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The Effect Of Realia Media On The Ability To Write Descriptive Paragraph In Eleven-Grade Students At SMA Gajah Mada Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh media realia terhadap kemampuan menulis siswa. Tujuan penelitian ini adalah untuk melihat apakah Media Realia berpengaruh terhadap kemampuan siswa dalam menulis paragraf deskriptif. Penyelidikan ini dilakukan dengan menggunakan penelitian kuantitatif eksperimental. Subyek penelitiannya adalah SMA Gajah Mada Medan. Penulis menerapkan Media realia pada kelas XI IPS-1 yang berjumlah 30 siswa dan kelas kontrol menggunakan metode XI IPS-2 konvensional yang berjumlah 30 siswa. Penulis memilih dua ruang kelas sebagai sampel untuk mengetahui pengaruh Media Realia dalam meningkatkan keterampilan menulis. Pengumpulan data dilakukan dengan memberikan tes untuk mengetahui apakah siswa memahami konten atau tidak. Nilai rata-rata pre-test pada kelas eksperimen sebesar 70,9 dan post-test sebesar 85,5. Nilai rata-rata pre-test pada kelas kontrol sebesar 70,1 dan post-test sebesar 75,9. Diketahui nilai rata-rata kelas eksperimen lebih besar dibandingkan kelas kontrol. Nilai t hitung $>$ t tabel menghasilkan tingkat signifikansi $p = 0,05$ ($6,02 > 2,048$). Hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Disarankan agar guru bahasa Inggris menggunakan Media Realia sebagai metode pengajaran yang efektif untuk membantu siswa kelas sebelas SMA meningkatkan keterampilan menulis mereka.

Kata Kunci: *Analisis Tindak Tutur, Gaya Bahasa, Struktur Kalimat, Film John Wick.*

Abstract

This study aimed to determine the effect of realia media on students' writing abilities. The purpose of this research is to see whether Media Realia impacts students' ability to write descriptive paragraphs. This investigation was carried out using experimental quantitative research. The research subject was Gajah Mada High School in Medan. The author applies Media realia to the XI IPS-1 experimental class which consists of 30 students and the control class uses the conventional XI IPS-2 method which consists of 30 students. There are 60 students in this study, divided into two classes. The writer chose two classrooms as samples to investigate the effect of Media Realia in improving writing skills. Data is collected by giving tests to determine whether students understand the content or not. Both the experimental class and the control class were given two tests, namely: pre-test and post-test. The average value of the pre-test in the experimental class was 70.9 and the post-test was 85.5. The average value of the pre-test in the control class was 70.1 and the post-test was 75.9. It was found that the average value of the experimental class was greater than the control class. The t count $>$ t table results in a significance level of $p = 0.05$ ($6.02 > 2.048$). The null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It is suggested that English teachers use Media Realia as an effective teaching method to help eleventh-grade senior high school students improve their writing skills.

Keyword: *Media Realia, Paragraf Deskriptif, dan Kemampuan Menulis*

INTRODUCTION

Language is a tool for communication that is used in everyday life to convey ideas, concepts, and feelings. There are numerous languages in the world, and English is one of them. As we all know, English is an international language that is used to engage with and communicate with people all over the world. It is also utilized in technology, politics, commerce, and education. Many Indonesian students believe that a foreign language, particularly English, is difficult to understand (Ismayanti & Kholiq, 2020). English is the most important language to consider because it is widely used all over the world. Because of the necessity of knowing English, all students are forced to acquire it in school. Language learning consists of four skills: reading, listening, speaking, and writing.

Writing is an ongoing activity. Writing is a practice that can develop the ability to think dynamically as well as the usage of language and punctuation. Writing abilities are essential for every human being to have as the foundation for success in life. Someone who is good at writing must practice a lot. This is because writing ability is developed via extensive practice. Writing is more than just handwriting or writing styles; it can also mean telling what

is already known and it can assist grasp what is previously known. Writing skills can boost self-esteem and inspire creativity (Fauziyah et al., 2022).

