

REALIA TO IMPROVE STUDENTS' WRITING ON DESCRIPTIVE PARAGRAPH ; An Experimental Design

Maria Astuti Bida Tolok

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia.

mariaas2ty@gmail.com

Abstract

The study was aimed to measure the effectiveness of realia in teaching writing descriptive paragraph at junior high school students. The design employed was pre-experimental. The subject was one of the class of eight grade at SMPN 2 Malang. The samples were 32 students of this study. The data was collected from pretest and posttest score. During six meetings for treatments and two meetings for pretest and posttest. The students were given writing test using writing test. The data was investigated using t-test of IBM SPSS 20. The data were analyzed by comparing the mean of students' scores of pretest and posttest. Based on the statistical analysis, it could be comprehended from the result of mean score of posttest of students is 75.31 and the mean score of pretest 49.06. Then, the t-test (20.35) was higher than t critical value (2.04) at a level of significance 0.05. Thus, it can be established that who were taught by using realia had a enhanced performance in learning writing especially on descriptive paragraph.

Keywords: effectiveness of realia, writing descriptive paragraph

INTRODUCTION

Language plays an important role in improving students's intelligence and social. By learning language, students not only gain scsess in subject but also to be acquainted with themselves, their culture and another culture. Learning language is a dynamic and living process (Tasnubhabably,2017). In indonesia, English has becaome the foreign language from elementary level up to university level. And kindergarten as well. There are English skills should be mastered. They are listening, speaking, reading

and writing. Brown (1991) indicated that writing is process of transferring the word which comes from our mind effectively, we can work up to what we really want to say and write. This implies that students should keep learning how to write correctly and effective in order to succeed. Widiati and Cahyono (2006) implied that writing is the most difficult skill contrasted to the other skills. Moreover, Richards (2002) said that writing is the most difficult skill for second language students to expert. As we know, writing is not an easy task. Many students believe that writing is more complicated than the ability to speak, read, or listen. It is difficut to teach because it involves many components. We will discover many kinds of text. One of them is desriptive paragraph. Wardiman as citied in Sesrica (2016) mentions that descripttive paragraph is a text which tells about the features of someone, something, or a certain place. Basically, descriptive text consists of identification and description which usually called generic structure. Meanwhile, Mark and Anderson (2003) state that descriptive paragraph is a text which states a factual description specifically to describe instance place and thing. Although many of students still find some difficulties, descriptive paragraph is one of the functional texts which is difficult enough to learn especially for students. The students usually feel difficult to organize their ideas, they did not know hot to start making and arranging the paragraph, and the hardest thing for them to write because they did not have vocabularies to put into sentences.

Furthermore, many students made some mistakes and faced difficulties to build and develop their imaginations. Based on those complications, the researcher need some creatives strategy. There are many strategies to teach writing more effective and useful . one of them is using realia strategy. Realia is the strategy which can be able to use for researcher to teach writing about descriptive paragraph. According to Herrel & Jordan (2012) realia is a real thing or concert object which is used in the schoolroom to build background knowledge and vocabulary. Realia are things that we meet everyday (Soulier, 1981). Therefore, realia is able to use for students interest and it is suitable for their level capability.

There are some previous studies about realia in teaching English, but most of them were written using realia strategy, which actually succeed in teaching writing using realia strategy. Based on the previous researchers, Nisa (2017) explained that realia could improve students' ability after conducting an eperimental study. Hidayati (2010) implied that the result of her research showed that using realia significantly improved students' writing. One of relevant study from Khalala (2016) also had improved student' achievement in writing. But both of them were focused on investigating on realia strategy in procedure text and in different research design. Thus, this present study concerned about using realia strategy in students' writing especially in descriptive text and used pre – experimental research design.

So from those, the researcher was focused in investigating the effectiveness by using realia in teaching writing descriptive paragraph.

METHOD

The research method used was pre- experimental. The group was given pretest, experience treatment and posttest. There is only one class convenient and available to be studied and also this is the appropriate level for developing students' ability in writing descriptive paragraph. The effectiveness of the instructional treatment is measured by equalling the level score of the posttest. The study is basically aimed to find the effectiveness by using realia in teaching writing descriptive paragraph at grade junior high school. Thus, the population was the eight grade students. There was 36 students. The study was conducted on 5th April until 7th May 2019.

The instrument used in this research is writing test. The instrument of writing test was administered to measure students' ability in writing descriptive paragraph by paying attention to the basic aspects of writing. The data of study was collected by conducting the pretest and posttest. The researcher provide the pretest to the students to know their competence in writing descriptive paragraph before applying the treatment. There are eight meetings. Each meetings consisted 80 minutes.

