THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING RECOUNT TEXT TO IMPROVE STUDENTS’ WRITING ABILITY

(An Experimental Study of the First Grade Students’ of SMA Muhammadiyah Plus Salatiga)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA
2015
DECLARATION

In the name of Allah the Most Gracious.

Hereby the writer fully declares that this graduating paper is written by the writer himself, and it is not containing materials written or has been published by other people and other peoples' ideas except the information from the references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others' idea or in fact, the writer imitates others' graduating paper.

Likewise, this declaration is written by the writer to be understood.

Salatiga, January 16th, 2015

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ATTENTIVE COUNSELOR’S NOTE
Case: Riza Arsyad Wiguna’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Riza Arsyad Wiguna’s graduating paper entitled *The effectiveness of using authentic materials in teaching recount text to improve students’ writing ability (an experimental study of the first grade students’ of SMA Muhammadiyah Plus Salatiga)*, I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty and I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

Counselor

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GRADUATING PAPER

“THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING RECOUNT TEXT TO IMPROVE STUDENTS’ WRITING ABILITY (An Experimental Study of The First Grade Students’ of SMA Muhammadiyah Plus Salatiga).”

WRITTEN BY:

RIZA ARSYAD WIGUNA
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty of State Institute For Islamic Studies (IAIN) Salatiga on April 18th 2015 and hereby considered to completely fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

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Salatiga, April 18th 2015

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MOTTO

“Allah will raise those who have believed among you and those who were given knowledge, by degrees”

(Al-Mujādila:11)
DEDICATION

This study is dedicated for:

1. My lovely Allah SWT and prophet Muhammad SAW who always guides me.

2. My beloved mother and father also my brother. Thanks for all support.

3. Thanks to all my Friends, who have given me full support and motivation in finishing this paper.

4. All IAIN Salatiga lectures especially for those who have taught me in my class.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr.Wb.

In the name of Allah, the most Merciful, the Lord of universe, because of Him, the writer could finish this graduating paper as one of the requirement for Sarjana Pendidikan degree in English Department of Education Faculty of State Institute For Islamic Studies in 2015.

Peace and salutation are always sent to the Prophet Muhammad SAW who was brought us from the Jahilliyah era to Islamic era.

I realize that this final project would not have come to its final from without generous help, support, advice and prayers of others. Many people have helped and contributed their ideas and time in completing this final project and it would be impossible to mention all of them. However I would like to express my sincerest gratitude and appreciation to:

1. Dr. H. Rahmat Hariyadi, M.Pd. as the Rector of State Institute For Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as a Dean of Teacher Training and Education Faculty.
3. Noor Maliah, Ph.D. as a Head of English Education Department of IAIN Salatiga.
4. Maslihatul Umami, S.Pd.I, M.A. as a consultant who has educated, supported, directed and given the writer advice, suggestion, a recommendation for this graduating paper from beginning until the end.

5. All lecturers of English Department, the writer deeply thanks all for not only giving knowledge but also insight and values.

6. All staffs of IAIN Salatiga that have helped the writer in processing the graduating paper administration.

7. My great family, all of you is the spirit of my live.


9. All friends of E class and all friends in English Department. Thank for your friendship and kindness.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, April 11th, 2015

The Writer

Riza Arsyad Wiguna

NIM 11308173
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ABSTRACT


Key words: Authentic Materials, Writing Recount Text.

The objectives of this research are to find out whether using authentic Materials in teaching Recount Text is effective or not and to know how far is the effectiveness of using authentic Materials in teaching Recount Text to improve students’ writing ability. Related to the object of the reseach, the writer uses experimental method. The writer is conducted at SMA Muhammadiyah PLUS Salatiga in the academic year 2014/2015. The population in this reseach is the first grade students of SMA Muhammadiyah PLUS Salatiga. The sample were X-A class as the experiment group which consist of 15 students, and X-C class as the control group which consist of 12 students. The result of her research showed that using authentic Materials is effective to improve students’writing ability. It can be proved by the pre test to post test mean of the students’writing ability of the class which are not taught with authentic Materials (58.33 to 66.25). The students’writing ability of the class which are taught by authentic Materials shows significant improvement (54.67 to 73.33). From the calculation of the t-test, the result of the effectiveness between students’writing ability taught withauthenticmaterials and without authentic materials is 2.35 (DF of 5%=Na+Nb-2=25 are 2.06). It means that the effectiveness of the use authentic materials in teaching recount text to improve students’ writing abilityof the first year of SMAMuhammadiyah in the academic year 2014/2015 is in sufficient level. It means that the use of authentic materials is effective to improve students’writing ability. Therefore, the authentic materials are appropriate to be applied in a teaching recount text.
CHAPTER I

INTRODUCTION

A. Background of Study

All this time, learning process in schools is seem monotonous and boring. It affects the lack of student interest. Until caused teaching and learning are become ineffective. Therefore, the problem needs specific attention. It can be done by improving teachers ability in the learning process. Teaching methods and techniques that use also need to be developed. Materials provide is also must be adapted to the circumstances of the surrounding environment. Gradually, learning evaluation is also required in order to create an effective learning. Therefore, the learning process can be run more effectively.

It is important to understand, that teaching process needs appropriate techniques and methods. In order that learning activities of the students will received well and effective. Methods and techniques are used by teacher must adapt to the student aspect of affective, cognitive and psychomotor. To build it all, teacher needs to real work and preparation of appropriate teaching materials for students. According Kyriacou (2011: 15), In fact there are two simple elements of effective teaching:
a. Teachers should be sure to have a clear idea related learning to be
delivered.

b. The learning experience built and supplied to create effective teaching.

One of the four aspects of English language skills is writing. In
addition to writing, speaking, and listening. Therefore, writing is important
aspect of achieving an English education. The ability to write is not born
naturally, but the writing is obtained by a trained and practiced in learning.
Being a teacher assignments so that students are able to master the ability to
write. English writing is one activity that considered difficult by students.
Due to the many aspects that must be considered and controlled in the
process of writing. Therefore, beside techniques and methods of effective
learning, it is also necessary for effective learning materials to stimulate
students' interest in writing activities. therefore necessary learning materials
in accordance with the current state. one of them is using authentic materials
in learnig prosses.

Materials that are given by teacher at learning processs influence
student understanding and accepting. So materials present must appropriate
with student condition. According to the writer, one of appropriate material
in teachig writing is using authentic materials. It can offer possitive effect
for english writing, especially for recount text. Due to the use of authentic
material could provide an opportunity for students to know about examples
materials are a key component in most language programs. Whether the
teacher uses textbook, institutionally prepared materials, or his or her own materials, intructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. There are sources of Authentic Materials: newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), and so forth.

