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**ELT RESEARCH PAPERS AS AUTHENTIC MATERIALS  
IN TEACHING RESEARCH-BASED ARTICLE WRITING:  
A CASE IN INDONESIAN CONTEXT**

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**Abstract:** There are strong shreds of evidence that the choice of instructional materials has large effects on students' achievement. This study was to assess the efficacy of using ELT research papers as authentic materials in teaching research-based article writing. This study was aimed at revealing whether or not there is a significant difference in students' writing skill in terms of ELT research paper writing between the students who were taught by using ELT research papers as authentic materials and those who were taught by using textbook materials provided by the faculty. This study belongs to a quasi-experimental study with an experimental and control group pretest-posttest design. The population of this study was 75 students from the fourth semester of English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia. The sample was selected through cluster random sampling and consisted of 50 students that were divided into two groups. The instrument used to collect the data was a writing test. Consequently, normality and homogeneity of the data were tested. A *t-test* was used to compare the mean of the two groups. The hypothesis was designed and tested at 0.05 level of significance. The results revealed that there is a significant difference in students' academic writing skill between the students who were taught by using the ELT research papers as authentic materials and those who were taught by using textbook materials. The *t-test* revealed that *t-value* is higher than *t-table* ( $6.07 > 2.01$ ). Therefore it is concluded that the authentic instructional materials could significantly improve students' academic writing skill.

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**Keywords – Authentic Materials, ELT Research Paper, Research-Based Article Writing, Academic Writing**

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**INTRODUCTION**

Writing skill is not something innate. Rather it can be learned and practiced. It does not come naturally as does walking. It is a capacious and capricious linguistic code. It needs a lot of hard work on the part of the learner. Writing is a highly complex process, it is recursive rather than linear in nature, it needs some pre-writing activities than drafting, redrafting, and revision. It is as difficult for the natives as for the non-native. Because writers must balance multiple issues like content, purpose, audience, organization, spelling, vocabulary, mechanics and punctuation. Writing is particularly difficult for the foreign learners because they need to demonstrate with skill all the above elements in a new language. Moreover, for past many years, writing has been taught keeping in mind the product-oriented approach rather than the process (Masood, 2005).

Throughout their studies, all university students in Indonesia are required to write, for instance: term papers or exam answers. A university student will pass from his/her study if he/she is able to write a research-based article writing as their final project (Ghufron, 2015). Writing research-based articles for university students in Indonesia is not only as a final project, but also as a competitive activity among Indonesian university students to achieve the grants from the Ministry of Research, Technology, and Higher Education (Kemenristek Dikti). This competition is done every year in order to develop students' skill in scientific writing (Ditlitabmas Dirjen Dikti, 2014). Dealing with the previous reasons, teaching a research-based article writing to university students is a must in Indonesia.

To accommodate teaching research-based article writing, Indonesian teachers have done many things. They use various techniques, teaching media, and teaching materials. Those things give various impacts on students writing skill.

In the case of teaching writing, there are some factors that could influence students' writing skill which could not be ignored by the teachers. Those factors include students' ability in generating and organizing their ideas by using correct diction, grammar, and good organization into a readable text or discourse (Richards and Renandya, 2002). Besides, the students' background knowledge and intelligence will affect the teaching techniques and teaching materials used by the teachers. Teachers should be careful of teaching materials to be applied in teaching writing. Materials that are given by a teacher in

teaching and learning process influence students' understanding. Consequently, materials presented in teaching and learning process must be appropriate to students' condition.

For many years, it is believed that authentic material is good and interesting teaching materials to apply in teaching and learning process. Firth (1957, p.175-176) argues that language should be learned in concrete, adjure, authentic details of use, not as automatic, artificial, abandoned sentences. He further explains that the assigning of a discourse as a basic in a context of situation accords to the account of meaning since situations are agreed to admit meaning. Masood (2005) states that authentic materials are very intriguing and exciting. They are assorted in nature and have many things to offer.

Nowadays, the authentic materials have commonly been used in educational context. Crawford (in Richard and Renandya, 2002) states that many textbook materials fail to fulfill the needs of students. Nunan (2001, p.212) argues that authentic materials could help students learn and to use foreign language more apocalyptic. Therefore, the use of authentic materials is better to fulfill the students' needs.

