

THE EFFECT OF USING REALIA IN TEACHING WRITING DESCRIPTIVE TEXT ON THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 2 TEBING TINGGI

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Abstract: *This research was aimed to find out whether there was a significant effect of using realia in teaching writing descriptive text on the writing ability of the second year students of SMPN 2 Tebing Tinggi. This is a pre-experimental research conducted by using a pre-test, treatment, and post-test. The instrument used in this research was tests (pre-test and post-test) which contained writing activities in describing objects. The population of this research was the Second Year Students of SMPN 2 Tebing Tinggi. The sample of the research was the class VIII.4 which contains 29 students. The needed data were collected by giving test about writing descriptive text (pre-test and post-test) to the students. The collected data were analyzed by using t-test formula. The results of data analysis showed that the mean score of pretest is 29.88, and the mean score of posttest is 63.74 and the difference between the two mean score is 33.85. Besides that, t-test of this research is 25.758 and t-table of this research is 2.048. It means that the t-test score is higher than t-table ($25.758 > 2.048$). It can be concluded that there is significant effect of using realia (real objects) in teaching writing descriptive text on the writing ability of the second year students of SMPN 2 Tebing Tinggi. In other words, the alternative hypothesis of this research was accepted. Thus, the use of real objects can be used as media in teaching writing descriptive texts.*

Key Words: *Real Objects, Writing Ability, Descriptive Text*

PENGARUH MENGGUNAKAN OBJEK NYATA DALAM MENGAJAR MENULIS TEKS DESKRIPTIF TERHADAP KEMAMPUAN MENULIS PADA SISWA TAHUN KEDUA SMPN 2 TEBING TINGGI

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan objek nyata dalam mengajar menulis teks deskriptif terhadap kemampuan menulis pada siswa tahun kedua SMPN 2 Tebing Tinggi. Ini adalah penelitian pra-eksperimen yang dilakukan dengan menggunakan pre-test, treatment, dan post-test. Instrumen yang digunakan dalam penelitian ini adalah tes (pre-test dan post-test) yang berisi kegiatan menulis berhubungan dengan mendeskripsikan objek. Populasi dalam penelitian ini adalah Siswa SMPN 2 Tebing Tinggi. Sampel penelitian adalah kelas VIII.4 sebanyak 29 siswa. Data yang dibutuhkan dikumpulkan dengan memberikan tes tulis tentang teks deskriptif (pre-test dan post-test) kepada siswa. Data terkumpul dianalisis dengan menggunakan rumus t-test. Hasil analisis data menunjukkan bahwa nilai rata-rata pretest adalah 29.88, dan skor rata-rata posttest adalah 63.74 dan selisih antara dua skor rata-rata adalah 33.85. Selain itu, t-test dari penelitian ini adalah 25.758 dan t-tabel dari penelitian ini adalah 2.048. Ini berarti skor t-test lebih tinggi dari t-tabel ($25.758 > 2.048$). Dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan objek nyata dalam mengajar menulis teks deskriptif terhadap kemampuan menulis pada siswa tahun kedua SMPN 2 Tebing Tinggi. Dengan kata lain, hipotesis alternatif dari penelitian ini diterima. Dengan demikian, penggunaan objek nyata meningkatkan kemampuan menulis siswa terutama dalam menulis teks deskriptif sebagai media.

Kata Kunci: Objek Nyata, Kemampuan Menulis, Teks Deskriptif

INTRODUCTION

English is used as an international language. English especially in developing the four language skills: listening, speaking, reading, and writing. Writing is an activity to express ideas, thoughts or even experiences in the form of paragraphs. It is not an automatic process. Writing skill involves the way how to write a text or an essay. It means that during this activity students play roles as active participants rather than the others. Students are hoped to know how to make a good sentence, to arrange a text, and to express ideas that come from their minds.

