



THE REAL THINGS MEDIA IN WRITING DESCRIPTION LEARNING OF STUDENT  
GRADE X<sub>1</sub> MAN PANGKEP

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ABSTRACT

*The research aimed to describe the effectiveness level of The Real Things Media methods in improving the ability of learning to write descriptive essay at X<sub>1</sub> grade students of MAN Pangkep. This research was experimental research posttest only control group design type. The total population in this research was 210 people using total sampling. Sample in this research was clustered on two cluster, X<sub>1</sub> grade students as many as 22 students as experimental class (X) and X<sub>4</sub> grade students as many as 25 students as control class (Y). Technique of collecting data was done by giving test to each cluster, experimental class and control class. The obtained data were analyzed using statistic descriptive technique and analysis experimental technique t-test third design type. This result of this research showed that calculation of coefficient comparison of average score students ability in learning to write narrative essay between experimental class (X) and control class (Y) was obtained as much as 1,90 higher than t-table in significant level of 95% that was  $t.s._{0,95} = 1,70$ , then alternative hypothesis ( $H_1$ ) accepted. Thus, using The Real Things Media methods was effectively applied in learning to write descriptive essay at X<sub>1</sub> grade students of MAN Pangkep.*

**Keyword:** *Media the real things and learning to write descriptions*

INTRODUCTION

In formal education has long included learning to write and trained as school curriculum and taught starting elementary school (SD). Pelaksanaan began teaching simple writing phase, such as writing letters into a simple bouquet, but teaching was not also bring results memuaskan. Padahal, writing skills have been included in the curriculum and still continues to be taught in schools only a handful of skilled writing.

Another thing that can be known to be associated with problems in the activities of this writing learning process is a learning process in the classroom, namely, the lack of set goals and objectives of his writing for what?, not bring the conditions conducive for the students to write the thought that writing would be read and seen by others instead of to the teacher only. In the process of writing the note only his products are generally limited to spelling and neatness of

handwriting. Teachers rarely provide good discourse as a model of writing to the learners. The behavior that appears to affect the ability achieved by learners in learning to write.

In the process of learning the teacher plays a very important. This means that teachers have the duty and responsibility of planning and implementing learning in school. Teachers as professionals have to have some ability to apply the theory learned in the learning, the ability to select and apply methods / approaches for effective learning, ability to engage learners actively participate and are able to create a learning atmosphere that is comfortable and enjoyable for the learners in order to support the achievement of educational goals.

Based on these considerations, it is necessary to develop a lesson. Yamin (2008: 152) reveals that the real things of learning The media is a learning process that aims to help learners understand the subject matter

they are studying by connecting the principal subject matter to its application in everyday life; such as making a significant relationship (making meaningful connections), do meaningful work (doing significant), do a self-regulated learning (self-regulated learning), collaboration (collaborating), as well as critical and creative thinking (critical and creative thinking).

Surahmad (1980: 144-146) states that the objects actually has some advantages, namely: (1) students will eventually have a complete knowledge; (2) can be expressed entirely true picture; (3) to maintain the integrity of the experience and knowledge of the students; and (4) does not lead to the wrong impression.

Teachers in implementing the learning process tends to use the old-fashioned way is by way of lectures and question and answer. Causing the student learning outcomes are achieved from the learning process has not been able to achieve a 80% grade completeness criteria. Based on this, very precise simulation methods used as an alternative in the learning process.

Based on the above, it can be concluded that the real things stimulant media is media in the form of real objects such as water, soil, animals or even sources that are brought into the classroom. The benefits of real things as the media is that the students have a complete knowledge, no impression is wrong, not one step to see the picture of reality completely, and maintain the integrity of the students' knowledge and learning form the experience memorable.

Based on the background of the problems above, then it should be carried out research with the title "Writing Skills Learning Through Media Narrative Description The Real Things In Grade XI MAN Pangkep".

## **1. Learning Writing In Process**

Temple et al. (1987: 213) states that writing is a productive activity that is carried out continuously and repeatedly. As a process, writing is a skill to speak a language that can be understood and studied. Writing as a process implies that writing consists of stages. Tompkins (1994: 126) describes the five stages of the writing process, namely (prewriting), the preparation and presentation of concepts (drafting), repair (revising), editing (editing), and publishing (publishing). Additionally, Smalley, et al. (2001: 3) states that the stages of the writing process that includes pramenulis. create a draft (of writing). and revise.

