



**THE EFFECT OF USING REALIA ON THE SEVENTH GRADE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT**

THESIS

By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2020**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
English Education Program, Language and Arts Education Department,
Teacher Training and Education Faculty, Jember University

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MOTTO

“Knowledge exists potentially in the human soul like the seed in the soil;
by learning, the potential becomes actual”

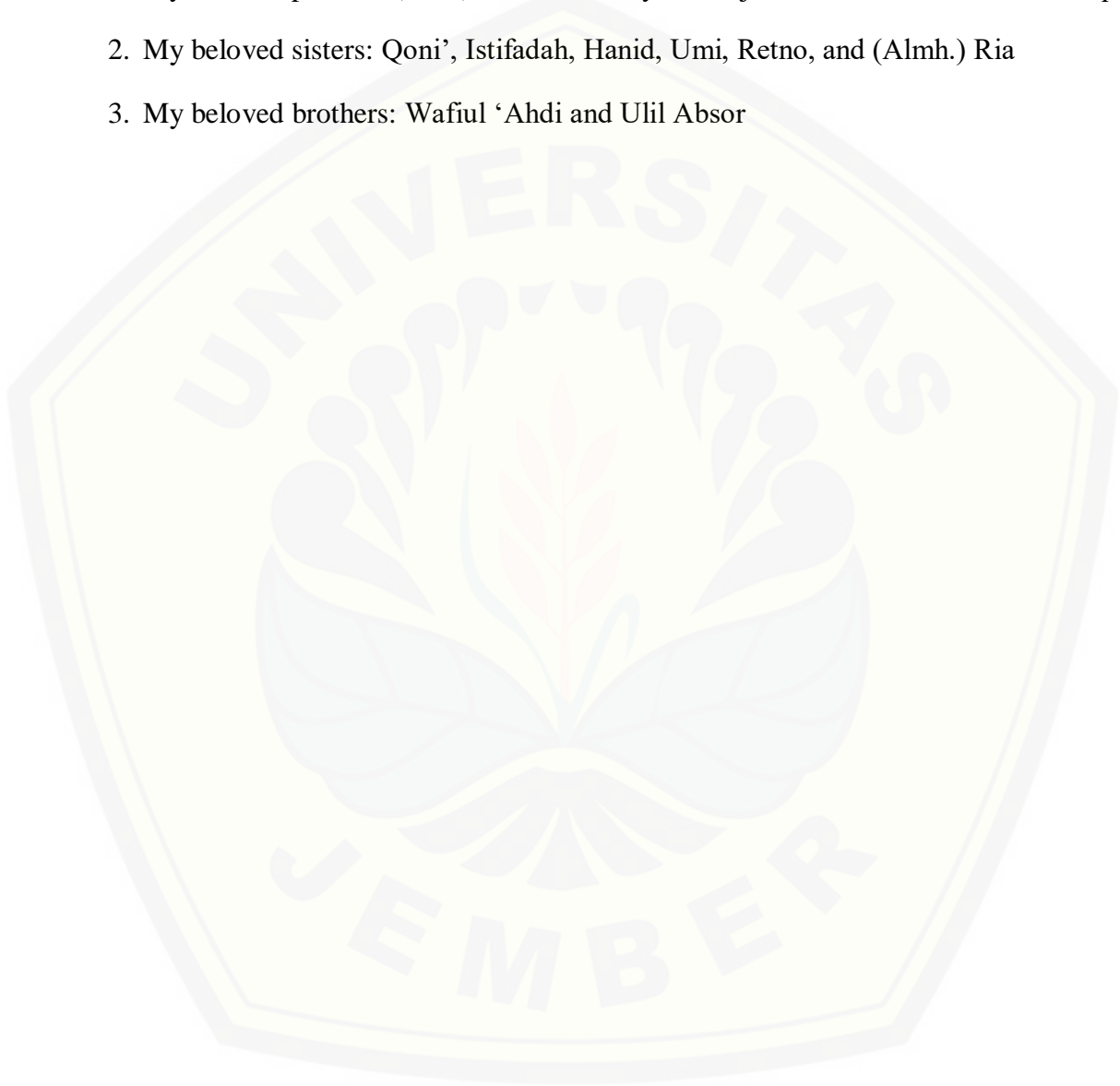
(Imam Al-Ghazali)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: (Alm.) KH. Thohir Syafi'i, Hj. Maro'atul Hasanah, and Istiqamah
2. My beloved sisters: Qoni', Istifadah, Hanid, Umi, Retno, and (Almh.) Ria
3. My beloved brothers: Wafiul 'Ahd and Ulil Absor



