

**IMPROVING STUDENTS' ACHIEVEMENT  
OF DESCRIPTIVE TEXT WRITING  
BY USING REALIA**  
(A Classroom Action Research at the Seventh Grade of MTs Sabilul  
Ulum Mayong, Jepara in the Academic Year of 2015- 2016)

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
For the Degree of Bachelor of Education  
In English Language Education



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MTs Sabilul Ulum Jepara in the Academic Year of 2015/2016)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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*Assalamu'alaikumwr.wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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*Wassalamu 'alaikumwr.wb.*

The Advisor I,



## ABSTRACT

Title : **IMPROVING STUDENTS' ACHIEVEMENT OF DESCRIPTIVE TEXT WRITING BY USING REALIA (A Classroom Action Research at the Seventh Grade of MTs Sabilul Ulum Jepara in the Academic Year of 2015/2016)**

Writer : Rizal Amiruddin Khalala

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Keywords : Writing Skills, Descriptive Text, Realia, Students' Improvement.

Learning English involves the mastery of four language skills. They are listening, speaking, reading and writing. The seventh grade students of MTs Sabilul Ulum get difficulties which one to make good writing especially writing descriptive text. Almost all of them get difficulties which one to understand descriptive text. In this research, the researcher used Realia to improve students' writing achievement of descriptive text. The researcher used realia because it is one of teaching media to solve students' difficulties which one in writing descriptive text. The objectives of this study are:

1. To describe the implementation of Realia to improve students' writing achievement on descriptive texts.
2. To identify the improvement of students' writing achievement on descriptive texts after being taught using Realia.

The study was conducted at MTs Sabilul Ulum Mayong, Jepara. The number of the subjects was 39 students. This research is classroom action research. It was done through three cycles. The researcher used observation, documentation and test to collect the data. The researcher used descriptive quantitative to analyze the data. Statistical analysis is used to analyze the data about the result of observation and the result of test of descriptive text.

Result of the study shows that by using Realia can improve students' writing achievement of descriptive texts at the seventh grade of MTs Sabilul Ulum in the academic year of 2015-2016. The aspects of writing assessment involve; content, organization, vocabulary, language use, and mechanics. This success can be seen from the result

of students' average score and good responses by students. The result after getting all of the treatment using Realia, the students' average score increased in line with the increase of the students' average score in each cycle. Students' average score from the pre cycle was 45.46, first cycle was 55.5, second cycle was 66.1 and third cycle was 76.74.

Students' achievement can increased because students, activity increased. The improvement of students' activity get from observation, and the aspects are students give attention to teacher's explanation, students' respond or answer to teacher's question, students ask question to teacher relating the lesson, students show their activeness and enthusiasm in joining the class, students respond the other students' question during discussion, students discipline in doing the task. The result of students' activity increased from pre cycle was 42.5%, first cycle was 65%, second cycle was 74%, and the third cycle was 85%.

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*Bismillahirrohmanirrohim,*

Praise be to Allah, the merciful, the compassionate that the writer can finish this thesis completely entitle Improving Students' Achievement in Writing Descriptive Text by Using Realia( AClassrom Action Research at the Seventh Grade of MTs SabilulUlum, Mayong, Jepara in the academic Year of 2015-2016). Shalawat and Salam for the Prophet Muhammad who brings us from thedarkness to the brightness.

The writer realizes that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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9. All my friends TBI 11 especially TBI A

Finally, the researcher realizes that this thesis is far from being perfect. Hence, Constructive critics and advises are really expected. The researcher hopes this thesis is Useful for all us. Amen

Semarang, June 10<sup>th</sup> 2016  
The Writer,

**RIZAL AMIRUDDIN KHALALA**  
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Writing is a process to produce language. We can take more time to think and choose words in order to express our ideas thoughts and feelings, then we make a revision if it is not clear to express what we intend to write. It is also need attention because it needs its own principles and method it requires mastery not only of grammatical a rhetorical devices but also of the conceptual and judgment. Because of that, it needs practice to improve that skill.

Students write papers and answer questions on tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends. There are practical reasons for writing.<sup>1</sup>

From the statement above, I assume that writing needs practice. Students practice with their papers and answer question on tests, teachers with their students' evaluations, salesman with messages from the field to the office letter, etc.

Actually, In teaching learning process, students may still

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<sup>1</sup>Donald Hall, *Writing Well*, (USA: Little, Brown and company, 1982), 4th Ed., p. 1

have problems in writing. There are many factors that influence someone's difficulties in writing, such as in mastering vocabulary to arranging the structure or grammar.<sup>2</sup>

In the *Kurikulum Tingkat Satuan Pendidikan*(KTSP) syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Descriptive text is a type writing which has the meaningful linguistics unit to describe person, thing, and places. Descriptive text is concerned with creating a verbal of what we experience. Descriptive text is one of text included in genre. It is taught for students at junior high school. There are many students who get difficulties to understand descriptive text on how they describe person, place, or thing, what its purpose involve the generic structure and language features, and how to apply those descriptive features in the text. Genre resembles more to the social function but a very boring part of any students.

Although, most students have learned Writing English from primary school up to senior high school, most of them cannot write well. The students usually find some difficulties when they are learning about genre and its writing. They cannot

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<sup>2</sup>Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p.25

sit quietly and pay full attention during the lesson without doing anything, especially in descriptive text. Because in this text type, the students are hoped can describe clearly according to the object. Based on interviewing the English teacher of MTs Sabilul Ulum, it is found that the students have problem in writing. There are many students who get difficulties to understand descriptive text on how they describe person, place, or thing, what its purpose involve the generic structure and language features, and how to apply those descriptive features in the text. Students also feel bored and not pay attention well when teacher explain, because teacher usually does not use interesting media. So, the students have difficulties when they must write a descriptive text based on their imagination and experiences only.

Because of that it is needed to give motivation to the students and make students enthusiastic to learn descriptive text. If students have motivation and they exciting to learn descriptive text it can increase the students' achievement in writing descriptive text.

In teaching and learning process, realia has meaningful because realia brings authentic piece of the target culture into the language classroom. By presenting material through diverse media, realia helps to make English language input comprehensible as possible and to build an associative bridge between the classroom and the world. Realia is not only series of artifacts that describe the customs traditions of a culture, but they



are also a set of teaching aids facilitate the simulation of experience in target culture. It is mean that, realia can be used to meet the student's interest and their level capability. The word realia means using real items found in the world around us as an aid to teaching English. Using realia, helps to make English lessons memorable, it creates a link between the objects, and the word phrase they show.

By using Realia will be expected to develop students' creativity in describe something and it can improve students motivation and finally, will improve students' achievement in writing descriptive text properly and in accordance with the existing elements in the descriptive paragraph.

Because of reasons above, the researcher wants to conduct a classroom action research with the seventh grade students of MTs Sabilul Ulum, Mayong, Jepara in the academic year of 2015/2016 by implementing realia as a medium to improve students' achievement on writing descriptive text.

## **B. Reasons for Choosing the Topic**

There are three main reasons why the researcher takes this topic to study:

1. Writing is a difficult language skill for the Junior High School students, and on the other hand writing has little portion in English teaching learning process. Thus, need to be researched based on the practical conduct in the classroom.

2. The researcher believes that using realia will improve students' achievement in writing descriptive text. Because to arrange descriptive text students must explain the object detail and clearly, and realia help students to know about the object start from shape, colour, smell, taste, etc, realia also develop students' creativity in describe something and it can improve students motivation and finally, will improve students' achievement in writing descriptive text.
3. Realia can give new experiences to the students about the new object.
4. The teacher can get optimal result of students in teaching writing through realia as an aid of teaching a descriptive text.

### **C. Research Questions**

The impact of this problem may lead to the following major question:

1. How is the Implementation of Realia to improve students' writing achievement on descriptive texts ?
2. Can Realia improve students' writing achievement on descriptive texts ?

### **D. Ojectives**

Based on the problems above, this study discuss the following matters:

1. To describe the implementation of Realia to improve students' writing achievement on descriptive texts.
2. To identify the improvement of students' writing achievement

on descriptive texts after being taught using Realia.

### **E. Pedagogical Significances**

The data gathered from this study will be useful to:

1. Students

Students may improve their English since they will find out that English lesson is not as complicated as they thought. It is expected that students will realize that they can learn English through a lot of sources that they like. By using realia, hopefully, the students will develop their creativity to think, and increase their motivation to study. Students feel interested and not bored to study especially how to make a descriptive text.

2. Teacher

Teacher may use this realia as media in teaching and learning English to motivate the students. By using realia, the writer hopes it can be an additional method in teaching English. So, the students will get better achievement.

3. Reader

By reading this research, the reader will develop their knowledge and get many experiences especially how to make students interested to study english, and how to motivate students in teaching learning.

#### 4. School

This research give contribution on the effort of improvement teaching learning process in writing to improve students' writing achievement especially in descriptive text by using realia.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Previous Research

The researcher will describe some thesis which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study. There are two previous researches that are used by the researcher, they are:

First, Rika Ismawati (Student Number: 3105265). Using Suggestopedia Method to Improve Students' Writing Ability in Recount Text (A Classroom Action Research at Eight Grade Students of SMPN 02 Juwana-Pati in Academic Year of 2009/2010).<sup>1</sup> Final Project: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo Semarang 2009). The background of study is the abilities of English communication in language both spoken and written are listening, speaking, reading, and writing which makes the government always improve the quality of English teacher, such as using the appropriate method in the teaching English. The research question is how effective using suggestopedia method to improve students' writing ability in recount text? In this final project, the writer uses

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<sup>1</sup>Rika Ismawati, " *Using Suggestopedia Method to Improve Students' Writing in Recount Text* ", Thesis S1 IAIN, (Semarang: FT library of IAIN, 2009).

suggestopedia method as an alternative in teaching recount. The writer wants to know the influence of suggestopedia method for helping students produce an effective recount text and the students' response to the use of suggestopedia method in writing class. For the instrument uses test. This research is quantitative research using classroom action research. The result of this research showed the improvement of the students' ability in writing recount. It can be seen from their score. The average on pre-test was 57.65 and post test was 73.78. Based on the result of the research, suggestopedia method is effective in improving English writing especially in recount text. It makes the students relaxed and enjoyed the lesson because it is supported with comfortable class and classical music accompanied that can stimulate their brain to learn and memorize better.

Second, the thesis entitled "Improving Students' Writing Organization of Descriptive Text through the Use of Teams Games Tournament (A Classroom Action Research with Seventh year Students of MTs Sudirman Magelang in the Academic year 2009/2010)" written by Septa Nur Afiani (3105063) states that teaching writing for junior high school is not easy. The students felt boring and even confusing so she used Teams Games Tournament as alternative method in teaching writing especially descriptive text. She wants to know the implementation and improvement of students writing organization on descriptive text through Teams Games Tournament. The result of this thesis is the

writer recommended TGT method for English teacher to attract the students' interest and to improve their knowledge in learning English.<sup>2</sup>

The researcher here has the title of "Improving Students' Achievement in Writing Descriptive text by Using Realia (A Classroom Action Research with Students of Seventh Grade at MTs Sabilul Ulum, Mayong, Jepara in the Academic Year of 2015/2016). This research has same skill with the two theses above. The researcher wants to improve students' achievement in writing descriptive text using realia involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing descriptive text.

## **B. Theoretical Framework**

1. Concept of Writing
  - a. Definition of Writing

Writing is functional communication, making learners possible to create imagined worlds of their own

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<sup>2</sup>Septa Nur Afiani (3105063), *Improving Students' Writing Organization of Descriptive Text through the Use of Teams Games Tournament (A Classroom Action Research with Seventh year Students of MTs Sudirman Magelang in the Academic year 2009/2010 )*, (Semarang: English Language Department of Tarbiyah Faculty Walisongo State Institute For Islamic Studies, 2010), unpublished thesis.

design.<sup>3</sup> According to Meyers, writing is an action, a process of discovering and organizing our ideas, putting them on paper, reshaping and revising them.<sup>4</sup>

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.”<sup>5</sup>

O’Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

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<sup>3</sup> Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p.172.

<sup>4</sup> Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

<sup>5</sup> M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p.142.



b. Process of Writing

Harmer states that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four processes of writing: <sup>6</sup>

1) Planning

At this stage, writers must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, writers have to consider the content structure of the piece. It means that writers have to consider how best to sequence the fact, ideas, or argument in their writing.

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p. 4-5

## 2) Drafting

After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to:

- a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea
- b. Stick the topic does not include information that does not directly support the main idea
- c. Arrange the sentences so that the other ideas make sense
- d. Use signal words to help the reader understand how the ideas in your paragraph are connected.

## 3) Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers 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. In this case, the writer can consider some steps for

editing, those are follows:<sup>7</sup>

- a) Add new ideas to support the topic
- b) Cross out sentences that do not support the topic
- c) Change the order of the sentences
- d) Using the following checklist to revise your paragraph;
  - (1) Make sure you have a topic sentence
  - (2) Cross out sentences that do not relate to the main idea
  - (3) Check to see if the sentences are in the right order
  - (4) Add new ideas if they support the topic sentences
  - (5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

#### 4) Final Version

In this stage, they have produced the final version from their writing result. They can submit their writing result to their teacher. The students might decide to represent these stages in the following way.<sup>8</sup>

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<sup>7</sup>Karen Blanchard and Christine Root, *Ready to Write*, p.44.

<sup>8</sup>Jeremy Harmer, *How to Teach Writing*, p.5.

*Planning → Drafting → Editing → Final version*

c. Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence (the main idea of the paragraph), supporting sentences (develop the topic sentence by giving reasons, examples, etc), and a concluding sentence (the end of the paragraph and leaves the reader with important point to remember).<sup>9</sup>

According to Harmer, there are two characteristics of an effective paragraph. Those are coherence and cohesion.<sup>10</sup>

1) Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence to the next sentence must be smooth. When a text is coherence, the reader can understand at least two things:

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<sup>9</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Addison Wesley Publishing Company, 1996), p.17.

<sup>10</sup>Jeremy Harmer, *How To Teach Writing*, p.22-24.

a) The writer's purpose

A coherent text can make the reader understand what the writer's purposes. Is it for giving information, expressing idea, or entertaining the reader?

b) The writer's line of thought

The reader should be able to follow the story and should not get confused with the content of the story.

2) Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann add unity as a requirement of an effective paragraph. They state;

Every good paragraph has unity, which means that in each paragraph only one main idea is discussed. If the writer starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea.<sup>11</sup>

d. Purpose of Writing

According to O'Malley and Pierce, there are three purposes of writing that describe the kinds of students

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<sup>11</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, p.17.

writing, those are:<sup>12</sup>

- 1) Informative Writing
- 2) Expressive / Narrative Writing
- 3) Persuasive Writing

## 2. Concept Of Text

### a. Definition of Text

In general, text is an article we often read. We know that human beings are different from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own.

A text is any stretch of language which is held together cohesively through meaning.<sup>13</sup> It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts. Halliday and Hasan add

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<sup>12</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers* p.137-138.

<sup>13</sup>Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: Macquarie University, 2002), p.4.

that a text is a social exchange of meanings.<sup>14</sup>

b. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language.

1) Literary text

Literary text is a text that appeals to our emotions and imaginations. Literary text can make laugh or cry, think about our own life or consider our beliefs. Literary text includes aboriginal dreaming stories, movie scripts, fairy tales, plays, novels, song lyrics, and mimes. Media text such as films, videos, television shows and CD's can fall in this category. There are three main text types in this category; narrative, poetic and dramatic.<sup>15</sup>

2) Factual text

Factual text is a text that presents information or ideas and aim to show, tell or persuade the audience. This text includes advertisement, announcement, internet website, current affairs

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<sup>14</sup>M.A.K. Halliday, & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1989) p.11.

<sup>15</sup>Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p.1.

shows, debates, recipes, reports and instructions.<sup>16</sup>

The main text types in this category are recount/spoof, response, explanation, discussion, information report, exposition and procedure.

### 3. Concept of Genre

#### a. Definition of Genre

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.<sup>17</sup>

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify the kinds of text that students will have to write.

#### b. Kinds of Genre

According to Gerrot and Wignel, There are fourteen types of genre text, those are:<sup>18</sup>

- 1) Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining.
- 2) News Item is a factual text which informs reader's

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<sup>16</sup>Mark Anderson and Kathy Anderson, *Text Types in English*, p.3.

