



## Utilizing Realia To Enhance The Ability Of The Ninth Grade Learners In Writing Procedure Texts

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### Abstract

This research was aimed at enhancing the students' ability of SMPN 1 Ungaran, Semarang in writing procedure texts through the utilization of realia as a media. This strategy is selected based on its strength in boosting learners to be more vigorously engaged in the teaching and learning process with the motive that their ability in writing procedure paragraphs upgrades. The research uses a collaborative classroom action research design where the researcher worked collaboratively. the process of the research activity in designing the lesson plan, determining the criteria of success, implementing the action, observing and doing reflections. This research was done in 2 cycles, and each cycle involves three meetings. The data of this research are gained through observation checklist, to get information about teacher's and the students' activities and performance during the application of the strategy, field notes, to record the data beyond the blanketing of the observation sheet, and writing test, to recognize the learners progress in writing procedure texts. The findings indicated that the refinement was shown by the upgrade of learners' average writing scores from 53.36 in the preliminary test, 62.50 in the first cycle, to 70.14 in the second cycle. Also, the results of the research indicated that the learners were enthusiastic, motivated, and vigorously engaged in the teaching and learning process utilizing realia as media in the teaching and learning process.

**Keywords:** realia, writing procedure texts

### Introduction

Taking into considerations the account of English, the government of Indonesia has determined English as a subject that must be learned as a foreign language and it

aims to sustain learners to dominate the four language skills, namely; listening, speaking, reading, and writing (Mappiasse & Sihes, 2014). The aim is to promote learners' language skills for both oral and written communication so that the students can communicate effectively in both oral and written language (Kassim & Ali, 2010).

The purpose of the teaching of English in SMP/MTs is that the students must be able to expand their communicative competence both in written and spoken forms to reach the functional literacy level. Literacy means the ability to utilize reading, writing, speaking, and listening adequately well to involve in thinking and to communicate ideas. Consequently, to achieve the objective, the teachers should teach the whole English language skills including writing to the students (Mappiasse & Sihes, 2014).

Writing is one of the four language skills that should be dominated by the learners. Resnick & Weaver (2013) argue that writing essentially needs to be learned because it is a language skill. It is beneficial not only for learning and fun but also for language gain. According to Apsari (2018), there are some reasons why teaching writing for students is necessary. First, writing helps students learn. Through writing, their grammatical structure, idioms, and vocabulary will be reinforced. Second, writing can also give them a chance to be adventurous with the language. The tasks given by the teacher in a writing activity give the students opportunities to write and learn at the same time.

Among the four language skills, writing is respected as the most complex one. Yoon (2017) states that writing is considered the most troublesome and complex language skill to study compared to other language skills. The troubles stay not only in generating and organizing ideas, but also in transferring the ideas into a legible and understandable text utilizing suitable grammar, punctuation, tidiness, and mechanical writing. Crossley, Weston, McLain Sullivan, & McNamara (2011) state that written language is complex at the same level as the clause. It occurs because of some factors, such as the linguistic factor. Linguistically, the ability to generate a good part of writing is simplified by the ability to write the right sentences, to connect the sentences into a paragraph, and to develop the paragraph into unified thought in written discourses. Furthermore, the students' very limited vocabulary size is another factor why writing is felt to be the most complicated language skill for the students of junior high schools.

Newton & Nation (2020) state that writing is an activity that is able to handily be ready by work in the other skill of listening, speaking, and reading. It is respected as necessary as competence in other language skills. It is one of the four language skills that have to be taught to the learners at junior high school. If

writing is a necessary language skill to be learned, it is then also meant to be taught. Thus, English language learners' success in obtaining the capability to write in a foreign language depends on some levels on how teachers can teach writing skills to their learners (Javed, Juan, & Nazli, 2013).

This research was done at SMPN 1 Ungaran, Semarang. The school has fifteen classes (5 of the first grade, 5 of the second grade, and 5 of the third grade). The teaching of English is conducted twice a week. The time allotment for each is 80 minutes. The students had been studying English since they were in elementary school. However, with the investigator's experiences and the result of observation, the students still have difficulties to reach the objective of the study successfully.

