IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE

TEXT BY USING REALIA

By: Maryati Salmiati[1]

Abstrack

Menulis teks merupakan salah satu ketrampilan dalam pembelajaran bahasa Inggris di tingkat Sekolah Menegah Atas. Dalam tulisan ini penulis menjelaskan hasil penelitian tindakan kelas yang dilakukan di MAN 1 Medan, dengan menggunakan *Realia* dalam meningkatkan kemampuan menulis *procedure text*. *Reali*a adalah benda yang nyata dan barang barang yang dapat dibawah ke ruangan kelas sebagai contoh atau alat bantu yang dapat digunakan guru untuk membantu menjelaskan materi pembelajaran. Dalam penelitian tindakan kelas ini di dapatkan hasil penggunaan *reli*a dapat menciptakan kehangatan, dan antusias murid dalam menulis *procedure text*, dengan melakukan 2 cycle ditemukan bahwa relia dapat meningkatkan kemmapuan menulis *procedure text*.

Key words: R*realia, Procedure Text* dan Penelitian Tindakkan Kelas.

A.   INTRODUCTION

English has become a very powerful language in the world. As one of international language, most communities in the world use English in communication. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the international community of world beacuse there are so many things that use English language, and to get information from that things they have to mastering English. Moreover, English plays important role for all aspects because the development of science and technology is mostly transferred through it.

---

[1] Writer is an English Education Departement Lecturer of Tarbiyah and Teacher Training Faculty (FTIK), UIN SU

There are four skills in learning English they are listening, speaking, reading and writing. Writing is the expression of language in the form of letters, symbols, or words. The primery purpose of writing is communication. Writing is not only to develop idea but also develop feeling in mind. Writing should be effective and include aspects such as, word choice, grammar, mechanic and content. There are many genre in writing. They are: recount, descriptive, narrative, report, discussion, procedure, etc.

Procedure text is a piece of text that describes how something is accomplished through a sequence of actions or steps. It is usually found in our daily life. To make a good writing procedure text is influenced by many factors such as mastering vocabulary, punctuation, capitalization, conjunction, grammar, spelling, strategy, method, media, etc.

In fact, the students usually find some difficulties when they are learning about genre in writing. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in learn procedure text. Because 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.

Based on the first observation at MAN I Medan especially with students' of tenth grade, the students have difficulties in writing procedure text because sometime the teacher only explains what are the social function, generic structure and the lexicogrammatical function of procedure text. So, the students have difficulties when they must write a procedure text based on their imagination and experiences.

There are some factors that can influence the low ability of students in writing procedure text, that is internal and external factors. Internal factors are students' interest, motivation, IQ or others. External factors are parents, materials, teaching media, including methodology, etc.

One of the ways to solve the problem above is supporting the learning process by using realia. Realia is the real things true. It means that the teacher use

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. So, they don't need imagine because they can practice it in the classroom using real thing. The researcher thinks that it will be better and more effective if she can apply it at tenth grade students of MAN I Medan. Usually most of them have seriousness to study about English.

B. THEORETICAL REVIEW

1. The General Concepts of Writing

Writing is way of thinking as well as a means of communication. Writing is combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[2]

Writing is the expression of language in the form of letters, symbols or words. The primary purpose of writing is communication. In writing there is called a text.[3] If the students want to write something they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay.

Writing is one of the language skills which informs us the writer's ideas in the written form. It is a process of communication, which requires an entirely different set of competence and uses rhetorical conventions. By writing made information listened to be remembered.

2. Text

Oxford Advanced Learner's Dictionary stated that 'text is the main written or printed part of a book or page, contrasted with notes'.[4] Creating a text requires us to make choices about the words they use and how they put them

---

[2]Caroline T. Lines, *Practical English Language Teaching. Young Learners*, (New York: McGraw-Hill, 2006), p. 98.

[3] Utami Dewi, *How to Write*, (Medan : La-Tansa Press, 2010), p. 2.

