

**IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY
THROUGH REALIA AT THE SECOND GRADE OF
MTs. RAUDLATUL MUTA'ALLIMIN**

(A SCRIPT)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG
2017**

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The aim of this study was to find out whether there was an improvement of students' descriptive text writing after the implementation of realia. This research was quantitative research. The subjects of this research were 25 students of class VIII.A at MTs. Raudlatul Muta'allimin Kasui, Way Kanan. Writing tests were used to collect the data. Data instruments were found valid based on the curriculum and the reliability was analyzed by using rank order correlation.

Pretest and posttest were administered to measure the students' ability in writing descriptive text before and after treatments. The scoring system was based on five aspects of writing, i.e., content, organization, vocabulary, grammar, and mechanic.

The scores of five aspects from the pretest to posttest can be reported as follow. In terms of content, the score improvement from 9.4 up to 12.8, organization from 8.5 up to 12.3, vocabulary 7.5 up to 10.8, grammar from 5.6 up to 10.0, and mechanic from 7.5 up to 10.3. The highest aspect that improved was grammar. The data analysis showed that t-value (14.326) was hihger that t-table (2.064) at significant level of 0.05. The result showed that there was a statistically significant improvement of the students' writing with the significant level $p < 0.05$. This suggests that writing through realia facilitates students to improve their writing.

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Reni Andriyani**

A Script

**Submitted in a Partial Fulfillment of
the Requirements for S-1 Degree**

In

**Language and Arts Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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2017**

Research Title : **IMPROVING STUDENTS' DESCRIPTIVE TEXT
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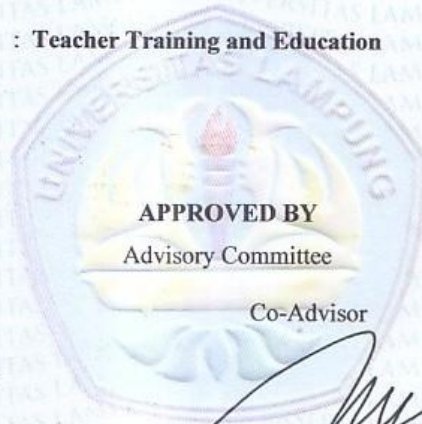
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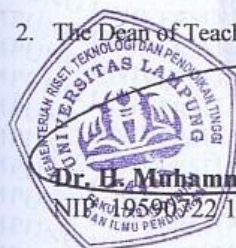
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CURRICULUM VITAE

The writer's name is Reni Andriyani. She was born in Kasui, Way Kanan, on February 18th, 1995. She is the oldest of three children of Mr. Indrayani and Ms. Utami Dewi.

She began her formal educational institution for the first time at SDN 1 Datar Bancong, and she graduated in 2017. Then, she entered MTs. Raudlatul Muta'allimin, Kasui and graduated in 2010. She continued her study at MA/ Islamic Senior High School of Raudlatul Muta'allimin and graduated in 2013. In the same year, she was accepted as a student of English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, University of Lampung.

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MOTTO

I have no special talents, I am only passionately curious

(Albert Eistein)

After climbing a great hill, one only finds that there are many more hills to climb

(Nelson Mandela)

And when your Lord (Allah) proclaimed, if you grateful, I will surely increase you; but, if you deny, indeed, My punishment is severe.

(Abraham:7)

DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My beloved mother

My beloved father

My beloved grandmother

My beloved young brother

My beloved teachers and lecturers

English Education Study Program 2013

My almamater, University of Lampung

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Bismillahirrohmanirrohim, all praises to the Lord, Allah SWT for His gracious mercy and tremendous blessing that enable the writer to accomplish this script entitled “ Improving Students’ Descriptive Text Writing Ability through Realia at the Second Grade of MTs. Raudlatul Muta’allimin’ ” is submitted as a compulsory fulfillment of the requirement for S-1 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of Universitas of Lampung . The writer is also addressed to prophet Muhammad SAW and his family.

My deep appreciation is also addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express his sincere gratitude and respect to:

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Finally, the writer realizes that this script still has some weaknesses. Therefore, criticism and suggestions are welcome for its improvement. Hopefully, this script can give benefit to the readers or those who want to carry out further research.

Bandar Lampung, 05 October 2017

Reni Andriyani

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I. INTRODUCTION

This chapter discussed several points such as the background, research problems, objectives of the research, uses of the research, scope of the research, and definition of terms. The content of the chapter will be presented as follow.

1.1. Background

Writing is a thinking process to share one's idea in written form by arranging the words into structural order. Writing is also a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thought and feeling, it is used primarily to communicate with others. Students need to be discipline thinkers in order to communicate their ideas clearly and effectively. Writing is one of productive skills that must be learned by the students. They must apply the five general components of the writing process, i.e., content, organization, grammar, vocabulary, and mechanic.

Raimes (1983: 76) states that writing is an ability in which we express the ideas, feelings, and thought arranged in words, sentences and paragraph using eyes, brain, and hand. In other words, writing is process of expressing ideas, thoughts, and feelings of the writer by using a conventional system, so that the readers understand the message of information conveyed. Furthermore, writing can be required by the act of communication between the writer and the reader about

some topics. Writing activity is very useful for the learners because it can stimulate them to be creative people. Writing is emphasized not only at senior high school level but also at junior high school level because writing skill should be taught in early age.

