

Using Authentic Materials to Improve Paragraph Writing Skills in Senior High School

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ABSTRACT

The aim of the research was to determine whether or not authentic materials are attractive to SMA Negeri 9 Bulukumba students in the tenth grade, as well as to improve the students' achievement in paragraph writing utilising authentic resources. Quasi-experiment research methodology was used. The study was conducted in the academic year of 2023–2024 at SMA Negeri 9 Bulukumba. There were 300 students in the study, divided into 10 classes. Out of 300 students, 40 were chosen randomly and divided into two groups: the control group and the experimental group. This made up the sample. Test writing instruments were employed. The test was used to gather information about the students' writing proficiency. The t-test was used to evaluate the data. The study's findings demonstrated that students' proficiency in writing paragraphs with authentic materials is greater to their proficiency with writing paragraphs without them. The mean scores of the students' post-test who were taught using authentic materials were 76.55. However, the students' achievement on the post-test that was taught without the use of authentic materials had a mean score of 59.75. It can be stated, then, that teaching students with actual materials improves their ability to write paragraphs.

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INTRODUCTION

The majority of students currently have demonstrated a lack of interest in writing in the English language. Writing interest is important in encouraging the students to write (Seyoum et al., 2022) because students who cannot write would not be able to succeed in school and life (Negari et al., 2012). One of the primary English language abilities that is regarded as active or productive is writing. In addition, (Reichenbach, 2001) claims that writing is a process that assists us in producing thoughts, in clarifying our points of view or belief, and in sorting out the evidence for thinking our beliefs are true. As a result, skilled writers would have greater options for success and more opportunity to expand their minds. Students who write poorly often would struggle to convey the advancements they see around them.

Writing is not only writing the words and sentences, but it requires a process of interaction between the students' knowledge, content, organization, vocabulary, language use, and mechanics (Jacobs, 1986). Students would not be able to articulate their points of view in writing if they did not practise writing. Students require information or insight in order to articulate the current issue. Then they will prepare to use the formal language, grammatical structure and logical evidence (El Sulukiyyah et al., 2019). It means that producing the written languages the students need to master grammar, organization of ideas, and choices of proper words to provide the motivation and guidance for students to put written forms into a communicative context.

It is necessary to introduce the students to materials that encourage their creativity and critical thinking. In relation to this, the teaching material like photos or pictures is quite effective for the students' first language learning. Teaching materials are major elements in assisting teachers in achieving better teaching and students' desired learning results (Tonawanik et al., 2019.). With the right resources, teachers can pass on new information and linguistic objects in a methodical and deliberate manner. A class or collection of educational resources known as teaching materials is created to support educators in carrying out activities that are methodically arranged to meet the necessary competency standards. Teaching materials are the information, tools, and materials required to facilitate instruction and learning activities in the classroom as well as to organise and assess the process of putting learning into practice. The way the instructional materials are arranged systematically presents a comprehensive list of the competencies that students will gain during the learning process.

Sometimes, the students feel difficult to write about something or to transform their ideas before doing it or at least seeing what they are going to write. Grant (1991) states that our students should always try to write about things they

know about. Therefore, by using authentic materials as teaching aid, the students will be easily to express their ideas through their writing. Besides as a teaching aid, Fitria (2022) stated that authentic materials can increase the students' motivation in learning English with the new condition in teaching process. Students will experience a real-world scenario and feel as though their language skills are being applied when authentic materials are employed in the teaching process. The utilisation of real content will therefore help students develop their imaginations and assist them in creating an outline for their writing.

Teachers must use creativity while creating authentic resources for use as instructional media. A creative person is one who can generate and use original, useful concepts and outcomes that are highly imaginative. Therefore, a creative teacher is one who can accomplish learning objectives and inspire students by utilising novel and unconventional approaches, techniques, and resources. Put another way, a creative teacher will make use of the objects in his environment to produce educational materials. Fortunately, via teacher professional development programs, creative talents and thinking may be instructed, developed, and increased.

The use of authentic materials has been a subject of extensive research in the area of language teaching with a focus on potential advantages to developing students' writing ability (Aqly et al., 2017; Cahyaningrum, 2021; El Sulukiyyah et al., 2019; Pratiwi & Rohayati, 2023; Styati, 2017; Utami, 2017). Although previous studies have demonstrated the value of authentic materials in improving writing abilities, especially for higher grade levels and more extensive writing assignments, little is known about how they affect tenth-graders' ability to write paragraphs. Our research can make a substantial contribution to the field by identifying the most effective authentic materials for improving paragraph writing competency by concentrating on this particular skill and age group. For that reason, the goal of this study is to provide an answer to the research question "Can the use of authentic materials improve the students' paragraph writing of SMAN 9 Bulukumba?"

