

Improving Students' Ability in Writing Procedure Text Through Realia at the Seventh Grade SMPN 3 Ciruas

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Abstract

The objective of this research was to find out the process to teach students' procedure text through Realia and find out whether Realia can improve students' writing ability in learning procedure text. The Population was the ninth grade students of SMPN 3 Ciruas that consisted of 38 students as the sample. The researcher using mix method quantitative and qualitative by applying Class Action research (CAR) as a research methodology. The researcher used pre-test and post-test to collect the quantitative data. Meanwhile, the researcher used observation sheet, and documentation for collecting the qualitative data. This research was conducted in two cycles which consists two meetings in every cycle. The process teaching writing go on very well, the students enjoyed and had more active in every meeting. The students also could build self-confidence and collaborative in learning process because they study based on their experience. Furthermore, the usage of realia makes the class more fun, and the students are more interested in learning writing especially in writing procedure text, so it made the students' writing ability was better than before it can be fun. The result, their fluency score in the first cycle, the average of pre-test was 51.78, and average post-test 1 was 69.78. For cycle 2, the average of post-test 2 was 79.89. So, the students score percentage from pre-test to post-test 1 was 18% and the percentage from post-test 1 to post-test 2 was 10.11%. The researcher found that the students got an improvement in writing skill especially in procedure text. In conclusion, Realia as a media of teaching learning process can improve students' writing skill in procedure text.

Keywords: Writing skill. Procedure text, Realia



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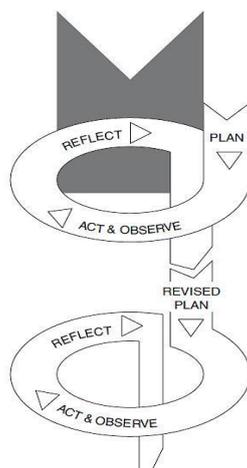
INTRODUCTION

Writing is one of the important skills in English, and it can help the students in learning and developing their English by expressing their knowledge, experience and so on. It can be expressed in form such as essay, paragraph, letter, short story. According to Richard (2003:303) that from those four language skills to be taught at schools, writing is the most difficult for the teachers and students. Most of students assume that writing is one skill that is often a problem in their English learning. The difficulties in learning writing its not only in generating and organizing ideas, but also in translating idea into readable text. Students usually face many difficulties in exploring their ideas or appropriate words to write a good writing. Cowley in Fedrik (2007:8) said that there are different reasons why students have trouble with this. First reason is be that the students are afraid of failing and that they are under pressure to perform. Second reason is be that the students are less practice of writing. From the problems above, the researcher found the problems when Teaching Field Experience Program (PPLK) at SMPN 11 Kota Serang. Students had some difficulties in writing procedure texts. The difficulties come from teacher and students in SMPN 11 kota Serang. First, form the informal talked to the classroom teacher just speaks and wrote, whereas writing passage is a complex activity. The teacher explained the material and wrote in the blackboard, his asked students to compose a text based on teacher's instruction. Second, the students just copied and pasted the teacher's written in their book. They did not get opportunity to develop their idea.

After that, they submitted the assignment without discussing the answers with other students. The students need more interesting in teaching writing because the students were bored. The researcher has found some problems which related to writing skill. The students' writing skill is still low and so far from the target of score where the students' average score is (51,22%), meanwhile the successful minimal criteria (KKM) are 70. It's mean that, the researcher still needs to take an action for the next cycle. Moreover, based on my research conducted on the ninth grade of SMPN 3Ciruas, it showed the same problems that students were lacks of term in writing. It might be caused by the use of teach was not appropriate. The teacher may still use conventional technique in the classroom. To solve these problems, the teacher must try to develop their ability of writing, grammar, structure of the students, and find out an interesting teaching by applying appropriate technique to teach writing. There are some types of technique in teaching writing. One of them is realia. Realia is instructional media enough interesting, because students can see real examples of material that brought teachers. So, that students can be attracted and understanding of the material provided by the teachers difficult students in learning writing especially procedure text can be resolved. The researcher trusts that by using realia students will improve their ability in writing especially in writing procedure text. Richards (1999:315) stated that realia is the actual objects and items which are brought into the classroom as examples or as the aids to be talked or written about and used un teaching. It means that realia is the media or the aids that used in the classroom. Dealing with the background above, the researcher is interested in conducting research entitled "Improving Students' Ability in Writing Procedure Text Through Realia at Ninth Grade SMPN 3 Ciruas".