Renandya (2002) states, that there is no doubt that writing is the most difficult skill for L2 learners to comprehend. Writing skill is more complex than other skills because it requires mastery of grammatical and rhetorical devices. For most students, writing is difficult to generate and organize the ideas from a word become a sentence, a paragraph and a text. The difficulty not only in generating and organizing ideas, but also in translating these ideas into readable texts.

Among these skills, writing is a skill in learning language that must be mastered by everyone especially students because writing is a final product after learners have studied about listening, speaking and reading. In writing, students apply what they hear, speak and read. According to Harmer (2004), he argues that writing is used for a variety of purposes in some different forms. Another argues, Byrne (1993) states, that when students write they use graphic symbols: that is letters or combinations of letters which relate to the sound and they make when students speak.

Descriptive text is one of the functional texts which is difficult enough to be learned by the students. Wardiman, et al, (2008) state, descriptive text is a text that describe the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduced the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties.

Based on Curriculum 13 or K-13, students in Junior High School have to be able not only to understand the nature of writing but also to produce certain various short functional texts, monologues and essays in the form of procedure, narrative, descriptive, recount and report text. Moreover, writing can facilitate students for better learning English. The first year students are expected to be able to express meaningful ideas in terms of functional text and create simple or short essay in the form of descriptive or procedure to interact with people in their nearest environment. The form of writing which is taught in Junior High School is presented in the form of text type, usually known as genre, which has clear purpose and pattern for each type. Descriptive writing is one of text types which are learned in the first junior high school.

In addition, based on observation of the school, the teachers only uses images as a media for teaching writing descriptive text and also the teachers only use text books in teaching writing descriptive text. To teaching writing successfully and achieve the goal, the teacher must be able to teach using a particular technique (Raimes, 1983). Media are the means for transmitting or delivering messages. In teaching-learning perspective, media are used to deliver content to the learners for achieving effective instruction (Naz, 2010). In this case, the use of media in teaching learning process is needed to attract students' attention and to make teaching-learning activities more interesting and effective.

To solve those problems the writer thinks it is needed to find out the effective media to help students in studying descriptive text. The writer used realia because realia may help the students in exploring their ideas and motivate them in writing. Realia is the real object or miniature object that is available in the surrounding and useful for teaching learning process. It helps the students to develop their ideas in writing. Real objects or miniature objects that resemble their real-world counterparts provide an excellent tool to help these students' develop essential English vocabulary. Realia enhance meaning and make vocabulary more concrete and, comprehensible (Berkeley, 2010).

In teaching descriptive text, realia can be used as a trigger to help teacher in stimulating the classroom discussion about the topic. It also help teacher to deliver the materials in attractive way so the students will not feel bored during the lesson. Moreover, by using the object, the students will be able to generate their ideas and get more inspiration for writing. In contrast, using the objects can also be a passive experience if it supported by applying appropriate teaching method. So, the teachers' task is to apply appropriate teaching method which is suitable with the media (Harmer, 2001).

According to Berkeley (2010) realia can increase students' interest and make writing activity more interesting. Realia also enhances the students' participation and interaction during the learning activities. Realia can also be used as one of the interesting learning to improve students' motivation. Realia is an instructional media. Realia can be guidance of writing activity (Nugroho, 2010).

As clarified above, the writer is interested in observing this problem through this research entitled "The Effect of Using Realia in Teaching Writing Descriptive Text on the Writing Ability of The Second Year Students of SMPN 2 Tebing Tinggi".

RESEARCH METHODOLOGY

This research was conducted at SMPN 2 Tebing Tinggi Boarding School located on Jl. Alah Air, Tebing Tinggi, Meranti. The research activities conducted from 30 January 2019 to 20 February 2019. The sum total of the research is six meetings. The type of the study was pre-experimental research by using One-Group Pretest-Posttest design. The design of the research is described as follows:

Table 1. Research Design			
Group	Pre-test	Treatment	Posttest
Experimental	O1	X	O2

(Gay, 2000)

The activities carried out in this research were done in six meetings in total: four time treatments and two time pretest-posttest. The population of this research in the grade VIII students of Junior High School SMPN 2 Tebing Tinggi in the academic year 2018/2019. The numbers of second year students of SMPN 2 Tebing Tinggi is 175 students (6 classes). In this case, class VIII 4 (29 students) was obtained as the sample.

