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Halaman 1-56

- Prakata
- Bildung Des Perfekts Im Deutsch (1-8)
Kalvin Karuna
- Implementing Traditional Food Of Maluku In Teaching Procedure Text For The Tenth Grade Of SMK Negeri 1 Ambon (9-16)
Latupapua, Moureen Sherly
- Korrelation Zwischen Der Lerngewohnheiten Und Dem Kreativen Denken Zu Der Schreibfertigkeit Der Deutschstudierenden An Der Pattimura Universität (17-35)
June Carmen Noya Van Delzen
- Comparative Study On Discourse Analysis In Schools' Slogan (36-44)
Natalia Monica Masela
- Upaya Meningkatkan Hasil Belajar Membaca Dan Menulis Bahasa Jerman Melalui Model Pembelajaran Discovery Learning Di Kelas X SMA Negeri 2 Salahutu Kecamatan Salahutu Kabupaten Maluku Tengah (45-62)
Evelyn Latuhihin

IMPLEMENTING TRADITIONAL FOOD OF MALUKU IN TEACHING PROCEDURE TEXT FOR THE TENTH GRADE OF SMK NEGERI 1 AMBON

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Abstract. The purpose of this research was to measure how to implement traditional food of Maluku in reading comprehension for understanding procedure text in English. This research was the kind of action research where the writer tried to collaborate her idea with the English teacher of the tenth grade of SMKNegeri 1 Ambon. In gaining the data of his research in 2018/2019 Academic year, there were 27 students at that grade as the subjects of this research. In implementing this strategy, there were four meeting which could be divided in two cycles. Each cycle had two meetings. At the end of each cycle the writer gave the students post test to measure how well they understood about the procedure texts related to the traditional food of Maluku. The result showed that, there were significant improvement from the first cycle to the second one. In cycle I, there were 27 students who attended the test, 15 of them or 56% were competent while 12 others or 44% still needed reinforcement. The mean score was 77. According to the successful indicator, this research should be continued to the Cycle II. Comparing to the Cycle I, Cycle II improved significantly. From 27 students who attended the test, 25 students or 93% were competent while other 2 or 7% still needed reinforcement while the mean score was 87. Based on this result, the writer found out that the reading achievement of tenth graders of SMK Negeri 1 Ambon was highly improved. It proved that the students' understanding of procedure text well toward traditional food of Maluku.

Key Word : Procedure Text, Traditional food of Maluku.

Introduction

Reading comprehension is one of the important skill. Students cannot read a question or get information from a test item without being able to understand and make meaning from their reading. For example, if students cannot read and understand what is going on in a text, obviously the details from the reading will not be understood and will get a low assessment score when measured.

Since the kinds of texts were introduced in the 2013 curriculum for vocational school, both the English teacher and the students struggle too much to understand the concept of them. As long as the research taught vocational school students about English for ten years, most of the materials referred to their program and the content of the materials related to structure and written experiences. Even if there was a text in it, it just was provided short functional texts in the form of

memo, invitation card, form, advertisement, announcement or short biography of a popular person in this world. But now, she must teach 16 kinds of texts from the tenth grade to twelfth grade of vocational school which are provided in the syllabus. The first experience for her and also for her students, invite her to think carefully how to design a good materials by designing a modul per each text. Beside to make the students will be easy to understand the content of the materials, it will help her to guide them in teaching and learning process. Thus, in building the concept of English materials, the writer refers to teach the students based on her modul that she developed for them according to their needs by pre-senting Maluku's culture (MCMs). The reasons for introducing Maluku's culture for the students are: (1) MCMs are closer to the students' life; (2) giving the texts based on MCMs can make students more comfortable because they have previous knowledge about them; (3) when the students are engaged in *Moluccan* reading text in English versions, they will be more motivated. The reading class which at the first time is seen as a boring and monotonous class will not happen anymore; (4) teaching English through MCMs will preserve the local culture of the learners (Royani 2013; Sekewael, 2016).

