

## APPLYING REALIA TO IMPROVE STUDENTS' WRITING ON A DESCRIPTIVE TEXT

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### Abstract

In learning process, a teacher is required to be able to select the appropriate method for teaching students to write text. One of the texts that should be learned by students is descriptive text. The purpose of this research is to improve students' writing descriptive text. It is an experimental study that employed *One – Group Pretest-Posttest Design* in which there was one class as an experimental class which was taught using Realia. The subject of this study conducted in class VII at SMPN 18 Banda Aceh. There were 21 students taken as sample of this research. Technique of data collection in this research is using test. While to analyze the data, the writer used quantitative analysis by using some statistical formulas. After the writer applied the media, the writer looked at a positive improvement on the students' writing. It was turned out that this media really help students in writing descriptive text. The result of data analysis demonstrated that there was a significant difference on students' achievement from both tests proved by average of the pre-test and post-test's score. As a result, the post-test's mean score (84, 07) is higher than pre-test's mean score (60, 7), which the score of t-test was 18,45 and the value for t-table was 2,08 at a level of significance 0,05. It can be concluded that the students who were taught by using realia had a better performance in learning writing especially on descriptive text. In brief, realia enables to increase the students' achievement in learning writing and it gave a positive effect on writing teaching and learning process. It helps students' in writing a descriptive text by looking directly the object that they would describe.

**Keywords:** *Writing, Realia*

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## **INTRODUCTION**

Writing is one of subjects in English class that should be learnt and understood by students. According to Harmer (2004: 31), writing is one of four skills that should be mastered by students. It has formed part of the syllabus in the teaching of English. Writing is taught after listening, speaking, and reading (Oshima and Hogue, 1999: 3). It can be understood that writing is an important aspect in teaching learning English because it can combine with three aspects more in English. Students not only need speaking, listening and reading, but also they need to learning writing.

In addition, Murphy (2005: 42) stated that writing is in a very real sense, a mirror image of reading. Nunan (2003: 88) also said that writing as the process of thinking to get the ideas, to express them, and to arrange them into statements and writing paragraphs. Moreover, writing is a whole brain activity, which uses bright brain side (emotion) and left-brain side (logic), although right and left-brain sides are used in writing, right brain side has a big position because it is a place, which appears new ideas and emotion (Herack, 2002: 179). It means that writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

According to Harmer (2007: 79), the ability to write effectively is not innate, but it must be learned and practiced. In teaching learning process, the teacher should create an interesting classroom's atmosphere and be creative in implementing many kinds of

supporting aids to help them in learning process. Therefore, writing is one of language skill and productive skill that should be learnt by students in junior high school, it is expected that students will be able to express their ideas and feelings by English writing.

Based on curriculum 2013, junior and senior high schools' syllabus required students to be able to write some kind of genres in writing, are; narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items. All of the writing's genres is should be learnt by students to improve their writing. This research is focused on writing descriptive text.

Saragih (2010: 20) said that descriptive is used to describe a particular person, thing or place. In addition, writing descriptive text is writing that describes a particular person, place or event in great detail that includes nouns, adjectives, and adverbs (Tolkien, 2009: 23). It can be understood that descriptive paragraph is a paragraph that contains descriptions of a particular topic such as person, thing, or place which uses a lot of nouns, adjectives and adverbs to describe what is going on or how something appears.

In this cases, writing descriptive text is one of the genres in writing text. It was taught by teacher in order to make students known how to describe themselves and their surrounding although it is in a simple way. Based on the observation conducted, there are some difficulties aspects that faced by students in learning descriptive text, such as: lack of vocabularies, less of ideas, mechanics,

grammar, and less of motivations in learning English. However, many students had difficulties in writing descriptive text because the teacher only explained what are the generic structures and the methods how to write the descriptive text, the teacher did not use any method or new way to teach the students. Therefore, the students less of motivated, bored and had difficulties in learning descriptive text. Beside lack of vocabulary, grammar, spelling and other, the students also did not able to recall and describe the things in a systematic order. Moreover, they cannot describe the parts, qualities and characteristics of the things completely.

Based on the problem above, teacher needs to be responsive to the classroom situation in order to take an interesting class and make students relax until they have some motivations in learning English. In this case, to find a better way to teach writing especially in descriptive text, teaching-learning process should be applied by some techniques, strategies and medias which can help students in improving their writing. Thus, this research applied by using a media. The use of media can help the students to improve their ability in writing especially in writing descriptive text. Realia is supposed to be one of teaching materials that used in teaching descriptive text. Using realia in writing descriptive text can encourage students' motivation to write and can increasing students' ability in writing descriptive text.

According to Rachman (2001: 17) realia is a kind of real object used as the teaching material the real object such as something that

can look, touch, listen, and observe through five sense. Similarly, realia are real things objects such as animals, plants and artifacts coins (Burden, 1999: 145). Therefore, they are ideal to introduce students to a new subject. They give real-life meaning to otherwise abstract words. Inferred that by using realia, students can look the concrete object directly which on their environment to be observed. Therefore, students could reach the object and finally they could be able to express their ideas completely about what they have already looked carefully.

