



**TEACHING WRITING PROCEDURE TEXT USING REAL
THINGS**

(An Action Research Conducted at SMP Negeri 1 Randudongkal
in the Academic Year of 2008/2009)

A FINAL PROJECT

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English**

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Yang membuat pernyataan

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What you're convinced of,

Definitely would happen in the future;

And the believe in what you're thinking about make it comes true.

(Frank lloyd wright)



THIS FINAL PROJECT IS DEDICATED TO:

- ❖ *Allah the Almighty for the greatest blessing*
- ❖ *My beloved Mom and Dad: Mr. Muflih and Mrs. Maesaroh*
- ❖ *My beloved brother: Andi*
- ❖ *My beloved little sister: Ika*
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- ❖ *My Friends at mig33 in room Unnes*
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ABSTRACT

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Language learners usually find difficulties in writing. Students cannot write procedure text well because they lack knowledge of English grammar and vocabulary. They have limited memory so it is important for the teacher to create the activities before they express what they have in their mind. Due to their insufficient fluency and their boredom in learning English, teacher should have alternative ways to teach writing.

This study is about teaching writing procedure text by using real things as the media to the seventh graders of SMP Negeri 1 Randudongkal in the academic year of 2008/2009. The objective of the study is to measure the effectiveness of using real things in teaching writing especially procedure text.

In this study, the writer selected the media from real things relating to the subject matter. The research focused on teaching English writing especially procedure text by using real things. The writer took the seventh grade students of SMP N 1 Randudongkal as the subject of the study. In conducting this study, the writer collected data from the class by means of action research that was carried out through a pre-test, continued with two cycles of research, and ended with post-test. Based on the data analysis, the writer found that there was a significant difference of the result of the students' pre-test and post-test.

The result of the research shows that the students' progress in mastering English writing especially writing procedure text is good. The average achievement of the students' pre-test was 59.65%, post-test I was 70.52%, post-test II was 77.53%, post-test III was 82.23%. The main factor affecting this improvement is the students' interest in the material given that is real things.

Based on this study, the writer finds that teaching procedure writing by using real things is very beneficial for the students in order to facilitate them in writing. It is suggested that using real things in teaching writing in English especially writing procedure text should be recommended for the English teachers.

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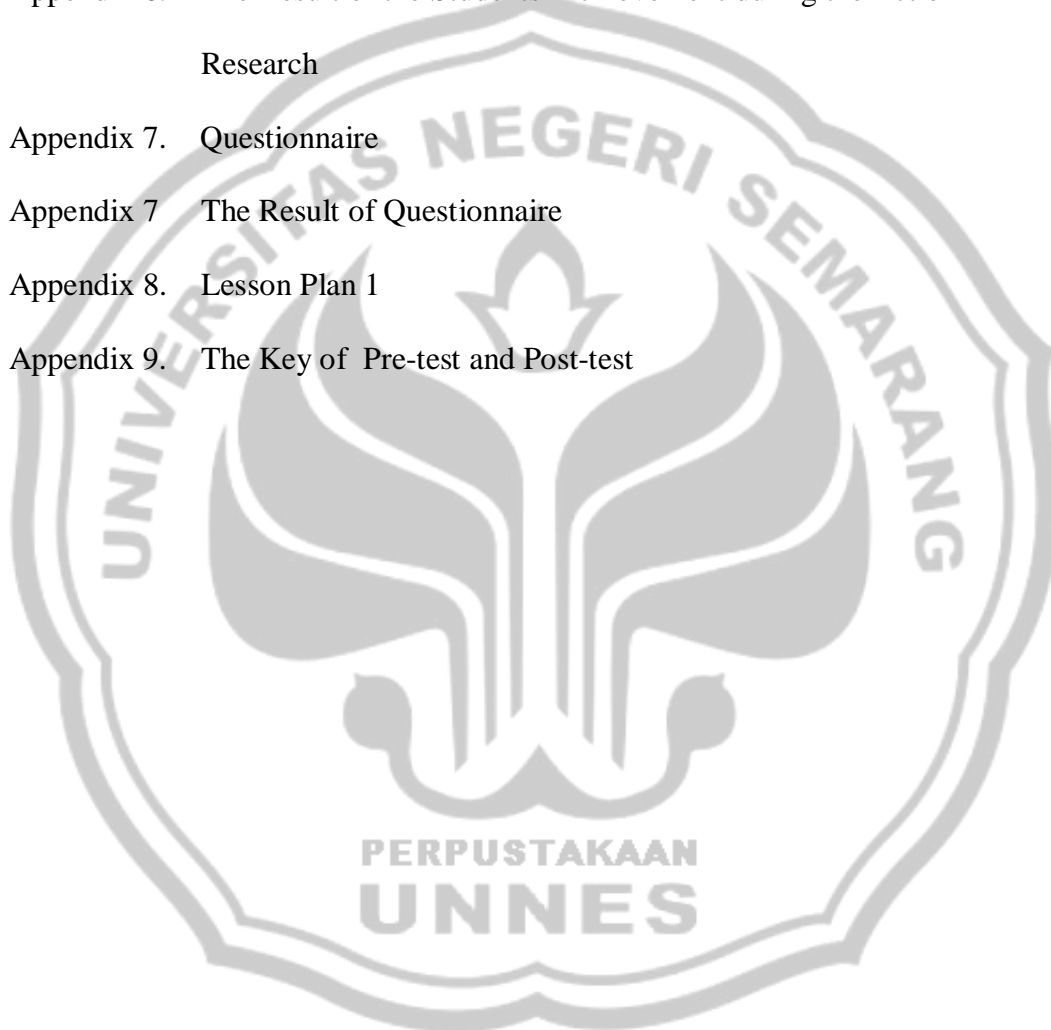


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CHAPTER I

INTRODUCTION

In the first chapter, the writer would like to discuss general background of the study, reason for choosing the topic, statement of the problem, the objectives of the study, significance of the study, and the outline of the study.

1.1 General Background of the Study

Language is an important means of communication which is used in the world. Wardraugh (1992: 1) states that “a language is what the members of particular society speak.” Language in the world must be understood and appreciated. Without having language, people are isolated and helpless.

English is an international language used as a means of communication both in oral and written forms. People use it to make international contacts and to cooperate among people in different countries in the world. So, it is very important for people to learn the language itself and to practice it in oral or written communication in order to associate with one another. English is used all over the world for communication. When people use English in communication, they will get the knowledge and information in this modern world. In this modern world, it is very important for people to master English in order to cope with the development of science and technology which grows very fast. Many books are written in English language, so people who want to transfer or to get the

knowledge must understand English well.

English is taught as the first foreign language in Indonesia, whether it is at junior high school, senior high school or universities and even at the elementary schools as the local content subject. In addition, it is used to communicate with foreigners regardless of nationalities. By mastering English, the students are supposed to be able to gain valuable information and knowledge from the texts and books about science, commerce, economy, technology, etc which is written in English.

To enable the students to master the language skills, English teachers should provide materials, which are appropriate with the curriculum and find suitable methods in the teaching and learning process. One of the methods suggested in the new approaches introduced by the government is by using visual aids as a media in the classroom. As stated by Kreidler (1965: 1) visual aids can be useful to the language teachers.

According to the concept and the function of English at Junior High School as found in Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, the teaching of English has three purposes, those are to 1) develop the competence to communicate in spoken and written form (listening, speaking, reading, and writing) to reach functional literacy level, 2) grow the awareness of the reality and importance of English as one of the foreign languages to increase the nation competition on global society, 3) develop the comprehension of the culture and language interrelation and broaden the culture. Based on one of the aims above, the students should be able to develop their competence to communicate in

spoken and written language.

Some people complain about the poor English mastery of Junior High School graduates, in spite of their having studied it for three years. Therefore the Indonesian government has been searching for the best way of teaching English. The Indonesian government has made a lot of efforts, such as changing the curriculum and introducing new approaches (method) of teaching to English teachers.

In addition, the teaching process not only focuses on the text itself but also focuses on how to construct a new text. For example, when the English teacher explains a procedure text, he does not only explain the generic structure of a procedure text but also gives the example of procedure text and explains how to construct or make a procedure text so that the students will be able to make their own procedure text.

Learning a language usually has a practical aim, that is to enable the students to communicate in that language. There are four prime skills involved in the mastery of language: listening, speaking, reading and writing. In the English curriculum for the junior high school, the English materials are presented in such a way that they cover those skills. Those materials are divided into units which consist of the following components: structure, vocabulary, and spelling.

In this case, the writer wants to talk about one of those skills, that is writing. There are so many misunderstandings happening in the society and even teachers at school because of their opinion that there is no need to learn writing, owing to their belief that the ability to write is an in-born talent. As a matter of

fact writing is something that can be learnt by everyone.

Writing in the second language is assumed to be more difficult than in the native one. To some extent, the writing disabilities are caused by the poor mastery of vocabulary, grammar, structure, and ways of constructing sentences in the foreign language. Hence, the language components cannot be ignored in teaching English particularly in teaching writing.

The writer usually finds the students of junior high schools get difficulty in writing. They make errors in both the organization of ideas and in language use. It is caused by the fact that writing in English is different from that in Indonesian. One of the differences is the language aspect. The students should master the vocabulary in English.

The teaching of writing is an integrated process, as Harris (1969: 68) states, just like the teaching of reading. The early stages of learning written texts will generally be used simply to reinforce the learning of specific grammatical points and lexical items, only later writing will be treated as an end in itself. As a complex skill, it involves the simultaneous practice of a number of very different abilities, some of which are never fully achieved by many students even in their native language.

Although there are many different ways of writing process, most teachers would probably agree in recognizing at least the following five general components of writing.

Harris (1969: 68-69) states that the components are: (1) content, the substance of the writing, the ideas expressed; (2) form, the organization of

content; (3) grammar, the employment of the grammatical forms and syntactic patterns; (4) style, the choice of the structures, lexical items to give a particular tone or flavor on writing; (5) mechanic, the use of graphic conventions of the language.

Problem of learning to write is partly because the students get little practice. In writing, students have to manage the structure, the voice of words, and the punctuation all at once. To be able to do those activities, the students need a lot of practice. In the classroom or outside, the students still get less practice in writing. The lack of practice is due to the teacher. The students may feel unable to write, so they rarely practice writing, while the teacher sometimes skips this skill for such reasons as time limitation.

The students sometimes are afraid to write; they complain about writing class. They feel they cannot arrange and make a good procedure text. They cannot arrange well-organized steps, so they use disorder structure, ineffective sentences, incorrect punctuation and spellings, and they have difficulty in creating the idea, lack of vocabulary, lack of knowledge, lack of experience, and so on.

Some factors are involved in a teaching and learning process like teaching techniques and teaching media which play an important role to achieve the objectives of learning. Some media such as pictures, charts, maps, etc, are very common to achieve the instructional goals of teaching and learning process in Indonesia. By using the real things in teaching and learning process, we can remind ourselves of a real life experience or to suggest such an experience about us. The use of real things in teaching and learning process plays an important role.

The important advantage is that the real things help the teacher to change the situations rapidly in oral drill, since the students' goal in learning a new language is to use the language for communication.

Because of the difficulties faced by many of the students in learning English, especially in writing a procedure text, the writer tries to use the real things to help and make students write the composition easily.

1.2 Reason for Choosing the Topic

The aim of English teaching at junior and senior high schools is to develop the four language skills: listening, speaking, reading and writing. In speaking as well as in writing the students should use correct structure in English (Depdiknas 2003 :6).

From the four skills stated above, the writer only focuses on the study of the use of the real things as media for teaching procedure writing. The writer uses the real things to improve the students' ability in writing.

The reasons for choosing the topic are as follows:

- 1) Writing plays an important role, particularly in modern society. The needs of writing English nowadays are very urgent. Today, most companies in almost any field require their applicants to be fluent in English both in spoken and written. Moreover, they must write their application letters in English.
- 2) Real things can make the writing class interesting and enjoyable.
- 3) The real things as the media can be found in our environment easily.

