CHAPTER I
INTRODUCTION

1.1 The Background of the Study

Language is a tool for communication that is used in everyday life to convey ideas, concepts, and feelings. There are numerous languages in the world, and English is one of them. As we all know, English is an international language that is used to engage with and communicate with people all over the world. It is also utilized in technology, politics, commerce, and education. Many Indonesian students believe that a foreign language, particularly English, is difficult to understand. English is the most important language to consider because it is widely used all over the world. Because of the necessity of knowing English, all students are forced to acquire it in school. Language learning consists of four skills: reading, listening, speaking, and writing.

Writing is an ongoing activity. Writing is a practice that can develop the ability to think dynamically and use language and punctuation. Writing abilities are essential for every human being to have as the foundation for success in life. Someone who is good at writing must practice a lot. This is because writing ability is developed via extensive practice. Writing is more than just handwriting or writing styles; it can also mean telling what is already known and it can assist in grasping what is previously known. Writing skills can boost self-esteem and inspire creativity.

However, in reality, the language skills of Gajah Mada Medan High School students are not as expected. It is known that there are still many student errors in language, especially in terms of writing descriptive paragraphs. These errors can be seen in the use of spelling, diction, effective sentences, and paragraph development. On the other hand, the low score for composing is influenced by various factors, such as students, teachers teaching methods, and learning approaches, which selected teachers. Based on interviews with teachers of Gajah Mada High School in Medan, information was obtained that when learning to write, the teacher usually only determines the title of the writing and then students are asked to write a paragraph and describe the title as much as one to two folio pages. This causes students to feel lazy and burdened in participating in learning to write, especially in writing descriptive paraphrases. Students feel that they are given a tough task that must be completed within the allotted time.

From the problems above, the writer is interested in using realia media to improve students' writing skills. This study will use a method in teaching writing called media realia in writing descriptive paragraphs. Realia media are real objects that are used in the classroom as learning materials or resources. the writer uses this method because the writer finds the same problem in the school. This method will help students to improve their writing skills easily because it uses a method that attracts students' interest in writing descriptive paragraphs.

Udin S. W (Patty 2007: 22) suggests that realia media is a visual aid in learning that provides direct experience to students. This medium is the realia object of an object.

In this study, the writer chose to write descriptive paragraphs because descriptive paragraphs are writings that describe an object based on the observations, feelings, and experiences of the writer. Through descriptive paragraphs, readers know detailed information, and a series of events in a problem so that readers get new information or knowledge. if they don't know how to write descriptive paragraphs and don't have a lot of vocabulary, it can be misunderstood reader.

This title is important because there is a phenomenon with a background from a problem that requires inquiry. There is also a research gap, as the title has not been extensively researched. Although prior research has used the same issue, each has its distinctness and differences from this study. The author will do research at SMA Gajah Mada Medan. The author will watch the eighth grade and administer a test to students, however before administering the test, the researcher will explain what a descriptive paragraph is and how to write one. Based on the description above, this study is entitled **"The Effect of Realia Media on the Ability to Write Descriptive Paragraphs in Eleven-Grade Students at SMA Gajah Mada Medan".**

1.2 The Problem of the Study

Based on the research background, the formulation of the problem in this The study is as next:

1. How does the effect of using realia media as a tool to write descriptive paragraphs for students of SMA Gajah Mada Medan

1.3 The Objective of the Study

The objective of the study is as follows:

1. To determine whether or not there was an effect of realia media in improving the ability to write a descriptive paragraph of eleven-grade students at SMA Gajah Mada Medan.

1.4 The Scope of the Study

This research focuses on the effect of using realia media to describe learning media that will be used in developing students' learning to write descriptive paragraphs in English, using learning media provided by the school. And also to identify the use of realia media by English teachers in the process of teaching and learning descriptive paragraph. but in this study, the author only focuses on descriptive paragraphs, especially in writing using image realia media so that it can increase students' interest in writing for eleven-grade students of SMA Gajah Mada Medan.

1.5 The Significances of the Study

As a result of the study will be useful in the following ways:

1.5.1 Theoretically

a. To improve the ability to write paragraph descriptive using realia media.
b. As a relevant consideration for the world of Education, especially the field of English studies.

