CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the problem of study, the objectives of the study, the hypothesis of the study, variable of study, the scope and limitation of the study, the significances of the study, the definition of key terms and framework of discussion.

A. Background of the Study

English is increasingly used as a tool for interaction among non-native speakers. Well over one, half the one billion English speakers of the world learned English as a second (or foreign) language. English is not frequently learned, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001, p.188).

English is a language used widely for communication between people who do not share the same first (or even second) language. English is also, of course, a mother tongue for many people in the world, though, as we shall see, such 'native speaker' are increasingly out-numbered by people who have English as a second or third language and use it for international communication (Harmer, 2007, p.13). Because of those reasons, the students' achievement must be developed through a good teaching learning activity by studying the procedure text. So, they can learn English from their daily lives.

In relation to the procedure text problems, Raynal (http://raynal.wordpress.com)(accessed august, 15th 2016) states that "procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps" . It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often-imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. Teachers realize students need to use language to solve problems that are significant and meaningful in their daily lives in order to take charge of their own learning.

In the other side, the development of science and technology nowadays has been carrying the changes significantly toward human beings' life such as in social, economy, culture or even in the education world, the effort of adjustments should be done to balance the changes in science and technology, mainly related to the factors of teaching-learning at the school. One of the crucial factors is media. Through the development of media, hopefully, the teaching-learning result will get more progress.

Recently, the teaching of procedure text still facing a barrier in the learning process. Due to the fact, most of the students still regard if procedure text is difficult to learn. They are not able to comprehend the skills successfully. Most of them can't make the sure steps of the procedure text. In this text type, the students are hoped can describe how something is accomplished through a sequence of actions or steps. So, it will be better if they can practice it, for

example how to make something. But many students have difficulties in writing procedure text. The students have difficulties in writing procedure text because sometimes the teacher only explains what are the social function, generic structure, and the lexicogrammatical function. So, the students have difficulties when they must write a procedure text based on their imagination and experiences only.

Regarding those phenomena which are usually found in English teaching, especially in learning of writing procedure text. The research intends to use realia as an aid in this material. Realia is the real things true. It means that the teacher uses the real things to demonstrate how to make or operate something during learning process at procedure text material. Moreover, if the students also practice it and bring the real things to practice directly, they don't need to imagine because they can practice it in the classroom using the real thing.

Related to the study implemented Realia media, few studies had been conducted, for example, Toyyibah conducted a study "Using Realia to Improve Students ability Writing Organization of Descriptive Text" the results of her study showed that the use of realia can improve students ability in writing descriptive text.

Another study was conducted by Nuria Ulfi Hidayati. The title is Improving Students Ability in Writing Procedure Text Using Realia. The result of this study showed that students ability was improved after they were taught using realia.

There are some reasons why the writer chooses Realia media in teaching writing procedure text. First, Realia media can help the students associate with what they hear, feel, and see in their real experience. So, it is hoped that teachers can get an optimal result in teaching writing through realia as a media for teaching. Second, realia media can make the writing class interesting and enjoyable. Third, realia media can give stimulate of imagination and creativity the students.

Because of the reasons above the writer is motivate to conduct an experimental study entitled: **"The Effect of Realia Media on Students ability in Writing Procedure Text at MTs Islamiyah Palangka Raya"**

B. Research Problem

Based on the background that has been stated above, the writer formulates the problem question. The problem of this study, "Does using realia give effect toward the students' ability in writing procedure text at the ninth grade of MTs Islamiyah Palangka Raya ?"

C. Objective of the Study

The objective of the study is to measure the effect of realia media on students ability in Writing Procedure text at MTs Islamiyah Palangka Raya.

D. Hypothesis of the Study

The hypothesis is a temporary statement of research product: it is a research product that will be carried out.

1. Alternative hypothesis (Ha):

   The use of realia gives effect to improve students' ability in writing Procedure text at the ninth Grade of MTs Islamiyah Palangka Raya

2. Null Hypothesis (Ho):

   The use of realia does not give effect to improve students' ability in writing Procedure text at the ninth Grade of MTs Islamiyah Palangka Raya

E. Variable of The Study

A variable is a construct or a characteristic that can take on different values or score. Researchers study variables, which are characteristics that take on different values of people or things. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.

Mackey and Gass state that there are two main variable types: independent and dependent. The independent variable is the one that we believe may "cause" the result; the dependent variable is the one we measure to see the effects the independent variable has on it. The variable in the study, as follows:

1. The independent variable of study (X) is Realia Media that is used in writing Procedure text
2. The dependent variable of the study (Y) is the students' score in writing Procedure text.

F. Scope and Limitation

The scope of English study is so broad. The writer may not be able to reach all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching of writing focusing on:

1. The research subjects of this research are the students of ninth grade of MTs Islamiyah Palangka Raya in academic year 2016/2017
2. Realia as an aid that can be used to apply teaching writing procedure text.
3. Procedure text

G. Significance of the Study

This study is hoped can give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teacher and for the next researcher:

1. For students

   The result of this study may help the students to improve their ability in writing procedure text. Besides that, it may help them to disappear their bored in learning.

2. For teachers

   Every teacher may apply realia as a media to improve students ability in writing procedure text.

3. For the school

   It will make a right decision to use some media for support teaching and learning process.

4. For the readers

   They will get more information and experience from this research

5. For the writer or the researcher

   She will get new knowledge and experience in teaching, writing procedure text using realia.

H. Definition of Key Terms

1. The Effect

   The effect size is a measure of the strength of the relationship between two variables shown by the difference between two means calculated that has been gotten after treatment (Donal Ary, 2010, p.640).

2. Realia

   According to Richards, Platt, and Platt (1992, p.2) in the Longman Dictionary of Language Teaching and Applied Linguistics book, in language teaching, Realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia is a term used in library science and education to refer to a certain real-life object. In education, realia are objects from real life used in classroom instruction based on the topic lesson.

3. Students' Ability

Students are a person, who are studying at a college or university, or person studying at secondary school or any person interested in a particular subject. Ability is power to do (something physical or mental) or it can be meant as the state or quality of being able.

Students ability can be meant something (power to do physically or mentally) that students who are studying at a college have, especially here is the ability to write procedure text.

4. Writing Procedure Text

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills (Richard & Renandya, 2002, p.304). In many schools, writing is principally conducted to demonstrate a knowledge of decontextualized facts with little awareness of a reader beyond the teacher-examiner.

Procedure text is a piece of text that gives us instructions for doing something.The purpose is to explain how something can be done (Anderson, 1997, p.50). Writing procedures help us do a task or make something. They can be a set of instructions or directions e.g. step by step method to germinate seeds.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the reviews of the related literature. Which covers six major section. They consist of previous studies, Writing, Teaching Media, Realia Media, Procedure text, and Teaching writing procedure text using realia.

A. Related Studies

The researcher will describe some thesis which is relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study. There are two previous researches that are used by the researcher, they are:

A thesis by Toyyibah (2009), on the title "Using Realia to Improve Students Writing Organization of Descriptive Text". The similarities are this research used realia as an aid, also focused on writing skill. It is explained that using realia as a media in teaching descriptive text is very helpful in producing the words because the students can see the thing directly, so they are able to use appropriate vocabulary. The result of this research shows that the students improve their writing organization of the descriptive text. Actually, in the first cycle, the researcher found the mean of the score of the students writing was 2.95 with the total score 115. In the second cycle found the mean of the score of the students writing was 3.82 with the total score 149. In the third cycle found the mean of the score of the students writing was 4.05 with the total score 158.

A thesis by Nuria Ulfi Hidayati (2010), on the title "Improving Students Ability in Writing Procedure Text Using Realia". The similarities are this

research used realia as an aid, also focused on writing skill and Procedure text. This research is a classroom action research. It was done through three cycles. In this research, the writer took a test of their improvement in each cycle. The mean of students writing the score in the first cycle was 60.1, with the highest and the lowest score of 71 and 46. The mean of students writing the score in the second cycle was 65.3, with the highest and the lowest score of 74 and 57. The mean of students writing the score in the third cycle was 75.4 with the highest and the lowest score of 90 and 55. Finally, the result of this research shows that students ability was improved in each cycle after they were taught using realia. They were better in their procedure texts writing. It was signed by their improvements of each writing component, i.e.: content, organization, vocabulary, language use, and mechanic.

The researcher wants to improve students ability in writing procedure text using realia involved their ability to content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing procedure text.

B. Writing

1. The Nature of Writing

There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles (Hornby, 1982, p.1383). Brown (2001, p.336) also states that writing is indeed a thinking process.

Moreover, Dullay (1982, p.226) gives a statement that writing is the only mode in which both linguistics manipulation task and communication task have been given. In the other words, Fauziati (2002, p.151) also states that writing as a process is oriented towards work in progress and the development of new skills, rather than a merely evaluative task, the classroom practices, therefore, will vary from each other. Based on the statements, it can be concluded that writing is active. Productive more clearly, writing is an act or process to produce some information in their mind that should be expressed in writing form. Writing will be the best if the student's guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2. Process of Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straightforward, so it's the way students interact with the writing process that proves most beneficial. Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. The process writing has roughly four steps, they are (Oshima & Hogue, 2007, p.15) :

a. Step 1

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collects ideas to explain the topic.

b. Step 2

The second step is organizing. Organizing is the writing process which to organize the idea into a simple outline.

c. Step 3

The third step is writing. In this step, the writers write a rough draft using the outline that has been made as a guide. Writers write a rough draft as a quickly as writers can without stopping to think about grammar, spelling or punctuation. Just gets the idea down on paper. The writer will probably see many errors in the rough draft. This is perfectly usual and acceptable. After all, this is just a rough draft and the writer will fix the error later.

d. Step 4

The last step is polishing. The writers polish what has writers written. This step also called revising and editing. Polishing is most successful if the writer does it in two steps. First, attack the big issues of content and organization (revising). Then, work on the smaller issues of grammar, punctuation, and mechanics (editing).

One of the strategies in enhancing writing skill is using writing approach. Smalley *et al*. stated that Writing Process Approach (WPA) can give a positive impact on students' motivation in both studying English and developing their

writing skill. It means that WPA can encourage students to write even in cases where they may initially be afraid of doing so, for example, fear of making errors. Besides, it can also set and increase the students' self-confidence, interest, and self-esteem because they can go through the stages of the process which are not rigid. Students can move back and forth between the stages, perhaps going back to the prewriting stage to add some more materials after revising or rewriting a paragraph they have just drafted.

In addition, the approach can also make the students more involved by actively participating in the learning process leading to understanding. So they can make sense of the writing activities in their real life and be more motivated as well. As added by Brown, WPA tends to be framed in terms of prewriting, drafting, and revising stages.

