
The Effect of Using Authentic Materials on Students' Procedural Text Writing Skill At Smas Isen Mulang Palangka Raya

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Abstract

Writing is a skill that requires not only linguistic abilities such as vocabulary and grammar, but also practical knowledge of how to express ideas in written form. Writing also helps us to gain a deeper understanding of something. In the context of teaching procedural text writing, finding appropriate materials for the classroom can be a challenge. This study aims to determine the effect of the use of authentic teaching materials on students' procedural text writing skills at SMAS Isen Mulang Palangka Raya. The method in this research is Pre-Experimental research method, with One-Group Pretest-Posttest Design. The findings of the study show that the use of authentic materials has a positive impact on improving students' writing scores, especially in organization.

Keywords

Authentic materials, Procedural text, Writing



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INTRODUCTION

The fourth industrial revolution, also referred to as Industry 4.0, is characterized by significant technological advancements in areas such as the Internet of Things (IoT), Robotics, and Artificial Intelligence (AI). These breakthroughs have led to substantial transformations across various sectors, giving rise to the concept of Society 5.0. In this society, technology is connected to challenge and resolve a wide range of social issues and dynamics.¹ This incorporation of technology is readily noticeable in the field of education, manifested through the introduction of various educational applications, Learning Management Systems (LMS), and online learning platforms. This necessitates educational institutions and educators to continually adapt, exhibit flexibility, and promote innovation in response to the changing landscape. The COVID-19 pandemic serves as a prime example of the adaptability witnessed in the realm of education, as traditional in-person learning was shifted to digital formats. Research conducted by Suripto, Perdana & Luardini² utilizing project-based learning methods by utilizing TikTok platform is a

¹ Putri, R. J., Rahman, T., & Qonita, Q. (2021). Penerapan model pembelajaran multiple intelligences untuk menyiapkan siswa di era super smart society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), Hal.873.

² Suripto, C. W., Perdana, I., & Luardini, M. A. (2023). Utilizing Tiktok In Project-Based Learning At Intermediate English-Speaking Class: Pemanfaatan Tiktok Sebagai Alat Bantu Dalam Penggunaan Metode

good combination in increasing students' language skills.

The use of authentic materials can take various forms, such as print, video, and audio content found in everyday life, including newspapers, magazines, photos, reality shows, soap operas, short films, radio broadcasts, and more. The term "authentic materials" is not a new one;³ indicates that the use of authentic materials has been practiced for hundreds of years in language teaching. There is no precise definition of authentic materials. As mentioned by Herod, instructional materials or learning activities are designed to mimic real-world situations.⁴ Peacock (1997) defines authentic materials as those not produced and created for language learning purposes⁵, while according to Gilmore (2007),⁶ authenticity may be situated in the text, the participants, the social and cultural communication, as well as the communicative act's purposes, or the combination of these factors. Therefore, authentic materials depend on the source of the text and the context of its production. By using authentic materials, students can experience real-world language targets, making their learning more meaningful. Furthermore, the learning outcomes of students who use authentic video materials significantly improve.⁷ Authentic materials are effective in enhancing students' reading motivation.⁸

Language learning is divided into four skill areas: listening, speaking, reading, and writing. Effective communication requires not only the ability to speak but also to write, to put ideas into written form. Writing is a skill that requires not only linguistic abilities such as vocabulary and grammar but also practical knowledge of how to express ideas in writing. Writing also helps us gain a deeper understanding of something. Often, teachers face challenges in selecting suitable topics for writing activities.⁹ If the chosen topic is not engaging for students, they may have difficulty generating content for their writing tasks. Some important requirements for designing and developing instructional materials for language learning include the writer's knowledge and understanding of language and its usage, the focus of the content, and the accompanying activities.¹⁰

In the context of teaching writing procedural text, finding suitable materials for the

Pembelajaran Berbasis Proyek Pada Kelas Intermediate English Speaking. *Bitnet: Jurnal Pendidikan Teknologi Informasi*, 8(1), 7-13.

³ Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.

⁴ Herod, L. (2003). *Adult learning from theory to practice*. Family Literacy Events Committee.

⁵ Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners, 51 (2), 144-156

⁶ Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.