1.5.2 Practically

a. For Students

The findings of this study can be utilized as self-evaluation material to help students improve their ability to create descriptive paragraphs. For

b. Schools

As input for schools to discover students' originality in improving descriptive paragraph writing of pupils to boost school accomplishment.

c. For writers

d. The findings of this study can be used by the author to improve his or her understanding of writing descriptive paragraphs.

The study is expected to:

1. To contribute to the advancement of theory as well as the interest of students' writing talents in language learning.
2. improve students' ability to write descriptive paragraphs after treatment

   Using Realia as a learning medium.

   It is hoped that the results of this study can help in finding references for further research.

1.6 Hypothesis

The writer formulates the hypothesis in this study, there are two possibilities in this study:

H_a: Realia media has a significant effect on students' understanding of writing a descriptive paragraph

H_o: Realia media does not significantly affect students' understanding in writing a descriptive paragraph

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

In doing some research, several theories are needed to explain some of the concepts and terms used in the research concerned. This study also uses some cautions and terms that need to explain the theory. The elaboration of the theory regarding the concept of the term used will be presented in the following section.

2.2 Language

Language is an utterance to communicate something to others. Through spoken language, something meant by the speaker can be understood and understood by the listener or interlocutor.

There are two parts to the definition of language. The first is the sound generated by the speech organs, and the second is the meaning or meaning inferred by the sound stream itself. Sound is a vibration that causes our hearing aids to activate. Second, the meaning or significance, that is, the information contained in the sound stream, causes us to react to what we hear. The sound stream will now run in tandem with the spoken flow.

2.3 Skill in English

2.3.1 Reading

Reading is a valuable and necessary ability for people (Patel and Praveen, 2008:113). It implies that the ability is required to practice speaking and writing. Reading is a source of information. Good reading makes pupils happy and interested in reading, which leads to long-term knowledge creation.

2.3.2 Listening

When everyone can listen, they will engage in communication activities. Listening is our ability to comprehend the message communicated by others via our hearing. When we hear, we have engaged in sound-capture actions, both in language and non-language. Even if we do it on purpose or accidentally. According to Barker (2010:204), listening is the deliberate process of paying to hearing, comprehending, and remembering aural signals. It suggests that listening involves not just hearing the message but also understanding and remembering it. Listening is another behavior that we do carefully to detect noises.

2.3.3 Writing

Writing is the act of expressing one's ideas or thoughts to others in written form. According to Richard Kern (2000:172), writing is functional communication since it allows students to express their feelings, thoughts,

ideas, and experiences. Writing with a clear goal to ensure that the reader understands. The goal of writing is to convey information.

2.3.4 Speaking

Speaking is one of the language skills that are practical forms of communication using language media. In general, speaking is an activity that is expressed through pouring ideas into words from utterances. The utterances that appear are the embodiment of ideas that were before at the; level of ideas. Based on as expressed by Suhendar, speaking is a process of changing from thought and feeling into speech. (1992:20). The utterances means that meaningful language sound.

2.4 Writing

2.4.1 The Definition of Writing

Writing, along with listening, speaking, and reading, is an important basic ability in English. It is interacting with others. The act of writing can sometimes assist a writer clarify their thoughts and organize ideas into a text or a paragraph. Writing, according to Michael (2003:9), is a dangerous pastime for your health. It takes a lot of time and effort, but writing is the truth about your odds of success when you're up against the brick wall of publishers' disinterest. According to the definition above, writing is a laborious and exhausting activity that can lead to success.

According to Siahaan (2014: 2), writing is a written productive language competence. A writer's ability to deliver information to a reader or

group of readers. According to the definition above, writing is one of the abilities written that offers information to the reader. As a result, students must develop goals and plans to build an organized structure in their composition.

The ability to produce new ideas and convey them in written form in a full, complete, and clear so that ideas are easily understood and understood by others for communication or record is referred to as writing ability. According to Slamet (2008:107), writing abilities include the following:

a. The ability to employ proper linguistic elements.

b. The ability to structure discourse in the form of an essay.

c. The ability to employ acceptable language and word choice with others.

The capacity to write is defined by the accuracy with which language elements are employed, the organization of speech in essay form, and the correctness with which language and words are used in writing. The precision of a person's writing determines their ability to write.

2.4.2 Writing Purpose

Tarigan (2008: 24-25) defines the objective of writing in general as follows:

a) to offer information in the form of written language, and

b) to persuade readers of the information.

c) To entertain.

d) To express one's emotions.

