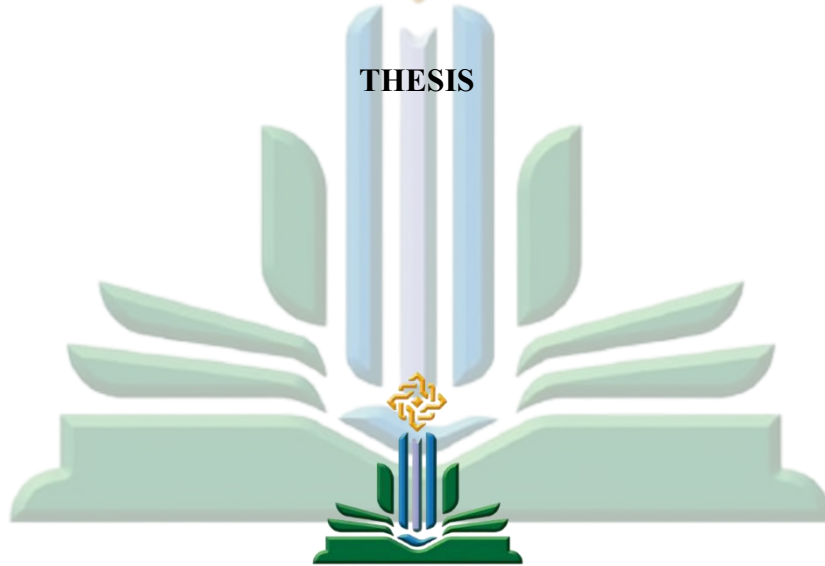


**IMPROVING STUDENT'S ABILITY IN WRITING
PROCEDURE TEXT USING REALIA
(A Classroom Action Research on Grade XI Students
of SMA Nuris Jember in Academic Year of 2023-2024)**

THESIS



UNIVERSITAS ISLAM NEGERI
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JEMBER**

**By:
Zakiyatul Audah Nur Rohmah
SRN: T20176011**

**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
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Has been approved by advisor



Dr. Ninuk Indrayani M.Pd.
NIP. 19780210200912200

**IMPROVING STUDENT'S ABILITY IN WRITING
PROCEDURE TEXT USING REALIA
(A Classroom Action Research on Grade XI Students
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THESIS

Has been examined and approved by the board examiners
In fulfillment of the requirement for the Education Bachelor Degree
of Sarjana Pendidikan (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

Day: Monday
Date: 10 June 2024

The board of examiners
UNIVERSITAS ISLAM NEGERI

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. For the sake of the pen and what they wrote”.(QS. Al Qalam ayat 1)*



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* Moch. Yaziidul Khoiri. *Kajian Surat Al-Qalam Ayat1 dan Al-Alag Ayat4 Dalam Prespektif Pentingnya Alat Tulis*, vol 3 (Jurnal Manajemen Pendidikan Islam,2020), 96.



DEDICATION

I dedicate this undergraduate thesis from the deepest of my heart to:

1. My beloved parents. My lovely mother Mrs. Anik Sulistyowati and my great father Mr. Mulyanto(alm) who always support me in any ways and love me. I am grateful to have them who care so much about my education and my future.
2. My little brother, Ahmad Miftahul Huda who always cheers me up whenever I meet him, he always has positive energy around him.

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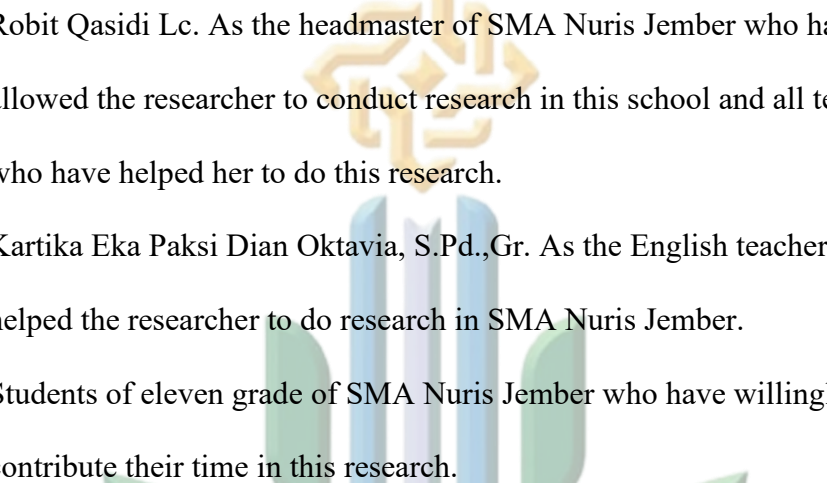


ACKNOWLEDGEMENT

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. The Excellency, Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM. as a Rector of State Islamic University of KH ACHMAD SIDDIQ Jember who has given opportunity for me to study in this institute.
2. Dr. H. Abdul Mu'is, S.Ag.,M.Si as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH ACHMAD SIDDIQ Jember who has facilitated me to study in this faculty.
3. Dewi Nurul Qomariyah, S.S.,M.Pd. as the Head of English Education Department who has motivated me to study English.
4. My advisor, Mrs. Ninuk Indrayani, M.Pd who helped, guided, and supported me during the writing of the thesis.
5. The lecturers of English Department who have given me knowledge.

- 
6. Robit Qasidi Lc. As the headmaster of SMA Nuris Jember who has allowed the researcher to conduct research in this school and all teachers who have helped her to do this research.
 7. Kartika Eka Paksi Dian Oktavia, S.Pd.,Gr. As the English teacher who has helped the researcher to do research in SMA Nuris Jember.
 8. Students of eleven grade of SMA Nuris Jember who have willingly contribute their time in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

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JEMBER

Jember, 10 June 2024

Zakiyatul Audah Nur Rohmah



ABSTRACT

Zakiyatul Audah Nur Rohmah, 2024: *Improving Student's Ability in Writing Procedure Text Using Realia A Classroom Action Research on Grade XI Students of SMA Nuris Jember in Academic Year of 2023-2024.*

Key words: writing, procedure text, and realia.

This study was aimed to improve students ability in writing procedure text using realia. It used classroom action research (CAR), which was conducted on eleven grade students of SMAN Nuris Jember in academic year 2023-2024. The population of the class was 32 students.

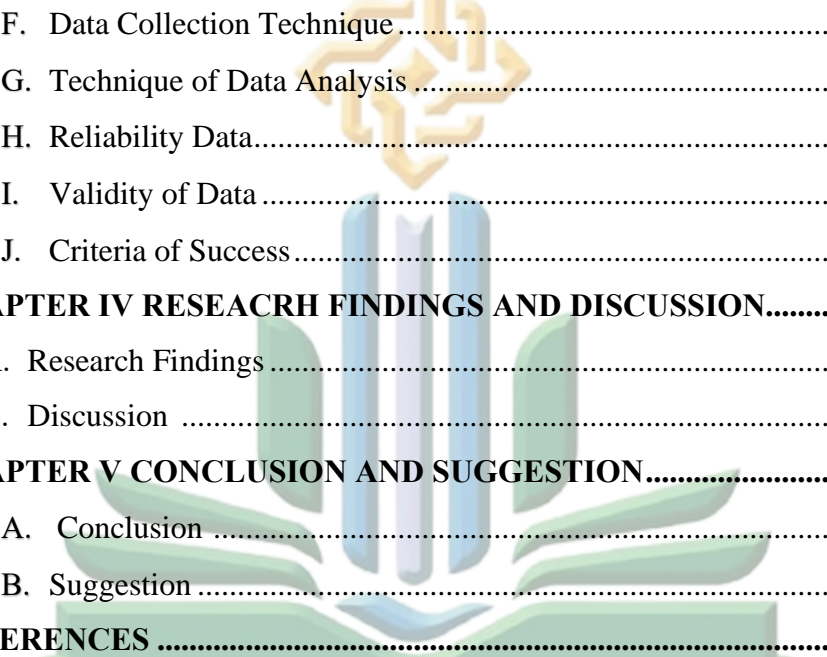
Based on the background described above regarding “Improving Students’ Ability in Writing Procedure Text Using Realia (A Classroom Action Research on Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024.”, the formulation of the problem to be studied is as follows:How is the use of realia able to improve the writing skills of procedure texts for XI grade students of SMA Nuris Jember in the academic year 2023-2024.

It was conducted in collaboration with the english teacher. The CAR was carried out based on Kemmis and Mc Taggart design. The research consisted of two cycles with two actions in each cycle. Each cycle consisted of planning, acting, observing, and reflecting. The data were taken by test and observation. They were analyzed quantitatively and qualitatively.

The results indicates that students improved their proceduree writing skills. The assessment of students' writing achievement focused on writing qualities such as content, organization, vocabulary, language use, and mechanism. The students' writing improved from 57 at pre-test to 73.5 at post-test 1 and 81.25 at post-test 2. Based on the comparison scores of students in writing procedure text, the researcher found that the students' writing skill improved following the use of realia media in the teaching and learning process.

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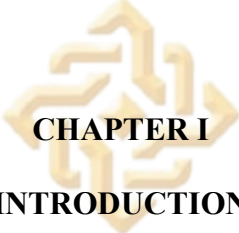


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CHAPTER I
INTRODUCTION

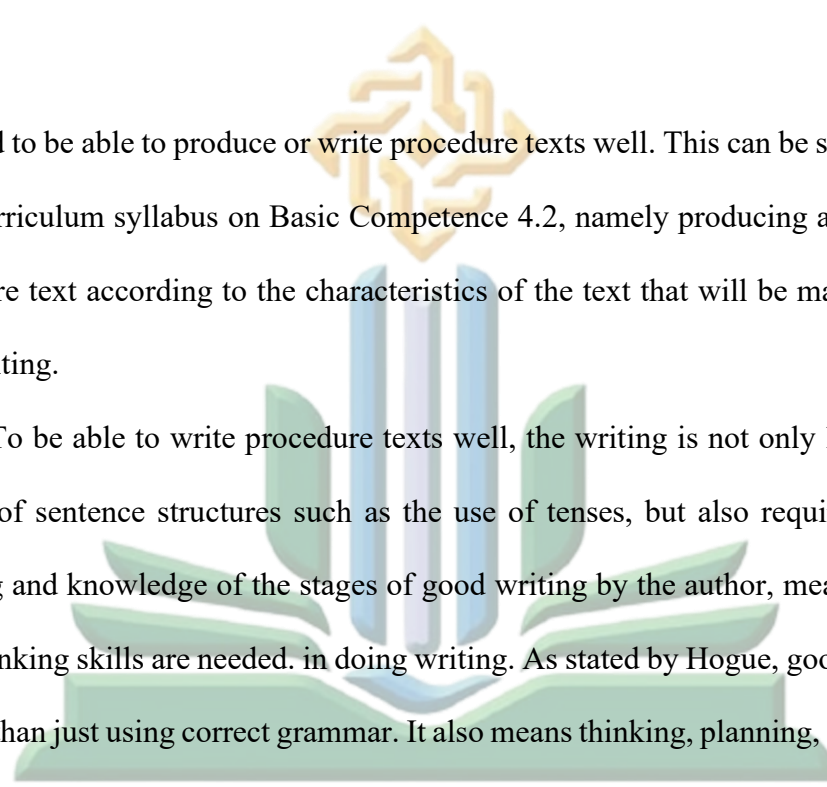
A. Background of the Research

English is one of the most important subjects that has been taught to all generations. One of the most important goals in learning English is to be able to communicate using the language. There are four language skills which are the final achievements of Indonesian language courses. The four skills referred to are listening skills, reading skills, speaking skills, and writing skills. As one of the final achievements of learning English, writing skills are the most complex skills when compared to the other three skills because in everyday life, students cannot be separated from writing activities.

According to Harmawan, writing involves planning, ideas, monitoring, goal setting, evaluation of what is written and what is written, and is used to express what has been learned. It is a thought process that requires intellectual effort¹. Through writing, we can help them to think critically and reflect and write good sentences. By learning to write, students learn to write effectively, express ideas, and share their thoughts with others.

Learning to write procedure text is one of the skills to pour ideas into writing. Learning to write procedure texts in the K13 curriculum is applied to class XI high school students. Procedure text aims to train students in developing their ideas and ideas in the form of procedure text. In the 2013 curriculum, students are

¹ A.Heris Hermawan, dkk. 2018. Manajemen Perpustakaan Dalam Meningkatkan Minat Baca Peserta Didik, Jurnal Isema, 5,1, hlm. 203.

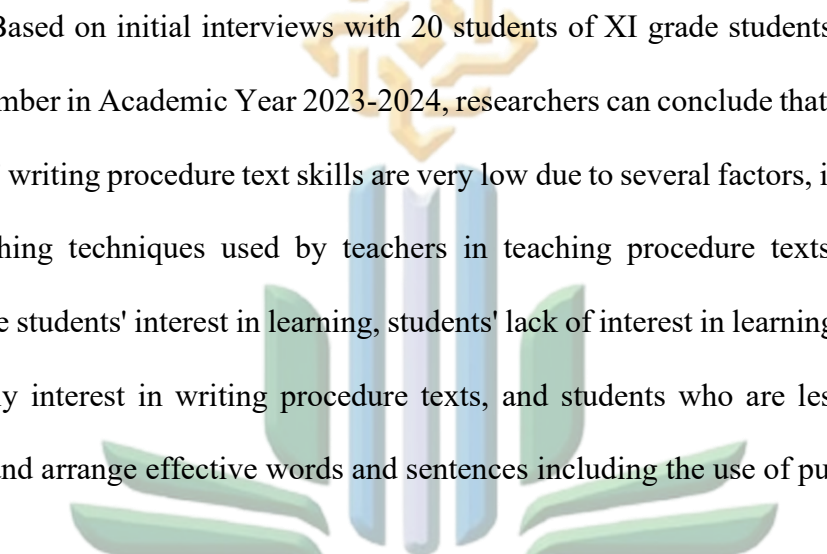


expected to be able to produce or write procedure texts well. This can be seen in the 2013 curriculum syllabus on Basic Competence 4.2, namely producing a coherent procedure text according to the characteristics of the text that will be made orally or in writing.

To be able to write procedure texts well, the writing is not only limited to the use of sentence structures such as the use of tenses, but also requires ideas, planning and knowledge of the stages of good writing by the author, meaning that good thinking skills are needed. in doing writing. As stated by Hogue, good writing is more than just using correct grammar. It also means thinking, planning, checking, and revising².

However, based on the results of the initial research observations on October 4, 2022 in XI grade students of SMA Nuris Jember in Academic Year 2023-2024, from the results of students' procedure text work, most of the resolutions were not explained, there were even students' work that directly discussed the core of the procedure text and there is no story introduction in the student procedure text, some do not have a code or part of the closing of the story. This is due to a lack of understanding of the structure of the procedure text itself. The structure of the procedure text includes orientation, which is the introduction of characters, settings, settings and other components as story identifiers, complications, which are the subject matter of a story, resolution, is a solution to the problem of a story, and coda is the final or closing part of a story.

² Oshima, Alice. & Hogue, Ann. 2016. Writing Academic English. Third Edition. New York: Longman.

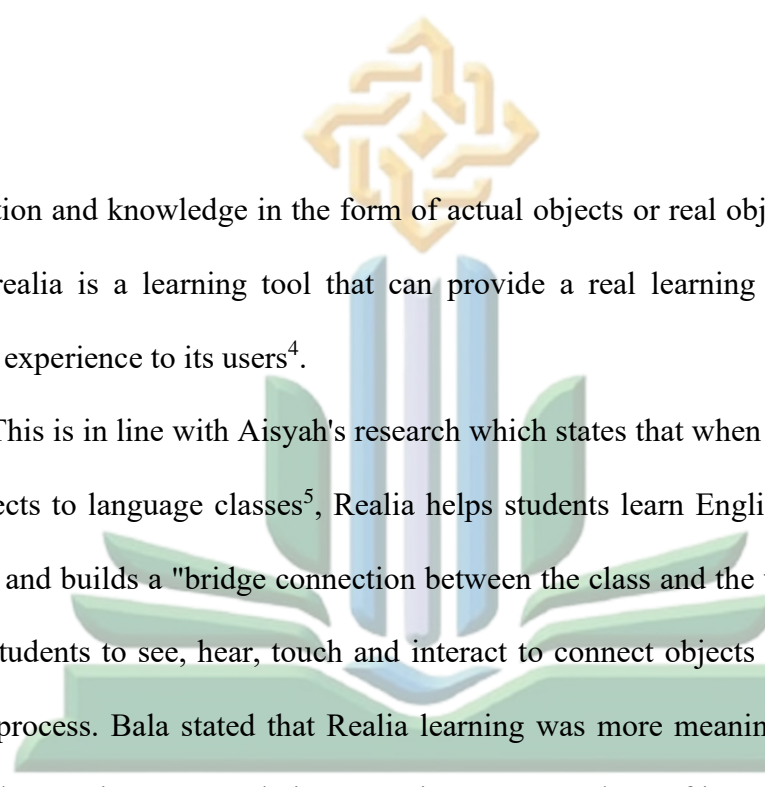


Based on initial interviews with 20 students of XI grade students of SMA Nuris Jember in Academic Year 2023-2024, researchers can conclude that currently students' writing procedure text skills are very low due to several factors, including: the teaching techniques used by teachers in teaching procedure texts are less attractive students' interest in learning, students' lack of interest in learning to write, especially interest in writing procedure texts, and students who are less able to choose and arrange effective words and sentences including the use of punctuation marks.

This is because the media used by the teacher makes students less understand the material presented. According to Azhar Arsyad, the right learning media will help students understand the concepts in learning³. English learning media in the aspect of writing skills must be more active, creative, innovative, communicative, meaningful and fun. This is so that students' writing skills are increasingly developed and honed more optimally. For this reason, the role of teachers in improving students' abilities is very important. Teachers must be able to apply appropriate and quality learning media.

The author found one of the media that can be used to improve learning outcomes of writing procedure texts for class XI Students of SMA Nuris Jember in Academic Year 2023-2024 as the focus of this research, namely realia media. Realia media is one of the learning resources that is used because the media is already available in the student learning environment. Realia media are various display media. According to Pribadi realia is one type of media used as a tool to convey

³ Arsyad, Azhar. 2016. Media Pembelajaran. Jakarta: Raja Grafindo Persada.



information and knowledge in the form of actual objects or real objects. As a real object, realia is a learning tool that can provide a real learning experience or learning experience to its users⁴.

This is in line with Aisyah's research which states that when teachers bring real objects to language classes⁵, Realia helps students learn English as much as possible and builds a "bridge connection between the class and the world." Realia allows students to see, hear, touch and interact to connect objects directly in the writing process. Bala stated that Realia learning was more meaningful and fun⁶. Realia plays an important role in promoting an atmosphere of interactive learning and education in English as a foreign language lesson.

Therefore, this study aims to improve students' ability in writing procedure text using realia. This research was conducted on class XI students of SMA Nuris Jember in the academic year 2023-2024 as research subjects. So that this research is entitled, "*Improving Students' Ability in Writing Procedure Text Using Realia (A Classroom Action Research on Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024.*"

B. Research Question

Based on the background described above regarding "*Improving Students' Ability in Writing Procedure Text Using Realia (A Classroom Action Research on*

⁴ Pribadi, Benny A. 2017. *Media dan Teknologi dalam Pembelajaran*. Jakarta:PT Belabat Dedikasi Prima.

⁵ Aisyah, Siti. 2012. *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*. Tangerang Selatan: Universitas Terbuka.

⁶ Bala, Emine. (2015). *The Positive Effect of Realia in EFL Classes*. *International Journal of Social Sciences & Educational Studies Vol.2, No.1*, (<http://ijsses.org/wpcontent/uploads/2017/12/The-Positive-Effect-of-Realia-in-EFL-Classes.pdf>, accessed on 11th November 2017).

Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024.”, the formulation of the problem to be studied is as follows:

How is the use of realia able to improve the writing skills of procedure texts for XI grade students of SMA Nuris Jember in the academic year 2023-2024.

C. Scope of the Research

Based on the identification of the problem, researchers need to limit this research due to limited time and opportunity. The scope of the research is focused on student's ability in writing procedure text using realia. The focus of this research is limited by the research subject, namely students on class XI students of SMA Nuris Jember in the academic 2023-2024. This study uses the classroom action research method.

D. Reasearch Objective

Based on the problem formulation above, the writer aims: To investigate how the use of realia is able to improve the writing skills of procedure texts for XI grade students of SMA Nuris Jember in the academic year 2023-2024.

E. Reasearch Significance

In addition to the purpose of research, there are benefits that can be drawn from a study. This research has the following benefits:

1.Theoretical Benefits

This research is expected to provide benefits for students, especially for class XI students of SMA Nuris Jember in the academic year 2023-2024

are to obtain information about improvement procedure text writing skills through realia media.

The benefit for academics is to find out knowledge in the analysis of students' ability in writing skill especially procedure text, which can improve the quality of learning, especially in writing.

This research is expected for teachers, especially English teachers, to get information about improving students' abilities in writing procedure text through realia media.

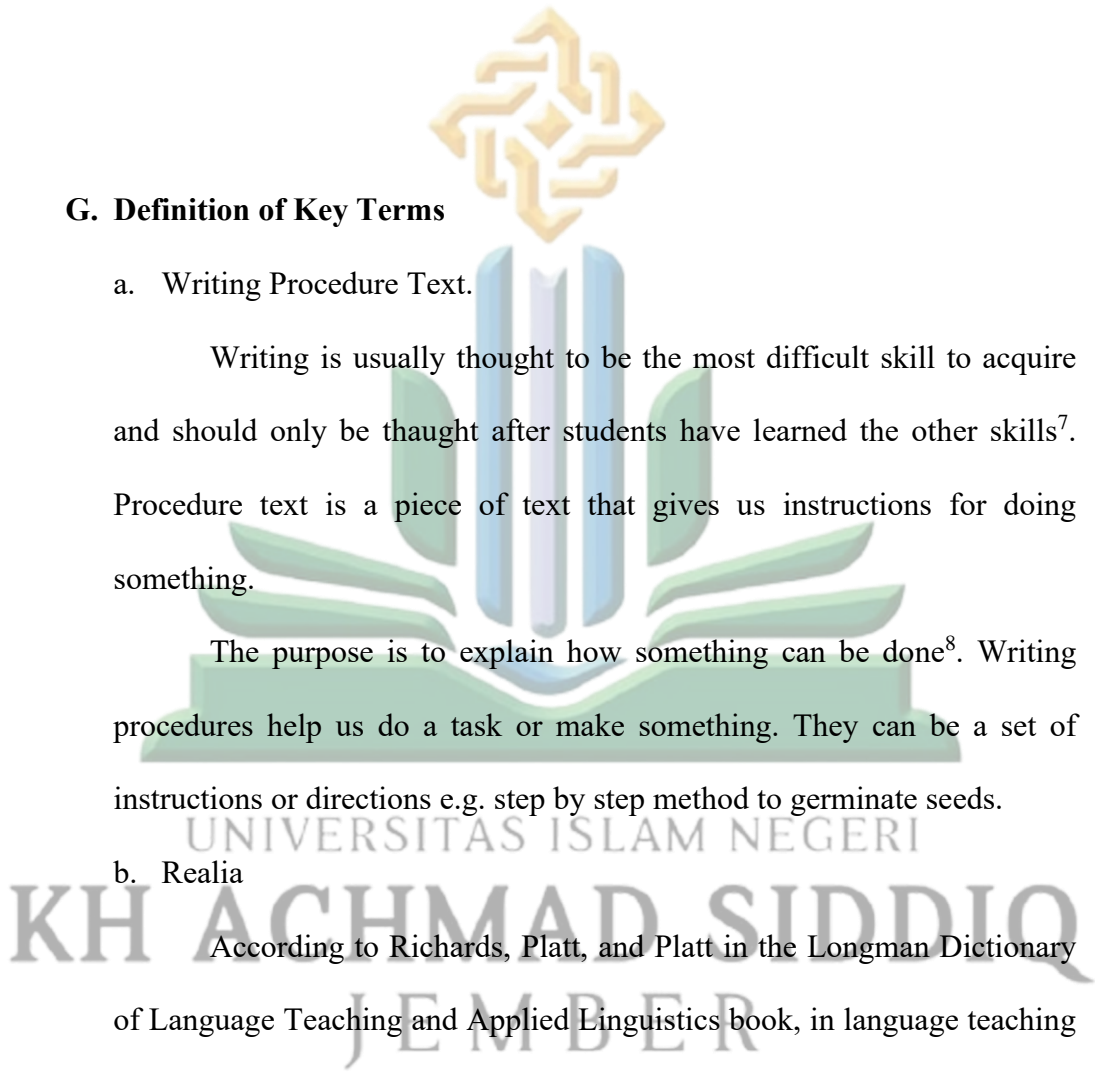
2. Practical Benefits

The findings of this study are expected to provide a theoretical contribution to research on students' ability in writing procedure text through realia media.

F. Hypothesis

In conducting a research, researchers must have a temporary guess of the problems that are being studied and named as hypothesis.

Hypothesis is the researcher temporary guess/answer of the problem formula. The research hypothesis was “ Writing procedure text using realia ia able to improve students writing skill of the eleven grade students of SMA Nuris Jember”.



G. Definition of Key Terms

a. Writing Procedure Text.

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills⁷. Procedure text is a piece of text that gives us instructions for doing something.

The purpose is to explain how something can be done⁸. Writing procedures help us do a task or make something. They can be a set of instructions or directions e.g. step by step method to germinate seeds.

b. Realia

According to Richards, Platt, and Platt in the Longman Dictionary of Language Teaching and Applied Linguistics book, in language teaching Realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching⁹.

Realia is a term used in library science and education to refer to real life object, its mean, in education, realia are objects from real life used in classroom instruction.

⁷ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge: University Press), p.304.

⁸ Anderson, Mark and Kathy Anderson, *Text Types in English 1*, (South Yarra: Machmillan Education Malaysia, 1997), p.50.