RESEARCH METHODS

In this research, the researcher using mix method quantitative and qualitative by applied Classroom Action Research (CAR) as research methodology. The researcher used pre-test and post-test to collect the quantitative data. Meanwhile, the researcher used observation sheet, and documentation for collecting the qualitative data. This research was conducted in two cycles which consists two meetings in every cycle. It was applied two cycles or more involved the following steps: (1) planning, (2) acting, (3) observing, and (4) reflecting. Each cycle consisted of two meetings. Each cycle consists of two meetings. According to Kumar (2005:108), action research is the application of fact finding to practical problem solving in a social situation with concern with improving the quality of service. It is carried out to identify areas of concern, develop and test alternatives, and experiment with new approaches. Thus, a classroom action research is a process of application which is done by the researcher to make changes in the classroom. A cycle in classroom action research could be success if the researcher could reach the target as the succeed criteria. The researcher compared the average score of pretest and post-test, if the average score of post-test improved in two cycles, the method was effective. It could be drawn as the picture 1.1 cycles of classroom action research by Kemmis and Mc Taggart (1988) cited in Arikunto (2010: 132) Models.



Picture 1. Classroom Action Research Step by Kemmis and Mc Taggart 1988 in Arikunto (2010: 132)

The Subject and Setting of the Research

The research conducted in Junior High School. The researcher chose the seventh-grade students at SMPN 3Ciruas and one of those classes as the sample of the research. The class is VII/A which consists of 40 students. It is chosen according to English curriculum which writing Procedure text. The settings of the research: Determining the research subject. Providing the instrument of collecting data such as table observation guide to identify the expectation in writing class. Teaching writing procedure text through realia. Observing the class six times to decide whether realia can improve the students' writing ability. Making notes at each meeting. Distributing the questionnaire. Analysing the result of observation and documentation. Explain the result descriptively by using data verification.

Data Collecting Technique

In collecting the data, the researcher used quantitative and qualitative research. The writer used writing ability test as the quantitative data and observation and documentation as the qualitative data.

1. Observation, according to Marshall and Rossman (in Kawulich, 2005), observation is the systematic description of events, behaviours, and artifacts in the social setting chosen for study. Observation is the way to describe existing situations using the five senses. In this research the researcher used participant observation. The researcher was as an actor teaches in the classroom and the other English teacher as researcher's partner. The process of improving students' ability in writing procedure text through realia and students' activities are the main point that are observed by the researcher and her partner. In observing, her partner used observation guide to describe the activities descriptively. The observation conducted at seven grades of SMPN 3Ciruas to improve students' writing ability.
2. Documentation, the researcher used data of students score in English subject and also used the camera to take the pictures as the documentation to see the classroom's situation during treatment. It proves what happens of teaching and learning activities.
3. Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). In this research, test is a mean to measure student's ability in reading comprehension. These tests are to measure students' improvement in writing ability by applying realia. The writer will give a test to the students in the end of every cycle. The form of the test is essay test. Here, the students ask to compose a procedure text based on their experience.

The researcher used test to collect the data and there be two tests in this research as follow: Pre-test used to know the student's achievement in writing skill before the implementation of cycle. Post-test used to know the student's achievement in writing ability in compose procedure text after the implementation of cycle.

Research Instruments

Answering the research questions, the researcher used some instruments. The first research question answered by applying observation, questionnaire, and documentation. The second research question answered by applied pre test and post test.

Table 1. Implementation of Research Instruments

No.	Research Problem	Types of Data	How to Get Data	Time	How to Analyze
1.	How is the process of teaching student's ability in writing procedure text through realia?	Field note	a. Observation	During treatment	In this research, the writer will use descriptive analysis.
			b. Documentation c. Questionnaire	During treatment	
2.	How is the result of improving student's ability in writing procedure text through realia?	Test score	a. Pre test	Before treatment	The writer will use formula For average score of students' (Arikunto, 2012) $X = \frac{\sum X}{N}$ Notes: - X = The average of score $\sum X$ = Total student's score N = Total number of students.
			b. Post test	After treatment	

Research Procedure

The researcher uses the procedure of the research as follow: The researcher choosed one class to observe the students' writing ability use realia, The researcher conducted step by step by using realiato improves students' writing ability. The researcher used classroom action research by using cycle. The researcher conducted at least two cycles and each cycle consist of two meetings and to improve students' writing ability following the lesson plan.

Table2. Plan of Action Research

Cycle 1	
Planning Identification of the problem and determine the alternative of solving the problem	a. Plan the material b. Prepare the material of procedure text c. Develop the material of procedure text by applying realia d. Prepare the format of material e. Develop the format of evaluation f. Develop the format of observation
Acting	a. Give the material of writing text by applying realia

	b. The teacher applies the action based on lesson plan about Writing Procedure Text by applying realia c. Do evaluation
Observing	a. Do observation b. Evaluate the observation
Reflecting	a. Do the act of evaluation (test and table of observation) b. Report the evaluation
Cycle 2	
Planning Revise the plan	a. Planning based on the cycle 1 but changed the activities and the material
Acting	a. Give the material of procedure text by applying realia b. Apply the action 2 based on lesson plan about writing procedure text through realia c. Do the evaluation or test
Observing	a. Do the observation to add the data of observation b. Evaluate the observation
Reflecting	a. Revise the evaluation based on cycle 1 (test and observation) b. Report the remit of observation and evaluation

