CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter focus on review of literature as it relate to this study. In doing so the researcher reviewed related literature on Realia Media, Concept of Realia Media, Purpose of Realia Media, Type of Realia Media, Procedure of Realia Media, Advantage of Realia Media, Writing Ability, Concept of Writing Ability, Component of Writing Ability, Content, Organization, Grammar, Vocabulary, Mechanism, Recount Text, The Concept of RecountText, Purpose of RecountText, Aspects of RecountText, Generic Structure of RecountText, Writing Ability in SMALB'S Students, Teaching Writing Using Realia Media, Relevance Studies, Conceptual Framework, and Hypothesis of Research.

2.1.1 Realia Media

In general, the media comes from the Latin language is the medium, which means "intermediary" or "introduction". That is, anything that brings a message from a source to be delivered to the recipient. Media are different types of components in the environment that can stimulate students to learn (Sadiman, 20009:6). Media in learning are the tools of graphics, photographs graphic, electronic or mechanical tools for presenting, processing and clarify verbal information or views (Arsyad, 2000:5). "Based on those opinions can be said that the media is learning all the tools used in the learning process with the aim of clarifying information delivered.

2.1.1.1 Concept of Realia Media

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, 2010:6).

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, 2002: 140).

Realiaminiature 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.

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,
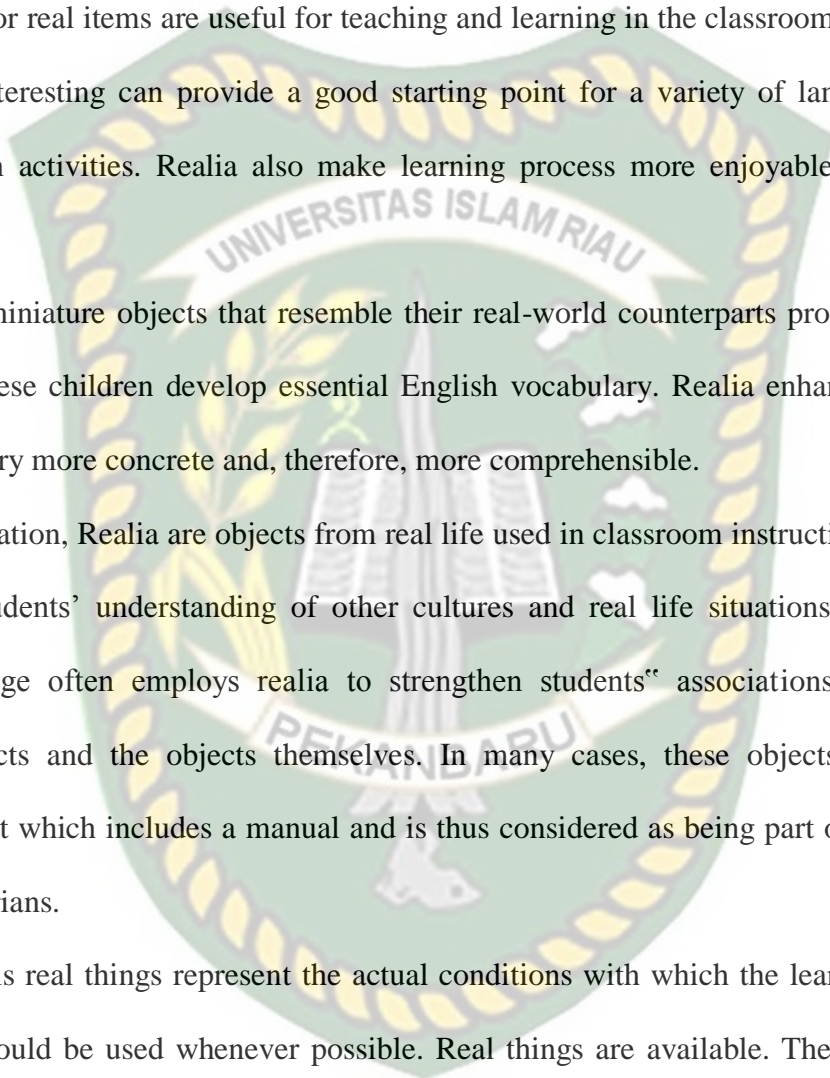
clock faces, or two telephones to help stimulate phone conversations. Object that is intrinsically interesting can provide good starting point for variety of language work and communications activities (Harmer, 2001: 140).