⁹ Bryan Smith, "Univercity of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721- virtual realia", Retrieved in Monday, December 25 th 2009 at 09.07 o'clock from <http://iteslj.org/Articles/Smith-Realia.html>

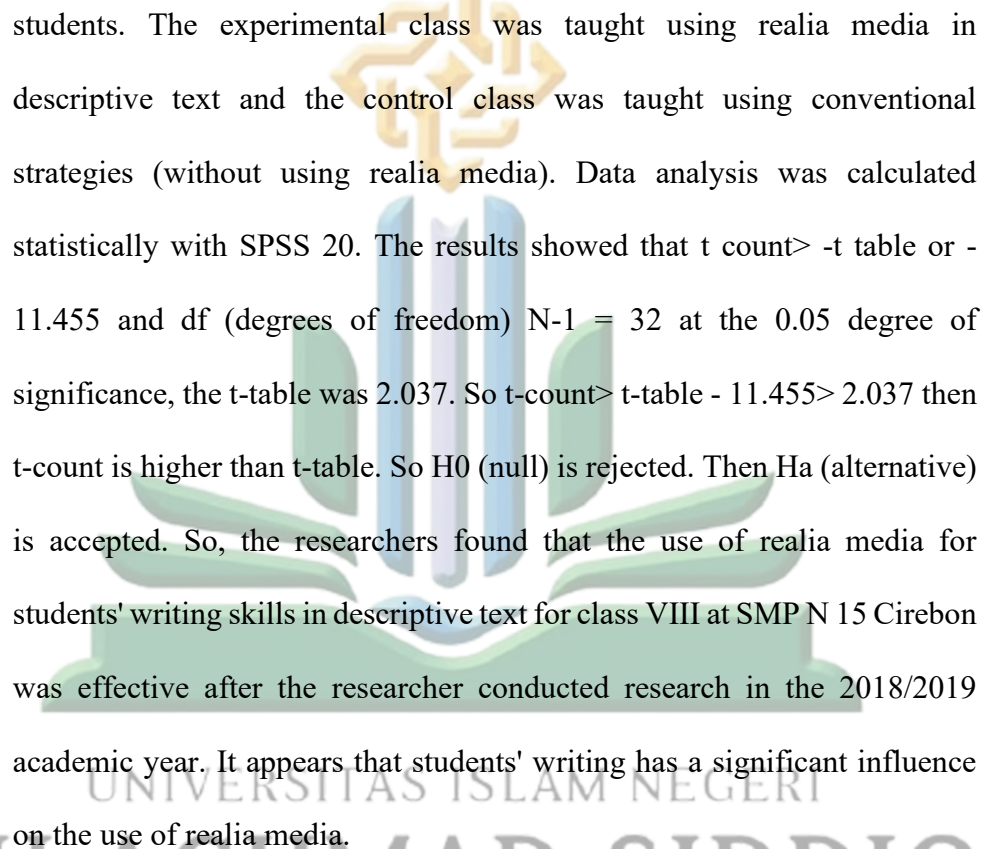


CHAPTER II

THEORITICAL FRAMEWORK

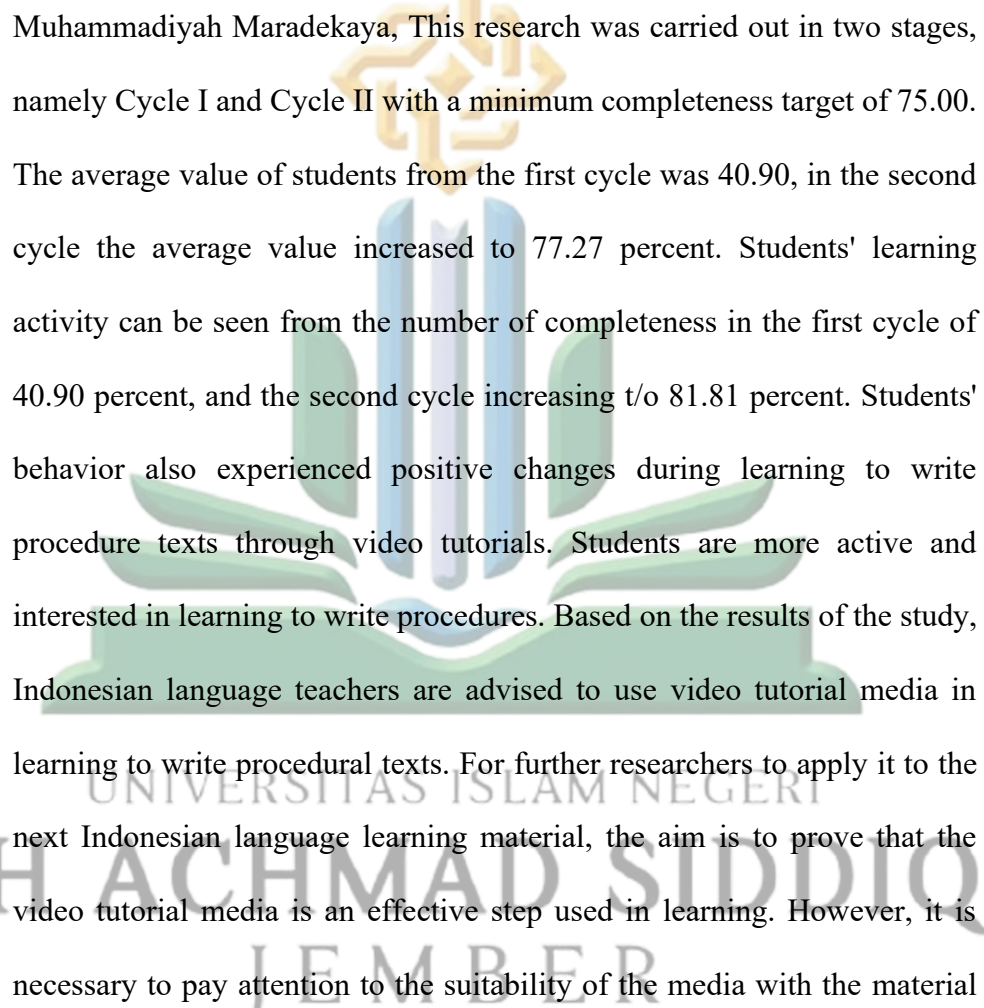
A. Previous Research

- a. Burhan's research (2017) in his research entitled Improving Drama Text Writing Skills by Using Video Media in Class XIIB Students of SMA Muhammadiyah 1 Semarang, obtained the results that through learning to write drama texts using video media, students' drama text writing skills increased 11.94 % with an average value of 67 in the first cycle and an average value of 75 in the second cycle. As for changes in student behavior, namely students are more active and enthusiastic in learning without any pressure and are more motivated to write drama texts and do not be lazy in the learning process.
- b. Susparni (2017) in his research entitled Improving Dramatic Writing Skills Through Assignment Techniques with Video Media Class VIII A students of SMP Negeri I Bumijawa Tegal in the 2016/2017 Academic Year, obtained results that prove that using video media can improve drama script writing skills.
- c. Kiki Siti Fatimah (2020) in his research entitled Effectiveness Of Using Realia On Description Text Writing. This research was conducted using experimental research and handled a quasi experimental design. The population of this study were students of class VIII SMP N 15 Cirebon. Researchers took samples from class VIII A as an experimental class consisting of 33 students and VIII B as a control class consisting of 33



students. The experimental class was taught using realia media in descriptive text and the control class was taught using conventional strategies (without using realia media). Data analysis was calculated statistically with SPSS 20. The results showed that $t_{count} > t_{table}$ or -11.455 and df (degrees of freedom) $N-1 = 32$ at the 0.05 degree of significance, the t_{table} was 2.037. So $t_{count} > t_{table}$ $-11.455 > 2.037$ then t_{count} is higher than t_{table} . So H_0 (null) is rejected. Then H_a (alternative) is accepted. So, the researchers found that the use of realia media for students' writing skills in descriptive text for class VIII at SMP N 15 Cirebon was effective after the researcher conducted research in the 2018/2019 academic year. It appears that students' writing has a significant influence on the use of realia media.

- d. Darmiyanti Susanti, A. Totok Priyadi, Laurensius Salem (2017) in his research entitled Improving Procedure Text Writing Ability Through Writing Strategy In The Here And Now. The result of writing ability on procedural text by using writing in the here and now learning model at the eighth grade students of SMAN 3 Sanggau in the first cycle was 72, 88% and in the second cycle, the students' score was 80, 45% . It can be concluded that the implementation of Writing In The Here and Now learning model improved students' writing ability on procedure text at the eighth grade students of senior high school in SMAN 3 Sanggau.
- e. Selfina Nugrawati (2020) in his research entitled Improving Procedure Text Writing Ability Through Video Tutorial Media Students Of Class Vii A Mts



Muhammadiyah Maradekaya, This research was carried out in two stages, namely Cycle I and Cycle II with a minimum completeness target of 75.00. The average value of students from the first cycle was 40.90, in the second cycle the average value increased to 77.27 percent. Students' learning activity can be seen from the number of completeness in the first cycle of 40.90 percent, and the second cycle increasing t/o 81.81 percent. Students' behavior also experienced positive changes during learning to write procedure texts through video tutorials. Students are more active and interested in learning to write procedures. Based on the results of the study, Indonesian language teachers are advised to use video tutorial media in learning to write procedural texts. For further researchers to apply it to the next Indonesian language learning material, the aim is to prove that the video tutorial media is an effective step used in learning. However, it is necessary to pay attention to the suitability of the media with the material provided.

Table 2.1

Tittles, Similarities, and Differences of previous researchers

No	Research Title	Similarities	Differences
1	<p>Burhan's research (2017) in his research entitled Improving Drama Text Writing Skills by Using Video Media in Class XIII A Students of SMA Muhammadiyah 1 Semarang</p>	<ul style="list-style-type: none"> • Use of class action research 	<ul style="list-style-type: none"> • Research sites • This study uses video media to improving drama text writing skill
2	<p>Susparni (2017) in his research entitled Improving Dramatic Writing Skills Through Assignment Techniques with Video Media Class VIII A students of SMP Negeri 1 Bumijawa Tegal in The 2016/2017 Academic Year</p>	<ul style="list-style-type: none"> • Use of class action reasearch 	<ul style="list-style-type: none"> • Research sites • In this research uses video media to imroving dramatic writing skills through assignment technique

3	Kiki Siti Fatimah (2020) in his research entitled effectiveness of using realia on description text writing	<ul style="list-style-type: none"> • Use of class action reasearch • Using realia 	<ul style="list-style-type: none"> • Research sites • This research focus on writing description text
4	Darmiyanti Susanti, A. Totok Priyadi, Laurensius Salem (2017) in his research entitled improving procedure text writing ability through writing strategy in the here and now	<ul style="list-style-type: none"> • Use of class action reasearch • Improving procedure text writing ability 	<ul style="list-style-type: none"> • Research sites • This study uses strategy in the here and now
5	Selfina Nugrawati (2020) in His research entitled Improving procedure text writing ability through video tutorial media students of class vii a mts muhammadiyah maradekaya	<ul style="list-style-type: none"> • Use of class action reasearch • Improving procedure text writing ability 	<ul style="list-style-type: none"> • Research sites • This research uses video tutorial media to improve proceure text writing ability



B. Theoretical Framework

a. Learning

Learning which is essentially a process, namely the process of regulating, organizing the environment in the area around students so that it can grow and encourage students to carry out the learning process¹¹. Based on the theory above learning is a process of organizing students in a learning environment that will encourage students to students are more motivated in the learning process.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that learning is a process of interaction between educators (teachers) and students (students) and learning resources that take place in a learning environment¹². relationship between teachers, students, and learning resources in the learning environment.

Learning has main components, namely educators (teachers), students (students), and learning resources which are seen as an interaction process. So it can be said that the learning process is a system that involves a unified component that interacts and is related to be able to achieve a result in accordance with the goals that have been set.

b. Learning Media

¹¹ Aprida Pane, Muhamad Darwis Dasopang, “Belajar Dan Pembelajaran”, Jurnal Kajian Ilmu-ilmu Keislaman, Vol. 03, No. 2, 2017, hal. 337.

¹² Republik Indonesia, “Undang-undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional”, hal. 6.



a. Definition

The word media comes from Latin, is the plural form of the word medium. Literally the word has the meaning of intermediary or introduction, namely the intermediary of the message source with the recipient of the message. According to Briggs, media is a tool to provide incentives for students so that the learning process occurs¹³.

More broadly, learning media can be interpreted as everything that can be used to channel messages that can stimulate students' thoughts, feelings, concerns and abilities so as to encourage the learning process in students¹⁴.

Learning media is also a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve learning objectives better and more perfectly¹⁵.

Thus it can be concluded that learning media is a tool that can be used to convey knowledge from teachers to students so that it can foster student interest and motivation in thinking and achieve learning objectives effectively. The learning media developed in this research is animation media in science learning about Energy and its Uses.

b. Benefits and Functions of Learning Media

The use of learning media in the teaching and learning process can increase students' interest in learning. There are several reasons why the media can increase students' interest in learning, among others, stated by Sudjana and

¹³ Rudi Susilana dan Cepi Riyana, *Media Pembelajaran* (Bandung : Wacana Prima, 2008), 5

¹⁴ Hidayatullah, dkk, *Pengembangan Media dan Sumber Belajar*. (Serang : 2012), 4

¹⁵ Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran* (Bogor: Ghalia Indonesia, 2013), 8



Riva'i that the benefits of learning media in the student learning process are as follows:

- a) Learning will attract more students' attention, so that it can foster learning motivation
- b) Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives
- c) Teaching methods will be more varied, not merely verbal communication through the words of the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches every lesson.
- d) Students can do more learning activities because they do not only listen to the teacher's description, but also other activities, such as observing, doing, demonstrating, acting, and others¹⁶.

In education, the media functioned as a means to achieve learning objectives. Here the media has a clear function, namely clarifying, facilitating and making interesting learning messages that will be conveyed by the teacher to students so that they can motivate their learning and streamline the learning process¹⁷.

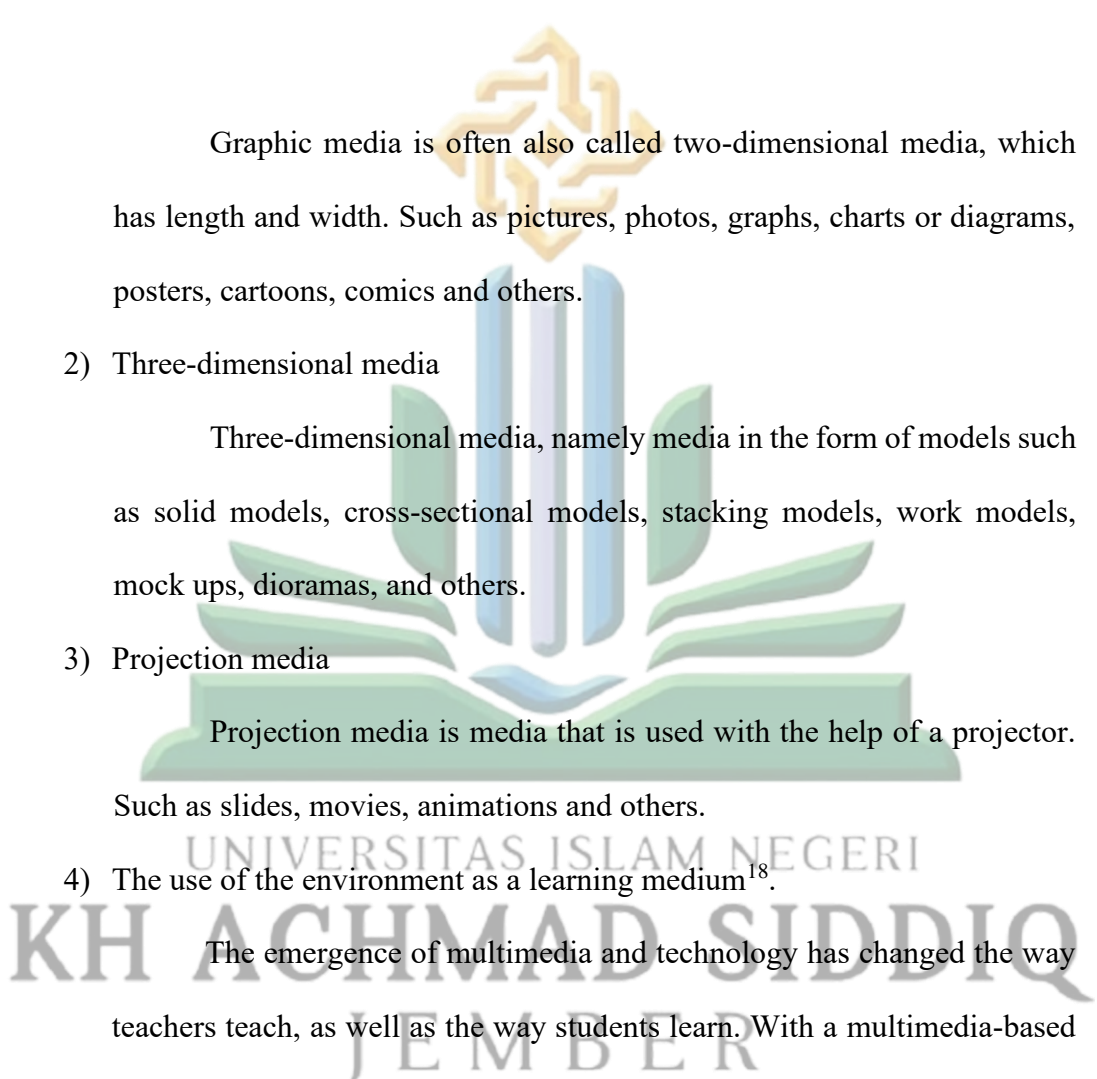
c. Types of learning media

There are several types of learning media that can be used in the teaching process, including:

- 1) Graphic media

¹⁶ Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran*, 22

¹⁷ Rusman, Deni Kurniawan, dan Cepi Riyana, *Pembelajaran Berbasis Teknologi Inormasi dan Komunikasi*, (Jakarta : Raja Graindo Persada, 2017), 65



Graphic media is often also called two-dimensional media, which has length and width. Such as pictures, photos, graphs, charts or diagrams, posters, cartoons, comics and others.

2) Three-dimensional media

Three-dimensional media, namely media in the form of models such as solid models, cross-sectional models, stacking models, work models, mock ups, dioramas, and others.

3) Projection media

Projection media is media that is used with the help of a projector. Such as slides, movies, animations and others.

4) The use of the environment as a learning medium¹⁸.

The emergence of multimedia and technology has changed the way teachers teach, as well as the way students learn. With a multimedia-based way of delivering information communication can be done more effectively in providing information. In other words, any issue that requires more detailed explanation can be explained in animation and video. The explanation is more important to make abstract problems more real, so they are easier to understand¹⁹.

¹⁸ Nana Sudjana dan Ahmad Rivai, Media Pembelajaran, (Bandung : Sinar Baru Algesindo, 2019), 5

¹⁹ Munir, Multimedia Konsep & Aplikasi dalam Pendidikan, (Bandung : Alfabeta, 2015), 30



d. Realia

a. Definition

The role of the media in learning communication in SD/MI is increasingly important given that children's development at that time is in a concrete period, meaning that children are expected to be able to learn something for real.

The word media comes from the Latin *medius* and is the plural form of the word *medium* which literally means "intermediary" or "introduction". Thus, the media is a vehicle for channeling learning information or distributing messages.

Real things are the easiest tools to use, because we don't need to make any preparations other than using them right away. Visual media that are not projected include:

1. Reality: Real objects used as learning materials
2. Model: A three-dimensional object that is a representation of real thing
3. Graphics: Pictures or visuals that don't look good projected (Charts, Posters, Cartoons)²⁰

²⁰ Erlita Burhanudin, Hari Wibowo, dkk., *Media*, (Jakarta: Depdiknas Direktorat Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, 2009), h. 8



Realia media are all real media in the environment nature, whether used alive or preserved²¹. Realia media are natural media that are available in the natural surroundings, for example: mountains, rice fields, water, various types of rocks, animals, plants and others²².

Hananfiah and Suhana argue "Reality media / realia is a real stimulant, such as people, animals, objects, or events that are observed by students"²³. Based on the description above, realia media are real objects that are used as teaching materials in the natural environment, whether they are used alive or preserved and can be seen, touched and held. By using real objects students can easily understand the material being taught. This makes it easier for students to remember the subject matter because they interact directly with the media.

b. Types of Realia Media

Before discussing the types of realia media, it helps us to look at the types of media in general first. According to Arsyad, the types of realia media are as follows:

- a. Model
- b. Specimen (example)
- c. Manipulatives (maps and dolls)²⁴

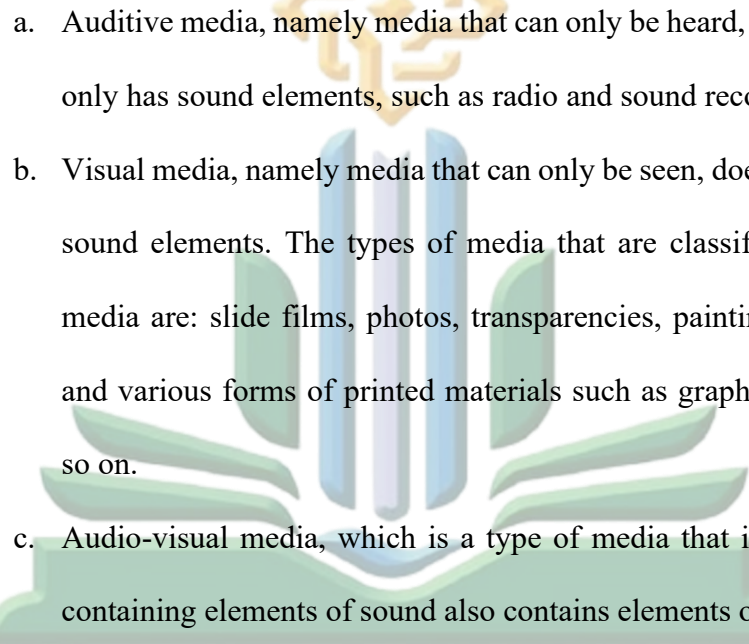
According to Erlita and Wibowo, there are various kinds of learning media based on their nature as follows:

²¹ *Ibid.*, h. 10

²² Rudi Susilana dan Cepi Riyana, *Media Pembelajaran*, (Bandung: Wacana Prima, 2009) h. 67

²³ Nanang Hanafiah dan Cucu suhana, *Konsep Strategi Pembelajaran*, h. 61

²⁴ Azhar Arsyad, *Media Pembelajaran*, Jakarta: Raja grafindo Persada, 2013, h. 36

- 
- a. Auditive media, namely media that can only be heard, or media that only has sound elements, such as radio and sound recordings.
- b. Visual media, namely media that can only be seen, does not contain sound elements. The types of media that are classified as visual media are: slide films, photos, transparencies, paintings, pictures, and various forms of printed materials such as graphic media and so on.
- c. Audio-visual media, which is a type of media that in addition to containing elements of sound also contains elements of images that can be seen, for example video recordings, various sizes of films, sound slides, and so on. The ability of this media is considered better and more attractive, because it contains both elements of the first and second types of media²⁵.

It can be understood from the explanation above that the media realia is a visual medium. Referring to Wibowo's opinion that: "Realia media are real objects that are used as teaching materials".

Based on the opinion above, that the types of realia media can be in the form of living and inanimate objects, such as plants, animals, tables, chairs, coins and others.

c. Media Realia Advantages and Disadvantages

²⁵ Erlita Burhanudin, Hari Wibowo, dkk., Media, (Jakarta: Depdiknas Direktorat Jendral Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, 2009), h. 5



The advantages of realia media are as follows:

- 1) Provide the maximum possible opportunity for students to learn something or carry out tasks in real situation.
- 2) Provide opportunities for students to experience situations real and practice their skills using as many senses as possible²⁶.

The disadvantages of realia media are as follows:

- 1) Takes students to various places outside of school sometimes contain risks in the form of accidents and the like.
- 2) The costs required to hold various real objects are sometimes not small, especially when it is added to the possibility damage in using it.
- 3) Not always able to provide all the descriptions of the object actually, such as enlargement, cutting, and drawing part by part, so teaching must be supported by other media²⁷.

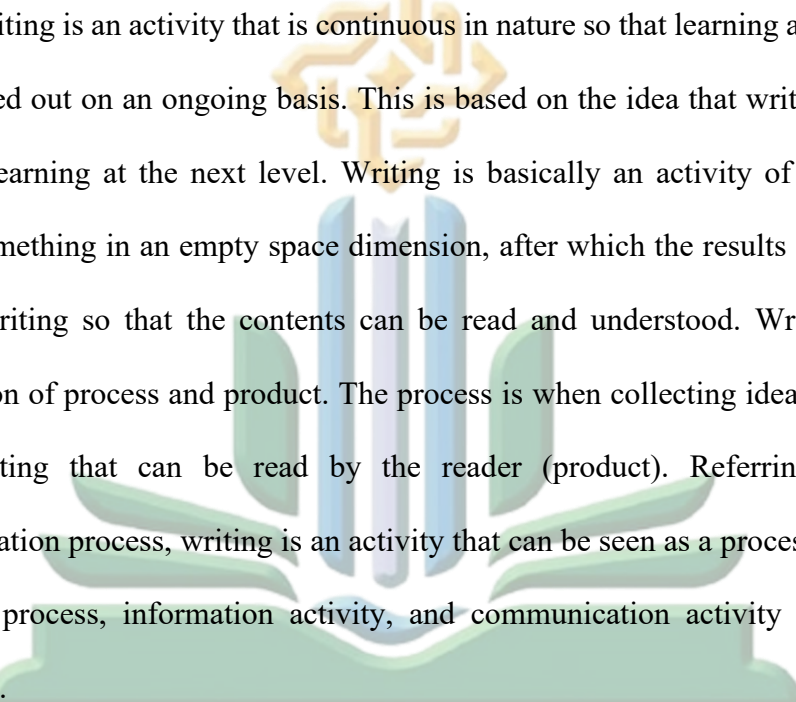
e. Writing

a. Definition

Writing is a language skill that is used to communicate indirectly, not face to face with other people. Tarigan (2008: 22), writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols. Pictures or paintings may convey meaning, but do not represent language units. Writing is a representation of part of the units of language expression.

²⁶ R. Ibrahim, Nana Syaodih S, *Perencanaan Pengajaran*, (Jakarta: Rineka Cipta, 2010), h. 119

²⁷ *Ibid.*,119



Writing is an activity that is continuous in nature so that learning also needs to be carried out on an ongoing basis. This is based on the idea that writing is the basis for learning at the next level. Writing is basically an activity of someone placing something in an empty space dimension, after which the results are in the form of writing so that the contents can be read and understood. Writing is a combination of process and product. The process is when collecting ideas so as to create writing that can be read by the reader (product). Referring to the implementation process, writing is an activity that can be seen as a process, a skill, a thought process, information activity, and communication activity (Susanto, 2013: 248).