Data Analyzing

Quantitative Data Analyzing Technique

Test to measure the improvement of students' writing ability in writing procedure text through realia, the researcher will use the formula as follow:

For average score of students' (Arikunto, 2012: 299)

$$X = \frac{\sum X}{N}$$

Notes:

X = The average of score

$\sum X$ = Total student's score

N = Total number of students

Qualitative Data Analyzing Technique

In qualitative research, the data usually used descriptively. In analyzing data, the researcher used Matrix Analysis of Miles and Huberman (1994: 10). Those data are: data reduction, data display and conclusion drawing/verification.

1. Data reduction, the first step in analyzing the data of Matrix Analysis is data reduction. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this research, it used to have abstracted the result of data observation and the test in order to get clearly description about the data and it for the next step of data collecting. Data reduction used by giving the code to certain aspects.
2. Data display, after having data reduction, the next step is displaying the data. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher displayed the data of observation and test in order to understand what happen and plan the next work or action based on that understanding. In qualitative research, data display is in the form of short description, chart, connection between categories, flow chart, etc.
3. Conclusion drawing/ verification the last step of Matrix Analysis by Miles and Huberman (1994: 10) is conclusion drawing or verification. This step used to describe the data of

observation and test into conclusion, which is be easy to understand by the researcher and the others.

4. **Scoring Method** to measure the mastery of students writing, Brown and Harris (2003: 243) made a rubric of assessment as shown below. Rubric of Assessment by Brown and Harris (2003: 243)

Ideas	5	<ul style="list-style-type: none"> • Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought
	4	<ul style="list-style-type: none"> • Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	3	<ul style="list-style-type: none"> • Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	2	<ul style="list-style-type: none"> • Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area or content
	1	<ul style="list-style-type: none"> • Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

Vocabulary	5	<ul style="list-style-type: none"> • Very conversant with vocabulary required by given content : excellent control and resourcefulness.
	4	<ul style="list-style-type: none"> • Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts a resourcefulness.
	3	<ul style="list-style-type: none"> • Adequate, although more mistakes give unintended meaning (wrong preposition, incorrect word choice)
	2	<ul style="list-style-type: none"> • Meaning frequently obscured by manual / inadequate mastery of vocabulary
	1	<ul style="list-style-type: none"> • Meaning totally obscured, inadequate vocabulary

Grammar	5	<ul style="list-style-type: none"> • Makes few noticeable errors of grammar or word order.
	4	<ul style="list-style-type: none"> • Occasionally makes gramatical errors which do not obscure meaning
	3	<ul style="list-style-type: none"> • Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	<ul style="list-style-type: none"> • Frequent grammar errors occur which make re-phrasing and reconstructing of utterance.
	1	<ul style="list-style-type: none"> • Errors in grammar are severe.

Punctuation, spelling, and mechanics	5	<ul style="list-style-type: none"> • Correct use English writing procedure text; left and right margin, all needed capitals, paragraphs intended, punctuation and spelling; very neat
	4	<ul style="list-style-type: none"> • Some problems with writing procedure text or punctuations; occasional spelling errors; left margin correct; paper is neat and legible
	3	<ul style="list-style-type: none"> • Uses general writing procedure text but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	2	<ul style="list-style-type: none"> • Serious problems with format of paper; part of procedure text not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	1	<ul style="list-style-type: none"> • Complete disregared for English writing procedure text; paper illegible, obvious capitals missing, no margins, severe spelling problems

Structure of organization: Goal, materials, and step.	5	<ul style="list-style-type: none"> • Organizing the structure of procedure text and using simple present tenses are very well
	4	<ul style="list-style-type: none"> • Some mistakes in organizing structure of procedure text and using simple present tense bu understandable
	3	<ul style="list-style-type: none"> • Adequate, although more mistakes give clearly structure of procedure text and simple present tense.

	2	<ul style="list-style-type: none"> • In appropriate in organizing structure of procedure text and using simple present tense.
	1	<ul style="list-style-type: none"> • Organizing structure of procedure text and using simple present tense totally obscured.

