IMPROVING STUDENTS' SPEAKING SKILL By USING REALIA

(An Experimental Study at SMP N 4 Sakti)

THESIS

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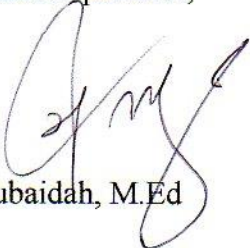
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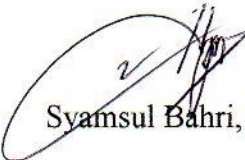On Teacher Education

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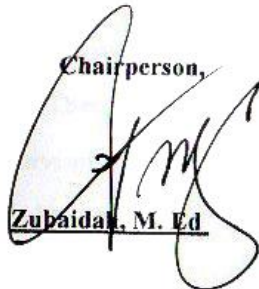Co-Supervisor

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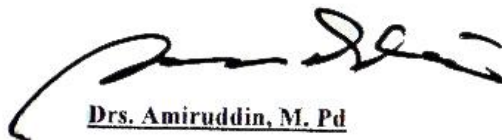Darussalam – Banda Aceh

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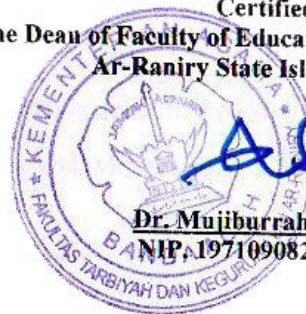Member,

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Yusnia Mauliza

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 09 May 2018
Saya yang membuat surat
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ABSTRACT

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Tittle   : Improving Students' Speaking Skill By Using Realia

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Key Words   : Speaking skill, Procedure text, Realia

This study examines the improving of students' speaking skill by using realia in speaking procedure text. The aim of this study is to investigate whether realia can improve students' speaking procedure text. In the collecting data teaching experiment, the researcher used test (pre-test and post-test). In analyzing the data, the researcher used data quantitative (pre-test and post-test). The research was conducted at the second grade students of SMP N4 Sakti in 2017/2018 academic year.The result showed that the students' achievement in speaking procedure text most is improved. This is indicated in the value t-test is higher than the value of the t-table. The significant value from t-test is 16.279. This value is higher than 2.093 and it indicates that using realia improve students' achievement significantly. The value shows a significant when the value is higher than 2.093. Therefore, it can be conducted that realia is affective media in improving the students' speaking ability in the aspect of pronunciation, fluency, vocabulary, and grammar.

CHAPTER I

INTRODUCTION

A.   Background Of Study

Speaking as one of language skills, is important to be emphasized in language teaching. Burn and Joyce (1997) claims that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language. Lado (1964) states that to know a language is to use it. He further states that students do not know a sentence until he can speak it. Therefore, speaking is an important skill that a learner should acquire in order to produce a good communication.

In addition, the way to be able to speak in target language can be actualization through speakig skill. Speaking is the real challenges to most students because it needs paint taking effort to use appropriate vocabularies orally in order that the massage can be understood by other correctly. According to Scoot Thorn Burry, (2007) as cited by Richards and Willy (2005, p. 1) states "speaking represent a real challenge to most language learners, speaking is a skill that needs to be developed and practiced independently of the grammar accuracy".

The urgency of speaking mastery goes even greater for English language. The acceleration of globalization, widespread of mass media and information, as well as the availability of most teaching and learning materials in English in recent years have pushed the need for international or global comunicaion and incredibly increased the deman for student English speaking ability. In fact,

English has become an international language and been used world widely for many years in various situations, including in conducting business and in teaching and learning process in non-native countries (Crystal, 2003).

In English curriculum, English is a compulsory subject must be known for all of student to develop through four skills, they are listening, speaking, reading and writing. According to K-13 (School Based Curriculum) of English for SMP at second years students, the purpose of learning English at junior high school is as a tool of self-development of students in the fields of science, technology and art. After completing his studies, the students are expected to grow and develop into individuals who are intelligent, skilled and personable and ready to play a role in national development. Moreover in the third of standard of competency the students are expected to be able to express meaning intransactional and interpersonal short simple verbal conversation to interact with their surrounding. Whereas the aim of study English at general is in order that the student will able to use the target language.

However, the use of english speaking is not simple because the speaker should also master several elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teachers are supposed to be creative in developing their teaching strategy process to creat good atmosphere, to improve the student's speaking competence, to give attention to the elements of speaking and make the English lesson more exciting. The students supposed to practice their speaking with their friends or people around them, they also can practice it by listen to the native speaking on recorder or song

Moreover, there are many ways or technique than can be used by teachers or students in practicing speaking, one of the technique is by using realia. Hubbard (1983)   Stated that realia is a real life objects that enable students to make connections to their own life. Finnochairo assumed that students understand and retain the meaning of the word better when they have seen or have touched some object associate with it. In education realia are objects from real life used in classroom instruction. Realia usually use by educators to improve students understanding of other language or culture using real things and bring them into the classroom.

On the other hand, one of the way to apply the realia is in reported speech of the procedure text. This is possible because reported speech is the report of one speaker or writer on the world spoken, written, or thought by someone else.

However, most of the students in the second grade of SMP Negeri 4 Sakti experiencing difficulty in speaking English. For example, the sudents can not pronounce the pronunciation properly, and the students also can not comprehend the teacher speaking, so to make the students more understanding the teacher have to explain in bahasa.

 One of the previous study that have been done by Hamidi (2014) which is conducted in MA Ulumul Quran Banda Aceh entitled "The Impact of the Use of Realia to the Students' speaking Achievement". In this research shows realia as an effective media that can be applied when learning English speaking in order to turn mind on producing many ideas and stringing words. So in this research were

highly motivated and more diligent studying to practiced English Speaking a lot more and finally affects their achievement.

Due to the reason above, the teachers should use the most appropriate teaching aid to motivate the students in learning the reported speech until they are able to tell reported speech well. The teacher should use the available aids as effectively as possible and alternate the ways of teaching and also make the students feel enjoy in learning reported speech. Realia is one of interesting media for teaching aids that can be used in teaching learning process by the teacher.

Based on the problem faced by the students of grade eight, the researcher is interested in conducting a classroom experimental research to improve the students ability in speaking. The researcher interested to conduct a research with title **"Improving Students' Speaking Skill by Using Realia (An Experimental Study at SMP 4 Negeri Sakti) "**.

