# Improving the Students' Ability in Writing Text by Using Realia at Madrasah Aliyah DDI

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## Abstract

The research endeavors to ascertain the advancement of students' compositional prowess in the domain of procedural text subsequent to pedagogical intervention employing realia at Madrasah Aliyah DDI. Employing a pre-experimental design, the study was conducted within the premises of Madrasah Aliyah DDI. The target population encompassed students enrolled in the eleventh grade during the academic term of 2022/2023. Employing purposive sampling, a sample size of 30 students from the aforementioned grade was selected. The research instrument utilized was a procedure text writing assessment. The findings of the data analysis distinctly underscored a significant disparity in the students' capacity to compose procedure texts, as evidenced by the variance between pre-test and post-test results. Specifically, the mean score for the pre-test stood at 58.73, contrasting with the post-test mean score of 72.58, reflecting a notable enhancement of 13.77 points. This discernible progress in writing proficiency indicates the salutary impact of incorporating realia. This observation was further corroborated by the outcomes of the t-test, which notably exceeded the critical t-table value (11.53 > 2.045), affirming the efficacy of the intervention.

*Keywords: Writing Ability; Realia; and Procedure Text*

## Introduction

English, as a mandatory subject in the Indonesian educational system, encompasses four core skills: listening, speaking, reading, and writing (Depdiknas, 2006, 2008). Within the context of senior high school, these skills are integrated, categorized as productive (speaking and writing) and receptive (listening and reading) (Brown, 2001; H. Douglas Brown & Heekong, 2015). This research specifically addresses the realm of writing, one of the English language skills. Writing serves as a means of conveying ideas, thoughts, and information onto various media, traditionally paper with tools like pens and pencils, but increasingly through digital platforms such as computers and mobile phones (Warschauer & Grimes, 2007).

Nunan, (2015) underscores the intricate nature of writing, identifying it as a multifaceted process, often recognized as the last language skill to be acquired. Spontaneous writing is a rarity, and the act of producing formal text intended for an audience remains discomforting for many. Writing is not an innate practice.

English, the primary foreign language taught from senior high school to university in Indonesia, provides a gateway to global understanding. However, despite its prominent place in the curriculum, the outcomes have been suboptimal. A substantial portion of students struggle to engage in basic conversations or compose elementary essays in English (Anggarini et al., 2022; Hasanah & Ali, 2021; T. Hidayati, 2016).

It is imperative to evaluate educational outcomes through a comprehensive lens that considers various factors beyond students and teachers. The efficacy of education, including English instruction, hinges on a confluence of elements such as students, educators, time allocation, pedagogical methods, teaching materials, visual aids, and facilities (Observation et al., 2014; Roffey-Barentsen & Malthouse, 2017).

Education's overarching goal is to provide learners with the tools to optimize talent and skill development. Since each individual possesses unique abilities, diverse approaches are required for effective learning. Utami Munandar, it is asserted that education assumes the responsibility of identifying and nurturing these diverse talents and abilities (B. M. R. Hidayati, 2019; T. Hidayati, 2016).

Writing, as a form of expression, facilitates effective communication of thoughts, emotions, and perspectives (Ali & Hasanah, 2020; Noviasmy et al., 2023). It not only serves a communicative function but also provides avenues for entertainment and creativity. Its applications in daily life are diverse, encompassing activities as mundane as detailing the process of making a cup of tea. Proficiency in writing cultivates independence, clarity, fluency, and inventiveness. Attainment of these skills enables not only self-comprehension but also comprehension by speakers of the language in question.

At Madrasah Aliyah DDI, students frequently encounter challenges in writing, particularly when composing procedure texts due to their limited understanding of effective writing techniques. The role of the teacher is pivotal in this context. The teacher is a professional educator tasked with guiding, instructing, directing, training, and evaluating learners in the formal education system.

Effective teaching necessitates a diverse range of strategies to sustain student engagement. Language learning, for instance, requires more than mere instruction from the teacher. Motivating students to invest attention is an ongoing challenge (Rahman et al., 2022). Contemporary English curricula emphasize genre-based texts, introducing students at the senior high school level to various genres, including procedural texts. These texts guide students through the process of accomplishing specific tasks.

Within the setting of Madrasah Aliyah DDI, eleventh-grade students confront difficulties in crafting procedure texts due to limited prior experience in writing. The curriculum has predominantly emphasized reading and grammar, with writing receiving less attention. Successful English instruction is influenced by factors such as teacher quality, teaching techniques, instructional materials, media, and classroom dynamics.

