

**THE EFFECTIVENESS OF USING REALIA IN ENHANCING
STUDENTS' SKILL IN WRITING PROCEDURE TEXT
IN THE ELEVENTH GRADE OF SMK NEGERI 1 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of S1 Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Fulfillment of
Requirement for S.Pd Degree in English Education*



Written By

MUHAMMAD AQSA ABDULLAH

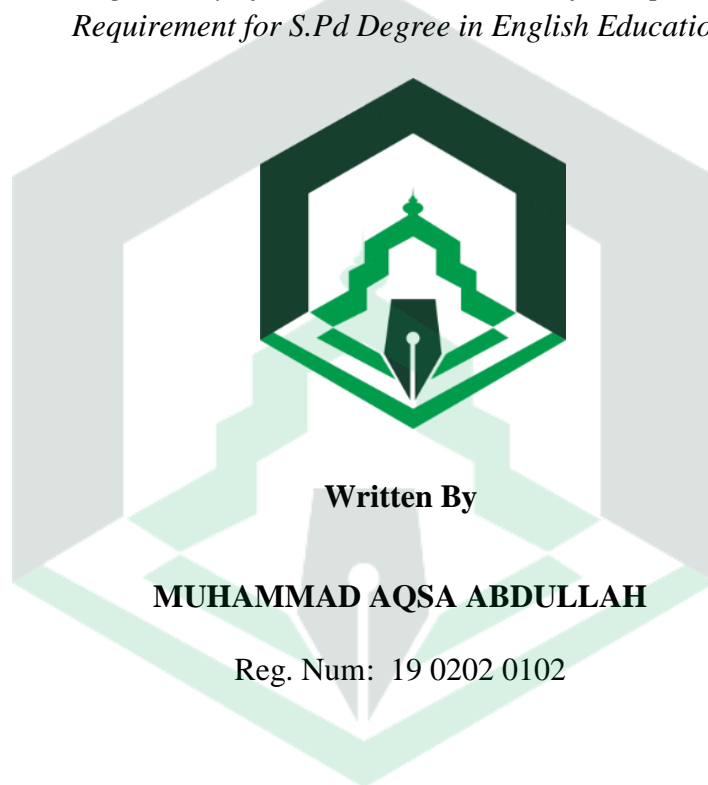
Reg. Num 19 0202 0102

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

**THE EFFECTIVENESS OF USING REALIA IN ENHANCING
STUDENT'S SKILL IN WRITING PROCEDURE TEXT
IN THE ELEVENTH GRADE OF SMK NEGERI 1 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of SI Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo in Fulfillment of
Requirement for S.Pd Degree in English Education*



Written By

MUHAMMAD AQSA ABDULLAH

Reg. Num: 19 0202 0102

Supervised by:

- 1. Madehang, S.Ag., M.Pd.**
- 2. Andi Tenrisanna Syam, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

STATEMENT OF AUTHENTICITY

I, Who undersigned below:

Name : Muhammad Aqsa Abdullah
Reg. Num : 19 0202 0102
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 03 October 2023

Regards,



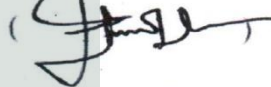
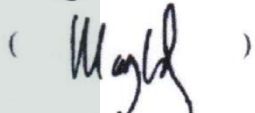
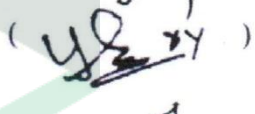


Muhammad Aqsa Abdullah
19 0202 0096

THESIS APPROVAL

This thesis entitled *The Effectiveness of Using Realia in Enhancing Students' Skill in Writing Procedure Text in the Eleventh Grade of SMK Negeri 1 Palopo*, which is written by Muhammad Aqsa Abdullah, Registration Number 1902020102, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 27 September 2023/Rabiul Awal 12th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 03 October 2023

BOARD OF EXAMINERS

- | | | |
|---------------------------------------|---------------|---|
| 1. Husnaini, S.Pd.I., M.Pd. | Chairman | () |
| 2. Dr. Magfirah Thayyib, S.S., M.Hum. | Examiner I | () |
| 3. Nurhayati Usman, S.Pd.I., M.Hum. | Examiner II | () |
| 4. H. Madehang, S.Ag., M.Pd. | Consultant I | () |
| 5. Andi Tenrisanna Syam, S.Pd., M.Pd. | Consultant II | () |

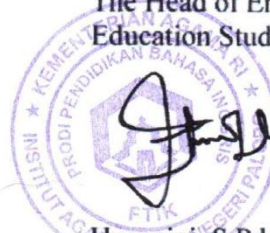
Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP. 19670516 200003 1 002

The Head of English Language
Education Study Program



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, praises and thanks to the Almighty God, Allah SWT without blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled of *"The Effectiveness Of Using Realia In Enhancing Student's Skill In Writing Procedure Text In The Eleventh Grade Of Smk Negeri 1 Palopo"*. To our prophet, the chosen one Muhammad SAW, for safety and peace be upon him.

The researcher realizes that the existence of this thesis receiving much advice, guidance, encouragement and comments from many people. Therefore, the researcher would like to express thankful to:

1. Dr. Abbas Langaji, M.Ag, as the Rector of IAIN Palopo, who always supports the researcher during the year of study at IAIN Palopo.
2. Prof. Dr. Sukirman Nurdjan, S.S., M.Pd, as the Dean of Tarbiyah Teacher Training Faculty who has supported the researcher in writing this thesis.
3. Husnaini, S.Pd.I., M.Pd. as the Head of English Education Study Program of (IAIN) Palopo for the support to the researcher during her study at IAIN Palopo.

4. Madehang, S.Ag., M.Pd. M.Hum as the first consultant who has provided corrections, explanations, suggestions, guidance, and several ideas until the completion of this thesis.
5. Andi Tenrisanna Syam, S.Pd., M.Pd. as the second consultant who has provided corrections, explanations, suggestions, guidance, and several ideas until the completion of this thesis.
6. All lecturers at IAIN Palopo, especially lecturers in the English Education Study Program who have provided researchers with knowledge, motivation, and attention in learning languages . In addition, to all staff at IAIN Palopo who have assisted researchers.
7. The principal and all teachers, especially mam Aniati, S.Pd. the english teacher at SMK Negeri 1 Palopo, who have helped researchers during their research at school.
8. The researcher's family, especially the researchers' parents, Abdullah Sagena and Rohani Achmad who have given their attention and prayers for the researcher's success.
9. All of the support from the researcher's best friends BIG 2019 and HMPS-BIG. Who has given the researcher spirit, motivation, support, and encouragement until finishing this thesis.
10. The researcher to fellow, with students number 19 0204 0016 who always help, support, and bring happiness to researchers in every place and situation

11. Last but not least, I want to thank myself for believing in me, doing all this hard work, having no days off, never quitting, and just being me at all times.

The researcher hopes this thesis can provide value for English Department students, English teachers, and readers. The researcher admits that this thesis is still imperfect, so the researcher will accept suggestions from readers to improve it. The researcher hopes that this thesis can be useful for all parties. Finally, the researcher prays that Allah SWT will bless all who have helped the researcher.

Palopo, 02 September 2023

The Researcher

Muhammad Aqsa A.
NIM. 19 0202 0102

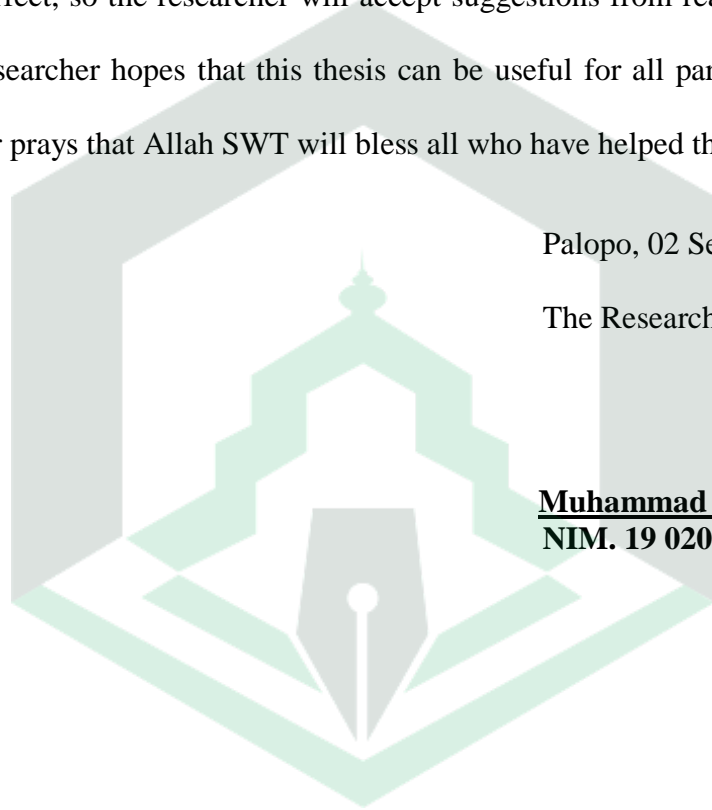


TABLE OF CONTENTS

THESIS COVER	i
THESIS TITLE	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENT	vi
LIST OF TABLE	vii
ABSTRACT	ix
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Research Questions.....	2
C. Research Objectives.....	3
D. Research Significance.....	3
E. Research Scope.....	4
CHAPTER II LITERATURE REVIEW	5
A. Previous Related Research Findings.....	5
B. Theoretical Basis.....	8
C. Conceptual Framework.....	20
D. Hypothesis.....	21
CHAPTER III RESEARCH METHOD	22
A. Research Type.....	22
B. Population and Sample.....	22
C. Research Procedure.....	23
D. The Technique of Data Analysis.....	34
CHAPTER IV FINDINGS AND DISCUSSIONS	38
A. Findings.....	38
B. Discussions.....	55
CHAPTER V CONCLUSIONS AND SUGGESTIONS	60
A. Conclusions.....	60
B. Discussions.....	60
BIBLIOGRAPHY	61
APPENDICES	
BIOGRAPHY	

LIST OF TABLE

Table 3.1 Experimental study design	22
Table 3.2 Scoring of content	34
Table 3.3 Scoring of organizational	35
Table 3.4 Scoring of vocabulary	35
Table 3.5 Scoring of grammar.....	36
Table 3.6 Scoring of mechanics	36
Table 3.7 The classification score of a student's answer	37
Table 4.1 The score of students writing skill in the pre-test	38
Table 4.2 Descriptive statistics content	40
Table 4.3 The rate percentage of student's content in pre-test	40
Table 4.4 Descriptive statistics organizational	41
Table 4.5 The rate percentage of student's organizational in pre-test.....	41
Table 4.6 Descriptive statistics vocabulary	42
Table 4.7 The rate percentage of student's vocabulary in pre-test.....	42
Table 4.8 Descriptive statistics grammar	43
Table 4.9 The rate percentage of student's grammar in pre-test.....	43
Table 4.10 Descriptive statistics mechanics	44
Table 4.11 The rate percentage of student's mechanics in pre-test	44
Table 4.12 The score of students writing skill in the post-test.....	45
Table 4.13 Descriptive statistics content	46
Table 4.14 The rate percentage of student's content in post-test	47
Table 4.15 Descriptive statistics organizational	47
Table 4.16 The rate percentage of student's organizational in post-test	48
Table 4.17 Descriptive statistics vocabulary	49
Table 4.18 The rate percentage of student's vocabulary in post-test	49
Table 4.19 Descriptive statistics grammar	50
Table 4.20 The rate percentage of student's grammar in post-test	50
Table 4.21 Descriptive statistics mechanics	51
Table 4.22 The rate percentage of student's mechanics in post-test	51
Table 4.23 The Mean Score And Standard Deviation In Pre-Test (T1) and Post-Test (T2)	52
Table 4.24 The Paired Sample Statistic of Pre-test and Post-test	53

Table 4.25 The Paired Sample Correlation of Pre-test and Post-test 53
Table 4.26 Paired Sample Test..... 54



ABSTRACT

Muhammad Aqsa Abdullah, 2023. "The Effectiveness of Using Realia in Enhancing Students' Skill in Writing Procedure Text in the Eleventh Grade of Smk Negeri 1 Palopo". A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Madehang, S.Ag., M.Pd. and Andi Tenrisanna Syam, S.Pd., M.Pd.

