

**THE EFFECTIVENESS OF USING REALIA IN TEACHING
WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE
OF MTS AL-HAMID SCHOOL YEAR 2019/2020**

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ABSTRACT

This study deals with the effectiveness of using in teaching writing descriptive text by the seventh grade students of MTS Al-hamid in the academic year 2019/2020. The objective of the study was to find out the differences of effectiveness of the students writing ability whose are taught and not taught by realia. The method of this research was pre-experimental study; with the total number of the sample was 25 students from class VII A. The data of this study was taken from using pre-test and post-test by score of wrote descriptive text by using realia. The research data were analyzed by using T-test. The formula used to find out the difference between pre-test and post-test. Based on the SPSS analysis, it could be seen from the result of mean score of Post-test higher than pre-test. If t- table is equal or greater than t-test calculation, so the null hypothesis (H_0) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicated that “Realia” can improve the students of MTS Al-Hamid in writing descriptive text.

Keyword: *Realia, descriptive text*

INTRODUCTION

Learning English is essential for almost all foreign people in the world because this language is a global language and means of communication. This plays an important role for competition and taking part in global context. Thus, foreign people must prepare themselves to learn English. In education sector, Indonesian government has decision to include English as school subject in the curriculum. Formally, students were taught English when staying at junior high school, but in modern era English subject is begun from elementary school. Moreover, there are some education institutions which introduce English in kindergarten. It is so good to start introducing English earlier for young learners.

Learning is acquiring facts, skills, and methods that can be retained and used as necessary. (Trianto, 2009: 15-21). Learning about language is not only speaking and listening, but also reading something by written text. It means that learning language is also learning about writing. Not only speaking and listening, but learning English without mastering writing skill is nothing. Today in the education system in Indonesia students will pass the national examination of English subject by multiple choice testing. English in national examination is tested by reading and listening. In daily class meeting surely those students also get writing exercise to make sentences in various kinds of tenses. And maybe in mastering grammar too, it must be developed to give students ability in writing. There are many purposes of writing such as for graduating paper, report, writing journal and formal text etc. related with our job.

Most of junior schools have similar problem about the students' ability in writing. They are poor in vocabulary mastery to write text maybe short article in English. Many causes why this problem is always

happen in a lot of school, the first factor is that teachers always give lecturing and theoretical lesson, just one way communication from teacher to students and it makes a passive condition. The second factor is that teachers always give materials from text book and make a reading tendency. Talking about writing is talking about creativity and art to produce the ideas into written form. The students can use vocabulary from any sources. (Ministry of National Education, 2003:53) as quoted by (Rahmawati, 2014: 16).

To solve this problem there are many ways to improve the students writing skill. The writer has several ways to improve the students writing skills for example teacher ask students to write sentence in various kinds of tenses, make simple paragraph telling about things, their own story etc. According Brown (2001: 335-336) there are 10 processes approach to writing instructions. Writing is writing, so it needs a long process through step by step exercise to be master.

Based the phenomena above, the writer tries to find "The Effectiveness of Using Realia in Teaching Writing Descriptive Text at the Seventh Grade of MTS Al-Hamid".

METHOD

Research Design and Setting

In conducted this research, the researcher used Pre- experimental with one-group pretest-posttest design. According to Sugiyono (2016:110), "In the One-group pretest-posttest design there is a test before being given treatment, thus the results of the treatment can be known to be more accurate, because it can compare with the situation before being given treatment ". This research used pre-test and post-test to obtain the data. This research was conducted at MTs Al-Hamid Banjarmasin. It is located at Jl. Tembus Perumnas No.84 RT. 40, Alalak Utara, Banjarmasin.

Population and Sample

According to Notoatmodjo (2010) "The entire research object or object under study is the study population or universe". The populations of this research are the seventh grade students of MTS Al-Hamid Banjarmasin school year 2019/2020. "Sample is a part of the population that will be examined and that is considered to be able to describe the population" as suggest by Soehartono (2004:57). Sample of this research are 25 students of class VII A.

Instrument

The researcher used test to know students writing descriptive ability.

Data Analysis

Data Analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. In this research, the researcher used SPSS. The Statistical Package for the Social Sciences (SPSS) is a software package used in statistical analysis of data.

FINDINGS AND DISCUSSION

Findings

The researcher applied test: those are pre-test and post-test was given before teaching and learning process and post-test was given after teaching and learning process.

1. The result of pre-test

To know the effectiveness of using realia in teaching writing descriptive text, the researcher conducted pre-test before treatment and post-test after treatment. Pre-test was given to students on January 2020. Pre-test is given at the first meeting. The writer gave pre-test to find out student's understanding about writing descriptive text before applying realia. Students had instruction to write a text that has title about "My Classroom". The result of pre-test can be seen on the table 4.1.