In teaching writing, teachers can use the authentic materials by focusing on real language use of various authentic materials such as journal article (research papers), magazines, etc. and by assigning them some assignments based on the authentic materials (Rahman, 2013). However, teachers should be aware of selecting authentic materials because not all authentic materials can be used in teaching and learning process. Teacher, in designing good materials, should make a consideration toward some aspects so that the material is good enough to be used as a teaching resource.

Many experts argue that, in some cases, authentic materials need to be adapted to be suitable for a particular level of students. Materials adaptation refers to matching materials to the learner's needs, the teacher's demands and administration's purpose (McDonough and Shaw, 2004, p.73). Therefore, Materials adaptation plays a very important role in language teaching and learning.

Whatever situation a teacher may have, it is very likely that sometimes the teacher will find the need to adapt a particular text or lesson with material that he or she feels is more useful for promoting learning. To get beyond the limitations of a given text or lesson, many teachers often adapt or create activities involving authentic materials or media. Once teachers start to use authentic materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans.

Dealing with the common problems faced by the university students in writing research-based article, they commonly get frustrated due to the lack of knowledge in the structure of research papers, the difficulty in organizing ideas into readable text, the

difficulty in writing citations, the difficulty in finding some technical terms, and the difficulty in making inferences.

In the case of this research, to overcome those problems, the teaching research-based article writing was done by applying ELT research papers as instructional materials. The collection of journal articles was used as real examples for university students. Through the journal articles, they could learn the structure of research-based article writing, they could learn how the writers organize their ideas into readable text, they could learn how the writers write their citations to support their ideas and findings, they could learn how the writers present the data and draw the inferences or conclusions, they could learn some technical terms or vocabularies in language education research, and etc.

The relationship between teaching and research in higher education is one of international concern, (Prosser, Jenkins, & Healey, 2005, p.3). Research has always been central to academic life (Schofield, 2006, p.6). Hinkel (2013, p.1) states that in recent years, in ESL/EFL pedagogy, research has been motivated by the goal of helping learners to improve the quality and sophistication of their second language (L2) production and writing.

Teachers are being asked to demonstrate that they use evidence-based practice in their work. Research findings are part of evidence-based practice. The U.S. Department of Education's Institute of Education Sciences defines "evidence-based education" as The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction. "Professional wisdom" here is defined as the judgment that individuals acquire through experience and consensus views of effective strategies and techniques to use in instruction, (Smith, Harris, and Reder, 2005).

The definitions above make clear that instructional practice should be driven by professional wisdom as well as by evidence from scientifically based research. Therefore, in order to engage in evidence-based practice, teachers need to integrate their own knowledge of what is effective for the particular students with whom they work with the findings from the research that is available, (Smith, Harris, and Reder, 2005).

Teachers can learn more about research so that they can use it, along with professional wisdom, to make decisions about instruction. Zeuli and Tiezzi (1993) studied teachers' perspectives about research and found that teachers generally have one of three different perspectives. They are: (1) Research is not useful. Researchers do not understand the teaching context, and the only way to improve the teaching is through having experience with students; (2) Research can be useful, if it is presented in the form of

specific and practical strategies, techniques, and approaches that can be readily used in the classroom; and (3) Research is useful, but we do not need it to give practical strategies.

Zeuli and Tiezzi (1993) found that the level of formal education that the teacher had completed was not related to the teacher's having one or another of these perspectives. They found, however, that those teachers who had participated in some type of research themselves were more likely to view research as useful.

St. Clair, Chen, and Taylor (2003, p.8) found that more experienced practitioners and those who had specific training or experience in conducting research were more likely to read and use research, but that level of formal education was "not a predictor of the use of research".

In a review of the literature on how teachers use research, Garner, Bingman, Comings, Rowe, and Smith (2001, p.8-9) found that teachers do not approach research in a linear way; rather, they "scan the environment" for new ideas from the research and are more apt to apply its findings when they have a chance to discuss those findings and their implications with colleagues. Teachers also are more likely to use research to guide their instruction when they have opportunities for "sustained interactivity" with researchers – i.e., when they work closely with researchers and are treated as partners in, and not as "targets" of research. Finally, teachers seek truth in and utility of the research -- "research findings that fit with their experience and, better still, are vouched for by trusted colleagues" and "that can help them improve their current practice". Other research from the National Center for the Study of Adult Learning and Literacy (NCSALL) confirms the importance of using study circles and practitioner research training as part of professional development to help teachers "access, understand, judge, and use research" (Smith, Bingman, Hofer, Medina, & Practitioner Students, 2002, p.76).