## **2. Writing Narrative Description**

### **a) Understanding Writing Narrative Description**

The word comes from the Latin description, namely *describere* meaning "to write about, disclose (describing the), describe something". In the English language is a description that certainly related to the verb to describe (describe with language) (Finoza, 2009: 239 -240). English dictionary word description is describe and description. Describe which means portray; describe; make; while the description the picture; Paint. Describe more directed to the explanation as a verb, while the description is more as a noun.

In terms of the term according to Rofiuddin, et al. (2001: 117), the description is a form of composition which depicts an object (such as people, objects, places, events, etc.) with the words in a state that in fact . In essay writer's description shows shape, appearance, sound, smell, taste, atmosphere, situation objects In something to show you something, the writers seemed to bring something presented to the reader, so as if the reader can see, hear, feel, feel the objects presented by the author.

Slamet (2008: 103) reveals that the description (pemerian) is a discourse that

depict or describe something based on the impressions from observation, experience, and feelings of the author. The intended target of creating or allowing the creation of the imagination (imagination) the reader so that he seems to see, experience and feel for yourself what is experienced by the makers of discourse. Here the authors attempted to move the impressions observations and feelings to the reader to reveal the nature and all the details that exist on an object in the discourse description. There fore, writing essay description can be said to be more emphasis on the spatial dimension.

**b) Interest Writing Narrative Description**

According Rosdiana, et al., (2008: 3.21), write the description essay aims to make readers aware of what is absorbed by living authors through the senses, stimulate the reader feeling about what he described, provides a quality experience directly. The object described may be something that can be captured by our senses, a landscape, streets, sewer rats or horse racing, a person's face is pretty, or someone is in despair, the music or the thunder, and so forth.

Meanwhile, according to Semi (2007: 66), writing essays aims to provide a description of the details or details about an object, so it can influence the emotions and create a reader's imagination like to see, hear, or feel what the author directly.

**c) Characteristics of Narrative Description**

The depiction of something in the essay description observations require accuracy and precision. In order to develop an object through a series of words that are meaningful so that the reader can understand it as if seeing, hearing, tasting, and enjoying themselves the object that then we need to understand the characteristics of the essay that description. According Semi (2007: 66), there are five characteristics of essay writing descriptions, namely:

1. Authorship show a detailed description or details about the object.
2. Essay description is more emotionally affecting and shaping the imagination of the reader.
3. Essay descriptions are generally related to objects that can be in the senses by the senses so that the object is generally in the form of objects, nature, color, and humans.
4. Submission of essay description with alluring style and with evocative choice of words.
5. organization presentation more common uses spatial arrangement.

**3. Methods The Real Things Media**

a) Understanding The Real Things Media

Surakhmad (1980: 144-146) states that the objects actually has some advantages, namely: (1) students will eventually have a complete knowledge; (2) can be expressed entirely true picture; (3) to maintain the integrity of the experience and knowledge of the students; and (4) does not lead to the wrong impression.

Things associated with the real media, Gerlach and Ely (1980: 376) states:

*Conclude that real things are things stimuli presented to pupils by means of field & ips or by Bringing people or things into the school for direct observation. The term real things can be interpreted as any substances which play an important role in teaching and learning processes. They help students to master the material -which is presented by the teacher more easily.*

In the view of Gerlach and Ely (1980: 376), a real object is an object-lace stimulus Aimed at students with the existing equipment in the field or with the resource persons or objects into the school to direct observation.

Bead a real terms can be interpreted as a substance that plays an important role in the process of teaching and learning. Real objects that help students to master the lessons taught by teachers with ease.

Sudjana and Rival (2002: 196) states, using real objects or living things (real life material) in teaching is often the kindest, displaying real objects about the size, sound, movement, surface, body weight, the smell and the benefits Benefits of real objects as a medium of learning, namely: (1) the students will be a lot to learn; and (2) the students will be more impressed in learning.

