**IMPROVING STUDENTS’ ABILITY IN WRITING PROCEDURAL TEXT**

**BY USING REALIA AT THE THIRD YEAR STUDENTS OF**

**SMP NEGERI 1 PALLANGGA**

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**ABSTRACT**

The aim of the research was to find out whether the use of realia can improve students ability in writing procedural text at the third year students of SMP Negeri 1 Pallangga in academic year 2014/2015 .The method used in this research was an experimental research. The cluster random sampling was used to take the samples as the experimental group and the control group. The experimental group was taught by using realia while the control group was taught through lecturing method. The instrument used to collect the data were test (pretest and posttest) and questionnaire. Test was used to know students’ writing ability before and after the experiment conducted . Questionnaire was given to know the students’ interest toward the use of realia. The data were obtained from test, it was found that the mean score of pretest for experimental group was 55.01 and control group was 56.10. While, the mean score of posttest for experimental group was 75.85 and control group was 64.75.

Based on the result of data analysis , there was a significant difference between the result of posttest of the experimental group and the control group. The probability value in writing ability was lower than the level significance ( 0.000< 0,05). It means that H1 was accepted and Ho was rejected .It was also found that the mean score of the students’ interest in experimental group is 87.85 and it is categorized as strongly interested. It means that the use of realia significantly improved the students writing ability and the students interested were strongly interested toward learning writing procedural text by using realia.

**Keywords:** writing procedural text, using realia

**INTRODUCTION**

In teaching and learning process, we usually find the English skills are taught orderly, namely listening, speaking, reading then writing. Even though writing is taught in the last but it does not mean that it is not important. Writing as productive skill besides speaking, through of them, we can express and share what we think, feel and experience. It is stated by Cahyono in Cahyani (2012). Writing is a communicative act; It is a way of sharing is also help the students in speaking. It can be seen when the students write what they will speak before they conveying it.

In junior high school the students are expected to write several kinds of text or genre. Based on the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 and 2013 curriculum syllabus of junior high school require students to be able to write some kind of genre in writing. They are descriptive, procedure ,narrative, recount and report. Among these texts, the researcher chose procedural text to be studied in this research.

Procedural text is the form of text that has meaning a piece of text that gives instructions for doing something. The purpose is to explain how something to be done. This kind of text becomes one of important material because it is mostly found in daily life, for example how to make a cup of tea, how to operate fan and how to play games.

However, it was found that most of the third year students of SMP Negeri 1 Pallangga could not reach the minimal standard score of writing. The students had still problem in writing especially in writing procedural text. The inability of students to write it is caused, they did not have idea and get difficult in grammar to make sentences besides that the students were lack of interest in learning writing.

Procedural text as a kind of text. It need explanations about how to make or how to do something where there are some of steps or action in it. Many students have problem in writing procedural text. They do not know what they will write a piece of piper. Indirectly the students demanded to know what they will do or make. So the students effort to imagine what they will write. It need more time and make them be bored.

In order to solve this problem, we need some creative strategy to make the teaching writing more effective and interesting for students to learn procedural text and take much participation in learning process.

Basically, there are some of researcher had been implemented the teaching methodologies to improve students, ability in writing , some of them use media. They were using Sequence Pictures (Asriani, 2010), Using Video Authentic Material (Komariah. 2010 ). These media are recommended to improve the students writing ability. However the researcher was interested to use realia in teaching writing procedural text.

Realia is the real things. The teacher uses the things to show the material that used in making or operating something during learning process writing procedural text. So the students do not imagine what they will do because they can practice by using realia directly as they usually done in their daily life, then writing on a piece a piper in procedural text form.

**LITERATURE REVIEW**

Basrun (2005) in his research entitled “Increasing the ability of the students of SMP Negeri 1 Kahu to write procedure text through strip questions “ concluded that the use of strip question is effective in increasing the writing achievements of eight grade students of SMP Negeri 1 Kahu. Asriani ( 2010) stated that the use of sequence picture is interesting and applicable to the students to write in English. The use of sequence picture could stimulate and encourage the students to develop their ideas and imagination to write narrative paragraph in English. Arifdah et,al ( no year) found that the application of realia can significantly improve students’ achievement in writing descriptive text.It can be seen from the improvement of mean of students’ score, namely: the mean of first evaluation (66,2926) increased to the mean of second evaluation (76,7560) and the mean of third evaluation (87,0243). The score continuously improved from the first evaluation to the third evaluation.

