THE USE OF REALIA TO IMPROVE STUDENTS’ SPEAKING ABILITY IN PROCEDURE TEXT
(A Classroom Action Research at the Eight Grade Students of SMP N 7SURAKARTA in 2015 / 2016 Academic Years)

Putri Arum Artanti
Slamet Riyadi University

ABSTRACT

The aims of the research are 1) to know the class condition when Realia is implemented in a teaching and learning process and 2) to know whether using Realia in teaching learning English improve students’ speaking ability in procedure text. In order to achieve the aims, the researcher conducted a Classroom Action Research. The research applied is Classroom Action Research to know if there is an improvement in students’ speaking ability. The research was conducted in two cycles. In collecting the data, the researcher used test, interview, and observation. In analyzing the data, the researcher used data quantitative (pre-test and post-test) and qualitative data (data collection, data reduction, data display and conclusion). The research was conducted at the eight grade students of SMP Negeri 7Surakarta in 2015/2016 Academic Year. The research implementations showed that: (1) There was an improvement in students speaking ability after Realia implemented in the teaching and learning process, and (2) The students showed better achievement in speaking ability. It could be seen from the result of the research as follows: the mean score of pre-test was 50.87, in post-test 1 increase up to 67.37, and improved to 80.12 in post-test 2.

Keyword : Realia, Speaking Ability, Classroom Action Research
ABSTRAK


Tujuan dari penelitian adalah 1) untuk mengetahui kondisi kelas ketika Realia diterapkan di dalam proses belajar mengajar dan 2) untuk mengetahui apakah penggunaan Realia dalam pengajaran dan pembelajaran bahasa Inggris meningkatkan kemampuan berbicara siswa dalam teks prosedur. Untuk mencapai tujuan, peneliti melaksanakan Penelitian Tindakan Kelas.


Penerapan penelitian menunjukkan bahwa (1) terdapat peningkatan dalam kemampuan berbicara siswa sesudah Realia diterapkan di dalam proses belajar mengajar, dan 2) siswa siswa menunjukkan pencapaian yang lebih baik dalam kemampuan berbicara. Hal tersebut dapat dilihat dari beberapa indikator yaitu (1) kemampuan berbicara siswa meningkat (2) penggunaan media yang benar menaikkan pencapaian siswa dalam pengajaran dan pembelajaran berbicara; (3) penggunaan topik yang menarik yang dihubungkan dengan segala hal yang ada dalam kehidupan sehari-hari mereka menaikkan antusiasme dan motivasi siswa dalam pengajaran dan pembelajaran berbicara; (4) Para siswa dapat mempraktekkan pemikiran kritis mereka dengan melakukan langkah-langkah dalam Realia; dan (5) Di dalam Pengajaran dan pembelajaran siswa menjadi lebih mandiri dan kritis. Realia merupakan sebuah media yang bagus untuk meningkatkan kemampuan membaca siswa. Hal tersebut dapat dilihat dari hasil penelitian sebagai berikut: nilai rata-rata pre-test adalah 50,87, di posttest 1 naik menjadi 67,37, dan meningkat menjadi 80,12 di posttest 2. Siswa juga termotivasi dan fokus pada proses belajar mengajar. Peneliti menyimpulkan bahwa Realia dapat meningkatkan kemampuan berbicara siswa pada siswa kelas 8 SMP Negeri 7 Surakarta di tahun ajaran 2015/2016. Oleh karena itu, Realia dapat digunakan sebagai media yang sangat baik dalam pengajaran dan pembelajaran kemampuan berbicara di dalam kelas.

Kata Kunci: Realia, Kemampuan berbicara, Penelitian Tindakan Kelas
INTRODUCTION

Everyone needs to communicate with others to convey the messages so that the others know what they want to say. Through language, either written or spoken, people can express their feelings, ideas, opinions, etc. Lately, many people use English as a medium of communication like in varied social media which connecting people from all over the world. They use English to make their communication easier. As Brown (2000: 118) says that “English is increasingly being used as a tool for interaction among nonnative speakers”.

Because English is not a mother tongue, therefore English must be learnt continuously, so that Indonesian people can use English correctly and appropriately. As we know, English is used in many aspects in human life, such as: politics, education, entertainment, business, etc. Crystal (2003: 45), states that English is important as a means of International communication. He also states that English is the official language and as a global language.