Numerous strategies exist to foster writing skills, particularly in composing procedure texts. Among these, the utilization of realia holds significance. Afridah & Aisyah Ginting (2013) defines realia as authentic objects introduced into the classroom to facilitate language acquisition and production. Realia leverages tangible items from daily life to aid in English instruction. This approach establishes a connection between objects and the words or phrases they represent, enhancing the memorability of

English lessons. Incorporating realia in teaching procedure texts cultivates student interest and active participation, introducing novel experiences into the learning process.

The adoption of realia is motivated by its potential to stimulate student interest and motivation, a method particularly recommended for teaching procedure texts due to its comprehensive approach. Realia enables students to witness and comprehend the details of task execution, providing a foundation for composing procedure texts.

## *Material and Method*

### Material

The concept of writing encompasses a multifaceted exploration within the realms of language acquisition. Harmer and Swan (2011, 2018) characterize writing as a dynamic skill encompassing cognitive and emotional dimensions, serving as a medium for communication. Harmer posits that writing is honed through persistent practice, whether through imitation or the expression of original ideas.

Nunan's seminal work (Nunan, 2015) delves into the complexity of writing. Nunan underscores writing's intricate nature, often identifying it as the final skill acquired in language learning. This is due to the multifarious cognitive processes involved, and the discomfort many experiences when producing formal text intended for others. He emphasizes that unlike speech, writing is a displaced form of communication, enabling messages to be transmitted across time and space.

Exploring genre-specific writing, Nimehchisalem & Hamidi (2016) delves into Procedure Texts. These texts offer comprehensive, step-by-step guidance on performing tasks. Priyana Joko, as cited in the same source, adds depth, defining procedure texts as instructional guides for various processes. Ali (2022) in her work, defines procedure texts as a genre explicating sequence of steps to achieve a particular outcome. These cumulative insights underline procedure texts as a genre specifically designed to convey processes effectively.

In the context of instructional aids, realia stand out. The definition of realia, as cited in (Sunengko & Afifi, 2021), aligns with its utility in language classrooms: tangible objects that enhance instruction. In a more nuanced exploration, Resti & Rachmijati ( 2020) expands on realia's definition, depicting it as authentic objects external to the classroom environment that enrich teaching and learning experiences.

### The Conceptual of Framework

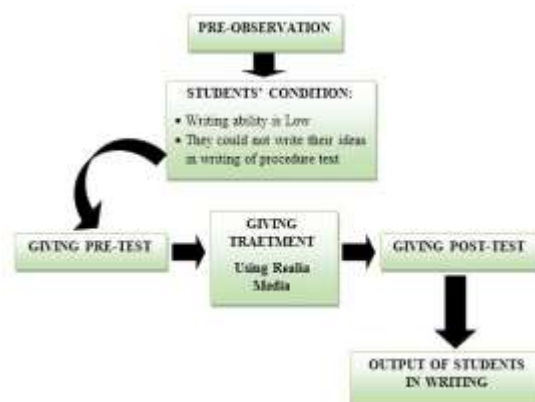The steps this research is stated in the following diagram:



Figure 1. Conceptual Framework

## *Research Method*

This study adopts a quantitative research approach, aligned with the philosophy of positivism. As elucidated by Sugiyono (2013), quantitative research entails the systematic examination of specific populations or samples through randomized sampling techniques, employing research instruments for data collection, and subsequently employing quantitative data analysis to scrutinize predetermined hypotheses.

Drawing from the aforementioned discourse, it is discernible that quantitative research epitomizes an inductive, objective, and scientifically-grounded methodology, wherein data acquired assumes numerical or evaluative forms and is subjected to statistical analysis.

The research design employed is pre-experimental, encompassing the One Group Pretest-Posttest Design. While not incorporating control variables and eschewing random sample selection, this design evaluates the treatment's effects by juxtaposing pre-test and post-test results.

The research's focal population comprises students in the eleventh grade of Madrasah Aliyah DDI. The sample represents a subset possessing traits analogous to the overall population. The sample selection process employs a random technique, involving the distribution of slips of paper containing numbers. This culminates in the identification of the chosen sample, represented by the eleventh-grade class, comprising 30 students.

The data collection instrument constitutes a writing task wherein students are tasked with composing an essay elucidating "How to Make a Call on a Mobile Phone." The temporal constraint allotted for this endeavor is set at 60 minutes.