According to Smith, Harris, and Reder (2005), research studies do not address all of the issues that adult ESL teachers face. Research is not likely to describe, for example, a specific strategy that a teacher can implement in class immediately. Furthermore, there are many questions that teachers have about teaching the wide range of adult students learning English; some of these questions may not be informed by research studies. The research that does exist, however, can provide information that teachers can integrate with their own and others' professional wisdom to develop evidence-based practice. Research can also help teachers challenge their assumptions about who their students are, how they learn, and what instructional strategies work best for them. Helping teachers become involved directly with research and researchers is an important strategy for opening up the world of research to teachers and program administrators.

Research results also instill fresh material in the classroom. Although some subjects which are learned in the classroom are fairly well-established, many areas of teaching materials are rapidly evolving. New research results represent prevailing theories, the outcome of the cumulative understanding, and the application of concepts to the most relevant problem. It was found that there is no better way to keep course material current than to peruse the latest research and update the material so that it reflects current understanding (Feamster, 2013).

Based on the explanation above, it can be inferred that research result can also be used as a source of information or teaching materials. Therefore, this research is intended to evaluate the effects of teaching materials taken from the result of ELT research papers as authentic materials for the academic writing course.

There are many researchers who investigate the effect of authentic materials on students' achievement. For instances, Masood (2005), Maroko (2010), and Rahman (2013) conducted a research in exploiting authentic materials in teaching writing. All of them investigated the use of authentic materials in a different context with this study. The study reported here aimed to reveal whether or not there was a significant difference in students' research-based article writing skill between those who were taught by using ELT research papers as authentic materials and those who were taught by using textbook materials. The focus of this research was the use of ELT research papers and research-based article writing.

### **ELT Research Paper as Instructional Material**

The word “instruction” is a science and “instructional design” is a technology of the science (Merriell, 1996). It is a procedure which is not governed by any natural laws, teachers should be creative to produce instructional design model to improve their teaching and learning the process. On another hand, it must relate to scientific principles of instructional strategies. Instruction should allow students to do appropriate learning activities; therefore, teachers should help students control the learning activities that promote learning (Ghufron, Saleh, Warsono, & Sofwan, 2016).

According to Guthrie, Johnson, Pfaff, and Hildebrandt (2012, p.2) Instructional materials are those items such as books, other printed matter, video and audio recordings, computer software, and digital content which are used as part of the instructional process. While the format of instructional materials has evolved and will continue to change, the purpose remains the same.

Maryland State Department of Education (2014) defines instructional materials as a variety of materials in any format which influences the student's learning and the instructor's teaching. They include but are not limited to, textbooks, library books, periodicals, pamphlets, art prints, study prints, pictures, transparencies, films, filmstrips, slides, videocassettes, videodiscs, audio cassettes, sound recordings, compact discs, computer software, CD-ROMS, and electronic resources.

Based on the definitions above, it can be synthesized that instructional materials mean textbooks and other materials written and published for use by students in instruction that are required or essential to students' success in a course of study. Instructional materials are divided into printed and non-printed instructional materials. Printed instructional materials refer to materials that are printed in a book or other printed form. Non-printed instructional materials mean instructional materials in formats other than print and include instructional materials that require the availability of electronic equipment in order to be used as a learning resource, including software programs, video disks, and audio tapes.

Referring to the definition above, research paper writing as instructional material of academic writing course are resource materials that teachers can use when planning and carrying out instruction. The materials focus on research paper writing. The materials teach students how to write research paper well, such as principles of academic writing, writing an abstract, writing an introduction, writing a research method, writing research results, writing discussion section, writing a conclusion, and writing citations and references. These instructional materials are used to teach academic writing for students in higher education.

### **Academic Writing**

Masood (2005) states that writing in the strict sense of the word is derived from speech, and is, in fact, an imperfect visual representation of it, for such purpose as communication at a distance and the keeping of records. Writing is the only conventional device for recording sounds. Whitaker (2009) defines academic writing as the writing which students have to do for university courses. In addition, Prastyo (2014) stated that academic writing is an activity that needs some competences such as linguistics, getting the idea, and organizing the idea. According to Bailey (2003), academic writing is designed for anybody who is studying at colleges and universities and has to write essays and other assignments for exam or coursework. It is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for

their studies. Based on the definitions above, it can be concluded that academic writing is writing an essay in which the purpose of that essay is to fulfill the courses in universities.

