CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Effectiveness of Realia Strategy

1. Effectiveness

According to Oxford dictionary effectiveness is the degree to which something is successful in producing a desired result. Dean Schillinger stated that effectiveness is terms of measurable students' outcomes. Effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting.

From explanations above researcher concludes that Effectiveness is the product of student's outcomes or students achievement as a measurement that states how long the target output reached. It means, if output target is higher than before, it will be effective, and in contrary if output target is smaller than before, it won't be effective.

2. Realia Strategy

Murcia stated that media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the

¹ "Effectiveness," Oxford Dictionaries (UK: Oxford University Press, 2015).

²Frederick, Judith., Measuring School Effectiveness: Guidelines for Educational Practitioners. (USA: Eric, 1987). 9

³ Dean Schillinger, *An Introduction to Effectiveness, Dissemination and Implementation Research* (California San Francisco: UCSF CTSI Community Engagement Program, 2010), 2.

classroom and presenting language in its more complete communication complex.⁴ It means that it is very important for teachers to prepare media for teaching process to motivate students in learning process. Realia strategy is the real things or real objects as aid that's easy used to enhance background knowledge and vocabulary in the classroom.⁵ Realia refers to real objects specimens or artifacts-not copies, models, or representations from a particular culture, indeed, authentic materials such as newspapers, magazine, catalog, timetables, and films. etc., are designed to use in real life situations not to use as instructional tools.⁶ It means that realia is a method to deliver information including things and object can be seen, felt, heard and smelt. So that, realia ease students to understand new knowledge that is usually just described in abstract because realia is able to make students imagine to the objects that will be explored.

In education, realia is a media that's easy and interesting to be accessed. Realia is used in the class room to illustrate new knowledge an aid to facilitate language learning and production.

The main advantage of using realia strategy into the classroom is to make the learning experience more understandable for the learners. For example, if teachers want to teach descriptive text especially in writing

⁴ Celce and Olstain, Teaching English as a Second or Foreign Language, 142.

⁵ et.al. Herrel L, *Strategies for Teaching English Language Learners* (USA: Pearson Merriel Prentice Hall, 2008), 24.

⁶ Berwald and Pierre Pierre, "Teaching Foreign Languages with Realia and Other Authentic Materials," *ERIC Clearinghouse on Languages and Linguistics Washington, D.C.* 017 081 (1978): 3.

skill, the teachers should direct students to the real objects to make students be more creative thinking. This would appeal to a wider range of learners' styles, so that students are able to describe a particular object with their perception easily.

a. The Implementation of Realia Strategy

There are some steps in implementing Realia strategy, they are:⁷

1) Be aware of opportunities to include realia in lessons as you plan

It means that the teachers make plan to provide real things in lessons that can be observed and learned by students directly such as things in the classroom, parts of the body and pictures (illustration and photograph). From that, students' brain will welcome to learn the new vocabulary in the real life situations. When students have known and comprehended the vocabularies, certainly students will have to write the text easily.

2) Collect Realia

Begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. In this step, the teachers prepare the real objects related to the material that will be learned in the classroom at the time. For example, to teach descriptive text the teachers have to use items which are relevant to the topic: describing people, things and animals.

⁷ Herrel L, Strategies for Teaching English Language Learners, 26.

3) Build a library of realia

Collaborate with other teachers at your school or grade level to build library of realia that can be shared for major theme studies. Here teachers are as facilitator, so that teacher in this lesson guides students to know all things about the object related to the theme of material at the time by using Realia. For example, to describe people teachers use students as object of people. By using realia, students will understand unfamiliar vocabularies about the object.

4) Use field trips as realia

If realia cannot be brought into the classroom, teachers can invite students to take a field trip. Teacher can invite students to go to the zoo, beach, or the others place because the students will be easier to describe something by their experience. In this lesson, teachers only taught about descriptive text using realia strategy. So that teacher did not use this step, because researcher emphasized that teacher only presented the real object in the classroom, such as people and things (fruits, food, flowers etc).

In other word, the researcher limited the study in the classroom by using realia strategy. If using realia in the classroom is impossible to do, teachers can make anticipation by moving down the continuum from the concrete to replica and semi concrete object.

3. Students' Writing Ability in Descriptive Text

a. Writing Ability

In learning language, writing is one of skills that become exclusive domain needed in global literature community to communicate ideas in written language, such as scientist, business transactions, records, and legal documents, political and military agreements. Writing is a standard of exciting learning process for students at all levels of English. It means that writing has steps that involve students through in organizing ideas. Writing is a productive skill that's supported by receptive skill. When students want to formulate the ideas, the students have to have sources that help the critical thinking: receptive skill. From receptive skills whether reading or listening are able to help students of producing language in written because writing can stimulate and support critical thinking skills while showing what students do not understand.

The ability to write well in English has become increasingly important for students. It is caused that writing ability further depends on the students' ability to think clearly about substantive matters. ¹⁰ It

⁸ Lewin Larry, Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12, First Edition. (USA: Jossey –bass a Wiley imprint, 2003), 22.