B.   **Research Question**

Concerning the background of study above, there are two research questions formulated as the following:

1. What are the improvements made by student in speaking skill by using realia?

2. What are the obstacles faced by student while they learned speaking skill?

C.   **The Aim Of Study**

Considering the background of study above, the study is towards the following aim to find out some improvement made by student in speaking skill by

using realia and to know any obstacles faced by students while they learned speaking skill.

D.   Significant Of Study

There are two significant of this research question in theory and practice.

1.   Theoritically.

The result of this research can assist student knowledge of theory in speaking skills, especially by using picture and real tools.

2.   Practically

The results of this research are expected to useful in school especially in eight grade of SMP 4 Negeri Sakti. It can be apply in the classroom. Therefore, it can improve student achievement in speaking skill. And for the teacher is to provide the useful of information for English teacher to use this media in their classroom. It might become to guide the teacher to be more creative in teaching speaking by using procedure text. After that,for the students these researches are expected can improve student ability in speaking skill. Therefore, they can get better in speaking achievement, then it also to broaden student's knowledge about realia in teaching speaking. While, for the researcher can get new knowledge about the other realia and new experience in teaching speaking by using procedure text.

E.   Terminology

To clarify the realia in speaking skill of this study, the researcher explains some important terms to this research, including:

1.   Speaking skill.

Speaking is so much part of daily life that we tend to take it for granted. However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn.

Furthermore, Florez (2011) in Bailey and Nunan (2005, p. 2) says. "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, it is spontaneous, open-ended, and evolving but it is not completely unpredictable". Chaney and Burke (1998, p. 13) says that "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety context.

Moreover, speaking has many aspect, in this thesis only focus on four aspect of speaking, they are, pronunciation, fluency, grammar, and vocabulary.

2.   Realia

Realia refers to objects or items from real life, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. 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 educators to improve students understanding of other language or culture using real things and bring them into the classroom.

In addition, Herrell & Jordan (2000) defines realia is "a term for real things – concrete objects – that are used in the classroom to build background knowledge

and vocabulary."Realia brings real life into your classroom; it connects children to the real world, while they are learning they can touch, feel, and smell the material they learn. In the other hand, Herrell & Jordan (2000) says that "if the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as model, to a semi-concrete object such as a photograph or illustration".

Any object will be the best object and probably used in the classroom such as timetables, tickets, newspapers, clothes, food, drink and so on. For example, lets take the food or biscuit as a thing to enable students to explain it. The probability of remembering words or in practice speaking becomes much higher after experiencing the taste, touch and smell of the object. The reason is that using realia in the lessons can stimulate the mind and is a great icebreaker. It help to activate a certain situation and make studens fun and warm to this approach. Thus, realia which the writer means in this study are all the real object that can be used by both teacher and students in teaching learning english class at SMPN 4 Sakti.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Speaking is one of the importance aspect in the teaching learning process, as defined by Scott (1982) speaking is the activity which involves two or more people of sending and receiving information or message in oral communication within an activity who react to what those hear and make their contribution to response to language encoders and decoders. Then, campbell (1987) mentions that speaking is an activity on the part of one individual to make oneself understood by other, and an activity on the part of the others to understand what was in the mind of the first. Further, C.M.Goh and Burns (2012) State that speaking is accepted by everyone as an essential language-communication skill, but its importance to language learners goes beyond just day to day commnunication.

Brown (1994) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Furthermore, Bryne (2004) States that, oral communication (or speaking) is a two-way process between speaker and interlocutor and involves the productive skill of speaking and the receptive skill of understanding.

In addition, Hornsby (2008, p. 37) says that, "speaking means to make use of words in an ordinary voice, so, teaching speaking is giving instruction to a person in order to communicate." Hybel and Friends (2001, p. 34) explain that speaking

is "any process in which people share information, ideas, and feelings. That process involves not only the spoken and written word but also body language, personal mannerisms, and style, the surounding-anything that add meaning to message.

The success of teaching speaking depends on the person who led the class, namely the teacher. Teacher is the single most important factor affecting learning in the classroom. Moreover, the professional of teacher should create the teaching learning process successfully and efficiently. According to Nunan (2004, p. 44) speaking means:

> Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quckly and confidently with few unnatural pauses, which is called as fluency.

Kavaliauskienė (2006) defines speaking as a productive skill, whose objective is to facilitate communication. Similarly, Fulcher, (2003, cited in Itkonen, 2010, p. 23) states that speaking is: "…the verbal use of the language to communicate with others". Speaking not only means interacting with people about different subjects in different places; speaking is also the resource through which people can reflect on their identity and their culture. For Louma (2004), speaking is a way to distinguish aspects of speaker's personality and attitudes through the manner the spoken language sounds.

According to Kavaliauskienė (2006) language is the tool to convey people's identity in society and for this reason learning to speak in a foreign language is different to other subjects due to its social nature.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, there for recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

2. The Function Of Speaking

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule (1983), as quoted by Richards and Renandya (2007), "the function of speaking are classified into three; talk as interaction, talk as transaction, and talk as performance." The explanation of these components of function of speaking.

a. Talk as interaction

Being able to interact in a language is essential this refers to what we normally mean by conversation. The primary intention is to maintain social relationship. Meanwhile, some of the skill (involved in using talk as interaction) are opening and chosing conversation, chosing topic, making small-talk, recounting personal incident and experiences, turn-talking, using adjacency pairs, interupting, and reacting to others.

b.   Talk as Transaction

This type of talk or speaking refers to the situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other in this type of spoken language. Meanwhile some of the skill involve in using talk for transactional are explaining a need or ettention, describimg something, asking questioning, confirming information, justify an opinion, making suggestions, clarifiying understanding, and making comparisons.

c.   Talk as performance

The third types of talk can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Examples of talk as a performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

3. Element of Speaking

Brown (2004) states that speaking is the product of creative construction of linguistic strings; the speaker makes choices of lexicon, structure, and discourse .The ability to speak fluently depends on how the speaker produces utterance to convey their meaning. Harmer (2001) states that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to

process information and language 'on the spot '. In order to do so, there are some elements that should be considered by speaker. Those elements for spoken production are described by Harmer (2001) as follows:

a. Connected Speech

The speakers' ability   to use spoken language as native used by omitted, modified, added or modified the linking or auxiliary verb used in order to make the speaking run smoothly. For example as in saying I would have gone and used in connected speech as in I'd've gone.

