

THE EFFECT OF USING THE INTEGRATION OF ICT AND REALIA MEDIA ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

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Received: 16/03/2026

Accepted: 15/04/2026

Publication: 21/04/2026

Abstract

The purposes of this research to know the extent of using the integration of ICT and realia media on students' writing descriptive text ability, To know the extent of the students' writing descriptive text before and after using the integration of ICT and realia media at the eighth grade of SMP Negeri 8, to find out whether there is any significant effect of students' writing descriptive text after using the integration of ICT and realia media ability. The method used in this research was quantitative method. The population of this research the eighth grade students consists 154 students. The researcher uses purposive sampling technique to get the sample that VIII-1 consists 30 students. The data was obtained by distributing the observation sheet and test. It is found that the result of the used of Realia Media in teaching writing descriptive text ability in 2024/2025 academic year is 80%, it is categorized "very good". The score of students writing descriptive text before using the integration of ICT and realia media was 58 it is categorized "fair". While, the students writing descriptive text after using the integration of ICT and realia media was 76,7 category "good" category. There is significant effect of students' writing descriptive text after using the integration of ICT and realia media ability in 2024/2025 academic year that significant was less than 0,05 ($0,00 < 0,05$) and Alternative Hypothesis is accepted.

Keywords: Descriptive Text, Realia Media, Writing.

Introduction

Writing is important to support learning English because writing the students can explore their mind and ideas in paper. (Irmayana & Rosa Lubis, 2019), Writing is medium of human communication that represents language and emotion with signs and symbols. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown.

In addition, (Nurbaidah, n.d.) (2019) stated that Writing is an important skill for students learning a language. Students also can generate more knowledge because when they are going to write, they should have a lot of ideas and information to write. It means that what students write can show how much knowledge they have got. Furthermore, writing can help students to improve their critical thinking. Because, when they write, they need to evaluate and then consider what kind of information they should deliver to readers in kinds of text. Thus, they need to select words to reflect their thought about the subject appropriately. In short, students can use writing as a media to communicate with other people and to entertain readers

Writing descriptive text is one of the important skills in language learning, because it can train

students to express ideas in detail and clearly. Descriptive text plays a big role in helping readers imagine objects, places or atmospheres through the use of words that evoke the senses. This ability not only enriches vocabulary and sentence structure, but also builds imagination and sensitivity to detail.

(The et al., n.d.), Yuniar said that descriptive text is a type of writing that uses sensory details to help the reader imagine things clearly. It consists of a series of sentences that are closely related in thought, often used to depict a person's appearance and behavior, the characteristics of a place, or the features of an object.

It is mentioned by (Dwi et al., 2019), a descriptive text explains the way something or someone looks or feels to provide the sense of something. Thus, it is possible to define descriptive text as a thorough description of everything it describes. It can also serve as an illustration of events, ideas, and emotions. A good description will elaborate on the topic at hand in sufficient and varied detail, with the details drawn from natural sensory sources to give the reader a sense of the subject.

In fact, many students find difficulties in learning writing. In reality shows that students' writing skills are still below expectations, with the average score obtained only reaching 65. Assessment results show that many students score below the KKM, reflecting their weak mastery of vocabulary, grammar, the students can not express their ideas based on their experiences in written form and using media not effective. This striking difference between expectation and reality shows that there are problems that need to be addressed so that the learning objectives can be achieved optimally.

Mukarto (2007:140) in (Sani Sinaga et al., 2023), There are two main parts of in descriptive text such as identification and description. Identification contains explanation of the main character to be described. This section is located in the first paragraph. Character can be people, objects, places or events. Description section contains a clear and specific explanation, traits, habits or other matters relating to the object to described.

Siahaan (2008:89) states that there are four dominant language features in descriptive text, they are: Focus on specific participants, use attributive and identifying processes, frequent use epithets (adjective or adjective phrase) and classifiers in nominal groups, and use simple present tense.

(Natsir, 2023), Realia are real things that provide relevant real-world examples. It's utilized in the classroom to make sure every student understands the subject being covered. Realia, on the other hand, are items that people genuinely utilize on a daily life. It can be applied to develop background information as an actual learning tool. Additionally, it can be a method for giving students firsthand experience with the learning process. As a result, realia media is frequently employed in the educational process as a means of introducing students to new concepts or things.

Based on the teaching practice of researcher at SMP Negeri 8 Padangsidempuan, there are several problems faced by students at the eighth grade when writing descriptive text. The first, reflecting their weak mastery of vocabulary, grammar, the students can not express their ideas based on their experiences in written form and using media not effective.

