

**THE USE OF REALIA TO INCREASE STUDENT'S CREATIVITY IN WRITING
DESCRIPTIVE TEXT IN SEVENTH GRADERS OF SMP NEGERI 1 MANGUNJAYA,
PANGANDARAN REGENCY**

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ABSTRAK

Kemampuan menulis merupakan salah satu kemampuan berbahasa yang harus dikuasai oleh semua peserta didik. Menulis sangatlah penting untuk kehidupan mereka pada saat pembelajaran dan setelah lulus sekolah. Penulis menemukan bahwa peserta didik menghadapi kesulitan dalam kegiatan menulis, terutama pada teks deskriptif. Masalahnya adalah guru mengajarkan teks bahasa Inggris secara konvensional. Hasilnya, peserta didik berpikir bahwa belajar teks bahasa Inggris tidak menyenangkan. Tujuan penelitian ini adalah untuk meningkatkan kreatifitas peserta didik dalam menulis teks deskriptif dengan menggunakan realia. Dengan penelitian ini, penulis dapat mengumpulkan data dari teks yang dibuat oleh peserta didik pada saat sebelum dan sesudah perlakuan. Kreativitas mereka dapat ditunjukkan dari kosa kata yang mereka gunakan dalam menulis teks deskriptif. Implikasi dari penelitian ini adalah untuk memberikan arah dan alternatif penerapan teknik realia dalam proses belajar mengajar. Di masa depan, hasil penelitian ini dapat memberikan keuntungan untuk mengembangkan keterampilan peserta didik dalam menulis teks deskriptif.

Keywords: realia, keterampilan menulis, kreativitas peserta didik, teks deskriptif

ABSTRACT

Writing skill is one of the language skills that must be mastered by students. Writing is very important for their life during and after school. The writer found that the students face difficulties in writing activities, especially in descriptive text. The problem is the teacher taught English text conventionally. As result, the students thought that learning English text is not interesting. The purpose of this research is to increase students' creativity in writing descriptive text by using realia. By using this research, the writer would collect the data from the text they write before and after the treatment. The finding shows that the students' creativity is increase after the treatment. Their creativities can be found in the vocabulary they are used in writing English text. The implication of this research gives direction and the alternatives to the implementation of the realia technique in the teaching and learning process. In the future, it provides the advantages to developing students' writing skills in descriptive text.

Kata Kunci: realia, writing skill, students' creativity, descriptive text

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A. INTRODUCTION

Writing is one of the language skills which is very necessary for students because it can give many advantages for them during and after graduation. It is related to the theory stated by Defazio, et al (2010). He stated that writing skills are needed to become successful communicators both during their studies and after graduation. Meanwhile, writing is not easy work because the students should master the vocabulary, grammar, and knowledge to write the text. Richard and Renandya (2002) stated that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex.

One of the English texts taught in Junior High School is descriptive text. The purpose of this text is to describe something or someone in specific. It can be things, places, or people. Because of this explanation, descriptive text is one of the very basic texts that should be mastered by Junior High School students.

According to Chiarantano's theory (2005), *Realia* allows language learners to see, hear, and in some cases touch objects. Thus, the use of *realia* in teaching writing is expected to help the students improve their writing ability, especially in making a composition in the form of a descriptive text. Based on the previous description, the researcher is interested to do research entitled, "The Use of *Realia* in Teaching Descriptive Text at the Seventh grader of SMP Negeri 1 Mangunjaya, Pangandaran Regency".

B. THEORETICAL BACKGROUND

1. Description of Writing

Writing is an activity of conveying ideas, opinions, thoughts, or other information by using written language. Ager (2011) stated that writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and also have symbols for such things as punctuation and numerals. Besides, as Gordon stated as quoted by Russel and McDonald (2002), writing is usefully described as a process,

something which shows a continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper. Based on that definition, it can be concluded that writing is a process of representing ideas, opinions, thoughts, feelings, and other information in a textual medium by using a set of language symbols.