- 4) Real things can help the students associate with what they hear, feel, and see in their real experience. So, it is hoped that teachers can get optimal result in teaching writing through real things as a media of teaching.

1.3 Statement of the Problem

The statements of the study are:

- 1) How effective is teaching writing of procedure text using the real things to the seventh grade of SMP Negeri 1 Randudongkal?
- 2) To what extent does the application of the real things improve the students' mastery of writing procedure text?

1.4 Objectives of the Study

The objectives of the study are:

- 1) To find out if there is any significant difference in the students' writing ability before and after teaching writing procedure text by using real things.
- 2) To find out to what extent the application of the real things improves the mastery of the seventh grade students of SMP Negeri I Randudongkal in writing procedure text.

1.5 Significance of the Study

The significance of the study are:

- 1) The result will be useful for the teachers to improve their teaching process

and English teachers will be more creative in teaching writing.

- 2) By reading the results of the research, it is expected that the student can be more creative and they can express their ideas, thought, feelings as freely as possible.

1.6 The Outline of the Study

This study is divided into five chapters. The following are the outline of the study.

Chapter I is the introduction which presents the general background of the study, reason for choosing the topic, statement of the problem, the objectives of the study, significance of the study, and the outline of the study.

Chapter II is the review of related literature. In the second chapter the writer discusses the general concept of writing, the importance of writing, characteristics of written language, types of writing, general concept of procedure writing, media, general knowledge of the real things, teaching writing procedure texts using the real things, junior high school students, applications of real things as media in teaching writing of procedure text, action research.

Chapter III reviews of the method of investigation which consists of subject of the study, research variables, instrument of the study, research design, data collection, method of analyzing data.

Chapter IV is data analysis and interpretation; the writer makes data analysis and interpretation.

Chapter V consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the second chapter , the writer would like to discuss (1) general concept of writing, (2) the importance of writing, (3) characteristics of written language, (4) types of writing, (5) general concept of procedure writing, (6) media, (7) general knowledge of the real things, (8) teaching writing procedure texts using real the real things, (9) Junior high school students, (10) applications of real things as media in teaching writing of procedure writing, and (11) action research

2.1 General Concept of Writing

Teaching English at Junior High School includes four language skills. They are listening, speaking, reading and writing. They are taught in an integrated manner; therefore, we cannot separate them from each other because they are related to each other. Writing is the last skill in English that we cannot ignore. When a student writes a paragraph, she/he should write not only semantically correct but also use correct grammar. Generally, writing is a complex process that involves a range of skills and applying the stages of the writing process, each of which focuses on specific tasks. Laurer et.al. (1981: 1) state that "writing can be said as a systematic visible permanent representation of the auditory and transient phenomena of speech".

The definition above reflects the major areas of learning involved in the

writing process. First, the students should master some learning concepts when they write. Next, they should be careful in selecting and combining words they write. Next, they should be careful in selecting and combining words appropriately to express their ideas they have in mind. They also should use correct English grammar.

Writing paragraph is said to be the fourth skill in learning a language. The child can write a paragraph only after he has acquired certain grammatical rules of the language and considerable mastery of vocabulary.

Generally, writing paragraph can be interpreted as the act of forming or tracing characters on paper or other suitable material with a pen or pencil.

Geofray and Michael (1981: 10) state that “writing could also be said as a systematically visible and permanent representation of the auditory and transient phenomena of speech.”

Writing can be said as a means of communication where written form is used to express the writer's purpose based on his or her experience. A writer expresses his or her ideas, experiences, thoughts, and feeling through writing for a specific purpose.

In addition, Lado (1961: 248) gives the definition of writing in a foreign language as “the ability to use the language and its graphic representation productively in ordinary situation. There are some acts of writing, which can be used as the basic for conceiving the meaning of writing.”

They consist of four forms of writing as stated by Rivers (1968: 243), namely:

1) Notation

It is the simplest form of writing. This act involves nothing more than the correct association of conventional symbols with sounds which have for the writer no meaning and significant interrelationship. Putting it in another way, it is an act of putting down in a conventional graphic form something which has been spoken.

2) Spelling

This act involves specific sound symbol conventions to discriminate among various sounds.

3) Writing Practice

It involves a graphic form, according to the system accepted by educated native speakers, combinations of words, which may be spoken to convey a certain meaning in specific circumstance.

4) Composition

It is the most highly developed form. In this form, writing refers to the expression of ideas in consecutive way, according to the graphic conventions of the language. The ultimate aim of a writer at this stage is in a polished literary form, which requires the utilization of a special vocabulary and certain refinements of structure.

Rivers (1968:243) states:

“ that there are four major areas of learning involved in writing process, we can infer that in putting our thoughts on a piece of paper we should keep in our mind

these following elements. They are the graphic system of the language, the spelling according to the convention of the language, the structure of the language to control the message of the writing, and the vocabulary and phases of the language, which are most appropriate to convey our message”.

2.2 The Importance of Writing

Writing is a difficult skill, both for native speakers and non native speakers because writing should have multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling and mechanics as well as capitalization. Most students will write a phrase, clause and a sentence correctly when they know the word order. After that, by using sentences, they can communicate a message using writing system for some purposes, i.e.: to give or respond to information, to record a piece of information, to give pleasure to another reader, one self, and to express an ideal feeling one finds difficult to articulate.

Considering how important writing is in everyday life, it is necessary therefore, that writing is taught at school. By learning writing, the students will get knowledge how to write effectively, how to express the ideas, and how to share their thoughts with anyone else.

To support the idea above, Ramelan (1992: 9) states that "writing is very important as a part of a man's culture because it can be used to preserve thoughts, ideas and also speech”.

White (1980: 8) suggests three points about the importance of writing. They are: (1) the linguists had become interested in studying the characteristics of written language as well as spoken language, (2) teachers of English had become

increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevant, (3) coinciding with the increased interest in written language by both linguists and English teachers had been a considerable growth in the study of language beyond the sentences, that was in discourse.

2.3 Characteristics of Written Language

When considering the characteristics of the written language, it is important to know the different characteristics between written and spoken language. The use of formal language in writing more than in speaking becomes one of the differences between them. Besides that, unlike spoken language, gestures and visual expressions are not used in written language. Gerot and Wignell (1994:158) state:

Spoken and written languages differ in a number of ways. Written language is not simply speech written down. Speaking and writing are manifestations of the same linguistic system but in general they encode meaning in different ways because they have evolved to serve different purposes.

Gerot and Wignell (1994: 161) also say that spoken language tends to be grammatically intricate whereas written language tends to be lexically dense.

Grammatical Intricacy

In spoken language the content tends to be spread out over a number of clauses with complex logico-semantic relations among them. The work of meaning is spread out. The

number of content words per clause tends to be low but the number of clauses per clause complex is quite high.

(Gerot and Wignell, 1994:162)

Lexical Density

Lexical density then, is a measure of the amount of the content information in a clause (or in a text). Lexical density is calculated by dividing the number of content words in a clause complex by the number of clauses in the complex.

(Gerot and Wignell, 1994:163)

In spoken language, it is not necessary to speak grammatically. In writing, however, grammar becomes one of the main requirements to produce a good written text and the clauses frequently use complete clauses.

In addition, Harmer (2004: 6-11) states the different characteristics between written and spoken language as follows:

1) Time and space

Whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent. Spoken words fly away on the wind; written words stay around, sometimes, as we have seen, for hundreds or thousands of years.

2) Participants

In written communication, the writer has to know who they are writing for.

However, this audience may often be general rather than specific, and may be

represented as a type rather than as an individual addressee whom we can see and interact with. In the case of speaking, however, our addressee is often known to us in a much more specific way, as we have seen.

3) Process

In speaking, the speakers make quick decision about what to say and modify it as they speak, using lots of repetition, rephrasing, and 'time-buying' expressions (such as *well, you know*). These expressions allow them to collect their ideas and put them into a suitable form of words. Writing, however, is, as we have seen, significantly different. The final product is not nearly instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product. We have called this the writing process, with its recursiveness and multiple drafting.

4) Organization and language

Two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness. Speakers can and do mispronounce and use deviant grammar without anyone objecting or judging the speaker's level of intelligence and education, but spelling mistakes and grammar are far more harshly judged. As for well-formedness, most writing consists of fully developed sentences, but speech is often made up of smaller chunks of language – words and phrases rather than the complete sentences.

Another significant difference between speaking and writing concerns lexical density – that is the proportion of content words to grammatical (or function) words used. Written text frequently has many more content words than

grammatical words. In speech, however, the proportion of content words is significantly smaller.

5) Signs and symbols

If we consider a face-to-face conversation, speakers and listeners use paralinguistic features like expressions and gestures, as well as stress and intonation, to convey meaning. We can shout, whisper, and vary tone or speed of what we are saying, or fill our conversation with dramatic pauses if we want to.

Writing has fewer signs and symbols than speech but they can be just as powerful. In the first place, question marks and exclamation marks can modify the import of what is written (e.g. *You are cold. You are cold? You are cold!* or even *You are cold!!!*). By changing the order of the clauses we can alter meaning and convey nuance (e.g. *She met him at a party.* or *At a party she met him.* or *Him she met at a party.*). We also use underlining and italics to make something stand out, or in typed text we use italics to show how *amazed* we are.

6) The product

If we consider a face-to-face conversation to be a work in progress (because through questioning, interrupting, and formulating we can constantly change the messages being given out), writing usually turns up as a finished product.

From the explanation above, it is clear enough that there are some different characteristics between spoken and written languages, such as the use of clauses, gestures, formal and informal languages.

2.4 Types of Writing

Lado (1961: 248) states that the ability to write a worthwhile composition is not possessed by all the speakers of a language, the ability to write requires special talent and special training.

Robinson (1975: 2), states that writing is divided into two types as follows:

1) Guided writing

Guided writing helps the students feel certain that they are doing the right thing. They follow instruction and change or complete sentences. The students are instructed to write certain sentences into organized simple paragraph based on the certain clues or guidelines.

2) Free writing

In free writing, the students are given a composition topic, which makes it possible to use freely what they have just practiced. Karmadevi (1998:8) states free writing is “the ability to write freely what has been taught, not the ability to write anything at all”. We can say that what is meant by free writing here is not writing freely what we want to write, but, writing according to what has been taught. Free here means free in expressing our ideas.

Finocchiaro (1974: 85) points out that naturally the type of writing system (alphabet, picture) which exists in the native language is an important factor in determining the ease case or speed with which students learn to write.

Furthermore, Lado (1961: 248) explains that writing a foreign language is

the ability to use the language and its graphic representation productively in ordinary writing situation. More specially, he also adds that writing foreign language is the ability to use the structures, the lexical items and their conventional representation in ordinary matter of fact writing. Nevertheless, he also gives further explanation that the ability to write a worthwhile composition is not possessed by all the speakers of a language. The ability to write requires special talent and special training.

From both explanations above we can conclude that it does not guarantee that a native speaker is always able to write a good composition in his native language without having a creative power of anything beautiful or of intrinsic value for the content of a composition.

2.5 General Concept of Procedure Writing

A procedure is a series of activities, tasks, steps, decision, calculation and other processes, that when undertaken in the sequence laid down procedures, and then described the result, product or outcome. The purpose of a procedure text type is to explain how something can be done. A procedure is to describe how something is accomplished through a sequence of actions or steps (Depdiknas, 2003:49).

A procedure consists of a series of steps which shows how to achieve some goals. The simplest procedure is a short series of simple imperative clauses centered on well-known action verbs and everyday objects. As procedures become more specialized and more technical, they become more demanding for language learners. The steps may include constraints which have to be met in order to carry

out the instructions successfully. Simple constraint may be expressed as circumstances of manner or place e.g. carefully, near the edge. More complicated constraint might be expressed as conditional clauses e.g. if the metal is cool (Feez and Joyce, 1989: 87-88).

