

## **CHAPTER IV**

### **FINDING OF THE RESEARCH**

#### **A. Description of SMP NU 1 Bumijawa Tegal**

##### **1. The history of SMP NU 1 Bumijawa**

SMP NU Bumijawa was built in year 2003, that is seven years ago. When it was opened first time, students had to use the building of MDA (Madrasah Diniyah Awaliyah) by turns. By self-support of local population in years 2005, SMP NU 1 Bumijawa had the building.

In the first time, SMP NU 1 Bumijawa had one class (VII), which had 30 students. And one year later, the amount of students were increase become 72 and in the next year increased become 105 students which were consist of class VII, class VIII, and class IX.

##### **2. Curriculum**

Curriculum that used in English lesson of SMP NU 1 Bumijawa based on level curriculum of education unit. That is, the standard competence which must be reached is students capable to communicate using English in spoken or written language accurately and fluency. It means that they have to master four language skills; they are reading, listening, speaking and writing.

On the other hand, SMP NU 1 obligated to the students to choose one of some extracurricular that had to be followed. They are; volley ball handled by Mr. Arif as the sport teacher, scouting handled by Mr. Mulyadi and embroider handled by Mrs. Yuni.

##### **3. Organization structure of SMP NU 1 Bumijawa**

For accelerating the work communication of institution, including SMP NU 1 Bumijawa as an institution of education, needed the clarity of organization structure on authority organization itself.

Divisions of work structure that clear in each field facilitate the work base on their task and obligation. Also it was done with responsible

to compose effective cooperation. In the school, there were school committee, headmaster, teacher of the lessons, and staff administration.

#### 4. Teacher existence

The teacher existence in an institution of education is very influent to the quality of the institution of education. Because of a teacher as one of interesting factors that influence to the teaching learning process, SMP NU 1 Bumijawa had the amount of teacher 15, included one employee. And almost of them were bachelor of degree.

#### 5. Students existence

Students as object and subject of education as factor that is very important in teaching-learning process. SMP NU 1 Bumijawa in the academic year 2009/2010 had 174 students.

Table 4.1

Students of SMP NU 1 Bumijawa in the Academic Year of 2009/2010

Class	Amount		Total
	Male	Female	
Class VII A	11	14	25
Class VII B	12	13	25
The amount of students in class VII	23	27	50
Class VIII A	15	17	32
Class VIII B	19	13	32
The amount of students in class VIII	34	30	64
Class IX A	14	16	30
Class IX B	15	15	30
The amount of students in class IX	29	31	60
The total of amount students	86	88	174

## B. Description and Analysis of the Activities

### 1. Description and Analysis of Pre Cycle

The teaching process in pre cycle to the class VII B was done on Friday, 22 January, 2010. In pre cycle phase, the material that taught was procedure text. The pre cycle phase had function to know the students' achievement in writing organization of procedure text by using teacher-centered approach before students-centered approach used with realia as the media.

In this activity, the teacher did teaching practice as usual. The teacher explained procedure text including; the definition, generic structure, and the lexicogrammatical features, then he gave the example of descriptive text. In pre test, the students were asked to write a procedure text according to their experiences or the choice that was given by the teacher. The time allotment was 30 minutes. The purpose of this activity was to measure the students' ability in writing organization of procedure text before implementation realia as the media used in the teaching learning process. And the result of pre test would be compared to the students' test result after implementing realia as the media used in the teaching learning process. The pre-test result can be seen in the table as follows:

Table 4.2

Students' Result in Pre-Cycle

No	Name	Raw Score	Ripe Score
1	Abdul Mutholib	3	60
2	Abdurrokhim	2	40
3	Aditya Novitasari	3	60
4	Chumaeroh	3	60
5	Didi Triyono	1	20
6	Dwi kurniawan	2	40
7	Enten Sri Sayekti	3	60

8	Ikhwan Lulu Ul Fadhli	1	20
9	Karisma	3	60
10	Khoerul Amaludin	2	40
11	Khusnul Aulia Ilmi	1	20
12	Krisddiantoro	2	40
13	Mahfirotul Janah	2	40
14	Muhamad Ibnu Saputra	2	40
15	Muhamad Sahrul syarif	3	60
16	Nani Kartini	2	40
17	Nurlaela Rahmawati	2	40
18	Padilah Fitriyani	2	40
19	Pipit Setiawan	3	60
20	Saputri Lestari	2	40
21	Sonik Afriyanto	1	20
22	Tio Saputro	2	40
23	Tis'atun	2	40
24	Titin Atiqoh	3	60
25	Winta Ayuningtias	3	60
The Total Score		55	1100