[4] A. S. Hornby, *Oxford Advanced Learners' Dictionary,* (New York: Oxford University Press, 1987), p. 1234.

together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

Text is a unit of meaning which is coherent and appropriate for its context.[5] Human beings are different from other creatures that live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it's mean human need to express their own expressions in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

3. Procedure Text

Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.[6] In the term of reading text, the purpose of procedural text is to give the manual instructions or steps of making, arranging, and doing something to the readers. So, the readers not only read the whole text, but also follow the instructions based on the right steps that are given in the text. Key words for this text are "what needs to be done?" or "what should I do?". [7] There are three generic structure of procedure text, they are:[8]

a. An Introductory statement that gives the aim or goal.

b. A list of the materials that will be needed for completing the procedure (not required for all procedural texts).

c. A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Significant lexicogrammatical features of procedure text are:

a. Simple Present Tense, especially imperative form

---

[5] Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 4.

[6] Rudi Hartono, *loc. cit.*

[7] Pardiyono, *Pasti Bisa, Teaching Genre-Based Writing,* (Yogyakarta: C. V. Andi Offset, 2007), p. 125.

[8] Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: MacMillan Education Malaysia. 1997), p. 53.

Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, cut, stir, add, boil, etc.

b. Connective of sequence

Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

c. Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

4. Realia

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.[9] Realia is a term for real things-concrete object that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences on which to build and to provide students opportunities to us all senses in learning. Realia allows the students to see, feel, hear, and even smell the object.[10] Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.[11]

a. The Advantages of Using Realia

Realia are useful in teahing and learning process. Here, some the advantages of Realia:

---

[9] http://iteslj.org/Articles/Smith-Realia.html?ref=Guzels.TV.

[10] Adrienne and Jordan, *Fifty Strategies for Teaching English Language Learner,* (New Jersey: Pearson Education, 2004), p. 24.

[11] Jeremy Harmer, *op. cit.,* p. 140.

1. The use of Realia is only limited by your imagination and possibly practically too.

2. Using Realia stimulates the mind, bring vocabulary to life like no other visual aid and one way of encouranging creativity by involving the sense. Students can touch it, smell it, and maybe even taste it.

3. Using Realia hellps to make English lessons memorable by creating a link between the objects and the word phrase they represent.

4. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanation and drawing funny pictures on the board. Realia saves time, as recognition of an object is often immediate although there could be some axceptions, depending on where you are teaching.

5. Realia breathes life into new vocabulary, and the chances of your students remembering the new words you have taught them increase. Take the word biscuit: the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object. Realia doesn't have to be limited to food or drink. Timetables, tickets, newspapers, clothes, in fact any object you can think of can be used as a teaching aid.

6. Bringing Realia into your lesson is a great icebreaker and serves as a useful tool to prompt conversation. It also takes some of the attention and pressure off you by concentrating the students minds on the object and word in question.

7. Using Realia and other visual aids will generate interest and help create an atmosphere conducive to learning.

8. Using Realia for learning vocabulary or grammar. It is unrealistic to bring real objects into your classroom for every single word that you wish to teach and some words will lend themselves better than others to using Realia.[12]

b. The disadvantages of Using Realia

1) Real things are not always readily available.

---

[12] http://EzineArticles.com/?expert=Crish Soames.

2) Effective learning is unpredictable through realia.

3) If left sitting around the classroom, realia can be a distraction.

4) Storage and retrieval can create problem.

5. Teaching Procedure Text Using Realia

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 simply 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 is miniature objects that resemble their real-world counterparts, provide an excellent tool to help these children develop essential English vocabulary. Realia enhance meaning and make vocabulary more concrete and, therefore, more comprehensible.[13]

Chiarantano (2005) as quoted by Siti Suharsih and Aisyah Hamidiah, suggested some realia used for teaching English to young learners as mention below:[14]

a) To teach vocabulary for animals, clothing, fruit, use actual objects or facsimiles thereof (pieces of clothing, toy animals, plastic fruit). For young learners, it's a very useful tool in making the abstract concrete.

b) To introduce a country, such as learners to Canada (or countries) use a Canadian flag, a map of the world, and photographs of Canada. Create a picture of a country, introduce and practice target vocabulary and sentence patterns (for example: I'm from Japan), and serve as a springboard to compare and contrast Canada with Japan (Japan is part of Asia. Canada is part of North America.)