Research Hypothesis

The researchers formulate the following hypotheses:

1. Ho: There is no significant different of paragraph writing achievement between the students taught by using authentic materials and those taught without using authentic materials.
2. H₁: There is significant difference of paragraph writing achievement between the students taught by using authentic materials and those taught without using authentic materials.

RESEARCH METHOD

Research Design

This study used a quasi-experimental design as its methodology. There are two groups involved: the experimental group and the control group. When learning how to write paragraphs, the experimental group was given authentic materials, while the control group received no authentic materials at all.

Group A O _____ X _____ O
Group B O _____ O

(Cresswell, and Cresswell, 2023)

Population and Sample

The population of the research was the tenth-grade students of SMA Negeri 9 Bulukumba. There were 300 students spread on 10 classes, 40 students were selected randomly as sample, then divided into two groups. There were two groups – the experimental group and the control group – each with 20 students.

Research Instrument

Pre- and post-tests were part of a written test that served as the research instrument. The purpose of the pretest was to measure the students' performance prior to treatment, and the post-test was designed to measure the students' performance following treatment. In this instance, the assignment involved students writing a paragraph with some guided questions about *Bira* beach, library, *phinisi* boat and traditional market.

Procedure of Data Collection

Pre- and post-tests were used to gather information about the students' writing ability. There were four sessions of instruction between the pretest and post-test. The experimental group received the treatments, and the control group received traditional instruction without authentic materials. There are some steps of giving treatments namely, (1) teacher gave stimulation and motivation before teaching writing skills process; (2) Teacher distributes the authentic materials to the students one by one; Teacher introduces the topics: (first treatment: Bira beach, second treatment: Library, third treatment: phinisi boat and fourth treatment: Market); (3) The teacher instructed students to identify any challenging terms associated with the authentic materials and provide an explanation; (4) Based on the subjects covered at each meeting, the students were required to write a descriptive paragraph; (5) Teacher walk around and monitor; (6) The students may ask the teacher if they find any troubles; (7) The students exchanged his/her friend's paragraph writing which everyone can compare their writing; (8) Students rewrote their paragraph writing; (9) Students read their writing in front of the class; (10)

Teacher and the students discussed the students' paragraph writing then analysing them, sharing, and correct them; (11) The teacher gave some practical advice in a good paragraph writing involved content, idea organization, vocabulary, language use, and mechanism; (12) Students asked to collect their writing task; (13) The teacher told the students what they would do in the next meeting.

Techniques of Data Analysis

In this study, the pretest and posttest data were statistically analysed using descriptive statistics and a few other processes, such as (1) assigning a score to each student for each pretest and posttest question that they correctly answered. Based on Jacobs' (1986) scoring method for content, organisation, vocabulary, language use, and mechanics, the researcher employed the following approach of scoring: (2) Tabulating the test results; (3) Categorising the test results; (4) Computing the students' average score utilising SPSS version 18; (5) Determining the statistically significant difference between the pretest and posttest scores, likewise utilising SPSS version 18.

FINDINGS AND DISCUSSION

The Description of the students' achievement

Table 1 shows that, of the students in the control group, none or 0% received excellent, very good, or very poor scores on the pretest; 1 or 5% received good scores; 1 or 5% also received fairly good scores; 8 or 40% received fair scores; and 10 or 50% received a poor classification. In contrast, 1 or 5% of students received an outstanding, very good, or very poor classification on the post-test, whereas none or 0% of students received any other classification.

Table 1. The rate percentage of students' score of control group

Classification	Score	Pre-test		Post-test	
		Frequency	Percent	Frequency	Percent
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	0	0
Good	76-85	1	5	1	5
Fairly good	66-75	4	20	7	35
Fair	56-65	7	35	5	25
Poor	36-55	8	40	7	35
Very poor	0-35	0	0	0	0
Total		20	100	20	100

It is evident from the comparison of the pretest and posttest results that the posttest result has increased. No student received a categorisation of excellent, very good, or very poor on either the pretest or the posttest. One student received a good classification, seven received fairly good classifications, five received fair classifications, and seven received low classifications. Table 2 displays the average scores as they increase.