b. Expressive Devices

In is the changing of intonation and particular parts of utterance using special gestures, expression or mimic to show how they are feeling. Expressive device allow the speaker to use extra expression of emotion and intensity which contributes to the ability to convey meanings.

c. Lexis and Grammar

Lexis and grammar also element necessary in spoken production, it is related to the use of suitable grammatical and phrases in different function and different context. Therefore, the teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation Language

It is use to seek clarification and to show the structure of what the speakers are saying. It is allow the listener to ask for clarification to the speaker when they do not understand what they say. Meanwhile, in part of a speakers' productive activity involves the knowledge of language skill such as those discussed above,

the success of spoken production also depend on the rapid processing skill that taking necessitates, Harmer (2001), they are:

a)   Language Processing, it is related to the speaker ability to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended.

b)   Interesting with order, in speaking absolutely involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. It is related to communication and interaction among the speaker and listener.

c)   Information processing (on-the-spot), it is related to the speaker ability to response others' feeling by processing the information the speaker tell at the moment. It can be inferred that information processing is process of the listener giving response toward what the speaker say.

B. Realia

1.   Definition of Realia

According to Doye and Hurrel (1997)   in Foreign Language Learning in Primary School. Realia means "real things". In context of language teaching/learning the term refers to real objects used to support language learning. It was first introduced with the direct method and then adopted in combination with various methods and approaches independently from its origin.

Herrel and Jordan (2012) state Realia is term for real things-concrete objects that are use in the classroom to build backgraund knowledge and vocabulary. Realia is used to provide experiences to build and to provide students with opportunities to use all the senses in learning. While using realia in the classroom is not always possible, it is usually the best choice if the student is to learn all they can about a topic.

Harmer (2001) states that realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.

Another definition said that in Babylon Advance Dictionary the definition of realia is an objects or activities used by teacher to demonstrate real life (particularly of peoples studied), objects that educators use to help students understand others cultures and real life circumstance, real things, things that are real.

Jordan and Andrrienne (2000), states that, realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. When the real object is not available or impractical, teacher can use models or semi-concrete objects, such as photograph, ilustrations, and artwork.

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

2. The History of Realia

The history of Realia begin in the lates of 19th wich many expert discuss about this. According to Merriam webster dictionary Realia, was first used in the late 19th century, and is still mostly used in the classroom by teachers, especially foreign language teachers. "Realia" is also sometimes used philosophically to distinguish real things from the theories about them-a meaning that dates to the early 10th century. "Realia" is one of those plural formations without a corresponding singular form. Like "memorabilia" (memorable things" or "mementos").

3. Use of Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environtment and promotes cultural understanding. Simon mumford (2005) says "Realia can be use to teach spesific grammar points, drills and speaking.

There are several uses of real objects, as folows:

a. Uses for presenting vocabulary

b. Uses or presenting new structures

c. To help students get into character when acting out a dialogue or doing role paly

d. As props for dialogues or role paly

e. Aids for various games

Harmer (2001) states that realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting provide a good starting point for a variety of language work and communication activities. Realia also make learning proces more enjoyable.

4. Steps in Implementing of Realia

The step in implementing the use of realia are the folowing:

➢ Identify opportunities the use realia – Be aware of opportunities to include realia in lesson as you plan. Preread any stories to be read aloud or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.

➢ Collect realia – begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. Plastic tubs or large, clear plastic bags are often used for this purpose. Some items will be used with only one theme or book and should be stored with the theme materials or book. Yard sales and end of season sales at carft stores are good sources of realia for classroom use, parents can often be helpful in locating and supplying useful items.

➢ Build a library of realia- collaborate with other teachers at your school or grade level to build a library of realia that can be shared for major theme studies. Locate local merchants, farmers, and other resources for the loan of large items such as farm equipment or animal.

> ➢   Use fields trips as realia- if it's too large to move and your students; learning would be benefit by experiencing it, take a field trip. Give your students the opportunity to really understsnd what they are studying.

5. The Advantages of Realia

According to Budden (2011) the main advantage of using realia into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable. (With very young learners, classroom management can become trickier if you bring in real objects as excitement levels tend to rise).

6. The Disadvantages of Realia

Jones et al. (1994) stated that the disadvantage of realia are; 1). Real things are not always readily available 2). Realiaare not always practical for use in the classroom (size a real object may be too large or too small) for classroom study 3). Potential hazards realia such as live animals, certain electrical and mechanical equipment can represent potential hazards for the learner and the teacher 4). Cost real objects often are expensive 5) Affective learning is unpredictable through realia 6). If left sitting around the classroom, realia can be a distraction 7). Storage and retrieval can create problems.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explains the research method that has been used in this research. In this research the researcher provides research design, population, sample, data collection and data analysis.

A. Research Design

The method design in this research is an experimental design. In this research the researsher investigate and analyze which will be obtained after giving the treatment subjects. In this case, the researcher use the realia to improve students' speaking ability on students in English learning. It was held four meetings to teach the students how to promote their speaking ability by using realia. This technique was expected to improve students' speaking ability.

1. Method

The method used in this research is quantitative method because this research based on statistical data. As Crowl (1996, p. 101) stated that " Quantitative research methods are used to examine question that can be best answered by collecting and statistically analyzing data that are in numerical form. Thus, in this thesis, the use of quantitative method is to find out the improvement

of students speaking ability by using realia in teaching speaking.

B. Population and Sample

1. The Population of This Study

Population is the total numbers of object in current scope and time. According to Millan (1995), he states that population is a large group of individuals to whom the results of a study can be generalized. The population in this study was taken from SMP 4 Negeri Sakti at Jl. Jabal Ghafur Km. 2.5, Lameue Raya kec. Sakti Kab. Pidie. The students were selected at junior high school level in academic year 2017-2018. In this case, the second grade students would be chosen as the sample of this research.

2. Samples

Sample is a small part of the total that taken for representative of the entire totals that become the object of the research. S. Margono (2010), states, Sample is the part of population, as the example that was taken by using the specific ways. And Milan (1995), stated, A sample is "the collective group of subjects or participants from whom data are collected". According to Sudjana (2002), Purposive sampling is a sampling technique used which the writer has specific considerations or purposes in choosing the sample. In this research, the writer chooses one class as the subject of the sample. The choose sampling in this research is purposing sampling, because when the researcher had the observation at that class, the researcher found that they had a problem in speaking, that's why the researcher choose chooses purposive sampling to apply in experimental class.

