

# THE EFFECT OF USING REALIA OBJECTS TOWARD STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMK NEGERI 1 TAMBUSAI UTARA

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## ABSTRACT

The aim of this research was to examine the effect of using realia objects toward students' achievement in writing descriptive text at tenth grade of SMK N 1 Tambusai Utara. The design of this research was quasi experimental research design. The research used cluster sampling with 32 students as participants for both of experimental and control classes. SPSS was used to analyze the data. After analyzing the data by using independent sample t-test, the data showed that there was a significant effect in post-test score between experimental and control classes. The mean score in experimental class was 51.3031 with the standard deviation was 6.46. Meanwhile in control class the mean of post-test score was 39.617, and standard deviation was 6.67319. With df both of two classes was 30, and t-value was 5.184 with p-value 0.000 compared with t-table 5% (0.05) = 1697 and 1% (0.01) = 2457. The data shows that t-value of 5.184 > t-table 5% = 1697 and 1% = 2457. Thus the alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected. Thus, it can be concluded that there was a significant effect of using realia objects toward students' achievement in writing descriptive text at the tenth grade of SMK N1 Tambusai Utara.

**Keywords:** *Effect, Realia Objects, Writing Descriptive Text*

## INTRODUCTION

English is one of the international languages used as a means of communication both in the oral and written form. There are four skills in English which cover listening, speaking, reading and writing.

Based on Curriculum 2013 the students are expected to have ability to write. Descriptive text is one the texts that must be mastered by the students not only in spoken but also in writing. Many students think that to write descriptive text was difficult. Many

students unmotivated to write descriptive text, when he/she writes descriptive text most of them could not finish her/his writing. Many efforts have been done by the teacher to help the students to make them master in writing descriptive text. But in fact this effort could not significantly effect to the students in writing descriptive text. Realia object is one of teaching media that help students easier to write a text. There are some advantages of using real objects or realia as teaching media. Using realia is one of the most appealing alternatives that enable the learning process more comprehensible, enjoyable or long-running (Bala, 2015)

In addition, in the teaching-learning process, it can be very useful to catch students' attention by bringing some media to the classroom. Therefore, media is one of criteria in making successful teaching learning process. Using real objects or realia as a visual aids can stimulate students' interest, curiosity, and participation during the teaching learning process.

In this research, the researcher applied realia as teaching media to help the students to write the descriptive text. Based on the explanations above, the researcher was interested in conducting a research entitled "The effect of using realia objects toward students' achievement in writing descriptive text at the tenth grade of SMK Negeri 1 Tambusai Utara".

## **REVIEW OF THE RELATED THEORIES**

Writing is a way to produce language and express ideas, feelings, and opinions (Harmer 2004:31). It means writing is helping to express our thinking in the written form so that other people understand well. In deciding on students' achievement in

writing descriptive text, there are some components that should be mastered, they are contents, organization, vocabulary, and grammar (Hersegovina:2014).

There are many ways that can be used in teaching descriptive writing. One of them is using realia. According to Herrel& Jordan (2012:23) realia is a term for real thing – concert objects – that are used in the classroom to build background knowledge and vocabulary. It means realia is real object in daily life that can be used to teaching media in the classroom.

In vocational high school, English is taught as the comparison subject. Students are expected have English skills, including writing skill. One writing type taught in vocational high school is descriptive text. According Gerot&Wegnell (1994) descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing. It means descriptive text is a text to describe something. Not only thing, but also person and animal include the characteristic detail.

## **RESEARCH METHODOLOGY**

The design of this research was quasi-experiments design and include of two variables. According to Beaumont (2005), the study might include using well developed questionnaires specific for this area, which would allow statistical comparison with other groups. It means of the research there were experimental group and control

group. The population of this research includes the tenth grade students at SMK Negeri1Tambusai Utara in 2017/2018. There were two classes, accountancy A and B. The total number of the tenth grade students was 32 students; 18 students for experimental class and 14 students for control class. The sample of the research took by using cluster sampling. The procedures to collect the data are as follow:

1. Pre-test, It was given to measure students' ability before getting treatment.
2. Treatment. It were given to students of experimental class
3. Post-test. It was given to measure the students' ability after getting treatment.

The researcher used independent sample T-test. In analyzing the data, the researcher used SPSS (Statistical Product and Service Solution).

1. Normality
2. Homogeneity

3. T-test

$$t_0 = \frac{Mx_1 - Mx_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Explanation :

$t_0$  = The value of t-score.

Mx= The mean score/average of students' experiment class.

My= The mean score/average of students' control class.

N1= Number of students in experimental class.

N2= Number of students in control class.