This research is about using Realia to enhance students' skills in writing procedure text. In the eleventh grade at SMK Negeri 1 Palopo, this study aimed to determine whether Realia enhances students' capacity to write procedure texts successfully. This study utilized preliminary research. The population of this research was all students in the 11th grade, and the sample consisted of 20 students of SMK Negeri 1 Palopo. The researcher administered pre-tests and post-tests. Pre-test and post-test data were collated, and percentages were used to assess the results. The test was computed using SPSS version 22. The results of the paired samples test on the data obtained by the researcher— t_0 (count) = 7,458 and df (degree of freedom) = 19—can be observed. The significance level is equal to zero ($p < 0.05$). The alternative hypothesis (H1) is accepted, whereas the null hypothesis (H0) is rejected. The finding showed that using Realia enhances students' skill in writing procedure text in class XI Culinary Art 1 SMK Negeri 1 Palopo.

Keywords: Procedure text, Writing, Realia, Enhancing

CHAPTER 1

INTRODUCTION

A. Background

One of the abilities Indonesian students should to master is writing, especially in educational institutions. Writing is combining words into sentences, which arranges those sentences into a paragraph that makes sense. Writing is also a way of expressing ideas on paper that logically make sense; it will help students share an idea without saying any words.

One of the products of writing is the texts; several texts are easy to find in daily life, and one is procedure text. According to (Jupri, 2019), procedure text is a text that shows a sequence of ways of making or doing something¹. In addition, the language used is in the form of persuasion. Its purpose is to provide instructions for making, doing, or getting somewhere.

Among the four language skills, writing skills are among the least liked by many ESL students². One proof is when the researcher observed the learning process at a school called SMK Negeri 1 Palopo; the researcher found students still afraid to write and speak what they wanted in English. They could not tell what they thought and what they wanted. Therefore, learning writing is one of the solutions for them to convey the idea to others.

¹ Jupri, J. (2019). Using Video Recipe To Improve The Junior High School Students' Ability In Writing Procedure Text. *Journal of Language and Language Teaching*, 6(2), 108-115.

² Rahmat, N., Arepin, M., Rohayu, D., Yunos, M., Amani Syed, S., & Rahman, A. (2017). Analyzing perceived writing difficulties through the social cognitive theory. *People: International Journal of Social Sciences*, 3(2)

Writing is an essential skill for language production. However, it is considered a complex skill, particularly in English as a Second Language (ESL) contexts where students face many challenges in writing³. Therefore, appropriate teaching aids are needed. One teaching media that can be used in writing is Realia. Realia refers to authentic objects from real life used in the classroom to teach a specific concept. Realia can be physical and virtual as long as it is used in the real world⁴. Realia media are learning media that can be seen and held to help teachers deliver material students more easily understand.

Considering the abovementioned issues, writing is crucial for assisting learners in comprehending the materials. From the researcher's initial observation, it appears that students at school have difficulty writing. For this reason, it is necessary to research improving students' writing skills in procedure text using Realia.

B. Research Question

Based on the background above, the researcher formulates the following research questions:

Does the Realia effectively enhance students' skills in writing procedure text at class XI Culinary Art 1 of SMK Negeri 1 Palopo?

³ Fareed, M., Ashraf, A., & Bilal, M., (2016). ESL learners' writing skills: Problems, factors, and suggestions. *Journal of education and social sciences*, 4(2), 81-92.

⁴ Girsang, A. M., Liando, N. F., & Maru, M. G. (2021). IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING REALIA MEDIA. *Journal of English Language and Literature Teaching*, 5(1)

C. Research Objectives

The research objectives are to find out whether the Realia enhances students' skill in writing procedure text in class XI Culinary Art 1 of SMK Negeri 1 Palopo

D. Research Significance

The conclusions of this study should demonstrate to be both theoretical and practical, as stated in the parts that follow:

1. Theoretically

The findings of this study are anticipated to serve as one of the references in writing instruction., especially writing procedure text. More details about utilizing Realia to improve students' writing process texts will be provided.

2. Practically

- This research can assist the teacher in locating a productive medium for demonstrating writing procedures. Additionally, the instructor may use Realia to help students write procedural texts..
- It is hoped that by using Realia as an aid for writing lessons, learners will become more engaged in their study and writing abilities, particularly while composing procedure texts. When students create procedure texts, they are engaged and not bored.

E. Research Scope

The researcher focused on the use of Realia in enhancing students' skill in writing procedure text students in class XI Culinary Arts 1 of SMK Negeri 1 Palopo and using five aspects of assessment in writing procedure text, namely Content, Organization, Vocabulary, Grammar, Mechanics.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The researcher found some related research that uses Realia in teaching writing procedure text as follows:

Tri Ani Medissa researched the realia technique to improve students' writing skills in procedure text⁵. Teaching writing using the realia technique effectively enhances the students' writing skills, especially in writing procedure text. Besides that, using the realia technique helps the students write procedure text more easily. The improvement in the students' writing skills can be indicated from the score test of pre-test until post-test II. The average of the pre-test is 38.5. The average of post-test I is 63.4, and post-test II is 80.4.

Furthermore, implementing the realia technique positively affects the student's attitude in the teaching and learning process. When the teacher implemented the realia technique in the teaching-learning process, the students were observably interested in the lesson and motivated to learn. They became more actively involved in the teaching and learning process. The students were also willing to ask the teacher when they did not understand the material. The students were more enthusiastic about joining the class, so the teaching-learning process became more effective.

M. Huda researched further, improving students' ability in writing procedure text through demonstration (classroom action research with the

⁵ Medissa, T. A. (2018). The Use of Realia Technique to Improve Students Writing Skill In Procedure Text. *Jurnal Pendidikan Edutama*

seventh-grade students of M.T.s. Al Islam Jepara in the academic year of 2014/2015⁶. It was done through two cycles with different types of demonstration, subject, data collection, and analysis techniques. Most problems occurred in the first cycle. It happened because students struggled with the material, although they had heard it before. They also needed to be more familiar with problematic words within the text. In the second cycle, they could write better because they were divided into groups and motivated to write procedure text. They also gave full attention to the teacher's explanation.

In this research, the writer tested their improvement in each cycle. The mean of students' writing scores in the first cycle was 64.9, with the highest and the lowest scores of 70 and 55. The mean of students' writing scores in the second cycle was 72.3, with the highest and the lowest scores of 86 and 57. Finally, this research shows that students' ability improved in each cycle after they were taught using demonstration. They were better in their procedure text writing. Their improvements of each writing component signed it.

Nurlaylati researched The Effectiveness of Using Realia in Teaching Writing Procedure Text to the seventh-grade students of SMP N 33 Purworejo in 2015/2016⁷. This research aims to describe whether or not using Realia is effective in teaching writing procedure text at the seventh grade of SMP N 33 Puworejo in the academic year 2015/2016. The researcher used Realia in teaching writing procedure text as a teaching media at the seventh grade of SMP N 33

⁶ Huda, M. (2015). *Improving Students' ability in Writing Procedure Text Through Demonstration* (Doctoral dissertation, Thesis. Semarang: Walisongo Islamic State University).

⁷ Nurlaylati, A. M. (2016). *The Effectiveness of Using Realia in Teaching Writing Procedure Text at the Seventh Grade Students of SMP N 33 Purworejo in the academic Year of 2015/2016* (Doctoral dissertation, PBI-FKIP).

Purworejo in the academic year 2015/2016. The type of research is quantitative research. In this research, the researcher takes 32 students out of 128 students in the seventh grade of SMP N 33 Purworejo as the sample. Then, the researcher gives pre-test and post-test. The researcher teaches writing procedure text by using Realia to the experimental class. The researcher then statistically analyses the data using test-separated variance because the data have abnormal distribution. After analyzing the data, the researcher concludes that using Realia in teaching writing procedure text to the seventh-grade students of SMP N 33 Purworejo in the academic year of 2015/2016 is adequate. The mean of the student's writing procedure text ability in the pre-test is 58.69 (sufficient), and the mean of the student's writing ability in the post-test is 79.91 (Very Good). The result of the z-value is 4.899. Based on the 0.05 significant level, the value of the z-table is 1.96. The computation result shows that the z-value is higher than the z-table, which is $4.899 > 1.96$.

Maryati Salmiati researched Improving students' ability in writing procedure text by using Realia⁸. The researcher found that the students' scores increased from Pre-Test to Post-Test of cycle I until Post-Test of cycle II; it can be concluded that: (a) The application of Realia can improve the students' ability in writing procedure text, it could be seen from improvement of the mean of students' score namely, the mean of Pre-Test (64,75) is improved compared with the mean of Post-Test in cycle I (75,33) and compared with the mean of PostTest in cycle II (86,86). (b) The percentage of the students' ability in writing procedure

⁸ Salmiati, M. (2015). IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING REALIA. *English Education: English Journal for Teaching and Learning*, 3(02), 75-89.

text in the pre-test is (16,66 %), which is lower than the post-test I (47,22 %) and lower than post-test II (94,44 %).

Qualitatively, it is also proved by the diary notes, observation sheet results, and documentation evidence results, which indicated improvement in the learning process from cycle I to cycle II. We can also see from the data that the students' enjoyment, happiness, enthusiasm, knowing and writing procedure improves the students' ability in writing procedure text.

Several researchers did research at the junior high school level based on the above findings. The study above concludes that the researchers applied Realia to enhance the student's ability in writing procedure text at the eleventh graders of SMK Negeri 1 Palopo. It can be seen from the research above that the Realia is one of the ways to teach writing skills. Each method can be applied as long as it suits students. The above research on how to use Realia in teaching English is similar to the previous study. Researchers used experimental methods. The research is different; this research conducted in Vocational High School, and focuses on improving students' writing skills through procedure text using Realia.

B. Theoretical Basis

1. Writing

a. Definition of Writing

Writing is one of the four language skills essential to daily living. In support of the statement above, Taselin (2010:104) stated that writing is a crucial component of language instruction since it serves as a tool for learning that helps

students become more familiar with the language parts used⁹. Writing can be used as a media to devote all their mind, feelings, and opinion. Writing also helps people to understand what they want to explain.

In another opinion, writing is one of the primary language skills¹⁰. It plays a significant role in expressing one's ideas, thoughts, opinions, and attitudes. People can share ideas and feelings through writing, persuading, and convincing others. Any topic can be explored in Writing by putting it into words, phrases, or paragraphs so the reader can comprehend what the author is trying to convey in the written text.

Writing is an activity used to convey a person's thoughts, knowledge, and ideas in the form of a written text. Furthermore, since there are some specific things to perform for successful writing, writing text is a product that requires more preparation.

writing is a productive skill¹¹. This means that, unlike listening and reading, they use language rather than just receiving it. Typically, when studying language, The two primary language skills are productive and receptive skills. We need receptive abilities to understand the language used in the messages we read and hear. It is referred to as passive skills. Reading and listening are among the reductive capabilities.

⁹ Taselin, M. (2010). Interactive Activities for Improving Students' Writing Skills. Journal At State Junior High School, 1.

¹⁰ Alfaki, I. M. (2015). UNIVERSITY STUDENTS' ENGLISH WRITING PROBLEMS: DIAGNOSIS AND REMEDY.

¹¹ Wahyuni, T. (2022). *Improving Students' Writing Descriptive Text Through Realia Media At The Eighth Grade Students Of MTS PP Al-Jauhar Duri-Mandau* (Doctoral dissertation, Universitas Islam Riau).

Additionally, students must develop productive language skills through written material. Writing effectively is regarded as a cognitive challenge because it aids in evaluating linguistic proficiency, memory capacity, and reasoning skills. Since writing is practical, students can increase their writing practice in the classroom. Students must be familiar with the elements of writing.

writing involves several subskills¹², including language usage, correctness, and proper grammar. Writing appropriately entails employing correct spelling, letter formation, legibility, punctuation, vocabulary, grammar, sentence structure, paragraph usage, and

Consequently, learners believe that writing is challenging. A well-written text requires time and effort to create. Several procedures are used to develop well-written texts. Students must first consider what they will write about, then they can draft what they want to write about, and ultimately, they can revise and generate a finished work. In support of the statement above, there are processes of writing that must learn to write effectively¹³:

- a. Prewriting, referred to as being prepared to write, is the process of selecting a topic, thinking about the goal, audience, and genre, and coming up with and organizing writing ideas.
- b. Drafting, Putting ideas to paper is the process of drafting. Revision entails enhancing the writer's thoughts.