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged 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 any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 14 September 2020

The writer,

Dewi Qudsiyah
NIM. 150210401062

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First of all, I would like to thanks to the greatest, Allah SWT who gives me blessings, mercy, strength and courage so that finally I am able to finish the thesis entitled “The Effect of Using Realia on the Seventh Grade Students Descriptive Paragraph Writing Achievement”. In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Teacher Training and Education Faculty, Jember University.
2. The Chairperson of the Language & Arts Education Department.
3. The Chairperson of English Education Program.
4. The first and second consultants, Dra. Siti Sundari, M.A., and Dra. Made Adi Andayani T, M.Ed. for the plentiful time and patience that they spent in guiding me to compose this thesis.
5. The first and second examiners, Dr. Budi Setyono, M.A., and Drs. Bambang Suharjito, M.Ed.
6. My Almamater Teacher Training and Education Faculty, Jember University.

Finally, I realize that this thesis might have some weaknesses. Therefore, any criticism and suggestion from those who really want to improve this thesis will be wisely appreciated.

Jember, 14 September 2020

The Writer

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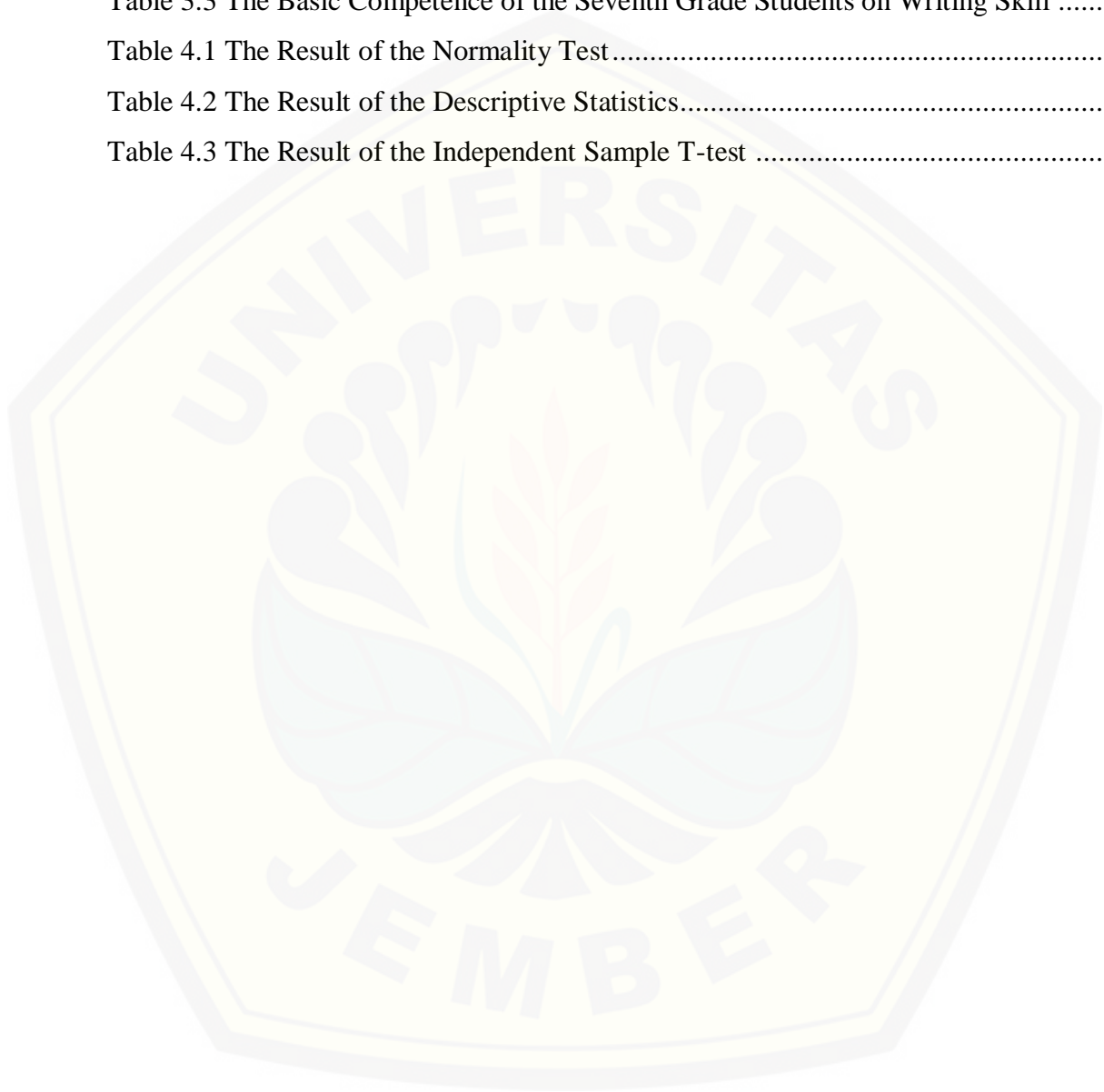
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SUMMARY

