CHAPTER 1

INTRODUCTION

This chapter describes: (1) Background, (2) Research Problem, (3) Limitation of Problem, (4) Problem Formulation, (5) Research Objective and, (6) Research Benefits

1.1   Background

The four skills of language are speaking, listening, reading, and writing. One of the abilities that students need to master is writing since it allows them to express thoughts both orally and in writing. Writing is a crucial skill for students to acquire when studying a language (Wahyumi, 2019).

Writing allows us to assess a person's language proficiency. Since a writer's writing will always represent them self, it is thought that writing is a form of cognitive reflection of the writer. Students can convey their ideas and expression through writing (Citraresmana, 2018). Writing allows students' to express themselves and exchange knowledge, which fosters creativity and opens up intuition since writing forces students' minds to think.

According to the school-based curriculum (Depdiknas, 2006), students must communicate through both written and oral materials. Students are required to learn a variety of texts, particularly in junior high school. Students need to acquire a variety of texts in writing skills, and one of those texts is descriptive text, particularly for junior

high school students. Descriptive text is always around us when we want to describe something or someone. Descriptive is also an English text to describe a living object that we describe both its appearance and texture (Halim, 2019). This means that to be able to explain or describe something thus, a descriptive text is one that gives a thorough explanation of something or someone in order to help readers comprehend the author's point of view or the material they are describing.

Based on the above, descriptive text is a genre that students who want to learn English must master. In fact, not all students are able to write descriptive text properly and in accordance with the existing elements in the descriptive text. Based on the researcher's observation at Junior High School 9 Prabumulih students were unable to write a descriptive text. Teachers of English already taught the material to students well but the students still had the problem in writing descriptive text because the students lacking of vocabulary or grammar. In addition, the researcher also had looked the teachers of English language teaching by lecture, and then asked the students to write descriptive text individually and without media.

Since then, students' ability to write descriptive texts has been greatly reduced, because the learning process in the class of writing faces some problems like students are difficult to generate ideas, grammatical features and low learning motivation. For low learning motivation, in this research, the researcher observed in the teacher needs a good media to help the students in learning.

Therefore, to improve students' writing skills requires media, the media used is realia media. Realia media can be employed since it allows students to describe

concepts using actual objects that are found in everyday life. The term "realia media" refers to any form of real media found in nature or even "from the world outside the classroom that are used for teaching and learning" (Hadi, 2018). Examples of real media include rocks, plants, animals, insects, herbarium specimens, water, and so forth, and they are all used in a state of life or in accordance with the original or preserved (Y. D. Lestari, 2019).

Previous studies, such as "IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING REALIA MEDIA" by Aris M. Girsang, Nitha F. V. Liando, and Mister G. Maru (2020), have shown that Realia media can help students write descriptive texts more effectively. Researchers employed telephones as the realia media in the study, and they instructed students to write or describe anything about their cellphones, including its color, functionality, and the nation that made it. The post-test score was higher than the pre-test, with an average of 7.48 in the post-test compared to 4.86 in the pre-test, indicating that there was an impact of using realia media on students' descriptive text writing skills. This means that students' ability to write descriptive text using realia media is effective.

So from the results of the explanation above, the researcher is interested in conducting a research with the title **"Teaching Writing Descriptive Text By Using Realia Media To The Eighth Grade Students At SMP Negeri 9 Prabumulih".**

1.2   Research Problem

1.2.1 Limitation of Problem

The problem in this research is limited to teaching writing descriptive text about describing an animal by using realia media to the eighth grade at SMP Negeri 9 Prabumulih.

1.2.2 Problem Formulation

From the above understanding, it can be seen that the problems in this research are formulated as follows: Is it effective to teach writing descriptive text by using realia media to the eighth grade students of SMP Negeri 9 Prabumulih?

1.3   Research Objective

The objectives of this research are to know and describe the effectiveness of using realia in teaching writing descriptive text about describing an animal.

1.4   Research Benefits

This research is expected to have the following benefits:

 a. **Theoretically**

   Provide information and alternatives to English teachers about the significant effects of using Realia on students' descriptive writing.

b. Practically

1. Students;

   By using realia as a learning tool, students will write descriptive text more effectively. They can also gain learning experience by using realia as a learning medium to support their writing abilities.

2. Teacher;

   It is hoped that this study can help English teachers supplement their knowledge and understanding of using Realia media to improve students' learning outcomes.