

TEACHING WRITING DESCRIPTIVE TEXT USING REALIA

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This paper aims at discussing Teaching Writing of Descriptive Text Using Realia. When students feel bored in teaching writing descriptive text, absolutely teacher should give an attractive and interesting media to them. Realia is real objects in the classroom that can be easily brought and shown in the classroom. One of the medi can be used by teacher in teaching learning process, especially in writing descriptive text. Using realia is an easy media to teach writing descriptive text, the students can see the real objects and the students describe the objects especially to students. The examples of using realia in the classroom, the teacher ask the students to describe their classroom. It purposes to attract and grow students motivation in learning and mastery English, especially in teaching learning writing descriptive. They are three activities in procedure of teaching writing descriptive text using realia, i.e: Pre-Teaching Activities, Whilst-Teaching Activities, Post-Teaching Activities.

Key words: Teaching Writing, Descriptive text, Realia

INTRODUCTION

Background of the Problem

Writing is one of four language skills which are speaking, listening, reading, and writing. Every learner wants to be able to write well in English. By having writing ability, the learners can share information, thoughts, experiences or ideas to other people. According to Ariyanti (2010:91), writing is an important skill in taking, retaining, and

expressing information. In addition, “writing is an important part of language teaching as it also functions as an essential tool for learning in which students improve their knowledge of the language elements in real use” (Taselin, 2010:104). From the explanation, writing is an important skill to be learned by the students because it has important roles in the learning activities.

Based on curriculum of 2013 in Indonesia of junior high school which recommended by the government, there are five texts which have to be mastered by the students such as descriptive text, procedure text, report text, recount text, and narrative text. In those texts that have to be mastered by students, descriptive text is one that has a purpose to describe and reveal a particular person, place, or thing.

In a writing activity, the students must be able to write some text types. One of text types is descriptive text. According to Leksono (2009:80), descriptive text is fun and it makes students' writing more interesting to readers because the students use their words to help readers "see" or to visualize of people, places, or things. It means that by using descriptive text, the readers can create their own pictures of what those are written. Writing a descriptive text needs more attention because the students have to know the things that will be described in detail. Because of that reason, the teachers must use the variety and

useful strategies to make students write well in descriptive text. One of ways which can be considered in writing descriptive text is by using realia as media in learning activities.

Purpose of the Paper

The purpose of writing the paper is to give contribution to the teachers. They can use realia to make students understand easily the given subject and enjoy the teaching learning process. It can also help the teacher solve the problem in teaching a descriptive text.

Besides, this paper purposes to fulfill one of the requirements to finish strata one (S1) degree at English Department, the faculty of Teacher Training and Education Bung Hatta University.

LITERATURE REVIEW

The Writing

There are four skills in English, i.e: listening, speaking, reading, and writing. Oshima and Hogue (2007:3) state that academic writing is a kind of writing that we use in high school and college. Writing is one of skills that we can express our ideas in it. Because

writing is a tool for communication, one should write carefully. So that the message can be understood well by readers. Than, Oshima and Hogue add that when we are writing we must notice the structure of our sentence. Grammar is very important in writing. A good grammar makes the reader understand our writing. Besides, to develop our idea we must concern with punctuation, good spelling, coherence, cohesion and we must also have enough vocabularies.

The Criteria of Good Writing

Some elements in good writing are content, form, grammar, style and mechanic (Haris, 2007:306). A good writing must express good characteristics as follow:

a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the idea expressed (Haris, 2007:68).

b. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the

idea described. The organization of the content (Haris, 2007:38).

c. Grammar: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern (Haris, 2007:69).