From the result above, the researcher calculated the mean of the score of students' writing result using the following formula:

$$\text{Mean of student's score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\begin{aligned}\text{Mean of students' score} &= \frac{1100}{25} \\ &= 44\end{aligned}$$

From the analysis above, it can be seen that the average of the students' writing result in pre test was 44. It means that the students' ability in writing procedure text was still poor.

The result of pre test was not satisfactory yet. Most of the students in class VII B still had difficulties to write organization of procedure text. Because they just imagine the idea and they also had to translate it in English so that they felt confused to write the text. In this case, there were some students wrote the organization of procedure text was lack complete and illogic so it was very difficult to deduce connection between the sentences.

Hence, it was important to improve students' writing skill especially procedure text. It could be necessary to do treatment (action research) as the effort to improve students' understanding in writing procedure text.

## **2. Description and Analysis of the First Cycle**

The first cycle was conducted on Thursday, 28 January, 2010. The teacher explained procedure text (the definition, generic structure and lexiogrammatical of the procedure text). He also used media and gave some questions related to the material. The students paid attention seriously when the lesson was presented. Further research explained as follow:

### **a. Planning**

The teacher prepared lesson plan, worksheet, formed group work, evaluation form to the first cycle, and prepared the realia that would be used.

### **b. Acting**

In the first cycle, the teacher taught about procedure text. The teacher entered to the class and greeted the students, they responded the researcher's greeting, and then the researcher checked the students' attendances, at that time no one student was absent.

Before the teacher started the lesson, the teacher gave the students warming up by giving them some question related to the material (for example what is your favorite food? And do you know the way to make the food?). Then, the teacher gave explanation about

procedure text included the social function of procedure text, generic structure and language feature of procedure text. After that the teacher gave the students example of the procedure text by demonstrating the object in the class (how to activate hand phone). To know the students' understanding, the teacher gave the students exercise in group. Students were divided into four groups. Then, each group was given a set of paper pieces that content jumbled sentences. They had to arrange the jumbled sentences become correct arrangement. And the first group finished their work is the winner.

After that, the teacher gave them realia as other model of procedure text, and in that time the teacher used notebook. First, the teacher demonstrated how to operate the notebook. The students were asked to pay attention and observe to the teacher's demonstration. They had to analyze the operating process of notebook because it contains the generic structure of the procedure text that would give them some ideas for their writing. Then, the teacher invited some students who want to try operating of notebook and other students observed it.

In the last activity, the teacher asked students to write procedure text based on the realia had given. And students' score in first cycle could be seen in the table as follow:

Table 4.3

The Test Result in First Cycle

No	Name	Raw Score	Ripe score
1	Abdul Mutholib	4	80
2	Abdurrokhim	3	60
3	Aditya Novitasari	3	60
4	Chumaeroh	4	80
5	Didi Triyono	2	40
6	Dwi kurniawan	3	60

7	Enten Sri Sayekti	4	80
8	Ikhwan Lulu Ul Fadhli	2	40
9	Karisma	3	60
10	Khoerul Amaludin	2	40
11	Khusnul Aulia Ilmi	2	40
12	Krisddiantoro	3	60
13	Mahfirotul Janah	3	60
14	Muhamad Ibnu Saputra	3	60
15	Muhamad Sahrul syarif	4	80
16	Nani Kartini	3	60
17	Nurlaela Rahmawati	3	60
18	Padilah Fitriyani	2	40
19	Pipit Setiawan	3	60
20	Saputri Lestari	3	60
21	Sonik Afriyanto	2	40
22	Tio Saputro	3	60
23	Tis'atun	3	60
24	Titin Atiqoh	3	60
25	Winta Ayuningtias	4	80
The Total Score		74	1480

From the result above, the researcher calculated the mean of the score of students' writing result using the following formula:

$$\text{Mean of student's score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\begin{aligned}\text{Mean of students' score} &= \frac{1480}{25} \\ &= 59.2\end{aligned}$$

From The analysis above, it is clear that the mean of students' writing result of first cycle was 59.2. It means that the students writing

value was near of fair and it did not yet reach the minimum passing grade.

