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The Effect of Realia as Teaching Media in Students' Writing of Descriptive Text at Eight Grade in SMP N 6 Pangaribuan

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Abstrak

Realia adalah benda nyata yang digunakan sebagai media pembelajaran yang dapat dilihat, diraba, dilihat, dan diamati melalui panca indera. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh media pembelajaran realia dalam menulis teks deskriptif siswa kelas VIII SMP N 6 Pangaribuan. Penelitian ini dilakukan dengan menerapkan penelitian kuantitatif eksperimental. Sampel penelitian ini adalah siswa kelas VIII SMP N 6 Pangaribuan. Peneliti mengambil kelas 8-A sebagai kelompok eksperimen yang terdiri dari 20 siswa dan kelas 8-B yang terdiri dari 20 siswa. Populasi penelitian ini adalah 40 siswa, sampel dipilih secara acak. Instrumen penelitian dalam penelitian ini berupa tes menulis. Kemudian tes dibagi menjadi dua yaitu pre-test dan post-test. Nilai rata-rata pre-test di kelas eksperimen adalah 61,65 dan post-test adalah 74,6. Nilai rata-rata pre-test pada kelompok kontrol adalah 62,25 dan post-test adalah 66,25. Hal ini dilakukan agar kelompok eksperimen lebih tinggi dari kelompok kontrol. Hasil bahwa $t\text{-hitung} > t\text{-tabel}$ sebagai taraf signifikansi $p = 0,05(10 > 2,024)$. Hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Artinya ada pengaruh yang signifikan penggunaan Realia sebagai media pembelajaran dalam menulis teks deskriptif siswa kelas VIII SMP N 6 Pangaribuan.

Kata kunci: Realia, Tulisan, Teks Deskriptif.

Abstract

Realia is real objects used as learning media that can be seen, touched, seen, and observe through five senses. The objective of this study is to find out the effect of realia as teaching media in students' writing of descriptive text at eight grade at SMP N 6 Pangaribuan. This study was conducted by applying experimental quantitative research. The sample of the study was the eight grade in SMP N 6 Pangaribuan. The researcher took class 8-A as experimental group which consist of 20 students and class 8-B which consist of 20 students. The population this study was 40 students, the sample was selected random. The research instrument of this research is the form of writing test. The test divided into two: pre-test and post-test. The mean score of pre-test in the experimental class is 61,65 and post-test is 74,6. The mean score of pre-test in control group is 62,25 and the post-test is 66,25. It is conducted that the experimental group is higher than control group. The result that $t\text{-calculate} > t\text{-table}$ as the level of significance $p = 0,05(10 > 2.024)$. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is a significant effect of using Realia as teaching media in students' writing of descriptive text at eight grade in SMP N 6 Pangaribuan.

Keywords: Realia, Writing, Descriptive Text

INTRODUCTION

Humans utilize language as a means of communication to engage with one another and to convey their ideas, feelings, and ambitions to one another. Chair and Agustina (1995:14) state that the primary function of As a medium for communication, language. This is in line with Soeparno (1993:5), which states that the general process Language is a tool for social interaction. If a person is unable to communicate verbally or through body language, they will be unable to express their expressions, sentiments, and everything else that will be detailed. As a result, language becomes crucial for human life and for interacting with the world. The statement is also supported by Suwarna (2002:4), which states that language is the primary tool of communication in human life, both individually and socially. Therefore, it may be said that language is a mechanism that humans use to

communicate and share knowledge with other humans. Without language, humans will not be able to interact and gain knowledge.

Language is also commonly considered a unifier of the nation and state because it is only through language that people can get to know each other and share information. One of the languages that people must master other than the language of their own country is English because, in the current era, the English language has become an international language which means that all people in various countries in the world can communicate with each other if they can master or use English. In other words, many people have to master English, including Indonesian people, because English is essential. Learners of English must master four different language abilities. They engage in speaking, writing, reading, and listening. According to Ivančić and Mandić (2014:3), Because the learners get input when speaking and reading, listening and reading are receptive language abilities. Writing is a productive language skill since it is a result of language learners' efforts., which means that students are expected to have skills and ability to express ideas using language spoken and written language.

