

# CHAPTER I INTRODUCTION

## A. The Background of the Study

Language has a role of communication. Siahaan (2008: 1) says that Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. It means Language used by the speaker to express their ideas, feelings and desires, and to get information from other people.

English becomes one of important languages in the world. English itself is used in many international field, not only must be taught at school but also in some activities like science, medical, sport, technology, chef, banking and etc.

In communication, English as the main foreign language is being learned in Indonesia. We usually learn to listen first, after that to speak, then to read, and finally to write. Writing ability in a foreign language leans to be one of the most difficult skills to comprehend, and the important aims in teaching writing is to improve learners' language ability. It is because writing takes on many different registers depending on the function of writing. Learning to write fluently in English is much more challenging than learning to speak fluently. Written communication can come much more slowly than spoken communication.

Writing is a process not a product. Academic writing is not easy, it takes study and practice to develop the writing skill. It means that a writing will never be perfect or complete, because it is always possible to be revise, Oshima and Hogue (2007).

In curriculum 2013 students are required to be more active and innovative. Students are also required to be able to solve the problems that they face. According to syllabus in teaching of English, writing procedure text is one of the requirements in ninth grade of junior high school. It means that all students in ninth grade of junior high school must be able to write a procedure text.

In contrary, based on the writer's observation, in ninth grade student of SMP N 1 Stabat, it was found that 70% students get remedial test which was related to procedure text. It is because their scores were under Kriteria Kelulusan Minimal (70). It shows that students' ability in writing text is poor. There are some factors that affect this. Firstly the students did not know where to start and what should they write about, secondly they always want to write something ordinary, because they difficult to convey their ideas in writing, they did not have good vocabularies, tenses, and the students also thought that writing was boring activity because the teacher only used the conventional method or technique while learning process. Therefore, this class should be given treatment.

In this case, in the learning process takes role of the teacher who wise in choosing the way or the proper learning techniques that can improve students' learning ability in writing, especially writing procedure text. In this regard the media became an option for teachers as facilities and relation between teachers and students in the in the learning and teaching process.

Procedur text is kind of genre that will be focused of the study. Instruction about the steps that should we do in order a work can be packed into a procedural

text, Pardiono (2007 : 125). In this case, show that students feel bored and difficult to write a procedure text or write something without any media.

One of the ways to make the teaching and learning process to be more interesting and easy, the researcher will use media in teaching and learning writing. Gagne (1970) states that media is various of component within students' surroundings which able to wither students to study. Some examples of media are pictures, videos, realia, posters, charts, advertisement, etc. If the teacher wants to choose one of the media, she/he has to choose a media that suitable to the topic. One of the Media that suitable for teaching procedure text is realia. The use of realia is common place in the ELS/EFL classroom and is widely considered to have great value in fostering an active teaching learning environment, Smith (1997). By presenting information through media, realia help to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world", . As Berwald (1987) notes, realia are not only a set artifacts that describe the custom and tradition of a culture, but they are also a set of teaching media that facilitate the teacher and students experience. Realia also build the learners' sensory impressions of the language as learned partly at least through seeing, hearing, touching and manipulating items. The use of realia, then, can improve students' ability in writing, and the learners can explore aspect of lesson materials which are expressed in everyday realia items. Further, there is a good way through the use of realia to help teacher to increase the number of students' responses. By using realia, teacher can show the real materials and equipments that are needed to make something which will be

explained in the procedure text. Real things can be observed and handled, providing concrete learning experiences for the students. Furthermore, teacher can show the steps by doing them directly, so that the students can understand the action verbs that will be used easily.

Some researchers have conducted studies about teaching through realia. Harefa and Syafitri (2011) conducted a study and the result showed that the using of realia gives contribution to the aspect of mechanics in writing procedure, especially in producing the words. The using of realia is also considered good in assisting the students in understanding vocabulary since the items showed with each steps. Toyiyah (2009) also conducted a study about the use of realia and the result showed that realia help students to develop much needed analytical and critical thinking skills. Realia invite students to participate meaningfully in a classroom discussion precisely, which showed that using realia can improve students' ability in writing descriptive text.

Hidayati (2010) conducted a study by using realia and the result showed that the become better in composing and arranging procedure text effectively and efficiently.

Due to this fact, the researcher assume that using realia will affect students'ability in writing another genre such as procedure. So, based on the explanation about, this study will focus on using realia in writing procedure text.

## **B. The Problem of the Study**

The problem of the study is formulated as follows: "Is the students' achievement taught by using realia higher than taught without using realia?"

**C. The Scope of the Study**

The scope of the study is limited to the teaching writing by focusing the effect of realia on the students' achievement in writing procedure text.

**D. The Objective of the Study**

This study attempts to find out whether the use of realia affect the students on their writing procedure text.

**E. The Significance of the Study**

The findings of this study are expected to be useful for the English teacher to improve their students achievement in writing especially in writing procedural texts by applying the realia. The writer expectes that it is also useful for the students to increase their knowledge about the aspect of writing to improve their writing skill and also it will be useful for those who are interested doing writing to the same problem.