One of the types of text is recount text. Recount text is a piece of the text that retells in the past events, usually in order in which they happened. Its social function is to tell through sequence of events. The events must be in order in which the event occurred. A recount text consists of the following generic structure: (1) Orientation that is introducing the participants, time and place of the story, (2) Events that is tell what happened in chronological order, (3) Reorientation is consist of optional-closure of events or ending of the story. Language features of recount texts are: (a) The use of the simple past tense, (b) The use of action verbs, (c) The use of adjectives, (d) The use of noun and pronoun, (e) The use of adverbs and adverbs of phrases, (f) The use time conjunction, (g) Focus on specific participants.

The writer wants to know the process of teaching writing recount text, the difficulties of the students to understand the text in SMA Muhammadiyah Plus Salatiga. On the other side, the writer is interesting in this school because there are some difficulties in English writing especially with recount text materials. The difficulties are usually faced by the
teachers. They must find out some techniques to teach English in order to
make students fun. The last, the difficulty is also faced by the students. The
writer is interest to finding out the effectiveness of using authentic materials
on student writing comprehension. It tends to build the students’ interest and
motivation to write the text.

Because of these considerations, the writer is interested in research
about: “The effectiveness of using authentic materials in teaching
recount text to improve students’ writing ability (an experimental study
of the first grade students’ of SMA Muhammadiyah Plus Salatiga in the
Academic Year 2014/2015).”

B. Problem Statement

Based on the background of study above, the problem of the study is
as follows:

1. Can the use of authentic materials in teaching recount text improve
students writing ability?

2. How far is the effectiveness of using authentic materials in teaching
recount text to improve students’ writing ability?
C. Objective of the Study

The writer conducts this study to find out:

1. Whether the use of authentic materials in teaching recount text can improve students writing ability or not.

2. To know How far is The effectiveness of using authentic materials in teaching recount text to improve students’ writing ability.

D. Hypothesis

This research is to answer the question about whether yes or not the use of authentic materials is effective to improve students’ writing ability. To get the answer of question, the researcher should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha):

   “There is a significant improvement on students’ writing scores taught by authentic materials rather than taught without authentic materials”

2. Null Hypothesis (Ho):

   “There is no improvement on students’ writing scores taught by authentic materials rather than taught without authentic materials”
E. **Benefit of the Research**

This research will be beneficial as follows:

1. Theoretically:
   
   The finding of this research can enrich experience of teacher in applying teaching strategies to improve students’ English writing.

2. Practically:
   
   The first is for the writer, the findings of the research can be used as a starting point in improving the writer’s teaching ability. The second is for the students, the findings of this research are very useful for the student to improve their English writing and make sure that English id fun to be learned. The last is for the English teachers, the findings of this research can be used as consideration in selecting the appropriate methods or techniques implemented in English class.

F. **Limitation of the Problem**

The writer limits the problem only on improving students writing ability by using authentic materials to the students in the first Grade students’ of SMA Muhammadiyah Plus Salatiga in the academic year 2014/2015.
G. Review of Previous Research

In this thesis, the writer takes review or relate with literature from the other thesis as comparation.

The first of review related to this research, which has researched By Suryaningtias (2014) Based on the statistical analysis, it can be seen that the mean of the post-test score is higher than the mean score of the pre-test. The t count score is 2.55 while the t table’s score with the df 38 is 2.02 for significant level 0.05. Because the t count that had been gained 2.55, while the t table = 2.02 so, the t count is bigger than t table, in significant level 5%. Therefore, the null hypothesis stating that there is no significant different score before and after using authentic material is rejected. On the other hand, the Ha stating that there is significant different score before and after using authentic material is accepted. From the hypothesis testing it can be concluded that there is significant effect of using authentic.

The second previous research was done by Andarbeni (2013) On this research, the score of post-test are greater than pre-test. The cycle I shows that the score of pre-test VIII C and D class are 64.18 and 63.45, and the score of post-test are 66.18 and 77.27. Based on the statistical analysis, it could be seen from the result of mean score of Post-test of VIII C (control class) is 66.18 higher than pre-test 64.18 ,and the result of mean score of pos-test VIII D (experimental class) is 77.27 higher than pre-test 63.45. The writer assumes that there is positive effect of demonstration method in teaching English towards their writing skill.
All of the above explanations create inspiration to the writer to make an experimental research, because the writer wants to know how far the implementation of authentic materials can improve students writing skill in teaching recount text. Therefore, the writer makes an experimental research with the title “The effectiveness of using authentic materials in teaching recount text to improve students’ writing ability (an experimental study of the first grade students’ of SMA Muhammadiyah Plus Salatiga).”

H. Definition of Key Terms

1. Effectiveness
   a. According to Hornby (1974:277), effectiveness has an effect, able to bring about the result intend.
   b. Effectiveness is to the degree to which educational means processes result in the attainment of educational goals (Scheerens, 1992:11).

2. Authentic Material
   According to Richards (2001:252) authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes.

3. Writing
   Writing is commonly seen as a three-stage process: pre-writing, writing, and rewriting. (Hamp, Lynons, Heasley, 2006:13).
4. Recount Text

Recount text is a piece of the text that retells in the past events, usually in order in which they happened (Anderson, 1997:8).

I. Organization of the Research

This paper consist of five chapters, they are:

Chapter I is introduction. In this chapter the writer presents background of the study, limitation of the study, statement of the problem, purpose of the research, benefit of the reseach, the definition of key term, and organization of the research.

Chapter II discuss theoretical review. It consist of the general concept of authentic materials which covers the definition authentic material, Advantages and disadvantages of authentic materials in teaching writing. The general concept of writing recount text consist of the definition of writing, genres of writing, type of writing performance, good writing elements, and general concept of recount text.

Chapter III is methodology of the research. In this chapter, the writer would like to explain research setting, subject of the research, the research method, research procedure, technique of collecting the data, and technique of analyzing the data.

Chapter III is methodology of the research. In this chapter the writer explains research setting, subject of the resesarch, the research method, technique of collecting data and technique of analyzing the data.
Chapter IV presents research findings, consist of the data analysis and discussion.

Chapter V It covers the conclusion and suggestion proposed by the writer.
CHAPTER II

THE THEORICAL FRAMEWORK

A. The Authentic Materials

1. Definition of authentic material

Authentic materials refers to the use in teaching of text, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purpose (Richards, 2001:252).

Teaching materials are key component in most language program. In the case of inexperienced teachers, materials may also serve as a form of teacher training.