No	Name	Criteria	Score
		Idea	
		Vocabulary	
		Grammar	
		Punctuation, spelling, and mechanics	
		Structure of procedure text: goal, materials, and step.	
TOTAL			

SCORE	GRADE
21-25 = 90-100	Excellent
16-20 = 80-89	Very good
11-15 = 70-79	Good
6-10 = 60-69	Average
≤5 = 0-59	Poor

RESEARCH RESULTS AND DISCUSSION

Research Result

Description of the Research this Classroom Action Research was conducted at SMP Negeri 3 Ciruas at IX A with the number of the students 38 students. There were 17 males and 21 females. It is located in Ciruas, Serang, Banten province. The location is out of the way, because it is so far of downtown. This classroom action research was done on 11 November 2014 until 02 December 2014. On 10 November 2014, the researcher asked for permission from the headmaster of the school. The researcher told the purpose of his coming to the headmaster and got the headmaster to know the technique in conducting the research. Then, the headmaster gave permission for the researcher to do research in that school. After that, the researcher met English Subject teacher of the ninth grade in that school for the next process. The researcher asked the teacher to replace her teaching for 2 weeks in one his classes in order to do research. Then the teacher asked the title of the research and the technique in conducting the research. After that, the researcher agreed and gave the researcher schedule of IX F class. The schedule of meeting was twice a week on Tuesday and Thursday. So, IX F would be a class which the researcher did research.

The researcher also began the study by doing the identification of the problem that faced by the students at the eighth grade of SMP Negeri 3 Ciruas in learning writing. The researcher did the observation and got the information from the teacher about the result of students' score in writing skill. Unfortunately, the students needed an improvement in teaching learning process to get the best score of students writing skill. Before starting a Classroom Action Research, in order to measure the real situation and basic skill of the students in writing skill, the researcher gave the pre-test to them. The pre-test was done on Tuesday, 11 November 2014 at 10.20 - 11.40. The test form field contained of instruction for students to create a procedure text based two chosen of theme about 50-100 words. There were drinks and foods theme. The students should be chosen one of two themes in field test. Calculation of students' pre-test result: The average of students' score = $\frac{\text{Total of the score}}{\text{Number of students}} = \frac{1968}{38} = 51.78$

Number of students 38

The class percentage of students passing succeeds criteria:

= $\frac{\text{Frequency of the students passing succeed criteria} \times 100\%}{\text{Total number of students}} = \frac{1 \times 100\%}{38} = 2.63\%$

From the result of pre-test, the average score of students was 51.78 (see appendix 4). There were only 4 students who got score above 68 (see appendix 7); it means that they fulfilled the passing grade of writing skill in English lesson. While the other 34 students got score under 68, it means that the students still failed to write English well. From the data above, the researcher concluded that the score of the students' writing in pre-test still low and most of students still find the difficulties on writing skill; while students' average score was 51,78, below the minimal of standard criteria (KKM). From the observation while pre-test, the researcher found that students seemed confused when they read the instruction of the work sheet. There were some students still asked the meaning of the instruction in the work sheet. This score became the basic for the researcher to do classroom action research and gave a new media in teaching writing skill. The researcher was emphasizing on students writing skill by using Realia as effort to improve the students writing skill. The subject of the research was the students of the ninth grade in SMP Negeri3 Ciruas which consists of 38 students. The researcher conducted on 11 November 2014 until 21 November 2014. The implementation of classroom action research that used Realia as anmediawas planned in two cycles which consisted of two meetings for each cycle. The classroom action research was implemented based on the schedule that had been planned by the researcher. The researcher conducted the research from 11 November 2014 until 02 December 2014. The implementation of classroom action research was divided into two cycles of four meetings.

Activities in Cycle 1

The researcher did the cycle 1 on Thursday, 13 November 2014 until Tuesday, 18 November 2014. **Planning**, Before the researcher did the action, the researcher did some activities. Those activities were designing lesson plan, designing teaching, preparing teaching media and schedule for cycle1. The researcher made lesson plan for two meetings; each meeting was 2 x 40 minutes. In this case, topic was about make procedure text by drinks theme. In preparing the lesson plan, the researcher chose material about procedure text. It was based on the syllabus of the school in first semester. The researcher designs every meeting in applied Realia which learning process focus on students cantered. In this media students should be active, stand alone and communicative in learning process in the classroom. In applied media Realia, the researcher was used real object as supported media. Here the researcher as a teacher in the classroom did not only deliver little of the materials, but also asked some question to students, asked students' opinion dealing with the materials and asked students to make another example and the presented in front of the class. In learning process also, students had made a group. One group was consisted 4 students. The students were study in a group but they still made exercise individually.