Meanwhile, Semi (2007:14-22) claims that people write for the following reasons:

a) To describe something

Everyone has lived a life. Telling something to other people has the purpose of letting other individuals or the reader know about what the concerned person is going through. The reader is aware of the author's dreams, fantasies, or suggestions.

b) To give directions or instructions

We come across a lot of writing whose objective is to provide instructions or directions on anything, such as a good learning event, how to prepare cakes, and so on.

2.5 Paragraph Writing

Paragraphs are a combination of several sentences that are interconnected and have a connection between one sentence with other sentences. Paragraphs are limited as a set of related sentences in a series to form an idea is the main idea developed by the sentences explanatory which are explanation ideas both deductively and inductively, in a way causes or affects a paragraph there is a development that can be done by determining the keywords, then the keywords are arranged into sentences, and the sentences are arranged into paragraphs.

in a tool for written communication, namely communication between the writer and the reader. An author states his ideas/thoughts in writing so that a reader can understand the idea bit by bit in the whole sentence in the paragraph.

2.6 Descriptive Paragraph

2.6.1 Definitions of The Descriptive Paragraph

A descriptive paragraph is a piece of writing (essay) that uses observations to describe an object. The author's emotions and experiences. According to Dalman (2014:67), "descriptive paragraphs are paragraphs that lack topic and developer sentences". The paragraph's sentences are all topic sentences. The objective of the descriptive paragraph is to give the reader an impression of the object, idea, place, or event that the author wishes to express.

Meanwhile, Arifin and Tasai (2010: 131) define descriptive paragraphs as "descriptive paragraphs that describe what is seen before the eyes". So this paragraph is about space or layout. Writing a descriptive paragraph necessitates a lot of thoughts or familiarity with new things so that the writer does not run out of words or sense.

According to Semi (2007:66-67), there are several characteristics of descriptive paragraphs, namely:

a. The descriptive attempts to show details or details about the object.

b. Descriptive is more to affect the emotions of the reader and shape

c. Reader’s imagination

d. Descriptive generally concerns objects that can be sensed by

e. The five senses so that the objects generally object, nature, color, and man.

f. Descriptive are delivered in an engaging style and whit choices of evocative words.

g. The presentation organization is more common using spatial arrangement.

2.6.2 Steps to Write a Descriptive Paragraph

Steps to writing a descriptive paragraph (Suparno, et al 2007:4.21).

a. Deciding what to describe the person or place;

b. Formulate the purpose of the descriptive: is it done as a tool for narrative essay, exposition, argumentation, or persuasion

c. Specifies the part to be described, if the one to be described person, whether what will be described is the physical characteristics, character, ideas, or objects around the characters.

d. Detailing and systematizing the things that support the strength of the section which will be described.

Based on the perspectives of the aforementioned experts, it is possible to conclude that:

a. In essence, before composing a paragraph we first must determine a theme

b. Formulate goals

c. Arrange these aspects into a good sequence

d. Develop an outline

A. Descriptive Paragraph Scoring

Table 2.1

Table for Descriptive Paragraph Scoring

Aspect	Score	Performance Descriptive
Grammar (20 %)	4	There are very few grammatical or agreement errors. Inaccuracies
	3	There are only a few grammatical or agreement errors. but with little effect on the connotation
	2	Several grammatical or agreement errors Inaccuracies
	1	Frequently occurring grammatical or agreement Inaccuracies

Vocabulary (20%)	4	Effective word and word form selection
	3	There are a few grammar or agreement errors, but they do not influence the message.
	2	A limited number of perplexing words and word forms
	1	Very low word knowledge, word forms, and incomprehensible
Content (20 %) 1. Topic 2. Detail	4	The topic is comprehensive and straightforward, and the specifics are pertinent.
	3	The concept is thorough and straightforward, but the specifics are nearly irrelevant.
	2	The concept is thorough and clear, but the specifics are irrelevant.
	1	The theme is unclear, and the specifics are unrelated to it.
Organization (20 %) 1. Identification 2. Description	4	Identification is complete, and the descriptions are properly connected.
	3	The identification is nearly complete, and the

		descriptions are nearly complete with proper connectives.
	2	Identifications is incomplete, and descriptions are arranged with a few connective errors.
	1	The identification is incomplete, and the descriptions are arranged incorrectly using connectives.
Mechanical (20 %)	4	Punctuation marks are used correctly and properly.
	3	Punctuation marks are employed incorrectly in sentences.
	2	In sentences that do not require punctuation, punctuation marks are utilized.
	1	In any sentence, punctuation marks are utilized wrongly.