---

[13] Lisa Schwimmer Marrier, *Realia: Making Language Real*, (Berkeley: Primary Concepts, 2007), p. vi.
[14] Siti Suharsih and Aisyah Hamidiah, *Realia: The Effective Media for Teaching English for EYL*, p. 9, (http://eprints.umk.ac.id/340/3/PROCEEDING_TEYLIN_2.12-20.pdf).

c) To teach prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk and so on.

d) To create a dialogue using the present simple tense and present perfect tense use chado (The Japanese tea ceremony).

e) To tell a story of bigday use Christmas cards as a means to explain the concept of Christmas and some of its many traditions, to illustrate Christmas images such as Santa Claus, reindeer, candy cane, Christmas trees, poinsettia and to teach Christmas greetings such as "Merry Christmas and a Happy New Year. Christmas cards provided a springboard to get my students to talk about their own holidays and customs.

C. METHODOLOGY OF RESEARCH

This research was conducted by applying Classroom Action Research (CAR). Classroom Action Research is utilized because it aims at improving outcomes of teaching and learning. CAR is a kind of research which was conducted during the learning process it aims at overcoming various real problems to improve the learning process quality in the class.[15] According to Harmer, action research is the name given to series of procedures teachers can engage in either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.[16]

A classroom action research consists of three words that can be understood as follows understanding:[17]

1) Research: examine the activities of an object, use the rules of a particular methodology to obtain data or imformation useful improve the quality of a thing that interest and important for researcher.

---

[16]Chandra Wijaya dan Syahrum, *Penelitian Tindakan Kelas: Konsep dan Penerapannya dalam Ruang-ruang Kelas,* (Medan: Latansa-Press, 2012), p. 8.
[16] Jeremy Harmer, *op. cit.,* p. 344.
[17] Suharsimi Arikunto, *Prosedur penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 71.

2) Action: something moment activities that deliberately made with a specific purpose, which in this study form a series of cycle of activity.

3) Class: is a group of student who are in the same receives the same lesson from a teacher. Restrictions written for understanding of the nation that class is long to knock out a misconception and is widely understood by the public with the room of class room but a group of students who were studying.

D.   TECHNIQUE OF DATA ANALYSIS

This study was used qualitative and quantitative data. The qualitative data was analyzed from diary note to describe the improvement of students' ability in writing procedure text. The quantitative datais collected and analyzed by computing the score of students writing evaluation. To know the mean of students score for each cycle, the researcher apply following formula as [18]:

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

Where:

$\overline{X}$ = The mean of students' score

Σx = The total score

N   = The total number of students

Next, to categorate the number of master students, the writer continued it by apply the following formula[19]:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who got the score of ≥ 80

R = The number of students who got the score of ≥ 80

T = The total number of students who did the test

---

[18] Sudjana, *Metoda Statistika*, (Bandung: PT. Tarsito Bandung, 2001), p. 67.
[19]M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran,* (Jakarta: PT. Remaja Rosdakarya, 1984), p. 132.

E.   THE RESEARCH FINDING

Based on the research, it was proved that the data showed the mean of the students' score imroved in every test. The result indicated that there was an improvement on the students' writing ability through realia media. After collecting the data, the mean of pre test was still low (64,75), and then it was done cycle I. After doing the action by using realia media in cycle I, the result of the post test had increased from the pre test (75,33). However, in cycle I there were still difficulties of the students and it needed to do cycle II. The difficulties that students faced are errors in sentence structure and word choice.

Next, after giving the action in cycle II, the result of the post test had increased significantly from cycle II (86,86). In the other words, the students' ability in writing procedure text became well from the first meeting to the next meeting. It implied that realia media was effective in improving students' ability in writing procedure text, and the data above can be concluded that the students' ability have been improved by realia.