⁹ Jennifer Lyn Craig, *Integrating Writing Strategies in EFL/ESL University Context* (New York and London: Routledge, 2013), 115.

Nickerson, et.al. The Teaching of Thinking (Hillsdale: Lawrence Erlbaum Associates, 1985).

means the writing ability is an ability to comprehend and produce grammatical sentences.

In addition, students have to notice five components as evaluating of writing in exploring their thought and ideas: composing, style, word formation, usage and mechanics mentioned by self (n.d.)¹¹ because of evaluation should be done to measure or to know the students ability in writing especially in descriptive text. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. Here are some aspects evaluated for each category that's taken by self (n.d.).¹²

1. Composing

The composing related to the content and organization which the composing of writing focuses on central ideas with an organized and elaborated text.

2. Style

It's about how to choose vocabulary, sentence variety, information and voice to affect reader.

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¹¹ O'malley J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (Longman: Practical Approaches for teachers, 1996), 144–145.

¹² O'Malley J. Michael and Lorraine Pierce Valdez, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (USA: Longman, 1996), 145.

3. Sentence Formation

Sentence formation is related to grammar. Grammar is an important convention that makes communication (both oral and written). 13 It's about how to write an essay with grammatical correctly including in standard word order, no enjambment (run on sentences), completeness (no sentence fragments), standard modifier and coordinators, and effective transitions.

2. Usage

The usage related to standard inflections (e.g., plural, possessives, - ed, -ing with verbs, and -ly with adverb), subject-verb agreement (we. We is vs. we are), and standard word meaning.

3. Mechanics

It's about effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting).

b. Descriptive Text

According to Hogue descriptions are word pictures.¹⁴ Furthermore, Afridah and Aisyah quote Pardiyono'sopinon in the book "Pasti Bisa! Teaching Genre Based Writing.", Pardiyono says that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living

¹³ Margaret Keenansegal and Cherylpavlik, *Interaction 2 Writing* (Singapore: Mcgraw Hill, 2007), 24.

¹⁴ Hogue Ann, *First Steps in Academic Writing: Second Edition* (USA: Pearson Longman, 2008), 95.

things) and it has the aim that was giving description of the object to the reader clearly.¹⁵ The other opinion said that descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities.¹⁶

It means that writer as observer has to tell and notice many details about how something looks, feels, smells, tastes, and sounds in order to write a good word picture as vivid and real as possible. According journal written by Mardiyah, Saun, and Refnaldi share idea about the purpose of descriptive text quoted of in book entitles "English for general Purpose", written by Rosa states that English for general purpose the object identified is described in description such as colors, shapes, weight, height, sizes, etc.¹⁷

Beside that there are terms of sensory words description that can be used by writers to visualize in their mind, it purposed to make a words as specific as possible. They are:¹⁸

¹⁵ Sumarsih and Dedi Sanjaya, "TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text," *Canadian Center of Science and Education* Vol. 6, No. 12 (November 5, 2013): 108.

¹⁶ Faisal, The Effectiveness of FRESH Technique to Teach Descriptive Paragraph, n.d., 242.

¹⁷ Denil Mardiyah, Saunir Saun, and Refnaldi Refnaldi, "The Second Grade Students' Ability in Writing A Descriptive Text at SMP N 1 Canduang," *English Language Teaching Study Program of English Department of FBS UNP* Vol 1, No 2 (2013): 281.

¹⁸ Braine George and may Claire, *Writing from Sources: A Guide for ESL Students* (USA: Mayfield Publishing company, 1996), 98.

Sight	Sound	Smell	Touch	Taste
Light	Noise	Musty	Soft	Salty
Glare	Bang	Fresh	Velvety	Sweet
Moonlight	Tinkle	Rain-washed	Sharp	Sour

Barnwell says that description should help the readers to see objects or events are describing.¹⁹ It's caused that a good descriptive writing has to give a reader more understanding with a clear picture of things that's being described: person, place, event or animal.²⁰ Certainly the writer has to use a good word choices in detail and precise.

B. Review of Previous Studies

In previous studies, several similar studies found about media as English learning. Some research to determine the influence of using realia as a method to enhance English skills.

The first study is from Sumarsih and Dedi Sanjaya, English and literature Department Faculty of languages and Arts, University Negeri Medan Indonesia which is entitled "TPS as an Effective Technique to

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¹⁹ Barnwell William H, Writing for a Reason (London: Houghton Mifflin Company, 1983), 140.

²⁰ George and Claire, Writing from Sources: A Guide for ESL Students, 95.

Enhance the Students' Achievement on Writing Descriptive Text". The research design of the study used an action research. The researchers used observation, questionnaire, and interview to collect the data. They applied TPS as technique in teaching writing. The result showed that TPS helped students in writing descriptive text.