*The concept of writing*

According to Byrne (1998), writing is the way to channel ones thought by using graphic symbols that is letters or combination of letters which relate to the sounds made when someone speak. Kroma in Rezaswahyuni argues that writing is kind of activity where the writer expresses all ideas in his mind in the paper (print) from words to sentences, sentences to paragraph, paragraph to essay. Based on the definitions above , the researcher concludes that writing is a way to express our idea ,thought and feeling in the form of written. by symbolizing the words to sentence, sentence to paragraph and paragraph to essay.

*Procedural Text*

There are many kinds of genre that is taught in junior high school, but here the writer focus on procedural text. Procedural text is the text that gives the instruction how to make or how to do something. According to Mahmud in his blog, the definition of procedural are: 1) Text that explain how something works or how to use instruction / operation manuals, e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. 2) Text that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. 3) Text, that deals with human behaviour eg how to live happily, how to succeed. Wardiman (2008;134):states that procedural text is a text that gives some clues of how to do something through a series of actions.. Also Aditya in his blog. states s that procedural text is a text that is designed to describe how something is achieved through a sequence of action or steps.

*Realia*

Realia is consisting of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production. Realia is an objects or activities used by teacher to demonstrate real life (particularly of peoples studied), objects that educators use to help students understand others cultures and real life circumstance, real things, things that are real. 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. (Harmer :2002) Realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. When the real object is not available or impractical, teacher can use models or semi-concrete objects, such as photograph, illustrations, and artwork.

Based on the explanation above, the writer concluded that realia is one of the media that make the students in real life situation , where they can practice what they will make or do by using realia, so the student don’t image what they will write but they write what they have done by using real thing directly.

**METHOD**

The method used in this research was quasi experimental .which consisted of two groups, namely experimental group and control group. The experimental group (E) treated by using realia in learning procedural text while the control group was treated through lecturing method (without using realia).

**Population and Sample**

The population of this research was the third year students of SMP Negeri I Pallangga, academic year 2014/2015. It consisted of 16 classes in this semester. This research used cluster random sampling technique. The researcher took 2 classes as sample. One class as experimental group and another was control group.

**Data Collection and Analysis Procedures**

The data was collected through the following procedure:

*Pretest*

Before doing the treatment, the researcher conducted pretest was to find out the students’ ability in writing procedural text before giving treatment.

*Treatment*

After giving pretest, the writer conducted treatment for three times for both groups, the experimental group and the control group. The experimental group was taught writing procedural text by using realia while the control group was taught to write procedural text through lecturing method .

*Posttest*

After treatment, the posttest was given to the students to know the students’ improvement. The procedure of collecting data in the posttest is the same as in the pretest, the questions of the post test is similar to the questions in pretest.

*Questionnaire*

The questionnaire was given after posttest to know the students’ interest toward the use of realia in writing procedural text.

**RESULT**

**The students’ scores obtained through test**

*The percentage of students’ achievement in pretest*

The result of the students’ score in the pretest and the percentage for the experimental group and the control group is presented in the following table.

Table 1. The percentage of students’ pretest score

|  |
| --- |
| Experimental Group Control class |
| Classification Score Frequency Percentage Frequency Percentage |
| Very good 86 - 100 0 0 % 0 0 %  Good 71 - 85 3 7.5% 3 7.5% |
| Average 56 - 70 14 35% 18 45 % |
| Poor 41 - 55 23 57.5% 19 47.5 % |
| Very Poor 0 - 40 0 0 0 0 |
| Total 40 100 40 100 |

Based on the table 1.1, we can see that the result of pretest for students of the experimental group was in poor category. There were 23 students with percentage 57.5% got poor , there were 14 students with percentage 35% got average , there were 3 students with percentage 7.5 % While in the control group, there were 19 students with percentage 47.5% got poor , there were 18 students with percentage 45% got average , t here were 3 students with percentage 7.5% got good .

