CHAPTER II
REVIEW OF THE RELATED LITERATURE
AND ACTION HYPOTHESIS

In this chapter, the research would like to discuss some theories related to the research. They are theoretical review, previous research and action hypothesis. In the theoretical review, the researcher presents realia (definition of realia, implementation of realia and realia to teach speaking), speaking (definition of speaking, speaking ability, and teaching speaking ability) and procedure text (definition of procedure text, generic structure and significant lexica grammatical features). Previous researches are several researches related to the topic of this research.

A. Theoretical Review

1. Realia

a. Definition of Realia

Realia is consisting of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production.[1] Realia is an objects or activities used by teacher to demonstrate real life (particularly of peoples studied), objects that educators use to help students understand others cultures and real life circumstance, real things, things that are real.[2] Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.[3]

Realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and

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[1] http://www.usingenglish.com/webblog/archieves/000228.html (accessed December 25, 2009)

[2] http://dictionary.babylon.com/Realia (accessed 8 November 2009.)

[3] Jeremy Harmer, *The Practice of English Language Teaching*, (UK. 2002), p.140.

build background knowledge. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. When the real object is not available or impractical, teacher can use models or semi-concrete objects, such as photograph, illustrations, and artwork.

Based on the explanation above, the writer concluded that realia is on of media in teaching learning process, it is a real thing that can see, hear or touch directly. It makes students more interesting and easy to understand the lesson.

b. Implementation of Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Realia refers to the practice of using real, tangible things in the classroom to help your students connect with English on a different level. It involves visual, tactile and functional methods for teaching ideas, concepts, vocabulary or grammar. It's also extremely useful to help your students grasp the cultural differences or learn practical skills if they are planning to travel or are already living in an English-speaking country. Many teachers are leery of using realia, but here are some easy and helpful ideas for using it in ESL lessons.

There are many ways to use realia in teaching learning. In education, realia include objects used by teacher to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. There are many ways to use realia, because it is useful for any topic of English lesson, however teachers can improve their creativity in teaching their students using realia.

Actually, realia is appropriate for any level of students, for beginner until advanced. Guariento & Morley (2001) claim that at post-intermediate level, the use of authentic materials is available for use in classroom. This

might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures used in the target language. Matsuata (n.d.) states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students. Do all these mean we are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels? According to the findings of the survey carried out by Chavez (1998), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language).[4]

There were many teachers have used realia in teaching learning process. Here some examples the use of realia in the classroom:

1) To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles there of (pieces of clothing, toy animals, and plastic fruit). For transition period, it's a very useful tool in making the abstract concrete.[5]

2) Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the

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[4] Ferit Kilickaya, *Authentic Materials and Cultural Content in EFL Classrooms*, (Turkey: Middle East Technical University),   accessed from http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html

[5] http://www.usingenglish.com/webblog/archieves/000228.html, *op.cit*, (accessed December 25, 2009)

student on your left, saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well. Have your students keep passing on the object, repeating its name, until it comes full circle back to you. You may use photos of the objects instead of the actual objects themselves.

3) Use an object, such as a ball, to teach prepositions of place like "on, under, above." Place the ball on the table, and ask where it is. Elicit the reply "It's on the table," and so on.

4) Write or print out recipes for work on the imperative. Read out the step by step recipe instructions and have the students mime them as you read them out.

5) This is suggested by television program hosts, who control conversations by the use of the microphone. Put students in groups, and give one student the microphone (imaginary, or a real microphone, disconnected, or something to represent a microphone). Say a group of six students are talking about 'holidays', the person with the microphone can move around the group giving different people the chance to speak, ensuring everyone gets an equal chance to contribute.[6]

From the explanation above, the writer concluded that the implementation of realia is useful for students, it makes them enjoy to learn. Realia is one of media that can use to teach students in any topic of lesson, from some examples above, it can use to teach vocabulary, grammar like preposition and imperative sentence and realia also can use to teach speaking ability.