Formula:

$$score = \frac{2G + 2V + 2C + 2M + O2}{30} \; x\, 100$$

2.6.3 Descriptive Paragraph Development Pattern

According to Paulus Tukan, there are two kinds of descriptive paragraph development patterns, namely:

1. Spatial descriptive paragraph, namely paragraph that describes the space or place where an event takes place. (P. Tukan. 2007:31)

Examples of a spatial descriptive paragraph:

This 9m by 8m room is comfy. In the center of the room is a white soft sofa with a wooden table. Meanwhile, a bookcase with various novels and scientific literature is put along the south wall, alongside a container carrying a little palm tree that appears to mix with the light green wall. A little pond measuring 2.5m x 2m outside the room is home to several koi fish. The sound of trickling pool water contributes to the relaxing ambiance in Pak Toni's living room. (2012) Algo Wijaya

2. Objective description paragraphs, namely paragraphs that describe a thing or person by expressing their identity as they are so that the reader can imagine the situation. (P. Tukan.2007:31)

Examples of objective description paragraphs:

Wediombo Beach is in Girisobo District, Gunung Kidul Regency, Yogyakarta Special Region. This beach is 70 kilometers (two hours) from the center of Yogyakarta. Clusters of green limestone hills overgrown with moss may

be seen on either side of this sloping beach with white sand. However, this beach has large enough waves that tourists are barred from swimming there since it is extremely unsafe (Algo Wijaya.2012).

According to Wikibooks, description development patterns are also divided into two, namely spatial patterns and point of view patterns. However, the viewpoint pattern is further divided into two, namely the objective pattern and the subjective pattern. The objective pattern is the pattern of developing a descriptive paragraph by describing the object as it is without being accompanied by the author's opinion. While the subjective pattern is a pattern that describes the object according to the interpretation accompanied by the impression or opinion of the author.

Examples of spatial patterns and objective patterns have been described in the previous paragraph, examples of subjective patterns are as follows:

Wediombo Beach may only be one of the many unspoiled beaches in Gunung Kidul Regency, Yogyakarta. The beach with this vast expanse of white sand seems to tempt the feet to keep on stepping on it and walking around on it. On either side of the beach, we can see green limestone hills overgrown with moss that stand proudly against the swift waves of the beach. The quiet beach's atmosphere also adds to this virgin beach's charm. (Algo Wijaya. 2012)

2.7 Realia Media

2.7.1 Definition of Realia Media

The name "media" is derived from the Latin word "medium", which means "intermediary or introduction". With this, the media is a vehicle for conveying messages. According to the Big Indonesian Dictionary (2008:892), media is a tool and materials used in the teaching or learning process. According to Gagne (Sadiman, 2008:6), numerous components in a student's environment can motivate them to study.

Realia media are all real media in the classroom and all realia media that can be used in observation activities in the environment outside the classroom. Udin S. W (Patty 2007: 22) suggests that realia media is a visual aid in learning that provides direct experience to students. This medium is the realia object of an object.

2.7.2 The Functions and Benefits of Realia Media

According to (Rusman, 2005) suggests that the function of realia media is to provide direct experience to students. The use of realia media in the form of real objects in the learning process is highly recommended so that students will better understand the material being studied. There is pun according to (Rowntree) suggests that there are six (6) realia media in learning, namely:

1) Generate learning motivation
2) Repeating what you've learned
3) Provide learning stimuli
4) Enable student responses
5) Give feedback promptly, and
6) Encourage Compatible Training.

The benefits of realia media in learning are to increase student attention, and student motivation, increase learning effectiveness, and adjust to the level of student development.

2.7.3 The Types of Realia Media

Realia media on student learning effectiveness. According to Leslie J. Briggs, the tools in question include tape recorders, video recorders, pictures, cameras, graphics, and computers. Real originals, such as whiteboards, three-dimensional media, reality, and learning resources in society, are examples of real media in all-around learning. Here's how it works:

1. Whiteboards included in this media include whiteboards, bulletin boards, and nail boards.

2. Three-dimensional media include models, mockups, and dioramas.

3. Realia is a real object as it is or original. Examples of using realia, for example, teachers bring students directly to interact or see real objects around them.