Based on School – based Curriculum (Depdiknas: 2006) the students are required to communicate oral and written text. There are several kinds of texts that have to be learnt by students, especially at Junior High School. One of the texts is descriptive text. According to Crimmon (1983) description is strategy for presenting a verbal portrait of a person, a place or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing an object of what it looks like. It means that when we describe something, we need to capture the details in order the reader can understand what we mean. Therefore, the uses of various teaching media or materials are necessary for motivating students in writing descriptive text, as well as for adjusting the material and avoiding the students' boredom.

Based on the researcher's experiences when doing PPL in SMPN 1 Sendang Agung, Lampung Tengah, it was found out that although the students had been given a topic to write or describe something, they could not automatically start their writing assignment. Furthermore, some students complained that they did not know what they should describe. It was because the students tend to learn something real, not something abstract. The students would be easier to write if they connect with the real object. Therefore, the researcher assumes that the teacher needs the appropriate media in teaching learning process in order to be

able to achieve the target. Besides, the teachers should be created interesting class, fun, and motivating students in learning.

Based on the explanation above, the researcher applied realia as media in teaching writing descriptive text. According to Soames (2009) in the Teaching English as Foreign Language (TEFL) classroom, the word realia means using real items found in everyday life as an aid to teaching English. While Berwald (1987) states that realia are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of experience in the target culture. In addition, Markhamah (2013: 15) in her script states that realia is real thing that we can find in our daily life and all of real objects in the world are realia. It means that realia is the real items found in everyday life as a visual aid for teaching English, but not all real things can be used as media in teaching learning process.

There are some previous researchers who have done a research about realia. Rokhmawaty (2010) conducted a research on the use of realia in improving the students' speaking ability in procedure text at MTs. Mathalibul Huda Mlonggo Jepara. She found that using realia in teaching speaking could improve students' mastery of speaking. It could be seen from students average score before getting treatment was 4.3 and after getting treatment was 6.8. It increases 2.4 the average score. While Mulyani (2015), in her script, entitle the use of realia to improve the students speaking skill at SMPN 3 Salatiga, Salatiga. She found that realia could improve students speaking skill.

Kurnia (2016), who had done a research entitle the implementation of realia as media in teaching vocabulary of the fourth grade students at SDN 55 Gedong Tataan. She claims, there was an increase of the students vocabulary achievement related to things in the classroom, parts of human body and fruits after being taught by using realia. It could be seen from the result of mean score from the pre-test to the post-test which was 46.67 in the pre-test and increase 61.24 in the post-test.

There is also a research in teaching descriptive text writing using realia but in different subject the present research. Susilo (2015), he had done the research about the effectiveness of using realia to improve the students' ability in writing descriptive text at twelfth grade of SMK Saraswati Salatiga in academic year of 2014/2015. He found that teaching descriptive text writing by using realia could improve students' mastery in writing.

From the explanation of the previous research above, It was assumed that realia had been effective in increasing the students' ability in listening, speaking, reading, and writing. In this research, the researcher used realia as media to help the students in learning writing. Realia could attract the students to focus in what they see and it could stimulate their minds to think about the object, the researcher chose realia because realia could develop the ideas of students and it made the students learn writing in enjoyable way. While, Siti in Sitanjak (2014) stated that realia makes the students learn how to choose words carefully and construct sentences in logical and consine manner, because realia can help students to be familiar with new vocabulary and make them easy to remember the new vocabulary.

In reference to the background above, this research is entitled “Improving Students’ Descriptive Text Writing Ability Through Realia at the Second Grade of MTs, Raudlatul Muta’allimin Kasui, Way Kanan’’. The objective of the research is to find out whether teaching using realia can improve the students’ descriptive text writing ability at the second grade of MTs. Raudlatul Muta’allimin Kasui, Way Kanan.

1.2. Research Problem

Based on the background above, the researcher formulated the problem of research as follow:

- Is there any improvement of the students’ descriptive text writing after being taught through realia?

1.3. Objectives

According to the problems of the research above, the objectives of the research are:

- To find out whether teaching using realia can improve the students’ descriptive text writing ability.

1.4. Uses

The uses of the research are as follow:

1. Theoretically

Based on theory, the result of this research can be used to support the theories about teaching writing descriptive text through realia.

2. Practically

- For the researcher

The research finding will improve teaching ability in teaching writing descriptive text through realia

- For the English teacher and further researcher

The finding of this research can be used as a reference for English teacher in developing the materials for teaching English specially in teaching writing descriptive text. And this research as a reference for the next researchers in researching.

- For the students

The research finding will improve the students' ability in writing descriptive text.

1.5. Scope

This research was focused on improving students' descriptive text writing through teaching using realia. The research was conducted at MTs. Raudlatul Muta'allimin Kasui, Way Kanan in the second grade students of Junior high school. In this research, the researcher chose describing person and building (description) as the material. In this research, the students' descriptive text writing was evaluated based on five aspects of writing. There are content, organization, vocabulary, language use, and mechanics.

1.6. Definition of Terms

There are some terms used by the researcher and to make them clear and to avoid misunderstanding, there are clarified as follows:

Writing

Writing is a thinking process to share one's idea in written form by arranging the words into structural order. Then, Writing is a complex process that involves a range of skill and tasks.

Text

Text is any meaningful stretch of language either oral or written in the form of word, clause, and sentence. In writing, text is communication that represents language through the inscription of signs and symbol.

Descriptive Text

Descriptive text is a composition that consists of sentences that develops the main idea that makes the readers see or paint a verbal picture. It also conveys the physical or abstract image of persons, events, ideas, and objects.

