

CHAPTER IV

RESEARCH FINDINGS

This chapter explains the result of this research. This is a classroom action research of the use of realia to improve students' ability in writing procedure text. There were four cycles in this classroom action research, which includes of preliminary research, first cycle, second cycle and third cycle. The researcher arranges data started from a preliminary research up to third cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

The researcher hopes this collected data can answer questions about the implementation of realia in teaching writing procedure text and the improvement of students' ability in writing procedure text after being taught using realia.

Before the researcher was going to apply realia in teaching writing process, there is a preliminary research.

This preliminary research was conducted at the beginning of the research. It was done Mr. Budi Siswanto as English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using realia.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use conventional method, the teacher only uses LKS and BSE hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active in asking the teacher related to the material given. They just kept and did the task from the teacher.

From the description above, it can be concluded that the students' attention, participation, activity were low during the English lesson. Then the researcher hopes that the use of realia to the next can make students become concentrating and paid attention to teacher's explanation.

A. The Implementation of Teaching Writing Procedure Text Using Realia

Data in this research got from the several texts, started from preliminary research up to third cycle. The results as details can be showed as follows:

1. First Cycle

This cycle was conducted on April 23rd 2010. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the situation. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIIG. It made them became concentrating and paid attention to teacher. Then teacher explained about procedure text and all related to it. Teacher explained about the social function of procedure text, its generic structure and its lexicogrammatical feature to students. The generic structure consist of goal, materials and steps, also imperative in present tense, action verb, connective of sequence and numbering are involved in its lexicogrammatical feature. Thus, automatically the students know what procedure text is. Next, teacher gave a short conversation by the topic of “how to make fried rice” to each student. Teacher asked them to analyze which is the generic structure and lexicogrammatical feature based on the dialogue. Then, teacher asked two students to play a role based on the dialogue. Teacher looked that the class have got the point from the dialogue and they understood about it.

After she finished, that was time to teacher showed a gum to students. Suddenly class became noisy because some students were happy and asking questions to teacher related to the realia showed. They looked very enthusiasm with teacher’s explanation. Teacher persuaded them to give attention and asked about how to eat gum. Actually they can express its steps using Indonesian well, but teacher asked them to express using English, although that is difficult for them. They were still confused

about how to write the procedure “how to chew gum” appropriately. So that teacher explained it again and again until they understood enough.

After the teacher finished her explanation, she distributed a gum for each student in that class. They accepted it happily. Then teacher asked students to practice “how to chew gum”. Next, students were assigned by teacher to write a procedure text based on realia that have practiced. It is assumed as the exercise or test of first cycle. The duration of this test is for about 30 minutes. In this test, students were also full of permitted to open dictionary. Students doing the test, they are looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students’ answer one by one. Finally they collected the student’s worksheet to teacher.

Then the researcher analyzed student’s worksheet and calculated it. In researcher’s analysis of student’s work of first cycle, she found that many students still made some mistake in their writing of procedure text especially in lexicogrammatical feature. Some of them can’t use some connective sequences and numbering well. They also still had difficulties in composed generic structure accurately, although they have got explanation from the teacher before doing the test.

2. Second Cycle

This cycle was conducted on April 30th 2010. This activity was done just like the previous one that was teaching and learning process of procedure text writing using realia.

On previous cycle, students still made some mistake in their procedure text writing composition. So that in this activity the teaching learning process was focused to overcome the students’ difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good procedure text.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows:

at the beginning, the teacher greeted students. They also greeted her. Then, teacher began the lesson by discussed the last activity with students. Then, she started the lesson by explaining how to arrange and compose procedure text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to write a procedure text in front of class by teacher's guidance. By doing this strategy, students were expected to be more understood and confidence which; the social function, generic structure and lexicogrammatical feature of procedure text. By this way, she found that most of students understood enough with the material; even some of them got unsatisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English text, especially procedure text.

When it was finished, they were asked to do a test by some rules as previous one. Teacher divided class into six groups, so each group consists of six students. Then teacher gave realia such as; bread, cheese, a plate, sausage, sauce, a plate, and etc to each group. Teacher demonstrated how to make a sandwich in front of class to all groups. Suddenly some of students became noise. Teacher asked them to work in group to practice how to make a sandwich too. At the time teacher became confuse because each group was noise, so she tried to manage the class well. After finished, she also checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the practice. Then teacher gave instruction to students, to express their practice in writing for about 25 minutes. And they looked very enthusiasm to do the assignment together with their own group. And the last, each group collect their work to teacher.

3. Third Cycle

This cycle was conducted on May 7th 2010. This cycle was done just like the previous one that was teaching and learning process of procedure text writing using realia.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, as usually the teacher greeted students as sign that the lesson will be began. Students were enthusiasm to respond teacher's greeting.

In this cycle, the teacher reviewed all of material which has been taught from the first cycle up to the latest or second cycle. This was because the students' understanding is crucial before they did a last test. Then after she finished her explanation, she gave a new topic of procedure text about how to make a cup of coffee. Teacher practiced it in front of class. In that time, students were quite and gave attention to teacher's explanation. Their faces were looked seriously.

