THE ESSENTIAL OF REALIA: ESTABLISHING STUDENTS' WRITING ABILITY TO THE REAL WORLD

Rosdiana
STKIP Bina Bangsa Getsempena
Email: rosectz@ymail.com

Abstract
Realia is a term for real things or concrete objects that are used in the classroom to build background knowledge and vocabulary. The purpose of this study is to describe: (1) students achievment in writing a descriptive paragraph using realia media for the second grade students of English department of STKIP BBG., (2) students' ability in learning to write a descriptive paragraph with realia media. The design used in this research is descriptive qualitative research. The subject of this research is English department students of STKIP BBG consist of 25 students. The method used in collecting data is through observation and test. The data analysis used in this study is qualitative and quantitative descriptive. The results show that (1) Learning to write paragraph description with mind mapping model by teacher is in accordance with existing theory. (2) The ability of second grade students of English department in writing the descriptive paragraph is quite good. The scores obtained are 78.13. Although the scores obtained have reached the good category, it seems that teacher performance needs to be improved again by providing more intensive exercises, both in making mind mapping and development into paragraphs, to achieve maximum results.

Keywods: *Writing, Realia, Decriptive Paragrah*

INTRODUCTION

Writing is necessary skill that needs to be taught to improve the students' intellectual aspect, especially their critical thinking skill. Writing skills is a skill express ideas, opinions, and feelings to others through written language. With these characteristics, the students are required to have the ability to write with attention to various aspects that are quite complex, for example word choice, sentence mastery, and paragraph development. Keith, (2010:135) classifies the form of writing into five, namely: narrative, description, exposition, argument, and persuasion.

The description paragraph is a paragraph describing an object, place, atmosphere, circumstances with words. The skill of writing a description paragraph is one of the important writing skills to master, because through the description paragraph a person can give an idea of an event or event. The purpose of writing a description paragraph is to attempt to describe an object, place, atmosphere, or state. A descriptive paragraph writer expects his readers, through his writings to see what he sees, and can hear what he hears. Writing a description paragraph requires a keen observation with all the means of his senses, then write them down with the right words or by using the right comparison.

This means the development of writing junior high school students still need to be considered. Given the importance of writing activities, writing skills that need to

be improved so that students become skilled at writing. Improving students' writing skills is believed to lead students to reach curricular goals and ultimately achieve established national education goals. Skills measurements can be performed during a learning process that is deliberately done for that purpose. One of the measurement of writing skill that is carried out during the teaching and learning process is concocted. Gie (2003) says that composing is a whole series of activities one expresses the idea and passes it through written language to the reader community to be understood.

Based on the observation in English department of STKIP BBG, it is found that students are still having trouble writing paragraph descriptions. The obstacles faced by students in writing the description paragraph is the inability of students to find what they want to write, what the topic and how to start writing. In addition, students are less able to generate their ideas to put it logically and systematically. Likewise, the students are less precise to use words and sentences in their writing and are less precise in applying the spelling rules in writing

In fact, the success of students in the learning activities of teaching in the college is also determined by the skill in writing. As it is known that most knowledge is presented in the form of written language that requires students to write activities to gain knowledge. In general, it is found in writing class that when teachers provide learning materials most students pay less attention due to learning strategies that are not compatible and the use of media that are not optimal. Learning media is one learning resource that

the teacher can channel the message so that it helps to overcome students' problem.

In this case, realia is often regarded as the most essential media to disk an interesting information. As an information medium, realia is able to explain abstract things with little or no verbal information. By interacting directly with realia, it is expected that things that are less clear, if explained verbally will become clear. Realia has the ability to stimulate the students's imagination by bringing life in the real world or into the classroom.

Realia will be very helpful when used in a process of obtaining information with the aim to gain knowledge through experience alone or often referred to as cognitive goals. In this process, realia is involved as a real object and students will learn to know it. Realia can provide students with real-time experience; experience of beauty that cannot be obtained through other media. As a learning medium, realia has the potential to be used in a variety of subject topics. Realia is able to provide a hands-on learning experience for students. By using real objects as media, students can use different senses to study an object. Students can see, feel, smell, and even feel the object being studied. In using realia, the user is expected to be able to interpret the relationships about the real thing. Therefore, this research is intended to envisiged the following research problem:

1). How is the students' ability in composing description paragraph using realia media on the second grade students of English department of STKIP BBG?

