CHAPTER 2
LITERATURE REVIEW

2.1 Authentic Material
2.1.1 Definition of Authentic Material

Authentic material that is often used in Creative Writing learning is text-based or printed authentic material. The term authentic material has been defined in different ways. Gardner and Miller (1999) stated that authentic material not produced for language learning, authentic material means any text (print or digital) or tapes produced for purposes other than education or teaching of the target language. Another definition according to Ellis and Johnson (1994), authentic material is any kind of content that comes from the real world and is not explicitly developed for language teaching. It may consist of text, graphics, or audio; realia, such as tickets, menus, maps, and schedules; or objects, such as things, equipment, components, or models. Based on these opinions, it can be understood that authentic materials are printed material that intended for daily activities, such as entertainment, advertising, information media, and others, then those materials are used in learning activities in the classroom to give an impression or experience of how to use the material in everyday life. In line with the statement above, House (2014) stated that a printed media or text is authentic if it is composed of actual real language and was written or spoken by a real person for a real audience (native). Students can engage in thinking about the social, cultural, and political when exposed to authentic resources. Based on this opinion, it can be understood that using authentic materials are a form of real implementation of real language in real life.

In general, authentic materials are not for pedagogical purposes or learning, but the initial purpose of making is in the broad social interest. But, in this modern era, authentic materials are selected as one of the language teaching systems that are considered appropriate to use because it is actual and tested because authentic material was arranged based on situations in the real

world, so that students are more easily accepted in the process language learning and its effectiveness has been tested from time to time.

2.1.2 The Use of Authentic Material in Writing Classes

In the early 2000s, research on the use of authentic materials in writing classes began to be carried out, some of them come from Martínez (2002), he stated that authentic material can be inspirational for many students in writing classroom. Continued by Crossley et al. (2007), their study shows that the ability of student to show the connection between cause-and-effect comprehension, to build concepts, and to develop narrative plot lines is improved when authentic text materials are used. But, the result of their study also shows that simplified/artificial materials give more benefits to beginner as the texts use more repetitions and high frequency words which help comprehension. So, for novice learners, authentic material is not the right choice, there must be certain changes to suit their language skills. In the following year, the study from Oguz and Bahar (2008), shows that authentic material or real source material can increase student's learning motivation in English classroom, authentic materials are the suitable and good media for students to develop their interest and create learning process as a real life context.

Various studies in the 2010s regarding the use of authentic materials also shows that the use of authentic materials in English classes has a positive impact on students, including research from Wiguna (2015), he stated that utilizing authentic or natural resources helps improve students' writing abilities. In the line with this, Nuriyya (2018) carried out a related study in which she looked into how vocabulary is affected by real resources. The study concentrated on the ways that real materials support vocabulary growth. She discovered that teaching language with authentic material is crucial and an excellent method for vocabulary acquisition. She advised all language teacher to use real materials. In the following year, the study from Styati (2016), the result of her study, by using authentic materials as the learning media in writing class, many of students are enthusiastic looking to the material and when they

write the paragraph, they are also more active and have significant improvements on their writing. Then, Sundana (2017), his study shows that students preferred learning writing using real-world examples because it made it easier for them to come up with creative ideas. Using authentic material was a fantastic idea to teach writing by having students read articles from the real sources, such as websites, magazines, and newspapers since they can use these resources to get ideas, learn how to write, obtain a lot of information in writing, and expand their vocabulary.

Research on the use of authentic materials can also be found within the last 5 years, the first is from Rao (2019), the result of his study shows that with a little of creativity, English teachers can use real or authentic resources to make learning engaging and enjoyable in the classroom. When authentic material or real content is used as the learning medium, an engaging learning environment and atmosphere is created in English language classrooms, and motivation among students rises. His research also shows that the use of authentic resources in teaching English has several benefits, including making the students more engaged and enthusiastic. Authentic materials in his research include computers, games, audio-visuals, graphs, images, boards, and more. Followed by research from Sari et al. (2020), they found that authentic material can be defined as a materials or tools which can inspire students to think creatively and to be interested in learning about the subject.

