CHAPTER I

INTRODUCTION

This chapter presents the discussion of some problems related to the topic which is studied. This chapter discusses research background, research questions, objectives of the research, significance of the research, scope and limits of the research and definition of key terms.

A. Research Background

In language learning, there are four skills in teaching English. They are reading, writing, speaking and listening. Writing is the most difficult skill in English language. There are some reasons why writing is viewed as difficult skill; they are limited grammar, lack of vocabulary, difficult in word choice, scared in making mistake, less understanding in determining complex topic clearly and detail, organizing ideas creatively, arranging generic structure and language feature. The problems happened to students because the rule of writing skill in teaching and learning process has not been emphasized clearly and explicitly. Writing is classified as productive skill that is supported by receptive skill. The ability of writing is very important skill needed in global literature community. To write clearly, it is essential to understand and comprehend the basic system of the language. According to Self (n.d.) there are five categories of written production aspects, they are composing, style,

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sentence formation, usage, and mechanics.[1] The five categories are indispensable when students write descriptive text in a second language. In basic competence, the students should express ideas in essay form for example in descriptive text. According to Linda Gerot and Peter Wignell, the social function of descriptive text is to describe a particular person, place and thing.[2] Thus the learning should be taught by using a media related to real life to express ideas easily.

According to Grace Flemming taken from About.com, there are five common modes of writing: narrative essay, evaluation essay, descriptive essay, comparison essay, and persuasive/argumentative essay.[3] In this study the writer would like to discuss descriptive essay using realia strategy. Because descriptive text needs to draw on these skills: looks, feels, smells, tastes, and sounds. So the writer thinks that realia strategy is appropriate to be implemented in teaching process. By using realia strategy, students will be given a real thing that is easy to describe something by students' perceptions.

In other hand, students have low motivation in English particularly writing of descriptive text, because the strategy applied in teaching is not interesting enough. Descriptions are word pictures.[4] It means when writer

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[1] O'malley J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (Longman: Practical Approaches for teachers, 1996), 144–145.
[2] Mursyid. English Learning Hangout for grade VIII, 4
[3] Sarwono, et.al., English for Academic Purposes, (Yogyakarta: CV. Andi, 2013), 92.
[4] Hogue Ann , First steps in Academic writing: Second Edition, (USA: Pearson Longman, 2008), 95.

describes something the writer paints a picture with the words in detail to the reader as like as the reader observes the object directly. So that, the teachers have to provide method or media related to real life in teaching English. The purpose is to stimulate student's imagination, so that the method in real life can ease students in understanding and comprehending materials, remembering new vocabularies and identifying description people, animals and things.

The study is conducted at junior high school Kyai Hasyim Surabaya. The reasons why this school is chosen, the English teachers in this school still teach writing in conventional way. According to the data from interviewing the English teachers of this school, researcher found that the students had problems in writing that caused the low students' achievement. Although, the teacher had strategy of learning process in the classroom, but it could not make the students interest and could not enhance students writing ability. In this study, the researcher chose the second grade because the students at this grade often got writing activities. Descriptive text is also given in the first grade generally. In fact, the students often felt frustrated when their English teacher asked them to describe something. The students still had difficulties in arranging the words into sentence. Besides that, the students also lacked of grammar and vocabulary. So it was very important for teacher to prepare the interesting method. In other hand, the teacher in this school could accept new media as learning to stimulate student's imagination when conveying the

thought and to anticipate students' boredom when learning writing. The researcher wants to do the research in this school because the study discusses the effectiveness of realia strategy and the media is recommended by teacher. Based on the descriptive above, the researcher interested to observe the use of realia strategy in writing skill especially in descriptive text because realia is a method that can give an unforgettable impression.

In this study, researcher wants to know the difference of writing ability in descriptive text for the students who are treated by realia strategy and those who are not treated by realia strategy and then researcher wants to know the effectiveness of realia strategy if it is used as method of teaching and learning in descriptive text especially in writing skill.

Based on the descriptive above, if teacher wants to improve teacher's skill with new media the teachers have to arrange strategies effectively to support English teaching and learning process in the classroom to motivate students in learn English language. With giving appropriate strategies the teacher can plan innovative lessons and creative thinking. Based on those reasons, the researcher interested to research about **"*The Effectiveness of Realia Strategy to Improve Students Writing Ability in Descriptive Text for the Second Grade Students of Junior High School Kyai Hasyim Surabaya*"**

B. Research Questions

Based on the background of the study above that realia was used to know students writing ability and the effectiveness of realia as strategy of teaching and learning descriptive text. The researcher intends to know and analyze:

1. Is realia strategy effective to improve students' writing ability in descriptive text for the second grade students of Junior High School Kyai Hasyim Surabaya?

C. Objectives of the Research

From the problems of the study researcher can decide some purpose of the study, the researcher is able to:

1. Know the effectiveness of realia strategy to improve students' writing ability in descriptive text for the second grade students of Junior High School Kyai Hasyim Surabaya.