Table 2. The difference of mean score between pretest and post-test of control group in the five aspects of scoring

Scoring aspect	Mean Score		Difference	Remarks
	Pretest	Posttest		
Content	19.20	19.90	0.70	Increase
Organization	11.35	11.15	0.2	Increase
Vocabulary	12.20	12.60	0.40	Increase
Language use	13.30	13.60	0.30	Increase
Mechanics	2.55	2.50	0.05	Increase
Average	11.68	11.95	0.27	

The data indicates a rise in the five analytical factors' mean score. The largest rise of all is in the content aspect. It has increased by 0.70 points in this instance. Out of the three characteristics, the mechanics has the least increase – it has increased by just 0.05. There has been a 0.27 increase in the students' paragraph writing score. After subtracting the pre-test mean score of (11.68), the post-test mean score is (11.95).

Table 3. The rate percentage of students' score of experiment group

Classification	Score	Pretest		Posttest	
		Frequency	Percent	Frequency	Percent
Excellent	96-100	0	0	0	0
Very good	86-95	0	0	3	15
Good	76-85	1	5	6	30
Fairly good	66-75	3	15	10	50
Fair	56-65	10	50	1	5
Poor	36-55	6	30	0	0
Very poor	0-35	0	0	0	0
Total		20	100	20	100

On the other hand, the researcher notes that after receiving treatments, students typically achieve more while writing paragraphs. According to the pre-test results, 0 percent of students received excellent, very good, or very poor scores; 1 percent received good scores; 3 percent received fairly good scores; 6 percent received fair scores; and 10 percent received poor scores.

In the posttest, however, only a small percentage of students—1 or 5 percent—got a fair score, 10 or 50% received fairly good scores, 6 or 30% received good classification, and 3 or 15% received very good scores. No students received excellent, poor, or very poor classification on the posttest. It indicates that after receiving treatment, students perform better; it was demonstrated that 6 or 30% of students had an excellent or very good classification, while 3 or 15% did not.

Table 4. The difference of mean score between pretest and post-test of experiment group in the five aspects of scoring

Scoring aspect	Mean Score		Difference	Remarks
	Pre-test	Post-test		
Content	19.25	23.70	4.45	Increase
Organization	11.50	15.55	4.05	Increase
Vocabulary	12.30	15.95	3.65	Increase
Language use	13.30	18.30	5	Increase
Mechanics	2.70	3.05	0.35	Increase
Average	11.75	15.31	3.56	

The mean score of the five analytical characteristics rises, as seen in Table 4 above. The feature of language use has increased the most out of all. There is a five-point rise. With an increase of only 0.35, mechanics has experienced the least growth out of the other four categories. The students' writing paragraph score increased to 3.56. The pretest mean score (11.75) is subtracted from the posttest mean score (15.33).

Table 5. The difference of post-test score between control and experiment on content aspect

Group	Sample	Mean Score	Standard Deviation	t Value
Control	20	19.90	2.024	6.147
Experiment	20	23.70	1.895	
Difference		3.8		

The researcher determines that the experimental and control groups' mean scores are 23.70 and 19.90, respectively, based on the data presented above. This indicates that the control group's mean score is poorly classified. Conversely, this indicates that the experimental group's mean score falls within a good classification. Based on these findings, the researcher concludes that the experimental group's mean score (23.70) obtained through authentic material is greater than the control group's (19.90) score obtained through traditional instruction. The disparity between the two mean scores is 3.8. statistical analysis indicates that there is a significant difference, with test value (6.147) being bigger than t table value (2.09).

Table 6. The difference of post-test score between control and experiment on idea organization aspect

Group	Sample	Mean Score	Standard Deviation	t Value
Control	20	11.15	1.954	8.809
Experiment	20	15.55	1.731	
Difference		4.4		

On idea organization aspect, there is also a different result of achievement between the two groups. The difference can be seen on the difference (4.4) is significant. It means that the using of authentic material can improve the students' ability to write paragraph especially on organization aspect better than the using of conventional way. Indeed, based on statistically analysis shows that t test value (8.809) is greater than t table value (2.09).

Table 7. The difference of post-test score between control and experiment on vocabulary aspect

Group	Sample	Mean Score	Standard Deviation	t Value
Control	20	12.60	3.283	3.927
Experiment	20	15.95	2.460	
Difference		3.35		

The difference between the experimental and control groups' posttest scores, as determined by the vocabulary aspect of the data analysis, is consistent with the findings of the two earlier analyses (content and organisation). 3.35 is the difference. The difference is noteworthy in this instance. T value (3.927) on the statistical analysis is higher than table value (2.09). This indicates that incorporating authentic materials could assist students become better paragraph writers, particularly in the area of vocabulary.