Furthermore, Sudjana and Rival (2002) states in its use of real objects for the purpose of teaching, teachers should consider the following matters: (1) objects or living things whether that may be utilized in the classroom efficiently; (2) how to keep all of it corresponding once on the pattern of student learning; and (3) where the source for obtaining the objects.

With the knowledge that they often become an "expert" .Knowledge is real, immediate, and luas.Itu why, then the world is in a state is in fact the best place to study. Everything can be directly captured, observed, studied, and understood: he said, everything can be directly observed.

Based on the above, it can be concluded that the real things stimulant media is media in the form of real objects such as water, soil, animals or even sources that are brought into the classroom. The benefits of real things as the media is that the students have a complete knowledge, no impression is wrong, not one step to see the picture of reality completely, and maintain the integrity of the students' knowledge and learning form the experience memorable.

**RESEARCH METHODS**

**A. Type and Location Research**

This study is an experiment for testing the two groups: one group that is subjected to the treatment and the other is not subject to treatment. The treatment in question is the use of methods of the real things media in teaching essay writing descriptions on students one class X1 MAN Pangkep. One other classes without treatment in teaching essay writing descriptions.'

**B. Variables and Design Research**

The variable in this study is the use of the methods the real things media as independent variables and write the essay description as the dependent variable. This study design is the posttest-Only Control Design, can be seen in the picture below.

R X O 1  
R -- O 2

Information:

R : Randomly selected group (the experimental class and control class)

**X : Treatment**

**\_ : Without Treatment**

**O1: Postes experimental class**

**O2: Postes control class**

The study design the posttest-only control design according Sugiyono (2009: 76)

**C. Population and Sample Research**

1. The study population

The population in this study were all students of class X MAN Pangkep Kab. Pangkep in the academic year 2012/2013 with a total population in this study were 210 students.

2. The research sample

X1 class chosen as an experimental class, and the class as a class X4 control. How sampling using purposive sampling technique (Sugiyono, 2009):

**D. Data Collection Techniques**

The steps of data collection in this study are:

1. Researchers conducted field observations to determine the number and situation of students.

2. Researchers conducted a study written by outlining the concept of writing, and a description.

3. Researchers provide treatment to the implementation of the method The real things media in

teaching essay writing descriptions, as well as to measure the difference between the use of

the method The real things are not using the media and the real things media.

4. Provide score of the test results.

5. Ultimately, the researchers conducting the data analysis using descriptive and inferential

statistical analysis.

Data collection techniques in this study conducted with essay writing skills test description. Forms tests used a written summary. The test is based on competency standards to be achieved in learning that writing essays description.

## **RESULTS AND DISCUSSION**

### **A. Research**

Presentation of the results of the analysis of the following data aims to reveal application method of the real things media in teaching essay writing descriptions in class X1 MAN Pangkep and to disclose it, the following is classified into two classes, namely the presentation of data experimental classes (classes that are subject to treatment application method of real things the media) and data presentation control class (the class that is not subject to the application of methods of treatment of the real things media).

#### **a. Essay Writing Ability Description (pre-test) Class Experiment (X)**

Based on the pre-test data analysis capabilities to write essay a description of the experimental class with 22 people (see appendix 4), obtained a description, that no student is

able to obtain a score of 100 as the maximum score. The highest score is 70 obtained by one person (4.54%) and the lowest score was 46 which was obtained by 2 (9.09%). The next highest value obtained is 7.0 1 (4.54%) and the lowest rate, at 4.6 obtained by 2 (9.09%).

Based on the description it appears that the acquisition value of current students pretest the experimental class (x) is in the range of 4.6 to 7.0 of the value range of 1 to 10 which may be obtained by students. The ability of essay writing descriptions for all aspects of the experimental class (X), it can be stated that there are no students who received grades in the category of very high ability (0%) and the category of high capability, the samples were scored on a category abilities were as many as 13 people (59 , 09%), the samples that received low grades in the categories of ability as much as 6 people (27.27%), and samples that received grades in the category of very low ability as much as 3 people (13.64%).