When students write a process analysis, they explain how to do something or how something works. This type of writing is especially informative because it tells readers something they want or need to know. A receive in writing is a process of analysis. Instructions for operating DVD players and applicants are process of analysis. So, the students can write procedure text, for example how an egg develops into a mature chicken or how automobile's motor mixes gasoline with air (Meyers 2005: 17).

The elements of procedure text are: (1) goal, (2) materials, and (3) steps 1-n. Moreover, the steps on how to create a procedure are: (1) begin with a statement of the purpose, an importance of the specific task, (2) present a step-by-step description of "how to proceed", (3) express the steps in the procedure in a simple and clear format, making it correct and complete (Depdiknas 2003).

Depdiknas (2003: 40-41) states that good criteria in writing or arranging a procedure text are (1) clear, it means that it is easy to follow and it is not confusing; (2) logic, it means that the ordering of sentences must be related with one another, it means that it only writes the important things. By considering two criteria above, a procedure text will be communicative and easy to follow.

2.6 Media

Language teaching is a collective title for a variety of activities undertaken by different people in very different circumstances. There is consequently no single medium ideal for language teaching.

Gerlach and Ely (1980:41) state that “any person, material, or event that establishes conditions, which enable learners to acquire knowledge, skills and attitudes, can be classified into media.” Another definition that they proposed is:” Every medium is a means to an end or to a goal.”

There are many opinions about media which are suggested by some educators:

- 1) Locations and Atkinson (1984: 3) states that "media are things used as means for transmitting or delivering messages. Related to teaching- learning process the things meant above are pictures, boards, real objects and others; whereas messages are the lesson to be given to the students".
- 2) Gerlach (1980: 241) states that “media is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes.
- 3) Oemar Hamalik (1989: 18) states that “media are used to motivate students in learning.

In the writer’s interpretation, this statement means that media are things that can help students to reach the goal of the teaching and learning process to obtain knowledge. By means of media, learners are expected to have more access in learning a subject.

2.7 General Knowledge of the Real Things

The following is the discussion about real things, the function of real things and the principles of selecting and using teaching aids.

2.7.1 What is Real Thing?

Teaching media is needed in the teaching learning processes to help the students to become active. Gerlach and Ely (1980: 241) propose that a medium is any person, material, or event that establishes conditions that enable learners or students to acquire knowledge, skills and attitudes.

Following are descriptions about real thing; there are many summaries of the description of real things stated by Gerlach and Elly (1980: 375-377).

1) Definition of real things

Real things are stimuli presented to the students by means of field trips or bringing people or things into the classroom for direct observation.

2) Advantages of real things

The advantages of real things are that they have the potential of increasing realism, real things are prepared when authenticity is desired. All other things being equal, the more closely the conditions of learning approximate the conditions of later performance, the more effective teaching will be increasing the student's interest. Real things can frequently be handled, manipulated, and observed very closely. A well organized collection of real things will permit the students to observe the characteristics, similarities and differences; both students and teacher can become the source of real things.

3) Limitation of real things are:

- a. Real things are not always readily available.
- b. Real things cannot always be viewed in their natural setting.

4) Ideas for using real things

- a. If the time and availability permit, the teacher can use real things.
- b. If parent or other members of the community have collection of real things which will be helpful in attaining teaching objectives.

5) Sources of real things

The most important source of real things is our own community. The teacher can start from the closest community, the school community, and then he can bring the students to go outside of the schools.

6) Classes of real things

In order to make more detailed description of real things, the writer would like to group the real things into some classes. They are: (1) Class of furniture i.e. table, chair, and desk. (2) Class of house parts i.e. door, window. (3) Class of writing tools i.e. book, pencil, and pen. (4) Class of buildings i.e. shop, hospital, and restaurant. (5) Class of eating tools i.e. plate, fork and spoon. (6) Class of transportation i.e. bus, plane, and truck. (7) Class of clothes i.e. dress, shirt, and skirt.

Due to the limited condition of the students, classrooms, model and the material, a teacher can only apply some forms of real things. They are:

1) Unmodified Real Things

Unmodified real things are things that are without alteration, except for

having been removed from the original real life surroundings. For example: a class, a schoolyard, a school' bathroom' etc.

2) Model is representation of the real things

Generally models are three-dimensional. While a model may be the same size as the real object it represents, they are frequently reductions or enlargements. We can use the model of elephant, chair, table, etc to represent them in front of the students.

3) Specimens

A specimen may sometimes be unmodified, simply a piece of the environment packaged in bottles, jars, boxes to permit direct observation and study. Show life animals such as spider, small turtle or an earthworm.

4) Mock-ups

Mock-ups are really nothing but a special type of model. A mock up of a flower includes those parts only which will be studied.

Real things are stimuli presented to pupils by means of field trips or by bringing people/ things into the school for direct observation (Gerlach, Ely, 1980: 376).

The term real things can be interpreted as any substances that play an important role in teaching learning processes. They help the students to master the material that is presented by the teacher more easily.

2.7.2 The Function of Real Things in Language Learning

Teaching in general or teaching English in particular is a combined effort of various components to achieve a certain goal. It means that the success of language teaching is not determined by a single component but by the role of all components involved.

In line with this viewpoint, Wright (1983: 65) states that language teaching is a collective title for a variety of activities undertaken by different circumstances; consequently there is no single medium idea for language teaching as it is often claimed.

It does not mean that teachers must bring all components into the classroom. It will be hard because of some limitation. Therefore, teachers often focus their teaching on the use of certain components such as real things. Real things can give great help to the teachers to draw students' interest and engage the students' motivation. If they are motivated, they will give attention to the lesson.

Wittich and Schuller (1974: 16) explain that learning requires involvement of the learners. In order to be successful, the learners must interact actively with the elements of the learning environment. They must also know what they are expected to do.

The function of media in general/ real things in particular and their contributions to language learning according to Kemp (1980: 3-4) are:

- 1) The instruction can be more interesting

Real things can attract the students' interest. If they are interested, they will give much attention to what is being taught / discussed. They will be curious

to know about the lesson.

2) Learning becomes more interactive

Many activities can be created though applying real things in the teaching learning processes. A teacher can bring models or specimens into the classroom.

3) The length of time required can be reduced

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

4) The quality of learning can be improved

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

5) The positive attitude of students toward what they are learning and to the learning process itself can be enhanced. Students are interested in media such as real things.

2.8 Teaching Writing Procedure Texts Using the Real Things

Much of what we say in daily conversation in any language is prompted by what we see. Therefore, Haycraft (1983: 97) proposes that in a language learning a teacher is suggested to give much practice in teaching English objects or things. Objects or things allow us to explain a word or concept in a simple way, by

showing the things or objects.

According to Wright (1983: 3), there are 5 criteria that provide the way for making use of real things in an activity. They are:

1) Easy to prepare

When teachers want to use real things in their activities, they have to decide whether they are difficult to prepare or not. Wright (1983: 3) states "If it takes them an hour to prepare an activity which they can use many times with different classes, then it is worth it".

2) Easy to organize

"The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile".

3) Interesting

Before applying real things in the activity, the teacher has to justify the students' interest toward it. Wright states "If the activity is unlikely to interest the students, then the teacher will question whether it is worth doing.

4) Meaningful and Authentic

"Students are going to gain more if the language they use is vital to the situation. There should be some reaction or result if they use the language appropriately".

5) Sufficient amount of language

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

2.9 Junior High School Students

Junior high school students have special characteristics that make them different from younger and older students. As a teacher, it is essential to understand their characteristics, so that we will be able to design appropriate and adequate programs to fit the particular requirements of individuals in this age group.

It is widely accepted that one of the key issues in teenagers is the search for individual identity. Identity has to be forced among classmates and friends. Peer approval may be considerably more important for the students, which for younger children is so crucial.

In addition, Harmer (1998: 39) states that “teenager, if they were engaged, had a great capacity to learn, a great potential for creativity and a passionate commitment to things which interested them”.

From the characteristics of youngsters as stated above, the writer concludes that the age of students in junior high school (11 to 14 years old) has a period of changing from children to adult. So, they need something special in education. Schools and teachers should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new roles, and this range of age is one of the most challenging times in life.

2.10 Applications of Real Things as Media in Teaching Writing of Procedure Writing

The teaching-learning process should be viewed as a system. Any organization of

people or things is a system, which students are made up of elements in teaching procedure writing. As system, teaching-learning process consists of several elements. Each element has its own function and goal. So, it implies that teaching-learning process is a collective effort of several forces or elements procedure writing to achieve a certain goal. The final result of teaching is not determined by a single element but by all elements involved. The goal is attained only when all the elements are integrated in effective and efficient pattern.

In this study, the writer asks students to observe the object of real things directly. Then, the students write in their books about the process of how to do something or how something works.

2.11 Action Research

Here the writer will present the meaning of action research, characteristics of action research, types of action research, benefits of conducting action research, the use of action research for teachers, the steps in action research, and techniques and methods for gathering evidence in action research.

2.11.1 Definition of Action Research

There are a number of definitions available in literature. Mc. Niff (1997:2) views action research as the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of her own practice in order to enhance the quality of education for herself and her pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum

development, professional development, school-improvement schemes, and so on, and as such, it actively involves teachers as participants in their own educational process.

From the definitions above, action research can be defined as a kind of research, which has reflective characteristic. It means the teacher as the action actor gets self-constructed knowledge and can reflect his various programs in order to improve the rational steadiness from his actions, broaden his understanding and repair the condition where teaching and learning process is done.

2.11.2 Characteristics of Action Research

According to Kemmis and McTaggart (1988: 17) there are three defining characteristics of action research. They are:

- 1) Firstly, that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.
- 2) Secondly, that it is collaborative.
- 3) Thirdly, that it is aimed at changing things.

They say further, action research is a group of activities; and a piece of descriptive research carried out by a teacher in his or her classroom, without changing the phenomenon under investigation, would not be considered to be “action research”. They add that the essential impetus for carrying out an action research is changing a system.

2.11.3 Types of Action Research

According to Wragg (1994: 111), there are two types of action research:

- 1) The first type is rational-reactive. In this type, the investigator looks at what is happening in the classroom, usually with a specific focus on something known to be a problem, one in need of improvement, and then draws up a program to what has been discovered.
- 2) The second type is intuitive-proactive, which means that the researchers or prime movers know, or think they know, what needs to be done, and so implement an intervention program first and then visit classroom to see how well it is progressing.

2.11.4 Benefits of Conducting Action Research

People cannot deny that in doing something, every person must have aims and he expects some benefits from it. Therefore, in conducting action research a teacher must have special purposes and hope to get the benefits.

A classroom action research is done by a teacher and conducted in class, which involves all students in the classroom. Actually, there are many advantages in conducting action research. It can improve a teaching learning process. It also helps teacher to become more competent in understanding and using research findings in order to carry out teaching. In addition, teacher can define his/her problem, identify and try out the appropriate possible solution to problem students faced.

The benefits of conducting an action research are:

- 1) improve the teachers' self confident because they have more knowledge or experience to solve problems,
- 2) help the teachers to understand the essence of education empirically not theoretically;
- 3) develop curriculum;
- 4) more effective when we compare with other trainings.

2.11.5 The Use of Action Research for Teachers

It has been generally assumed that when a student learns a foreign language, he/she will meet some learning problems as the result of differences between the two languages. Here, the language teacher has the responsibility to encourage and stimulate the students by developing his professional role as an educator.

As the fundamental aim of action research is to improve practice rather than produce knowledge (Elliot, 1991: 49), this research can be one of effective ways for English teachers to repair and improve their educational actions through cycle activities. Based on the explanation above it is clear that out of the various factors that affect the learning process, the teacher is the most important factor.