Table 8. The difference of post-test score between control and experiment on language use aspect

Group	Sample	Mean Score	Standard Deviation	t Value
Control	20	13.60	3.560	4.814
Experiment	20	18.30	2.958	
Difference		4.7		

The control group's mean score is lower than the experimental groups, as the preceding table illustrates. There is a statistically significant difference of 4.7 in the mean score between the two groups. Considering that the t test value (4.814) is higher than the t table value (2.09). It suggests that using authentic materials can help students write paragraphs more effectively, especially when it comes to language aspect.

Table 9. The difference of post-test score between control and experiment on mechanics aspect

Group	Sample	Mean Score	Standard Deviation	t value
Control	20	2.50	0.688	2.146
Experiment	20	3.05	0.887	
Difference		0.55		

It is clear from table 16 above that there is a statistically significant difference in the means of the two groups' scores, which comes out to 0.55. Considering that the t value (2.146) exceeds the t table value (2.09). Every analytical component of scoring demonstrates a favourable change. It follows that using authentic materials will help students write paragraphs more successfully. Additionally, the data demonstrates that following treatment, the mean scores of the two groups of students rise. It should be determined whether or not the difference in the students' posttest mean scores is statistically significant. In order to respond to this query, researchers used SPSS version 18.

Table 10. The mean score and standard deviation of the students' pretest score

Group	Mean Score	Standard Deviation
Control	58.60	9.299
Experiment	59.05	7.864

It is evident from the above data that the control group's students have a higher standard deviation ($9.299 > 7.864$) than the experimental group. Stated differently, the students' scores in the control and experimental groups had different standard deviations. The control group's mean score, on the other hand, is 59.05. It is 58.60. It indicates that the students had nearly identical prior experience of writing paragraphs. Stated differently, prior to receiving any kind of intervention, students' proficiency in writing paragraphs was nearly identical.

Table 11. The mean score and standard deviation of the students' post-test score

Group	Mean Score	Standard Deviation
Control	59.75	10.462
Experiment	76.55	8.882

The table above shows that the experimental group's mean score ($76.55 > 59.75$) is higher than the control group's. It indicates that following treatment, students' academic performance rises. After receiving treatments, students' mean scores rise noticeably.

Table 12. T table value of the students' post-test

Variables	T test value	t table value	Significance
Posttest	6.006	2.09	0.000

The t test value of the students' posttest (6.006) is more than the t table value (2.09), as can be seen in the table above. It indicates that after receiving treatment, there is a significant difference in the students' achievement between the two groups in paragraph writing. According to the formula, the hypothesis is rejected if the t test value is higher than the t table value. Conversely, the H_0 is approved if the t test result is less than the α value. In connection with, the H_0 is denied if the significance value is less than the t table value. A statistically significant difference in the students' posttest score results if the significance value is higher than the value at which the H_0 is accepted. This indicates that using authentic materials can improve students' proficiency with paragraph writing.

Discussion

The results of this research show that authentic materials can significantly enhance students' abilities in writing paragraph. The data collected through pre-tests and post-tests show that means considerably improved, validly indicating that appropriate treatments were done using original items on the students' writing performances. The previous researches have also supported this study, by emphasizing the advantages of authentic materials in language instruction especially within the field of paragraph writing (Mcconnell et al., 2015; Ugboja et al., 2018; Vacalares et al. 2023). It is therefore interesting to note that majority of students prefer using authentic materials for their writing task since it makes the process of learning enjoyable, meaningful and relevant (Ali & Ali, 2019). Therefore, teachers need to use the authentic materials and it is in order to link what is taught in class with real-life situations hence capturing students' attention effectively (Ugboja et al., 2018). These initial insights can also help teachers recognize how different issues influence their learners' writing; besides, they can adopt some specific strategies to enhance the latter's writing capabilities (Lesmana & Ariffin 2020).