4. Learning resources in the community include field trips and camping that serve to provide an experience of interdependence between the elements of nature and the need to preserve them. Practice independence, responsibility, cooperation, empathy, and discipline. Develop the courage to lead and be led.

2.8 Previous Research

Several studies have been conducted by various scholars on the use of reality media in inspiring students to increase their ability to write descriptive paragraphs. The following are a few of the research findings and reports:

1. Ayunda, Nursyafitri. The Effect of Realia Media on Class X Students' Ability to Write Descriptive Paragraphs at National Development High School, Pagar Merbau District, 2016-2017 Academic Year. Diss. 2017. The purpose of this study is to examine the impact of media reality on students in class X SMA's capacity to compose descriptive paragraphs. Pembangunan National Pagar Merbau District Learning Year 2016-2017. Location This study was carried out at the National Development High School in Pagar District Merbau during the 2016-2017 academic year. This study has 90 pupils as participants. The sample of 60 students was divided into two groups: the experimental class and the control class. The experimental class wrote a descriptive paragraph utilizing realia media, whereas the control class did not.
2. R. A. Widayanti (2018). While Widayanti employed realia media to improve students' capacity to write descriptive paragraphs in her study titled The Effect of Realia on Descriptive Text Writing Quality at the Eighth-grade Students of SMPN 1 Bendo. This study made use of experimental research. Tests are used to acquire data. The Paired Sample T-test was utilized to analyze the data in this investigation. The findings of this study demonstrate that Realia has a considerable impact on the quality of students' descriptive writing. The significant

value is 0.000, as can be seen. This demonstrates that at a considerable level, the probability value of pupils' writing skills is less than 0.05 (0.000 0.05). As a result, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted.

3. D. Anggraini, R. Aruan, and M. Masyhur. The Effect of Using Realia in Teaching Writing Descriptive Text on the Writing Ability of SMPN 2 Tebing Tinggi Second Year Students. A pre-test, treatment, and post-test were used in the pre-experimental investigation. The research instrument is a test (pre-test and post-test) that includes writing activities linked to describing items. The participants in this study were SMPN 2 Tebing Tinggi students. As many as 29 pupils from class VIII.4 participated in the sample research. The necessary data is gathered by administering a written test on descriptive text (pre-test and post-test) to the student. The t-test procedure was used to assess the given data. According to data analysis, the average pretest score is 29.88, while the average post-test score is 29.92.