2.1.1.2 Purposes of Realia Media

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)

According to Hidayah (2011:9), The use of realia in the English teaching learning process used to help the teacher:To give variations method in teaching learning process,To give stimulate of imagination and creativity the students, To make students interest and look forward to learning, To make English lesson memorable by creating a link between the objects and the word or phrase the present, To save time, as recognition of an object is immediate.

2.1.1.3 Types of Realia Media

Realia can be divided into several types, they are: (Hidayah, 2011:8)

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

2. 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.

Has listed some materials of realia that can be used in the classroom according (SebahatYilmaz, 2011:2)

1.Beginners

Television timetables, Cinema timetables, Train timetables, Restaurant menus, Postcards (Writing), Utility bills, Application forms, Classified adverts, Recipes.

2.Intermediate

Teenage magazines, Surveys & teenage issues, Newspaper,articles,tabloid

newspapers, Instruction manuals, Adverts & flyers.

3.Advanced

General newspaper articles,Magazine articles,Academic material,At advanced level you can choose nearly anything, because theyshould have developed strategies to cope with unknown vocabulary.

2.1.1.4 Procedure of Realia Media

Acording to Merry and Johan (2005), there are some steps in implementing realia media, they are:

1. Be aware some opportunities to include realia in lesson as you plan.

   It means that the teachers make plan to provide real things in lessons that can be observed and learned by students directly such as things in the lessons the classroom, parts of the body and pictures (illustration and photograph). From that, students brain will welcome to learn the new vocabulary in the real life situations. When students have known and comprehended the vocabularies, certainly students will have to write the easily.

2. Collect realia

   Begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. In this step, the teachers prepare the real objects related to the material that will be learned in the classroom at the time. For example, to teach descriptive text the teachers have to use items which are relevant to the topic. Describing people, things and animals.

3. Build a library of realia

   Collaborate with other teachers at your school or grade level to build library of realia that can be shared for major theme studies. Here teachers are as facilitator, so that teacher in this
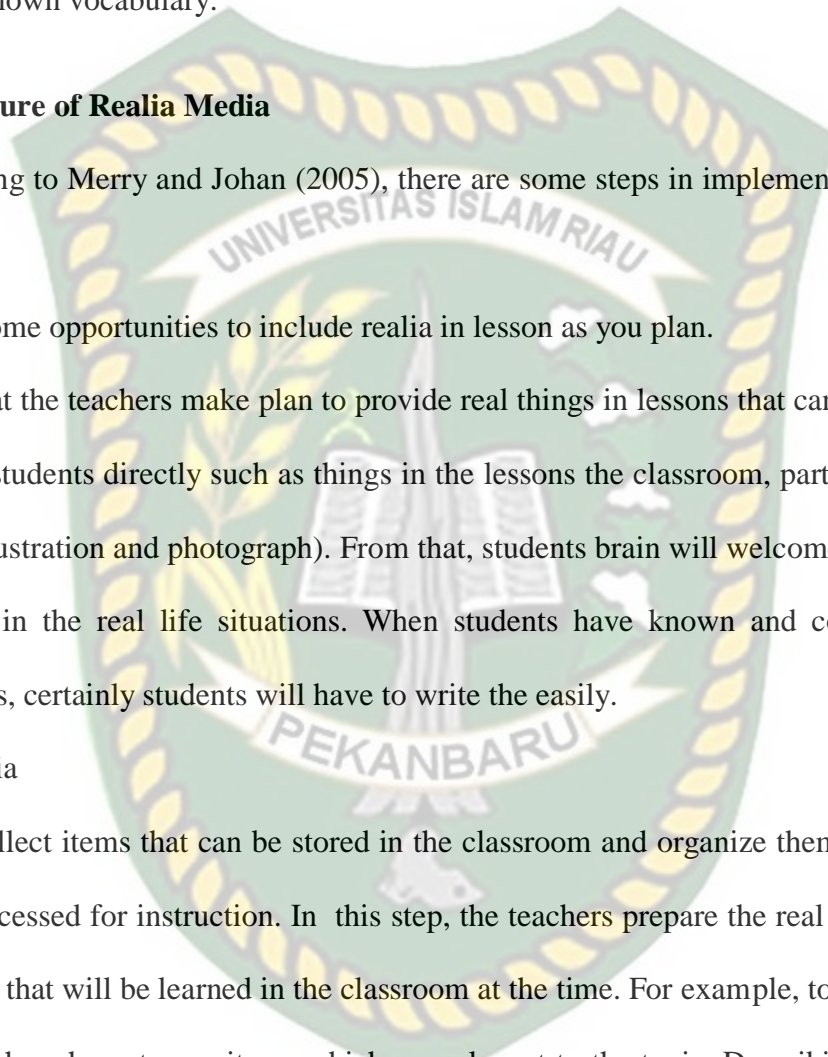
lesson guides students to know all things about the object related to the theme of material at the time using realia. For example, to describe people teachers use students as object of people. By using realia, students will understand unfamiliar vocabularies about the object.