C. Technique of Collecting Data

The researcher conducted some data collection technique to support and to complete the data gathering. They were test and experimental teaching.

1. Test

According to Brown (2004), test is, "method of measuring a person's ability, knowledge, or performance in a given domain." In this study, the ability of students is measured by giving the test.

There were pre test and post test use in this research. Pre test was conducted before giving treatment to find out students ability in speaking English. In the post test, the students were given the similar test as in the pre test. It was held at the last meeting. The post test was given to figure out their speaking ability after teaching and learning process was held.

2. Experimental Teaching

In this research, to collect the valid data, the researcher conducted four experimental teaching at second years students. Firstly, the researcher met the English teachers at the school to introduce herself and tell her purpose of coming to the school.

a. The First Meeting

At the first meeting, the writer introduced herself to the students and explained them her purpose of being in the classroom for several meeting. The

researcher also told them the importance of this research and useful thing related to teaching learning process. Before starting the teaching process, the reseacher checked students' attendance list and motivated them to learn English well. After that, he started giving pre test and explained what the students did in pre test. This is performance test which the students have to perform a short conversation in front of class in order to know their basic ability in speaking. Students freely selected topic of conversation and presented without using any media. The allocated time was about forty minutes to finish test. At the end of the first meeting, the researcher introduced students about the realia and explained the role of realia in teaching speaking.

b.   The Second Meeting

For the second meeting, the researher provided some real objects to how to serve tea, coffee, or any meal in a home setting for teaching procedure text. The researcher simply brought a children's tea set (it's a lot easier to bring to the class) complete with tea cups, spoons, saucers, teapot or coffee pot, sugar bowl, etc. after checking students attendance list, she directly showed objects and asked students to mention the vocabulary related to the objects. The researcher distributed paper of procedure text to the students and also taught pronunciation of the words in the text. Then the researcher showed the students how to use these real objects in speaking practice. Afterward, the researcher devided the students into groups of five and instructed them to practice monologue speaking in their group firstly. Then, the reasearcher asked some of them to practice procedure text by using the objects in front of class.

Before ending the class, the researcher told to the students about the next class activity and asked them to bring household items into the classroom. These object are considered as the easiest object to be found by the students.

c.   The Third Meeting

In the third meeting, the researcher resumed teaching with another class activity which students have to complete and incomplete conversation. The researcher asured the students bring out household items and ascertained them know what they were in English. The researcher helped the students in pairs to discuss and to produce varoius uses for the objects in certain situation. The researcher wrote an example on the whiteboard to make sure they use the gerund in their sentences. For example, "the coat hanger is used for hanging clothes and it could be used for picking mangoes". After that, each pairs has to complete a short conversation appropriate to the items provided and has to perform their conversation in front of class such following sample. (if the pre test is provided on the appendix) see appendix.

At the end of the class, the reasercher asked the students to prepare themselves and to perform their best for post-test in the next meeting. Students have to create or to find a short conversation with their partners and also provided some real objects related to the next that possible to bring into the classroom in the next meeting.

d. The Fourth Meeting

This meeting was last meeting of the experimental teaching in this research. The student perfomed a short conversation of their best chosen with their partner in the real setting and real objects. The researcher started the class with greeting and checking students' attendance list. Then, she gave them fifteen minutes to practice their conversation in pair. Afterward, each pair performed conversation while using certain real objects related to the text in front of class. This performance was conducted as post-test of this research to know the result of the studens' achievement. In the last some minutes, the researcher asked permission to the students and said thanks a lot for their cooperation and participation.

D. Technique of Data Analysis

1. Test

a. The range of data

Range is the different between the highest and the lowest scores. Sudjana (2002) The range of pre-test and post-test scores would be determined by using some formula.

$$R = H - L$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

b. The number of interval class

in determining the number of interval, the following formula is used: K

$$= 1+ (3,3) \log n$$

Where:

K : the amount of interval class n

: the amount of sample

c. The length of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class d.

Table distribution of test

Data/Score	Fi	Xi	FiXi
Total			

Where:

Fi   : refers to frequency

Xi   : refers to the middle score interval class

Fixi   : the amount of multiplication between the frequencies and the middle scores of interval class.

e. Mean

In this case, to calculate the mean of the students' score was calculated by using some formula. The formula is as follow:

$$\times = \frac{\sum x}{\sum}$$

Note :

x   = The Mean Score

$\sum fx$ = Total of the Mean score

$\sum f$ = Total of frequency f.

Standard Deviation

After getting the mean score, the next step was the calculation of standard deviation. Standard deviation is used in order to investigate the variability that most often report in the res   earch.

$$SD^2 = \frac{\sum i\,(xi - x)2}{N-1}$$

Where:

SD= Standard Deviation

$\sum$fi = Total of frequency

N = The number of Student.

It is also necescary to calculate t-test because it would be used investigating the significant differences betwee two m   ean for statistical significance. The following formula is used in calculating T-test:

$$\overline{D} = \frac{\sum d}{n}$$

$$Sd \; Var = \sqrt{var}$$

$$Var = \frac{1}{n-1} \sum_{i-1}^{n} (xi - \overline{})^2$$

$$t = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

Where:

t : T − Score

d: the di   fference between x_2 and x_1

$\overline{D}$: the a   verage between variable

SD : Standard Deviation between variable

N   : Total Students

CHAPTER IV RESULT AND

DISCUSSION

A. RESEARCH RESULT

Based on the experimental teaching process in the classroom by using Realia as a media in speaking procedure text, the results of the study were clarified. The experimental teaching was conducted in four meetings and conducted pre-test and post-test. It is found that the students speaking ability show improvement that after the implementation of realia the students scores become better. This could be seen that the scores in the post-test are higher that of in the pre-test. The students agreed that the application realia helped their English speaking performance. The further explanation described below.

a. The Data From Test

The process of scoring students in test was by asking the students to perform the expresssion of their reference in simple conversation. Twenty students in the experimental class take two types of tests about anything that has happened for one semester. And the results of the data from the test shows during the pre test between 40 to 75. The lowest score of 40 and 45 is obtained by one student, the score of 50 and obtained at by two students, then the score of 55 acquired by two students. The score of 60 obtained by five students and the score 65 were got by two students. While the score of 70 obtained by five students and score of 75 as the highest were got by two students.