Based on the opinion above, it can be concluded that what is meant by writing or composing is an indirect communication that expresses thoughts including intentions, desires, information in written language, and vocabulary by using symbols so that it can be read as what is represented by the symbol at the highest level. .

b. Writing Purpose

According to Tarigan (2008: 24-25), the general purpose of writing is as follows:

- a) To provide information in the form of written language.
- b) To convince the readers of the information.
- c) To entertain.
- d) To express feelings.

Meanwhile, according to Semi (2007: 14-22) in general, the purpose of people write are as follows:

a) To tell something

Everyone has life experiences. Telling something to other people has the intention that other people or readers know about what is experienced by the person concerned. The reader knows what the writer is dreaming, imagining, or thinking.

b) To give instructions or directions

We meet a lot of writing whose purpose is giving directions or directions about something, for example an event good learning, how to make cakes and much more.

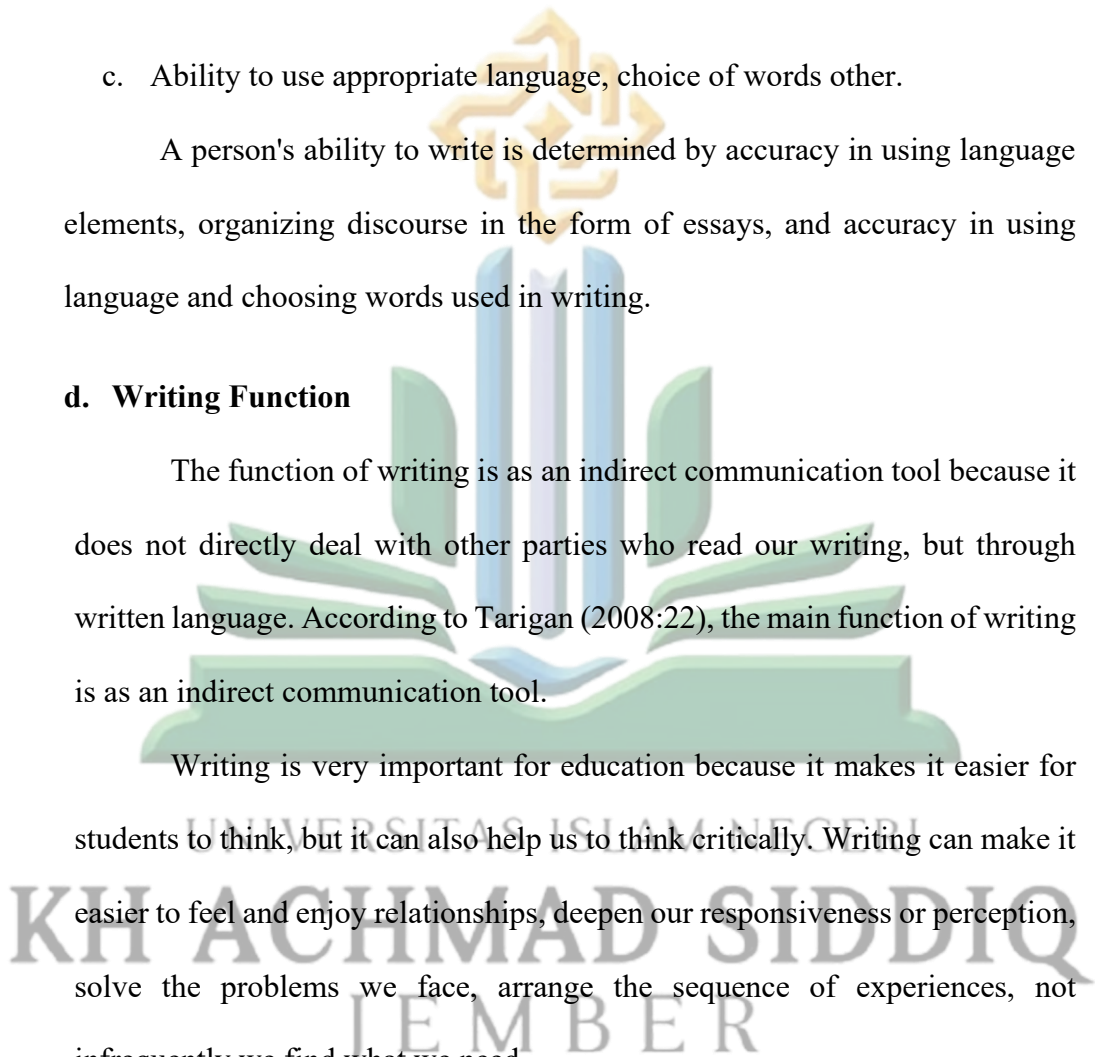
c) To explain something

If we read various textbooks every day, of course in it explains something we want to know its meaning with the aim of getting new information or knowledge.

c. Writing Ability

Ability is "proficiency; strength". Writing ability is the ability to be able to generate new ideas and present them in written form as a whole, complete, and clear, so that ideas are easily understood and understood by others for communication or note-taking purposes. Writing skills according to Slamet (2008: 107) include several abilities:

- a. Ability to use appropriate language elements.
- b. The ability to organize discourse in the form of essay.

- 
- c. Ability to use appropriate language, choice of words other.

A person's ability to write is determined by accuracy in using language elements, organizing discourse in the form of essays, and accuracy in using language and choosing words used in writing.

d. Writing Function

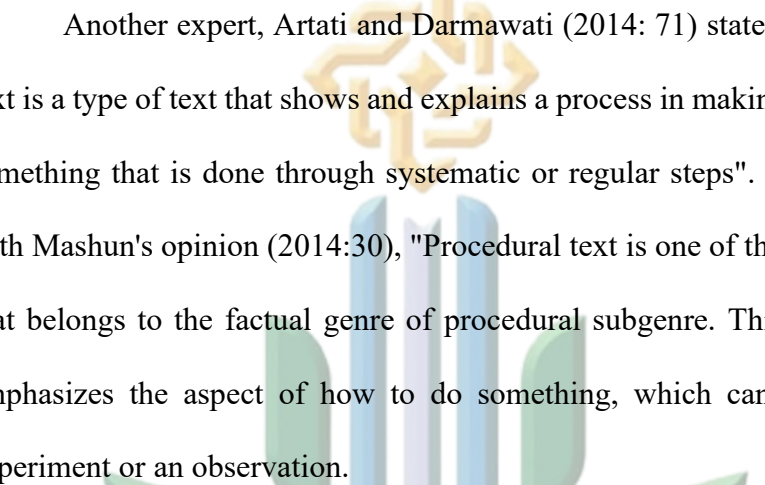
The function of writing is as an indirect communication tool because it does not directly deal with other parties who read our writing, but through written language. According to Tarigan (2008:22), the main function of writing is as an indirect communication tool.

Writing is very important for education because it makes it easier for students to think, but it can also help us to think critically. Writing can make it easier to feel and enjoy relationships, deepen our responsiveness or perception, solve the problems we face, arrange the sequence of experiences, not infrequently we find what we need.

f. Procedure Text

a. Definition

Kosasih (2014: 67) suggests, "Procedural text is a text that explains the steps in a complete, clear, and detailed way on how to do something." This is in line with the opinion of Setiarini et al (2014: 85) who stated "Procedural text is a type of text that describes or explains how to achieve something through successive steps or stages. This text explains how a person displays a series of different processes."



Another expert, Artati and Darmawati (2014: 71) stated, "Procedural text is a type of text that shows and explains a process in making or operating something that is done through systematic or regular steps". This is in line with Mashun's opinion (2014:30), "Procedural text is one of the types of text that belongs to the factual genre of procedural subgenre. This type of text emphasizes the aspect of how to do something, which can be either an experiment or an observation.

Based on the opinions of the experts above, it can be concluded that the procedure text is one of the texts that explains the steps or stages of how to do something that must be done systematically to achieve a goal.

b. General characteristics of procedure text

Samir (2015: 45) suggests the general characteristics of procedural texts are as follows.

- 1) Contains the steps.
- 2) Informatively arranged.
- 3) Described in detail.
- 4) Objective.
- 5) Continuous steps with explanations.
- 6) Using conditions or options.
- 7) It is universal.
- 8) It is actual and accurate.
- 9) Be logical.

c. **Procedur Text Structure**

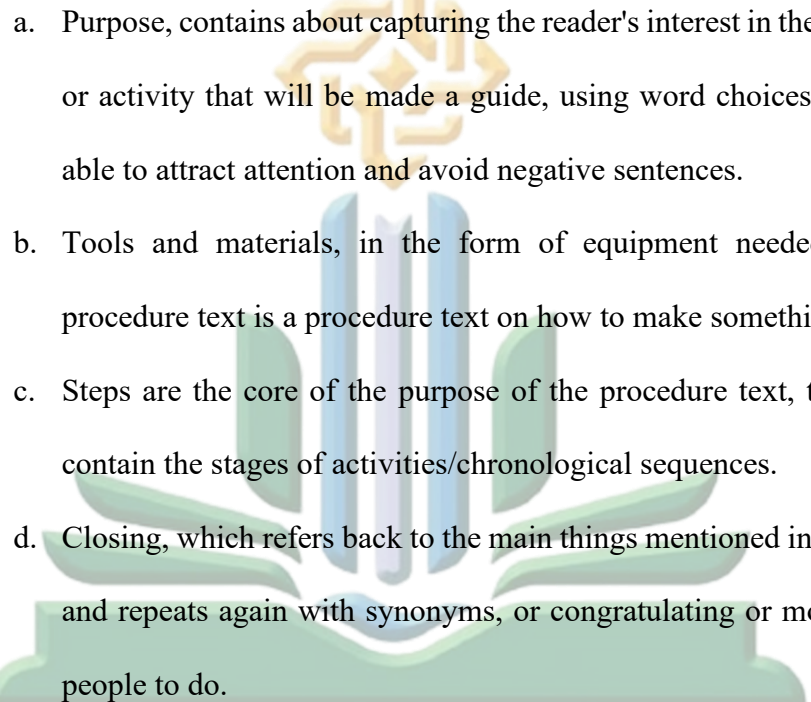
Kosasih (2014:68-69) the structure of the procedure text is as follows.

- 1) Purpose, contains an introduction related to the instructions that will be presented in the discussion section.
- 2) Discussion steps, filled with instructions for working on something systematically arranged. In general, the arrangement follows the order of time and chronological nature.

There are three categories of discussion on the content of a procedure text.

- a) Text that contains ways to use tools, objects, or other similar devices. For example, how to use a computer or how to drive a car manually.
 - b) Texts that contain ways to do an activity. For example, ways to apply for jobs, how to read books effectively, or ways to exercise for people with heart disease.
 - c) Text that contains certain habits or characteristics. For example, ways to enjoy life or ways to let go of boredom.
- 3) Closing, filled with necessary sentences, not in the form of a conclusion. The closing usually consists of two sentences. It's as if the sentence only serves as a marker that the text is easy to finish.

In line with the opinion above Kemendikbud (2016: 101-103) the structure of the procedure text is as follows.

- 
- a. Purpose, contains about capturing the reader's interest in the product or activity that will be made a guide, using word choices that are able to attract attention and avoid negative sentences.
 - b. Tools and materials, in the form of equipment needed if the procedure text is a procedure text on how to make something.
 - c. Steps are the core of the purpose of the procedure text, the steps contain the stages of activities/chronological sequences.
 - d. Closing, which refers back to the main things mentioned in the goal and repeats again with synonyms, or congratulating or motivating people to do.

In line with the opinion above Setiartini et al (2014:108) suggests the structure of the procedure text as follows.

- 1) Purpose, which is the first part of the procedure text which contains information about the action or operation of something.
- 2) Materials and tools needed, namely how the two procedure texts consist of materials and tools used in making something. However, not all procedure texts include materials and tools sections, there are times when procedure texts do not have this second section.
- 3) The steps to make or do something, are the third part of the contents of the procedure text, namely the text that contains the steps or rules that must be done so that the objectives described in the objectives section can be achieved. The sequence or steps must be coherent from the first and last.

Based on the description of the opinion above, it can be concluded that the structure of the procedure text consists of objectives, tools and materials, steps, and closing.

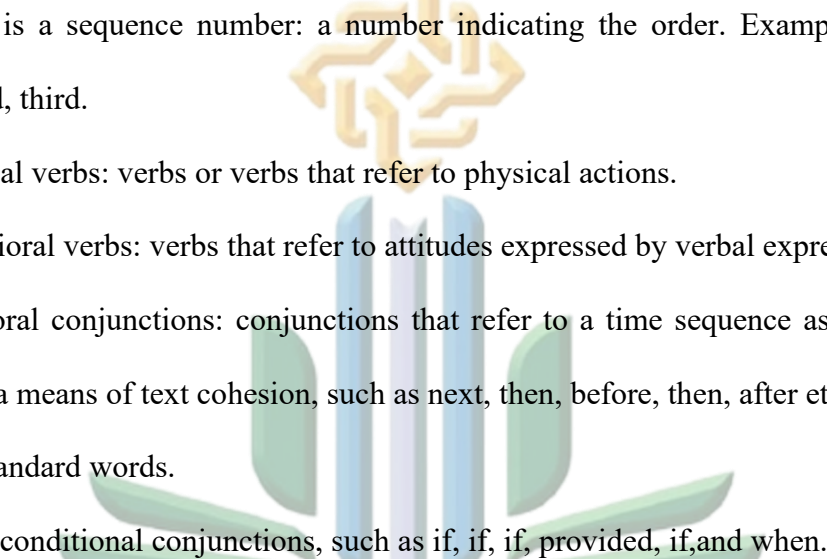
d. Language features of procedure text

Kemendikbud (2016: 94) states that there are four language features used in procedure texts.

- a. Command sentences, because in procedural texts the reader focuses on doing something. Example: hold the angklung with your left hand.
- b. In addition to command sentences, suggestions and prohibitions are also given in order to obtain maximum results when using, making. Example: don't let the coconut milk clot.
- c. Use of words with accurate size. Example: 1/4 flour, 5 cloves of garlic.
- d. Use groups of sentences with clear boundaries. example: boil until it becomes mush, fold the right end so that it forms an isosceles triangle.

In line with the above opinion, Samin (2015: 48) suggests the characteristics of language of complex procedure text is as follows.

- a. There are imperative sentences: sentences that contain orders. Example: Cut the cassava into thin strips.
- b. There are declarative sentences: sentences that contain information or news that is conveyed in a straightforward and clear manner without the need for a response. Example: The fried rice on the table was eaten by Danang.
- c. There are interrogative sentences: sentences that contain questions. Example: How? Easy is not how to make it?

- 
- d. There is a sequence number: a number indicating the order. Example: first, second, third.
 - e. Material verbs: verbs or verbs that refer to physical actions.
 - f. Behavioral verbs: verbs that refer to attitudes expressed by verbal expressions.
 - g. Temporal conjunctions: conjunctions that refer to a time sequence as well as being a means of text cohesion, such as next, then, before, then, after etc.
 - h. Use standard words.
 - i. Using conditional conjunctions, such as if, if, if, provided, if, and when.

In line with the opinion above, Kosasih (2014:71) describes the characteristics of language of complex procedure text is as follows.

- 1) Using imperative sentences, for example, throw garbage in its place.
- 2) The use of imperative verbs, namely words that express orders, imperatives, or prohibitions. Example: make, create, arrange, seek, must, don't, need, don't need.
- 3) Temporal conjunctions or connecting words that express time sequences, activities, such as and, then, then, after, next.
- 4) Timing words, such as a few minutes later, half an hour, they are mainly used in food recipes.
- 5) Using words that state the sequence of activity steps, such as the first, second, third, and so on.
- 6) Using adverbs, for example quickly, gently, slowly.
- 7) Using technical words, according to the theme, for example, traffic instructions, using more words such as driver's license, vehicle registration, traffic police, fines, criminal acts, evidence of violations, trial, judge's decision.

- 8) In the instructions in the form of a recipe, a detailed description of the name of the object used, including the amount or shape is also presented.

Based on the opinion above, it can be concluded that the linguistic characteristics of the procedural text of the command sentence, stating a description of the necessity or prohibition, stating the sequence of time or activities, stating the sequence of activity steps, using descriptions of how to, using technical words and detailed descriptions of the names of objects used, to describe the characteristics of procedural texts.

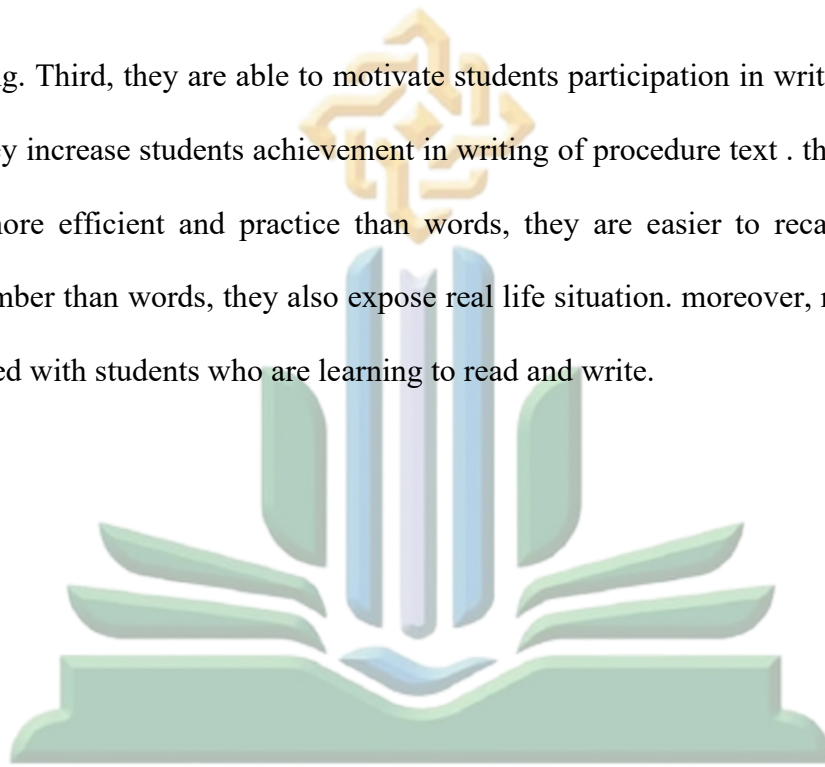
C. Framework of Thinking

A procedure text is a text that tells the riders how to do something in sequenced of steps. This text type is firstly introduced at the junior high school level, but in this subject of research i will to try for senior high school, so, we can now what the experience difficulties with students in senior high school about writing procedure text by using realia.

The students are difficult to write a procedure text based on their experience and imagination only. Yet the students cannot easily recall their imagination and experience in a short time, they need to think what they have in their mind.

Thus to overcome this problem the students need a stimulation in order to help them in creating a procedure text effectively. In this case, the writer intends to use visual media, primarily media realia . Some reasons why the witer chooses realia as a theaching media to teach writing procedure text. First,realia can be easily prepared by the teacher. Second, they are used as a stimulus for

writing. Third, they are able to motivate students participation in writing class, so they increase students achievement in writing of procedure text . then, realia are more efficient and practice than words, they are easier to recall and to remember than words, they also expose real life situation. moreover, realia can be used with students who are learning to read and write.



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
J E M B E R



CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher aimed to explain the research design, research subject, research instrument, data collection, technique of data, analysis, validity of data, and criteria of success.

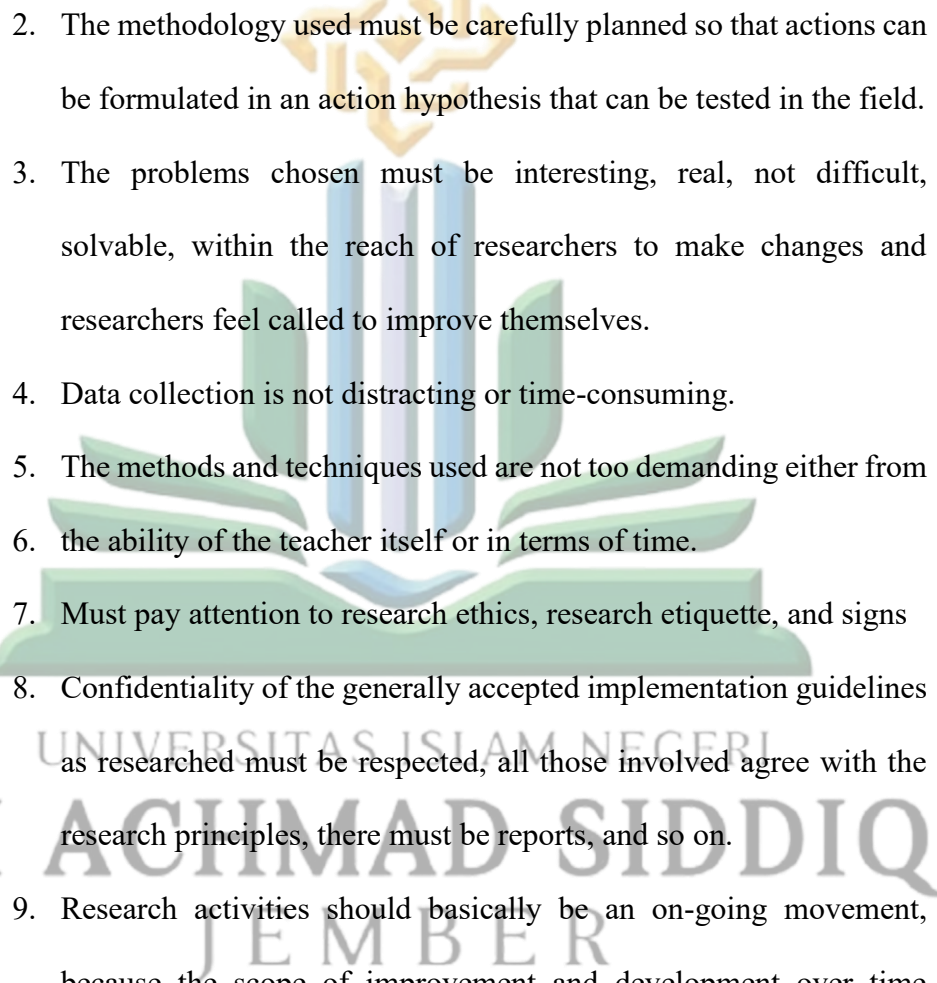
A. Research Design

This research uses Classroom Action Research (CAR). (Classroom Action Research). According to Suyanta classroom action research is research from teachers with the aim of improving teacher professionalism.²⁸ CAR can also be interpreted as reflective research by taking certain actions in order to improve and improve learning practices in the classroom in a more professional manner. To improve expertise in learning the field of study, teachers are encouraged to always do CAR. The problem under study is a problem that is indeed important, attracts attention, within the reach of the researcher in terms of ability, time, cost, and energy. The scope of research can revolve around the curriculum, students, teachers, infrastructure, and assessment.

According to Suyanta there are 7 (seven) CAR principles, namely:

1. The implementation of research must not interfere with or hinder activities learning.

²⁸ Suyanta, 2015. Pedoman Pelaksanaan Penelitian Tindakan Kelas (PTK) Pengenalan Penelitian Tindakan Kelas. Yogyakarta: Dirjen Dikti.hal.26

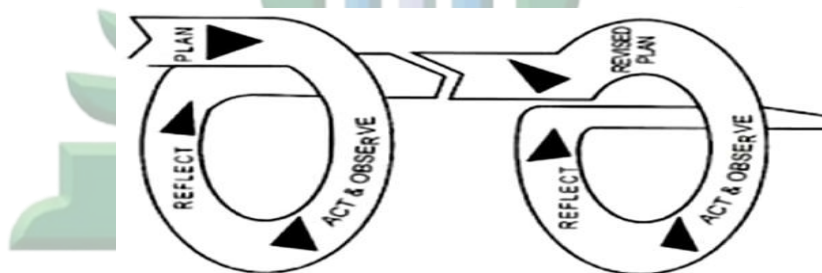
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2. The methodology used must be carefully planned so that actions can be formulated in an action hypothesis that can be tested in the field.
 3. The problems chosen must be interesting, real, not difficult, solvable, within the reach of researchers to make changes and researchers feel called to improve themselves.
 4. Data collection is not distracting or time-consuming.
 5. The methods and techniques used are not too demanding either from
 6. the ability of the teacher itself or in terms of time.
 7. Must pay attention to research ethics, research etiquette, and signs
 8. Confidentiality of the generally accepted implementation guidelines as researched must be respected, all those involved agree with the research principles, there must be reports, and so on.
 9. Research activities should basically be an on-going movement, because the scope of improvement and development over time becomes a challenge.²⁹

In this study, the CAR model used by researchers is the model Mc Tagart and Kemmis who use two cycles. This research is used to solve a problem that exists in a class. Problems that exist in a class can be solved by giving systematic actions. Each cycle

²⁹ Ibid 1.hal 42

consists of four stages, namely (1) plan, (2) act and observe and reflect One cycle of research implementation as shown by the following figure:

Model Mc Tagart and Kemmis³⁰



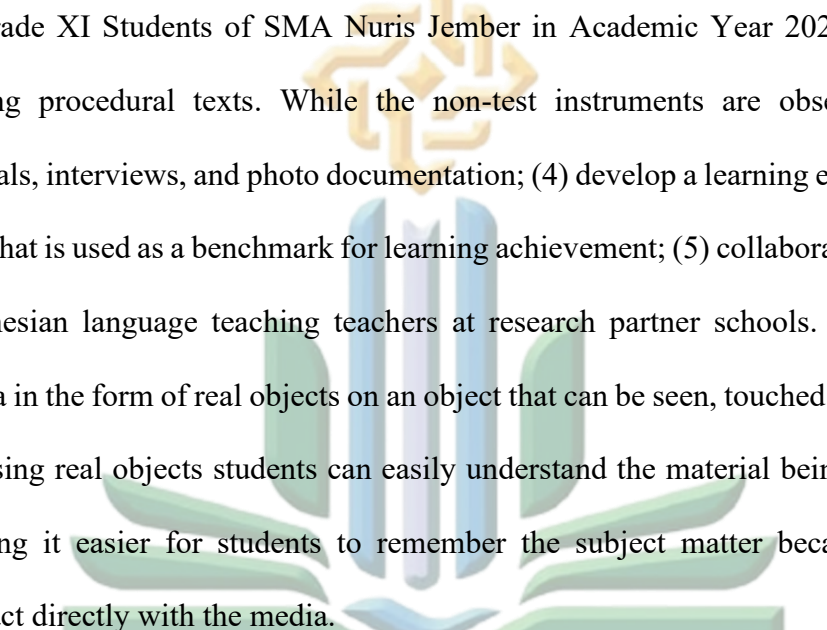
1. Action Research Procedure Cycle I

The implementation process of cycle I has four stages. These stages are planning, action, observation, and reflection. The following is an explanation of each stage.

a. Plan of Cycle I

At the planning stage, the plans carried out by the teacher or researcher include, (1) drawing up an implementation plan for learning to write procedure text which is first consulted with the supervisor and also the Indonesian Language Subject teacher in the school that is used as the research site; (2) prepare learning media and other supporting facilities to support the learning process; (3) prepare research instruments in the form of test instruments and non-test instruments, test instruments are used to measure the knowledge and skills

³⁰ Vidriana O.B dkk. 2002, *Penelitian Tindakan Kelas*, Sukoharjo:Pradina Pustaka. Hal. 43



of Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 in writing procedural texts. While the non-test instruments are observations, journals, interviews, and photo documentation; (4) develop a learning evaluation plan that is used as a benchmark for learning achievement; (5) collaborating with Indonesian language teaching teachers at research partner schools. Realia is media in the form of real objects on an object that can be seen, touched and held. By using real objects students can easily understand the material being taught. Making it easier for students to remember the subject matter because they interact directly with the media.