4. Use field trips as realia

If realia cannot be brought into the classroom, teachers can invite students to take a field trips. Teacher can invite students to go the zoo, beach, or the others place because the students will be easier to describe something by their experience. In this lesson, teachers only taught about writing ability. So that teacher did not use this step, because researcher emphasized that teacher only presented the real object in the classroom, such as people and things (fruits, fool, flowers etc).

2.1.1.5 Advantages of Realia Media

Wittich and Sceuller (1979:30) say that children begin to develop a visual vocabulary that takes on meaning as they interact with and affect things or processes they see. Realia is everyday, authentic objects, such as photographs, menus, brochures, receipts, maps, movies, television shows, commercials, etc. that are used to teach and learn languages. Using Realia helps students to make English lessons memorable by creating a link between the objects and the word or phrase they represent. Realia breathes life into new vocabulary, the chances of the students remembering the new words have thought those increases. Realia stimulates the mind, and is one way of encouraging creativity by involving the senses. Using Realia will generate interest and help create an atmosphere conductive to learning.

2.1.2 Writing Ability

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings,
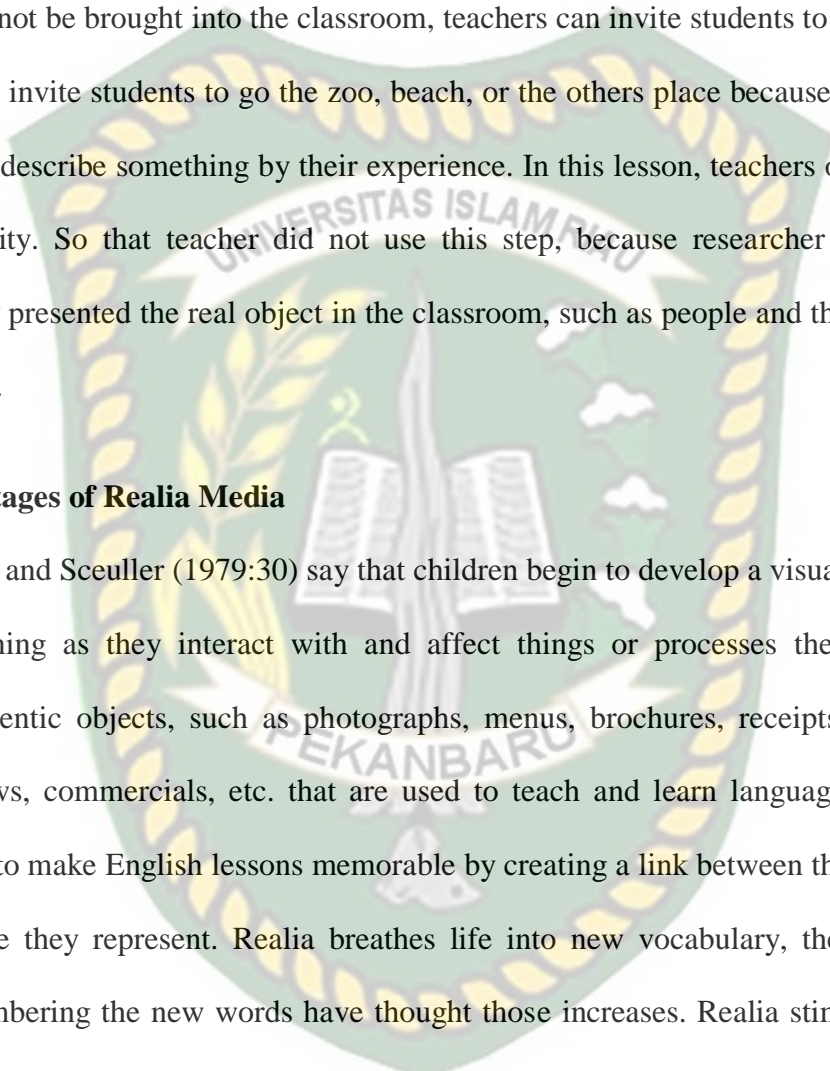
ideas, and announcements to others. Actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

2.1.2.1 Concept of Writing Ability

Writing is a basic language skill, just as important as listening speaking, and reading. Writing has an important role in teaching English, it is one of productive skills in which students are able to produce language themselves. Students have to explore their ideas and compose them into visible as writing product. According to Brown (2001:336), writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Linse (2006:98) also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is be stated that writing is a thinking process of discovering ideas then written on the paper.