¹² Aguilera, L. C., & Filologia, L. (2012). Productive language skills learning and teaching: Speaking and writing. *Publicaciones Didacticas*, 32, 163-166.

¹³ Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6(13), 131-141.

- c. Editing involves correcting grammatical and mechanical mistakes after proofreading the writing.
- d. The final writing stage is publishing, which involves disseminating the work to an audience.

As opposed to that, People write for various reasons, which is their purpose¹⁴.

The goals of writing are:

- 1) To inform means expressing information and thoughts to others.
- 2) To entertain, writing often occurs alongside explaining, informing, or debating with humor as the primary goal.
- 3) It means describing How or why something occurred or why it happened in the text.
- 4) To persuade, writing aims to convince the reader to accept the message included in the text—for example, in an advertisement.

b. Writing Aspect

There are several aspects of writing to consider to get better at writing. there are five aspects of writing as follow¹⁵:

1. Content

Content refers to statements, related concepts, and idea development through personal experience, illustration, fact, and opinion.

¹⁴ Rehbein, tiffany, (2015). Teaching Students The Many Purposes of Writing. English Language Arts Blog, (Online), (<https://www.sad;ier.com?school/ela-blog/teaching-students-the-many-purposes-of-writing>)

¹⁵ Nurhayati, A. (2020). The Implementation of formative assessment in EFL writing: A case study at a secondary school in Indonesia. *Pedagogy: Journal of English Language Teaching*, 8(2), 126-137.

2. Organization

Organization refers to the effectiveness of the introduction, the logical sequence of ideas, the conclusion, and the appropriate length

3. Vocabulary

Vocabulary refers to the variation of words which are appropriate to the content. The writer should select a suitable vocabulary to clarify their ideas to the reader.

4. Grammar

Grammar refers to using grammatical and syntactic patterns or correctly separating, combining, and grouping ideas in word phrases, clauses, and sentences to create a coherent paragraph.

5. Mechanic

Mechanic refers to using graphic conventions of languages, such as arranging letters, words, sentences, paragraphs, punctuation, and capitalization.

c. Teaching Writing

Writing is one of the language skills that the student should master. Although most communication processes are done directly nowadays, we can still ignore indirect communication. Since writing is considered communication, English teachers should realize that writing must be taught well to the students to improve their writing. Regarding teaching writing, writing is an important focus to

strengthen learning; this statement means that teaching writing is one of the essential matters to be taught by the teacher to build students' language ability¹⁶.

In addition, students should have extraordinary ability in writing. The reason is that writing is one of the Very Good communication tools. English teachers should understand that only some students can convey their ideas orally. Some students prefer to share their thoughts in written form. Even though both writing and speaking are productive and active, teaching writing differs from speaking. If in speaking, the student shares their idea orally and directly, while in writing, they need some time to arrange their thoughts. During writing activities, the students explore their creativity more and can create a great product through writing, such as essays, story-telling, descriptive text, and procedure text. In this case, the teacher should encourage students to dig into their creativity in written form. So, students are expected to get sharper creativity and writing ability as a benefit of teaching writing.

2. Procedure Text

a. Definition of Procedure Text

Procedure text describes how something is accomplished through a sequence of actions or steps¹⁷. In other words, process language gives us instructions to do a process. Due to this, procedural papers typically start with the task's objective. A process text aims to instruct the reader on what to do or how to complete a task.

b. Language Features

¹⁶ Khasanah, A. U. (2019). Teaching Method In Writing Descriptive Text. *Jurnal Edulingua* Vol, 6(1).

¹⁷ Rahmawati, M. R., Listiyani, A., & Damayanti, S. (2016). The problems encountered by teachers in teaching procedure text. *English Journal*, 8(1), 45-55.

- 1) Using verbs of action (write, read, etc.)
- 2) Using simple present tense, which is frequently imperative
- 3) Using primarily temporal conjunctions (first, second, etc.)
- 4) Using mainly material processes

c. Generic Structure of Procedure Text

three parts in the generic structure of the procedure text¹⁸. The procedure text consists of three parts:

1) Goal/Aim

The goal or aim of anything is to further knowledge on how to write for business—for instance, how to make greeting cards.

2) Materials (not required for all procedural texts)

The materials used in the process or required materials are contained in the materials/tools. For instance, you need paper, ribbon, glue, crayons, and other supplies to make greeting cards.

3) Steps (goal, followed by a series of actions aimed at achieving the goal)

Steps include the procedures for creating the desired result. Students must follow some guidelines after learning the objective and the contents.

The author summarizes the reasoning given above by stating that there are three components to the generic structure of process text that help students arrange it.

¹⁸ Dadi, Lilies Setiasih. (2015). *How to Write A Short Essay In English Academic Writing*. Bandung: Alfabeta

d. Grammatical of Procedure Text

Procedure text includes grammatical characteristics that support the form of a procedure in addition to having a social function and a generic structure¹⁹ text as follows:

1) Simple Present Tense, especially imperative form

Procedure texts eventually serve the social purpose of directing others. A present-tense imperative verb is thus utilized to convey the instruction in this sentence. As an illustration, obtain, cut, stir, add, boil, grind, etc..

2) Connective of Sequence

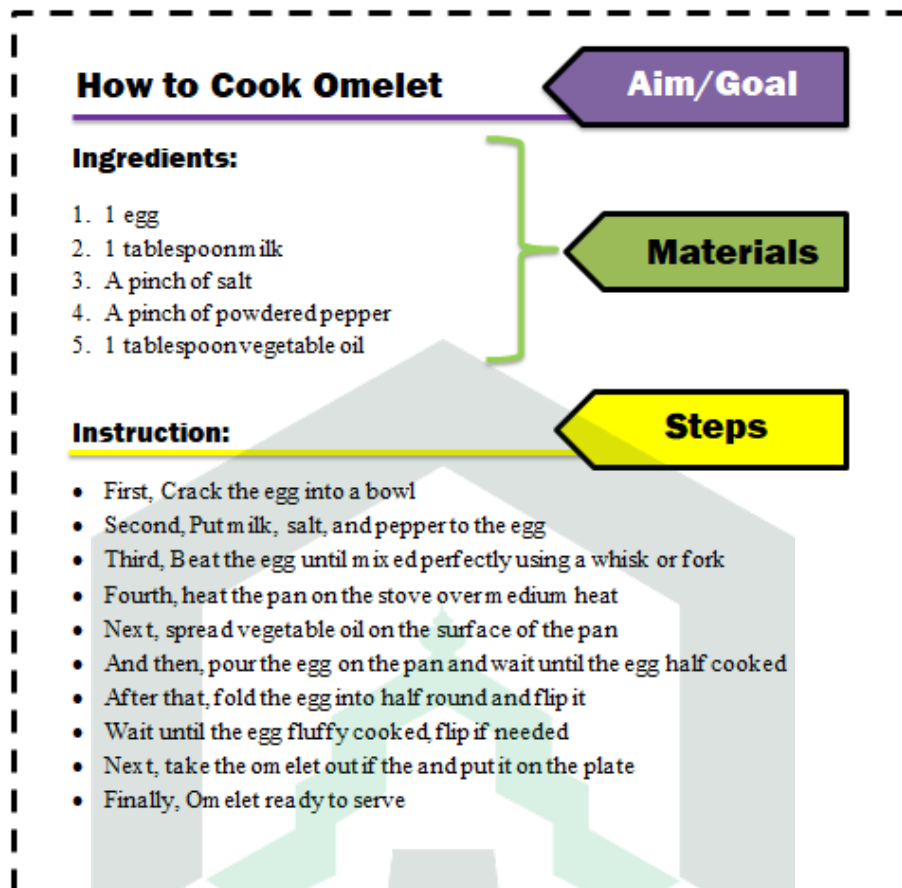
Sometimes, more is required for practical training in the imperative present tense form. But we need terms like then, after that, next, eventually, etc., to improve it and make it easier to understand. Comparative sequences are these.

3) Numbering

Numbering serves the same purpose as a sequence comparison in this context. It will be necessary if the author wishes to demonstrate a sequence variant, such as first, second, third, fourth, etc.

¹⁹ Fizah, Lailatul. (2015). Improving Students Ability In Writing ProcEDURE Text By Using Picture

e. The Example of Procedure Text

3. **Realia**

a. Definition of Realia

Media can assist teachers in teaching lessons and facilitating students' understanding of such lessons. To teach students, the teacher needs to have a variety of media. Visual media is one of the many types of media that may be used. Realia will be one of the visual tools used in this study. Realia uses actual items or things as teaching tools in the classroom; it enables students to hear, see, and touch the subject immediately. Realia are items utilized in the classroom as examples or teaching aids and are discussed or written about. Realia can be used in the classroom to teach languages. On the other hand, Realia refers to using

genuine items from daily life as a teaching tool to teach English in EFL classrooms.

Realia is an effective teaching tool that may be used to enhance students' writing of procedural texts since it is simple for students to comprehend how to manufacture or do anything and understand the text's meaning. In other words, the teacher uses Realia in the classroom to help the learners concentrate and develop their psychomotor and cognitive skills. Realia makes it simpler for learners to understand what the teacher is teaching them and how it is done. Utilizing all objects, including actual items or objects, students are learning how to perform something. Therefore, Realia is beneficial for improving students' capacity to think critically and produce quality writing.

b. Kinds of Realia

Realia is a valuable form of media that depicts actual objects, but it cannot be used in a classroom if the object is either too big or too small. In that instance, the teacher can use a miniature to demonstrate what it looks like instead of using natural objects like a car, locomotive, or airplane as the media in the classroom. Additionally, tiny objects like dust, bacteria, or plankton cannot be used since they are too small. Two kinds of things can be applied in the teaching and learning process as realia media, those are:

i. Real thing (original thing)

Real thing means the original, which can be seen or touched and not copied—for example, a book, pen, blackboard, table, ruler, and pencil.

ii. Imitate Thing

Imitate thing refers to something that is imitated from the original size.

Example: Globe, transportation toys, vegetable toys, and media that show in the class. All the things that can be used several times and are safe for the students are included in imitative items that can be used in media for each student.

Based on the kinds of realia above, this research used real thing (original thing) namely, iced cube, tea, spoon, glass, etc.

c. The Advantages of Realia

There are some advantages of using Realia²⁰, namely:

- i. The lesson was presented as meaningful, clear, and transparent to the students.
- ii. Introducing Realia into the classroom has allowed students to be active learners and qualified teachers to function as facilitators.
- iii. Students are at ease and inspired while using authentic materials.
- iv. Using Realia allows the learners to be familiar with that vocabulary or structure and prepares them well for the real world.
- v. Using real objects in the classroom is to make learning more enjoyable.

d. The disadvantages of Realia

Realia not only has some advantages but also some disadvantages, namely:

²⁰ Bably, T., & Nusrat, D. (2017). Using realia as an effective pedagogical tool. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(11), 01-07.

- 1) Size, A tangible object that is too large and expensive to show in the classroom is the main barrier. Realia can only be introduced into the classroom in specific numbers.
- 2) Realia takes time to practice in the classroom
- 3) Realia requires more preparation from teachers and learners.

4. Teaching Writing Procedure Text Using Realia

Teachers can use Realia as an effective media to teach writing procedure text to make students understand written text²¹. Students can use Realia to generate ideas for process text writing based on their performance with Realia and make it simple to remember the procedure text's aim, ingredients/materials, and steps.

The following is how Realia is used to teach writing process text:

- a. The teacher is required to explain the process text to the students.
- b. The teacher must clarify the learning objective so that learners understand what they are expected to perform.
- c. The instructor demonstrates how to write a compelling procedure text.
- d. The teacher must use realia (the materials) with preparation. The classroom already has everything needed.
- e. Based on Realia, the teacher illustrates each phase during the performance. The instructor explains after giving a demonstration. To help students comprehend the procedures.