However, in reality, the language skills of Gajah Mada Medan High School students are not as expected. It is known that there are still many student errors in language, especially in terms of writing descriptive paragraphs. These errors can be seen in the use of spelling, diction, effective sentences, and paragraph development. On the other hand, the low score for composing is influenced by various factors, such as students, teachers teaching methods, and learning approaches, which selected teachers (Dalle, 2019). Based on interviews with teachers of Gajah Mada High School in Medan, information was obtained that when learning to write, the teacher usually only determines the title of the writing and then students are asked to write a paragraph and describe the title as much as one to two folio pages. This causes students to feel lazy and burdened in participating in learning to write, especially in writing descriptive paraphrases. Students feel that they are given a tough task that must be completed within the allotted time (Wardana et al., 2022).

From the problems above, the writer is interested in using realia media to improve students' writing skills. This study will use a method in teaching writing called media realia in writing descriptive paragraphs. Realia media are real objects that are used in the classroom as learning materials or resources (Rizkiana & Pulungan, 2020). the writer uses this method because the writer finds the same problem in the school. This method will help students to improve their writing skills easily because it uses a method that attracts students' interest in writing descriptive paragraphs (Meinawati et al., 2021).

In this study, the writer chose to write descriptive paragraphs because descriptive paragraphs are writings that describe an object based on the observations, feelings, and experiences of the writer. Through descriptive paragraphs, readers know detailed information, and a series of events in a problem so that readers get new information or knowledge. if they don't know how to write descriptive paragraphs and don't have a lot of vocabulary, it can be misunderstood reader (Fidriani et al., 2021).

This title is important because there is a phenomenon with a background from a problem that requires inquiry. There is also a research gap, as the title has not been extensively researched (Khasawneh & Al-Rub, 2020). Although prior research has used the same issue, each has its distinctness and differences from this study. The author will do research at SMA Gajah Mada Medan. The author will watch the eighth grade and administer a test to students, however before administering the test, the researcher will explain what a descriptive paragraph is and how to write one. Based on the description above, this study is

entitled "The Effect of Realia Media on the Ability to Write Descriptive Paragraphs in Eleven-Grade Students at SMA Gajah Mada Medan".

RESEARCH METHOD

A quantitative experimental study design was adopted. It is a method of measuring variables in a study. According to Sugiyono (2013:3), a research method is primarily a scientific way to gather valid data with specific goals and applications. This indicates that this study gathered information from two classes. The classes are Experimental and Control. The Experimental class is intended to be therapeutic. The therapeutic strategy used in this study is realia media (images) or real items. The author uses this strategy as a treatment when teaching students how to create descriptive paragraphs (Fitri et al., 2022). The experimental class is opposed to the control class. The control group does not get any therapy (Sholikhin, 2021).

This study was carried out on eleventh-grade students at SMA Gajah Mada Medan during the academic year 2022/2023. The population in this study were all Eleven-Grade students of SMA Gajah Mada Medan for the 2022/2023 academic year, totaling 60 people in 2 classes. This study's sample consisted of two classes: XI IPS-1 as the experimental class and XI IPS-2 as the control class. In class, there are 30 students in XI IPS-1 and 30 students in XI IPS-2. Each class included 30 pupils as normal, and the writer used the realia medium in the experimental class, while the control class simply used the standard approach to study.

An instrument is a tool used in research to collect data. The writing test will be used to collect data for this study. The writing test will determine the impact of realia media. The test will be administered to both classes as a pre-test and a post-test. A pre-test is a test performed before the use of treatment in the teaching-learning process. A post-test is a test administered following the use of treatment in the teaching-learning process. This study's data collection process involves multiple steps (Fitriani & Zaiturrahmi, 2022). This study employed data collection approaches such as tests. Tests are used to assess student competence and to attain objectives. A descriptive paragraph writing test was used to collect data. The writing test can be administered with a pre-test and a post-test.

After calculating the test result data, the data will be analyzed using several steps, namely:

1. Calculates pre-test and post-test scores.
2. Tabulate data from pre-test and post-test scores
3. Interpret students' descriptive paragraph writing test results

The research defines the hypothesis to be tested, creates an analysis plan, uses the plan to analyze the sample data, and accepts or rejects the null hypothesis depending on the results.