Referring to the statement above, the writer interests to implement Maluku's traditional food in procedure text. Bachtiar & Yuniarti (2010:398) states that procedure text tells how to make something through a sequence of actions or steps. It usually uses imperatives sentences such as cut, place, use etc. The purpose of procedural text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways. Another opinion comes from Professional Development Service for Teacher (2013). It states that procedure is written to explain how something is done, in a series of sequenced steps. They are organized by goal, material, method and evaluation.

In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text. Furthermore, material or ingredients are things to be prepared. Method or steps provide sequence step in making or doing something. Meanwhile, the language features that usually used in writing procedural text are in the form of simple sentence, use many action verbs for command (stir, chop, cut), use present tenses and use linking words (first, then, last). For example, it is how to cook rice. Firstly, the students want to describe the material of their subject, how to prepare the tools, and the steps in detail to the serving the rice on the plate.

In creating students understanding of a procedure text related to how to make a kind of traditional food of Maluku, the teacher uses the stages provided by Feez and Joyce (1998) such as follow:

- 1) Building the context. In this stage, the teacher tries to develop students' prior knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives series of picture and asks some questions based on it. Series of pictures in this stage can enhance students' motivation and interest in

answering the questions in the reading text. Moreover, it also can stimulate students' students to find what they going to read or write something related to traditional food of Maluku.

- 2) Modeling of the text. In this stage, teacher tries to develop students' understanding of procedure text from its feature and purpose. Here, teacher give the text based on the give series of pictures. Then, ask the students to read and explore a series of picture. Finally, teacher and students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text type.
- 3) Joint construction of the text. In this
- 4) third stage, teacher tries to develop students' reading skill by providing three procedural texts related with traditional food of Maluku. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining them into a good writing based on a series of pictures., answering some questions which are provided under the texts. Thus, having discussion to find the right answer.
- 5) Independent construction of the text. The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently, for example. Here, teacher tries to develop students' reading skill to to cover their understanding throug provided procedural texts.

Research Method

The research design was *Classroom Action Research (CAR)*. In conducting CAR, the writer used Kemmis and MC Taggart's model (1982). Theoretically, this model includes a number of cycles as many as the writer needs. Each cycle has several phases. There were two cycles in doing this research.

In conducting the research, the writer applied *Maluku's traditional food* in teaching procedure text to im-prove students' reading comprehension. the subjects of the research were the students of the tenth grade of SMK Negeri 1 Ambon in Academic year 2018/2019 at accounting program. This class consisted of 27 students were eligible for data collection.

Before doing the real action, the teacher designed the lesson plan. The lesson plan was made in order to help the teacher to identify the students' need, preference, and also to motivate them to learn. The lesson plan was arranged and develop on the basis of the first semester program. It covered topic to be taught, the objectives, the steps of the teaching and learning process, and the media used.

The action was implemented in two cycles consisted of four meetings. Both the Cycle I and The Cycle II were done in two meetings. The materials that the teacher used for teaching her class was procedure texts about the traditional food of Maluku to enhance students' reading comprehension. To obtained complete and valid data, the writer used a number of instruments for recording, measuring or controlling data. The instruments which were used included an observation sheet, tests, questionnaire, documentation, and an inter-view guide. Observation was conduc-ted to examine the process that happened during the action and the note the classroom events. It was intended to know whether the action was in line with

the planning used in the teaching and learning process. The writer implemented non-participant observation. He observed the subject of the study without taking an active part in the situation. The observation sheet used was a checklist. The checklist was used to check if the implementation of procedure text was effective in class. Tests were used to measure the students' understanding about procedure texts connecting with Traditional foods of Maluku. There were three tests which were done during the research. They were orientation test, Post test in Cycle I, and Post Test in Cycle II. The result of the tests were compared with the criteria of success to know whether the students' skill in vocabulary improved. To gain the data, the writer used the questionnaire items addressed to the students and the teacher as the subject of the research. Questionnaire was used to know the English teacher's opinion and students' responses related to the use of *Maluku's Traditional food* Provided in the procedure texts". The writer also used documentation such as syllabus and descriptive texts. Finally, the goal of interviews to explore the students' opinion deeply in improving their reading comprehension in understanding procedure texts through Maluku's traditional foods.