Deadley-Evans and John (1898:170-171) suggest that for teachers of ESP course, materials serve the following functions:

- As a source of language
- As a learning support
- For motivation ans stimulation
- For reference

Cunningsworth (1995:7) summarizes the role of materials (particularly course books) in language teaching as:

a) A resource for presentation materials (spoken and written)
b) A source of activities for learner practice and communicative interaction.
c) A reference source for learners on grammar, vocabulary, pronunciation, and so on.

d) A source of simulation and ideas for classroom activities.

e) A syllabus

f) A support for less experienced teachers who have yet to gain in confidence.

Allwright (1981:173) thus describes a language course for foreign student at a British university in which one of the guiding principles was “use no materials, published or unpublished, actually conceived or designed as materials for language teaching.”

The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. In other situations, materials serve primarily to supplement the teacher’s instruction. For learners, materials may provide the major source of contact they have with language apart from the teacher.

2. Advantages and disadvantages of authentic materials in teaching writing

a. Advantages of authentic materials in teaching writing

   1) They have a positive effect on learner motivation. Because they are intrinsically more interesting and motivating.

   2) They provide authentic cultural information about the target culture. Material can be selected to illustrate many aspects of
the target culture, including culturally based practices and beliefs and both linguistic and non linguistic behavior.

3) They provide exposure to real language rather than artificial texts found in created materials that have been specially written to illustrate particular grammatical rules or discourse type.

4) They relate more closely to learner’s needs and hence provide a link between the classroom and students’ needs in the real world.

5) They support a more creative approach to teaching. In using authentic materials as a source for teaching activities, teachers can develop their full potential as teacher, developing activities and tasks that better match their teaching styles and the learning styles of their student.

b. Disadvantages of authentic materials in teaching writing

1) Authentic materials often contain difficult language and unneeded vocabulary items, which can be an unnecessary distraction for teachers and learners.

2) Using authentic materials is a burden for teacher. In order to develop learning resources around authentic materials, teachers have to be prepared to spend a considerable amount of time locating suitable sources for materials and developing activities and exercises to accompany the materials.
B. General Concept of Recount Text

1. Definition of recount text

A recount text is a piece of the text that retells in the past events, usually in order in which they happened (Anderson, 1997:8).

2. The social function

The social function of recount text is to tell though sequence of events. The events must be in order in which the event occurred. Recount usually presents the past experiences in order of time or place. The purpose is to entertaining of informing the readers.

3. The types of recount text

According to Anderson (1997:8) the types of recount text as follows:

a. Past experience
b. Historical books
c. Biography / Autobiography
d. Diary entries
e. News report
4. Generic structure of recount text

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Introducing the participants, time and place of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>Tell what happened in chronological order.</td>
</tr>
<tr>
<td>Reorientation</td>
<td>Consist of optional- closure of events or ending of the story.</td>
</tr>
</tbody>
</table>

5. Language features

The uses of language features on recount text are:

a. The use of the simple past tense
   
   Example: on Saturday, I went to Jakarta.

b. The use of action verbs
   
   Example: walked, worked, bought, etc.

c. The use of adjectives
   
   Example: beautiful, exited, sad, pleased, hate, etc.

d. The use of noun and pronoun
   
   Example: I, you, we, they, etc.

e. The use of adverbs and adverbs of phrases

f. The use time conjunction
   
   Example: first, then, next, finally, etc

g. Focus on specific participants
   
   Example: I (the writer)
C. Writing

1. Definition of Writing

There are some experts who define writing. According to Richards (1997:100), writing is used either as evidence of successful learning or as a means of learning. Writing is process of thinking; it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others though written form. According to White (1987:10) writing is the process to learn how to express the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. And according to Gleb (1969:12) writing is clearly a system of human intercommunication by means of conventional visible marks.

2. Genres of writing

1. Academic writing
   a. Papers and general subject report
   b. Essays, compositions
   c. Academically focused journal
   d. Short-answer test responses
   e. Technical reports (e.g., lab report)
   f. Theses, dissertation

2. Job-related writing
   a. Message (e.g., phone messages)
   b. Letters/emails
c. Memos (e.g., interoffice)

d. Reports (e.g., job evaluations, project reports)

e. Schedules, label, signs

f. Advertisements, announcements

g. Manuals

3. Personal writing

a. Letters, emails, greeting cards, invitations

b. Messages, notes

c. Calendar entries, shopping lists, remainders

d. Financial documents (e.g., check, tax form, loan applications)

e. Forms, questionnaires, medical reports, immigration documents

f. Diaries, personal journals

g. Fiction (e.g., short stories, poetry)

3. Types of writing performance

According to Brown (2004:219) the type of writing contains four categories. Each category resembles that categories defined for the other tree skills, but these categories, as always, reflect the uniqueness of the skill area.

a. Imitative

To produce written language, the learner must attain skills in fundamental, basic tasks of writing letters, word, punctuation and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English
spelling system. It is a level at which learners are trying to master the mechanic of writing. At this stage, from is primary if not exclusive focus, while content and meaning are of secondary concern.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context collocation, idioms and correct grammatical features up to lengths of a sentence. Meaning and context are of some importance indetermining connecters and appropriateness, but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

c. Responsive

Here, assessment task require learners to perform at a limited discourse level, connecting into paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, first criteria outline and other guidelines. Genres of writing include brief narratives and descriptions, short report, lap reports, summaries brief responses to writing and interpretations of chart of graphs under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expressions ideas. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. From
focus attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive.

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to length of an essay, a term paper, a major research project report, or even thesis.

4. Good writing elements

Some elements in a good writing are content, form, grammar, style, and mechanic (Haris, 2001:306). A good writing must express good characteristics as follow:

a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b. Form: writing should contain logical or associative connection and transition which early express the relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time.

d. Style: writing should engage its reader through original insight and precise.

e. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.
D. The Principle of Teaching Writing

According to (Fauziati, 2002:148) the principles of writing process consist of two parts they are the product approach and the process approach.

a) The product approach

According to Silvia in GaluhNurRahmah’s book (2008:15), the product approach in teaching writing mainly focused on the logical development construction and arrangement of discourse form. Paragraphing, for example, teach by emphasizing the elements of topic sentences.

The product approach inhibited learners with its strict rules of accuracy and correctness. Therefore, they were afraid of making mistakes when expressing their ideas. Sometimes the product approach be obstacle freedom of the students when they are organizing their thoughts and ideas.

Based on explanation above, the writer stated that product approach in writing simple past tense can help the students to improve their writing ability, especially when using “authentic materials”. The students learn how to make the sentences correctly based on grammatical and the coherence. So, it can produce a good sentence.

b) The process approach

According to Ferris and Hedgcock (2008:18) the development of the process approach dates back to the 1980s, especially in USA educational institutions. The process approach places emphasis on “the
writer as the creator of original discourse, focusing particular attention on his or her procedures for producing and revising text”.