### c. Observing

The researcher observed students in learning process in the class by using observation instrument. This observation was done in learning process of using realia to teach writing organization of procedure text at the first grade of SMP NU 1 Bumijawa Tegal. There were notes for students' participation in this research. It could be seen in the table below:

Table 4.4  
Score of observation in First cycle

No	Aspects That Observed	None (%)	A few (<20 %)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total Score
1	The students' attendance					v	5
2	The students pay attention to teacher's explanation				v		4
3	The students show curiosity by asking the questions		v				2
4	The students are enthusiastic in responding teacher's quiz or group work			v			3
5	The students are enthusiastic to interact with the realia			v			3
6	The students pay attention well to the teacher's demonstration in a procedure by using realia			v			3
7	The students' discipline in doing		v				2



	the test						
	Total Score	0	4	9	4	5	22

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{22}{35} \times 100\% \\
 &= \mathbf{62,86\%}
 \end{aligned}$$

From the result of observation could be seen that students' activeness was little enough. Although students' attendance was 100%, but there were some students still did not focus on the material and there were some students did not pay attention to the teacher explanation because they spoke with their friends (50%). When the teacher gave the material, just a few students were brave to ask to the teacher, it was about 12%. They were Enten Sri Sayekti, Chumaeroh and Muhamad Sahrul syarif. Students' enthusiastic in their quiz or group work were 44%. When the teacher demonstrated a procedure by using realia, there were students paid attention (48%) and many students wanted to interact with the realia directly (36%). In the last meeting, the teacher gave students test. The students' discipline in the teaching learning process was about 16%. Many of students did not do their work; many of students ask to other students to do their work (14%) about uncertain to express their ideas in group work or in individual work, they did not discipline in doing the test and there were some students also were passive in learning process.

#### **d. Reflecting**

The result of the first cycle was considered as implementation. It had an improvement compared with the pre-test, but the students' test results were not satisfied yet. It was caused some students had difficulties in translating the Indonesia words in to English, so they still had some missing words in order to the sentences were not logic. The reason of it was the students felt shy to ask to the teacher,

although the teacher had given the motivation to them in writing. And there were six students got poor level.

After observation was done, the teacher and the researcher discussed related to the implementation of the teaching-learning by using realia for the things that must be improved in the class. Then after finishing the teaching-learning in this cycle, the teacher and the researcher did the reflection to the implementation of the learning by discussing the problems that faced in the class. From the result of evaluation in this cycle, could be concluded that must be reflected to the next cycle, they as follow:

- 1) The teacher asked the students to more focus and asked them to do their work by their self
- 2) The teacher should manage the class well and made class be conductive so that it was hopefully make the students be more active
- 3) The teacher gave motivation to the students so that they were brave to ask or to express their ideas.
- 4) The teacher gave more attention and motivation to the students that still got poor level.

From the reflecting above, it was hopefully become solution of the problem in learning process. And the result of the reflection could be used as the effort to make improvement in the next cycle.

### **3. Description and Analysis of Second Cycle**

The second cycle was conducted on Friday, 29 January, 2010. The teacher explained procedure text (the definition, generic structure and lexicogrammatical of the procedure text). He also used realia and gave some questions related to the material. The students paid attention seriously when the lesson was presented. Further research explained as follows:

**a. Planning**

The teacher prepared lesson plan, worksheet, formed group work, evaluation form to the second cycle, and prepared the realia that would be used.

**b. Acting**

In the second cycle, the teacher taught about procedure text. The teacher entered to the class and greeted the students, they responded the researcher's greeting, and then the researcher checked the students' attendances, at that time no one student was absent.

Before the teacher started the lesson, the teacher gave the students warming up by giving them some question related to the material was given in the previous meeting. Then, the teacher reviewed the explanation about procedure text included the social function of procedure text, generic structure and language feature of procedure text. After that the teacher gave the students example of the procedure text, in this time the teacher showed rubbish wrapping of tea. And the teacher asked them to analyze the generic structure together. To know the students' understanding, the teacher gave the students exercise in pairs. Each pair was given a copy of paper task. They had to match the sentence based the picture and write down the sentences in below of picture.