<sup>17</sup>Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris*, (Jakarta: Depdiknas, 2003), p.37.

<sup>18</sup>Gerrot and Wignel, *Making sense of functional grammar: An introductory of Workbook*, (Australia: GredStabler AEE, 1998), p.192-217.



events of the day which are considered newsworthy or important.

- 3) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- 4) Spoof is a kind of genre used to retell events with a humorous twist.
- 5) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- 6) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
- 7) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, man made and social phenomena in our environment.
- 8) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- 9) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
- 10) Discussion is a kind of genre used to present (at least) two points of view about an issue.
- 11) Description is a kind of genre used to describe a particular person, place or thing.

- 12) Review is a kind of genre used to critique an art work or event for a public audience.
- 13) Narrative is a text that focusing specific participant for the purpose to tell stories, to amuse and to entertain the reader.
- 14) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

#### 4. Concept Of Descriptive Text

##### a. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.<sup>19</sup> In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

##### b. Social Function of Descriptive Text

Linda Gerot and Peter Wignell state that the social function of descriptive text is to describe a particular person, place or thing.<sup>20</sup>

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<sup>19</sup><http://descriptivetext83.blogspot.com/2009/08/what-is-descriptive-text-part-1.htm> accessed on 3/11/10.

<sup>20</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory of wordbook*, (Australia: GerdStabler AEE), p. 208

c. Generic Structure of Descriptive Text

The generic structures of descriptive text are identification (identifying phenomenon of the subject that will be described) and description (describe the parts, qualities, features, behavior, and the character of the subject).

d. Language Features of Descriptive Text

The Language features that descriptive text uses are: Firstly, has certain noun/clear noun, for example: my car, my new house, etc. Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for example: my dog doesn't like bones. Then using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girl friend, etc. Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat eats mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.<sup>21</sup>

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<sup>21</sup>Allexandermongot Jaya, et. al. , *English Revolution*, (Jepara: Mawas Press, 2008), 3th Ed., P. 14

e. The Example of Descriptive Text

**The Prambanan Hinduism Temple**

Prambanan is a stunningly beautiful building which was built in the 10<sup>th</sup> century during the supremacy of king Rakai Pikatan Balitung. Risen as high as 47 feet (5 meters higher than Borobudur Buddhist temple), the foundation of this temple has answered the expectation, to show Hindu triumph in Java island. (*IDENTIFICATION*)

This temple is placed 17 kilometers from the central of the city, in the middle of the area that becomes a beautiful park now. There is a common belief that Javanese people always tell about this temple to their descent. Prambanan temple has three core temples in the primary yard, which are named as Vishnu, Brahma, and Shiva. The third temple represents Trimurti in Hindu belief. All those three temples are facing east. Each of three main temples has an accompanying temple facing to the west. They are Nandini temple for Shiva, Swan temple for Brahma, and Garuda temple for Vishnu. Moreover, there are some other temples around. They are two temples wedge, four of the temple curtain, and 4 temples in each edge. The second page of this temple has 224 temples. (*DESCRIPTION*)

## 5. Concept of Media

### a. Definition of Media

The word media is derived from Latin *Medias* that means between or mediator. Media is the plural form of medium. According to Azhar Arsyad Media are instruments that can send and transmits learning messages.<sup>22</sup> In addition, according to Gerlach and Elly as quoted by Azhar Arsyad said that a medium broadly conceived is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.<sup>23</sup>

Based on those definition, it can be concluded that media is everything which is used to channel information from the sender to the receiver which can stimulate students to get knowledge, skills, creativity and attitude. The teacher allowed to use media during teaching and learning process to support the presentation of the lesson.

### b. Classification of Media

According to Azhar Arsyad, teaching media can be classified in to three kinds, they are:

1) Visual aids : It is media that can be seen such as

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<sup>22</sup>Azhar Arsyad, *Media Pembelejaraan*, (Jakarta: PT Raja Grafindo Persada,2003),p.4.

<sup>23</sup>Azhar Arsyad, *Media Pembelajaran*, p. 3.

pictures, flashcard, newspaper, realia, map, etc.<sup>24</sup>

2) Audio aids : It is teaching media that can be heard such as radio, music or song, tape, cassette, mp3 player, etc.<sup>25</sup>

3) Audio visual : It is teaching media that can be seen and can be heard, video clips, film, video, television, news, VCD, etc.<sup>26</sup>

In this study the writer uses visual aids (realia) as an alternative medium because it can motivate students to learn and to pay attention to the material given by the teacher.

c. Realia as One of Media in Language Teaching

Realia as one of media in language teaching, it is belong to visual media. In teaching and learning process, realia has meaningful because realia brings authentic piece of the target culture into the language classroom. By presenting material through diverse media, realia helps to make English language input comprehensible as possible and to build an associative bridge between the classrom and the world. Realia can be used to meet the student's interest and their level of capability.

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<sup>24</sup>Azhar Arsyad, *Media Pembelajaran*, p. 89.

<sup>25</sup>Azhar Arsyad, *Media Pembelajaran*, p. 44.

<sup>26</sup>Azhar Arsyad, *Media Pembelajaran*, p. 30.

The word realia means using real items found in the world around us as an aid to teaching English. Using realia, helps to make English lessons memorable, it creates a link between the objects, and the word or phrase they show.

## 6. Realia

According to Adrienne and Jordan (2000:23) the word 'Realia' sounds vaguely Latin. Realia means using real items found in everyday life as media to teaching English. In language teaching, realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching.<sup>27</sup> The example of realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material. In education, realia are objects from real life used in classroom instruction, so by using realia students are exposed to real objects. Realia gives students the opportunity to use all of their sense to learn about a given subject, and is appropriate for any grade or skill level. Realia provides language learners with multisensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and

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<sup>27</sup>Bryan Smith, <sup>3</sup>*University of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721- virtual realia'*, Retrieved on Monday, March 14<sup>th</sup>2016 at 14.48 o'clock from <http://iteslj.org/Articles/Smith-Realia.html>

manipulating" items.<sup>28</sup> Interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning. The advantage of using realia as English teacher, the use of realia is only limited by our imagination. It is possible to use realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the sense. Realia saves time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken.<sup>29</sup>

Realia consist of actual objects or items or facsimiles thereof, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. It concretizes vocabulary and language and places it in a frame of reference. It also allows

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<sup>28</sup>Bryan Smith, *University of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721- virtual realia'*

<sup>29</sup>Chris Soames, *Using Realia in the Classroom*, retrieved on Monday, March 14<sup>th</sup> 2016 at 14.58 from: <http://ezinearticles.com/?Using-Realia-in-the-Classroom&id=3937314>.



language learners to see, near, and in some cases touch the objects.<sup>30</sup> There are some advantages the use of realia :

- a. To illustrate and teach young learners vocabulary for animals, clothing, and fruit for example, I use actual objects or facsimiles there of (pieces of clothing, toy animals, and plastic fruit). For transition period, it's a very useful tool in making the abstract concrete.
- b. Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under a desk and so on.
- c. Realia, were used "frequently", as one might expect in elementary school.<sup>31</sup>

Realia not only has some advantages, but it has some disadvantages too, they are:

- a. Not all of realia can be brought into the classroom.
- b. It not saves time when realia is used to practice in the classroom.
- c. Teacher and students need more preparation while they using realia.

Thus, the researcher argues that beside realiahas some advantages, also it has some disadvantages while using in the classroom during teaching writing.

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<sup>30</sup>Wright, Hornmond, , Retrieved on Monday, March 14<sup>th</sup> 2016 at 15.02 from <http://www.usingenglish.com/weblog/archives/000228.html>.

<sup>31</sup>Marguerite Ann Snow and Donna M. Brinton.*The Content-Based Classroom*. (New York: Longman Published,1997),p.29.

## 7. Targeted Skill of Writing

According to Heaton, writing involves the following skills<sup>32</sup>:

### a. Grammatical skills

The Ability to write correct sentences.

### b. Stylistic skills

The ability to manipulate sentences and use language effectively.

### c. Mechanical skills

The ability to use correctly those conventions peculiar to the written language e.g. punctuation, spelling.

### d. Judgment skills

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize and order relevant information.

As we know from those skills above, grammatical skill has the main position than other skills, like as: stylistic, mechanical, and judgment skill. Because from grammatical skill, everybody knows students ability in writing by using structure sentence correct or not. Thus, talking about test that every test has purposes. For purpose of testing, as an example that grammatical skill can be measured by an objective test of grammar. It is possible to

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<sup>32</sup>J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. (Longman : Longman Group Limited, 1975), 1st Ed., p.138.

construct grammar items of this nature by drawing on the error made by students in their free written work.

#### 8. Writing Good Paragraph

Basically, students are hoped can write paragraph well, so that they have to follow the general component of writing. Paragraph is a group of sentences which has one main point and some supporting sentences. A paragraph has unity when all of its sentences are related to the main point. Most of teachers probably agree that there are fifth general components of writing, they are<sup>33</sup>:

- a. Content is the substance of writing, the ideas expressed.
- b. Form is the organization of the content.
- c. Grammar is the employment of grammatical form and syntactic patterns, that is included in language use categories.
- d. Vocabulary is the choice of structure and lexical items to give a particular tone a flavor the writing. It is also called style.
- e. Mechanic is the use of the graphic conventions of the language.

In writing a good paragraph, students should concern to three based thing, they are:

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<sup>33</sup>Arthur Hughes, *Testing for Language Teachers*,(NY: Cambridge University Press, 2003), 2<sup>nd</sup>Ed, p. 104.

a. Unity

Based on the explanation above that paragraph has unity when all of its sentences are related to the main point. Unity is an important element of a good paragraph. It means that a paragraph discusses one and only one main idea from beginning to end.<sup>34</sup>

b. Coherence

Another element of a good paragraph is coherence. Co- is a Latin prefix that means “together” or “with”. So, the verb cohere means “hold together”.<sup>35</sup> Coherence itself means that a paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signals.<sup>36</sup> For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. Coherence has crucial position in a paragraph, because without it, a paragraph cannot be understood easily by the reader. To achieve coherence, the writer need to use the transition, such as however, but, finally, fundamentally, basically, although and nevertheless.

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<sup>34</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, (Longman: Pearson, 2006), 4<sup>th</sup> Ed,p.17.

<sup>35</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, p. 40.

<sup>36</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, p. 40.

c. Logical Order<sup>37</sup>

Order means direction or chronological steps to express the ideas into written form. Usually a paragraph is called better if the writer try using it well. Some common kinds of logical order in English are chronological order, logical division of ideas and comparison/contrast.

1) Chronological order

Chronological order is a way organizing according to the time in which are happened. For example chronological order signal words and phrases, first, first of all, second, third, then, next, after that, soon, later, later on, finally, at the same time, now, gradually, eventually, etc.

2) In logical division of ideas

A topic is divided into parts, and each part is discussed separately. The model paragraph about gold uses logical division, it discusses gold's beauty and its utility.

3) In a comparison/contrast paragraph

The similarities and/or differences between two or more items are discussed.

Thus, the researcher concludes that writing a good paragraph is difficult, moreover for students in Junior High School of grade VII. Because there are five

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<sup>37</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, p. 53.

components such as content, organization, grammar, vocabulary and mechanic that will be mastered by students. Also there are some criteria that will be needed a paragraph, such as unity, coherence and logical order. So, writing skill is difficult that other skills such as reading, listening and speaking.

#### 9. Teaching Writing for Junior High School

Teaching English at Junior High School encompasses the four language skills. They are taught in explicit manner; therefore it cannot separate them from one another because they are related to each other.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control her/his language performance, or his effort to have writing practice continually. Still time allotment to learning English at Junior High School is limited that the students might not get much attention and guidance from their teacher.

While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development, which ideas will put on the text. Specific attention is needed in teaching writing English for Junior High

School because the range of students' age is varies between thirteen to fifteen years old.

Students in this transition  $\pm$  period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced. Mark Pennington's has statement that students in this transition period have less motivation, and they present outright discipline problems.<sup>38</sup>

Based on the statement above, the researcher concludes that the teacher's role is needed to motivate students in teaching learning process while students in transition period. They have some characteristic, they are:

- a. Curious and willing to learn things they consider useful.
- b. Focused on themselves and how they are perceived by their peers.
- c. Beginning to think critically.
- d. Enjoy solving "real-life" problems and they would be much happier if such problems did not exist.
- e. Resists adult authority and asserts independence.

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<sup>38</sup>Mark Pennington, *Characteristics of Middle School Learners (transition-period)*, Retrieved on Tuesday, March 15<sup>th</sup>2016 at 10.03 from <http://ezinearticles.com/?Characteristicsof-Middle-School-Learners&id=1843077>

- f. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things, which interest them.<sup>39</sup>

When helping students to become better writers, teachers have a number of crucial tasks to perform. The numbers of crucial tasks to perform are :

- a. Demonstrating

Teachers have to be able to draw about writing convention and genre constraints in specific types of writing to their attention.

- b. Motivating and Provoking

Student writers often find themselves “lost for words”, especially in creative writing task. This is where the teacher can help, provoking the students into having the ideas, enthusing them with the value of the task, and persuading them what fun it can be.

- c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available and prepared to help students overcome difficulties.

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<sup>39</sup>Mark Pennington, *Characteristics of Middle School Learners (transition-period)*, Retrieved on Wednesday, 16<sup>th</sup> March 2016 at 19.24 from <http://ezinearticles.com/?Characteristicsof-Middle-School-learners&id=1843077>



d. Responding

When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

e. Evaluating

There are many occasions, however, when we do want to evaluate students' work, telling both them and us how well they have done. All of us want to know what standard we have reached (in this case of a progress /achievement test). When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. Thus, the researcher concludes that English teacher has crucial role and tasks to perform to students in Junior High School, especially at transition-period, because sometimes they have less motivation.

10. Teaching Writing Descriptive Text Using Realia

Teacher is suggested to give much practice in teaching English to objects or things. Objects or things allow us to explain a word or concept in a simple way by showing the objects. For example in teaching writing descriptive text, the teacher can use realia as an effective aid to make easy in understanding the examples of descriptive text. By showing

the realia, students can understand the kinds of realia that practiced. Students can see the real object and not only imagine the object that will be described so they remember easily how to describe the object also write it easy. Realia provides language learners with multi-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items.<sup>40</sup> Interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguist comprehensibility, which are both prerequisites for real language learning.

According to Wright (1989), there are 5 criteria that support the use of realia in a classroom activity, they are:

a. Easy to prepare

When teacher wants to use a media in their activities, they have to decide whether it is difficult to prepare or not. Realia is a simple media that can be brought in the class in the class and it is easy in preparing.

b. Easy to organize

The teacher has to decide whether the organizing a more complicated activity worthwhile. The teacher can

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<sup>40</sup>Bryan Smith, "University of Arizona...", Retrieved on Wednesday, March 16<sup>th</sup>2016 at 08.02 o'clock from <http://iteslj.org/Articles/Smith-Realia.html>

use realia in their teaching because it is easy in organizing.

c. Interesting

Before applying realia in the activity, the teacher has to justify the students' interest toward it. Bringing realia (authentic objects from s culture), or manipulative to the classroom helps teachers in providing comprehensible input in a second language.

d. Meaningful and Authentic

Students are going to gain more if the language they use is vital to the situation. There should be some reaction or if they use the language appropriately.

e. Sufficient amount the Language

The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

The researcher concludes that realia is appropriate teaching aid in teaching writing procedure text, because first, it helps to make English lesson memorable. Second, it also takes concentrating the students' mind on the object. Third, it will generate interest and help create an atmosphere conducive to learning.

## 11. Students' Ability in Writing

Students' ability in writing is decided by four skills, they are grammatical skill, stylistic skill, mechanical skill, and

the last is judgment skill. The step which is student has ability to write correct sentences, it is called grammatical skill. The step which is student has ability to manipulate sentences and use language effectively. It is called stylistic skill. The step which is student has ability to use correctly those conventions peculiar to the written language such as punctuation and spelling, it is called mechanical skill. The last step which is students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information.<sup>41</sup> Sometime, while writing there are two or more short compositions usually provide more reliable guides to writing ability, they are enabling the testing of different registers and varieties of language.<sup>42</sup> So, writing ability is complex, because it is not only based on one or two skills.