The process approach is a recursive process that involves several stages of rehearsing, drafting, editing and revising. According to Rahmah (2008:19), Zamel states that repeating this process until the meaning is right. He argues that meaning of his statement is writing involves much more than studying a particular grammar, analyzing and imitating rhetorical model, or outlining what one intend to say.

According to Lewin (1949:10) he declares that process approach is not just for the strugglers, better readers and writers also benefit from the reminder. He finds that more skilled readers and writers often take liberties with the general structure and modify it to their own liking, to personalize it, which is exactly what we want all students to do.

In teaching writing, the process approach commonly begins with pre-writing, the students find any relevant supporting ideas for the topic has given by the teacher. The next process is drafting, it helps to explore any ideas at the initial stages of writing process. Another core feature of the process approach is editing. In this process, the teacher gives feedback to edit the paragraph. Sometimes, the students also give it another.

The process approach encourages students to perform an experiment with ideas through writing. The advantages of the process approach change the student’s attitude toward writing simple past tense
to be better. By using process approach, the students are responsible for making improvement in their writing ability.

E. **The Importance of Teaching Writing**

The reason for teaching writing to students of English as a foreign language included reinforcement, language development, learning style, and the most importantly writing as a skill in its own right (Harmer, 2002:79)

According to Hyland (2002:105) there are many advantages of teaching writing such as:

a. Discourse rehearsal: helps learner establish way of engaging in spoken and written interaction by simulating real word events.

b. Learning to write; provide opportunities to employ genres under realistic condition.

c. **Rhetorical consciousness rising**: promotes understanding of reader needs and of writing as means of achieving social and persuasive purpose.

d. Motivated involvement: provides the student with the reasons for writing based on their target needs and current interest.

e. Cooperative engagement: requires sudden to work with others to collect data, exchange information and make decision.

f. Learner control: offer learners opportunities to determine their own routers and strategies to achieve the goal established by stimulation.
g. Real feedback: requires student to respond immediately judge effectiveness of their communication and develop reader sensitivity.
A. Design of Research

1. Place of the Research

This research is conducted on SMA Muhammadiyah (PLUS) Salatiga. This school established in 1997. The further explanation about this school described as follows:

a. General Information of SMA Muhammadiyah (PLUS) Salatiga

Senior High School Muhammadiyah (PLUS) Salatiga is one of the senior high school in Salatiga. It is located Kyai Haji Ahmad Dahlan Street, No.1, Soka, RT 03 / RW 06, Sidorejo Lor, Salatiga. There are 128 students enroll this school each year. The detail of this school described as follows:

Name of School : SMA Muhammadiyah (PLUS) Salatiga
Address       : Kyai Haji Ahmad Dahlan, No.1, Soka,
Post Code     : 50711
Subdistrict   : Salatiga
District      : Sidorejo
City : Salatiga
Province : Central Java

b. Vision and Mission

1) Vision

The vision of this school is “Characterize, Creative, and Excellent Achievement”.

2) Mission

a) Developing the potential of religious/Islamic, character and morality of learners and the school community.

b) Implementation of learning that encourages creativity and the development of the totality of the learners.

c) Growing spirit of achievement in the school community.

d) Growing joyful learning, familiar, and participate actively.

c. Situation of SMA Muhammadiyah (PLUS) Salatiga

In this school, the lesson is started at 07.00 a.m. and finished at 15.00 p.m. except on Friday the lesson ended at 11.00 a.m. and on Saturday there is no teaching learning process, only extracurricular. It is 45 minutes for one hour lesson and there are two break times at 10:00-10:15 and the second break at 11.45-12.30. English is taught twice a week that is 4 x 45 minutes.
The subjects taught in tenth grade students of SMA Muhammadiyah (PLUS) Salatiga are Mathematic, Indonesian Language, English, Javanese, Physics, Chemist, Biology, Sociology, History, Economy, Geography, TI, Penjaskes (Sport), Art and Culture, Aqidah Akhlak, Counseling, Kemuhammadiyah-an, Japanese, Citizenship, Alqur‘an and Hadist, Arabic, Life Skill, Ibadah, Indonesian Literature, and Anthropology.

d. Teachers of SMA Muhammadiyah (PLUS) Salatiga

In this school there are 25 teachers in total. The lists of the teachers can be seen on the table below:

Table 3.1
Lists of Teachers SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2014/2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dian Indrihartani, S.Sos, M. Pd</td>
<td>Sociology</td>
</tr>
<tr>
<td>2.</td>
<td>Drs. Amin Hartawan, M. Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>3.</td>
<td>Dwi Swatiningsih, S. Pd.</td>
<td>Counseling</td>
</tr>
<tr>
<td>4.</td>
<td>Dra. Suratilah</td>
<td>Citizenship</td>
</tr>
<tr>
<td>5.</td>
<td>Nur Hadi, S. Ag.</td>
<td>Ibadah Aqidah Akhlak</td>
</tr>
<tr>
<td>6.</td>
<td>Dra. Widyastuti, M. Pd</td>
<td>English</td>
</tr>
<tr>
<td>7.</td>
<td>Drs. Heru Sutopo.</td>
<td>Conseling</td>
</tr>
<tr>
<td>8.</td>
<td>Dra. Nurdiyah Purwani</td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Subject</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Sapto Rini Hinonah, S. Pd</td>
<td>Indonesian Language and Indonesian Literature</td>
</tr>
<tr>
<td>10</td>
<td>Dra. Siti Ruqoyah.</td>
<td>Al Qur’an and Hadist Ke-Muh-an Tarikh</td>
</tr>
<tr>
<td>11</td>
<td>Sulafiana Alfi Saida, S.Pd</td>
<td>Biology</td>
</tr>
<tr>
<td>12</td>
<td>Robachul Muslim, S. Pd</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>13</td>
<td>Sugiyani, S. Pd.</td>
<td>Art and Culture Citizenship</td>
</tr>
<tr>
<td>14</td>
<td>Dra. Handiyani Ratih</td>
<td>Counseling and Javanese</td>
</tr>
<tr>
<td>15</td>
<td>Sartika Wulandari, S. Pd</td>
<td>Economy</td>
</tr>
<tr>
<td>16</td>
<td>Tugini</td>
<td>Physic</td>
</tr>
<tr>
<td>17</td>
<td>Andari Puji Astuti, S. Pd</td>
<td>Chemist</td>
</tr>
<tr>
<td>18</td>
<td>Dra. Endry Nanforini</td>
<td>Mathematic</td>
</tr>
<tr>
<td>19</td>
<td>Djayadi, S. Pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>20</td>
<td>Hesti Ariestina, S. Pdl</td>
<td>English, Arabic and Life skill</td>
</tr>
<tr>
<td>21</td>
<td>Sunarno, S. Pdl</td>
<td>History Kemuhammadiyahan</td>
</tr>
<tr>
<td>22</td>
<td>Dewi Oktara Pancawati, S. Pd</td>
<td>TIK and Economy</td>
</tr>
<tr>
<td>23</td>
<td>Dewi Ariyanti, A. Md</td>
<td>Japanese</td>
</tr>
<tr>
<td>24</td>
<td>Abidah, S. Pd</td>
<td>Geography</td>
</tr>
<tr>
<td>25</td>
<td>Dra. Susi Marti Astari</td>
<td>Sociology</td>
</tr>
</tbody>
</table>
e. Students of SMA Muhammadiyah (PLUS) Salatiga