According to Harmer (2004:4-5) writing process has four main elements: planning, drafting, editing (reflecting and revising) and final version. The first is planning. Planning is any activity that encourage students to write. It is become a way of warming up researcher brain before write. Researcher have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, researcher think of the audience they are writing for and thirdly, researcher have too consider the content structure of the piece. The second is drafting. In the drafting. Researcher 'go' at text is often done on the assumption that it will be amended later. At this stage, the researcher focus on the fluency of writing and are not preoccupied with

grammatical accuracy or the neatness of the draft. Third is editing (reflecting and revising). In this process, researcher read through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader. The last is final version. It means that researcher have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

Writing is the expression of idea, opinion, thought or feeling through written formMaharani (2007:2). Writing is the mental work of inventing ideas, thinking about how to express and organize them into paragraphs that will be clear to reader. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

It can be concluded that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing. The students have to follow the whole of writing process in order to create the meaningful writing.

2.1.2.2 Component of Writing Ability

Writing is one of the productive skill cosidered difficultespecialy for foreign learner as offered by Fauziaty (2010:45). It isvery complex activities since in this case writing does not only mean putting down graphic form on a piece of paper. it involve at least five component. Some component in good writing are content, organization, grammar, vocabulary, and mechanic.

2.1.2.3 Content

The subtanceof writing, the ideas expressed. Writing mustconve the main idea or an attentive reader should be able to graps thewriter purpose (Haris, 1969:68).

In publishing, art, and communication, content is the information and experiences that are directed towards an end-user or audience.[1] Content is "something that is to be expressed through some medium, as speech, writing or any of various arts"(Odden, Lee, 2013)

2.1.2.4 Organization

The organization of the content. Writing should content logical or assosiative connection and transition wich clearly express the relationship of the idea described (Haris,1969:68).

The organization of the supporting details helps you understand how author think and Helps you remember what you read. While the table below explain the characteristics of the petterns and gives sample signals and sentences, keep in mind that there may be additional signals not mentioned. Plus, a topic a topic sentence or thesis statement might not predict the organization of the paragraph (Wadsworth, 2014).

2.1.2.5 Grammar

The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time (Haris, 1969:68).

Grammar is the business of taking a language to pieces, to see how it works(David Crystal, 2001: 2)

2.1.2.6 Vocabulary
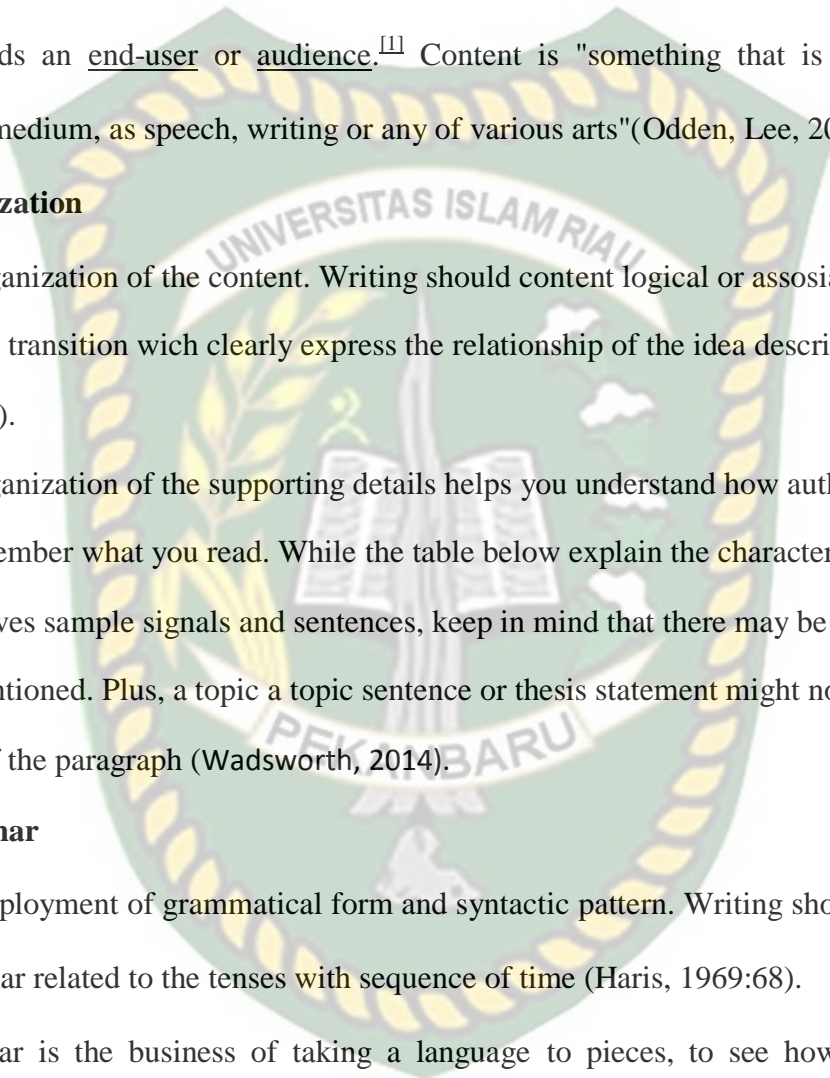
Vocabulary is one of the components of language and that no language exists without words. Words are the sign or symbols for idea. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively.

