

The Effect of Using Real Objects or Realia on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMP Argopuro 2 Suci Panti Jember in 2013/2014 Academic Year

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Abstract

Writing is a process of developing ideas and putting them down into a written form. Writing can be used as another way to communicate with other people instead of speaking. Writing skill is considered as a difficult skill to develop, especially for most of the students who learn in the context of English as a second or foreign language. The use of real objects or realia was appropriate since this media could help the students to find the idea in writing descriptive paragraph by stimulating their five senses. This research applied quasi experimental research using posttest-only control group design. The research was conducted at SMP Argopuro 2 Suci, Panti, Jember with the eighth graders as the research population. Two classes were chosen as the research samples by using homogeneity analysis of ANOVA of the students' English previous score. Class 8A which had 41 students was the experimental class and class 8C which consisted of 41 students as the control class. Both classes were taught twice with the same materials but different treatment. At the end of the meetings, the students were given a post-test and the result of the post-test was analyzed by using Independent Sample T-test (SPSS). From the result of the Independent Sample T-test, it showed that the Lavene's variance value was 0.114 that was higher than 0.05. It meant that the variance was equal. On Equal Variances Assumed, it showed that the sig. (2-tailed) value was 0.000. It meant that it was lower than 0.05. Therefore, it meant there was a statistically different between the two classes. In other words, there was a significant effect of using real objects or realia as the teaching media on the students' descriptive paragraph writing achievement.

Keywords: Five senses, Independent T-test, real objects or realia, writing achievement.

Introduction

Language is the main tool in social communication among people in any society. It is impossible for people to communicate with other people and do the activities together without language. Furthermore, English is an international language that is the most important language in this modern globalization era. Considering that English plays a crucial role in life, it must be mastered well. English as the first foreign language that should be learnt by Indonesian students as a compulsory subject taught from junior high schools to universities. In addition, English is also taught in Elementary school as a local content.

Writing skill was investigated in this research. Fairbairn and Winch (1996:31) state that writing, like speaking, is a form of communication. Hughey (1983:38) also adds that writing can be used as another way to communicate with other people instead of speaking. Writing is about conveying meaning by using words that have been selected and put together in a written or printed form (Fairbairn and Winch 1996:32). It means writing is the expression of ideas that transferred into written form.

Writing skill is considered as a difficult skill to develop, especially for most of the students who learn in the context of English as a second or foreign language. According to Scott and Ytreberg (1994:68), writing is not always easy. They also add that many students take a long time to master the skill of writing. Hughey et al. (1983:38) state that writing is often found as the difficult skill of all the English skills, both as the first and second language. This is supported by Richards (1990:100) who says that learning to write in either a first or second language is one of the most difficult tasks a learners encounters and one that few people can be said to fully master. He also adds that learning to write well is a difficult and lengthy process. For many English learners learning to write fluently in English is much more challenging than learning to speak fluently. Even for advanced level learners, written communications can come much more slowly in English than spoken communications.

Real objects are the things we come in contact with everyday (Soulier, 1981:7). It means real object is obviously real thing which is easy to find in daily life. In accordance

with their idea, Gairns and Redman (1998:73) say that real objects as kind of visual aids are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement).

Real objects or realia can give an important stimulus to the students in learning the materials because it can make the students use their five senses, especially sense of touch (Anderson, 1994:181). It means that real objects or realia can make students use their five senses in learning activities. By bringing real objects or realia into class room in teaching learning process, it can expose the students on the real picture of object that are visible in the real life and it is clearly shown in the varied experiences that drive them to use their senses especially the sense of sight (Abucay, 2011).

Real objects or realia can be an effective media in teaching writing, especially in teaching descriptive paragraph writing, because it can stimulate students to use their five senses to find the idea about the content of writing. By using their sense of sight and touch, they can easily organize the idea in writing. In transferring the idea into written form, they need some vocabularies to construct a sentence. As Soames (2010) states that, using real objects or realia helps to make English lesson memorable by creating a link between the objects and the words or phrase they present. According to Heaton (1991:135), to make a sense and acceptable writing, a writer needs to apply grammar in the writing correctly. Therefore, real objects or realia can help students to construct a descriptive paragraph by stimulating all aspects of writing by using their five senses.