There are 165 students of SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2014/2015. There are 73 students in the first grade (X Class) divided into ten classes start from X-A up to X-D. There are 47 students in the second grade classes of XI IPA and XI IPS. There are 45 students in the third grade divided into 1 class of XII IPA, 1 class of XII IPS, and 1 class of XII Bahasa. 90% of the students come from Salatiga and 10% of the students come from outside Salatiga.

f. Staff Members of SMA Muhammadiyah (PLUS) Salatiga

There are 6 staff members of SMA Muhammadiyah (PLUS) Salatiga consist of 3 staff of administrator employees, 2 staff of janitors and 1 staff of Guards.

g. Facilities of SMA Muhammadiyah (PLUS) Salatiga

SMA Muhammadiyah (PLUS) Salatiga is built on State-Own Area as wide 5.445m2 and building area as wide 1.885m2. The list of facilities in SMA Muhammadiyah (PLUS) Salatiga presented on the table below:
Table 3.2
List of Facilities in SMA Muhammadiyah (PLUS) Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Room/Equipment</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theory/ Classes</td>
<td>9</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Laboratorium</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Sport</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Aula</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Mosque</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Principal Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Administration Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>OSIS Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11.</td>
<td>Vice Principal Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12.</td>
<td>School Health Unit</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>

2. Time of the Research

This research is conducted in SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2015/2015. There are some steps that the writer does to conduct this research, they are preparation and implementation. Those steps describe briefly as follows:
a. Preparation

1) Proposal Draft Consultation : 25rd February 2015
2) Application for Research Permission : 29rd February 2015
3) Research Permission : 10th March 2015
4) Observation : 10th March 2015

b. Implementation

1) Data Collection : 13-14th March 2015
   a) Pre-Test:
      Experimental Class : 13th March 2015
      Control Class : 13th March 2015
   b) Treatment:
      Experimental Class : 13th March 2015
      Control Class : 13th March 2015
   c) Post-Test:
      Experimental Class : 14th March 2015
      Control Class : 14th March 1 2015
2) Analysis the Data : 14th March 2015
B. Object of the Research

1. Population

Population is all subject intended to be investigated (Hadi, 1990:20). The population of this research is entire first year students of SMA Muhammadiyah (PLUS) Salatiga in the academic year of 2015/2015. They are 64 students, consist of 43 female students and 21 male students.

2. Sample and Sampling Technique

The population of the study is 73 students from the first year students of SMA Muhammadiyah (PLUS) Salatiga, which consists of three classes. The sample is taken in term of purposive sampling technique. Purposive sampling is a sampling technique with particular consideration for example by specifying specific criteria to be selected to the sample (Prasetyo and Jannah, 2005: 135).

The writer uses purposive sampling technique because it is in line with the method of the research. In this research, the writer use purposive sampling to choose the sample according to the English teacher’s recommendation.

The writer only takes two classes that are X-A and X-C, one class as the experiment class and the other class as the control class. Therefore, the samples of this research are X-A as the experimental group and X-C as the control group. There are 15 students in X-A class and 12 in X-C
Class. The experimental class is given treatment using Authentic Materials and the control class is given non Authentic Materials.

The data respondents in this research presented on the table 3.3 and table 3.4 below:

Table 3.3
List of X-A Class as Experimental Class

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Rhohim</td>
</tr>
<tr>
<td>2</td>
<td>Abdul Rohman</td>
</tr>
<tr>
<td>3</td>
<td>Adinda Hakqi Pinandita</td>
</tr>
<tr>
<td>4</td>
<td>Aditya Suwarsa</td>
</tr>
<tr>
<td>5</td>
<td>Agus Hariyono</td>
</tr>
<tr>
<td>6</td>
<td>Angga Setiawan</td>
</tr>
<tr>
<td>7</td>
<td>Anggi Agustina</td>
</tr>
<tr>
<td>8</td>
<td>Anita Sari</td>
</tr>
<tr>
<td>9</td>
<td>Annisa Murti Solikhah</td>
</tr>
<tr>
<td>10</td>
<td>Eka Puji Setianingrum</td>
</tr>
<tr>
<td>11</td>
<td>Hafiz Hajar Nisyapuri</td>
</tr>
<tr>
<td>12</td>
<td>Iin Zuliana</td>
</tr>
<tr>
<td>13</td>
<td>Kodri</td>
</tr>
<tr>
<td>14</td>
<td>Kusumastuti</td>
</tr>
<tr>
<td>15</td>
<td>Laelatul Barokah</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Dita Putri Pamungkas</td>
</tr>
<tr>
<td>2.</td>
<td>Fitri Wahyuningsih</td>
</tr>
<tr>
<td>3.</td>
<td>Komariyah</td>
</tr>
<tr>
<td>4.</td>
<td>Kuna Fadhilatun Nasikhah</td>
</tr>
<tr>
<td>5.</td>
<td>Kusrin</td>
</tr>
<tr>
<td>6.</td>
<td>Lutfia Septiara Priesti</td>
</tr>
<tr>
<td>7.</td>
<td>Nisfa Qoblisha Ashri</td>
</tr>
<tr>
<td>8.</td>
<td>Puji Rahayu</td>
</tr>
<tr>
<td>9.</td>
<td>Silvi Titasari</td>
</tr>
<tr>
<td>10.</td>
<td>Susi Lestari</td>
</tr>
<tr>
<td>11.</td>
<td>Virga Noor Prastiwi</td>
</tr>
<tr>
<td>12.</td>
<td>Yulian Gibran Amelka</td>
</tr>
</tbody>
</table>
C. Research Design

Table 3.5
The Differences between Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher gave the students pre-test</td>
<td>Teacher gave the students pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Calculation of the pre-test</td>
<td>Calculation of the pre-test</td>
</tr>
<tr>
<td>3</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>4</td>
<td>Treatment by authentic materials</td>
<td>Treatment by conventional technique</td>
</tr>
<tr>
<td>5</td>
<td>The teacher gave students post-test to evaluate them</td>
<td>The teacher gave students post-test to evaluate them</td>
</tr>
<tr>
<td>6</td>
<td>Calculation of the post test</td>
<td>Calculation of the post test</td>
</tr>
<tr>
<td>7</td>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>8</td>
<td>Concluding the result of the finding</td>
<td>Concluding the result of the finding</td>
</tr>
</tbody>
</table>

D. Instrument

The instrument uses in this research is a test. There is a written test to measure the students’ writing comprehension. In the written test the writer uses rubric to evaluate the students’ writing comprehension.