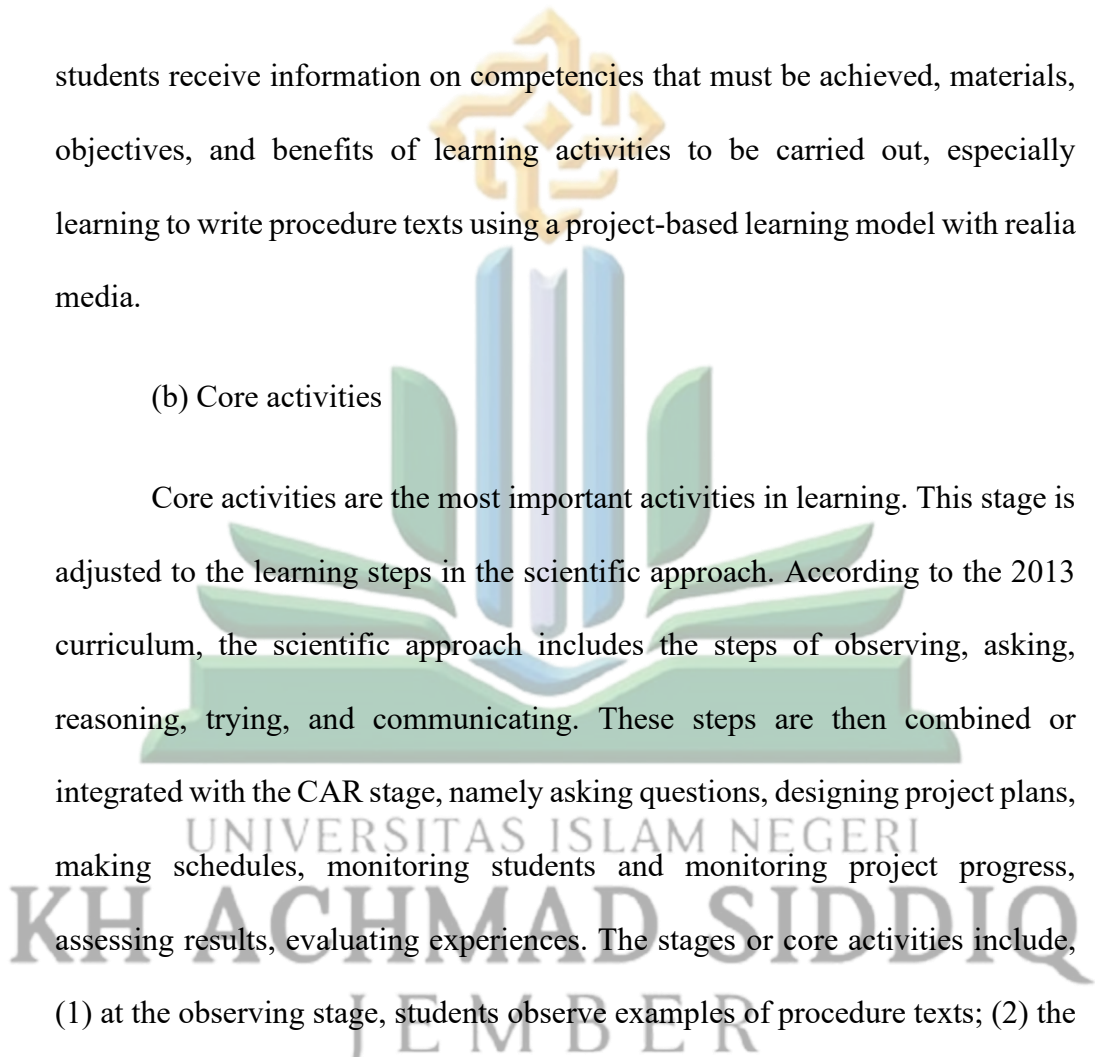
b. Act of Cycle I

At this stage, researchers carry out skills learning activities writing procedure texts using a project-based learning model with animated video media. In the first cycle, the meeting was held with three stages of the teaching and learning process, namely introduction, learning core, and closing. The action stage was carried out in two meetings. The actions in the first cycle are as follows;

(1) First meeting

(a) Preliminary activities

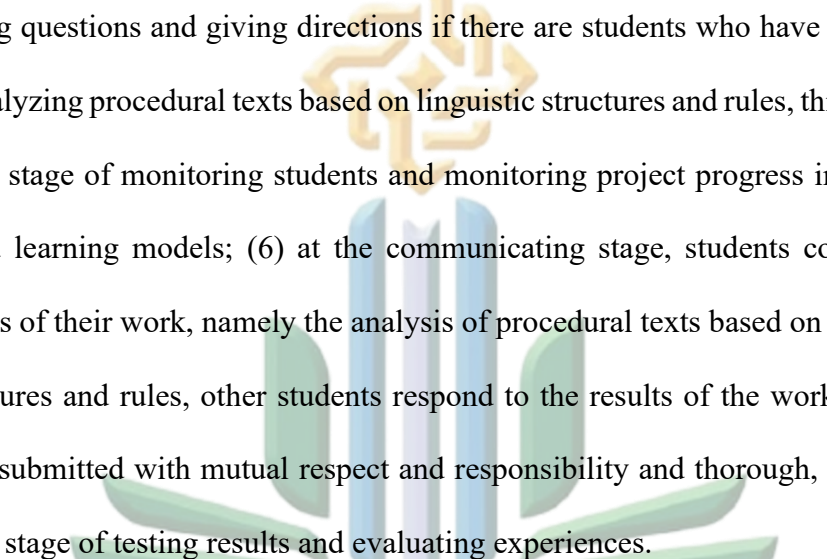
In the preliminary activities, the activities carried out include, (1) students report and pray before carrying out the learning process as the application of religious attitudes and social attitudes; (2) students ask and answer questions with the teacher and receive apperception from the teacher; (3)



students receive information on competencies that must be achieved, materials, objectives, and benefits of learning activities to be carried out, especially learning to write procedure texts using a project-based learning model with realia media.

(b) Core activities

Core activities are the most important activities in learning. This stage is adjusted to the learning steps in the scientific approach. According to the 2013 curriculum, the scientific approach includes the steps of observing, asking, reasoning, trying, and communicating. These steps are then combined or integrated with the CAR stage, namely asking questions, designing project plans, making schedules, monitoring students and monitoring project progress, assessing results, evaluating experiences. The stages or core activities include, (1) at the observing stage, students observe examples of procedure texts; (2) the questioning stage, students and teachers ask questions about the contents of the sample procedure text that has been given and ask questions about the form, structure, and linguistic rules of the procedure text, in the project-based learning phase, this stage is the stage of determining the basic questions; (3) at the reasoning stage, students get directions from the teacher to analyze procedure texts based on individual linguistic structures and rules; (4) at the stage of collecting data, students analyze the procedure text based on the structure and linguistic rules that are carried out on individual knowledge assessment worksheets, this activity is the stage of designing project plans and making schedules on project-based learning models; (5) the teacher observes students by



asking questions and giving directions if there are students who have difficulty in analyzing procedural texts based on linguistic structures and rules, this activity is the stage of monitoring students and monitoring project progress in project-based learning models; (6) at the communicating stage, students convey the results of their work, namely the analysis of procedural texts based on linguistic structures and rules, other students respond to the results of the work that has been submitted with mutual respect and responsibility and thorough, this stage is the stage of testing results and evaluating experiences.

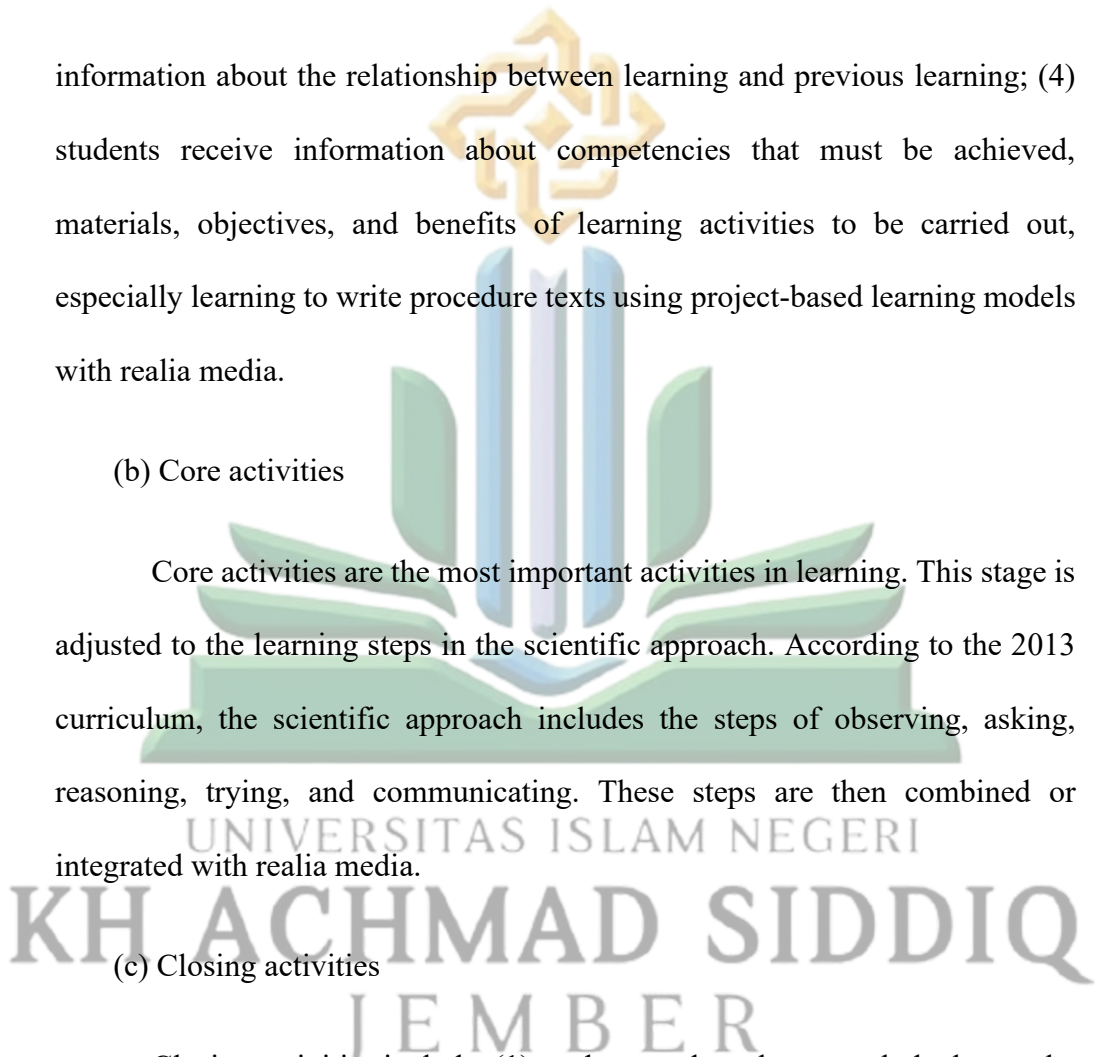
(c) Closing activities

Closing activities include, (1) students and teachers conclude the results of learning activities; (2) students ask and answer questions with the teacher as a form of brief evaluation and reflect on the difficulties in analyzing procedural texts based on linguistic structures and rules; (3) the teacher evaluates the students to find out the level of achievement of the competencies that have been taught in the knowledge aspect; (4) the teacher submits a follow-up lesson plan; (5) students do reports and pray after learning.

(2) Second meeting

(a) Preliminary activities

In the preliminary activity, the activities carried out include, (1) students report and pray before carrying out the learning process as the application of religious attitudes and social attitudes; (2) students ask and answer questions with the teacher and receive apperception from the teacher; (3) students receive



information about the relationship between learning and previous learning; (4) students receive information about competencies that must be achieved, materials, objectives, and benefits of learning activities to be carried out, especially learning to write procedure texts using project-based learning models with realia media.

(b) Core activities

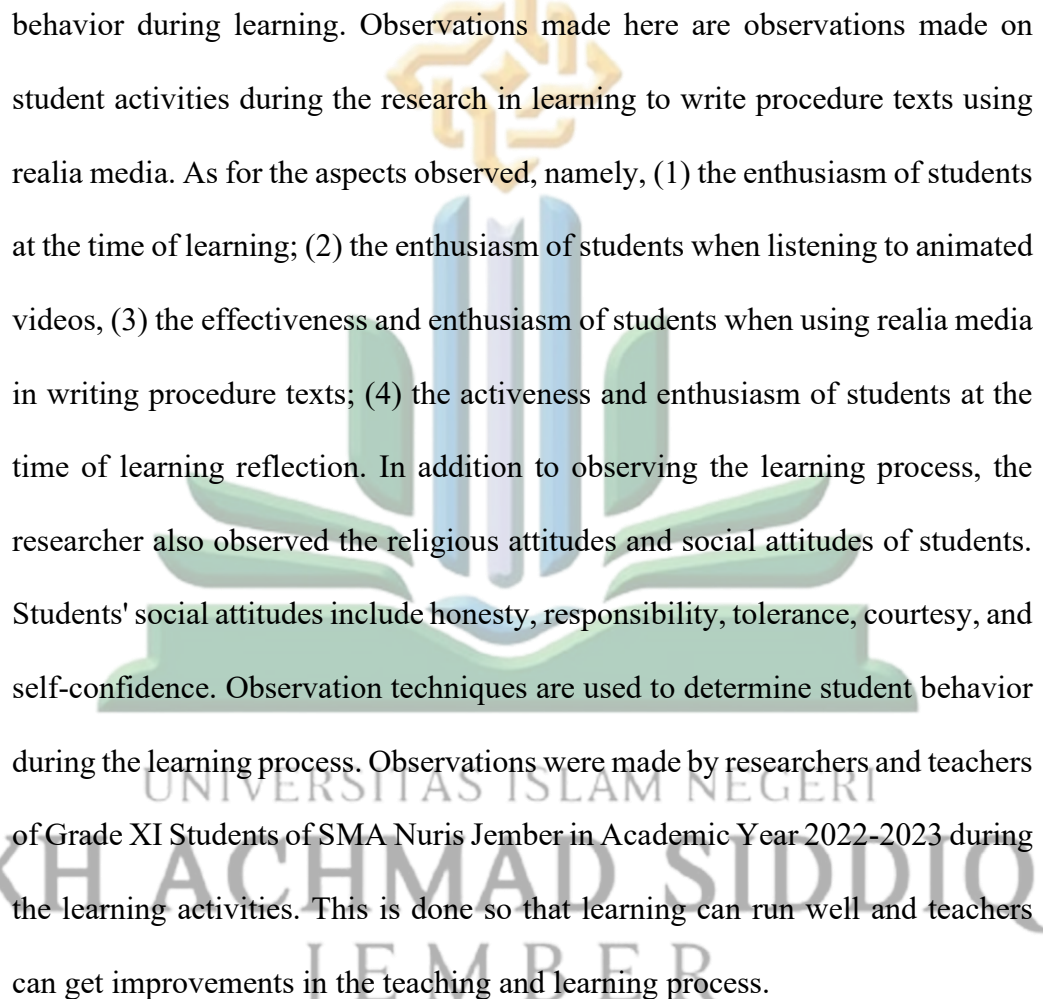
Core activities are the most important activities in learning. This stage is adjusted to the learning steps in the scientific approach. According to the 2013 curriculum, the scientific approach includes the steps of observing, asking, reasoning, trying, and communicating. These steps are then combined or integrated with realia media.

(c) Closing activities

Closing activities include, (1) students and teachers conclude the results of learning activities; (2) students ask and answer questions with the teacher as a form of brief evaluation and reflect on the difficulties in analyzing procedural texts based on linguistic structures and rules; (3) the teacher evaluates the students to determine the achievement of competencies that have been taught in the skills aspect; (4) the teacher submits a follow-up lesson plan; (5) students do reports and pray after learning.

c. Observe of Cycle I

Observation is the process of observing activities and student behavior during the research process. Observations were made to observe student



behavior during learning. Observations made here are observations made on student activities during the research in learning to write procedure texts using realia media. As for the aspects observed, namely, (1) the enthusiasm of students at the time of learning; (2) the enthusiasm of students when listening to animated videos, (3) the effectiveness and enthusiasm of students when using realia media in writing procedure texts; (4) the activeness and enthusiasm of students at the time of learning reflection. In addition to observing the learning process, the researcher also observed the religious attitudes and social attitudes of students. Students' social attitudes include honesty, responsibility, tolerance, courtesy, and self-confidence. Observation techniques are used to determine student behavior during the learning process. Observations were made by researchers and teachers of Grade XI Students of SMA Nuris Jember in Academic Year 2022-2023 during the learning activities. This is done so that learning can run well and teachers can get improvements in the teaching and learning process.

d. Reflect of Cycle I

In the reflection activity, the researcher examines the results of writing procedural texts and student behavior in cycle I. After taking the action, the researcher conducts an analysis to evaluate or assess learning outcomes in the form of tests and non-tests, namely the results of the students' skill test scores in writing procedure texts, observations, results. interviews, and the results of the documentation that has been done in the first cycle. The target value that must be achieved by students is 80. If the results of the first cycle of action, both in terms of process and in terms of results, do not meet the KKM and the percentage

of success that has been set, it is necessary to carry out cycle N actions to improve the results of the first cycle of actions.

2. Action Research Procedure Cycle N

The action process in cycle N is a follow-up to cycle I. Improvements in the learning process in cycle N in the preparation of learning, conditioning the learning atmosphere to make it more conducive. Cycle N action procedures include planning, action, observation, and reflection. The problems that arise in the first cycle are problems that must be solved in the second cycle. Furthermore, in the second cycle, the activities started again as in the first cycle, namely planning, action, observation, and reflection with changes that have been adjusted to overcome the problems that arise in the second cycle.

a. Plan of Cycle N

After reflecting on the first cycle, it is known the shortcomings. existing in the learning process cycle I. From the existing shortcomings, improvements were made by preparing a plan in cycle N. Improvements in the first cycle include the improvement of the preparation of the learning implementation plan for the first cycle. Improvements in this cycle include, (1) rearranging the implementation plan for writing procedure text lessons based on the deficiencies that occurred based on the implementation of the first cycle; (2) preparing realia media and other supporting facilities to support the learning process properly; (3) prepare research instruments, in the form of test instruments and non-test instruments, test instruments are used to measure the knowledge and skills of class Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 in writing procedure

texts; (4) develop a learning evaluation plan that is used as a benchmark for learning achievement; (5) collaborate with teachers in cycle N.

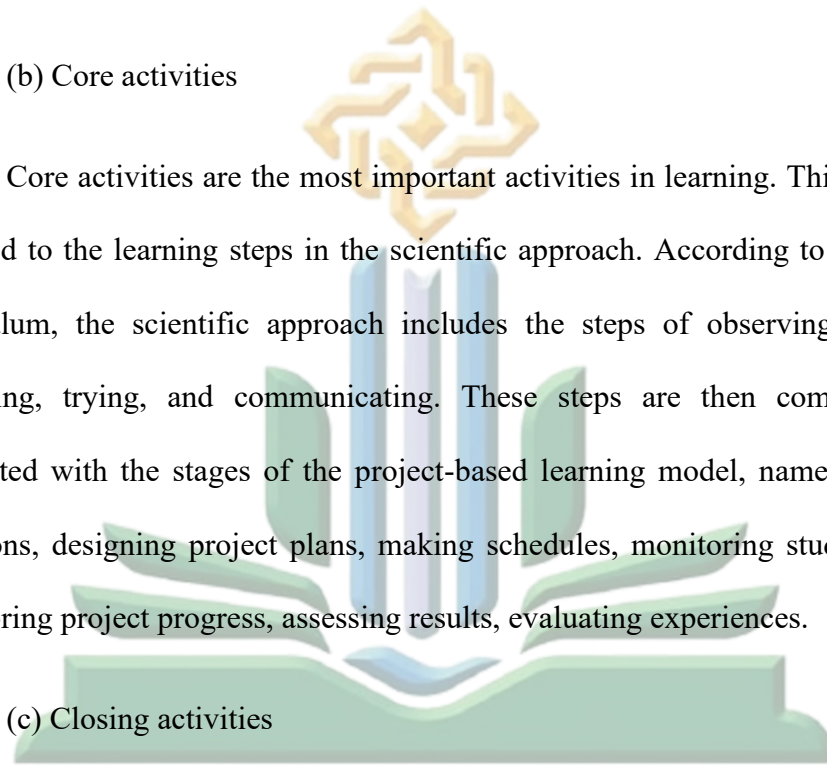
b. Act of Cycle N

The action stage in cycle N is very important. In this stage, the researcher still uses the same action as the first cycle to fit the research plan. However, the researchers paid more attention to the shortcomings that existed in the first cycle, so that a better learning was obtained in the second cycle. By looking at the evaluation of the first cycle, the actions, materials, and learning media in the second cycle became more mature. This stage includes three stages, namely the preliminary stage, core activities, and closing. Similar to the actions in the first cycle, the actions in the second cycle were also carried out in two meetings. The actions in the second cycle are as follows.

(1) First meeting

(a) Preliminary activities

In the preliminary activity, the activities carried out include, (1) students report and pray before carrying out the learning process as the application of religious attitudes and social attitudes; (2) students ask and answer questions with the teacher and receive apperception from the teacher; (3) students receive information about the relationship between learning and previous learning; (4) students receive information about competencies that must be achieved, materials, objectives, and benefits of learning activities to be carried out, especially learning to write procedure texts using realia media.



(b) Core activities

Core activities are the most important activities in learning. This stage is adjusted to the learning steps in the scientific approach. According to the 2013 curriculum, the scientific approach includes the steps of observing, asking, reasoning, trying, and communicating. These steps are then combined or integrated with the stages of the project-based learning model, namely asking questions, designing project plans, making schedules, monitoring students and monitoring project progress, assessing results, evaluating experiences.

(c) Closing activities

Closing activities include, (1) students and teachers conclude the results of learning activities; (2) students ask and answer questions with the teacher as a form of brief evaluation and reflect on the difficulties in analyzing procedural texts based on structure and rules; (3) the teacher submits a follow-up lesson plan; (4) students do reports and pray after learning.

(2) Second meeting

(a) Preliminary activities

In the preliminary activity, the activities carried out include, (1) students report and pray before carrying out the learning process as the application of religious attitudes and social attitudes; (2) students ask and answer questions with the teacher and receive apperception from the teacher; (3) students receive information about the relationship between learning and previous learning; (4)

students receive information about competencies that must be achieved, materials, objectives, and benefits of learning activities to be carried out, especially learning to write procedure texts using project-based learning models with realia media

(b) Core activities

In this activity, students evaluate. The evaluation was carried out to determine the level of achievement of students' knowledge and skills in learning to write procedural texts using realia media

(c) Closing activities

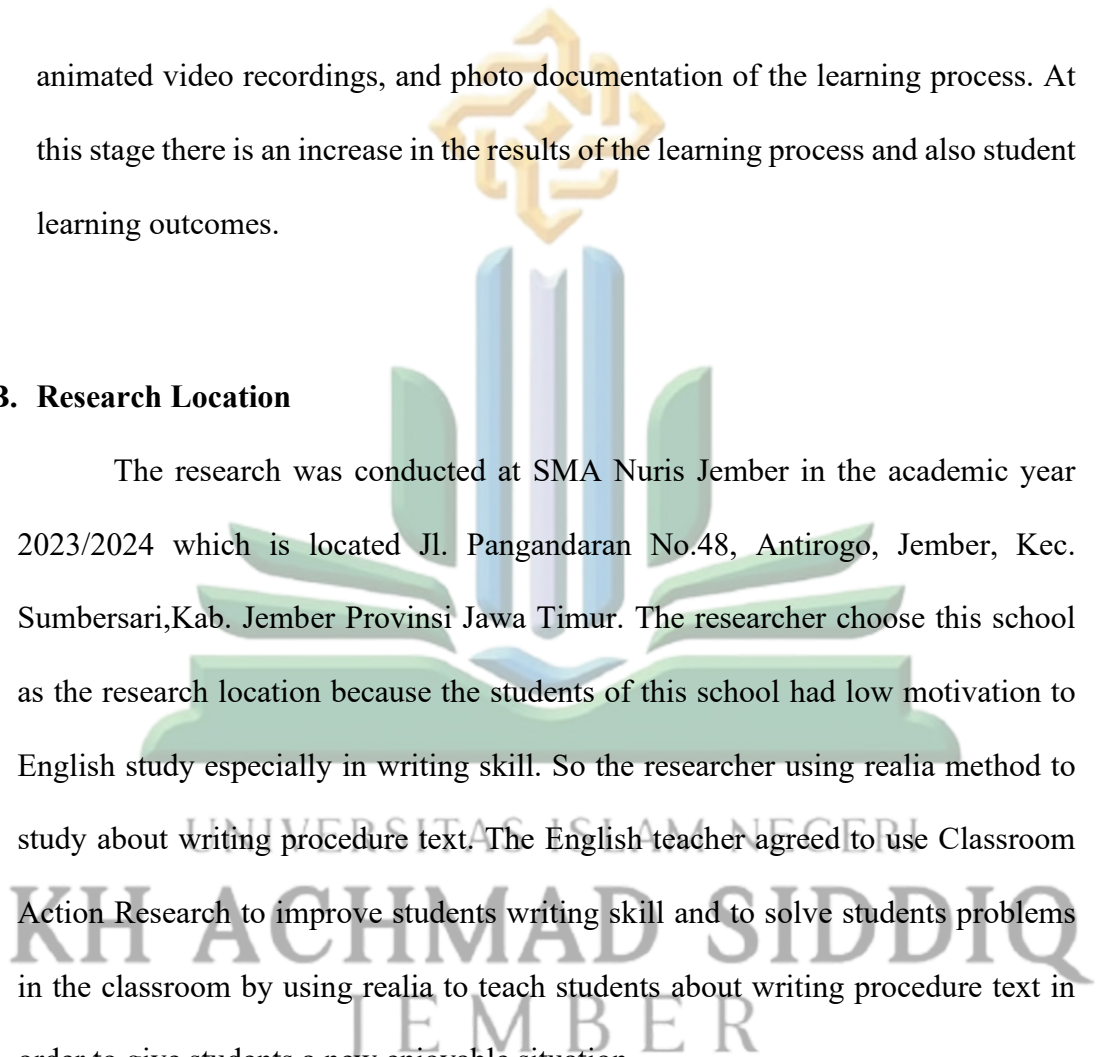
Closing activities include, (1) students and teachers conclude the results of learning activities; (2) students evaluate aspects of knowledge and skills; (3) students do reports and pray after learning.

c. Observe Cycle N

As in the first cycle, in the second cycle, observations were still made on students during the learning process. Observations were made to improve test results and student behavior. The researcher observed the students by using the observation sheet. The observations made in the second cycle are almost the same as the observations in the cycle 1.

d. Reflect of Cycle N(ing)

Reflection of cycle N(ing) was carried out to determine the effectiveness of the use of realia model and animated video media in learning to write procedure text. Reflection is done by analyse the results of observations, interviews, journals,



animated video recordings, and photo documentation of the learning process. At this stage there is an increase in the results of the learning process and also student learning outcomes.