Frequency and percentage level essay writing skills class description of the experiment (pre-test), which is only 1 student (4.55%) were able to get to the top value of 7.0 and 21 students who scored below 7.0 (95.45 %). This means that the ability to write the essay graders description of an experiment on the pretest inadequate. This is stated as only one student (4.55%) who scored 7.0 up or not achieve the defined criteria, namely 85%. In addition, from the aspect of completeness study, as many as 21 students who have not completed.

#### **b. Essay Writing Ability Descriptions (Pre-Test) Class padaSiswa Control (Y)**

Based on the pre-test data analysis capabilities to write essay descriptions for all aspects of the control class (Y) with 25 people (see Appendix 5), obtained a description, that no student is able to obtain a score of 100 as the



maximum score. The highest score is 68 obtained by one person (4.00%) and the lowest score was 49 which was obtained by 1 person (4.00%). The next highest value obtained was 6.8 1 (4.00%) and the lowest rate, 4.9 earned by one person (9.09%). The ability of students in essay writing descriptions (pre-test) control class (Y) for the entire aspects can be stated that no students who received grades in the category of very high ability (0%) and the category of high capability, the samples were scored on categories of ability being counted 13 (52.00%), the samples were scored on a low skill category as many as 11 people (44.00%), and samples that received grades in the category of very low ability by 1 person (4.00%).

Frequency and percentage level essay writing skills class descriptions control (pre-test), that no student is able to get a value of 7.0 to the top and all the students scored below the 7.0 (100%). This means that the ability to write the essay graders description of an experiment on the pretest inadequate. This is stated because no students were able to get a value of 7.0 up or not achieve the defined criteria, namely 85%. In addition, from the aspect of mastery learning, all students not yet complete

c. Essay Writing Ability Description (Post-Test) Grade Students Experiment (X) with Method Using Real Things The Media

Based on the post-test data analysis capabilities to write essay description after using the real things media on experimental class (X) for all aspects of the 22 people (see annex 6), obtained a description, the students were able to obtain a score of 96 as the highest score by 1 person (4.54%), and the lowest score is 56 obtained by one person (4.54%). The next highest value obtained is 9.6 1 (4.54%) and the lowest rate, namely 5.6 obtained by one person (4.54%).

Based on the description it appears that the acquisition value of the student (post-test) in the experimental class (x) is in the range of 5.6 to 9.6 of the value range of 1 to 10 which may be obtained by students. The ability of students in essay writing descriptions (post-test) experimental class (X) by using the real things the media can be stated that students who received grades in the category of very high ability by 5 votes (22.73%) No further 10 samples (45 , 45%) who received grades in the category of high capability, the samples were scored on the category of moderate ability as much as 6 people (27.27%), the samples were scored on a low skill category by 1 person (4.55%), and not No samples of the category of very low (0%).

Frequency and percentage level essay writing capability description (post-test) experimental class (X) by using the real things media, the students were able to obtain a value above 7.0 by 20 people (90.91%) and students who received grades under 7.0 only 2 (9.09%). This means that the students' skills in essay writing descriptions by using the real things experimental class media (X) is adequate. It is expressed as almost all students scored above the 7.0 to 20 (95.45%) or reach the defined criteria, namely 85%. Besides the review of aspects of mastery learning, only 2 (9.09%) declared not complete.

Essay Writing Ability Description (Post-Test) Student Class Control (Y) without Method Using Real Things The Media Based on the post-test data analysis capabilities to write essay description without using the real things mediapada control class (Y) for all aspects of the 25 people (see Annex 7), obtained a description, the students were able to obtain a score of 72 as the highest score by 1 person (4%), and the lowest score was 46 obtained by 1 person (4%). The next highest value obtained is 7.2 1 (4%) and the lowest

rate, at 4.6 which was obtained by 1 person (4%).

Based on the description it appears that the acquisition value of the student (post-test) in the control group (Y) is in the range of 4.6 to 7.2 of the value range of 1 to 10 which may be obtained by students. The ability of students in essay writing descriptions (post-test) control class (Y) without using the real things the media can be stated that no student is able to obtain the value of the category of very high ability, the category of high ability, the samples were scored on categories capability were as many as 13 people (52%), and samples that received low grades in the categories of ability as much as 9 people (36%), while samples were obtained at very low category value as much as 3 people (12%).