The frequency and the percentage of experimental group and control group in pretest shows that a large of frequency of the students in each group gained poor It indicates that the students’ achievement is needed to be improved.

*The percentage of students’ achievement in posttest*

Table 2. describes the result of the students’ score in the posttest and the percentage for the experimental group and the control group,.

Table 2. The percentage of students’ posttest score

|  |
| --- |
| Experimental Group Control class |
| Classification Score Frequency Percentage Frequency Percentage |
| Very good 86 - 100 3 7.5% 1 2.5%  Good 71 - 85 28 70% 12 ]30% |
| Average 56 - 70 9 22.5% 20 50% |
| Poor 41 - 55 0 0 7 17.5 % |
| Very Poor 0 - 40 0 0 0 0 |
| Total 40 100 40 100 |

Table 2 shows the result of posttest for students in the experimental group was in good category. There were 9 students with percentage 22.5 % got average, there were 28 students with percentage 70 % got good and there were 3 students with percentage 7.5 % got very good. While in the control group, there were 7 students with percentage 17.5 % got poor, there were 20 students with percentage 50 % got average , there were 12 students with percentage 30% got good and there were 1 student with percentage 2.5% got very good. From the data, it can be seen that there is a significant improvement of the students ’writing ability after the researcher gave treatment.

*The mean score and the standard deviation of students’ pretest for the experimental and the control class*

The pretest for the experimental group and the control group was given before conducting the treatment. It was conducted in order to find out whether or not both experimental group and control group were in the same level.

The result of the mean score and the standard deviation of the students’ pretest in experimental and control group were presented in the following table.

Table 3 The Mean Score and Standard Deviation of Students’ Pretest

|  |
| --- |
| Group Mean score Standar Deviation |
| Experimental 55.10 8.412  Control 56.10 9.734 |

Table 3 shows that the mean score of the students’ pretest in the experimental group was 55.10 While in the control group was 56.10. The mean score of the control group was higher than the experimental group, 56.10 > 55.10. The standard deviation of the pretest in the experimental group was 8.412 while in control group was 9.734.

Furthermore, the researcher presented the mean score of students’ pretest based the five component of writing . It can be seen in the following table.

Table 4.4. The Pretest Mean Score Based on the Components of Writing

|  |  |  |
| --- | --- | --- |
| Writing Element | Experimental group Control Group | |
| Mean Score Mean Score | |
| Content  Organization  Vocabulary  Language Use  Mechanics | 6.03  5.48  5.78  5.18  5.10 | 6.08  5.53  5.88  5.08  5.50 |

Table 4 shows the mean score of the students’ pretest scores based on the five components of writing. The table indicates that the students’ pretest mean scores in each component of the two groups are different . The students’ mean score of the experimental group in content aspect of writing is 6.03, organization aspect is 5.48, vocabulary aspect is 5.78 , language use aspect is 5.18 and mechanic is 5. 10 while the students’ mean score of the control group in content aspect of writing is 6.08 ,organization aspect is 5.53 , vocabulary aspect is 5.88, language use aspect is 5.08 and mechanic aspect is 5.50 .

The mean score of experimental group and control group were different but to know whether the difference is statistically significant or not, the researcher applied t-test to analyze it. The result shows that the t-test value was lower than the t-table shown in the table 4.

Table 5. Mann-Whitney test of writing skill on pretest

|  |
| --- |
| Variable Probability Value Asymptotic significant |
| Pretest 0.05 0.707 |

The data in table 4.5 indicate that the P-value (0.000) was lower than the Asymptotic significant (2-tailed) 0.05 < 0.707. It means that the difference was not statistically significant. We can conclude that the experimental group and the control group had the same ability in writing skill before treatment given.

*The mean score and the standard deviation of students’ posttest for the experimental group and the control group*

The posttest was given to both of the experimental group and the control group. The purpose of the posttest was to know whether there were different in the students’ achievement of the experimental group and the control group.

Table 6. The Mean Score and the Standard Deviation of Students’ Posttest

|  |
| --- |
| Group Mean Score Standard Deviation |
| Experimental 75.85 5.011  Control 64.75 9.700 |

The table 6. shows that the result of posttest score in the experimental group and the control group were different.. The mean score of the experimental group was higher than the control group, 75.85 > 64.75. The standard deviation in experimental group was 5.011 while in control group was 9.700

Like the pretest scores previously, the researcher also presented the mean score of students’ pretest based the five component of writing . It can be seen in the following table.