**FINDING AND DISCUSSION**

The researcher conducted the research at tenth grade of SMK Negeri 1 Tambusai Utara. There were 18 students in experiment class and there were 14 students in control class. They were explained on table 1:

**Table.1**  
**Pre-test Scores in Experimental Class and Control Class**

No.	Experiment class	Pre-test score	Control class	Pre-test score
1	S1	18.75	S1	40.62
2	S2	35.93	S2	39.06
3	S3	29.68	S3	29.68
4	S4	43.75	S4	37.5
5	S5	35.93	S5	39.06
6	S6	31.25	S6	31.25
7	S7	42.18	S7	34.37
8	S8	34.37	S8	29.68
9	S9	28.125	S9	35.93
10	S10	21.87	S10	25
11	S11	26.56	S11	25
12	S12	40.62	S12	31.25
13	S13	21.87	S13	32.81
14	S14	21.87	S14	28.125
15	S15	28.125		
16	S16	29.68		
17	S17	26.56		
18	S18	32.81		
	$\Sigma$	<b>549.93</b>	$\Sigma$	<b>459.335</b>
	<b>Mean</b>	<b>30.551667</b>	<b>Mean</b>	<b>32.8096</b>

Based on the table.1, it could be seen that the mean score was 30.551667. While in control class the mean score was 32.8096. It means the mean score in control class is higher

than the mean score in experimental class.

For the result of post-test experimental class and control class was described on table 2:

**Table.2**  
**Post-test Scores in Experimental Class and Control Class**

No.	Experiment class	Post-test score	Control class	Post-test score
1	S1	34.37	S1	43.75
2	S2	54.69	S2	45.31
3	S3	50	S3	32.81
4	S4	60.94	S4	34.37
5	S5	54.69	S5	40.62
6	S6	56.25	S6	46.87
7	S7	57.81	S7	40.62
8	S8	48.44	S8	42.18
9	S9	43.75	S9	46.87
10	S10	54.69	S10	46.87
11	S11	48.44	S11	40.62
12	S12	54.69	S12	31.25
13	S13	50	S13	37.5
14	S14	48.44	S14	25
15	S15	48.44		
16	S16	48.44		
17	S17	53.125		
18	S18	56.25		
	$\Sigma$	923.455	$\Sigma$	554.64
	Mean	51.3030556	Mean	39.617143

Based on the table.2, it could be seen that the mean of post-test scores in experimental class was 51.3030556. Meanwhile the mean of post-test score in control class was 39.617143. It means that the mean of post-test score in experimental class was bigger than the mean in control class.

**The Result of Post-test Scores between Experimental and Control Classes**

To analyze the result of post-test scores between experimental class and control class, the researcher used independent T-test. The result could be seen on the table.3:

**Table.3**  
**The Result of Post-test Scores between Experimental Class and Control Class**

	Group	Mean	N	SD	Df	t-value	p-value
Post-test scores	Experiment	51.3031	18	6.04648	30	5.184	0.000
	Control	39.6171	14	6.67319			

Table.3 shows that the mean score of post-test in experimental class was 51.3031 with the standard deviation were 6.04648. Meanwhile in control class the mean score of post-test was 39.6171, and standard deviation was 6.67319. With df both of two classes was 30, and t-value was 5.184 with sig. p-value 0.000 compare with t-table 5% (0.05) = 1697 and 1% (0.01) = 2457. The data shows that t-value 5.184 > t-table 5% (0.05) = 1697 and 1% (0.01) = 2457. So, the result was that  $H_a$  accepted and  $H_o$  rejected. Because t-value > t-table. In short, realia objects had effect on students' achievement in writing descriptive text. The students could motivate in learning English especially to improve their ability in writing. The students also more enthusiastic in join the class, so that the teaching and learning processes to be more interesting.

## CONCLUSION AND SUGGESTIONS

Based on the result of the data analysis, the researcher concluded that there was a significant effect of using realia objects toward students' achievement in writing descriptive text at tenth grade of SMK N 1 Tambusai Utara. After being analyzed by using independent sample t-test, it shows that the mean score of post-test in experimental class was 51.3031 with the standard deviation was 6.04648. Meanwhile in control class the mean score of post-test was 39.6171, and standard deviation was 6.67319. With df both of two classes was 30, and t-value was 5.184 with p-value 0.000 compare with t-table 5% (0.05) = 1697 and 1% (0.01) = 2457. The data shows that t-value 5.184 > t-table 5% = 1697 and 1% = 2457. Because t-value > t-table, it means that  $H_a$  was accepted and

$H_o$  was rejected. Thus, it concluded that there was any significant effect of using realia objects toward students' achievement in writing descriptive text at tenth grade of SMK N 1 Tambusai Utara.

Furthermore, using realia objects gave positive effect to the students in teaching and learning process.. Brief, the realia objects improved the students' writing achievement in experimental class.

Based on the research finding, the researcher concluded that there was any significance effect of using realia on students' achievement in writing descriptive text at tenth grade of SMK N1 Tambusai Utara.

In accordance with the research finding, the researchers have some suggestions for English teacher, students, others researcher. For English teachers, they could select the appropriate technique in teaching writing for students. For students, this findings show that they can learn English intensively and continuously. The students can use the things around them by labeling the things with the words dealing with the thing for example the name of the thing. The last for other researchers, It is hoped that the result of the study could be useful as the additional reference to develop more experimental research on the potency of realia in teaching English on other topics and levels.

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