These tentative understandings also can help teachers begin to realize how different factors such as students' prior experiences, motivation, learning styles, and socioeconomics impact their learners' writing. In addition, they can use some specific strategies, such as focused feedback, modeling good writing techniques, offering opportunities for collaborative writing, and using culturally responsive content, in order to develop their learners' writing abilities., such as providing targeted feedback, modeling effective writing techniques, offering opportunities for collaborative writing, and integrating culturally-relevant content, to enhance the latter's writing capabilities. Corroborating the findings of this study, existing literature has consistently demonstrated the positive effects of authentic materials on diverse aspects of language proficiency, including the development of paragraph writing skills. The results for the post-test showed that the participants of the

experimental group exposed to authentic materials relevant to their life experiences and interests made large gains in paragraph writing. This means that use of authentic materials not only motivates students towards learning but also engages them by involving their prior knowledge and personal connections, leading to a more reflective and elaborated paragraph writing.

Newspaper articles, blog posts, and other authentic materials, combined with local cultural artifacts like *phinisi* boats and vibrant traditional markets, added to a high degree of relevance, engagement, and proximity to students' lives and experiences. This further motivated and invested them in the writing tasks, ultimately enhancing their paragraph writing performance. These materials provided a real and context-based background that enabled the students to draw on what they already knew and connect with it on a personal level, which improves their engagement and investment in the writing. By linking the learning activities to their lived realities, the authentic materials helped to make the writing tasks more meaningful, practical, and applicable to the students' lives beyond the classroom. In addition, the authentic materials exposed students to many languages, styles, and perspectives, greatly broadening their view of effective writing and motivating them to produce their own texts that make use of several techniques. The real-world relevance of the materials also prompted the students to think critically about the topics and content, leading to more thoughtful and well-developed paragraphs. The use of authentic materials in writing instruction thus made the learning much more engaging and enriching for the students to remain motivated and focused on the due course of action, leading to an overall improvement in paragraph writing.

The results further indicated that a major contribution to the improvement of the students' paragraph writing abilities was made by integrating authentic materials with the process approach to writing instruction. The combination of authentic materials and process writing instruction enabled these students to acquire precisely those structural and linguistic features that typify effective paragraphs, while it also empowered them with an opportunity to exercise these concepts in their writing. Indeed, the use of authentic materials, such as newspaper articles, blog posts, and other real-world texts, has exposed them to a variety of styles, structures, and perspectives in language and raised their sensitivity to the key ingredients of a paragraph. Apart from that, it involved several rounds of draft writing, peer feedback, and revision; thus, through the process-oriented approach, these concepts and techniques were applied on their own work in paragraph writing, gradually polishing their skills. The reason that the students were able to show improvement in their writing performance on the post-test was because of their active engagement in this iterative process of writing, getting feedback, and revising their paragraphs. This was an iterative, recursive process through which students themselves would go in search of peers, make use of the feedback,

critically reflect on their own work, and work diligently according to the teacher's targeted guidance. In this writing cycle, receiving constructive feedback, and thoughtfully revising the work, students could systematically develop and refine paragraph writing skills through time.

Through process-orientated instruction, students meaningfully obtained the opportunity to make out areas of improvement, experiment with different writing strategies and techniques, and work through toward rising coherence, organization, and quality in their paragraph compositions. Consequently, the combined process of drafting, feedback, and revision empowered students toward greater ownership of their learning and to become more independent, critical, and adaptive writers. It is this active involvement in the writing process, supplemented by targeted instruction from the teacher and peers' perspectives, that allowed students to make such extensive progress in developing paragraph writing ability.

The current research findings fall in line with the findings of most previous extensive studies, always showing the worth and value of authentic materials in language teaching instruction, especially in paragraph writing skills development. While authentic materials are enriching motivational, engaging, and investment enterprises in the process of learning, they also offer real-life opportunities to practice the application of language skills. This translates into observable improvements in students' overall writing proficiency since learners can develop subtle perceptions of language use and apply it appropriately in their compositions. In addition, students makes relevant linkage between the learned language and situations in cases where they are exposed to real texts, materials, and situations, leading to deeper and more permanent developments of skills in paragraph writing.

The other reason is that authentic materials expose the student to the usage of the language in every circumstance, enhancing their general language ability, broadening their understanding to various cultural perspectives. By including authentic texts, videos, and other multimedia resources in the assignments, it allows students to grasp more of the nuances and finesse of the language and how it is used within different contexts of communication. With the application of their writing skills to these situations or scenarios that emulate real life, this exposure makes students not only more critical but also creative thinkers. Through authentic materials, learners can have a greater chance to investigate deeper issues, come up with creative solutions, and demonstrate deeper and more sophisticated knowledge of the language and its functional uses outside of the classroom setting. With increased awareness and adaptability, learners are better placed to become effective and versatile communicators who can navigate different linguistic and cultural contexts. This practice in the real world enhances their vocabulary and grammar since they are compelled to learn how to express themselves effectively in all situations.