RESULT AND DISCUSSION

The information for this study came from the outcomes of students' writing assessments. The scores were calculated using the results of the pre-test and post-test for the experimental and control classes. The experimental class uses image reality media to teach descriptive paragraphs, whereas the control class uses traditional approaches. Each class had 30 students, and the total number of samples in this study was 60 from class XI SMA Gajah Mada Medan (Imran, 2022). A writing test was used to collect data. Both classes took the post-test, which contained the same questions. To determine the influence of realia media on improving students' capacity to write descriptive paragraphs, the experimental class used picture realia media while the control class used conventional media.

first, the writer gave a pre-test to the experimental and control groups. pre-tests are used to see the ability of each student before doing treatment. after giving the pre-test, the writer gives treatment to them. the treatment in the experiment was applied using Media Realia, while the control group did not use Media Realia (Lisnora Saragih & Sirait, 2022). after the process of applying the treatment was carried out, the authors gave a post-test to both groups, the experimental group and the control group. the results of the pre-test and post-test showed the average scores of the two groups, the experimental and control groups.

Table 1. The Score of the Pre-test and Post-test of the Experimental Group

No.	Initial Students	Pre-test	Post-test
1.	AR	72,5	80,5
2.	AM	78,5	87,5
3.	AT	80,5	81,25
4.	AK	75,5	80,75
5.	DJ	65,25	77,5
6.	DJK	67,5	91,25
7.	ETS	62,25	85,5
8.	ET	75,25	87,25
9.	FL	77,5	87,5

10.	GL	75,25	95
11.	HT	67,25	87,5
12.	IG	80,5	91,25
13.	IP	62,25	82,5
14.	JRK	75,5	87,5
15.	KBN	73,25	78,75
16.	LP	65,25	82,5
17.	LR	71,5	87,5
18.	ME	80,5	81,75
19.	PL	75,5	87,5
20.	PA	75,5	91,25
21.	RVS	73,25	85,5
22.	RKL	75,25	80,5
23.	SUS	61,5	82,5
24.	TC	75,5	91,5
25.	TP	75,25	87,5
26.	UK	80,5	81,5
27.	TRU	73,5	91,5
28.	VOS	77,25	90
29.	WRI	78,5	80,5
30.	WDI	75	82,5
	Total	2.127	2.565,5
	Mean	70,9	85,5

Based on the table above, the total pretest result of the experimental group was 2.127 with an average value of 70,9 and was categorized as a value that had reached KKM in learning. but some student scores on the data, some students have not achieved the minimum completeness score (Febriyanto & Yanto, 2019). This is because students do not take the exam in completing the task. they mainly teach writing using conventional methods. after the writer applied to learn to use realia media in the experimental class the lowest score was 77.5 and the highest score was 95. even the lowest score had reached the minimum completeness score in learning. the total post-test result for the experimental group was 2.565,5 the average score was 85,5 which was higher than the pre-test score. it means that the method of using Media Realia can have an influence on students' writing abilities.

Table 2. The Score of the Pre-test and Post-test of the Control Group

No.	Initial Student	Pre-test	Post-test
1.	ATL	61,5	75,5
2.	APH	65	70,5
3.	AJS	75	80
4.	BMB	72,25	80
5.	BBC	62,5	75,5
6.	CIW	75,5	80,5
7.	ECL	67	75,5
8.	EOF	65,5	70,5
9.	FLZ	71,25	80
10.	HPP	65,5	75,5
11.	HR	71,25	72,5
12.	INS	75,5	77,25
13.	ICG	80	80,5
14.	KSE	63	70
15.	KDS	75,25	80
16.	LRG	70,5	70,5
17.	LT	63,25	70,5
18.	MH	60,5	70
19.	MA	61,25	75,5
20.	NES	75,5	80
21.	OWL	80	80,5
22.	PDC	75,5	80
23.	PPR	62	70,5
24.	QRS	75,5	75,5
25.	RT	61,5	70
26.	RW	75,5	80
27.	STT	75	80
28.	SE	80	80,5
29.	ULI	65,5	70,5
30.	VER	75,5	80,5

	Total	2.103	2.127.25
	Mean	70,1	75.9

Data Analysis

This study was designed as experimental quantitative research. There were two groups in this research, they were experimental and control groups. The writer analyzed the data from the score of both groups that had been collected from the result of scores in the pre-test and post-test. The data analysis was used to know the effect of using Realia Media.