The proper model procedures of the implementation of WPA developed by the lecturer for writing activities involve the application of the writing stages adapted from Tompkins & Hoskisson, those are, pre-writing, drafting, revising, editing and publishing.

The application of the writing stages is as follows.

Prewriting stage focuses on brainstorming. Prewriting is a preparation for writing and the getting-ready-to-write stage which is like a warming-up for the athletes. It was meant to help students to collect ideas, viewpoints, or ideas related to the topic being discussed. This was in line with Gebhard stating that brainstorming is an activity in which the students call out ideas associated with

the topic while the teacher (or a student or two) write ideas on the board. It is also supported by Raimes pointing out that brainstorming is an activity to produce words, phrases, ideas as rapidly as possible without concern for appropriateness, order or accuracy.

Drafting stage centers on providing the student's chances to start writing based on the mapped idea they had made in the previous stage. Drafting is a stage designed to allow the writers to put their ideas on paper without worrying about mechanics or neatness. This statement is in line with Christenson asserting that drafting is the process of getting ideas on paper and Brown pointing out that "drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction." Besides, Brown states that by reading and studying a variety of relevant model of texts, students can gain important insight both about how they should write about subject matter that they may become the topic of their writing.

Revising stage focuses on providing the student's chances to revise their first draft they had made in the drafting stage with emphasis on the content and organization rather than on the mechanics. Revising is to make the writing clearer and more interesting to the readers. Both drafting and revising stages are the core of the writing process.

Editing stage centers on providing the student's chances to edit the drafts, and proofread the drafts for accuracy and correctness in spelling, punctuation, capitalization, and grammar. Editing is putting the piece of writing into its final

form. It is the process in which the students begin to look at correctness. Tompkins & Hoskisson assert that the editing stage primarily focuses on the content of students' writing. The students need to edit their draft to make sure their sentences are clear.

The last stage is *publishing stage*. In this stage, the students were given a chance to publish their final compositions. The publishing activities could be done by asking students to read his/her own writing in front of the class or by asking the students to read their friends' final writing. Those statements are in line with Kirby & Liner's in Vacca & Vacca. It is asserted that publishing is a form of activity that is very important for students as it provides an opportunity for them to share their writing product with a real audience of their classmates and other students (Miftah, 2015, p.21).

3. Kind of Writing

There are two kinds of Writing:

a. Paragraph

A paragraph is a series of sentence developing one topic. Oshima & Hogue (2007, p.3) stated that "a paragraph is a group of related statements that a writer develops about subject". In other hand, Jack C. Richard and Richard schmidt (2010, p.418) stated that "a paragraph is a unit of organization of written language, which serves to indicate how main the ideas in a written text are grouped".

Based on the definition above, it can be stated that a paragraph is a group of a sentence with a single a topic or idea.

b. Essay

An Essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one each major point, then you need to tie the paragraph together by adding an introduction and a conclusion. (Oshima & Hogue, 2006, p.56).

Based on the definition above, it can be stated that an essay is a group of paragraphs that develop one central idea.

4. Writing Assesment

There are a number of different approaches to the practice of writing skills both in and outside the classroom. In the teaching of writing, we can either focus on the product of that writing or on the product of that writing or on the writing process itself (Harmer, 2007, p.325). Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In the traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making.

The characteristics of writing as a process and product as follows (Fauziati, 2002, p.148):

a. The Process Approach

In the process approach, students are taught strategies that should help them to finally reach a decent product, but of course "the product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; and the student's writing is less alone". The Process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get an opinion from several people to help them figure out what to say and how to say it.

The process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its "relcase") to give students a chance to thinks as they write. Another way of putting it is that writing is indeed a thinking process (Brown, 2001, p.336).

In teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates.

Writing process approaches tend to be framed in three stages of writing: generating ideas, drafting, and revising (Fauziati, 2002, p.150).

Brown (2001, p.335) The terms to develop the process approach to writing instruction such as :

a. Focus on the process of writing that leads to the final written product;

b. Help student writer to understand their own composing process;
c. Help them to built repertoires of strategies for prewriting, drafting, and rewriting;
d. Give students time to write and rewrite;
e. Place central importance in the process of revision;
f. Lets students discover what they want to say as they write;
g. Give students feedback throughout the composting process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
h. Encourage feedback from both the instructor and peers;
i. Include individual conference between teacher and student during the process of composition.

Cumming (2001, p.213) states that three basic functions of assessment in their writing courses. First, initial assessment, prior to courses beginning. The initial assessment was seldom mentioned in reference to specific-purpose writing courses, except for functions of grouping students into classes.

Second, ongoing as formative assessment in relation to writing tasks. Most accounts of assessment during the interviews focused on ongoing, formative assessment of students' writing and the grading of it. In specific purpose and general-purpose courses alike, instructors tended to

emphasize the realism and value of the tasks selected for writing as well as the importance of assessment adhering to standards.

Third, assessing students' achievements during or upon completion of a course for the pedagogical function of assessing students' achievement, distinctive differences appeared between specific-purpose and general-purpose orientations. Specific-purpose courses defined their standards for achievement in their own terms, deriving from prior needs analyses and the constructs guiding the syllabi.

b. The Product Approach

The product is, after all, the ultimate goal: it is the reason that we go through the process of prewriting, drafting, revising and editing. Without that final product firmly in view, we could quite simply drown ourselves in a series of revisions. The process is not the end; it is the means to the end (Fauziati, 2002, p.147).

In the traditional way of teaching writing, teachers mostly concern with the final product of writing and what the product should look like. Brown in Fauziati (2002, p.148) states have mentioned some traditional criteria of good writing. Compositions, he states, are supposed to "(1) meet certain standards of prescribed English rhetorical style, (2) reflect accurate grammar, and (3) be organized in conformity with what audience would consider being conventional. How well a students' final product that is measured against a list of criteria which include content, organization,

vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2002, p.149).

When students use the writing process, intensive correction is not as likely to be required because students usually write more carefully considered and crafted compositions. They have gone through several revisions. They often reflect a more thorough understanding of the assignment's nature. They require, therefore, a thoughtful response from teachers. Too often teachers revert to reacting and evaluating papers only in terms of mechanics.

If students are to grow as writers they deserve regular feedback. In addition to noting errors with mechanics, teachers can respond with appropriate comments. Comments such as the following can help students grow and can validate them as writers.

By responding to more than surface mistakes, teachers become more comfortable articulating what makes one piece of writing more effective than another. They gain confidence in their own ability to evaluate writing. Forms of product assessment include both holistic and analytic scoring.

1) Holistic Scoring

Teachers read the compositions for a general impression and, according to this impression, award a numerical score or letter grade. All aspects of the composition--content and conventions--affect the teacher's response, but none of them is specifically identified or directly addressed

using a checklist. This approach is rapid and efficient in judging overall performance. It may, however, be inappropriate for judging how well students applied a specific criterion or developed a particular form. A sample holistic scoring guide follows, with scores ranging from 5 to 1.

Table 2.1
Sample Writing Rubric

Score	Description
5/5	This writing has a strong central focus and is well organized. The organizational pattern is interesting, perhaps original, and provides the piece with an introduction which hooks the reader and carries the piece through to a satisfying conclusion. The writer has chosen appropriate details and established a definite point of view. Sentences are clear and varied. Word choice is appropriate. If there are errors in mechanics, they are the result of the student taking a risk with more complex or original aspects of writing.
4/5	This writing has a clear and recognizable focus. A standard organizational pattern is used, with a clear introduction, transitions, and conclusion. A point of view is established and a sense of audience is clear. The writer has used appropriate details, clear and correct sentence structures, and specific word choices. The few errors in mechanics do not impede communication or annoy the reader unduly.
3/5	This piece of writing has a recognizable focus, though there may be superfluous information provided. The organizational pattern used is formulaic, and may be repetitive, but is clear and includes a basic introduction and conclusion. The point of view is clear and consistent. The word choices and sentence structures are clear but not imaginative. The mechanics show less effort and attention to proofreading than in the high levels.
2/5	This piece of writing has an inconsistent or meandering focus. It is underdeveloped and lacks a clear organization. Incorrect or missing transitions make it difficult to follow. There may be an introduction without a conclusion, or the reverse, a conclusion with no introduction. The point of view is unclear and there are frequent

	shifts in tense and person. Mechanical errors interfere with the reader's understanding and pleasure.
1/5	This piece of writing lacks focus and coherence. No organizational pattern has been chosen and there is little development of the topic. The point of view may shift in a confusing way. Mechanical errors are abundant and interfere with understanding. The piece must be read several times to make sense of it. It is not apparent that the writer has cared to communicate his or her message.

Holistic scores often emphasize creativity and overall effect. It is important for students to be given evaluation criteria before they begin writing. A covering letter and resume could be evaluated using the following criteria:

Score	**Description**
5/5	Letter and resume are complete, succinct, neat, free of mechanical errors, and properly formatted.
4/5	Letter and resume are generally complete but wording and formatting could be improved. There may be details missing and a mechanical error or two.
3/5	Letter and resume are adequate but appearance could be improved. There may be several mechanical errors. Information may be missing or unnecessary information may be included.
2/5	Letter and resume do not make a good impression on the reader. Important facts have been left out or are disorganized. There are a number of mechanical errors.
1/5	Back to the drawing board. The letter and resume are incomplete, unclear, and contain numerous mistakes.

2) Analytic scoring

In analytic scoring, teachers read compositions focusing on a pre-determined list of criteria. Compositions can be compared to a set standard and teachers can diagnose to determine needed instruction. Although this type of analysis is more time consuming than other measures, it does provide detailed feedback. Diederich's Scale is the most widely used analytic measure but it must be used cautiously in order to reflect the instructional focus. It is easy to adapt the scale for a specific purpose.

c. Scoring Guide for Writing Procedure Paragraph

Because of this study focused on writing, so the test should be in written test which without any items. It should be different with other tests such as reading or listening which used the item in the test. Written test must be evaluated use reliabilities inter-rater as Djiwandono (2008, p.185) stated that the test is not consisting of test items. In the language, it can be used for spoken and written test. It had a result spoke or written explanation continuously and inseparable as in answering to test items.

Based on the procedure of implementation above the writer should has criteria or scoring guide that had been prepared before doing an evaluation. The components which would be scored will be described as follows.

