

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

English is the most frequently used language and can be used in communication. In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in International communication, in written as well as in spoken communication. According to Lexico, English is the language of England, widely used in many varieties throughout the world.

In English Language, there are four skills to be mastered. They are writing, reading, speaking and listening. Writing is one of the four very important language skills to acquire. Writing is one of the subjects in English subjects that must be learned and understood by students. According to Farid (2016), Writing is one of four skills that should be mastered by students. It has formed part of the syllabus in the teaching of

English. Writing comes after listening, speaking, and reading skills. It can be understood that writing is an important aspect in learning English. Therefore, all students not only learn about speaking, listening and reading, but students also need to learn writing. Teaching writing in secondary school is not easy. Writing skills require more ability than other language skills. Writing requires special preparation, such as sentence structure, vocabulary, and paragraph development so that teachers can help and use the media they will deliver to achieve learning objectives (Hyland 2019)

Syahrin (2019) said that writing as a thinking process to get ideas, express them, and organize them into statements and writing paragraphs. In addition, writing is a whole brain activity, which uses both the right side of the brain (emotion) and the left side of the brain (logic), although both the right and left sides of the brain are used in

writing. This means that writing is a whole-brain activity that formulates and organizes ideas with the right words to convey and communicate to the reader.

Descriptive text is considered as the simplest and easiest, writing form compared to narrative, recount or procedure, particularly for beginning writers. Descriptive text is one of the type genres which are learned by the students in Senior High School. Descriptive text has the generic structures that students should understand. Descriptive text is a text that describes the features of someone, something, or a certain place. There are two generic structures of descriptive text, they are identification and description. Firstly, is identification. Identification is identifying the phenomenon that would be described. It means that, identifying about a thing is the essential before describing about it. Second is description. It is a forward step that has to be done after identifying because it is describing part, shape, quality, and characteristic. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually find it difficult to organize their ideas.

Based on observations in 10<sup>th</sup> MPLB 1 students of Kawung 2 Vocational High School Surabaya on Monday, 19<sup>th</sup> Maret 2024, especially in English subjects the students have difficulties in writing. According to the results of observations of the students in the class, it was found if they had problems or difficulties when carrying out learning activities, especially when writing English. They have difficulty being unconfident in what to write, and have difficulty in arranging a word into a complex sentence. Especially they have difficulty when making English sentences. With the difficulty of writing students also become difficult when writing the descriptive text where this text is asked to describe a person or place. The results of diagnostic test that the researchers conducted, there are still many students whose scores are still below the

minimum completeness criteria (KKM). The number of students who are still below the KKM is 19 students and the number of students who are above the KKM is 3 students. From these results it can be seen that there are difficulties in writing descriptive text.

The researcher found the problem of teacher during teaching the material. The teacher still uses picture teaching media. In this case the picture teaching media where the teacher starts the discussion in the classroom and only focuses exclusively on knowing the material in the textbook and notes. When the teacher gives assignment to students about the material taught and the teacher explains through books. Because the media used by the teacher has not varied, so that students have difficulty in writing descriptive text.

Based on the problem above, the researcher offers the media to improve writing skills descriptive text that is realia. Therefore, in this program students are asked to choose the material that they will develop into a descriptive text which in this way will make it easier for students to experience in participating directly to make descriptive text. The media used in this program is real object-based learning. Real-based learning is learning that emphasizes the provision of tasks, especially in real objects.

Tiara Nur (2022) stated that, "Realia are objects or items that are actually brought into the classroom as examples or as aids to be talked about or written about and used in teaching." So, it is clear that realia must be real objects and realia is also one of the media that can be used in teaching descriptive writing. Realia can also help teachers get students involved in the teaching and learning process directly. In another reason, realia as a medium helps students more easily understand the material and improve their ability in writing, especially in descriptive text. Teaching descriptive text by using realia is one of the media that can learning activity take on the same key

characteristics, such as fun, interest, and simple place, or thing. There are some advantages of using realia as teaching media. In teaching learning process, it can be useful to catch students' attention. 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 the criteria in making a successful teaching and learning process. Using realia as a visual aids can stimulate students' interest, curiosity, and participation during the teaching learning process.

A study about realia was done by Yusnia Mauliza (2018) "Improving Students' Speaking Skill By Using Realia" and The result showed that the students' achievement in speaking procedure text most was improved. This is indicated in the value of t-test is higher than the value of the t-table. The significant value from t-test is 16.279. This value is higher than 2.093 and it indicates that using realia improve students' achievement significantly. It can be conducted that reality is effective media in improving the students' speaking ability in the aspects of pronunciation, fluency, vocabulary, and grammar.

Based on the explanation above, the researcher hopes by using realia can improve the writing skill especially in descriptive text at SMK Kawung 2 Surabaya and help the students can write a long descriptive text with the right structure according to generic structure. Also increasing students can have their ideas without worrying about making mistakes like wrong grammar, the use of adjective words and vocabulary. The writer would like to focus a research study under the title "Improving Students' Writing Skill in Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya".

## **1.2. Research Questions**

Based on the background of the study above, the problem of the study is as follows:

- Can The Use of realia improve the students' writing skill in descriptive text for the tenth MPLB 1 of SMK Kawung 2 Surabaya?

## **1.3. Purpose of the Study**

In accordance with the problem formulated above, the purpose of the study is to find out whether the use of realia can improve students' skills in writing descriptive text for the tenth MPLB 1 of SMK Kawung 2 Surabaya.

## **1.4. Significance of the Study**

This research of the results of this research are expected in Writing Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya. It is expected to give practical contribution and will be beneficial for many sides. The following are the significance of the research:

### **1. The Teachers**

The findings of this research will make it easier for teachers to make classroom activities more creative and motivating for students who have the difficulty in writing descriptive text.

### **2. The Students**

The findings of this research provide the benefits of increasing their ability in writing using real media, especially on descriptive text.

### **3. The Other Researchers**

The findings of this research can be useful for those who are interested in teaching

writing skills through realia.

## **1.5. Some Key Terms**

### **a. Improving**

Improving is a process that change something with the aim of increasing or improving something better. This can be proven by the change and assessments in student grade.

### **b. Writing Skills**

Writing skills are skills that help writers convey their ideas into meaningful words and interact mentally with messages. in this study, students must have the ability to write using good and correct vocabulary related to writing descriptive text.

### **c. Descriptive Text**

According to Knapp and Watkins (2005) Descriptive text is a type of text the writer or speaker uses to describe a thing. In this study the researcher using descriptive text to describe a thing.

### **d. Realia**

Chiarantano (2005) stated that reality consists of real objects or items which are used in the classroom to illustrate and teach vocabulary and used as an alternative aid to facilitate language acquisition and production. In this study the researcher using some stationary as the real object. Fo the example pen, tipe-x, ruler, and pencil case.