It is appropriate with this final project, because the writer concern on realia to improve students' speaking ability in procedure text. So the

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[6]An eHow Contributor, How *to Use Realia in ESL Lessons* accessed from http://www.teachingenglish.org.uk/language-assistant/teaching-tips/realia

implementation of realia is different with previous example. The steps of implementation of realia in improving students speaking ability in procedure text are: first, teacher prepares some material that needed to reach the goal. Second, the teacher shows the material to the students, and then asks them to mention the name of the material. Third, teacher explains the definition of procedure text, after that the teacher gives an example about a certain procedure text, then the teacher gives an example by demonstrating every steps using realia orally. Next, the teacher asks students to practice the procedure text orally in a group or individually. It is not a patent way, the teacher can improve their ability to teach speaking using realia.

c. **Realia in Teaching Speaking**

The success or failure of teaching learning process is depend on several factors, one of them is media that used by teacher. Media is a means of communication to help transfering the message and give power to the material presentation so it will be understood easier and staying longer in memory retention.[7] If the teacher uses a good media and students give good respond, teaching learning process will run well. Therefore, the teacher should choose appropriate media. There are many kinds of media.[8]

1) Audio media : radio, tape recorder, telephone.
2) Visual media : picture, magazine, news paper, ilustration, film strip, poster, etc.
3) Audio visual media : television, movie, CD, slide and sound.
4) Diverse media : realia, diorama, display, sample, simulation.

According to explanation above, realia is one of media that can use in teaching learning process .Realia is include in media diverse. The use of realia in common place in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching learning

[7] Listyaning Sumardiyani dan Zullfa Sakhiyya, *Speaking For instructional Purpose*, (Semarang: IKIP PGRI PRESS,2007), p.47.

[8] Azhar Arsyad. *Media Pembelajaran*., (PT. Raja Grafindo Persada, 2003), p.33-34.

environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build an "associative bridge between the classroom and the world". Realia are not only a series of artifacts that describe the custom and traditions of culture. Realia provides language learners or students with multi sensorary impressions of the language which learned partly at least trough seeing, hearing, touching, and manipulating items. And interaction with authentic material aids in contextually grounding instructions by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia then can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.[9]

Teaching speaking is not easy. Not only for students but also there are some teachers said that their speaking ability are less than other skill. To make or to build students' interest in teaching learning speaking. The teacher should find a way how to make students interest. In this study is using realia. There is evidence that through the use of realia, teacher may increase the number of student's responses and therefore overall participation and interest in learning activities.

Realia is one of way to build students interests in teaching learning speaking. Realia can motivate students to express their idea orally. Because realia is real objects which are brought into classroom, it allows the students to see or hear and in some cases touch the material directly. The function of real things or realia are:[10]

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[9] Bryan Smith, *Virtual Realia*, (University of Arizona) from http://itselj.org/Articles/Smith-Realia.html

[10] Mustain, "Teaching Writing Procedure Text Using Real Things an Action Research at the Sevent Grade of Students Mts N Mranggen Demak in the academic year of 2009-2010", (Semarang: IAIN Walisongo, 2009), p. 21, unpublished.

1) The instruction can be more interesting.

Real things can attract the students interest. If they are interesting, they will give much attention to what is being taught. They will be corious to know about the lesson.

2) Learning becomes more interactive.

Many activities can created trough applaying real thing in the teaching learning processes. A teacher can bring models into classroom.

3) The leghth of time required can be reduced.

Most media presentation requires as short time to transmit their messages, so does the real things. During this brief period, much information can be communicated to the students.

4) The quality of learning can be improved.

If there is good preparation of using real thing. It will be possible for teacher to create a good learning process in which the students participation is dominant. As a result, the students knowledge and skills can be improved.

The added advantages with this media is that realia based lessons need not to be bound to cities and places that the teacher has physically been to but rather can based on materials from a variety of places collected from a variety of people with various interests. Further, the students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interest. Another benefit of realia is that the materials are truly interactive and more flexible that they can be easily adapted and up dated.