⁷ Fachraini, S., & Sartika, D.-. (2019). Increasing students' higher order thinking skill (HOTS) by using authentic materials in teaching English for EFL class. *English Education Journal*, 6. <https://doi.org/10.46244/geej.v6i2.884>

⁸ Assiddiq, M. A. (2019). Authentic materials in reading comprehension classroom: Its effectiveness to Indonesian EFL students' achievement. *International Journal for Educational and Vocational Studies*, 1(7), 707-712. Hal. 711

⁹ Setyowati, L., Sukmawa, S., & Latief, M. A. (2018). Solving the Students' Problems in Writing Argumentative Essay Through the Provision of Planning. *Celt: A Journal of Culture, English Language Teaching & Literature*, 17(1), 86. <https://doi.org/10.24167/celt.v17i1.1140>

¹⁰ Richards, J. C. (2006). Materials development and research - Making the connection. *RELC Journal*. <https://doi.org/10.1177/0033688206063470>

classroom can be quite challenging. When writing, authors must also have specific goals and intentions that will establish a connection with their readers and convey information to them. Hylan (2003)¹¹ states that the way language is used for socially recognized purposes is called genre. Some factual genres can include recount texts, procedural texts, descriptive texts, report texts, and explanatory texts. Procedural texts are designed to explain how something is achieved through a series of actions or steps.

Important skills in writing procedural texts include the ability to describe procedural texts, where students should be able to write different procedures sequentially and differentiate the structure of procedural texts, consisting of objectives, materials, and steps.¹² The use of procedural texts is crucial because they are commonly used in everyday life. For example, instruction manuals for mobile phones or instructions on how to cook instant noodles, and so on. Alviana (2019)¹³ identified several issues in writing procedural texts, such as difficulty in generating ideas, recognizing the steps and linguistic features of procedural texts, using appropriate vocabulary, producing grammatically correct sentences, difficulty with punctuation and spelling

Based on several previous studies on the significance of the capability of writing procedural texts and some problems involved with procedural text, along with many research findings that authentic materials are effective to improve students' abilities to learn languages, this study aims to connect the variables of authentic materials and procedural texts to determine the effectiveness of the authentic materials practice to improve students' ability in writing procedural texts.

A similar study was previously conducted by Arifa (2018),¹⁴ who conducted an experimental study to assess the effect of authentic materials on students' ability to write procedural texts at MAN Model Palangka Raya. The results of her research indicated that the target group using authentic materials demonstrated better performance in creating procedural texts compared to the control group. The same research was conducted by the researcher with a different research subject. In this study, the researcher conducted research at SMAS Isen Mulang Palangka Raya. In the pre-observation the writer asked the English teacher of the twelfth grade of SMAS Isen Mulang Palangka Raya about the source of materials which she used to use to teach writing. She said that she uses materials from textbook. In other words, she did not use authentic materials to teach writing. Therefore, in this study, the researchers are interested in observing and understanding how the specific use of authentic materials in English language learning towards students' writing skills, specifically in writing procedural texts. Thus, based on this situation the students from twelfth grade of SMAS Isen Mulang were chosen to be the subject of this research. Additionally, the English language curriculum includes procedural text materials, but authentic

¹¹ Hylan. (2003). *Second language writing*. New York: Cambridge University.

¹² Widayanti, T., Rustyana, N., & Haryudin, A. (2019). Students' perception in writing procedure text. *Project (Professional Journal of English Education)*, 2(5), 687-691.

¹³ Alviana, V. (2019). THE EFFECT OF RECIPE DEMONSTRATION TECHNIQUE ON STUDENTS' WRITING COMPETENCE IN PROCEDURAL TEXT. *Journal of Languages and Language Teaching*, 7(2), 128-131.

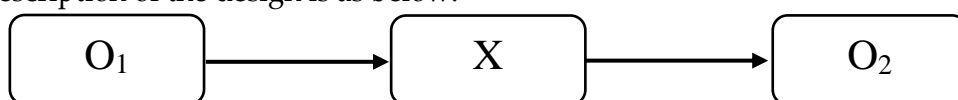
¹⁴ Arifa, Z. (2018). The effects of authentic materials on students' writing of procedural text. *Journal on English as a Foreign Language*, 1(2), 95. <https://doi.org/10.23971/jefl.v1i2.194>

materials have not been used.