B. Research Location

The research was conducted at SMA Nuris Jember in the academic year 2023/2024 which is located Jl. Pangandaran No.48, Antirogo, Jember, Kec. Sumbersari, Kab. Jember Provinsi Jawa Timur. The researcher choose this school as the research location because the students of this school had low motivation to English study especially in writing skill. So the researcher using realia method to study about writing procedure text. The English teacher agreed to use Classroom Action Research to improve students writing skill and to solve students problems in the classroom by using realia to teach students about writing procedure text in order to give students a new enjoyable situation.

C. Research Subject

The subject of this research is the procedural text writing skill Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024. The data sources of this research are students of Grade XI Students of SMA Nuris Jember in Academic Year 2022-2023. The number of students in one class selected as respondents was 32 students. Students who are respondents are students who really follow the learning from beginning to end during the first cycle and second cycle stages. It aims to obtain data with the same number of respondents at each stage of the action.

D. Research Instrument

Research instrument is a set of technique, procedure or item used to gather data for seeking answer of the research question. The researcher used test and observation sheet, which are described as follow:

a. Writing test

Written test is a collection of questions given to students to assess their knowledge of the material presented. In this research, the researcher conducted writing test to measure students writing skill. The writing pre-test that was conducted before the action was implemented was to find out students writing skill before being taught by realia media and the writing post-test that was conducted after the action was implemented was to measure and to know the improvement of students writing skill after being taught realia media.

b. Observation shets

The researcher used non participant observation. Non participant observation is an observation method in which the observer does not take part in the participant's life.³¹ In this research, the researcher who acted as the observer used observation sheet to observe student's and the English teacher activity in implementing realia media to teach writing to see the student's improvement of writing skill. The researcher noted student's activities in observation shet while learning English in the classroom, for example student's participation in using realia media.

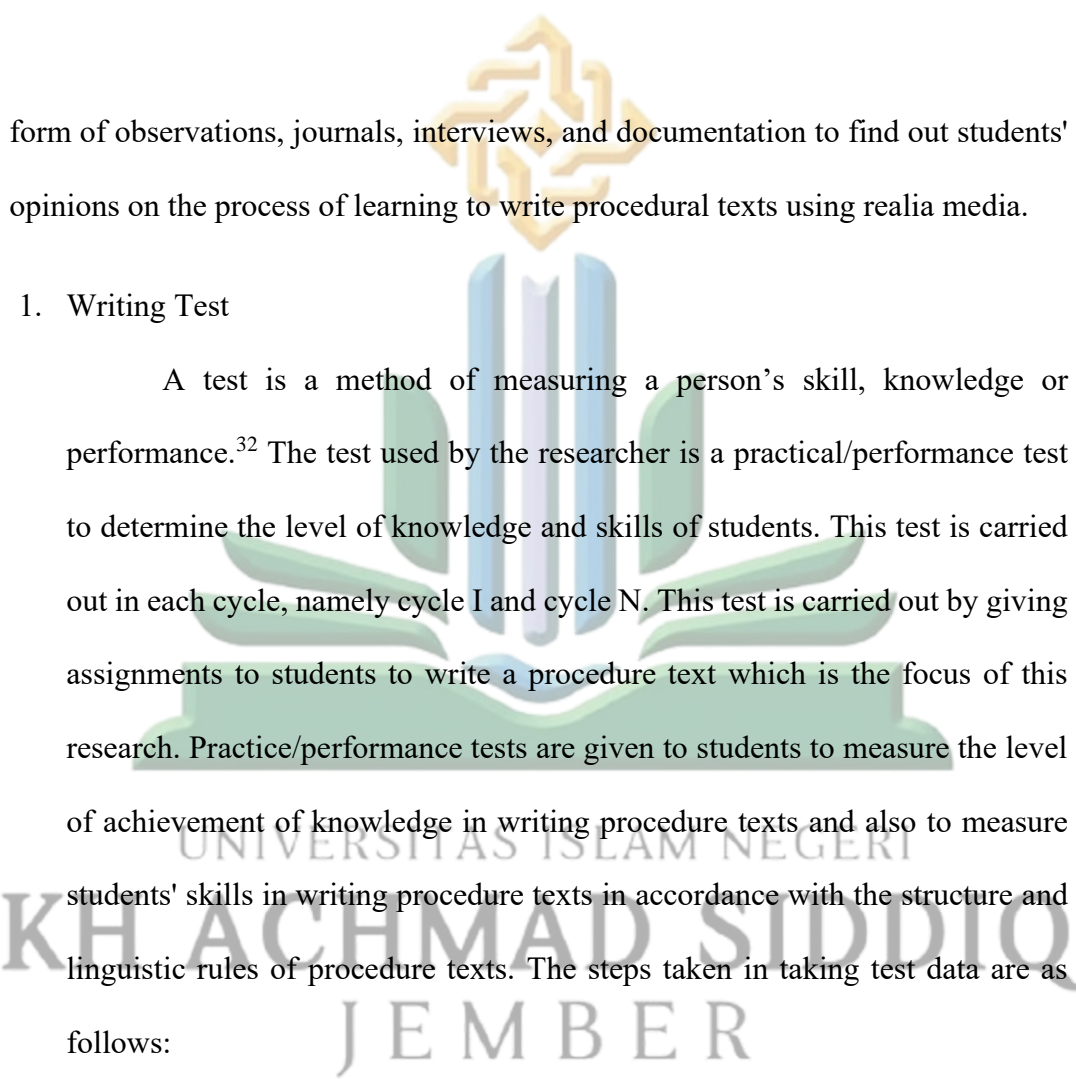
³¹ Hasyim Hasanah. "Teknik-teknik observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial)"(UIN-Semarang, 2016) 36

E. Research Variables

The research variable in this study is the skill of writing procedure text using the Realia. Procedure text writing skills are writing skills that exist in Indonesian language learning activities in class VII. Procedural text writing skills need to be taught to Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024, because there are many activities in daily life that must be carried out based on procedures by emphasizing the steps to do an action or job, so the researcher hopes that the procedure text that is students have made can provide benefits in everyday life. Writing procedure texts must be in accordance with linguistic structures and rules, besides that there are also several aspects to consider, namely text content, structure, vocabulary, sentences, and mechanics. Thus, problems in learning to write procedural texts for class Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 can be resolved. Students can be said to be successful if they get a minimum score of 80 according to the KKM.

F. Data Collection Technique

This classroom action research uses data collection in the form of test techniques and non-test techniques. The test technique is in the form of a practical/performance test, while the non-test technique is in the form of observation, journals, interviews, and photo documentation. The test technique used is to use a performance test. This test is used by researchers to measure students' achievement in understanding learning materials for writing procedure texts using realia media, and also to measure students' skills in writing procedure texts using a realia model with animated media. Researchers also use non-test techniques in the



form of observations, journals, interviews, and documentation to find out students' opinions on the process of learning to write procedural texts using realia media.

1. Writing Test

A test is a method of measuring a person's skill, knowledge or performance.³² The test used by the researcher is a practical/performance test to determine the level of knowledge and skills of students. This test is carried out in each cycle, namely cycle I and cycle N. This test is carried out by giving assignments to students to write a procedure text which is the focus of this research. Practice/performance tests are given to students to measure the level of achievement of knowledge in writing procedure texts and also to measure students' skills in writing procedure texts in accordance with the structure and linguistic rules of procedure texts. The steps taken in taking test data are as follows:

- A.** The teacher prepares realia media which is used as the topic of writing procedure text.
- B.** Students are given the task of making procedure text based on the animated video presented.
- C.** Students write text procedures based on linguistic structures and rules.
- D.** Students evaluate and then collect the results of work in the form of procedural texts, both in cycle I and cycle N.

³² H. Douglas Brown. Language Assessment “ *Principle And Classroom Practices*” (California: Longman, 2003) 3

E. Researchers assess and analyze the results of procedure texts that have been made by students based on the results of cycles I and cycle N.

Table 3.1
Scoring rubric

Component of Writing	Score	Explanation
Content	4	The topic is clear and complete and the details are relating to the topic.
	3	The topic is clear and complete but the details are almost relating to the topic.
	2	The topic is a clear and complete but the details are not relating to the topic.
	1	The topic is not clear and the detail are not relating to the topic
Organization	4	Materials are complete and steps are clearly.
	3	Stated with proper connectives.

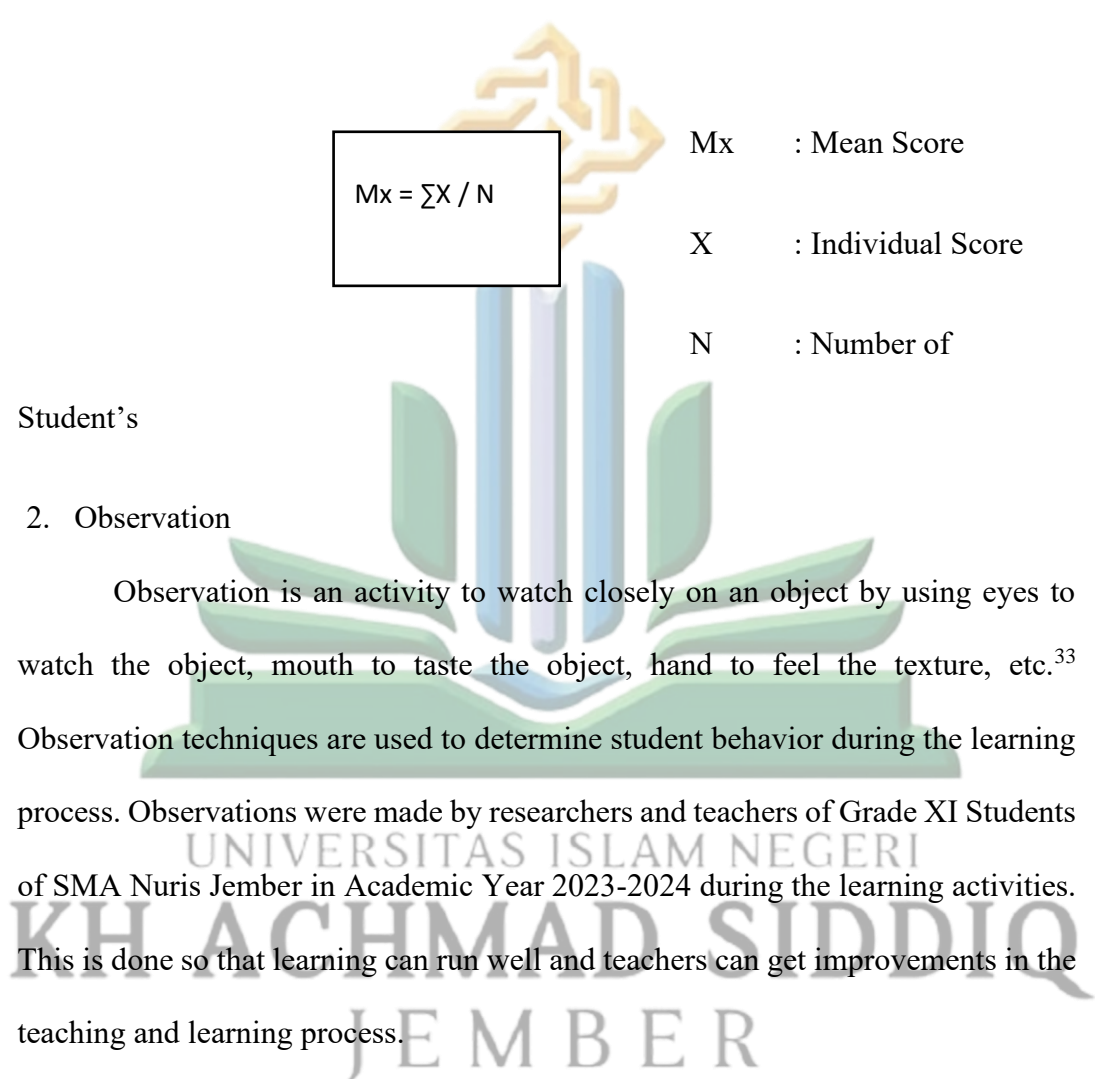
	2	Materials are not complete and steps are not clearly stated with few misuses of connectives.
	1	Materials are not complete and steps are not stated clearly.
Vocabulary	4	Effective choice of words and word forms few misuses of vocabularies word forms, but not change the meaning.
	3	Limited range confusing word and word forms but not change the meaning.
	2	Limited range confusing word and word forms
	1	Very poor knowledge of word, word forms, and not understandable.
Language Use	4	Effective complex construction
	3	Effective but simple construction

	2	Major problem in simple/complex construction
	1	Virtually no mastery of sentence construction rules.
Mechanic	4	It uses correct spelling. Punctuation and capitalization.
	3	It has occasional error of spelling. Punctuation, and capitalization.
	2	It has frequent error of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

Students individual score will be counted as:

$$\frac{\text{Students score} \times 100}{2}$$

To get the mean of students writing score uses the formula:


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

Mx : Mean Score

X : Individual Score

N : Number of

Student's

2. Observation

Observation is an activity to watch closely on an object by using eyes to watch the object, mouth to taste the object, hand to feel the texture, etc.³³

Observation techniques are used to determine student behavior during the learning process. Observations were made by researchers and teachers of Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 during the learning activities. This is done so that learning can run well and teachers can get improvements in the teaching and learning process.

F. Technique of Data Analysis

The data analysis technique was carried out in two ways, namely quantitative data analysis techniques and qualitative data analysis techniques. Quantitative data analysis techniques are carried out by processing data using descriptive percentages. The scores obtained by students are averaged to find individual success and classical success according to the predetermined target. While the qualitative data analysis technique is in the form of a description or explanation of student responses in following the learning process of writing

³³ Suharsimi arikunto. *Prosedur penelitian: suatu pendekatan praktik "edisi revisi"* (Jakarta rineka cipta. 2010) 199

procedure text using realia media in a positive and good direction. The results of quantitative data analysis in the form of practice/performance tests and qualitative data in the form of observations, interviews, journals, and documentation are used as benchmarks for the success of learning procedure text writing skills using realia media Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024.

a. Quantitative Techniques

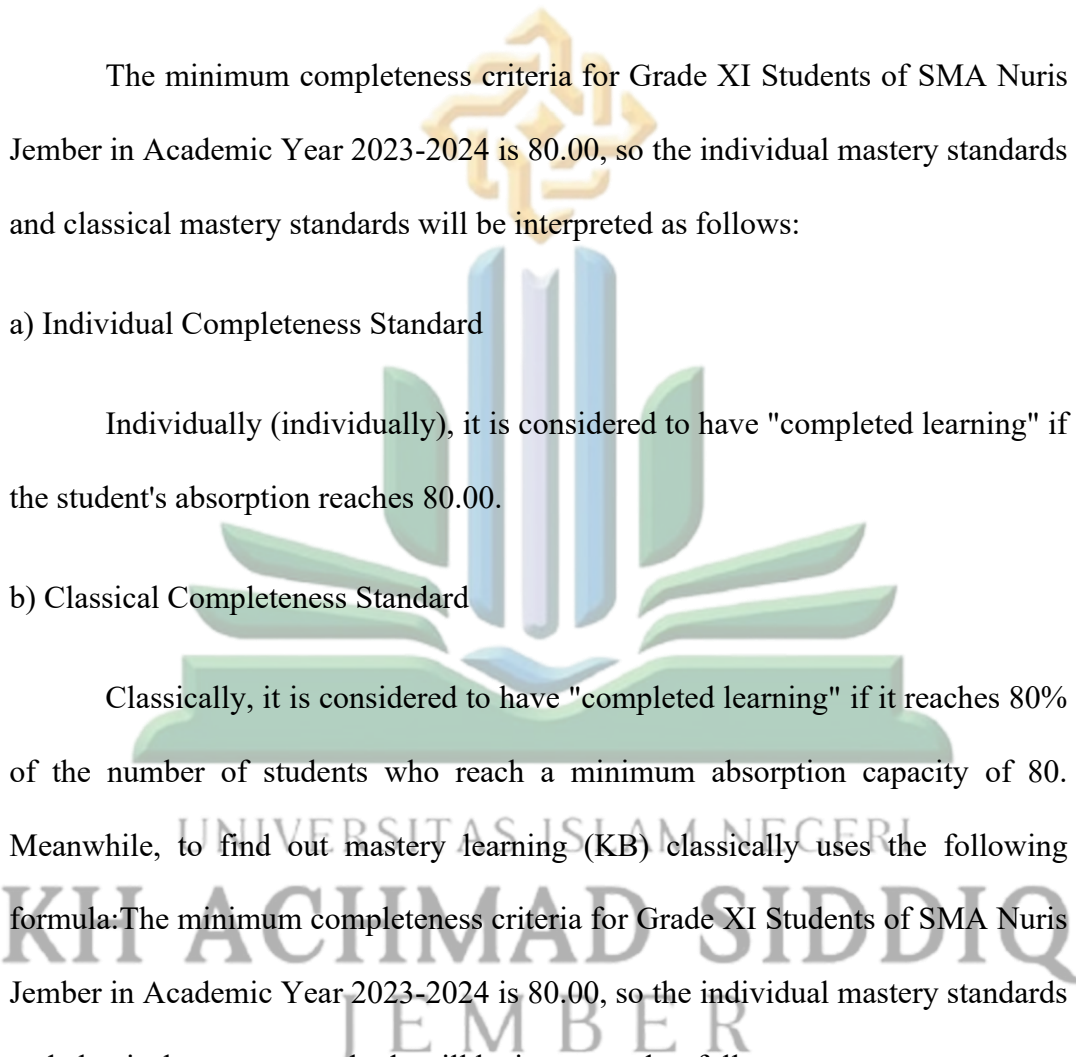
Quantitative data (student learning outcomes) will be analyzed descriptively to determine the quality of student learning outcomes. Improved student learning outcomes can be seen by comparing individual scores with group scores, which were obtained before and after attending the lesson. Analysis of learning outcomes data obtained through test results. In each cycle, one evaluation test was conducted. The maximum score obtained by students is 100, while the average student test score can be calculated by the formula:

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

X = mean value

x = total score N = number of students

The value obtained through these calculations will be used to determine the quality of student learning outcomes in the process of learning activities. To make it easier to interpret student learning outcomes, it will be presented in the form of a frequency distribution table. Furthermore, the new set of quality learning activities in accordance with the standards that have been set.



The minimum completeness criteria for Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 is 80.00, so the individual mastery standards and classical mastery standards will be interpreted as follows:

a) Individual Completeness Standard

Individually (individually), it is considered to have "completed learning" if the student's absorption reaches 80.00.

b) Classical Completeness Standard

Classically, it is considered to have "completed learning" if it reaches 80% of the number of students who reach a minimum absorption capacity of 80. Meanwhile, to find out mastery learning (KB) classically uses the following formula: The minimum completeness criteria for Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024 is 80.00, so the individual mastery standards and classical mastery standards will be interpreted as follows:

a) Individual Completeness Standard

Individually (individually), it is considered to have "completed learning" if the student's absorption reaches 80.00.

b) Classical Completeness Standard

Classically, it is considered to have "completed learning" if it reaches 80% of the number of students who reach a minimum absorption capacity of 80.

Meanwhile, to find out mastery learning (KB) classically uses the following formula:

$$KB = \frac{N}{n} \times 100\%$$

Information:

KB = Complete Learning

N= number of students above 70

n= the number of students who took the test

b. **Qualitative Techniques**

This qualitative technique was obtained from non-test data, namely observations, interviews, teacher journals, and photo documentation. The results of the overall analysis are used to determine the level of achievement of the use of learning models with realia media of writing procedural text skills which were originally negative to positive and headed in a better direction.

This analysis and description presentation aims to reveal all student behavior and changes in actions during cycle I and cycle N. This description can be seen from students' responses to the models and learning media used in learning and also to know all student behavior in full.

G. Reliability Data

In this research, the researcher used inter rater reliability. The researcher used spss to check the reliability of this research.

H. Validity of Data

In this research, the researcher uses content validity. Content validity is if a test can measure what have to be measured.³⁴ Brown states if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured.³⁵ In this research, the researcher focused on helping students to improve students writing skill. So that, the researcher provides curriculum, lesson plane, blueprint, and item of writing test.

I. Criteria of Success

In this research, there were two criteria for this research to be admitted successfully. These criteria had been discussed by the researcher and the English teacher based on student's pre-test writing scores and student's activity in the classroom. The criteria of success are described as follow:

1. The teaching of writing by realia media is successful if 75 % student's get an increase their pre-test score as much as 15 in post test scores.
2. The teaching writing was considered as successful if 70% students actively involved in the classroom.

³⁴ Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2017) 123

³⁵ Brown. 22



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the results of the classroom action research conducted in XI grade students of SMA Nuris Jember in the academic year 2023-2024 that consist of a research question that should be answered. The research question of this research is: How is the use of realia able to improve the writing skills of procedure texts for XI grade students of SMA Nuris Jember in the academic year 2023-2024?

The research has been conducted in XI grade students of SMA Nuris Jember with a total number of 32 students from 07.10 until 08.30. The researcher conducted this research in two cycles with 2 x 40 minutes for each meeting. In the each meeting consisted of planning, action, observation and reflection.

Before using realia media to teach writing descriptive text, the researcher conducts a 20-minute group test to assess the students' writing abilities. The first rater was the English teacher of XI grade of SMA Nuris Jember and the second rater was Zakiyatul Audah Nur Rohmah. The researcher collaborates when giving students' scores.

Table 4.1
Pre-test Writing Score

No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	16	15	11	13	3	58	Poor
2	Achmad Zumamul Wafa	17	14	15	12	2	60	Poor
3	Abdullah Faqih Dimiyati	15	15	14	11	3	58	Poor
4	Adam Maulana	17	12	11	13	3	56	Poor
5	Aditiyas D.R	16	13	14	10	3	56	Poor
6	Angelica Maura Anesty	18	14	13	11	3	59	Poor
7	Ayzella Prince Kuaisya	18	11	11	10	3	53	Poor
8	Brainda Anindita Wiyono	12	13	13	11	2	51	Poor
9	Fathur Rahman	14	12	11	12	2	51	Poor
10	Irva' Qomarul Akbar	15	14	17	12	3	61	Fair
11	Ja'far Muhammad Aqilla	15	13	15	11	2	56	Poor
12	M. Adriandisyah Maulana A	17	13	14	14	3	61	Fair
13	M. Amar Zein Tholabi	13	. 14	11	13	2	53	Poor
14	Muhammad Fahrur Rozi	16	14	12	12	2	56	Poor

15	M. Nuaval Anthoni	16	15	14	12	3	60	Poor
16	M. Yazril Azka Fahrozi	17	14	11	12	2	56	Poor
17	Manda Rihadatul Aisy	15	14	11	11	2	53	Poor
18	Nadifa Dwi Q.A	15	12	12	13	2	54	Poor
19	Naura Alya Sherina	17	14	12	13	3	59	Poor
20	Naurah Ulayya K	17	12	13	12	3	57	Poor
21	Ndaru Rakananda S	15	12	11	12	3	53	Poor
22	Nur Shafira Azzalia	16	13	13	12	3	57	Poor
23	Rhamdan Adi Putra	18	13	13	11	2	58	Poor
24	Sulton Akbar Triaji	17	13	12	11	3	56	Poor
25	Tri Putra Rahmatullah	17	11	14	11	2	55	Poor
26	Wafiq Afifah	16	11	14	13	2	56	Poor
27	Zaskia Lailatul Hasanah	16	14	14	12	3	59	Poor
28	Aisyah Putri	17	14	14	12	3	60	Poor
29	Andi Wijaya	19	14	13	12	3	61	Fair
30	Budi Santoso	17	14	13	14	3	61	Fair
31	Rina Sari	16	12	13	11	3	55	Poor
32	Siti Nurhaliza	16	14	13	13	3	59	Poor
Total							1.818	
Mean							57	Poor

Based on pre-test findings, the researcher discovered that the students' scores were still low. The student's writing score is below 80. The researcher and

collaborator assessed the students' writing tasks. The content is truly good and relevant to the topic assigned by the teacher. However, the paragraphs are excessively short. They do not provide detailed information on the classroom. As a result, the text has relatively few supporting concepts.

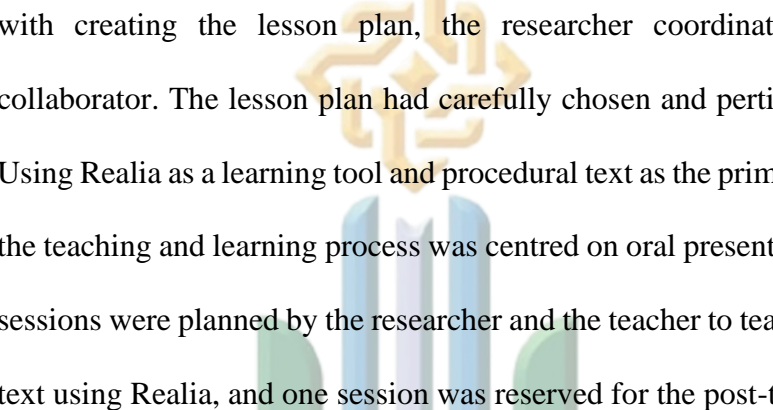
As a research background Problems: researchers can conclude that currently students' writing procedure text skills are very low due to several factors, including: the teaching techniques used by teachers in teaching procedure texts are less attractive students' interest in learning, students' lack of interest in learning to write, especially interest in writing procedure texts, and students who are less able to choose and arrange effective words and sentences including the use of punctuation marks. This is because the media used by the teacher makes students less understand the material presented.