The test was conducted in the first meeting before treatment and the last meeting after treatment. In the first meeting before treatment, the writer gave the pre-test to students to write descriptive text without a media. The last meeting, after treatment, the writer gave post-test to the students in the same topics, but through real objects based on the topics. The students had to write one topic. The topics are describing place/building (Science Laboratory in My School). The text should consist of approximately 50 words. The time allocations are 45 minutes.

The data were analyzed by using statistical analysis. In order to compare the results of students' written test through the pre-test and post-test, the t-test was used by employing SPSS 21.00. The researcher discovered the complete results including the mean, variance and how the accuracy the data of the test. The researcher chooses t-test to compare the differences of students' scores in the pre-test and the post-test.

RESULTS AND DISSCUSSION

Results

The objective of the research was to find out the effect of using real objects on the students' writing ability. They had to write a descriptive text in the pre-test and post-test. The writer conducted the research in six meetings where two meetings for pre-test and post-test and four meetings for treatment.

The data were collected by giving a written test to the students. The students were required to write a descriptive text on a paper individually. The pre-test was given at the beginning of the research to find out the students' writing ability before they were given a treatment. Furthermore, the second test was given after the treatment had been applied. After analyzing the data, the significant difference between two means scores, the significance of test, and the difference of the average scores between the pre-test and the post-test were found.

The Result of Pre-Test to Post-test

The test results were presented by the writer to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects, they were: grammar, content, mechanics, vocabulary and organization. The finding shows there is significant effect in writing descriptive text by using real objects. Their improvement in writing score is proved through their pre-test and posttest score. The comparison of their score is presented in the following:

Table 2. Improvement in Each Aspect of Writing in Pre-Test to Post-Test			
Aspect of Writing	Average Score		Improvement
	Pre-Test	Post-Test	
Grammar	23.85	56.03	32.18
Content	33.62	68.39	34.77
Organization	31.32	66.66	35.34
Vocabulary	35.06	70.40	35.34
Mechanic	25.57	57.18	31.61
Total	149.42	318.66	169.24
Average	29.88	63.74	33.85

As can be seen on Table 2, the students' average score has significantly increased. In addition, it can be concluded that applying real objects in writing Descriptive text gives a significant influence to the students' average score in each aspect of writing.

The Result of T-test Table

In this research, "t" test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students' writing ability or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed. The mean of the pre-test score (X) achieved by the students of SMPN 2 Tebing Tinggi was 29.88. Furthermore, when the treatment had been given to the students, the enhancement of students' writing ability occurred.

The improvement could be seen in their mean score as shown in the posttest results (Y) which is 63.74. The margin of pretest and posttest achieved was 33.86. Aside from the enhancement score of pretest and posttest, in order that the hypothesis could be accepted, the results of 't' test formula is also required. The 't' test formula shown in Table 3.

$$\begin{aligned}
 T \text{ table} &= n-1 (\alpha 5\%) \\
 &= 29-1 (\alpha 5\%) \\
 &= 28 (\alpha 5\%) \\
 &= 2.048
 \end{aligned}$$

Table 3. Paired Sample Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Post-test	63.7362	29	8.11516	1.50695
Pre-test	29.8866	29	7.05856	1.31074

Based on the Table 3, the mean score of pre-test is 29.8866 and in the post-test is 63.7362. The difference of the mean score between pre-test and post-test is 33.84. The gap of mean score shows an effect of students' writing ability in the written test.

Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 7.05, while standard error of mean is 1.31. The standard deviation and standard error of mean of post-test are 8.11 and standard error of mean is 1.50.