According to Wrigth (1989) as quoted by Thoyyibah, there are 5 criteria that provide for making of realia in activity, there are:[11]

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[11] Thoyyibah, '' Using Realia to Improve Students Writing Organization of Descriptive Text a Classroom Action Research with the Seventh Grades of Mts Nahdlatussyubban Ploso Karang Tengah Demak in Academic Year 2008/2009'', (Semarang : IAIN Walisongo, 2009), unpublished.

1) Easy to prepare

   When teachers want to use a media their activities, they have to decide whether it is difficult to prepare or not. Realia is a simple media that can be brought in the classroom and easy in preparing.

2) Easy to organize

   The teacher has to decide whether the organizing a more complicated activity worth while. The teachers can use realia because it is easy organizing.

3) Interesting

   Before applying realia in the activity, the teacher has to justify the students interest toward it. Bringing realia (authentic objects from culture), or manipulating to the classroom helps teacher in providing comprehensible input in a second language.

4) Meaningful and authentic

   Students are going to gain more if the language use is vital to the situation or if they use the language appropriatly.

5) Sufficient amount of language

   The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

   Realia is useful to teach speaking skill especially in teaching procedure text. Because realia is learning experience memorable for the students, so they can practice how to make something using real object easly. It makes students easy to mention the name of the object. The students shouldn't imagine the media because they can see and touch directly.

   Besides there are many advantages realia also has disadvantages. Teacher should prepare the media before teaching learning proses is starting more than usual. Teacher should buy the media if he or she don't have it and sometime realia is not always available. Activities with real

object might lose the class path, spending too much time in one activity with real object in the class.[12]

2. Speaking

a. Definition of Speaking

Speaking is many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.

Speaking is the utterance of intelligible speech, it is also speech production.[13] Speaking is also ability say articulations sound or words to express or to submitt mind, feeling and idea. Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, idea, advise, instructions, complaint, apologize, agree, disagree and so much means by speaking.

The major goal or English learning is to enable students to communicate with other people by using engling language being learned. The communication here means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message.[14]

Speech combines both of code and mesaage. The code consist of sound, vocabulary and sturctutes of language. These components are organized into apropriate in order to convey the speakers ideas or opinion. So speaking is the verbal use of language to communicate with others.[15]

From explanation above, the writer concluded that speaking is ability or skill which is haven by people to express their idea orally or to

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[12] Marta Elena Munos B.Norma Constanza Basto S., *Language Learning Resources in ELT Methodology* (Universidad de Caldas, 2008) from http://www.slideshare.net/DIEGOFMACIAS/using-realia-in-languge-teahing, on Monday, August 2, 2010.

[13] A S Hornby, *Oxford Pocket Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 443.

[14] William Boletta, *Fast Fluency*,(California: Logos International,1992), p.53.

[15] Jeremy Harmer, *How to Teach English*, (England : Longman, 1998), p.269.

communicate with other people. It is important skill that must we have because only through this skill we can express our messeage orally.

b. Speaking Ability

According to Oxford Advanced Learner's Dictionary definition of ability is skill or power[16], however speaking ability is skill or power to express ideas, opinions or message orally. Speaking ability is the ability to communictae orally. It is not only to applay the grammatically correct sentence, but also to know when and where to use these sentences and to whom. The ability to communicate is related to the rules of alnguage use and rule of grammar.

Speaking ability is an important aspect and beneficial skill in learning language, it is a part of the goal or skill in learning english in the curriculum besides writing, reading, and listening. Through speaking people convey what they mean by arranging a set of words which contain a subject talked about and the situation.

In language teaching, we often talk about the four language skills (reading, listening, speaking, and writing). Reading and listening are called receptive skills, because receptive skills are the ways in which people extract meaning from the discourse the see or hear.[17] When we are listening or reading something it means that we receive something from what we listen or read. And other skills are speaking and writing. When we are speaking and writing it means that we are producing something. So that, speaking and writing skills are called productive skills.

Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.[18]

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[16] A S Hornby, *op.cit*, p. 1.