To know the differences between the student in the experimental and control groups, it was used t-test. the calculation of the t-test can be seen as the following:

Table 3. The Calculation of the Test Experimental Group

No.	Initial Students	Pre-test	Post-test	Deviation	Square of deviation	$dx=d-M_x$	dx^2
		X_1	X_2	$D=X_2-X_1$	d^2		
1.	AR	72,5	80,5	8,3	68,89	-3,7	-13,69
2.	AM	78,5	87,5	9	81	-3	-9
3.	AT	80,5	81,25	0,75	0,6	-11,25	126,6
4.	AK	75,5	80,75	15,5	240,25	3,5	12,25
5.	DJ	65,25	77,5	12,25	150,0	0,25	0,0625
6.	DJK	67,5	91,25	23,75	564,0	11,75	138
7.	ETS	62,25	85.5	23,23	538,24	11,23	126
8.	ET	75,25	87,25	12	144	0	0
9.	FL	77,5	87,5	10	100	-2	4
10.	GL	75,25	95	19,25	370,6	7,25	52,6
11.	HT	67,25	87,5	20,25	410,0	8,25	68
12.	IG	80,5	91,25	10,75	115,6	-1,25	1,5
13.	IP	62,25	82,5	20,25	410,0	8,25	68
14.	JRK	75,5	87,5	12	144	0	0
15.	KBN	73,25	78,75	5,5	5,0	-6,5	-42,25
16.	LP	65,25	82,5	17,25	297,6	5,25	27,6
17.	LR	71,5	87,5	16	256	4	16
18.	ME	80,5	81,75	1,25	1,6	-10,75	115,6
19.	PL	75,5	87,5	12	144	0	0
20.	PA	75,5	91,25	15,75	248,0	3,75	14

21.	RVS	73,25	85,5	12,25	150,0	0,25	0,0625
22.	RKL	75,25	80,5	5,25	27,6	-6,75	-46,5
23.	SUS	61,5	82,5	21	441	9	81
24.	TC	75,5	91,5	16	256	4	16
25.	TP	75,25	87,5	12,25	150,0	0,25	0,0625
26.	UK	80,5	81,5	1	1	-11	121
27.	TRU	73,5	91,5	18	324	6	36
28.	VOS	77,25	90	16,5	272,25	4,5	20,25
29.	WRJ	78,5	80,5	2	4	-10	-100
30.	WDI	75	82,5	7,5	56,25	-4,5	-20,25
	Total	2.127	2.565,5	376,78	5.971,48		812,89
	Mean	70,9	85,5	12			

After getting the students' scores from experimental group, the writer continued to calculate their scores by using t-test formula. it was aimed to find out the significance of applying Realia Media. the result of the calculation in experimental group was applied to the t-test.

$$\begin{aligned}
 M_y &= \frac{\sum y}{N} \\
 &= \frac{175,25}{30} \\
 &= 5,8
 \end{aligned}$$

Analyzing the Data by Using t-test Formula

The writer chose t-test formula to find out whether Realia Media significantly affects the students' writing descriptive paragraph, the data was calculated by applying t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

t = the effect

Mx = the experimental class means

My = the mean of the control group

Dx² = the experimental class's square deviation

Dy² = the control class's square deviation

Nx = the sample from the experimental class

Ny = the sample from the control class

Further, the writer applied that t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\frac{dx+dy}{nx+ny-2} \left(\frac{1}{nx} + \frac{1}{ny} \right)}}$$

$$t = \frac{12 - 5,8}{\sqrt{\frac{812,89 + 147,65}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{6}{\sqrt{\frac{960,54}{58} \left(\frac{2}{30} \right)}}$$

$$t = \frac{6}{\sqrt{16,55 (0,06)}}$$

$$t = \frac{6}{\sqrt{0,993 (0,10)}}$$

$$t = \frac{6}{0,996}$$

$$t = 6.02$$

After calculating the data into the t-test formula above, the t-observed is 6.02 and the t-table is 2.048. t-observation is greater than t-table (2.048;p=0.05). this shows that the use of Realia Media has an impact on students' ability to write descriptive paragraphs.

The Validity of the Test

content validity refers to extent to which a test measures a representative sample of the subject matter or behavioral changes under consideration. control validity measured based on the content, grammar, vocabulary, punctuation. from the data, the mean of pre-test in experimental group was 70,9 and mean score of post-test was 85,5. meanwhile the mean score of pre-test in control group was 70,1 and mean score of post-tets was 75,9. The scores obtained by the experimental class tend to be higher than the control class which does not use realia media in improving the ability to write descriptive paragraphs.