Table 3.6

Writing Comprehension Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>The suitability of the content of the theme</th>
<th>Generic structure</th>
<th>Vocabulary variations</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1-20</td>
<td>1-20</td>
<td>1-50</td>
<td>1-20</td>
</tr>
</tbody>
</table>

E. Research Method

Research can be defined as the process of problems solving. To solve the problem, the writer needs a method. The method of research that used in this study is experimental research. According to Arikunto (1990: 272), “Experiment research is a research method used for finding the effects of treatments towards another in a controlled condition”.

Experimental research including in quantitative research variants. Allaga and Gunderson (2002:1) describes that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

There are some essential characteristics of experiment research according to Jack and Norman (2008: 262):

a. Comparison of group

An experiment usually involves two groups of subjects, an experimental group and a control or a comparison group, although it is
possible to conduct an experiment with only one group (by providing all treatments to the same subjects) or with three or more groups. The experimental group receives a treatment of some sort (such as a new textbook or a different method of teaching), while the control group receives no treatment (or the comparison group receives a different treatment). The control or the comparison group is crucially important in all experimental research, for it enables the writer to determine whether one treatment is more effective than another.

b. Manipulation of the independent variable

The writer deliberately and directly determines what form the independent variable will take and then which group will get which form. For example, if the independent variable in a study is the amount of enthusiasm an instructor displays, a researcher might train two teachers to display different amounts of enthusiasm as they teach their classes.

Although many independent variables in education can be manipulated, many others cannot. Examples of independent variables that can be manipulated include teaching method, type of counseling, learning activities, assignment given, and materials used. Examples of independent variables that cannot be manipulated include gender, ethnicity, age, and religious preference.
c. Randomization

An important aspect of many experiments is random assignment of subjects to groups. Although there are certain kinds of experiments in which random assignment is not possible, researchers try to use randomization whenever feasible. It is a crucial ingredient in the best kinds of experiments. Random assignment is similar but not identical. Random assignment means that every individual who is participating in an experiment has an equal chance of being assigned to any of the experimental or control conditions being compared. Random selection, on the other hand, means that every member of a population has an equal chance of being selected to be a member of the sample. Under random assignment, each member of the sample is given a number and a table of random numbers is then used to select the members of the experimental and control groups.

According to Jack and Norman (2008: 263):

Three aspects should be noted about random assignment of subjects to groups.

- It takes place before the experiment begins.
- It is a process of assigning or distributing individuals to groups, not a result of such distribution.
The use of random assignment allows the writer to forms groups at the beginning of the study. They differ only by chance in any variables of interest.

F. **Technique of Data Collection**

Data Collection is done by observing a situation, setting or interaction using the constructed instrument (Muijs:2004:56). In this research, the data is taken from:

1. **Test**

Test are generally prepared, administered, and scored by one teacher (Harris, 1969:1).

To know more the details of the test accomplished, the writer put in plain words below:

a. **Pre-Test**

This test can be called as the pre-test before the treatment of this research. The pre test is aimed is to know the students mastery in writing materials before the treatments carried out. In the testing process, the students have to write a recount text themselves. This result of the test became the evaluation before the use of authentic materials in teaching recount text is applied in the class.
b. Post-Test

Post test is done after the students get different treatments (VIII-I class is taught by using authentic materials and VIII-D is taught without authentic materials). From the score of this test, the writer is intended to find out the effectiveness of using authentic materials in teaching recount text to improve students’ writing ability. The result of the scoring then is compared with pre-test. In this case, the researcher knows how far is the effectiveness of using authentic materials in teaching recount text to improve students’ writing ability.

2. Documentation

Hopkins (1993:140) stated that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The use of such material can provide background information and understanding what issues that would not otherwise be available. The documentary kind of data that consist of notes, book transcript, newspaper, magazine, meeting, summary, agenda and so on. This method used to know the condition of students and teacher, structure of school organization, profile, and location of school.
G. Technique of Data Analysis

The purpose of data analysis is to know the effectiveness of using authentic materials in teaching recount text to improve student writing ability in the first grade students of SMA Muhammadiyah Plus Salatiga in academic year of 2014/2015.

To analyze the data from the test, researcher conducts some steps:

a) To find out the rate of average of pre test \((x)\) and the rate of post test \((y)\) the writer uses formula:

\[ x = \frac{\sum x}{N} \]
\[ y = \frac{\sum y}{N} \]

\(\sum x\) : total score of pre test
\(\sum y\) : total score of post test
\(N\) : total number of respondent (students)

b) To find out the deviation standard the researcher uses a formula:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\(SD\) : standard deviation
\(D\) : difference between pre test and post test
\(N\) : the number of sample

c) To find out the significance between \(x\) and \(y\) by calculate T-test, the writer uses this formula, in order to analyze the effectiveness of the method used in the learning process, the formula is:
\[ t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - n_2)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \]

\( t \) = t-Value

\( X_1 \) = Mean of Experimental Class

\( X_2 \) = Mean of Control Class

\( S_1^2 \) = Variances of Experiment Class

\( S_2^2 \) = Variances of Control Class

\( n_1 \) = Total respondent Experiment Class

\( n_2 \) = Total respondent Control Class
CHAPTER IV

RESULTS AND DISCUSSION

A. Data Analysis

In this chapter, the writer has done the process of pre-test, experiment treatment and post-test. After finishing that process, the writer calculated the significant difference between two means, test of significance, and difference of average scores (mean) between experiment and control class.

Pre test was given to both of control and experiment class, in order to measure how the condition of two classes before treatment. In the pre test, students are asked to create a story. After doing the pre test, the writer conducts the experiment treatment. The writer teaches the experiment class by using authentic materials and taught control class without authentic materials. At the end of learning process, the writer gave post test to the two classes.

The results of data analysis can be described as follows:

1. The Experiment Class with Authentic materials

The result of pre-test for the experiment class that used authentic materials is gained with range score between 35 and 70 and the mean score
is 54.67. Meanwhile in the post-test, the range score is between 60 and 90 and the mean score is 73.33.