Realia

Realia is the real object or miniature that available in the surrounding useful for teaching learning process. It helps the students to develop their ideas in writing.

The researcher discussed several points such as the background, research problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discussed about some important concepts related to the key of terms. It includes of writing, writing process, writing aspect, teaching writing, text, descriptive text, realia, using realia in teaching descriptive text writing, advantages and disadvantages of using realia in teaching descriptive text writing, theoretical assumption, and hypothesis. The terms above are explained in the following points.

2.1. Writing

Writing is one of the language skills that students should master in studying English besides listening, speaking and reading. Writing is a skill that is used in transferring thoughts and feeling from ideas into a piece of paper and writing is one of the media of communication with other people. Raimes (1983:76) states that writing is a skill in which we express ideas, feelings, and thoughts which are arranged in words, sentences, and paragraphs, using eyes, brain, and hand. In other words, writing is process of expressing ideas, thoughts, and feelings of the writer by using a conventional system, so the readers understand the message of information conveyed. Meanwhile Tarigan (1987:7) states that writing is a language skill that is used for indirect communication. It means that people can express their feelings and ideas indirectly by writing. They can communicate by writing a letter, message, or an invitation.

In line with the statement above, Markhamah (2013: 6) states that writing is an activity where the writer can express his/her idea in written form. It is basically a process of expressing ideas and thoughts of the writer's ideas as a means of communication. The form of communication in this case is directly. The communication between the writer and reader, the writer transfers information to the reader, the sender message shares feeling to the receiver and many other expressions which can be done indirectly by writing.

Based on the definition above, it can be concluded that writing is an activity express ideas, feeling, knowledge, and experiences to readers. Hopefully the readers can understand what the writer conveys in her or his writing.

2.2. Writing Process

Writing is the process in which a writer determines whether his or her writing will be better or not. Crimmon (1983) states that there are three stages of writing process as follow:

1. Planning refers to series of strategies designed to find produced information in writing. In this stage, the writer gathers information details or facts about the topic.
2. Drafting deals with series of strategies designed period of writing and encourages the writer to gather information on those subjects from different persecutes. In this stage, the writer arranges the information, facts or details that she/he has gathered in sentences of paragraph.
3. Revising deals with series of strategies designed to re-examine and to re-evaluate the choices that have created a piece of writing.

According to Edelsein and Pival (1988:11), there are three steps of writing. These steps are used to make the writing more affective. Those steps of writing process can be summarized as follow:

1. Pre-writing

Pre-writing is anything that the writer writes a draft of the document. In this activity, the writer should select the general subjects, restricts the topics, generates the ideas and organized the ideas.

2. Writing

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on to create a writing effectively. This is a normal part of the writing process. In this process, the writer thinks about word-count, grammar, spelling and punctuation into written form.

3. Re-writing

The writer concerns with his or her evaluation of writing deal mainly with correcting the content and form, vocabularies, punctuation, grammar, writing errors, word duplications and omissions.

It can be concluded that writing process is the ways in making good form in writing. To create a good piece of writing that can bring writer's idea into reader's minds.

2.3. Writing Aspect

In writing, there are several aspects which should be considered by students in order to write well. Jacobs et al (1981: 90) states there are five aspects of writing as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that the researcher wants to express the ideas as clearly and directly as he or she can. As general rule, clarity should be his or her primary objective. The selection of words that express his or her meaning precisely is considered much rather than skew it or blur it.
4. Language use refers to the use of correct grammatical and syntactic pattern or separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.
5. Mechanics refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctuation, and capitalization.

Heaton (1991: 135) points out that there are five aspects to be evaluated in writing. The five aspects are content, organization, vocabulary, grammar, and mechanic. The definitions of the five aspects are as follow:

1. Content is the substance of the writing, where the idea was expressed. This aspect of writing evaluates whether the developing sentences in writing supports main idea or not.

2. Organization is the form of content. This aspect of writing evaluates whether the writing in chronological order or not.
3. Vocabulary is the selection of word that suitable with the content. Vocabulary evaluates whether the writing has effective word, choice, and usage or not.
4. Grammar is the employment of grammatical forms and syntactic patterns. This aspect of writing evaluates whether the writing has effective grammar or not.
5. Mechanic is the conventional devices used to clarify the meaning of the writing. Mechanic is the aspect that evaluates the writing by correcting the
6. Punctuation, spelling, and capitalization.

Likewise, Harris (1979: 68-69) points out five components of writing, namely:

1. Content

This component is the substance of writing; the expression of the main idea (unity).

2. Organization

This component is related to the logical organization of the content (coherence).

3. Vocabulary

This component is considered in words chosen to construct their own meaning.

4. Grammar

This component is related to the usage of the correct grammatically form and synthetic pattern on separating, combining, and grouping ideas in words, phrases clause, and sentences to bring out logical relationship in the text.

5. Mechanics

This component is concerned with the use of graphic convention of the language.

According to the statement above, in order to improve the students' writing descriptive text, the researcher conducted this research by using aspects of writing by Haris (1979: 68-69), as the role of writing development.

2.4. Teaching Writing

Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that in teaching, teachers helps the students and guides them to learn the material easily. In relation in teaching writing, Reid (1993:27) said that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

Meanwhile, Lado (1959:125) states that the goal of teaching foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meaning as well as their great ideas in achievement. Raimes (1983) also states that learning to write is not only learning how to use orthographic symbol, but primarily how to select and organize experience according to certain purpose. It follows that teaching to write is different in every important way from teaching to speak to teaching active thought.

