THE USE OF REALIA TO IMPROVE STUDENTS' SPEAKING ABILITY
THROUGH PROCEDURE TEXT AT SMPN 23 MAKASSAR

SKRIPSI

By
SAMSUL SYUKUR
NIM 4510101034

ENGLISH EDUCATIONAL DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION SCIENCE
UNIVERSITAS "45"MAKASSAR
2014

THE USE OF REALIA TO IMPROVE STUDENTS' SPEAKING ABILITY THROUGH PROCEDURE TEXT AT SMPN 23 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teacher Training and Education Science in Partial Fulfillment of the Requirement for the Sarjana Degree

By

SAMSUL SYUKUR
NIM 4510101034

ENGLISH EDUCATION DEPARTMENT
FACULTY TEACHER TRAINING AND EDUCATION SCIENCE
UNIVERSITY "45" MAKASSAR
2014

SKRIPSI

THE USE OF REALIA TO IMPROVE STUDENTS' SPEAKING ABILITY THROUGH PROCEDURE AT SMPN 23 MAKASSAR

Arranged and Submitted by

SYAMSUL SYUKUR
NIM 4510101034

Has been defended in front of Skripsi Examination Committee
May 23th, 2014

Approved by,

Supervisor I,   Supervisor II,

Dra. Hj. Hanyah Haneng, M.Si.   Rampeng, S.Pd., M.Pd.
NIDN. 0901014601   NIDN. 0916047806

Known by,

Dean Faculty of Teacher   Head of English
Training and Education,   Education Department,

Prof. Dr. Muhammad Yunus, M.Pd.   Rampeng, S.Pd., M.Pd.
NIDN. 0031126204   NIDN. 0916047806

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"THE USE OF REALIA TO IMPROVE STUDENTS' SPEAKING ABILITY THROUGH PROCEDURE TEXT AT SMPN 23 MAKASSAR"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko / sanksi apa bila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Juni 2014

Yang membuat pernyataan

Samsul Syukur

ABSTRAK

SAMSUL SYUKUR 2014. *The Use of Realia to Improve Students' Speaking Ability at SMPN 23 Makassar.* (Dibimbing Oleh Hanyah Haneng dan Rampeng).

Secara objektif dari penelitian ini adalah penerapan realia untuk meningkatkan kemampuan berbicara siswa melalui prosedur teks dan untuk mengidentifikasi peningkatan kemampuan berbicara siswa melalui prosedur teks.

Secara subjektif, penelitian ini dilakukan di SMPN 23 Makassar Tahun pelajaran 2013/2014 dengan sampel yg berjumlah 39 siswa. Penelitian ini menggunakan penelitian tindakan kelas (A Classroom Action Research). Proses penelitian ini dilakukan dalam tiga fase termaksud pra-siklus, siklus 1 dan siklus 2. Data yg dikumpulkan menggunakan panduan observasi (Observation Guide) untuk mengetahui kegiatan atau tindakan dalam ruangan kelas selama proses belajar mengajar. Disamping itu, peneliti juga menggunakan test untuk memperoleh skor siswa dengan tujuan untuk mengetahui peningkatan kemampuan berbicara siswa. Data yang telah diperoleh di analisis dengan menggunakan Quantitative analisis.

Hasil penelitian menunjukan bahwa penggunaan realia dalam meningkatkan kemampuan berbicara siswa pada SMPN 23 Makassar Tahun pelajaran 2014/2014 dapat meningkatkan kemampuan berbicara siswa. Keberhasilan ini dapat dilihat dari skor rata-rata yang di peroleh siswa di setiap siklus. Skor rata-rata siswa pada pra-siklus yaitu 4,58 dan skor rata-rata siswa pada siklus 1 yaitu 5,15 dan di siklus yang terakhir skor rata-rata siswa yaitu 6,75.

Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penggunaan realia dalam proses belajar mengajar khususnya dalam meningkatkan kemampuan berbicara, guru dapat meningkatkan kemampuan speaking siswa. Diharapkan bahwa penggunaan media realia merupakan sumber informasi yang bernilai terhadap siswa, guru dan peneliti sendiri.

Kata kunci: Using Realia Through Procedure Text to Improve Student's Speaking Ability.

Acknowledgement

Praise is to Allah, the merciful, and the compassionate that the writer can finish this thesis completely as one of requirement to get the sarjana degree, at English Education Department, Faculty of Teacher Training and Education Science. Shalawat and salam for the Prophet Muhammad who brings us from the darkness to the brightness.

The researcher realized that there are many people who are already helped him in arranging and writing this final project directly or indirectly. In this chance, the researcher would like to express deeper appreciation to;

Prof. Dr. Muh. Saleh Pallu, Meng as the Head of "45" University, Prof. Dr. Muh. Yunus, M.Pd as Dean of the Faculty of Teacher Training and Education Science, Dra. Hj. Hanyah Haneng M.Si as my first advisors. Rampeng S. Pd, M. Pd. as my Head of English Department and my second advisors. Thank for providing careful guidance, helpful corrections, very good advise and encouragement during the consultation. My beloved father Hamid and my mom Nafsin. My beloved sister Hadijah Syukur and beloved borothers Hasdin Syukur, and Sahrul Syukur who had never feel bore giving me good advise. Drs. Basri Djarru, M. Pd the headmaster of SMPN 23 Makassar who had allowed the writer to carry out the research in his school Dra. Hj. Fatmawati the English teacher of SMPN 23 Makassar who had helped the writer during the study in the school. All of my beloved friends in

v

my class especially Yohanes W. Tukan, Yamon, Alfan, Sofian and all of my friend that I can't mentioned their name one by one.

Finally, the researcher hopes that this skripsi could be useful later. The researcher realizes this skripsi is still far from perfection, so the writer welcomes any suggestions and critism, because perfection belongs only to Allah.

Makassar, December 2013

The Writer

TABLE OF CONTENT

CHAPTER III: METHODS OF THE RESEARCH

CHAPTER IV: FINDING AND DISCUSSION

CHAPTER V: CONCLUSSION AND SUGGESTION

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

There are some points in this chapter which is the researcher will explain, they are: background, statements ofthe problem, objective of the research, advantage of the research, scope of the problem, and definition of the terms.

A. Background

Language is very important in our lifes, because it is always used in our daily activity to communicate with the others. The human can't communicate each other without language, because it is one of the instruments of communication, used by people in general.

Some countries used English as their language. In Indonesia English is used as their second language. The one of countries is Indonesia that has been our beloved country. It has Indonesian language and the other countries do too. Although there are many kind of languages in this world, all of the people from over the world can communicate each otherby using English because it is an international language used among them to communicate. It is identic with the Janet Holmes State in His book by saying :"A world languge or international language is English language. It was used by people such as in economic, political and also education.

In Indonesia, English as the foreign language that was thought in every school from the elementary to the university level. The study of foreign language as the main lesson for the students who learn their first foreign language. The study it by mastering the four basic language namely: listening, speaking, reading and writing. The first mastering litening skill, students listen to every sound in the environment. The second is mastering speaking skill. In this step, they try to practice what they listen. The third is mastering reading skill. Usually they start learning this skill when they study in kinder garden or elementary school. The fourth skill is mastering writing. Those are four language skills which should be started by people when they study language.

Speaking is an importantpart of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday life. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.In English lesson there are many text types which is should learn by students. One of them is procdure text. According to Oxford Learner Poket Dictionary, Procedure is usual or proper way of doing something.

When we talk about procedure we also talk about process, because procedure is process of doing something.