METHODOLOGY

The method used in this research is quantitative descriptive method. Technique of collecting data is done by test. The test used by researchers to measure students' ability in writing descriptive material is a written test in the form of a description. The steps for the implementation of the test are (1) The researcher gives the description material (2) The researcher gives an example of the description (3) The researcher explains how to use media realia. This research was conducted at English Department of STKIP BBG on the second grade students and the time of this research is conducted for 3 months. From April to June 2017. Researchers used rubric assessments to measure students' writing proficiency in composing a paragraph using realia media, then looking for the percentage of student achievement.

Table Descriptive Paragraph Rubric

Points	Ideas	Organization	Word Choice	Sentence Structure
21-25	Strong/forceful topic sentence establishes tone and impression; all ideas directly support the topic sentence; intriguing closing sentence	Logical sequence clear to the reader; varied use of connectives maintain the flow of ideas	Variety of strong verbs and vivid adjectives; strong vocabulary; words enhance ideas	Clear, correct, flowing sentences
16-20	Good topic sentence establishes tone and impression; most ideas directly support topic sentence; strong closing sentence	Logical sequence clear to reader; connectives lack variety	Strong verbs and good adjectives, some variety in vocabulary	Generally clear, correct sentences with minor errors
9-15	Adequate topic sentence; some ideas support topic sentence; adequate closing sentence	Sequence not clear to the reader; disjointed use of connectives	Limited word choice; some attempt to use descriptive words	Sentence structure errors occasionally making writing unclear
5-8	Weak topic sentence; few ideas support topic sentence; weak concluding sentence	Disjointed sequence; disjointed use of connectives	Limited and inappropriate word choice; little attempt at using descriptive words	Several sentence errors
1-4	No topic sentence	No apparent organization	Serious vocabulary deficiency; no attempt at using descriptive words	Many serious errors

Table Students' Writing Score Categories

No	Score	Categories
1	85-100	Excellent
2	70-84	Very Good
3	55-69	Good
4	40-54	Poor

DISCUSSION

This descriptive research was conducted at English department of STKIP BBBG on the second grade students. Prior to learning writing the students were asked to write descriptive paragraphs. The ability of students in writing description paragraphs with realia can be seen in the following table.

Tabel Student Ability Score in Writing Paragraph Description

No	Students' Initial	Score	Categories
1		70	Very Good
2		74	Very Good
3		75	Very Good
4		80	Very Good
5		78	Very Good
6		80	Very Good
7		78	Very Good
8		85	Excellent
9		80	Very Good
10		87	Excellent
11		90	Excellent
12		85	Excellent
13		75	Very Good
14		80	Very Good
15		78	Very Good
16		75	Very Good
17		80	Very Good
18		75	Very Good
19		80	Very Good
20		78	Very Good
21		80	Very Good
22		75	Very Good
23		76	Very Good
24		80	Very Good
25		75	Very Good
	Jumlah	**1969**	
	Rerata	**78,91667**	

Based on Table 3 above, it can be expressed that the ability of students in writing paragraph description with mind mapping in general can be assumed quite good with an average score of 78.13. If specified again the general exposure of the acquisition of the ability to write paragraph descriptions STKIP BBG English students then look at the table below:

Table Obtaining Score Percentage of Student Result

Categories	Number of Students	Percentage (%)
Excellent	4	16
Very Good	21	84
Good	0	0
Poor	0	0
Jumlah	**25**	**100**

Based on Table 4 above, it can be explained that from 25 of English students who followed the learning of writing a description paragraph with realia learning model, it is found that 4 students (16%) got very good score; 21 students (84%) got good grades. None of students (0%) get poor score. Based on that percentage, classical learning to write paragraph description through realia learning model can be said succeed because 50% of students attain score 70 or above or with good and very good value. It indicates that there are changes or improvements the ability to write paragraphs description of English students before and after realia learning model aplied.