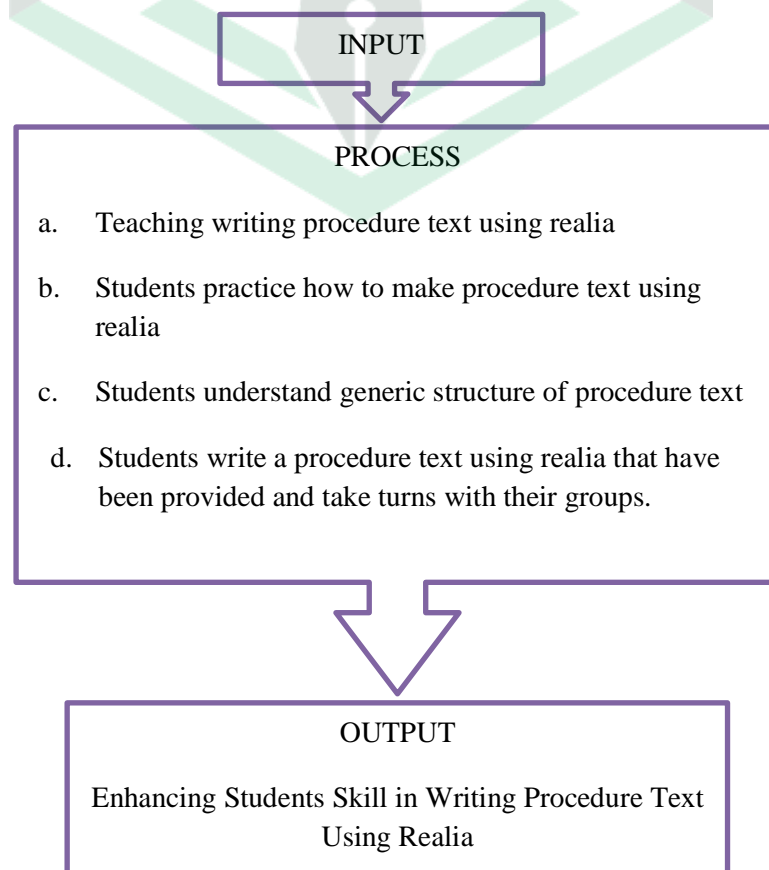
²¹ Ulfa, Nadia. (2018) Applying Realia in improving students writing procedure text. (https://ecampusip.umj.ac.id/umj/AmbilLampiran?ref=13800&jurusan=&jenis=item&usingId=false&download=false*clazz=ais.database.model.file.LampiranLain)

- f. Students were placed in groups by the teacher. They must then use Realia to prepare for their performance after that. Students can use Realia to look for real examples of what to make or do.
- g. The instructor requests that the students create a procedure text. The students use Realia to record all the procedures, objectives, and resources they have presented to the class.

Based on the previously stated assertion, the author believes that using Realia to teach writing procedure text can make students' writing more lively, engaging, and pleasurable. Students cannot produce procedure texts because they must organize the steps into clear language. Using Realia, students can quickly comprehend how to write a procedural text.

B. Conceptual Framework

The following is the conceptual model that supports this research.



The challenges that develop in the order of English lessons are where this study starts.. The problem is the low writing skills of SMK Negeri 1 Palopo class XI students, especially in writing procedure text. The majority of language students need help to start writing. It can be assumed that their grammatical skills are deficient because almost all of them cannot use the correct grammatical structure and don't understand the generic structure of procedure text.

The first teaches procedure text using Realia; then, students practice making procedure text using Realia. Next, students understand the generic structure of the procedure text. Furthermore, students arrange the Realia provided and write the procedure text properly and correctly with their groups.

D. Hypothesis

This study hypothesis can be stated as follows in considering the literature review, pertinent studies, and the conceptual framework mentioned above:

H₀ Realia does not effectively enhance students' skills in writing procedure text

H₁: Realia effectively enhance students' skills in writing procedure text.

CHAPTER III

RESEARCH METHOD

A. Research Type

The writer employed the quantitative method in this study. A non-equivalent group design was used for the study before and after the exam. Best and Kahn noted that tests conducted in classrooms typically employ this design when the experimental group will naturally form groups, such as entire classes, that may be comparable.. The design of this research is represented as follows.²²

Table 3.1 Best and Kahn's experimental study design²³

Experimental group	T ₁	X	T ₂
--------------------	----------------	---	----------------

Note:

- T1 = Pre-test
- X = Treatment
- T2 = Post-test

B. Population and Sample

a. Population

There are usually no statistics available for nearly all of the individuals in a population, which is made up of all the individuals or units of interest.

²² Best, J. W., & Kahn, J. V. (2006). *Research in education, 10th*. New Delhi: PHI Learning Private Ltd, 10-12

²³ Best, J.W. And Kahn, J.V. (2006) *Research In Education. 10th Edition*, Pearson Education Inc., Cape Town

The population of this research is all 11th-grade students of SMK Negeri 1 Palopo. It consists of 70 students and is divided into three classes for 11th grade: XI TB 1 consists of 25 students, XI TB 2 consists of 25 students, and XI TB 3 consists of 20 students.

b. **Sample**

Those in the sample are a portion of the population. Information on specific individuals is usually available in samples. One class was used as the research sample and class XI TB 1 became a research sample by the instruction of the English teacher.

C. Research Procedure

1. Pre-test

- a. The researcher gave the students a cordial welcome, urged them to pray according to their religion, and explained the goal of the research.
- b. The pre-test was given by the researcher to students and asked them to write a procedure text of "how to make iced tea" based on their knowledge.
- c. The researcher classified student writing skills as the fifth aspect of Writing (Content, Organization, Vocabulary, Language Use, and Mechanics).

2. Treatment

The tenth meeting will be part of the coursework for learning to develop procedure language using Realia. The steps are explained as follows:

1) First Meeting

Warming Up :

- a) Greeting learners and verifying their attendance, "Good morning, students! How are you."
- b) The teacher poses inquiries to help learners reflect on the subjects, such as "Have you ever known the procedure text?"

Main Activities:

- a) To get learners thinking about the process text, the teacher poses some queries, such as Can you cook? Also, have you ever created anything?
- b) The instructor clarifies the day's learning objectives.
- c) Describe the procedure text to the learners.
- d) Students respond to the text in the procedural material.
- e) The teacher uses the text "How to make a cup of hot chocolate" to illustrate a procedural text for the class.
- f) The teacher brings materials and ingredients (glass, spoon, sugar, and chocolate powder) to make hot chocolate into the classroom.
- g) The instructor prepares all the supplies for the "how to make hot chocolate" lesson
- h) The instructor walks the class through the steps of making hot chocolate.
- i) The instructor uses Realia to demonstrate the methods for making hot chocolate that will be served to the class.
- j) Students listen to the instructor.

- k) Students document the process for preparing hot chocolate after practicing it.
- l) Students bring their procedure texts to the teacher in group.
- m) The teacher discusses together with the students.
- n) Give the students examples of correctly writing procedure text for making hot chocolate.

Closing:

- a) Summarizing the lesson
- b) The teacher evaluates the student's work and gives feedback about the material.

2) Second Meeting**Warming Up :**

- a) The teacher greets the students.
- b) The teacher verifies each student's attendance.
- c) The teacher encourages students to consider the issues by posing some questions.

Main Activities

- a) The teacher goes over the subject of the previous lesson.
- b) The teacher inquires about the students' issues from the prior lesson.
- c) The teacher probes the class for comprehension.
- d) The teacher assigns learners to one of four groups. Therefore, there are seven or eight learners in each group.

- e) The teacher instructs the class on preparing hot coffee and sweet tea.
- f) The teacher gives the learners a demonstration of Realia (coffee, tea, hot water, sugar, spoon, cup, and glass).
- g) The teacher asks students to practice in front of the classroom based on the topics using Realia.
- h) Every group tried making hot coffee and sweet tea so their friends could comprehend it.
- i) Each group composes the procedure text based on their chosen theme.

Closing:

- a) Recapitulating the lesson
- b) Providing opportunities for learners to ask questions about the subject matter
- c) The teacher evaluates the student's work and provides feedback about the material.
- d) The instructor asks the class to retain some newly discovered words.
- e) The teacher explains the lesson plan for the upcoming week.
- f) Thank you and goodbye, then enter the classroom.

3) Third Meeting

Warming Up :

- a) Greeting "Assalamualaikum wr, wb, Good morning students".
- b) The instructor verifies each student's attendance.
- c) The teacher asks students to consider the issues by asking questions.

Main Activities :

- a) The instructor inquires about the students' issues from the prior lesson.
- b) The instructor probes the learners' comprehension.
- c) The instructor goes over the subject of the prior meeting.
- d) Request that the students work in groups to study the text's parts and structures.
- e) The instructor assigns learners to one of four groups. Therefore, there are seven or eight learners in each group.
- f) The teacher presents the topic to the class (how to make cereal), and then he describes the process.
- g) The instructor requests that a select group of students exhibit their work using Realia in front of the class.
- h) The teacher brings the materials and ingredients (bowl, spoon, cereal, milk powder) into the classroom.
- i) Students use Realia to present their work to the class.
- j) Every group writes. procedure text

Closing :

- a) Summarizing the lesson.
- b) Giving chances for students to ask questions dealing with the material
- c) The teacher concludes and closes the lesson.

4) Fourth Meeting

Warming Up :

- a) The teacher welcomes the students.
- b) The teacher enquires about the student's health.
- c) The teacher verifies each student's attendance.
- d) The teacher prompts students to consider the issues by posing some questions.

e) Main Activities :

- a) The teacher goes over the subject of the prior meeting.
- b) In the final lesson, the teacher inquires about the students' issues.
- c) The teacher and students talk about the prior lesson together.
- d) The teacher instructs the class on "how to post on Instagram."
- e) The teacher requests that the learners create a procedure text on "How to Post on Instagram."
- f) Students write in procedure text "how to post on instagram".
- g) Students use Realia to present their work to the class.

Closing :

- a) The teacher assesses the student's work and provides input on the subject.
- b) The teacher brings the lesson to an end.

5) Fifth Meeting

Warming Up :

- a) The teacher says, "Assalamualaikum wr, wb, Good morning students" to the class.
- b) The teacher verifies each student's attendance.
- c) The teacher prompts students' thought processes with a few questions..

Main Activities :

- a) The teacher goes over the subject of the prior meeting.
- b) Request that the students work in groups to study the text's parts or structures.
- c) The teacher assigns learners to one of four groups. Therefore, there are seven or eight learners in each group.
- d) The teacher assigns the topics (How to post on Instagram) to the students (in groups).
- e) The teacher explain to how post to Instagram.
- f) Students pay attention to the explanation from the teacher.
- g) Teachers assign groups of learners the task, and the students must write down the steps based on the teacher's description.
- h) In groups, each group completes the following procedure text and arranges it into a suitable procedure text.

Closing :

- a) I am summarizing the lesson.
- b) They were given chances for students to ask questions dealing with the material.

- c) The teacher concludes and closes the lesson.

6) Sixth Meeting

Warming Up :

- a) Greeting "Assalamualaikum wr, wb, Good morning students".
- b) The instructor verifies each student's attendance.
- c) The teacher asks students to consider the issues by posing questions..

Main Activities :

- a) The teacher reviews the previous meeting topic.
- b) Ask students to do it in groups and analyze the part or structure of the text, and they do it in groups.
- c) The teacher divides students into four groups. So, each group consists of seven/eight students.
- d) The teacher gives students the topics (how to make a sweet sandwich)
- e) The teacher uses Realia (bread, condensed milk, and sprinkles) to explain how to make a sweet sandwich in front of the class.
- f) The teacher asks students to write a good form of procedure text.
- g) Each group writes the procedure text based on the teacher's demonstration.

Closing :

- a) The teacher asks students to write a good form of procedure text

- b) Giving chances for students to ask questions dealing with the material
- c) The teacher concludes and closes the lesson

7) Seventh Meeting

Warming Up :

- a) The teacher greets students ("Assalamualaikum wr, wb, Good morning students").
- b) The teacher checks the students' attendance.
- c) The teacher asks some questions to guide students in thinking about the topics.