## 12. The Importance of Motivation In Learning

Motivation refers to process whereby goal directed activity is investigated and sustained. Howard said “motivation is an extremely important part of teaching-learning, because without motivation there is no real

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<sup>41</sup>J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. 1<sup>st</sup> Ed., p.138.

<sup>42</sup>J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. 1<sup>st</sup>Ed., p.128.

learning.<sup>43</sup> So, motivation is important part in teaching learning process which can make the student do activities in learning process.

Printrich also states “Motivation is an important quality that affects all classroom activities because it can influence both learning behaviors and performance of previously learned skill, strategies, and behaviors which have important for schooling”.<sup>44</sup> It means that students’ behavior and performance will be influenced by motivation. If the students have high motivation, they will have good behavior and performance in the classroom.

Harmer also regard that “it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success.”<sup>45</sup> It refers that motivation is very important factor which influences successful in learning.

Ur said that is easy to comprehend the motivated learner than motivation itself. The motivated learner, who is willing or even eager to invest effort in learning activities , make teaching and learning process more pleasant and easier.

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<sup>43</sup> Paul Printich R and Schink Dale H, *Motivation in education Theory, Research and Application* (Ohio: Prentice-Hall, 1996), p. 4.

<sup>44</sup>Paul Printich R and Schink Dale H, *Motivation in education Theory, Research and Application* (Ohio: Prentice-Hall, 1996), p. 4.

<sup>45</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Group, 1983), P.3.

There are some characteristics of motivated learner:

- a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- b. Ego involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
- c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
- f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity. The learner is not frustrated or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.<sup>46</sup>

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<sup>46</sup> Penny Ur. *A Course in Language Teaching Practice and Theory*, p.275.

### 13. Improving Students' Ability in Writing

Writing as one of the four skills of listening, speaking, reading, and writing, it has always formed part of the syllabus in the teaching of English. Improve students' ability in writing is not easy way. Because writing needs a complicated intellectual undertaking, there is a process such as prewrite, write, revise, edit and publish. If there is students' improvement in writing ability, it can be showed by these indicators below:<sup>47</sup>

- a. Students are able to write correct sentences.
- b. Students are able to manipulate sentences and use language effectively.
- c. Students are able to use correctly those conventions peculiar to the written language.
- d. Students ability to write in an appropriate manner for a particular purpose with a particular audience in their mind together with an ability to select, organize, and order relevant information.

Actually, writing encourages students to focus on accurate language use, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

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<sup>47</sup>J.B. Heaton. *Writing English Language Test- A Practical guide for teachers of English as a second or foreign language*. 1<sup>st</sup> Ed., p.138.

## CHAPTER III

### METHOD OF RESEARCH

This chapter discusses research approach, research setting, population and sample, research variable and indicator, method of data collection, and technique of data analysis.

#### **A. Research Approach**

In this research, the researcher uses the form of action research as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.<sup>1</sup> It means that in action research, a researcher not only need the theories which is supports research but also need to practice and to act with the subject of research. Action research is the name given a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or suitability of certain activities and procedures.<sup>2</sup>

The researcher intends to elaborate Classroom Action Research. It is a kinds of research to be used in her research and it could be done by a teacher in which involve a group of students to improve the teaching and leaning process. There are four steps in

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<sup>1</sup>Michael J Wallace, *Action Research For language Teachers*, (New York: Cambridge University, press, 1998), p. 17

<sup>2</sup>Jeremy Harmer, *The Practice Of English Language Testing*, (New York: Longman, 2002), p. 344



Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action).<sup>3</sup>

## **B. Time and setting**

The research was conducted from March, 21<sup>th</sup> 2016 until April, 29<sup>th</sup> 2016. The research time schedule as follows :

In March, 21<sup>th</sup> 2016, the researcher asks permission to the head master to do research and gets familiar with the school situation. The researcher conducts preliminary research in March, 24<sup>th</sup> 2016.

## **C. Research Subject and Participant**

This classroom action research will be held at the seventh grade of MTs Sabilul Ulum, Mayong, Jepara. There are five classes at the seventh grade; they are class VII A, VII B, VII C, VII D, and VII E. The writer only uses one class as the subject of the study. They are students of class VII B at MTs Sabilul Ulum, Mayong, Jepara which consist of 39 students.

## **D. Procedure of Collecting Data**

Research will be held in April, 21<sup>st</sup> 2016 at the class VII B of MTs Sabilul Ulum, Mayong, Jepara which consist of 39 students.

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<sup>3</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rieneka Cipta, 2006), 6<sup>th</sup> Ed, p. 92

In this research, the researcher uses three cycle. Before the researcher does a cycle, the researcher will conduct pre cycle to know the students' ability in understanding genre especially descriptive text. This is the procedure of research:

1. Preliminary

This preliminary research was conducted at the beginning of the research in March, 24<sup>th</sup> 2016. It was done Ms. Isti'anah as English teacher and as collaborator in this research. The researcher just observed the classroom activity during the English lesson before students being taught writing using realia. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still use conventional method, the teacher only uses LKS and BSE hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some did not pay attention to the teacher's explanation. In teaching learning process, the students did not being active in asking the teacher related to the material given. They just kept and did the task from the teacher.

From the description above, it can be concluded that the students' attention, participation, activity were low during the English lesson. Then the researcher hopes that the use of

realia to the next can make students become concentrating and paid attention to teacher's explanation.

## 2. Cycles of Action Research

### a. First Cycle

For the first cycle, will be done on Thursday, March 31<sup>st</sup>, 2016 the researcher begins with the teaching learning process.

<b>NO</b>	<b>STEP</b>	<b>RESEARCHER'S ACTIVITY AS COLLABORATOR</b>	<b>TEACHER'S ACTIVITY</b>
1	Planning	<ul style="list-style-type: none"> <li>- Arranging a lesson plan based on the teaching material.</li> <li>- Preparing the teaching material.</li> <li>- Preparing the test instrument.</li> <li>- Preparing the observation checklist.</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing the teaching material.</li> <li>- Preparing students' attendance list.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>- The researcher as observer during the teacher teaches writing descriptive text using realia.</li> <li>- Researcher and teacher together enter the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explain about descriptive text including ; definition, generic structure and language features.</li> <li>- The teacher gives introduction about realia.</li> <li>- The teacher</li> </ul>

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
			<p>shows to the students a fruit (banana).</p> <ul style="list-style-type: none"> <li>- The teacher ask students to observe about the object.</li> <li>- The teacher ask students to make a descriptive text about their observation to the object.</li> <li>- Teacher asks students about the problems on the previous lesson.</li> </ul>
3	Observing	<ul style="list-style-type: none"> <li>- The researcher observes the teaching learning process using observation checklist.</li> <li>- Observe students' respond toward realia.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher applies realia.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discuss about teaching</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the</li> </ul>

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
		learning process that have been done to find weakness and how to improve in the next cycle.	step in teaching learning process and discuss the result of observation for the students' achievement in writing. - Teacher and researcher discuss the results of the observation for the improvement of student's achievement in writing class

b. Second Cycle

After conducting the first cycle, the researcher conducts cycle II. The second cycle will be done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle is conduct on Tuesday, April 5<sup>th</sup> 2016. The designs of the second cycle are:

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
1	Planning	<ul style="list-style-type: none"> <li>- Arranging a lesson plan based on the teaching material.</li> <li>- Preparing the teaching material.</li> <li>- Preparing the test instrument.</li> <li>- Preparing the observation checklist.</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing the teaching material.</li> <li>- Preparing students' attendance list.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>- The researcher as observer during the teacher teaches writing descriptive text using realia.</li> <li>- Researcher and teacher together enter the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explain about descriptive text including ; definition, generic structure and language features.</li> <li>- The teacher gives introduction about realia.</li> <li>- The teacher shows to the students a fruit (watermelon/yellow watermelon).</li> <li>- The teacher ask students to observe about the object.</li> <li>- The teacher ask students to</li> </ul>

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
			<p>make a descriptive text about their observation to the object.</p> <ul style="list-style-type: none"> <li>- Teacher asks students about the problems on the previous lesson.</li> </ul>
3	Observing	<ul style="list-style-type: none"> <li>- The researcher observes the teaching learning process using observation checklist.</li> <li>- Observe students' respond toward realia.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher applies realia.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>- The researcher and teacher discuss about teaching learning process that have been done to find weakness and how to improve in the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' achievement in writing.</li> <li>- Teacher and researcher</li> </ul>

<b>NO</b>	<b>STEP</b>	<b>RESEARCHER'S ACTIVITY AS COLLABORATOR</b>	<b>TEACHER'S ACTIVITY</b>
			discuss the results of the observation for the improvement of student's achievement in writing class

c. Third Cycle

After conducting the Second cycle, the researcher conducts cycle III. The second cycle will be done based on the result of the second cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The third cycle is conduct on Tuesday, April12<sup>th</sup> 2016. The designs of the third cycle are:

<b>NO</b>	<b>STEP</b>	<b>RESEARCHER'S ACTIVITY AS COLLABORATOR</b>	<b>TEACHER'S ACTIVITY</b>
1	Planning	<ul style="list-style-type: none"> <li>- Arranging a lesson plan based on the teaching material.</li> <li>- Preparing the teaching material.</li> <li>- Preparing the test instrument.</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing the teaching material.</li> <li>- Preparing students' attendance list.</li> </ul>



NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
		<ul style="list-style-type: none"> <li>- Preparing the observation checklist.</li> </ul>	
2	Acting	<ul style="list-style-type: none"> <li>- The researcher as observer during the teacher teaches writing descriptive text using realia.</li> <li>- Researcher and teacher together enter the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher explain about descriptive text including; definition, generic structure and language features.</li> <li>- The teacher gives introduction about realia.</li> <li>- The teacher shows to the students a fruit (Mango/Arum Manis).</li> <li>- The teacher ask students to observe about the object.</li> <li>- The teacher asks students to make a descriptive text about their observation to the object.</li> </ul>

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
			- Teacher asks students about the problems on the previous lesson.
3	Observing	<ul style="list-style-type: none"> <li>- The researcher observes the teaching learning process using observation checklist.</li> <li>- Observe students' respond toward realia.</li> </ul>	- The teacher applies realia.
4	Reflecting	- The researcher and teacher discuss about teaching learning process that have been done to find weakness and how to improve in the next cycle.	<ul style="list-style-type: none"> <li>- The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' achievement in writing.</li> <li>- Teacher and researcher discuss the results of the observation</li> </ul>

NO	STEP	RESEARCHER'S ACTIVITY AS COLLABORATOR	TEACHER'S ACTIVITY
			for the improvement of student's achievement in writing class

### E. Technique of Data Collection

The method that will be used by the researcher to get the data in this research is as follows:

#### 1. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.<sup>4</sup> In this research, the writer uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. A pre test was given before the students get some activities of realia. Evaluation test is use in every cycle to measure the students' writing achievement on descriptive text. A test is give after the students get some activities of using realia. It is use to measure the students' achievement after being given some activities of teaching.

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<sup>4</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, p. 150

## 2. Documentation

Documentation is searching the data. It is about note, book, newspaper, magazine, etc.<sup>5</sup> It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain documents which is related with their research. This method is used to know documentation of the previous teaching process in English subject, especially writing class. The list of students' name and other documents at MTs Sabilul Ulum, Mayong, Jepara.

## 3. Observation

Observation is observing an object. In this research will be used to monitoring the English teaching learning process by using realia to improve students' writing achievement on descriptive text. In conducting this classroom action research, the researcher decides to use observation form. The observation appraises the activities during the teaching learning process.

## **F. Instrument of The Study**

Research instrument is tool or facilities that use by researcher to collect data. It is easier his work and the result of research are better, more accurate, complete and systematic. So it

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<sup>5</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* p. 158

is easier to be worked.<sup>6</sup>An instrument could be form of questionnaire, observation checklist, interview guided, and test.

In this research, the researcher uses observation checklist, test and documentation.

#### 1. Observation checklist

In arranging observation checklist, the researcher lists some students' observable participation that indicated their activeness during teaching and learning process.

In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what was going on in the classroom then the teacher and researcher observe the effect of the teaching to improve students writing achievement on description text. Observation was carried out four times; preliminary, cycle I, II and III. The observation checklist which use in this study is as follow:

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<sup>6</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, p. 92

**Table 1**  
**Form of observation checklist**

No	Nama	Descr 1	Descr 2	Descr 3	Descr 4	Descr 5	Descr 6	Σ	%	Category
1	Abida As Sausani									
2	Almad Ridwan									
3	A. Watsik Dzilyaul Khaq									
4	Andre Amiru Mukminin									
5	Ayuk Lulufiani									
6	BagasAdiPrasetya									
7	Bayu Aji Pratama									
8	Dwi Rizkiyani									
9	Elsa Dayani									
10	Elsa Uffaizah									
11	Eva Ristiyanti									
12	Fani Zaenal Malik									
13	Hendra Triyanto									
14	Himadhatul Muna S									
15	Iin Indrasari									
16	Lailatul Khasamah									
17	M. Fadhil Alkaf									
18	M. Fahmi Harris									
19	M. Faridudin									
20	M. Iqbal Maulana									
21	Miffla Riskia									
22	Mifflakhal Huda									
23	Muhammad Rudiyanto									
24	Muhammad Saf'i									
25	Muhlishin									
26	Nadila Cindy Prastika									



Description :

- a. Students give attention to teacher's explanation.
- b. Students respond or answer to teacher's question.
- c. Students ask question to teacher relating the lesson.
- d. Students show their activeness and enthusiasm in joining the rule.
- e. Students respond the other students' question during discussion.
- f. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria



**Table 2**  
**The Observation Checklist for Teacher**

No	Activities	Graade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction					
2.	Explanation of material					
3.	Instruction					
4.	Classroom management					
5.	Motivating students					

**GUIDANCE**

a. Poor

The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

b. Fair

The aspect of activity that was observed above reach out for about 21-40% from overall percentage 100%.

c. Average

The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.

d. Good

The aspect of activity that was observed above reach out for about 61-80% from overall percentage 100%.

e. Excellent

The aspect of activity that was observed above reach out for about 81-100%.

## G. Technique of Data Analysis

After the researcher collected data through test and observation, the researcher analyzed the data used percentage descriptive quantitative analysis in giving the score to find out the improvement of students' writing achievement on descriptive texts by using Realia.

### 1. Method of Analyzing Observation Checklist

Researcher uses observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II, and cycle III. Then the result of observation checklist will be analyzed by calculating the percentage as following:

#### a. Measuring the students individual Participation

The formula to measure the student's participation is:

$$\text{Percentage \%} = n/N \times 100\%$$

n = The score of students

N = The sum of total score

% = The percentage of expectation

#### b. Measuring the Mean of Students' Participation

The formula that used to measure the mean of students' participation as follow :

The average of student participation : total of the percentage/number of students x 100%

## 2. Method to Analyze Students' participation

This research uses the instrument of observation to know the students' participation. The instrument consists of 4 aspects of participation. The criterion of scoring is:

- a. Score 1 if the students' participation is little.
- b. Score 2 if the students' participation is enough.
- c. Score 3 if the students' participation is good.
- d. Score 4 if the students' participation is excellent.

Criterion:

### a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall percentage 100%.

### b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

### c. Good participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

### d. Excellent The aspect of activity that was observed above reaches out for 100%.

## 3. Method of Analyzing Test Result

### a. Measuring the students individual ability

In every cycle, after treatment researcher gives writing test. The result of the test will be analyze by using 5 elements proposed by Alice C. Omaggio, who suggest

those 5 elements to be used in scoring, and the maximal score for each item is 100; content 30 points, organization 20 points, vocabulary 20 points, language use 25 points, and mechanics 5 points. She thought that those elements were suitable and completes to score a writing test, those elements are:

- 1) Language use which refers to appropriate tenses
- 2) Vocabulary which refers to diction
- 3) Mechanic which refers to punctuation and spelling
- 4) Content which refers to the relation to the task demanded of the students
- 5) Organization which refers to style and ease of communication.<sup>7</sup>

**Table 3**

**Scoring guidance and the explanation of criterion**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details

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<sup>7</sup>Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Heinle & Heinle Publisher, inc., 1986), p. 266

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range,

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
		frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not

Score	Level	Criteria
		communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1-100	

Then, to provide the students' score, researcher uses the formula below:

$$\text{Score} = \frac{\sum x}{S_{\text{max}}} \times 100 \%$$

Where :

$\sum x$  = score get

$S_{\text{max}}$  = score maximum

These are the criterion of writing mastery;

**Table 4**

**The Criterion of Writing Mastery**

The percentage of skill	Scale change of five		Criteria
85 % - 100 %	5	A	Excellent
75 % - 84 %	4	B	Good
60 % - 74 %	3	C	Fair
40 % - 59 %	2	D	Poor
0 % - 39 %	1	E	Fail

Then, the researcher determines the frequency of students score as below:

- b. Calculating the result study

The result from the achievement of study

The average  $\frac{\text{The total of the percentage}}{\text{The number of students}} \times 100 \%$   
of the student result :

- c. Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow:



Calculate the mean of test.<sup>8</sup>

$$M = \frac{\sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

From the result of analyze the score of test and observation checklist. Researcher finds out the improvement of students' writing achievement on descriptive text by using realia.