Writing is a linguistic ability that is used to interact with others virtually rather than in person (Tarigan, 2008: 3). As a result, writing is about communicating information, and students must do it as deliberately and succinctly as possible, according to Urquhart and McIver (2005:23). Based on the statement, the writer can conclude that Writing is an activity for communication in exchanging knowledge, information, and messages. Writing is also a means of expression or a way for people to express their thoughts and turn those ideas into written text through the cognition.

Writing, in the words of Pranoto (2004:9), "means putting thoughts into written form or conveying information to others through written form." One of the English abilities that everyone learning the language should acquire is writing. Writing may help you explain news, events, projects, or other important issues to colleagues effectively and swiftly without requiring extra time for clarifications or queries. This is why writing is important to know. For professional or academic objectives, learning to write in English is also necessary. Writing has always been covered in the English language curriculum as one of the four language arts (listening, speaking, reading, and writing), according to Harmer (2004:31). Nowadays, being fluent in both written and spoken English is a requirement for several jobs. Another example is the requirement for writing skills for the English department's final assignment, which is thesis writing. These are some of the explanations for why students need to be proficient in writing as one of their language abilities.

Writing is a process according to Tuan (2012), meaning that several actions or processes are continually performed during the process of writing. Prewriting, planning, writing, and polishing are all possible components of the writing process. According to Fatikasari (2021), the finished output of writing requires careful planning in order to get the desired form. The results of thinking, writing, compiling, and rewriting are the stages of writing from the beginning to the end. Writing is the act of putting ideas or thoughts into words coupled into the shape of paragraphs, according to (Fajarini, Syahputri, and Rahmawati, 2021); as a result, Writing requires particular treatment so that the students are able to fulfill the aim of writing topic. There are several factors that need to be taken into account when writing. The following writing elements are listed by Nurgiantoro (2001: 306-308): content, organization, vocabulary, syntax, and mechanics.

There are many different genres for producing texts, including news articles, anecdotes, debates, reviews, satire, narratives, recounts, descriptive pieces, reports, explanations, and analytical and hortatory exposition. The author of this study will go through the use of descriptive language in writing exercises. One of the text genres or sorts that students should be proficient in is the descriptive text genre, which asserts, portrays, or depicts things like people, places, and things (Fajarini, Syahputri, Rahmawati, 2021). Additionally, according to Siahaan and Shinoda (2008), a description is a written English text in which the author explains a particular thing. The object may be anything that is concrete or abstract. It might be a person, a pet, a tree, a home, or even a camping trip. According to Gerot and Wignell (2012), descriptive text often has two parts: 1) Identification, in which the general structure presents the subject of Description, and 2) Description, which is a component that goes into depth about the defining characteristics of the subject, such as size, physical attributes, abilities, habits, daily activities, etc.

Students have a variety of difficulties when learning descriptive texts, including a dearth of vocabulary, concepts, mechanics, and syntax, as well as a lack of enthusiasm. However, a lot of students struggled to write descriptive texts because they find it difficult to grasp explanatory writings, especially in terms of how they describe people, places, or things and their original intent, which also includes the general architecture and

linguistic elements and how to use those distinguishing characteristics in the content. When the teacher explains, the students are also bored and pay less attention since the teacher typically does not use an engaging medium, such as relying heavily on the textbook. As a result, when students are asked to create a detailed tale using just their personal stories and ideas.

Furthermore, in fact, there are many studies stating that Writing is a complex skill of English to learn, especially for writing descriptive text, considering that writing requires taking into account a great number of factors. According to Hadi, Mutiarani, and Herlina (2021), senior high school students' biggest writing challenge is organizing their thoughts into coherent paragraphs. Little words, poorly constructed phrases, and lack of consistency and cohesiveness are commonly chosen by students. In addition, kids have a low rate of vocabulary acquisition, according to Hadi, Mutiarani, and Herlina (2021). The students often only learn extremely basic vocabulary, which leads them to believe that writing in English is challenging since they occasionally struggle to identify the precise words to use to begin writing.

