

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, the problem of the study, the scope and limitation, the objective of the research, the significance of the research and definition of key terms.

A. The Background of the study

Writing is a combination of process and product (Sokolik, 2003). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹ Writing is both a process and product. The writer imagines, organization, drafts, edits and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product an essay, letter, story or research report.

Writing is a valuable tool for exploring and refining perceptions of yourself and the world. Thus, it aids you in understanding yourself and developing into the kind of person you want to be.²

Writing as a process and product were discussed as well as the physical act of forming letters. Writing is a process of expressing an idea or thought in words. The writing to express our idea or thought about something that we want to write is needed so that when we write a text can be clear and in accordance with what we think. Writing must have the purpose about what we write to the reader and also our writing must interest so that we make the reader interested with our writing.

¹ Caroline T. Linse and David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill Companies, Inc., 2006), p. 98.

² V. Faye Hartifel, *Learning ESL Composition* (USA: Newbury House Publishers, inc., 1985), p.3.

Writing is the primary means for conveying information, ideas, beliefs and impressions to others when the ideas are too complex to express orally, when face to face exchange is not possible or when a more permanent form of communication is needed. Written words, unlike spoken words, can be changed. They can be revised until they express exactly what you want them to say. Thus writing aids you in realizing important communicative goals that would be impossible with speech alone.³

Writing ability is necessary for the students because the ability to master English can be showed by their ability in writing compositions both good structures and good grammatical. Many instructors force the students' ability on essay type examination. This kind of exams demands ability of students not only know the fact but also can formulate a central theme, put them in logical order and write a coherence essay about them.

Writing is an activity of person's psychology and language display information in a written form that it contains a specific topic to convey to the readers. To produce good writing we must consider general steps which were comprise of pre-writing, drafting, and writing. These steps are taken to good writing, easy to understand and the writing acceptable and useful to the readers.

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.⁴ The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas.

³ V. Faye Hartifel, *learning ESL composition* (USA: Newbury House Publishers, inc., 1985), p.3.

⁴ Doddy ahmad, *Developing english competencies 1: for senior high school (SMA/MA) grade X* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008). P.128.

Futhermore, many students lack of vocabulary, made some mistakes and faced difficulties to build and develop their imagination.

After doing observation in the school of Ma Ma'arif NU Kepung, the researcher found some problem about the students' ability in writing. They are poor in vocabulary mastery to write text maybe short article in English. Many causes why this problem is always happen in this school, the first factor is that teachers always give lecturing and theoretical lesson, just one way communication from teacher to students and it makes a passive condition. The second factor is that teachers always give materials from text book and make a reading tendency. Talking about writing is talking about creativity and art to produce the ideas into written form. The students can use vocabulary from any sources.

There are many ways to make teaching writing to more effective and interesting and help students write descriptive text well. One of ways that can be used the media. Media is a tool of teaching in learning process. It can support teaching learning process because it is an instrument that can affect condition of teaching learning process. In a writing activity, the students must be able to write some text.

Using media in learning activities is very important for teachers. The benefit of using media is media helps to enhance the quality in learning. Using media can support the teachers' materials. Well-designed material takes the wisdom of different accepted learning theorist into account which results in active and effective learning Kumar states that As a result, media is an integral part of the learning activities in order to achieve educational goals.⁵

In teaching and learning process, Realia has meaningful because Realia brings authentic piece of the target culture into the language classroom. By presenting material through diverse media, Realia helps to make English language input comprehensible as

⁵ Kumar. *Media Options for Teacher.*(New Delhi: Atlantic Publisher and Distributors, 1998) p. 7.

possible and to build an associative bridge between the classroom and the world. Realia is not only series of artifacts that describe the costumes traditions of a culture, but they are also a set of teaching aids facilitate the simulation of experience in target culture. It is mean that, Realia can be used to meet the student's interest and their level of capability. The word Realia means using real items found in the world around us as an aid to teaching English. Using Realia, helps to make English lessons memorable, it creates a link between the objects, and the word or phrase they show.

Thus, Realia in EFL terms refers to any real objects we use in the classroom to bring the class to life. In this tip the researcher would like to offer a few suggestions for activities using Realia and to consider why we may want to bring things into the class. Students understand and retain the meaning of a word better when they have seen or have touched some object associated with an activity using real objects.

Due to the reason above, the researcher tries to conducting the research entitled "The Effectiveness of Using Realia in Teaching Writing Descriptive Text for the Tenth Grade Students of MA Ma'arif Nu Kepung".

B. Problem of the Study

Based on the background study above, the researcher intends to answer the reaserch problem: "Do the students who are taught by using Realia have better writing skill than the students who are not taught by using Realia".

C. Objective of the Research

The objective of this research is to know whether Realia is effective or not to increase students' writing skill at the tenth grade students at MA Ma'arif Nu Kepung academic year 2016/2017.

D. Hypothesis of the study

The hypothesis of this research is:

“The students who are taught by Realia have better writing skill than the students who are not taught by using Realia”.

E. The Limitation Of The Study

The research is focused on students' writing skill achievement this study is focused in the empirical evidence that the students who are taught by using Realia have better writing achievement than those who are not taught by using Realia to the first semester 2016/2017 academic year. This reasearch is focused on the teaching of descriptive text by using Realia as the instructional method.

F. Significance of the research

This study is expected to give contribution for the teacher, the writer, and for another and researcher.

1. For the teachers

The writer hopes this writing can useful for English teacher to improving their strategies in teaching English, especially writing.

2. For other researcher

The result of this study can be used as reference to study further about the effectiveness of Realia of teaching writing.

G. Definition of Key Terms

The title of this research is the effectiveness of using realia in teaching writing descriptive text for the tenth grade students of MA Ma'arif NU Kepung. In order to avoid misunderstanding between the readers and the writer, the researcher will give the definition of some key terms as follow:

1. Writing

Writing was a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Hard and Osten (1993:188) state that writing was a way of communication and of course communicates all the time.⁶

Writing was a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it was a place which appears new ideas and emotion.⁷ From the explanation above, we can state that writing was a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

2. Descriptive Text

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.

3. Realia

Realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs Realia to strengthen students' associations between

⁶ Hart A. And Osten, R. *Strategies for Successful Writing; rhetoric, Reader and Handbook*. (New Jersey: Prentice Hall, 1993). P. 188.

⁷ Deporter and Heracky. M. *Quantum Learning*.(Bandung: Penerbit Kaifa Descriptive Paragraph through the Application of Student Team, 2002)p. 179.

words for everyday objects and the objects themselves.⁸ Realia is a term used in library science and education to refer to certain real – life object. In education, Realia are objects from real life used in classroom instruction.

⁸ Harmer, Jeremy. *The Practice of English Language Teaching with DVD (4th Edition)* (Longman Handbooks for Language Teachers). Pearson Longman ELT. 177.