In the development of the education at the present time, there are many kinds of media that can be used to teach. One of them is realia. In teaching speaking skill, realia is useful because students can see and touch it directly. They don't need to imagine so they will be easy to express their ideas. Based on the background above the researcher would like to handle a research entitle "The Use of Realia to Improve Students' Speaking Ability at SMPN 23 Makassar"in Academic Year 2013/2014.

The researcher did this research to get the data needed to complete this final project through the school that had been choosen as the object of the research activity. Based on the prelimenery research with the English teacher, the writer found the students' problem especially in speaking ability. The standart English score is 6, but there were many students that did not reach it yet. It was caused some students didn't like speaking activity and the teacher didn't give the interesting explanation activities or examples that make the students be active to practice the speaking activity. It made the students bored and rare to practice their speaking ability. Based on the problem above, the researcher offered a suitable solution to over come the problem. The researcher will use realia as a media to solve the problem.

The the researcher used a classroom action research, because it was a number of procedures that can be used to improve teaching learningprocess in the classroom . Usually it is used by teacher because they found some problem in the teaching learning process.

The researcher hope that realia could improve students' speaking ability in procedure text because realia has many adventages both for the teacher and the students in the teaching learning process.

B. **Statement of the Problem**

Based on the description of the study above, the researcher would like to make statement of the problems. The problem that are discussed in this study can be stated as follows:

1. How is the implementation of realia in improving students' speaking ability at ninth grade of SMPN 23 Makassar in academic year of 2013/2014?

2. How is the improvement of the students' speaking ability after being taugth through using realia ?

C. **Objective of the Research**

As there researcher states to do a research, autometically there is an objective why he does this research. The objectives of the research are:

1. To describe the implementation of realia to improve students' speaking ability in procedure text at ninth grade of SMPN 23 makassar in academic year of 2013/2014.

2. To identify the improvement of the students' speaking ability in procedure text.

D. Advantages of the Research

It is very important for us to know the advantages of the research. It is hoped that realia is one of the media that can be used as an alternative way to teach speaking. In addition, it can contribute some benefits as follow:

1. The researcher

The result of the study is used to answer the available questions in this final project based on the data got a long the research.

2. The Students

It is hoped that the students can improve their speaking ability by using realia and there are some efforts to develop their study English in order to be successful.

3. The Teacher

The teacher can use this result of research as a feedback on the teaching activities and he can increase his method in teaching learning program well. Beside that he also can use the result of the research as an alternative way to teach speaking in the class for his students.

E. Scope of the Problem.

Research should be limited in it's scope so that the problem being exemined is not too wide and the research is effective. To limit the scope of the discussion and to analyze the problem, the reseacher limited the reseach in the students' speaking ability in procedure text. It means that he analyze only on the students' speaking abilty by using realia through procedure text. This reseach was applied only to the ninth grade students of SMPN 23 Makassar in academic year of 2013/2014.

F. Definition of the Terms

Definition of term is needd to avoid different explanation from different point of the reader. The researcher Defines some terms according to his pointof view. It will avoid misunderstanding that can drive us to ambiguous meaning.

1. Realia

Realia is a term used in education and library science. In education realia are objects from real life used in classroom instruction. Realia usually use by educator to improve student understanding of other language or culture using real things and bring them into the classroom.

2. Improve

According to Oxford Advaced Learner's Dictionary, the term improve has meaning become or make somebody or something better.

3. Abilty

Ability is skill or power. It is also the quality of being able to do something, especially the physical, mental, financial or legal power to accompalish something. In this case, ability is natural or acquired or skill that have by students.

4. Speaking

Speaking is one skill in studying language , not only in English language but also in other language. Speaking is talk to somebody about something, we use our voice to say something. We learn speaking skill in order to communicate each other, using speaking we can deliver our message to other people.

5. Procedure Text

Procedure text is the text which teach us how to make something or how to opperate something. One of the material that given in junior high school. It is about instruction how to make or how to use something. There are many steps to make something in the text. The purpose of a procedure text is to describe how something is accomplish through a sequences of action or steps.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss about speaking ability (the nature of speaking ability, the meaning of speaking ability, the function of speaking ability, and the aspect of speaking ability), Realia (definition about realia, implementation of realia, and realia in teaching speaking), procure text (definition of procedure text , the generic structure in procedure text, and significant lexica grammatical feature in procedure text), theorytical framework, and the action hypothesis.

A. Previous Research

The previos researches that use the researcher are:

According to Ervina (2009). The Faculty of Education, Language and Art, IKIP PGRI Semarang, The title is" Improving the Students' Ability in Writing Procedure Text Using Picture (a case of ninth year students of MTs Nur Tirto Pekalongan in academic year 2008/2009. This similarity this reseach 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' taught by picture and studennts did not taught by pictures. She used two instruments to collecte data thay was test and experiment. The result show that the picture can improve the students' ability in writing procedure text.

According to Toyyibah (2009), English language Education of Tarbiyah Faculty Walisongo State Institute for Islamic Studies, the title is " 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. She use documentation, observation and test to collect data. The result of the research show that the the students improve their writing organization of descriptive text using realia. They are better in organization the words, and the one of adventage of using realia is that the students can produce the words of the object easly and accurately.

According to Dian Wahyu sokhibiyah (2009), the faculty of Education, Language and Art IKIP PGRI Semarang, the title is " The Effectiveness of Using Realia to Teach Vocabulary to the fourth grades students of SDN 01 Kebonbantur Mranggen Demak in academic year 2007/2008. This thesis concerns with using realia in teaching vocabulary. She use 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 fourth grades students of SDN 01 Kebonbatur.

According to Umi hani Al-Habsyi (2009), English language Education of Tarabiyah Faculty Walisongo State Institute for Islamic Studies. The title is " Improving students' motivation to speak by using

story telling with 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 in improving speraking by using storytelling with sentence card game.

She used two kind of instruments to collect data there were questionnaire and observations.

However, this research is different with previous ones, but there is the similarity both of them, that is concern on procedure text. Two researcher 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 why it is interested to be observed.

B. Speaking

1. Speaking Ability

a. The Nature of Speaking Ability

Accordinf Widddowson in Rahman (1995: 11) state that an of communication through speaking is commonly performed in face to face interaction and occur as part of dialogue of rather from verbal exchange.

According Brown in Islamiyah (2007: 14) states that speaking is productive skill that can be directly and empirically observed, those observation are in variably by the acciracy and fluency. While he also states that speaking is the product of creative construction of linguistict strings, the speaker make choices of lexicon, structure, and discourse.

Poerdarminta in Islamiyah (2007:14) States that the classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for theother one or to be able to communicate about something in language and understood by someone who becomes a listener. Tarigan In Islamiyah (2007: 14) states that speaking is one of the language skill in oral form to expressthe speakers ideas to everybody else. While, speaking speaking is the informal interchange of thought and informationby spoken words.

b. The Meaning of Speaking ability

Speaking ability consists of two words namely speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According to Poerdarminta (1985: 109). It also stated by Hornby (1990: 51) That ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability of human which identical with ability. According to

Djiwandono in Munir (2005: 16) that speaking is the activity to express thought and feeling orally.

As Horby (199:140) explained that spaking is talk or to say about something mentioned, it means, to speak well, all expression will be said or mentioned in speaking activities.

Teasol in Yahya (2001) assert that speaking is the oral skill of language express from mouth. It can be said, people have to involve the mouth to speak.