Main Activities :

- a) The teacher reviews the previous meeting topic.
- b) Ask students to do it in groups and analyze the part or structure of the text, and they do it in groups.
- c) The teacher divides students into four groups. So, each group consists of seven/eight students.
- d) The teacher gives students the topics (how to make hot tea)
- e) The teacher explains how to make hot tea using Realia (glass, spoon, hot water, sugar, tea) in front of the class.
- f) The teacher asks students to write a good form of procedure text.
- g) Each group writes the procedure text based on the teacher's demonstration.

Closing :

- a) The teacher asks students to write a good form of procedure text
- b) Giving chances for students to ask questions dealing with the material
- c) The teacher concludes and closes the lesson.

8) Eighth Meeting**Warming Up :**

- a) The teacher greets students ("Assalamualaikum wr, wb, Good morning students").
- b) The teacher checks the students' attendance.
- c) The teacher asks some questions to guide students in thinking about the topics.

Main Activities :

- a) The teacher reviews the previous meeting topic.
- b) Ask students to do it in groups and analyze the part or structure of the text, and they do it in groups.
- c) The teacher divides students into four groups. So, each group consists of seven/eight students.
- d) The teacher gives students the topics (how to make greeting cards)
- e) The teacher explains how to make greeting cards using Realia (paper, sticker, colouring pens) in front of the class.
- f) The teacher asks students to write a good form of procedure text.

- g) Each group writes the procedure text based on the teacher's demonstration.

Closing :

- a) The teacher asks students to write a good form of procedure text
- b) Giving chances for students to ask questions dealing with the material
- c) The teacher concludes and closes the lesson.

3. Post Test

- a. The researcher kindly welcomed the students and requested they pray according to their respective religions.
- b. After instructing all the students, the researcher administered a post-test and asked them to create the text on "how to make a cup of noodles" using the appropriate generic structure.
- c. The fifth aspect of writing (Content, Organization, Vocabulary, Language Use, Mechanics) is how the researcher categorizes student writing abilities.

E. The Technique of Data Analysis

Quantitative data was used in the pre-and post-test scoring method. The study establishes the score categories for analyzing the data, which include mechanics, content, organization, vocabulary, and language use. The pre-and post-test scores were calculated using the Heat-on-assessment model.

1. Tabulating Students Score

The objective score is classified into five scales, the components involved. ²⁴

- a. Content is the substance of writing, the idea expressed.
- b. The goal of writing organization, which takes place from beginning to conclusion, is organization.
- c. The students' vocabulary consists of all the terms they use.
- d. Proper use of structural words and syntactic patterns is grammar.
- e. Mechanics is the application of the language's graphic convention.

Table 3.2 Scoring of Content

No	Score	Classification	Criteria
1	5	Very Good	The primary concept should stand out, and other ideas should not take up too much space. It should also be clear, focused, exciting, rich, and well-focused.
2	4	Good	Clarify your objectives even if the end outcome is uninteresting overall. Although support is attempted, it could be too vague, evident, limited, or of low quality.
3	3	Fair	Lack of logical progression, unclear or disjointed concepts for the growth, and a lack of a clear objective or theme
4	2	Poor	Lacks fluency, fails to communicate, and provides little information
5	1	Very Poor	Because there is no significant organization, there is not enough to analyze.

Table 3.3 Scoring of Organizational

²⁴ J. B. Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition (United State of America, 1975)

No	Score	Classification	Criteria
1	5	Very Good	Ideas are presented with fluidity. Supporting logical sequencing, often well-organized, refers to an ordered structure or presentation that compels the reader to continue reading the material. A firm beginning, well-placed details, and a concluding paragraph
2	4	Good	Although the reader can easily follow what is said, the overall arrangement is occasionally ineffective, difficult to understand, or the core idea does not make logical sense because of improper sequencing.
3	3	Fair	The development is not fluid, and there is a lack of logical sequencing. The text is unclear and lacking in concepts and specifics.
4	2	Poor	The lack of communication and the brittle transition make the relationship between ideas murky, lacking, or confusing.
5	1	Very Poor	Lack of organization, insufficient data to analyze, and sender confusion

Table 3.4 Scoring of Vocabulary

No	Score	Classification	Criteria
1	5	Very Good	appropriate word choice and usage, being precise and precise
2	4	Good	An adequate range of sporadic grammatical, usage, and word-choice problems. Although the main message is clear, language communication rarely catches the reader's attention; some comments could be imprecise.
3	3	Fair	The writer has trouble reducing vocabulary and organizing words into groups.
4	2	Poor	There are several usage, word choice, and idiomatic errors. Language is so nebulous, abstract, repetitive, and lacking in specifics that only the widest, repeated terms and frequent words do not adequately convey the text: Verbs like "is," "are," "was," "were," and "dominated" are weak and numerous.
5	1	Very Poor	Almost all words are inaccurate, lackluster, inadequate for evaluation, and frequently misspelled.

Table 3.5 Scoring of Grammar

No	Score	Classification	Criteria
1	5	Very Good	With only a few agreement, tense, number, word, order/function pronoun, and prepositional faults, practical complicated composition
2	4	Good	Construction that is simple but practical, slight issue with the intricate build Several tense faults, word errors, function errors, pronoun, and prepositional problems, although the meaning is rarely lost
3	3	Fair	Frequent antagonism, agreement, tense, word, order/function, pronoun, preposition, and fragment errors are significant issues with simple composition. lacks communication
4	2	Poor	dominated by grammatical errors. unable to comprehend or evaluate
5	1	Very Poor	Almost never the master of rules governing sentence formation

Table 3.6 Scoring of Mechanic

No	Score	Classification	Criteria
1	5	Very Good	a showing of convention mastery, with no errors in spelling, punctuation, capitalization, or paragraph
2	4	Good	There are a few mistakes in the capitalization, punctuation, spelling, and paragraphing..
3	3	Fair	Several typographical, punctuational, capitalization, and paragraphing errors
4	2	Poor	Numerous spelling, grammar, function, capitalization, and paragraphing mistakes
5	1	Very Poor	Inconsistent Writing

2. Scoring Classification²⁵

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

²⁵ Gay, L.R. "Educational Research. Columbus: Prentice-Hall" (2006).

3. Classifying the score of the student's answer

The score of the students was classified into five levels, as follows:

Table 3.7 The classification score of a student's answer

No	Classification	Score
1	Very Good	90 – 100
2	Good	70 – 89
3	Fairly	50 – 69
4	Poor	30 – 49
5	Very Poor	1– 29

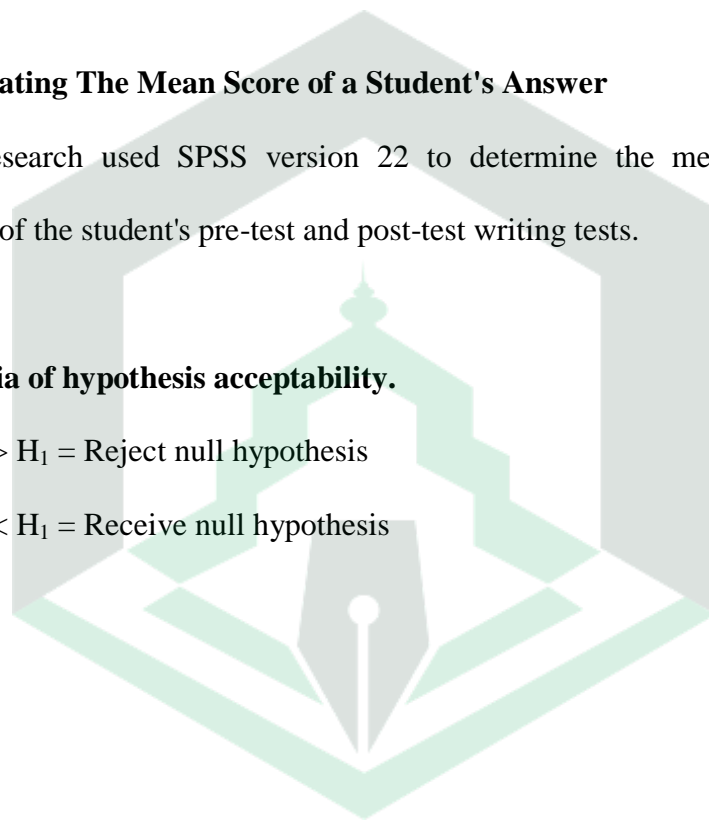
4. Calculating The Mean Score of a Student's Answer

The research used SPSS version 22 to determine the mean and standard deviation of the student's pre-test and post-test writing tests.

5. Criteria of hypothesis acceptability.

If $H_0 > H_1$ = Reject null hypothesis

If $H_0 < H_1$ = Receive null hypothesis



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter will present the data tabulation and statistical analysis. The research involved the categorizing of pre-and post-test results as well as their average and standard deviation.

1. Analysis of students' scores on the test

a. Pre-test

Using the SPSS 22 program, the researcher will present the total student score at the pre-test writing stage in this session, which covers five aspects: content, organizational, vocabulary, grammar, and mechanics. The table will also show the average deviation of standard grades and the average deviation of student value. The following table displays it in the following way.

Table 4.1

The Score of Students' Writing Skills in the Pre-test

No	Sample	Five Aspect Of Writing Assessment					Jumlah	Score of Test
		Content	Organizational	Vocabulary	Grammar	Mechanics		
1	S1	1	1	1	1	1	5	20
2	S2	1	2	1	2	2	8	32
3	S3	1	1	1	1	1	5	20
4	S4	1	1	1	1	1	5	20
5	S5	2	1	1	1	2	7	28

6	S6	2	1	2	1	2	8	32	
7	S7	2	2	2	3	3	12	48	
8	S8	2	2	2	1	2	9	36	
9	S9	2	2	1	1	2	8	32	
10	S10	2	2	1	1	2	8	32	
11	S11	2	1	1	1	2	7	28	
12	S12	2	1	1	1	1	6	24	
13	S13	2	2	2	3	2	11	44	
14	S14	1	1	1	1	2	6	24	
15	S15	2	2	1	1	2	8	32	
16	S16	2	2	1	1	2	8	32	
17	S17	1	2	2	1	2	8	32	
18	S18	2	2	2	2	2	10	40	
19	S19	2	2	2	3	2	11	44	
20	S20	2	1	2	1	2	8	32	
TOTAL		34	31	28	28	37	158	632	
								MEAN SCORE	31.6

The findings of the pre-test taken by the students before receiving therapy from the researcher are shown in Table 4.1. Five writing assessments have been used to categorize the grades: content, organization, vocabulary, grammar, and mechanics. The researcher received the mean scores for each student's writing abilities and entered them one at a time into the tables below:

1) Content

The researchers utilized the SPSS 22 program to determine the student's pre-test content average grades. The outcomes can be shown using the descriptive table statistics below:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	1	2	1.70	.470
Valid N (listwise)	20				

The highest content value is 2, while the lowest is 1, as shown in Table 4.2. The pre-test students' average content score was 1.70, with a standard deviation 0.470.

A table of percentage rate scores representing the Content score is shown. This idea is shown as follows in the following table.:

Table 4.3
The Rate Percentage of Student's Content in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	14	70%
5	Very Poor	1	6	30%
Total			20	100%

No student got the Very Good, Good, or Fairly (0 %) category, as stated in Table 4.3. Most students can write that 14 students (70%) get Poor, and the remaining 6 students (30%) get Very Poor in Pre-test.

2) Organizational

The researcher used the SPSS 22 Program to determine an individual student's pre-test organizational average grade. The outcomes can be shown using the descriptive table statistics below:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational	20	1	2	1.55	.510
Valid N (listwise)	20				

The highest score is 2, and the lowest score is 1 in Table 4.4, which were given to organizational students. According to the pre-test, the organizational proficiency of the typical student was 1.55, with a standard deviation of 0.510.

A table of percentage rate scores is used to represent the organizational score. This idea is shown as follows in the following table:

Table 4.5

The Rate Percentage of Student's Organizational in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	11	55%
5	Very Poor	1	9	45%
Total			20	100%

As shown in Table 4.5, no student gets the Very Good, Good, and Fairly (0%) category. 11 students (55%) earned a Poor, and 9 students (45%) got Very Poor in the pre-test.