The same as the statement above with the result of interviews conducted by researchers with English teachers at SMP N 6 Pangaribuan, the teacher stated the students at the school had very low interest in learning English, students at the school frequently complain that they don't know what they want to write, even when they can't express their thoughts in a text because they don't have enough vocabulary to be able to express their opinions, and also that they don't know how to start writing well and accurately, especially in learning writing skills. Students at the school assumed that English is an eye a very difficult lesson, especially in learning writing skills. often when there is an assignment that the English teacher at the school asks to write a text that matches the students experience, it often happens that students at the school only write down the essential points without an opener and closing the Writing and it often happens when the teacher at the school to write a descriptive text, the students at the school don't know what they want to describe because they don't know what and it is descriptive text so they don't have an idea to write a descriptive text. Next, the writer asked the teacher English at the school which media the teacher used when teaching at the school, and the teacher stated that the teacher teaches in a conventional way, which means that the teacher teaches by explaining to students only without any media used, so it often happens that students are not enthusiastic in following the lesson and get bored quickly.

Based on the aforementioned issue, the instructor must adapt to the circumstances in the classroom in order to hold an engaging lesson and calm the students till they are motivated to study English. In this instance, the teaching-learning process should be used by certain tactics, strategies, and media which may aid students in developing their Writing in order to find a better method of teaching Writing, particularly in descriptive text. Thus, media use was engaged in this investigation. The usage of media can aid students in improving their writing skills, particularly when it comes to creating descriptive language. One of the instructional tools for teaching descriptive literature is expected to be Realia. Writing descriptive literature using realia can boost students' enthusiasm to write as well as their proficiency in doing so.

Realia, as defined by Rachman (2001: 17), are physical objects that are utilized as instructional aids that may be seen, touched, heard, and otherwise observed using all five senses. The statement claims that Realia helps pupils become more creative in their descriptions of things while also boosting their motivation. The ability to write descriptive language correctly and consistently with the aspects currently existing in the descriptive paragraph will also help them grow.

In order to determine if Realia was beneficial in improving the caliber of students' writing, the researcher was interested in performing this study on eighth-graders at SMP N 6 Pangaribuan. The researcher utilized a quantitative design for this investigation. The aforementioned issue motivates the researcher to carry out study labelled: **"The effect of Realia as teaching media in students' writing of descriptive text at eighth grade in SMP N6 Pangaribuan"**.

METHOD

The creation of a research plan is the first step before beginning any investigation. Before beginning a study, rigorous planning and preparation is known as research design. Therefore, planning for a suitable design must be done before doing any study. The researcher will employ a quantitative research strategy for this investigation. Quantitative research is the measuring of quantity or amount, according to Kothari (2004:3). According to the aforementioned statement, an experimental research design will be used in this study. The experimental class and the control class are the two groups used in actual experimental research designs, and pre- and post-tests are used to gather data. In order to analyze the pre- and post-test measures and compare the outcomes between the experimental and control groups, the researchers administered pre- and post-tests in the experimental and control classes. Realia is used by the experimental class, but not by the control group. The Population in this study is SMPN 6 Pangaribuan eighth-grade junior high school. There are 86 students participating in the research throughout its three classes. The sample is a subset of the population with the same features in order to accurately reflect the population (Sugiyono, 2017: 118). As an example for this study, the writer selects two classes from the class VIII SMP N 6 Pangaribuan, especially classes VIII A and VIII B, each with 40 pupils. They will be split into two groups of 20 each, and the writer will make a random selection. The first 20 students picked served as the experimental group, while the second 20 students chosen served as the control group. The researcher will require resources to collect the data in order to receive it. The subjects of the research that will serve as the data sources. The research's most important component is the data source. Research instruments play a significant role in collecting data from the source. In quantitative research, there are four categories of research tools, namely observations, interviews, document analysis and other types of questionnaires, opinion polls, and tests of personality, attitudes, and cognition. Creswell (2009) recommends a tool to measure or monitor attitudes or behaviors in research. Data will be gathered for this project utilizing quantitative data. A writing exam created by the teacher will be used to gather the quantitative data. The teacher will instruct the pupils to use realia when writing the descriptive proses