By conducting an action research teachers will be able to solve problems faced in the classroom and improve the quality of teaching English.

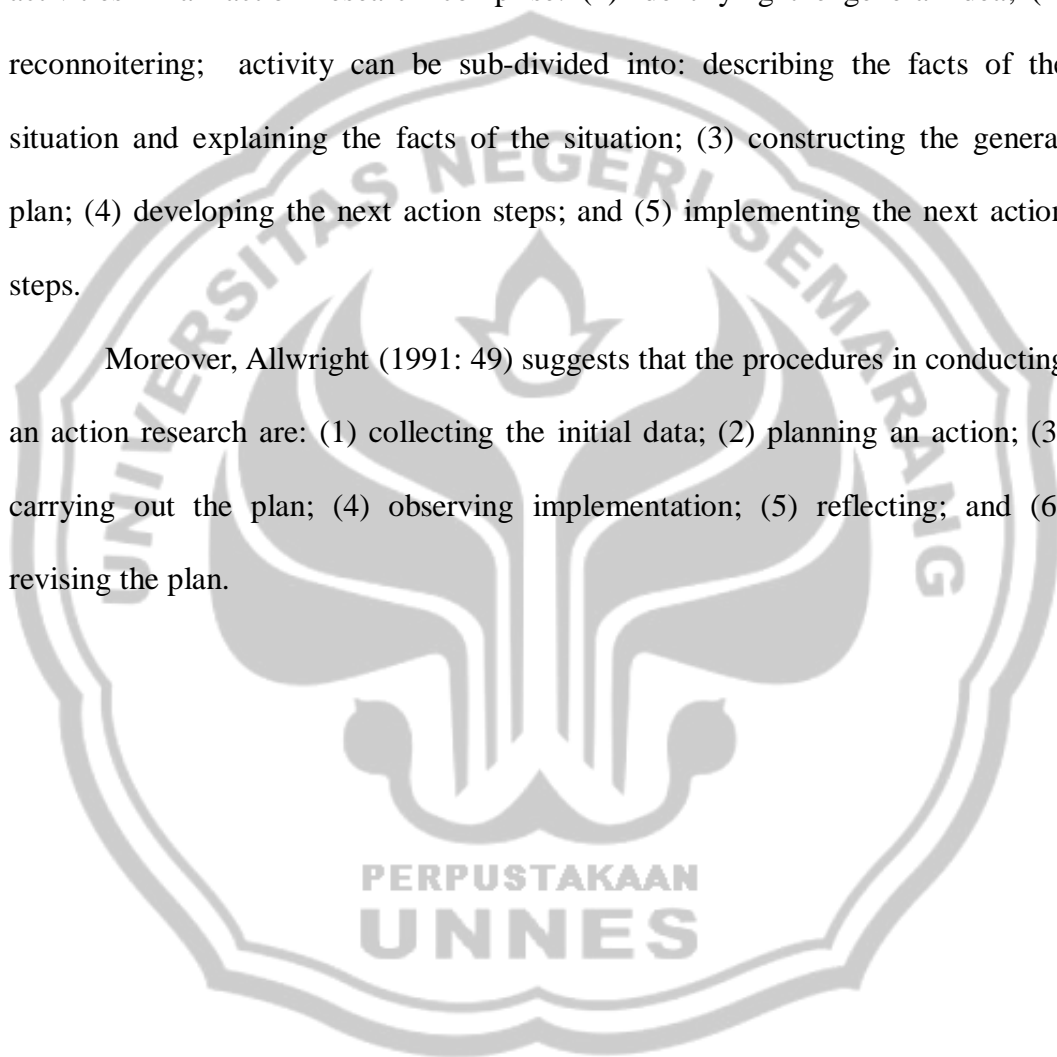
2.11.6 The Steps in Action Research

Allwright and Bailey (1991: 44) claims that the steps in action research are (1) to

identify an issue, interest or problem; (2) to seek knowledge; (3) to plan an action; (4) to implement the action; (5) to observe the action; (6) to reflect on your observation, and (7) to revise the plan.

Similar to the Strickland's idea, Elliot (1991: 72-76) states that the activities in an action research comprise: (1) identifying the general idea; (2) reconnoitering; activity can be sub-divided into: describing the facts of the situation and explaining the facts of the situation; (3) constructing the general plan; (4) developing the next action steps; and (5) implementing the next action steps.

Moreover, Allwright (1991: 49) suggests that the procedures in conducting an action research are: (1) collecting the initial data; (2) planning an action; (3) carrying out the plan; (4) observing implementation; (5) reflecting; and (6) revising the plan.



CHAPTER III

METHOD OF INVESTIGATION

The method of investigation in this action research consists of some steps. They are determining the subject and the sample of the study, planning the data collection, preparing the instruments of the study, and arranging the steps in action research.

This research is an observation activity, which aims to describe the facts and characteristics of a given subject of the study systematically, factually and accurately. In this study the writer describes the process of teaching procedure writing by using real things as media.

3.1 Subject of the Study

The writer held a classroom action research at SMP N 1 Randudongkal in the academic year of 2008/2009. It is located at Jln. Budi Utomo No.2 Randudongkal-Pemalang. There were 22 classes which were distributed into 8 classes for the first year, 7 classes for the second year and 7 classes for the third year. The writer decided to conduct this action research in class VIIA. The consideration that made the writer choose class VIIA and not the others was because the English teacher asked the writer to observe class VIIA.

3.2 Research Variables

A variable is something that may vary or differ (Brown, 1988:7). The variables in this study are:

(1) Independent variable

An independent variable is a variable selected by researchers to determine their effect on or relationship with the dependent variable (Brown, 1988: 10). The independent variable is intervening to the dependent variable. Independent variable in this study is method of teaching procedure writing for the subject of the study, to be more a react, it is the use of real things to teach writing of procedure texts.

(2) Dependent variable

A dependent variable is observed to determine what effect, if any, the other type of variables may have on it. A dependent variable cannot be identified in isolation (Brown, 1988: 8). The dependent variable in this study is students' achievement of procedure writing.

3.3 Instrument of the Study

The instruments used in this research were intended to measure the students' achievement in writing skill especially in the procedure writing. The instruments in this research were real things, tests, and questionnaire.

3.3.1. The Real Things

In doing this action research, the writer selected some interesting real things. The real things must be appropriate with the theme in English syllabus material that was introduced to the students.

3.3.2. Tests

This action research was carried out through six activities. The four activities presented teaching and learning and the two activities were assessment tests. The reason to give four assessment tests to the students was to measure the students' progress and result in every step during a classroom research.

Before giving the six activities, the writer gave a pre-test. The purpose of the test was to know how far the students master writing procedure text before this action research was conducted by using real things as media in teaching writing a procedure text.

Post test was given at the end of each cycle. It was called achievement test. It could be designed to measure a variety of learning outcomes. It was based on how far the students mastered the writing of procedure text by using the real things after conducting the teaching and learning process.

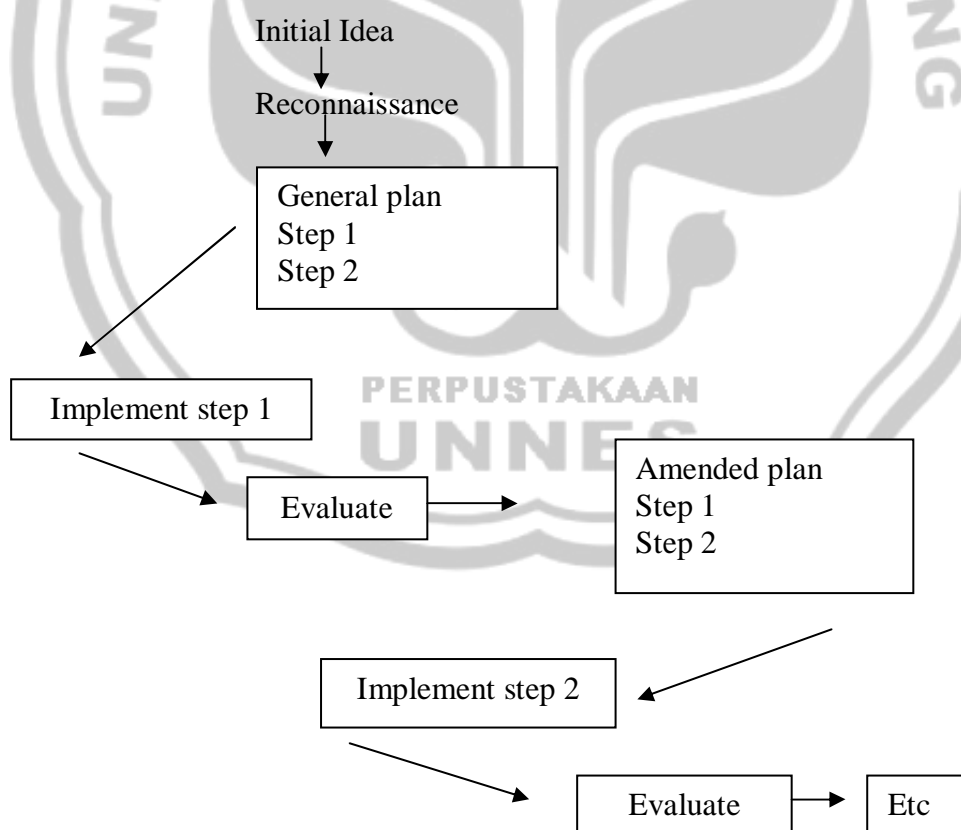
3.3.3. Questionnaire

A questionnaire is a list of questions to be answered by a group of people to get information. The questionnaire used to collect data from the students was based on the needs, interest, like and dislike about teaching learning process.

3.4 Research Design

Research in teaching procedure writing by using real things as media is a kind of action research. Action research is a form of educational inquiry that uses real action in response to a certain problem encountered during the teaching and learning process through cycles of action. Therefore, by doing this action research, hopefully the quality of teaching learning process would be better in teaching writing procedure text.

This research was conducted in the classroom. This activity contained several cycles. Each cycle had four elements: planning, acting, observing and reflecting. The writer presented Lewinn's model of action research. It can be depicted as follows:



Elliot (1991: 70)

3.4.1 Identification of Problem

The general idea is essentially a statement which links an idea to action (Elliot, 1998:72). It is a general idea that needs to be improved. Here the researcher observes the students' ability in their writing procedure text.

Meanwhile the process of English teaching and learning seems boring and not motivating the students. Based on those problems, then the writer suggests a kind of solution by using real things, in order to improve the students' understanding of a procedure text structure and make them feel involved in teaching and learning process.

3.4.2 Planning

Planning is done to give a solution to the identified problems. It is a plan to conduct treatments. In order to improve the students' understanding about the structures of a procedure, the writer used real things to make teaching procedure text easier. It is hoped that by giving real things the students' can imagine events that happened in real situation easily.

3.4.3 Treatment

Treatments were implemented referring to the plan that had been made. However, to get the students' prior knowledge about procedure text, they did a pre-test. In this test, they were asked to make a procedure text. After doing the pre-test, the students got treatment by using real things in their teaching and learning process.

3.4.3.1. Cycle

The cycle consists of the first cycle and the second cycle.

3.4.3.1.1 The First Cycle

The first cycle was conducted on 2,4 and 5, February 2009.

The activities in this cycle were as follows:

- 1) Students did a pre test.
- 2) The discussion of the pre test.
- 3) Teaching and learning process.
- 4) Students did exercise in groups.
- 5) Discussion of the exercise.
- 6) Students did exercise individually.
- 7) Observing the activities and situation during the lesson.
- 8) Analysis of the exercises results.
- 9) Determining the next action.