[17] Jeremy Harmer, *op.cit*, p. 199.

[18] Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 76.

Nunan in Language Teaching Methodology, states that to most aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[19]

For most second or foreign language learners, speaking skill is somewhat difficult. This probably because they think that the target language is different with their native language. And sometimes they feel it affects the mastery of another language.

Just like other abilities, speaking is complex. Teaching students speak a second language is not easy. It needs a hard work and along process. At least there are five components in speaking:[20]

1) Pronunciation

2) Grammar

3) Vocabulary

4) Fluency

5) Comprehension

All of those components will produce speech that can be understood in communication, good pronunciation, grammatically knowledge, vocabularies mastery, comprehension in meaning and fluency are needed in building a speech. However it must be remembered that language and speech are meant for communication. It is not enough for students to learn words, phrases and grammatical only. They have to produce speech in their daily communication. Learning language is about practicing and generating speech. Students need to express their meaning by doing much practice in speaking.

Thus, the writer concluded that speaking ability is ability or skill to convey our ideas, opinions or message orally. Speaking ability is always used in everyday life, it is the only one way when we want to communicate to each other orally. Some people think that speaking

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[19] David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

[20] David P. Harris, *Testing English as Second Language* , (New York: Mc Graw Hill Company, 1969),p.83.

ability in foreign language is difficult because the target language is different with mother language. In order to have a good ability in speaking we must always practice it.

c. Teaching Speaking Ability

Teaching speaking ability is very important part in second language learning. The ability to communicate in second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore it is essential that language teacher pay great attention in teaching speaking ability so that the teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking. Some reasons speaking ability is very important in our life are trhough a speaking we can convey our ideas or minds, according to Sukarno's book by Madya in Maskur.[21]

First, speaking is ability or skill to understand the content of English text book and references. Second, speaking ability is to lectures delivered in English. Third, speaking ability is to take note at lectured delivered in English. Fourth, speaking is to introduce Indonesian culture to other country. And the last, speaking is to communicate orally with foreign lectures or students.

Speaking is general activity, it means that speaking has more purpose not only in the classroom. Speaker or students will not speak any sentences inside the classroom in teaching learning process, but also outside in the free space. It means that they will not speak at the school, but also they will speak fluently in daily activities. We usually speak whatever language just we know.

There are many purposes and aim of speaking activity, someone speak relationship with friend at school, book store or on bus for getting information and knowledge like asking the new gossips, or for curiosity

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[21]Panggih Budi Sulistyo, ''The Speaking Ability of Eleventh Grade Students of SMA Negri 1 Kersana Brebes'', (IKIP PGRI SEMARANG.2009), unpublished.

like speaking about sports etc. At least, speaking purpose don't mean only to asking and answer but also train our tongue to usual in English. From wide speaking activity the students will absorb more vocabularies that have a lot of benefit in communication interaction. This fact, of course shows that teaching speaking could have special interest and attention. We should exactly understand that the aim of teaching speaking ability is to improve and develop students speaking skill. Then, the teacher has to ensure his/her students that speaking learning process is the pleasure activity. There are some principles for designing speaking teqniques:[22]

1) Use techniques that cover the spectrum of the learners.
2) Provide intrinsically motivating techniques.
3) Encourage the use of authentic language in meaningful context.
4) Provide appropriate feedback and correction.
5) Give studnets opportunities to initiate oral communication.
6) Encourage the development of speaking strategies.

Some students think that speaking ability is difficult, however they don't like to folllow the speaking lesson. It is might caused by kind of activities that did not make them interest. Some teachers did not give an activity that make them enjoy to follow the speaking lesson. Actually there are many activities to promote the speaking ability that can used by teacher to make their students speak up. Good speaking activities can and should highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.[23] Here some activities that can motivate students.