The data collection process is delineated through the following sequential phases:

a. Pre-test

The pre-test serves as a diagnostic tool to ascertain students' preliminary proficiency in writing. Administered prior to the commencement of the treatment, the pre-test entails an essay-writing task with a duration of 60 minutes. This assessment endeavors to gauge the baseline level of students' writing competence.

b. Treatment

The research intervention is characterized by a series of six distinct treatment sessions, administered subsequent to the pre-test. The treatment regimen unfolds as a coherent sequence, structured as follows:

a) Initiation of Class (10 minutes)
  1. Commencement with salutations and a moment of prayer.
  2. Individual acknowledgment of students by name.
  3. The researcher articulates the research's overarching objectives.

b) Conduct of the Class (75 minutes)
  1. Elucidation of procedure text, encompassing its definition and generic structure, along with pertinent nuances.
  2. Exposition on the art of writing, involving essential guidelines and principles.
  3. Provision of realia media pertaining to the preparation of tea.
  4. Task allocation: students are tasked with crafting their written pieces.
  5. The researcher undertakes diligent review and assessment of the students' assignments.
  6. Culmination of the session with the collection of the completed assignments.

c). Conclusion of Class (5 minutes)

1. Recapitulation and synthesis of the covered material, facilitated by both researcher and students.
2. Termination of the lesson, accompanied by farewell remarks.
   This treatment protocol recurs over a span of six distinct sessions, each addressing varied topics.

The assessment scores for both the pre-test and post-test will be computed utilizing Microsoft Excel 2013, employing a predefined formula embedded within the application. It is emphasized that the automatic calculation must correspond with the manual computation. The efficacy of the treatment can be deemed successful if the t-test value derived from both manual and automatic calculations surpasses the critical t-Table threshold.

## *Result and Discussion*

a. The Rate frequency and percentage score on pre-test

Table 1. The Rate frequency and percentage score on pre-test

| No | Classification | Score | Pre-test | |
|---|---|---|---|---|
| | | | Frequency | Percentage |
| 1 | Excellent | 96 – 100 | 0 | 0% |
| 2 | Very Good | 86 – 95 | 0 | 0% |
| 3 | Good | 76 – 85 | 0 | 0% |
| 4 | Fairly Good | 66 – 75 | 1 | 3.3% |
| 5 | Fair | 46 – 65 | 28 | 93.4% |
| 6 | Poor | 36 – 45 | 1 | 3.3% |
| 7 | Very poor | 0 – 35 | 0 | 0% |
| | **Total score** | | **30** | **100%** |

A total of 30 students participated in the pre-test. Notably, the majority of students received a "Fair" classification, with 93.4% falling within the score range of 46 to 65, followed by a single student classified as "Fairly Good" (3.3%) and another as "Poor" (3.3%). The table further substantiates the entire score distribution, totaling 100%.

b. The Rate frequency and percentage score on post-test

Table 2. The Frequency and Percentage of Post-test

| No | Classification | Score | Post-test | |
|---|---|---|---|---|
| | | | Frequency | Percentage |
| 1 | Excellent | 96 – 100 | 0 | 0% |
| 2 | Very Good | 86 – 95 | 0 | 0% |
| 3 | Good | 76 – 85 | 8 | 26.7% |
| 4 | Fairly Good | 66 – 75 | 18 | 60% |
| 5 | Fair | 46 – 65 | 4 | 13.3% |
| 6 | Poor | 36 – 45 | 0 | 0% |
| 7 | Very poor | 0 – 35 | 0 | 0% |
| **Total score** | | | **30** | **100%** |

Table 2 depicts that among the 30 participants, no students attained the highest two classifications, "Excellent" and "Very Good," while 8 students (26.7%) achieved a "Good" classification, 18 students (60%) were classified as "Fairly Good," and 4 students (13.3%) fell into the "Fair" category. Notably, no students received classifications of "Poor" or "Very Poor."

c. The improvement between pre-test and post-test

The improvement between pre-test and post-test can be seen as following figure:
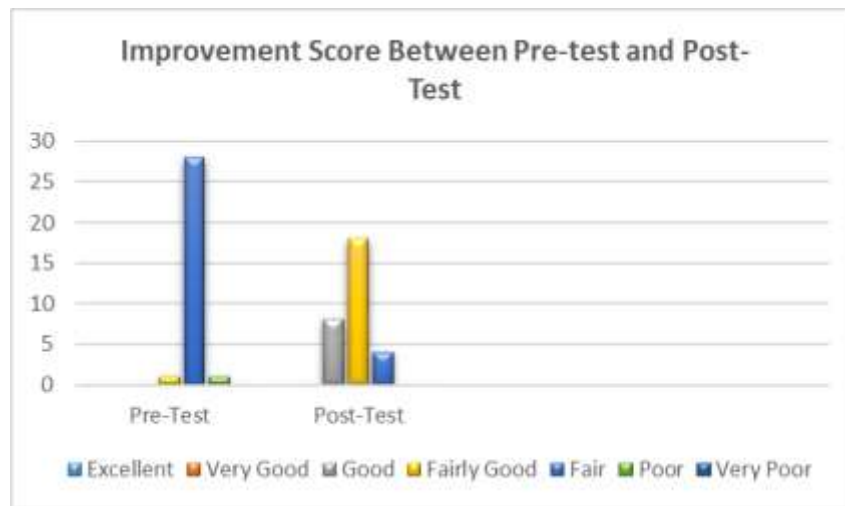