RESULTS AND DISCUSSION

RESULTS

The research's data came from the writing test results of the students. The post-test is relevant to both the experimental group and the control group, and the researcher obtained scores from the prediction result. The class in the experimental group is the one that makes use of realia, whereas the class in the control group does not. Each class has 20 students, and the sample for this study includes 40 eighth-graders from SMP Negeri 6 Pangaribuan. The information is gathered through an essay-style writing test. The researcher discovered that the experimental group's mean pre-test score was 61,65 and its mean post-test score was 74,6 after calculating the data.

Table 1. The data of the students in the experimental group (8A)

No	Students' Initial Name	Pre-test(X1)	Post-test(X2)
1	AP	65	76
2	AG	64	76
3	AS	55	72
4	BG	69	74
5	HG	55	71
6	DP	60	75
7	MP	65	81
8	EP	62	80
9	FP	59	74
10	FG	55	70
11	GP	67	71
12	GG	69	74
13	HP	63	78
14	JP	58	73
15	CT	59	71
16	LS	63	80
17	LG	58	75
18	MG	58	75

19	RM	64	72
20	SP	65	74
	Total	1.233	1.492
	Mean	61,65	74,6

While in the control group, the mean value of the pre-test was 62,25 and the post-test was 66,25.

Table 2. The Data of the Students in Control Group

No	Students' Initial Name	Pre-test (X1)	Post-test(X2)
1	AP	69	71
2	AS	63	65
3	BM	67	71
4	CP	58	60
5	EP	67	72
6	FG	54	59
7	GP	59	64
8	GS	63	65
9	HG	58	65
10	JL	58	62
11	JA	70	72
12	LP	60	63
13	MP	65	68
14	NP	62	69
15	RG	59	66
16	RS	55	59
17	SP	54	60
18	SG	67	70
19	TS	68	71
20	YP	69	73
	Total	1.245	1.325
	Mean	62,25	66,25

The result showed that the average post-test score in the experimental group is 74,6 higher than post-test in the control group is 66,25.

Data Analysis 1

The information used in this study was derived from the test results of the pupils. The pre-test and post-test findings for the experimental group and control group were used to calculate the score. The experimental and control groups will take a writing assessment in the form of an essay on a topic chosen by the researcher. The control group taught the experimental group using real-world scenarios and traditional teaching methods.

The same test, including pre- and post-tests, were administered to both groups. 20 students make up the control group and 20 students make up the experimental group. 40 eighth graders from SMP N 6 Pangaribuan served as the study's sample population. The results of the pre-test and post-test for the two groups, the experimental group, and the control group, are shown in the following tables. The overall score is 1.233, and the mean score for the experimental group from the pre-test is 61.65, according to the table of data analysis results below. The lowest pre-test score is 55, and the highest is 69.

Table 3. The Score of Pre-test in Experimental Group (Group 8A)

No	Students' Initial Name	Criteria of Grammar					Total Score
		C	O	V	G	M	
1	AP	12	10	14	14	13	65
2	AG	15	14	12	13	10	64
3	AS	13	12	9	7	9	55
4	BG	18	15	10	9	17	69
5	HG	17	10	11	10	7	55
6	DP	15	18	10	6	11	60
7	MP	16	15	14	7	13	65
8	EP	13	17	15	8	9	62
9	FP	15	13	10	9	12	59
10	FG	16	14	7	6	12	55
11	GP	15	18	16	11	7	67
12	GG	17	16	11	8	17	69
13	HP	14	13	14	12	10	63
14	JP	16	14	11	9	8	58
15	CT	16	12	10	12	9	59
16	LS	17	12	15	10	9	63
17	LG	16	13	10	12	7	58
18	MG	15	12	14	6	11	58
19	RM	18	13	14	10	9	64
20	SP	13	14	15	13	10	65
Total							1.233
Mean							61,65

C: Content
O: Organization
V: Vocabulary

G: Grammar
M: Mechanics

Using Realia, the researcher reviewed the post-test papers submitted by students in the experimental group to obtain the results. The score was tallied and is shown in the table below. The overall score obtained from the data analysis was 1.492, with a mean score of 74,6 for the researcher. The post-lowest test's score is 70, and its maximum score is 81.