After that, the teacher gave them realia as other model of procedure text, and in that time the teacher used material needed in making a glass of tea. First, the teacher demonstrated how to make a glass of tea. The students were asked to pay attention and observe to the teacher's demonstration. They had to analyze the process of making a glass of tea, because it contains the generic structure of the procedure text that would give them some ideas for their writing. Then, the teacher invited some students who want to try making it. And other students observed it.

In the last activity, the teacher asked students to write procedure text based on the realia had given. And students' score in second cycle could be seen in the table as follow:

Table 4.5

## The Test Result in Second Cycle

No	Name	Raw Score	Ripe Score
1	Abdul Mutholib	4	80
2	Abdurrokhim	3	60
3	Aditya Novitasari	4	80
4	Chumaeroh	4	80
5	Didi Triyono	2	40
6	Dwi kurniawan	4	80
7	Enten Sri Sayekti	4	80
8	Ikhwan Lulu UI Fadhli	2	40
9	Karisma	4	80
10	Khoerul Amaludin	3	60
11	Khusnul Aulia Ilmi	4	80
12	Krisddiantoro	4	80
13	Mahfirotul Janah	3	60
14	Muhamad Ibnu Saputra	4	80
15	Muhamad Sahrul syarif	5	100
16	Nani Kartini	3	60
17	Nurlaela Rahmawati	4	80
18	Padilah Fitriyani	3	60
19	Pipit Setiawan	3	60
20	Saputri Lestari	4	80
21	Sonik Afriyanto	3	60
22	Tio Saputro	3	60
23	Tis'atun	3	60
24	Titin Atiqoh	4	80

25	Winta Ayuningtias	4	80
The Total Score		88	1760

From the result above, the researcher calculated the mean of the score of students' writing result using the following formula:

$$\text{Mean of student's score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\begin{aligned}\text{Mean of students' score} &= \frac{1760}{25} \\ &= \mathbf{70.4}\end{aligned}$$

From analysis above, it is clear that the mean of students' writing result of second cycle was 70.4. It means that the students writing value was fair and had reached the minimum passing grade.

And the result of the second cycle was better than the previous one. It could be concluded that any improvement compared with the test in first cycle, but there were two students that did not yet get the minimum passing grade. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better guidance in using the realia.

### c. **Observing**

The researcher observed students in learning process in the class by using observation instrument. This observation was done in learning process of using realia to teach writing organization of procedure text at the first grade of SMP NU 1 Bumijawa Tegal. There were notes for students' participation in this research. It could be seen in the table as follows:

Table 4.6  
Score of observation in Second cycle

No	Aspects That Observed	None (%)	A few (<20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students' attendance					v	5
2	The students pay attention to teacher's explanation				v		4
3	The students show curiosity by asking the questions			v			3
4	The students are enthusiastic in responding teacher's quiz or group work			v			3
5	The students are enthusiastic to interact with the realia			v			3
6	The students pay attention well to the teacher's demonstration in a procedure by using realia			v			3
7	The students' discipline in doing the test			v			3
Total Score		0	0	15	4	5	24

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$= \frac{24}{35} \times 100\%$$

$$= 68,57\%$$

In this observation, it showed that students were more active than in first cycle. All of students attend the class (100%). Students more focus in learning process (60%) although there were few students still did not pay attention, they spoke with their friends. The students show curiosity by asking the questions (32%), there were some students still afraid or shy ask to the teacher. The students were enthusiastic in responding teachers' quiz or group work (48%). In this meeting the students were enthusiastic to interact with the realia (40%), they paid attention well to the teacher's demonstration in a procedure by using realia (48%) and many students were discipline in doing the test (40%).

**d. Reflecting**

The teacher and the researcher still discussed related to the implementation of the teaching-learning by using realia for the things that must be improved so that all of students could get the standard score, which was they got minimum fair level. Then after finishing the teaching-learning in this cycle, the teacher and the researcher did the reflection to the implementation of the learning by discussing the problems that faced in the class

The result of the second cycle was better than the previous one. It could be concluded that there was improvement compared with the test in first cycle, but there were two students that got the low score. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better guidance in using the realia.