Speaking is an articulation of sound to express thought. Tarigan (1990: 15) says that speaking is the capability in pronouncing sound or word to express or convey thought, ideas or feeling, opinion and wish. Another expert says that speaking is talk or speak Haryanto in Sunardy (2004: 13). If both speaking and ability are combined, so it means a capability to utter thearticulation of sound to express or to deliver thought, opinion and wish to the other person.

According to Oxford Advance Learner's Dictionary deffinition ability is skill or power, however speaking ability is skill or power to express ideas, opinion, or message orally.

c. The function of Speaking Ability

Brown and Yule in Fauzi (2012: 4) also describes a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the

transfer of information and the interactional function, in which the primary purpose of speech is the maintenance of social reletionship. Furthermore, Brown in Yule in Fauzi (20012: 4) suggest that most language teaching is concerned with developing skill in short intersectional exchanges in which the learner is only require to make one or two utterance at a time.

Based on the above statemant, Bygate in Fauzi (2012: 5) distinguishes that between motor-perceptive skill, which are concerned with correctly using the sound and structures of the language, and interactional skill, which involves motor-perceptive skill for the purpose of communication motor perceptive are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it will assume that the mastery of motor perceptive skill will need all one, in order communication will successfull.

d. The Aspect of Speaking Ability

Darmodiharjo in Fauzi (2012: 7) States about the aspects of speaking that the requirements of effective speaking suchas: intonation, phonetic transcription and environment expression.

The above opinion describes that, to able communicate effectively, it must be consider that the situationof sound utterance pronounciation and physical. On the other hand,

Valetto in Fauzi (2012: 7)says taht" tha elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking.

Based on the opinion above, the researcher conluded that the speaking is ability or skill to convey our ideas, opinion or message orally. Speaking ability 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 ability in forign language is difficult because the target language is different with mother language. In other to have a good ability in speaking we must always practice it.

C. Realia

1. Definition of Realia

Realia is consisting of actual object or items facsimiles therefore which are used in the classroom as aid to facilitate language aquisition and production. Realia is an object or activities used by the teacher to demonstrate real life (particularly of people studied), Objects that educators use to help students understanding to other cultures and life circumstance, real things, things that are real. Realia or real items are useful for teaching and learning in the classroom. Object that are instrinsically interesting can provide a good starting point for a variety of language work and

communication activities. Realia alse make learning more enjoyable.

Realia is item for any real, concrete object used in the classroom to create connections with vocabulary words stimulate conversation, abd build background knowledge . Realia gives students the opportunity to use all oftheir 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 inpractical, teacher can used models or semi-concrete object such as photograph, illustration, and artwork.

Based on the explanation above, the researcher conclude that realia is one of media in teaching learning process, it isa realthings that can see, hear or touchdirectly. It makes students more interesting and easy to understand the lesson.

2. Implementation of Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes culture undrstanding. Realia refers to the practices of using real, tangible things in the classroom to help the students to connect withEnglish on a different level. It involves visual, tectile and functional methods for teaching ideas, concepts vocabulary or grammar. It is also extremely useful to help the students grasp the culture differences or learn practical skill if they are planning to travel or are already in

an English speaking country. Many teacher are leery of using realia, but there are some easy and helpful ideas for using it in ESL lesson.

There are many ways to use realia in teaching learning. In education, realia include objects used by teacher to improve students understanding of other culture and real life situation. There are many ways to used realia, because it is useful for any topic of English lesson, however teacher can improve their creativity in teaching their students using realia.

Actually, realia is appropriate for any level of students, for beginner until advanced. Guariento and Morley (2001) claim that at post-intermediate level, the used of authentic materials is available for use in teclassroom. This might be attribute to fact that at levels, the used of authentic materials may cause students to feel de-motivated and frustrated since they lack many laxical items and structures used in the target language. According to the finding of the survey carried aut by Chavez (1998), learner enjoy leading authentic materials since they enable them to interact with thereal language and it using. Alsothey do not consider authentic situation or materials innately difficul. However, learner state that they need pedagogical support especially in listening situation and when reading literary text such as the provision of a full ranges of cues (auditory and visual including written language).

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

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

2) Bring in a number of objects everyday life, such as fruit, utensilsor articles of clothing. Sitting in a circle, pass on of the object (for example"tomato"or sock) and then have the students pass on the object to the next one, speaking words as well.

3) Use an object, such as a ball, to teach preposition of the place like"on, under, above. Place the ball on the table, and ask where it is.

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 seggested by television program hosts, who control conversation by the use of microphone. Put students in groups, and give one students the microphone (imagenary, or a real microphone, disconnected, or something to represent a microphone). Say a group of six students are talking aboutholidays, the person with the microphonecan around the

group giving different people the chance to speak, ensuring everyone gets equalchance to contribute.

From explanation above, the writer concluded that the implementation of realia is useful for the 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 researcher concern on realia to improve students' speaking ability in procedure text. So, the implementation of realia is different with previous examples. The steps of implementation of realia in improving students speaking ability in procedure text are: first, teacher prepares some materials that needed to reach the goal. Second, the teacher show the material to the students, and then ask them to mention the name of the material. Third, teacher explain the deffinition of procedure text, after that the researcher give an example by demonstrating every steps using realia orally. Next, the teacher ask students to practice the procedure text orally in group or individually.

3. Realia in Teaching Speaking

The success for failure of teaching learning process is depend on several factors, one of them is media that use by teacher. Media

is 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. 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. Between of them are:

1) Audio media: Radio, tape recorder, telephone.

2) Visual media: picture, magazine, news paper, illustration, etc.

3) Audio visual media: Television, movie, CD, slide and sound.

4) Diverse media: Realia, Diaroma, display, sample, simulation.

According to the 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 widely considered to have great value in fostering an active teaching learning environment. By information through diverse media, realia help to make English language input as comprehensible as possible and to build an associative bridge between the classroom and the worl. Realia are not only series of artefacts that discribe the costume and traditions of culture. Realia provids language learners or students with multii sensory impressions of the language which learned partly at least through seeing, hearing, touching, and manipulating items. An interaction with authentic materials aids in contextually grounding

instruction by bringing students into contact with language as it used in the target culture in order to meet actual communication needs. The use of realia then can enhance linguistic and culture comprehensibility, which are both prerequisities for real language learning.

Teaching speaking is not easy. Not only for students but also there are some teacher 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. Inthis study is using realia. There is evidence that through the use uf realia, teacher may increase the number of students respondses and therefore over all participation and interest in learning asctivities.

Realia is one of way to build students interest in teaching learning speaking. Realia can motivate students to expres their ideas orally. Because realia is real object to see or hear in some cases touch the material directly. The function of realia are:

1) The instruction can be more interesting

    Real things can attract the students interest. If they are interesting, they will give much ettention to what is being taugh.

2) Learning becomes more interactive.

    Many activity can created through applaying real things in the teaching learning process. A teacher can bring into the classroom.

3) The length of time required can be reduce.

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

4) The quality of learning can be improve.

If there is a good preparition is dominant. As a result, the students knowledge and skill can be improve.

The added Adventages with this media is that realia based lessons need to be bound to cities and place that the teacher has physically but rather can based on materials froma vatriety of place collected from a variety ofpeople with various interest. Further, the students interact directly with these materials rather than with someone else interpretation and analysis of them and thus may find virtual realia even more appropriate for their interest.

According to Wrigth (1989) as quoted by toyyibah, there are 5 criteria that provide for making of realia inactivity, they are:

1) Easy to prepare

When teacher want to use amedia their activities, they have to decides wether it is difficult to prepare or not. Realia is a simple media taht can brought in the classroom and easy in preparing.