In the post test, after introducing and teaching the realia to students, the score between 50 to 95. The lowest score 50 obtained by one student, the score of 60 were got by three students, and the score 65 in gained by 2 students, seven students got the score 75, and score 80 got by one student, score 85 obtained by two students and then score 90 obtained by two students, whereas, the highest score 95 obtained by two students.

1. Data Analysis From Test

To evaluate students' achievement in speaking procedure text, the researcher used some criterion of the level in giving score based on Brown and Bailey's (2004) scale. The data from pre-test and post-test were calculated in order to identify whether there was significance different between pre-test and post-test.

Firstly, the researcher explained the analysis of the pre test score that was held on 12 March 2018, the researcher illustrated several step in analyzing the data of pre-test. For the fisrt to find out the range of data (R), class interval (I), and class of data (K) before arranging the scores in the frequency distribution. Next, for the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the students and to compare their average score of the pre-test and the post-test.

In additional, the researcher also used standard deviation formula to count their individual measurement that calculated from mean and used t- score formula in order to know the differences between mean of pre-test and post-test. The following is the table of students' pre-test score.

Table 4.1. the result of the students pre-test score

No	Name	Pronunciation	Fluency	Grammar	Vocabulary	Total score
1	AN	20	15	10	20	65
2	MZ	15	16	14	20	65
3	MT	15	14	15	16	60
4	AF	15	14	14	17	60
5	KM	15	14	14	17	60
6	MD	20	17	18	15	70
7	CR	15	15	15	15	60
8	SM	10	15	10	15	50
9	MS	15	15	14	16	60
10	FR	10	15	10	15	50
11	NH	20	18	17	20	75
12	NZ	15	20	15	20	70
13	RS	15	20	15	20	70
14	SF	10	15	10	20	55
15	NH	20	15	15	20	70
16	MR	10	10	10	10	40
17	SA	20	15	15	20	70
18	AF	10	10	10	15	45
19	FM	20	20	15	20	75
20	FQ	15	10	15	15	55
N=20						1225

Source: Adapted from Erdina 2012

Based on the table above, the researcher found the highest score of pre-test was 75 and the lowest score was 40. From the table above can be arranged from the lowest score to the highest score as following:

40   45   50   50   55   55   60

60   60   60   60   65   65   70

70   70   70   70   75   75

Acording to Brown (1988), the range of data can be obtained by applying the following formula:

R= H-L

Where:

   R : Range of score

   H : the Highest score

   L : the Lowes score

R = H-L

   = 75 – 40

   = 35

So the range of pre-test was 35. After that to find out the interval class, K can be calculated using the following formula, Suharsimi (2005).

K = 1+ (3,3) log n

K = 1+ (3,3) log 20

K = 1 + (3,3) (1,30)

K = 1 + 4,29

K = 5,29 taken 5

so, the number of interval was 5. By knowing the number of interval, to determine the group of frequency distribution of the test result, the researcher needed to decide the class of interval by following the formula:

$$P = \frac{R}{I}$$

$$P = \frac{35}{5}$$

$$P = 7$$

Thus, the class of interval was 7, and the table of frequency distribution of pre-test can be arranged as follows:

Table 4.2 the frequency distribution of pre-test

Score	fi	xi	fixi	xi-	$(xi-)^2$	$fi((xi-)^2$
40-46	2	43	86	-18.2	331.24	662.48
47-53	2	50	100	-11.2	125.44	250.88
54-60	7	57	399	-4.2	17.64	123.48
61-67	2	64	128	2.8	7.84	15.68
68-74	5	71	355	9.8	96.04	480.2
75-81	2	78	156	16.8	282.24	564.48
	20	363	1224			2097.2

Source: Adapted from Erdina 2012

Based on the data of frequency above, The mean can calculated by using the formula as following:

$$= \frac{\sum ixi}{`\sum i}$$

$$= \frac{1224}{20}$$

$$= 61.20$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The following is the deviation standard formula of post test:

$$SD^2 = \frac{\sum fi\,(xi - x)2}{N-1}$$

$$SD^2 = \frac{2097.2}{20-1}$$

$$SD^2 = \frac{2097.2}{19}$$

$$SD^2 = 110.38$$

$$SD^2 = \sqrt{110.38}$$

$$SD = 10.50$$

Second, the researcher explained the analysis of the pre test score that was held on 19 March 2018, the researcher illustrated several step in analyzing the data of pre-test. For the fisrt to find out the range of data (R), class interval (I), and class of data (K) before arranging the scores in the frequency distribution. Next, for the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the students and to compare their average score of the pre-test and the post-test.

Table 4.3. the result of the students post-test score

No	Nama	Pronunciation	Fluency	Grammar	Vocabulary	Total score
1	AN	20	20	15	20	75
2	MZ	20	20	15	20	75
3	MT	20	15	15	25	75
4	AF	20	15	15	25	75
5	KM	17	20	13	25	75
6	MD	20	20	15	30	85
7	CR	20	17	13	25	75
8	SM	15	15	10	20	60
9	MS	20	15	15	25	75
10	FR	15	15	10	20	60
11	NH	30	20	15	30	95
12	NZ	20	20	15	30	85
13	RS	20	15	15	30	80
14	SF	12	15	13	20	65
15	NH	20	25	20	30	90
16	MR	15	10	10	15	50
17	SA	30	15	15	30	90
18	AF	15	15	10	20	60
19	FM	30	20	15	30	95
20	FQ	15	15	15	20	65
N=20						1505

Source: Adapted from Erdina 2012

Based on the table above, it could be seen that the highest score in post-test was 95 and the lowest one was 50. In order to calculate the mean of the post-test score. The data on the table can be arranged from the lowest score to the highest score as in following :

50   60   60   60   65   65   75

75   75   75   75   75   75   80

85   85   90   90   95   95

Acording to Brown (1988), the range of data can be obtained by applying the following formula:

R= H-L

R= H-L

R = 95 -50

= 45

So the range of post-test was 45. After that to find out the amount of interval class, K can be calculated using the following formula, Suharsimi (2005).