Table 2.2
Scoring Rubric of Procedural Text
(http://www.readwritethink.org)(accessed October, 25 2016)

No	The Items to be evaluated	Score	Description
1	Framework	4	Uses a complete framework including illustration to express and organize ideas and information
		3	Uses a complete framework to express and organize ideas and information
		2	Uses parts of a framework to express and organize ideas and information
		1	Uses non-framework to express and organize ideas and information
2	Purpose	4	States a precise goal/purpose to communicate procedural ideas
		3	States a clear goal/purpose to communicate procedural ideas
		2	States part of a goal/purpose to communicate a procedural ideas
		1	States no goal/purpose to communicate a procedural ideas
3	Materials	4	Plans very effectively; identify all materials and how much of each is needed
		3	Plans well; identifies and list all materials
		2	Has something of plans; list some materials
		1	Doesn't plan or identify and list materials
4	Procedural steps	4	Provides detailed steps
		3	Provides most steps without enough detail
		2	Provides some steps; details are missing
		1	Provides few or no steps
5	Procedural conclusion	4	Includes a specific and precise conclusion to end the procedure

		3	Includes a simple conclusion to end the procedure
		2	Includes a fragmented conclusion to end the procedure
		1	Includes no conclusion to end the procedure

C. Teaching Media

a. Definition of Teaching Media

Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer (2007, p.177) says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Popular print media offer good opportunities for improving learner's reading and writing skills in particular. Popular electronic media provide teachers with an excellent resource for improving language skills, such as listening and speaking. (Betram et al, 2010, p.91).

Reiser and Designate (1996, p.67) say that Instructional media as one of the instructional planning that should be prepared by teachers before coming in the classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projector, and others presenting instructional activities delivered to the students. In line with them, Harmer (2007, p.177) says that a range of objects, pictures, and other

things can be used as instructional media to present and manipulate language and to involve students in the activities. More specifically, Sand stated that instructional process in which media, as teacher's language, deliver a message to the students. Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in the controlled instructional environment.

D. Realia Media

1. Definition of Realia

According to Nunan (1999, p.313), Realia is defined as "object and teaching props from the world outside the classroom that are used for teaching and learning". Under this statement, realia is considered as real objects, which are used to aid in practicing a new language, as a way to present meaningful examples from the real world.

According to Richards, Platt, and Platt (1992, p.2) in the Longman Dictionary of Language Teaching and Applied Linguistics book, in language teaching, Realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching.

In language teaching, realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. The example of realia are objects such as coins, tools, and textiles that don't easily fit into the orderly categories of printed material. In education, realia are objects from real life used in classroom instruction, so

by using realia students are exposed to real objects. Realia gives students the opportunity to use all of their sense to learn about a given subject and is appropriate for any grade or skill level.The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

2. The Function of Realia Media

The use of realia in the English teaching learning process used to help the teacher:

a. To give variations method in teaching learning process.
b. To give stimulate of imagination and creativity the students.
c. To make students interest and look forward to learning.
d. To make English lesson memorable by creating a link between the objects and the word or phrase the present.
e. To save time, as recognition of an object is immediate (Hidayah, 2011, p.9).

3. The Advantage and Disadvantage of Realia Media

Some advantages of using realia are (Nugroho, 2010, p.20) :

a. the lesson which is presented to be meaningful a clear for the students.
b. Teaching and learning method are various.
c. The students become more creative to do various activities.
d. To create an interesting atmosphere.

The advantage of using realia as English teacher, the use of realia is only limited by our imagination. It is possible to use realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the sense. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.

Realia consists of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows language learners to see, near, and in some cases touch the objects. There are some examples the use of realia :

- To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles thereof (pieces of clothing, toy animals, and plastic fruit). For the transition period, it's a very useful tool in making the abstract concrete.
- Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, on a desk, under a desk and so on.

- Realia were used frequently, as one might expect in elementary school. (Snow & Brinton, 1997, p.29)

Realia not only has some advantages, but it has some disadvantages too, they are:

- Not all of realia can be brought into the classroom
- It does not save time when realia is used to practice in the classroom
- Teacher and students need more preparation while they using realia.

Thus, the researcher argues that besides realia has some advantages, also it has some disadvantages while using in the TEFL classroom during teaching writing.

E. Procedure Text

1. Definition of Procedure Text

Procedure text is one of kind of text type in writing skill that can improve students' achievement in learning English and how the writing is from their procedure activities in their daily lives.

Raynal (http://raynal.wordpress.com)(accessed August, 15th 2016) state procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

Procedural texts are common factual genres that provide instructions on how to do something (Secretariat, 2011, p.1). The purpose of the procedural text is to construct a reader in how to do something, typically written by someone who knows how to do the procedure for someone who must rely on the text to properly do the procedure. (Duke, 2010, p.1).

Queensland Studies Authority (2010, p.21) states the purpose of a procedural text is to instruct someone how to "make", "do", "use" or "find" something. The instruction needs to be clear, precise, in the correct sequence and make use of specialized vocabulary. Short sentences or statements beginning with a command or an action process should be used.

A collaboration of a science team led by Jacqueline Barber and a Literacy team led by P.David Pearson and Gina Cervetti (2011, p.2) states Procedural text describe how to do or make something. Many types of procedural text, such as recipes, repair manuals, or assembly instructions, are commonplace.

A procedural text is used to tell someone how to do or make something. This type of text comes in many forms, such as instruction manuals and recipes.

2. **Generic structure of Procedure Text**

The procedure text consists of three parts (Sujatmiko, 2007, p.98) :

a. Title/Goal

It states the goal to be achieved.

b. List of Materials

It list materials needed. It often gives details on the size, color, numbers, shapes, quantity, etc.

c. Steps/methods/procedure

It describes steps in a logical order to achieve the goal. The steps are often marked with numbers (1, 2, 3...), letter (a, b, c...), or bullet marks (*, -, ·). Sometimes the steps include caution(s) or warning(s). There can also be drawings or pictures to make the steps clearer

How to make Sandwich

Goal: How to make Sandwich

Ingredients:

a. Two slices of bread
b. Cheddar cheese
c. Sauce
d. Sausage
e. Fried egg
f. Tomato
g. Celery, and
h. Cucumber

Tools: knife and plate

Steps:

a.) First, place a slice of bread on the plate

b.) Second, put the sauce

c.) Third, add tomato, cheddar cheese, sausage and fried egg

d.) After that, pour in the hot w

e.) Then, put a slice of bread on the top, and cut into triangle shape

f.) Finally, garnish with cucumber and celery and serve it

Thus from an example above, everybody knows how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

3. **Feature of Procedure Text**

   a. Constructing a procedure text

      The steps for constructing a procedure text are (Anderson, 1997, p.52):

      1) An introductory statement that gives the aim or goal.
      2) A list of the materials that will be needed for completing the procedure.
      3) A sequence of steps in the order they need to do.

   b. Language feature of Procedure text

      The language features usually found in a procedure are:

      1) The use of technical language
      2) Sentences that begin with verbs and are stated as commands

3) The use of time words or number that tell the order for doing the procedure.

4) The use of adverbs to tell how the action should be done.

4. Characteristics of a Procedure

A procedure text has some characteristics, there are (Roots of Reading, 2011, p.2):

a. A procedure tells how to do or makes something

b. A procedure has a title.

c. A procedure lists materials at the beginning

d. A procedure has numbered steps

e. A procedure includes specific measurements

f. A procedure includes details that help the reader know

g. A procedure exactly what to do

h. A procedure uses command verbs

5. The Instructions in Procedure

The instructions in a procedure usually begin with a command such as a mix, lift, or add. The sentences are mostly short and sometimes include information on how the action is to be done, for example *gently* mix, *carefully* lift, and *slowly* add. In the study of language, the *commands* in procedure texts are verbs. The bow words are adverbs (Anderson, 1997, p.56).

a. Verbs are actions or ‘doing’ words.

Verbs sometimes used in a procedure are *fold, measure, shake, cut, drill, glue, pour, fill, remove, tie, rub, nail, squeeze, turn, place, join, overlap, and hold*

b. Adverbs tell how the action is done.

Verbs sometime used with verbs in a procedure are *quick, gently, tightly, slowly, accurately, firmly, carefully, vigorously, and lightly.*

c. The use of conjunctions

Sujatmiko (2007, p.195) The uses of conjunctions are to connecting clauses, sentences or ideas, such as *First, Then, After that, Finally.*

F. Procedure of Teaching Writing Procedure Text Using Realia

The teacher is suggested to give much practice in teaching English to objects or things. Objects or things allow us to explain a word or concept in a simple way by showing the objects. For example in teaching writing procedure text, the teacher can use realia as an effective aid to make easy in understanding the examples of procedure text. By showing the realia, students can understand the kinds of realia that practiced, so they remember easily to decide the goal, material and steps also write it easy. Realia provides language learners with multi-sensory impressions of the language. Interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication

needs. The use of realia, then, can enhance linguist comprehensibility, which are both prerequisites for real language learning (Hidayati, 2010, p.31).

The procedure of teaching writing Procedure text using realia in improving students writing ability in procedure text are: first, the teacher prepares some material that needed to reach the goal. Second, the teacher shows the material to the students, and mention the name of the material. Third, the teacher explains about procedure text, after that the teacher gives an example about certain procedure text, then the teacher gives an example by demonstrating every step using realia. Next, the teacher asks the students to write procedure text based on the teacher practice.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses the research design that consists of research design, population and sample, instruments of the study, Validity, Reliability, data collecting procedure and data analysis procedure.

A. Research Design

In this study, it is used the quantitative approach. According to Dornyei (2007, p.24), "Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by a statistical method." It was the study which measures the effectiveness of using Realia media in teaching writing procedure text.

In the study, the writer used quasi-experimental design. Cook and Campbell in Dornyei (2007, p.117) state Quasi-Experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred.

Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that writer be aware of the threats to both internal external validity and considers these factors in their interpretation, although true experiments are preferred,

quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible. The use of this design basically, because of the problem of the study in which, the writer want to find the answer may be answered using quasi-experimental design. (Ary et al, 2010, p.316).

In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. In such a case, one uses groups already organized into classes or other preexisting intact groups, the nonrandomized control group, the pretest-posttest design is one of the most widely used quasi-experimental designs in educational research.

Table 3.1
Design of Nonrandomized Control Group,
Pretest-Posttest Design

Group	Pre-test	Independent Variable	Post-test
E	Y I	X	Y 2
C	Y1	-	Y 2

In this study, the writer took the ninth grade students of MTs Islamiyah Palangka Raya in the 2016/2017 academic year as the subjects of the study. The subject was divided into two groups, the first group becomes experiment group that taught by Realia Media and the second group become control group that taught by Picture Media.