3.4.3.1.2 The Second Cycle

The writer conducted the second cycle in three meetings on 9,11 and 12 February 2009. There were some activities in this cycle namely:

- 1) Teaching and learning process.
- 2) Students discussed and did exercises in group.
- 3) Discussion of the exercises.
- 4) Students did exercises individually.

- 5) Observing the activity and situation during the lesson.
- 6) Analysis of the exercises results.
- 7) Students did a post test.
- 8) Students answered questionnaires.
- 9) Analysis of the students' result of the post test.
- 10) Making the table of the students' marks.

3.4.4 Reflection

After doing treatment, the writer then made a reflection. In this stage, the outcome of teaching and learning process was evaluated to get clear evidence of the improvement or to plan the following action or treatments. When all the cycles were completed, the students had the post-test in which they were asked to make another procedure text. To check whether or not there was an improvement of their procedure text writing, the writer compared the score of their pre-test and post-test.

3.4.5 Implementation

Based on the model above there were four activities in the action research. The elaboration of the plans was as follows:

Pre-test

Pre-test was the first activity of the action research. The test was given to identify the students' achievement of procedure text writing. In this test the students were asked to make a procedure text.

First cycle

Referring to the initial condition, the writer tried to do appropriate treatments to the students who had difficulties in writing a procedure text, especially in applying the structure of a procedure text. To overcome the identified problem, at first, the writer explained about what procedure text is, the generic structure of this text, the lexicogrammatical features of this text, and the writer also explained about Simple Present Tense. Then the writer asked the students to write a procedure text by using real things given by their teacher. By doing this, hopefully they can apply the structure of procedure text.

Second Cycle

After having the first cycle, the students had better understanding of procedure text. It was proved by their writing that had implemented the structure of a procedure text. To make the students get used to applying the structure of procedure in their writing, the students were asked to write another procedure text. In this cycle, the theme of the real thing was "How to make sweet sandwich". Besides, another problem was also found, the students made mistakes in constructing sentences in present tense. To solve this problem, the writer gave them a sample of a procedure text and discussed about how to construct sentences in present tense. Generally, the procedure of teaching and learning in this cycle was the same as the previous cycle. The difference was, in this cycle, the students had to make a procedure text based on the real things given, so they would not get bored.

Post-test

In this activity, the students did the post-test. The post-test was conducted to measure the students' ability after the treatment. The test was the same as the pre-test.

Here is the schedule of the action research activities:

Activity	Theme	Date	Meeting	Action/Treatment
Pre-test	-	February 2, 2009		-
1st cycle	“ How to make a glass of sweet tea bag”	February 4, 2009 February 5, 2009	1 2	- Eliminating students' difficulties in applying structure of procedure text, asked student to make a procedure text based on the topic given
2nd cycle	“ How to make sweet sandwich”	February 9, 2009 February 11, 2009	1 2	- Eliminating students' difficulties in constructing sentences in simple present
Post-test	-	February	-	-

		12, 2009		
Questionnaire	-	February 12, 2009	-	-

3.5 Data Collection

To collect the data, the writer gave them tests were a pre-test and post-test.

The aims of using these techniques were to know the students' response during the activities, to see their abilities in mastering procedure writing and their progress, to gather information and find a simple way for students to learn the lesson which was in progress.

3.5.1. Pre-Test

Pre-test was given before doing the action research. First, the writer came to the chosen class and then she administered the pre-test in the classroom and explained to the students about what they were going to do. The writer began to distribute the instruments; at that time the writer explained a little about what a procedure text was to the students and asked them to do the pre-test. In the pre-test, the students were asked to make a procedure text.

3.5.2. Post-Test

Post-test was given after conducting all the activities above. The test given to the students was the same as the pre-test but in the post-test the students made a procedure text by using the real things as media.

3.6 Method of Analyzing Data

The aim of this study was to find out whether real things could improve the students' writing skill. There were two writing tests in this study, they were pre-test and post-test. These tests were used to measure the students' progress in mastering writing skill.

After conducting the test, the writer gave scores to the writing test papers of the students. The writer used the test to measure the writing ability covering fluency, grammar, vocabulary, content, and spelling.

3.6.1. Mode of Scoring

In giving score to the students' writing, the writer used the scoring guidance taken from Heaton Grid and Categories (1975:109-111) in five areas. They are fluency, grammar, vocabulary, content, and spelling.

To score the test papers, the writer applied the analytic method, which is recommended for such purposes. This method is suggested by Heaton, who said that those five items should be scored, and the maximal score for each item is 5, so the total of the maximal score will be 25. Here is the explanation about them:

Table 3.1. The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
Fluency	<p>5. Flowing style-very easy to understand-both complex and simple sentences very effective.</p> <p>4. Quite flowing style-mostly easy to understand-a few complex sentences very effective.</p> <p>3. Style reasonably smooth-not too hard to understand mostly (but not all)---simple sentences---fairly effective.</p> <p>2. Jerky style---an effort needed to understand and enjoy---complex sentences---confusing---mostly (but not all) simple sentences---fairly effective.</p> <p>1. Very jerky---hard to understand---cannot enjoy reading---almost all simple sentences confusing---excessive use of 'and'.</p>
Grammar	<p>5. Mastery of grammar taught on course---only 1-2 minor mistakes.</p> <p>4. A few minor mistakes only (preposition,articles, etc)</p> <p>3. Only 1 or 2 major mistakes but a few minor ones.</p> <p>2. Major mistakes lead to difficulty in understanding--- lack of mastery of sentence construction.</p> <p>1. Numerous serious mistake---no mastery of sentence construction---almost unintelligibly.</p>
Vocabulary	5. Use of wide range of vocabulary taught previously.

	<p>4. Good use of new words acquired---fairly appropriate synonyms, circumlocution.</p> <p>3. Attempts to use words acquired---fairly appropriate vocabulary on the whole but sometimes restricted---has to resort location etc on a few occasions.</p> <p>2. Restricted vocabulary---use a synonym (but not always appropriate)---imprecise and vague---affect meaning.</p> <p>1. Very restricted vocabulary---inappropriate use of synonyms seriously hinders communication.</p>
Content	<p>5. All sentences support the topic---highly organize--- clear progression of ideas well linked---like educated native speaker.</p> <p>4. Ideas well organized---links could occasionally be clearer but communication not impaired.</p> <p>3. Some lack of organization---reading required for clarification of ideas.</p> <p>2. Little or no attempt at connectivity---though reader can deduce some organization---individual ideas may be clearer but very difficult to deduce connection between them.</p> <p>1. Lack of organization so severe that communication is seriously impaired.</p>
Spelling	5. Non errors

	<p>4. 1 or 2 minor errors only</p> <p>3. Several errors--- do not interfere with communication---not too bad hard to undersand.</p> <p>2. Several errors---some interfere with communication---some words very hard recognized.</p> <p>1.Numerous errors---hard to recognize words--- communication made very difficult.</p>
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(Heaton, 1975:109)

3.6.2. Classifying the Scores

The scores become more meaningful numerical data if they are converted into numerical data, which are arranged from the highest to the lowest. By doing this it is easier to know the position of a student in his/her group.

The measurement of the students' achievement stated by Harris (1969:134) is interpreted as follows:

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

3.6.3. Criterion of Assessment

The students' success and failure in doing the activities planned above were measured by referring to the criterion issued by the Department of Education and Culture, (Depdiknas, 2003: 37). To find the degree of the students' achievement in each activity: pre-test, first and second activities, and post-test, the average score of the students by using the following formula:

$$\text{The average of the students' test result} = \frac{\text{The total percentage}}{\text{The number of the students}}$$

This research used simple formula to analyze the results of the students' achievement in writing procedure text. It was based on 'Petunjuk Penilaian' (the guidance of assessment) from Depdikbud, in which it is stated that a student is said to be successful if he/she achieves 65% of the material and a class can be said to have mastered in learning if they can achieve 85% of the material presented (Depdikbud, 1994: 29). In this action research, the writer used the indicator to determine whether a cycle could be continued to the next cycle or should be repeated by the applying the amended plan.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In chapter four, the analyses of all activities starting from pre-test up to post-test, and the analysis of questionnaire are presented. Here is the analysis of each activity:

4.1 Analysis of the Pre-test

In starting the data collection, the writer conducted a Pre-test. The purpose of this test was to identify the student' ability in writing a procedure text before treatment was given. In this test, the English teacher of the class as the collaborator helped to monitor the students.

The pre-test was conducted on Monday, 2 February 2009. In this test, the students had to write a procedure text based on the topic given by the writer using real things. The results of the students' achievement in pre test can be seen in appendix 2.

$$\begin{aligned} \text{The average of the students' test results} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\ &= \frac{2.028}{34} \\ &= 59.65\% \end{aligned}$$

The average of the students' result in the pre-test was 59.65%. The result

was lower than the criterion that has been stipulated by the Department of Education and Culture. The writer concluded that the students had not understood the procedure text yet, so the treatments in each cycle were necessary to improve students' ability in writing procedure.

4.2. The Analysis of the First Cycle

The first cycle consisted of two meetings. It was conducted on February 2 and February 4, 2009. The focus of the treatment was to eliminate the students' difficulties in implementing the structure of procedure text in their writing. The process of teaching and learning during the treatment was represented in the teaching-learning stages. The stages of the cycle were: Developing the Context, Modeling of the Text (MOT), Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT). Those linking stages informed the classroom activities by showing the process of learning this text.

In the first meeting, Building Knowledge of the Field (BKOF) and Modeling of the Text (MOT) stages were presented. Here is the elaboration of the two first stages:

1) Building Knowledge of the Field

At this stage, the writer introduced the social context of procedure text, its general cultural context in which the procedure text is used, its social purpose, its generic structure and the tense that is used. Firstly, the writer asked the students whether or not they had ever made something at home, like making

noodle, making cup of tea, etc. And then asked them to tell about the process to their friends.

2) Modeling of the Text

Modeling does not merely involve a teacher as the model but also requires students as actors who have to perform the language. In the first activity of modeling of the text, the writer introduced the procedure text to the students. The title of the text was "How to make a glass of sweet tea". Then the writer distributed the reading text to the students. The students were grouped into several groups that consisted of two students each. The writer asked them to understand the content of the text and discuss it with the writer.

In the second activity of modeling of the text, the writer asked them to understand the generic structure of the text first. The generic structure of procedure text is Goal/title/aim, materials, and sequence of actions or steps.

In the third activity of modeling of text, the writer explained about the Simple Present Tense. Then the writer asked the students to make sentences using Simple Present Tense as exercises before making the true procedure text.

3) Join Construction of the Text

The second meeting was Join Construction of the Text (JCOT). In JCOT, the students worked in groups of five, and then the writer asked them to come in front of the class to perform procedure text writing based on real things given before by the writer.

4) Independent Construction of the Text

Independent Construction of the Text (ICOT) was conducted on the second meeting of the first cycle. In this stage the students were asked to make the text individually and the writer warned them that the procedure text had to be written in Simple Present Tense. The results of the students' writing in the first cycle can be seen in appendix 3.

$$\begin{aligned} \text{The average of the students' test results} &= \frac{\textit{The total of the percentage}}{\textit{The number of the students}} \\ &= \frac{2398}{34} \\ &= 70.52\% \end{aligned}$$

The average achievement of the students in the first cycle was 70.52 %. According to the criterion provided by Depdikbud, 65% was said to be successful. Therefore, it can be concluded that the first cycle was successful.

Based on the evaluation, there were several students who still made mistakes in terms of grammar. They still had difficulties constructing sentences in Simple Present Tense form. Consequently, the writer conducted the next cycle by emphasizing on grammar.

4.3. The Analysis of the Second Cycle

The second cycle consisted of two meetings; they were on February 5 and February 9, 2009. In general, the procedure of teaching and learning in this cycle was the same as the previous cycle. It was done through stages. The main focus of the treatment was to eliminate students' difficulties in constructing sentences in Simple Present Tense. In this activity the writer conveyed teaching and learning process to discuss about Simple Present Tense.