There are some factors faced by the students especially the ninth-grader in achieving the standards of competence for grade IX semester 1 (Blount, 2012) that is to express the meaning in functional written texts and simplest short procedures and report essays to interact in the context of everyday life, especially in writing procedure texts. First, the learners' ability in writing skills is still poor. They did not have ideas and did not know how to express their ideas in a written form. Second, they had a limited vocabulary and grammar mastery. Third, the learners had poor encouragement and seemed uninterested in doing writing tasks. As a result, their writing achievement was still under the minimum learning mastery (*Kriteria Ketuntasan Minimal/KKM*). It could be visible from the result of the preliminary research in which they were requested to write a short procedure text based on the topic provided by the researcher about how to make a glass of tea, and they only got 53.36 on the average, whereas, the minimum learning mastery (*Kriteria Ketuntasan Minimal/KKM*) is 65. It showed that the students' writing skill is not good and required to be rectified.

Related to the facts described above, the investigator tries to find out an appropriate technique to assist the students to rectify their writing ability. In this research, the researcher proposes an instructional aid that will become the media to rectify the learners' writing ability.

The technique and the instructional media will certainly influence the result of the subject that the teacher handles. Godfroid, Boers, & Housen (2013) state that instructional media at least have three roles, namely; concern, interaction, and storage role. Media should appeal to the concern of the students, enhance the learners' curiosity, and deliver the information. Media are able to increase comprehension and help the students in grasping the message. They are able to enhance the communicative strength of the instruction by clarifying the message in the instruction. Media should concern the retention of the information presented in the instruction. Retention media give their influence then as time comes to come back the information. Instructional media aim to help students in learning and

coming back to the necessary concept of a subject.

Nevertheless, the utilization of media requires to be designed jealously. The teacher ought to keep up several judgments in utilizing instructional media to evade troubles and faults in their activities. Afzalan, Sanchez, & Evans-Cowley (2017) mention some considerations in selecting media. First, they should be simple to be ready. Second, it should be convenient to arrange in the classroom. Third, they should be appealing to learners and teachers. Forth, the activity has to provide rise to enough amount of language to confirm its inference in the language lesson.

The teacher must choose the suitable media so that the learners are going to be able to study English easily. A realia is one of the most suitable media for students because students' characteristics are like to play visual media. According to Seçer, Şahin, & Alcı (2015), in the teaching of English, one of the visual aids, for example, realia is handy to be utilized because realia is able to provoke the learners' competence in learning language, it is able to enhance and concentrate on the learners' concern in learning topic. It is able to create the subject class more tangible and active. Realia is not going to get the learners to be tired even though it is utilized for a long period.

According to Merriënboer & Kirschner (2017), there are many advantages in using realia in instruction, not the least of which is that students become familiar with objects studied and become aware that these objects are part of their environment and relate to their problems and activities. As with other resources, however, these real things have instructional value only as students themselves become involved in using them to learn. There are a lot of ways where such engagement might be motivated. Through the use of realia, it is expected that the learners are going to be more appealed to and encouraged to study English, especially in writing procedure texts.

The procedure texts are selected in this study based on some considerations. First, compared to the other text types, the procedure text is simpler in terms of grammatical usage. It uses the present tense. Therefore, it is suitable with one of the matters encountered by the learners that are a lack of grammatical usage. Second, the procedure text is one of the text types that are tested in the national examination. Third, the students have studied the procedure text in the second semester of grade VII but the outcome of the precursory research showed that the ability of the learners in writing a procedure text is still needed to be improved.

As has been described previously, the students faced many problems in the writing class. Those problems may be based on some factors, namely; the teachers. English teacher did not use an interesting technique and did not motivate the

learners to get vigorously engaged in the teaching-learning process. They usually asked the students to write paragraphs related to a certain topic in the allotted time, to compose it in the writing, and finally requested the learners to submit their work sans providing a model and guidance. Sometimes they only requested the learners to arrange the jumbled sentences into a paragraph. Unfortunately, the result of their work was unsatisfactory. Those methods made the classroom atmosphere static and made the students feel bored and have low motivation in writing.

The researcher is interested to conduct a study related to realia as a medium to teach writing. In this study, the use of realia will be applied to rectify the learners' ability in writing procedure texts for the ninth graders of SMPN 1 Ungaran, Semarang. It was expected that the use of realia will assist the learners to overcome their problems since they had similar problems with the previous researchers.