B. Population and Sample

1. Population

A population is all the organisms that both belong to the same group or species and live in the same geographical area. In ecology, the population of a certain species in a certain area is estimated using the Lincoln Index. The area that is used to define a sexual population is such that inter-breeding is possible between any pair within the area and more probable than cross-breeding with individuals from other areas. Normally breeding is substantially more common within the area than across the border.

According to Arikunto (2000, p.108), the population is the whole of the research subject, if someone wants to research all of the elements in research area his research is called population research on census study.

In this research, the population is ninth-year students of MTs Islamiyah Palangka Raya. The Population of the research is language class grade ninth students in the academic years 2016/2017 of MTs Islamiyah Palangka Raya.

Table 3.2
Table of Population

No	Class	Male	Female	Total
1	IX-A	12	12	24
2	IX-B	10	12	22
3	IX-C	10	14	24

4	IX-D	11	15	25
Total		**43**	**52**	**95**

2. Sample

The sample is a part of the population. According to Ary (2010, p.649), "Sample is a group selected from the population for observation in a study. The writer determined the two groups. They were IX-A as the experimental group and IX-B as a control group.

Table 3.3
Table of Sample

No	Class	Male	Female	Total
1	IX-A	12	12	24
2	IX-B	10	12	22
Total		**22**	**24**	**46**

C. Instruments

In experimental research, the writer used two kinds of instruments in collecting data. Those are test and documentation.

a. Test

The test is measurement tool that very important for education research. A test is an Instrument of procedure designed to elicit a performance from learners with the purpose of measuring their attainment of specified criteria. Tests are

almost always identifiable time periods in a curriculum when learners muster all their faculties to over peak performance, knowing that their responses are being measured and evaluated. Tests can be useful devices for other procedures and tasks designed to assess students (Brown, 2001, p.402).

Brown (2001, p.384) states a test, in a plain word, is a method of measuring a person's ability or knowledge in a given domain. A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the test knows or can do something.

In the study, the writer assigned students to write procedure text based on the steps of procedure text using Realia media. The test will be twice. They are pretest and posttest in experimental group and control group.

b. Documentation

Documentation is a number of data that present the verbal data such as correspondence, journal, memory report, and other which can be mutually responsible (Hadi, 1991, p.236). Documentation is one way to support the data with directly from the place of study, activity, photos that the relevant research and data. The writer in this study will collect some information data classes, the students' name list, syllabi, and a score of students. All those data will collect from the documents that available at MTs Islamiyah Palangka Raya.

D. Validity

Ary et al (2010, p.224) state validity are defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary et al, 2010, p.225). One of the types of validity is Empirical Validity. Empirical validity is statistical evidence that diagnostic instrument measures what it is supposed to measure Three types of validation are important in the role as a classroom teacher: content, face validity, and construct validity (Brown, 2001, p.388).

1. Content Validity

   Content validity is a requirement of the test performance that being to measuring. Donyei (2007, p.51) states content validity concerned expert judgment about test content.

Table 3.4

Significant of Content Validity

Competence Standard	Material	Type of Test	Kind of Writing Test
The students create a procedure paragraph about 50-100 words	Procedure Paragraph	Writing Test	Writing Procedure Text

2. Face Validity

Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived.

Ary te al.(2010, p.288) state face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure.

3. Construct Validity

Dornyei (2007, p.51) states construct validity showed how the test result confirmed to a theory of which the target construct is a part. Construct validity is the type of validity which assumes the existence of certain learning theories or constructs underlying the acquisition of ability and skill. (Brown, 2001, p.153).

In this study, the validation of instrument is mainly direct to the content validity. Related to writing test, the content validity is checked by examining and test used to measure the objectives. The writer uses inter-rater.

Method (test of validity). Inter-rater is two raters who score the students writing to get the score compositions as possible. The writer used product moment correlation as the formula to calculate the validity from the test result.

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

r_{xy} : Index Correlation Number "r" Product Moment.

N : Number of Cases.

ΣXY : Multiplication Result between score X and Score Y.

ΣX : Total Value of Score X.

ΣY : Total Value of Score Y.

Interpretation:

$r_{xy} > r_t$ = valid

$r_{xy} < r_t$ = invalid

Criteria of Interpretation the validity (Sudijono, 2005, p.185):

0.800-1.000 = Very High Validity

0.400-0.599 = High Validity

0.400-0.599= Fair Validity

0.200-0.399= Poor Validity

0.00-0.199 = Very Poor Validity

E. Reliability

Reliability indicates how consistently test measures whatever is does measure Ary et al (2010, p.224). Reliability is concerned with the effect of such random errors of measurement on the consistency of scores. But some errors involved in measurement are predictable or systematic (Ary et al, 2010, p.238). Reliability

procedures are concerned with determining the degree of inconsistency in scores caused by the random error (Ary et al, 2010, p.239). The reliability of a measuring instrument is the degree of consistency with which is measures whatever it is measuring (Ary et al, 2010, p.236). Wilkinson in Dornyei (2007, p.50) states reliable is a property of the scores on a test for a particular population of test takers. In rather a reliability, there are inter-rater reliability and intra-rater reliability. A simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the interrater. The writer uses inter-rater reliability because it indicated accuracy in scoring compositions of two different raters. Meanwhile, intra-rater reliability indicated accuracy in scoring compositions of a rater the students' test scores twice.

F. Data Collection Procedure

In this study, the writer used some procedures to collect the data. The procedures consisted of some steps as follows:

The writer gave Pre-test to the Experimental Group on Monday, January 30th, 2017, at 07.00 a.m with 24 students in class IX A. The students were assigned to write Procedure text and the theme about how to make something. The time allocated to write is 60 minutes. Besides, the writer gave Pre-test to the Control Group on Monday, Monday 30th, 2017, at 08.20 a.m with 22 students in class IX-B.The students were assigned to write Procedure text and the theme about how to make something. The time allocated to write is 60 minutes.

The first meeting was conducted on Tuesday, 31st January 2017 T 08.20. At the beginning, teacher greeted students. Then teacher explained about procedure text and all related to it. The teacher explained about the social function of procedure text, its generic structure and its lexicogrammatical feature to students. The generic structure consists of goal, materials, and steps, also imperative in the present tense, action verb, connective of sequence and numbering are involved in its lexicogrammatical feature. Thus, automatically the students know what procedure text is. The first meeting In control class was conducted on Tuesday 31th January 2017 at 11.30. Teacher gives handout about procedure text. The teacher explained about the definition and generic structure of procedure text. The teacher explained about the definition and generic structure of procedure text. The teacher showed picture related to procedure text. The teacher asked students to gave their attention to the picture and take some important note from teachers explanation. The teacher asked students to write procedure text based on the picture Teacher and students discuss it.

The second meeting in the experimental group was conducted on Monday 6th February 2017 at 07.00. first, Teacher explained the material, that had been explained on meeting before. Teacher prepared some materials that needed to reach the goal. The teacher showed the material to the students, and mention the name of the material. The teacher gave an example about certain procedure text “how to make a cup of coffee”. The teacher gave an example by demonstrating every step using realia. The teacher asked the students to write procedure text based on the teacher

practice. Teacher and students discussed it. The second meeting in control group was conducted on Monday, 6th February 2017 at 08.20. The first Teacher explained the material, that had been explained on meeting before. The teacher showed picture "how to make a cup of coffee" related to procedure text. The teacher asked students to gave their attention to the picture and took some important note from teachers explanation. The teacher asked the student to write procedure paragraph "how to make a cup of coffee" based on the picture. Teacher and students discuss it.

The third meeting in the experimental group was conducted on Tuesday 7th, 2017 at 08.20 a.m. At the beginning, teacher prepared some materials that needed to reach the goal. The teacher showed the material to the students, and mention the name of the material. The teacher gave an example about certain procedure text "how to make a burger". The teacher gave an example by demonstrating every step using realia. The teacher asked the students to write procedure text based on the teacher practice. Teacher and students discussed it. The second meeting in control group was conducted on Tuesday, 7th February 2017 at 11.30 a.m. First, Teacher explains the material, that had been explained on meeting before. Teacher shows picture "how to make burger" related to procedure text. Teacher asks students to give their attention to the picture and take some important note from teachers explanation. Teacher asks students to write the steps/procedure to make a sandwich. Teacher and students discuss it.

The writer gave Post-test to the Experimental Group on Monday 13th February, 2017, at 07.00 a.m with 24 students in class IX A. The students were assigned to write Procedure text and the theme about how to make something. The time allocated to write is 60 minutes. Besides, the writer gave Pre-test to the Control Group on Monday, 13th 2017, at 08.20 a.m with 22 students in class IX-B.The students were assigned to write Procedure text and the theme about how to make something. The time allocated to write is 60 minutes.

G. Data Analysis Procedures

The writer does some procedures in the data analysis. They are:

1. The writer collected the obtained scores
2. The writer arranged the obtained score into the distribution of frequency of score table
3. The writer calculated the mean, median, modus, standard deviation, and standard error of variable X1 from the experiment group.
4. The writer calculated the mean, median, modus, standard deviation, and standard error of variable X1 from the control group.
5. The writer calculated the standard error for the difference mean between variable X1 and X2.
6. The writer used a t-test to answer the problem of the study, whether there is the difference on students' English ability in writing procedure text between using Realia media and without realia media (using the picture as media).

With the formula:

$t_o = \frac{Mx\imath - Mx_2}{SEmx\imath - mx_2}$

Where:

$Mx\imath - Mx_2$: Diferentation of two means

$SEmx\imath - mx_2$: The standartd Error of the difference between Two means

With the criteria:

If $t_{test} > t_{table}$ = Ha is accepted and Ho is rejected

If $t_{test} < t_{table}$ = Ha is rejected and Ho is accepted

If the result of t_{test} is higher than $t_{table,}$ Ha is accepted but if the t_{test} is lower than t_{table}, Ho is accepted.

7. The Writer used SPSS 18.0 after using t-test to answer the problem of the study, whether there is difference on students' English ability in writing procedure text between using Realia media and without using realia media (Picture as media)
8. The writer calculated the degree of freedom with formula (Sudijono, 2005, p.330):

   $Df = (N_1 + N_2 - 2)$

   Where:

   df : Degree of Freedom

   N_1 and N_2 : Number of Cases

9. The writer determined the significant level of t observed by comparing the t observed with the t-table
10. The writer interpreted the result of the data analysis
11. The writer discussed to clarify the research findings. The result of the analysis data is shown in Chapter IV.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers Description of the data, research findings (testing normality and homogeneity, testing hypothesis, and interpretation of the result of the data) and discussion.

A. Data Presentation

This section described the obtained data of the effect of using Realia Media in writing Procedure text. The presented data consisted of the result of Pre-test Experiment and Control Group and the result of Post-test Experiment and control group.