Frequency and percentage level essay writing capability description (post-test) control class (Y) without using the real things media, ie students who were able to obtain a value above 7.0 is only 4 (16%) and students who received grades in under 7.0 as many as 21 people (84%). This means that the students' skills in essay writing a description without using the real things media control class (Y) is inadequate. It is expressed as students who scored 7.0 up only 4 (16%) or did not reach the defined criteria, namely 85%. Besides the review of aspects of mastery learning, as many as 21 people (84%) stated completed.

## B. DISCUSSION

From the results of data is the ability to write essay description before using the real things media, to note that the frequency and percentage of students' abilities, especially the control class (Y) either at the time of the pretest and posttest, only four students (16%) who scored above 7, 0 upward. Similarly, the experimental class (X) when the pretest only 1 students (4%) who score above 7.0. Thus, it can be stated that the ability of students do not reach the defined

criteria, namely 85%, with the average score obtained by students adalah 60,08.

Unlike the case with the results obtained by the students after using the real thing media, a phenomenon experienced by students in essay writing description of a positive impact on the final value obtained. It can be seen that the frequency and percentage of students' skills in essay writing descriptions generally obtain a value above 7.0, 20 people (90.91%), only 2 students (9.09%) who scored below 7.0. Thus, it can be stated that the ability of students above criteria, namely 85%. While the average value obtained by the students was 80.68. Thus, the results of students' skills in essay writing description given action / treatment uses real things metode the media (experimental group) of about 20.60 points higher than students who did not receive treatment / actions (control group)

From the results of data analysis comparison of the average student between the control class and experimental class using the formula t test third design can be seen that the value of t obtained at 1.90. Based on the frequency (NU = d. B.) As much as 22, at significant level of 95% was obtained  $t_{s,0,95} = 1.70$ . So, t counted is greater than t table.

Because t is greater than t table at significant level of 95%, the alternative hypothesis (H1) is accepted. This means that the hypothesis proposed is accepted, so the real things metode the use media effectively used in teaching essay writing class students X1MAN Pangkep description.

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

From the analysis and discussion of data related to this study, it can be summarized as follows:

1. Learning to write essay description by not using the real things inactivity media

showed students in participating in learning. From results of essay writing capability data description before using the real things media, it is known that the frequency and percentage of students' abilities obtained experimental class (X) on the pretest only 1 students (4%) who score well on the above 7,0. Demikian control class (Y) on the pretest no student is able to obtain a value above 7.0 and only slightly increased in value postes of only 4 students (16%) who scored above 7,0. Dengan thus, it can be stated that the ability of both the experimental class students (X) and the control class on learning to write essays description without using the real things the media does not reach the defined criteria, namely 85%, with the average score obtained by the students was 60.08.

2. Learning essay writing descriptions using real things metodelthe media the experimental class (X) Showing enthusiasm high student in the following study. From results of essay writing capability data descriptions using the real things media, it is known that the frequency and percentage of students increased capabilities obtained. It is shown from the value obtained postes students, almost all students scoring above 7.0, ie, 20 (90.91), only 2 (9.09%) who received grades of 7.0 to bottom. Thus, it can be stated that the ability of the students in the experimental class (X) on learning to write essay description using the real things the media reaches the established criteria, namely 85%, with the average score obtained by students adalah 80,68.
3. The average value of the results of post-test the students 'ability to write essays on the description given action / treatment using the method of real things media (experimental class) is 80.68,

while the average value of the results of post-test the students' ability to write essays that are not descriptions given action / treatment using the method of real things media (control group) was 60.08. These results indicate that the results of the students' ability to write essays on the description given action / treatment using the method of real things media (experimental group) approximately 21.00% higher than students who did not receive treatment / actions (control group). Thus, the use of effective methods of real things media used in teaching essay writing descriptions graders X1 MAN Pangkep.

## **B. Suggestions**

Based on these results the authors suggested that the teaching of writing, especially writing essays in class X1 MAN description Pangkep, preferably using the real things media. Since the method of real things the media are able to develop creativity and imagination of the students, especially in finding ideas, develop and make the text a systematic and coherent whole. This is done so that the student is able to improve essay writing descriptions.

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