2) Easy to organizes

The teacher has to decide wether the organizing a morre complicated activity worth while.

3) Interesting

Before applaying realia in the activity, the teacher has to justify the students interest toward it. Bringing realia (authentic objects from culture), or manipulatingto 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 given 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 expirience memorable for the students, so they can practice how to make something using real object easly. It make students easy to mention the name of the object. The students shouldn't imagine the media because they can see and touch directly.

D. Procedure Text

1. Definition of Procedure Text

Procedure text is one of the 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. There are many kind of genre in studying language, but here the researcher just focuses on

procedure text. A procedure text it's self has meaning a peace of text that gives us instructions for doing something. According to definition of a procedure text, it has a social function to describe how something is accomplished through a sequences of steps or actin. Some example of procedure text.

a) Direction

b) Instruction manuals

c) Recipes

d) Itineraries

2. The Generic Structure in Procdure Text

Procdure text also has generic structures, there are:

a. An introduction statement that give the aim or goal.

b. A list at the material that will be needed for complating the procedure.

c. A sequence of steps in order they need to be done

The example of procedure text:

Goal : how to light a candle

Material : candle, match candle holder

Step : first, light the match. Second, bum the bottom of the Candle. Third, put the candle in the candle holder. Fourth, lit the candle. Fifth, blow out the match.

3. Significant Lexica Grammatical Feature in Procedure Text

a. Use of simple present tense, often imperative.

Eventually, procdure text has the social function is to tell someone to do something. So, instruction here is used by imperative

b. The use of time numbers

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

c. The use of adverbs

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

Thus, from the explanation above, the writer concluded that procedure text is any meaningful stretch of language in oral and writing that has social purpose to describe how something is accomlise through a sequence.

E. Theoretical Framework

The theoretical framework below is describe of the research to make the researcher to be easy in doing the research. In doing the research, the researcher will use the class action research to get the data. So the researcher describes like this below:

CHAPTER III
METHODS OF THE RESEARCH

There are five points to be discussed in this chapter. They are research approach, subject of the research, time and setting, methods of data collection, methods of data analysis and limitation of the research.

A. Research Approach

In this research, the researcher focused on improving students' speaking ability in procedure text. Research methodology played an important role in the research. The researcher used a classroom action research, as we know that classroom action research is a number of procedures that is used in improving teaching learning process in clasroom. Usally it is used by the teacher because they find some problems in teaching learning process. And the result of test in every cycle will be measured. The score show students' speaking ability in procedure text. All of which made this research quantitative in nature.

The esearcher used a classroom action research as an attempt to improve speaking learning process and to solve the problems that students have related to speaking ability.

B. Subject of the Research

The subject of the research were the students who got speaking class at that time, they were from XI^{11} students of SMPN 23 Makassar, consisted of 44 students.

C. Time and Setting

This research had conducted on the first semester in the academic year of 2013/2014 of SMPN 23 Makassar for six meeting.

D. Methods of Data Collection

In this classroom action research, the researcher used two kinds of instruments in gathering data. Those were observation and test.

1. Observation

Observation is the process of observe toward the subject of obserfation by using all of sense. An observation task was focused on activity to work on while observing a lesson in progress. It focussed on one of small number of aspect of teaching learning and requires to observe to collect data of information from actual lesson.

The researcher observed the events in clasroom during teaching learning process from begining until the end. To observe the students, the researcher used observation guide. Before making observation guide, the researcher made observation shceme. It was used to describe a range of teacher and learner behaviors.

2. Test

Test is some questions which is used to measure competence, knowledge, intelligence, and ability of talent which is have by individual or group. In this study, the researcher gave speaking test to know student's ability. The researcher focused on 3 elements of speaking there are : fluency, pronuonciation, grammar.

E. Method of Data Analysis

There were some data that were analysed in this research:

1. The data from observation.

This research used observation guide to observe the classroom. In selecting an observation scheme, it is nacessary to match the purposeof the research. The researcher used the instrument of observation to know the student's participation.

2. The Data of Students' Test

The researcher gave the speaking test about procedure text using realia. Example of the questions:

a. How the ways to light a candle?

b. How many step to light a candle?

c. Whatever things that need to light a candle?

d. What is the next step after light a candle

In giving scores, the researcher referred to the rating scale modeled by David P. Harris, but there wasa modivication in this scoring guide.The scoring Guide as Follow:

Table 1. The Scoring Guide

Elements of speaking	Score	Description
Fluency	30	Speech isfluent and effortless
	24	Sped of speech seem slightly affected by language problems.
	18	Speed and fluency seem strongly affected by language problems.
	12	Usually hesitant often forc inti silence by language limitation.
	6	Speech is also halting and fragmentary as tomake the conversation imposible
Pronunciation	30	Has view of forign accent.
	24	Always inteligible, though one is consious of a definite accent.
	18	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	12	Very hard to understand because of pronunciation problems, must frequently be ask to be repeated.
	6	Pronunciation problem are sever.

Grammar	30	If students make vew noticable error of grammar or word order.
	24	If the students occasionally make grammatical errors which do not obscure meaning.
	18	If students make frequent errors of grammar and word order which occasionally obscure meaning.
	12	If frequent grammar errors occur which make rephrasing and reconstructing of utterence.
	6	If errors in grammar is serve.

(Harris D.P 1969 in Erni Rokhmawaty 2010: 78).

The formula that was used to calculate the result of the test were:

a. Measuring the students individual abilty

   Score: 90:9 = 10

b. Calculating the mean of test. The mean is the arithmetical average which is obtaine by adding the sum offset score and dividing the number of the students. The formula as follow.

$$\overline{x} = \frac{\sum x}{N}$$

$\overline{X}$ = the mean of score
x = the total of score
N = the sum of students number

To measure the level of the students scoring the researcher used the below scale to do it.

Table 2. Table Scoring Classification

Score	Classification
9,6-10	Excellent
8,6-9,5	Very good
7,6-8,5	Good
6,6-7,5	Fairly good
5,6-6,5	Fair
3,6-5,5	Poor
0-3.5	Very poor

(Gay, 1981 in Cancerina,2011:30)

F. Procedure of the Research

According to Carr and Kemmis, classroom action research is a form of sef-reflective enquiry undertaken by participants (teachers, students, pricipals, etc) in social (including education) situation in order to improve the rationally and justice of their own social or educational practices, their undrstanding of these practices, and the situation (and the institutions) in which the practices are carried out.

According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioner (for our purpose classroom teachers) rather than out side researcher, secondly that it is collaborative, thirdly that it is aimed at changing things. In conducting this research, the writer made collaborative research. The researcher was helped by the teacher in

order to reach the goal of the research which is aimed to improve teaching method.

Cycle of Action Research

a. Pre-cycle

In this cycle the writer gave oral test in order to know the students' speaking ability without used the media. The writer gave many questions about realia in procedure text.

b. First cycle

1) Planing

a) The writer prepared the material and media of the study that writer need.

b) The writer discuss about the implementation of realia in the classroom with the teacher.

c) The writer made a lesson plan for the first meeting.