1. The Result of Pre Test Scores of the Experimental Group and Control Group

a. Distribution of Pre Test Sores of the data Experimental Group

The test scores of experimental group were presented in the following table :

Table 4.1 The description of Pre-Test Scores of the Data Achieved by the Students in Experimental Group

Students Code	Total Score	Classification
E1	55	Fairly Good
E2	60	Good
E3	50	Fairly Good
E4	50	Fairly Good

E5	50	Fairly Good
E6	50	Fairly Good
E7	50	Fairly Good
E8	35	Poor
E9	50	Fairly Good
E10	73	Good
E11	73	Good
E12	43	Fairly Good
E13	50	Fairly Good
E14	50	Fairly Good
E15	50	Fairly Good
E16	58	Fairly Good
E17	68	Good
E18	50	Fairly Good
E19	55	Fairly Good
E20	70	Good
E21	48	Fairly Good
E22	73	Good
E23	50	Fairly Good
E24	50	Fairly Good

Based on the data above, it can be seen that the students' highest score was 73 and the students' lowest score was 35. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows :

The Highest Score (H) = 73

The Lowest Score (R) = 35

The Range of Score = H - L+1

= 73 - 35 +1

= 38 + 1 = 39

The Class Interval (K) = 1 + (3.3) x Log 24

= 1 + (3.3) x 1.380

= 1 + 4.55

= 5.5 = 6

Interval of Temporary = $\frac{R}{K} = \frac{39}{6}$ = 6.5 = 7

So the range of score was 39, the class interval was 6., and interval of temporary was 7. It was presented using frequency distribution in the following table

Table 4.2 Frequency Distribution of the Pre-Test Score of the Experimental Group

Class (k)	Interval (I)	Frequency (F)	Mid Point	The Limitation of Each Group	Frequency Relative(%)	Frequency Cumulative (%)
1	71-76	3	73.5	70.5-76.5	12.5	37.5
2	65-70	2	67.5	64.5-70.5	8.333	16.67
3	59-64	1	61.5	58.5-64.5	4.167	4.167
4	53-58	3	55.5	52.5-58.5	12.5	37.5
5	47-52	12	49.5	46.5-52.5	50	600
6	41-46	1	43.5	40.5-46.5	4.167	4.167
7	35-40	2	37.5	34.5-40.5	8.333	16.67
Total		∑F = 24			100	

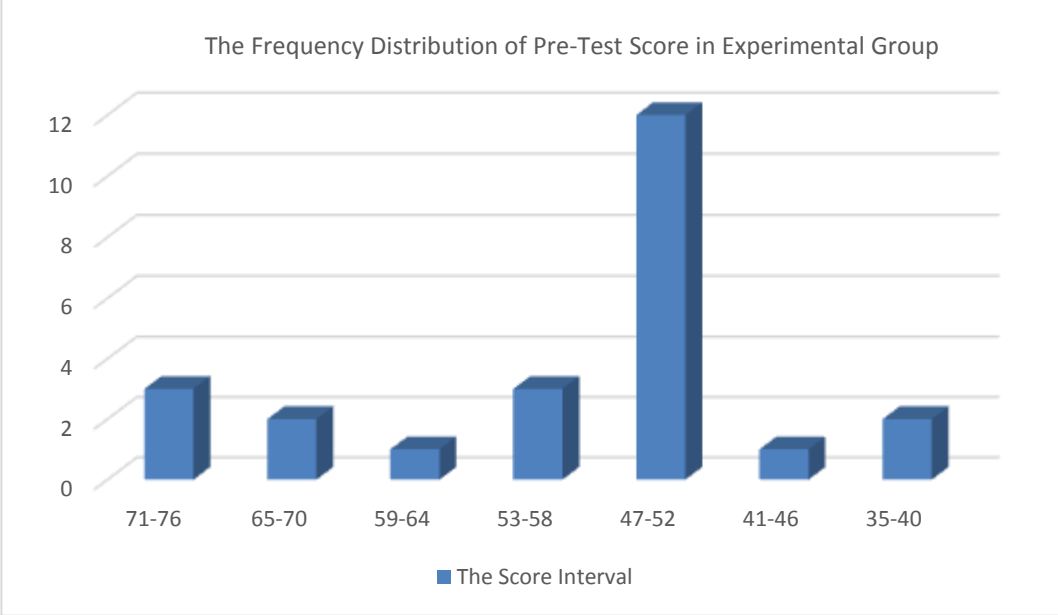

Figure 4.3 The Frequency Distribution of Pretest Score of the Experimental Group

It can be seen from the figure above, the students' pretest scores in experimental group. There were three students who got score 71-76. There were two students who got score 65-70. There was one students who got score 59-64. There were three students who got score 53-58. There were twelve students who got score 47-52. There was one student who got score 41-46. And there were two students who got score 35-40.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.4 The for Calculating Mean of Pretest Score of the Experimental Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	Fx'	Fkb	Fka
71-76	3	73.5	220.5	3	9	24	3
65-70	2	67.5	135	2	4	21	5
59-64	1	61.5	61.5	1	1	19	6
53-58	3	55.5	166.5	0	0	18	9
47-52	12	49.5	594	-1	-12	15	21
41-46	1	43.5	43.5	-2	-2	3	22
35-40	2	37.5	75	-3	-6	2	24
	∑F = 24		∑Fx = 1296		∑Fx'= -6		

a. Mean

Mx $= \frac{\Sigma fx}{N}$

$= \frac{1296}{24} = 54$

The calculation above showed the mean value : 54

The last step, the writer tabulated the scores of pre-test of experimental group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of experimental group as follows :

Table 4.5. The Table for Calculating Standard Deviation and Standard Error of the Pretest Score

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	X'^2	FX'	FX'^2
71-76	3	73.5	220.5	3	9	9	27
65-70	2	67.5	135	2	4	4	8
59-64	1	61.5	61.5	1	1	1	1
53-58	3	55.5	166.5	0	0	0	0
47-52	12	49.5	594	-1	1	-12	12
41-46	1	43.5	43.5	-2	4	-2	4
35-40	2	37.5	75	-3	9	-6	18
	∑F= 24		∑Fx= 1296			$\sum FX'^{=}$ -6	FX'^2 =70

b. Standard Deviation

$$SD_1 = i\sqrt{\left(\frac{n\sum fx^2)-(\sum fx)^2}{N \quad N}\right)}$$

$$SD_1 = 6\sqrt{\frac{70 \quad -(-6)^2}{24 \quad (24)}})$$

$$SD_1 = 6\sqrt{2.916-(0.025)^2}$$

$$SD_1 = 6\sqrt{2.916-0.00625}$$

$SD_1 = 6\sqrt{2.90975}$

$SD_1 = 6 \times 1.705 = 10.233$

Standard Error

$$SEm_1 = \frac{SD}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{10.23}{\sqrt{23}}$$

$$SEm_1 = \frac{10.23}{4.79}$$

$SEm_1 = 2.13$

The result of calculation showed that the standard deviation of pre test Experiment Group: 10.23 and the standard error of pre test score of Experiment group :2.13

4.6 The description of Pre-Test Scores of the Data Achieved by the Students in Control Group

Students Code	Total Score	Classification
1	50	Fairly Good
2	45	Fairly Good
3	50	Fairly Good
4	63	Good
5	50	Fairly Good
6	58	Fairly Good
7	73	Good
8	53	Fairly Good

9	45	Fairly Good
10	30	Poor
11	60	Good
13	50	Fairly Good
13	65	Good
14	40	Fairly Good
15	50	Fairly Good
16	45	Fairly Good
17	73	Good
18	65	Good
19	40	Fairly Good
20	58	Fairly Good
21	35	Poor
22	73	Good

Based on the data above, it can be seen that the students' highest score was 73 and the students' lowest score was 30. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows :

The Highest Score (H) = 73

The Lowest Score (R) = 30

The Range of Score = H - L+1

= 73 - 30 +1

= 43 + 1 = 44

The Class Interval (K) = 1 + (3.3) x Log 22

= 1 + (3.3) x 1.3424

= 1 + 4.4299

= 5.4299 = 6

Interval of Temporary = $\frac{R}{K} = \frac{44}{6} =$ = 7.33 = 8

So the range of score was 44, the class interval was 6, and interval of temporary was 8. It was presented using frequency distribution in the following table :

Table 4.7 Frequency Distribution of the Pre-Test Score of the Control Group

Class (k)	Interval (I)	Frequency (F)	Mid Point	The Limitation of Each Group	Frequency Relative(%)	Frequency Cumulative (%)
1	72-77	3	74.5	71.5-77.5	13.6363	40.9090
2	66-71	2	68.5	65.5-71.5	9.0909	18.1818
3	60-65	2	62.5	59.5-65.5	9.0909	18.1818
4	54-59	2	56.5	53.5-59.5	9.0909	18.1818
5	48-53	6	50.5	47.5-53.5	27.2727	163.6363
6	42-47	3	44.5	41.5-47.5	13.6363	40.9090
7	36-41	2	38.5	45.5-41.5	9.0909	18.1818
8	30-35	2	32.5	29.5-35.5	9.0909	18.1818
Total		∑F= 22			100	