As a subject matter in school, there are four skills which is taught in learning English. They are listening, speaking, reading, and writing. One of the important skill is speaking. Speaking is a crucial part of the foreign language in teaching learning process, because it can be used for the students to express their ideas orally in foreign language. It is in line with Burns and Joyce(1997: 94) by saying “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Without speaking skill, students will just keep silent.
In teaching learning speaking can be done by combining it with a text. According to Jack C. Richards and Richard Schmidt (2002: 549) “text is a segment of spoken or written language that has characteristics”. Based from definition is means that text can help students learn speaking because text is spoken or written language that has characteristics, so with the text’s characteristics more enjoy to learn speaking.

Procedure text is one of the genre of text which suitable to learn speaking. According to Mark and Kathy Anderson (1997: 50), procedure text it self has meaning a piece of text that gives us instructions for doing something. It means procedure text is text that give us instruction for doing something.

From the preliminary research at SMPN 7 Surakarta, the researcher found some problems in 8 C class, such as: (1) Students did not like English because they had a low skill in speaking, (2) Students had difficulty in spelling the words, (3) Students were still confused about tenses.

Based on the student’s problem in speaking, the researcher should be able to solve this problem. And one of the ways to solve those problems is using Realia. This medium is good to be applied in 8C class of SMPN 7 Surakarta because it is very appropriate with the students’ characteristic actually in the teaching learning speaking skill, because they do not need to imagine the things so they will be easy to express their ideas. Soames (2010:77) says that “realia means using real items found in everyday life as an aid to teaching English”.

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METHODODOLOGY

This research used Classroom Action Research. According to Wallace (1998:4) “Action Research is done systematically collecting data on your everyday practice and analyzing them in order to make some decision about what your future practice and what should be”. And in this research used technique of analyzing data, they are Qualitative and Quantitative.

1. Qualitative data

In Miles and Huberman (in Sugiyono, 2014: 430) describe the interactive model of data analysis, they are:

a. Data Collection

Data collection is all the data that is collected during the research, such as: the data about the school situation, the data about the students’ ability, the data about the teacher especially the English teacher, etc

b. Data reduction

Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete.

c. Data display

Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.
d. Conclusion drawing/ verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which have been displayed and linked is checked again to see systematic patterns and interrelationships between the data. The data are analyzed to make conclusion.

![Diagram of Data Collection, Data Display, Data Reduction, and Conclusions: Drawing/Verifying](image)

Figure 1 Component of data by Miles and Huberman’s

(inSugiyono, 2014: 431)

2. Quantitative Method

The researcher gives some test to training student’s vocabulary. In this research, the researcher gives some pre-test and post-test. Then, the researcher analyzes the results of the test to know whether there is an improvement of the student’s ability.
1. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

\[
\bar{x} = \frac{\sum x}{n} \quad \bar{y} = \frac{\sum y}{n}
\]

Where:
X = means of pre-test
Y = means of post-test
N = the number of sample

2. The t-value can be calculated with the formula as follows:

\[
t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 \cdot (\sum D)^2}{N} \cdot \frac{N-1}{N(N-1)}}}
\]

Where:
t = the t-value for non-independent (correlated) means
D = the difference between the paired score
\(\bar{D}\) = the mean of the differences
\(\sum D^2\) = the sum of the squared score difference
N = the number of pairs

(Ary, Jacob, and Sorenson, 2010: 177)
RESULT AND DISCUSSION

A. Result

This research was held at SMP N 7 Surakarta. It is located on Jl. Mr. Sartono, Surakarta (0271) 852674. The research was conducted on October until November 2015 in Academic Year of 2015/2016. The number of students was 32 students. This class included 12 girls and 20 boys.

In this research, the researcher conducted in two cycles. The first cycle was held in four meetings, two meetings for conducting the pre-test and post test 1 and two meetings for conducting the teaching-learning process. The second cycle consisted of three meetings, two meetings for conducting teaching-learning process and one meeting for conducting the post-test 2.

Each cycle of the research consisted of: identifying the problem, planning the action, implementing the action, observing the action, reflecting and revising the plan. Before implementing the research first cycle, the researcher was conducting a pre test. Pre test is to know the ability of the students’ speaking ability. The researcher also held post test in the end of every cycle. The reason of post test was to find out whether their speaking ability improved or not.