Acting, The first meeting was done on Thursday, 13 November 2014 at 08.35 until 09.55. Each meeting was 2 x 40 minutes. The activities that had been done in this cycle were started with pre-activity; the researcher as a teacher greeted to the students and asked the leader of the class prayed together. Then, the researcher started to check attendance. Afterwards, the researcher delivered the goal of learning. Whilst-activity; after the researcher checked attendance of students, the researcher started the lesson. Before began to the topic, the researcher had done brainstorming about the material, such as " *have you ever made something or recipe in your home?* The researcher also asked students orally whether they know or not about procedure text. The students answered with varied opinion, but when the researcher

asked about procedure text, the students were just silent. Then, the researcher gave motivation to students in order to they had confidence to give the opinion. Afterwards, the researcher asked again about definition procedure text, there were some students gave different opinion and some of students answered those questions well. Then, teacher gave explanation about definition and general structure of procedure text to the students. Here the researcher had been asked students firstly everything about procedure text before the researcher explained the true and completely. After that the teacher asked students divided in some groups. One group was consisted 4 students. The researcher also played the realia or real object and showed the example of procedure text. The researcher showed the examples by drinks theme. The researcher showed the real object entitled "*How to make Cup of Coffee*". The researcher gave explanation about the parts of generic structure of procedure text. After all students understand about the generic structure, the researcher asked to every group to read together that example in white board. And analyze the general structure. Then, every student asked to make something about drinks based on their experience. The researcher asked students to only mention the parts of Goals and materials what they needed to make something (generic structure) in written. They had been 7 minute to finish the exercise. After all students had done the exercise, the researcher asked students to correction with their partners' by bartered their written each other in a group. The students were analyzed about the written, vocabulary, and completed the wrong words. Post activity; after all finished gave the correction of friends' written, the exercise were collecting in front. Then, they sat back on their seat. The researcher asked them how the teaching learning process was on that day. The researcher also asked them what the difficulties in teaching that day. The most of them answered that it was fun, because they could share the difficulties with their friends. They felt enjoyed because used media PowerPoint made them focused. After that, thanked them for discussing today and greeted to the students. Then, the researcher leaved the classroom.

Second meeting of cycle I was done on Tuesday, 18 November 2014 at 08.35 until 09.55. The researcher designed lesson plan about writing skill by applied Realia. The activities of second meeting were different from the first meeting but still applied Realia as media of teaching in the classroom. The second meeting was started with pre-activity; When the bell rang, the researcher entered the classroom and asked all of the students out of class came in. the captain of the class led their friends to greet the teacher. After greeting, the researcher asked their condition and checked the students' attendance by saying "How are you? Who is absent today?" Unfortunately, one of students did not attend on that day. On whilst-activity; the researcher opened the lesson. Before the lesson began, the researcher reviewed the previous lesson that had been explained and done by the students. The researcher asked the students. "Have you still remembered the previous lesson yesterday?" and students replied, "Yes, Miss" included gave Power Point dan picture entitled ". The researcher also asked again about definition and general structure of procedure text. Unbelievable, some of students could answer well. It means that one step was up. The researcher showed different example about drink, entitle "*How to Make a Orange Juice*". The researcher asked students' seat back to group each other. After all students got the group, the researcher continue explained the language feature of procedure text. For second meeting in cycle 1, the material was explained more complex. Furthermore, the researcher gave picture sequences which it showed the procedure of make an orange juice. The researcher asked students to analyze the picture together with their group. Here the researcher asked every group to mention the step by step in the picture. When the researcher asked about the steps in picture, the researcher looked that the students was confused and shy to speak up. But the researcher never bored to give motivate in order to students had been confidence. Then, every group showed their confidence although there were

many mistakes in vocabulary. After the students finished the analyzed, the researcher asked students to made personal exercise. The exercise was continued the last of generic structure (steps) that they had been made in the first meeting. Then, the students made correction again with their partner in a group. After all finished the correction the researcher asked the students' difficulties by saying "Any Question?" the students replied, "No, Miss". The researcher reminded the students to study at home and memorize what had been taught to them that day. The researcher closed the lesson and asked the captain of class prayed together. Then, the researcher thanked and greet to the students. After conducting and guiding the students in writing procedure text through Realia, the researcher gave them post-test 1. The post-test 1 was held on Thursday, 20November 2014. The students were asked to answer the question-based instruction test. The instruction given was as follow: "Create a procedure text with drinks theme based on your experience by maximum 100 words!

The result of test that had been reached in cycle1 had increased from 51.78 to 68.73. It is improve 18 points than before. The researcher has target for students' writing skill score has to reach minimum 70, although still there were of students got score above of 70, but the data showed the few improve than before. It means that changed the teaching by applied Realia has influenced. Calculation of post-test 1 result:

$$\text{The average of students' result} = \frac{\text{Total of the score}}{\text{Number of students}} = \frac{2652}{38} = 69.78$$

$$\text{The class percentage of students passing succeeds criteria:} \\ = \frac{\text{Frequency of the students passing succeed criteria} \times 100\%}{\text{Total number of students}}$$

$$= \frac{13}{38} \times 100\% = 34.21\%$$

$$\text{Improvement} = \text{Post Test} - \text{Pre Test} \\ = 69.78 - 51.78 = 18$$

By the data above, the average of score in test of cycle I is 69.78 (see appendix 5). The highest score of the students was 88 and the lowest score was 60 (see appendix 8). The score was dominated by 18 students who got the score 68. It showed that the students' writing skill almost increased. Furthermore, there was only one got the score 88 and 84. Other three students got score 80, while eight students got score 72, and five students got score 64. The minimum score was 60 got by two students. From the data above the researcher conclude that students writing skill needed to be improved. It proven by the only 13 students or 34.21% was passed the KKM score which is 70 and other 25 students still got score under 70.