Based on research conducted by previous researchers, it can be found that the use of authentic material has many positive impacts on student learning in writing classes, such as this authentic material can expose students to the real world, gain information and inspiration, increase vocabulary, and not be boring in learning process. The difference with previous research is that the current research focuses on perceptions from students who have taken Creative Writing class, not just general writing classes.

2.1.3 The Disadvantages of Using Authentic Material

Several disadvantages in the use of authentic materials were also found in several studies, first is from Mudra (2014), his study shows that authentic materials are also have disadvantages, that the materials are too specific and have higher difficulties for EFL learners. In line with this, Febrina (2017), the result of her study shows that there are the target language has some cultures, contexts, and habits that may not be appropriate or known in other cultures from authentic material. Cultural transformation or culture shock may occur if the students are exposed to different cultures that contained in authentic materials.

2.2 Students' Perception
2.2.1 Definition of Perception

The study's primary area of focus is students' perceptions. Perception is based on emotions, presumptions about human nature, and awareness of other factors (Stewart, 2009). Perception is closely connected to a person's psychological state and certain aspects of his or her personality. The process of perception is initiated by the sense organ. According to this process of information acceptance by the human brain, a person is always interacting with his or her surroundings (Slameto, 2010). While Mulyana (2007) claimed that perception is an internal process that allows us to select, arrange, and interpret environmental inputs, that process may also have an impact on our behavior. In addition, perception is the impression that a person has of a specific item and is influenced by both internal and external elements, such as personal control over behavior and external circumstances. These statements are also supported by Walgito (2001), he stated that perception is influenced by stimulus, environment and culture.

Based on the definition above, it can be concluded that students' perception in this research is a process of how students organize and interpret their experience, feelings, and their belief or knowledge on the use of authentic material in Creative Writing class. Students' perception is the process of

students' treatment of information about an object that applies in their environment, especially in the classroom through observation with their sense and students can give meaning or interpret the observed object.

2.2.2 Types of Perception

According to Solso (2007), perception is divided into two types, positive perception and negative perception.

1. Positive perception

   Positive perception is assessment of an object with a positive view and in accordance with what is expected. Positive perception is caused by individual's satisfaction, knowledge, and experience with the object being perceived.

2. Negative perception

   Negative perception is assessment of an object with a negative view. This negative perception is caused by the individual's dissatisfaction with the object, the individual's lack of knowledge, and the individual's lack of experience with the object being perceived.

2.3 Creative Writing Course

2.3.1 Definition of Creative Writing

In general, there are some definitions about Creative Writing. First, according to Harmer (2007), creative writing consists "imaginative tasks, such as writing poetry, stories, and plays." Instead of a realistic aim, an instrumental one, or the diffusion of knowledge, it is most frequently utilized for aesthetic purposes. Hyland (2002) explained, creative writing as "any writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically think of novels, short stories, and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative nonfiction such as personal and journalistic essays".

It can be concluded that Creative Writing is creation of texts with an aesthetic goal as opposed to a strictly informative, instrumental, or pragmatic

one. Poems, stories, letters, journal entries, blogs, and essays are the most common types of products in Creative Writing. A creative form of literature, creative writing requires us to utilize our own imagination, creativity, and story to express a certain idea, feeling, emotion, or plot. It defies the limitations imposed by conventional writing styles and is entirely based on our individual preferences and experiences.

The definition of Creative Writing above is also in accordance with Siliwangi University's Creative Writing course, based on data obtained from the syllabus, Creative Writing is "original writing that expresses ideas and thoughts in an imaginative way", it can be any type of writing that is produced with creativity in mind, including fiction, creative nonfiction, and poetry.

2.3.2 Learning Objectives in the Creative Writing Course

The design of this Creative Writing course is to encourage students' creative potential. In accordance with its own syllabus, the goal of the course is to provide students with an introduction to the composition of original poetry and short fiction as well as tools for studying the various ideas and values that are expressed in these genres as discourses. Writing will be guided through instruction in literary devices for the learner. Students will read excellent works by chosen authors in addition to writing compositions that adhere to literary rules. Students will gain the ability to evaluate both their own and other people's writing. They will be urged to complete their literacy assignments in each. This creative writing course's goal is to let students express themselves, whether it's through opinions, thoughts, or emotions. Creative writing is written to entertain or educate someone, to create awareness about something or someone, or to express one's opinions, as opposed to merely providing information or motivating the reader to do an action that is advantageous to the writer.