Yuwono (1994:16) states that in order to be successful in writing, an English teacher should guide his students in writing, in which the material presented are relevant to their interests, needs, capacities and age until they are able to make a composition with few or even no error. Since teaching writing is training the students how to express the idea or the imagination in writing form, it is very important for the teacher to provide the materials which are relevant to the students' interests and needs. Besides, the students' capacities and age are crucial aspects to be taken into account in guiding the students it make a composition.

Since both writing and speaking are productive and active ability, teaching writing is not similar to teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the results can be evaluated directly by the reader. While in writing, the writer might have enough time to express the idea in written form. There are some elements of writing skill that are needed in teaching writing such as content, grammar, organization, vocabulary, and mechanic. These elements cannot be separated each other. Teacher needs it take account into them while teaching writing. In other words, teaching writing guides the students not only to write sentences in text but also to organize the ideas in written form.

2.5. Text

2.5.1 Definition of Text

In writing, text is communication that represents language through the inscription of signs and symbol. According to Markhamah (2013:10) text is any object which can be read and it also can be heard because text can be in the oral or written form. It is arranged using structure.

Text is arranged using structure. It has an organization that has an arrangement of words, calluses, sentences based on the right arrangement of language elements. While Derewianka (1992:17) says that text is any meaningful stretch of language, it can be in oral or written. It means that text is important things of language. Text can be in oral or written form.

It can be concluded that text is not only written form but also oral form. Therefore, text is not only something which can be read but also can be heard.

2.5.2 Types of Text

a. Narrative

To amuse/entertain the readers and to tell a story

b. Recount

To retell something that happened in the past and to tell a series of past event

c. Descriptive

To describe a particular person, place or thing in detail.

d. Report

To presents information about something, as it is.

e. Explanation

To explain the processes involved in the formation or working of natural or socio-cultural phenomena.

f. Analytical Exposition

Purpose:

To reveal the readers that something is the important case

g. Hortatory Exposition

To persuade the readers that something should or should not be the case or be done

h. Procedure

To help readers how to do or make something completely

i. Discussion

To present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons')

j. Review

To critique or evaluate an art work or event for a public audience

k. Anecdote

To share with others an account of an unusual or amusing incident

l. Spoof

To tell an event with a humorous twist and entertain the readers

m. News Item

To inform readers about events of the day which are considered newsworthy or important

2.6. Descriptive Text

2.6.1. Definitions of Descriptive text

Descriptive text is one of the texts taught in KTSP besides narrative, spoof, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. Descriptive text is a text that is used to give the readers description about a particular person, place, or thing (Depdiknas 2006: 81). It focuses on the characteristic features of a person, an animal, or a particular thing. When reading, a reader is expected to be able to visualize how the person, the place or the thing looks like through the description in the descriptive text. Social function of communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly.

2.6.2. Generic Structure of Descriptive Text

The generic structure of descriptive text consists of:

- a. Identification: is the part of paragraph that introduces the character.
- b. Description: is the part of paragraph that describes the details of character.

The stages above are the generic structure/ text organization of the descriptive text. The generic structure of this text has two parts, which are identification and description. Identification is used to identify the phenomenon to be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a person, he or she will start his identification by mentioning the name of the person and the general identification about who he is. And if we will describe about a room, he or

she can start by mentioning what room he will describe and the general information or identification about the room. Therefore, in description, the writer focuses on the description of the parts, the qualities and the characteristics of a place, person or thing to be described. After a person is identified, for instance, the writer describes characteristics of the person from his personal information, personality traits and physical appearance. But when a writer describes about a room, he or she can describe about the furniture, the function of the room and many others.

2.6.3. *Language Features*

Besides generic structure, descriptive text also has language features (lexica grammatical features). The following are the language features of descriptive text:

1. Focus on specific participants: a particular class or thing, person, or place (e.g. Queen Elizabeth, Radar Lampung, and Train) rather than generalized participants (e.g. the royal family, newspaper, public transportation).
2. Use of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verbs such as *taste, smell, appear, look, is am, are, etc.*)
3. Use of simple present tense.
4. Frequent use of classifier in nominal group (e.g. one of..., many of..., et.)

The significant lexicon grammar features of descriptive text include the use of specific participants, attributive, process identification, epithets and classifiers in nominal groups, simple present tense and sometimes past tense. The present tense is mostly used in descriptive texts. The past tense is also used to describe an

object that does not exist anymore. Besides that, descriptive text also often uses neutral and objective language. As in this research, students are expected to write a short descriptive text, about 60-120 words, they will only be asked to write a text of descriptive text. In a longer text, the first text is usually used to identify what or who will be described. Then, the following text is used to describe the specific characteristics of the phenomenon described. But as its short length, the first to the third sentences will be used for identification and the following sentences will be used for description.

2.6.4. *Examples of Descriptive Text*

My Small House

➤ **Identification** (introduces the place)

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

➤ **Description** (gives the details of the place)

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is a kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooking, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

2.7. **Realia**

Realia is the real object. Based on Berkeley, CA (2010) realia is miniature objects that resemble their real-world counterparts that provide an excellent tool to help these children develop essential English vocabulary. Realia 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 realia can be used are insect, coins, rocks, plants, pets, and stamps. It means that the objects that are too large like locomotive or too small like bacteria cannot be used as media in classroom.

