**THE EFFECTIVENESS OF USING AESTHETIC REALISM METHOD IN TEACHING READING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMAN 6 PURWOREJO**

**IN THE ACADEMIC YEAR 2014/2015**

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**Abstract**

The objectives of this research were to know the ability of reading comprehension on descriptive text of the tenth grade students of SMAN 6 Purworejo in Academic year 2014/2015 and to find out whether aesthetic realism method was effective or not in teaching descriptive text at the tenth grade students of SMAN 6 Purworejo in Academic year 2014/2015. This study belong to experimental research. In this research the researcher take 60 students as the sample. As the experimental group, the researcher used class X-4 which consists of 32 students. Meanwhile, as the control group, the researcher take 32 students of class X-5. The researcher teach reading by using aesthetic realism method to experimental group and common method to the control group. The researcher then statistically analyze the data by using t-test polled variance. After analyzing the data, the researcher find that the mean score of the experimental group is 81.85. It can be categorize as excellent category and the mean score of the control group is 75.91. It can be categorize as good category. As the fact, the result of t-table is 2.06 based on the 0.05 significant level, the value of t-test is 5.68. The result of computation shows that t-value is higher than t-table, that is 5.68>2.06. So, it can be stated that the hypothesis was accepted.

Keywords: *Effectiveness, Aesthetic Realism, Reading, Descriptive text.*

1. **Introduction**

Reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the readings text during the process of reading. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text. There are some problems found in reading class. First, most of the students do not have any braveness to practice their reading to find the main idea quickly in descriptive text. There are students who have good motivation to get good mark, so they will do the best for their reading. Many students think that when they read a text they must know the meaning of all the words. Sometimes it makes the students frustated to know the meaning of the text. Second, most of students are lazy to read the text. Aesthetic realism method is the suitable way to increase students’ reading in descriptive text because this method can motivate the students to read the te quickly and make the students interest in reading descriptive text. Third, they have different knowledge and different education background. It makes some students can understand the text well but several students cannot understand the text. Last, the reseacher found that teachers only teach in conventional way. They just explain to the students about the material, thus the students feel bored and they are less attention. The worst is when teaching and learning process happen in last hours; the students will lost their energy since they must follow another subjects from early morning. Teaching descriptive text by using aesthetic realism method is seen as one of the methods to help the teacher to obtain students feedback and attention. Thus, the reaseacher proposed aesthetic realism method to become an alternative method in teaching English especially to develop reading descriptive text.

There is researcher that conducted similar study that relevant with this original research. The first is Iin Setyowati (2011) entitled “Teaching Reading Using the Aesthetic Realism Method to Elementary School Students” from Muhammadiyah University of Purworejo. . The study was conducted to the elementary school students. She conducted the research by used classroom action research. The finding of the study found that on the first cycle just few students reach KKM, similar to the second cycle. On the last cycle, mostly the students reached the KKM.

According to Nunan (2005:69) reading is a set of skills that involveds making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. According to Knapp and Watkins (2005:98) defined descriptive text as a kind of text which purpose is to describe a particular person, place, or thing in detail. According to Abrams (1999:3) aesthetic was a European phenomenon during the latter nineteenth century that had its chief headquarters in France. This particular type of inquiry is facilitated by teaching artists, arts educators, and classroom teacher, as they guide participants expliorations with the process of artistic creation.

**B. Research Method**

This research is an experimental research. This research conducted at SMA Negeri 6 Purworejo. The subject of the research is the tenth grade students in academic year 2014/2015. The research is conducted from April, 28th 2015 until May, 9th 2015. In this research the researcher took two classes as a sample class. They are class X-4 and class X-5 of tenth grade students of SMA Negeri 6 Purworejo. Class X-4 consists of 32 students and class X-5 consists of 32 students. So, the total of sample in this research is 64 students. The researcher chooses pre and post test as the technique of collecting data. The researcher carried out some steps, there are: First, preparing research instrument. After that, giving pre-test for both of group. Last, conducting treatment two times by using mind aesthetic realism method only for experimental group. Last, giving post-test for experimental and control group.

In pre and post test, the researcher gave the students test in mutiple choice to the experimental and control group. In scoring students’ speaking, the researcher adapted Brown’s criteria.

To analyze the data, the researcher applies an appropriate technique to find out the effectiveness of both variables of this research. Descriptive analysis to calculate mean, median, mode, highest score, lowest score, standard deviation and variance. Inferential analysis to calculate homogeneity and normality. T-test to know whether the hypothesis is accepted or rejected.

**C. Finding and Discussion**

1. Descriptive Analysis

Reading ability of control group and experimental group

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Group | H | L | Mo | Me | R | V | SD | T |
| Control | 83.3 | 66.6 | 80 | 75.91 | 17 | 19.264 | 4.389 | 2.429.20 |
| Experimental | 90 | 70 | 80 | 81.65 | 20 | 15.642 | 3.955 | 2.619.10 |

From the experimental group test result table. the highest score of pre-test is 86.60, the lowest score is 60.00, mode 70.00, median 73.30, range 26.60 and total score was 2.355.80. Post test result obtained the highest score is 90.00, lowest score 70.00, mode 80.00, median 81.65, range 20.00 and the total score is 2.619.10.

**Degree mastery of Control Group and Exprimental Group**

This chart shows the effectiveness of using aesthetic realism method. Excellent category is reached by 28 students of experimental group. On the contrary, there are 13 students of control group who belong to excellent category. The chart shows a significant effect between experimental and control group. In addition, the use of aesthetic realism method was effective in teaching reading descriptive text in senior high school.

b. Inferential Analysis

| **Test of Homogenity of Variance** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  |  | Levene Statistic | df1 | df2 | Sig. |
| Nilai | Based on Mean | 1.224 | 1 | 62 | .273 |
| Based on Median | .821 | 1 | 62 | .368 |
| Based on Median and with adjusted df | .821 | 1 | 61.971 | .368 |
| Based on trimmed mean | 1.117 | 1 | 62 | .295 |

Based on the table computation above, it showed that the sig. of df1 and df2 were higher than 0.05, that is 0.273. It means that the data was homogeneous.

c. T-test findings

| **Statistics of T-test** |
| --- |

|  |  | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|  |  | Lower | Upper |
| Nilai | Equal variances assumed | 1.224 | .273 | 5.682 | 62 | .000 | 5.934 | 1.044 | 3.847 | 8.022 |

From the computation above, it showed that t-value of post-test control and experimental group was 5.68. The calculations of the mean scores of control and exerimental group are 75.91 and 81.85. If we compare those two means, it clears that the mean of experimental group is higher than the mean of control group.

**D. Conclusion**

Based on the analysis data and discussion about hypothesis in previous chapter, the researcher could draw that it is effective of using aesthetic realism method in teaching reading descriptive text of the tenth grade students of SMAN 6 Purworejo in the academic year 2014/2015. It can be seen from the result of post test of experimental group and control group.

1. The mean of experimental group is higher than the mean of control group. The mean of experimental group is 81.85 whereas the mean of control group is 75.91 (81.85 > 75.91).

2. In addition, the result of t-test is 5.68. Then, the researcher consulted the critical value on the t-table using 5% (0.05) alpha level significance and the degree of freedom was 2.06. Since the obtained t-value was higher than critical value on the table (5.68>2.06).

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