Table 7. The Posttest Mean Score Based on the Components of Writing

|  |  |  |
| --- | --- | --- |
| Writing Element | Experimental group Control Group | |
| Mean Score Mean Score | |
| Content  Organization  Vocabulary  Language Use  Mechanics | 8.23  7.53  7.88  7.28  7.03 | 7.03  6.30  6.85  6.10  6.10 |

Table 7 shows the mean score of the students’ pretest scores based on the five components of writing. The table indicates that the students’ pretest mean scores in each component of the two groups are different . The students’ mean score of the experimental group in content aspect of writing is 8.23, organization aspect is 7.53, vocabulary aspect is 7.88 , language use aspect is 7.28 and mechanic is 7.03 while the students’ mean score of the control group in content aspect of writing is 7.03, organization aspect is 6.30 , vocabulary aspect is 6.85 language use aspect is 6.10 and mechanic aspect is 6.10 .

After the researcher conducted the pretest and posttest. The researcher compared the mean score of pretest to posttest of the experimental group and the control group. The mean scores of both groups were significantly different. To prove this, the researcher applied SPSS program 20.. The t- test value is presented in the table 8.

Table 8. Mann-Whitney test of writing skill on posttest

|  |
| --- |
| Variable Probability Value Asymptotic significant |
| Posttest 0.05 0 |

The table 8 indicate that P-value (0.05) was higher than asymptotic significant (0.000). This means that the difference was statistically significant. The mean score of experimental group was significantly higher than of the control group.

*Test of significance*

Inferential analysis was used to test the hypothesis. The researcher used t-test (test of significance) for independent sample, This is a test to know the significant difference between the result of students’ mean scores in posttest in control group and experimental group.

The level of significance (α) = 0,05, the only thing needed the degree of freedom (df) = 39,where N-1 ( 40-1): then the result of test is presented in the table 4.7, and the calculation of t-test of writing achievement on the control group and experimental group was tested by using program SPSS 20 Version

Table 9. The P-value of t-test of writing achievement on experimental group and control group

|  |
| --- |
| Variable P-Value (α) Remarks |
| Postest of Experimental group 0.000 0.05 Significantly  and Control group different |

The table 9. above indicates score. Based on the table, it can be seen that the P-value (0.000) is smaller than 0.05 the level of significance (α) 0,05. It means that the null hypothesis (Ho) was rejected. On the other hand, alternative hypothesis (H1) is accepted. It declares that the use of realia effectively improve the third year students’ writing ability.

**The Students’ Interest**

To know the students’ interest toward the use of realia in writing procedural text, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale. The result shows that the students is interested in writing procedure text by using realia. This indicated by the percentage of the students’ questionnaire which is shown in the following table.

Table 10. The Percentage of the students’ interest

|  |
| --- |
| Category Range Frequency Percentage |
| Strongly Interested 85 - 100 28 70%  Interested 69 - 84 12 30%  Moderate 52 - 68  Uninterested 36 - 51  Strongly Unintrested 20 - 35 |
| Total 40 100% |

Based on the percentage analysis of students’ interest on table 4.7 above, the analysis shows that there were no students who stated negative statement to the use of realia, 28 Students ( 70%) were strongly interested who got score in interval 85-100 and 12 students (30%) were interested in interval 69-84). The table above indicates that the use of realia in teaching writing procedural text is interested to the students . This response is supported by the following table:

Table 4.11.The mean Score of students’ interest

Total respondent Total of students’ score Mean

40 3514 87.85

The table shows that the mean score of the students’ interest is 87.85 which means that it is in strongly interested category according to the range of students’ interest score. It can be concluded that the students interested in the using of realia in writing procedural text.

**DISCUSSION**

*The result of students’ score*

To know the students improvement in writing skill the researcher conducted pretest and posttest. The pretest was given to know the students’ improvement before conducting treatment. Besides that pretest was given to ensure that both the experimental and the control group have similarity of writing skill. The posttest was given to know the students’ writing improvement after giving treatment.