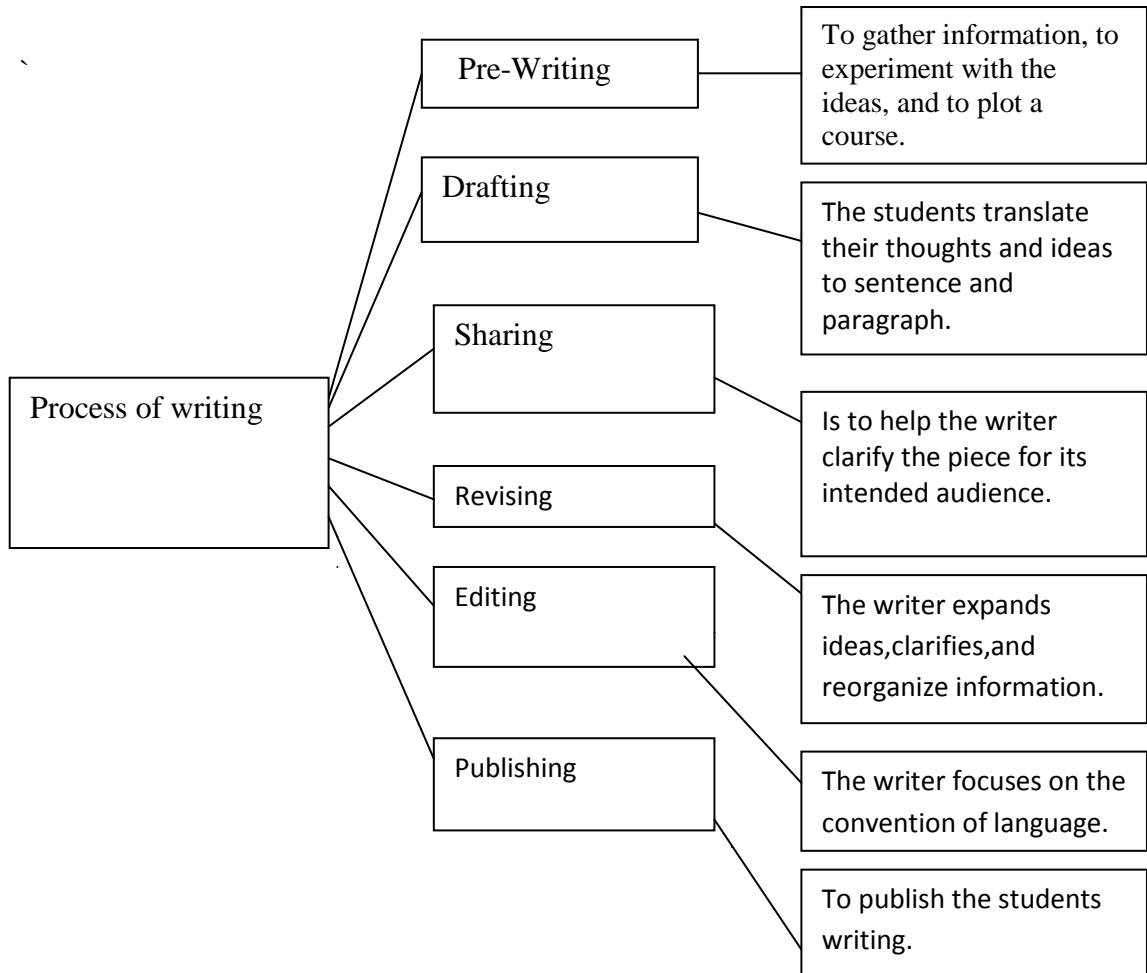
d. Style: writing should engage its reader through original insight and precise. Haris (2007:69) say that style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

e. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

The Process of Writing

According to Heinemann cited in palmer (1994:8

Flow Chart 1.1 Process of Writing



Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is

to describe a particular person, place, or thing. (Depdiknas, 2004: 4). Descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see (Purnomo, 2014: 13).

The Characteristic of a Descriptive Text

a. Generic Structure

The generic structure of descriptive text consists of:

1. Identification: is the part of paragraph that introduces the character.
2. Description: is the part of paragraph that describes the character. (Purnomo, 2014:

Pardiono, (2007: 34).The generic structure of descriptive text.Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are as follow:

a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject.

Usually it contains object's name, kind of the object, etc.

b. Description

It is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

Realia



Picture 1.2 Picture about Descriptive Text

Many children in today's classrooms struggle with the English language. Some come from homes where a foreign language is spoken; others simply have not developed a large enough academic vocabulary to thrive in the classroom. In either case, many children are at risk because of their limited English vocabularies. (Berkeley 2010: 36).

Realia miniature objects that resemble their real-world counterparts provide an excellent tool to help these children develop essential English vocabulary. Realia

enhance meaning and make vocabulary more concrete and, therefore, more comprehensible. (Berkeley 2010: 36).

Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable. (Harmer, 2006: 140).