### **Method**

The study is set as classroom action research aimed to overcome the certain matter encountered by the teacher in the teaching and learning process, particularly in the teaching of writing. According to Aldridge, Fraser, Bell, & Dorman (2012) that action research is the name provided to a tie of procedures that are involved by teachers to rectify the angels of their teaching and to estimate the success and appropriateness of particular activities and procedures. Coghlan (2011) also says that a major focus of action research is on substantial and useful issues of prompt attention to certain social groups or communities. With the above statements, classroom action research is a study conducted by the teacher in the class and school in which he/she teaches by finishing or rectifying the process and teaching practices.

Classroom action research design is appropriate as the study design in this research since the investigator is an English teacher who frequently obtains several matters encountered by the learners in dominating the subject materials. Moreover, the investigator attempts to overcome the matter. It is with the basic point of the classroom action study to suggest a strategy, technique, or media in the teaching and learning process to solve the learners' matter in dominating a certain subject.

In conducting the study, the investigator cooperated with one of the English teachers of SMPN 1 Ungaran, Semarang engaged from the starting up to the end of the process of the study activity in setting the teaching plan, instructional materials, teaching-learning activities, the action, and evaluation. Before beginning the study activity, the investigator and the collaborator took up the whole things

based the process to fulfill the same comprehension about the strategy applied, the procedure of the teaching and learning process is going to be done, how to gather the data utilizing the instruments, and how to assess the learners' test utilizing the scoring guide. The investigator served as the practitioner teaching writing procedure texts by utilizing realia, while the collaborator served as the observer observing the application of the action in the classroom. For the process of applying the strategy, the collaborator observed the learners' activities by utilizing the observation checklist and field notes. At the end of the teaching and learning process, the learners were provided a writing test where they were requested to arrange a procedure text.

After applying the strategy, the teacher and the collaborator did the reflection or discussion collaboratively. In this time, the investigator and his collaborator anatomized the data either from the observation checklist, field notes, and the result of the test, to know if or not the criteria of success proposed has been reached. Eventually, the investigator and his collaborator draw the conclusion. Based on the inference, the investigator and his collaborator discuss and overcome the matters steadily till they got the best way and method. The original plan revises and changes to a new cycle. The cyclic process ends whenever the problems have been solved or the criteria of success have been reached.

## **Results**

### **1 Data Findings of Cycle 1**

This part provides the data obtained in Cycle 1. It encompasses the results of the learners' writing product and the learners' engagement during the teaching and learning process obtained from the outcome of the observation checklist and field notes during the implementation of the strategy in three meetings of Cycle 1.

#### **1.1 The Result of Learners' Writing**

The researcher and the collaborator used the analytic scoring guide to analyze students' final writing. The researcher adopted the scoring rubric from Liu et al. (2013) and adjusted it with the minimum learning mastery (KKM) level of the ninth grade of SMP/MTs. The score was obtained from the average of the score from the researcher and the collaborator.

With the result of the learners' writing product, there was a little refinement of the learners' average score from the learners' writing on the precursory study to the learners' writing on the first cycle. The average score on the precursory study was 53.36 and the average score of the learners' writing on the first cycle was 62.50. It implies that there was a 9.14 point average score refinement. In the precursory study, there were 8 learners or 28.57% of the learners achieving the score of the minimum learning mastery (KKM). Meanwhile, in the first cycle, there were just 17 learners, or 60.71% of the learners getting score equal or higher than 65 as the

minimum learning mastery (KKM). Analyzed data about the refinement of the learners' score in Cycle 1 contrasted to it in the precursory study are able to be visible in Table 1.

Table 1 the Learners' Refinement in writing product in Cycle 1.

No	Facets	Precursory Study	Cycle 1	Percentage	
				Pre-Study	Cycle 1
1	Average Score	53.36	62.50	-	-
2	Min Score	44	51	-	-
3	Max Score	68	80	-	-
4	KKM	65	65	-	-
5	Achieving KKM	8	17	28.57%	60.71%
6	Not Achieving KKM	20	11	71.43%	39.29%

Table 1 shows that the students' score is yet below the beginning criteria of success in this study, requiring 75% of the learners must get equal or higher than 65 as the final score. In Cycle 1, only 17 or 60.71% of the students got score equal or higher than 65 as the final score. And the rest, 11 or 39.29% of the students still got a score under 65.

With the analysis of the learners' writing product, it was obtained that the learners yet create several faults in the content, organization, grammar, and used an adequate choice of words in their writing. In terms of content, it was found that some students' writing was not complete, in terms of accomplishing the goal, materials, and steps. In using vocabulary items, some students used an inadequate choice of words. The students have difficulties finding the effective words related to the idea due to restricted vocabulary, such as they used the word "enter" instead of "put into" or "take" and they used "kill" instead of "turn off". However, most of the students almost had no mistakes in the use of present tense as the basis of grammar in the proceeding paragraph. The comparison of the students' scores got from two raters in the Preliminary study and Cycle 1 can be visible in Table 2.