4. The criterions of students' success

The criterions of students' success in every cycle are :

- a. Students' achievement in writing descriptive text reaches 65,
- b. Students' activeness reaches 50%-75% from overall perenrage 100%.

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<sup>8</sup>Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000) 3<sup>rd</sup>edition, p.272

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter explains the result of this research. This is a classroom action research of the use of realia to improve students' achievement in writing descriptive text. There were four cycles in this classroom action research, which includes of preliminary research, first cycle, second cycle and third cycle. The researcher arranges data started from a preliminary research up to third cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic.

The researcher hopes this collected data can answer questions about the implementation of realia in teaching writing descriptive text and the improvement of students' achievement in writing descriptive text after being taught using realia.

Before the researcher was going to apply realia in teaching writing process, there is a preliminary research.

This preliminary research was conducted at the beginning of the research. It was done Ms.Isti'anah has English teacher. The researcher just observed the classroom activity during the English lesson before students being taught writing using realia and ask students' score of writing descriptive text to the teacher about describing Students' mother.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: the English teacher explained the material still used

conventional method, the teacher used LKS and BSE hand out during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material, there were some students did not pay attention to the teacher's explanation. In teaching learning process, the students did not active in asking the teacher related to the material given. For students, writing was difficult skill. The students did not master many vocabularies and could not choose the appropriate vocabularies or idiom in their writing. So they looked bored, most of them did not pay attention to the teacher explanation and could not respond teacher's question. They just kept and did the task from the teacher.

After that, the teacher gave test to know the students' ability in writing descriptive text before giving treatments. This test was an essay writing test. It was followed by 39 students and the teacher provided 25 minutes for them to do the test. The result of pre-cycle test can be seen in the table below:

**Table 1.1**  
**Student's Score of the Preliminary Research**

CLASS/Semester : VII B  
 Theme : Descriptive text (My Mother)  
 Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	13	9	7	10	2	41
2	S-02	16	10	10	17	3	56
3	S-03	13	14	10	17	3	57
4	S-04	13	10	7	10	2	42
5	S-05	13	9	7	10	2	41
6	S-06	13	13	9	11	2	48
7	S-07	14	10	7	12	2	45
8	S-08	16	9	14	10	2	51
9	S-09	15	10	12	12	3	52
10	S-10	17	10	7	10	2	46
11	S-11	13	9	9	10	2	41
12	S-12	13	10	10	10	2	45
13	S-13	14	10	9	11	3	47
14	S-14	13	12	9	10	3	47
15	S-15	16	10	10	5	2	43
16	S-16	13	13	7	10	2	45
17	S-17	17	13	10	10	2	52
18	S-18	13	10	9	5	2	39
19	S-19	13	14	7	17	3	54
20	S-20	17	13	9	5	3	47
21	S-21	22	10	10	17	2	61
22	S-22	13	10	10	10	2	45

23	S-23	13	13	7	5	2	39
24	S-24	13	10	10	10	3	56
25	S-25	13	10	10	10	3	46
26	S-26	21	9	7	11	3	51
27	S-27	13	8	9	5	3	38
28	S-28	17	14	9	5	3	48
29	S-29	17	14	7	5	2	45
30	S-30	13	7	7	11	3	41
31	S-31	17	9	10	10	2	48
32	S-32	16	7	9	5	2	39
33	S-33	13	7	7	5	2	34
34	S-34	13	7	7	11	2	40
35	S-35	13	8	7	5	3	36
36	S-36	13	9	9	5	3	39
37	S-37	16	10	7	5	2	40
38	S-38	15	8	8	10	3	44
39	S-39	15	10	9	8	2	44
<b>Total Score</b>		<b>571</b>	<b>398</b>	<b>338</b>	<b>365</b>	<b>94</b>	<b>1773</b>
<b>Mean</b>		<b>45.46</b>					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result :  $\frac{\text{The total of the percentage}}{\text{The number of students}} \times 100 \%$

**Table 1.2**  
**The Category of Students' Score and Percentage**

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	1	2.56 %	Good
3	41 – 60	27	69.2 %	Fair
4	21 – 40	11	28.2 %	Less
5	0 – 20	-	-	Poor
		39	100 %	

From the data above there was 1 or 2.56 % of 39 students got good grade. There were 27 or 69.2 % of 39 students got fair grade, 11 or 28.2 % of 39 students got less grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$\frac{M \sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

The computation of the average score was follow:

$$\begin{aligned} & \frac{1580}{39} \\ & = 40.5 \end{aligned}$$

The calculation result shows that the average of students' test result of preliminary cycle was 45.46. The highest score was 61 and the lowest score was 34.

From the result above, the mean of students in writing descriptive text was low. The result of the average score was 45.46. This score was still low from the minimum standard score (KKM), it was 65. After giving the test, the researcher intended to use Realia to the next activity to make students interest and enjoy the learning process.

## **A. The Implementation of Teaching Writing Descriptive Text Using Realia**

Data in this research got from the several texts, started from preliminary research up to second cycle. The results as details can be showed as follows:

### **1. First Cycle**

This cycle was conducted on March 31<sup>st</sup> 2016. This cycle explained how the teaching learning activity took place then would be continued with the next cycles according to the situation. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIIB. It made them became concentrating and paid attention to teacher. Then teacher explained about descriptive text and all related to it. Teacher explained about the social function of descriptive text, its generic structure and its lexicogrammatical feature to students. The generic structure consist of identification and description also language features that descriptive text uses are: Firstly, has certain noun/clear noun, then using simple present, detailed noun phrase, using some kinds of adjectives that have describing, numbering, and classifying something, use thinking verbs and feeling verbs, sing action verbs, and the last is figurative language. Thus, automatically the students know what descriptive text is.

Next, teacher gave an example of descriptive text by the topic of “My Cat” to students. Teacher asked them to analyze which is the generic structure and lexicogrammatical feature based on the text. Teacher looked that the class have got the point from the text and they understood about it.

After she finished, that was time to teacher showed a realia to students, it is Banana. Suddenly class became noisy because some students were happy and asking questions to teacher related to the realia showed. They looked very enthusiasm with teacher’s explanation. Teacher persuaded them to give attention and asked about describing banana. Actually they can express its steps using Indonesian well, but teacher asked them to express using English, although that is difficult for them. They were still confused about how to write the descriptive of “Banana” appropriately. So that teacher explained it again and again until they understood enough. After the teacher finished her explanation,

she give time to students to analyze the object. The students can touch, smell and eat the object for each student in that class. They accepted it happily. Then teacher asked students to practice describing “Banana”. Next, students were assigned by teacher to write a descriptive text based on realia that have practiced. It is assumed as the exercise or test of first cycle. The duration of this test is for about 30 minutes. In this test, students were also full of permitted to open dictionary.



Students doing the test, they are looked confused. But on the other hand, they were still enthusiasm to do the test. Their faces were looked seriously. And sometimes, teacher turned around to check students' answer one by one. Finally they collected the student's worksheet to teacher.

**Table 2. 1**  
**Students' Score of the First Cycle**

CLASS/Semester : VII B  
 Theme : Descriptive text (Banana)  
 Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	20	13	10	16	2	61
2	S-02	22	13	11	14	4	64
3	S-03	15	14	12	17	3	61
4	S-04	20	15	13	16	4	68
5	S-05	18	12	12	15	3	60
6	S-06	16	15	10	12	2	55
7	S-07	17	14	10	16	3	60
8	S-08	20	14	12	15	2	63
9	S-09	18	13	12	15	3	64
10	S-10	20	12	10	14	3	59
11	S-11	16	14	12	14	2	58

12	S-12	16	14	12	12	3	57
13	S-13	18	12	11	14	3	58
14	S-14	16	15	12	15	3	61
15	S-15	20	14	13	9	2	58
16	S-16	17	15	10	13	2	47
17	S-17	20	15	11	12	3	61
18	S-18	17	14	12	9	2	54
19	S-19	15	14	10	17	3	59
20	S-20	20	15	12	8	3	58
21	S-21	22	14	12	17	3	68
22	S-22	17	12	13	14	2	58
23	S-23	17	15	10	8	3	53
24	S-24	18	13	12	14	3	60
25	S-25	17	14	13	13	3	57
26	S-26	22	12	10	15	3	62
27	S-27	17	12	12	9	3	53
28	S-28	20	15	12	8	3	58
29	S-29	20	14	10	9	2	55
30	S-30	17	10	10	14	3	54
31	S-31	20	12	12	14	2	60
32	S-32	18	10	12	9	2	51
33	S-33	17	10	10	9	2	48
34	S-34	13	7	7	11	2	40
35	S-35	13	8	7	5	3	36
36	S-36	13	9	9	5	3	39
37	S-37	16	10	7	5	2	40
38	S-38	15	8	8	10	3	44
39	S-39	15	10	9	8	2	44
<b>Total Score</b>		<b>688</b>	<b>492</b>	<b>422</b>	<b>470</b>	<b>104</b>	<b>2166</b>
<b>Mean</b>		<b>55.5</b>					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result :  $\frac{\text{The total of the percentage} \times 100 \%}{\text{The number of students}}$

**Table 2.2**  
**The Category of Students' Score and Percentage**

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	9	23.1%	Good
3	41 – 60	26	66.67 %	Fair
4	21 – 40	4	10.25 %	Less
5	0 – 20	-	-	Poor
		39	100 %	

From the data above there was 9 or 23.1 % of 39 students got good grade. There were 26 or 66.67 % of 39 students got fair grade, 4 or 10.25 % of 39 students got less grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

The computation of the average score was follow:

$$\frac{2166}{39} = 55.5$$

The calculation result shows that the average of students' test result of first cycle was 55.5. The highest score

was 68 and the lowest score was 36. It was from 45.46 to be 55.5. Researcher concluded that students' writing achievement on descriptive text improved however it still under the minimum standard (KKM), it was 65. But it was unsatisfied yet, because there were many students still got under the minimum standard (KKM). The problems were faced by the researcher and the teacher in this cycle were some of the students made noise when the researcher was explaining the material and they were also confuse about how to write descriptive text so they still difficult to express their ideas and words in written text. The researcher found students had limited questions to the teacher about the material. The result of their writing was also still poor on the language use, vocabulary and organization items. So the researcher had to continue to the next cycle. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. After words, the researcher and the teacher discussed teaching learning process that would be done in the next cycle to fix the problems. They decided to use realia again to the next activity to make students more interest and enjoy the learning process.

## 2. Second Cycle

This cycle was conducted on April, 5<sup>th</sup> 2016. This activity was done just like the previous one that was teaching and learning process of descriptive text writing using realia.

On previous cycle, students still made some mistake in their descriptive text writing composition. So that in this activity the teaching learning process was focused to overcome the students' difficulties or errors that were found in previous cycle. Teacher gave input to students about how to write a good descriptive text.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows:

at the beginning, the teacher greeted students. They also greeted him. Then, teacher began the lesson by discussed the last activity with students. Then, she started the lesson by explaining how to arrange and compose descriptive text appropriately, effectively, and accurately. Students were expected to be active in the lesson by asking and discussing about their latest test that they have done. While the lesson, some of students were also asked to write a descriptive text in front of class by teacher's guidance. By doing this strategy, students were expected to be more understood and confidence which; the social function, generic structure and lexicogrammatical feature of descriptive text. By this way, she found that most of students understood enough with the material; even some of them got unsatisfied score on the previous cycle. Teacher was also motivating them to be more confident in writing English text, especially descriptive text.

When it was finished, they were asked to do a test by some rules as previous one. Teacher divided class into eight groups, so each group consists of five students. Then teacher shows realia such as; watermelon. Teacher give realia to each group choose and students observe the object, and describe the object in front of the class. Suddenly some of students became noise. At the time teacher became confuse because each group was noise, so she tried to the class well. After finished, she also checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the practice. Then teacher gave instruction to students, to express their practice in writing for about 25 minutes. And they looked very enthusiasm to do the assignment together with their own group. And the last, each group collect their work to teacher.

**Table 3. 1****Students' Score of the Second Cycle**

CLASS/Semester : VII B  
Theme : Descriptive text (Watermelon)  
Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	25	14	14	18	3	74
2	S-02	22	14	14	15	4	69
3	S-03	20	14	13	17	3	67
4	S-04	20	15	13	16	4	68
5	S-05	22	13	15	15	3	68
6	S-06	17	15	10	12	4	58
7	S-07	21	13	14	14	4	66
8	S-08	20	14	12	15	3	67
9	S-09	20	14	14	15	4	67
10	S-10	22	13	15	15	3	68
11	S-11	18	14	13	14	4	63
12	S-12	20	14	13	15	3	65
13	S-13	22	14	14	16	3	69
14	S-14	20	15	13	15	3	66
15	S-15	20	14	14	12	4	64
16	S-16	21	15	14	13	3	66
17	S-17	20	15	15	15	3	68
18	S-18	20	15	14	12	4	65
19	S-19	22	14	13	16	4	69
20	S-20	25	15	14	14	3	71

21	S-21	24	14	14	17	4	73
22	S-22	21	13	15	15	3	67
23	S-23	22	15	14	12	4	67
24	S-24	20	14	14	15	3	66
25	S-25	22	14	14	16	4	70
26	S-26	22	13	13	15	3	66
27	S-27	20	15	14	12	4	65
28	S-28	22	15	14	12	3	66
29	S-29	24	15	14	12	3	68
30	S-30	22	13	15	15	3	68
31	S-31	22	14	14	18	3	71
32	S-32	20	14	13	12	3	62
33	S-33	21	13	14	11	4	63
34	S-34	17	12	12	14	3	58
35	S-35	16	14	12	12	4	58
36	S-36	20	14	13	11	3	61
37	S-37	22	13	13	10	4	62
38	S-38	20	12	14	12	4	62
39	S-39	20	14	15	14	3	66
<b>Total Score</b>		<b>814</b>	<b>545</b>	<b>532</b>	<b>549</b>	<b>134</b>	<b>2577</b>
<b>Mean</b>		<b>66.1</b>					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result : 
$$\frac{\text{The total of the percentage}}{\text{The number of students}} \times 100 \%$$



**Table 3.2**  
**The Category of Students' Score and Percentage**

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	36	92.3 %	Good
3	41 – 60	3	7.7 %	Fair
4	21 – 40	-		Less
5	0 – 20	-	-	Poor
		39	100 %	

From the data above there was 36 or 92.3 % of 39 students got good grade. There were 3 or 7.7 % of 39 students got fair grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

The computation of the average score was follow:

$$\frac{2577}{39} = 66.1$$

The result of students' average result was better than before. Although, there were some students got score close to standard of minimum score. It means that were improvements for the students' ability in writing descriptive text. Almost all of students' score could achieve the standard score. But there

were 11 students had not achieve. So the researcher decided to continue the research to the next cycle. In this cycle the problems were faced by the researcher and the teacher were some of the students' made noise and some students were still confused to arrange word order. So in the next cycle the researcher had to give more explanation clearly and asked students to more pay attention.

### 3. Third Cycle

The last process of this research was third cycle. The observation of this cycle was conducted on April, 12<sup>th</sup>2016. This activity was done based on the reflection of the second cycle and was done just like the previous one that was teaching and learning process of descriptive text writing using realia.

From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows:

at the beginning, as usually the teacher greeted students as sign that the lesson will be began. Students were enthusiasm to respond teacher's greeting.

