In the recommendation students combined and concluded the arguments less clearly but it states what should be done clearly. In addition, "adequate category" refers to students' work that write a factual issue of thesis but the thesis does not state the agreement or disagreement clearly also it leaded the argument less clearly. Also, the recommendation is a

less clear of combination and conclusion of arguments, and what should or should not be done to the issue.

The third is the result of questionnaire. The researcher used questionnaire to know students responses toward the use of authentic materials in writing hortatory exposition text. The questionnaire consisted of four questions which delivered in the last meeting.

Students' responses toward the first question, "how is your opinion after finishing the learning process of hortatory exposition text?", was various. Only few of them stated they were confused and uninterested to the topic of hortatory exposition text. While, several students stated the topic was very interesting. Furthermore, most of the students answered that by learning hortatory exposition text they knew the purpose of the text, knew much things about an issue in many perspective and knew what they should do. Also, some students added they knew how to deepen the arguments, so it became strong argument.

The second question is "do authentic materials help you in arranging the arguments in hortatory exposition text?" All of students stated using authentic materials (articles, picture, and info graphic) helped them to build arguments since authentic materials as the materials to understand the topic discussed. Also, authentic materials gave much information, data, and reason to know what should be done and what should not be done.

The last question is "what are difficulties found along the learning process of hortatory exposition text?". The students gave responds variously. Few students answered that deciding topic and collecting the data or evidence were difficult. Some of them responded that writing the text was difficult, since they should compose the sentences correctly. While, rest of students stated that build argument is the most difficult since they had to build strong arguments with data or evidence, not only opinion.

According to the result of the study, the teacher did brainstorming by asking several questions related to the topic and showed several picture as the authentic materials. Pictures and article used was taken from several articles on the internet. In this case, the teacher had used authentic materials which taken from internet. It is one of authentic materials where teachers or students can find any information in form of pictures, diagrams, tables, video, articles, etc (Berardo, 2006). By using technology in this term is internet, students get exposure to the real life situation or authentic learning experience also the real usage of language. Thus, it can motivate them to master the language. Therefore, the use of internet can promote second and foreign language acquisition (Blake, 2011 cited in Addallah, Abdelhafez, 2015).

During monitoring students' activity of collecting sources or references, the teacher also helped students to select the materials which appropriated with the topic and students' proficiency. The teacher's role in selecting authentic materials is important in order to match students' need and proficiency to the authentic materials itself. As Dumitrescu (2000) mentions that teachers have to be able to find the relevant materials appropriate to

learners' needs, language competence, the target language area, skills, and the interests. Meanwhile, allowing students to find sources by their self is a good learning to train their capability in searching materials which match to their needs. It also exposes them to many kinds of information and language style in term of the use of language in real life. Lorna (2015) states students who choose articles by them self-become familiar to the structure and content of the articles, also it can train their research skill. However, teachers need to help determining which articles can be used to make sure the text or the materials are appropriated to students' level, students' language competence and the needs.

In fact, in this stage the teacher started the stage of collecting data in the scientific approach. While in the process of writing, this stage named as pre writing, where the writer select the topic (Nunan & David, 2003). To generate a topic the writer can do brainstorming, word mapping or quick writing. In this context, the teacher tried to do brainstorming by asked students to gather with the group and discussed the topic would be written. In addition, the teacher monitored students' group discussion by asking their topic and the plan of collecting data or authentic materials they would use in order to make sure the students did a well brainstorming and have enough sources. Those, proved that the teacher consider her method to get students' to plan the writing.

Furthermore, the teacher also asked students to start organizing their idea by writing the simple outline. There the teacher explained by outlining the idea, students could limit their writing, so it would not be broader or out of the topic. This stage indicates the teacher started to do the associating stage of scientific approach. Also, it reflects the writing stage in the process of writing. As Nunan and David (2003) said after pre writing, the next step is arrangement or pre writing. In this stage the writers plan and organize the idea also the limitation of the idea.

Moreover, the teacher checked the thesis, arguments and the recommendation. In each group the teacher more focused into the arguments. It was checked whether it related to issue or not and the evidence which supported the arguments. Also, the teacher asked students to show the sources which used during constructing the writing especially the arguments. In addition, the teacher deliver oral feedback to the students' writing in term of the coherence of the arguments and sometimes gave the example how the text should be revised. Those activities reflect the stage of associating in scientific approach, also in the process of writing it indicates the stage of writing. In this stage the writer develops the outline in order to generate the draft and focuses on the development and the organization of the ideas, Nunan and David (2001). Hence, the teacher direct the students to keep the coherence of the text and explained how to revise students' first draft.

After checking students' writing, the teacher also gave the chance to revise the draft based on the suggestion or feedback given Those activity is one of the activities should be considered by teacher while teaching writing as Hammer (2001) states the teacher should

motivate students to reflect on their draft, what should be done after finishing the first draft and how to revise the writing into the finished product. This stage is called as Post writing, where the writer recheck the coherent, spelling, vocabulary, and grammar without change the content as Ledesma in Academia Edu (2018) stated that Post writing is the stage of revising and editing the draft to recheck its cohesion and coherent. Also proofread the spelling, vocabulary, and grammar without change the contents.