Table 4. The score of Post-test in Experimental Group (Group 8A)

No	Students' Initial Name	Criteria of Grammar					Total score
		C	O	V	G	M	
1	AP	19	15	16	14	12	76
2	AG	16	17	16	14	13	76
3	AS	17	19	15	12	9	72
4	BG	13	16	17	13	15	74
5	HG	18	15	16	13	9	71
6	DP	16	18	15	11	15	75
7	MP	17	15	18	15	16	81
8	EP	15	18	17	14	16	80
9	FP	16	16	14	15	13	74
10	FG	16	17	14	12	11	70
11	GP	17	16	15	10	13	71
12	GG	14	16	18	12	14	74
13	HP	16	18	17	17	10	78
14	JP	17	15	18	11	12	73
15	CT	18	15	17	10	11	71
16	LS	17	18	19	13	13	80
17	LG	15	18	17	11	14	75

18	MG	14	15	17	11	18	75
19	RM	18	17	15	14	8	72
20	SP	17	17	16	14	10	74
Total							1.492
Mean							74,6

C: Content **G: Grammar**
O: Organization **M: Mechanics**
V: Vocabulary

When the researcher administered the pre-test to the control class, Realia, without administering the treatment, and examined the pre-test paper on the control class, the researcher received the results. The score is tabulated by the researcher into a table, and from the data analysis of the outcome of the table below, the researcher discovers that the mean score from the pre-test for the control group is 62,25, and the total score is 1.245. Pre-test scores range from 59 to 73 in the control group, with 59 being the lowest score.

Table 5. The score of Pre-test of Control Group (Group 8B)

No	Students' Initial Name	Criteria of Grammar					Total Score
		C	O	V	G	M	
1	AP	15	17	15	10	12	69
2	AS	15	15	16	7	10	63
3	BM	16	14	15	10	12	67
4	CP	15	15	7	8	13	58
5	EP	14	16	12	11	14	67
6	FG	13	13	14	7	7	54
7	GP	14	14	15	6	10	59
8	GS	16	16	14	8	9	63
9	HG	12	13	16	6	11	58
10	JL	13	13	14	8	10	58
11	JA	15	14	17	11	13	70
12	LP	14	13	14	10	8	60
13	MP	15	13	16	11	10	65
14	NP	15	16	14	7	10	62
15	RG	13	12	15	9	10	59
16	RS	11	10	13	12	9	55
17	SP	10	10	13	11	10	54
18	SG	15	16	13	12	11	67
19	TS	17	15	12	13	11	68
20	YP	16	15	13	13	12	69
Total							1.245
Mean							62,25

C: Content **G: Grammar**
O: Organization **M: Mechanics**
V: Vocabulary

After reviewing the pre-test papers of students, including Realia, without administering any therapy, the researcher obtained the pre-test results. The score's outcome was tallied by the researcher and put into a table. The researcher determined from the results of the data analysis discussed above that the mean score was 66.25 and the total score was 1.325. The lowest and greatest scores are 59 and 73, respectively.

