

THE USE OF REALIA TECHNIQUE TO IMPROVE STUDENTS WRITING SKILL IN PROCEDURE TEXT

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Abstract

writing is very important for English learners. There are some problems found in students' writing skill in procedure text. The problems are English teacher taught writing conventionally and students have low motivation and are not interested in writing skill. The teachers have difficulties in deciding what technique and media make writing easier for students to learn. There are many strategies to develop students' writing skill especially in writing procedure text. One of them is using realia technique. The purpose of this study was to identify the improvement by using realia technique. By using action research, the researcher got the data from the test of pre-test and post-test. The findings show that students get score 40 in pre-test and 79 in post-test. The implication of this research gives direction and alternatives to the implementation of realia technique in teaching and learning process. In future, it provides the advantages to developing students' writing skill in procedure text.

Keywords : realia technique; procedure text; writing skill; students' writing skill

INTRODUCTION

Writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that is intelligible to others. It is realized that writing is very important for English learners. It is essential for English teacher to encourage the students to write. The teachers have difficulties in deciding what technique and media make writing easier for students to

learn. Based on reality in the field, there are some problems found in students' writing skill. The first problem is that the English teacher taught writing conventionally. The second problem is that students have low motivation and are not interested in writing skill, because there are many students who are not interested in learning English. Moreover, the media used by teacher is only handbook. This condition makes students hard to

focus on the lesson. Therefore their English achievement is low.

(Richards & Rogers:1990) stated that, a technique is implementation that which actually takes place in a classroom. According (Bryan Smith:1998), in language teaching, realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching.

A thesis by Sri Suharmi, Teacher Training and education Faculty, IAIN Salatiga, 2015. The title “ Improving student’s Writing

This study set out to describe the realia technique in procedure text. To guide the exploration, researcher posed the following question : How can realia technique improve the grade seventh A student’s writing skill of procedure text at SMPN 1 Gayam?

The objective of the study to identify the improvement of student’s skill in writing procedure text in seventh graders of SMPN 1 gayam by using realia technique. The benefits of this study give to the teachers and the researcher that teacher can use realia technique as a reference when they want to

Skill in Descriptive Text by Using Outdoor Activity” (A Classroom Action Research of the Second Year of MTS Sudirman Kopeng, Getasan in 2015/2016 Academic Year). The similarity is that this research focused on writing skill. The result of this research is the improvement of students taught with outdoor activity for descriptive text is better than those taught with indoor activity. So that the researcher concludes that the use of outdoor activity give contribution to improve their skills in descriptive text.

improve their skill in teaching writing and the researcher can use this method to improve their skill in writing.

METHOD

Classroom action research needs to collect data to support this research. It is fundamental thing to be well through out by a researcher before to conduct a research.

There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The

researcher chooses some of which are appropriate. In collecting the data, the researcher attempts to employ the following methods. Observation is a very common way to collect data in action research settings is to observe and record information. Also observation as the activity of giving total concern to research object by the sense. The researcher has crucial role and she will observe the participants in their teaching. Learning process of course in English subject. So here the researcher decides to be an observer participant.

The researcher will do the observations four times during the research. The first observation will focus on students' problem in writing. The next three observations more focus for the researcher to apply realia in writing procedure text also observe its improvement. So, the researcher will observe the event in that class during the lesson. Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. Anyway it is perhaps the most common tools used to collect data by action researchers. In this research, the researcher used

achievement test because it is made to measure the students' achievement after they learned the material.

According to Brown (2001: 391), An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement tests can serve as indicators of features that a student needs to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction. Questionnaire is a form containing a set of question. It used to get information from students before and after classroom research.

The subject of the research are students of VIIA class of SMPN 1 Gayam, where the total number are 25 students. They are 11 males and 14 females. They came from different intelligence, social background, and places.

FINDING AND DISCUSSION

The first time, researcher taught at VIIA grade of SMPN 1 Gayam on 2 April 2018. Researcher taught using conventionally method. 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 VIIA. All of students looked very friendly and enthusias. Researcher feel very happy. When researcher asked about the lesson, they shut up directly. Then researcher explained about procedure text and all related to it. Researcher 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.