Regarding to the students' writing by using authentic materials, it showed the success result. It was proved by students' writing which generally scored into excellent and good. While only few of them scored as adequate. In fact students had written the organized hortatory exposition text, but some of them were lack of evidence based on authentic materials to support arguments and it was not fully developed. Also, some recommendation were not the conclusion and combination of the argument. According to Alexandrescu (1995) in Masood (2013) authentic materials are the most effective way to improve writing skill. Newspaper, editorials, columns, films, cartoon, TV, and radio energize students, and stimulate students' curiosity and settle the minds thinking. In accordance with Raimes (1999) stated that reading is useful for writing. Reading various kind of text such as a short story, a newspaper, magazine articles, and poem can bring shared content in the classroom. When the students read, they are engaged with new language and culture. They become more familiar to the vocabulary, idiom, sentence pattern, organization flow, and cultural assumption of native speakers of the language. Therefore, authentic materials helps students to write hortatory exposition text successfully since they were exposure to the authentic materials.

Furthermore, the result of questionnaire could be inferred that students' responses toward the use of authentic materials in teaching writing hortatory exposition text were positive. Students responded that the learning process was interesting and students got new knowledge and perspective of certain issue. Also, learning hortatory exposition text taught them how to deepen an argument in order to make it as the strong argument. It was interesting because the use of authentic materials raise students' curiosity about a real life landscape or the real issue discussed by them rather than the classroom monotonous activity with textbook. These equals with Merino and Massi (1998) cited in Massod 2013 who explained that authentic materials are interesting and stimulating because it increase learners' curiosity and bring in the reality of life into the learning situation.

Authentic materials helped students to understand the issue since authentic materials gave much information, and data so that they can give reason while constructing strong arguments. Therefore, students could give recommendation what should be done toward an issue. Thus, the use of authentic materials brings students to the real world context. Since students had exposed to various

kinds of authentic materials which were articles to enrich information and knowledge about certain issue. These energize the students, increase their curiosity and set their minds thinking (Masood 2013). Also, in the process of writing students selected the appropriate materials to support arguments and the writing. That is why the students not only learned about writing a text but also learned how to select which one of appropriated authentic materials to their topic or their writing. Those, equals to Berardo (2006) who stated one advantages of using authentic materials was informing students with the newest event or in this term is the issue which rarely found in a textbook. Furthermore, those are accordance with the reason why authentic materials applied in a classroom based on Peacock (1997) that it can make learners more prepared to the real occasion and they could know their needs.

The last responses showed most of students got difficulty to build strong arguments since they were difficult to find evidence or data to support it. While the rest of students responded that writing the text was difficult since they should write the whole text correctly. In fact, one of the drawbacks of using authentic materials is it has complex structure with various vocabulary which can be the difficulty for the students (Berardo, 2006). Since the students tried to find and select the authentic materials by them self, it became the burden for the students to find the evidence or data from the authentic materials to build their arguments. In contrast, the students who tried to find the materials by them self are good to train them to be familiar to content and structure of a text and the students are train to determine their need. As Lorna (2015) stated students who choose articles by themself become familiar to the structure and content of the articles, also it can train their research skill. Therefore, teacher should help students to select the appropriate materials or text for the learners

CONCLUSION AND SUGGESTION

According to the observation conducted by the researcher, it can be conclude that there are several stages in the use of authentic materials in teaching writing hortatory exposition text. Those are brainstorming, guiding students in discussing topic, monitoring students in collecting references, monitoring students in writing outline and draft, giving feedback to students' writing, and giving students chance to revise the writing.

Furthermore, students' writing of hortatory exposition text by using authentic materials were categorized as successful, since most of them were scored into excellent and good. While only few of them scored as adequate. In fact students had written the organized hortatory exposition text, but some of them were lack of evidence based on authentic materials to support arguments and it was not fully developed. Also, some recommendation were not the conclusion and combination of the argument.

In addition, students' responses toward the use of authentic materials in teaching writing hortatory exposition text were positive. Students were interested in

the learning process because, they got new knowledge and perspective of certain issue. Also they learn how to deepen an argument in order to make it as the strong argument by using authentic materials. Furthermore, students liked the teacher's method in teaching writing hortatory exposition text since the teacher guided them in writing, explained how to build strong arguments and gave feedback on their writing. Meanwhile, in the process of learning students found difficulties in constructing strong arguments since they were difficult to find evidence or data to support it. While the rest of students responded that writing the text was difficult since they should write the whole text correctly.

In regard to the use of authentic materials in teaching writing hortatory exposition text, the teacher should be more selective in determining authentic materials used by students and motivate students to find authentic text to support their writing, thus students would be more exposure to the real text. In addition, the teacher should make a complete scoring rubric to assess students' writing by adding other criteria such as grammar or technique. In Addition, for the future researcher, a study about authenticity of materials used in EFL learning is necessary to know how effective certain authentic materials in learning.

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