1) Discussion

After content based lesson, a discussion can be held for various reason. The students may aim to arrive at a conclusion, share idea

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[22] H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (Longman, 2001), p.275-276.
[23] Jeremy Harmer, *op.cit*, p.88.

about an event, or find solution in their discussion groups. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about the irrelevant things. For example, for example students can become involved in agree or disagree discussion. In this type of discussions, the teacher can form groups of student, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel" then each group work on their topic for a given time period and presents their opinions to the class. It is essential that speaking should be equally divided among the group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient discussion, it is always better not to form large group, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever aim is, the students should always be encouraged to ask questions and paraphrase ideas, express support, check for clarification, and so on.[24]

2) Role Play and Simulation

Many students derive great benefit from simulation and role play. Students simulate a real life encounter(such as a business meeting, encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or

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[24] Jeremy Harmer, *op.cit*, p. 272-273.

aeroplane, or taking on role of a character different from themselves or with thoghts and feelings they do not necessarily share. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation.

Simulation have the following characteristics:

a) Reality of function : the students must not think of themselvesas a student, but real partcipants in the situation.

b) A simulated Environment : the teacher says that the classsroom is an airport chek-in area, for example.

c) Structure : students must see how the activity is constructed and they must given the necessary information to carry out the simulation effectively.[25]

Role plays are effective when they are open-ended, so that different people have diferent view of what the outcome should be and the consensus has to be reached.

Simulation and role play went through a period of relative unpopularity, yet this is a pity since they have three distinct advantages. In the first place they can be good fun and motivating. Second, they allow hesitant students to be more forthrigth in their opinions and behaviours when they speak. Third, broadening the world of he classroom to include the world outside, they allow students to use a much wider range language than some more task-centered activities may do.[26]

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[25] Jeremy Harmer , *op.cit*, p.274.
[26] Jeremy Harmer, *op.cit*, p.275.

3) Problem Solving

Many speaking skills materials start from the premise that a communacative purpose can be established in the classroom by means of information gap. An example of information gap principle using the jigsaw, the material primarily for listening in this case, nevertheless include purposeful speaking activities. By getting students to listen to different chunks of information gap whereby the students have to share with other groups the information their group has acquired in order to build up a complete picture of particular situation.[27]

4) Story Telling

Students can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmate. Story telling fosters creative thinking. It is also helps students express idea in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address student's speaking ability, but also get the attention of the class.

5) Interview

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provide a rubric to students so that they know type of questions they can ask, but students prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in the class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

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[27] Jo McDonough and Christopher Shaw, *Material and Method in ELT,* (UK : Blackwell Publishing Ltd, 1988), p.145.

6) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provide by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.[28]

Based on the explanations above, teaching speaking ability is giving somebody skill or ability to communicate to each other. It is very important for students, because only through speaking ability they can share their ideas orally. Teaching speaking ability is needed not only for communcation in the classroom but also it also needed in the real life situation when we communicate with other people. To teach speaking, teacher should choose apppropriate activities in order to make the students enjoy to join the activities.

d. Factors of Teaching Speaking Ability

There are many factors that influenced teaching speaking ability, it can be from inside or out side of the students and the teacher. It called internal and external factors, the example of external factors are from situation of the classroom, media or technique which is used by teacher, it should be appropriate with students level also the activity,etc.

For the internal factors from the teacher in teaching speaking ability, the teacher should have a good performance when the teacher in front of the students because it can influence of teaching speaking. The teacher should have five components of speaking ability like have said before, they are pronunciation: the way in which language, particular word or sentence is spoken. The teacher should have a good pronunciation because the students will follow what teacher said, in this case the teacher become a model and the teacher should give the students

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[28] Hayriye Kayi, 'Teaching Speaking: Activities to Promote Speaking in Second Language, University of Nevada', retrieved from http:// iteslj.org/Techniques/Kayi-TeachingSpeaking.html on Desember 25 2009.

the rigth example. The second is grammar, rules of forming or making sentences. Grammar is essential in teaching speaking because when the teacher and the students use wrong grammar, it can make the meaning of sentence is changing. Then, vocabulary is all of word that a person know and uses. The teacher should have many vocabularies in order to transfer their vocabularies to the students. If the teacher have not many vocabularies, the teacher will teach the students with the same word and did not any improvement in their vocabulary. The next is fluency, able to speak easly and well. When the teacher speak fluently, its make students enjoy to listen the teacher so the students will try to speak fluently too. The last is comprehension, able to understand something, the teacher should comprehence what will teach to the students.