Table 2 the Learners' Writing Score in Terms of Facet of Writing

Step	Score	Facet of Writing			
		Content	Organization	Vocabulary	Grammar
Preliminary Study	Mean	2.32	3.11	2.86	2.43
	Min Score	2	2	2	2
	Max Score	3	4	4	4
Cycle 1	Mean	3.23	3.45	3.11	3.16

Min Score	2	3	3	2
Max Score	4	4	4	4

Table 2 shows that there was a refinement in terms of the average score for each aspect of writing in Cycle 1. For analyzed data on the refinement of the learners' writing score in terms of the aspect of writing in the precursory research and Cycle 1 can be visible in figure 1.

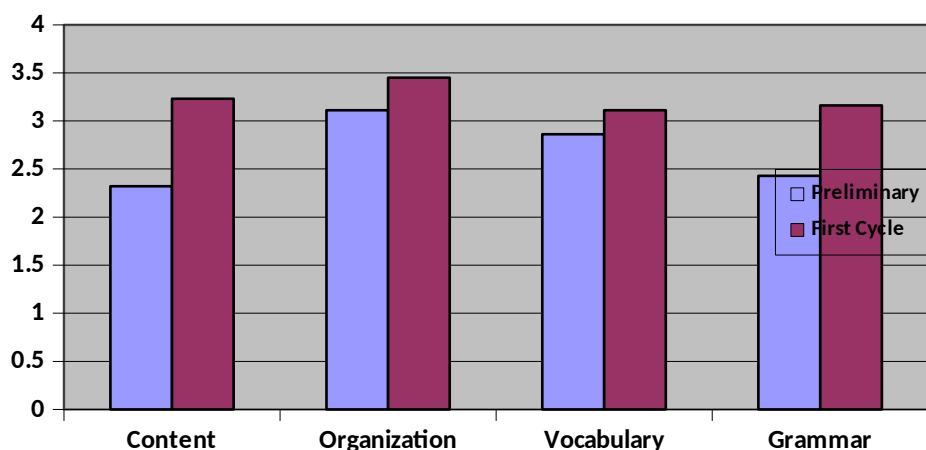


Figure 1 the learners' Score in Writing Product in the First Cycle Compared with those in

the Preliminary Study

With the score of the learners' last product in Cycle 1, it is able to be drawn to the conclusion that the application of the strategy on the first cycle did not meet the criteria of success. The average score of the first cycle was only 62.50. Besides, only 17 students, or 60.71% of the learners achieved the criteria of success and the rest (11 students) or about 39.29% of the students got low scores.

### 1.1 The Learners' Inclusion for the Writing Activities in Cycle 1

In getting the data on the learners' engagement in the teaching and learning process, the observation checklist and field notes were used. The data revealed the teacher's and the students' activities for the teaching and learning process.

The observation checklist for the learners consisted of 10 indicators or items which ought to be conducted by the learners. It describes the students' responses related to the procedure applying by the teacher; for example; paying concern to the teacher's clarification, responding to the teacher's questions, creating groups, making a draft, providing comments to their friends' draft, revising the draft, write a procedure paragraph, and submitting their writing.

The observation was carried out during the implementation of the technique. The



collaborator observed all activities in the teaching and learning process. She used the observation checklist which has some activities and the criterion. With the result of the observation checklist, the learners' indulgence in cycle 1 is classified as very good since most of the learners or 87.56% of all the learners engaged vigorously in the teaching and learning process.

Based on the information obtained from the observation checklist, it was found that, first, most of the indicators were categorized as very good because it was done by most of the students (85%-100%). 85.71% of the students actively did indicator number 1, paid concern to the teacher's clarification. 85.71% of the learners observed the realia as criterion number 2. All of the students made a group of three as indicator number 4. Make a draft as indicator number 7 was conducted by all of the students. All of the students exchanged their draft with their friends as indicator number 8. Revised their draft based on their friends' suggestions by 85.71% of the students. All of the students submitted their writing. Secondly, some indicators were categorized as good because it was conducted by 76%-84% of the students. Some students did not do activity number 5, making a draft, because it was group work. Only 2 or 3 students in each group actively did this activity. The same case occurred for activity number 7, giving some comments or suggestions to their friends' draft. One or two members of the groups worked personally. They did not interact with their group members. The statistic of the students' participation in Cycle 1 can be visible in Table 3.