The result of students’ writing score shows the students’ writing ability was at poor level before given treatment. It can be seen from the percentage of who got poor score was greater than those who reached fair score. The mean score of experimental group was 55.10 while the mean score of control was 56.10.

However, after conducting the treatment , the researcher found that the students’ writing ability improved It can be seen from the percentage of score of the experimental group and the control group . The students’ score who taught writing by using realia (the experimental group) shows that some students could reach, very good and good score. While the students who taught writing through lecturing method improved but there were some students still reach poor score. The mean score of the experimental group was 75.85 while the mean score of the control group was 64.75. It means that the score of the experimental group is higher than the score of the control group.

Next , the researcher found that the result of pretest and posttest score of each component in writing. The students’ pretest mean score of the experimental group in content aspect of writing was 6.03 and posttest was 8.23 . It increased 2.20 points. In the control group (pretest to posttest),, the students’ pretest mean score of content aspect of writing was 6.03 and post test was 7.03 . It increased 0.95 points..

Organization , The students’ pretest mean score of the experimental group in organization aspect of writing was 5.48 and posttest was 7.53 . It increased 2.05 points. In the control group (pretest to posttest), the students’ mean score pre-test of organization aspect of writing was 5.53 and post test was 6.30 . It increased 0.77 points.

Vocabulary , The students’ pretest mean score of the experimental group in vocabulary aspect of writing was 5.78 and posttest was 7.88 . It increased 2.10 points. In the control group (pretest to posttest), the students’ mean score pre-test of vocabulary aspect of writing was 5.88 and post test was 6.85 . It increased 0.97 points.

Language use , The students’ pretest mean score of the experimental group in language use aspect of writing was 5.18 and posttest was 7.28 . It increased 2.10 points. In the control group (pretest to posttest), the students’ mean score pre-test of language use aspect of writing was 5.08 and post test was 6.10 . It increased 1.02 points

Mechanics , The students’ pretest mean score of the experimental group in mechanics aspect of writing was 5.10 and posttest was 7.03 . It increased 1.93 points. In the control group (pretest to posttest), the students’ mean score pre-test of mechanics aspect of writing was 5.50 and post test was 6.10 . It increased 0.60 points.

The result analyzed of pretest and posttest score of each component in writing at experimental group showed that the students’ score increased after the students taught writing by using realia. There were significant different score of component of writing. The content aspect got highest score after treatment. The result showed that was in pretest score component of writing ( 6.03) and the result showed that was in posttest writing is (8.23). Then the result showed the mechanics aspect got low score. The result showed that was in pretest score component of writing (5.10 ) and the result showed that was in posttest writing (7.03).

Next the researcher found that the result of inferential statistic analysis in posttest of experimental group and control group showed that the p-Value is lower than level of significant (0,05) (0,000<0,05). It means that there is significant different. It is indicated that null hypothesis was rejected and alternative hypothesis was accepted . It showed that the use of realia significantly increase students’ writing ability.

*The result of questionnaires*

The questionnaires was given after posttest to the experimental group. This was aimed to measure the students interest towards the use of realia in writing procedural text. Based on the analysis of questionnaires showed the mean score of the students’ interest is 87.85 which categorized in strongly interested, the researcher concluded that the students were strongly interest towards the use of realia. It means that realia can be used in teaching English writing.

The reason for the use of realia in teaching writing are; (1) The use of realia make students enjoy in learning English. They do not feel learning but doing realistic. It is related to principal in teaching English . Byrne ( 1988). (2) Realia can limite students imagination, so they will focus on one topic.

From the finding and explanation above, the researcher can say that the use of realia can be implemented in teaching writing of procedural text . Since of realia can improve students’ ability in writing . It is line with Afridah’s research under the titleImproving the students’ achievement on writing descriptive text by using realia. . It was found that the students’ writing ability improved.

**CONCLUSION**

The third year students’ writing ability of SMP Negeri 1 Pallangga significantly improved after learning to write procedural text by using realia. This finding indicates that the use of realia in teaching and learning process is effective in increasing the students’ writing ability, especially in writing procedural text. The students were interested toward the use of realia in learning writing procedural text. The mean score of students ’interest was 87.85. It was categorized strongly interested.

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