Thus, the teacher should complete it in order to success in teaching speaking ability. Besides that the teacher also concern some cases when the teacher in the classroom. There are:

1) Language (Verbal Communication)

Language is the expression of thought, feeling, and worldview. It is the manifestation of one's perspective towards anything he encounters.[29] The language presented by English teachers should be accurate and fluent.

2) Gesture

Gesture is an integral part of any communication where people listen and speak to each other. Gesture helps the speaker to get meaning across. The natural gesture including movement of hands, arms, and other parts of body emphasize keywords and other important things.[30]

3) Facial expression

Face is very strong communication tool. This non verbal message is conveyed through the up and down movement of the eye brows,

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[29] Listyaning Sumardiyani dan Zullfa Sakhiyya, *op.cit.,* p.20.
[30] *Ibid*, p.21.

smiles, as well as the movement of forehead and mouth. Facial expression has significant potential of carrying out the message of curiosity, happiness, and fear.

4) Eye contact

Eye contact is a direct look into eyes, but it does not suggest a meaning of a stare. The main uses of eye contact in the language classroom are:[31]

a) To help establishing rapport between teacher and students. The rapport of this manner is a sense of trust given by students.

b) To indicate to a student that the teacher wants to talk to him or want to do something.

c) To hold the attention of students.

d) To take place of naming students, for example: when conducting a fast drill.

5) Voice audibility and speed

One of requirements of good teaching is voice projection. The voice produced should not be a loud and booming one, but students should be able to listen to it clearly.

6) Stance and movement

The area of teacher to move is just like a stage for drama actors. Thus, teacher stance on the stage should be balance. In the classroom, students become sensitive to where the teacher stands.[32]Stance tells what type of activity it is, what the teacher role is, or whether direct interaction is needed. Sometimes, teachers need to stand in the middle at the front to control the class. Another time, the teacher can stand back of the class to give students comfort and security if they present something in front of the class.

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[31] *Ibid*, p.23.
[32] *Ibid*, p.24.

3. **Procedure Text**

   a. **Definition of Procedure Text**

   Procedure text is one of text types or genre. The use of genre in this study is glossed by webster's third as a distinctive type or category of literary composition. [33]There are many kind of genre in studying a language, but here the writer focuses on procedure text. A procedure text itself has meaning a piece of text that gives us instructions for doing something.[34] According to the definition of a procedure text, it has a social function to describe how something is accomplished through a sequences of steps or actions.[35] Some examples of procedure text are:

   1) Directions
   2) Instruction manual
   3) Recipes
   4) Itineraries

   b. **The Generic Structure in Procedure Text**

   Procedure text also has generic structures, there are as follow:

   1) An introduction statement that give the aim or goal.
   2) A list at the material that will be needed for completing the procedure.
   3) A sequence of steps in the order they need to be done.[36]

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[33] John M. Swales, *Genre Analysis*,(UK: Cambridge University,1990), p.33.

[34] Mark Anderson and Kathy Anderson. *Text Types in English*. (Macmillan. Australia. 1997), p.50.

[35] Gerot and Wignell, *Making Sense of Funtional Grammar*, (Australia : AEE, 1994), p.206.

[36] *Ibid*. ,p.51.

The example of procedure text:

Goal   : How to Light a Candle.

Material : Candle, match, candle holder.

Steps   : First, light the match.

            Second, burn the bottom of the candle.

            Third, put the candle in the candle holder.

            Fourth, lit the candle.

            Fifth, blow out the match.

c.   **Significant Lexica Grammatical Features in Procedure Text.**

1) Use of simple present tense, often imperative.[37]

   Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples put, take, cut, stir, add, boil, grind, etc.

2) The use of time words or numbers.