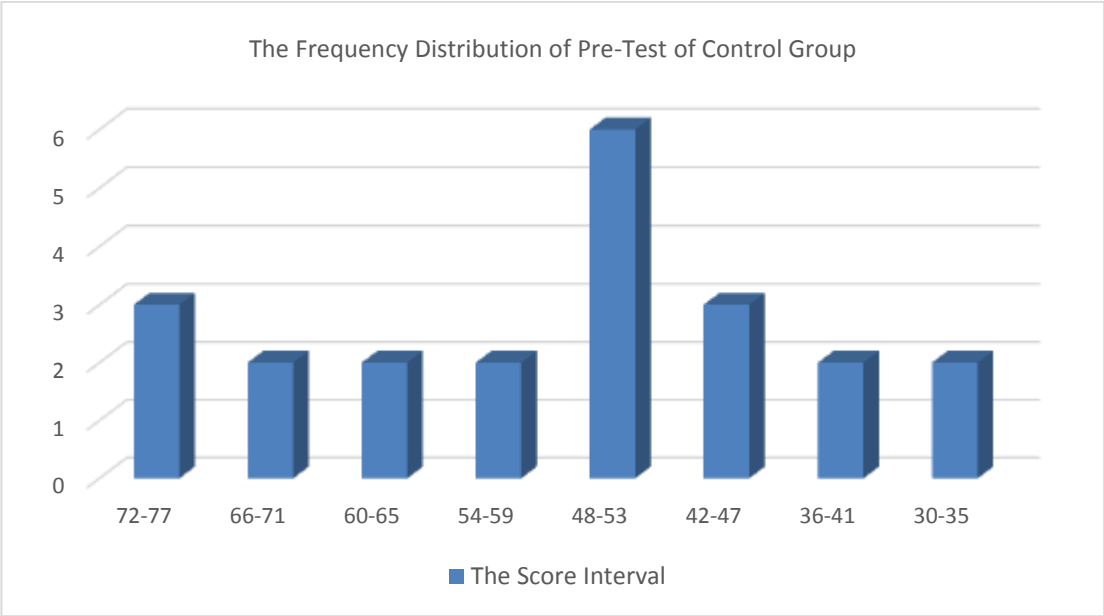

Figure 4.8 The Frequency Distribution of Pretest Score of the Control Group

It can be seen from the figure above, the students' pretest scores in Control group. There were three students who got score 72-77. There were two students who got score 66-71. There were two students who got score 60-65. There were two students who got score 54-59. There were six students who got score 48-53. There were three students who got score 42-47. There were two students who got score 36-41. And there were two students who got score 30-35.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.9 The for Calculating Mean of Pretest Score of the Control Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	FX'	Fkb	Fka
72-77	3	74.5	223.5	4	12	22	3
66-71	2	68.5	137	3	66	19	5
60-65	2	62.5	125	2	4	17	7
54-59	2	56.5	113	1	2	15	9
48-53	6	50.5	303	0	0	13	15
42-47	3	44.5	133.5	-1	-3	7	18
36-41	2	38.5	77	-2	-4	4	20
30-35	2	32.5	65	-3	-6	2	22
	∑F=22		∑Fx=1177		∑FX'=11		

a. Mean

Mx $= \frac{\Sigma fx}{N}$

$= \frac{1177}{22}$

=53.5

The calculation above showed the mean value : .

The last step, the writer tabulated the scores of pre-test of control group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of control group as follows :

Table 4.10. The Table for Calculating Standard Deviation and Standard Error of the Pretest Score of Control Group

Interval (I)	Frequency (F)	Mid Point t (x)	Fx	X'	X'^2	FX'	FX'^2
72-77	3	74.5	223.5	4	16	12	48
66-71	2	68.5	137	3	9	6	18
60-65	2	62.5	125	2	4	4	8
54-59	2	56.5	113	1	1	2	2
48-53	6	50.5	303	0	0	0	0
42-47	3	44.5	133.5	-1	1	-3	3
36-41	2	38.5	77	-2	4	-4	8
30-35	2	32.5	65	-3	9	-6	18
	∑F= 22		∑Fx= 1177			∑FX'= 11	$\sum FX'^2$ 105

b. Standard Deviation

$$SD_1 = i\sqrt{\left(\frac{n\sum fx^2)-(\sum fx\prime)^2}{N \qquad N}\right)}$$

$$SD_1 = 6\sqrt{\frac{105 \quad -(11)^2)}{22 \qquad (22)}})$$

$$SD_1 = 6\sqrt{4.772-(0.5)^2}$$

$$SD_1 = 6\sqrt{4.772-(0.25)}$$

$$SD_1 = 6\sqrt{4.525}$$

$$SD_1 = 6 \text{ X } 2.12$$

$$SD_1 = 12.72$$

Standard Error

$$SEm_1 = \frac{SD}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{12.72}{4.5825}$$

$$SEm_1 = 2.77$$

2. The Result of Post Test Scores of the Experimental Group and Control Group

a. Distribution of Pre Test Sores of the data Experimental Group

The test scores of experimental group were presented in the following table:

Table 4.11 The description of Post-Test Scores of the Data Achieved by the Students in Experimental Group

Students Code	Total Score	Classification
1	73	Good
2	75	Good
3	60	Good
4	50	Fairly Good
5	73	Good
6	73	Good
7	65	Good
8	40	Fairly Good
9	93	Very Good
10	73	Good
11	75	Good

13	70	Good
13	53	Fairly Good
14	73	Good
15	50	Fairly Good
16	87	Very Good
17	73	Good
18	60	Good
19	65	Good
20	80	Very Good
21	90	Very Good
22	87	Very Good
23	80	Very Good
24	73	Good

Based on the data above, it can be seen that the students' highest score was 93 and the students' lowest score was 40. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows :

The Highest Score (H) = 93

The Lowest Score (R) = 40

The Range of Score = H - L+1

= 93 - 40 +1

= 53 + 1 = 54

The Class Interval (K) = 1 + (3.3) x Log 24

= 1 + (3.3) x 1.380

$$= 1 + 4.554$$

$$= 5.554 = 6$$

$$\text{Interval of Temporary} = \frac{R}{K} = \frac{54}{6} = 9$$

So the range of score was 50, the class interval was 6, and interval of temporary was 9. It was presented using frequency distribution in the following table :

Table 4.12 Frequency Distribution of the Post-Test Score of the Experimental Group

Class (k)	Interval (I)	Frequency (F)	Mid Point	The Limitation of Each Group	Frequency Relative(%)	Frequency Cumulative (%)
1	88-93	2	90.5	87.5-93.5	8.333	16.67
2	82-87	2	84.5	81.5-87.5	8.333	16.67
3	76-81	2	78.5	75.5-81.5	8.333	16.67
4	70-75	10	72.5	69.5-75.5	41.67	416.67
5	64-69	2	66.5	64.5-69.5	8.333	16.67
6	58-63	2	60.5	57.5-63.5	8.333	16.67
7	52-57	1	54.5	51.5-57.5	4.167	4.167
8	46-51	2	48.5	45.5-51.5	8.333	16.67
9	40-45	1	42.5	39.5-45.5	4.167	4.167
Total		∑F=24			100	

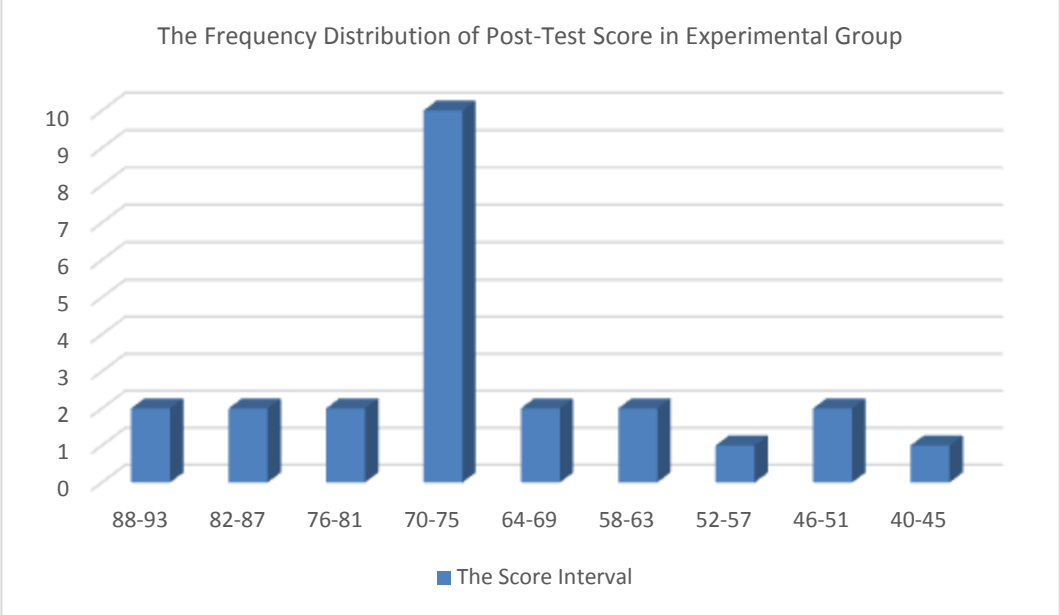

Figure 4.13 The Frequency Distribution of Post test Score of the Experimental Group

It can be seen from the figure above, the students' posttest scores in experimental group. There were two students who got score 88-93. There were two students who got score 82-87. There were two students who got score 76-81. There were ten students who got score 70-75. There were two students who got score 64-69. There were two students who got score 58-63. There was one student who got score 52-57. There were two students who got score 46-51. And there was one student who got score 40-45.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.14 The for Calculating Mean of Posttest Score of the Experimental Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	FX'	Fkb	Fka
88-93	2	90.5	181	4	8	24	2
82-87	2	84.5	169	3	6	22	4
76-81	2	78.5	157	2	4	20	6
70-75	10	72.5	725	1	10	18	16
64-69	2	66.5	133	0	0	8	18
58-63	2	60.5	121	-1	-2	6	20
52-57	1	54.5	54.5	-2	-2	4	21
46-51	2	48.5	97	-3	-6	3	23
40-45	1	42.5	42.5	-4	-4	1	24
	∑F=24		∑Fx= 1680		∑FX'=14		

a. Mean

Mx $= \frac{\Sigma fx}{N}$

$= \frac{1680}{24}$

=70

The calculation above showed the mean value : 70

The last step, the writer tabulated the scores of post-test of experimental group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of experimental group as follows :

Table 4.15. The Table for Calculating Standard Deviation and Standard Error of the Post test Score of Experimental Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	X'^2	FX'	FX'^2
88-93	2	90.5	181	4	16	8	32
82-87	2	84.5	169	3	9	6	18
76-81	2	78.5	157	2	4	4	8
70-75	10	72.5	725	1	1	10	10
64-69	2	66.5	133	0	0	0	0
58-63	2	60.5	121	-1	1	-2	2
52-57	1	54.5	54.5	-2	4	-2	4
46-51	2	48.5	97	-3	9	-6	18
40-45	1	42.5	42.5	-4	16	-4	16
	∑F=24		∑Fx= 1680			∑FX'= 14	$\sum FX'^2$= 108

a. Standard Deviation

$$SD_1 = 6\sqrt{\left(\frac{\sum fx^2}{N} - \frac{(\sum fx\prime)^2}{N}\right)}$$

$$SD_1 = 6\sqrt{\frac{108}{24} - \frac{(14)^2}{24}}$$

$$SD_1 = 6\sqrt{4.5 - (0.58)^2}$$

$$SD_1 = 6\sqrt{4.5 - 0.336}$$

$$SD_1 = 6\sqrt{4.164}$$

$$SD_1 = 6 \text{ X } 2.0405 = 12.243$$

b. Standard Error

$$SEm_1 = \frac{SD}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{12.243}{4.795}$$

$$SEm_1 = 2.553$$

The result of calculation showed that the standard deviation of post test Experiment Group: 12.243 and the standard error of post test score of Experiment group :2.553.