The novelty of the research lies in the intersection of educational reform, technological integration, and language learning strategies. The study explores the transformative impact of the fourth industrial revolution, Industry 4.0, on education, introducing the "Merdeka Belajar" curriculum as a response to the evolving demands of the times. This curriculum not only emphasizes flexibility and project-based learning but also addresses challenges faced by educators in adapting to a technology-driven educational landscape. Particularly, the study's focus on the use of authentic materials in teaching procedural text writing represents an innovative approach. By assessing the effect of authentic materials on twelfth-grade students' writing skills at SMAS Isen Mulang Palangka Raya, the research seeks to provide valuable insights into the effectiveness of incorporating real-world content in language education, thereby contributing to the ongoing discourse on pedagogical methods in the context of a rapidly changing educational environment. Based on the reasons above, the writer would like to conduct research entitled "The Effect of Using Authentic Materials on Students' Procedural Text Writing Skill of Procedural Text at SMAS Isen Mulang Palangka Raya."

METHOD

The research design in this study used Pre-Experimental Design because the purpose of this study is to identify cause effect between both the variables, whereas using authentic materials (x) as independent variable and students' writing ability (y) as dependent variable. This design, basically involves one group which is experimental group. According to Sugiyono (2018),¹⁵ Pre-Experimental Design is not a true experiment because there are still external variables that influence the formation of the dependent variable. Therefore, the experimental results of the dependent variable are not only influenced by the independent variable. This occurs due to the absence of control variables. This study employs a One-Group Pretest-Posttest Design. The description of the design is as below:



O1: Pretest (Freewriting procedural text) before treatment

X : Treatment using authentic materials

O2: Post-test (Students' achievement in writing procedural text after treatment)

Based on the research design, the initial step of using the one-group pretest-post-test design is:

- a) Administering the pretest for freewriting procedural text before teaching with authentic materials.
- b) Implementing the experimental treatment on the experimental group to teach the mastery of procedural text using authentic materials to the sample.
- c) Conducting the posttest for freewriting procedural text to measure the ability to write procedural text in the sample after receiving the treatment.

¹⁵ Sugiyono. (2018). *Metode penelitian kuantitatif, Kualitatif dan R&D, cetakan ke-24*. Bandung: Alfabeta

In this research, treatment was given three times or three meetings, with each meeting having a duration of 90 minutes. This plan is designed to provide in-depth understanding and adequate opportunities for each level of student (beginner, intermediate, and advanced) to develop their English writing skills. In teaching using authentic material, there are several steps that was carried out:

1. Researcher used video taken from YouTube with the topic that is related to technology and selected the video that are suitable for students, based on content to match the students' level, time, and ensure that the video is created by a native speaker so it can be considered truly authentic.
2. Students were asked to watch and then identify language features such as the title, introduction, list of materials, and the step-by-step instruction aiming for clarity and sequence.
3. Then analyse the language features used in the procedural text. The students asked to pay special attention to imperative verbs, time sequencing words (like first, next, then, finally), and any specific language related to the topic.
4. Consider creating a list of these language features for students to reference.
5. After watching the video, students were asked to summarize the steps, creating visual representations, or even trying to replicate the procedure themselves allow students to practice using the procedural language.

The population in this study consists of all twelfth-grade students at SMAS Isen Mulang Palangka Raya. The total population in this study is 36 students. In this study, the population of twelfth-grade students consists of 36 individuals, which is less than 100. Therefore, the entire population was used as the research sample. This method is commonly known as a saturated sample (census technique).

RESULTS AND DISCUSSION

The data description of the research variables according to the experiments that have been conducted showed the following results.

		Statistics	
		Writing Skill's Without Using Authentic Materials	Writing Skill's After Using Authentic Materials
N	Valid	36	36
	Missing	0	0
Mean		67.94	79.94
Median		67.00	79.00
Mode		67	75
Std. Deviation		5.850	3.971
Range		23	13
Minimum		58	75
Maximum		81	88
Sum		2446	2878

Figure 1. Statistics of the Research Data

Furthermore, the tendencies of pre-treatment and post-treatment will be determined. The

score criteria are obtained from the mean (M) and standard deviation of each variable. The score results are distributed into high, medium and low tendency categories. The calculation is as follows:

a. Pre-treatment

The analysis of the data before treatment was conducted in SPSS, shows:

Writing Skill's Without Using Authentic Materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 58	2	5.6	5.6	5.6
60	2	5.6	5.6	11.1
63	5	13.9	13.9	25.0
65	3	8.3	8.3	33.3
66	2	5.6	5.6	38.9
67	6	16.7	16.7	55.6
68	4	11.1	11.1	66.7
69	3	8.3	8.3	75.0
70	1	2.8	2.8	77.8
75	2	5.6	5.6	83.3
76	2	5.6	5.6	88.9
77	1	2.8	2.8	91.7
78	1	2.8	2.8	94.4
79	1	2.8	2.8	97.2
81	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Figure 2. Analysis of the Data Before Treatment

