TEACHING WRITING DESCRIPTIVE TEXT BY USING REALIA MEDIA TO THE EIGHTH GRADE STUDENTS' AT SMP NEGERI 9 PRABUMULIH

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ABSTRACT

The aim of this research is to find out the effectiveness of using realia media in teaching descriptive text writing of students at SMP Negeri 9 Prabumulih. The research method used in this research is experimental with pre-experimental design. The research design used one-group pretest-posttest design. The samples of this research were 30 students consisting of 17 male students and 13 female students. Data collection techniques are done by tests. Tests are given at the pretest and the posttest. The results of this research indicate that realia media was effective to use in teaching writing descriptive text to the eighth grade students' at SMP Negeri 9 Prabumulih. After the data from the pretest and the posttest were analyzed, the average results of the pretest were 62.8 and the posttest was 74.48. This is reinforced by the t test obtained tcount> ttable which is 5.254> 1.699 based on these results indicate Ha is accepted and Ho is rejected. So it can be concluded that realia media was effective to use in teaching writing descriptive text at SMP Negeri 9 Prabumulih.

Keywords: Realia Media, Writing, Descriptive Text

1. INTRODUCTION

The four elements of language are writing, reading, speaking, and listening. Writing is an essential ability that students must develop, since it facilitates the articulation of their thoughts both orally and in written form. Children must cultivate the capacity to write when acquiring a language (Wahyumi, 2019).One can assess an individual's linguistic proficiency via written communication. Writing is regarded as a cognitive reflection of the author, as it invariably embodies the writer's identity. Writing enables students to articulate their views and self-expression (Citraresmana, 2018). Writing enables students to articulate their thoughts and disseminate knowledge, fostering creativity and enhancing intuition by stimulating critical thinking.As per the school-based

curriculum (Depdiknas, 2006), students are required to engage in communication via both written and verbal mediums. Students must study a diverse range of texts, especially in junior high school. Students must have diverse texts in writing skills, with descriptive text being essential for junior high school students.Students aspiring to learn English must attain proficiency in descriptive literature. Indeed, several students encounter difficulties in accurately composing descriptive texts that coherently incorporate the requisite elements. The study discovered that students at SMP Negeri 9 Prabumulih were incapable of producing a comprehensive text. Notwithstanding exemplary training from English educators, students persisted in their difficulties with crafting descriptive texts owing to insufficient vocabulary and grammar proficiency. The researcher additionally monitored the English language instructors during their lectures before allowing the pupils to independently produce descriptive texts without the aid of any media.Since then, students' proficiency in composing descriptive texts has significantly diminished due to challenges in the writing curriculum, including difficulties in idea generation, grammatical accuracy, and low enthusiasm for learning. In response to low learning motivation, this research indicates that teachers require effective media to assist students in their learning endeavors.

Consequently, enhancing pupils' writing skills necessitates the utilization of media, namely realia media. Realia media can be utilized as it enables pupils to articulate concepts using tangible objects encountered in daily life. The word "realia media" denotes any authentic material sourced from nature or the external environment utilized for educational purposes (Hadi, 2018).

2. LITERATURE REVIEW

Students can utilize written language to convey their ideas and knowledge, as writing is an expressive endeavor. The

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students are expected to be excellent writers capable of articulating their thoughts in cohesive words (Sa'adah, 2020).

Writing is the process of transcribing information, concepts, or thoughts into written representation. It involves use language to convey an argument or elucidate a concept to the reader. Writing is a kind of communication that employs letters and symbols to denote a language, so producing words, phrases, and texts. This communication technology enables individuals to document information, communicate ideas, narrate stories, and disseminate knowledge across vast distances. Despite the diversity of writing systems among cultures, they are essential to the progress of civilization since they underpin literature, history, education, and the dissemination of knowledge.

We are perpetually enveloped in descriptive language while attempting to characterize individuals or objects. Halim (2019) defines a description as an English text that delineates the form or texture of living beings.