K = 1+ (3,3) log n

K = 1+ (3,3) log 20

K = 1 + (3,3) (1,30)

K = 1 + 4,29

K = 5,29 taken 5

so, the number of interval was 5. By knowing the number of interval, to determine the group of frequency distribution of the test result, the researcher needed to decide the class of interval by following the formula:

$$P = \frac{R}{I}$$

$$P = \frac{45}{5}$$

P = 9

Thus, the class of interval was 9, and the table of frequency distribution of post-test can be arranged as follow:

Table 4.4 the frequency distribution of pre-test

Score	fi	xi	fixi	xi-xbar	$(xi-xbar)^2$	fi((xi-xbar)^2
50-58	1	54	54	-20.7	428.49	428.49
59-67	5	63	315	-11.7	136.89	684.45
68-76	7	72	504	-2.7	7.29	51.03
77-85	3	81	243	6.3	39.69	119.07
86-94	2	90	180	15.3	234.09	468.18
95-103	2	99	198	24.3	590.49	1180.98
	20	459	1494			2932.2

Source: Adapted from Erdina 2012

Based on the data of frequency above, The mean can calculated by using the formula as following:

$$= \frac{\sum ixi}{\sum i}$$

$$= \frac{1494}{20}$$

$$= 74.7$$

After calculating the mean of students' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The following is the deviation standard formula of post-test:

$$SD^2 = \frac{\sum fi\,(xi - x)2}{N-1}$$

$$SD^2 = \frac{2932.2}{20-1}$$

$$SD^2 = \frac{2932.2}{19}$$

$$SD^2 = 154.32$$

$$SD^2 = \sqrt{154.32}$$

$$SD = 12.42$$

To know there is a significant difference between pre-test and post-test after Realia in teaching speaking procedure text. The reseascher use t-score formula as the follow:

$$\bar{D} = \frac{\sum d}{n}$$

$$\bar{D} = \frac{280}{20}$$

$$\bar{D} = 14$$

Sd Var $\sqrt{var}$

$$Var = \frac{1}{n-1} \sum_{i-1}^{n} (xi - \bar{x})^2$$

$$= \frac{1}{20-1} (2\ 80)$$

$$= \frac{280}{19}$$

$$= 14.7368$$

$$Sd = \sqrt{14.7368}$$

$$= 3.84$$

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

$$t = \frac{14}{\frac{3.84}{\sqrt{20}}}$$

$$= \frac{14}{\frac{3.84}{4.47}}$$

$$= \frac{14}{0.86} = 16.279$$

The last step is interpreting the t_o by determining degree of freedom (df) as the following formula:

$$df = N - 1$$

$$= 20 - 1 = 19$$

The researcher's hypothesis described that there was significant influence the achievements of students in teaching speaking using realia for the second grade of junior high school of SMPN 4 Sakti.

The statistic hypothesis states that if t_{score} was higher that t_{table} it means there is significant influence and H_a was accepted. Meanwhile, if t_{score} was lower

than t_{table}, it mean there was no significant or the same and H_a was rejected and H_o was accepted.

Based on the calculation indicates the value of t_{score} 16.279 and value of df (19) on the of significant was 5% ($\alpha = 0.05$), comparing the t_{table} with value of degree significant, the result was 2.093. Because $t_{score} > t_{table}$ (16.270>2.093). If the t_{score} is higher than t_{table} , it indicate that there was a significant score difference between pre-test and post-test. The post-test gained higher score than of the pos- test.

Since t_{score} which was obtained from the result of calculation is higher than t_{table} so the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. It means that using realia has influence to teaching speaking as seen from the result of statistic calculation from the experimental class, its cocluded that the use of realia has higher influence in teaching speaking for the second grade of junior high school of SMP N 4 Sakti.

B. DISCUSSION

The implementation of the use realia in teaching speaking means help the students to overcome their diffuculties toward learning speaking, especially in procedure orally. The use realia may become the alternative method in teaching speaking, since it offer an interesting and enjoyable atmosphere of learning. In practicing the English Speaking, they performed with enthusiasm when the topic was about how to make something and they were very excited because during the process brings new focabulary for increasing their vocabulary.

Some theory of teching English by using realia that almost all experts suggested to apply realia for teaching the vocabulary for the students, as Heaton (1999) stated that realia is for teaching vocabulary, as a component to strengthen the speaking skill because the purposed of applying realia is believed more comprehensible, enjoyable and memorable.

The implementation of realia in teching English speaking also creates some advantages for the students, i.e getting better pronunciation, increasing self-confidence, motivating to speak English and creating good interaction atmosphere in the classroom. In speaking performance, the students looked brave in the performance because of the familiarity to the object.

Meanwhile, according to the result of hypothesis testing, it was know and true that using realia in teaching speaking can give significant influence to increase students speaking and understanding, especially in procedure. It can be seen that the score of post test in experimental class was higher than the score of the pre test. It means the use realia in teaching speaking was higher than without realia in teaching speaking.

The implementation of the use realia in teaching speaking that the researcher present here was for the second years and the second grade students of junior high school. However, it can be also applied to other grades of students of junior high school and senior high school, as long as the context is suitable for the

students. Teacher can create other activities which suit the theme in the school curriculum.

Furthermore, there were two obstacles that the researcher found during teaching speaking precedure text by using realia as a media in the classroom. First, some of the students do not know the vocabulary that they should used in their conversation, so they have to open the dictionary to find the word or asked to the other. Second, some of them do not know how to pronounce the vocabulary correctly, so the teacher had to pronounce the correct pronunciation to the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer provides the conclusion and suggestion of the result from the research result that presented in the previous chapter.

A. CONCLUSION

The experimetal research which conducted in junior high school of SMP N 4 Sakti at the second grade students about the application of realia in improving the students speaking ability, purposes to give a cange and new condition for the students in exploring their speaking ability from now on by inserting their own culture and other culture in through the application. Besides, the research is intended to obtain the feedback for the researcher in evaluating the success.

Based on the data analysis on chapter IV, the researcher would like to make a conclusion. And after conducting the study, the researcher concludes that:

1. The students improvement positively toward the implementation of realia. It was prove based on the data obtained from the test score that realia has the important role to improve their speaking ability, namely in adding the vocabulary list (28% and 32%), in showing better pronounciation (25% and 26%), in using the grammar (22% and 18%) and in being fluent in speaking English (23% and 24%).