2) Acting

In this step there were many activities that had been given to the students. The researcher gave the material about how to light a candle. There were as follow:

a) The researcher started by greeting students

b) The researcher elicited the materials which wouldbe used to light a candle from the students

c) The modelof pronunciation the materials.

d) Students repeated after researcher mention the materials.

e) The researcher elicited the procedure how to light a candle from the students.

f) Students expressed their idea about procedure how to light a candle.

g) Students and researcherr discussed together.

h) Students practiced how to light a candle in a group

i) Students practiced how to light a candle individually

3) Observing

Observe students' activity in teaching learning process and while they were doing the assignment. There were many aspects that would be observed by the teacher and the researcher such as: students' attention, students' ability to mention realia, students' ability to use realia, students' activeness in doing task individually or group. So that the writermade a note in every activities and changing in learning process.

4) Reflecting

After doing the first cycle the researcherr analyzed the weakness and overage of the implementation therealia from learning and teaching and made the reflection and conclusion the result of the first cycle.

c. Second cycle

   1) Planning

      a) Planned to review the previous lesson.

      b) Planned to make the lesson plan for the next meeting.

      c) Prepared the material and media of the study that teacher need

   2) Acting

   After doing two cycles namely pre-cycle and first cycle the researcher did the last cycle with giving new material about procedure how to wash their hands.

      a) researcher started by greeting the students.

      b) researcher gave the new material how to wash their hands.

      c) researcher elicited the media which would be used to wash their hands.

      d) researcher would model the pronunciation of the media.

      e) Students repeated after the researcher mention the media.

      f) Teacher explained the steps by demonstrating how to wash their hand directly.

      g) Students repeated after the teacher.

      h) One of the students come forward and practice how to wash their hands directly.

i) Students explained the media and the steps together by demonstrating the procedure.

j) The students answer the question from the researcher.

k) Students practiced how to wash their hands in a group

l) Students practiced how to wash their hands individually.

3) Observing

Just like in the pre-cycle and first cycle, in this cycle the researcher also observed the students. For some aspects that need to observe similar with the first cycle. There were: students' attention, students' ability in using realia, students' activeness in doing task individually or group using realia.

4) Reflecting

Evaluated and conclude the result of the research, the researcher submitted all of the result from the first cycle until the last cycle. The rsearcher calculated the mean of students' score. From that score researcher knew the implementation of realia to solve students speaking problem.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Pre-Cycle

In this cycle the researcher gave oral test to the students in order to know their speaking ability in procedure text without using real object or realia , but the result of the test was not satisfied yet, because the average score of the students' test only 4,58. Whereas, the standard score (KKM) was 6.3 So, the researcher decided to used realia to solve the problem where the researcher divided into some cycles, they are first cycle, second cycle and included pre-cycle.

2. First Cycle (I)

The first cycle was conducted on Saturday and Monday, February 23 and 25, 2014. In this cycle the researcher tried to handle the weakness in the pre-cycle. The teacher gave the procedure text that was how to light a candle. There steps were following:

a) Planning

1) The researcher made lesson plan as guiding to teach students in the first cycle.

2) The researcherr made observing guide to observe the students during teaching learning process.

3) The researcher prepared the instruments test to check students understanding.

4) The researcher prepared several media to teach realia in procedure text like, candle, match, candle holder.

b) Acting

In this steps, the researcher applied realia to teach speaking procedure text. The teacher started by greeting the students. All of the students were interested. Then the writer introduced his name, to the students. Some of the students gave some questions to the researcher about the researcherr self. After introducing, writer checked attendance list to know there were students who absent or no. the researcher called students' name one by one, there were two students that did not enter to the classroom yet, they were Pricillia Erikat Paat and Frendika Maniku, they didn't enter to the classroom yet, because they were from bathroom. But some minutes after teacher checked attendance list, they came into class. After that, the researcher gave building knowledge to the students by asking all of students how to light a candle. Some of students answered by using Indonesian language and some of them used English. Then, the teacher completed students' answered and then modeled the pronunciation of the materials by showing the material, for example, the teacher said "candle" then he showed a candle

until the last material. The studentsvery interest with it. Then, students tried to pronounce the material like the teacher. After that, the teacher elicited the procedure how to light a candle from the students. In these activities, students more active than before, they tried to answer by using their language. There were many students who answered the question, so the researcher decided to discuss together about the procedure how to light a candle by demonstrating using realia. The students gave their big attention to the researcher when researcher demonstrated the procedure using realia. Then students tried to practice the procedure by making some groups, each group consists of six and there were consists seven students. Before students practice, researcher contributed the material like candle, matches, and candle holder, to each group then the students started to practice it. Actually all of the students were active in this activity but there were three students who did not join fully in this activity, they were: Bella Sepriani, Nurul Fadhila and Mahmud Maulana. Most of them were include close mouthed students.

c) **Observing**

In observation step, the researcher observed the events that happened during teaching learning process. The writer observed the activity by using observation guide. It was used to find out to

what extent the action result reached the objective. The steps were as follow:

1) The English teacher observed the attention of students in the classroom during teaching learning process. All of students gave their attention to the teacher because it was first time he taught them but there were two students who did not enter the classroom yet.

2) The English teacher observed students' activeness and enthusiasm in the classroom. There were three students who passive in the classroom. They looked very interested but after the researcher shown the real object they started to follow the activity.

3) The English teacher monitored the students work in a group. Most of them were enjoying the activity by used realia.

4) The English teacher observed the students' ability on using realia. He looked students could use realias good as possible.

5) The English teacher observed students' ability in mentioning the name of realia. All of students could mention of realia.

d) Reflecting

Based on the activity in the first cycle, the result was significant enough. This involved teaching learning process, students' activeness and attention, students' ability in using realia. The reflection result were as follow:

1) Class was condussive enough, some students were concentrated to join the activity. The love to use realia.

2) In this cycle the researcher asked students to work in pairs and most of them were enjoying themselves to get engaged in the activity, but there were students did not active in this activity.

3) Teacher had provided enough time; this can be shown that most students come forward to practice the realia in procedure text.

3. Second Cycle (II)

The second cycle was conducted on Wednesday and Thursday, February 25 and 26, 2014. The researcher gave new realia to the students. The researcher gave the procedure how to wash their hands. The steps were:

a. Planning

1) The researcher made lesson plan as guiding to teach in the second cycle.

2) The researcher made observation guide to observe the students during teaching learning process.

3) The researcher prepared the instruments test to check students understanding.

4) The researcher made students' name card in order to make easy when he observe the students.

5) The researcher prepared the material that needed to teach realia through procedure text. There were: soap, water, and towel.

b. Acting

Firstly, teacher greeted students as usually then checked students attendance, there were no students who absent. The researcher continued the activity by asking them the procedure text in the previous meeting. Some students still remember it. Then the researcher gave a new material that was the procedure of how to wash their hand. The researcher elicited the media which are used to wash their hands. All of the students gave their opinion because the materials were very simple. After that the teacher modeled the pronunciation of the media by showing the media, for example: he said "soap" he also showed soap, he said "water" he also showed the water. The students very interested in it even he did not pronounce it yet, the students have mentioned the name before the researcher. To make sure their pronunciation, they repeated after the researcher to mention the media. Then the researcher distributed the media (soap, water and towel). After that, the researcher

invited students to demonstrate the procedure of wash their hand by using realia together. Some students were confused; they just wash the hand without give the step orally. Then the researcher explained the steps by demonstrating how to wash their hands one by one directly and the students repeated after him. After that some students come forward and practice how to wash their hand directly, they were Aufa Ghina Aqilah, Muhamad Syawal Gifari. Then students explained the media and steps together by demonstrating the procedure orally. Students worked in pairs and practice the realia how to wash their hand with their friends. Most of them were active to practice the realia because they have the material so it made them easy to express their ability. After that they did the assignment, from the teacher about how to wash their hands. Usually the researcher gave them for about 10 minutes to finish the assignment, but in this cycle they just need about 5 minutes and most of their answers were right. So the teacher continued to the students score by asking them to explain the procedure orally in front of classroom individually. There were many students could explain it well.

c. Observing

In observation steps, the researcher and the teacher observed the events that happened during teaching learning process. We observed the activity by using observation guide. The steps were as follow:

1) The English teacher observed the attention of the students in the classroom during teaching learning process and all of the students gave their attention to the teacher.