Based on the observation checklist for teacher's performance, it showed that the teacher had performed all the activities in every stage. There is only one thing that should be considered by the teacher the time allotment for every stage that should be applied based on the learning scenario in the lesson plan.

Table 3 the Students Inclusion for the Writing Activities in Cycle 1

No	Indicators	Students	%	Categories
1	Pay concern to the teacher's	24	85.71	Very
2	clarification	24	85.71	Good
3	Observe the realia	23	82.14	Very
4	Discuss the model of procedure	28	100.0	Good
5	paragraph	23	0	Good
6	Make a group of three	23	82.14	Very
7	Practice to operate the realia	28	82.14	Good
8	Discuss the procedure to operate the	28	100.0	Good
9	realia	22	0	Good
10	Make a draft	24	100.0	Very
	Exchange their draft to their friends		0	Good
11	Give feedback to their friends' draft	28	78.57	Very
	Revise their draft based on the		85.71	Good
	feedback given			Good

Submit their final writing product		Very Good
	100.00	Very Good
Average	87.56	Very Good
Number of students	28	

### 1.2 Reflection of Cycle 1

With the analysis of the learners' participation and the learners' writing product in the first cycle, the application of realia as media to teach procedure paragraph had not given satisfactory results on the improvement of the learners' writing ability. It was able to be said that the result was not satisfied yet since it did not reach the criteria of success set in this research. Hence, the application of the action plan required to be revised so that it was able to fulfill the criteria of success of this research.

The lame result of the students' writing product was caused by several aspects. First, when the teacher gave a model to the students about realia as a medium to write a procedure paragraph, he explained it too fast. As a result, the students couldn't understand what the teacher explained well. Second, the teacher gave little direction to the learners at some stages of the writing process. Third, the teacher's clarification and instructions were too much provided in English so that the learners did not grasp them. Forth, most of the students complained that the time allotment was too short so that they completed their task in a hurry. The last, the number of dictionaries in the teaching and learning process was insufficient. There were only half of the learners in the class brought dictionaries. Several learners came to the class sans any dictionaries at all. Consequently, the ones who did not bring dictionaries always disturbed their friends by borrowing them during the activities.

In the light of the matters addressed above, the teacher and the collaborator determine to keep on the action to Cycle 2. The lesson plan of the study in Cycle 2 was revised and improved.

The revision was focused on how to answer the five problems in the teaching and learning process mentioned above. Related to the modeling which was carried out too fast, the teacher would adjust it more intensively and more slowly so that the learners could observe the modeling in a good way. Concerning instructions and explanations, the teacher and the collaborator formulated a deal to use the Indonesian language as a clarification when the students did not capture the instructions.

Intensive guidance would be given to the students step by step both in

providing the learners modeling and completing the assignment. The teacher decided to discuss the model of a procedure text more intensively and more clearly by giving the introductory statement of the goal, declaring the materials needed for completing the procedure, and explaining the sequence steps in the correct order on how to do something. The guidance also was given to the students when they accomplished the task at every stage. The teacher was take-charge guiding them sans waiting for the learners to ask questions. This was carried out since although the learners obtained problems in achieving their assignment, several of them were averse to request the teacher's assistance.

Concerning time insufficiency, the teacher would adjust it in utilizing the time allotment in every stage of the writing process. In Cycle 1, ineffective time occurred when the teacher asked the students to create a group and when the teacher requested the learners to practice operating the realia. When the learners were asked to compose a procedure text, some students who did not bring dictionaries always disturbed their friends by borrowing them during the activities. It demolished the time allotment. Dealing with the insufficient number of dictionaries, the teacher asked the students to bring their dictionaries or borrow them from the students from the other classes.

Besides, the teaching plan was also ready before doing the teaching and learning activities in the second cycle. Usually, the procedures of instruction and the procedures of assessment were similar to the first cycle since the action in Cycle 2 was particularly to keep on the teaching and learning process to reach the criteria of success.

## **2 Findings of Cycle 2**

This section presents the data throughout Cycle 2. It covers the outcome of the learners' writing product and the students' participation during the teaching and learning process. The observation of the teaching and learning process was obtained through observation checklist and field notes in three meetings of Cycle 2, while the observation of learning achievement was obtained from the students' final writing.