### **Authentic Materials**

Adams (1995, p.4) defines authentic materials as materials which have not been specifically produced for the purposes of language teaching. In addition, Gardner and Miller (1999, p.101) states that authentic materials mean any text (printed or digital) or tape which is produced for a purpose other than teaching the target language. In short, authentic materials are any materials which have been produced for real-life use for both interactional and transactional purpose.

Biber (1995, as cited in Maroko, 2010) elaborates some characteristics of authentic materials as follows. First, they are objective as opposed to intuitive. Second, when they are adopted as teaching resources, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that, as teaching materials, they bring a variety of learning methodology to the classroom, therefore, they could improve students' motivation. They enable teachers to appraise their instruction within the students' lives and provide literacy instruction using the very materials the students will engage with as they live those lives.

### **METHOD**

This study was quasi-experimental with pretest-posttest control group design. The experimental design was conducted in this research because this research aimed to explore the relationship between instructional materials and writing skill. There were two variables in this experimental research. The first was the independent variable that was ELT research papers as authentic materials in teaching writing. The second variable was the dependent variable. *Writing skill* became the dependent variable which was affected by the independent variable.

### **Participants**

The population for this study was the fourth-semester students of English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia, with the total number of 75 students. The sample consisted of 50 students selected through cluster random sampling. The participants were then randomly divided into two classes: (1) II-B as the experimental group; and (2) II-A as the control group.



## **Instruments**

The instrument for this study was a writing test. The objective of the test was to ask the students to write a research paper based on the results of mini research that they had carried out before the treatment. The instruction of the writing test was also tested its readability. Readability is defined as reading ease, especially as it results from a writing style. To know the readability of the writing test, the researcher firstly asked the students who were not the members of the experimental or control group, to read and understand the instruction of the writing test. This step was necessary since there have been some cases in which students failed to do the test due to their difficulty to understand the given instruction. Hughes (1996) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that all students know what is intended. Third, the test writer should not rely on the students' power of telepathy to elicit the desired behavior. After the instrument was clearly readable, then, it was used to test the experimental and control group after the treatment.

There were two types of materials used in the treatment, ELT research papers as the authentic materials and the textbook materials. The textbook materials used to teach academic writing in English Education Study Program of IKIP PGRI Bojonegoro is the fourth edition of a book entitled "Writing Academic English" written by Oshima and Hogue in 2006. On the other hand, the authentic materials used in the treatment was the collection of journal articles focusing on ELT research.

## **Procedures**

There were two groups in this study, one experimental and one control. Before the two groups were treated by using different instructional materials, the pre-test was given. The pre-test was used to test the previous knowledge of the students. Then, the results of the pre-test were analyzed to know whether the students in the two groups have the same starting point or not. After that, the treatment was given to the two groups. ELT research papers as authentic materials were used to teach students in the experimental group while the control group was taught by using textbook materials which were provided by the faculty. After the treatment conducted to the two groups, the post-test was given to the two groups to measure their level of achievement. The results of the posttest, then, were analyzed by checking for the normality and homogeneity as prerequisite testing before *t-test*. At last, the data was tested by using a *t-test* to compare the mean of the two groups (experimental and control). All data yielded from this study was analyzed by using SPSS 16.0.

## FINDINGS AND DISCUSSIONS

### Findings

#### Pre-test Results

The pre-test was used to test the previous knowledge of the students included in the study. The test was given in the first meeting before giving any treatment. The students were asked to write a research paper based on a mini research they had done before the treatment. Then, the results of the test were analyzed based on some indicators, i.e. content and organization, usage, sentence construction, and mechanics. The scoring rubric used in this study was New Jersey Holistic Scoring Rubric (2015). The interrater scoring technique was also implemented in this study. There were two scorers who gave the score to the students' writing results. This was done to avoid subjectivity in scoring. The following table shows the summary of pre-test results of experimental and control group.