Table 4.1 result of pre-test

NO	NAME	SCORE
1	A.R	50
2	A.N	70
3	A.R	70
4	A.R	50
5	A.N	60
6	B.D	60
7	F.A	70
8	M.R	70
9	M.L	70
10	M.N	75
11	M.P	70
12	M.D	80
13	M.L	50
14	M.H	50
15	M.H	60
16	M.I	40
17	M.R	70
18	M.R	70
19	M.R	70
20	R.P	50
21	S.F	60
22	T.A	50
23	ZR	60
24	A.I	60
25	D.A	60

2. Treatment

In this part, the researcher came to the classroom for practicing realia doing some step below:

- The teacher was introduced about realia
- The teacher was introduced and explained the real objects around the class/ it's prepared beforehand
- The teacher give explanation how to relate realia with writing descriptive text

3. Result of post-test

After giving treatment, the researcher then conducted post-test. The result of the post-test can be seen on the table 4.2.

Table 4.2 result of the post-test

NO	NAME	SCORE
1	A.R	70

2	A.N	75
3	A.R	80
4	A.R	55
5	A.N	55
6	B.D	70
7	F.A	75
8	M.R	75
9	M.L	75
10	M.N	85
11	M.P	80
12	M.D	85
13	M.L	60
14	M.H	50
15	M.H	50
16	M.I	50
17	M.R	80
18	M.R	80
19	M.R	80
20	R.P	70
21	S.F	60
22	T.A	65
23	ZR	70
24	A.I	70
25	D.A	75

4. Result of Dependent T-test

After pre-test and post-test were done, the data got can be seen in following table below.

Table 4.3 Result on the Pre-test and on Post-test

NO	NAME	SCORE	
		PRE-TEST	POST-TEST
1	A.R	50	70
2	A.N	70	75
3	A.R	70	80
4	A.R	50	55
5	A.N	60	55
6	B.D	60	70
7	F.A	70	75
8	M.R	70	75
9	M.L	70	75
10	M.N	75	85
11	M.P	70	80
12	M.D	80	85
13	M.L	50	60
14	M.H	50	50
15	M.H	60	50

16	M.I	40	50
17	M.R	70	80
18	M.R	70	80
19	M.R	70	80
20	R.P	50	70
21	S.F	60	60
22	T.A	50	65
23	ZR	60	70
24	A.I	60	70
25	D.A	60	75

The table above shows that the lowest score on the pre-test is 40 with 1 frequencies while on the post-test is 50 with 3 frequencies. Then the researcher analyzed by using dependent t-test with using SPSS (The Statistical Package for the Social Sciences). The purpose is to investigate the effectiveness using realia in teaching writing descriptive text at the seventh grade of MTS Al-Hamid Banjarmasin. The result of dependent t-test can be seen on the table below:

Table 4.4 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	69.60	25	11.079	2.216
	PRETEST	61.80	25	10.091	2.018

Table above shows that the mean score of the students in teaching writing descriptive text on pre-test 61.60 and on the post-test is 69.60. Standard deviation on pre-test 10.091 and on the post-test is 11.079. Standard error of mean on the pre-test 2.081 and on the post-test is 2.216.

Table 4.5 Paired Sample 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			
POSTTEST - PRETEST	7.800	6.782	1.356	5.000	10.600	5.750	24	.000

Result of paired sample test above shows that the mean score is 7.800 standard deviation is 6.782, the standard error of mean is 1.356 and t-value 5.750 with significant level 0.05 and degree of freedom (df) is 24.

If t-value is higher than t-table in degree of freedom (df) is 24 with significant level 0.05, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different score students' achievement in writing descriptive using realia. In contrast, if t-value is lower than t-table in degree of freedom (df) is 24 with the significant level 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant different score of student's achievement in writing descriptive text using realia.

In the result of differences in pre-test and post-post from the table, the researcher got result because t-value >t-table (5.750>1.711) and the significant <0.05 (0.000<0.05), then the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Therefore, the researcher concludes there are differences in average results between before and after treatment. The average value after treatment were higher than the average before treatment, means that using realia in teaching writing

descriptive text is effective to improve students' ability.

CLOSING

Conclusion

The students taught writing descriptive text using realia have better score on the post-test than on the pre-test at the seventh grade of MTS Al-Hamid Banjarmasin. It can be known from t account is greater than t table (5.750>1.711). The result shows using realia in teaching writing descriptive text is effective to improve student's ability.

Suggestion

Based on the above conclusion, the writer gives some suggestion for the teacher and other researchers, they are:

1. It is essential that the teacher knows that one of the factors affect the students' ability in writing is the method in teaching learning process. They should be facilitator, controller, and guide all students who need help when they face the problem of learning in writing. By using appropriate method the students' ability in writing will improve effectively. The result of this research can support the English teachers to apply this method in teaching writing by develop realia media in various ways and create interesting class.
2. The writer suggests for the English teacher to be more serious and careful in teaching writing using media especially realia, because realia is one of kind method to make the students easier to produce and write text.
3. The student should improve their ability in writing and must pay attention, quite, and seriously when the teaching learning is going on.

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