2. Principles of Teaching Writing

Writing skill is the hardest skill that must be mastered by students. It is because of its requirement many things, such as the use of correct grammar, the choice of appropriate words or dictions, the understanding of text types, etc. Besides, teaching writing should consider the age, interest, and level of the student. As stated by Harmer (1998), like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interest, and level. Therefore, the teacher can teach writing skills effectively.

There are some reasons for teaching writing to students of English as a foreign language. Based on Harmer's (1998) explanation,

a) Reinforcement

Some students acquire language in a purely oral way, but most of us benefit greatly from seeing the language written down.

b) Language Development

The mental activity we have to go through to construct properly written text is all part of the ongoing learning experience.

c) Learning Style

Some students are fantastically quick at picking up language just by looking and listening.

d) Writing as a Skill

Students need to know some of writing's special conventions (punctuation, paragraph constructions etc.) just as they need to know how to pronounce spoken English appropriately.

Based in the explanation above, the researcher concludes that writing skill must be taught in the classroom so that the student can master the whole language skills.

3. Descriptive Text

a) Descriptions of Descriptive Text

Descriptive text is a type of text that describes the characteristics or conditions of someone or something. According to Durkin et al (2001), descriptions describe a particular object, creature, or natural phenomenon." Meanwhile, Gerot and Wignell (1994) states that the social function of description is to describe a particular person, place, or thing. Based on the definitions above, it can be concluded that descriptive text is a text that has function to describe something or someone characteristic and also natural phenomenon.

b) Generic Structure of Descriptive Text

Each type of text has its own generic structure. According to Gerot and Wignell (1994), generic structures of description text are 1) Identification: identifies phenomenon to be described; 2) Description: describes parts, qualities, characteristics. Moreover, according to Mukarto (2007) that the generic structure is arrangement in writing the descriptive text. 1) Identification, contents the identification of terms or preliminary/ the general describe of someone or things of the topic; 2) Description, contains of the explained, describe of things and someone that were detail from the identification that has general describe." Based on the explanation above, it can be concluded that the generic structure of descriptive text is identification and description.

c) Lexicogrammatical Feature of Descriptive Text

Lexicogrammatical features are had by the type of text, and so do the descriptive text. Lexicogrammatical features are identical to syntax (in traditional grammar). The lexicogrammatical features of descriptive text

usually include specific noun, simple present tense, and relational processes, as explained by Mukarto (2007).

- 1) Focus on descriptive text such as the describe someone, place, anima, and things;
- 2) Using simple present tense;
- 3) In the next use the detail noun phrase such as the explain about phone, hence the title of which is used not only mobile phone, but use the title Saamsung galaxy ES SM-E500F;
- 4) Have an adjective as a noun explanation;
- 5) Text is try to describe things so that the reader know its shape as through they are looking at what is described in the text;
- 6) Written explanation of general to specific.

4. Description of Teaching Media

Teaching media are physical tools used by a teacher to deliver the lessons in teaching learning process. Media is a component of learning source or physical means containing instructional materials in students' environment that can stimulate them to learn. According to Tileston (2003), As teachers, we have a wealth of information from which to choose for our classroom. We can now bring history into the classroom through pictures, music and other visuals to a degree never before possible. We can communicate with students from other countries, and we can take classes from teachers we have never met in places we have never been. We can apply the physics from the classroom to simulations available to us through the Internet, and we can develop project across grade levels and campuses. Based on the explanation above, the researcher used *realia* as media in teaching descriptive text.

5. Description of *Realia*

Realia refers to any real objects that the teacher uses in the classroom to bring the class to life. Nunan (1999) defined realia as object and teaching 'props' from the world outside the classroom that are used from teaching and learning. It means that *realia* is the three-dimensional objects which can be brought into the classroom for teaching aids. The main advantage of using

realia in the classroom is to make the learning experience more memorable for the students.

Teaching writing by using *realia* is intended to make the students are able to write appropriately based on the object shown. The teacher shows an object to the students in front of the class. From those objects, the students can make a composition (writing) sequentially and logically based on the objects shown.