Vocabulary, as one of knowledge areas in language, play a great role for learner in acquiring a language (Cameron, 2001)

2.1.2.7 Mechanism

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

Mechanism is a part, often consisting of a set of smaller parts, which performs a particular function.

2.1.3 Recount Text

In addition, the researcher was written a concept,purposes and etc in recount textbelow.

2.1.3.1 The Concept of Recount Text

According Cahyono (2011: 14) recount texts is retelling the experiences in the past. A recount text presents the past experience in the series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. To some extent, actually the recount texts are not limited to talk about someone's experience only. They many kinds of form, for example newspaper reports, conversations, speeches, television interviews, eyewitness
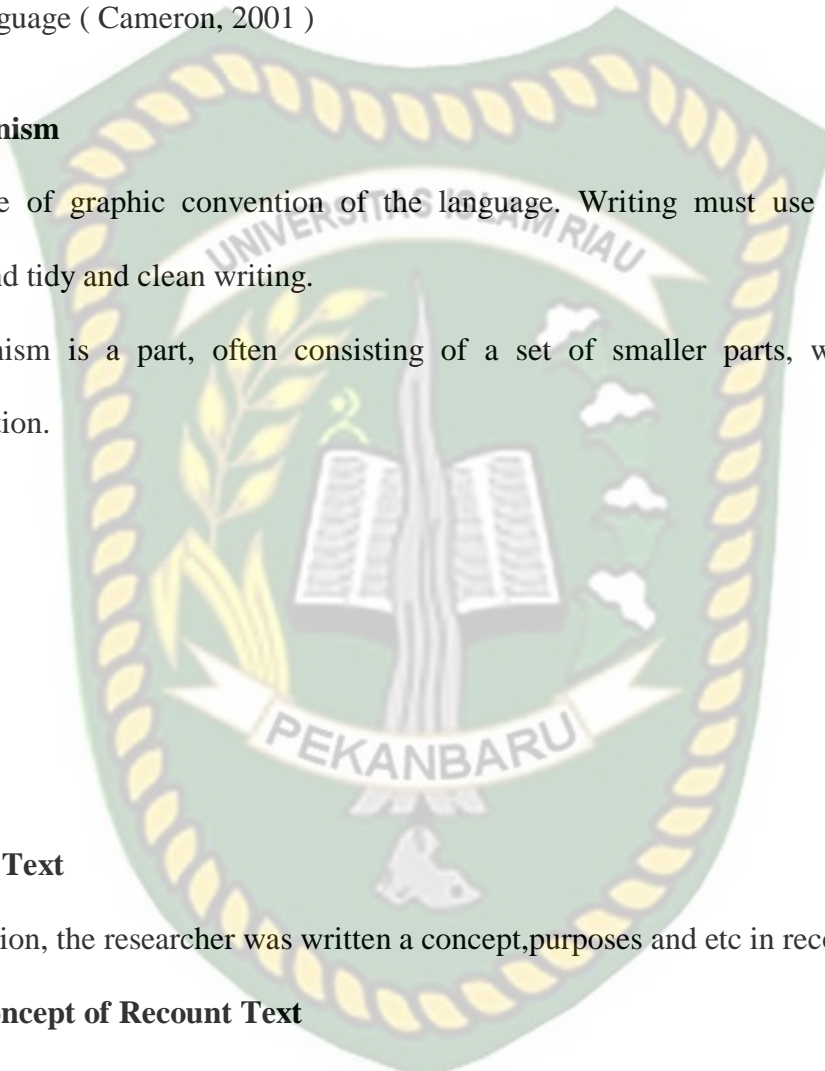
accounts, and letters. Recount texts explore the series of events which happened to the participants. These events are the main element in composing recount text.