In this cycle, the teacher reviewed all of material which has been taught from the first cycle up to the latest or second cycle. This was because the students' understanding is crucial before they did a last test.

After that, teacher divided class to eight groups, every group consist of five students. Then teacher shows realia such as; Orange. Teacher give realia to each group choose and students observe the object, and describe the object in front of the class. Suddenly some of students became noise. At the time teacher became confuse because each group was noise, so she tried to the class well. After finished, she also checked these groups one by one. They have finished practicing for about 10 minutes. After 10 minutes left, actually each group has finished the practice. Then teacher gave instruction to students, to express their practice in writing for about 25 minutes. And they looked very enthusiasm to do the assignment together with their own group. And the last, each group collect their work to teacher.

Then, after it was finished, the researcher analyzed students' worksheet. In the researcher analysis of students worksheet in this cycle, he found that were improvements on their ability in writing descriptive text. Some mistake at previous cycle, now become solved and almost of them were disappear in this cycle. It showed from their writing scores that can be seen in the table below:

**Table 4. 1**  
**Students' Score of the Third Cycle**

CLASS/Semester : VII B  
 Theme : Descriptive text (Mango)  
 Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	25	16	17	18	4	80
2	S-02	24	15	16	16	5	76
3	S-03	22	16	15	19	5	77
4	S-04	24	17	15	20	4	80
5	S-05	25	15	17	17	5	79
6	S-06	22	18	15	16	5	76
7	S-07	24	16	17	16	3	76
8	S-08	23	16	15	17	4	75
9	S-09	24	16	17	16	5	78
10	S-10	25	18	17	17	4	81
11	S-11	22	17	16	18	5	78
12	S-12	23	16	15	17	4	75
13	S-13	25	17	16	18	3	79
14	S-14	24	18	17	18	5	82
15	S-15	23	16	18	15	4	76
16	S-16	24	16	17	15	4	76
17	S-17	23	17	16	18	5	79
18	S-18	22	18	17	15	4	76
19	S-19	25	17	16	20	5	83

20	S-20	25	18	17	16	4	80
21	S-21	24	17	18	20	5	84
22	S-22	23	16	19	17	4	79
23	S-23	24	17	18	15	5	79
24	S-24	23	15	16	17	3	74
25	S-25	25	16	17	18	4	80
26	S-26	23	16	15	16	5	75
27	S-27	22	17	15	14	5	73
28	S-28	24	18	16	15	4	77
29	S-29	24	17	16	15	4	76
30	S-30	23	16	18	17	3	77
31	S-31	24	16	17	19	4	80
32	S-32	22	16	16	15	5	74
33	S-33	24	15	17	14	4	74
34	S-34	21	15	16	16	4	72
35	S-35	20	16	15	14	5	70
36	S-36	22	17	15	14	4	72
37	S-37	23	15	16	12	5	71
38	S-38	22	14	17	15	4	72
39	S-39	21	16	15	16	4	72
Total Score		<b>908</b>	<b>638</b>	<b>638</b>	<b>641</b>	<b>168</b>	<b>2993</b>
Mean		<b>76.74</b>					

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result :  $\frac{\text{The total of the percentage}}{\text{The number of students}} \times 100 \%$

**Table 4.2**  
**The Category of Students' Score and Percentage**

No	Interval	Freq	Percentage	Category
1	81 – 100	4	10.25 %	Excellent
2	61 – 80	35	89.74 %	Good
3	41 – 60	-	-	Fair
4	21 – 40	-	-	Less
5	0 – 20	-	-	Poor
		39	100 %	

From the data above there was 4 students or 10.25 % got excellent, and 35 or 89.74 % of 39 students got good grade. There were no students got fair grade. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

The computation of the average score was follow:

$$\frac{2993}{39} = 76.74$$

From the researcher's analysis, it shows that the average of students' test result of third cycle was 76.74. It means that the students score in this cycle could be categorized increased. In this cycle, the students' improvement of writing descriptive text was improved in

language use and content. The teacher and the researcher concluded that students' ability and achievement in writing descriptive text were improve after being given treatment using realia. They were also being enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked questions and responded questions were increased, they were serious in making effort to write. The teacher and researcher decided to stop this cycle, because they concluded that students' ability in writing descriptive text was improved cycle by cycle from the first cycle to the third cycle.

#### **B. The Students' Activeness During Teaching and Learning Writing Descriptive Text**

The teacher and the researcher observed students' activity from beginning until the ending of teaching and learning writing descriptive text. They decided to use observation checklist to observe students' activity. The results of students' activeness from pre cycle to third cycle can be seen in the table below:

##### **1. Students' Activeness of Pre Cycle**

In this Cycle the teacher only explained the material without using any media when teaching and learning process. The result of students' activeness can be seen in the appendix 14.

**Table 5.1****Students' Activeness of the Pre Cycle**

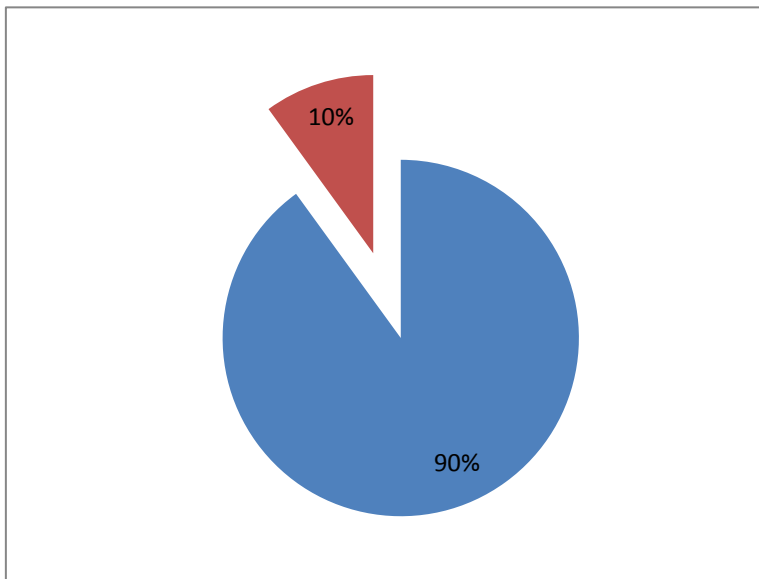
<b>NO</b>	<b>NAME</b>	<b>%</b>	<b>CATEGORY</b>
1	Abida As Sausani	29%	Enough
2	Ahmad Ridwan	42%	Enough
3	A WatsikDziyaulKhaq	50%	Enough
4	Andre AmiruMukminin	33%	Enough
5	AyukLulufiani	29%	Enough
6	BagasAdiPrasetya	38%	Enough
7	BayuAjiPratama	46%	Enough
8	DwiRizkiyani	42%	Enough
9	Elsa Dayani	42%	Enough
10	Elsa Ulfaizah	46%	Enough
11	Eva Ristiyanti	42%	Enough
12	FaniZaenal Malik	38%	Enough
13	HendraTriyanto	46%	Enough
14	HimadhatulMuna S	67%	Good
15	IinIndrasari	33%	Enough
16	LailatulKhasanah	54%	Good
17	M. FadhilAlkaf	46%	Enough
18	M. FahmiHaris	33%	Enough
19	M. Faridudin	50%	Enough
20	M. IqbalMaulana	50%	Enough
21	MiftaRiskia	38%	Enough
22	Miftakhul Huda	50%	Enough
23	Muhammad Rudiyanto	33%	Enough
24	Muhammad Safi'i	54%	Good
25	Muhlishin	46%	Enough
26	Nadila Cindy Prastika	63%	Good
27	NailaIzzatul M	38%	Enough
28	NailulFarokhi	38%	Enough
29	NikenAyuRistiana	46%	Enough
30	NurRismaNoktafia	50%	Enough
31	Ratna Sri Sundari	38%	Enough
32	RicardAlfian	38%	Enough
33	RiskiAditya	38%	Enough





34	RisqiArdiansyah	33%	Enough
35	RistiNafa'atusSholihah	33%	Enough
36	SitiMusyarofah	42%	Enough
37	WiwitFatikatul A	38%	Enough
38	YusonIlhamPrayoga	42%	Enough
39	FikaAlviSahar	46%	Enough
Total Score		1660%	
Mean		42.5%	Enough

Then from the result above, researcher categorized the score. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

**Chart 1**  
**Students' Activeness of the Pre Cycle**



 = Enough Participation

 = Good Participation

From the chart above can be concluded that during conducting pre cycle there were 90% students have enough participation , and 10% students have good participation.

Then from the result above the researcher calculated the mean of students' activeness used this formula:

The average of the student participation:

$$\frac{\text{total of the Percentage} \times 100\%}{\text{number of students}}$$

$$: \frac{1660\% \times 100\%}{39}$$

$$:$$

$$: 42.5\%$$

The mean of students' activeness during pre cycle was 42.5%. It means that students' participation was little. So the researcher implemented realia to improve students' activities and enthusiasm during the teaching learning process.

## 2. Students' Activeness of First Cycle

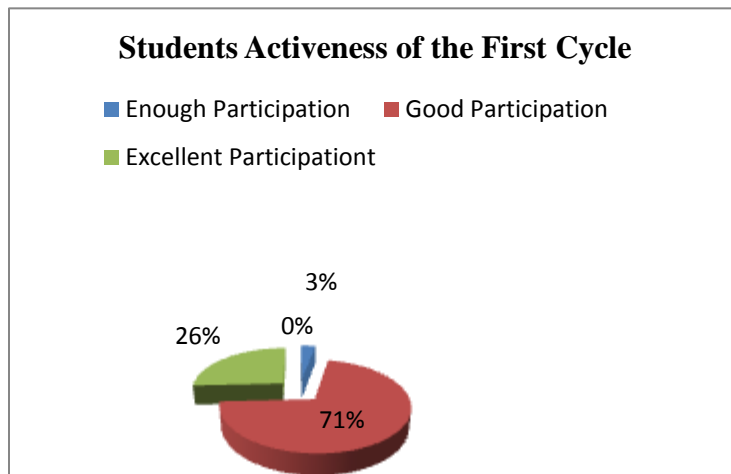
In this Cycle the teacher applied realia in teaching and learning of writing descriptive text. The result of students' activeness can be seen in the appendix 15.

**Table 5.2**  
**Students' Activeness of the First Cycle**

<b>NO</b>	<b>NAME</b>	<b>%</b>	<b>Category</b>
1	Abida As Sausani	63%	Good
2	Ahmad Ridwan	79%	Excellent
3	A WatsikDziyaulKhaq	88%	Excellent
4	Andre AmiruMukminin	67%	Good
5	AyukLulufiani	88%	Excellent
6	BagasAdiPrasetya	79%	Excellent
7	BayuAjiPratama	54%	Good
8	DwiRizkiyani	63%	Good
9	Elsa Dayani	79%	Excellent
10	Elsa Ulfaizah	71%	Good
11	Eva Ristiyanti	83%	Excellent
12	FaniZaenal Malik	71%	Good
13	HendraTriyanto	75%	Good
14	HimadhatulMuna S	83%	Excellent
15	InIndrasari	54%	Good
16	LailatulKhasanah	88%	Excellent
17	M. FadhilAlkaf	71%	Good
18	M. FahmiHaris	58%	Good
19	M. Faridudin	63%	Good
20	M. IqbalMaulana	54%	Good
21	MiftaRiskia	58%	Good
22	Miftakhul Huda	63%	Good
23	Muhammad Rudiyanto	63%	Good
24	Muhammad Safi'i	71%	Good
25	Muhlisiin	50%	Good
26	Nadila Cindy Prastika	88%	Excellent
27	NailaIzzatul M	46%	Enough
28	NailulFarokhi	50%	Good
29	NikenAyuRistiana	54%	Good
30	NurRismaNoktafia	58%	Good
31	Ratna Sri Sundari	50%	Good
32	RicardAlfian	58%	Good

33	RiskiAditya	54%	Good
34	RisqiArdiansyah	63%	Good
35	RistiNafa'atusSholihah	63%	Good
36	SitiMusyarofah	54%	Good
37	WiwitFatikatul A	58%	Good
38	YusonIlhamPrayoga	63%	Good
39	FikaAlviSahar	50%	Good
Total Score		2542%	
Mean		65.2%	Good

Then from the result above, researcher categorized the score. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:



From the chart above it can be concluded that during conducting first cycle there were 3% students have enough participation, 72% students have good participation, and 26% students have excellent participation. Then from the result above the researcher calculated the mean of students' activeness used this formula:

The average of the student participation: total  
of the Percentage x 100%

Number of students

$$: \frac{2542\%}{39} \times 100\%$$

$$: 65\%$$

The mean of students' activeness during first cycle was 65%. It means that students' participation was good.

### 3. Students' Activeness of the Second Cycle

The students' activeness result of this cycle can be seen in the appendix 16.

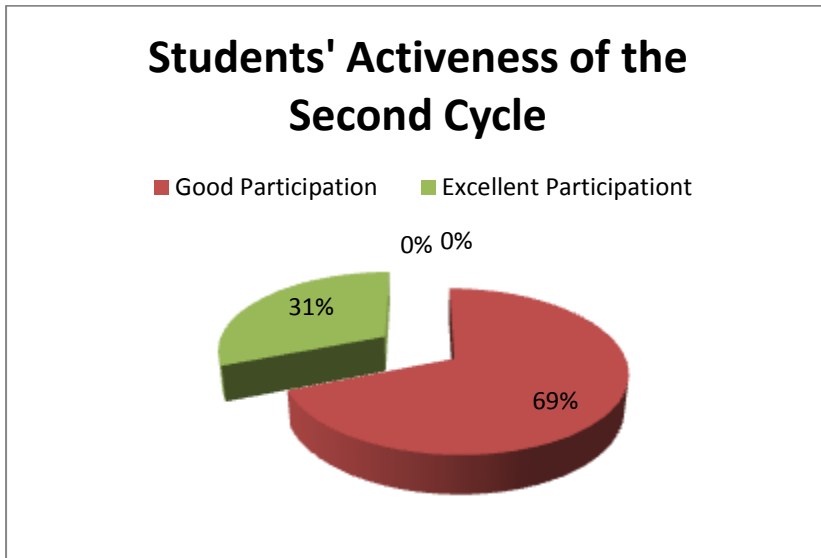
**Table 5.3**

#### **Students' Activeness of the Second Cycle**

<b>NO</b>	<b>NAME</b>	<b>%</b>	<b>Category</b>
1	Abida As Sausani	75%	Good
2	Ahmad Ridwan	92%	Excellent
3	A WatsikDziyaulKhaq	92%	Excellent
4	Andre AmiruMukminin	83%	Excellent
5	AyukLulufiani	88%	Excellent
6	BagasAdiPrasetya	79%	Excellent
7	BayuAjiPratama	71%	Good
8	DwiRizkiyani	75%	Good

9	Elsa Dayani	79%	Excellent
10	Elsa Ulfaizah	71%	Good
11	Eva Ristiyanti	83%	Excellent
12	FaniZaenal Malik	71%	Good
13	HendraTriyanto	79%	Excellent
14	HimadhatulMuna S	92%	Excellent
15	IinIndrasari	71%	Good
16	LailatulKhasanah	92%	Excellent
17	M. FadhilAlkaf	75%	Good
18	M. FahmiHaris	63%	Good
19	M. Faridudin	75%	Good
20	M. IqbalMaulana	71%	Good
21	MiftaRiskia	71%	Good
22	Miftakhul Huda	75%	Good
23	Muhammad Rudiyanto	67%	Good
24	Muhammad Safi'i	79%	Excellent
25	Muhlishin	63%	Good
26	Nadila Cindy Prastika	88%	Excellent
27	Nailalzzatul M	63%	Good
28	NailulFarokhi	67%	Good
29	NikenAyuRistiana	75%	Good
30	NurRismaNoktafia	71%	Good
31	Ratna Sri Sundari	63%	Good
32	RicardAlfian	71%	Good
33	RiskiAditya	67%	Good
34	RisqiArdiansyah	63%	Good
35	RistiNafa'atusSholihah	67%	Good
36	SitiMusyarofah	75%	Good
37	WiwitFatikatul A	71%	Good
38	YusonIlhamPrayoga	63%	Good
39	FikaAlviSahar	71%	Good
Total Score		2900%	
Mean		74.35%	Good

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:



From the chart above it can be concluded that during conducting pre cycle there were 31% students have excellent participation and 69% students have good participation. Then from the result above the researcher calculated the mean of students' activeness used this formula:

The average of the student participation:

$$\frac{\text{total of the Percentage} \times 100\%}{\text{number of students}}$$

$$: \frac{2900\%}{39} \times 100\%$$

$$: 74\%$$

The mean of students' activeness during pre cycle was 74%. It means that students' participation was good.