### **2.1 The Result of learners' Writing in Cycle 2**

The teacher and the collaborator analyzed the result of the learners' final writing with the scoring rubric set in this study. In the second cycle, the product of the learners in writing procedure paragraphs by using realia as a media showed significant improvement comparing to the first cycle. From their writings, it was able to be visible that the learners could organize their ideas completely in terms of giving statements of the goal, stating the materials required for compliment the procedure, explaining the order stages in the correct sequence on how to conduct something. They used a better organization, vocabulary, and grammar. The outcome of the learners' reach in their writing ability is presented in Table 4.

Table 4 the learners' Refinement in Writing Product in Cycle 2

No	Aspects	Preliminary Study	Cycle 1	Cycle 2	Percentage		
					Pre-Study	Cycle 1	Cycle 2
1	Average Score	53.36	62.50	70.14	-	-	-
2	Min Score	44	51	62	-	-	-
3	Max Score	68	80	85	-	-	-
4	KKM	65	65	65	-	-	-
5	Achieving KKM	8	17	23	28.57 %	60.71 %	82.14 %
6	Not Achieving KKM	20	11	5	71.43 %	39.29 %	17.86 %

Based on the students' scores, it is able to be summed up that the application of the process writing approach in the second cycle fulfilled the criteria of success. The average score was 70.14. Only 5 students (17.86%) got a score under 65 and the rest, 23 (82.14%) were able to achieve the criteria of success. The learner's lowest score was 62 and the highest student's score was 85. The data above indicated that the learners' reach in their writing ability had reached the criteria of success.

There was also a refinement concerning the aspect of writing. Analyzed data about the learners' refinement in writing in every facet of writing is able to be visible in table 5.

Table 5 the Learners' Refinement in Writing in every Facet of Writing

Facet of Writing	Stage					
	Cycle 1			Cycle 2		
	Mean	Min Score	Max Score	Mean	Min Score	Max Score
Content	3.23	2	4	3.45	3	4
Organization	3.45	3	4	3.88	3	4
Vocabulary	3.11	3	4	3.18	3	4
Grammar	3.16	2	4	3.39	3	4

Table 5 shows that there was a refinement in the learners' writing product in each aspect of writing. The clearer presentation of the learners' refinement in writing in terms of each aspect of writing is presented in Figure 2.

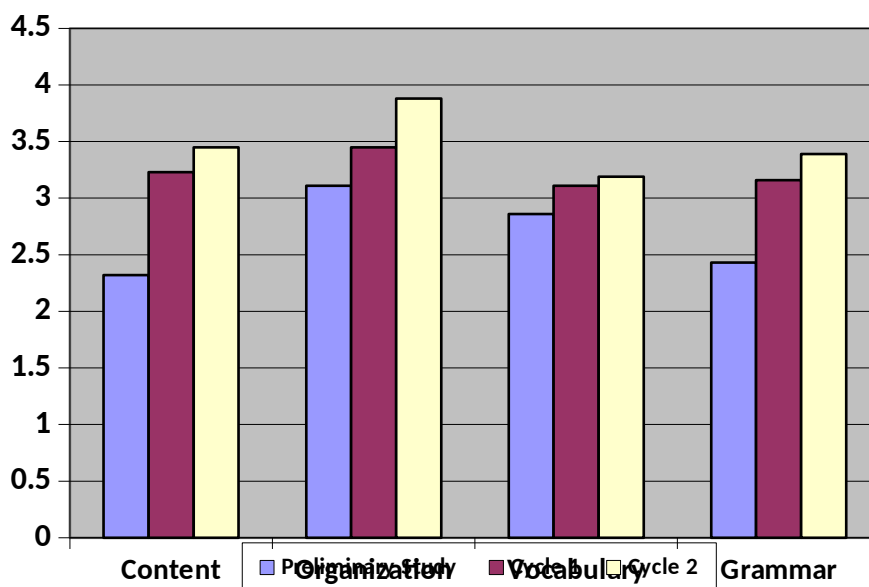


Figure 2 the Students' Average Score in Preliminary Study, Cycle 1, and Cycle 2

To observe whether the scores obtained from the two raters had been reliable or not, the researcher applied the Pearson Product-Moment Correlation Coefficient formula. The result of the computation of the formula was 0.76. According to Syafar (2018), the result of the correlation coefficient of 0.00 up to 1.00 reveals the reliability level of the score of a test. Referring to the idea of Syafar, the result of the calculation above revealed that the obtained coefficient indicated a high positive interrater reliability. The scores gained by the two raters were comfortable (not notably distinct). In other words, the researcher and the collaborator used the scoring rubric consistently, without subjective aspect in scoring the students' final product.