The researcher discovered that students lacked adequate writing skills. The researcher shared the findings with the collaborator to help students enhance their writing skills in terms of substance and organization. The researcher taught writing using realia media and support technologies. The results of cycle 1 are as follows:

1. The first Cycle

a. Planning

Pre-observation was conducted by the researcher in XI grade of SMA Nuris Jember throughout this time. Following the conversation with the English teacher, the researcher analyze and try to understand the students' conditions and made preparations for media and supplies. Along



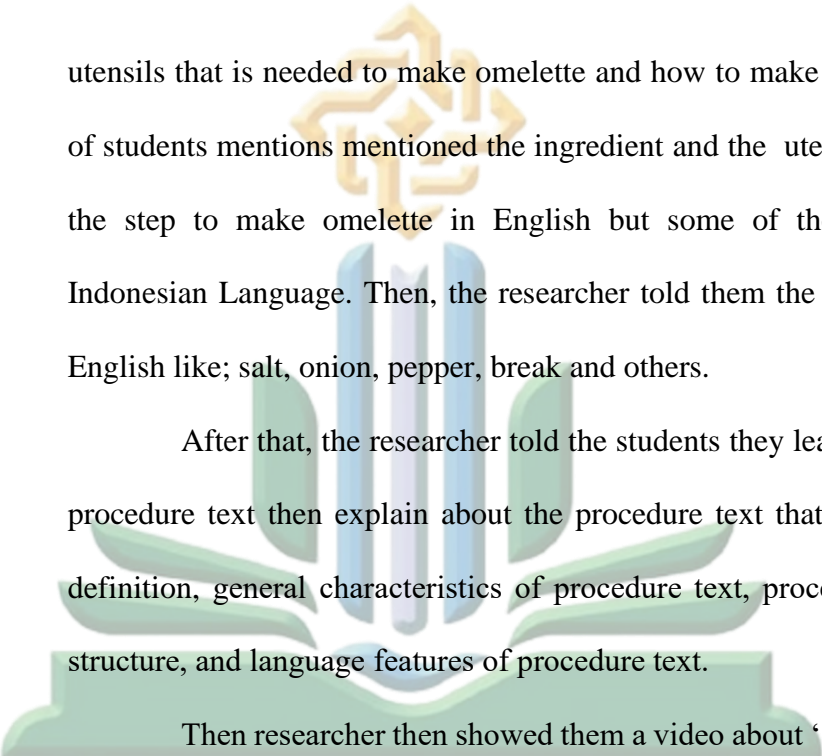
with creating the lesson plan, the researcher coordinated with the collaborator. The lesson plan had carefully chosen and pertinent content. Using Realia as a learning tool and procedural text as the primary resource, the teaching and learning process was centred on oral presentations. Three sessions were planned by the researcher and the teacher to teach procedure text using Realia, and one session was reserved for the post-test.

b. Acting

a) First Meeting

The researcher invited the collaborator to observe the teaching and learning process and provided field notes and observation sheets for the collaborator to record relevant information during the process. Before beginning the session, the researcher greeted the students and verified their attendance records. Following that, the researcher invited students to recite basmallah together.

During the first meeting, the researcher made introduce and inform the students of the reason or purpose of the study. The researcher used previously produced lesson plans to carry out the teaching and learning process. After instructing the students to open their textbooks, the researcher began the class and explained the lesson by using projector. The researcher requested the students to mention the side dish and food for breakfast from their house. Some of students said fired omelette, fried rice, fried noodle and others. The researcher asked them to mention the ingredients and the

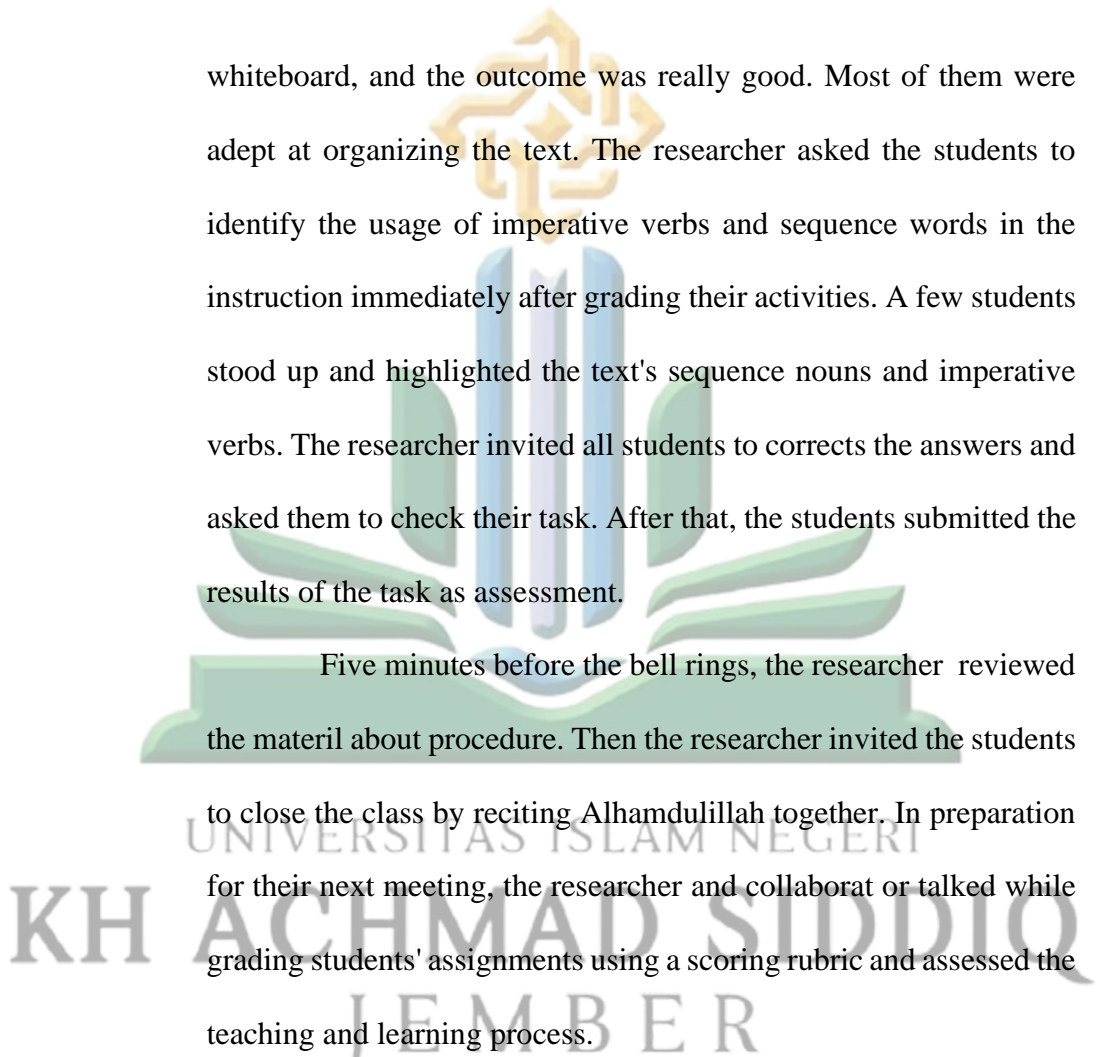


utensils that is needed to make omelette and how to make it. Some of students mentions mentioned the ingredient and the utensils and the step to make omelette in English but some of them used Indonesian Language. Then, the researcher told them the world in English like; salt, onion, pepper, break and others.

After that, the researcher told the students they learn about procedure text then explain about the procedure text that consists definition, general characteristics of procedure text, procedur text structure, and language features of procedure text.

Then researcher then showed them a video about “How To Make a Cup of Hot Coffee” by using projector after they had a chance to correct the text. The students were instructed to categorize the verbs in the box into three groups. The usage of imperative verbs and nouns in the procedure text was brought to the students' attention. The researcher came around among the students as they completed the notes.

The students were then given another assignment. Here, the students must arrange the disorganized phrases into a coherent paragraph using the provided test. In actuality, this exercise helped the students demonstrate their comprehension of the general structure of procedural texts. The researcher instructed the students to write their responses on the chalk after they had completed the activity. The researcher then started revising their work on the



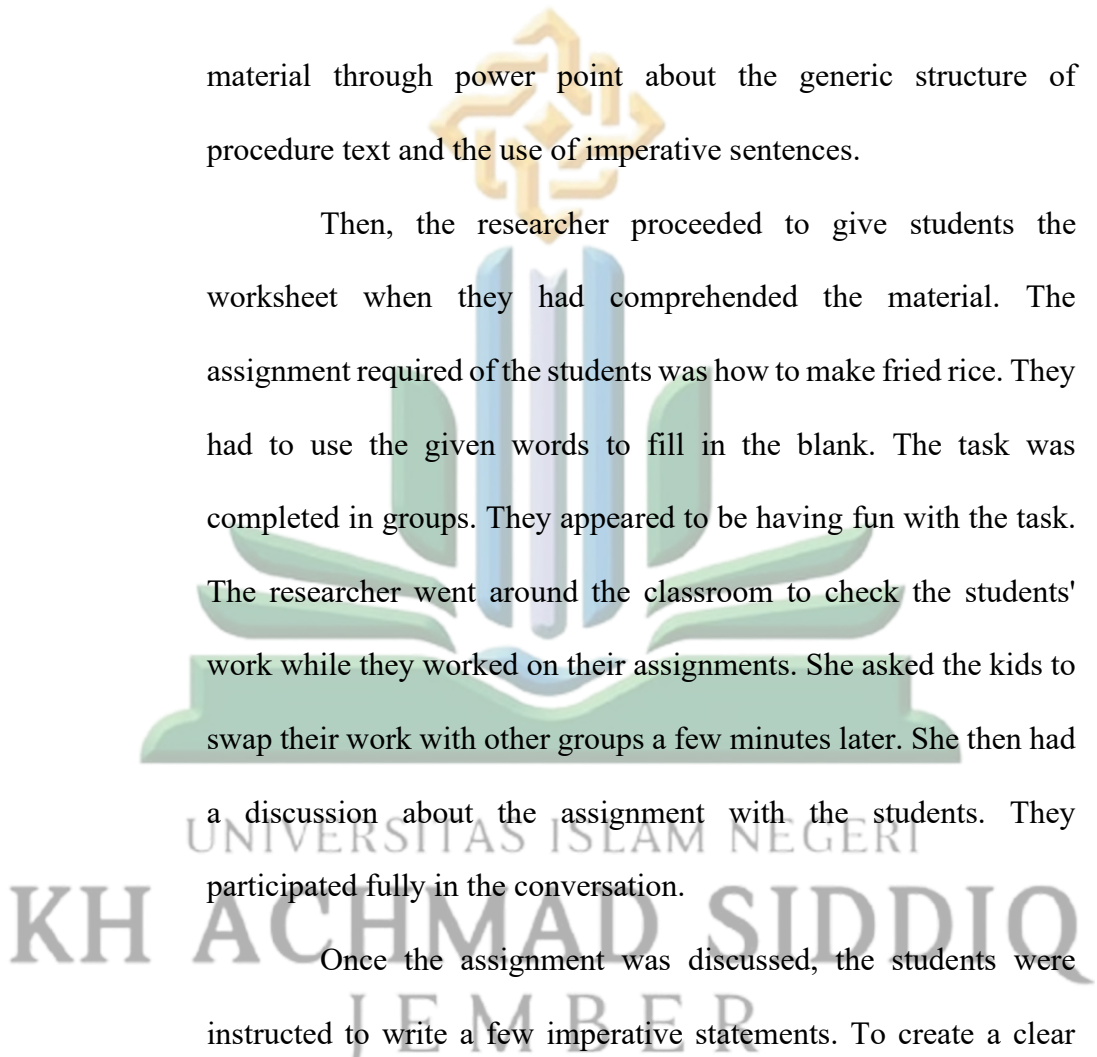
whiteboard, and the outcome was really good. Most of them were adept at organizing the text. The researcher asked the students to identify the usage of imperative verbs and sequence words in the instruction immediately after grading their activities. A few students stood up and highlighted the text's sequence nouns and imperative verbs. The researcher invited all students to correct the answers and asked them to check their task. After that, the students submitted the results of the task as assessment.

Five minutes before the bell rings, the researcher reviewed the material about procedure. Then the researcher invited the students to close the class by reciting Alhamdulillah together. In preparation for their next meeting, the researcher and collaborator talked while grading students' assignments using a scoring rubric and assessed the teaching and learning process.

b) Second Meeting

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

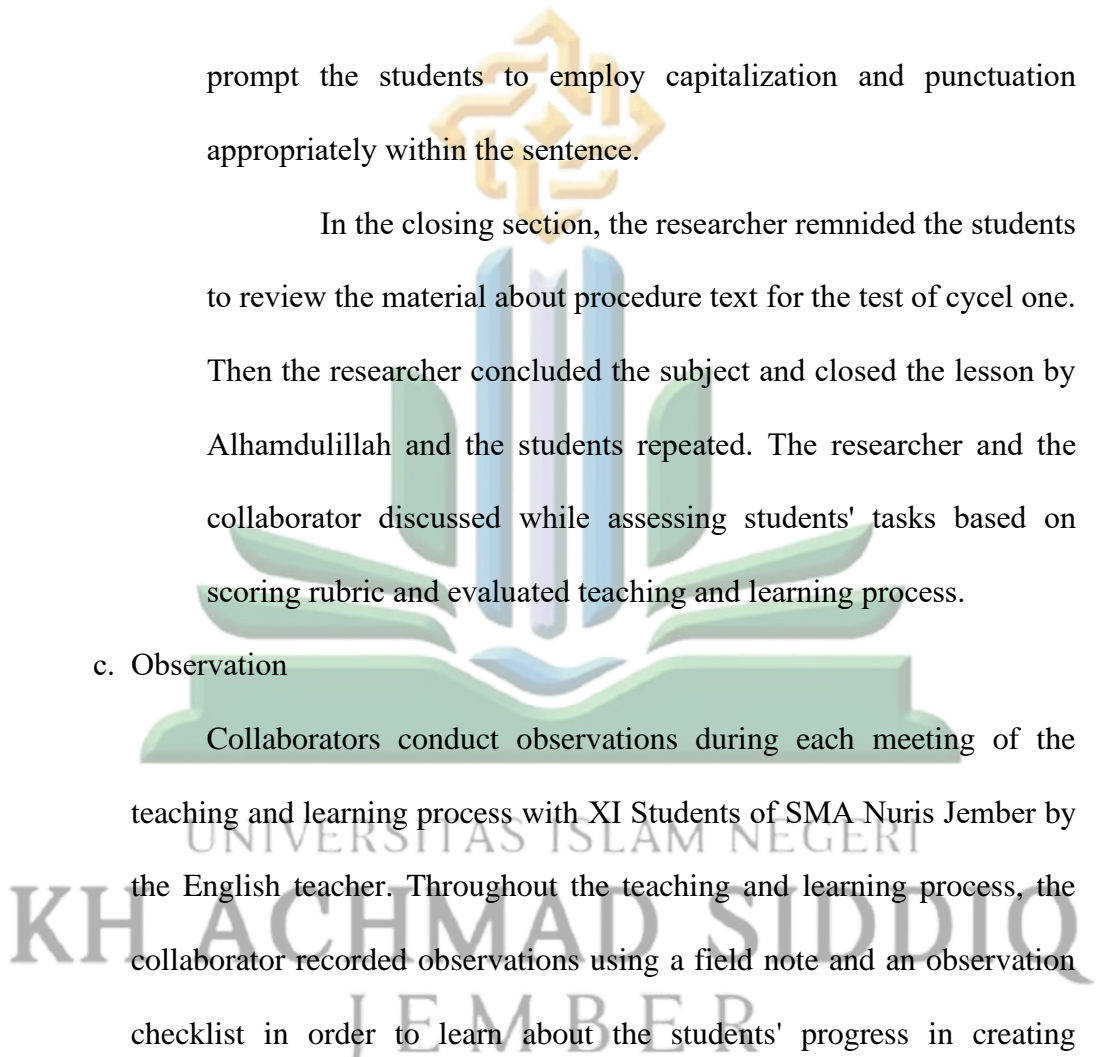
The researcher came to classroom with the collaborator. In the second meeting, the researcher started the lesson as was done in the first meeting. The researcher asked the students to remind the lesson that have been taught. Then, the researcher explained the next



material through power point about the generic structure of procedure text and the use of imperative sentences.

Then, the researcher proceeded to give students the worksheet when they had comprehended the material. The assignment required of the students was how to make fried rice. They had to use the given words to fill in the blank. The task was completed in groups. They appeared to be having fun with the task. The researcher went around the classroom to check the students' work while they worked on their assignments. She asked the kids to swap their work with other groups a few minutes later. She then had a discussion about the assignment with the students. They participated fully in the conversation.

Once the assignment was discussed, the students were instructed to write a few imperative statements. To create a clear instruction, they had to arrange the jumbled words. The work was done in groups. After a few minutes, the researcher observed that the students had completed their assignment. The researcher instructed the students to write their answers on the blackboard as a result. Then, one by one, she started to correct. The students performed the assignment really well. Actually, they still committed a few errors, Though, they were unaware that the sentence's opening capital letter should have been used. Additionally, they neglected to pause the sentence at the end. Consequently, the researcherr endeavored to



prompt the students to employ capitalization and punctuation appropriately within the sentence.

In the closing section, the researcher reminded the students to review the material about procedure text for the test of cycle one. Then the researcher concluded the subject and closed the lesson by Alhamdulillah and the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process.

c. Observation

Collaborators conduct observations during each meeting of the teaching and learning process with XI Students of SMA Nuris Jember by the English teacher. Throughout the teaching and learning process, the collaborator recorded observations using a field note and an observation checklist in order to learn about the students' progress in creating procedure texts utilizing realia media, the researcher also selected a group of students to interview. A writing descriptive text test was administered by the researcher to gauge the students' progress. The researcher found that using realia media enhanced students' writing in the first cycle. The following descriptive paragraph was produced by students' writing:

Table 4.2

Students' writing score in Cycle 1 from Rater 1

No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	24	16	14	17	3	74	Good
2	Achmad Zumamul Wafa	24	15	14	16	3	72	Good
3	Abdullah Faqih Dimiyati	25	15	14	14	3	71	Good
4	Adam Maulana	26	15	16	14	3	74	Good
5	Aditiyas D.R	26	16	15	14	4	75	Good
6	Angelica Maura Anesty	25	14	16	16	3	74	Good
7	Ayzella Prince Kuaisya	24	12	14	16	3	69	Fair
8	Brainda Anindita Wiyono	23	14	14	13	4	68	Fair
9	Fathur Rahman	24	14	14	14	3	69	Fair
10	Irva' Qomarul Akbar	26	15	15	17	4	77	Good
11	Ja'far Muhammad Aqilla	26	14	14	14	3	71	Good

12	M. Adriandsyah Maulana A	26	16	15	14	4	75	Good
13	M. Amar Zein Tholabi	23	14	14	16	3	70	Good
14	Muhammad Fahrur Rozi	23	14	15	16	3	71	Good
15	M. Nuaval Anthoni	25	15	14	15	3	72	Good
16	M. Yazril Azka Fahrozi	23	14	16	14	3	70	Good
17	Manda Rihadatul Aisy	23	14	16	15	3	71	Good
18	Nadifa Dwi Q.A	22	15	14	14	4	69	Fair
19	Naura Alya Sherina	24	14	14	14	3	69	Fair
20	Naurah Ulayya K	24	15	15	14	3	71	Good
21	Ndaru Rakananda S	24	14	14	15	3	70	Good
22	Nur Shafira Azzalia	25	13	14	14	3	69	Fair
23	Rhamdan Adi Putra	26	13	15	14	4	72	Good
24	Sulton Akbar Triaji	24	14	14	15	3	70	Good
25	Tri Putra Rahmatullah	25	15	14	14	4	72	Good
26	Wafiq Afifah	24	15	15	14	4	72	Good
27	Zaskia Lailatul Hasanah	24	14	14	15	3	70	Good
28	Aisyah Putri	23	13	14	15	3	68	Fair
29	Andi Wijaya	26	16	15	14	4	75	Good
30	Budi Santoso	26	14	15	14	4	73	Good

31	Rina Sari	23	14	15	14	3	69	Fair
32	Siti Nurhaliza	23	14	14	15	3	69	Fair
Total							2.281	
Mean							71,3	Good

Table 4.3

Students' writing score in Cycle 1 from Rater 2

No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	25	17	15	18	3	78	Good
2	Achmad Zumamul Wafa	23	14	15	16	4	72	Good
3	Abdullah Faqih Dimiyati	24	15	14	14	3	70	Good
4	Adam Maulana	26	15	16	14	3	74	Good
5	Aditiyas D.R	26	16	15	14	4	75	Good
6	Angelica Maura Anesty	25	14	16	16	3	72	Good
7	Ayzella Prince Kuaisya	26	16	16	18	3	79	Fair
8	Brainda Anindita Wiyono	26	16	14	17	4	77	Fair
9	Fathur Rahman	25	14	15	18	3	75	Fair
10	Irva' Qomarul Akbar	26	16	15	15	4	76	Good

11	Ja'far Muhammad Aqilla	25	16	15	13	4	73	Good
12	M. Adriandsyah Maulana A	26	16	15	18	4	79	Good
13	M. Amar Zein Tholabi	26	16	15	15	4	76	Good
14	Muhammad Fahrur Rozi	24	15	15	18	3	75	Good
15	M. Nuaval Anthoni	24	15	15	18	3	75	Good
16	M. Yazril Azka Fahrozi	25	16	15	13	4	73	Good
17	Manda Rihadatul Aisy	25	16	15	13	4	73	Good
18	Nadifa Dwi Q.A	26	16	15	18	4	79	Fair
19	Naura Alya Sherina	25	14	15	18	3	75	Fair
20	Naurah Ulayya K	26	16	14	17	4	77	Good
21	Ndaru Rakananda S	24	15	15	18	3	75	Good
22	Nur Shafira Azzalia	26	16	14	17	4	77	Fair
23	Rhamdan Adi Putra	26	16	15	16	4	76	Good
24	Sulton Akbar Triaji	26	16	16	18	3	79	Good
25	Tri Putra Rahmatullah	26	16	15	15	4	76	Good
26	Wafiq Afifah	26	16	16	18	3	79	Good
27	Zaskia Lailatul Hasanah	24	15	15	18	3	75	Good
28	Aisyah Putri	26	16	15	18	3	79	Fair
29	Andi Wijaya	25	16	15	13	4	73	Good
30	Budi Santoso	25	14	15	18	3	75	Good
31	Rina Sari	26	16	14	17	4	77	Fair

32	Siti Nurhaliza	26	16	16	18	3	79	Fair
Total							2.423	
Mean							76	Good

Table 4.4

The Comparative Students' Score in Cycle 1 from Rater 1 and Rater 2

No	Name	Compare		Mean score
		Rater 1	Rater 2	
1	Achmad Alyan Fikri Zamroni	74	78	76
2	Achmad Zumamul Wafa	72	72	72
3	Abdullah Faqih Dimiyati	71	70	70.5
4	Adam Maulana	74	74	74
5	Aditiyas D.R	75	75	76
6	Angelica Maura Anesty	74	72	73
7	Ayzella Prince Kuaisya	69	79	74
8	Brainda Anindita Wiyono	68	77	72.5
9	Fathur Rahman	69	75	72
10	Irva' Qomarul Akbar	77	76	76.5
11	Ja'far Muhammad Aqilla	71	73	72
12	M. Adriandsyah Maulana A	75	79	77
13	M. Amar Zein Tholabi	70	76	73

14	Muhammad Fahrur Rozi	71	75	73
15	M. Nuaval Anthoni	72	75	73.5
16	M. Yazril Azka Fahrozi	70	73	71.5
17	Manda Rihadatul Aisy	71	73	72
18	Nadifa Dwi Q.A	69	79	74
19	Naura Alya Sherina	69	75	72
20	Naurah Ulayya K	71	77	74
21	Ndaru Rakananda S	70	75	72.5
22	Nur Shafira Azzalia	69	77	73
23	Rhamdan Adi Putra	72	76	74
24	Sulton Akbar Triaji	70	79	74.5
25	Tri Putra Rahmatullah	72	76	74
26	Wafiq Afifah	72	79	75.5
27	Zaskia Lailatul Hasanah	70	75	72.5
28	Aisyah Putri	68	79	73.5
29	Andi Wijaya	75	73	74
30	Budi Santoso	73	75	74
31	Rina Sari	69	77	73
32	Siti Nurhaliza	69	79	74
Total		2.281	2.423	2.353
Mean		71,3	76	73.5

Table 4.5

The Comparative Students' Mean in Each Aspect

Aspect of Writing	Rater 1	Rater 2
Content	16.1	25.3
Organization	12.7	15.5
Vocabulary	12.8	15
Language Use	11.9	16.4
Mechanism	2.6	3.5

According to the table, language use and mechanism were in the low aspect of the scores given by two raters, and in content aspect the students' still needed improvement. The researcher calculated the students' average from two raters with the used formula from (Sudirman and Maru, 2016).