RESULTS AND DISCUSSION

The pretest was held on April 5th 2019. The sum of raw score in the pretest was 1570, where the sum of square was 79800. In which the high score was 75 and

the low score was 35. The result score of pretest 49.06 and the standard deviation of pretest was 9.455597. The sum of the raw score in the posttest was 2410, whereas the sum of the square was 185125. In which the high score was 90 and the low score was 55. Then, the result score of the posttest was 75.31, standard deviation of posttest was 9.66683.

Table 1 Paired Sample Statistic

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	32	9,45597	1,67159
	POSTEST	32	9,66683	1,70887

This research has been conducted to the eight grades in SMPN 12 Malang where two meetings for pretest and posttest and six meetings for treatments. The result of analysis SPSS 20 showed that the probability was greater than 0.05. However, the value of t- ratio (20.35) was higher than t critical value (2.04). Consequently, the null hypothesis (Ho) asserted which students using language learning media using realia do not learn more effectively than without using realia was disallowed. On the other hand, the alternative hypothesis (HI) asserted that students using language learning media with realia are learn more effectively than without using realia media was accepted. Hence, the students have better score on their posttest than their pretest. That is why realia strategy as one of teaching strategy is more effective at SMPN 12 Malang.

Table 2 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTEST	-26,25000	7,29560	1,28969	-28,88034	-23,61966	-20,354	31	,000

In this study, some practical implications can be drawn that teaching writing through realia technique might be useful as the solution to improve the students' achievement in writing skill. It was a fact that posttest was higher than pretest. The dissimilarity obtained from both activities test was highly significant. Furthermore, based on some personality theories and previous studies which have recommended the application of realia particularly in teaching writing descriptive text. This teaching technique help students to achieve better composition of writing.

CONCLUSION

From the research finding and the dialog on preceding study, researcher concluded that there was a significant effect of using realia at eighth grade students' descriptive paragraph writing achievement at SMPN 12 Malang. It was proved that it

was successful. The students of class VIII get higher score on posttest than the score of pretest. Therefore, it can be understood that the students who were taught by realia have improved their writing skill in descriptive paragraph.

The teachers should be more creative and make the students are not boring. When the students are active and enthusiastic on the learning process then the strategy also will run well. The teacher can create good atmosphere by using some strategies to make students enjoy in learning process.

The other studies can use another research design. The researcher also suggests that this research would be conducted in the next study on the different level of students. It was also advisable that the next researcher could elaborate using realia strategy for different skill or applying realia strategy to improve students' English achievement.

REFERENCES

Anderson, M. & Anderson, K. 2003. *Text Types in English 3*. South Yarra: Macmillan.

Brown. 1991. *Basic Writing Second Edition*. New Jersey: Upper Saddle River

Hidayati, Nuria. 2010. *Improving Students' Ability in Writing Procedure Text Using Realia at SMPN 18 Semarang in the Academic Year of 2010/2011*. English Language Teaching Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang.

Khalala, Rizal. 2016. *Improving Students' Achievement of Descriptive Text Writing By Using Realia of Mts Sabilul Ulum Jepara. Islamic Educatio and Teacher Training Faculty Walisongo State Islamic University Semarang*.

Latief. 2016. *Research Methods on Language Learning An Introduction (2nd Ed)*. Malang: Universitas Negeri Malang.

Langan, J. 2001. *College Writing Skills: Sixth Edition*, New York. The Mc Graw Hill Companies.

- Mettaningrum, Gustiana & Suarnajaya. 2013, *The Effect of Journal Writing Technique and Students Achievement Motivation Toward Writing Achievement of The Fourth Semester Students of English Education Department of UNDIKSHA*. e- Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Online), Volume 1 (<http://download.portalgaruda.org/article.php?article=126788&val=3893>, diakses 22 februari 2015).
- Nisa, F. 2017. *The Effect of Realia Media on Students Ability in Writing Procedure Text at Mts Islamiyah Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education.
- Richards, J.C. & Reinandya, W. A. 2002. *Methodology in Language Teaching. An Anthology of Current Practice*. London: Cambridge University Press.
- Sesrica. 2016. *The Effect of Using Pictures in Teaching Writing Descriptive Text for the Second Year Student of SMPN 1 Siak Hulu*. Riau: University.
- Soulier, J.S. 1981. *The Instructional Media Library: Real Object and Models*. New Jersey: Educational Technology Publications, Inc., Englewood Cliff.
- Tasnuhabably et al. 2017. *Using Realia as an Effective Pedagogical Tool*. IOSR Journal of Humanities and Social Science (IOSR –JHSSS) Vol 22.
- Widiati, U. & Cahyono, B. Y. 2006. The Teaching of EFL Writing in The Indonesian Context: The state of The Art. *Jurnal Ilmu Pendidikan*. 13 (3): 139-150.
- Herrel, Andrienned & Jordan, Michael. 2012. *Fifty Strategies for Teaching English Language Learners*. Boston: Pearson.

Writer's last name
Manuscript's title