4. Students' Activeness of Third Cycle

The students' activeness result of this cycle can be seen in the appendix

**Table 5.4**  
**Students' Activeness of the Third Cycle**

<b>NO</b>	<b>NAME</b>	<b>%</b>	<b>Category</b>
1	Abida As Sausani	75%	Good
2	Ahmad Ridwan	100%	Excellent
3	A WatsikDziyaulKhaq	96%	Excellent
4	Andre AmiruMukminin	92%	Excellent
5	AyukLulufiani	88%	Excellent
6	BagasAdiPrasetya	79%	Excellent
7	BayuAjiPratama	92%	Excellent
8	DwiRizkiyani	79%	Excellent
9	Elsa Dayani	88%	Excellent
10	Elsa Ulfaizah	92%	Excellent
11	Eva Ristiyanti	88%	Excellent
12	FaniZaenal Malik	79%	Excellent
13	HendraTriyanto	88%	Excellent
14	HimadhatulMuna S	100%	Excellent
15	IinIndrasari	75%	Good
16	LailatulKhasanah	100%	Excellent
17	M. FadhilAlkaf	79%	Excellent
18	M. FahmiHaris	88%	Excellent
19	M. Faridudin	92%	Excellent

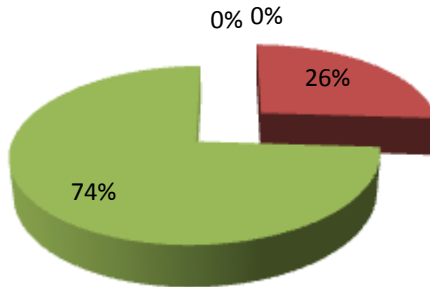


20	M. IqbalMaulana	88%	Excellent
21	MiftaRiskia	96%	Excellent
22	Miftakhul Huda	92%	Excellent
23	Muhammad Rudianto	75%	Good
24	Muhammad Safi'i	88%	Excellent
25	Muhlishin	79%	Excellent
26	Nadila Cindy Prastika	96%	Excellent
27	NailaIzzatul M	75%	Good
28	NailulFarokhi	79%	Excellent
29	NikenAyuRistiana	88%	Excellent
30	NurRismaNoktafia	71%	Good
31	Ratna Sri Sundari	75%	Good
32	RicardAlfian	79%	Excellent
33	RiskiAditya	88%	Excellent
34	RisqiArdiansyah	71%	Good
35	RistiNafa'atusSholihah	75%	Good
36	SitiMusyarofah	79%	Excellent
37	WiwitFatikatul A	88%	Excellent
38	YusonIlhamPrayoga	71%	Good
39	FikaAlviSahar	75%	Good
Total Score		3298%	
Mean		84.6%	

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

## Students' Activeness of the Third Cycle

■ Good Participation    ■ Excellent Participation



From the chart above it can be concluded that during conducting third cycle there were 26% students have good participation and 74% have excellent participation. Then from the result above the researcher calculated the mean of students' activeness used this formula:

The average of the student participation:

$$\frac{\text{total of the Percentage} \times 100\%}{\text{number of students}}$$

$$: \frac{3298\% \times 100\%}{39}$$

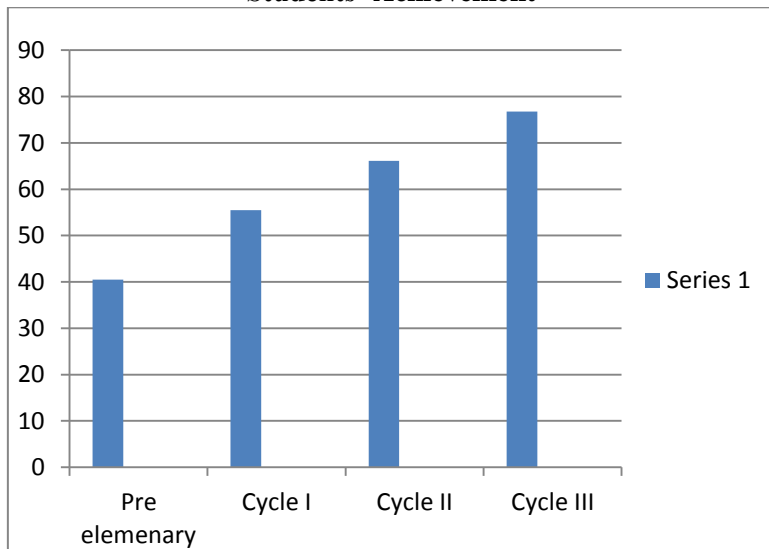
$$: 84.6\%$$

The mean of students' activity during pre cycle was 84.6%. It means that students' participation w excellent.

### C. Discussion

After the researcher implemented the use realia in teaching writing descriptive text, she got the data from each cycle. It was analyzed in each cycle, and then the researcher got the result of the classroom action research. The result of research shows that there was significant improvement of students' ability and achievement in writing descriptive text after taught using realia. It can be seen from the result of the test from the first cycle up to third cycle.

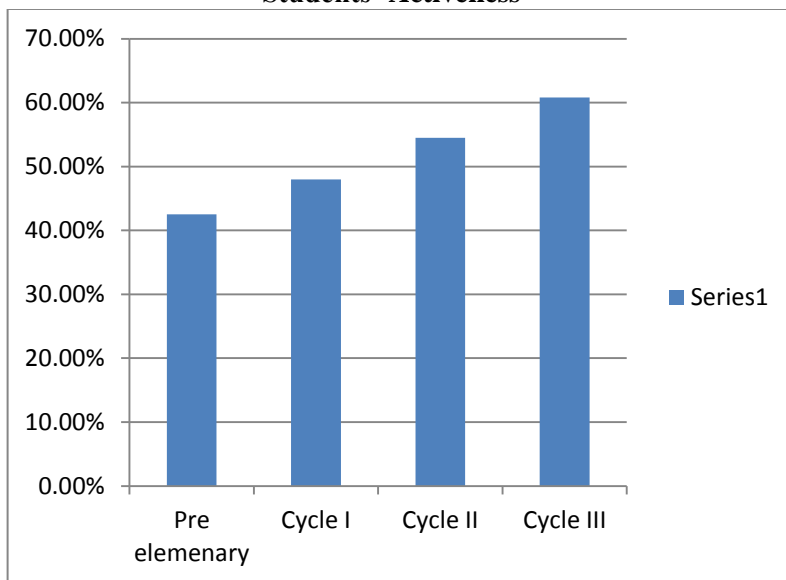
**Chart 1**  
**Students' Achievement**



Thus, from the chart above we can see that there is improvement of students' ability in writing descriptive text cycle by cycle.

There were also improvements in students' activeness after following by using realia. It can be seen in the chart below:

**Chart 2**  
**Students' Activeness**



There were many factors that influenced the result of study. One of the factors was teaching aid or media used in teaching. If a teacher employs an appropriate teaching aid or media that is suitable with the method, the students will enjoy the lesson. Based on the test result that had been done, it can be described that using realia as a teaching aid in the process of learning English at VIIB students' of MTs Sabilul Ulum, Mayong, Jepara could improve students' ability in writing descriptive text. The use of appropriate teaching aid made students easy to understand procedure text material that is

delivered by the teacher. A fun learning can stimulate students' spirit to be active connecting material with the practice of descriptive text such as special place or special person or something that would be describe, using realia which is provided by the teacher from surrounding environment. Students can understand the process or steps in writing descriptive text clearly and systematically.

Thus, in fact Realia is an effective aid to improve students' writing achievement on descriptive text.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion. The conclusions are drawn from the result and discussion in the chapter IV. The suggestions are proposed to the English teacher and students in junior high school, the next researcher and the education stake holder in common.

#### **A. Conclusion**

Based on the result from the chapter IV of the researcher that had been done in the three cycles in the research in the entitled “Improving Students’ Achievement on Writing Descriptive Text By Using Realia(A Classroom Action Research at the Eight Grade of MTs Sabilul Ulum Mayong, Jepara in the Academic Year of 2015- 2016)”,it can be applied to stimulate and give motivation to students to write descriptive text. It can be seen by significant improvement of students’ achievement between pre-cycle until the last meeting, it can be concluded that as follows: the implementation of realia method to improve students’ writing achievement has been applied through action research they are: The improvement of learning tool, teacher chooses interesting descriptive text in every cycle that appropriate for junior high school in order to make students interested with the text.

Students' writing after taught using realia was improved as well as their motivation to learn English. They become understood in writing procedure text. Results of the research showed that the students also improved their writing skills in almost of the five writing elements (content, organization, vocabulary, language use and mechanics). They become better in composing and arranging descriptive text effectively and efficiently.

Motivate the passive students to be more active during the lesson. This relates with student ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind. Students' engagement in writing ability. This related to students' effort to understand the text, to know new vocabulary and understand the meaning of the writing text. Students writing ability not only in the text but, writing ability will be developed best in association with speaking, listening, and speaking activities.

## **B. Suggestion**

As a candidate of teacher must try to create conducive situation in our class. An enjoyable relationship between teacher and students is the most important thing in teaching learning activities. So that, both of teacher and students will get success together through a good communication.

Teaching writing descriptive text using realia for seventh grade students of Junior High School is not easy as we thought, there are many difficulties both teacher and students had. The seventh grade students of Junior High School are categorized children at transition period. They often bored and sometimes loss their motivation to learn English. As a professional teacher, we must push their enthusiasm always in teaching learning English by several ways as well as we can.

At the end, the researcher realizes that this thesis is far from being perfect, because of that; contrastive critics and advice are really expected for the perfection of the thesis. Finally, the researcher hopes that this study can be useful for all of us. Amen.



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## **CURRICULUM VITAE**

Name : Rizal Amiruddin Khalala  
Place and date of Birth : Jepara, 8<sup>th</sup> February 2016  
Student Number : 113411037  
Addrtes : Desa Singorojo, Mayong, Jepara

### **Educational Background:**

1. SD Negeri Singorojo I Jepara
2. SMP Negeri I Mayong Jepara
3. MAN 2 Kudus
4. Tarbiyah Faculty of UIN Walisongo Semarang, Community of 2011

Semarang, June 10 2016

The Writer,

Rizal Amiruddin Khalala  
NIM. 113411037

## Appendix 1

### SCHEDULE OF THE REESEARCH

No	Activities	Date
1.	Meet the headmaster of SMP N 18 Semarang to ask permission to do research	March 21 <sup>st</sup> 2016
2.	Meet the English teacher to make research frame work	March 21 <sup>st</sup> 2016
3.	Meet the headmaster to give research proposal	March 23 <sup>rd</sup> 2016
4.	Meet the English teacher to make sure the start of the research	March 23 <sup>rd</sup> 2016
5.	Conduct preliminary research	March 24 <sup>th</sup> 2016
6.	First cycle	March 31 <sup>st</sup> 2016
7.	Second cycle	April 5 <sup>th</sup> 2016
8.	Third cycle	April 12 <sup>th</sup> 2016
9.	Give the whole result to teacher	April 20 <sup>th</sup> 2016

## Appendix 2

### THE LIST OF STUDENTS

No	Name	Code
1.	Abida As Sausani	S-01
2.	Ahmad Ridwan	S-02
3.	A Watsik Dziyaul Khaq	S-03
4.	Andre Amiru Mukminin	S-04
5.	Ayuk Lulufiani	S-05
6.	Bagas Adi Prasetya	S-06
7.	Bayu Aji Pratama	S-07
8.	Dwi Rizkiyani	S-08
9.	Elsa Dayani	S-09
10.	Elsa Ulfaizah	S-10
11.	Eva Ristiyanti	S-11
12.	Fani Zaenal Malik	S-12
13.	Hendra Triyanto	S-13
14.	Himadhatul Muna S	S-14
15.	Iin Indrasari	S-15
16.	Lailatul Khasanah	S-16
17.	M. Fadhil Alkaf	S-17
18.	M. Fahmi Haris	S-18
19.	M. Faridudin	S-19
20.	M. Iqbal Maulana	S-20
21.	Mifta Riskia	S-21

22.	Miftakhul Huda	S-22
23.	Muhammad Rudiyanto	S-23
24.	Muhammad Safi'i	S-24
25.	Muhlishin	S-25
26.	Nadila Cindy Prastika	S-26
27.	Naila Izzatul M	S-27
28.	Nailul Farokhi	S-28
29.	Niken Ayu Ristiana	S-29
30.	Nur Risma Noktafia	S-30
31.	Ratna Sri Sundari	S-31
32.	Ricard Alfian	S-32
33.	Riski Aditya	S-33
34.	Risqi Ardiansyah	S-34
35.	Risti Nafa'atus Sholihah	S-35
36.	Siti Musyarofah	S-36
37.	Wiwit Fatikatul A	S-37
38.	Yuson Ilham Prayoga	S-38
39.	Fika Alvi Sahar	S-39

### **Appendix 3**

Cycle I

#### **LESSON PLAN**

School : MTs Sabilul Ulum, Mayong, Jepara

Subject : English

Class/Semester : VII (seventh) / II

Standard Competence:

1. To express the information in the simple written short functional texts accurately, fluently and acceptable to interact with surrounding environment and or in the context of academic.

Basic Competence :

- 1.1 To express the meaning in the written simple short functional text and essay in the forms of descriptive to interact with the surrounding environment and or in the context of academic.

Indicators : Students are able to,

1. Understanding the goal, generic structure, and language features of descriptive text
2. Writing a simple descriptive text

Theme : Describing Fruits (Banana) / "Pisang Mas"

Aspect/Skill : Writing

Time Allocation : 2 X 40 minutes



## **I. Learning Objectives**

After learning the lesson, students are expected to be able to:

- a. Know the rules of writing descriptive text
- b. Write the descriptive text according to the rules using realia as an aid.

## **II. Learning Material**

### **a. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

### **b. Social Function of Descriptive Text**

Linda Gerot and Peter Wignell state that the social function of descriptive text is to describe a particular person, place or thing.

### **c. Generic Structure of Descriptive Text**

The generic structures of descriptive text are identification (identifying phenomenon of the subject that will be described) and description (describe the parts, qualities, features, behavior, and the character of the subject).

### **d. Language Features of Descriptive Text**

The Language features that descriptive text uses are: Firstly, has certain noun/clear noun, for example: my car, my new house, etc. Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for

example: my dog doesn't like bones. Then using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girl friend, etc. Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat eats mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.

#### **e. The Example of Descriptive Text**

##### **My Mother**

My mother is a beautiful person. Her name is Endang Pamulatsih but I usually call her "Mboo". She is not tall neither short. I think her body is perfect. She has curly hair and black but she wears hijab now. Her color skin is brown. She has beautiful smile and she is 53 years old. My mother has a pointed nose and little eyes.

She is very kind person,patient,and loves to help people. Her job is a teacher. She teaches in Junior High School. She teaches maths,I think math so difficult but my mother be patient to teach her student. She is a busy woman but I don't care about it, because she has full love to give her family. She is a very good wife and mother. She always takes care of her family. She likes cooking and she is a good cook. I think it's most delicious dishes in the world.

She loves sing and I think her voice is sweet.I like when she invite me to go to shopping. When other mothers who were gathered there, she never join it. Because she doesn't like to talk about other people.