The students learn vocabularies, idioms, and other grammatical structures used in many contexts through the exposure to these authentic materials. This enhances the ability to be language aware and apply such skills appropriately in different settings. Furthermore, negotiation of unknown language features in authentic materials makes students want to use more complex communication strategies: inference, paraphrasing, circumlocution, and so on. On the other hand, considering the nature of authentic materials, students will be exposed to natural uses of language, often far from idealized or even simplified language as seen in the books. This gives them exposure that will help in enhancing knowledge on the natural use of vocabulary, grammar, and idiomatic expressions. As students work through interpretation and production of the language in these real-world contexts, they increase flexibility and adaptability of language use. This will, in turn, equip them linguistically to communicate effectively with more varied interlocutors and authenticity in different situations, which will exist out of class. This kind of incorporation will improve the overall linguistic competence of students to communicate effectively in a range of real-life situations.

Students will come across a wide range of vocabulary, idioms, and grammatical structures in use through authentic texts, videos, and other materials that illustrate their everyday use. This offers an exposure to heightened language awareness, followed by practice in using such skills appropriately in differing contexts – professional, casual conversations, or any other. Unknown features of the language in authentic texts also support more complex strategies of communication: inference of meaning from context, paraphrasing, and circumlocution. All in all, it is this increased linguistic competence that allows learners to become more effective and versatile communicators, ready to face a much greater breadth of interlocutors and situations than those ordinarily found in the classroom itself. The studies also suggest that authentic materials can promote learner autonomy and active engagement in the writing process.

Processing authentic materials promotes more active involvement in learning, since learners need to deal with all the complexities of real-life language use and apply their skills more contextually. Problem-solving, critical analysis, and links between the language used and its application in real life are obligatory in working with authentic materials – news articles, advertisements, or instructional videos. This procedure will help them to feel a more pronounced sense of ownership over the learning experience and increased investment and motivation as students begin to recognize a direct link between what they are studying and its applicability in their lives out of class. Moreover, authentic materials spur students to create higher-order strategies for decoding unknown vocabulary, structures, and cultural references, thus enhancing their general language proficiency and adaptability. Putting it all together, the integration with authentic materials enables

students to become more autonomous, critical, and adaptable learners; it endows them with one of the most important sets of skills necessary for academic and global success. Consequently, teachers should choose and adjust real-life materials to suit their students' interests and level of proficiency, as well as the learning requirements.

This means the teacher will have to choose an authentic text, video, or other material that will be demanding enough to test their abilities but still accessible for processing and comprehension. This is the delicate balance that allows teachers to provide their students with authentic access to language use that is stimulating and relevant for developing writing abilities, enhancing critical thinking skills, and eventually helping in language proficiency. If done well, carefully chosen authentic materials can help make the educational experience more engaging and relevant by bridging what learners acquire inside the classroom with what they are able to do outside of it. This kind of authentic exposure to the usage of language in different contexts will help learners to be more effective and confident communicators, better equipped with the challenges brought about by the 21st-century workplace and beyond. Writing skill benefits associated with authentic materials underline the need to incorporate such resources into language learning.

By doing so, it makes the teachers teach in a way that is relevant and interesting to the learners, hence bridging the gap between the theoretical and practical aspects of writing. In the end, this helps students to become better writers with a greater understanding of the language. By using authentic materials, the teachers give students a more engaging and relevant experience of education that really narrows down the gap between what is learned within the classroom walls and what is applicable in the real world. This will make them better writers and further enhance their general understanding and ability in the language. Real-life situations and the nuances of the use of a language in those situations can be made known to the students. Besides, it refines their critical thinking, creativeness, vocabulary, and grammar. After all, using authentic materials in language learning is indispensable for the betterment of students' communication and making them more prepared for the challenges and difficulties of life.

CONCLUSION

The study shows that employing authentic materials can increase students' paragraph writing skills by a significant amount, as shown by a statistically significant improvement in writing abilities indicated by a post-test value larger than the table value. The study's conclusions highlight how important it is for students to use authentic materials to develop their writing abilities in a classroom setting. The data collected and analysed in this research can serve as a valuable

resource for both educators and researchers, informing the design and implementation of effective writing instruction and facilitating the way for further investigations in this area.

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