Testing Hypothesis

Testing hypothesis must be done to find out whether the hypothesis is accepted or rejected.

Ha (alternative hypothesis) is accepted if t-observation > t-table. score calculation using t-test degrees of freedom 28 (DF – N + N, - 2) at a significance level of 1.00. t-observed is 6.02 and t-table is 2.048.

The results of the t-test calculation show that the t-count is higher than the t-test or can be seen as follows:

$t\text{-obs} > t\text{-table}$ (a = 1,00) with DF = 28

6.02 < 2.048 (a = 1,00) with DF= 28

based on calculations, it can be concluded that there is a significant effect of using Realia Media on students' writing abilities in descriptive paragraphs. means that the alternative hypothesis (H_a) is accepted.

Research Finding

Student scores in the experimental class and control class are different. The author obtained data so that it can be concluded that the use of realia media has a significant effect on students' writing skills, especially descriptive paragraphs. The results of the t test calculation show that the observation t value is 6.02. higher than the t-table 2.048. So, there is a significant difference between the two classes (Sari, 2018). The implementation of treatment in the experimental class was better than the control class.

Discussion

Writing is one part of English language skills. There are four language skills, namely speaking, listening, reading and writing. Writing helps someone to express himself, explore and describe ideas. Descriptive text is text that describes something such as: people, animals, objects, etc. Descriptive text contains two components in the general structure, namely identification and description (Khoirunnisya, 2017). this research supports previous research, the first being Ayunda, Nursyafitri. entitled "The Influence of Realia Media on the Ability of Class X Students to Write Descriptive Paragraphs at the National Development High School in Pagar Merbau District for the 2016-2017 Academic Year". Dis. 2017. The purpose of this study was to examine the effect of media reality on the ability of class X high school students in composing descriptive paragraphs. the second, R.A. Widayanti (2018). Meanwhile, Widayanti used realia media to improve students' ability to write descriptive paragraphs in her research entitled "The Influence of Realia on the Quality of Descriptive Text Writing in Class VIII Students of SMPN 1 Bendo". This study also uses experimental research to measure the effect of the media used. the third, D. Anggraini, R. Aruan, and M. Masyhur. entitled "The Effect of Using Realia in Teaching Writing Descriptive Texts on the Writing Ability of Students of SMPN 2 Tebing Tinggi" Second Year Students. Pre-test, treatment, and post-test are used in pre-experimental investigations (Purnamasari, 2022)..

The author uses a technique, namely the technique of giving and receiving which has the effect of making it easier for students to understand writing skills, especially descriptive text in a general structure, namely identification and description (Oktarina et al., 2022). The writer gives them the opportunity to ask questions to the teacher if they have difficulties in writing descriptive texts (Magnifico et al., 2019).

In this study, the authors found that the difference between the results of the experimental class and the control class was significant. Clear from the data. The results showed that the average value of the experimental class was 85.5 and the average value of the control class was 75.9. t -table is 2.048 and t -observed is 6.02. This shows that the alternative hypothesis (H_a) has been accepted and the null hypothesis (H_0) has been rejected. It can be stated that the use of Image Realia Media has a significant effect on improving student's writing skills in making descriptive paragraphs (Ariyanti & Fitriana, 2017). In the experimental class, students who were taught using Media Realia scored higher than students who were taught in the conventional way in the control class (Harahap, 2017). It means give realia media gave significantly affect into students ability to writer descriptive paragraf (Primasari et al., 2021).

CONCLUSION

Based on the research results, the researchers can conclude that the average score of students who were taught using Media Realia was 85.5 which was significantly higher than the average score of students who were not taught using Media Realia was 75.9 t -observed 6.02 higher than t -table 2.048 at a significance level of 0.05 two-party test. It shows that H_a has been accepted. As a result, It can be stated that the use of Media Realia has a considerable or significant impact on students' writing abilities in descriptive paragraphs. Media Realia are real objects that can be presented in the classroom or for the learning process. This can be used to assist in improving student's writing skills by applying procedures based on this method to ensure improving students' abilities in writing descriptive paragraphs. Before writing, students try to observe, and understand, based on the feelings and experiences of the writer. Realia media has a significant effect on improving students' writing abilities in descriptive paragraphs at SMA Gajah Mada Medan academic year 2022/2023.

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