   The numbers or numbering has a function to indicate sequences, for example: first, second, third, and so on.

3) The use of adverbs.

   Adverbs are to tell how the action should be done, sometimes it is used with verbs in procedure text for example: cut quickly, stir slowly, put carefully, look accurately, etc.

   Thus, from the explanation above, the researcher concluded that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

B. Previous Research

The pervious researches that use the researcher are:

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[37] Depdiknas, Kurikulum 2004: *Standar Kompetensi Mapel Bahasa Inggris SMA dan MA*, (Jakarta: Depdiknas, 2003), p.49.

A thesis by Ervina (06420252), the Faculty of Education, Language and Art, IKIP PGRI Semarang, the title is "Improving the Student's Ability in Writing Procedure Text Using Picture (a case of ninth year students of MTs NU Tirto Pekalongan in academic year 2008/2009)".[38] The similarity this research and previous research is concern in same text type that is procedure text. She identifying the difference of writing achievement in procedure text between students's taught by picture and students did not taught by pictures. She used two instruments to collect data they was test and experiment .The result shows that the picture can improve the students' ability in writing procedure text.

A thesis by Thoyyibah (3104306), English Language Education of Tarbiyah Faculty Walisongo State Institute for Islamic Studies, the title is "Using Realia to improve students writing organization of descriptive text a classroom action reseacrh with the seventh grades of Mts Nahdlatussyubban Ploso Karang Tengah Demak in acdemic year 2008/2009".[39]She used documentation, observation, and test to collect data. The result of the research shows that the students improve their writing organization of descriptive text using realia. They are better in organizing the words, and the one of advantages of using realia is that students can produce the words of the object easily and accurately.

A thesis by Dian Wahyu Sokhibiyah (06420274), the Faculty of Education, Language and Art IKIP PGRI Semarang, the title is "The Effectiveness of Using Realia to Teach Vocabulary to the fourth grade students of SDN 01 Kebonbatur Mranggen Demak in academic year 2007/2008."[40] This thesis concerns with using realia in teaching vocabulary. She used two instruments to collect data, they was test and experiment. And the result of this study is using realia was effective to teach vocabulary to the four grade students of SDN 1 Kebonbatur.

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[38] Ervina, ''Improving the Student's Ability in Writing Procedure Text using Picture'', (Semarang:IKIP PGRI. 2009), unpublished.

[39] Thoyyibah , *op.cit.*

[40] Dian Wahyu Shokhibiyah,,''The Effectiveness of Using Realia to Teach Vocabulary'',(Semarang:IKIP PGRI, 2009), unpublished.

A thesis by Umi Hani Al-Habsyi (3104269), English Language Education of Tarbiyah Faculty Walisongo State Institute for Islamic Studies, the title is "Improving students' motivation to speak by using story telling with sentence card game in teaching speaking(A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in the Academic Year of 2008/2009)". She concerned on improving speaking by using story telling with sentence card game. She used two kinds of instruments to collect data there were questionnaire and observations. And the result of her research is using 'story telling with sentence card' in teaching speaking, teacher can improve students' motivation in speaking.[41]

However, this research is different with previous ones, but there is the similarity both of them, that is concern on procedure text. Two researchers above were conducted the implementation of realia in teaching vocabulary and writing, but in this research, the researcher used realia to improve speaking ability. For the last previous research, she used story telling with sentence card to motivate students to speak, it has similarity with this research on speaking ability. So, those are still having relevance and significance factors why it is interested to be observed.

C. Action Hypothesis

In this research, the researcher has a hypothesis as temporary answer toward some problems that occur in this research.[42]The hyphotesis of this research is: "There is improvement on students' speaking ability in procedure text after being taught by using realia".

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[41] Umi Hani Al-Habsyi, ''Improving Students' Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in the Academic Year of 2008/2009'', (Semarang : IAIN Walisongo, 2009), unpublished.

[42] Mahsun, *Metode Penelitian Bahasa Tahapan Streategi, Metode, dan Tekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005),p.13.