Ulfa (2010) found that there are two kinds of things which can be brought into classroom as realia, those are the real thing (original thing) and imitative thing.

a. Real thing (original thing)

Real thing is original things, not copied in fact that can be seen or touched. There are many kinds of real things which can be used as realia, for example, the things that are already in the classroom (book, bag, pencil, blackboard/whiteboard, ruler, and eraser), the small things of house that can be brought into classroom (magazine, newspaper, ashtray, and watch), there are also many kinds of real life that can be brought into classroom such as flowers, vegetables, and some of small animals. Teacher could also use human being as realia to present some of parts of human body.

b. Imitative thing

There are many kinds of imitative things which can be brought into classroom to substitute to the original things, such as doll, box, globe, transportation toys (car, scooter, train, bicycle, ambulance, plane, and ship), fruit toys (orange, apple, cashew, banana, and mangosteen), vegetable toys (chili, eggplant, papaya, and carrot), animal toys (horse, lion, elephant, frog, deer, and buffalo), and kitchen set toys (stove, frying pan, knife, and plate). Those things are plastic and wooden made, so they are safe for children and also they can be used as media for several

times.

Markhamah (2013) in her research stated that realia is the real items that can be found around us in daily life. All of real objects can be mentioned as realia, but not real things are possible to be used as media in teaching English because not all of real things are possible to be brought to the classroom or to be seen directly by the students because of its size.

Based on the explanation above, it can be concluded that realia is the real object or miniature that available in the surrounding useful for teaching learning process. It helps the students to develop their ideas in writing.

2.8. Using Realia in Teaching Descriptive Text Writing

Teaching descriptive text by using realia means that the teacher has to bring in a number of objects from everyday life as media to guide the students in writing process. Descriptive text is one of famous text in junior high school. It describes about particular person, place, or thing. The students in junior high school like to write about the thing that is exist and the thing that does not exist, something that cannot be seen, felt, smelt, or even touched. Realia makes the students interested in writing class. In teaching writing, a media would become an unused thing if the teacher does not pay attention first on what level his/her students are. There are two important things that must be thought by the teacher before he/she conducts writing class, they are students' mastering in vocabulary and grammar and in what level the students are. It is hoped the teacher can use realia to teach descriptive text to the students.

2.9. Procedures of Teaching Writing Descriptive Text through Realia

According to Edelstein and Pival (1998:11), in writing process there are three steps as follow:

1. Pre-Writing

The writer selects the general subjects, restricts the subject, generates the ideas and organizes the ideas.

2. Writing

The writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on.

3. Re-Writing

The writer evaluates her or his writing. They are:

- a. Correcting the content and the form.
- b. Correcting the vocabularies, punctuation, and grammar.
- c. Correcting writing errors, word duplications and omission.

According to statement above, the researcher evaluated the students' work based on five aspects of writing by Haris (1979: 68-69) and the researcher used the steps consisting of pre-writing or pre-activity, wiring or while-activity, and re-writing or post-activity. The procedures of teaching writing descriptive text through realia are presented as follows:

a. Pre-activities

- Opening
- The teacher active students' background knowledge about the materials by explaining the students how to use the real object in the class can be a material in learning.

- The teacher explained the goals and the objectives of instruction.

b. While-activities

- The teacher explained the definition of descriptive text, the generic structure of descriptive text, tenses used, pronoun, and conjunctions.
- The students got explanations how to describe person.
- The teacher gave the examples of describing person.
- The students got explanation by the teacher about physical appearances and the characteristics of person.
- The teacher asked two students in different characteristics or physical appearances to stand in front of the class.
- The others students identified and mentioned the characteristics and physical appearances of their friends who stood in front of the class.
- The teachers asked the students to identify the characteristics of the classroom.
- Then, the teacher guided the students to make correct sentences by giving the outline.
- Next, the researcher asked the students to make a text about describing person.
- The students tried to do the task or the activity that is given by the teacher

c. Post-activities

- The teacher asked the students whether there are any difficulties about topic

- The teacher showed the result of the task that they had been done and shown them in what aspect they made errors.
- The teacher gave conclusion
- Closing

Based on the explanation above, those are procedures of teaching descriptive text in learning process. There are pre, while and post. The concept of pre is the teacher activates students' background knowledge, the concept of while activity is the students do the tasks, and the concept of post is evaluation.

2.10. Advantages and Disadvantages of Using Realia in Teaching Descriptive Text Writing

As a matter of fact every strategy bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of strategy in teaching process more effective.

According to Jones (1994) realia has some advantages and disadvantages:

2.9.1. Advantages

1. Experience with real things in life is the best learning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experiences for the students.
4. Dealing with realia motivates the learners.
5. Realia can be used as part of the evaluation system.

2.9.2. *Disadvantages*

1. Real things are not always readily available.
2. Relia is not always practical for using in the classroom:
 - Size-a real object may be too large (a submarine) or too small (bacteria) for classroom study.
 - Potential hazards-realia such as live animals, certain electrical and mechanical equipment can represent potential hazards for the learner and the teacher.
 - Cost-real objects are often expensive
 - Need to maintain original structure-while some realia can be dismantled, many kinds of realia cannot be cut or opened like a person when we want to see how the heart functions.
3. Affective learning is unpredictable through realia.
4. If left sitting around the classroom, realia can be a distraction.

Based on the explanation above, it can be concluded that teaching using realia have advantages and disadvantages that must be paid attention by the teacher. Realia gives more impression to the students in learning, but not all of realia can be used as media in learning. In this research, the researcher used the students in the classroom as the examples of describing person and the classroom as the examples of describing building.