In this cycle, the students also performed the real activity about how to make something in front of the class, they also brought the materials they needed and performed the action in front of the class before they wrote the text. The students really enjoyed acting out this activity because they thought the real things could improve their speaking skills.

Finally, in the Independent Construction of the Text, the writer asked the students to write a procedure text by retelling their own experience that was performed in front of the class.

The results of the students' achievement in the second cycle can be seen in appendix 4.

$$\begin{aligned}
 \text{The average of the students' test results} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\
 &= \frac{2636}{34} \\
 &= 77.53\%
 \end{aligned}$$

The average of the students' achievement in the second cycle was 77.53%. The treatment in the second activity was successful because more than 85% of the whole students got 65% or more of the achievement, so the writer could continue to the next activity and the amended plan was not necessary.

4.4. The Analysis of the Post-test

After those cycles, the students' ability in writing procedure text was once again measured by giving the Post-test. The post-test was conducted on February 12, 2009. Before doing the Post-test, the writer reviewed the lesson that the writer had given. The Post-test was the same as the Pre-test. The results of the students' achievement in the post test can be seen in appendix 5.

$$\begin{aligned}
 \text{The average of the students' test result} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\
 &= \frac{2796}{34} \\
 &= 82.23\%
 \end{aligned}$$

From the analysis above, it can be seen that the average achievement of the students' post-test was 82.23%. It can be concluded that the students' achievement in writing procedure text using real things had significant improvement. To prove this statement, the results of the tests in this action research were compared in the table and can be seen in appendix 6.

4.5 The Analysis of the Questionnaire

In this activity, the writer distributed a questionnaire to add the data. The questionnaire was conducted on 12th February 2009 after doing the post test. It was responded by thirty four (34) students. The purpose of giving the questionnaire was to support the primary data.

The writer only gave 10 items to be answered. The students were asked to answer with “yes” or “no” for each question.

Question number 1 asked the students whether they found it difficult to write procedure text before the writer gave the activity. For question number 1 twenty eight (28) students (82%) answered yes and seven (6) students (17%) answered no. Based on the answer of question number 1, it is clear that the majority of the students (28 or 82%) have problems in writing procedure text. The results of the students' questionnaire can be seen in appendix 7.

Question number 2 asked the students whether their teacher had ever given the lesson through real things. For the question number 2 there were ten (10) students (29%) who answered yes and twenty four (24) students (70%) answered no. It means that the real things activity is seldom used in learning process by the teacher.

Question number 3 asked the students whether they have mastered writing procedure text before the writer gave the activity. For question number 3 there were nine (9) students (26%) who answered yes and twenty five (25) students (73%) who answered no. It means that, the majority of the students had not mastered writing procedure text before the writer gave the activity.

Question number 4 asked the students whether they had mastered writing procedure text after the writer gave the activity. For question number 4 there were thirty (30) students (88%) who answered yes and four (4) students (11%) who answered no. It means that, the majority of the students had mastered writing procedure text after the writer gave the activity.

Question number 5 asked the students whether this activity improved their writing procedure texts. For question number 5 there were thirty one (31) students (91%) who answered yes and three (3) students (8%) who answered no. It means that, this activity could improve their mastery of procedure text.

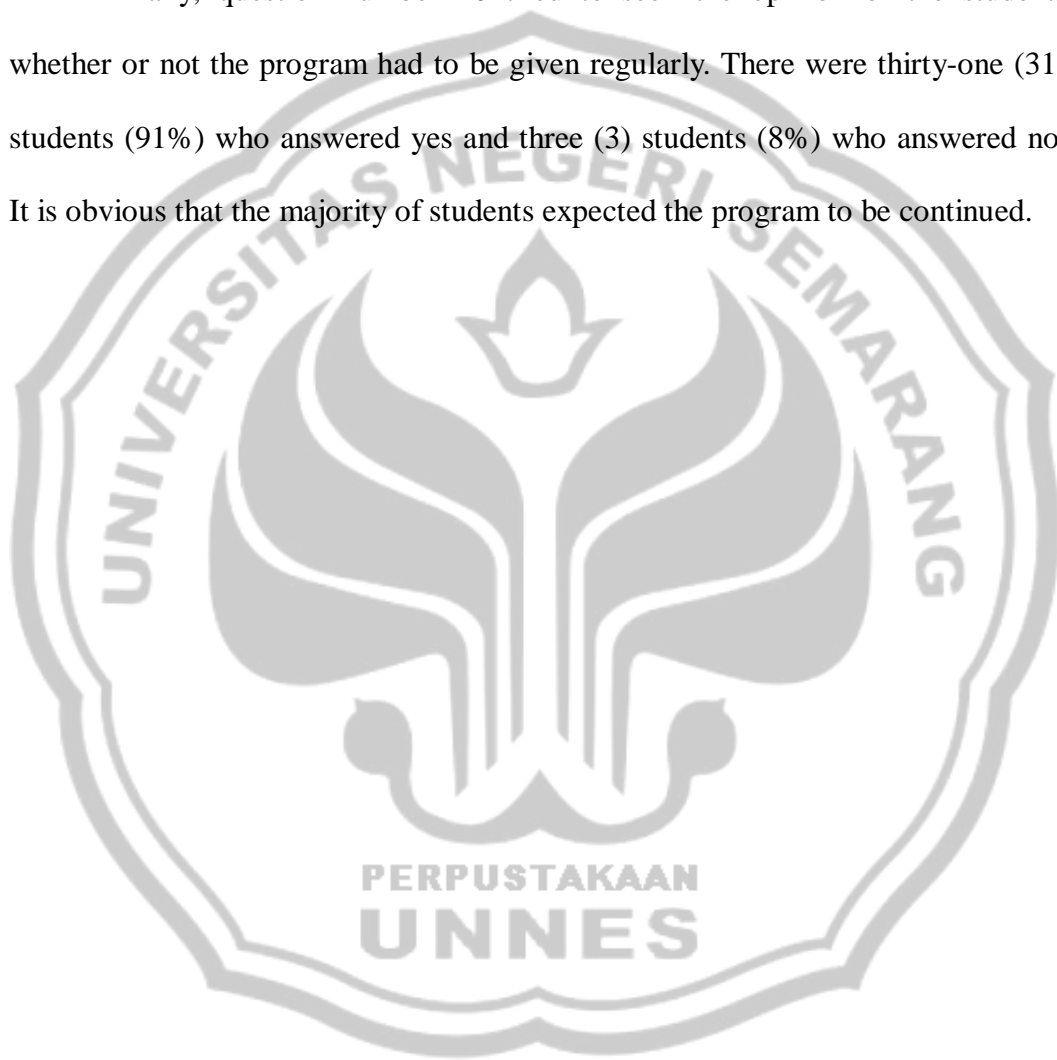
Question number 6 asked the students whether words which were taught were useful for the daily needs. For question number 6, there were thirty one (31) students (91%) who answered yes and three (3) students (8%) who answered no. It means that, the words are useful for their daily needs.

Question number 7 asked the students whether real things which were given could help them in mastering new words in English. For question number 7, there were thirty two (32) students (94%) who answered yes and two (2) students (5%) who answered no. It means that, real things could help them in mastering new words in English.

Question number 8 asked the students whether they liked the real things which were given by the writer. All of the students, thirty four (34) students or (100%) answered yes. Based on the above answer, it is clear that all of the students liked the real things that were given by the teacher.

Question number 9 asked the students whether the real things motivated them to learn English. There were thirty (30) students (88%) who answered yes and four (4) students (11%) who answered no. It is absolutely clear that the real things are liked by the students.

Finally, question number 10 tried to seek the opinion of the students whether or not the program had to be given regularly. There were thirty-one (31) students (91%) who answered yes and three (3) students (8%) who answered no. It is obvious that the majority of students expected the program to be continued.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to discuss conclusion and suggestion.

5.1 Conclusion

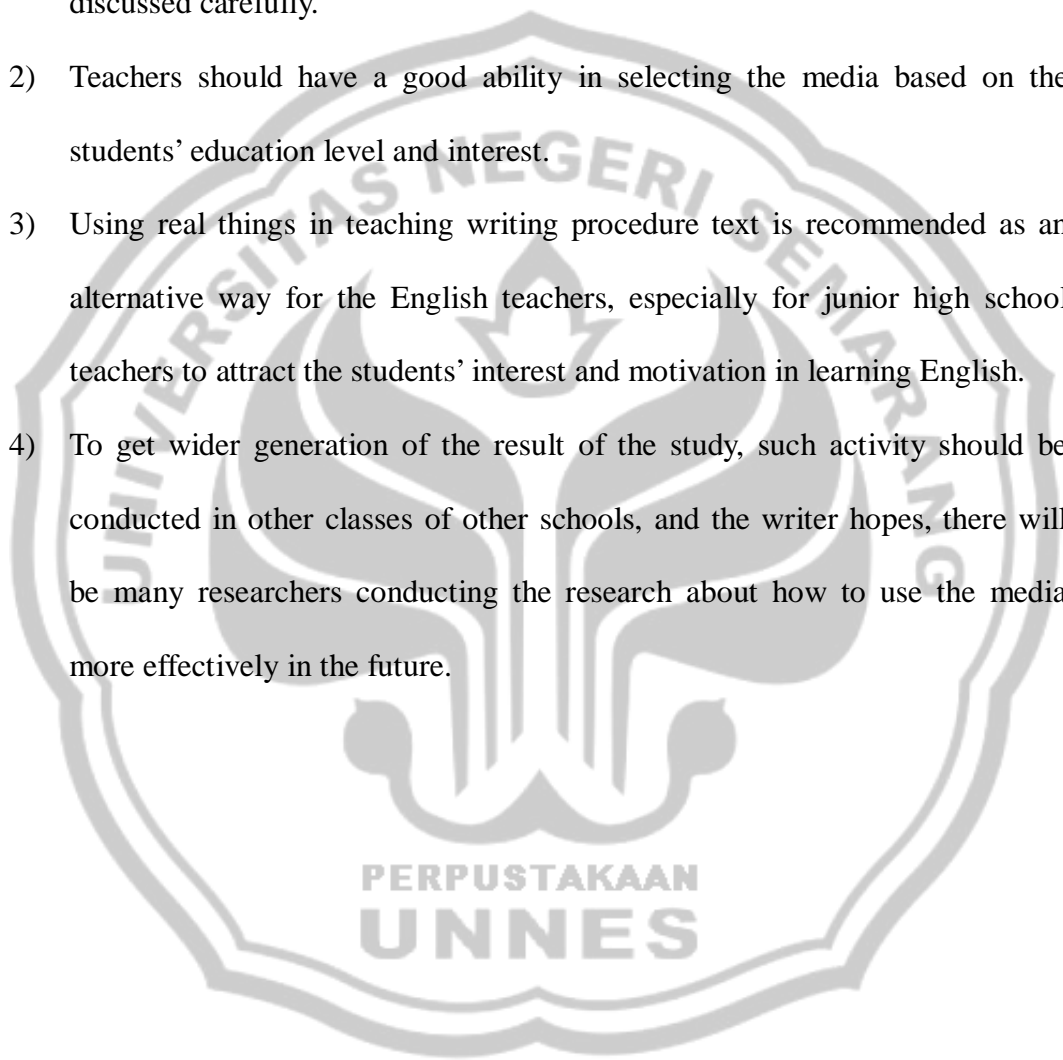
Based on the result the analysis in the previous chapter, the writer can conclude that:

- 1) The students' progress during the teaching writing activity by using real things was good; 70.52 %, 77.53%, and 82.23%. Their mastery of structure on topic "writing procedure text" was improved after the activities by using real things were given. These results can be confirmed with the comparison between the pre-test and post-test. It was supported by the data that the result of the pre-test was lower (59.64%) than the post-test (82.23 %)
- 2) Most of the students said that the activities by using real things could help them in writing procedure text. Besides, they can improve the students' motivation in learning English.