According to Hidayah (2011) in (Wulandari & Safira, 2021), presenting realia in the teaching learning process can help the students in writing descriptive text. First, experience with real things with which one will interact in life is the best learning situation possible. Second, real objects are plentiful and available everywhere. Third, real items can be observed and handled, providing concrete learning experiences for the students.

Meanwhile, (Susilowati et al., 2021) states that Realia media offers several advantages, such as; gives students the best chance to learn new things or complete assignments in authentic settings and also provides students with the chance to practice their ability in realworld scenarios using as many senses as they can.

Furthermore, Research on the use of ICT tools in ESL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity (Lam & Pennington, 1995; Bialo & Sivin-Kachala, 1996; Goldberg, Russell & Cook, 2003; Fidaoui, Bahous & Bacha, 2010).

To overcome the problem above, using ICT and realia media which is one of media that can

be applied to various level student. Realia media can make the learning process interesting, therefore the students can understand how to make the story or event. Therefore, the researcher was interested in conducting a research entitled “The Effect of Using the integration of ICT and realia Media on Students’ Writing Descriptive Text ability in 2024/2025 Academic Year”.

Literature Review

According to Nunan (2003:88) in (Sani Sinaga et al., 2023) stated that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by people. The process writing is people create to express ideas. In writing, students should know the process as a whole in order to produce good writing because writing requires many aspects.

In addition, Writing is an activity that can express their ideas and thinking about knowledge in written form. The students can express their ideas effectively and write them in a Good sentence and structure (Purnamasari et al., 2021). In addition she also said that descriptive text is a text which describe people, place and things physically by their appearance. Mastering descriptive text helps the students to make another kind of text such like narrative text, recount text and report text. For example in narrative text when the students want to make the readers interested in it they must be able to make the text with a good detail, it demands the students to explain something in details (Lucky Indra Pratama et al., 2022).

Using media in teaching and learning process is really helpful for teachers and students. Media is a learning tool for delivering the message to students. Through the media, the learning process will be more effective and efficient as well as learning will be more attractive and interactive (Lalian et al., 2019). One of media that can be used in teaching descriptive text is realia media. Realia media are objects that can be seen, touched, or held by students; they can provide direct assistance. Using the integration of ICT and realia media will produce a positive impact. This can be seen from the responses shown by students, students become active and involved in the learning process and can trigger motivation from within themselves to find out more deeply about the learning material they are studying.

Research Method

According to (Sugiyono, 2016), research methods are a process of activities in the form of data collection, analysis and providing interpretations related to research objectives. In this research, The researcher was used the pre-experimental design by using one-group pretest-posttest design. The researcher was find out if there is a significant effect of uses realia media on students’ writing descriptive text. According Sugiyono, (2023: 114) in this design there is a pretest, before being given treatment.

The researcher was conducted this research in SMP Negeri 8 Padangsidimpuan, Jalan Mandailing Km. 7,8, Pijor Koling, Kecamatan Padang Sidimpuan Tenggara, Kota Padang Sidimpuan, Provinsi Sumatera Utara. The researcher was used the pre-experimental design by using one-group pretest-posttest design. The researcher was find out if there is a significant effect of uses realia media on students’ writing descriptive text.

Population is a part of research which is very important in conducting research. Sugiyono (2023:126), Population is the whole element that was used as a generalization area. The population element is the entire subject to be measured, which is the unit under study. Sample is a small part of population which is mentioned by representatives of the population. the population of this research was ability which consists five classes. The total of population at the eighth grade students on SMP Negeri 8 Padangsidimpuan is 154.

Sugiyono (2023: 127) in quantitative research, the sample is part of the number and characteristics of the population. The sample technique of this research used purposive sampling. the researcher was took purposive sampling as the technique sampling in this research. The researcher took this technique because the researcher sees population in this research include with much class.

Population also has different characteristics with other hand. The researcher believed to use purposive sampling in this research. It means the sample of this research is VIII- 1 consist 30 student.

A researcher must have good instrument and valid. Sugiyono (2009: 148) instrument of the research is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables. The instrument of this research was observation sheet and test.