Thus, based on the problem above, this study intended to take up about the implementation of realia in improving students' writing skill.

## **RESEARCH METHODOLOGY**

In conducting this research, the writer used experimental study one group pre-test post-test design. Arikunto (1998: 257) said that experimental research is a study to know whether is affective or not to be subject that is given a treatment. In this study, the experiment meant to apply realia to improve students' writing ability especially in descriptive text. In improving students' writing descriptive text teacher should have many strategies, methods, medias, motivations and created an enjoying atmosphere in classroom to encourage the students. To increasing students writing ability, would be applied a media that can help them in writing, the media that is used in this research is realia.

According to Haryuniasih (2009: 15), the benefit of using realia is it can help students to see the things or event directly. It

mean that using realia the students can look at the real thing to avoid student lack of ideas and easy to express it in a paragraph. This research is implemented by give pre-test, some treatments and post-test to the students. The research objective is therefore to identify the implementation of realia in improving students' writing ability. This experimental applied at SMP 18 Banda Aceh as the object of this research. It is one of junior high school in Banda Aceh. The school address at Jl. Tgk. Chik Dipineung Raya Gp. Kota Baru Kuta Alam - Banda Aceh. It has three level of class are VII, VIII, and IX, each level has 5 class of students. In this experiment, the writer's research focused on the first grade students especially at VII classroom.

### **Hypothesis**

Hypothesis is tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about some expectations that will be happen in the study. In this research, the formulated hypotesis were:

Null Hypothosis: There is no significant difference of using realia in improving students' descriptive paragraph.

Alternative Hypothosis: There is significant difference of using realia in improving students' descriptive paragraph.

The writer will use a significant value of 5% ( $\alpha = 0,05$ ) and 1% ( $\alpha = 0,01$ ) for finding the result of research significance. If t-score is equal or higher than critical t-score, so the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is significance difference between the first and

the second variable. If t-score is lower than critical t-score, so the null hypothesis was accepted and the alternative hypothesis was not. It means that there is no significant differences between the first variable and the second variable.

This research is experimental research, it applying realia to improve students' writing descriptive text. This research was applying to students of SMP 18 Banda Aceh especially for first grade students of class VII. It used two sets of test to collect data, are; pre-test and post-test. In this test, there are several phase that used, namely; pre-test, treatment, and post test.

Pre-test is given at the first meeting. The writer gave pre-test to find out student's understanding about writing descriptive text before applying realia. Students had instruction to write a text that have title about "My house" that consist of 50 – 150 words.

In treatment phase, the writer was conducted the teaching action in the first year students of VII (4) classroom by applying realia in teaching descriptive text. The treatment did during 2 meetings. During the treatment, the writer observed the students' activity and gave instruction or motivation in the classroom. It had purpose to understand and got the relevant data or information about this subject.

Post-test is given at the end of the meeting or research. The purpose of post-test was to find out final score after teaching treatment and to identify that the used of realia to increase student's writing descriptive text is effective or not. Pre-test is given in the

beginning of the research. It mean to identify the students ability in writing before the real object is applied, while post test is given at the end of the study or treatment. Mean while, post-test is given in the last meeting after the writer teach the students' writing descriptive text by using realia. In post-test, the students got instruction to wirte a text that title about

“My School” that consist of 50 – 150 words. It means that the text is used to detect students' understanding about writing descriptive text by using realia whether the student's knowledge increase or not. Finally, it was compared both of the score of pre-test and post-test by using t-score formula.

### THE RESULT OF STUDY

No	Students' initial	Score		Gain (d)	Xd	X <sup>2</sup> d
		Pre-test	Post-test			
1	Student 1	50	75	25	-2.38	5.6644
2	Student 2	65	86	21	-6.38	40.7044
3	Student 3	66	75	9	-18.38	337.8244
4	Student 4	58	83	25	-2.38	5.6644
5	Student 5	65	91	26	-1.38	1.9044
6	Student 6	58	84	26	-1.38	1.9044
7	Student 7	58	86	28	0.62	0.3844
8	Student 8	63	91	28	0.62	0.3844
9	Student 9	50	71	21	-6.38	40.7044
10	Student 10	58	83	25	-2.38	5.6644
11	Student 11	65	100	35	7.62	58.0644
12	Student 12	70	96	26	-1.38	1.9044
13	Student 13	63	100	37	9.62	92.5444
14	Student 14	63	93	30	2.62	6.8644
15	Student 15	55	91	36	8.62	74.3044
16	Student 16	58	86	28	0.62	0.3844
17	Student 17	50	70	20	-7.38	54.4644
18	Student 18	58	88	30	2.62	6.8644
19	Student 19	63	88	25	-2.38	5.664
20	Student 20	63	100	37	9.62	92.5444
21	Student 21	63	100	37	9.62	92.5444
<b>TOTAL</b>		<b>1199</b>	<b>1834</b>	<b>575</b>	<b>0.02</b>	<b>925.048</b>

To find out degree of freedom, the writer used statistical formula by Hartono, the formula as follows:

$$Df = N - 1 = 21 - 1 = 20$$

Based on the result, t-test is 18.45 meanwhile t-table Of 5% is 2.09. It mean that there was different score of the students experimental pre-test and post-test. The students in post-test who were taught by

applying realia got higher score than pre-test before treatment.