- High = $X \geq M + SD$: $X \geq 73,79$
- Medium = $M - SD \leq X < M + SD$: $61,24 \leq X < 73,79$
- Low = $X \leq M - SD$: $X \leq 61,24$

Based on the previous categories, the frequency of participants scores before the treatment is:

Table 1. The Frequency of Participants Scores Before the Treatment

INTERVAL	FREQUENCY	PERSENTASE
$X \geq 73,79$	8	22 %
$61,24 \leq X < 73,79$	24	66 %
$X \leq 61,24$	4	12 %

In the following section, it shows that 8 students (22%) scored in the high category, 24 students (66%) classified in the medium category, and 4 students (12%) classified in the low category. Most of the scores before the treatment were in the medium interval.

Thus it can be concluded that the treatment without using authentic learning, the students' scores are only in the medium category, between 61.24 and 73.79.

b. After Treatment

The analysis of the data before treatment was conducted in SPSS, shows:

After treatments

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	6	16.7	16.7	16.7
76	5	13.9	13.9	30.6
78	4	11.1	11.1	41.7
79	4	11.1	11.1	52.8
80	1	2.8	2.8	55.6
81	3	8.3	8.3	63.9
82	3	8.3	8.3	72.2
83	2	5.6	5.6	77.8
84	3	8.3	8.3	86.1
86	3	8.3	8.3	94.4
87	1	2.8	2.8	97.2
88	1	2.8	2.8	100.0
Total	36	100.0	100.0	

HIGH = $X \geq M + SD$: $X \geq 73,79$

MEDIUM = $M - SD \leq X < M + SD$: $61,24 \leq X < 73,79$

LOW = $X \leq M - SD$: $X \leq 61,24$

Based on the above categories, the frequency of respondents' scores after treatment is:

Table 2. The Frequency of Participants Scores After the Treatment

INTERVAL	FREQUENCY	PERSENTASE
$X \geq 73,79$	36	100 %
$61,24 \leq X < 73,79$	0	0 %
$X \leq 61,24$	0	0 %

From the table above, it is found that students whose scores fall into the high category amounted to 36 people or 100%, the medium category amounted to 0 students (0%), and the low category amounted to 0 students (0%). After the treatment, the students' score interval is at $X \geq 73.79$. All students are in the score interval above 73.79.

Consequently, it can be generalized that the use of authentic materials improves students' ability to write procedural texts. From the pretest results, the interval of students' scores was in the medium interval, while after using authentic learning in the posttest, the whole score of students increased to the high interval.

Based on the criteria in writing competence, the writing ability of SMAS Isen Mulang students in writing procedural texts includes:

Table 3. Score Criteria in Writing Competence

No	Item Analysis	Score Criteria (Pretest)	Amount	Score Criteria (Posttest)	Amount
1.	Content	15 (Very Poor)	27	17-21 (Fair Poor)	27
		17-21 (Fair Poor)	9	22-26 (Good to Average)	9
2.	Organization	13 (Fair Poor)	4	14 (Average)	2
		15-17 (Average to Good)	3	18-20 (Very good to Excellent)	34
		18 (Very Good)	29	-	-
3.	Vocabulary	13 (Fair)	3	17 (Good)	10
		15-17	13	18-20 (Very good to Excellent)	26
		18-20	20	-	-
4.	Language Use	15-17	13	17 (fair)	9
		18-20	23	18-20 (Average to Good)	27
5.	Mechanic	2	12	3 (Fair to Poor)	12
		3	20	4 (Good to Average)	9
		4	4	5 (Excellence to Very Good)	15

Source: Processed data by the researcher

Based on the table above, it can be analyzed that the most prominent skill after the experiment is writing organization, as 34 students or 95% of them scored very good to excellent. As stated by Onukwhuga (2006), good organization effectively assists readers in understanding the framework of the text. The second most prominent skill is vocabulary, with 26 students or approximately 72% receiving very good to excellent scores. The third skill is language use, with 75% of the students achieving average to good results. The fourth skill is mechanics, with 41% of the students scoring very good to excellent. The fifth skill is content, with 25% of the students scoring good to average.