Table 4. Paired Sample Test

Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Post-test – Pre-test	33.84966	7.07699	1.31416	31.15771	36.54160	25.758	28	.000

Table 4 shows the results of the t-test is 33.84, meanwhile t-table is 2.048. The t-test is higher than the t-table. It can be concluded that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this research, “There is a significant influence of students’ writing ability before and after treatment by using real objects in descriptive text at second year of SMP Negeri 2 Tebing Tinggi” was accepted and null hypothesis was rejected.

Discussion

From the finding and explanation above, the writer can conclude that the use of real objects as technique is applicable for teaching descriptive text in writing English. It indicated that there was effect in the students’ writing skill in descriptive text, particularly the five writing components let alone their interest to use real object in writing activity.

This research is focused on the students’ five components of writing, namely: grammar, content, organization, vocabulary, and mechanics. The writer found that the score result of post-test is higher than the score result of pre-test. The experiment has an effort to get some improvement in the teaching writing to the Second Year Students of SMPN 2 Tebing Tinggi. The discussions of the finding are as follows:

Teaching by using real objects was effective to teach writing for the second year students of SMPN 2 Tebing Tinggi in the academic year 2018/2019. Real objects can help the teachers in the teaching learning process. Based on Berkeley, CA (2010) real object or that resemble their real-world counterparts that provide an excellent tool to help these students develop essential English vocabulary. Real objects should be used whenever possible. Real things are available. The task is to locate them to be used in helping students learn. Jones (1994) states that examples of real object can be used are insect, coins, rocks, plants, pets, and stamps.

Real objects contributed to improve the students’ skill to describe things. It could represent data of the things they were wrote. Real objects could increase the quantity of vocabulary and hence of the text. For instance, when the teacher asks the students to write about artists, they will imagine in their mind the things, such as song, album,

figure, gossip, etc. Nevertheless, in writing, they could improve the text by adding other vocabulary items related to the text instead of those words. As when the real object shown by teacher contain other supporting things, automatically the careful students will write them down in their papers.

The students tend to be more active since real objects can provide the necessary concrete experiences and also help the students integrate prior experiences that make them easy to write their ideas into a good writing. The real objects made them able to explore what they see. By looking at the medium, they were stimulate to explore what things in their mind at the time. Unconsciously, the number of vocabulary they want to write could be increased. The vocabulary, which they forgot to write, appeared in their writing. They might write anything about the real objects in their papers. Thus, their texts include the description in detail since the missing and forget full things would conjure up in their minds, when they saw the real objects.

The use of real objects is effective for the students having high motivation. It is due to the facts that real objects can reduce the boring condition in the class and also make the teaching and learning process alive. Adrianne and Jordan (2000) using real objects found in everyday life as media to teaching English. In language teaching, real objects 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 teaching. In education, real objects gives students the opportunity to use all of their sense to learn about a given subject, and is appropriate for any grade or skill level.

Real objects help the teacher in developing the material. She can explain the material more detailed and she also get the student's attention. By giving real objects, the teacher does not need to spend too much time for explaining the teaching material because the students already understand the materials. Besides, the condition of class is not boring. Each students busy with their own work to write using real objects. The material in writing a descriptive text here refers to the categories used as the guidance in scoring the student's test result that had been stated earlier in chapter III. They were grammar, content, organization, vocabulary, and mechanic.

Students are more attractive to learn something since they are still in development age. It is proven when the writer conducted the treatment, they were enthusiastic in learning by using real objects. The use of real objects can encourage the student's interest and imagination. They like seeing the objects instead of noticing words and listening to the teacher words. In this case, real objects are appropriate media to make the students develop their mind by their sight (sight in seeing real objects).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of using realia in teaching writing descriptive text on the writing ability of the second year students of SMPN 2 Tebing Tinggi.

Recommendations

- The teacher can use real object as one of technique in teaching writing since it is proved that this technique can improve the students' ability, especially in writing descriptive text.
- It would be great idea if the teacher gives motivation to the students in order to make students interested in the lesson being taught and make the students motivated to practice writing.

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