After the researcher finished explanation, researcher distributed a pre-test for each student. The duration of this test is for about 20 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. Then, they collected the student's worksheet to the researcher. In this below, we can know students' result of pre-test :

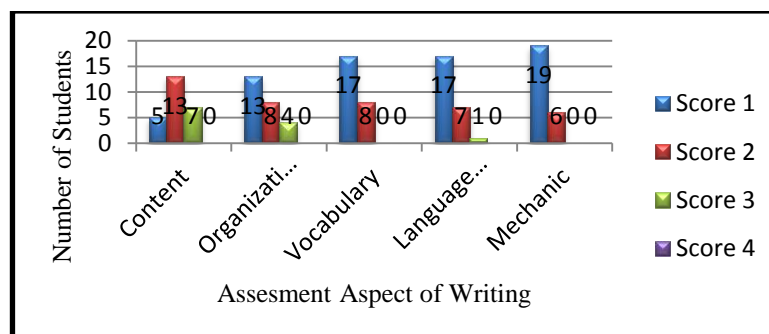


Chart 4.1 Students' result of pre-test

There are some activities conducting in this phase. First of all, to find out students' writing skill researcher did pre-test. Next, researcher designed a lesson plan and selected the appropriate material. The researcher also prepared the model of realia technique. The model of realia was using in recipe and manual. The researcher also prepared the material and source of study, besides the researcher also prepared the media of learning.

This action research was conducted in SMPN 1 Gayam, specifically at grade VIIA, in the academic year of 2017/2018. The research was started from 2 April until 14 April 2018. In this research, consist of pre-cycle, cycle I, and cycle II.

The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students' activities during the cycle. The observation was done to get the data from the students' progress during their activity when teaching learning process occurred.

After analyzing the observation result, the researcher noted that the implementation of realia technique in teaching writing skill give positive outcome in improving students' writing skill. The students' interest was progressed. The students involved actively in learning. The students' result after the action :

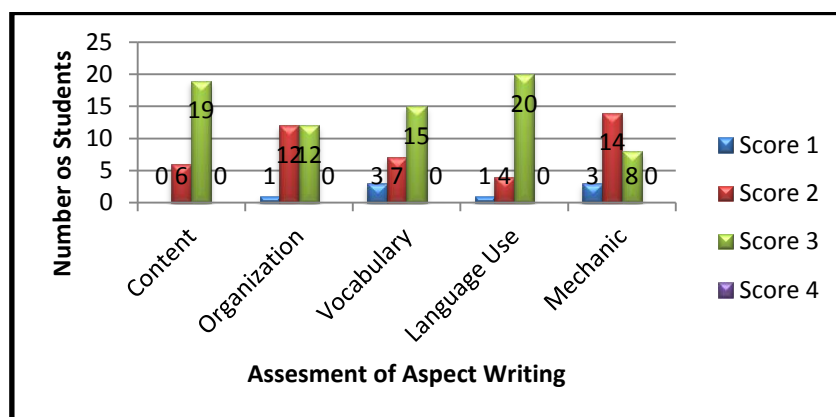


Chart 4.3 Student's result of post-test I

After finding the facts that students' writing skill was not satisfied, which was proven by their post-test 1 score, the researcher made a lesson plan for the second cycle. The material still related to writing writing procedure text. The second cycle was carried out to solve the problem found in the first cycle in which students were still difficult to produce the word and organizing their ideas into a good procedure text.

Implementation of this phase, researcher conducted the teaching learning process in the second cycle to get better result that was significant in improving writing skill using realia technique in order to improve students' skill in writing procedure text the schedule can be seen in this table below.

Researcher carried out the observation. Researcher observed the teaching learning process by monitoring the students' activities during this cycle. The observation was

done to get the data from the students' progress during their activity when teaching learning process occurred. Students' respond in cycle one was good. Most of meetings were running well. But, some students still looked confused and felt difficult especially in writing procedure text. However, in the second cycle, the researcher found that the students' progress in writing was better than in the first cycle.