- a) Students' average from first rater

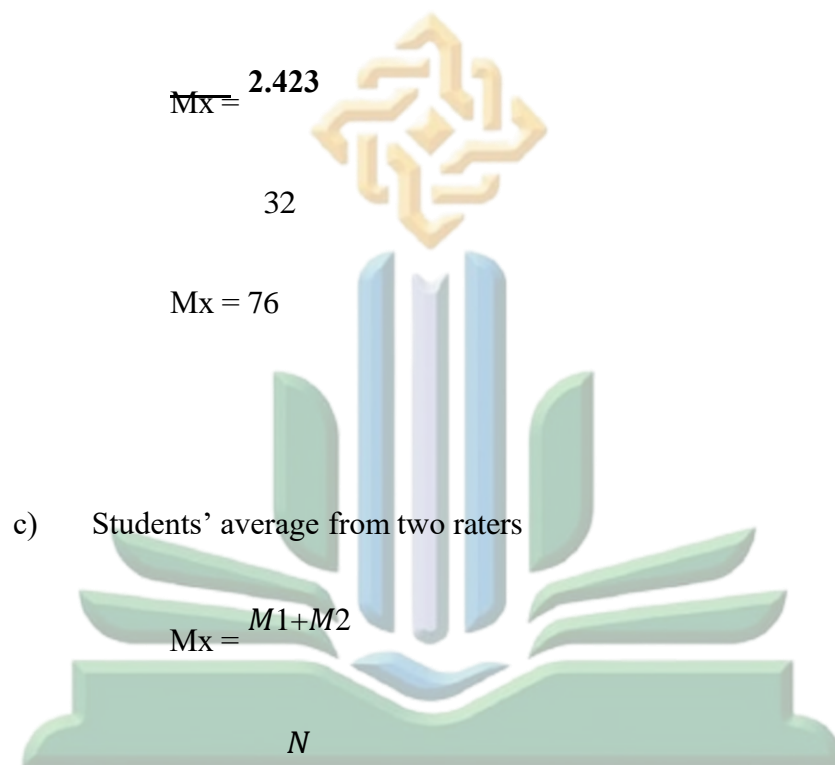
$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{2.281}{32}$$

$$M_x = 71.3$$

- b) Students' average from second rater

$$M_x = \frac{\sum x}{N}$$



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$$\underline{Mx} = \frac{71.3+76}{2}$$

2

$$Mx = 73.5$$

Based on students' results in cycle 1 from rater 1 and rater 2, it can be seen students' scores in writing procedure text from the two raters was 73.5. Even though the students were good at writing procedure texts but there were students who needed to be considered because they were not good enough in several aspects of writing such as "content, language use

and mechanism". Researchers and collaborators discussed conducting teaching and learning in the next meeting.

d. Reflection

Based on student results, the researcher made the conclusion that students' procedure text writing skills, with an average score of 73.5 were not filling up the individual completeness standard (80.00). However, some students still need improvement in order to correct certain writing faults related to vocabulary, content, and mechanism. Some students wrote with insufficient details and numerous spelling, grammar, punctuation, and capitalization mistakes.

2. The Second Cycle

a. Planning

Based on the reflection in Cycle I, there were still problems that were not solved yet. Thus, the researcher and the English teacher remained using the similar activities like in the first cycle.

The researcher has prepared a lesson plan for teaching and also provided all research instruments such as topic, media tool, observation checklist, field notes and rubric. The researcher gave the test to the students to know students' writing achievement. The researcher discusses with collaborator what to do in class. The, the researcher fix students' errors in content, vocabulary, and mechanism and provide questions and

motivation so that they are more active and understand how to fix the errors.

b. Acting

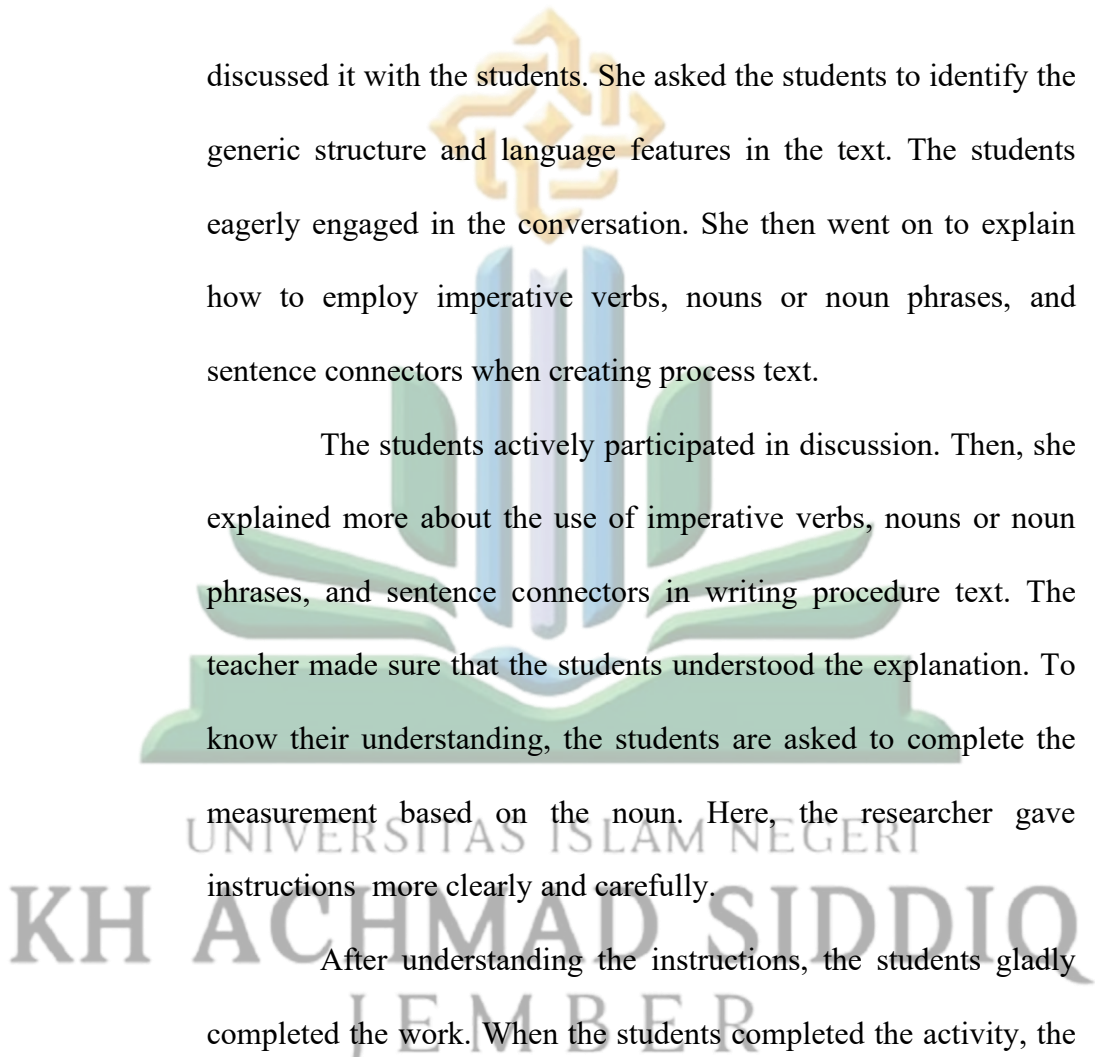
a) First Meeting

This meeting focused on resolving certain issues raised in Cycle 1. After discussing the issue with the English teacher, the researcher devised several solutions. Researcher have the confidence to manage the students. Researcher also gave more precise and detailed directions to ensure that students understood what they needed to perform in each task. As in Cycle I, the researcher started

the lesson by greeting the students and checking their attendance.

Following that, researcher reviewed the prior lesson. The students remembered when the researcher inquired about the generic organization, purpose, and language elements of the procedural documents, despite occasionally looking at their notes.

After studying the previous lesson, the researcher show video in projector about “How to Make Mango Juice” as usual to help students strengthen their background knowledge. She posed some questions to the students. The students responded enthusiastically. A few minutes later, the researcher presented a model of procedure text titled How to Make Mango Juice. The researcher instructed one of the students to read aloud while the other listened to their companion. After reading the book, the researcher

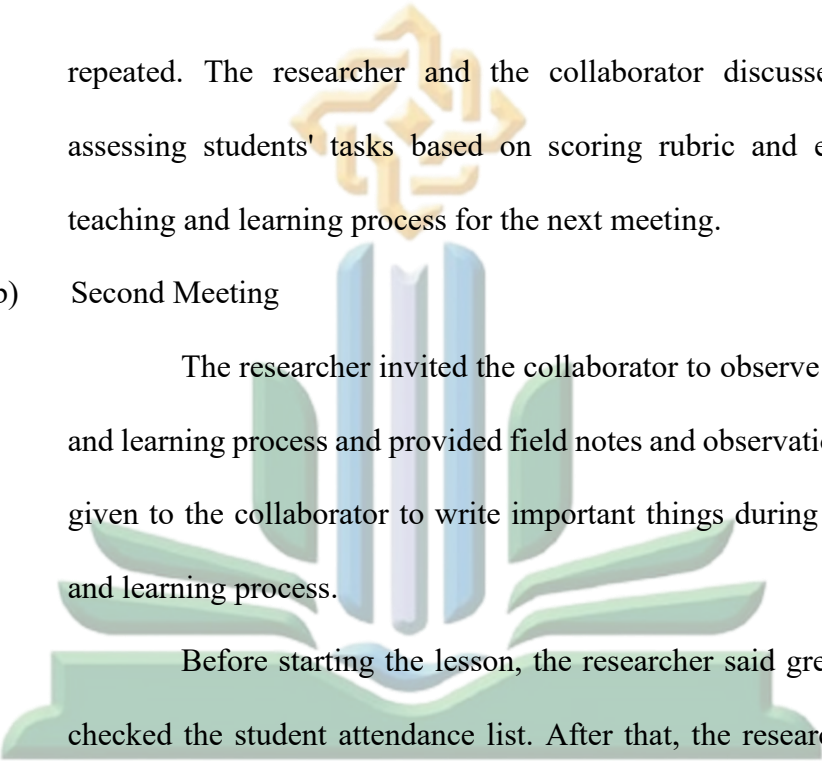


discussed it with the students. She asked the students to identify the generic structure and language features in the text. The students eagerly engaged in the conversation. She then went on to explain how to employ imperative verbs, nouns or noun phrases, and sentence connectors when creating process text.

The students actively participated in discussion. Then, she explained more about the use of imperative verbs, nouns or noun phrases, and sentence connectors in writing procedure text. The teacher made sure that the students understood the explanation. To know their understanding, the students are asked to complete the measurement based on the noun. Here, the researcher gave instructions more clearly and carefully.

After understanding the instructions, the students gladly completed the work. When the students completed the activity, the researcher strolled around to check their work. After the students completed the exercise, the researcher and the students discussed their test together. They were enthusiastically engaged in discussing the correct responses. The students were then instructed to construct the imperative sentences by first identifying the verbs. After students received the words, they matched them with the words provided. They completed the assignment collectively.

In the closing section, the researcher chose concluded the subject and closed the lesson by Alhamdulillah and, the students



repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

b) Second Meeting

The researcher invited the collaborator to observe teaching and learning process and provided field notes and observation sheets given to the collaborator to write important things during teaching and learning process.

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said

basmallah and then the students repeated bismillahirrahmanirahim.

In the second meeting, the researcher asked the students about the previous topic and continued the lesson. Before explaining the lesson the researcher showed two sentences which correct and incorrect vocabulary selection. Then researcher asked the students to mention which one was the right sentence and asked the students chance into interrogative form ideas and write down in the text.

Following that, the researcher provided a text titled "How to Make Fried Banana". The researcher asked the pupils to read and looked for tough terms in the text. When the pupils came across difficult words, the researcher urged them to consult the dictionary. Next, the researcher asked some questions related to the text to check

their understanding. The students could answer teacher's questions easily. It showed that the students understood the material.

After doing the task, the researcher proceeded to the next challenge. Students were tasked with arranging jumbled words into correct phrases in pairs. There were nine sentences to be arranged. They began working on the activity once they had understood the teacher's instructions. During the task, the researcher moved around the class to check students' work. She noted that the pupils were interested in completing the work. After completing the activity, the pupils are instructed to write down the sentences on the blackboard.

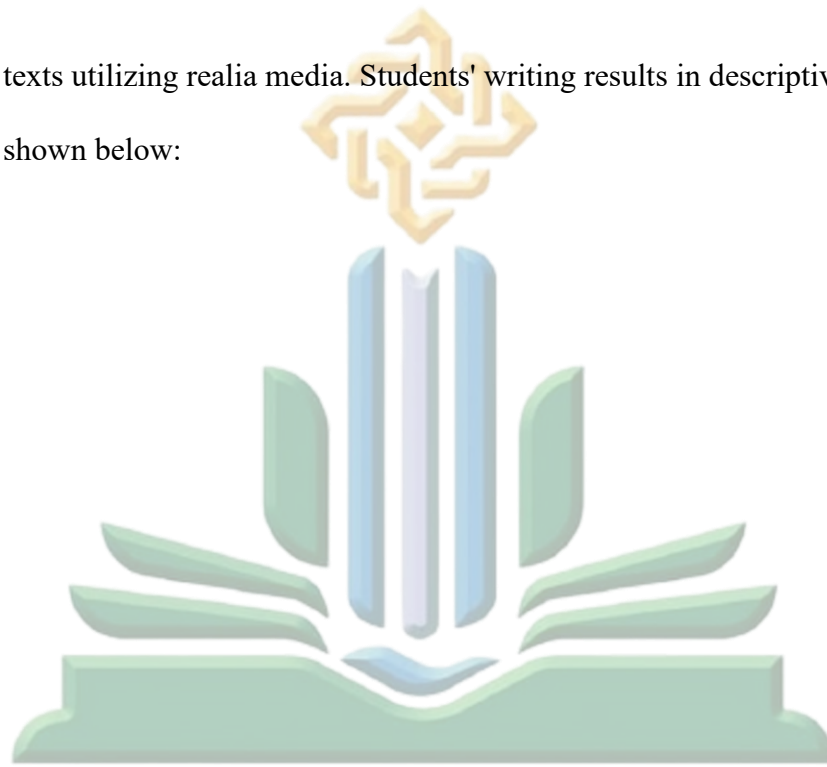
Some students raised their hands and proceeded to write their sentences on the blackboard. They were more enthusiastic in answering the challenge.

In the closing section, the researcher open question and answer session and closed the lesson by Alhamdulillah and, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

c. Observation

During this phase, collaborators observed each meeting led by the English teacher. The collaborator observed using a checklist and field note, documenting all teaching and learning activities. The researcher interviewed students to assess their improvement in producing descriptive

texts utilizing realia media. Students' writing results in descriptive text, as shown below:



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Table 4.6

Students' writing score in Cycle 2 from Rater 1

No	Name	Components					Total	Categories
		C	O	V	L	M	Score	
1	Achmad Alyan Fikri Zamroni	27	17	15	17	4	80	Very Good
2	Achmad Zumamul Wafa	28	18	14	18	3	81	Very Good
3	Abdullah Faqih Dimyati	28	17	15	16	4	80	Very Good
4	Adam Maulana	26	15	16	14	4	75	Good
5	Aditiyas D.R	26	16	15	19	4	80	Very Good
6	Angelica Maura Anesty	27	14	18	20	3	74	Good
7	Ayzella Prince Kuaisya	26	17	17	18	4	82	Very Good
8	Brainda Anindita Wiyono	26	16	17	18	4	81	Very Good
9	Fathur Rahman	27	18	18	15	3	81	Very Good
10	Irva' Qomarul Akbar	26	16	16	17	5	80	Very Good
11	Ja'far Muhammad Aqilla	27	17	17	17	4	82	Very Good

12	M. Adriandsyah Maulana A	27	17	17	13	4	78	Good
13	M. Amar Zein Tholabi	26	16	16	17	5	80	Very Good
14	Muhammad Fahrur Rozi	27	15	15	18	4	79	Good
15	M. Nuaval Anthoni	28	16	15	18	4	81	Very Good
16	M. Yazril Azka Fahrozi	27	17	18	17	4	83	Very Good
17	Manda Rihadatul Aisy	27	17	17	17	4	82	Very Good
18	Nadifa Dwi Q.A	27	17	17	13	4	78	Good
19	Naura Alya Sherina	26	17	18	16	3	80	Very Good
20	Naurah Ulayya K	26	16	17	18	2	79	Good
21	Ndaru Rakananda S	27	16	16	19	4	82	Very Good
22	Nur Shafira Azzalia	27	16	18	18	3	82	Very Good
23	Rhamdan Adi Putra	26	16	16	17	5	80	Very Good
24	Sulton Akbar Triaji	26	16	15	17	4	78	Good
25	Tri Putra Rahmatullah	26	16	16	17	5	80	Very Good
26	Wafiq Afifah	26	16	15	17	4	78	Good
27	Zaskia Lailatul Hasanah	27	16	15	19	4	81	Very Good

28	Aisyah Putri	27	17	17	13	4	78	Good
29	Andi Wijaya	27	17	17	17	4	82	Very Good
30	Budi Santoso	26	18	17	18	4	83	Very Good
31	Rina Sari	26	16	17	18	2	79	Good
32	Siti Nurhaliza	26	16	15	17	4	78	Good
Total							2.564	
Mean							80,1	Very Good

Table 4.7

Students' writing score in Cycle 2 from Rater 2

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No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	27	18	15	17	4	81	Very Good
2	Achmad Zumamul Wafa	28	17	15	16	4	80	Very Good
3	Abdullah Faqih Dimiyati	25	18	17	14	3	77	Good
4	Adam Maulana	27	15	16	14	4	76	Good
5	Aditiyas D.R	25	16	14	14	4	77	Good
6	Angelica Maura Anesty	25	17	16	17	3	78	Good

7	Ayzella Prince Kuaisya	27	16	16	18	4	81	Very Good
8	Brainda Anindita Wiyono	26	16	15	14	2	73	Good
9	Fathur Rahman	27	17	17	16	4	81	Very Good
10	Irva' Qomarul Akbar	27	17	18	18	5	85	Very Good
11	Ja'far Muhammad Aqilla	28	17	17	18	4	84	Very Good
12	M. Adriandsyah Maulana A	27	17	15	13	4	76	Good
13	M. Amar Zein Tholabi	27	17	17	18	5	84	Very Good
14	Muhammad Fahrur Rozi	27	16	16	18	4	81	Very Good
15	M. Nuaval Anthoni	27	16	16	18	4	81	Very Good
16	M. Yazril Azka Fahrozi	28	17	17	18	4	84	Very Good
17	Manda Rihadatul Aisy	28	17	17	18	4	84	Very Good
18	Nadifa Dwi Q.A	27	17	15	13	4	76	Good
19	Naura Alya Sherina	27	17	17	16	4	81	Very Good
20	Naurah Ulayya K	26	16	16	15	2	75	Good
21	Ndaru Rakananda S	27	16	16	18	4	81	Very Good
22	Nur Shafira Azzalia	26	16	15	14	2	73	Good
23	Rhamdan Adi Putra	27	17	17	18	5	84	Very Good
24	Sulton Akbar Triaji	27	16	16	18	4	81	Very Good

25	Tri Putra Rahmatullah	27	17	17	18	5	84	Very Good
26	Wafiq Afifah	28	16	16	18	4	82	Very Good
27	Zaskia Lailatul Hasanah	27	16	16	18	4	81	Very Good
28	Aisyah Putri	27	17	15	13	4	76	Good
29	Andi Wijaya	28	17	17	18	4	84	Very Good
30	Budi Santoso	27	17	17	16	4	81	Very Good
31	Rina Sari	26	16	15	14	2	73	Good
32	Siti Nurhaliza	27	16	16	18	4	81	Very Good
Total							2.637	
Mean							82.4	Very Good

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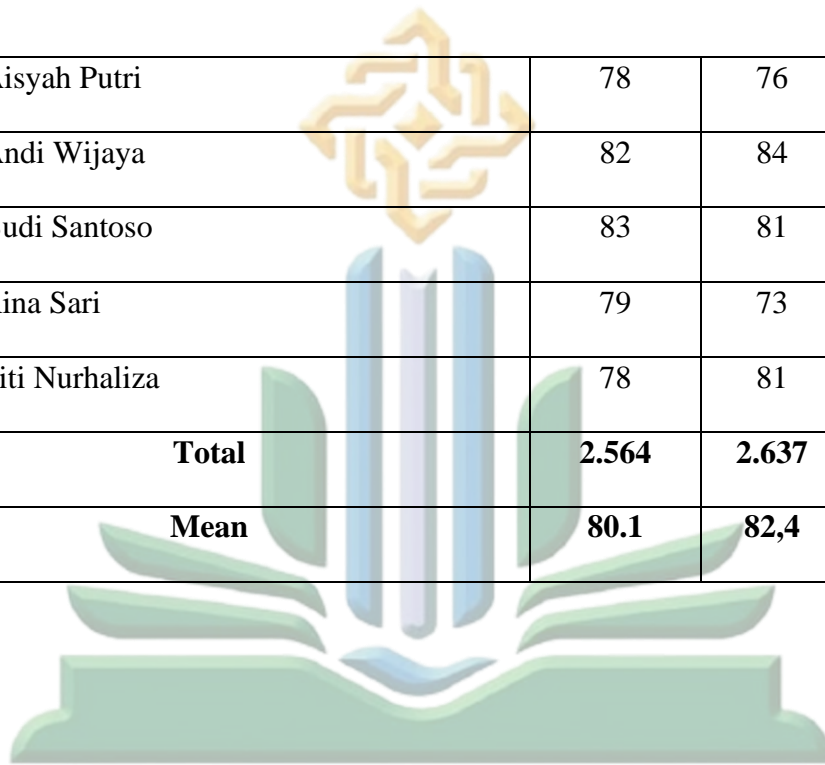
Table 4.8

The Comparative Students' Score in Cycle 2 from Rater 1 and Rater 2

No	Name	Compare		Mean score
		Rater 1	Rater 2	
1	Achmad Alyan Fikri Zamroni	80	81	80.5
2	Achmad Zumamul Wafa	81	80	80.5
3	Abdullah Faqih Dimiyati	80	77	78.5
4	Adam Maulana	75	76	75.5
5	Aditiyas D.R	80	77	85.5

6	Angelica Maura Anesty	74	78	76
7	Ayzella Prince Kuaisya	82	81	81.5
8	Brainda Anindita Wiyono	81	73	76
9	Fathur Rahman	81	81	81
10	Irva' Qomarul Akbar	80	85	82.5
11	Ja'far Muhammad Aqilla	82	84	83
12	M. Adriandsyah Maulana A	78	76	77
13	M. Amar Zein Tholabi	80	84	82
14	Muhammad Fahrur Rozi	79	81	80
15	M. Nuaval Anthoni	81	81	81
16	M. Yazril Azka Fahrozi	83	84	83.5
17	Manda Rihadatul Aisy	82	84	83
18	Nadifa Dwi Q.A	78	76	77
19	Naura Alya Sherina	80	81	80.5
20	Naurah Ulayya K	79	75	77
21	Ndaru Rakananda S	82	81	81.5
22	Nur Shafira Azzalia	82	73	77.5
23	Rhamdan Adi Putra	80	84	82
24	Sulton Akbar Triaji	78	81	79.5
25	Tri Putra Rahmatullah	80	84	82
26	Wafiq Afifah	78	82	80
27	Zaskia Lailatul Hasanah	81	81	81

28	Aisyah Putri	78	76	77
29	Andi Wijaya	82	84	83
30	Budi Santoso	83	81	82
31	Rina Sari	79	73	76
32	Siti Nurhaliza	78	81	79.5
Total		2.564	2.637	2.562
Mean		80.1	82,4	81.25



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Table 4.9

The Comparative Studets' Mean in Each Aspect

Aspect of Writing	Rater 1	Rater 2
Content	26.3	26.8
Organization	16.1	16.5
Vocabulary	16	16
Language Use	16.4	16.3
Mechanism	3.6	3.8

According to the first cycle, students still need to develop in various aspects of writing, including content, language use, and mechanism. After completing the teaching and learning process in the second cycle, students improved in all aspects of writing, including content, language use, and method. The researcher used the formula from Sudirman and Maru to obtain the students' average from two raters.

a) Students' average from first rater

$$M_x = \frac{\sum x}{N}$$
$$M_x = \frac{2.564}{32}$$
$$M_x = 80.1$$

b) Students' average from second rater

$$\bar{M}_x = \frac{\sum x}{N}$$

N

$$\bar{M}_x = \frac{2.637}{32}$$

32

$$M_x = 82.4$$

c) Students' average from two raters

$$M_x = \frac{M_1 + M_2}{N}$$

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$$M_x = \frac{80.1 + 82.4}{2}$$

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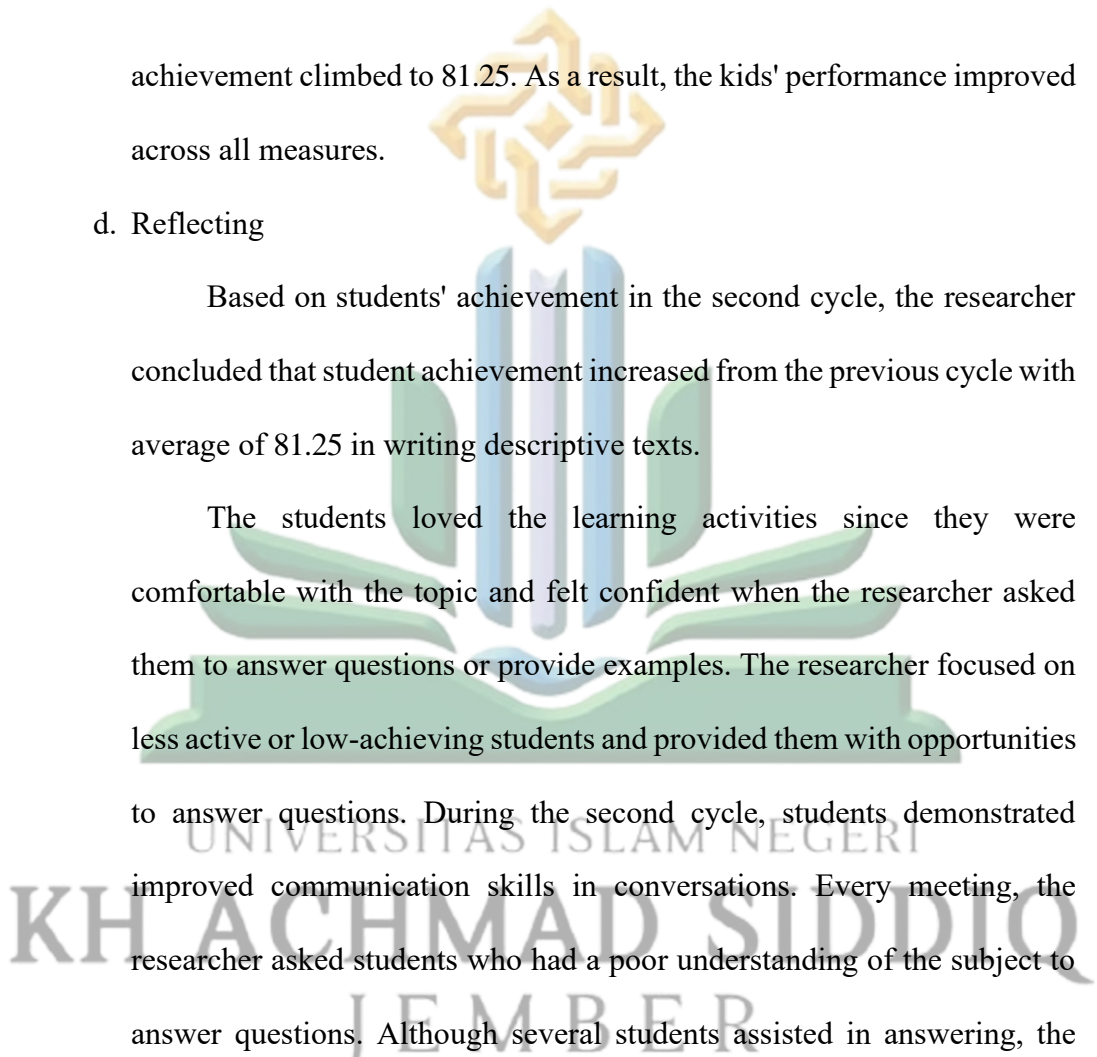
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$$\underline{M_x} = \frac{162.5}{2}$$

2

$$M_x = 81.25$$

Based on the facts presented above, students' writing skills improved. Students' achievement in the first cycle was 73.5; after completing the teaching and learning process in the second cycle, students'



achievement climbed to 81.25. As a result, the kids' performance improved across all measures.

d. Reflecting

Based on students' achievement in the second cycle, the researcher concluded that student achievement increased from the previous cycle with average of 81.25 in writing descriptive texts.