3) Vocabulary

The researcher used the SPSS 22 Program to determine the pre-test vocabulary's average grade. The outcome can be shown using the descriptive table statistics below:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	1	2	1.40	.503
Valid N (listwise)	20				

According to Table 4.6, students in the Vocabulary category can receive a maximum score of 2 and a minimum score of 1. It also revealed that the typical student's pre-test vocabulary score was 1.40, with a standard deviation of 0.503.

The vocabulary score is introduced as a level of the score rate table in the table below:

Table 4.7
The Rate Percentage of Student's Vocabulary in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	8	40%
5	Very Poor	1	12	60%
Total			20	100%

Table 4.7 demonstrates that no student receives Very Good, good, or fairly scores (0 %). In the pre-test, 8 students (40%) gained Poor scores, while most students, 12 students (69%), received Very Poor scores.

4) Grammar

The researcher used the SPSS 22 program to determine the pre-test grammar's average grade. The outcome can be shown using the descriptive table statistics below:

Table 4.8 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	20	1	3	1.40	.754
Valid N (listwise)	20				

Table 4.8 shows learners can receive a maximum grammar score of 3 and a minimum of 1. Additionally, the results of the grammar pre-test revealed that students' average scores were 1.40, with a standard deviation of 0.754.

. Table 4.9

The Rate Percentage of Student Grammar in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	3	15%
4	Poor	2	2	10%
5	Very Poor	1	15	75%
	Total		20	100%

Table 4.9 shows no student gets the Very Good and Good (0%) category. 3 students (15%) earned an Fairly, 2 students (10%) got Poor, and the remaining 15 students (75%) got Very Poor on the pre-test.

5) Mechanics

The researcher used the SPSS 22 Program to view the average pre-test grades of the mechanics students. The outcome can be shown using the descriptive table statistics below:

Table 4.10 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	20	1	3	1.85	.489
Valid N (listwise)	20				

According to Table 4.10, students can receive a maximum mechanics score of 3 and a minimum of 1. Additionally, the results of the mechanics pre-test revealed that students' average scores were 1.85, with a standard deviation of 0.489.

A listing of rate percentage scores includes the mechanics score. See it in the table below.

Table 4.11

The Rate Percentage of student Mechanics in Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	1	5%
4	Poor	2	15	75%
5	Very Poor	1	4	20%
Total			20	100%

Table 4.11 shows no student gets the Very Good and Good (0%) category. 4 students (20%) earned a Very Poor, 15 students (75%) got Poor, and the remaining 1 student (5%) got Fairly in the pre-test.

b. Post-test

The researcher indicates in this part that SPSS 22 was used to determine the rate level of understudies' writing skill scores on the post-test. The outcomes are displayed in the subsequent table:

Table 4.12
The Score of Students' Writing Skills in the Post-test

No	Sample	Five Aspect Of Writing Assessment					Jumlah	Score of Test
		Content	Organizational	Vocabulary	Grammar	Mechanics		
1	S1	3	4	3	3	2	15	60
2	S2	3	4	2	2	3	14	56
3	S3	2	3	3	2	2	12	48
4	S4	3	4	3	3	2	15	60
5	S5	3	3	2	2	2	12	48
6	S6	4	3	3	2	3	15	60
7	S7	2	2	2	3	2	11	44
8	S8	2	2	3	2	2	11	44
9	S9	2	2	2	1	2	9	36
10	S10	3	3	2	2	2	12	48
11	S11	4	3	3	3	3	16	64
12	S12	4	3	3	4	3	17	68
13	S13	3	3	3	3	2	14	56
14	S14	3	4	2	2	3	14	56
15	S15	3	2	2	2	2	11	44
16	S16	3	2	2	2	3	12	48
17	S17	2	2	3	2	2	11	44
18	S18	4	3	3	4	3	17	68
19	S19	4	4	4	3	3	18	72

20	S20	3	2	2	2	2	11	44
TOTAL		60	58	52	50	48	267	1024
MEAN SCORE								53.4

On the other hand, the researchers developed writing proficiency scores for the students, using Realia as a media-learning tool. As can be seen in the table below, it was presented as a frequency distribution and percentage table:

1) Content

The typical result of the post-test on content for students. The researcher used SPSS 22 to determine the score. The findings are displayed in the table below with descriptive statistics:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	2	4	3.00	.725
Valid N (listwise)	20				

The highest possible score for students in the content area is 4, and the lowest score is 2, as indicated in Table 4.13. It also showed that the post-test's average grade for the content was 3.00 with a standard deviation of 0.725, and the post-test's average grade was 3.00.

The researcher then computed a score for each pupil who had Realia treatment. The results are shown as table rate scores. Here is a description of the table:

Table 4.14

The Rate Percentage of student's Content in Post-test

No	Classification	Rating	Post-test
----	----------------	--------	-----------

			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	5	25%
3	Fairly	3	10	50%
4	Poor	2	5	20%
5	Very Poor	1	0	0%
	Total		20	100%

Table 4.14 displays the content researcher's score percentage. None of the students was classified as Very Good or very poor (0 %). In the post-test, 5 students (25%) received Good, 10 students (50%) received Fairly, and the remaining 5 students (25%) received Poor.

2) Organizational

Using SPSS 22, the researcher determined the score. The typical score on the post-test for organizations is given to students. The findings are displayed in the table below with descriptive statistics:

Table 4.15 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational	20	2	4	2.90	.788
Valid N (listwise)	20				

The student's organizational category score ranges from 2 to 4, as shown in Table 4.15. His maximum score is 4. According to the data, the average student's post-test organizational grade was 2.90, with a standard deviation of 0.788.

The researcher then calculated the organizational scores for the learners who had received Realia treatment. It is displayed as table rates and percentage scores. The table below serves as an illustration:

Table 4.16

The Rate Percentage of student's Organizational in Post-test

No	Classification	Rating	Post-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	5	25%
3	Fairly	3	8	40%
4	Poor	2	7	35%
5	Very Poor	1	0	0%
Total			20	100%

As shown in Table 4.16 indicate the Organizational Researcher in score percentage. None of the students was classified as Very Good or very poor (0%). In the Post-test, 5 students (25%) received a Good, 8 students (40%) received an Fairly, and the remaining 7 students (35%) received a Poor.

3) Vocabulary

The typical rating on the vocabulary post-test for students. The researcher used SPSS 22 to determine the score. The findings are displayed in the table below with descriptive statistics:

Table 4.17 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	2	4	2.60	.598
Valid N (listwise)	20				

Table 4.17 shows that the student received a maximum score of 4 and a minimum score of 2 in the vocabulary area. According to the data, the average student's post-test vocabulary grade was 2.60, with a standard deviation of 0.598.

Following that, a grade was assigned to the researcher based on how many students were helped by Realia. The results are shown as table rate scores. This is shown in the table below.:

Table 4.18

The Rate Percentage of student's Vocabulary in Post-test

No	Classification	Rating	Post-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	1	5%
3	Fairly	3	10	50%
4	Poor	2	9	45%
5	Very Poor	1	0	0%
Total			20	100%

Table 4.18 indicates the researchers of vocabulary in score percentage. 1 student (5%) earned the Good, 10 students (50%) earned Fairly, and the remaining 9 students (45%) earned Poor's in the Post-test. None of the students received the Very Good and Very Poor (0%) categories.

4) Grammar

The researcher computed the score using SPSS 22, the post-test average for grammar among learners. The following table provides a summary of the data:

Table 4.19 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	1	4	2.45	.759
Valid N (listwise)	20				

According to Table 4.19, students in the grammar category received the highest overall score of 4, with the lowest overall score of 1. Students'

post-test grammar scores ranged from an average of 2.45 to a standard deviation of 0.759, per the findings.

The researcher next obtained a grade for the student whose grammar had been improved with Realia. Table rate % scores are used to display it. The table below illustrates:

Table 4.20

The Rate Percentage of Student's Grammar in Post-test

No	Classification	Rating	Post-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	2	10%
3	Fairly	3	6	30%
4	Poor	2	11	55%
5	Very Poor	1	1	5%
	Total		20	100%

Table 4.20 displays the grammar researcher's score %. None of the students received a category of Very Good (0%). In post-tests, 2 students (10%) received Good marks, 6 students (30%) received middling marks, 11 students (55%) received low, and 1 student (5%) received very poor marks.

5) Mechanics

The score was computed by the researcher using SPSS 22. The post-test fairly for mechanics among students. The following table provides a summary of the data:

Table 4.21 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	20	2	3	2.40	.503
Valid N (listwise)	20				

According to Table 4.21, students in the mechanics category received the highest overall score of 3 and the lowest overall score of 2. According to the findings, students' post-test mechanics scores ranged from an average of 2.40 to a standard deviation of 0.503.

The researcher then collected a score on the mechanics of the students who had gotten treatment with Realia. Table rate % scores are used to display it. The table below serves as an example:

Table 4.22
The Rate Percentage of student's Mechanics in Post-test

No	Classification	Rating	Post-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	8	40%
4	Poor	2	12	60%
5	Very Poor	1	0	0%
Total			20	100%

Table 4.22 shows the mechanical researcher's score percentage. No student received a category of outstanding, good, or poor (0%). In the post-test, 8 students (40%) scored Fairly, while the remaining 12 students (60%) scored poorly.

Following the acquisition of a mean score for writing skills (content, organizational, vocabulary, grammar, and mechanics) in the pre-test and post-test, the researcher will compare the mean score outcomes and standard

deviation values in the two tests. The result displayed in the table of descriptive statistics is as follows:

Table 4.23
The Mean Score And Standard Deviation In Pre-test (T1) and Post-test (T2)

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	20	36	31.60	7,989
Posttest	20	48	72	53.40	9,992
Valid N (listwise)	20				

According to Table 4.23 sample statistics, the pre-test standard deviation was 7.989, while the post-test standard deviation was 9.992. Additionally, it was shown that students typically scored 31.60 on the pretest and 53.40 on the posttest. The table above shows that the student's mean post-test score exceeded their mean pre-test score.

To ascertain if the pre-test and post-test were significantly different from one another and the viability of the research hypothesis, SPSS 22 analysis was employed in this study. A table of matched sample statistics and correlation shows the results. In addition, there are paired sample tests. The result is provided in the following tables:

Table 4.24
The Paired Sample Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	31.60	20	9,445	1,786
	Post-test	53.40	20	6,836	2,234

According to Table 4.24, sample statistics of the pre-test and post-test, the deviation standard in the pre-test is 9,445, and in the post-test, it is 6,836. The post-test standard deviation was 2,234, while the pre-test standard deviation was 1,786.

Table 4.25
The Mean Score And Standard Deviation In Pre-test (T1) and Post-test (T2)

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	-,045	,849

Table 4.25 shows It suggests an essential correlation between students' writing abilities before and after treatment—the correlation of students before and after treatment -,045.

Table 4.26
Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest – Posttest	-21,800	13,073	2,923	-27,918	-15,682	-7,458	19	,000

From Table 4.26, the paired samples test, The researcher obtained the following information: t_0 (count) = 7,458; df (degree of freedom) = 19. The significance level is equal to zero ($p < 0.05$). As a result, hypothesis (H_0) is disproven, and hypothesis (H_1) is automatically accepted. Pre-test and post-test findings showed a substantial difference. Based on evidence from the study results, the post-test has a higher value than the pre-test. As a result, this concluded that there was a significant difference in the enhancement of students' writing before and after being given treatment using Realia as learning media. Therefore, researchers believe that using Realia enhances students' skills in writing procedure text in class XI Culinary Art 1 SMK Negeri 1 Palopo.