Table 1.  
Descriptive Statistics of Pre-test Results

Group	Number of Students (N)	Mean Score	Std. Deviation	Variance
Experimental	25	66.60	4.06	16.50
Control	25	65.92	3.36	11.33

The students' scores were converted into A, B, C, or D and were written down in the transcript. The score range from 0 – 59 was converted into D, 60 – 69 was C, 70 -79 was B, and 80 – 100 was A. The students who got D were 'failed' and they must join the remedial program. From the mean score of the class, it can be seen that the most students still got C point. The score was still under the passing grade of B point which is 70. It means that there was a problem that was needed to be solved in order to improve their achievement.

To prove that both of experimental and control class have the same starting point (balance), the mean scores of the two classes were compared and tested by using *t-test*. This balancing test must be done before comparing two groups/classes in order to ensure that the difference results of post-test are caused by the treatment, not by other factors such as different intelligence or others. However, before the data were tested by using *the t-test* to know the balance, the data must firstly be analyzed the normality and homogeneity. The results of the test show that  $p > 0.05$ , therefore, it can be concluded that the data was in normal distribution. The following is the results of normality test.

Table 2.  
Normality Test of Pre-test Results

Group	Asymp. Sig. (2-tailed)	Significance Level ( $\alpha$ )	Results	Conclusion
Experimental	0.55	0.05	$p > 0.05$	Normal

Control	0.21	0.05	p>0.05	Distribution Normal Distribution
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After the data was known that it was in normal distribution, then, the data was tested its homogeneity. The result of homogeneity test shows that the significant level is 0.29 which is higher than 0.05 or  $p>0.05$ , it means that the experimental group and the control group have the same variance (homogeneous).

The next is the analysis of balance test. Based on the result of balance test, the result of *t-value* is lower than *t-table* ( $t\text{-value} < t\text{-table}$ ). Therefore, it can be concluded that the experimental class and control class are in balance condition. The following is the summary of balance test.

Table 3.  
Balance Test

Variable	N	df	Mean	SD	t-value	t-table	$\alpha$	Conclusion
Experimental	25	48	66.60	4.06	0.64	2.01	0.05	Not Significant
Control	25		65.92	3.36				

### Post-test Results

The post-test was given after the two classes treated by different treatment. In this case, the experimental class was treated by using ELT research papers authentic materials and the control class was treated by using the textbook materials (previous textbook provided by the faculty). In the post-test, students were asked to write ELT research paper based on the results of mini research they had done before the treatment. The following table shows the post-test results of experimental and control group.

Table 4.  
Descriptive Statistics of Post-test Results

Group	Number of Students (N)	Mean Score	Std. Deviation	Variance
Experimental	25	72.88	3.11	9.69
Control	25	67.72	2.89	8.37

From the mean score of the two classes, it can be seen that the mean of the experimental class is higher than the control class. Therefore, it can be concluded that ELT research papers as authentic materials give good effect toward students' academic writing skill.

After the results of post-test between the two classes were gained, the data, then, were analyzed their normality and homogeneity as prerequisite testing before *t-test*. The *t-*

test of post-test results was the final test done in order to compare between the two classes (experimental and control class) whether or not there is a significant difference in the students' achievement from the two classes. The following table presents the results of normality test of the post-test results in details.

Table 5.  
Normality Test of Post-test Results

Group	Asymp. Sig. (2-tailed)	Significance Level ( $\alpha$ )	Results	Conclusion
Experimental	0.83	0.05	$p > 0.05$	Normal Distribution
Control	0.24	0.05	$p > 0.05$	Normal Distribution

After the data was known that it was in normal distribution, then, the data was tested its homogeneity. The result of homogeneity test shows that the significant level is 0.95 which is higher than 0.05 or  $p > 0.05$ , it means that the experimental group and the control group have the same variance (homogeneous).

The next is the analysis of *t-test*. Based on the result of *the t-test*, the *t-value* is higher than *t-table* ( $t\text{-value} > t\text{-table}$ ). Therefore, it can be concluded that there was a significant difference of students' academic writing skill between the students who were taught by using ELT research papers as authentic materials and those who were taught by using the textbook materials (previous textbook provided by the faculty). The following table shows the summary of *t-test* result.