## 2.2 The Student' Participation for the Writing Activities in Cycle 2

The teaching and learning process was analyzed by referring to the data got through the observation checklist and the field notes. The data is on the learners' inclusion in the teaching and learning process. From the students' activity for the teaching and learning process, it was found that the teaching and learning process in the second cycle was better than one in the previous cycle.

Based on the observation checklist for the students in Cycle 2, it showed that the whole learners were actively engaged in the teaching and learning process. They did almost all the activities in the teaching and learning process actively. Likewise the first Cycle, most of the students paid attention and responded when the teacher was giving explanations and they were vigorously involved in all activities in the teaching and learning process.

In terms of the students' responses during Cycle 2, the students were confident to ask and to respond to the questions from the teacher. The students also still kept using the Indonesian language to clarify their ideas.

Based on the observation checklist for teacher's performance, it showed

that the teacher had performed all the activities in three meetings. Besides, in explaining, the teacher did not speak as quickly as in the previous cycle. Moreover, he still used the Indonesian language in clarifying his explanation so that the students were able to understand the instructions.

The field notes exposed some information related to the implementation of the action in Cycle 2. First, the learners were able to grasp the teacher's clarification and instructions because the teacher used Indonesian to clarify his instructions. Second, the students were able to construct a procedure paragraph since the teacher gave more supervision and direction in the process of writing. Third, time management had implemented well. The teacher could employ each activity according to the time allocation set for every activity.

### **Discussion**

This part presents the discussion of the study findings. The focus of the discussion concentrates on the finding of this study by relating it to the theories and the finding of the relevant previous studies.

Winke, Gass, & Sydorenko (2013) says that the utilization of obvious conditions utilizing the target language items assists the learners absorb the point quicker and memorize them longer. Meanwhile, Rokhmawati (2010) addressed that realia is able to be utilized to teach quick drills of the tenses. In this activity, the calendar is the best aid. To assist the learners to practice with numbers or such expressions as the same as, more than, less than, equals, and how much, the teacher can use coins. Alonso & Paola (2019) recommended that realia be utilized together with storytelling and role-play techniques to contextualize the grammar lesson, as well as simplify memory and learning. Indeed, Sinulingga (2012) addressed several strengths of the application of realia. First, utilizing realia encourages the mind, and is a way of motivating creativity by engaging the senses. Second, realia economize time, an admission of an object is prompt and so chops the requirement for extensive clarifications and painting comical pictures on the board. Third, carrying realia into the class is a high icebreaker, and categorizes as a piece of handy equipment to fast conversation. Forth, utilizing realia is going to produce fun and assist make an environment good for learning. The last, realia respire life into current vocabulary and the opportunities of the learners keeping in mind the current words.

The realia were set to reach the aim of the teaching procedure paragraph. The aim was that the learners could write a simple procedure paragraph with the realia utilized. In this matter, realia was so handy since it assisted the learners to set the order of stages on how to utilize/take action in the right sequence.

The teaching of writing was composed of pre-writing, whilst writing, and post-writing activities. In the prewriting step, the investigator encouraged the learners' prior knowledge by utilizing brainstorming. Brainstorming activity assists the learners to gather ideas, outlooks, or ideas related to the topic being discussed.

This was with Miftah (2015) saying that brainstorming is an activity to result in words, phrases, ideas as quickly as potential sans attention for worthiness, sequence, or accuracy. In this section, the teacher requested the learners to address several modern households and modern appliances they known. This activity is crucial to encourage creativity and put up with gathering a lot of likely answers. After the learners were intimate with several household appliances, the teacher determined to keep on the next activity.

The teacher requested several questions to the learners related to the terms of the part of the household appliances. It was suggested to create the learners intimate with the vocabulary and provide the opportunity for the learners knowing the terms before dividing the data with other friends.