In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. Meanwhile in the EFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. (Nugroho, 2010: 17)

In education, Realia are objects from real life used in classroom instructions by educators to improve students understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words everyday objects and the

objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.

Realia is real things represent the actual conditions with which the learner will live. As such, realia should be used whenever possible. Real things are available. The task is to locate them and put them to use in helping students learn. Examples of realia are: insects; coins; rocks; plants; pets; and stamp.

The beginners, particularly children, „real“ or lifelike items are useful for teaching the meanings of words, teachers sometimes appear in the classroom with plastic fruit, cardboard, clock faces, or two telephones to help stimulate phone conversations. Object that is intrinsically interesting can provide good starting point for variety of language work and communications activities (Harmer, 2006: 140).

The Advantages of Using Realia

Advantages or Special Purposes based on excerpts from The Expert Educator (Jones, 2007:124):

- a. Experience with real things with which one will interact in life is the best learning situation possible.
- b. Real objects are plentiful and available everywhere.
- c. Real items can be observed and handled, providing concrete learning experiences for the student.

THE PROCEDURE OF THE TEACHING WRITING DESCRIPTIVE TEXT USING REALIA

Preparation

In this stage, the teacher prepares anything she needs to teach writing descriptive text base on environment materials. Therefore, the activities in this stage are carried out before the student comes to the classroom.

d. Dealing with realia motivates the learners.

e. Realia can be used as part of the evaluation systems.

f. Realia learning can be extended through the use of displays. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.

1. The teacher finds environmentally based materials which will be used for teaching writing descriptive text.

2. The teachers choose appropriate time for using the teaching materials.

3. The teacher arranges the materials which will be caused for teaching writing descriptive text.

Application

In this stage, the teacher will prepare everything she needs to start the lesson in the class there are three kinds of activities that the teacher will do in this. The first is pre

teaching, whilst teaching and post teaching activities.

- The Type of Realia

Realia can be divided into several types, they are:

a. Man made, such as: artifacts, tools, utensils, etc.

b. Naturally occurring like: specimens, samples, etc. it is usually borrowed, purchased, or received as donation by a teacher, library, or museum for use in classroom instruction or in exhibit. (Hidayah, 2011: 8)

Pre-Teaching Activities

Pre teaching activities are done at beginning of the classroom. It is a kind of warming up activities which is done in order to build the students background knowledge about the topic. That they are going to study. In this pre teaching activity, the students are introduced to the topic or the lesson to be taught, for examples describing place. The activities will give some new information that stimulate and increase the students' concentration.

These activities are also trying to get the students' attention and interest. So, the teacher motivates the students to study and understand what they are going to study.

1. The teacher greets students

Example:

Teacher : 'Good morning students'

Students : 'Good morning, Miss.'

Teacher : 'How are you today?'

Students : 'Fine and you?'

Teacher : 'Fine too. Thank you'

2. The teacher checks the students' attendance

Example:

Teacher : 'Who is absent today?'

Students : 'Nobody, Miss.'

3. The teacher prepares all materials for teaching.

For example:

Teacher : I have a picture, do you want to see?

Students : Yes, Miss



Picture 1.4 about Descriptive Text

Teacher : What is it?

Students : The cars
Miss

Teacher : What are different about this picture?

Students : The colors
Miss.

Teacher : what else?

Students : The picture one is picture of a modern car and the picture two is the classic car Miss.

Teacher : What is the color of these pictures?

Students : Red and blue
Miss.

Teacher : Ok, Good

4. The teacher asks the students about the previous lesson that they have studied

For example

Teacher : ‘Do you have any question about the previous lesson?’

Students : ‘No, Miss.’

Teacher : OK, if there is no question, let’s go to study today.

2. Whilst-Teaching Activities

Whilst teaching activities are the activities conducted during discussing teaching process. In this phase, the teacher leads the students to the main activity in teaching learning process. In this phase of teaching the teacher explains about using realia to the students in writing descriptive paragraph. After that the teacher asks the students to start writing descriptive paragraph. The students will lead to write a descriptive paragraph using realia.

