



**IMPROVING CLASS VII-A STUDENTS ACHIEVEMENT IN WRITING
DESCRIPTIVE PARAGPAH BY USING REALIA AT SMPN 3 GENTENG
IN THE 2012/2013 ACADEMIC YEAR**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mugholib and Siti Nur Asiyah. I am thankful your love, support, advice, and pray. I really proud to be your daughter and you are the reason I struggle for. This thesis is dedicated to you for your everlasting love.
2. My brothers (Ahmad Kusyanto, S.P, Kurniawan Hakim, S.Pd, and Ahmad Arifian Pamungkas), thank you for always being my best brothers ever. I love you very much.
3. My partner, Yocky Mawendra Januandika. Thank you for everything we had through and for always standing by me.

MOTTO

Tie the knowledge by writing it down
‘Ikatlah ilmu dengan kitab (menulisnya)’
(Ali Bin Abi Thalib)

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledgement and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for other academic award; ethnics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Date : November 11, 2013

CONSULTANTS' APPROVAL

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1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language and Arts Department.
3. The Chairperson of The English Education Program.
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8. All my friends in English Education Program 2008.

Finally, I hope this thesis will provide some advantages and it will be useful not only for the writer but also the readers. Any constructive suggestions and criticisms will be fully appreciated to make this thesis better.

Jember, November 2013

Writer

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SUMMARY

Improving Class VII-A Students' achievement in Writing Descriptive Paragraph by Using Realia at SMPN 3 Genteng in the 2012/2013 Academic Year; Novi Tria Hidayati, 08021040401047; 2013: 55 pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

It was revealed that all classes of Class VII faced some difficulties in writing. Class VII-A was the class which got the lowest score among the all classes; there were only 15 students of 35 students who achieved the standard minimum score. The problems were they did not know how to develop the idea, lack of vocabulary and grammar, and less motivation to write. Therefore, this classroom action research was intended to improve Class VII-A students' achievement and their participation in writing descriptive paragraph by using realia. Realia is an object that is brought in the classroom as teaching aid.

Thus, the researcher and the English teacher agreed to apply realia in teaching writing of descriptive paragraph to overcome Class VII-A students' problems. They also did the action and the observation in turn.

This research was conducted in two cycles. Each cycle covered four stages, they were: planning of the action, implementation of the action, observation and evaluation, and reflection of the action. In the first cycle, the action was conducted in 3 meetings. The first two meetings were teaching writing descriptive paragraph by using realia and at the end of the cycle or in the third meeting, writing test was conducted to gain the data of the students' writing achievement of descriptive paragraph. Then, observation was done by using the observation checklist to observe the teaching and learning process of writing descriptive text by using realia. The action in the second cycle was conducted mostly the same as the Cycle 1. It consisted of three meetings, and the end of the cycle was carried out as the writing test. The

primary and supporting data were also gained from the writing test and classroom observation.

The result of the observation in the first cycle was revealed that there were 40% (Meeting 1) and 57.14% (Meeting 2) of 35 students categorized as the active students because they fulfilled at least 3 of 4 indicators as the criteria that the research was successful. The rest of the students were not actively participated in teaching and learning process. Most of them were enjoying their activities and it seemed that they were less motivation to learn English. While, the result of writing test showed that 23 of 35 students (65.71%) could achieve the score more than 75 as the standard requirement in the school. It means that, the actions in the first cycle did not achieve the target of the research and must be continued to the next cycle.

Considering to the result in the first cycle, the researcher and the English teacher discussed together in finding the possible problems and made some revisions for the next lesson plan that would be applied in Cycle 2. The result of the observation done in the second cycle was 77.14% (Meeting 1) and 88.57% (Meeting 2) of 35 students were actively involved in the teaching and learning process. Though, the result of writing test in the Cycle 2 was 85.17% of 35 students successfully achieved the standard minimum score that is 75. It means that the result of the observation and writing test in Cycle 2 successfully achieved the target of this classroom action research. Thus, the research stopped.

Based on the result gained in the both cycle, it could be concluded that the use of realia as teaching aid in teaching writing of descriptive paragraph could improve Class VII-A students' achievement and their active participation. Therefore, it is suggested for the English teacher to use realia to teach writing or even the other skills or/and language components. Realia was proved had many advantages as the media in the teaching and learning process. At last, for the further researcher, the result of this research could be used as a reference to conduct the similar research or the other designs of the research.