2. The students scores of post-test in the use of realia in teaching speaking are higher rather than pre-test score that do not use realia in teaching speaking. It indicates that the students need a new atmosphere in the

classroom that has provided by the technique that the researcher applied in the class to overcome the difficulties in learning speaking. The technique can improve the students speaking skill because students have an interesting, creative and enjoyable way in grabbing more speak which will be used as materials in their speaking. The conclusion can be seen from the result of statistical calculation in the previous chapter, where the value of "t_{score} was higher than t_{table}".

From the explanation above, it means that indicates that there is significant influence between the result of the use of realia in teching speaking and without realia in teaching speaking.

B. SUGGESTION

After doing this research, there some suggestion that can be given in relation to the researcher's conclusion. The suggestion are as follows:

1. The English teacher should be creative in developing the teaching learning activities in classroom to improve students skill in speaking, by using visual aids especially using realia.

2. The teacher should increase the students motivation in learning English especially speaking by using reali suitable technique, teaching materials and visual aids especially realia as much as possible in the classroom.

3. While this speaking is going on, the English teacher is supposed to check the students pronunciation, grammar, and vocabulary as it progresses. The

English teacher will catch many errors and have them corrected at the most opportune time-while they are being made.

4. The English teacher should encourage and simulate students to speak, in order to avoid boredom, difficulties and shy in learning speaking.

5. The function of learning a language, English especially, in modern vies is to communicate; it is expected for all related party to facilitate the students in the teaching learning process by practicing the language in the classroom. Providing the world-wide-web in the school, for instance, the aim of this is to ease students, teachers and all school participants in accessing the web server. For English teacher, they can access the web site of virtual realia for teaching speaking. Accustom the students in listening and familiar to the utterance of the language.

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Nomor : B- 2460/UN.08/FTK/KP.07.6/03/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 April 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: UN.08/FTK/PP.00.9/4178/2017 tanggal 25 April 2017

Menunjuk Saudara:
1. Zubaidah, S.Ag., M.Ed — Sebagai Pembimbing Pertama
2. Syamsul Bahri, S.Ag., MA. TESOL — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Yusnia Mauliza**
NIM	:	**231324244**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving Students' Speaking Skill by Using Realia**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Maret 2018
An. Rektor
Dekan,

Mujiburrahman

Nomor : B-2212/Un.08/TU-FTK/ TL.00/03/2018   23 Februari 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
     Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Yusnia Mauliza
N I M	:	231 324 244
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl.Inong Balee Lr.Seukee No.19 Darussalam B.Aceh

Untuk mengumpulkan data pada:

SMPN 4 Sakti

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Student's Speaking Skiil by Using Realia

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 7920

<u>**SURAT KETERANGAN PENGAMBILAN DATA**</u>
Nomor : 800.2/ 459 /2018

Sehubungan dengan Surat Kementrian Agama Universitas Islam Negeri Ar-Raniry Banda Aceh Fakultas Tarbiyah dan Keguruan, Nomor : B-2212/Un.08/TU-FTK/TL.00/03/2018 tertanggal, 23 Pebruari 2018, perihal Mohon Izin Untuk Mengumpulkan Data Menyusun Skripsi. Menyingkapi surat tersebut maka Kepala Sekolah Menengah Pertama (SMP) Negeri 4 Sakti Kabupaten Pidie, dengan ini menerangkan bahwa :

Nama	**: YUSNIA MAULIZA**
NPM	**: 231 324 244**
Jurusan/Prodi	**: Pendidikan Bahasa Inggris**

Benar yang namanya tersebut diatas telah mengadakan Penelitian/Mengumpulkan Data pada Sekolah Menengah Pertama (SMP) Negeri 4 Sakti Kabupaten Pidie, mulai tanggal 06 Maret 2018 sampai dengan 19 Maret 2018.

Dalam rangka penyusunan Skripsinya yang berjudul :

" Improving Student's Speaking Skiil by Using Realia"

Demikianlah surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Lameue, 19 Maret 2018
Kepala SMPN 4 Sakti

DRS.SURIA
NIP.19600914 198302 1001

DESCRIPTION OF RESEARCH LOCATION

This research takes place at SMPN 4 Sakti, Pidie, Aceh, Indonesia. It was first established on July 5th 2000 and now located on JL. Jabal Ghafur, kec. Sakti, Kab. Pidie, Aceh.

SMPN 4 Sakti is a place where the researcher obtained the data for this research. There are two reasons why the writer conduct this study at SMPN 4 Sakti. First, the researcher found so many problem in this school while the researcher be as substituted teacher. Second reason because the researcher want to see the use of realia in teaching speaking are improve the students speaking or not, which is in syllabus of speaking existed the topic of procedure text that taught by the teachers with various methode, technique and approach in different way. Based on the researcher experienced when learnt speaking subject, Most the teachers have never applied realia as a media in teaching procedure text. Therefore, the researcher interested to know the students' conversation in speaking of procedure text by this media.

Rencana Pelaksanaan Pembelajaran

Sekolah	: SMPN 4 SAKTI
Matapelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Materi Pokok	: Speaking
Topik	: HOW TO MAKE A CUP OF TEA
Alokasi Waktu	: 1 x 2JP

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

2.2   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3.   Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

C. Indikator Pencapaian Materi :

1.1.1   Menunjukkan rasa Bersyukur Atas kesempatan mempelajari Bahasa Inggris.

2.1.1 Menunjuk kesungguhan dalam belajar dengan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2.1 Menunjukkan kesungguhan dalam belajar dengan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang teks deskripstif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang dan bendam, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.10.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks deskriptif (procedure text) benda.

4.12.1 menangkap makna dalam teks deskriptif (procedure text) lisan dan tulis sangat pendek dan sederhana

D. Materi Pembelajaran (rincian dari Materi Pokok)

- Materi terlampir

E. Langkah-langkah Kegiatan Pembelajaran

1. pertemuan pertama dan pertemuan ke dua

a. Pendahuluan/Kegiatan Awal (5 menit)

- Salam dan tegur sapa
- Baca doa
- Menunjukkan tujuan pembelajaran
- Memotivasi siswa dengan mengajak siswa membaca teks procedure tentang benda.

b. Kegiatan Inti (40 menit)

Peserta didik	Guru	Time allotment
Mengamati		
• Siswa membaca procedure text.	• Guru membagikan teks kepada siswa.	10'

Peserta didik	Guru	Time allotment
Menanya		
• Siswa menanyakan arti kata yang sulit dipahami yang terdapat pada teks procedure.	• Guru memberikan respon atas pertanyaan siswa	10'
Mengumpulkan informasi		
• Siswa membaca rujukan dari hand-out untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks procedure.	• Guru mendampingi siswa.	5'
Mengasosiasi		
• Peserta didik mendiskusikan tentang teks procedur di dalam kelompok masing-masing.	• Guru memfasilaitasi jalannya diskusi.	5'
Mengkomunikasikan		

Peserta didik	Guru	Time allotment
• Siswa diminta oleh guru untuk membacakan text procedure yang telah didiskusikan bersama kelompok masing-masing.	• Guru memberi kesempatan kepada siswa	10'

c. Penutup (5 menit)

- Guru meambahkan konsep/ide yang belum terungkap
- guru mengajak siswa membuat kesimpulan/rangkuman yang mengacu pada topik yang ingin dicapai.
- Memberikan tugas kepada siswa.