**III. Learning Method:** - PPP (Presentation, Practice, Production)

**IV. Steps of Activities**

Activities	Interaction pattern	Time Allotment
<p><b>1. Pre Activities</b>  <b>BkoF (Building Knowledge of the Field)</b>            a. Teacher greets students and introduction,            b. Teacher gives warming up with vocabulary game,            c. Teacher asks some students that loose in vocabulary game what the fruits do they like? And students try to describe in front of the class,</p> <p><b>2. Main Activities</b>  <b>MoT (Modeling of Text)</b>            a. Teacher gives example of descriptive text and analyze new vocabularies            b. Teacher explains the definition and generic structure of</p>	<p>teacher-students            teacher-students            teacher-students            teacher-students            teacher-students            teacher-students            teacher-students</p>	<p>2 minutes            5 minutes            13 minutes            10 minutes            5 minutes            1 minutes            2 minutes            7 minutes            2 minutes            20 minutes</p>



## V. Learning Resources

### 1. Hand book

English in focus for grade VII SMP was published by bse depdiknas by Artono Wardiman and Friends

### 2. Media

- a. Relevant realia
- b. Hand out
- c. Paper

## VI. Assessment

1. Form : written

2. Technique : Students are assigned to write a descriptive text about fruits

3. Assessment aspect :

### Scoring guidance and the explanation of criterion

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions but meaning seldom obscured
		Fair to poor: major problems in simple/complex constructions, frequents errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1-100	

Then, to provide the students' score, researcher uses the formula below:

$$\text{Score} = \frac{\sum x}{S_{\text{max}}} \times 100 \%$$

Where :

$\sum x$  = score get

$S_{\text{max}}$  = score maximum

These are the criterion of writing mastery;

### The criterion of writing mastery

The percentage of skill	Scale change of five		Criteria
85 % - 100 %	5	A	Excellent
75 % - 84 %	4	B	Good
60 % - 74 %	3	C	Fair
40 % - 59 %	2	D	Poor
0 % - 39 %	1	E	Fail

## VII. Instrument

Written test

### Student's Worksheet

Name :

Student's Number :

Class :

Instructions : Write a descriptive text about the fruit that you have chosen clearly!



.....

.....

.....

.....

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*Good Luck*

Semarang, 31 March 2016

Acknowledge by:

English teacher

Researcher

**Istia'anah, S.Pd**  
NIP. 197606202008011008

**Rizal Amiruddin Khalala**  
NIM. 113411034

Ccycle I

“Pisang Mas”



## **Appendix 4**

Cycle II

### **LESSON PLAN**

School : MTs Sabilul Ulum, Mayong, Jepara

Subject : English

Class/Semester : VII (seventh) / II

Standard Competence:

1. To express the information in the simple written short functional texts accurately, fluently and acceptable to interact with surrounding environment and or in the context of academic.

Basic Competence :

- 1.1 To express the meaning in the written simple short functional text and essay in the forms of descriptive to interact with the surrounding environment and or in the context of academic.

Indicators : Students are able to,

1. Understanding the goal, generic structure, and language features of descriptive text
2. Writing a simple descriptive text

Theme : Describing Fruits (Yellow Watermelon)

Aspect/Skill : Writing

Time Allocation : 2 X 40 minutes

## **I. Learning Objectives**

After learning the lesson, students are expected to be able to:

- a. Know the rules of writing descriptive text
- b. Write the pdscriptive text according to the rules using realia as an aid.

## **II. Learning Material**

### **a. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

### **b. Social Function of Descriptive Text**

Linda Gerot and Peter Wignell state that the social function of descriptive text is to describe a particular person, place or thing.

### **c. Generic Structure of Descriptive Text**

The generic structures of descriptive text are identification (identifying phenomenon of the subject that will be described) and description (describe the parts, qualities, features, behavior, and the character of the subject).

### **d. Language Features of Descriptive Text**

The Language features that descriptive text uses are: Firstly, has certain noun/clear noun, for example: my car, my new house, etc. Secondly, the describing subject is unique and when describing

is sticks the difference or uniqueness out of the others, for example: my dog doesn't like bones. Then using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girl friend, etc. Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat eats mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.

#### **e. The Example of Descriptive Text**

##### My School

My school is on Jalan Kartini. It is nice place. There is library, art room, hall room, mosque, computer room, and 18 room classes.

All of students can read book in the library, and they can play music in the art room. We use hall room to morning meeting with all of students. My school has green wall. There are many big trees. I and my friends like discuss everything under the tree. There is also garden. There are many kinds of flowers. There is pond to fish too. I like my school.

### **III. Learning Method: - PPP (Presentation, Practice, Production)**

#### IV. Steps of Activities

Activities	Interaction pattern	Time Allotment
<p><b>1. Pre Activities</b>  <b>BkoF (Building Knowledge of the Field)</b>            a. Teacher greets students and introduction,            b. Teacher gives warming up with guest the fruit?</p> <p><b>2. Main Activities</b>  <b>MoT (Modeling of Text)</b>            a. Teacher gives example of descriptive text and analyze new vocabularies            b. Teacher explain the definition and generic structure of descriptive text clearly, also gives example to make students understand easily,</p> <p><b>3. JcoT (Join Construction of Text)</b>            a. Teacher shows watermelon to students            b. Teacher divides students into 8 groups consist of 5 students,            c. Teacher ask each group must observe watermelon and make</p>	<p>teacher-students            teacher-students</p> <p>teacher-students</p> <p>teacher-students            teacher-students</p> <p>teacher-students</p> <p>teacher-students            teacher-students            teacher-students</p> <p>teacher-students            teacher-students</p>	<p>2 minutes            15 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>1 minutes            2 minutes</p> <p>7 minutes</p> <p>2 minutes</p> <p>20 minutes</p> <p>3 minutes</p> <p>5 minutes            5 minutes</p>

<p>a list from the characteristics of watermelon</p> <p><b>4. IcoT (Independence Construction of Text)</b></p> <ol style="list-style-type: none"> <li>a. Teacher asks to each group discuss about the object</li> <li>b. Students write the descriptive text of the fruit</li> <li>c. Students collect its descriptive to teacher</li> </ol> <p><b>5. Post Activities</b></p> <ol style="list-style-type: none"> <li>a. Evaluation</li> <li>b. Closing</li> </ol>		
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## V. Learning Resources

### 1. Hand book

English in focus for grade VII SMP was published by BSE depdiknas by Artono Wardiman and Friends

### 2. Media

- a. Relevant realia
- b. Hand out
- c. Paper

## VI. Assessment

1. Form : written
2. Technique : Students are assigned to write a descriptive text about fruits
3. Assessment aspect:

**Scoring guidance and the explanation of  
criterion**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Sophisticated range, effective



		word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not

		communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1-100	

Then, to provide the students' score, researcher uses the formula below:

$$\text{Score} = \frac{\sum x}{S_{\max}} \times 100 \%$$

Where :

$\sum x$  = score get

$S_{\max}$  = score maximum

These are the criterion of writing mastery;



.....  
.....  
.....

*Good Luck*

Semarang, 31 March 2016

Acknowledge by:

English teacher Researcher

**Istia'anah, S.Pd**  
NIP. 197606202008011008

**Rizal Amiruddin Khalala**  
NIM. 113411034

Cycle II

“Semangka Kuning”



## **Appendix 5**

Cycle III

### **LESSON PLAN**

School : MTs Sabilul Ulum, Mayong, Jepara

Subject : English

Class/Semester : VII (seventh) / II

Standard Competence:

1. to express the information in the simple written short functional texts accurately, fluently and acceptable to interact with surrounding environment and or in the context of academic.

Basic Competence :

- 1.1 To express the meaning in the written simple short functional text and essay in the forms of descriptive to interact with the surrounding environment and or in the context of academic.

Indicators : Students are able to,

1. Understanding the goal, generic structure, and language features of descriptive text
2. Writing a simple descriptive text

Theme : Describing Fruits (Mango)” Arum Manis”

Aspect/Skill : Writing

Time Allocation : 2 X 40 minutes

## **I. Learning Objectives**

After learning the lesson, students are expected to be able to:

- a. Know the rules of writing descriptive text
- b. Write the pdescriptive text according to the rules using realia as an aid.

## **II. Learning Material**

### **a. Definition of Descriptive Text**

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In other words, descriptive is a text that describes the features of someone, something or place based on the real condition of them.

### **b. Social Function of Descriptive Text**

Linda Gerot and Peter Wignell state that the social function of descriptive text is to describe a particular person, place or thing.

### **c. Generic Structure of Descriptive Text**

The generic structures of descriptive text are identification (identifying phenomenon of the subject that will be described) and description (describe the parts, qualities, features, behavior, and the character of the subject).

### **d. Language Features of Descriptive Text**

The Language features that descriptive text uses are: Firstly, has certain noun/clear noun, for example: my car, my new house, etc. Secondly, the describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for

example: my dog doesn't like bones. Then using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park. Next is detailed noun phrase; to inform about the subject, for example: I have a white skinned girl friend, etc. Then using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs. Then use thinking verbs and feeling verbs. Using Action verbs, for example: my cat eats mouse; etc. And the last is figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.

#### **e. The Example of Descriptive Text**

##### **My Sister**

I have sister. Her name is Aulia. She was born 20 years ago. She is tall and slim. She has curly hair. She has brown eyes and white skin. She is beautiful and kind person.

My sister's hobby is travelling. She spent her holiday in some places. She always helps me in everything. She gives motivation to me when I want to give up. She is never angry with me. I love her so much.

### **III. Learning Method: - PPP (Presentation, Practice, Production)**



#### IV. Steps of Activities

Activities	Interaction pattern	Time Allotment
<p><b>1. Pre Activities</b>  <b>BkoF (Building Knowledge of the Field)</b>            a. Teacher greets students and introduction,            b. Teacher gives warming up with vocabulary game,            c. Teacher asks some students that loose in vocabulary game what the fruits do they like? And students try to describe in front of the class,</p> <p><b>2. Main Activities</b>  <b>MoT (Modeling of Text)</b>            a. Teacher gives example of descriptive text and analyze new vocabularies            b. Teacher explain the definition and generic structure of descriptive text clearly, also gives example to make students understand easily,</p> <p><b>3. JcoT (Join Construction of Text)</b>            a. Teacher show Mango to students            b. Teacher divides students into 8 groups consist of 5 students,            c. Teacher asks each group must observe mango and make a list from the</p>	<p>teacher-students teacher-students teacher-students teacher-students teacher-students teacher-students teacher-students teacher-students teacher-students teacher-students</p>	<p>2 minutes 5 minutes 13 minutes 10 minutes 5 minutes 1 minutes 2 minutes 7 minutes 2 minutes 20 minutes 3 minutes</p>

<p style="text-align: center;">characteristics of mango</p> <p><b>4. IcoT (Independence Construction of Text)</b></p> <p>a. Teacher asks to each group discuss about the object</p> <p>b. Students write the descriptive text of the fruit</p> <p>c. Students collect its descriptive to teacher</p> <p><b>5. Post Activities</b></p> <p>a. Evaluation</p> <p>b. Closing</p>	<p>teacher-students</p> <p>teacher-students</p>	<p>5 minutes</p> <p>5 minutes</p>
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## V. Learning Resources

### 1. Hand book

English in focus for grade VII SMP was published by bse depdiknas by Artono Wardiman and Friends

### 2. Media

- d. Relevant realia
- e. Hand out
- f. Paper

## VI. Assessment

1. Form : written
2. Technique : Students are assigned to write a descriptive text about fruits
3. Assessment aspect:

**Scoring guidance and the explanation of  
criterion**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate

Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		Very poor: virtually no mastery of

		sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1-100	

Then, to provide the students' score, researcher uses the formula below:

$$\text{Score} = \frac{\sum x}{S_{\text{max}}} \times 100 \%$$

Where :

$\sum x$  = score get

$S_{\text{max}}$  = score maximum



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*Good Luck*

Semarang, 12 April 2016

Acknowledge by:

English teacher

Researcher

**Istia'anah, S.Pd**

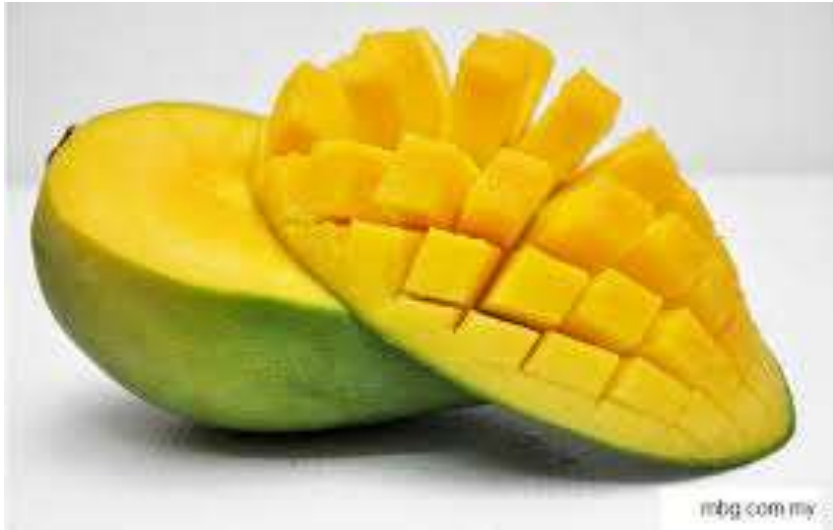
NIP. 197606202008011008

**Rizal Amiruddin Khalala**

NIM. 113411034

Cycle III

“Mangga Arum Manis”





## Appendix 6

### Scoring Guidance and the Explanation of Criteriation

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range,

		occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
		Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of

		spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate
Total Score	1-100	

## Appendix 7

### Student's Score Preliminary Research

CLASS/Semester : VII B

Theme : Descriptive text (My Mother)

Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	13	9	7	10	2	41
2	S-02	16	10	10	17	3	56
3	S-03	13	14	10	17	3	57
4	S-04	13	10	7	10	2	42
5	S-05	13	9	7	10	2	41
6	S-06	13	13	9	11	2	48
7	S-07	14	10	7	12	2	45
8	S-08	16	9	14	10	2	51
9	S-09	15	10	12	12	3	52
10	S-10	17	10	7	10	2	46
11	S-11	13	9	9	10	2	41
12	S-12	13	10	10	10	2	45
13	S-13	14	10	9	11	3	47
14	S-14	13	12	9	10	3	47
15	S-15	16	10	10	5	2	43
16	S-16	13	13	7	10	2	45
17	S-17	17	13	10	10	2	52
18	S-18	13	10	9	5	2	39
19	S-19	13	14	7	17	3	54
20	S-20	17	13	9	5	3	47

21	S-21	22	10	10	17	2	61
22	S-22	13	10	10	10	2	45
23	S-23	13	13	7	5	2	39
24	S-24	13	10	10	10	3	56
25	S-25	13	10	10	10	3	46
26	S-26	21	9	7	11	3	51
27	S-27	13	8	9	5	3	38
28	S-28	17	14	9	5	3	48
29	S-29	17	14	7	5	2	45
30	S-30	13	7	7	11	3	41
31	S-31	17	9	10	10	2	48
32	S-32	16	7	9	5	2	39
33	S-33	13	7	7	5	2	34
34	S-34	13	7	7	11	2	40
35	S-35	13	8	7	5	3	36
36	S-36	13	9	9	5	3	39
37	S-37	16	10	7	5	2	40
38	S-38	15	8	8	10	3	44
39	S-39	15	10	9	8	2	44
<b>Total Score</b>		<b>571</b>	<b>398</b>	<b>338</b>	<b>365</b>	<b>94</b>	<b>1773</b>
<b>Mean</b>		<b>45.46</b>					

## Appendix 8

### Students' Score of First Cycle

CLASS/Semester : VII B

Theme : Descriptive text (Banana)

Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	20	13	10	16	2	61
2	S-02	22	13	11	14	4	64
3	S-03	15	14	12	17	3	61
4	S-04	20	15	13	16	4	68
5	S-05	18	12	12	15	3	60
6	S-06	16	15	10	12	2	55
7	S-07	17	14	10	16	3	60
8	S-08	20	14	12	15	2	63
9	S-09	18	13	12	15	3	64
10	S-10	20	12	10	14	3	59
11	S-11	16	14	12	14	2	58
12	S-12	16	14	12	12	3	57
13	S-13	18	12	11	14	3	58
14	S-14	16	15	12	15	3	61
15	S-15	20	14	13	9	2	58
16	S-16	17	15	10	13	2	47
17	S-17	20	15	11	12	3	61
18	S-18	17	14	12	9	2	54
19	S-19	15	14	10	17	3	59
20	S-20	20	15	12	8	3	58
21	S-21	22	14	12	17	3	68
22	S-22	17	12	13	14	2	58
23	S-23	17	15	10	8	3	53