2.1.3.2 Purposes of RecountText

Emilia (2011:74) stated that recount texts are the types of text which retell eventor experiences in the past. Commonly, recount text written based on experiencesown writer, but recount text be able to write based on imagination in outsidewriter experiences.According Anderson and Anderson (1997) recommended the steps forconstructing recount texts, they have three main parts: the first paragraph thatgives background information about who, what, where and when (an orientation);a series of paragraphs that retell the events in the order in which they happened; aconcluding paragraph that may include a personal comment (not all waysnecessary).

2.1.3.3 Aspects of RecountText

In short, the generic structures of recount texts should consist of thefollowing: Orientation (Introducing the participants, place and time); event(Describing series of event that happened in the past); reorientation (it isoptional, stating personal comment of the writer to the story).The linguistic features of recount texts as stated by Anderson andAnderson (1997) are: proper nouns to identify those involved in the text,recount words to give details about who, what, when, where, and how, the useof past tense to retell the events, words that show the order to events (for example,first, next, then).

According to Emilia (2011:76) the linguistic features of recount texts aretelling about specific participants: brother, sister, father, mother, or friends; in theform simple past; using action verb, such as: went, saw, fed, returned; usingconjunction, such as: when, after, before,

during, "first, next, then" (Andersonand Anderson, 1997a:50); using pronoun, such as: I , we; explanation event withspecific, usually chosen text more interest.

2.1.3.4 Generic Structure of RecountText

Anderson (2002:29) describes the generic structure of a recount text.The explanation is presented below:

1. Constructing a recount

A recount text has three main sections. The first is orientation. It consistsof what, where and when the story are happened. The second is sequence ofevents. It retells the events in the order in which they happened. And the last isreorientation. It consists of a conclusion.

2. Grammatical features of a recount

A recount usually includes the following grammatical features:

a. Proper nouns to identify those involved in the text.

b. Descriptive words to give details about who, what, when, where, and how.

c. The use of the past tense to retell the events.

d. Words that show the order of the events.

2.1.4 SMALB Students

Disability or unable doing certain things related to mentality as well as physicality defines as any restriction or lack of ability to perform an activity in the manner or within the range consider normal for human being(Freedictionary,, 2015, cited in Houghton Mifflin Harcourt Publishing Company, 2011) disabled in clear preference in contemporary American English in referring to people having either physical or mental impairments, with the

impairments themselves preferably termed disabilities. Thus the students with special need are they who need some guidance and encouragements to motivate their interest in learning.

Students with special needs or well known as disabled in everyday conversation connected with condition that deviates from general average that the students have some impairment in a certain part of their body, i.e. sight impairment, hearing impairment, developmental impairment, physic impairment, maladjustment"s behaviour impairment, autistic, and hyperactive impairment.

There are some categories of disability in Indonesia that according to Delphi (2009) can be categorized as:

1. Children with sight impairment and people who have this impairment are called blind. In Indonesia blind is known as *Tuna Netra*. It is the impairment that the children are total blind and cannot use their vision to see what is displayed before them and to follow teaching and learning activity in daily life.

2. Children with hearing impairment and people for this impairment are called as deaf that in Indonesia well known as *Tuna Rungu*, where the children are hard to hear or use their hearing or deaf, by the cause of the difficulties in hearing, the ability in speaking becomes difficult, on the other hand, the ability in hearing is based on the hearing of people.

3. Children with developmental impairment or mental retardation in Indonesia is called as*TunaGrahita.* Mental retardation is children that have learning problems which is caused delaying the developing intelligence, mental, emotional, and social.

4. Children with physical impairment or physically impaired in Indonesia is called *Tuna Daksa*are children that have physical abilities which the impairment is by their physical like part of their body such as their bones.

5. Children with maladjustment''s behavior impairment or maladjustment disorder in Indonesia is called as *Tuna Laras*. Children with this impairment are the children that have emotional or behavioural disorder, that their characteristic is much bulge than normal children that they overdo over something and cannot control their behaviour.

2.1.5 Writing Ability in SMALB'S Students

Deferrable person is a person who is different with the others in somecases, such as: (1) mental characteristic, (2) Sense ability, (3)Communication ability, (4) Social attitude, (5) Physic characteristic. Thesedifferences should be at the special level in order to the children needspecial education for developing their ability and potential. Deferrablechildren according to Moerdiani (1987:1) can be categorized as: 1)Intellectual differences, children who have superior intellectual anddisability in intelligence, 2) Differences in sense, children who havedisability in hearing and seeing, 3) Trouble in communication, children whohave deferrable in speaking, 4) Attitude differences, 5) Physic differences.