The next research is from Nugroho, English Education of Tarbiyah and Teachers Training Faculty Syarif Hidayatullah State Institute for Islamic Studies, the title is "The use of realia in teaching speaking (an experimental study at the first year of senior high school PGRI 3 Jakarta)". ²² He used a test to collect data. The result of the research showed that realia media was very useful and significant in speaking skill especially in teaching descriptive text and procedure text.

Similar research was found by Erny Rokhmawati, English Language Education of Tarbiyah Faculty Walisongo State Institute for Islamic Studies. The title is "The use of realia to improve students' speaking ability in procedure text: a classroom action research with the ninth grade students of MTS Mathalibul Huda Mlongo Jepara in 2010/2011".²³ She used observation

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²¹ Sumarsih and Sanjaya, "TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text."

²² Muhammad Nugroho, "The Use of Realia in Teaching Speaking: An Experimental Study at the First Year of Senior High School PGRI 3 Jakarta" (State Islamic University Syarif Hidayatullah Jakarta, 2010).

²³ Rokhmawati Erny, "The Use of Realia to Improve Students' Speaking Ability in Procedure Text: A Classroom Action Research with the Ninth Grade Students of MTS Mathalibul Huda Mlongo Jepara in 2010/2011" (IAIN Walisongo Semarang, 2011).

and test to collect the data. The research cited that Realia help improvement of students' ability on speaking procedure text and she found many ways to apply realia in teaching speaking.

A thesis is by Mutaz Eldaw Jahelnabi Mohammed, Sudan University of Sciences and Technology College of Graduate Studies. The title is "The Importance of Using Realia in Teaching English language Vocabulary (A Case Study - Umbaddah Locality)". ²⁴ He used questionnaire and test to collect the data, questionnaire was given to teachers to raise teachers' awareness of the effects and significance of using realia in teaching vocabulary and test was given to students to know students vocabulary ability. The research reported a positive effect of realia strategy to increase vocabulary and memorize vocabulary at all levels of proficiency.

A research was done by Tiur Asih Siburian, Faculty of Languages and Arts Universitas Negeri Medan, Indonesia. The title is "Improving Students' Achievement on Writing descriptive Text through Think Pair Share". The research was action research using qualitative and quantitative method. She used a test, interview and observation to collect the data. The research showed

²⁴ Mohammed Mutaz Eldaw Jahelnabi, "The Importance of Using Realia in Teaching English Language Vocabulary: A Case Study - Umbaddah Locality.," *Sudan University of Sciences and Technology College of Graduate Studies* (2012).

²⁵ Tiur Asih Siburian, Improving Students' Achievement on Writing Descriptive Text through Think Pair Share. (Faculty of Languages and Arts Universitas Negeri Medan, Indonesia, 2013) Vol. 3 (3)

that TPS (Think Pair Share) method helped students' achievement in writing descriptive text.

The next research was from Nurliana, which was entitled "Using Facebook to Improve Students' Achievement in Writing a Descriptive Text at State Senior High School 1 at Karangan, Trenggalek, east Java". ²⁶ This study used collaborative classroom action research. The result of the research showed that the integration of Facebook that the integration of Facebook in the teaching of writing without leaving writing process successfully improved the students' achievement in writing a descriptive text.

The last research was from Madinatul Munawwaroh, which is entitled "The Effectiveness of Applying Photograph from National Geographic to Improve Students' Ability in Writing Descriptive Text in Eleventh Great at SMA PGRI 2 Bangkalan". ²⁷ Her study concerned using media to improve students' writing descriptive text. The researcher used photograph from National Geographic as media to improve students' writing ability in descriptive text, the method in conducted this study was experimental method. The sample of this research was eleventh graders of SMA PGRI 2 Bangkalan. To collect the data of this study the writer collected the data from tests and

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Nur Aini Yurita, "Using Facebook to Improve Students' Achievement in Writing a Descriptive Text at State Senior High School 1 at Karangan, Trenggalek, East Java." (State University of Malang, 2015).
 Madinatul Munawwaroh, "The Effectiveness of Applying Photograph from National Geographic to Improve Students' Ability in Writing Descriptive Text in Eleventh Great at SMA PGRI 2 Bangkalan"." (State Islamic University Sunan Ampel Surabaya, 2014), http://digilib.uinsby.ac.id/id/eprint/699.

questionnaire. The result showed that using photograph from National Geographic as media was effective to improve students' skill in English writing.

However, all of them draw the same conclusion that the realia is more referential media for teachers who used for improving students' skills in understanding the English language.

On the whole, this current research is different from previous research where the research difference is in the focus of additional realia strategy used as a tool to know the effectiveness realia strategy if it is used in teaching writing and to help students in improving writing ability in descriptive text with paying attention five categories of written production aspects and. This research is conducted at SMP Kyai Hasyim Surabaya especially for the first grade students. Previous research focused also more on learning vocabulary, speaking and listening, but this research focused on learning writing. Other differences were that the writer used experimental research and used test to collect the data. In addition the writer used realia strategy as media and object in teaching and learning process. It aims to motivate and try to increase the value by using realia strategy.