Result And Findings

Result

Before doing his research, the writer gave a general test which is called Pre-test. Multiple choice was provided to answer 20 questions related to five procedure texts. The writer wanted to measure how far the students in the tenth grade of SMK Negeri 1 Ambon understanding about this kind of the text. She provided local content materials (Maluku's traditional foods) in procedure text. The result of the pre-test was provided in the figure 3.1. below:

Figure 3.1. The result of pre-test.

The result showed that the students were under the average level. Five students were passed the test based on the standard of the research. Thus, the total numbers of students succeeded were 15%. The highest score could reach 80 and

the lowest one was 45 while the mean of the pre-test was 61. It could state that this class needed to get a strategy in comprehending their reading skill.

Gaining the result as shown in figure 3.1, made the writer did a short interview with the English teacher and five of the tenth grade students of SMK Negeri 1 Ambon. The interview was done to know what the best way to be applied to make them more understand about the text through reading. In the interview, the students were asked whether the procedure text was difficult for them if they have lack of vocabulary and materials provided in general form. Some of the students answered “yes” because they thought that it was hard to capture all information of the content in the procedure texts because most of them have difficult words and they were new to them remembering that they were still in the tenth grade and some of them didn’t get English since they were in senior high school from rural area such as Ceram island or Southern part of Maluku. According to them, they just attended the final examination just for fulfil their mark in their certificate. they also explained that they were not familiar with difficult words, idioms, and phrases. They gave their opinion about their reading habit, they said that they were not interest in reading because more information for them were still new and they felt bored doing reading tasks.

Seeing that fact, the writer provided a discussion group as a strategy for the English teacher to be discussed. After getting the strategy to be applied, the writer together with the English teacher tried to design lesson plans, English materials and evaluation tools in our planning. We planed to do two cycles in our research. But we didn’t limit our research to the next cycle if we’ve failed in the last cycle (2nd Cycle). We would teach the students using Maluku’s traditional food in understanding the procedure text. Each cycle in our research consisted of two meetings and the last meeting will be the test to measure the students comprehending about the content of the text.

We started our research in cycle one on September 2nd, 2018. Two meetings had done successfully (12th and 19th of September 2018), and then we did post-test of the 1st cycle for the students on February 26th, 2015. We still used the same materials but different in the content of the text to be applied. After doing the evaluation of the 1st cycle of *Alphaboxes Strategy*, we then compare them through the result as shown in figure 3.2 as follow:

Figure 3.2. The Result of 1st Cycle

From the data above, we could conclude that we need to do the next cycle the result of the Cycle I couldn't reach the minimum standard of our research where we need the mean of the class was 75 and the total percentage of students' success was 80%. As the reality shown in the data above was the mean score was 77, the highest score was 100 and the lowest one was 55. The percentage of students' success was 56%. Although the result had been 77 in mean score and it stated that we were successful in doing this research but the rest of success just for 56% and it indicated that we had to complete our research until we got 80% in success. That was why, we tried to continue our research to the cycle II..

Before starting our next research, we discussed about the strengthen and the weakness that we found during the research. In the first cycle we found (1) This text was new to the students so, they were confused for the first time during the implementation. For the next meeting, they were serious in doing all activities in this research; (2) the vocabularies in the texts could be understood fast because they have background knowledge with them. So when they did the tasks, some of them did not need to look for the meaning in the dictionaries. As those strategies helped them much; (3) the students were happy doing their tasks. As they did competition one another to prove that they could handle their problems. Sometimes they got difficult and need the teacher to explain a little bit to lead them understanding the concept of the materials.