Observing, after analyzing the result of the score of cycle 1, the researcher tried to explain the observation result. They are as follows: In the first meeting some students looked excited of the lesson. They who are interested paid attention to the teacher's explanation. Students were interested in the media because they never used PowerPoint slide before, so they did not wait the teachers' wrote in the whiteboard. Some of students were not interested in following teacher's instructions; the researcher found that there were some students made noisy and chatted when learning process. The students also still passive were not confidence and shy when the teacher asked the material. In second meeting, some of students were still did not pay attention on teacher's explanation, but the most of students listened to the teacher. The students were got the progress in active learning. The some of them showed the active while asked something and gave the opinion in learning process in the classroom. It means that the condition of class was conducive enough.

Reflecting, Realia had been implemented media for teaching writing procedure text. The success of indicator in cycle one could be said successful or reached. However, the researcher found some problems where the condition was not giving advantage to the researcher. The problems that happened on the cycle one was: Some students still weaking vocabulary mastery. Some students still found the difficulties in grammar and spelling; as an example, in grammar error, they wrote “water hot” when the right structure is “Hot water” and in spelling they wrote “glas” instead of “glass”. Some of students were still passive and not confidence in learning process. Based on the problems on cycle one, the researcher revises the plan to make a better improvement. Therefore, the researcher made the following plans: The researcher gave more vocabulary practices to know the words which it often appears in writing procedure text. The researcher gave explanation about the language feature especially in grammar. The researcher gave more motivation in order to be brave in front of the class or confidence in givi opinion.

Activities in Cycle 2

Based on the result of the analysis and identification of the students’ problems in learning activities in the cycle 1, the researcher had revised the plan in cycle 2. Teaching learning process in cycle 2 was almost the same with cycle I, but in cycle 2, the researcher had revised the plan in activities and changed the material. The material was about grammar skill especially in using present tense. **Planning**, Before the researcher did the cycle 2, the researcher designed lesson plan about writing procedure text by applied Realia. Each meeting was 2 x 40 minutes. In cycle 2, the researcher used PowerPoint slide and picture as supported media. In cycle 2, the researcher used different topic, it was about “foods”. The researcher prepared teaching material for two meetings in cycle 2. In the first meeting, the researcher explained the grammar (present tense) of the procedure text. The topic material was different; it talked about “foods.” In second meeting, the researcher explained about language feature of procedure text and the researcher gave example of procedure text, then the students analyzed the language. Moreover, in every meeting the researcher also was focused on made students more active in the classroom.

Acting, First meeting was held on Tuesday, 25 November 2014 at 10.20 until 11.40 in the last time. As usual the students came into class to continue the lesson. After the teacher coming to the class, a leader of the class led friends to greet the teacher. On first meeting in cycle 1, the researcher had the trouble, because the electricity was off. So, the researcher did not use PowerPoint media, and the researcher used whiteboard and hard copy of the example of the text. Before beginning the lesson, the teacher checked the attendance of students, and there were not absent on that day. After checking the students’ presence, the researcher asked the readiness of students to continue the lesson. Before starting the lesson, the researcher asked students to back with their group each other. Then, the teacher and the students reviewed the last material first. The teacher explained the next material that was about grammar (present tense). Before the researcher explained the present tense clearly, the researcher asked and discussed about present tense, and the some students gave the responds about that. Then, the researcher gave some example of sentence, and the researcher asked to analyze together that sentences. Here the researcher was gave opportunity to students to speak up and told their opinion. In learning the researcher was emphasized the students to find the solution their self by discussion together. Furthermore, the researcher gave the example of procedure text by foods topic, entitled “*How to Make Fried Rice*” Then, the researcher asked one of students in a group to read the text, and also analyzed the generic structure and grammar in the text. After all finished, the researcher asked students to make five sentences of present tense. The exercise done individually, then as usual every student gave correction with their partner each other.

After finished, the research asked students' the difficulties about material on that day. The researcher also gave motivation to sprit to study. The researcher thanked and the researcher asked captain of class to pray and go home.