B. Discussion

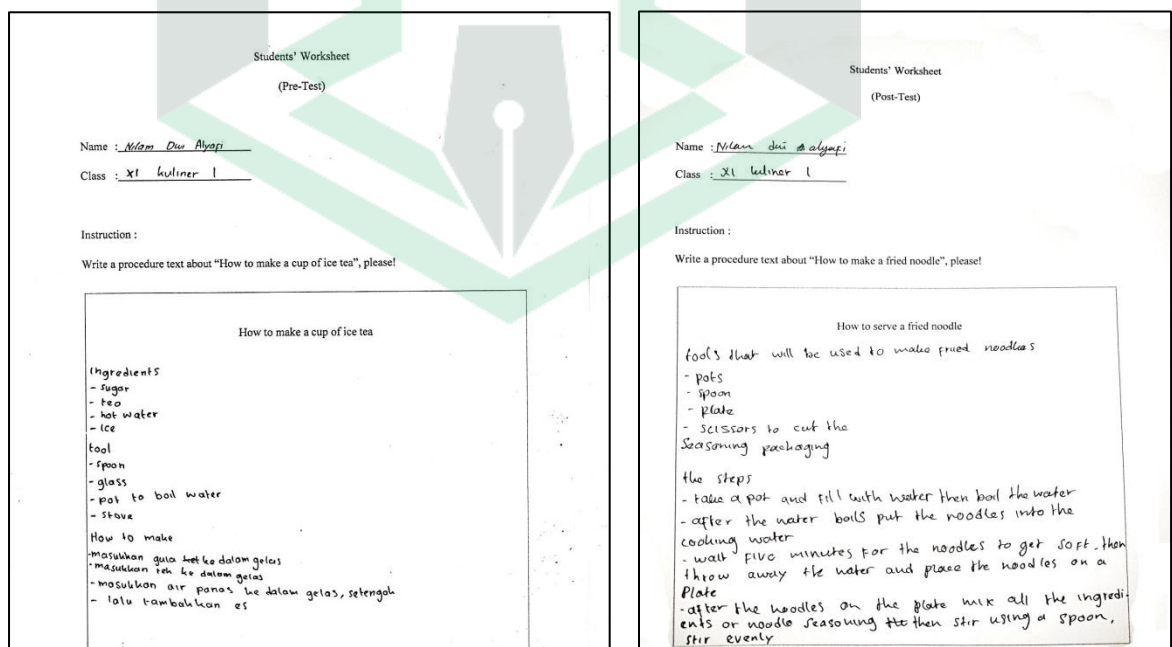
The study's findings revealed that many students still lacked in writing abilities. The researcher's observations at SMK Negeri 1 Palopo found that students were still afraid to write and speak what they wanted in English. They could not tell what they thought and what they wanted.

In this study, to determine and measure the student's writing skills in the pre-test the researcher gave a writing test. A pre-test was done before treatment. It aims to assess the significance of students writing skills before and after treatment.

The researcher greeted the students during the treatment and briefly explained the material. Then, the researcher prepared the realia media in front of the

classroom, and the learners demonstrated the realia media in front of the classroom for 15 minutes. After presenting the Realia, the students write down the procedure text that had been demonstrated in 30 minutes, and if they found difficult word they can use dictionary. The researcher re-explains the main points of the lesson while the material is on going. In the last section, the researcher demonstrated the realia media in front of the classroom and asked the students to write down the procedure text the researcher had presented.

According the data, the authors found that students' writing skills improved significantly because Realia. The result of the data analysis showed that the mean score of pre-test was 31,6 (poor), the mean score of post-test was 53,4 (fairly), and the researcher got the data t-test $-7,458$. This reinforced by the results of student tests which can be seen as follows:



The Picture above is a comparison between student pre-test and post-test results. It can be seen that student content and organization increase significantly,

this is in line with the results that have been obtained by researchers where the mean content score of students in pre-test get 1.70 while in the post-test mean content score students get 3.00 and the mean organizational score of students get 1.55 while in the post-test mean organizational score students get 2.90

The data shown that using realia media on the learning can enhance the student's skill in writing procedure text. The students enthusiastic, always pay attention, and understands the material because they demonstrated how to make something in front of their friends; students can also learn to speak while presenting the Realia. The results is this study uses realia media effectively in teaching writing skills.

Several studies is in line with this research, namely:

Tri Ani Medissa researched *the realia technique to improve students' writing skills in procedure text*. Teaching writing using the realia technique effectively enhances the students' writing skills, especially in writing procedure text. Besides that, using the realia technique helps the students write procedure text more easily. The improvement in the students' writing skills can be indicated from the score test of pre-test until post-test II. The average of the pre-test is 38.5. The average of post-test I is 63.4, and post-test II is 80.4.

Furthermore, implementing the realia technique positively affects the student's attitude in the teaching and learning process. When the teacher implemented the realia technique in the teaching-learning process, the students were observably interested in the lesson and motivated to learn. They became more actively involved in the teaching and learning process. The students were

also willing to ask the teacher when they did not understand the material. The students were more enthusiastic about joining the class, so the teaching-learning process became more effective.²⁶

M. Huda researched further, *improving students' ability in writing procedure text through demonstration (classroom action research with the seventh-grade students of M.T.s. Al Islam Jepara in the academic year of 2014/2015)*. It was done through two cycles with different types of demonstration, subject, data collection, and analysis techniques. Most problems occurred in the first cycle. It happened because students struggled with the material, although they had heard it before. They also needed to be more familiar with problematic words within the text. In the second cycle, they could write better because they were divided into groups and motivated to write procedure text. They also gave full attention to the teacher's explanation.

The results of the previous research above prove that using Realia effectively enhances students' skills in writing procedure text.

The differences between prior research and this research are (1) The research was conducted at a junior high school, and this research was conducted at a vocational high school. (2) Research method, several researchers use Qualitative and Classroom Action Research as the method. (3) They study questionnaire and interview data collection techniques and data analysis techniques. They must thus analyze the data. Pre-test and Post-test data were gathered for this study. The SPSS program was utilized to analyze the data for this study.

²⁶ Ibid

The research above concluded that the researcher applied Realia to enhance students' skills in writing procedure text at the eleventh graders of SMK Negeri 1 Palopo. It can be seen from the research above that Realia is one way to teach writing skills. Each method can be applied as long as it suits students. The above research on using Realia to enhance students' skills in writing procedure text is similar to the previous study. This research focuses on using Realia to enhance students' skills in writing procedure text.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According on the data and analysis on the prior chapter, the researcher's conclusion as follow:

Using Realia as a learning media effectively enhanced students' skills in writing procedure text in class XI Culinary Art 1 at SMK Negeri 1 Palopo. Students who use this strategy engage in the subject matter and pay great attention. The researcher's data for this study were t_0 (count) = 7,458 and df (degree of freedom) = 19. The significance level is equal to zero ($p < 0.05$). The typical student score on the pre-test was 31.6, and the specific student score on the post-test was 53.4. It shown that the alt hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. Results from the pre-and post-test experience have changed significantly.

B. Suggestions

In considering the previous findings, the researcher suggestions as follow:

1. English teachers can use realia media to help students learn the language, notably to improve their ability to write procedural text.
2. Students are advised to advance their English mastery, particularly their writing abilities.
2. The next researcher will look for further indicators of writing methods and other English skills.

BIBLIOGRAPHY

- Aguilera, L. C., & Filologia, L. (2012). Productive language skills learning and teaching: Speaking and writing. *Publicaciones Didacticas*, 32, 163-166.
- Alfaki, I. M. (2015). UNIVERSITY STUDENTS' ENGLISH WRITING PROBLEMS: DIAGNOSIS AND REMEDY.
- Bably, T., & Nusrat, D. (2017). Using Realia as an effective pedagogical tool. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(11), 01-07.
- Bably, T., & Nusrat, D. (2017). Using Realia as an effective pedagogical tool. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 22(11), 01-07.
- Best, J. W., & Kahn, J. V. (2006). *Research in education*, 10th. New Delhi: PHI Learning Private Ltd, 10-12
- Best, J.W. And Kahn, J.V. (2006) *Research In Education*. 10th Edition, Pearson Education Inc., Cape Town
- Dadi, Lilies Setiasih. (2015). *How to Write A Short Essay In English Academic Writing*. Bandung: Alfabeta
- Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6(13), 131-141.
- Fareed, M., Ashraf, A., & Bilal, M., (2016). ESL learners' writing skills: Problems, factors, and suggestions. *Journal of education and social sciences*, 4(2), 81-92.
- Fizah, Lailatul. (2015). *Improving Students Ability In Writing Procedure Text By Using Picture*
- Gay, L.R. "Educational Research. Columbus: Prentice-Hall" (2006).
- Girsang, A. M., Liando, N. F., & Maru, M. G. (2021). Improving Students'ability In Writing Descriptive Text By Using Realia Media. *Journal of English Language and Literature Teaching*, 5(1)
- Hanlon and Larget. (2011). *Samples and populations*. Madison: University of Wisconsin. (<http://www.stat.wisc.edu/~st571-1/03-samples-4.pdf>)
- Hanlon and Larget. (2011). *Samples and populations*. Madison: University of Wisconsin. (<http://www.stat.wisc.edu/~st571-1/03-samples-4.pdf>)

- Huda, M. (2015). Improving Students' Ability in Writing Procedure Text Through Demonstration (Doctoral dissertation, Thesis. Semarang: Walisongo Islamic State University).
- Irawan, D. (2017). Teaching vocabulary by using Realia (real-object) media. *English Community Journal*, 2017, 1.1: 41-45.
- J. B. Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition (United States of America, 1975)
- Jupri, J. (2019). Using Video Recipe To Improve The Junior High School Students' Ability In Writing Procedure Text. *Journal of Language and Language Teaching*, 6(2), 108-115.
- Khasanah, A. U. (2019). Teaching Method In Writing Descriptive Text. *Jurnal Edulingua Vol*, 6(1).
- Medissa, T. A. (2018). The Use of Realia Technique to Improve Students Writing Skill In Procedure Text. *Jurnal Pendidikan Edutama*
- Nurhayati, A. (2020). The implementation of formative assessment in EFL writing: A case study at a secondary school in Indonesia. *Pedagogy: Journal of English Language Teaching*, 8(2), 126-137.
- Nurlaylati, A. M. (2016). The Effectiveness of Using Realia in Teaching Writing Procedure Text at the Seventh Grade Students of SMP N 33 Purworejo in the academic year of 2015/2016 (Doctoral dissertation, PBI-FKIP).
- Rahmat, N., Arepin, M., Rohayu, D., Yunos, M., Amani Syed, S., & Rahman, A. (2017). Analyzing perceived writing difficulties through the social cognitive theory. *People: International Journal of Social Sciences*, 3(2)
- Rahmawati, M. R., Listiyani, A., & Damayanti, S. (2016). The problems encountered by teachers in teaching procedure text. *English Journal*, 8(1), 45-55.
- Rehbein, tiffany, (2015). Teaching Students The Many Purposes of Writing. *English Language Arts Blog*, (Online), (<https://www.sad;ier.com?school/ela-blog/teaching-students-the-many-purposes-of-writing>)
- Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta,2003), 41.
- Salmiati, M. (2015). Improving Students 'Ability In Writing Procedure Text By Using Realia. *English Education: English Journal for Teaching and Learning*, 3(02), 75-89.

Taselin, M. (2010). Interactive Activities for Improving Students' Writing Skills. Journal At State Junior High School, 1.

Ulfa, Nadia. (2018) Applying Realia in improving students writing procedure text.
(https://ecampusfip.umj.ac.id/umj/AmbilLampiran?ref=13800&jurusan=&jenis=item&usingId=false&download=false*clazz=ais.database.model.file.LampiranLain)

Wahyuni, T. (2022). Improving Students' Writing Descriptive Text Through Realia Media At The Eighth Grade Students Of MTS PP Al-Jauhar Duri-Mandau (Doctoral dissertation, Universitas Islam Riau).