6. Steps of Teaching Writing by Using *Realia*

Generally, the main objective of teaching writing using *realia* is to make the student is able to write descriptive text through direct observation, so they can express their ideas and develop their way of thinking and creativity in writing. Related to teaching writing by using *realia*, according to Herrell (2012), the steps in implementing the use of *realia* are the following.

- a. Identify opportunities to use *realia*
- b. Collect *realia*,
- c. Build a library of *realia*, and
- d. Use field trips as *realia*.

7. Benefits of *Realia* to Improve Students English Skills

The teachers nowadays should be more creative to motivate the students in teaching learning activities. Some of them use audio visual as media, but some of them use the cheaper media such as *realia*. To know about the benefits of *relia* to improve English skills, we should know the effect of media as well.

- a. The effect of media on students modalities.

According to Tileston (2003), about 98% of all incoming information to the brain comes through the sense. Based on the stated above, the writer conclude that *realia* as 3D media which can be touched and seen can bring the information to the brain more effective and attractive than pictures in the book.

- b. The effect of media on motivation

According to Tileston (2003), interactive abstract learning that includes the use of various media, such as CD-ROMs, the internet, distance learni or virtual reality, utilizes the categorical memory and requires little intrinsic motivation. Based on the explanation above, the researcher conclude that

media can motivate the students in learning process so that the lesson can be understood effectively.

c. The effect of media on behaviour management

According to Tileston (2003), the most of discipline problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning. Based on the explanation above, the researcher concludes that media can prevent the students from boredom so that the students can engage with the lesson and understand the material of the lesson easily.

d. The effect of media on reaching higher-level of thought

According to Tileston (2003), using media is the key to moving students to higher-level thinking. It means that using media such as realia can help the students to gather new information (such as vocabulary) quicker than imagining the things so that the students can be delivered to higher-level of thinking.

e. The effect of media on real-world application

According to Tileston (2003), while teachers can and do provide real-world application to the learning in other ways, the use of media is a great tool to lead students to real-world examples. It means that if the teacher uses realia in the classroom, the teacher can bring the real world to the students. The students can learn both of the real knowledge and real implications so the teaching learning process can be memorized in long time. Based on the long explanation above, the researcher can conclude the benefits of realia to improve students English skills are as follows.

- 1) Realia can give modalities to the students in learning process.
- 2) Realia can give intrinsic motivation in learning process
- 3) Realia can make the students' engagement to the lesson in learning process
- 4) Realia can make the students reach higher-level of thought in learning process.

Realia can bring the real-world to the learning process so that the knowledge can be understood and applied.

C. RESEARCH METHODOLOGY

In this study, the qualitative method is used. According to Anderson (2006), qualitative research is collecting, analysing, and interpreting data by observing what people do and say. It means that the people do, such as the attitude/ behaviour, and the people say, such as the utterance become the data observed, collected, analysed, and interpreted.

The research method used in this study is a case study. According to Fraenkel, Wallen, & Hyun (2012), What case study researchers have in common is that they call the objects of their research 'cases', and they focus their research on the study of such cases. It means, case study is research that focuses on analyzing specific cases. The term 'case' here refers to an individual, an activity, an event, a class, or a process.

For some researchers, a case study is not just an individual or situation that can easily be identified (e.g., a particular individual, classroom, organization, or project); it may be an event (e.g., a campus celebration), an activity (e.g., learning to use a computer), or an ongoing process (e.g., student teaching). Based on three explanations, it can be concluded that case study is a research method that focus on analyzing a particular individual, activity, event, class, project, or process.

The subject of the research is seventh grader (7th A) of SMP Negeri 1 Mangunjaya, Pangandaran Regency, where the total number is 32 students. They are 16 males and 16 females. They came from different intelligence, social background, and places.

D. RESULT AND DISCUSSION

The objective of this research is to find out whether teaching using realia can improve students' creativity in writing descriptive text. The researcher conducted the research on seventh grade of SMP Negeri 1 Mangunjaya, Pangandaran Regency.