2.11. Theoretical Assumption

In teaching writing, there are many techniques that can be used by the teachers to reach the goal of teaching learning process. In the teaching process, the teacher

guided the students to organize and write descriptive text including the five aspects of writing; content, organization, vocabulary, language use and mechanic. It can be assumed that realia is an appropriate media to improve the students' ability in writing descriptive text. Realia can make the students interesting in learning because the students related with the object. It means that realia can help students write the object in detail. The researcher assumes that realia enables the students to write descriptive text writing more easily because it helps them to develop the ideas that they will compose in their descriptive text writing. In other words, it will help the students to make the content of their writing relate with the topic that have given.

2.12. Hypotesis

Based on the theoretical assumption above, the researcher formulated the hypothesis: "There is an improvement of students' descriptive text writing ability after being taught through realia".

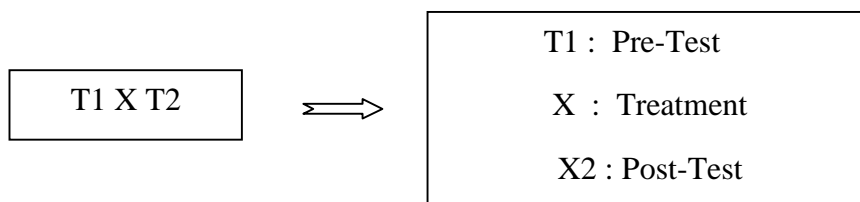
This chapter, the researcher explained about some important concepts related to the key of terms. It includes of writing, writing process, writing aspect, teaching writing, text, descriptive text, realia, using realia in teaching descriptive text writing, advantages and disadvantages of using realia in teaching descriptive text writing, theoretical assumption, hypotesis.

III. RESEARCH METHODS

This chapter discussed some aspects. They are classifying like the following: research design, population and sample, research instrument, data collecting technique, research procedures, scoring system, validity and reliability, data treatment, and hypothesis testing.

3.1. Design

The researcher conducted the quantitative research based on the experimental method. This research applied one-group pretest-post test design. The students were given pre-test before treatment and they were given post-test after treatment. The researcher used one class as the sample of the experimental class. The design was presented as follows:



(Setiyadi, 2006:131-132)

The research was conducted in five meetings. The first meeting was for pre-test, the other three meetings were for treatments, and the last meeting was for post-

test. The pre test was done to find out the students' basic ability in writing descriptive text before treatment. Then, the three meeting for treatments were done to guide the students in writing descriptive text. The last, post test was done to find out the students' improvement in writing descriptive text.

3.2. Population and Sample

3.2.1 Population

Frankle and Wallen in Riyanto (2007) population is a group of people or students as object to be generalized by researcher as result of the research. Furthermore, Arikunto (1998) defines population as all subjects of a research. A population is a set (or collection) of all elements possessing one or more attributes of interest.

The population of this research was the second grade of the students at MTs. Raudlatul Muta'allimin Raudlatul Muta'allimin, Way Kanan in the year 2016/2017. There were two classes for second grade year, and each class consists of approximately 25 students. Concerning to the fact every class has relatively same level of proficiency in English.

3.2.2 Sample

Arikunto (2006) states that sample is part of population which becomes the subjects of research. The sample is taking from the subjects or individuals in area of the research. In this research, all individuals in the population get the same chance to be selected to become the member of sample.

In this research, the reseacher used one class as the sample of this research. The class was VIII^A that consists of 25 students. The classes were selected randomly

using lottery. It means that every class had same opportunity to be involved in this research.

3.3 . Research Instruments

In order to collect the data, the researcher used a research instrument. It aims to get the data of the students. The instrument on this research was writing task to check the comprehension of the students in writing specially writing descriptive text through realia. The test was conducted in the first meeting before treatment and the last meeting after treatment. In the first meeting before treatment, the researcher gave pre-test to students to write descriptive text writing through realia based on the topics given by the researcher. The last meeting, the researcher gave post test to the students in the same topics, but after treatment. The students had to write one topic. The topics are describing person (my classmate/my sister ect.) and describing place/building (my classroom/my bedroom). The text should consist of approximately 60-120 words. The time allocations are 2 x 40 minutes.

3. 4. Data Collecting Technique

There are some techniques used to collect data in this research as follow:

1. Pre-test

Pre-test in order to find out the students' score before treatment. The test was writing test. The researcher gave several topics to be chosen by students. Then, the researcher asked the students to write descriptive text that the text should consist of approximately 60-120 words. It required 80 minutes for the test.

2. Post-test

Post-test was given after the students received the treatment. The aim of this test to find out the students' score after treatments that improves from pre-test to post-test. The topics were given same as the pre-test topics. The text should consist of approximately 60-120 words. It required 80 minutes for the test.

3. 5. Research Procedure

The procedures of the research are as follows:

1. Determining the population and samples

In this step, the researcher chose at MTs. Raudlatul Muta'allimin Raudlatul Muta'allimin, Way Kanan in the year 2016/2017 as the population and sample of this research. The population of this research was the second grade of the students at MTs. Raudlatul Muta'allimin Raudlatul Muta'allimin, Way Kanan. There were two classes for second grade year, and each class consists of approximately 25 students. The researcher used one class as the sample of this research. The class was VIII^A that consists of 25 students. The classes were selected randomly using lottery.

2. Finding and selecting materials to be taught and tested

In this step, the researcher prepared some topics for the test. The topics have been taken from the students' textbook and based on the teaching syllabus. The topics are describing person (my classmate/my sister ect.) and describing place/building (my classroom/my bedroom).