After that, the teacher provided the model of a procedure paragraph. It was on the basic operation of a digital camera. Modeling provides knowledge and skill thru a model that is able to be seen or could be done (Wang, Schepen, & Robertson, 2012). The teacher clarified the model of procedure paragraph until the learners grasp it. By providing a model text, the learners were able to grasp the shape of writing they should write. Jacob & Furgerson (2012) said that by reading and studying a diversity of pertinent kinds of text, learners are able to obtain data concepts both on how they ought to write and on subject matter that they might get the topic of their writing. This finding is parallel with the idea said by Al-Shaar (2014) that the activities or strategies in the prewriting step ought to assist learners to expand their background knowledge and set opinions.

The teacher and the learners took up the model of the text together. Thru the session, the learners were able to understand the writing form and the organization of ideas into writing. Nevertheless, the teacher ought to provide direction by questioning several questions so as the learners had a good grasp of the model text. Consequently, providing the model text becomes an effectual way to simplify the learners to move their ideas into the writing form and content they were supposed to write.

The next activity was a group task. In this section, the teacher requested the learners to create a group of four. Their duty was; first, observe/practice with the realia in terms of how to operate the realia. Second, create a draft about the procedure paragraph on how to operate the realia. Then, they switch their writing with other groups. After that, they conducted peer revising. The learners ought to provide comments or advice to their friends' writing. It was meant to practice the learners in providing feedback to their friends' draft for trueness in terms of content, organization, and grammar. Fajri (2015) says peer editing is a correct sharing process. Thru this strategy, the learners learn to be better writers and readers. Also, it sustained them to have an intimidating relationship with each other. Nevertheless, the teacher ought to provide intensive direction. The fact indicated that several of the learners unwilling to request the teacher's assistance thru they obtained matters in completing the task. So, the teacher ought to proactively assist the learners sans waiting for the learners to up questions.

After obtaining the feedback from their classmates and the teacher, the next step was rewriting. In this step, the learners revise their draft with their classmates' and the teacher's feedback.

The last step was the post-writing activity. In this step, the learners were provided an opportunity to publish their last composition. The publishing activities were able to be conducted by requesting the learners to read their writing in front of the class or by requesting the learners to read their friends' last writing. Those statements are with Arslan & Şahin-Kızıl (2010) that publishing is a form of activity that is so crucial for learners as it gives a chance for them to share their writing product with the real audience of their classmates and other learners.

To see if the teaching and learning process had reached the aims or not, it was important to do the evaluation. The outcome of the evaluation ought to be headed to a refinement in learners' writing skills. In this research, there was an important refinement in learners writing skills compared to the teaching and learning process of writing before implementing realia as media.

The outcome of the analysis on the learners' last product on writing procedure texts indicated that the learners' skill in writing had rectified notably from Cycle to Cycle. This is able to be visible from the outcome of every cycle. Before the action was applied, the mean score of learners' writing was 53.36. After the strategy had been applied, the mean score of the first Cycle 1 became 65.21. Meanwhile, the mean score in Cycle 2 was 70.14.

Referring to the mean score for each meeting provided meaningful refinement and the criteria of success had been achieved in Cycle 2, the research can be stated as successful research.

## **Conclusion**

Pointing to the findings of this research, realia is able to be an effectual strategy in the teaching of writing procedure texts, by joining some procedures: first, encourage the learners' prior knowledge. Second, indicate the realia to the learners. Third, request the learners on the realia. Forth, provide the learners' directed vocabulary items related to the realia. Fifth, give and take up a model of text. After that, request the learners to write a rude draft on the procedure on how to take action the realia. Next, request the learners to conduct peer revising. Afterward, provide intensive direction to the learners when the learners obtained problems in completing the task. Eventually, request the learners to revise the draft concentrating on the content, organization, diction, and grammar.

The realia is able to rectify the learners' ability in writing procedure paragraph and the learners' engagement in the teaching and learning process. In this research, the learners' writing scores were significantly rectified in Cycle 2 compared with those in the Precursory research and Cycle 1. The number of learners getting a score of 65 as the minimum learning mastery (KKM) was also



rectified from the first cycle to the second one.

The data indicated that the learners' inclusion in Cycle 1 is classified as so good since most of the learners engaged vigorously in the teaching and learning process. Most of the learners took part vigorously in the teaching and learning process, for example; paying concern to the teacher's clarification, responding to the teacher's questions, creating a group, creating a draft, providing comments to their classmates' draft, revising the draft, write a procedure paragraph, and handing in their writing. Meantime, Cycle 2 was also classified as so good since most of the learners engaged vigorously in the teaching and learning process.

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