After analyzing the observation result of cycle II, the researcher noted that the implementation of realia technique in teaching writing skill give positive outcome in improving students' writing skill in procedure text. In this cycle, the students could grasp the procedure text both Indonesia and English. They still remembered the procedure text taught previous meeting. All students followed the learning activity although some students were not discipline in following the teaching learning process. The

students responded the researcher instruction. There was an

improvement of students test score.

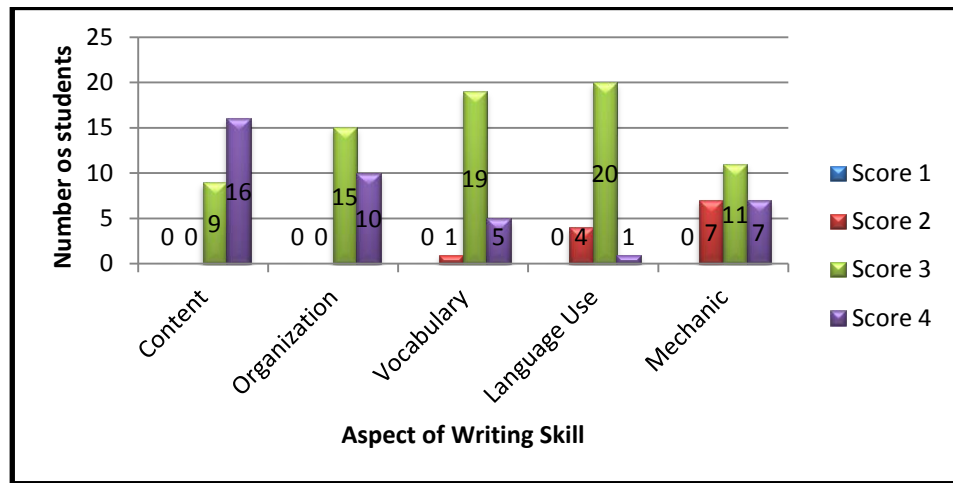


Chart 4.6 The Result of Students' Post-test II

After the researcher implemented the use of realia technique in teaching writing skill of procedure text, she got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in teaching and learning English, especially

writing procedure text. Most of students paid attention to the researcher's explanation and could accomplish the task well. It was analyzed, the mean of the students' score of pre-test and post-test can be seen in the diagram below.

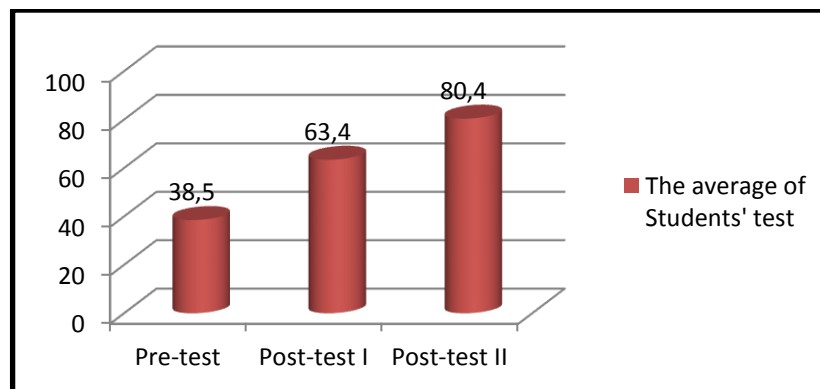


Chart 4.9 The improvement students' result of pre-test, post-test I and post-test II

CONCLUSION

Based on the research conducted to solve the problem of teaching writing in procedure text, teaching writing using realia technique is effective in improving the students' writing skill especially in writing procedure text. Besides that using realia technique helps the students write procedure text easier. The improvements of the students' writing skill can be indicated from the improvement of the score test of pre-test until post-test II. The average of pre-test is 38,5. While the average of post-test I is 63,4 and post-test II is 80,4.

Furthermore, the implementation of realia technique gives positive effect to the students' attitude in teaching and learning process. When the teacher implemented the use of realia technique in the teaching learning process, the students were observably interested in the lesson and motivated to learn. They became more actively involved in teaching and learning process. The students were also willing to ask the teacher when they did not understand the material. The

students were more enthusiastic in joining the class so that the teaching learning process became more effective.

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