The writer also calculated the data calculation of post-test score of Experimental Group using SPSS 18.0 program. The result of statistic table is as follows:

Table 4.16 The frequency Distribution of the Post Test Scores of the Experimental Group Using SPSS 18.00 Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	4,2	4,2	4,2
	50,00	2	8,3	8,3	12,5
	53,00	1	4,2	4,2	16,7
	55,00	1	4,2	4,2	20,8
	60,00	1	4,2	4,2	25,0
	65,00	2	8,3	8,3	33,3
	70,00	1	4,2	4,2	37,5
	73,00	7	29,2	29,2	66,7
	75,00	2	8,3	8,3	75,0
	80,00	2	8,3	8,3	83,3
	87,00	2	8,3	8,3	91,7
	90,00	1	4,2	4,2	95,8

	93,00	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

The table showed the result of post test scorres achieved by the experimental Group using SPSS program. It could be seen there was one student who got 40(4.2%). One student who got 43 (4.2%). Two students who got 50 (8.3%). Two students who got 55(8.3%). One student who got 60 (4.2%). Two students who got 65 (8.3%).One student who got 70 (4.2%). Seven students who got 73 (29.2%).One student who got 75 (4.2%). Two students who got 80 (8.3%). Two students who got 87 (8.3%). One student who got 90 (4.2%) and one student who got 93 (4.2%).

The next step, the writer calculated the score of mean, median, mode, standard deviation, and standard error of mean of post-test in experimental group as follows:

Table 4.17 The table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post-Test Score in Experimental Group using SPSS 18.0 Program

N	Valid	24
	Missing	0
Mean		70,25
Std. Error of Mean		2,752
Median		73,00
Mode		73,00
Std. Deviation		13,485
Range		53,00
Minimum		40,00
Maximum		93,00
Sum		1686

The table showed the result of mean calculation was 70.25. The result of standard deviation was 13.485 and the result of standard error of mean calculation was 2.75.

Table 4.18 The description of Post-Test Scores of the Data Achieved by the Students in Control Group

Students Code	Total Score	Classification
1	70	Good
2	53	Fairly Good
3	53	Fairly Good
4	80	Very Good
5	60	Good
6	50	Fairly Good
7	80	Very Good
8	63	Good
9	60	Good
10	48	Fairly Good
11	60	Good
12	50	Fairly Good
13	73	Good
14	43	Fairly Good
15	60	Good
16	48	Fairly Good
17	73	Good
18	70	Good
19	40	Fairly Good
20	87	Very Good

21	43	Fairly Good
22	80	Very Good

Based on the data above, it can be seen that the students' highest score was 87 and the students' lowest score was 40. To determine the range of score, the class interval, and interval of temporary, the writer calculated using formula as follows :

The Highest Score (H) = 87

The Lowest Score (R) = 40

The Range of Score = H - L+1

= 87 - 40 +1

= 47 + 1 = 48

The Class Interval (K) = 1 + (3.3) x Log 22

= 1 + (3.3) x 1.3424

= 1 + 4.4299

= 5.4299 = 6

Interval of Temporary = $\frac{R}{K} = \frac{48}{6} = 8$

So the range of score was 48, the class interval was 6, and interval of temporary was 8. It was presented using frequency distribution in the following table :

Table 4.19 Frequency Distribution of the Post-Test Score of the Control Group

Class (k)	Interval (I)	Frequency (F)	Mid Point	The Limitation of Each Group	Frequency Relative(%)	Frequency Cumulative (%)
1	82-87	1	84.5	81.5-87.5	4.5454	4.5454
2	76-81	3	78.5	75.5-81.5	13.6363	40.9090
3	70-75	4	72.5	69.5-75.5	18.1818	72.7272
4	64-69	0	66.5	64.5-69.5	0	0
5	58-63	5	60.5	57.5-63.5	22.7272	113.6363
6	52-57	2	54.5	51.5-57.5	9.0909	18.1818
7	46-51	4	48.5	45.5-51.5	18.1818	72.7272
8	40-45	3	42.5	39.5-45.5	13.6363	40.9090
Total		∑F=22			100	

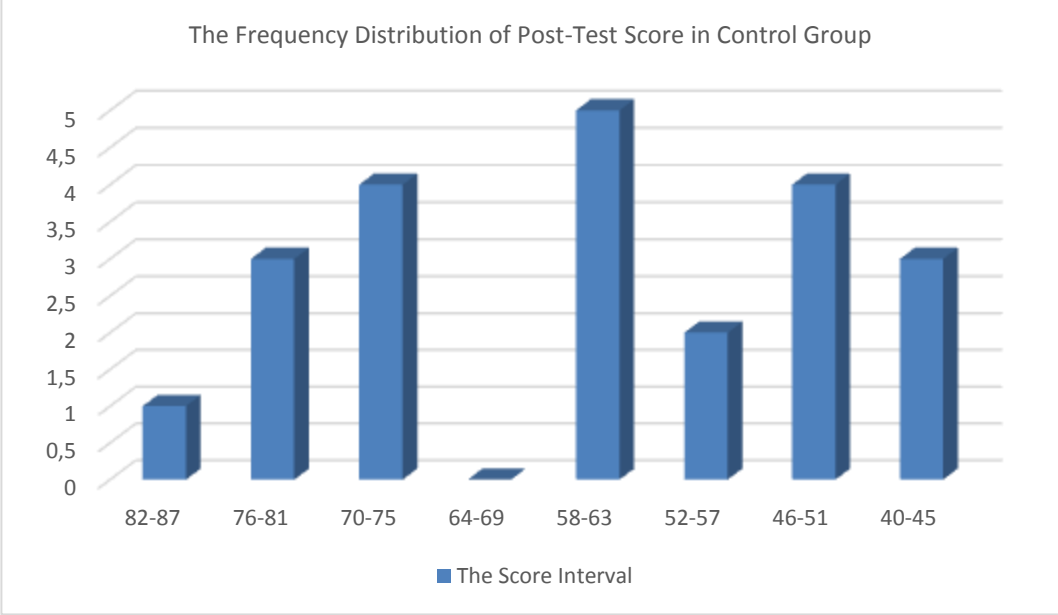

Figure 4.20 The Frequency Distribution of Posttest Score of the Control Group

It can be seen from the figure above, the students' pretest scores in Control group. There was one student who got score 82-87. There were three students who got score 76-81. There were four students who got score 70-75. There was not students who got score 64-69. There were five students who got score 58-63. There were two students who got score 52-57. There were four students who got score 46-51. And there were three students who got score 40-45.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.21 The for Calculating Mean of Posttest Score of the Control Group

Interval (I)	Frequency (F)	Mid Point (x)	Fx	X'	Fx'	Fkb	Fka
82-87	1	84.5	84.5	4	4	22	1
76-81	3	78.5	235.5	3	9	21	4
70-75	4	72.5	290	2	8	19	8
64-69	0	66.5	0	1	0	15	8
58-63	5	60.5	302.5	0	0	15	13
52-57	2	54.5	109	-1	-2	9	15
46-51	4	48.5	194	-2	-8	7	19
40-45	3	42.5	127.5	-3	-9	3	22
	∑F=22		∑Fx=1343		∑FX'=2		

a. Mean

Mx $= \frac{\Sigma fx}{N}$

$= \frac{1343}{22}$

=61.04

The calculation above showed the mean value : 61.04

The last step, the writer tabulated the scores of pre-test of control group into the table for the calculation of standard deviation and the standard error. The tabulation of the scores of pre test of control group as follows :

Table 4.22. The Table for Calculating Standard Deviation and Standard Error of the Posttest Score of Control Group

Interval (I)	Frequency (F)	Mid Point t (x)	Fx	X'	X'^2	FX'	FX'^2
82-87	1	84.5	84.5	4	4	4	16
76-81	3	78.5	235.5	3	9	9	27
70-75	4	72.5	290	2	8	8	16
64-69	0	66.5	0	1	0	0	0
58-63	5	60.5	302.5	0	0	0	0
52-57	2	54.5	109	-1	-2	-2	2
46-51	4	48.5	194	-2	-8	-8	16
40-45	3	42.5	127.5	-3	-9	-9	27
	∑F=22		∑Fx= 1343			∑FX'= 2	$\sum FX'^2$= 104

b. Standard Deviation

$$SD_1 = i\sqrt{\left(\frac{n\sum fx^2)-(\sum fx\prime)^2}{N \quad N}\right)}$$

$$SD_1 = 6\sqrt{\frac{104 \quad -(2)^2}{22 \quad (22)}})$$

$$SD_1 = 6\sqrt{4.7272-(0.0909)^2}$$

$SD_1 = 6\sqrt{4{,}7272 - (0.00826)}$

$SD_1 = 6\sqrt{4.7187}$

$SD_1 = 6 \text{ X } 2.172 = 13.032$

Standard Error

$$SEm_1 = \frac{SD}{\sqrt{N_1 - 1}}$$

$$SEm_1 = \frac{13.032}{4.582}$$

$SEm_1 = 2.844$

The result of calculation showed that the standard deviation of post test Experiment Group: 13.032 and the standard error of post test score of Experiment group :2.844.

The writer also calculated the data calculation of post-test score of Experimental Group using SPSS 18.0 program. The result of statistic table is as follows:

Table 4.23 The frequency Distribution of the Post Test Scores of the Control Group Using SPSS 18.00 Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	4,5	4,5	4,5
	43,00	2	9,1	9,1	13,6
	48,00	2	9,1	9,1	22,7
	50,00	2	9,1	9,1	31,8
	53,00	2	9,1	9,1	40,9
	60,00	4	18,2	18,2	59,1
	63,00	1	4,5	4,5	63,6
	70,00	2	9,1	9,1	72,7
	73,00	2	9,1	9,1	81,8
	80,00	3	13,6	13,6	95,5
	87,00	1	4,5	4,5	100,0
	Total	22	100,0	100,0	

The table showed the result of post test scorres achieved by the Control Group using SPSS program. It could be seen there was one student who got 40 (4.5%). Two students who got 43 (9.1%). Two students who got 48 (9.1%). Two Students who got 50 (9.1%). Two students who got 53 (9.1%). Four students who got 60 (18.2%). One student who got 63 (4.5%). Two students who got 70 (9.1%). Two students who got 73 (9.1%). Three students who got 80 (13.6%), and one student who got 87 (4.5%).

The next step, the writer calculated the score of mean, median, mode, standard deviation, and standard error of mean of post-test in Control group as follows:

Table 4.24 The table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post-Test Score in Control Group using SPSS 18.0 Program

N	Valid	22
	Missing	0
Mean		61,0909
Std. Error of Mean		2,94753
Median		60,0000
Mode		60,00
Std. Deviation		13,82513
Range		47,00
Minimum		40,00
Maximum		87,00
Sum		1344,00

The table showed the result of mean calculation was 61.09. The result of standard deviation was 13.82 and the result of standard error of mean calculation was 2.94.