Figure 2. The graphic Improvement of Students' Score between Pre-test and Post-test

The figure unveils a noteworthy shift in performance, showcasing a distinct improvement post-intervention. In the pre-test assessment, commendably high scores within the "Excellent," "Very Good," and "Good" classifications were absent, with "Fairly Good" being the preeminent category, represented by a solitary student. Concurrently, the "Fair" classification garnered the highest number of students. However, the post-test configuration witnessed a substantial transformation, with 8 students (26.7%) achieving the "Good" classification, followed by 18 students (60%) positioned within the "Fairly Good" category, and 4 students (13.3%) securing a "Fair" classification. Consequently, it is plausible to deduce that a discernible advancement ensued subsequent to the implementation of realia-mediated treatment.

d. The Mean Score and Standard Deviation of Writing Procedure Text

The mean score and standard deviation of writing procedure was described on the following table:

Table 3. Mean Score and Standard Deviation of Pre-test and Post-test

| Test | Mean Score | Standard Deviation |
|------|-----------|--------------------|
| Pre-test | 58.73 | 5.22 |
| Post-test | 72.50 | 5.67 |

The recorded data in Table 3 reveals a pre-test mean score of 58.73 and a post-test mean score of 72.50, indicating a significant 13.77-point improvement. This empirical evidence underscores the efficacy of implementing realia as a technique for teaching writing procedure text, resulting in notable enhancement among the students of Madrasah Aliyah DDI.

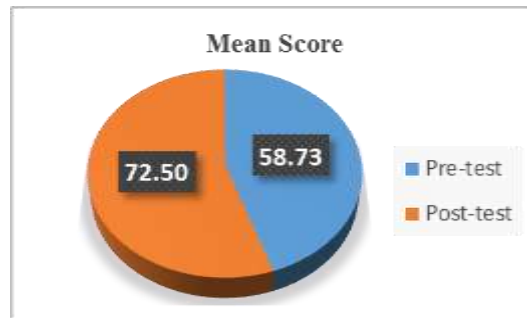The difference mean score between pre-test and post-test can be seen as following figure:



Figure 3. Mean Score between Pre-test and Post-test

e. T-test Value of the Students in Writing Procedure

The t-test of the students' writing in procedure text was described through the following table:

Table 4. T-test and T-table Value

| VARIABLE | T-TEST VALUE | T-TABLE VALUE |
|----------|--------------|---------------|
| X2 – X1  | 11.53        | 2.045         |

The calculated t-test result of 11.53 surpasses the critical t-table value of 2.045, indicating a substantial statistical significance. With 29 degrees of freedom, a significance level of 0.05, and a t-test value of 11.53, this data substantiates a significant improvement in students' scores through the implementation of realia as a pedagogical technique in teaching writing procedure text. Consequently, the Null Hypothesis (H0) is rejected in favor of accepting the Alternative Hypothesis (H1).

## Discussion

The examination of findings resulting from the integration of realia as a teaching technique for writing procedure text unveils compelling insights. Initially, the pre-test distribution showcases a pronounced concentration of students within the "Fair" category, indicating scores between 46 and 65, with none achieving the Completeness Minimum Score (CMC) of Indonesia Secondary School. Conversely, post-treatment post-test results present an evident advancement. Noteworthy is the emergence of 8 students (26.7%) in the "Good" category, alongside 18 students (60%) classified as "Fairly Good," and 4 students (13.3%) in the "Fair" category. This transition signifies a considerable improvement and surpasses the CMC.

Quantitatively, the discrepancy between pre-test and post-test mean scores is a pivotal indicator. The pre-test's mean score of 58.73, juxtaposed with the post-test's 72.58, underscores a substantial 13.77-point advancement. This observation aligns with the t-test findings, where the computed 11.53 value surpasses the critical t-table threshold of 2.045, firmly establishing the statistical significance.

Collectively, the findings substantiate the efficacy of realia as an instructional tool, markedly enhancing students' proficiency in writing procedure text. This empirical validation resonates with Adrianne and Jordan's theoretical proposition, affirming realia's capacity to link tangible objects with linguistic concepts, thus elevating pedagogical outcomes.

## Conclusion

The research findings conclusively establish that the incorporation of realia as a pedagogical instrument led to a significant enhancement in students' proficiency in composing procedure text. This deduction is firmly grounded in the substantial and statistically significant difference observed between pre-test and post-test scores following the implementation of realia-based intervention.

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