Table 6. The score of post-tests in the control group(8B)

No	Students' Initial Name	Criteria of Grammar					Total Score
		C	O	V	G	M	
1	AP	15	17	15	12	12	71
2	AS	15	15	16	9	10	65
3	BM	16	15	15	13	12	71
4	CP	15	16	7	10	13	60
5	EP	14	16	14	13	12	72
6	FG	13	13	16	10	7	59
7	GP	14	15	17	8	10	64
8	GS	16	16	14	10	9	65
9	HG	12	14	17	10	11	65
10	JL	13	14	14	11	11	62
11	JA	17	15	17	11	12	72
12	LP	14	16	8	13	12	63
13	MP	15	17	12	10	14	68
14	NP	16	18	9	10	16	69
15	RG	15	15	13	12	11	66
16	RS	14	16	10	9	10	59
17	SP	12	14	9	13	12	60
18	SG	17	15	13	11	14	70
19	TS	14	14	16	13	14	71
20	YP	18	18	9	15	13	73
Total						1.325	
Mean						66,25	

C: Content G: Grammar O: Organization
M: Mechanics V: Vocabulary

Data Analysis 2

Writing assessments on students are used to gather data on their propensity for producing descriptive texts. The data from the control group and the experimental group's writing test scores were analyzed by the researcher. By comparing the average post-test results of the students in the control group with the experimental group, it was hoped to determine if Realia has a substantial impact on learning.

According to the statistics, the experimental group's pre-test and post-test averages were 61,65 and 74,6, respectively, whereas the control group's pre-test and post-test averages were 62,25 and 66,25, respectively. The findings indicate that the experimental group's post-test, which used the Realia therapy, scored higher than the control group's mean. Tables 4.3.1 and 4.3.2 display the typical pre-test and post-test scores of the students in the control group and the experimental group.

Table 7. The Tabulation score of pre-test and post-test of Experimental Group

No	Students' Initial Name	re-test (X ₁)	post-test(X ₂)	Deviation d= X ₂ -X ₁	Square of Deviation(X ²)
1	AP	65	76	11	121
2	AG	64	76	12	144
3	AS	55	72	17	289
4	BG	69	74	5	25
5	HG	55	71	16	256
6	DP	60	75	15	225
7	MP	65	81	16	256
8	EP	62	80	18	324
9	FP	59	74	15	225
10	FG	55	70	15	225
11	GP	67	71	4	16

12	GG	69	74	5	25
13	HP	63	78	15	225
14	JP	58	73	15	225
15	CT	59	71	12	144
16	LS	63	80	17	289
17	LG	58	75	17	289
18	MG	58	75	17	289
19	RM	64	72	8	64
20	SP	65	74	9	81
	Total	1.233	1.492	259	3.737
	Mean	61,65	74,6	12,95	186,85

From the table above, the deviation score of experimental group was calculated as following:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{259}{20}$$

$$Mx = 12,95$$

The deviation's square of experimental group calculated as follow:

$$Dx^2 = (\sum x^2) - \frac{(\sum x)^2}{N}$$

$$Dx^2 = (3737) - \frac{(259)^2}{20}$$

$$Dx^2 = 3737 - 3354$$

$$Dx^2 = 383$$

Table 8. The tabulation score of pre-test and post-test of control group

No	Students' Initial Name	Pre-test (Y ₁)	Post-test(Y ₂)	Deviation d= Y ₂ -Y ₁	Square of Deviation(Y ²)
1	AP	69	71	2	4
2	AS	63	65	2	4
3	BM	67	71	4	16
4	CP	58	60	2	4
5	EP	67	72	5	25
6	FG	54	59	5	25
7	GP	59	64	5	25
8	GS	63	65	2	4
9	HG	58	65	7	49
10	JL	58	62	4	16
11	JA	70	72	2	4
12	LP	60	63	3	9
13	MP	65	68	3	9
14	NP	62	69	7	49
15	RG	59	66	7	49
16	RS	55	59	4	16
17	SP	54	60	6	36
18	SG	67	70	3	9
19	TS	68	71	3	9
20	YP	69	73	4	16
	Total	1245	1325	80	378
	Mean	62,25	66,25	4	18,9

$$My = \frac{\sum Y}{N}$$

$$My = \frac{80}{20}$$

$$My = 4$$

The square of deviation of control group was calculated as follow:

$$dY^2 = (\Sigma Y^2) - \frac{(\Sigma Y)^2}{N}$$

$$dY^2 = 378 - \frac{(80)^2}{20}$$

$$dY^2 = 378 - 320$$

$$dY^2 = 58$$

Interpreting the Result of Writing Test

Essay tests are used by researchers as a descriptive tool to gather data. The assessment analysis serves as an evaluation in the exam, according to the researcher. To organize sentences, analyze the assessment's component, paying attention to the content, structure, vocabulary, grammar, and mechanics. Both the experimental group and the control group still have trouble with the terminology in the prediction. However, the experimental group and the control group received treatment for the post-test, and the results showed that the student's score had increased from the pre-test.