After finishing the teaching-learning in this cycle, the teacher and the researcher did the reflection to the implementation of the learning by discussing the problems that faced in the class. From the result of evaluation in this cycle, could be concluded that must be reflected to the next cycle, they as follows:

- 1) The teacher asked the students to more focus and asked them to do their work by their self, and gave warning to the students made noisy class.
- 2) The teacher should manage the class well and made class be conductive so that it was hopefully make the students be more active
- 3) The teacher gave motivation to the students so that they were brave to ask or to express their ideas and the teacher stimulated by giving reward to the active students.
- 4) The teacher gave more attention and motivation to the students that still got poor level.

#### **4. Description and Analysis of Third Cycle**

The third cycle was conducted on Thursday, 05 February, 2010. The teacher used the same technique as the previous one, and the students did the same activity as the same in the second cycle. The students paid attention seriously when the lesson was presented. Further research explained as follows:

##### **a. Planning**

In this cycle, the teacher planned some activities to get maximum result. The teacher tried to overcome the weakness such as in the previous cycles. The planning of third cycle such arranged the lesson plan, student worksheet, realia, observation checklist and evaluation test were more prepared.

##### **b. Acting**

The teacher entered to the class and greeted the students, they responded the researcher's greeting, and then the researcher checked the students' attendances, at that time no one student was absent.

Before the teacher started the lesson, the teacher gave the students motivation more to students especially students who were less active in the class and students who still got poor level.



The teacher reviewed the previous realia that had been demonstrated to give warming up to the students. The teacher gave students some question related to the material was given in the previous meeting. Then, the teacher gave students exercise had to analyze the text that was given, and after that they were asked to correct their work together. After that, the teacher showed and demonstrated the realia had been prepared. In this time, the teacher used the material were needed in making a glass of apple juice.

Finally the teacher asked them to rewrite organization of procedure text based on the realia that had been given. After it was done, the teacher collected and assessed the students' writing result. The score of students in third cycle could be seen in the table below:

Table 4.7

## The Test Result in Third Cycle

No	Name	Raw Score	Ripe Score
1	Abdul Mutholib	5	100
2	Abdurrokhim	4	80
3	Aditya Novitasari	4	80
4	Chumaeroh	4	80
5	Didi Triyono	3	60
6	Dwi kurniawan	4	80
7	Enten Sri Sayekti	5	100
8	Ikhwan Lulu Ul Fadhli	3	60
9	Karisma	4	80
10	Khoerul Amaludin	4	80
11	Khusnul Aulia Ilmi	4	80
12	Krisddiantoro	4	80
13	Mahfirotul Janah	3	60
14	Muhamad Ibnu Saputra	4	80
15	Muhamad Sahrul syarif	5	100

16	Nani Kartini	4	80
17	Nurlaela Rahmawati	4	80
18	Padilah Fitriyani	3	60
19	Pipit Setiawan	4	80
20	Saputri Lestari	4	80
21	Sonik Afriyanto	4	80
22	Tio Saputro	4	80
23	Tis'atun	4	80
24	Titin Atiqoh	4	80
25	Winta Ayuningtias	5	100
The Total Score		100	2000

$$\text{Mean of student's score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\begin{aligned}\text{Mean of students' score} &= \frac{2000}{25} \\ &= \mathbf{80}\end{aligned}$$

From analysis above, it was clear that the mean of students' writing result of third cycle was 80. It means that the students writing value was good and it had reached the minimum passing grade. And the result of the third cycle was better than the previous one. It could be concluded that any improvement compared with the test in second cycle.

### c. Observing

The researcher observed students in learning process in the class by using observation instrument. This observation was done in learning process of using realia to teach writing organization of procedure text at the first grade of SMP NU 1 Bumijawa Tegal. There were notes for students' participation in this research. It could be seen in the table as follows:

Table 4.8  
Score of Observation in Third Cycle

No	Aspects That Observed	None (%)	A few (<20%)	Half (20%-49%)	Many (50%-69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students' attendance					v	5
2	The students pay attention to teacher's explanation				v		4
3	The students show curiosity by asking the questions			v			3
4	The students are enthusiastic in responding teacher's quiz or group work				v		4
5	The students are enthusiastic to interact with the realia				v		4
6	The students pay attention well to the teacher's demonstration in a procedure by using realia					v	5
7	The students' discipline in doing the test				v		3
Total Score		0	0	3	16	10	29

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{29}{35} \times 100\% \\
 &= \mathbf{82,86\%}
 \end{aligned}$$

From the observation that researcher was done, it showed that students were more active than in second cycle. All of students attend

to the class (100%), when the teacher explained the material; students paid attention (68%) and responded to the teacher's explanation or teacher's question well (60%). Students did not afraid to ask when they did not understand (52%) and they were enthusiastic to interact with the realia (80%). In the last activity, the teacher gave the students test and they did their work by themselves (68%).