In this study the writer, used the deaf students of SMALB KasihIbuKartamaPekanbaru as subject of the study, and the definition of the deafstudents, according to (Long Man Dictionary 1987:263), Deaf studentsrefers to the students who are enable to hear at all or to hear well. Deafperson usually use sign language in communication, in teaching andlearning process, teacher used finger alphabet as a media in communication.

2.1.6 Teaching Writing Using Realia Media

As English teachers, the use of realia is only limited by your imagination. It is possible to use realia to teach almost any subject. Realia breathes life into new vocabulary, and the chances

of your students remembering the words you have taught them increases. Take the word biscuit: the probability of remembering it becomes much higher after experiencing the taste, touch and smell of the object. Realia doesn't have to be limited to food or drink. Timetables, tickets, newspapers, clothes, etc. In fact any object you can think of can be used as a teaching aid (Nugroho, 2010:20).

Some advantages of using realia are (Nugroho, 2010:20):

a. Lesson which is presented to be meaningful a clear for the students.

b. Teaching and learning method are various.

c. The students become more creative to do various activities.

d. To create an interesting atmosphere

Advantages or special purposes based on excerpts from The Expert Educator (Jones, 1994):

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.

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.

2.2 Relevance Studies

There was a previous research from IkhsanSusilo (2015) with title "The Effectiveness of Using Realia to Improve The Students' Ability in Writing Descriptive Text (An Experimental Study of SMK SaraswatiSalatiga in Twelfth Grade in the Academic Year of 2014/2015)". Based on the statistical analysis, it could be seen from the result of mean score of Post-test of XII MMB (control class) is 61.39 higher than pre-test 60 ,and the result of mean score of pos-test XII MMA (experimental class) is 67.88 higher than pre-test 59.57. If t table is equal or greater than t-test calculation, so the null hypothesis (H0) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicated that "Realia Media" can improve the students of SMK SaraswatiSalatiga in writing descriptive text..

The second review from IkaAfridah and SitiAisyahGinting (2013) with title "Improving the Students' Achievement on Writing Descriptive Text by Using Realia in the Academic Year of 2010/2011)". Based on the result was showed, that In the first evaluation (66,2926) increased to the mean of second evaluation (76,7560) and the mean of third evaluation (87,0243). Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of Realia. Questionnaire and interview report showed that students agree that the application of Realia had helped them in writing descriptive text. It can be conclude that the students' achievement is improved when they are thought through Realia.

2.3 Conceptual Framework

Writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. It is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Further, writing in a new language would a more complex activity since writers have to deal with the differences between the first language writing and the targeted language writing. The new language has different use of its language features. Therefore, in writing English, EFL students often influenced by the use of language features in their first language writing. It leads the students to make errors in their targeted language writing.

Vocabulary may be defined as the word that somebody knows or learns. In terms of second or foreign language learning, it is essential because it may facilitate someone to learn second or foreign language. Also, there are several things that should be considered as the teacher taught as well as the students learn vocabulary, for instance spelling, pronunciation, and so on. Students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English vocabulary mastery, their writing activity may be well facilitated. Therefore, their writing ability, especially in descriptive text, should be enclosed with their vocabulary mastery.

Grammar can be said as a complicated component of English (Dykes, 2007). In addition, Morenberg (1997) defines grammar as a sequence process in managing words becoming meaningful sentences. Hall (2001) points out that grammar is as an explanation of language

aspects while for Harmer (2001) grammar is as a way of people to transform words formation. Additionally, there are four stages in a writing process; prewriting, drafting, revising and editing (Kane, 1988). In prewriting stage, writers should map what they are going to write about and the objective of the writing. While in drafting and revising, writers are ready to write the first draft and are able to revise their writing. The last stage, editing, writers should be able to edit their writing in order to get a good writing. In other words, in writing process, several processes are required in composing a good writing; started from making an outline until completing a final draft (Oshima& Hogue, 2007).

Those elements of writing can be developed with practice. The ability to write the better sentence or choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement strategies in the writing instructions and provide the students with appropriate trainings. Besides, the students also need to train their selves to develop their writing skills.