Table 3.  
T-test of Post-test

Variable	N	df	Mean	SD	t-value	t-table	$\alpha$	Conclusion
Experimental	25	48	72.88	3.11	6.07	2.01	0.05	Significant
Control	25		67.72	2.89				

## Discussions

This study clearly reveals that the use of ELT research papers as authentic materials improved the quality of learning in the students. The use of ELT research paper as authentic instructional materials in teaching academic writing in terms of research paper writing significantly improved students' skill. Based on the results of *t-test* analysis, it can be concluded that there was significant difference of students' academic writing skill between the students who were taught by using ELT research papers as authentic instructional materials and those who were taught by using the textbook materials which is usually used by the teacher (previous textbook provided by the faculty). This agrees with

the findings of Oladejo, Olosunde, Ojebisi, and Isola (2011) who reveal that learners who were taught by using the improvised instructional material especially from the authentic materials yielded higher scores compared to those who were taught with the textbook instructional material. This finding is supported by the findings of Okobia (2011) who states that the lack of suitable instructional materials and resources cause the students to be passive participants in the learning process. Consequently, there is a lack of enthusiasm in the teaching and learning process by both teachers and students. The findings of this study which prove that authentic materials could significantly affect students' achievement were because, through authentic materials adaptation, teachers would be able to improve their ways of teaching which affect on students motivation and enthusiasm in the teaching/learning process. The materials were improved by considering students' needs, background knowledge, and level. The adapted authentic materials are more contextual than the textbook materials. That is why the adapted authentic materials are better than the textbook materials. This finding, however, contradicts those of Onasanya and Omosewo (2011) who revealed that there was no significant difference in the achievement of students who were taught with adapted authentic materials and textbook materials. Rahman (2013) also agrees that authentic materials can create an effective writing class. To create an effective writing class there should be a mixture of both effective materials and teaching techniques to engage the students with the tasks. Therefore, the students can enhance the opportunities for language learning.

After the use of ELT research papers as authentic materials in teaching writing, the common problems faced by the university students in writing research-based article, such as getting frustrated due to the lack of knowledge in the structure of research papers, the difficulty in organizing ideas into readable text, the difficulty in writing citations, the difficulty in finding some technical terms, and the difficulty in making inferences were decreasing. The students became more motivated, therefore, it also affects their writing skill in which becomes better than before.

Tamo (2009) states that many researchers agree of using authentic materials because of their common idea: “expose”, exposure to “real language in authentic life”. In other words, the benefit of using authentic materials is that the students get from being exposed or get involved in the real language in authentic materials. The authentic materials should be used in accordance with the students' level of knowledge and the students should be helped by their teachers to overcome the difficulties they encounter.

On the other hand, the students who were taught by using textbook materials achieved lower results in writing skill. This is due to textbooks may not reflect students'

needs since they are written for global markets (Richards, 2005). Besides, textbook materials are less motivating. Consequently, less motivating teaching materials affect on students' writing skill.

Findings from the present study have some implications for the educational policy makers. These include (1) there should be policy formulation that will ensure adequate provision for instructional materials; (2) all subjects/courses teachers should be exposed to and trained in the art of improvisation of instructional materials on a regular basis so as to make teaching-learning more effective.

The study concluded that the importance of instructional materials in the development of learners' intellectual abilities and attainment of teaching/learning objectives cannot be undermined. The students taught with the *ELT research paper as instructional material* have excellent achievement scores compared with those taught by using the materials which are usually used by the teacher (previous textbook provided by the faculty). Improvised instructional material encourage creativity, bringing learning homewards and often better suited to the climatic conditions of the local environment which improve and enhance

## CONCLUSIONS AND SUGGESTION

Based on the research findings, it can be concluded that authentic materials are effective for teaching writing skill and improving students' writing skill, in this case, is research-based article writing. Consequently, teachers should choose the suitable materials for teaching writing to the students in order to improve their writing skill, in this case, to choose authentic materials rather than employing non-authentic materials.

As the result, authentic materials are proved as an effective material to teach writing. it is so because it offers the possibility for the students to build their courage and to need their curiosity on the genuine language as used by the native speakers. In using authentic materials in teaching writing, teachers should consider some aspects, i.e. the form of authentic materials, the source of authentic materials, how teacher considers authentic materials in teaching writing, how teacher uses authentic materials in teaching writing, the advantages and disadvantages of using authentic materials, the difficulties in using authentic materials, and the solution offered by the teacher.

This study was limited to research-based article writing taught to university students majoring in English Education. This study was implemented in a small scale which is in one university in Indonesia. Therefore, it is highly recommended to other

researchers to conduct such kind of research on a wider scale and context to get more comprehensive results.

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