Table 9. The result of Pre-test and Post-test of Experimental Group

No	Students' Initial Name	The test	
		Pre-test	Post-test
1	AP	65	76
2	AG	64	76
3	AS	55	72
4	BG	69	74
5	HG	55	71
6	DP	60	75
7	MP	65	81
8	EP	62	80
9	FP	59	74
10	FG	55	70
11	GP	67	71
12	GG	69	74
13	HP	63	78
14	JP	58	73
15	CT	59	71
16	LS	63	80
17	LG	58	75
18	MG	58	75
19	RM	64	72
20	SP	65	74
	Total	1.233	1.492
	Mean	61,65	74,6

Table 10. The Result of Pre-test and Post-test of Control Group

No	Students' Initial Name	The test	
		Pre-test	Post-test
1	AP	69	71
2	AS	63	65
3	BM	67	71
4	CP	58	60
5	EP	67	72
6	FG	54	59
7	GP	59	64

8	GS	63	65
9	HG	58	65
10	JL	58	62
11	JA	70	72
12	LP	60	63
13	MP	65	68
14	NP	62	69
15	RG	59	66
16	RS	55	59
17	SP	54	60
18	SG	67	70
19	TS	68	71
20	YP	69	73
	Total	1.245	1.325
	Mean	62,25	66,25

The goal of the research finding was to present the findings. The writing quality before and after using Realia was demonstrated by the researcher. The writing exam serves as the research's instrument and enables the researcher to compare the students' writing quality scores prior to and following the use of Realia. It may be demonstrated by the rise in student test scores following the application of this medium, as well as by data derived from the test results of the experimental group and the control group using the t-test formula. Degree of freedom (df) = $N_x + N_y - 2 = 20 + 20 - 2 = 38$ was the outcome of the t-test calculation, which indicated that $t_{\text{observed}} > t_{\text{table}} = 10 > 2.042$ at the level of significance $p = 0,05$. When t_{observed} exceeds t_{table} , it indicates that the actual world significantly impacted pupils' writing skills.

Discussion

The goal of the study is to comprehend the results of the eighth-grade students' writing assessments at SMP N 6 Pangaribuan. Determine whether there is a significant difference in the students' writing quality before and after using Realia by comparing the results of the pre- and post-tests for the experimental group with the control group. According to Zukowsky and Faust, who were referenced by Oyarzo et al. (2008:24), realia is a physical thing that is frequently found in daily life. Realia makes it simpler for pupils to grasp directions from teachers and how things are done. Students are able to explain things using a variety of items, including actual objects, and learning via real-world experiences may help them develop their writing abilities. Finally, it can be proved that using realia has better writing quality. Realia is effective for students and it can make the written test more attractive and effective.

CONCLUSION

The study's findings lead the researcher to the conclusion that using Realia has a big impact on how well students write descriptive essays. The results demonstrate that there is a difference between the writing of pupils who used Realia before and after. The fact that the post-test mean was 74,6 and the pre-test mean was 61,65 can demonstrate this. The researcher's handling of the experimental group had a positive influence on the caliber of their writing. The value of t_{observed} is demonstrated to be greater than t_{table} ; at the level of significance $\alpha = 0,05$ and the degree of freedom (df)=38, the values are $10 > 2.402$ and prove the hypothesis. It demonstrates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. According to the aforementioned justification, the researcher has come to the conclusion that Realia is a useful medium for encouraging eighth-grade students at SMP Negeri 6 Pangaribuan to write descriptive texts.

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