Since writing is a very complex cognitive activity, students find it complicated to master writing. They consider writing as a daunting task. It makes them less interested in learning writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement. The students' negative attitude toward writing might cause anxiety that develop the writers' block. It would make them hesitate to start writing. Besides, the students also face difficulty in generating and organizing their ideas. They often spend much time in getting ideas yet they still don't know how to start their writing. They also confuse to decide what to write first and what to write next.

Regarding to those issues, the writing instructions should provide the students with appropriate materials and activities to encourage the students' learning. Implementing
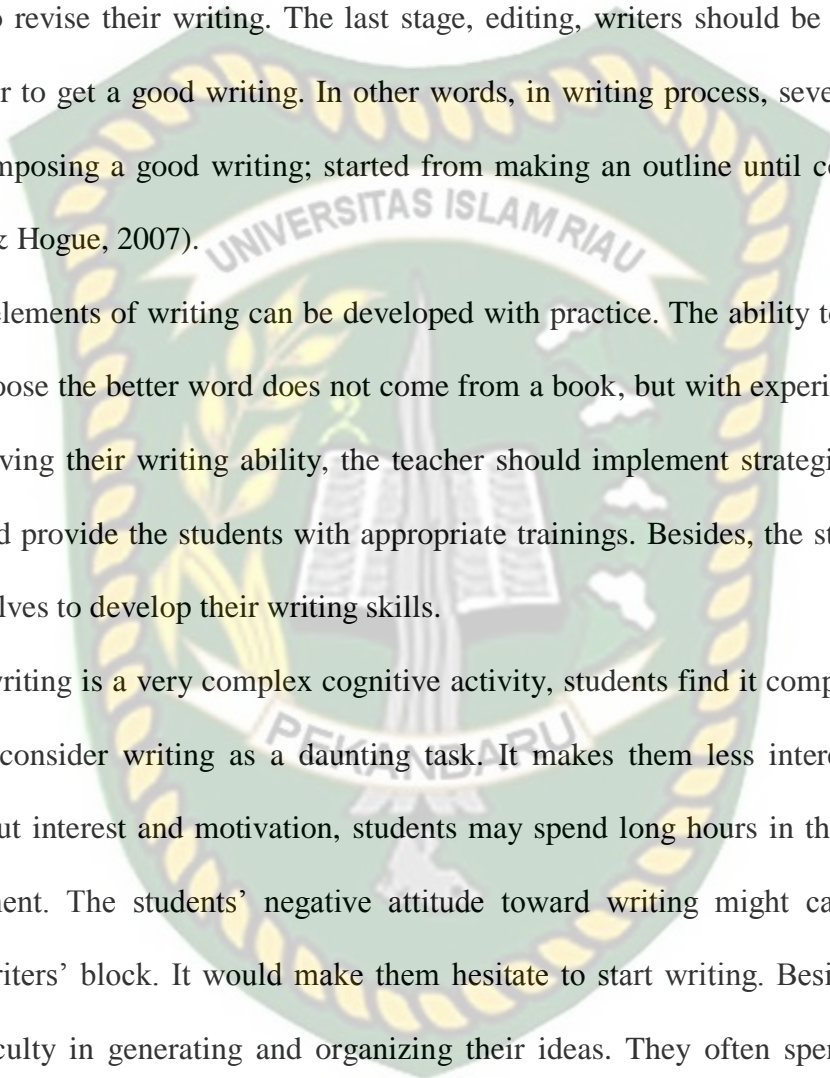
brainstorming technique could be suitable for that situations. Brainstorming can be a quick way to generate a lot of ideas on a subject.

There are three stages in writing. They are prewriting, drafting, and revising. For each stage, students should be provided with suggestions of the kinds of classroom activities that support the learning of specific writing skill. Inplanning (prewriting) stage, teachers can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Brainstorming technique provides a classroom activity to support the planning stage of writing process. The purpose is to help students to generate ideas and organize their thought on a topic to write about by making a list of ideas that come to minds without any pressure to be "brilliant". By using brainstorming technique, students will find it easier to write paragraphs.

In line with the problem discussed in the paragraph before, it is very interesting to seek what strategy is good for teaching writing. Moreover, in this research, the researcher tries to find out how realia mediasignificant effect toward students' ability ondescriptive text of second grade at SMALB KasihIbuKartamaPekanbaru.

2.4 Hypothesis of Research

The hypothesis are as follow:

1. The alternative hypothesis

   H$_a$= There is a significance effect of Realia Media toward students' writing abilityat Second Grade ofSMALB KasihIbuKartama of Pekanbaru.

2. The null hypothesis

H$_o$= There is no significant effect of Realia Media toward students' writing abilityat Second Grade of SMALB KasihIbuKartama of Pekanbaru.