A

P

P

E

N

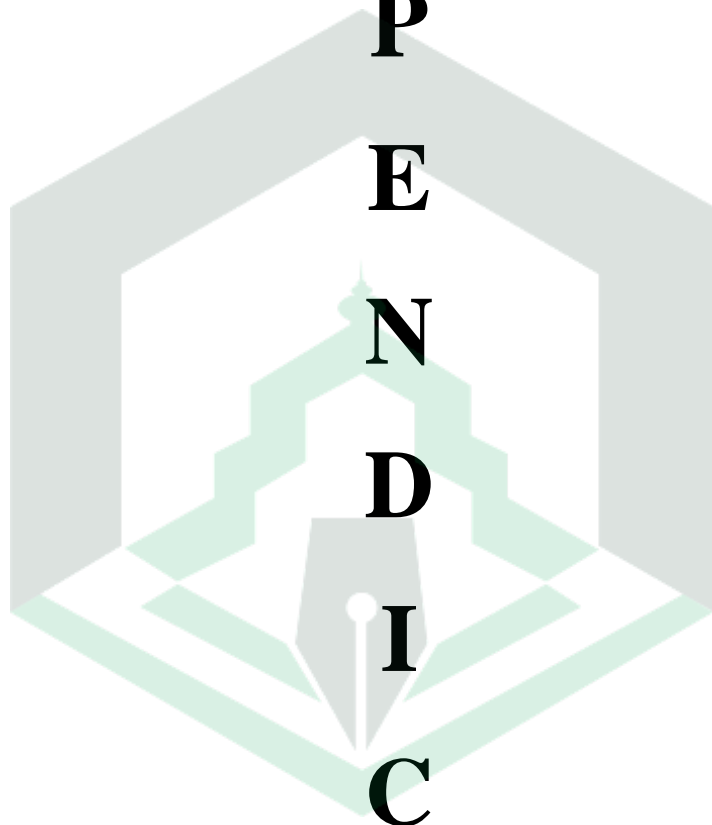
D

I

C

E

S



APPENDIX 1 : Surat Izin Meneliti



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 892/IP/DPMPSTP/VII/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : MUH. AQSA ABDULLAH
Jenis Kelamin : Laki-Laki
Alamat : BTN. Wija Virgo Blok. D4
Pekerjaan : Mahasiswa
NIM : 19.0202.0102

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECTIVENESS OF USING REALIA IN ENHANCING STUDENTS' SKILL IN WRITING PROCEDURE TEXT
IN THE TENTH GRADE OF SMK NEGERI 1 PALOPO**

Lokasi Penelitian : SMK NEGERI 1 PALOPO
Lamanya Penelitian : 18 Juli 2023 s.d. 18 September 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 18 Juli 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Sekretaris



WAHYUDIN, M, S.AN, MM
Pangkat : Pembina
NIP : 19761005 201001 1 003

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEG. 1 PALOPO**

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo

Website : <http://smknegeri1palopo.sch.id> Email : info@smknegeri1palopo.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 421.5/287/UPT SMK N.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : MUH. AQSA ABDULLAH
NIM : 19.0202.0102
Tempat/ Tgl. Lahir : Palopo, 25 Oktober 2001
Jenis Kelamin : Laki-Laki
Program : Pendidikan Bahasa Inggris
Alamat : BTN. Wija Virgo Blok. D4

Telah selesai melaksanakan Penelitian dalam rangka penulisan Skripsi berdasarkan Surat dari Pemerintah Kota Palopo, Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 892/IP/DPMP/TSP/VII/2023, Tanggal 18 Juli 2023 , Perihal : Izin Penelitian, dengan judul penelitian :

“THE EFFECTIVENESS OF USING REALIA IN ENCHANCING STUDENTS SKILL IN WRITING PROCEDURE TEXT IN THE TENTH GRADE OF SMK NEGERI 1 PALOPO”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 21 Agustus 2023

Kepala UPT SMK Neg. 1 Palopo,

Ridwan, ST., M.Si

NIP. 19700303 200701 1 032



#BerAKHLAK
#SIPAKATAU

#CERDASKI'

• Cekatan • berEtika • berintegritas • berdedikasi
• Akuntabel • BOLD • Kolaboratif • Inovatif

SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA
MENCERDASKAN SULAWESI SELATAN

RPP
(Rancangan Pelaksanaan Pembelajaran)

Nama Sekolah : SMK Negeri 1 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Genap
Materi : Teks Prosedur
Alokasi Waktu : 4 x 45 menit

4. Kompetensi Inti

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

5. Kompetensi Dasar

KD 3.8 : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulisan dengan memberi dan meminta informasi terkait legenda sederhana, sesuai dengan konteks penggunaannya.

KD 4.8 : Menyusun teks prosedur, lisan dan tulis dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (tips), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

3 Indikator Pencapaian Kompetensi

1.8.1 Mendeteksi fungsi social, struktur teks, dan unsur kebahasaan dari teks prosedur manual penggunaan teknologi lisan dan tulis

1.8.2 Menganalisis informasi rinci yang terdapat pada teks prosedur manual penggunaan teknologi

1.8.1 Menyusun teks tulis prosedur manual penggunaan teknologi acak sesuai dengan struktur teks

4 Tujuan Pembelajaran

Dengan mempraktekkan realia didepan kelas, siswa dapat menulis prosedur teks

5. Kegiatan Pembelajaran

Pertemuan 1-8

<p>Kegiatan Awal</p>	<ul style="list-style-type: none"> • Guru menyapa para siswa dengan menggunakan salam dan berdoa berdasarkan agama masing-masing. • Guru memberikan tujuan pembelajaran yang ingin di capai. • Guru memberikan apresiasi dan motivasi
<p>Kegiatan Inti</p>	<ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran • Guru memberikan penjelasan tentang procedure text • Guru memberikan contoh procedure text menggunakan realia • Guru membawa realia kedalam kelas • Guru mendemonstrasikan procedure teks kepada siswa • Guru menyuruh siswa untuk menuliskan procedure teks yang telah dipraktekkan oleh guru • Guru mengumpulkan hasil prosedur teks dari siswa • Guru berdiskusi dengan siswa
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> • Guru mengevaluasi hasil kerja siswa • Guru memberikan penulisan yang benar tentang prosedur teks yang dipelajari • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

APPENDIX 4 : Validation Sheets (Lecturer)

Lembar validasi writing test

LEMBAR VALIDASI

Petunjuk:

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian.
2. Penelitian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai kebutuhan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang sesuai
3 = Sesuai
4 = Sangat sesuai
3. Bapak/ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No	ASPEK YANG DINILAI				
		1	2	3	4
1	Petunjuk instrument dinyatakan dengan jelas				✓
2	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan saran :

.....
.....
.....

APPENDIX 4 : Validation Sheets (Lecturer)

.....
.....

Kesimpulan :

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 15 Maret 2023

Validator,



ST. HARTIKA, M.Pd.



APPENDIX 5 : Validation Sheets (Teacher)

Lembar validasi writing test

LEMBAR VALIDASI

Petunjuk:

1. Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian.
2. Penelitian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai kebutuhan sebagai berikut:
1 = Tidak Sesuai
2 = Kurang sesuai
3 = Sesuai
4 = Sangat sesuai
3. Bapak/ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No	ASPEK YANG DINILAI				
		1	2	3	4
1	Petunjuk instrument dinyatakan dengan jelas				✓
2	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan saran :

Sudah war biasa
.....
.....
.....

APPENDIX 5 : Validation Sheets (Teacher)

.....
.....

Kesimpulan :

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

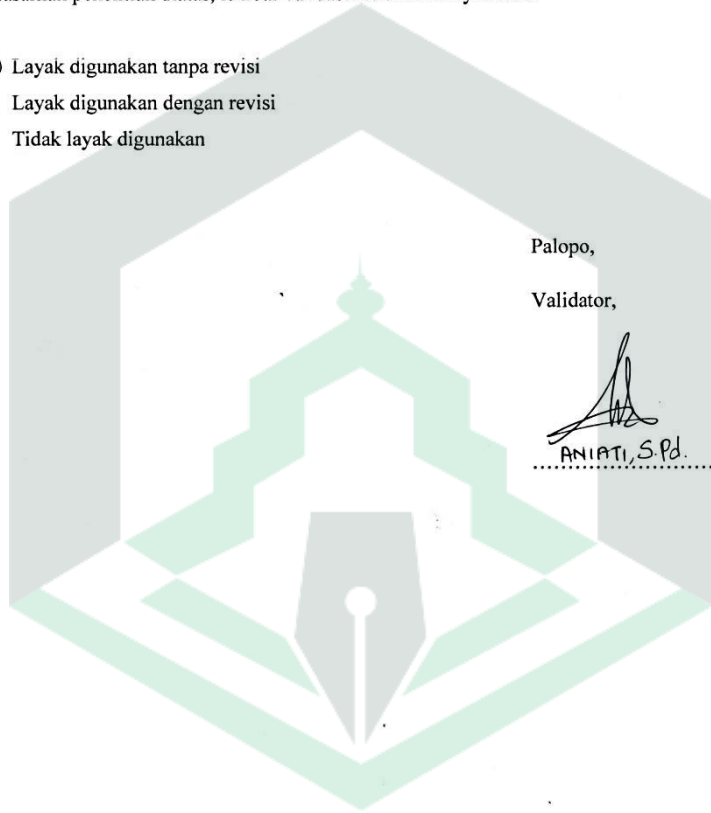
- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 2023

Validator,



ANLATI, S.Pd.



Students' Worksheet

(Pre-Test)

Name : _____

Class : _____

Instruction :

Write a procedure text about "How to make a cup of ice tea", please!



How to make a cup of ice tea

Students' Worksheet

(Post-Test)

Name : _____

Class : _____

Instruction :

Write a procedure text about "How to make a fried noodle", please!



How to serve a fried noodle

APPENDIX 8 : Students Pre-Test Result

Students' Worksheet

(Pre-Test)

Name : Ufiah

Class : XI kuliner I

Instruction :

Write a procedure text about "How to make a cup of ice tea", please!

How to make a cup of ice tea

Tools:

1. Pan
2. Glass
3. Spoon

Ingredients :

1. Tea
2. Water
3. Sugar cube
4. Ice

How to make:

1. first of all heat a little water to dissolve the tea
2. then put the ... 1 teaspoon of sugar and tea into the glass
3. if the water has already boiled into a glass until it approaches half a glass and then stirred until the sugar dissolves
4. after that put the ice in a glass
5. ready to be served

APPENDIX 8 : Students Pre-Test Result

Students' Worksheet

(Pre-Test)

Name : Nilam Dwi Alyafi

Class : XI kuliner 1

Instruction :

Write a procedure text about "How to make a cup of ice tea", please!

How to make a cup of ice tea

Ingredients

- sugar
- tea
- hot water
- ice

tool

- spoon
- glass
- pot to boil water
- stove

How to make

- masukkan gula ke dalam gelas
- masukkan teh ke dalam gelas
- masukkan air panas ke dalam gelas, setengah
- lalu tambahkan es

APPENDIX 9 : Students Post-Test Result

Students' Worksheet

(Post-Test)

Name : Ulfah

Class : xi kurner 1

Instruction :

80

Write a procedure text about "How to make a fried noodle", please!

How to serve a fried noodle

Ingredients :	Materials :
- Instant need noodle	- Pan
- hot water	

Steps:

- firstly, boil 250 ml of water in a pan.
- then ~~add~~ add noodle still slowly for 3 minutes.
- while the noodle is being cooked, put seasoning in a bowl
- After that, pour noodle ~~eat~~ cooked together with the soup into the bowl and stir ~~on~~ well.
- finally, instant noodle is ready to be served

APPENDIX 9 : Students Post-Test Result

Students' Worksheet

(Post-Test)

Name : Nilan dui algaqi

Class : XI Leliner 1

Instruction :

Write a procedure text about "How to make a fried noodle", please!

How to serve a fried noodle

tools that will be used to make fried noodles

- pots
 - spoon
 - plate
 - scissors to cut the
- Seasoning packaging

the steps

- take a pot and fill with water then boil the water
- after the water boils put the noodles into the cooking water
- wait five minutes for the noodles to get soft, then throw away the water and place the noodles on a plate
- after the noodles on the plate mix all the ingredients or noodle seasoning then stir using a spoon, stir evenly

APPENDIX 10 : Documentation



APPENDIX 10 : Documentation



APPENDIX 10 : Documentation



APPENDIX 10 : Documentation



APPENDIX 10 : Documentation



BIOGRAPHY



Muhammad Aqsa Abdullah was born on October 25th, 2001 in Palopo. He is the second child of the couple Abdullah Sagena and Rohani Achmad. When he was six years old, he started school in SD Negeri 3 Surutanga Palopo—and graduated in 2013. After that, he continued studying at SMP Negeri 3 Palopo; he graduated in 2016. Then, he continued his studies at SMK Negeri 1 of Palopo. He continued again for her degree (S1) in the State Islamic Institute of Palopo (IAIN). he took the English Education Study Program in Tarbiyah and Teacher Training Department. He wrote his thesis with the title ***"THE EFFECTIVENESS OF USING REALIA IN ENHANCING STUDENTS' SKILL IN WRITING PROCEDURE TEXT IN THE ELEVENTH GRADE OF SMK NEGERI 1 PALOPO."***