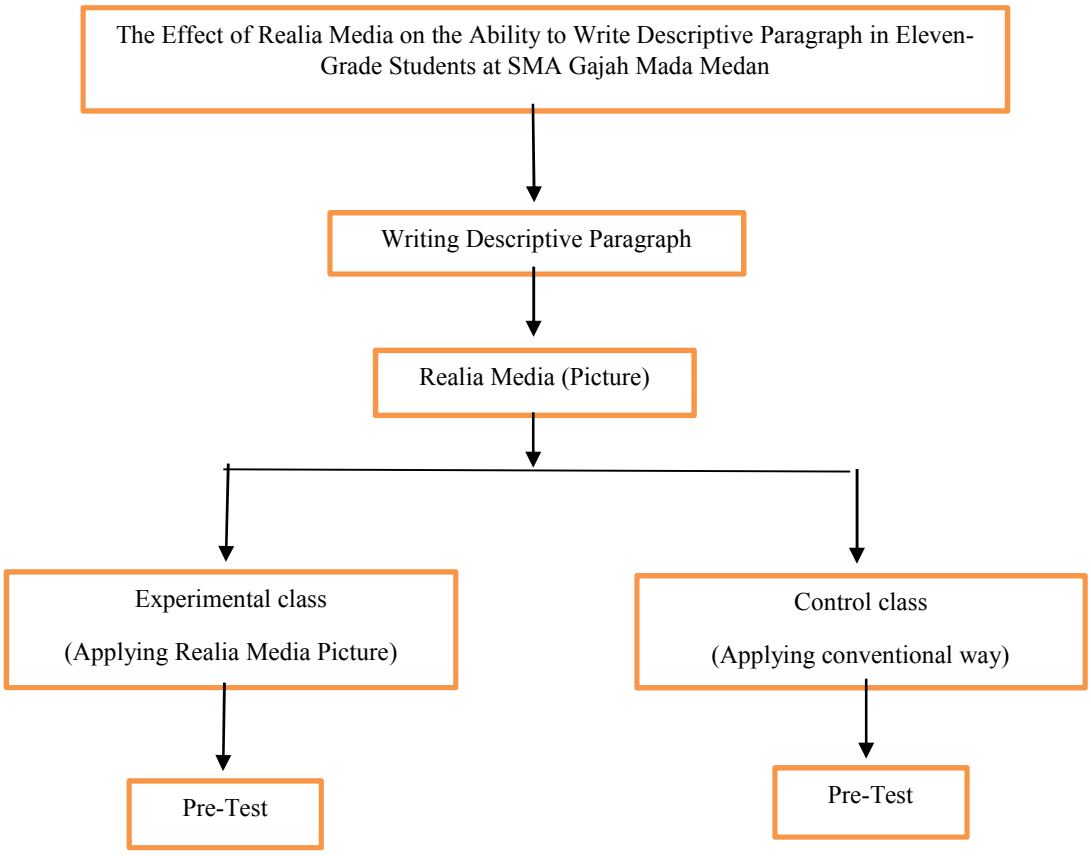
According to previous research, realia media will improve pupils' writing ability. Students will be able to enhance their writing skills more simply. Realia media will be successful in linking teachers and students while enhancing their capacity to create descriptive paragraphs to build a paragraph. As a result, the author chose to employ realia media to increase his capacity to write descriptive paragraphs.

2.9 Conceptual Framework

Researchers conducted this study to investigate the use of realia media in target schools, as well as how students view the use of realia media by their English teachers in the classroom. As is well knowledge, one of the ways utilized to assist pupils in improving descriptive paragraph writing is realia media in the form of pictures. Figure media is one of the strategies used to strengthen students' ability to write descriptive paragraphs, allowing for more effective and efficient learning. Student engagement will also improve the inventive learning process. Students will have a bad perception if a teacher does not apply to learn reality in the learning process. The findings of this study will differ depending on the number of students admitted

Conceptual Framework of Research

The conceptual framework underlying this research is given in the following:



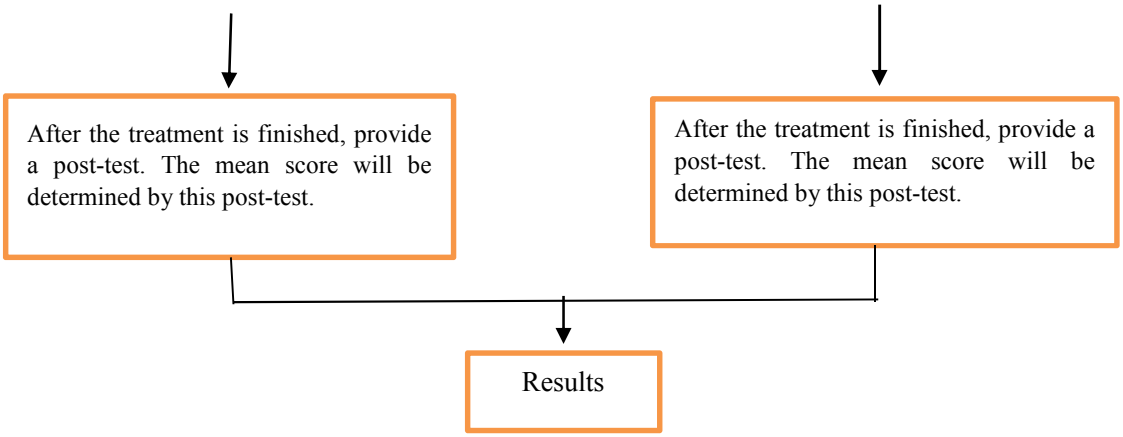


Figure 2.10 Conceptual framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A quantitative experimental study design was adopted. It is a method of measuring variables in a study. According to Sugiyono (2013:3), a research method is primarily a scientific way to gather valid data with specific goals and applications. This indicates that this study gathered information from two classes. The classes are Experimental and Control. The Experimental class is intended to be therapeutic. The therapeutic strategy used in this study is realia media (images) or real items. The author uses this strategy as a treatment when teaching students how to create descriptive paragraphs. The experimental class is opposed to the control class. The control group does not get any therapy. The author makes use of

Class	Pre-Test	Teaching Strategy	Post-Test
Experimental class	✓	Realia media (Picture)	✓
Control class	✓	Conventional way	✓

3.2 The Population and Sample

This study was carried out on eleventh-grade students at SMA Gajah Mada Medan during the academic year 2022/2023.

