THE DEVELOPMENT OF REALIA MEDIA-BASED LEARNING MODEL FOR TEACHING A DESCRIPTIVE TEXT

1Rosdiana, 2Rusmiati

1, 2 STKIP Bina Bangsa Getsempena

rosectz@ymail.com

Abstract

This research is aimed at developing realia as a media that can be used for teaching writing descriptive text. This study is developmental research that uses Dick & Carry’s model. The instrument employed in this study is a test (Pre-test and Post-test). The study takes place in STKIP Bina Bangsa Getsempena Banda Aceh to the students of forth semester, academic year 2015/2016. The samples are 25 students which is given a miniature of handphone as realia. Pre-test and Post-test were administrated to measure students’ ability in writing descriptive text before and after using realia. The scoring system was based on five aspects; they are content, organization, vocabulary, grammar and mechanics. The finding of the study shows the result of pre-test 63.91 up to 83.69 in post-test. It means the final product of this realia media is effective to improve students’ writing ability. The result shows that there is an increase of students’ ability in writing descriptive text by using realia as a media. Therefore, the writer suggest to English teacher to develop realia as one of the alternative ways to increase the students’ descriptive text writing ability.

Keywords: realia, writing, descriptive text.
INTRODUCTION

Writing is one of language skills to convey thoughts, ideas, desires, and feelings, which are performed through written forms. As cited by Ritonga (2014: 7) that states writing as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning. Appropriate materials are required in order to make the students were able to write and pay attention on the writing task as well as appropriate teaching methods or media to motivate students since writing is complex subject that involves organization of thought, the usage of English language and imagination. There are four genres of writing, i.e. descriptive, recount, procedure, and narrative. The genre this research focused on is descriptive text. According to Pardiyono (2007:34), description paragraph was a type of written text, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly.

Furthermore, media is an instrument in the learning process both inside and outside class. Sudjana & Rivai (1992) suggest there are some benefits of learning media in the learning process, namely: (1) learning will be more interesting so it will cause the learning motivation to the students, (2) material study will be easily to understood and allows students to control and achieve the learning goals, and (3) teaching methods will be more variative through verbal communication from the teacher explanation. Student is easier in doing activities in learning not only listening to the teacher description but also doing other activities such as observing, performing, demonstrating, acting, and others.

In addition, realia is one of ways to build students interests in teaching learning descriptive text. Using realia helps students make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia breathes life
into new vocabulary, the chances of the students remembering the
new words have taught those increases, and automatically can write
or share about the object or to provide experience on which to
build and to provide students with opportunities to use all the
senses in learning.

Harmer (2007) as cited by Arinda (2014: 16), states that
realia uses real object in teaching process. Using realia for starters,
young learners, is helpful for teaching the meaning of words and
for stimulating students’ activity. Using Realia will be expected to
enhance students' skills in writing descriptive text properly and in
accordance with the existing elements in the descriptive text. Realia
can increase the students’ ability in writing descriptive text and will
be interested in learning English because using Realia that is making
a connection between objects and language.

Research Problems
The present study formulates such an attempt to foster
students’ writing ability among L2 learners in relation to realia media
on writing tasks. The research question addressed in this paper as
follows:
1) Does the development of realia media-based learning model for
teaching a descriptive text improve students’ writing ability?

METHOD
This study uses the approach included in Research and
Development (R & D) to produce a particular product and test the
effectiveness of a particular product (Sugiyono, 2013:297). It is a
research program which followed up with program development.
Interactive learning model is developed based on student
independence through systematic stage by applying direct
observation/interview, development, experimentation and
questionnaires. The object of this study was 25 English students of STKIP Bina Bangsa Getsempena.

Table 3.1. Table of Specification

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of</th>
<th>Definition</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>The substance of the writing, the idea expressed.</td>
<td>20 %</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>The form of content (coherence).</td>
<td>20 %</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>The selection of word that suitable with the content.</td>
<td>20 %</td>
</tr>
<tr>
<td>4</td>
<td>Grammar</td>
<td>The employment of grammatical forms and syntactic</td>
<td>20 %</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>The conventional devices used to clarify the meaning.</td>
<td>20 %</td>
</tr>
</tbody>
</table>

RESULT AND DISCUSSION

Based on the completed analysis, all results will be presented by using bar graph. Additionally, the analysis of students’ improvement on writing descriptive paragraph would be described specifically by focusing on the aspects which was previously mentioned, those are contents/ ideas, organization, vocabulary, grammar, and mechanics in writing.

Table 1. The Students’ Average Scores of the Pre-test

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>The evaluated components of writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Organization</td>
</tr>
<tr>
<td>Average</td>
<td>14.72</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Table 2. The Students’ Average Scores of the Post-test

<table>
<thead>
<tr>
<th>Post-test</th>
<th>The evaluated components of writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
<td>Organization</td>
</tr>
<tr>
<td>Average</td>
<td>18.7</td>
<td>17.8</td>
</tr>
</tbody>
</table>
The Development of Realia Media-Based Learning Model for Teaching A Descriptive Text (Rosdiana, Rusmiati)

Table 3. The Increase of Students’ Score

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>14.72</td>
<td>18.7</td>
<td>3.98</td>
</tr>
<tr>
<td>Organization</td>
<td>11.5</td>
<td>17.8</td>
<td>6.3</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>15.02</td>
<td>18.75</td>
<td>3.73</td>
</tr>
<tr>
<td>Grammar</td>
<td>12.25</td>
<td>17.52</td>
<td>5.27</td>
</tr>
<tr>
<td>Mechanic</td>
<td>10.42</td>
<td>10.92</td>
<td>0.5</td>
</tr>
</tbody>
</table>

The implementation of teaching writing using appropriate realia as media increased the students’ descriptive text writing ability. In this research, the writing aspects the researcher tried to assess are content, organization, vocabulary, grammar and mechanics. Based on the date above, the score of post test of students was higher than the score of pre test. It can be seen by the degree of mean score between post test and pre test. This increase can be seen from the mean score of pre-test 63, 91 up to 83.69 in post-test. It is shown that the students’ constructing and content were improved. Through realia media students are able to compound some sentences become meaningful and they are also easier to write down what they are thinking; the students got the chance to remember the new words, and automatically they can write or share about the object and connect to their experience to use all the senses in learning.

Thus, realia media helps students improve their idea in writing. It will make the quality of their writing better. Along with their improvement on students’ vocabulary it also makes the improvement on students’ idea. Moreover, not only student’s idea to the topic is improved, but also the improvement is showed in all of the components aspects of writing skill. It is supported by the questionnaire result that the students’ impression about process of learning writing skill of descriptive text through realia media is more enthusiastic. It makes students easier in exploring their ideas.
CONCLUSION

Referring to the discussion of the research in the previously the following conclusion is made:

1. Realia which is developed in this study is suitable to be used for teaching writing descriptive, it is based on the data collected through test and questionnaires. Realia which is developed in this study is eligible to be used for teaching writing descriptive, because it can introduce real things that can be seen, felt, and manipulated so that the students is encouraged to connect vocabulary to the real world. This increase can be seen from the average score of pre-test 63, 91 up to 83.69 in post-test. The media that is designed in the form of miniature of handphone was very good of students’ interest. It can be seen from the responses given students through questionnaires, student learning outcomes improved significantly. Finally, realia is effectively in motivating students because they can actually use the real objects in the way in which they are intended to be used.

REFERENCES