The result of the research indicated that the difference of students’ speaking ability score in the class after implementation was improved. It can be seen for the mean score of pre-test and post-test 1. The score of pre-test is 50.87 while the score of post-test 1 is 67.37 in cycle 1, and the score of post-test 2 is 80.12 in cycle 2.
Based on the result of the analyzing using t-test, the result of test between pre-test and post test 1 is 6.31. The t table in significance 5% = 2.042. It can be concluded that $t_0 < t$ table is significance 10% (6.31 > 2.045). It means that there is significance from learning speaking using Realia in pre-test and post test 1.

Then the result of analyzing using t-test between post test 1 and post test 2 is 15.36 and the result of post test 1 and post test 2 is compared with $db = (n-1) = (32-1) = 31$. The t table is significance 5 % = 2.045. It can be concluded that $t_0 > t$ table is significance 5 %(15.36 > 2.045). It means that there is significance from learning speaking using Realia.

B. Discussion

After analyzing the result of the research such as: field notes, observation, interview, and score of pre-test and post-test, and lesson plan it shows that there are some improvements.

The implementations of teaching learning process through Realia is improved the students’ speaking ability. The Indicators which were used by the researcher was Realia can improves students’ speaking ability (include of vocabulary, pronunciation, grammar, comprehension and fluency)

Students’ grammar was increasing rapidly, from pre-test total score 56, post-test 1 total score 69, post-test 2 total score 71. In the first meeting they were lack of grammar competence, after the researcher used Realia from cycle1 until cycle 2 there was significant improved.
From pronunciation, the total score students from pre-test 53, post-test 1 was 58, post-test 2 was 60. It was not easy to increase students’ pronunciation, because it needs more time and special treatment. But, using Realia the researcher can easier teach the students.

When she implemented Realia in her teaching approach, almost all of the students got their vocabulary increased. The students’ total score for pre-test was 51, post-test 1 was 63, post-test 2 was 65.

From the pre-test until post-test 1 and 2, they had good enough comprehension. So their total score has increased rapidly, because using Realia the researcher can gave the appropriate words. The students’ total score for pre-test was 52, post-test 1 was 58, post-test 2 was 62.

The most significant elements increasing can be found in the fluency of students. From the pre-test their result was 52, post-test 1 was 54 and post-test 2 was 67. It was happened because every meeting they learnt to speak well with good way.

Based on the explanation above, the researcher concludes that Realia is the best medium to teach speaking ability. After the implementing of the Realia, the students mean score of speaking and the students’ motivation were increased. So, Realia is appropriate and useful to improve students’ speaking ability, actually for the 8C grade students of SMP N 7 Surakarta.

Generally, the students were encouraged to join the learning process. They make some progress as well as improving their speaking ability. When the researcher implied Realia, this medium improved the students’ self
confidence and improving the fluency easily. However, the researcher needs more preparation if she wants to use this medium. The results of Pre-test and Post-test 1 have an improvement in fluency. By using this medium, the students’ speaking ability improves significantly.

CONCLUSION

Based on the research of teaching speaking using Realia in Procedure text especially at the 8C grade students of SMP N 7 Surakarta, it can improve students’ speaking ability. The students became more active in teaching learning process when they performed their speaking ability using realia. The improvement of the students’ speaking ability is reflected from the increasing score.

The improvements of students’ speaking ability is shown by the increase of student’s mean score through pre-test, post test 1 and post test 2. The score of pre-test is 50.87 while the score of post-test is 67.37 in cycle 1, and the score of post-test is 80.12 in cycle 2. The students’ speaking ability increased in all aspects; meanwhile the KKM (Minimum Score of English) is 75, so Realia can improve the speaking ability at 8C grade students of SMP N 7 Surakarta. The students can pronounce the words correctly, they can speak fluently, can memorize and understand the meaning of words, and can use the appropriate vocabulary. The improvement of students’ motivation in teaching learning English speaking ability also gives positive contribution in the increase of mean score.
The atmosphere of teaching learning English is different. The students become active in classroom, enthusiastic, excited and motivated during teaching learning process. The students give more attention to the lesson and they were attracted to do the exercise during teaching learning process. The students more focused to the lesson during the activity in teaching learning process. The activities of Realia is attracted the students’ motivation and interested to the students. The researcher found that that Realia make the class becomes conducive
REFERENCES