There are some advantages of using real objects or realia as teaching media. In the teaching learning process, it can be very useful to catch students' attention by bringing some media to the classroom. Since the teaching learning process does not go as usual, it can increase students' participation in learning the material given. Therefore, media is one of criteria in making successful teaching learning process. Using real objects or realia as a visual aids can stimulate students' interest, curiosity, and participation during the teaching learning process. Besides that, by bringing real objects or realia it can help to make conducive atmosphere in the class. Arsyad (1997:79) notes that the visual aids, such as real objects, are prepared to fill the students' need and abilities in learning and sustain the students to be active involved in the classroom activities.

The experimental research has been done by Pujati (2003) to prove the effect of using real objects or realia as teaching media. The research was entitled "The Effects of the Use of Picture Files and Real Objects on Vocabulary Achievement of the Second Year Students of SLTPN 4 Gambiran in the 2002/2003 Academic Year". The result shows there was a significant effect of using real objects or

realia as teaching media on the 8th grade students' vocabulary achievement at SLTPN 4 Gambiran. Similar findings were done by Fatmawati (2010). The research shows that students class VIII F of SMPN 04 Lumajang who were taught by using real objects or realia made improvement in their vocabulary achievement. Based on the background of the research, the objective in this research is to know whether or not there is a significant effect of using real objects or realia on the eighth grade students' descriptive paragraph writing achievement at SMP Argopuro 2 Panti Jember in 2013/2014 academic year. Therefore, the hypothesis is formulated as follow: there is any significant effect of using real objects or realia in teaching the eighth grade students' descriptive paragraph writing achievement at SMP Argopuro 2 Panti Jember in 2013/2014 academic year.

Research Method

The research design was quasi experimental research using posttest-only control group design. The area of the research was SMP Argopuro 2 Suci, Panti, Jember. The population of the research was the eighth grade students of SMP Argopuro 2 Panti, Jember in 2013-2014 academic year which was consisted of 121 students from three classes (8A, 8B, and 8C). Two classes from three classes were taken as the research subjects. Finding the similar mean score was done to determine the experimental class (8A) and the control class (8C).

First, the researcher conducted a homogeneity analysis by using ANOVA formula (SPSS application) from the students' English previous score to get two classes as the experimental class and the control class. After conducting a homogeneity analysis, both classes were taught twice with the same materials but different treatment. The experimental class (8A) was taught by using real objects or realia as teaching media and the control class (8C) did not receive any treatments. After giving treatments, the researcher conducted a post-test. The post-test was in the form of essay which asked students to make a descriptive paragraph which consisted of 40-50 words for 40 minutes. Then the result of the post test was analyzed by using Independent Sample T-test formula of SPSS (Statistical Package for Social Science).

Research Result

Before the English writing post test was administered to the respondent (the experimental class and the control class), a try out on the 8th of March 2014 conducted to the class of eighth grade which did not belong to the respondent. The material used in try out was post test material. It was given to class 8B of SMP Argopuro 2 Suci Panti Jember which is consisting of 39 students. The result of try out showed that all students understood the instruction which meant that the instruction was clear

enough. They constructed a descriptive paragraph that consisted of 40-50 words for about 30-40 minutes. It means that the time allocation was enough for the students. So, the instruction was used as the post-test without doing any revision.

The primary data of this research was obtained from the post test, the post test was given to the two classes that had been chosen. The post test was conducted on the 12th of March 2014 for experimental class (8A) and the 12th of March 2014 for control class (8C). The test was conducted in the same day but at different time. The post test was given to both classes after the experimental class and the control class received the treatments. The experimental class was treated by using real objects or realia as the teaching media while the control class was not treated by using real objects or realia. The treatment was given twice or in two meetings which lasted for 80 minutes in each meeting.

The post test was used to determine the students' achievement in English writing. As stated in the previous chapter, the test used in this research was writing test by asking the students to construct a descriptive paragraph that consisted of 40-50 words for about 40 minutes. The students' writing was evaluated based on the aspects of: (1) content, (2) organization, (3) vocabulary, (4) grammar, and (5) mechanics. Each aspect was scored based on Cohen's (1991: 328-329) rating scale that had been adapted. The highest score was five (5) and the lowest score was one (1). The student's obtained scores of the rating score were divided by maximum score of rating score that was 25 (5 as the highest score for each aspect time by 5 as the number of the aspects) then time by one hundred. The total of the result score became the score of students' writing test. One hundred will be the highest score.

To obtain the reliability, the writing test result was scored by different scorers. The first scorer was the researcher and the second scorer was the English teacher. If the result of scoring by the two scorers was the same or nearly the same, then the test could be categorized as reliable. If the result was not the same or nearly the same (the difference is more than 5), the researcher discussed it with the English teacher. It was purposed to get the reliable score for the students' writing. Therefore, the student's score that was used to analyze was the score from the first scorer added by the score from the second scorer and divided by two.