2) The English teacher observed students' activeness and enthusiasm in the classroom. There were no students who passive in the classroom.

3) The English teacher monitored the students work in a group. Most of students looked enjoy and happy doing their workin a group and also they could userealia.

4) The English teacher observed the students ability onusing realia. The teacher looked students could userealia as good as possible.

5) The English teacher observed the students ability on monitoring the name of realia. All of students can mention the name of realia.

6) The English teacher observed students ability to explain the procedure text. In this cycle most of students could explained the procedure better than last meeting.

d. Reflecting

In this cycle, the students' improvement on speaking ability was more significant. It could be seen from the average improvement score of the test. For the result reflections were as follow:

1) Class was more conducive, since students were fully concentrated to join the activity. And they love to use realia.

2) In this cycle the writer asked the students to work in pairs and the researcher also gave them the media, it was make students were enjoying themselves to practice the procedure using that media. They seemed more active expressing their ability. And even for students who was less active in joining the activity in pre-and first cycle the researcher had known brave enough to speak in front of the classroom.

3) There were no students that can't explain realia in procedure text;the entire students can explain the realia through procedure text as good as possible.

4) Teacher had provided enough time; this can be shown that most of students came forward to practice realia through

procedure text. There was still provided a time to evaluate the activity that had just been done deeply.

The teacher and researcher concluded that students understood on speaking ability more after being given treatment using realia. It was seen by their enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some students who asked question and responded question were increased, they were love to use realia very much. The teacher and researcher decided to stop in this cycle, because they concluded that there was improvement since the pre-cycle until the second cycle.

B. DISCUSSION

After the researcher implementing realia in teaching speaking procedure text, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The result as follow;

1. Pre-cycle

This research was done Friday and Saturday, February 21,[th] and 22th 2014. In this cycle the writer only giving test to the students without using the media. After conducting test, the researcher gave score. There were three aspects which were

scored by the researcher, first is fluency, the second is pronunciation and the last is grammar. For each aspect the maximum score was 10. Then, after finding the result of the students' test score, the researcher went to analyze the score by using formula as follow:

Score = total score: 9

By using the formula of scoring above, the researcher had purpose to get the students' score individually. Example:

Student number 1=

Aspect to be assessed

    a. Fluency   : 18

    b. Pronunciation : 6

    c. Grammar   : 12

      Score = 36: 9 = 4

The test result could be seen in the table below:

Table.3 The Result of the Test before Giving Treatment or pre-cycle

No	Nis	Fluency	Pronunciation	Grammar	Total Score
1	1210869	18	12	18	5,3
2	1210870	18	18	18	6
3	1210871	12	12	18	4,6
4	1210872	18	18	12	5,3
5	1210873	18	6	12	4
6	1210874	18	12	12	4,6
7	1210875	12	18	12	4,6

8	1210881	18	12	12	4,6
9	1210882	18	12	6	4
10	1210884	18	18	12	5,3
11	1210886	18	18	18	6
12	1210904	12	18	18	5,3
13	1210905	18	12	18	5,3
14	1210906	18	18	18	6
15	1210912	18	18	18	6
16	1210913	12	18	12	4,6
17	1210914	18	12	18	5,3
18	1210915	12	12	18	4,6
19	1210920	18	18	18	6
20	1210921	18	6	12	4
21	1210922	12	12	12	4
22	1210923	12	6	12	3,3
23	1210925	12	12	12	4
24	1210940	18	18	18	6
25	1210941	18	12	18	5,3
26	1210943	12	18	12	4,6
27	1210944	12	12	18	4,6
28	1210945	18	12	12	4,6
29	1210946	18	12	6	4
30	1210948	12	12	12	4
31	1210949	18	12	18	5,3
32	1210950	18	18	12	5,3
33	1210951	18	18	18	6
34	1210953	12	18	12	4,6
35	1311363	12	12	12	4
36	1311364	18	6	12	4
37	1311365	18	12	6	4
38	1311366	12	6	6	2,6
39	1311367	12	6	12	3,3
	Total	**612**	**522**	**540**	**178.9**

After calculating the students' score, the researcher calculated the average score to measure the improvement of students' score in every cycle. To know the mean of the students' score, using this formula as follow:

$$\overline{X} = \frac{\sum x}{N}$$

Note: $\overline{X}$ = The mean of score

x = The total of score

N = The sum of the students number

The computation of the average of score is as follow:

$$X = \frac{178.9}{39} = 4.58$$

Mean = 4.58

From the data above, it showed that the average of the students' score is 4,58. It means that was low. The teacher and the researcher decided to use another technique to make students interested in the learning process in order to improve students' speaking ability through procedure text. We agreed to use realia as teaching media to facilitate the teaching learning process.

In this cycle, the researcher used some candles, matches, and candle holder as teaching media to teach speaking through procedure text, and the students were being enthusiastic because it was their first experience. The researcher explained about procedure how to light a candle. After that, the researcher asked the students to practice the procedure in front of the classroom. The test result of the first cycle can be seen in the table below.

Table.4The Result Test of the First Cycle

No	NIS	Fluency	Pronunciation	Grammar	Total Score
1	1210869	18	18	18	6
2	1210870	24	18	18	6,6
3	1210871	18	12	18	5,3
4	1210872	24	18	18	6,6
5	1210873	18	18	18	6
6	1210874	12	12	18	4,6
7	1210875	12	18	18	5,3
8	1210881	12	12	18	4,6
9	1210882	6	18	18	4,6
10	1210884	18	18	18	6
11	1210886	12	18	18	5,3
12	1210904	18	12	18	5,3
13	1210905	12	18	18	5,3
14	1210906	18	12	18	5,3
15	1210912	18	18	18	6
16	1210913	12	18	18	5,3
17	1210914	6	12	18	4
18	1210915	6	12	18	4
19	1210920	12	18	18	5,3
20	1210921	12	12	18	4,6
21	1210922	12	12	18	4,6
22	1210923	18	12	18	5,3
23	1210925	6	12	18	4
24	1210940	18	18	24	6,6
25	1210941	18	18	18	6
26	1210943	18	12	18	5,3
27	1210944	12	18	18	5,3
28	1210945	6	18	18	4,6
29	1210946	12	12	18	4,6
30	1210948	12	18	18	5,3
31	1210949	12	18	18	5,3
32	1210950	18	18	24	6,6
33	1210951	18	12	18	5,3
34	1210953	6	12	18	4
35	1311363	6	18	18	4,6
36	1311364	12	12	18	4,6
37	1311365	12	12	18	4,6
38	1311366	6	12	18	4
39	1311367	12	12	18	4,6

	Total	522	588	714	201,2

After that the researcher calculated the mean of score in the first cycle. The calculating the mean score, the researcher used the same formula with previous research. The result of the mean score of the first cycle was:

$$\overline{X} = \frac{201.2}{39} = 5.15$$

Mean = 5.15

2. The Second Cycle

The second cycle was conducted on Monday and Tuesday, February 25 and 26, 2014. In this cycle the researcher used soap, towel, water and the researcher tried to handle the weakness in the first cycle. The researcher reviewed previous lesson, he concluded that there was significant improvement of students' understanding on speaking by using realia through procedure text. The result of the test in this cycle as follow:

Table. 5 The Result Test of the Second Cycle

No	NIS	Fluency	Pronunciation	Grammar	Total Score
1	1210869	24	18	24	7,3
2	1210870	24	18	24	7,3

Continuation

3	1210871	18	18	24	6,6
4	1210872	24	18	24	7,3
5	1210873	24	24	24	8
6	1210874	18	18	24	6,6
7	1210875	18	18	24	6,6
8	1210881	18	18	18	6
9	1210882	12	18	24	7,3
10	1210884	24	24	24	8
11	1210886	18	18	24	6,6
12	1210904	24	18	24	7,3
13	1210905	18	18	18	6
14	1210906	24	18	18	6,6
15	1210912	24	24	24	8
16	1210913	18	18	24	6,6
17	1210914	12	18	24	6
18	1210915	12	18	24	6
19	1210920	18	18	24	6,6
20	1210921	18	18	24	6,6
21	1210922	12	18	24	6
22	1210923	24	18	24	7,3
23	1210925	12	18	24	6
24	1210940	24	18	24	7,3
25	1210941	24	24	24	8
26	1210943	24	18	18	6,6
27	1210944	18	18	24	6,6
28	1210945	12	18	24	6
29	1210946	18	24	24	7,3
30	1210948	18	18	24	6,6
31	1210949	18	12	24	6
32	1210950	24	24	24	8
33	1210951	24	18	24	7,3
34	1210953	12	18	18	5,3
35	1311363	12	18	24	6
36	1311364	18	18	24	6,6
37	1311365	18	18	24	6,6
38	1311366	12	18	24	6
39	1311367	18	18	24	6,6
	Total	**732**	**732**	**906**	**263,4**

After that the researcher calculated the mean score. To calculate the mean score, the researcher used the same formula

with previous research. The result of the mean of the second cycle was:

$$\overline{X} = \frac{263,4}{39} = 6,75$$

Mean = 6.75

Thus, mean average score of the students in second cycle was 6,75. It means the students score in this cycle is better than pre-cycle and first cycle before. The whole students were reached the standard of score (KKM), from observation guide also there were many students were looked enjoy and happy using realia. The researcher and the teacher decided to stop in this cycle because students got the good score. Here the result of the test from pre cycle until the last cycle, from this table we can see there was improvement on students' speaking ability score.

Table. 6 Result test from pre cycle until the second cycle

No	NIS	Total Score Before Giving Treatment	Total Score Cycle 1	Total Score Cycle 2
1	1210869	5,3	6	7,3
2	1210870	6	6,6	7,3
3	1210871	4,6	5,3	6,6
4	1210872	5,3	6,6	7,3
5	1210873	4	6	8
6	1210874	4,6	4,6	6,6
7	1210875	4,6	5,3	6,6
8	1210881	4,6	4,6	6
9	1210882	4	4,6	7,3
10	1210884	5,3	6	8

11	1210886	6	5,3	6,6
12	1210904	5,3	5,3	7,3
13	1210905	5,3	5,3	6
14	1210906	6	5,3	6,6
15	1210912	6	6	8
16	1210913	4,6	5,3	6,6
17	1210914	5,3	4	6
18	1210915	4,6	4	6
19	1210920	6	5,3	6,6
20	1210921	4	4,6	6,6
21	1210922	4	4,6	6
22	1210923	3,3	5,3	7,3
23	1210925	4	4	6
24	1210940	6	6,6	7,3
25	1210941	5,3	6	8
26	1210943	4,6	5,3	6,6
27	1210944	4,6	5,3	6,6
28	1210945	4,6	4,6	6
29	1210946	4	4,6	7,3
30	1210948	4	5,3	6,6
31	1210949	5,3	5,3	6
32	1210950	5,3	6,6	8
33	1210951	6	5,3	7,3
34	1210953	4,6	4	5,3
35	1311363	4	4,6	6
36	1311364	4	4,6	6,6
37	1311365	4	4,6	6,6
38	1311366	2,6	4	6
39	1311367	3,3	4,6	6,6
Sum		178,9	201,2	263,4
Mean/average		4,74	5,15	6,75
Low score		2,6	4	5,3
High score		6	6,6	8

From the table above, the use of realia in teaching speaking ability through procedure text could help students to understand the material and to make easier to express ideas, so this classroom action research in the implementation of realia to improve students'

speaking ability on procedure textat the ninth grade students of SMPN 23 Makassar in academic year of 2013/2014was success. It could be seen from the result of test in every cycle.

To be more clearly the researcher presented the below table for all students' score with its mean score.
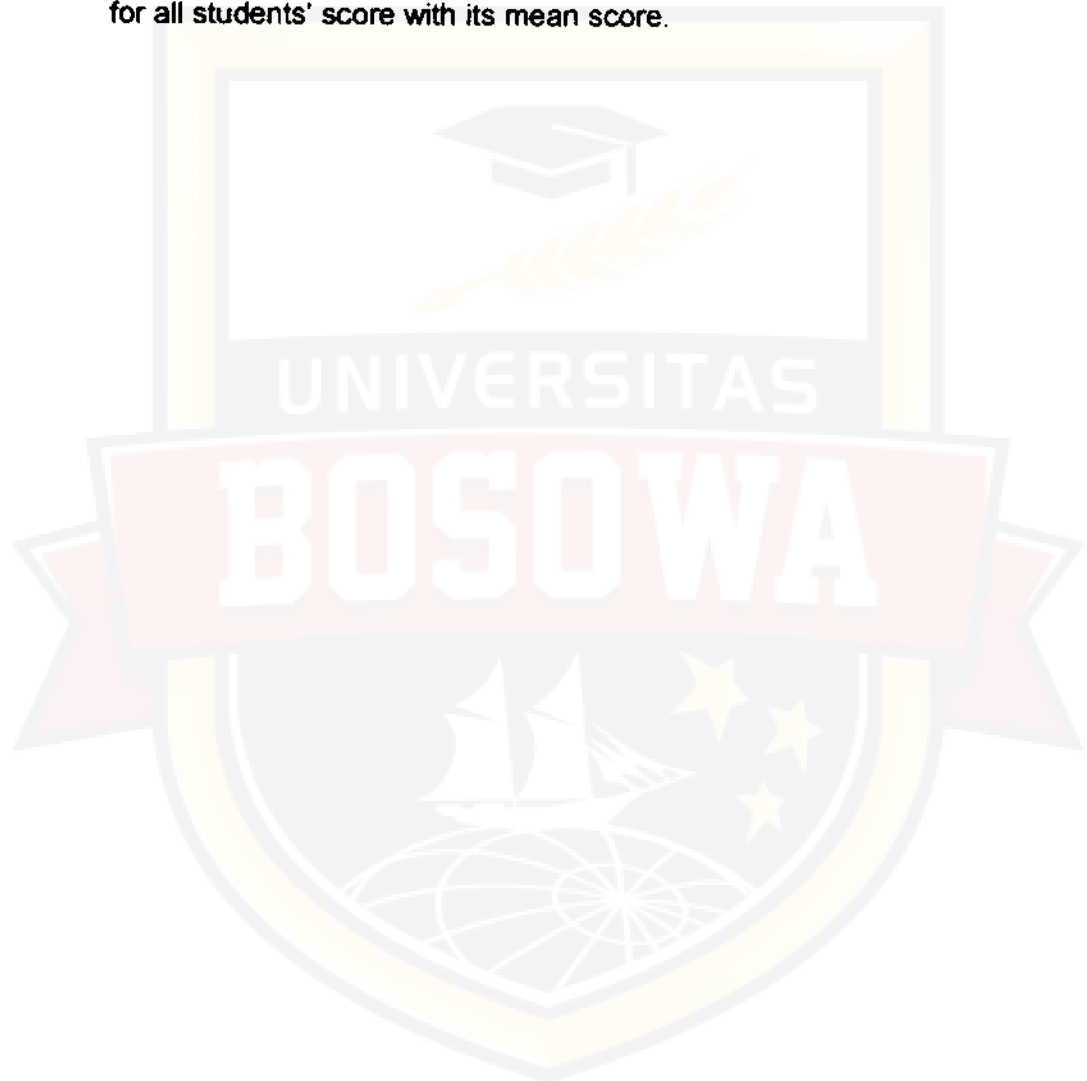
CHAPTER V