The students loved the learning activities since they were comfortable with the topic and felt confident when the researcher asked them to answer questions or provide examples. The researcher focused on less active or low-achieving students and provided them with opportunities to answer questions. During the second cycle, students demonstrated improved communication skills in conversations. Every meeting, the researcher asked students who had a poor understanding of the subject to answer questions. Although several students assisted in answering, the researcher encouraged them to repeat the answers offered by others to ensure a thorough understanding of the course.

Thereby, students' writing achievement in writing procedure text was increased in every aspect and every cycle. Hence, the researcher and the collaborator decided to stop this classroom action research in cycle 2.

B. Discussion

To answer this research question, the researcher provided a comparison table of students' achievement in writing descriptive text through realia media. The data was based on the results pre-test, post-test 1, and post-test 2 as follows:

Writing Aspect	Students' Achievement in Writing Descriptive Text		
	Pre-Test	Post-Test 1	Post-Test 2
Content, Organization, Language Use, Vocabulary, Mechanism	57	73.5	81.25

The results indicates that students improved their proceduree writing skills. The assessment of students' writing achievement focused on writing qualities such as content, organization, vocabulary, language use, and mechanism. The students' writing improved from 57 at pre-test to 73.5 at post-test 1 and 81.25 at post-test 2. Based on the comparison scores of students in writing procedure text, the researcher found that the students' writing skill improved following the use of realia media in the teaching and learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This classroom action research was conducted at XI grade students of SMA Nuris Jember in Academic Year 2023-2024. The aim of this research was to improve students' writing procedure text through realia media. Based on the previous chapter in the findings and discussions, the conclusion after the implementation writing procedure text through realia media in teaching and learning process was increased students' writing.

Using realia media to write procedure text improved students' learning outcomes. Students' writing skills have improved. The average writing score for students was 57 before testing, 73.5 after the first test, and 81.25 after the second test.

Students are more motivated to learn by using technology in the teaching and learning process. During the teaching and learning process, researchers employed resources such as laptop computers, projectors, and objects that students could observe. The use of facilities increases students' interest and enthusiasm for learning activities. When employing realia media, students can directly examine objects or debate issues. Using media in procedure writing improves student comprehension and sentence structure. As a result, students enjoy their lessons. This is why implementing procedure text through realia is useful in aiding students to develop their writing skills.

B. Suggestion

1. For the Teacher

Teachers are required to be able to use appropriate learning material to enhance teaching and learning activities. The exercises should incorporate the students' interest and enthusiasm for learning English. Writing procedure text using realia as medium and technology-supporting tools can be used to teach writing with group discussion, with the goal of making students more active in learning while they participate in group discussions.

2. For the Students

Students are urged to practice writing more in order to develop their ability to write sentences with suitable word choices, as well as to pay attention to writing categories such as content, organization, vocabulary, language use and methods. Implementing procedure text through realia helps boost students' writing skills.

3. For the Reader

The research's findings will hopefully serve as a reference for future researchers conducting similar studies to help students improve their writing skills. This research is designed to provide readers with some facts so that they can obtain a better understanding of students' writing progress through the use of pre text in procedure realia media.

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Appendices 1

RESEARCH MATRIX

TITTLE	VARIABL ES	SUB - VARIAB LES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM	HYPOTESIS
IMPROVI NG STUDENT 'S ABILITY in	1. Writing skill	- Grammar - Vocabulary	- Present Tense - Noun,Verb,Adje ctive,Adverb	1. Respondent the 2 nd grade student's of SMA Nuris Jember	Research design CAR with cycles : 1. Planning of the action	How is the use of realia able to improve the 2 nd grade student's	Using realia is able to improve the 2 nd grade student's ability in writing

<p>WRITING PROCEDU RE TEXT by USING REALIA</p>		<p>- Mechanic</p> <p>- Content</p>	<p>- Demonstrates mastery of conventions</p> <p>Knowledgeable</p> <p>- Substantive</p> <p>- Excluding all irrelevant</p>	<p>2. Collaboratio n with English teacher and the researcher</p>	<p>2. Implementation of the action</p> <p>3. Classroom observation and evaluation</p> <p>4. Reflection of the action :</p> <p>$\% = nx 100\%/N$</p>	<p>ability in writing procedure text ?</p>	<p>procedure text at SMA Nuris Jember in the academic year of 2023-2024</p>
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		<p>information</p> <p>Increase student</p> <p>- Media</p>				
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2. Realia

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Appendices 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA

Kelas/Semester : XI/2

Mata Pelajaran : Bahasa Inggris

Topik : Procedure

Skill : Writing

Alokasi Waktu : 2 x 40 menit

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A. Standar Kompetensi

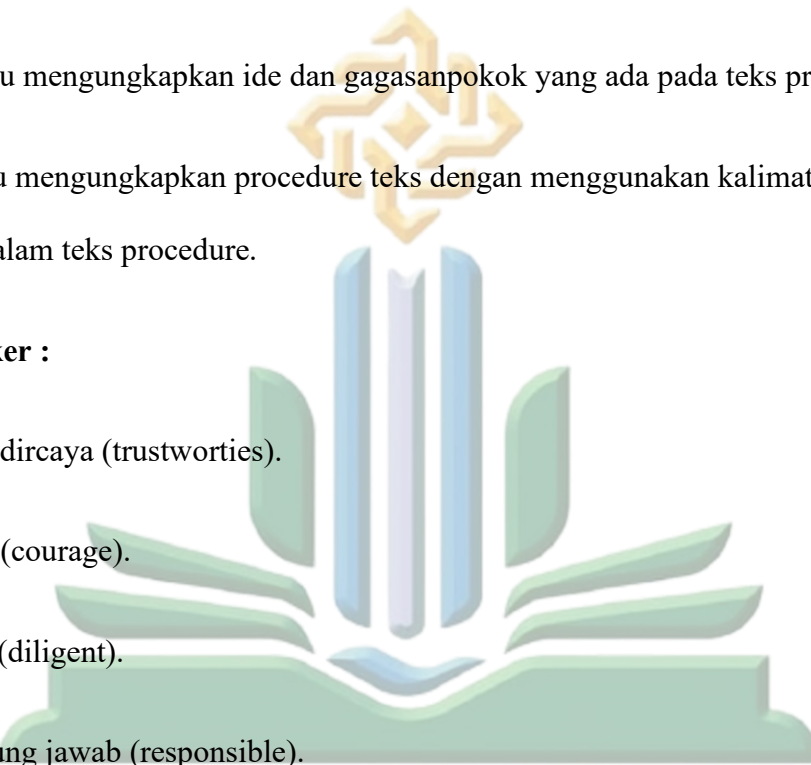
6. Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari

C. Indikator Pencapaian

1. Mampu mengungkapkan konten dan tujuan procedure text.

- 
2. Mampu mengungkapkan ide dan gagasan pokok yang ada pada teks procedure.
 3. Mampu mengungkapkan procedure teks dengan menggunakan kalimat simple present dalam teks procedure.

D. Karakter :

1. Dapat dipercaya (trustworties).
2. Berani (courage).
3. Tekun (diligent).
4. Tanggung jawab (responsible).

5. Peduli lingkungan dan sosial.

E. Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesifik yang ada pada teks procedure.
2. Siswa dapat mengungkapkan makna dan gagasan dalam teks procedure.
3. Siswa dapat menerapkan aspek-aspek yg ada pada teks procedure.
4. Siswa dapat mengidentifikasi penggunaan tata bahasa (simple present).

F. Materi Pembelajaran

1. Fakta:

Jenis teks yang di ajarkan: Text Procedure.

Contoh teks:

HOW TO MAKE AN OMELETTE

Ingredients:

- Two eggs
- Onions
- Garlics
- Chilli (if you like spicy)
- Salt
- Vegetable oil

Steps:

Firstly, cut into pieces the garlic, onions, and chilli

Second, break the egg into a bowl

Third, put the garlics, onions, chilli, and salt into the bowl Then, mix them gradually

The next step, heat a frying pan

After that, pour the dough into the frying pan, wait until it looks yellowish

Next, lift using spatula and put it in a plate

Finally, omellete is ready to serve



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2. Konsep:

a. Struktur text

1. Title

2. Ingredients

3. Steps

b. Fungsi Sosial Teks invitation:

To instruct people to do something.

Prinsip:

Language Focus:

a. Vocabularies

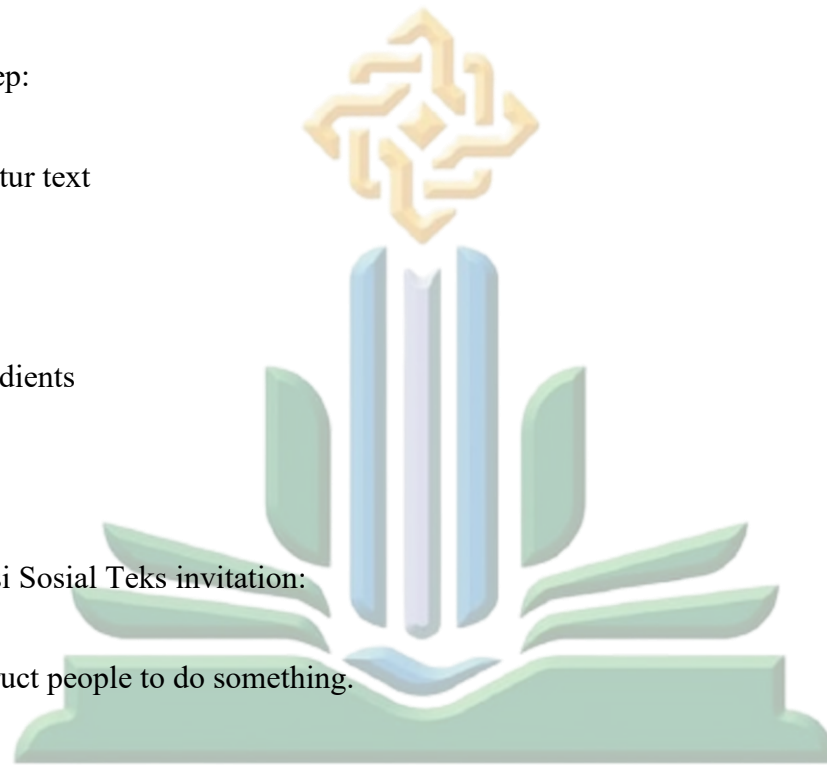
- Break : Pecahkan
- Heat : Panaskan
- Pour : Tuangkan
- Lift : Aduk
- Mix : Campur
- Wash : Bersihkan

b. (Subject) + present tense forms of the verb (bare infinitive)

Boil the water in 3 minutes.

Pour the water into the pan.

G.Metode Pembelajaran : Realia



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H.Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa peserta didik.
- Dengan bimbingan guru, siswa mengungkapkan pengalaman-pengalaman masa lalu terkait dengan aktivitas tertentu. Inti (15 menit)

1) Mengamati

- Siswa menyaksikan video cara membuat “Hot Chocolate”.
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group.
- Siswa membaca text procedure yang diberikan oleh guru.

2) Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang katakata yang sulit dan struktur teks procedure.
- Game (siswa maju satu persatu mencatat kata kerja(verb) yang ada pada text masing dalam waktu 30 detik)
- Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada teks.

3) Mengumpulkan Data atau Informasi

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks procedure acak tersebut.
- Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks procedure acak tersebut.

4) Mengasosiasi/Menganalisis Data atau Informasi

- Siswa dibagi menjadi beberapa kelompok, dan mendiskusikan (menentukan dan mengurutkan). penggalan cerita acak yang dberi oleh guru)
- Siswa mendiskusikan (menentukan dan mengurutkan). penggalan cerita acak tersebut kembali menjadi penggalan cerita yang benar.

- Setiap kelompok siswa saling menganalisis dan membandingkan dengan teks sebelumnya.

5) Mengomunikasikan

- Perwakilan dari masing masing grup membaca hasil kerja kelompok (dimana, depan kelas/didepan other kel).
- Siswa memperhatikan dan mengoreksi susunan menjadi teks procedure yang benar.

Penutup (2 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru memberikan tugas kepada siswa untuk mencari contoh cerita masa lampau.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

Penilaian

Kriteria Penilaian:	Predikat
Jumlah Skor	
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan:

1. Skor 4 apabila 4 unsur predikat terpenuhi.
2. Skor 3 apabila 3 unsur predikat terpenuhi.
3. Skor 2 apabila 2 unsur predikat terpenuhi.
4. Skor 1 apabila 1 unsur predikat terpenuhi.

Penilaian Post Test

- a) Teknik : Writing
- b) Bentuk : Jumbled sentences

c) Kisi- kisi : siswa dalam kelompok menyusun kalimat secara berurutan menjadi sebuah teks procedure lalu dikumpulkan ke guru.

d)

NO	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Jumlah Soal	No Soal
1	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks	Teks Procedure	1. Mampu mengungkapkan konten dan tujuan procedure text. 2. Mampu mengungkapkan ide dan gagasan pokok yang ada pada teks Jumbled	Jumbled sentences	1	1

	kehidupan sehari-hari.		<p>Sntences 1</p> <p>1</p> <p>procedure.</p> <p>3. Mampu mengungkapakan procedure teks dengan menggunakan an kalimat simple present dalam teks procedure.</p>			
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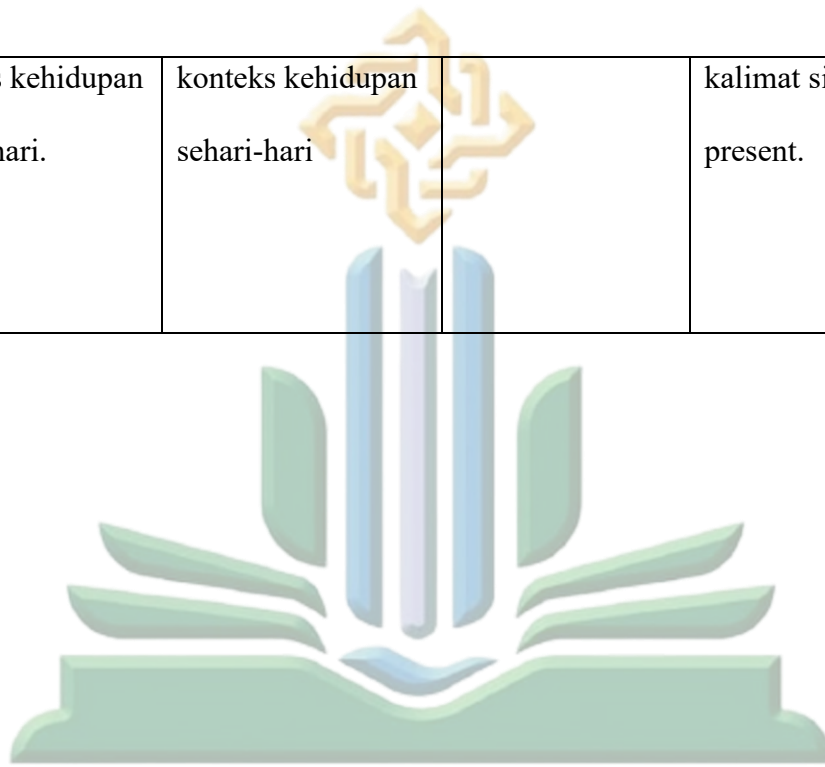
Appendices 3

Blue Print

Jenis sekolah : SMA Kelas : XI
 Nama sekolah : SMA Nuris Jember Alokasi waktu : 2JP
 Mata pelajaran : Bahasa Inggris Bentuk soal : Writing test
 Kurikulum : K13 Penyusun : Zakiyatul A.

Standart Kompetensi	Kompetensi Dasar	Materi	Indikator Soal
Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam	1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam	Procedure Teks	Mampu mengungkap kan kontent dan tujuan procedure text. Mampu mengungkap kan procedure teks dengan menggunak an

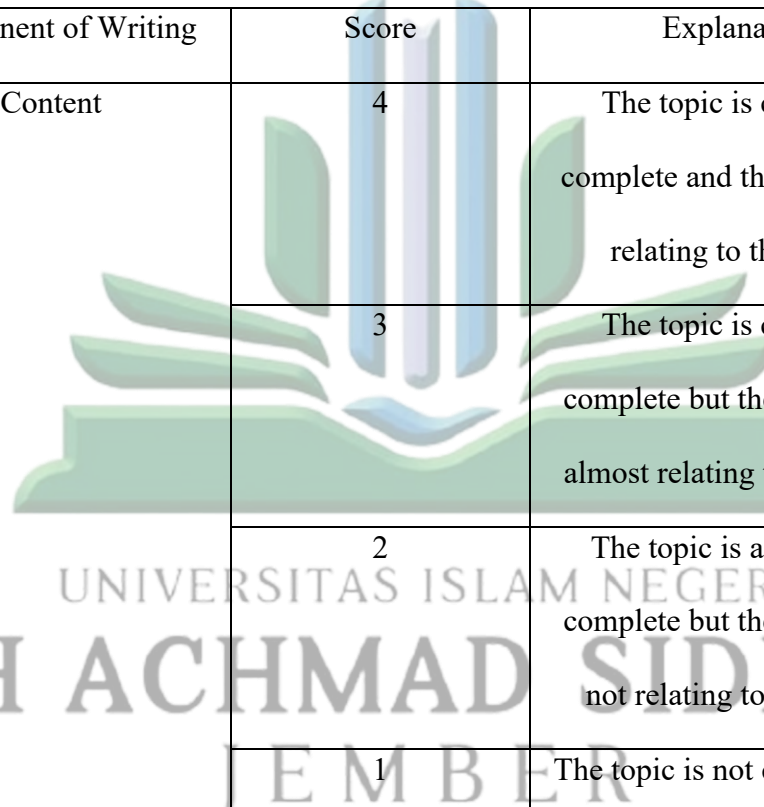
konteks kehidupan sehari-hari.	konteks kehidupan sehari-hari	konteks kehidupan sehari-hari	kalimat simple present.
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Appendices 4

Scoring Rubric



Component of Writing	Score	Explanation
Content	4	The topic is clear and complete and the details are relating to the topic.
	3	The topic is clear and complete but the details are almost relating to the topic.
	2	The topic is a clear and complete but the details are not relating to the topic.
	1	The topic is not clear and the detail are not relating to the topic
Organization	4	Materials are complete and steps are clearly.
	3	Stated with proper connectives.
	2	Materials are not complete and steps are not clearly

		stated with few misuses of connectives.
	1	Materials are not complete and steps are not stated clearly.
Vocabulary	4	Effective choice of words and word forms few misuses of vocabularies word forms, but not change the meaning.
	3	Limited range confusing word and word forms but not change the meaning.
	2	Limited range confusing word and word forms
	1	Very poor knowledge of word, word forms, and not understandable.
	4	Effective complex construction
Language Use	3	Effective but simple construction
	2	Major problem in simple/complex construction

	1	Virtually no mastery of sentence construction rules.
Mechanic	4	It uses correct spelling. Punctuation and capitalization.
	3	It has occasional error of spelling. Punctuation, and capitalization.
	2	It has frequent error of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

Appendices 5



Student's Pre-test Score

Pre-test Writing Score

No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	16	15	11	13	3	58	Poor
2	Achmad Zumamul Wafa	17	14	15	12	2	60	Poor
3	Abdullah Faqih Dimiyati	15	15	14	11	3	58	Poor
4	Adam Maulana	17	12	11	13	3	56	Poor
5	Aditiyas D.R	16	13	14	10	3	56	Poor
6	Angelica Maura Anesty	18	14	13	11	3	59	Poor
7	Ayzella Prince Kuaisya	18	11	11	10	3	53	Poor
8	Brainda Anindita Wiyono	12	13	13	11	2	51	Poor
9	Fathur Rahman	14	12	11	12	2	51	Poor
10	Irva' Qomarul Akbar	15	14	17	12	3	61	Fair
11	Ja'far Muhammad Aqilla	15	13	15	11	2	56	Poor
12	M. Adriandsyah Maulana A	17	13	14	14	3	61	Fair
13	M. Amar Zein Tholabi	13	.	11	13	2	53	Poor
			14					

14	Muhammad Fahrur Rozi	16	14	12	12	2	56	Poor
15	M. Nuaval Anthoni	16	15	14	12	3	60	Poor
16	M. Yazril Azka Fahrozi	17	14	11	12	2	56	Poor
17	Manda Rihadatul Aisy	15	14	11	11	2	53	Poor
18	Nadifa Dwi Q.A	15	12	12	13	2	54	Poor
19	Naura Alya Sherina	17	14	12	13	3	59	Poor
20	Naurah Ulayya K	17	12	13	12	3	57	Poor
21	Ndaru Rakananda S	15	12	11	12	3	53	Poor
22	Nur Shafira Azzalia	16	13	13	12	3	57	Poor
23	Rhamdan Adi Putra	18	13	13	11	2	58	Poor
24	Sulton Akbar Triaji	17	13	12	11	3	56	Poor
25	Tri Putra Rahmatullah	17	11	14	11	2	55	Poor
26	Wafiq Afifah	16	11	14	13	2	56	Poor
27	Zaskia Lailatul Hasanah	16	14	14	12	3	59	Poor
28	Aisyah Putri	17	14	14	12	3	60	Poor
29	Andi Wijaya	19	14	13	12	3	61	Fair
30	Budi Santoso	17	14	13	14	3	61	Fair
31	Rina Sari	16	12	13	11	3	55	Poor
32	Siti Nurhaliza	16	14	13	13	3	59	Poor
Total							1.818	
Mean							57	Poor

Appendices 6



Student's Post-test Score

No	Name	Components					Total Score	Categories
		C	O	V	L	M		
1	Achmad Alyan Fikri Zamroni	25	17	15	18	3	78	Good
2	Achmad Zumamul Wafa	23	14	15	16	4	72	Good
3	Abdullah Faqih Dimyati	24	15	14	14	3	70	Good
4	Adam Maulana	26	15	16	14	3	74	Good
5	Aditiyas D.R	26	16	15	14	4	75	Good
6	Angelica Maura Anesty	25	14	16	16	3	72	Good
7	Ayzella Prince Kuaisya	26	16	16	18	3	79	Fair
8	Brainda Anindita Wiyono	26	16	14	17	4	77	Fair
9	Fathur Rahman	25	14	15	18	3	75	Fair
10	Irva' Qomarul Akbar	26	16	15	15	4	76	Good
11	Ja'far Muhammad Aqilla	25	16	15	13	4	73	Good
12	M. Adriandsyah Maulana A	26	16	15	18	4	79	Good
13	M. Amar Zein Tholabi	26	16	15	15	4	76	Good
14	Muhammad Fahrur Rozi	24	15	15	18	3	75	Good
15	M. Nuaval Anthoni	24	15	15	18	3	75	Good
16	M. Yazril Azka Fahrozi	25	16	15	13	4	73	Good

17	Manda Rihadatul Aisy	25	16	15	13	4	73	Good
18	Nadifa Dwi Q.A	26	16	15	18	4	79	Fair
19	Naura Alya Sherina	25	14	15	18	3	75	Fair
20	Naurah Ulayya K	26	16	14	17	4	77	Good
21	Ndaru Rakananda S	24	15	15	18	3	75	Good
22	Nur Shafira Azzalia	26	16	14	17	4	77	Fair
23	Rhamdan Adi Putra	26	16	15	16	4	76	Good
24	Sulton Akbar Triaji	26	16	16	18	3	79	Good
25	Tri Putra Rahmatullah	26	16	15	15	4	76	Good
26	Wafiq Afifah	26	16	16	18	3	79	Good
27	Zaskia Lailatul Hasanah	24	15	15	18	3	75	Good
28	Aisyah Putri	26	16	15	18	3	79	Fair
29	Andi Wijaya	25	16	15	13	4	73	Good
30	Budi Santoso	25	14	15	18	3	75	Good
31	Rina Sari	26	16	14	17	4	77	Fair
32	Siti Nurhaliza	26	16	16	18	3	79	Fair
Total							2.423	
Mean							76	Good

Appendices 7

Documentation





Appendices 8



RESEARCH JOURNAL ACTIVITIES

RESEARCH JOURNAL

Nama : Zakiyatul Audah Nur Rohmah

NIM : T20176011

Title : Improving Students Ability in Writing Procedure Text using Realia (A Classroom Action Research on Grade XI Students of SMA Nuris Jember in Academic Year 2023-2024).

N	Day / Date	Activity	Initial
1.	29 April 2024	The researcher was giving researcher permission letter and giving the material for students	<i>Zakiyatul</i>
2.	6 Mey 2024	The researcher was conducted pre-test for students	<i>Zakiyatul</i>
3.	13 Mey 2024	The researcher was conducted post-test for students and take the result	<i>Zakiyatul</i>
4.	20 Mey 2024	The researcher was conducted second post-test for students and take the result	<i>Zakiyatul</i>

Nomor : B-5641/In.20/3.a/PP.009/02/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

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untuk mengadakan Penelitian/Riset mengenai "IMPROVING STUDENT'S ABILITY IN WRITING PROCEDURE TEXT USING REALIA (A Classroom Action Research on Grade XI Student's of SMA Nuris in Academic Year of 2023 - 2024)" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Robith Qosidi Lc.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 Februari 2024

an. Dekan,
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