After that, students were asked to write procedure text by similar theme "how to make a cup / a glass of tea". Teacher divided them into six groups as previous cycle, so each group consists of six students. She distributed a set of realia for each group such as teabag, sugar, glass, spoon, and etc. They practiced in group using time allotment for about 10 minutes. Actually they were discussing seriously in their own work. Usually while students practiced, teacher turned around to check these groups one by one. After finished, students back to their seat, because teacher asked students do its written individually. The procedure of doing the test was the same as previous one. The time allocation given for doing the test was 25 minutes. The test ran smoothly, while students were doing the test; they were looked serious.

Then, after it was finished, the researcher analyzed students' worksheet. In the researcher analysis of students worksheet in this cycle, she found that were improvements on their ability in writing procedure

text. Some mistake at previous cycle, now become solved and almost of them were disappear in this cycle. It showed from their writing scores that improve cycle by cycle.

B. The Students' Improvement of Procedure Text Writing After Being Taught Using Realia

1. Students' Score of The First Cycle

No	Students' Code	Item Analysis					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	20	13	10	16	2	61
2	S-02	22	13	11	14	4	64
3	S-03	18	13	10	11	3	55
4	S-04	22	13	12	16	2	55
5	S-05	21	12	10	17	3	63
6	S-06	17	12	10	9	2	50
7	S-07	16	12	9	14	2	53
8	S-08	18	13	12	9	2	54
9	S-09	out	out	out	out	Out	out
10	S-10	13	17	8	14	3	53
11	S-11	23	13	10	13	2	61
12	S-12	13	12	7	13	2	46
13	S-13	17	15	11	9	2	54
14	S-14	19	13	10	14	2	58
15	S-15	22	13	12	17	2	56
16	S-16	13	13	11	11	2	50
17	S-17	21	12	10	16	4	63
18	S-18	18	13	11	9	3	54
19	S-19	21	13	10	16	2	62
20	S-20	23	19	10	13	4	69
21	S-21	25	17	11	13	3	69
22	S-22	17	12	9	14	2	54
23	S-23	20	13	12	11	2	58
24	S-24	22	17	12	17	3	71
25	S-25	21	12	10	13	2	58
26	S-26	17	19	12	17	4	69
27	S-27	18	12	10	13	2	55
28	S-28	17	13	12	9	3	54
29	S-29	20	17	10	13	2	62

30	S-30	15	12	10	13	2	52
31	S-31	17	12	10	7	3	49
32	S-32	23	14	13	14	3	67
33	S-33	13	10	12	14	2	50
34	S-34	17	12	10	13	3	55
35	S-35	21	16	12	17	2	68
36	S-36	20	13	10	13	4	60
37	S-37	20	16	12	17	3	68
Total Score		678	492	380	470	84	2103
Mean		60,1					

Table 2

The calculation result shows that the average of students' test result of first cycle was 60.1. The highest and the lowest score of 71 and 46. Although only a view, it was an improvement if this result be compared with the previous score from the real teacher. Because the average of students' test result was 44.6 with the highest and the lowest score of 61 and 35 (look at appendix 11).

2. Students' Scores of The Second Cycle

No	Students' Code	Item Analysis					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	25	14	14	18	3	74
2	S-02	20	14	14	15	3	66
3	S-03	20	13	13	15	3	64
4	S-04	20	13	13	15	3	64
5	S-05	22	13	15	15	3	68
6	S-06	17	14	10	12	4	57
7	S-07	21	13	14	11	4	63
8	S-08	20	13	13	15	3	64
9	S-09	out	Out	Out	out	out	out
10	S-10	22	13	15	15	3	68
11	S-11	21	13	14	11	4	63
12	S-12	20	14	14	15	3	66
13	S-13	25	14	14	18	3	74
14	S-14	20	13	13	15	3	64
15	S-15	17	14	10	12	4	57
16	S-16	21	13	14	11	4	63
17	S-17	20	13	13	15	3	64
18	S-18	17	14	10	12	4	57

19	S-19	22	13	15	15	3	68
20	S-20	25	14	14	18	3	74
21	S-21	22	13	15	15	3	68
22	S-22	21	13	14	11	4	63
23	S-23	22	13	15	15	3	68
24	S-24	20	14	14	15	3	66
25	S-25	25	14	14	18	3	74
26	S-26	20	13	13	15	3	64
27	S-27	s	S	S	s	S	s
28	S-28	17	14	10	12	4	57
29	S-29	25	14	14	18	3	74
30	S-30	22	13	15	15	3	68
31	S-31	25	14	14	18	3	74
32	S-32	17	14	10	12	4	57
33	S-33	21	13	14	11	4	63
34	S-34	17	14	10	12	4	57
35	S-35	20	14	14	15	3	66
36	S-36	20	14	14	15	3	66
37	S-37	21	13	14	11	4	63
Total Score		720	472	466	491	117	2286
Mean		65,3					

Table 3

The researcher's analysis shows that the average of students' test result of the second cycle was 65.3. The highest and the lowest score of 74 and 57. The average of students test result of second cycle was better than previous one. The researcher concluded that students improved their writing in procedure text.