CONCLUSION AND SUGGESTION

There are some points in this chapter that the researcher would like to express. They are: Conclusion and suggestion.

A. Conclusions

The attempt to teach students' speaking by using realia in procedure text and the result some conclusions as follow:

1. Actually there are many ways to apply realia in teaching speaking, general based on this research the implementation of realia to improve students' speaking ability in procedure text were:

   a. First teacher prepared the materials, for example: teacher prepared some candles, matches and candle holder in the first cycle. Then, the teacher also prepared soap, water and towel in the second cycle.

   b. Second, teacher started to teach by showing the real material and asked students to mention the name of object.

   c. Third, teacher explained the definition of procedure text.

   d. Fourth, teacher gave an example by demonstrating the sequences of the certain procedure by using realia orally.

   e. Fifth, students repeated after teacher to demonstrate orally.

   f. Sixth, students practice to use realia through procedure text in group, pairs or individually. Students divided into some groups

or pairs, then the teacher distributed the material to each group if possible. After that, they practice it by turn with their friends, for example: student A practiced the sequence of the steps then students B give instruction. To know students ability teacher asked them to practice it individually in front of the classroom.

2. This research show us that the use of realia to teach speaking through procedure text help improvement of students' ability on speaking in every test. Based on calculation result after getting all of the treatment using realia, the students average score increased although not significantly, the students average score from pre-cycle was 4.6, the first cycle was 5,16 and the average score in the second cycle was 7.0. It showed us that the used of realia could improve students' ability on speaking through procedure text.

B. Suggestion

This study useful for English teacher to teach speaking or even practicing speaking inside and outside the classroom,however, there are many media to be used in teaching learning process, but realia is one of an alternative media of teaching speaking. Having finished conducting this research, the researcher considers some suggestion in order to improve motivation in speaking skill, especially for the teacher and the students. The researchers' suggestions are as foll

1. For the teachers

   Teacher plays many important in teaching learning process. Teacher should have the ability to carry out a supportive and interesting environment in the classroom in order to help students understanding and practicing materials easier. Teacher is suggested to be creative in teaching speaking, because by giving interesting technique/media like realia, students will have interest to learn speaking more.

2. For the students

   Students should be braver in speaking. Because in speaking, a person should at least carry out a conversation fluently. Students should be more confidence in speaking foreign language being learned, they need to avoid feeling scared or shy of doing grammatical errors, wrong dictions and had pronunciation while they are trying to speak English, because they should at least have an interest to speak first, for then they should try and learn hard to solve their problem. This can be done by searching or creating their own model of learning speaking, such as, watching English movie, reading English magazine or dialogue book. They may also use other media like game and listening to the English song for learning pronunciation, or by practicing speaking with friends, family, teacher, etc for then may share their problem.

BIBLIOGRAPHY

Anonym. *How to used Realia in ESL lessons.* Contributor, An ehow Accessed from http://www.teachingenglish.org.Retrieved on20 Nov 2013

Ervina. 2009. *Improving the Student's Ability in Writing Procedure TextUsing Picture.* Semarang: IKIP PGRI.

Fauzi Ahmad. 2012. *Productoive Vocabulary Mastery and Speaking Ability for the Ten Students Of MA NW Pancor in the School Year 2011/2012.* STIKIP Hamzanwadi Selong. UnpublishedThesis.

Homby A. S. 1990. *Oxford Learner's Dictionary of Current English.* London: Oxford University

Hayriye, Kayi.2009. *Teaching Speaking: Activities to promote Speaking in Second Language,* University of Nevada, http://itslj.org/.Retrieved on 20 November 2013   -

Islamiyah, Suibatul. 2007. *Teaching Through VCD for the Second Year Students of SMP 1 Labuan Haji in the School Year 2006/2007.* STIKIP Hamzanwadi Selong. Unpublished Thesis.

Kilikaya, Ferit. *AuthenticMaterials and Culture Content in EFL Classroom,* (Turkey: Middle East TechnicalUniversity), Accessed From http://iteslj. Org

Munir, Ahmad. 2005. *Communication Strategies Toward Students Speaking Ability: A classroom Study of Speaking.* Selong STIKIP Hamzanwadi , Unpblihed. Thesis.

Marta Elena Munos B. Norma Constanza Basto S. 2010. *LanguageLearning Resources in ELT Methodology* (Universidad de Caldas, 2008) From *http://www. Slideshare.*Retrieved on20 November 2013.

Mahsun. 2005. *MetodePenilitian Bahasa Tahapan Strategi, Metode, dantekhniknya,* Jakarta: PT. Raja Grafindo Persada.

Nunan, David. 1992. Research Method in Language Learning, Cambridge: University Press.

Poerdarminta, WJS. 1985. *Kamus Umum Bahasa Indonesia.* Jakarta: Balai Pustaka

Sunardi. 2004. *Productive vocabulary Mastery and Speaking Ability of the Second Year Students of MA Mu'allimin NW Pancor. In the schoolyear 2003/2004.* Selong STIKIP Hamzanwadi Unpublished Thesis.

Sumardiyani, Listyaning and Zulfa Zakhiyya. 2007. *Speaking ForIntructional Purpose*, Semarang: IKIP PGRI Press.

Tarigan, henry Guntur. 1990. *Prinsip-prinsip Dasar Sastra.* Bandung: PT Aksara

Shokhibiyyah, Dian Wahyu. 2009. *The effectiveness of Using Realia toTeach Vocabulary.* Semarang: IKIP PGRI.

Panggih Budi. 2009. "*The Speaking Ability of Eleventh Grade Students of SMA negri 1* Kersana Brebes. Semarang: IKIP PGRI.

Toyyibah. 2009. *Using Realia to Improve Students Writing Organization of ofDescriptive Text a Class action Research With the Seventh Grades* of MTs Snahdlstussyubbban Ploso Karang Tengah Demak in Academic Year 2008/2009, Semarang: IAIN Walisongo.

SulistyoWardani, Igak, dan Kuswaya Wihardit. 2008. *Penilitian Kindakan Kelas*, Jakarta: Universitas terbuka.

http://en.wikipedia.org/wiki/Realia, retrieved on Thursday, 19 November 2013

http://dictionary.babylon.com/realia Retrieved on Thursday 19 November2013.

Harris D.P, *Testing English as a Second Language*, (New York: Mc Graw Hill Company,1969)

Igak Wardani dan Kuswaya Wihardit, *Penelitian Tindakan Kelas*,(Jakarta : UniversitasTerbuka, 2008)