Second meeting, the activity was held on Thursday, 27 November 2014 at 08.35– 09.55. Some students were still outside because there were three students came late to the class. After all students were in class, the researcher asked them to get ready for studying. Then, the leader of the class commanded his friends to greet and prayed together. After checking the students' attendance list, the researcher motivated the students to listen and pay attention to the material, the teacher also told the objective of the lesson that day. Whilst activity; in the last meeting, the researcher wanted the students was being more active. In second meeting, the researcher continued the lesson and the teacher explained about language feature (action verb, imperative sentence, connective of sequence, numbering). After all explained clearly, the researcher asked students to make five sentences that used action verb. As usual the before the researcher correction they written, the researcher gave opportunity to students done the correction his friends' written. After all finished, the researcher asked students being a chef, they should to demonstrate the recipe what they have done in home. Such as" who want demonstrate a simple recipe in front of class?" some students answer "Yes, I am." They showed his/her brave to demonstrate a simple recipe. Some of students also were very happy because they looked her friends with different ways, pronoun, and body language, so made her/his laughing.

However, from teaching learning process in cycle two, the researcher saw the students became serious to hear the researcher's explanation about the procedure text. Furthermore, most of students could comprehend it. Moreover, the researcher also saw the progress of passive habit became active in the learning process in the classroom. After the whole process are finished, on Tuesday, 02Desember 2014 at 10.20 – 11.40. The researcher gave second test or the last test to measure the students' ability in writing ability on cycle 2. In the post-test 2 the students was made procedure text based on the instruction, the topic was foods about 100 words. The result of second test or the last test in cycle 2 was increased from 69.78 to 79.89. It was up 10.11 points than before.

Calculation of post-test 2 results:

The average of students' result = $\frac{\text{Total of the score}}{\text{Number of students}} = \frac{3036}{38} = 79.89$

Number of students 38

The class percentage of students passing succeeds criteria:

= $\frac{\text{Frequency of the students passing succeed criteria}}{\text{Total number of students}} \times 100\% = \frac{35}{38} \times 100\% = 92, 10\%$

Total number of students 38

Improvement = Post Test 2 – Post Test 1

= 79.89 – 69.78 = 10. 11

In the cycle 2 the students' average score was 79.89 (see appendix 6). The highest score the students was 100 and the lowest score was 68 (see appendix 9). Score 100 was got by two students while in a post test of cycle1 there was no students who got this score. Two students got 96 or 52.6% from the total score, while the other three students got 92 or 7.89% from the total score. Another one students got 88 or 2.63% from the total score, while two students got 84 or 5.26% from total score. Otherwise, there were five students or 13.15% who got score 80. The score was dominated by twelve students or 31. 57% who got score 76; eight students or 21.05% who got score 72. Unfortunately, there were three students or 7.89% who did not pass the KKM score, but it was not influence because more than 90% of the students reached KKM score.

Observing from the result of students' score and number of students who got score fewer than 7 on cycle I and cycle 2, the researcher noticed that the students writing ability was improve, and they showed good progress in learning activity be more active, communicative and cooperative. The problems on cycle1were then solved in the cycle 2. On the first and second meetings in cycle 2, the researcher tried to discuss and analyzed the problems in the teaching procedure text and found the solved. **Reflecting** the problem that happened on the cycle I was reflected on cycle 2. The researcher did the improvement on cycle 2. The researcher noticed that the students writing ability in procedure text by applied Realia was improve. The improving not only in the score result was up but also in progress of activity in learning process in the classroom being more active and creative.

The Result of Observation

After observing the class for seven times, the researcher realized that, the students still difficult to pay attention to the teacher, because students lack of knowledge and were lazy to write and difficult to organize the text. The students were weakness in vocabulary mastery. Some Students were chat, busy with students' self-activities. Besides, when the researcher gave pre-test to students, most of students still got unexpected score in writing skill. Therefore, this condition made the researcher felt a little tired. In cycle 1, at the first meeting, when the teacher asked some question, the students still passive. There was not give opinion about the material. The students felt shy to give opinion. In teaching procedure text, the researcher used Realia or real object and Power Point the researcher saw that the students enthusiastic about the new media in the classroom. In second meeting, the researcher saw that the students had one step progress of activity in the classroom. They were not only got progress in writing but also in activities in the classroom. Some students were brave to give opinion, asking about the material and collaborative with their friends. For the ability in vocabulary, the students were known about the vocabulari which appear in procedure text. It made felt happy to see this progress. In cycle 2, for the third meeting, the researcher used Power Point and picture sequences as media in teaching. The situation of the class was conducive and active, they looked want to know about the picture. The students were developed the picture be a procedure in made that foods. The students also were shared about experience made a food. It means that the students enjoy the learning in the classroom, and for the last meeting, the researcher saw that the activities more active. The researcher asked students to share one by one about their experience made something. Some students more communicative when they demonstrate of their experience. Moreover, for the result of writing procedure text was improved. They could make a text be complete and well.