3. Conducting pre-test to the students

In this step, the researcher prepared some topics and suitable realia. Then, the teachers asked students to choose one of the topics to be written by the students in their descriptive text writing. The time allocations are 2 x 40 minutes. It aimed to find out the students score before treatment.

4. Giving treatment by teaching descriptive text by using realia

In this step, the researcher explained how to describe something. The researcher gave some examples of descriptive text by using the real thing or realia and how to use it in making descriptive text. Then, the students tried to make descriptive text by using their own words. The treatments were given in three meeting.

5. Conducting the post-test

After giving treatment to the students, the reseacher gave the test. That was the writing test. The topics were same with the pre-test. The post test conducted to find out the students' improvement in writing descriptive text. The time allocations are 2 x 40 minutes.

6. Scoring the students' writing

Scoring the students' writing had done after conducting the post test. In this step, the research procedure, the researcher evaluated based on the five aspects of writing. The five aspects are content, organization, vocabulary, grammar, and mechanic. In scoring the researcher will use two raters to avoid the subjectively of the research. The first rater is the researcher and

the second rater is the English teacher of the class VIIIa at MTs. Raudlatul Muta'allimin, Kasui, Way Kanan.

7. Analyzing the data

Both pre-test and post-test result of the class analyzed by using Repeated Measures T-test to compare the data of the two means score.

8. Concluding and reporting the result of analysis data

In the last step, after analyzing the result of the tests, the researcher reported it on the script by also adding the conclusion and suggestions for further researcher.

3.6. Scoring System

The students can succeed in writing if their writing include five aspects of writing. There are five aspects were evaluated in writing. They are content, organization, vocabulary, grammar, and mechanic. The following table presents the five aspects of evaluating which was used.

Table 3.1. Table of specification

No	Aspect of writing	Definition	Percentage
1	Content	The substance of the writing, the idea expressed	20 %
2	Organization	The form of content (coherence)	20 %
3	Vocabulary	The selection of word that suitable with the content	20 %
4	Grammar	The employment of grammatical forms and syntactic patterns	20 %
5	Mechanic	The conventional devuces used to clarify the meaning	20 %

(Adapted from by Haris (1979: 68-69))

The researcher gives score 20 in each aspect of writing in order to be easier in calculating.

The scoring criteria are follows:

1. Content

The score of the content ranges as the followings:

Score	Note	Explaining
20	Excellent	All developing sentences support main idea
15	Good	Most of the ideas in supporting sentences can be developed well
10	Fair	There are only several ideas in supporting sentences that have not been well developed
5	Poor	The idea in supporting sentences are related enough to the topic
0	Very poor	No developing sentences support the idea.

2. Organization

The score of the organization ranges as the followings:

Score	Note	Explaining
20	Excellent	All supporting sentences written in chronological order
15	Good	75% of supporting sentences written in chronological order.
10	Fair	50% of supporting sentences written in chronological order.
5	Poor	25% of supporting sentences written in chronological order.
0	Very poor	No supporting sentences written in chronological order

3. Vocabulary

The score of the vocabulary ranges as the followings:

Score	Note	Explaining
20	Excellent	All vocabularies used correctly
15	Good	Most of the vocabularies used and they are almost correctly used
10	Fair	There are only several vocabularies are not appropriate to the context.
5	Poor	Most of the diction used are not appropriate to the topic
0	Very poor	No vocabularies used correctly

4. Grammar

The score of the grammar ranges as the followings:

Score	Note	Explaining
20	Excellent	All sentences written in the correct grammar
15	Good	Most of the sentence in correct grammar
10	Fair	There are only several sentences in correct grammar
5	Poor	The grammar in sentence are sufficiently correct
0	Very poor	No sentences written in correct grammar

5. Mechanic

The score of the content ranges as the followings:

Score	Note	Explaining
20	Excellent	All punctuations, spelling and capitalizations are used correctly
15	Good	75% punctuations, spelling and capitalizations are used correctly
10	Fair	50% punctuations, spelling and capitalizations are used correctly
5	Poor	No punctuations, spelling and capitalizations are used correctly
0	Very poor	No punctuations, spelling and capitalizations are used correctly

(Adapted from by Haris (1979: 68-69))

3.7. Validity and Reliability

3.7.1. Validity

Validity is a matter of relevance. It means that the test measures what is claimed to measure. There are some types of validity: content validity, constructs validity, and face validity (Hughes, 1989:22). To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content. The focus of content validity is adequacy of the sample and simply on the appearance of the test. This research used descriptive text that is supposed to be comprehended by the second year of junior high school students. The test was considered as valid in content validity since the test of writing consisted a representative sample of the language skill and structure and also the material used are chosen based on KTSP English Curriculum for second year of junior high school.

b. Construct Validity

Construct validity focuses on the kind of test that is used to measure the ability. In this research writer administered a writing test. The scoring covered five aspects of writing; they are content, organization, vocabulary, language use, and mechanic (adapted from Harris (1979:68-69)).

Construct validity examines whether the test is actually in line with theory of what it means to know the language, whether the test is actually a reflection of what it means to know a language (Shohamy, in Markhamah : 2013). In this research, the researcher measured writing skill referring to the five aspects of writing (content, organization, vocabulary, grammar, and mechanic). In this research, the researcher measured the students' ability in descriptive text by using writing tests. In those tests, the students were asked to create a descriptive text.