The result of data analysis, both data calculation and raw scores, can be described in the following table:

**Table 4.1**

The Score of Experiment Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test Score</th>
<th>Post Test Score</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adinda Hakqi Pinandita</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Aditya Suwarsa</td>
<td>40</td>
<td>65</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>3.</td>
<td>Agus Hariyono</td>
<td>55</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>4.</td>
<td>Angga Setiawan</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>Anggi Agustina</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6.</td>
<td>Anita Sari</td>
<td>35</td>
<td>75</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>7.</td>
<td>Annisa Murti Solikah</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8.</td>
<td>Eka Puji Setianingrum</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9.</td>
<td>Im Zuliana</td>
<td>65</td>
<td>80</td>
<td>15</td>
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<tr>
<td>10.</td>
<td>Kodri</td>
<td>50</td>
<td>85</td>
<td>35</td>
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<td>11.</td>
<td>Kusumastuti</td>
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<td>12.</td>
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<td>80</td>
<td>15</td>
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<td>13.</td>
<td>Manis Sugiyanti</td>
<td>65</td>
<td>90</td>
<td>25</td>
<td>625</td>
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<td>14.</td>
<td>Muhammad Rofik</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>15.</td>
<td>Novita Sari Puji Astuti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>820</td>
<td>1100</td>
<td>230</td>
<td>6650</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>54.67</td>
<td>73.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. The Control Class with non-Authentic Materials

The result of pre-test is gained with range score between 0 and 80 and the mean score is 58.33. Meanwhile, the result of pre-test is gained with range score between 20 and 80 and the mean score is 66.25.

The result of data analysis, both data calculation and raw scores, can be seen in the following table:

Table 4.2
The Score of Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test Score</th>
<th>Post Test Score</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dita Putri Pamungkas</td>
<td>45</td>
<td>65</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2.</td>
<td>Fitri Wahyuningsih</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Komariyah</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Kuna Fadhilatun Nasikiah</td>
<td>65</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>Kusrini</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6.</td>
<td>Lutfia Septiara Priesti</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Nisfa Qoblisha Ashri</td>
<td>75</td>
<td>65</td>
<td>-10</td>
<td>100</td>
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<tr>
<td>8.</td>
<td>Puji Rahayu</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>Silvi Titasari</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>Susi Lestari</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Virga Noor Prastiwi</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12.</td>
<td>Yulian Gibran Amelka</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>700</td>
<td>795</td>
<td>95</td>
<td>1725</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>58.33</td>
<td>66.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Mean

a) Pre test of experiment class

\[ x = \frac{\Sigma x}{N} \]

\[ x = \frac{820}{15} \]

\[ x = 54.67 \]

b) Pre test of control class

\[ y = \frac{\Sigma y}{N} \]

\[ y = \frac{700}{12} \]

\[ y = 58.33 \]

c) Post test of experiment class

\[ x = \frac{\Sigma x}{N} \]

\[ x = \frac{1100}{15} \]

\[ x = 73.33 \]

d) Post test of control class

\[ y = \frac{\Sigma y}{N} \]

\[ y = \frac{795}{12} \]

\[ y = 66.25 \]

2. Deviation Standard

a) Experiment class

According to the data from the table, the writer calculated Standard Deviation of pre-test and post-test of experiment class.
\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{6650}{15} - \left(\frac{230}{15}\right)^2} \]

\[ SD = \sqrt{443.33 - (15.33)^2} \]

\[ SD = \sqrt{443.33 - 235.01} \]

\[ SD = 14.43 \]

b) Control class

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{1725}{12} - \left(\frac{95}{12}\right)^2} \]

\[ SD = \sqrt{143.75 - (7.92)^2} \]

\[ SD = \sqrt{143.75 - 62.73} \]

\[ SD = 81.02 \]

\[ SD = 9 \]

3. T-test Calculation

After the writer calculated Deviation Standard, t-test calculations are:

\[ t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-n_2)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \]

\[ t = \frac{73.33 - 66.25}{\sqrt{(15-12)14.43^2 + (12-1)9^2 \left/\frac{1}{15} + \frac{1}{12}\right)}} \]
\[ t = \frac{7.08}{\sqrt{\frac{(3)14.43^2 + (11)9^2}{25}} (0.15)} \]

\[ t = \frac{7.08}{\sqrt{\frac{(3)208.23 + (11)81}{25}} (0.15)} \]

\[ t = \frac{7.08}{\sqrt{\frac{624.69 + 891}{25}} (0.15)} \]

\[ t = \frac{7.08}{3.01} \]

\[ t = 2.35 \]

4. Degree of Freedom

\[ df = N1 + N2 - 2 \]

\[ = 15 + 12 - 2 \]

\[ = 25 \]

In degree of significance 5% (see appendix) from 25 in \( t_t = 2.06 \)

The Writer compared to to t table that if to ≥ t table it means that Ho is rejected and Ha is accepted, but when to ≤ t table it means that Ho is accepted and Ha is rejected.

to: tt = 2.35 ≥ 2.06 in degree of significance 5%

It was assumed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) accepted. Therefore, it can be concluded that
“There is a significant improvement on students’ writing scores taught by authentic materials rather than taught without authentic materials”

B. Discussion

In this section, the writer analyzed the data which had been collected and then described as the result of the research.

In the first meeting of the two classes, the teacher gave a pre test for students. They were difficult to write on the blank paper and said there were no idea.

In the second meeting (learning process), the control class was taught without authentic materials. So as usual, almost of students did not pay their attention to the teacher’s explanation. They feel bored because the teacher used traditional method to explain the recount text. On the other hand, the experiment class (which was taught by authentic materials) the students were more enthusiastic and more interesting in learning process.

In the last meeting, after the treatment was given, the students of experiment class were easier to write than control class in doing the post test. It happened because authentic materials’s could be seen as the guidance in arranging the events of the story. So, it made them get higher score in post test than control class.
Table 4.3

The result of the research can be seen as the table follows:

<table>
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<tr>
<th>NO</th>
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<th>Experiment Class</th>
<th>Control Class</th>
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<tbody>
<tr>
<td>1.</td>
<td>Mean of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre test</td>
<td>54.67</td>
<td>58.33</td>
</tr>
<tr>
<td></td>
<td>b. Post test</td>
<td>73.33</td>
<td>66.25</td>
</tr>
<tr>
<td>2.</td>
<td>Standard Deviation</td>
<td>14.43</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>T – Test</td>
<td></td>
<td>2.35</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there is no significant difference in pre test score of the two classes. After the teacher gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (54.67 to 73.33). The students’ imagination is built by watching authentic materials video of recount text. They are easier to express their idea in writing.