The 2nd cycle has done on October 10th, and 17th, 2018. The result can be shown in the figure 3.3. below:

Figure 3.3. The Result of 2nd Cycle

The figure 3.3 showed that there was a significant different in the result of the test in 2nd cycle. The mean score was 87. The highest score of was 100, the lowest score was 70, the total number of the students' success was 93%.

From the result of the test above, the writer concluded that the research that has done will be stopped because the criteria of success had already reached. Thus, we couldn't continue our research to the 3rd cycle.

Finding

The finding suggested that the use of Maluku's traditional foods in procedure texts can improve students' reading comprehension of the first semester students in Xth grade of SMK Negeri 1 Ambon. It was obviously seen that the score of the students in the result of the text kept increasing from the orientation test until the post-test of cycle II. The result showed that the students' understanding about general procedure text was so low. It can be proved by doing pre-test. The total numbers of students succeeded were 15%. The highest score could reach 80 and the lowest one was 45 while the mean of the pre-test was 61. This reasons made the wrter wanted to do the research using Maluku's culture materials. She then chose tradiotional foods of Maluku as a basic materials to attract the students' attention to join her lesson referring to procedure text. She started her collaborative action research with the English teacher of the tenth grade of SMK Negeri 1 Ambon to know how well her materials that she arranged can improve her students understanding of the procedure text.

On September 2018, she started her first cycle. During the implementation, the students gave their good responses toward the materials. It can be proved by the increasing of their result score in the Cycle I. The mean score that they achived was 77, the highest score was 100 and the lowest one was 55. The percentage of stu-dents' success was 56%. Although the result had been 77 in mean score and it stated that we were successful in doing this reasearch but the rest of success just for 56% and it indicated that we had to complete our research until we got 80% in success. That was why, we tried to continue our research to the cicle II.

Based on the reflection from both the English teacher and the researcher, we then did the next cycle which called the cycle II. The material was the same. It was procedure text using kind of Maluku's traditional foods references. From the result, we got: the mean score was 87. The highest score of was 100, the lowest score was 70, the total number of the students' success was 93%.

The qualitative data taken from observation sheet and questionnaire sheet also showed that the students' questionnaire toward the implementation of *Maluku's Traditional food* in procedure text can be described as follow: 77,27% were interested in learning English text by knowing the meaning of vocabulary first and 22,28% were still not interest at all. 81,82% showed their interesting after implementing *Maluku's Traditional food* in procedure text, 13,64% were still confused and 4,54 was not give his answer. In understanding a proce-dure texts, 95,45% stated that they were easy to understand them and enjoy reading them after the implementation *Maluku's Traditional food* mention previously. While 4,54% did not give his respond.

From the rest of the data above that *Maluku's Traditional food* was very helpful in improving students' reading skill in understanding the procedure texts. It was noted during teaching and learning process, they enjoyed their class very much.

Conclusion And Recommendation

Based on the research finding, the conclusion can be drawn as follow: (1), the use of *Maluku's Traditional food* in understanding the procedure text had positive impact; (2) from the observation and documentation, the writer knew that the English teacher and the students did all of the stages in the teaching and learning process starting from preparing lesson plans to do pre-activities, whilst-activities and post activities well; (3) from the interview with the English teacher and the students, the writer got positive responds from them concerning to the applying this way. According to them, by providing *Maluku's Traditional foods* in procedure text was attractive and helpful to practice their reading comprehension; (4) the result of the questionnaire showed that In understanding a procedure texts, 95,45% stated that they were easy to understand them and enjoy reading them after the implementation. While 4,54% did not give his respond.

Based on the above conclusions, it was recommended that teachers who teach reading texts should apply something that related with the students' cultures such as introducing *Maluku's Traditional food* in procedure text. This way can help students easily to understand the content of the texts. For the students, they can use and have more exercises with this text in daily activities in order to improve their capability in understanding all genre of texts.

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