



## Improving Students' Competence in Writing Descriptive Text by Using Realia Media

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### Abstract

The goal of the study is to increase students' writing skills in descriptive writings by incorporating realia media into the classroom. The study makes use of action research in the classroom (CAR). In this study, the tool of investigation is the Test and Observation Sheet. The outcome of the investigation. The study discovered that using realia media may help students enhance their writing skills while producing descriptive texts. It is possible to draw the conclusion that there has been an improvement based on the results of the study that was conducted in two cycles (cycle I and cycle II). After being educated via the use of realia media, the student's ability to write descriptive language improves significantly. The use of realia as a medium for improving students' ability to write descriptive texts proved to be quite beneficial. According to the significant result percentage of students score in the pre-test (14 percent), cycle I (43 percent), and cycle II (50 percent), it was supported (81 percent).

## Introduction

Writing is the most difficult of the four language skills taught in schools, and it is also the most time-consuming. It necessitates the development of specific talents, such as the capacity to communicate the writer's ideas or thoughts effectively and concisely. In order to achieve these abilities, students must first master writing techniques, such as how to gather ideas about what they will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review, then revise, the composition until it is well-constructed (see Writing Techniques). In reality, students may still have difficulties with writing over the course of the teaching learning process. There are a variety of reasons that contribute to someone's writing challenges, from understanding vocabulary to organizing the structure or syntax (Fareed et al., 2016; Bennui, 2016).

The Education Unit Level Curriculum (KTSP) syllabus of junior and senior high schools curriculum needs pupils to be able to write in a variety of genres, according to the syllabus requirements. They include narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, process, debate, reviews, anecdote, satire, and news items, among other types of material. Based on the above explanation, the researcher selects one thing from among the several types of genres in writing, which is the production of descriptive text.

An example of descriptive text is a form of writing that has the meaningful linguistics unit to describe a person, an object, or a location (Jayanti, 2019). The goal of descriptive language is to provide a verbal representation of what we are experiencing. A descriptive text is one of the types of writings that fall under the genre category. Students in senior high school are taught this subject (Olva & Susandi, 2016). There are many kids who have difficulty comprehending descriptive literature that describes a person, a location, or something (Husna, 2017; Ashera & Saun, 2013). Among the objectives of the texts are the general structure and language

characteristics, and the manner in which those descriptive qualities should be used in the written text (Schleppegrell, 2001). The genre is more similar to the social function, although it is a very uninteresting element of the course for any pupils.

The majority of pupils, even if they have mastered Writing English from elementary school through senior high school, are unable to write well. When students are learning about a genre and how to write in that genre, they often encounter obstacles (Bitchener & Basturkmen, 2006; Cheng, 2006). They will not be able to sit quietly and give complete attention throughout the class if they do not participate in some way, particularly while writing descriptive prose (Khalala, 2016). This is due to the fact that pupils are able to explain properly according to the object while writing this form of prose. According to an interview with Mrs. Intan Hudodo, the English instructor at MA Al-Falah, it has been discovered that the pupils have difficulty in writing. Ninety-five percent of students, particularly those in the tenth grade, have difficulty understanding descriptive texts, particularly in terms of how they describe someone, a place, or something, their purpose, which includes the generic structure and language features, and how to apply those descriptive features in the text. Students are also bored and pay less attention when the instructor explains since the teacher does not generally employ an exciting medium, such as depending mostly on the text book, when he or she explains. As a result, when students are required to produce a descriptive narrative based only on their imagination and personal experiences, they struggle.

As a result, it is critical to provide pupils with motivation and to encourage them to be passionate about learning descriptive literature. Providing kids with motivation and excitement to study descriptive language will help them become more proficient in producing descriptive text, which will improve their overall writing ability. Realia is important in the teaching and learning process because it introduces a genuine aspect of the target culture into the language classroom, making it more relevant.

According to the expectations, Realia will help students develop their creativity when describing something, as well as increase their motivation. Finally, it will help them improve their competence in writing descriptive text in a proper and consistent manner with the elements already present in the descriptive paragraph. The researcher intends to undertake a classroom action research study with the tenth grade students of MA Alfalah, Limboto Bafat by utilizing realia as a medium to increase students' competency in writing descriptive text as a result of the above reasons.

There are three primary reasons for selecting this topic: (1) Writing is a difficult language skill for senior high school students, and on the other hand, writing plays a small role in the English language learning process. (2) Writing is a difficult language skill for senior high school students, and on the other hand, writing plays a small role in the English language learning process. As a result, it is necessary to do study based on actual classroom experience; (2) The researcher thinks that utilizing realia will increase students' ability to write descriptive language. Due to the fact that, in order to arrange descriptive text, students must explain the object in detail and clearly, and realia assists students in learning about the object starting from the shape, color, smell, taste, and so on; realia also develops students' creativity in describing something and it can improve students' motivation; and finally, realia will improve students' competence in writing descriptive text; (3) Realia can provide new experiences to the students about the new object; (4) The teacher can use realia to help students.

## Methods

This study is classified as classroom action research (CAR), which is a kind of research in which a teacher acts as a researcher and conducts research in the classroom. This study has the potential to provide new methods and processes for improving and increasing teacher professionalism in the teaching-learning process and the learning outcomes of students. In this study, the researcher employed two rounds of data collection. Prior to conducting a cycle, the researcher ran a pre-test to determine the students' ability to comprehend the descriptive text presented in the descriptive text. Cycles of Action Research was the research technique used in this study. The following are the methods that were utilized to get the information for this study: Sheet of Tests and Observations.