#### 1. Proving the Hypothesis

The hypothesis and research problem of this experimental study showed that the the implementation of realia is effective to improve students' writing ability. Based on the experimental teaching and test there were some problems that faced by students previously such as lack of vocabulary,

grammar, spelling, less of idea, etc. Before the writer did some treatments by using realia, the students' score in writing was lower. Then, after applying the treatment by using realia it showed that positif effect and the students' score in writing was improve.

The hypothesis of this study is consist of two hypothesis are:

(Ho): There is no significant difference of using realia in improving

students' descriptive paragraph.

(Ha): There is a significant different of using realia in improving students' descriptive paragraph.

Based on the data processing, the writer submitted the information as follow; after researcher had analized and accumulated the data, she would decide to accept or reject the hypothesis. The criteria to accept and reject the hypothesis could be seen in criteria that showed below;

Ho accept and Ha reject if  $t\text{-score} < t\text{-tabel}$

Ho reject an Ha accept if  $t\text{-score} > t\text{-tabel}$

In this study, the value of t-score is 18,45 and t table score is 2.08. It means that the t-score is higher than t-table. Therefore, this study decide to accept alternative hypothesis (Ha). It can be undesrtood that realia is effective in improving students' writing on a descriptive paragraph at SMP N 18 Banda Aceh.

## 2. Discussion

This part is discuss about the finding of this research. After analyzing all of the data collection from pre-test and post-test, there are some findings from this research would be discussed; First, the result of the test showed

that the average score of pre-test score 60,7 is lower than post-test that got score 84,07. It inferred that, teaching writing descriptive text by using realia can improve students' ability in writing.

Second, applying media is important used by teacher, because the media can help students to explore their ideas and can motivated them in learning, especially in learning English Language. This research use realia to improve students' descriptive text in writing. The use of realia, the students can write easily and better in developing their idea in written form. It was proved and showed that the students score was improve after applying realia media. According to Huang (2007: 134) to prove the effectiveness of media as a teaching technique for uniting by showing the successful achievement on their studies and the suggestions how to apply it in the classroom.

## CONCLUSSIONS AND SUGUSSTIONS

### 1. Conclusion

Based on the data analysis result of this research, the writer can conclude that teaching descriptive text by using realia is effective to apply on first year students VII (4) in SMP N 18 Banda Aceh. It was proved by some criterias, are; first, the implementation of realia in teaching writing to the students of SMPN 18 Banda Aceh was successful. After being taught by using realia, the students of class VII (4) get higher score than the score before applying the media. In addition, realia media can influences the students' ability in writing descriptive text to exploring the idea. It can the students easier and better in

developing their idea and to express it into writing form. The students got better improvement because of the use realia. Based on authentication of hypothesis, got the result  $t_{hitung} > t_{tabel}$   $18.45 > 2.08$ , it mean that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It can be understood that the students who were taught by realia have improved their writing skill in descriptive text.

## 2. Suggestions

Based on the result discussion of this study, the used of realia was significantly influence for the students' ability of the first year students at SMPN 18 Banda Aceh. In fact, their ability improved than before. In order for improving these students' achievement and the process of teaching learning activity, there are some suggestions which have been considered for the students.

First, to increase the students' ability of English, the students should be more active and more motivates in learning English, especially in learning writing descriptive text. The teacher can help the students to improve their ability by using realia in teaching English, because by using the real things, the students can easy to develop their ideas and expressions in writing form and can make the

subject become more interesting. Furthermore, the school should administer and provide a kind of English media such as realia or interesting materials which may interest students to improve their English proficiency in learning English such as writing.

Second, the teacher has to make a good lesson plan in order to increase the students' motivation and to find the goal of a given learning session. The teacher should use some medias such as realia in teaching to attract the students' attention and can motivate them in writing. To support that the teacher also has to prepare and applying the teaching material in detail and complete, so that easier to convey the teaching material to students.

The last, because of this study focuses on students' ability, it can solves the problem that be faced by the students in writing. The writer suggests other researchers who conduct similar study to cover wider population and various levels of students to make them aware of their potential and know their nature and talent in English. It could be the best way to improve their English skill. Later they will also find their interest in English. Thus students obviously have to practice a lot in order to train them in writing by using realia outside the school.

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