Authentic objects are employed as resources or instructional tools in the classroom, referred to as relia media (Rizkiana, 2020). Palpable, tangible objects such as tools and artifacts are referred to as realia. In the educational environment, the utilization of these artifacts as teaching aids or learning materials is termed "realia." Employing tangible items, such as maps, currencies, kitchen utensils, or other objects that facilitate a hands-on experience for pupils to grasp a specific subject or topic, exemplifies this approach.

The incorporation of tangible materials or physical objects in the educational process is referred to as realia media, as previously stated. This may involve utilizing tangible items—such as culinary tools in class, geographical maps, or other commonplace objects—to offer students practical, experiential learning opportunities.

3. METHODS

One-Group Pre-Experimental Designs The research utilized a pretest-posttest design methodology. The researcher utilized pretests and posttests to collect data for this study. Students were instructed to write a descriptive paragraph on a predetermined topic as part of a writing assessment designed to collect data for this research. The questions served as pretest and posttest inquiries.

The researcher employed a matched t-test for data analysis. To ascertain the efficacy of employing realia in the instruction of writing descriptive texts.

4. RESULT AND DISCUSSION

1) The Data Resulting from Pre-test

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The sample of the research was 30 students and the test was given before they got treatment by giving one task to write a descriptive text about "Dinosaurs"

The result of the pre-test showed that the average scores was 62.8. The higher scores was 72.5 reached by one student and the lower scores was 55 reached by one student.

Table 1. The Percentage and Qualification of Students' Score in The Pre-Test On Writing Descriptive Text

No	Qualification	Scores	Frequency	Percentage%
1	Excellent	91-100	-	0%
2	Very Good	81-90	-	0%
3	Good	71-80	1	3%
4	Moderate	61-70	19	66%
5	Enough	51-60	10	33%
6	Low	41-50	-	0%
7	Poor	31-40	-	0%
8	Very Poor	0-30	-	0%

2) The Data Resulting from Post-test

In this section, the students were given the post-test after doing treatment. The objective of the test was to know the students' in learning descriptive text by using realia media. After the researcher gave the post-test to the students, the researcher found that the highest score was 86 and the lowest score was 70. The total students' score was 2235. The students' average score in the post-test is 74.48 which is calculated from the sum of the students' average scores divided by the number of students, namely 30 students and the result is 74.48.

Table 2. The Percentage and Qualification of Students' Score in The Post-Test On Writing Descriptive Text

No	Qualification	Scores	Frequency	Peercentage%
1	Excellent	91-100	-	
2	Very Good	81-90	5	16%
3	Good	71-80	16	53%
4	Moderate	61-70	9	30%

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5	Enough	51-60	-	
6	Low	41-50	-	
7	Poor	31-40	-	
8	Very Poor	0-30	-	

3) The Data Resulting from Matched T-test

The result of the students' scores in the pre-test and post-test were compared by using matched t-test to find out whether or not it was effective to teach writing descriptive text by using realia media to the eighth students' at SMP Negeri 9 Prabumulih. From the result of the pre-test and post-test, the researcher found out that the result of the matched t-test calculation was 5.254. The score shows that higher than the critical value was 1.699.

The level of significant 5% (0.05)

$t_{tab} = df (n-1)$

$t_{tab} = df (30-1)$

$t_{tab} = df (29)$

$t_{tab} = 1.699$

$t_{obt} (5.254) > t_{tab} (1.699)$

Based on result above, the researcher showed the result of matched t-test calculation was 5.254. It can be concluded, teaching writing descriptive text by using realia media was effective to the eighth grade students at SMP Negeri 9 Prabumulih, because the result of matched t-test calculation is higher than the t-critical value. It was 5.254 > 1.699.

5. CONCLUSION

Based on findings of the research, the researcher concluded that it was effective teaching writing descriptive text by using realia media to the eighth grade students' at SMP Negeri 9 Prabumulih. After the researcher analyzed the data from the test, the researcher found that the students' average scores in the pre-test was 62.8 and in the post-test was 74.48. The scores show that the average scores in the post-test was higher than the students' average score in the pre-test. The researcher also found that the result of the matched t-test calculation between the students' scores in post-test and pre-test was 5.254. The scores was higher than the critical value of the t-table with 5% significance level in one-tailed testing 1.699. It means that realia media is

effectively used in learning to write descriptive text.

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