24	S-24	18	13	12	14	3	60
25	S-25	17	14	13	13	3	57
26	S-26	22	12	10	15	3	62
27	S-27	17	12	12	9	3	53
28	S-28	20	15	12	8	3	58
29	S-29	20	14	10	9	2	55
30	S-30	17	10	10	14	3	54
31	S-31	20	12	12	14	2	60
32	S-32	18	10	12	9	2	51
33	S-33	17	10	10	9	2	48
34	S-34	13	7	7	11	2	40
35	S-35	13	8	7	5	3	36
36	S-36	13	9	9	5	3	39
37	S-37	16	10	7	5	2	40
38	S-38	15	8	8	10	3	44
39	S-39	15	10	9	8	2	44
<b>Total Score</b>		<b>688</b>	<b>492</b>	<b>422</b>	<b>470</b>	<b>104</b>	<b>2166</b>
<b>Mean</b>		<b>55.5</b>					

## Appendix 9

### Students' Score of Second Cycle

CLASS/Semester : VII B

Theme : Descriptive text ( Watermelon)

Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	25	14	14	18	3	74
2	S-02	22	14	14	15	4	69
3	S-03	20	14	13	17	3	67
4	S-04	20	15	13	16	4	68
5	S-05	22	13	15	15	3	68
6	S-06	17	15	10	12	4	58
7	S-07	21	13	14	14	4	66
8	S-08	20	14	12	15	3	67
9	S-09	20	14	14	15	4	67
10	S-10	22	13	15	15	3	68
11	S-11	18	14	13	14	4	63
12	S-12	20	14	13	15	3	65
13	S-13	22	14	14	16	3	69
14	S-14	20	15	13	15	3	66
15	S-15	20	14	14	12	4	64
16	S-16	21	15	14	13	3	66
17	S-17	20	15	15	15	3	68
18	S-18	20	15	14	12	4	65



19	S-19	22	14	13	16	4	69
20	S-20	25	15	14	14	3	71
21	S-21	24	14	14	17	4	73
22	S-22	21	13	15	15	3	67
23	S-23	22	15	14	12	4	67
24	S-24	20	14	14	15	3	66
25	S-25	22	14	14	16	4	70
26	S-26	22	13	13	15	3	66
27	S-27	20	15	14	12	4	65
28	S-28	22	15	14	12	3	66
29	S-29	24	15	14	12	3	68
30	S-30	22	13	15	15	3	68
31	S-31	22	14	14	18	3	71
32	S-32	20	14	13	12	3	62
33	S-33	21	13	14	11	4	63
34	S-34	17	12	12	14	3	58
35	S-35	16	14	12	12	4	58
36	S-36	20	14	13	11	3	61
37	S-37	22	13	13	10	4	62
38	S-38	20	12	14	12	4	62
39	S-39	20	14	15	14	3	66
<b>Total Score</b>		<b>814</b>	<b>545</b>	<b>532</b>	<b>549</b>	<b>134</b>	<b>2577</b>
<b>Mean</b>		<b>66.1</b>					

## Appendix 10

### Students' Score of Third Cycle

CLASS/Semester : VII B

Theme : Descriptive text (Mango)

Teacher : Isti'anah, S. Pd

No	Name	Item analysis					Total
		Content	Organization	Vocabulary	Language Use	Mechanic	
1	S-01	25	16	17	18	4	80
2	S-02	24	15	16	16	5	76
3	S-03	22	16	15	19	5	77
4	S-04	24	17	15	20	4	80
5	S-05	25	15	17	17	5	79
6	S-06	22	18	15	16	5	76
7	S-07	24	16	17	16	3	76
8	S-08	23	16	15	17	4	75
9	S-09	24	16	17	16	5	78
10	S-10	25	18	17	17	4	81
11	S-11	22	17	16	18	5	78
12	S-12	23	16	15	17	4	75
13	S-13	25	17	16	18	3	79
14	S-14	24	18	17	18	5	82
15	S-15	23	16	18	15	4	76
16	S-16	24	16	17	15	4	76
17	S-17	23	17	16	18	5	79
18	S-18	22	18	17	15	4	76
19	S-19	25	17	16	20	5	83

20	S-20	25	18	17	16	4	80
21	S-21	24	17	18	20	5	84
22	S-22	23	16	19	17	4	79
23	S-23	24	17	18	15	5	79
24	S-24	23	15	16	17	3	74
25	S-25	25	16	17	18	4	80
26	S-26	23	16	15	16	5	75
27	S-27	22	17	15	14	5	73
28	S-28	24	18	16	15	4	77
29	S-29	24	17	16	15	4	76
30	S-30	23	16	18	17	3	77
31	S-31	24	16	17	19	4	80
32	S-32	22	16	16	15	5	74
33	S-33	24	15	17	14	4	74
34	S-34	21	15	16	16	4	72
35	S-35	20	16	15	14	5	70
36	S-36	22	17	15	14	4	72
37	S-37	23	15	16	12	5	71
38	S-38	22	14	17	15	4	72
39	S-39	21	16	15	16	4	72
Total Score		<b>908</b>	<b>638</b>	<b>638</b>	<b>641</b>	<b>168</b>	<b>2993</b>
Mean		<b>76.74</b>					

## Appendix 11

### Cycle I

#### The Observation Checklist for Teacher

No	Activities	Grade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction				√	
2.	Explanation of material					√
3.	Instruction					√
4.	Classroom management				√	
5.	Motivating students				√	

#### GUIDANCE

##### 1. Poor

The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

##### 2. Fair

The aspect of activity that was observed above reach out for about 21-40% from overall percentage 100%.

##### 3. Average

The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.

4. Good

The aspect of activity that was observed above reach out for about 61-80% from overall percentage 100%.

5. Excellent

The aspect of activity that was observed above reach out for about 81-100%.

## Appendix 12

### Cycle II

#### The Observation Checklist for Teacher

No	Activities	Grade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction				√	
2.	Explanation of material					√
3.	Instruction				√	
4.	Classroom management				√	
5.	Motivating students					√

#### GUIDANCE

##### 1. Poor

The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

##### 2. Fair

The aspect of activity that was observed above reach out for about 21-40% from overall percentage 100%.

##### 3. Average

The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.

4. Good

The aspect of activity that was observed above reach out for about 61-80% from overall percentage 100%.

5. Excellent

The aspect of activity that was observed above reach out for about 81-100%.

## Appendix 13

### The Observation Checklist for Teacher

No	Activities	Grade				
		1	2	3	4	5
	Teacher organize lesson and class					
1.	Introduction					√
2.	Explanation of material					√
3.	Instruction					√
4.	Classroom management				√	
5.	Motivating students					√

#### GUIDANCE

##### 1. Poor

The aspect of activity that was observed above reach out for about 20% from overall percentage 100%.

##### 2. Fair

The aspect of activity that was observed above reach out for about 21-40% from overall percentage 100%.

##### 3. Average

The aspect of activity that was observed above reach out for about 41-60% from overall percentage 100%.



4. Good

The aspect of activity that was observed above reach out for about 61-80% from overall percentage 100%.

5. Excellent

The aspect of activity that was observed above reach out for about 81-100%.

## Appendix 14

## LEMBAR PENGAMATAN SISWA DALAM KEGIATAN PEMBELAJARAN DENGAN MENGGUNAKAN REALIA

Nama sekolah : MTs Sablilul Uthum  
 Tahun Pelajaran : 2015/2016  
 Kelas/ Semester : VII/ II  
 Pokok Bahasan : Descriptive text  
 Subdas ke : preliminary

No	Nama	Descr 1				Descr 2				Descr 3				Descr 4				Descr 5				Descr 6				Σ	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Abida At Saesani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	7	29%	Enough
2	Ahmad Ridwan	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	10	47%	Enough
3	A. Wati/Dzicri/Khaq	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	12	50%	Enough
4	Audee Aminy/Makminin	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	8	33%	Enough
5	AvokLubisfrani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	7	29%	Enough
6	Bagas-AdiPrastya	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	9	38%	Enough
7	Basya-AuliPratama	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	11	46%	Enough
8	DmyRidhiyani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	10	42%	Enough
9	Elsa Dayani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	10	42%	Enough
10	Elsa Ulfarrah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	11	46%	Enough
11	Eva Ristiyanti	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	10	47%	Enough
12	FaniZenal Malik	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	9	38%	Enough
13	Hendra Irvanto	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	11	46%	Enough
14	Himsaharaj Nuna S	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16	67%	Good



Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the class.
5. Students respond the other students' question during discussion.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Appendix 15

LEMBAR PENGAMATAN SISWA DALAM KEGIATAN PEMBELAJARAN DENGAN MENGGUNAKAN REALIA

Nama sekolah : MTs Sabilul Ulum  
 Tahun Pelajaran : 2015/2016  
 Kelas/ Semester : VII/ II  
 Pokok Bahasan : Descriptive text  
 Siklus ke : 1

No	Nama	Descr 1				Descr 2				Descr 3				Descr 4				Descr 5				Descr 6				Σ	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Ahmad Ridwan	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15	63%	Good
2	A Watsik Dzivaul Khaq	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19	79%	Excellent
3	Andre Amiru Mukminin	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
4	AvukLulufani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	16	67%	Good
5	Bagas Adi Prasetya	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
6	Bayu Aji Pratama	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19	79%	Excellent
7	DwiRizkiyani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	13	54%	Good
8	Elsa Dayani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15	63%	Good
9	Elsa Ulfaizah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19	79%	Excellent
10	Eva Ristiyanti	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	17	71%	Good
11	Fani Zaenal Malik	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20	83%	Excellent
12	Hendra Triyanto	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	17	71%	Good
13	Himadhaul Muna S	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	18	75%	Good
14	Lin Indrasari	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20	83%	Excellent
15	Lin Indrasari	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	13	54%	Good
16	M. FadhiAlkaf	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
17	M. Fahmi Hanis	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	17	71%	Good
18	M. Faridudin	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14	58%	Good
19	M. Iqbal Maulana	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15	63%	Good
20	Mifta Riskia	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	13	54%	Good
21	Miftakhul Huda	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	14	58%	Good
22	Muhammad Rudiyanto	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15	63%	Good



Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the class.
5. Students respond the other students' question during discussion.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Appendix 16

LEMBAR PENGAMATAN SISWA DALAM KEGIATAN PEMBELAJARAN DENGAN MENGGUNAKAN REALIA

Nama sekolah : MTs Sabituh Ulum  
 Tahun Pelajaran : 2015/2016  
 Kelas/ Semester : VII/ II  
 Pokok Bahasan : Descriptive text  
 Siklus ke : Cycle II

No	Nama	Descr 1				Descr 2				Descr 3				Descr 4				Descr 5				Descr 6				Σ	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Ahmad Ridwan			√				√				√				√				√				√		18	75%	Good
2	A Watsik Dzivaul Khaq			√				√				√				√				√				√		22	92%	Excellent
3	Andre Amiru Mukminin			√				√				√				√				√				√		22	92%	Excellent
4	ArukLulufiani			√				√				√				√				√				√		20	83%	Excellent
5	Bagas Adi Prasetya			√				√				√				√				√				√		21	88%	Excellent
6	Bayu Aji Pratama			√				√				√				√				√				√		19	79%	Excellent
7	DwiRizkiyami			√				√				√				√				√				√		17	71%	Good
8	Elsa Dayani			√				√				√				√				√				√		18	75%	Good
9	Elsa Ulfaizah			√				√				√				√				√				√		19	79%	Excellent
10	Eva Ristiyanti			√				√				√				√				√				√		17	71%	Good
11	Fani Zaenal Malik			√				√				√				√				√				√		20	83%	Excellent
12	Hendra Iriyanto			√				√				√				√				√				√		17	71%	Good
13	Himadhatul Muna S			√				√				√				√				√				√		19	79%	Excellent
14	Iin Indrasari			√				√				√				√				√				√		22	92%	Excellent
15	Lailani Khasanah			√				√				√				√				√				√		17	71%	Good
16	M. FadhilAlkaf			√				√				√				√				√				√		22	92%	Excellent
17	M. Fahmi Haris			√				√				√				√				√				√		18	75%	Good
18	M. Fandiudin			√				√				√				√				√				√		15	63%	Good
19	M. Iqbal Maulana			√				√				√				√				√				√		18	75%	Good
20	Mifta Riskia			√				√				√				√				√				√		17	71%	Good





Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the class.
5. Students respond the other students' question during discussion.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

## Appendix 17

## LEMBAR PENGAMATAN SISWA DALAM KEGIATAN PEMBELAJARAN DENGAN MENGGUNAKAN REALIA

Nama sekolah : MTs Sablil Ulum

Tahun Pelajaran : 2015/2016

Kelas/ Semester : VII/ II

Pokok Bahasan : Descriptive text

Siklus ke : Cycle III

No	Nama	Descr 1				Descr 2				Descr 3				Descr 4				Descr 5				Descr 6				Σ	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Abida As Sausrani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	18	75%	Good
2	Ahmad Ridwan	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24	100%	Excellent
3	A. Watsik Dzivaul Khaq	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	23	96%	Excellent
4	Andre Amiry Mukminin	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22	92%	Excellent
5	AyukLulufiani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
6	Bagas Adi Prasetya	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20	79%	Excellent
7	Bayu Ali Pratama	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22	92%	Excellent
8	DwiRizkivani	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19	79%	Excellent
10	Elsa Ulfaizah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
11	Eva Ristiyanti	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22	92%	Excellent
12	Fani Zaenal Malik	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19	79%	Excellent
13	Hendra Triyanto	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
14	Himadharul Muna S	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24	100%	Excellent
15	Iin Indrasari	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	18	75%	Good
16	Lailatul Khasanah	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24	100%	Excellent
17	M. Fadhil Alkaf	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	20	79%	Excellent
18	M. Fahmi Harris	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21	88%	Excellent
19	M. Fatmudhin	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22	92%	Excellent



Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the class.
5. Students respond the other students' question during discussion.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

## Appendix 18

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>6. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>6.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>6.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>7. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>7.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>
<p><b>Berbicara</b></p> <p>8. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>8.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>8.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>9. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>9.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>
<p><b>Membaca</b></p> <p>10. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat</p>	<p>10.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>10.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p> <p>10.3 Membaca syair bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>
<p><b>Menulis</b></p> <p>11. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>11.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>11.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>

## Appendix 18

Teacher's explanation during teaching and learning process



The students' condition when the teacher explained about descriptive text



Teacher shows realia to the students



Teacher divides students in 8 groups





Students analyze the object



Students explain their observation about the object before write  
descriptve text





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## PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **RIZAL AMIRUDDIN KHALALA**  
NIM : **113411037**  
Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai:

..... **85** ..... ( ..... **4,0 / A** ..... )

Semarang, 12 Juni 2015

Ketua,



*Dr. H. Sholihan, M. Ag.*  
NIP. 19600604 199403 1 004



**SURAT KETERANGAN**

Nomor:

*Assalamu'alaikum, Wr. Wb.*

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo dengan sesungguhnya, bahwa:

Nama	: Rizal Amiruddin Khalala
Tempat dan tanggal lahir	: Jepara, 8 Februari 1993
NIM	: 113411037
Program/ Semester/ Tahun	: S1/ 9/ 2015
Jurusan	: Tadris Bahasa Inggris
Alamat	: Ds. Singorojo, Mayong, Jepara

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana *terlampir*.

Demikian surat keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharapkan maklum.

*Wassalamu'alaikum, Wr. Wb.*

Semarang,

A.n. Dekan,

Wakil Dekan Bidang Kemahasiswaan  
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**TRANSKRIP KO-KURIKULER**

NAMA : Rizal amiruddin Khalala

NIM : 113411037

No	Nama Kegiatan	Jumlah Kegiatan	Nilai Kum	Presentase
1	Aspek Keagamaan dan Kebangsaan	9	16	13%
2	Aspek Penalaran dan Idealisme	16	47	39,5%
3	Aspek Kepimpinan dan Loyalitas terhadap Almamater	9	28	24,5%
4	Aspek Pemenuhan Bakat dan Minat Mahasiswa	8	18	15%
5	Aspek Pengabdian Kepada Masyarakat	5	10	8%
	<b>Jumlah</b>	47	119	100%

Predikat : (Istimewa/Baik Sekali/Baik/Cukup)

Semarang,  
A.n. Delcan,  
Wakil Dekan Bidang Kemahasiswaan  
dan Kerjasama



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