The average score before realia media implemented, the students' writing paragraph score is 63.96 and after it is implemented the students average score up to 78.91. This means that the increasing score is 14.95. In general, students have been careful enough to make a descriptive paragraph because the ideas that put in the realia represents what exactly is meant. Students have focused on the topics developed in realia model so that in the development of the idea also directed. This happens because students have been trained in using realia media as a way of developing their ideas.

In the fact, realia is a interesting media for the students in learning activities. Realia can give students' motivation, stimulate their imagination, and reduce the students' stress in writing activities. Besides that, realia media also help the students to create their writing of descriptive texts because they can look at and touch the real objects that they want to describe. Teachers who want to conduct realia media in the writing process be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive.

This is in accordance with what was conveyed by Silberman (1996) who said that the model of learning ralia for writing learning should use a colored image. Furthermore, Silberman (1996) says that paper should be provided, markers, and other source material that we think will help the learner create a bright and vibrant mind map. In general, the sentences contained in the paragraphs of the student description paragraph are complete, in which the elements contained in the descriptive paragraph have been fulfilled. This is in accordance with the opinion Putrayasa (2012) which reveals that in a sentence, the minimum element that must exist is the core element of the sentence, the subject and predicate. These elements provide a complete understanding in the sentence. These elements also can be developed with objects, appendages, or information (adverbial).

CONCLUSION

Based on the findings and discussion of the results of the research described previously, it can be concluded that learning to write a description paragraph with realia media by the teacher follows the learning steps that have been designed. Learning to write a descriptive paragraph using realia media which the teacher has done according to theory. The students' scores obtained are 78.13.

Although the score obtained already achieve good category, it seems teacher performance needs to be improved again by providing more intensive exercises, be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive. Realia has been implemented by the teacher to provive experiences on which to build and provide students with opportunities to use all the senses in learning.

While using Realia in the the classroom is not always possible, it is usually the best choice if the student is to learn all they can about a topic. Realia allows the students to see, feel, hear, and even smellthe object being explored. If real thing is not available, the teacher must move down the continum from the concrete (real thing), to a replica such as a model, to a semiconcrete object such as a photograph or illustration. However, each move down the continuum causes the loss of some sensory information that could be helpful in comprehension.

Nevertheless, there are still some students who experience obstacles in composing a descriptive paragraph. This needs to be the attention of teachers in making realia as a foundation for developing ideas into coherent and cohesive writing. Teachers need to provide enough training in using realia and train students in developing ideas into coherence writing.

REFERENCES

Jean-Pierre Berwald. 1987. Teaching Foreign Languages with Realia and other Authentic Materials. Eric. Center for applied linguistics. Washington. Autumn 2004

The use of Realia to improve students speaking ability in procedure text. Erny Rokhmawati. Semarang. 2010.

Jeremy Harmer, The Practice of English Language Teaching, (UK. 2002), p.140

Kumar, V.1998. *Media Options for Teacher.* New Delhi: Atlantic Publisher and Distributors.

Leksono, A. B. 2009. Teaching Descriptive Texts Using Pictures and Cluster Diagramming. On Cahyono, B. A (Ed), *Techniques in Teaching EFL Writing: Practical Guides for English Teachers of SMP/MTS in Indonesia* (page.10-15). Malang: State University of Malang Press.

Ngaroga, J. M. 1996. *PTE Revision Series Education for Primary Teacher Education.* Kenya: East African Educational Publisher Ltd.

Soulier, J. S. 1981. *The Instructional Media Library: Real Object and Models.* New Jersey: Educational Technology Publications, Inc.,Englewood Cliff.

Taselin, M. 2010. Interactive Activities for Improving Students' Writing Skill. On Cahyono, B. A (Ed), *The Teaching of English Language Skill and English*

Language Components (page.103-112). Malang: State University of Malang

Press.