The qualitative data were taken from diary notes, observation sheet and documentation showed that the students participated effectively during the research. The teacher and the students gave good opinion about procedure text through realia media.

Table 1

The Score of Students in the Pre-Test until the Post Test in Cycle I and

Cycle II

No	Initial of Students	Value					
		Pre-test		Cycle I		Cycle II	
1	AGP	47	Unsuccessful	68	**Unsuccessful**	80	Successful
2	AN	63	Unsuccessful	74	**Unsuccessful**	88	Successful
3	ARS	62	Unsuccessful	70	**Unsuccessful**	89	Successful

4	AHS	81	Unsuccessful	86	Successful	93	Successful
5	AAR	54	Unsuccessful	70	**Unsuccessful**	85	Successful
6	ARR	80	**Successful**	86	Successful	93	Successful
7	CT	80	**Successful**	82	Successful	91	Successful
8	DNR	55	Unsuccessful	69	**Unsuccessful**	83	Successful
9	DA	50	Unsuccessful	62	**Unsuccessful**	80	Successful
10	FNZ	71	Unsuccessful	81	Successful	88	Successful
11	FAS	57	Unsuccessful	70	**Unsuccessful**	83	Successful
12	FGN	65	Unsuccessful	81	Successful	87	Successful
13	HAK	82	**Successful**	85	Successful	90	Successful
14	HMP	65	Unsuccessful	72	**Unsuccessful**	86	Successful
15	KF	81	**Successful**	84	Successful	95	Successful
16	MA	63	Unsuccessful	72	**Unsuccessful**	86	Successful
17	MDF	69	Unsuccessful	81	Successful	89	Successful
18	MRF	54	Unsuccessful	67	**Unsuccessful**	83	Successful
19	Maz	70	Unsuccessful	80	Successful	89	Successful
20	MMK	44	Unsuccessful	61	**Unsuccessful**	78	**Unsuccessful**
21	NUS	62	Unsuccessful	78	**Unsuccessful**	87	Successful
22	NA	56	Unsuccessful	68	**Unsuccessful**	81	Successful
23	NAH	66	Unsuccessful	74	**Unsuccessful**	85	Successful
24	NPS	48	Unsuccessful	63	**Unsuccessful**	77	**Unsuccessful**
25	PA	81	**Successful**	85	Successful	94	Successful
26	PFR	70	Unsuccessful	82	Successful	90	Successful
27	RAH	69	Unsuccessful	80	Successful	88	Successful
28	RA	72	Unsuccessful	81	Successful	92	Successful

29	SA	56	Unsuccessful	67	**Unsuccessful**	85	Successful
30	SJT	80	**Successful**	85	Successful	95	Successful
31	SF	63	Unsuccessful	80	Successful	84	Successful
32	SNR	56	Unsuccessful	69	**Unsuccessful**	83	Successful
33	SAW	69	Unsuccessful	80	Successful	89	Successful
34	TRS	61	Unsuccessful	72	**Unsuccessful**	87	Successful
35	THA	72	Unsuccessful	82	Successful	93	Successful
36	YF	57	Unsuccessful	65	**Unsuccessful**	83	Successful
Total		$\sum$= 2331		$\sum$= 2712		$\sum$= 3127	
Mean		$\bar{X}$= 64,75		$\bar{X}$= 75,33		$\bar{X}$= 86,86	

F. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

After analyzing the data quantitatively, it was found that the students' score increased from Pre-Test to Post-Test of cycle I until Post-Test of cycle II; it can be concluded that: (a) The application of realia can improve the students' ability in writing procdure text, it could be seen from improvement of the mean of students' score namely, the mean of Pre-Test (64,75) is improved compared with the mean of Post-Test in cycle I (75,33) and compared with the mean of Post-Test in cycle II (86,86). (b) The percentage of the students' ability in writing procdure text in the pre test is (16,66 %) which is lower than the post test I (47,22 %) and lower than post test II (94,44 %).