## Results and Discussion

According to the findings of the quantitative data of the study, the realia media could increase the writing skills of 81 percent of the total students in the tenth grade of MA Alfalah Limboto Barat in the area of descriptive text.

The utilization of quantitative data from the students' writing tests revealed that there was an improvement in the students' ability to write descriptive texts. The study discovered that using realia media may help students enhance their writing skills while producing descriptive texts. The proportion of pupils who received a passing grade on the standard test is shown in the following table:

Table 1. The Students' Percentage of the writing result

Standard score	Pre-test	Cycle 1	Cycle 2
≥ 75	14, %	43%	81%

There has been an improvement in the student's score, as seen in the table above. Among the students who took the Pre-test, 14,3 percent received a standard score of passing. Cycle 1 results in a 29 percent increase in student performance, with the students who achieved the standard score accounting for 43 percent of the entire student population. Results from cycle 2 show that students' scores improved by 38 percent compared to cycle 1 and by 67 percent compared to the pre-test data. Students who achieved the standard score account for 81 percent of the total. The improvement score of the pupils from the data pre-test, cycle 1 and cycle 2 is shown in the chart below.

First meeting of cycle 1, after explaining the material about descriptive text, which included definition, generic structure, and language features, the researcher divided students into five groups, and then showed each group a book as a realia media, and the researcher asked each group to observe and create descriptive text about the book, such as the shape, color of the book, and the function of the book, among others.

### **Improving learning student's competence in the descriptive text during two cycles can be explained as follows**

It was decided to implement the learning writing process using realia media on Cycle I, with the theme of describing a location (classroom). This kind of media is intended to stimulate students to improve writing skills and to get them excited about studying English as a second language. It should be noted that this was a novel strategy, and some pupils have not yet grown acclimated to studying via the use of realia media. The pupils were then seen to be less engaged throughout the teaching and learning process. As a result, it might be placed in the category of disadvantaged. It is possible to observe the truth of the statement above in the average score of

the analysis of learning using realia media on cycle I, which was achieved as a consequence of a final exam that assesses the cycle I and yielded an average grade of 66. The greatest possible score was 80, while the lowest possible score was 30. Learning attainment has not been accomplished in accordance with the success criteria that have been established. The acquisition value of cycle I rose marginally compared to the results of the tests conducted before to the activity. The rising success of pupils learning a great deal, as seen by the increase from three students to nine students. Despite an increase in cycle I, the stated learning exhaustiveness of at least 75 percent or a minimum of 16 students who finish the course has not been attained.

Things to consider while implementing the learning realia media on the cycle II with the content learning include the following: (favorite things). On the basis of the cycle II reflections, only minor corrections have been carried out on the cycles I and II. Because the standard objective has not been met in cycle I, this is the case. As a result, it will need to be upgraded in cycle 2. When it comes to cycle II, the emphasis is on how students become more driven, more active, and more provoked while also developing writing competency, so that they may improve their writing competence and write in English fluently. Because of Cycle I, the majority of students are still hesitant to inquire. Furthermore, it achieved the highest possible outcome in cycle II. Due to the fact that it surpasses the desired accomplishment rate of 75% It was a whopping 81 percent.

According to the statement above, the average score of the analysis of learning by using realia media on the cycle II may be observed in the graph below. The final result of the final exam received an average score of 71. The greatest possible score was 82, while the lowest possible score was 33. Learning attainment has been attained in accordance with the success criteria that have been specified in action. The grade of cycle II rose marginally when compared to the test results obtained before to the action and increased significantly when compared to the first action taken. Students who finished before the action were three students or 14 percent, while students who completed after the cycle I were nine students or 43 percent, indicating that the number of students who completed in cycle II is increasing. It took 17 students to finish the course, for an 81 percent completion rate. Therefore, it is possible to determine that the learning success of pupils has been accomplished by learning exhaustion or that the objective has been established prior to action by raising 38 percent of cycle I from cycle II.

According to the explanation of the study findings and discussion that has been provided above, realia media is effective in developing students' writing competency, as shown by the successful indication that was hoped for. The hypothesis of classroom action research, which was stated as 'the adoption of realia media in increasing students' writing ability on descriptive text 75 percent at the tenth grade of MA Alfalah Limboto Barat', may thus be accepted.

## **Conclusion**

The use of realia media as a medium to increase students' writing skill on the descriptive text was an alternate method of improving writing competence. Realism media was the kind of media that might pique students' interest in the subject matter of writing a descriptive essay. Teachers may encourage students to write in descriptive style by including descriptive language into their lesson plans. When kids are asked to submit their opinions, they seem to have more fun. Realia media is a fantastic piece of media. In this assignment, students must ponder about a location and its inhabitants, and then organize their thoughts in a short paragraph of descriptive language. The usage of realia media was intriguing, and it encouraged pupils to learn to write more quickly and efficiently. It is possible to draw the conclusion that there has been an improvement based on the results of the study that was conducted in two cycles (cycle

I and cycle II). After being educated via the use of realia media, the student's ability to write descriptive language improves significantly. The use of realia as a medium for improving students' ability to write descriptive texts proved to be quite beneficial. According to the significant result percentage of students score in the pre-test (14 percent), cycle I (43 percent), and cycle II (50 percent), it was supported (81 percent ). For the students, the use of realia media in the context of teaching and learning English was engaging as shown by their responses to the result observation and the result exam. The researcher use realia media as a learning tool since it may assist students in being more motivated to study English writing in a more enjoyable and straightforward manner. The use of realia media to develop students' writing skills, on the other hand, has encountered certain difficulties. For example, some students were perplexed since some of them had never written a paragraph of descriptive prose before. As a result, the researcher was required to provide some explanation about descriptive wording.

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