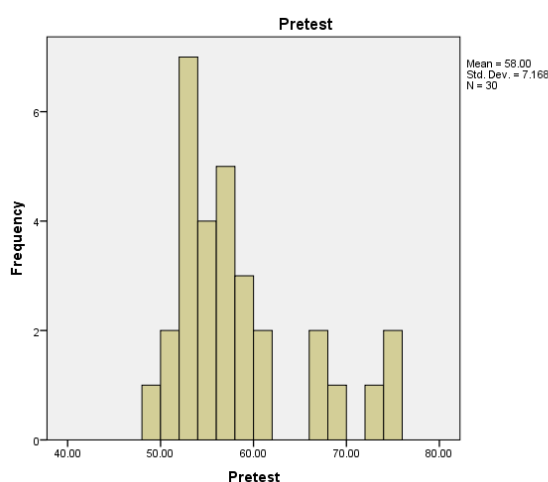
Results and Discussion

I. Result

In the research finding were explained the table of students score. The aim of this research to know what is the effect of using the integration of ICT and realia as the media in writing descriptive text by doing research in SMP Negeri 8 Padangsidempuan. The data analyzed in this research was pre-test and post-test.

Tabel 1

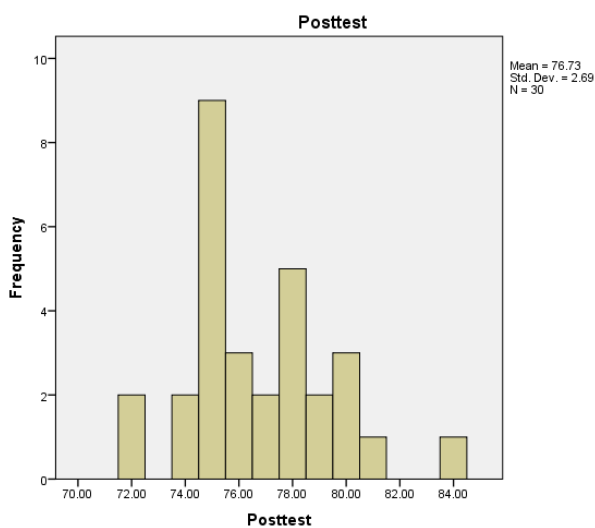
Histogram on Students' Writing Descriptive Text Before Using the integration of ICT and realia Media



Based on the histogram above, it can be seen that the students' writing descriptive text is fair to poor. This means that the students' writing descriptive text should be increase.

Tabel 2

Histogram on Students' Writing Descriptive Text After Using the integration of ICT and realia Media



Based on the histogram above, it can be seen that the students' writing descriptive text has increased. This means that the integration of ICT and realia media effect students' writing descriptive text.

Test Statistics^a

	Posttest - Pretest
Z	-4.785 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks

Test

b. Based on negative ranks.

Ha :If the sig (2-tailed) < 0.05, there is any significant effect of using the integration of ICT and realia media on students' writing descriptive text in the pre-test and post-test.

Ho :If the sig (2-tailed) > 0.05, there is no any significant effect of using the integration of ICT and realia media on students' writing descriptive text in the pre-test and post-test

Based on the explanation above, it can be seen that significant was less than 0.05 (.000 < 0.05). Then, Ha is accepted. It means there is a significant effect of using the integration of ICT and realia Media on students' writing descriptive text ability

II. Discussion

Based on result of the use of the integration of ICT and realia media in effect the writing descriptive text, the researcher obtained an average scores of 76,7 (good category). Next, the result of writing descriptive text before giving treatment using the integration of ICT and realia media is 58 (fair to poor category). The result of learning write descriptive text after treatment using the integration of ICT and realia media is 76,7. It can be concluded that after using the integration of ICT and realia media in learning to writing descriptive text gives quite a good effect, it can be seen from the average value after using the integration of ICT and realia media higher than before using the integration of ICT and realia media in the at the eight grade students of SMP Negeri 8 Padangsidempuan.

Based on the above explanation, the researcher concludes that the integration of ICT and realia media has an effect on students' writing descriptive text. Since this media developed to effect writing descriptive text by using the integration of ICT and realia media, students can easily identify

words and understand te contents of sentences. That’s why the hypothesis is acceptable.

Conclusion

Based on the research result in chapter IV, the researcher concluded that: using the integration of ICT and realia media in teaching on students’ writing descriptive text at the eight grade students of SMP Negeri 8 Padangsidempuan categorized “Good” with an average score is 4, students write descriptive text before and after using the integration of ICT and realia media on students’ writing descriptive text at the eighth grade students of SMP Negeri 8 Padangsidempuan of 58 category “fair to poor” and after 76,7 category “good” category, there is significant effect of using the integration of ICT and realia media on students’ writing descriptive text at the eight grade of SMP Negeri 8 Padangsidempuan the hypothesis is accepted.

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