Normality Test

The data normality test aims to test the normality of the distribution of each variable. In this case, the normality test was conducted with Shapiro-Wilk due the number of samples in this study <100. The results shown are summarized below:

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing Skill's Without Using Authentic Materials	.178	36	.005	.939	36	.046
Writing Skill's After Using Authentic Materials	.145	36	.053	.926	36	.019

a. Lilliefors Significance Correction

Figure 4. 1 Test of Normality

To identify the normality distribution of data is by looking at the 2-tailed significance value, which is more than 0.05, it can be concluded that the research variables are normally distributed. Based on the table mentioned previously, the significance value before treatment is 0.046 after treatment is 0.019 and higher than 0.05. Hence, it can be inferred the data is distributed normally.

Test of Hypotheses

Since the data on the pretest and posttest were normally distributed, the researcher used the Parametric Test in the SPSS 29 to test the hypothesis. The following is a table of analysis results:

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Writing Skill's Without Using Authentic Materials - Writing Skill's After Using Authentic Materials	-12.000	3.513	.586	-13.189	-10.811	-20.494	35	.000

Figure 4. Hypotheses Analysis Result

According to the paired samples T-test, the significance obtained is 0.000 and smaller than

0.05. This means that H_a has been accepted and H_o has been rejected. This implies that there is an effect of using authentic materials in students' procedural text writing skills.

DISCUSSION

In this part, the researcher would like to explain the results of the data that has been described. This study aimed to find out the effect of authentic materials in the procedural text writing skills of twelfth-grade students at SMAS Isen Mulang Palangka Raya in academic year of 2023/2024.

The study used authentic materials as the treatment in students' writing skills, particularly in procedural texts at the senior high school level. Firstly, the result showed that there was an increase in students' posttest scores compared to their pretest scores after the treatment was given. However, during the research, the researcher found challenges in teaching students due to their varying needs, such as the aspect of content like developing the topic, language use and the mechanic.

This challenge aligns with the findings of Susilowati (2022), who reported that creating effective teaching materials is inherently complex. Susilowati's study highlights the complicated nature of designing educational resources that can adequately support student learning and comprehension, particularly in tasks that require detailed and structured content creation, such as procedural texts.

On the other hand, several researchers, including Fachraini and Sartika (2019), Assidiq (2015), and Arifa (2018), have identified a beneficial approach to this problem: the use of authentic materials. These materials are derived from real-world sources, such as genuine articles, videos, or other media, and have been shown to significantly enhance student learning and performance. The result of this study supported those findings where authentic materials present students with practical and engaging content that reflects actual language use and real-life contexts, which can make learning more relevant and stimulating.

The effectiveness of authentic materials lies in their ability to bridge the gap between theoretical knowledge and practical application. By exposing students to the language and content used in real-world scenarios, these materials can help students understand how procedural texts function outside the classroom. This exposure not only increases student engagement but also provides them with concrete examples of how to structure and develop their own texts. For instance, a student learning to write a procedural text on cooking might benefit from reading a recipe from a popular cooking blog or watching a cooking tutorial video. These authentic examples offer insights into the specific language, structure, and detailed steps required in procedural writing.

This approach not only aligns with the research findings of Fachraini and Sartika (2019),¹⁶ Assidiq (2015),¹⁷ and Arifa (2018)¹⁸ but also provides a practical strategy for educators to enhance

¹⁶ Fachraini, S., & Sartika, D.-. (2019). Increasing students' higher order thinking skill (HOTS) by using authentic materials in teaching English for EFL class. *English Education Journal*, 6. <https://doi.org/10.46244/geej.v6i2.884>

¹⁷ Assiddiq, M. A. (2019). Authentic materials in reading comprehension classroom: Its effectiveness to

the effectiveness of their teaching materials. The use of authentic materials can enhance students' motivation and interest in the subject matter. When students see the practical application of what they are learning, they are more likely to invest effort and take an active role in their education. This increased motivation can lead to a deeper understanding of the content and improved skills in creating procedural texts. While the development of procedural text content poses a significant challenge for students, integrating authentic materials into the learning process offers a promising solution. By making learning more engaging and practical, authentic materials can help students overcome difficulties in content development and improve their overall writing skills.