3.2.1 Population

To solve a problem in research, it is necessary to have data and information from the object under study and the research object is the population, from this population the researcher will get data and information. The population in research is used to mention all elements/members of an area that is the target of research. According to Sugiyono (2019:145), a generalization is made up of objects/subjects with specified features and characteristics that researchers investigate and

then draw conclusions from. The population in this study were all Eleven-Grade students of SMA Gajah Mada Medan for the 2022/2023 academic year, totaling 60 people in 2 classes.

3.2.2 Samples

Creswell (2012:142) defines the sample as a subset of the target population that the researcher Plato analyzes in order to generalize about the target population. This study's sample consisted of two classes: XI IPS-1 as the experimental class and XI IPS-2 as the control class. In class, there are 30 students in XI IPS-1 and 30 students in XI IPS-2. Each class included 30 pupils as normal, and the writer used the realia medium in the experimental class, while the control class simply used the standard approach to study.

3.3 Instrument of Collecting Data

An instrument is a tool used in research to collect data. The writing test will be used to collect data for this study. The writing test will determine the impact of realia media. The test will be administered to both classes as a pre-test and a post-test. A pre-test is a test performed before the use of treatment in the teaching-learning process. A post-test is a test administered following the use of treatment in the teaching-learning process.

3.4 The Technique of Collecting Data

This study's data collection process involves multiple steps. This study employed data collection approaches such as tests. Tests are used to assess student competence and to attain objectives. A descriptive paragraph writing test was used to collect data. The writing test can be administered with a pre-test and a post-test.

3.4.1 Pre-Test

Before starting the research process. This study was given a pre-test to eleven-grade students in experimental and control classes to determine students' ability to write descriptive paragraphs. Students write a descriptive paragraph with topics determined through realia media (Picture) as actual aids.

3.4.2 Treatment

After administering the pre-test, the researcher used the picture realia media method on the experimental class but not on the control class.

3.4.3 Post-Test

Researchers gave post-tests to students using the same test as the pre-test but with different topics. Thus the post-test score will be compared with the previous pre-test.

3.5 Data Analysis Techniques

After calculating the test result data, the data will be analyzed using several steps, namely:

1. Calculates pre-test and post-test scores.
2. Tabulate data from pre-test and post-test scores
3. Interpret students' descriptive paragraph writing test results

3.5.1 Testing Hypothesis

The research defines the hypothesis to be tested, creates an analysis plan, uses the plan to analyze the sample data, and accepts or rejects the null hypothesis depending on the results. The author will use the following testing formula to determine the difference between the two classes:

$$= \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

(Arikunto, 2014:354)

Where:

t = the effect

Mx = the experimental class means

My = the mean of the control group

Dx2 = the experimental class's square deviation

Dy2 = the control class's square deviation

Nx = the sample from the experimental class

Ny = the sample from the control class

3.6 Validity and Reliability of the Test

Every measurement must process two fundamental properties. They are credibility and dependability. The qualities of validity and reliability are critical to the effectiveness of any data collection technique.

3.6.1 The Test's Validity

The level of validity of an instrument is measured using validity. According to (Arikunto 2014:211), tests are said to have content validity when they measure certain objectives with the

subject matter or content that has been provided. Researchers attempt to administer a multiple-choice test to students in order to assess test validity. The student's score will then be determined to be genuine test results in testing the student's ability to compose a descriptive paragraph.

3.6.2 The Test's Reliability

According to Arikunto (2014: 211), reliability is the consistency demonstrated by specific instruments, techniques, or time periods. If the same individual is tested on multiple occasions, the results of exams with various methodologies cannot be trusted. The aim of this research is to compose descriptive paragraphs using realia Media (image). Another feature of a well-built achievement is dependability. Kurder Richardson (KR-21) will be used to calculate the test's reliability.