3. Students' Scores of The Third Cycle

No	Students' Code	Item Analysis					Total Score
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	17	15	17	15	3	67
2	S-02	25	12	20	23	5	85
3	S-03	13	16	14	15	4	61
4	S-04	17	12	18	22	5	74
5	S-05	25	12	20	23	4	74
6	S-06	21	15	17	21	4	78
7	S-07	21	15	15	19	4	74

8	S-08	13	15	17	15	4	64
9	S-09	out	Out	Out	out	Out	out
10	S-10	26	16	20	23	5	90
11	S-11	18	15	15	21	4	73
12	S-12	13	15	14	16	5	63
13	S-13	18	15	14	19	3	65
14	S-14	17	12	15	14	4	62
15	S-15	23	12	15	21	4	75
16	S-16	25	16	20	23	5	89
17	S-17	21	16	18	23	5	83
18	S-18	25	12	15	21	4	79
19	S-19	25	18	15	21	5	84
20	S-20	25	15	17	23	5	85
21	S-21	26	16	17	21	5	85
22	S-22	21	15	17	21	3	77
23	S-23	23	16	15	18	5	77
24	S-24	23	16	15	19	5	78
25	S-25	24	12	15	21	4	76
26	S-26	23	15	20	23	5	86
27	S-27	S	S	S	s	S	s
28	S-28	25	15	14	23	5	72
29	S-29	13	15	15	13	4	60
30	S-30	13	12	14	13	4	55
31	S-31	18	12	15	21	4	70
32	S-32	23	15	17	21	5	81
33	S-33	22	15	15	21	3	76
34	S-34	17	15	17	13	3	65
35	S-35	22	16	15	18	5	76
36	S-36	20	15	17	19	5	76
37	S-37	23	15	17	21	4	80
Total Score		723	509	571	684	151	2638
Mean		75,4					

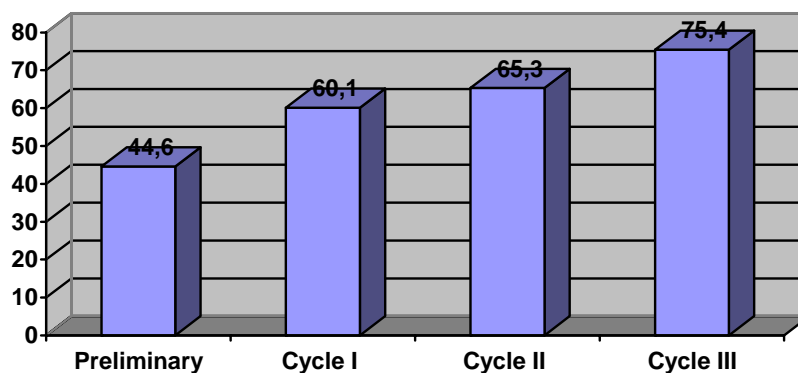
Table 4

From the researcher's analysis, it shows that the average of students' test result of third cycle was 75.4, with the highest and the lowest score of 90 and 55. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one. The researcher

concluded that the students' difficulties in writing procedure text were solved enough through the use of realia.

C. Discussion

After the researcher implemented the use of realia in teaching writing procedure text, she got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in learning English, especially writing procedure text. Most of students paid attention to the teacher's explanation and could accomplish the task well. It was analyzed of each cycle, the mean of the students' score from the preliminary research until the third cycle briefly can be seen in the diagram below.



The use of realia could improve the students' ability in teaching writing procedure text. It can be seen from the diagram above. So, this classroom action research of the use of realia in teaching writing procedure text at SMP N 18 Semarang was success. The improvements of mean of students' ability were 60.1 in the first cycle, 65.3 in the second cycle, and 75.4 in the third cycle.

There were many factors that influenced the result of study. One of factors was teaching aid or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Actually, learning with the use of realia is only limited

by students' imagination. It is possible to use realia in teaching writing procedure text and moreover almost any subject such as vocabulary and grammar. Realia stimulates students' mind and is one way of encouraging creativity by involving the sense. Realia saves time in teaching writing. In addition, learning using realia also provides multi sensory impressions such as: seeing, hearing, touching, and manipulating item. So, students can improve their ability in writing procedure text.

Process in writing is more complicated intellectual undertaking than other. So, writing is difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of realia as teaching aid in writing procedure text made students easy to understand procedure text material that is delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of procedure text such as how to chew gum, how to make a sandwich and how to make a glass of tea, using realia which is provided by the teacher from surrounding environment. Students can understand the process or steps in writing procedure text clearly and systematically.

Thus, in fact realia is an effective aid to improve students' ability in writing procedure text.