Additionally, the study also found that students struggle with using the correct language as stated by Zulaiha et al. (2022)¹⁹ that technology can help students learn better. Technology, such as language learning apps, online dictionaries, and writing tools, can provide students with extra practice and instant feedback. This can help them improve their language skills, making it easier to write correctly.

Students also have a hard time picking the right words when following instructions. Choosing the right vocabulary is crucial because it affects how clearly and effectively, they can express their ideas. Authentic materials, as noted by Fachraini and Sartika (2019),²⁰ can be very helpful in this area. These materials, like news articles, magazines, or videos, show how vocabulary is used in real-life situations. When students read a news article, for example, they see how words are used in natural and meaningful ways. This exposure helps them understand not just the definitions of words but also how they are used in context. For instance, seeing the word "economic" in a news article about the economy can help students understand its specific meaning and use better than just reading the definition in a dictionary.

Furthermore, authentic materials expose students to different styles of language use. For example, a news article might use formal language, while a blog post might be more informal. By seeing words used in various contexts, students can learn the nuances of word choice and decide which words are appropriate for different types of writing. These materials show vocabulary in real-life contexts, making learning more interesting and effective. By seeing how words are used naturally, students can improve their understanding and use of vocabulary, leading to better word choice in their writing tasks.

The study also found that some students cheat by copying others' work, which often happens when they lack motivation or confidence. Assidiq²¹ (2019) found that using authentic materials can make learning more interesting and boost student motivation. When students are

Indonesian EFL students' achievement. *International Journal for Educational and Vocational Studies*, 1(7), 707-712.

¹⁸ Arifa, Z. (2018). The effects of authentic materials on students' writing of procedural text. *Journal on English as a Foreign Language*, 1(2), 95. <https://doi.org/10.23971/jefl.v1i2.194>

¹⁹ Zulaiha, S., Meisin, M., & Meldina, T. (2022). Problematika guru dalam menerapkan kurikulum Merdeka Belajar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2), 163-177.

²⁰ Fachraini, S., & Sartika, D.-. (2019). Increasing students' higher order thinking skill (HOTS) by using authentic materials in teaching English for EFL class. *English Education Journal*, 6. <https://doi.org/10.46244/geej.v6i2.884>

²¹ Assiddiq, M. A. (2019). Authentic materials in reading comprehension classroom: Its effectiveness to Indonesian EFL students' achievement. *International Journal for Educational and Vocational Studies*, 1(7), 707-712.

more engaged and confident in their learning, they are less likely to cheat. Making lessons more relevant and fun through real-world materials can help reduce cheating.

Comparing the study's findings with previous theories shows that using authentic materials can solve many problems in writing procedural texts. Authentic materials make learning more engaging and practical, while technology offers extra practice and instant feedback. These approaches can help students improve content development, language use, mechanics, and vocabulary selection. Additionally, increasing engagement and confidence through these methods can reduce cheating. Therefore, using authentic materials offers a powerful solution to the challenges identified in the research.

The implementation of authentic materials as a treatment has a positive impact on improving students' scores in English writing skills especially procedural text. This improvement is evident from the significant difference in scores between the pretest and posttest, where students show progress in their writing abilities after the treatment. This indicates that the using of authentic materials can provide tangible benefits in enhancing students' writing skills. In the measurement of students' procedural text writing ability in this study, it was found that there was a significant increase in ability as shown by the t-test results. Based on the results of the t-test 0.000 and smaller than 0.05 which is interpreted as H_a is accepted while H_0 is rejected. Thus, this research contributes significantly to supporting the effectiveness of authentic materials in improving the procedural text writing skills of twelfth-grade students at SMAS Isen Mulang Palangka Raya in academic year 2023/2024.

CONCLUSION

Based on the results of data analysis, it was found that there is an effect in the use of authentic materials to improve the ability of writing procedural text of SMAS Isen Mulang students. The result of teaching writing procedural text using authentic materials showed that the mean of pre-test was 67.94 and the mean of post-test was 79.94. It meant after the students had been taught using authentic materials in writing procedural text, the value increased about 12.00. Based on *Kriteria Ketuntasan Minimal* SMAS Isen Mulang Palangka Raya that is 75.00 for English subject, the conventional teaching-learning process by not using authentic materials only textbook was failing in writing score in pre-test score, but in post-test score, the students were masterful. Based on the hypothesis test, the significance obtained is 0.000 and smaller than 0.05. This means that H_a has been accepted and H_0 has been rejected, so H_a was accepted and H_0 was rejected.

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