B. The Research Findings

1. Testing Normality and Homoginity

The writer also calculated the normality and homogenity of pre test using SPSS 18.0 program as follows:

4.25 Table of Normality and Homoginity of Pre test using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		24	22
Normal Parameters[a,b]	Mean	54.63	53.23
	Std. Deviation	9.977	12.177
Most Extreme Differences	Absolute	.304	.150
	Positive	.304	.150
	Negative	-.196	-.084
Kolmogorov-Smirnov Z		1.485	.703
Asymp. Sig. (2-tailed)		.204	.706

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation using SPSS 18.0, the asymptotic significance normality of experimental group was 0,204 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of experimental group 0,204>0,05 it could be concluded that the data was normal distribution and the asymptotic normality of control group was 0,706 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of control group 0, 706>0,05 it could be concluded that the data was normal distribution.

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.271	1	44	.266

Based on data above, the writer concluded that the homogienity of pre test was accepted because the value of significance (sig) was 0.266 higher than the significance level 5% (0.266>0.05). It can be concluded that data were homogienity.

4.26 Table of Normality and Homoginity of Post test using SPSS 18.0 Program

One-Sample Kolmogorov-Smirnov Test

		Experimental Group	Control Group
N		24	22
Normal Parameters[a,b]	Mean	70.46	61.09
	Std. Deviation	13.276	13.825
Most Extreme Differences	Absolute	.201	.130
	Positive	.116	.130
	Negative	-.201	-.104
Kolmogorov-Smirnov Z		.984	.609
Asymp. Sig. (2-tailed)		.287	.852

a. Test distribution is Normal.
b. Calculated from data.

Based on the calculation using SPSS 18.0, the asymptotic significance normality of experimental group was 0,287 then, the normality was consulted with the table of Kolomogrov-Smirnov with the level significance of experimental group 0,287>0,05 it could be concluded that the data was normal distribution and the asymptotic normality of control group was 0,852 then, the normality was consulted with the table of Kolomogrov-Smirnov with

the level significance of control group 0,852>0,05 it could be concluded that the data was normal distribution.

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
,351	1	44	,556

Based on data above, the writer concluded that the homogienity of pre test was accepted because the value of significance (sig) was 0.556 higher than the significance level 5% (0.556>0.05). It can be concluded that data were homogienity.

2. Testing Hypothesis

a. Testing Hypothesis Using Manual Calculation

Table 4.27
The Standard Deviation and the Standard Error of Experiment and Control Group

Group	Standard Deviation	Standard Error
Experimental Group	12.243	2.553
Control Group	13.032	2.884

The table showed the result of the standard deviation calculation of Experiment Group was 12.243 and the result of the standard error was 2.553. the result of the standard deviation calculation of Control Group was 13.032

and the result of standard error was 2.884 to examine the hypothesis, the writer used the formula as follow:

$SE_{M1}\text{-}SE_{M2}=\sqrt{SEM1^2 + SEM2^2}$

$SE_{M1}\text{-}SE_{M2}=\sqrt{2.553^2 + 2.884^2}$

$SE_{M1}\text{-}SE_{M2}=\sqrt{6.517 + 8.317}$

$SE_{M1}\text{-}SE_{M2}=\sqrt{14.834}$

$SE_{M1}\text{-}SE_{M2}=3.851$

$T_{observed}=\frac{M1-M2}{SEm1-SEm2}$

$=\frac{70-60.04}{3.851}$

$=\frac{8.96}{3.851} = 2.326$

Df $=(N_1+N_2-2)$

$=24+22-2$

$=44$

b. Testing Hypothesis Using SPSS 18.0

The writer also applied SPSS 18.0 program to calculate t test in testing hypothesis of the study. The result of t test using SPSS 18.0 was used to

support the manual calculation of the test. The result of the t test using SPSS 18.0 program could be seen as follows:

Table 4.28 The Standard Deviation and the Standard Error of X_1 and X_2

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Score	X_1	24	70,4583	13,27626	2,71001
	X_2	22	61,0909	13,82513	2,94753

The table showed the result of the standard deviation calculation of X_1 was 13.276 and the result and the result of the standard error mean calculation was 2.710. The result of the standard deviation calculation of X_2 was 13.825 and the result of the standard error mean calculation was 2.947.

3. Interpretation of The Result

The result of t-test was interpreted on the result of degree of freedom to get the t_{table}. The result of degree of freedom (df) was 44. The following table as the result of $t_{observed}$ and t_{table} from 44 at 5% and 1% significance level.

$t_{observed}$	t_{table}		Df
	5%(0.05)	1%(0,01)	
2.326	2.021	2.704	44

The interpretation of the result of t-test, it was found the $t_{observe}$ was greater than t_{table} at 1% smaller than and 5% significance level

2.021<2.326<2.704. It could be interpreted based on the result of calculation that H_a stating that Using Realia Media was effective in writing Procedure text at MTs Islamiyah Palangka Raya was accepted and H_o stating that Using Realia Media was not effective in Writing at MTs Islamiyah Palangka Raya was rejected.

Table 4.29 The Calculation of T-Test Using SPSS 18.0

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	.352	.556	2.344	44	.024	9.36742	3.99680	1.31240	17.42245
	Equal variances not assumed			2.340	43.275	.024	9.36742	4.00400	1.2947	17.44078

The table showed the result of t test calculation using SPSS 18.0 program. Since the result of post test between experiment and control group had difference score of variance, it found that the resul of $T_{observed}$ wa 2.344, the result of mean difference between experiment and control group wa 9.36742.

The result of t-test was interpreted on the result of degree of freedom to get the t_{table}. The result of degree of freedom (df) was 44. The followimg table was the result of $t_{observed}$ and t_{table} from 43 df at 5% and 1% significance level.

Table 4.30 The Result of T-Test Using SPSS 18.0 Program

$t_{observed}$	t_{table}		Df
	5%(0.05)	1%(0,01)	
2.334	2.021	2.704	44

The interpretation of the result of t-test using SPSS 18.0, it was found the $t_{observe}$ was greater than t_{table} at 1% smaller than and 5% significance level 2.021<2.334<2.704. It could be interpreted based on the result of calculation that H_a stating that Using Realia Media was effective in writing Procedure text at MTs Islamiyah Palangka Raya was accepted and H_o stating that Using Realia Media was not effective in Writing at MTs Islamiyah Palangka Raya was rejected.

C. Discussion

The result of the data analysis showed that the Realia media gave significance effect of the students' writing scores for the ninth-grade students at MTs Islamiyah Palangka Raya. The students who were taught using the Realia media got higher score than students who were taught without using Realia Media. It was proved by the mean score of the students who were taught using the Realia was 70.458 and the students who were taught without

using Realia media, was 61.0909. Based on the result of hypothesis test calculation, it was found that the value of $T_{observed}$ was greater than the value of T_{table} at 5% significance level or 2.326>2.201. It meant H_a was accepted and H_o was rejected.

Furthermore, the result of t test calculation using SPSS 18.0 found that Realia media gave significance effect on the students' English scores. It proved by the value df $T_{observed}$ was greater than T_{table} at 5% significance level or 2.334>2.201.

The finding of the study interpreted that the alternative hypothesis stating that the Realia media increases the students' english scores for ninth-grade students at MTs Islamiyah Palangka Raya was accepted and the null hypothesis stating that the Realia media does not increases the students' English Scores for the ninth-grade students at MTs Islamiyah Palangka Raya was rejected.

Based on the results findings of the study, it was shown that using the Realia media gives advantages to the students. Those are; 1)The lesson which is presented to be meaningful a clear for the students. 2)Teaching and learning method are various. 3)The students become more creative to do various activities. 4) To create an interesting atmosphere (Nugroho, 2010, p.20).

There were reasons why using Four Realia Media gave significance effect for students' writing scores of ninth grade students at MTs Islamiyah Palangka Raya. First, Realia media can help the students associate with what

they hear, feel, and see in their real experience. So, it is hoped that teachers can get an optimal result in teaching writing through realia as a media for teaching. Second, realia media can make the writing class interesting and enjoyable. Third, realia media can give stimulate of imagination and creativity the students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the writer would like to give conclusion and suggestion about the result of the study. The conclusion of the study was answered the problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion is expected to make better improvement and motivation for students, teacher, and writer related with the teaching-learning of comprehending procedure text by using realia media as the learning technique.

A. Conclusion

The problem of the study as stated in Chapter I Is there any significant effect of Realia Media in writing Procedure Text at students of MTs Islamiyah Palangka Raya. Based on the result of data analysis from writing score which gained by students before and after conducting treatment, there were significantly different based on the statistical analyses using manual calculation and SPSS 18.0 program, $t_{observed}$ was higher than t_{table} at 5% significance level or 2.326>2.021, and the data calculated using SPSS 18.0 program, it was found $t_{observed}$ was higher than t_{table} at 5% significance level or 2.344>2.021.

This indicated that the alternative hypothesis (Ha) stating that there was any significant effect of Realia Media in writing Procedure Text at students of MTs Islamiyah Palangka Raya was accepted. On the contrary, the

Null hypothesis (Ho) stating that there was no any significant effect Realia Media in writing Procedure Text at students of MTs Islamiyah Palangka Raya was rejected. It implicated that teaching writing by using Realia Media gave effect toward ninth grade students' score at MTs Islamiyah Palangka Raya. It meant that if the students were taught writing using Realia Media, therefore, the students' writing score would be higher than it would without using Realia Media. On the contrary, if the students were taught writing without using Realia as media, the students' score of Procedure paragraph would be lower than the use of realia Media. It can be proved by the difference of Pre-test and Post-test.

B. Suggestions

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and writer as follow:

1. For the Students

The students can use Realia Media to improve their ability in learning writing. It improved their writing components such as content, organization, vocabulary, grammar, and spelling. The students can use this technique with other text.

2. **For the Teacher**

Writing for most students is considered to be a difficult subject. The teachers have to use the Media unless the students will get bored then fail in the subject. That is why the teachers should apply the Realia Media in teaching writing. By using the Media, the student will not be bored.

3. **For the next Writers**

Since the study was experimental by using Realia Media in teaching writing for Junior High school students. The result of the study found that using Realia Media gave significant effect on the students' score in writing especially in Procedure paragraph. This study was focused on the ninth grade students at MTs Islamiyah Palangka Raya. The writer recommended for the other writers conduct the study related to the Realia Media using different level.

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