D. Research Hypothesis

Ary defines hypothesis as tool that is used in the research process, no ends of research.[5] It means that hypothesis is only researcher's prediction which presents researcher's expectations about a significant difference from variables. In this research, the hypothesis is alternative hypothesis to know the effect as research not correlation on variables based on research question.[6]

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[5] Ary donald et.al., *Introduction To Reseach In Education: 8th Edition* (USA: Wadsworth Cengage learning, 2010). 82

[6] Sugiyono, Metode Penelitian, (bandung: Alfabeta, 2013), 96-99.

Here, the hypothesis; Realia strategy can Improve Students' writing ability in descriptive text. There is significant difference between students who are taught using Realia Strategy and students are taught using conventional strategy in descriptive text. Realia Strategy likely improves students' on writing descriptive text. The hypothesis used in this study is two side hypotheses.

The formula of hypothesis is as follows:

1. NULL hypothesis (H_o)

    There is no significant improvement in achievement between students who are taught by using Realia strategy than who are not taught by using Realia strategy.

2. Alternative Hypothesis (H_1)

    There is significant improvement in achievement between students who are taught by using Realia strategy than who are not taught by using Realia strategy.

    Explanations:

    H_o will be accepted if t-value < t-table

    H_1 will accepted if t- value > t-table

E. Significance of the Research

There are many media of teaching descriptive text for the learner, such as picture, game, Realia, modeled talk etc. These media have the superiority

one another on how they ease students in comprehending descriptive text. So, researcher hopes that Realia is one of the media that can be used as an alternative way in helping people or readers to solve writing ability weakness in descriptive text.

1. For school

   The result of this study hopefully makes the Realia strategy can be consideration from staff of school in determining an appropriate media for teaching descriptive text.

2. For teachers

   The teachers are hoped to use this result of research as a feedback on the teaching activities and they can increase their strategy in teaching learning program well. Beside that teachers also can use the result of the research as an alternative way to teach writing in the class to welcome students' brain especially in teaching descriptive text.

3. For researcher

   The result of the study is used to answer the available questions in this final project based on the data gotten along the research.

4. For the other researchers

   The result of the study is hoped to enrich knowledge about learning descriptive text and the result of this study will be guidance for the next

researchers to enhance theory about learning descriptive writing using realia strategy.

F. Scope and Limits of the Research

This study was conducted at the second grade of junior high school especially at the second semester. The students are male and female. This study focused on the English class on how the teacher presents descriptive text in the class. The researcher used two classes or two groups as experiment: Experimental group and control group. Researcher had decided that in introducing the descriptive text the teacher uses Realia strategy in experimental group and control group did not use it. The researcher explains the value before and after students used Realia strategy. This study is to know the effectiveness of Realia strategy in teaching writing descriptive text.

G. Definition of Key Terms

To avoid ambiguity about some terms in this study, it is important to define some key terms of this study:

1. Effectiveness

   Effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting.[7] Dean Schillinger stated that effectiveness is terms of measurable students' outcomes.[8] It means that

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[7] Dean Schillinger, *An Introduction to Effectiveness, Dissemination and Implementation Research* (California San Francisco: UCSF CTSI Community Engagement Program, 2010), 2.

[8] Frederick, Judith., Measuring School Effectiveness: Guidelines for Educational Practitioners. (USA: Eric, 1987). 9

Realia strategy will be effective if it can improve students' achievement. It also can be seen from the t-value and t-table.

2. Realia Strategy

Realia strategy is term for real things –concrete object includes things and object can be seen, felt, heard and smelt that are used in the classroom to build background knowledge and vocabulary.[9] Realia is a media used in teaching learning process, it is a real thing that can see, hear or touch directly. It makes students more interesting and easy to understand the lesson.

3. Writing Ability

Writing ability is a complex process that allows students ability to explore their thought and ideas based on five categories: composing, style, word formation, usage and mechanics.[10] It means the writing ability is an ability to comprehend and produce ideas with paying attention five categories of aspect production. The mathematical assignment of the 4-point scale gives equal weight (a maximum of 4 points and a minimum of 1 point) to each of the five major categories.

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[9] Herrel L, et.al., *Strategies for Teaching English Language Learners*, (USA: Pearson Merriel Prentice Hall, 2008), 24.

[10] O'Malley J. Michael - Pierce Valdez Lorraine, *Authentic Assessment for English Language Learners : Practical Approaches for teachers*, (USA: Longman, 1996), 145.

4. Descriptive text

Descriptive text is a describing a particular object such as person, animal and thing with mentioning part, physical feature, and characteristics of subject being described how something looks, feels, smells, tastes, and sounds.[11] It means that in descriptive text the writer transfers the images, the feeling that writer experienced to the readers in order to make readers are able to imagine everything that is being described.

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[11] Jonathan Sarwono – Yudhy Purwanto , *English for Academic Purposes*, (Yogyakarta: CV. Andi, 2013), 92-94 .