The result of pretest and posttest in the experimental class implied that realia can improve the ability of students in writing descriptive text. The researcher presents the improvement of students' scores in the following table.

Table 1. The Improvement of Students' Scores

Aspect of writing	Mean score of pre-test	Mean Score of Post-test	The improvement
Content	9.4	12.8	3.4
Organization	8.5	12.3	3.8
Vocabulary	7.5	10.8	3.3
Grammar	5.6	10.0	4.4
Mechanic	7.5	10.3	2.8

The table above shows that the score of five aspects of writing from the pretest to the posttest. In terms of content, the score improves from 9.4 to 12.8. Meanwhile, organization improves from 8.5 to 12.3. Besides, my vocabulary improves from 7.5 to 10.8. The best improvement is in terms of grammar. It improves from 5.6 to 10. The last one, in terms of mechanics, is also improved from 7.5 to 10.3. It can be concluded that realia could improve in all aspects of writing.

At the beginning of the research, the researcher conducted the pretest as the first activity. When the students were doing the pretest, the researcher found that they were really busy asking each other. It means that the students did not know what they should write and some students chose not to do it because they had difficulty in writing and they had problems in developing the idea. After observing the pretest, the researcher knew the capacities of the students. They got difficulty expressing their ideas in their writing and got difficulty organizing them to become good paragraphs. Furthermore, they often got difficulty choosing and using appropriate words or vocabulary, so they did not know the meaning of words. It made them difficult to explore their ideas. Then, they always got difficulty in grammar making sentences into a paragraph, and had a difficulty in determining mechanics (punctuation and spelling).

After giving the pretest, the researcher did the treatments in three meetings and gave material that was relevant to the student's capacities. According to Finocchiaro (1973), she said that to be successful in writing, the material has to be relevant to the student's interests needs, capacities, and ages until they can make a composition with a view or even no errors. The researcher tried to prove Finocchiaro's statement by giving relevant material to the students. In treatments the researcher used realia as media for the students could be related to the real object and help the students develop their ideas. The student's classmates and the students' classroom were the real object or realia used as examples in this research. Therefore, the researcher explained descriptive

text and how to make good descriptive text. To make good writing, the researcher asked students to create an outline of the descriptive text that they would write. After completing the outline, the students rewrite descriptive text based on the outline that they had made. After finishing their draft, the students submit it. Then, draft, the students submit it. Then, the researcher evaluated the students' work and gave feedback about the material.

At the last meeting, the researcher gave the posttest as the activity. Then, the researcher analyzed the result of the post-test. It was administered to find out the improvement of the student's achievement in writing descriptive text through realia. It was found that there was an improvement in each aspect of writing. The highest aspect that improve was grammar. The Improvement of grammar is 4.4. The improvement can be seen from the total score of the pretest to the posttest, from 5.6 up to 10.0. It could be seen that the student's final draft is better than before. But, the weakness of the results of the students' work in the posttest was the students very imitating the example that was given by the researcher in treatment. For example, the researcher used "then" as a conjunction in giving the example of treatment. So, the students just used the conjunction "then" in the posttest, although the researcher gave the other vocabulary of conjunction in treatments.

The next obstacle found was the students' inability to organize words into sentences. It happened because the students tended to use Indonesian structure in their writing. This might be caused by the fact that most Indonesian students arranged the text in Indonesia first and then translate it into English word by word. Moreover, some students stated that they dislike English. English subject is difficult and students are fearful of it. Because the students still lacked knowledge in almost all aspects of writing. To overcome the problem, the researcher or teachers should make the classroom enjoyable, and un, choosing the material based on students' ability, and choosing the appropriate media. In addition, the researcher should give feedback on their writing practice.

E. CONCLUSION

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusion. Many media can help teachers improve students' ability in writing descriptive text. Realia is just one of them. Realia can significantly improve the students' writing achievement and also improve all aspects of writing, especially the grammar aspect. In addition, realia not only could be

implemented in writing skills but also in other skills in English like speaking, reading, vocabulary, and structure. Furthermore, realia are one of the media that is effectively implemented in the process of teaching-learning English.

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