2.3.3 Activities in the Creative Writing Class

Based on observation and the design of Creative Writing course syllabus, there are many activities in the Creative Writing class, such as writing poetry and followed by analyzing several works from selected authors. The things

analyzed include grammar, the meaning the author wants to convey, and the beauty of diction. Several narrative works were also analyzed, including novel, fanfiction, diary, and true event story. Things analyzed included language style, content, the way to express idea, the way conflict is formed, characterization, and way of plot development. Apart from analyzing, students also create their own work or what is usually called a project. This project is not finished immediately, but there is a drafting and peer editing process that must be gone through, this makes the students not stressed because they have many opportunities to express their work. Sharing sessions are also present in this class, where students can express their opinions about an art or work, such as things they like and things they don't understand. These various activities make the Creative Writing class are lively and exciting because the materials are relevant to them.

2.4 Study of the Relevant Research

This study is related to several others. The initial one is by Chamba, Reinoso, and Rengifo (2019). Writing is regarded as one of the most important communication skills since it is productive; nonetheless, EFL students find it challenging to create writings that are both communicatively and linguistically competent. With a focus on writing abilities, this study aims to investigate the advantages of using real materials with EFL learners. A control group and an experimental group were formed from the participants. Data was gathered in this case study through a structured pre test, a structured post test, and an opinion survey, where the application of actual materials made up 50% of daily two-hour classes. A rubric created specifically for this analysis was used to evaluate all data. This study, which is grounded in the Communicative Language Teaching Approach, also addresses a number of ideas related to authentic materials and the perspectives of the researchers. With the aid of real-world examples, the findings improved students' writing abilities and illuminated the perspectives of the participants.

The second research was done by Setyowati (2019). According to her research, few foreign languages (FL) writing instructors or lecturers are drawn to using real resources. However, when carefully chosen, authentic materials can be an effective aid for learning to write. This study aims to explain why and how FL writing professors and teachers should use actual materials to teach writing in the classroom. This study is based on the author's firsthand experience using real materials when instructing university-level writing. The use of authentic materials in the teaching of writing is recommended for a number of reasons, including the following. 1) These materials can act as a link between what is learned in the classroom and what is available outside the classroom. 2) Many authentic materials are interesting and motivating for the teaching and learning process. 3) phases of instruction pre-activity for background knowledge preparation, during activity, and post activity can be elaborated in the classroom and applied for FL writing. Foreign language learners benefit greatly from using real resources for EFL writing because it develops both their language and critical thinking abilities.

The last previous study is from Setyowati and Sukmawan (2019). Their findings indicate that it is difficult to teach writing. Writing instructors frequently struggle to find materials that are appropriate for their students. The purpose of this research is to 1) discuss the theoretical relationship between content-based instruction and authentic materials that language teachers can use to teach writing in the classroom, 2) review prior research on authentic materials used to teach writing, 3) describe the kinds of authentic materials that can be used to teach writing, and 4) discuss the benefits and drawbacks of doing so. The approach employed was content-focused qualitative research. Human beings and documentation served as the primary tools. The results of the thorough review of the literature indicate that: 1) one of the key components of content-based instruction is the use of authentic materials for teaching; 2) the majority of studies in the field of authentic materials for teaching writing demonstrate the effectiveness of authentic materials for teaching procedure texts, descriptive texts, and essay writing; and 3) the kinds of authentic materials used for teaching writing are

classified based on how they are transmitted, including audio, visual, and written materials.

The studies above are relevant to this research because they show that authentic materials have a positive effect on students' academic abilities, especially in writing skills. However, what is loaded is the impact on their academic abilities, not the impact on their feelings and beliefs regarding the use of authentic materials. Then this research was made to provide clarity about how the students themselves perceive the use of authentic materials that they explore outside the classroom and what they find in the classroom. What they know about authentic material and how do they believe and feel when using authentic materials as a bridge to enrich their knowledge of using English in classrooms and everyday life.