Qualitatively, it is also proved by the diary notes, observation sheet's result, and documantation evidence result which indicated improvement in teaching learning process from cycle I to cycle II. From the data we can see also the students' enjoyment, happiness, enthusiastics, knowing and writing procedure

text. Based on the results of the data, the conclusion is that teaching through realia improves the students' ability in writing procedure text.

1. **Suggestions**

The result of this study shows that the aplication of realia media can improve the students' ability in writing procedure text. Therefore, the following suggestions are offered:

1. For students, to motivate them in improving their ability in writing procedure text.
2. For the English teacher, suggested the teacher to use realia media in teaching English especially in learning procedure text, to be can improve the students' ability in english learning.
3. For the principal, it can be reference in providing teaching media training for English teacher for enable them in selecting appropriate media in teaching English that suitable for the students.
4. For other researchers, it can be the alternative media to conduct the research related to the improvement of students' ability in writing procedure text.

REFERENCES

Adrienne and Jordan, *Fifty Strategies for Teaching English Language Learners,* New Jersey: Pearson Education, 2004.

Anderson, Mark and Kathy Anderson, *Text Types in English 1*, South Yarra: MacMillan Education Malaysia, 1997.

Arikunto, Suharsimi, *Penelitian Tindakan Kelas*, Jakarta: PT. Bumi Aksara, 2008.

Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2006.

Chandler, Daniel, *'An Introduction to Genre Theory',* 1997. URL (online) http://www.aber.ac.uk/media/Documents/intgenre.html.

Dewi, Utami, *How to Write*, Medan: La - Tansa Press, 2010.

Harmer, Jeremy, *The Practice of English Language Teaching,* Malaysia: Longman, 2002.

Hartono, Rudi, *Genres of Text,* Semarang: UNNES, 2005.

Hidayati, Nuria Ulfi, *Improving Studens' Ability in Writing Procedure text Using Realia (A Classroom Action Research with Students of Grade VIIG at SMP N 18 Semarang in the Academic Year of 2010/2011),* 2009, (Unpublished Thesis Semarang: IAIN Walisongo Semarang).

Hornby, A. S, *Oxford Advanced Learners' Dictionary*, New York: Oxford University Press, 1987.

Khan, Muhammad Muhsin and Muhammad Tagi-ud-Din Al-Hilali, *Interpretation of the Meanings of The Noble Qur'an in the English Language*, Riyadh Saudi Arabia: Dar-us-Salam Publications, 1999.

Linse, Caroline T, *Practical English Language Teaching, Young Learners*. New York: McGraw-Hill, 2006.

Marrier, Lisa Schwimmer, *Realia: Making Language Real*, Berkeley: Primary Concepts, 2007.

Pardiyono, *Pasti Bisa,Teaching Genre-Based Writing,* Yogyakarta: C. V. Andi Offset, 2007.

Purwanto, M. Ngalim, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran,* Jakarta: PT. Remaja Rosdakarya, 1984.

Richards, Jack C, *Professional Development for Language Teachers strategies for teacher learning,* New York: Cambridge University press, 2005.

Sudjana, *Metoda statistika*, Bandung: PT. Tarsito Bandung, 2001.

Suparno, Paul, *Action Research: Riset Tindakan Untuk Pendidik,* Jakarta: Grasindo, 2008.

Suharsih, Siti and Aisyah Hamidiah, *Realia: The Effective Media for Teaching English for EYL*, p. 9, (http://eprints.umk.ac.id/340/3/PROCEEDING TEYLIN_2.12-20.pdf) Accessed On Apr, 7th 2015 at 04.36 p.m.

Yazid, Mahmud Y. The Quran, *An English Translation of The Meaning of The Quran*, Beirut: Dar Al Chopro, 1980.

Wijaya, Chandra dan Syahrum, *Penelitian Tindakan Kelas: Konsep dan Penerapannya dalam Ruang-ruang Kelas,* Medan: La-tansa Press, 2012.

http://EzineArticles.com/?expert=Crish_Soames (accessed on Jan 29, 2015 at 09.32 p.m)

http://iteslj.org/Articles/Smith-Realia.html?ref=Guzels.TV (accessed on Jan 29, 2015 at 08.39 pm)