5.2 Suggestion

To encourage the students to be active in learning writing, the writer would like to offer some suggestions:

- 1) The writer suggests that the teacher should prepare the topic that will be discussed carefully.
- 2) Teachers should have a good ability in selecting the media based on the students' education level and interest.
- 3) Using real things in teaching writing procedure text is recommended as an alternative way for the English teachers, especially for junior high school teachers to attract the students' interest and motivation in learning English.
- 4) To get wider generation of the result of the study, such activity should be conducted in other classes of other schools, and the writer hopes, there will be many researchers conducting the research about how to use the media more effectively in the future.



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Appendix 7

Appendix 7

Table 6. The Result of Questionnaire

NO ITEMS		YES		NO	
		X	%	X	%
1	1	27	82	6	17
2	2	10	29	24	70
3	3	9	26	25	73
4	4	30	88	4	11
5	5	31	91	3	8
6	6	31	91	3	8
7	7	32	94	2	5
8	8	34	100	0	0
9	9	30	88	4	11
10	10	31	91	3	8



Appendix 1

List of Students

NO	Test Code	Name
01	A-01	Abdus Syafi.i
02	A-02	Amri Dhaneswari
03	A-03	Anang Ade Livian
04	A-04	Ayu Maria Ulfah
05	A-05	Ayu Setiyani
06	A- 06	Bimo Setyo Hutomo
07	A-07	Budi Bahtiar
08	A-08	Candra Aji N.
09	A-09	Diah Intan Pusparini
10	A-10	Erlangga Girindra Buana
11	A-11	Fachry Rizqi Amin
12	A-12	Faninda Asna Yulistina
13	A-13	Galih Agung P.
14	A-14	Herodia Magondah
15	A-15	Ilmawan Nusain M
16	A-16	Indah Ayu A.P
17	A-17	Intan Rosalia A.
18	A- 18	Lulyta Milasari
19	A-19	M. Padil Hakim
20	A-20	Maela Noeristya
21	A-21	Medyana Reskarani
22	A-22	M. Budi Santoso
23	A- 23	M. Harun A.T
24	A-24	M. Mufid Niam
25	A-25	M. Nawa
26	A-26	Novdesari Mia A.
27	A- 27	Nur Putri Apriliani
28	A-28	Putri Novianty
29	A-29	Rafi Sandi R.
30	A-30	Rahmi Khairunnisa Q
31	A-31	Rizqi Uswatun Khasanah
32	A-32	Sely Oktaviolita Asri
33	A-33	Shanti Arum Hidayanti
34	A-34	Siti Amidah

Appendix 8

LESSON PLAN 1

School : SMP Negeri 1 Randudongkal

Subject : English

Class/ Semester : VII / 2

Time Allotment : 2 X 40

1. Standard Competence

12. Expressing meaning in short functional texts and simple short essay of descriptive and procedure for doing interaction to close environment.

2. Basic Competence

- 12.2 To express meaning in essay using spoken language accurately, fluently, and acceptably in descriptive and procedure for doing interaction to close environment.

3. Indicators:

- Be familiar with procedure text
- To recognize procedure text.
- Identification meaning idea in procedure text.
- Knowing the examples of procedure text.
- Practice applying make procedure text orally or in written.

4. Learning Materials

❖ Procedure

❖ Social Function

To describe how something is accomplished through a sequence of action or steps.

❖ Generic Structure

- Goal
- Materials (not required for all Procedure text)

- Steps 1-n (i.e. Goal followed by a series of steps oriented to achieving the Goal)

❖ **Significant Lexicogrammatical Features**

- Focus on generalized human agents
- Use of simple present tense, often Imperative
- Use mainly of temporal conjunctions (or numbering to indicate sequence)
- Use mainly of Material Processes

5. Learning Activity:

- Pre-Activity
 - Teacher greets students.
 - Teacher checks attendance list.
- Main Activity
 - a. Building Knowledge of the Field
 - Teacher asks some questions to the students:
 - Do you like cooking?
 - Have you ever made something yourself?
 - What do you make?
 - What do you need to make something do you want?
 - b. Modeling of the Text
 - Teacher gives some explanations the meaning of procedure text.
 - Teacher explains procedure text and gives some examples.
 - Teacher gives the reading material about procedure text.
 - c. Joint Construction of the Text
 - Teacher asks the student to identify procedure text.
 - Teacher gives some procedure texts and students answer on paper.
 - d. Independent Construction of the Text

- Teacher gives exercise to the students and asks the students to make procedure text based real things are given.

➤ Closing:

- Teacher reviews the material given before.

6. Media and Source of Learning

- Media : - Exercise sheet
- Source : - *English Grammar in Use*. Raymond Murphy

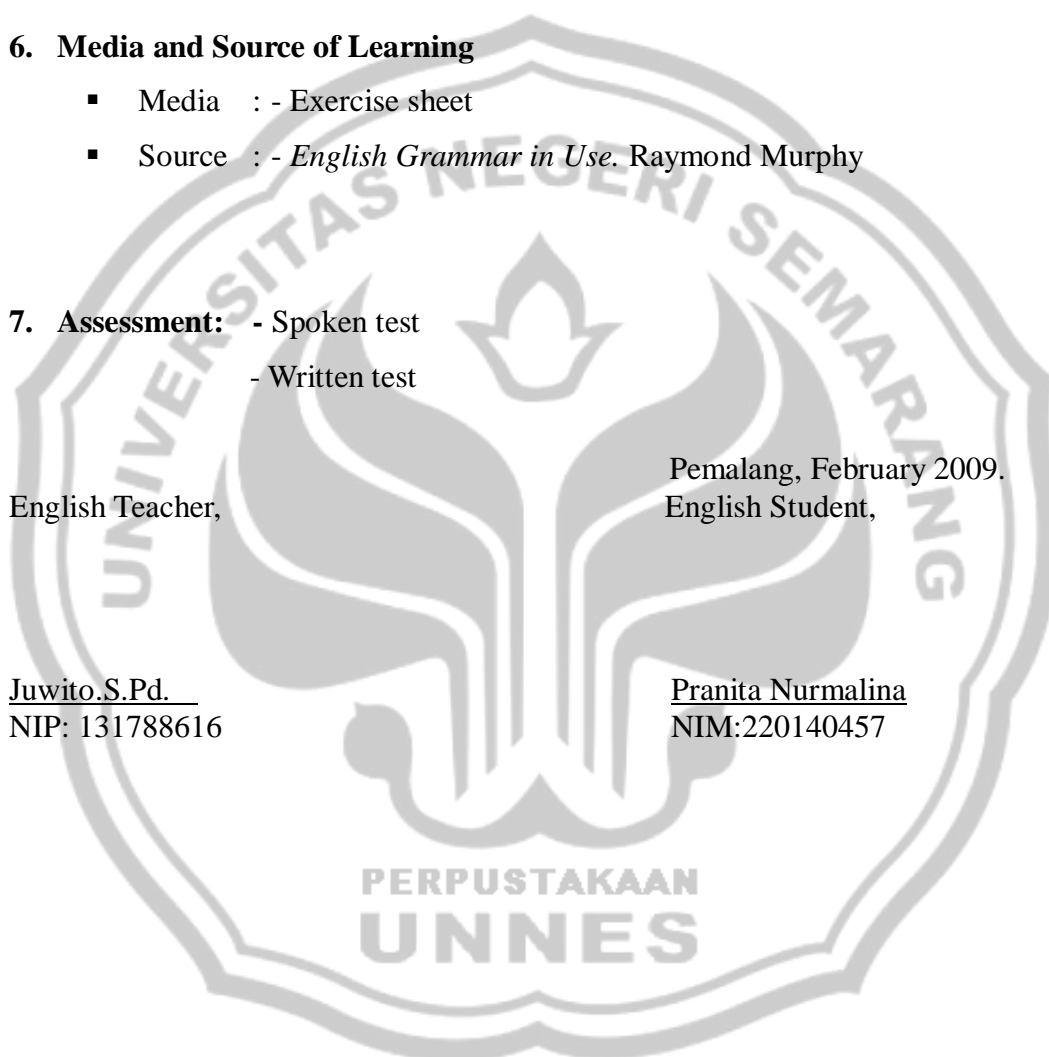
7. Assessment: - Spoken test
- Written test

English Teacher,

Juwito.S.Pd.
NIP: 131788616

Pemalang, February 2009.
English Student,

Pranita Nuralina
NIM:220140457



LESSON PLAN 2

School : SMP N 1 Randudongkal
 Subject : English
 Class/ Semester : VII / 2
 Time Allotment : 2 X 40

1. Standard Competence

12. Expressing meaning in short functional texts and simple short essay of descriptive and procedure for doing interaction to close environment.

2. Basic Competence

- 12.2 To express meaning in essay using spoken language accurately, fluently, and acceptably in descriptive and procedure for doing interaction to close environment.

3. Indicators:

- To introduce and practice writing procedure text using real things.
- To work with friends
- To explain procedure text in front of class using real things

4. Materials:

- Real things

5. Learning Activity:

- Pre-Activity
 - Teacher greets students
 - Teacher checks attendance list
- Main Activity
 - a. Building Knowledge of the Field
 - The teacher gives the theme personal life.
 - b. Modeling of the Text
 - Teacher tells students that they will learn writing procedure text using real things.
 - The teacher prepares the media “Real Things”.

- Teacher explains the writing procedure text using real things.

c. Joint Construction of the Text

- Teacher explains procedure text using real things.
- Teacher asks students to work in groups
- Teacher divides students into group. Each group consists of five and the teacher gives real things to each of the students.
- One group receives one of real things to make procedure text.

e. Independent Construction of the Text

- The students start writing procedure text using real things.
- The students begin to do writing procedure text using real things which is taken.
- The students explain procedure text using real things in front of class.
- The teacher guides the students if there is a difficult problem.

➤ Closing:

- Teacher reviews the material given before.

6. Media and Source of Learning

- Media : - Real Things.
- Source : - *English Grammar in Use*. Raymond Murphy.