Discussion

The researcher has done classroom action research at the ninth grade of SMP Negeri3 Ciruas. The researcher taught procedure text by applying Realia as anmedia in teaching learning in the classroom. It was caused still passive in learning process and they had difficulties in writing ability especially procedure text. The problems were they lack of vocabulary and lack of grammar to get the meaning of the sentences, and organized the text. Furthermore, in the process of writing students often were bored and frustrated. It was because the process teaching was bored, the teacher still used traditional teaching. Moreover, the teacher did not use the new media, just used whiteboard in the classroom. There were some reasons for the researcher applied Realia for teaching writing skill such as: Realia made the student easy and interested in learning process, Realia also was the way which the students could enjoy in learning process because they studied not pressure. They could study what they wanted. All

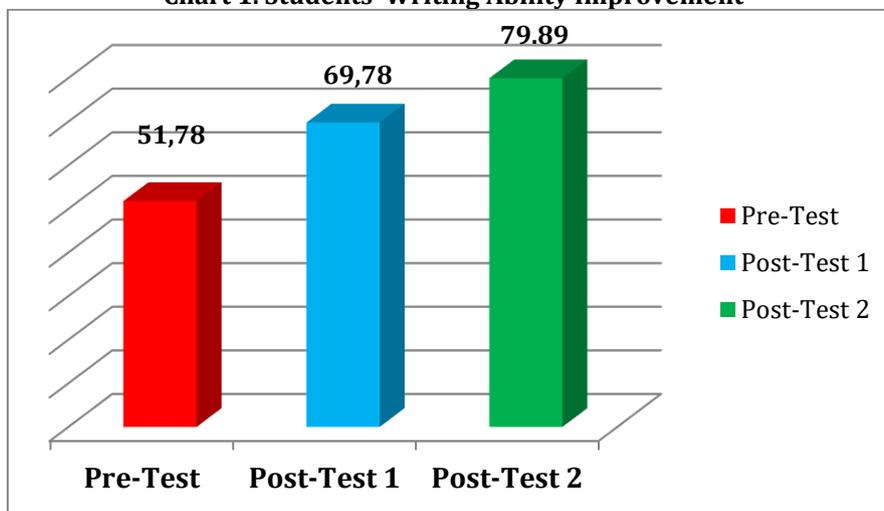
teachers knew that teaching writing was not easy, so the researcher needed the good media to motivate students in writing procedure text well. Next, it can bring a cheerful atmosphere in the process of learning writing procedure text in the class.

Based on the data from students' score, the researcher made the average from cycle I to cycle 2. The researcher found average score below:

Table 3. Table Average of Students' Writing Ability Improvement

TEST	SCORE	PERCENTAGE (%)
Pre-test	51.78	-
Post-test 1	69.78	-
Post-test 2	79.89	-
Pre-test to Post-test 1	-	18 %
Post-test 1 to Post-test 2	-	10.11%

Chart 1. Students' Writing Ability Improvement



Based on the data of the research above, Realia had given improvement to the students writing ability than the conventional one. Students ability in writing was improve and it was showed by the average score of the students. Moreover, the improvement also showed the researchers' observed. The students showed not only the progress in cognitive but also in affective. The average score of students' in ability writing procedure text in cycle I became 69.78. It was raised 18 points from the research before. Moreover, after finished the cycle I, the researcher still had cycle 2 to reach the target score become 70. Cycle 2 was played. The researcher still taught procedure text by applied Realia. The average score of students' reading comprehension in cycle 2 became 79.89. It was improve 10.11 than before. Finally, by applying Realia, it could help the students to comprehend the material easily, interesting, and have fun, because Realia was good media to apply in the classroom which the students could connect the material in the real life or they experience. Especially in teaching writing procedure text, the students trusted had more experience about what something they has been made in their home, and they could share in written. So, Realia could be used as an alternative media in teaching writing procedure text because they could study more easy and interesting in the classroom. In other words, Realia can improve students' ability in writing procedure text.

CONCLUSION

In the process of writing skill, the students enjoyed and had more active in every meeting. The students also could build self-confidence and collaborative in learning process because

they study based on their experience. Furthermore, the usage of Realia make the class more fun and the students are more interested in learning writing especially in writing procedure text, so it made the students' writing ability was better than before. Based on the result and discussion of the research, teaching writing procedure text through realia could improve the score and students' interest in ninth grade of SMPN 3 Ciruas. The strategy had been implemented appropriately. It was proven by the test. Furthermore, based on result of test, the average students' score improved. From the result of pre-test, the highest score was 72, the lowest was 20, and the average score was 51.78. In post-test 1, the highest was 88, the lowest was 60, and the average was 69.78 or up to 18 points. The highest score in post-test 2 was 100, the lowest was 68, and the average was 79.89 or improves to 10.11 points. It improved from the target. Therefore, the researcher is satisfied with the result because media realia could improve students' writing ability in procedure text.

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