The post test result was analyzed statistically by using independent sample t-test formula of SPSS (Statistical Package for Social Science) with 5% significant level to know whether the mean difference between the experimental class and the control class was significant or not.

The total number of the test takers of the experimental class was 41 students from class 8A and the control class was also 41 students from class 8C. The experimental class

and the control class were determined after conducting a homogeneity analysis. The result of the homogeneity analysis was heterogeneous, so the researcher chose two classes with the closest mean score. After conducting the post-test, the result of the post-test was analyzed by using Independent Sample T-test (SPSS). From the analysis it was shown that the mean score of the experimental class was 59.95 and the mean score of the control class was 49.37.

Based on the analysis of the independent sample t-test formula of the Lavene's variance value was 0.114 that was higher than 0.05. It meant that the variance was equal. If the variance was equal, so the first row or Equal Variances Assumed's that must be read for analyzing the data. On the analysis, it can be seen that the sig. (2-tailed) value was 0.000. It meant that it was lower than 0.05. Therefore, it meant there was a statistically different between the two classes. In other words, there was a significant effect of using real objects on student' writing achievement.

Discussion

The result of data analysis in this research proved that the use of real objects or realia gave a significant effect to the students' writing achievement on the eighth grade students of SMP Argopuro 2 Suci Panti Jember in 2013/2014 academic year.

The research finding was in line with (Anderson, 1994:181) who stated that real objects or realia will give an important stimulus to the students in learning the materials because it can make the students use their five senses, especially sense of touch. In this case, the researcher used real objects or realia in the classroom and asked the students to observe it by seeing and touching to stimulate them. For example, in the first meeting on the experimental class, the researcher asked the students to observe their own stationery before they did the first exercise that was filling the blank spaces of the object characteristics based on the quality, size, colour, and material. By observing the real objects or realia used their five senses, students got the idea easily of what they should write in the paragraph. As it is stated by Soames (2010) that using real objects or realia helps to make English lesson memorable by creating a link between the objects and the words or phrase they present. In this case, in the second meeting on the experimental class, the researcher asked the students to observe the thing they brought from their own home then described it in a paragraph. They transferred the knowledge they got from observing the real objects or realia into written form. Therefore, real objects or realia could help to stimulate students to use their five senses in finding the idea about the content of writing and transferring the idea into written form.

An experimental research conducted by Pujiati (2003), reported that there was a significant effect on students' vocabulary achievement through real objects. It was also

supported with the result of significant value which was 0.000 that was less than 0.05. It indicated that the result of t-test analysis was significant. Further, the use of real objects or realia could improve students' vocabulary achievement in Fatmawati (2010) research entitled "Improving Class VIII F Students' Vocabulary Achievement by Using Real Objects and Realia at SMPN 04 Lumajang in the 2010/2011 Academic Year" shows that students make improvement in their vocabulary achievement.

It can be concluded that the results showed that the use of real objects or realia gave positive effect to the students' achievement even though in different language skill or language component than the previous researches. The previous researches used real objects or realia as the teaching media in teaching vocabulary. In this case, the researcher used real objects or realia as the teaching media in teaching writing especially in teaching writing descriptive paragraph. It means that the use of real objects or realia was an effective media to teach writing descriptive paragraph in the eighth grade students at SMP Argopuro 2 Suci Panti Jember.

Conclusion and Suggestions

Regarding the results and the discussion in the previous chapter, it could be concluded that there was a significant effect of using real objects or realia on the eighth grade students' descriptive paragraph writing achievement at SMP Argopuro 2 Suci Jember.

Considering the result of the research, the researcher proposed some suggestions. 1) It is suggested that the English teacher of SMP Argopuro 2 Panti Jember to use real objects or realia as the teaching media in teaching writing to improve the students' writing skill in the teaching learning process because it is interesting and easy to catch students' attention in focusing to the materials given. 2) It is suggested to the students of SMP Argopuro 2 Panti Jember to use real objects or realia as the teaching media to stimulate them to use their five senses to find the idea about the writing which is turn help them to improve their writing achievement, they can improve their participation in the classroom and they can also easily construct a paragraph by stimulating all aspects of writing by using their five senses. 3) The result of this research is suggested to give information to the future researcher who has problem with the teaching of writing. It is suggested to conduct a further research with different research design such as classroom action research to improve the students' writing achievement by using real objects or realia.

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