7. Assessment:

- Spoken test
- Written test

English Teacher,

Pemalang, February 2009
English Student,

Juwito, S.Pd.
NIP: 131788616

Pranita Nurmalina
NIM:2201404571

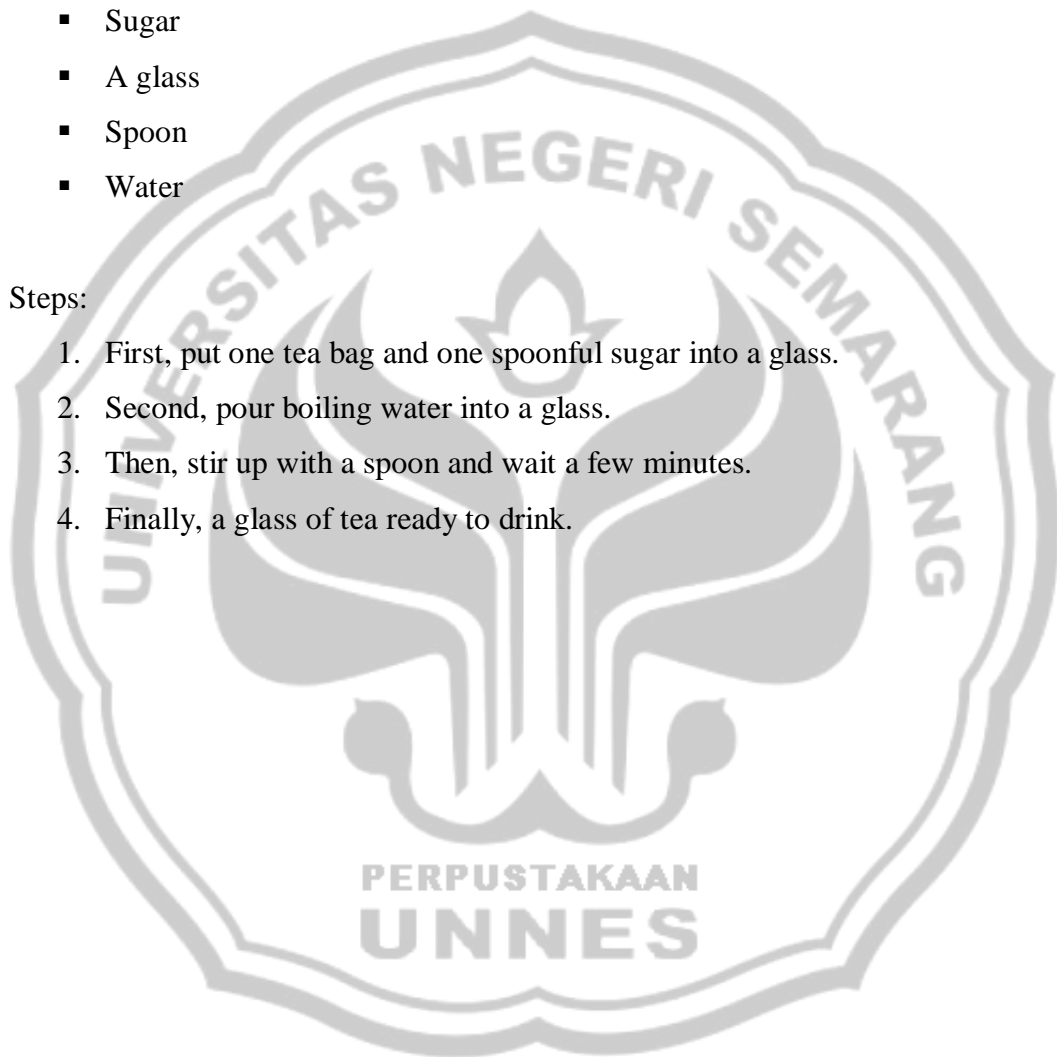
Appendix 9**How to Make a Glass of Sweet Tea**

Materials:

- Tea bag
- Sugar
- A glass
- Spoon
- Water

Steps:

1. First, put one tea bag and one spoonful sugar into a glass.
2. Second, pour boiling water into a glass.
3. Then, stir up with a spoon and wait a few minutes.
4. Finally, a glass of tea ready to drink.



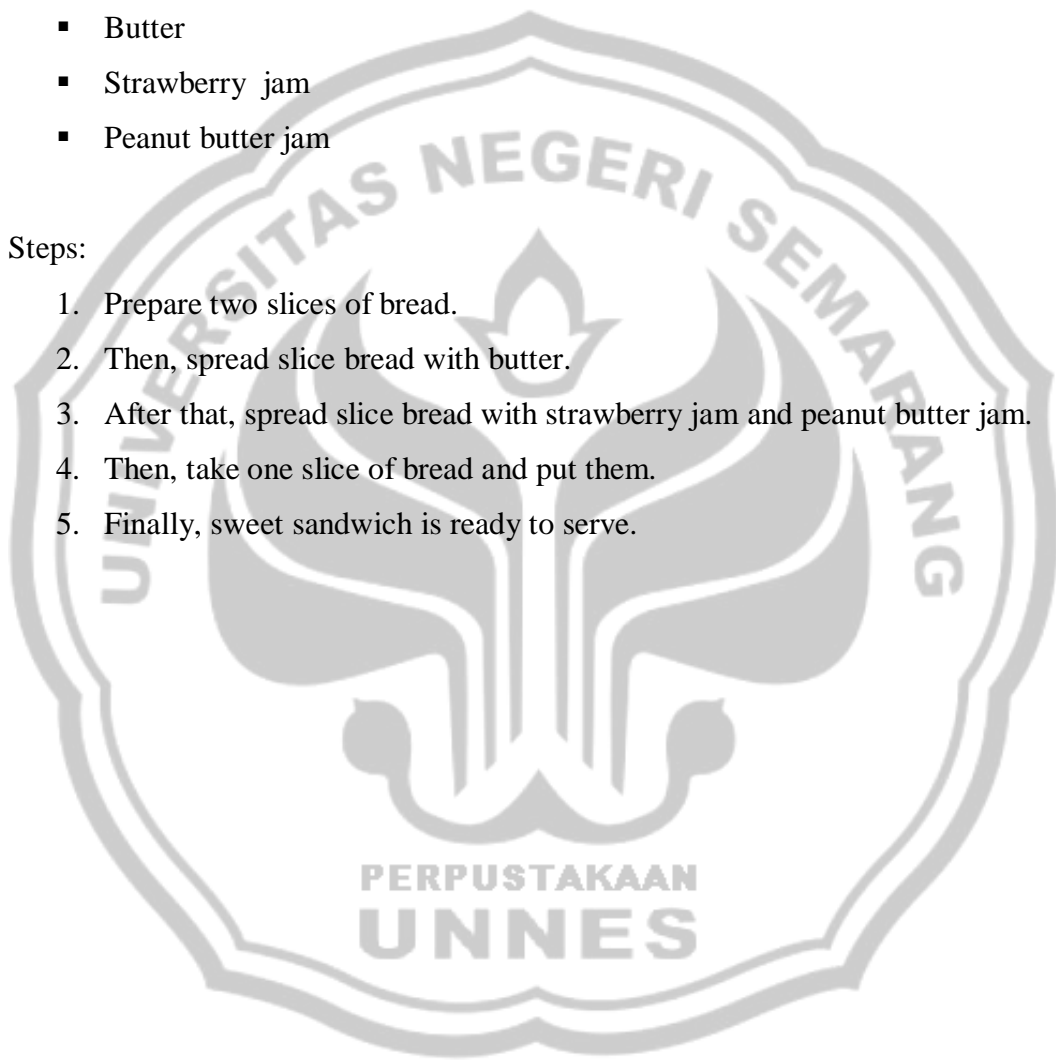
How to Make Sweet Sandwich

Materials:

- Bread
- Butter
- Strawberry jam
- Peanut butter jam

Steps:

1. Prepare two slices of bread.
2. Then, spread slice bread with butter.
3. After that, spread slice bread with strawberry jam and peanut butter jam.
4. Then, take one slice of bread and put them.
5. Finally, sweet sandwich is ready to serve.



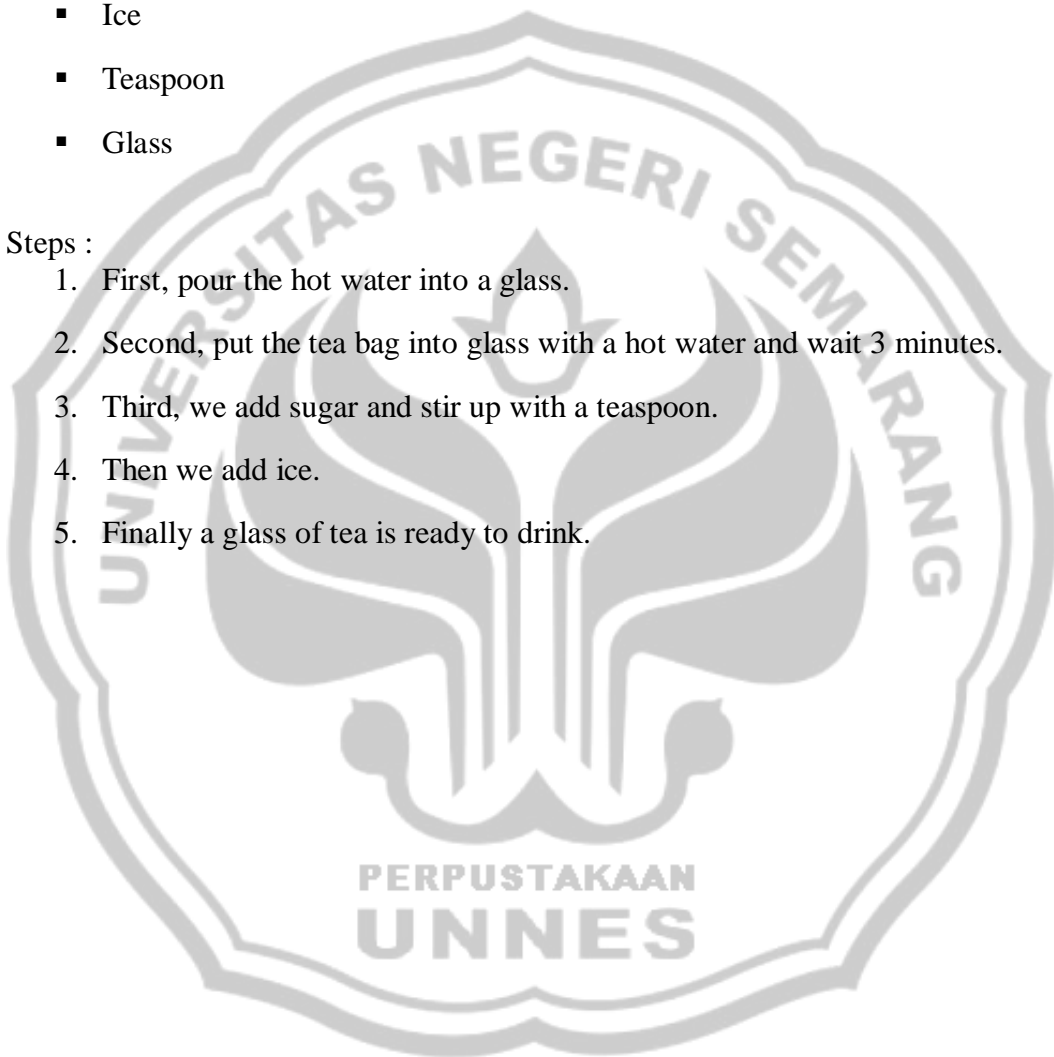
How to Make Ice Tea

Materials :

- Tea bag
- Sugar
- Hot water
- Ice
- Teaspoon
- Glass

Steps :

1. First, pour the hot water into a glass.
2. Second, put the tea bag into glass with a hot water and wait 3 minutes.
3. Third, we add sugar and stir up with a teaspoon.
4. Then we add ice.
5. Finally a glass of tea is ready to drink.



How to Make a Glass of Coffee

Materials :

- Coffee
- Sugar
- Hot water
- Glass
- Teaspoon

Steps :

1. First, pour one spoonful of coffee and two spoonful of sugar into a glass.
2. Second, pour the hot water into a glass.
3. Then, stir up with a teaspoon and wait a few minute.
4. Finally, a glass of coffee ready to drink.

Rearrange the jumble word into a good sentence. Then rearrange the jumble sentences into a good paragraph!

(Susunlah kata-kata berikut menjadi sebuah kalimat yang baik. Kemudian susunlah kalimat itu menjadi sebuah paragraph yang tepat.

1) Make- How- to- Ice Tea

Materials:

- Tea bag
- Sugar
- Hot water
- Ice
- Teaspoon
- Glass

Steps:

1. Finally- is ready- a glass of tea-to drink.

2. Add ice- we- then.
3. Pour- first- into a glass- the hot water.
4. Third-sugar- we add- with a teaspoon- and stir up.
5. The tea bag- put- second- into glass – and wait 3 minutes- with a hot water.

2) How- of coffee- a glass- to make

Materials:

- Coffee
- Sugar
- Hot water
- Glass
- Teaspoon

Steps:

1. First- one spoonful of coffee- into a glass- two spoonful of sugar-and-pour.
2. Into a glass- pour- second- the hot water.
3. Stir- then- with a teaspoon- a few minute- wait.
4. Ready- a glass of coffee- to drink- Finally.