On the other hand, there is no significant improvement from pre test to post test mean of control class (58.33 to 66.25) with percentage 10%. It could happen because the students were given traditional method by the teacher.

From the T – test result, it can be seen that the level of significance was set equal or less than $\alpha = 5\%$. If the $t_o \geq t$ -table 5%, it meant that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) accepted. T-table for standard significant with df 25 shows 2.06. According to this result it can be concluded that $t_o \geq t_l$ (2.35$\geq$2.06). Thus, based on the above
explanation, the writer concludes that using authentic materials is effective in writing recount texts. The authentic materials can help students to write easier.

According to the explanation about the analysis of the result on the table above based on the research at the first year students of SMA Muhammadiyah PLUS Salatiga, it can be inferred that writing recount texts using authentic materials is more effective than without authentic materials. Furthermore, students writing scores taught by using authentic materials are higher than those who are not given treatment.

From the research finding, it can be concluded that using authentic materials can motivate students to engage in language learning. Many language teachers (Shrum and Glisan, 2000; Richards, 2001; Kilickaya, 2004, etc) believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this. It makes lessons more fun. In Goefri Maroco Journal (http://www.ku.ac.) St John is points out that pedagogic materials developed for teaching functional writing should be often based on the understandings of authentic data. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. in the others opinion According Richards (2002:252) the materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. Briefly, the writing achievement in the experiment class has proven that authentic materials can be good method in
developing writing recount texts. In addition, the positive finding of this research is in line with the previous research done by Rini (2010:67) In Rini Suryaningtias's research, it is found that the use of authentic materials gives positive effect to the improvement of students in reading recount text.
CHAPTER V

CLOSURE

In this chapter the writer present the conclusion and suggestion related to research finding and discussion.

A. Conclusion

Based on the previous theoretical review and data analysis, the inferences of this graduating paper are drawn as follows:

1. Based on the data from the result of tests and observation that have been done and analyzed in the previous chapter, it shown that the mean score of the post-test from the experimental group is higher (73.33) than post-test from controlled group (66.25). Furthermore, the experimental group which using authentic materials is better in improving writing comprehension than the control group which not using authentic materials. The data from the calculation indicated the experimental group was more successful than the control group.

2. According to the result of analysis of the research, it shown that the score of t-test in post-test is 2.35 and the score of t-table from the degree of freedom on degree of significant of 5% = Na+Nb-2=25 are 2.06. It means that the score of t-test is higher than score of t-table. Therefore, it can be concluded that there is significant difference on student’s writing comprehension scores taught by authentic materials rather than taught
without authentic materials. Furthermore, teaching writing by using authentic materials can support and improve the students’ writing comprehension.

**B. Suggestion**

At the end of this chapter, the writer would like to propose some suggestions, which hopefully would be useful.

1. For English teachers

   Using authentic materials in teaching recount text in writing recount text is recommended as an alternative way for English teachers, especially for senior high school teachers to attract the students’ interest and motivation in learning English.

2. For the students

   a. Writing is an important subject to be learnt. But, most of students have difficulties in producing written text. Therefore, students have to be serious and pay attention to the teacher’s explanation in teaching and learning process.

   b. To improve writing ability, the student’s have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For researcher

   The writer can develop her knowledge in English teaching. The Authentic materials is not only the one method to improve students
writing skill. There are other methods which can use to improve students writing skill.

4. For another researcher

The result of this research can be a reference for another researcher who wants to conduct a research about teaching writing.


Suryaningtias, Rini. 2014. *The Effectiveness Of Using Authentic Material Towards The Students’ Writing Mastery In Recount Text Of The First Grade Students Of Man Tulungagung 1*. IAIN Tulungagung.


APPENDIXES
**LEMBAR KONSULTASI**

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**Pembimbing**

Mashhadi Ulumani, S.Pd.I, M.A

---

Catatan: Setiap konsultasi lembar ini harus dibawa

Paraf: [Signature]

Mashhadi Ulumani, S.Pd.I, M.A
Nomor : St.24/K-1/TL.00/65/2015
Lamp : Proposal Penelitian.
Hal : Izin Penelitian

25 Februari 2015

Kepada
Yth. Kepala SMA Muhammadiyah Plus Salatiga
Di Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Riza Arsyad Wiguna
NIM : 11308173
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tadbirah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah

THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING RECOUNT TEXT TO IMPROVE STUDENTS’ WRITING ABILITY (AN EXPERIMENTAL STUDY OF THE FIRST GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR 2014/2015)

Dengan Pembimbing : Masdihatul Umami, S.Pd.I., M. A
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atas keterangan dan bahan yang diperlukan di SMA Muhammadiyah Plus Salatiga, mulai tanggal 26 Februari 2015 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Wakil Ketua
Pembina Akademik dan Pengembangan Lembaga

[Signature]
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| 22. | Kajian Pagi Bersama Mr. Hamann Sanadi | 5-20 Februari- Juni 2011 | Peserta | 3

| 23. | Seminar Kepemimpinan oleh Senat Mahasiswa (SEMA) STAIN Salatiga | 17 Mei 2011 | Panitia | 3


| 25. | MOTIVATING YOUR STUDENTS focusing on speaking skills JALF Bali Language Centre | 15 Juli 2011 | Peserta | 3


| 27. | Darrul Arqom Dasar (DAD) PC. IMM Salatiga | 15-17 Desember 2011 | Panitia | 3

| 28. | Kajian rutin senin-kamis PC. IMM Kota Salatiga | 3 Februari 2012 | Peserta | 3

| 29. | Juli santai bersama mahasiswa kkn stain salatiga dalam rangka menonotialisasikan UKM se-kecamatan Tingkir. | 18 Maret 2012 | Panitia | 4

| 30. | Darrul Arqom Dasar (DAD) PC. IMM Salatiga | 10-13 Desember 2012 | Panitia | 3

| 31. | Seminar “optimalisasi fungsi dan peran pustakawan, perpustakaan serta kepustakawan sekolah di era globalisasi dan pelatihan silos” | 5 Januari 2013 | Peserta | 4

| 32. | Pekan Olahraga Mahasiswa STAIN (PORIS) V | 4-5 Mei 20013 | Panitia | 3

| 33. | Diklatars V “Menumbuhkan jiwa kediplomasi, solidaritas serta loyalitas dalam organisasi dan olahraga” | 17-26 Januari 2014 | Panitia | 3

| 34. | SK Ketua Umum Pimpinan Komisiariat Ibuu Rody Periode 2009-2010 | 11 Maret 2015 | | 3

**JUMLAH**

100

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Salatiga, 9 April 2015

Mengetahui,

Wakil Rektor

[Signature]

Bidang Komunikasi & Kerjasama,

[Signature]

Khusen, M.A.