2. **pertemuan ke tiga dan ke empat**

a. Pendahuluan/Kegiatan Awal (5 menit)

- Salam dan tegur sapa
- Baca doa
- Menunjukkan tujuan pembelajaran
- Memotivasi siswa dengan mengajak siswa membaca teks procedure tentang benda.

b. Kegiatan Inti (40 menit)

Peserta didik	Guru	Time allotment
Mengamati		
• Siswa memperlihatkan benda yang dibawa masing-masing.	• Guru memeriksa benda yang dibawakan siswa.	10'
Peserta didik	**Guru**	**Time allotment**

Menanya		
• Siswa menanyakan kosa kata yang tidak di ketahui dari benda yang dibawakan.	• Guru memberikan respon atas pertanyaan siswa	10'
Mengumpulkan informasi		
• Siswa mencari rujukan dari buku tentang cara membuat kalimat dari benda yang dibawakan dalam bentuk gerund.	• Guru mendampingi siswa.	5'
Mengasosiasi		
• Peserta didik mendiskusikan tentang kalimat tentang gerund tentang benda tersebut.	• Guru memfasilaitasi jalannya diskusi.	5'
Mengkomunikasikan		
• Siswa diminta oleh guru untuk mepresentasikan hasil dari diskusi masing-masing di depan kelas.	• Guru memberi kesempatan kepada siswa	10'

c. Penutup (5 menit)

- Guru meambahkan konsep/ide yang belum terungkap
- guru mengajak siswa membuat kesimpulan/rangkuman yang mengacu pada topik yang ingin dicapai.
- Memberikan tugas kepada siswa.

a. Penilaian sikap

No	Aspek	Keterangan	Skor
1.	Santun	• Selalu bersikap santun • Sering bersikap santun • Terkadang bersikap santun • Pernah bersikap santun • Tidak pernah bersikap santun	100 80 60 40 20
2.	Peduli	• Selalu menunjukkan sikap peduli • Sering menunjukkan sikap peduli	100 80

		- Terkadang menunjukkan sikap peduli - Sering menunjukkan sikap peduli - Sangat sering menunjukkan sikap tidak peduli.	60 40 20

Nilai skor maksimal

$$\frac{Santun + peduli}{2} = \ ?$$

$$\frac{100 + 100}{2} = 100$$

G. Media, Alat, dan Sumber Pembelajaran

1. Media :

- Buku Teks wajib

- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

  interpersonal/ transaksional dengan benar dan akurat

- gambar tentang realia

- proceure text.

2. Alat/Bahan :Laptop, papan Tulis, spidol, hand out
3. Sumber: internet

Menyetujui,   **Kota Bakti , 19 Maret**
2018 Guru Bahasa Inggris,   **Peneliti,**

Faridah, S. Pd   **Yusnia Mauliza**
Nip. 1968 1231 1992 03 2018   **NIM. 2313124244**

Pre test

How to make a cup of tea

How to make warm tea

Tools:

A spoon A

cup

Ingredients:

Tea bags

Sugar

Water

Steps:

First, take the glass then give warm wate into it.

Put the tea bags in glass with warm water.

Dowse and pull the tea bags until the color of the color of the water become red.

Put 2 teaspoons of sugar. But, if you do not like sweet, you can use 1 teaspoon.

Stir the tea with slowly to make the sugar and the water mixed.

Youre hot tea can be served.

POST TEST

1.

2.

3.

4.

A: "what is this? (by pointing at the object) B:

"………………………………"

A: "what is it used for?"

B: "…………………….."(by showing the object) A:

"where did you get it?

B: "………………….."

APPENDIX 6   ORAL PROFICIENCY SCORING CATEGORIES

Categories	Score				
	1-5 (Poor)	**6-11 (Satisfactorily)**	**12-14 (Good)**	**17-15 (Very Good)**	**18-20 (Excellent)**
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary.	Speak on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	Within the scope of this very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversation of non-technical subject (i.e., topics that require no specialized knowledge).	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of this experience.	Equivalent to that of an educated native speaker.

Categories	Score				
	1-5 (Poor)	**6-11 (Satisfactorily)**	**12-14 (Good)**	**17-15 (Very Good)**	**18-20 (Excellent)**
Fluency	No specific fluency description. Refer to other four language areas for implied level or fluency.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all level normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty..	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

Source: Brown, H. D. (2004). *Language Assessment, Principles and Classroom Practices.* NY: Pearson Education. pp.172-173
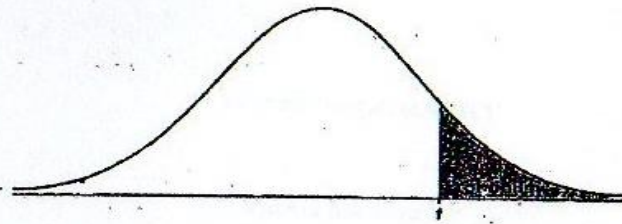
TABLE B: *t*-DISTRIBUTION CRITICAL VALUES

df	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
						Tail probability *p*						
1	1.000	1.376	1.963	3.078	6.314	12.71	15.89	31.82	63.66	127.3	318.3	636.6
2	.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.09	22.33	31.60
3	.765	.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.21	12.92
4	.741	.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	.727	.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	.718	.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	.679	.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	.678	.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	.677	.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	.675	.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
∞	.674	.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%

Confidence level *C*

AUTHOBIOGRAP
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Banda Aceh, 30 July 2018

Yusnia Mauliza