3.7.2. Reliability

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). A test can be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was researcher and the second was English teacher at the second grade of MTs. Raudlatul Muta'allimin. She has been taught for 2 years. Before scoring the students' descriptive text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised from Haris (1979: 68-69). To measure how reliable the scoring was, this study used *Rank-order Correlation* with the formula:

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where:

r = Coefficient of rank correlation

d^2 = Square of differences of rank correlation

d = Sum differences between each pair of ranks

N = Number of students

(Sugiyono, 2006:228)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

- | | |
|---------------------|-------------------------|
| 1. 0.80000 – 1.0000 | : very high reliability |
| 2. 0.60000 – 0.7900 | : high reliability |
| 3. 0.40000 – 0.5900 | : medium reliability |
| 4. 0.20000 – 0.3900 | : low reliability |
| 5. 0.00000 – 0.1900 | : very low reliability |

(Arikunto, 2005)

To measure the realilby of the instrument in this research, the researcher used Spearman Rank- Corerelation which the formula can be described as follows:

Reliability of pretest

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6 \cdot (48)}{25((25)^2 - 1)}$$

$$r = 1 - \frac{288}{25(624)}$$

$$r = 1 - \frac{288}{15600}$$

$$r = 1 - 0.0184$$

$$r = 0.9816 \text{ (very high reliability)}$$

Reliability of posttest

$$r = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6 \cdot (123)}{25((25)^2 - 1)}$$

$$r = 1 - \frac{738}{25(624)}$$

$$r = 1 - \frac{738}{15600}$$

$$r = 1 - 0.0473$$

$$r = 0.9527 \text{ (very high reliability)}$$

Table 3.2. Table Reliability

Reliability	Pre test	Post test	Criteria
	0.9816	0.9527	Very high reliability

Based on the table above, it was found that the reliability coefficient of pre test is 0.9816 while the reliability coefficient of post test is 0.9527. According to the standard criteria, both of tests that the researcher used in this research are very high reliability.

3.8. Data Treatment

1.8.1. Normality Test

The aims of composing the normality test was to find out whether the data are normally distributed or not. The researcher used SPSS 15 to analyze the data in order to find the score. The hypothesis of normality the test was:

H_0 : The distribution of the data is not normal

H_1 : The distribution of the data is normal

The level of significant was used 0.05. H_1 is accepted if the result of the normality test is higher than 0.05($p > .$).

Table 3.3. Distribution of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
KELOMPOK		Statistic	Df	Sig.	Statistic	df	Sig.
NILAI	PRE-TEST	.121	25	.200*	.944	25	.179
	POST-TEST	.130	25	.200*	.967	25	.565

Based on table above, the reseacher found that the data of the pretest was normal because the sig. > 0.05 . the sig. Of pretest was 0.200 and the data of posttest was normal too because the sig. > 0.200 . The sig. Of the posttest was 0.565.

5.9. Data Analysis

The researcher computed students' score in order to find out the students' achievement in writing descriptive text.

1. Scoring the pretest and posttest and tabulate the result.

2. Finding the mean of pretest and posttest, as follows:

$$\overline{Md} = \frac{\sum d}{N}$$

Where:

\overline{Md} : Mean (average score)

d : Total of students' score

N : Number of students

3. Drawing conclusion from tabulates result of the test given by comparing the means of pretest and post test.

3.10 Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether there was an improvement in the students' writing achievement or not after the treatment. The researcher used repeated measure T-test to find out the improvement of the treatment effect. The criteria can be seen as follow:

H_0 : There is no difference of the students' descriptive writing achievement after being taught by using realia. The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 (> 0.05)

H_1 : There is difference of the students' descriptive writing achievement after the implementation by using realia. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

Table 3.4. The Improvement of Students' Score

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	30.600	25	5.9196	1.1839
posttest	55.400	25	11.0321	2.2064

Based on table 3.4., the researcher found that there was difference of the students' descriptive writing achievement after the implementation by using realia. It can be seen from students' pretest mean score from 30.600 up to 55.400 in the posttest. It means that realia can be used in teaching descriptive text writing to improve students' descriptive text writing achievement.

This chapter discussed some aspects. They were research design, population and sample, research instrument, data collecting technique, research procedures, scoring system, validity and reliability, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for further researcher and for English teachers who want to try to apply teaching writing through realia.

5.1. Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion. There are many media that can help teachers improves students' ability in writing descriptive text. Realia is just one of them. Realia can significantly improve the students' writing achievement and also improve all aspect of writing especially the grammar aspect. Therefore, realia could attract the students to focus in what they see and it could stimulate their minds to think about the object. Realia could develop the ideas of students and it made the students learn writing in enjoyable way. In addition, Realia not only could be implemented in writing skill but also in other skills in English like speaking, reading, vocabulary, and structure. Realia is one of media that can be effectively implemented in process teaching learning English.

5.2. Suggestions

In reference to the conclusions above, the researcher would like to give some suggestions for the further researchers and English teachers as the following points:

- For the further researchers

The researcher used realia as media to improve students' descriptive text writing achievement in junior high school. Researcher suggests for the further researchers to use realia for other kinds of text writing like recount text and narrative text. Moreover for different levels of students such as senior high school level and elementary school level.

- For the English teachers

Since there is a significant difference of students' writing ability after being taught through realia. In this research, the researcher suggests to English teachers to apply realia as one of alternative media for teaching learning process because realia helps the students to develop their ideas in writing. In addition, the students' lowest score of the aspect in writing is mechanics. The English teachers should help the students improve their scores of mechanic by giving the students more practice in writing.

This is the last chapter of the research. There were conclusion of the research and suggestions for the further researcher and for English teacher.

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