#### **d. Reflecting**

The result of the third cycle was better than the previous one. It could be concluded that any improvement compared with the test in second cycle and in this cycle all of students had reached the minimum passing grade.

Facilitating students' understanding in writing organization of procedure text was able to improve students' achievement. Based on result of the research in third cycle, the research was stopped, because the students' achievement was regarded good enough.

The Analysis of the students understanding in writing organization of procedure text after treatments in third cycle could be seen as follow:

- 1) Students wrote procedure text good enough. They wrote organization of procedure text clear enough, even though the vocabulary and grammar that used sometimes was still inappropriate.
- 2) By more motivation and attention from the teacher, the student who got poor score could improve their writing in order to they got better score.
- 3) Students did not afraid for asking to the teacher when they felt confused or did not the meaning of some words. So, it helped to them in their writing.

### C. Discussion of Research Finding

The discussion result that related to study in the result action from the pre cycle, first cycle, second cycle and third cycle that was: the students' achievement show the improvement from the pre cycle until the last cycle (third cycle). It can be seen from the comparison of mean in each cycle as follow:

Table 4.9

Comparison of Mean in pre cycle and in cycles

No	Action	Mean
1	Pre cycle	44
2	First cycle	59.2
3	Second cycle	70.4
4	Third cycle	80

From the table above, the students' mean was increasing, that is 44 in pre cycle. And it increased in pre cycle become 59.2. It also increased become 70.4 and in the last (third cycle) became 80. The improvement mean of students' achievement can be seen from diagram as follow:

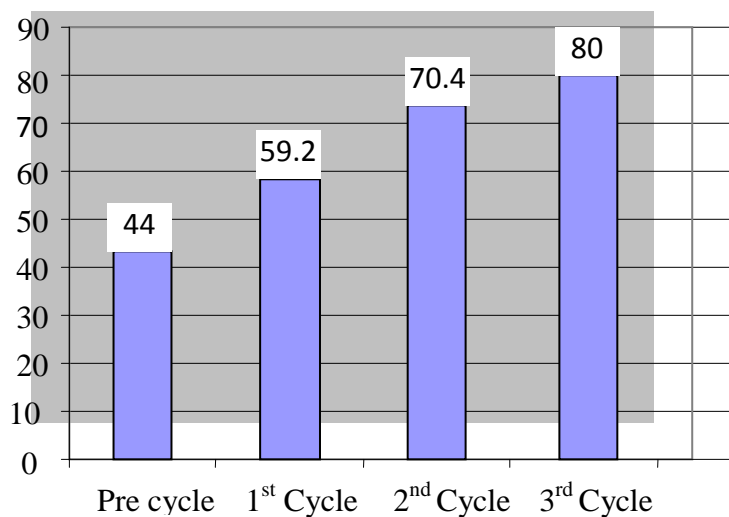


Figure 2 the Diagram of the Whole Test

#### **D. The Advantages and Disadvantages of Realia to Teach Procedure Text in Writing**

##### **1. The Advantages of Realia**

Realia is one of teaching aids that the students and the teacher need it in order to maintain interest and motivation. There are some advantages of realia as follow: By realia students given exact data of the things they were writing like tea, apple, sugar spoon, glass, notebook and etc. So, it would help them to express their own ideas easily. They could write the material and the steps of doing or making of thing easily and accurately because they can see the process directly. On the other hand, they could write the organization of procedure text not only based their imagination but also on practicing the real things directly

Realia is good for teaching writing procedure text, because it stimulates to the students' idea. By realia, they are able to produce their words and sentences by their self, so learning process become effective and efficient. Besides that, realia has an important role in teaching learning process. It can leads the students be active. And the main advantage of using realia into the classroom is to make the learning experience more memorable for the learner.

##### **2. The Disadvantages of Realia**

There are some weaknesses of realia as follows: sometimes, it spends money to prepare it, sometimes the teacher is busy to bring and prepare the complicated realia to class. And the teacher must spend the spare time to search realia that appropriate with the material and the theme.