- The teacher gives some questions to the students to stimulate them about describing places. The examples of the question are?
 - How many students are in the class?
 - How many chairs are in the class?
 - How many tables are in the class?
 - Is class big or small?
 - Is the class comfortable?
- The teacher asks the students to list all idea about their classroom in their group, so the students can list the idea as follows:
 - The classroom is big
 - There are 30 tables and chairs in the class
 - The picture of the president
 - The picture of the vice president
 - The white board is in front of the class
 - The teachers desk and chair is in front of the class
 - The wall paint is white
 - The class is comfortable
 - The Garuda is on the wall
 - The class is clean

In this stage the teacher tells the students, what they are going to learn that is describing place. In this phase of teaching, the teacher explains to the students about descriptive text. The teacher can give example of preposition words to help the students in writing descriptive text about describing place, for example: in, on, at, bellow, beside, above, behind, in front of and etc, about size big, small, medium. Then, the teacher asks the students to look around their classroom because they are going to describe it.

After the students collect all of the information about their class, they can evaluate all the idea which ideas that will be used and support their topic in describing their classroom.

1. The teacher asks the students to write their first sentence about their topic. The students can write the first

sentence that is “My classroom is big”.

2. The teacher commands the students to supply the sentence in their paragraph with the ideas that they have collected. The teacher explains how important is the supporting sentences and put it in their writing. The example of supporting sentence for topic “My classroom” is :

There are 30 tables and chairs in the classroom. There are two pictures of the president and vice president hanging on the front wall. The Garuda is hanging between the picture of the president and vice president. There is a white board in front of the classroom and also the teacher’s desk and chair in front of the class. The color of the wall paint is white. There is a rubbish bin near the door.

3. Teacher reminds the students to end evaluate their writing. The students write their last

sentence in describing their classroom, the sentence is “My classroom is really clean and comfortable. In this last step of writing the teacher reminds the students to end or finish their writing and evaluate their writing. The teacher asks the students to check and edit their writing.

4. After the students complete their descriptive text the teacher explains about the generic structure of descriptive text. The generic structure of descriptive text are identification and description and the teacher explains it by using the text that the have finished together. So the full paragraph is : My classroom

My classroom is big. There are 30 tables and chairs in the classroom. There are two pictures of the president and the vice president hanging on the front wall. (Identification)

The Garuda is hanging between the picture of

president and the vice president. There is a white board in front of the class and also the teacher's desk and chair in front of the class. The color of the wall paint is white. There is a rubbish bin near the door. My classroom is really clean and comfortable. (Description)

The Use of Simple Present Tense

Pattern:

(+) S + V₁ s/es

Example:

My classroom is big.

My classroom is really clean and comfortable

5. In this stage of whilst teaching activity, the teacher asks the students to write another descriptive paragraph independently to check the students' ability and comprehension in writing

descriptive text. The topic should be interesting and familiar with them. The students will follow the instruction of the teacher, pick the idea, list the information about idea, evaluate the information, activate the first sentence, supply the supporting sentence and end the paragraph with concluding sentence.

6. After the students finish their assignment, the teacher asks them to submit their task and asks some question from the students about the lessons that have been learnt. Then, the teacher explains again about the descriptive text.

3. Post-Teaching Activities

Post teaching activities are those conducted at the end of the classroom to evaluate the students in writing a descriptive text. In this teaching activity, the teacher concludes the lesson about descriptive text. Then the teacher gives homework to students about

descriptive text and the topic is “My Family” and the teacher asks the students to submit the homework in next session.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the explanation in precedent chapters, the writer likes to bring up some conclusion and suggestions. The role of a teacher in a writing class is very important to make the students active in the writing activities. It has been stated that writing descriptive text needs more attention because the students have to know the things that will be described in detail so the teacher should have creativeness and interesting strategies to make students active and able to write descriptive text. One of the strategies is by using realia media in the teaching descriptive writing. In the fact, realia is a interesting media for the students in learning activities.

Realia can give students' motivate, stimulate their imagination in writing activities. Besides that,

realia media also help the students to create their writing of descriptive texts because they can look at and touch the real objects that they want to describe. Teachers who want to use realia media in the other English skills such as speaking, listening, and reading are recommended to apply another writing process. They should be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive.

Suggestions

1. The teacher should give the real object for study writing descriptive test.
2. The teacher should advise the students to be more creative in teaching learning process.
3. The teacher must be creative to make a good atmosphere in order to make the students have more ideas to writing.

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