



classroom and presenting language in its more complete communication complex.<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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 and 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

<sup>4</sup> Celce and Olstain, *Teaching English as a Second or Foreign Language*, 142.

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

<sup>6</sup> 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:<sup>7</sup>

- 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.

<sup>7</sup> 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.













Enhance the Students' Achievement on Writing Descriptive Text".<sup>21</sup> 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)”.<sup>22</sup> 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 Mlono Jepara in 2010/2011”.<sup>23</sup> She used observation

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

<sup>22</sup> 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).

<sup>23</sup> 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 Mlango 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)”.<sup>24</sup> 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”.<sup>25</sup> The research was action research using qualitative and quantitative method. She used a test, interview and observation to collect the data. The research showed

<sup>24</sup> 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).

<sup>25</sup> 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)



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.