The Effect of Using Realia on the Seventh Grade Students' Descriptive Paragraph Writing Achievement; Dewi Qudsiyah, 150210401062; 22 pages; English Education Study Program, Language and Arts Education, Faculty of Teacher Training and Education, Jember University.

Writing is claimed as one of the most complex skills to be mastered. Especially for the EFL students, like Indonesian students. It is because in producing a good writing, the students should consider five aspects. They are content, organization, vocabulary, grammar and mechanics. Thus, in this research, the researcher used realia media which can stimulate and motivate the students to learn writing.

This quasi experimental research was intended to know whether or not there was a significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.

Before selecting the participants (the control group and the experimental group), the researcher did the homogeneity test to the population (the seventh grade students). The researcher analyzed the students' previous writing scores from the English teacher by using ANOVA (Analysis of Variance) on SPSS. The result showed that the population was heterogeneous. Therefore, the researcher chose two groups which had the closest mean scores. They were class 7A and class 7B. Class 7A was the experimental group which was taught writing by using realia media and 7B was chosen as the control group which was taught writing by using pictures

After giving the treatments to both groups (the experimental group and the control group), the researcher gave them posttest. The results of the posttest were analyzed by using independent sample t-test by using SPSS. Based on the output of t-test analysis, the significant value (2-tailed) was 0.036. It was lower than 0.05 which means that the alternative hypothesis (H_a) which says "There is a

significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020" was accepted. Then, the null hypothesis (H_0) which says "There is no significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020" was rejected.

Regarding the result of the hypothesis verification and the explanation above, it could be concluded that there was a significant effect of using realia media on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020. Therefore, it is suggested for the English teacher to use realia as the media in teaching writing.

CHAPTER I INTRODUCTION

This chapter presents the research background, the research questions, the research objectives, and the research contributions. Each point will be explained in the following parts.

1.1 Research Background

Writing is claimed as one of the most complex skills to be mastered (Tillema, 2012). It is because of some reasons, such as students should have rich vocabulary, they also should know how to use correct grammar and able to construct sentences into a good writing, and that is great challenge and big obstacles for ESL/EFL students, like Indonesian students.

Chaerul (2014) claims that in Indonesia, most English teachers teach writing to the students with many theories from the textbook without providing the real illustration and media. The students especially who have low English proficiency will get difficulties in producing a good writing. As a result, the students can be stressed, lazy to write, and losing motivation. Huy (2015) claims, the high school students often have many mistakes in spelling, grammar, punctuation and organization. The other difficulties are the lack of teachers' experience in writing and lack of time to teach and study.

However, teaching and learning writing should be done with fun and interesting. Smith (1997) argues that the teacher should provide good and fresh atmosphere in the classroom in order to make the teaching learning process more attractive and enjoyable. Ornstein & Levine (2006) also recommend using the objects or pictures to illustrate concepts. Realia can help to make English lesson memorable (Soames, 2010). By using realia, students will be easier to describe something, such as animals, people or things. It gives stimulus to write and describe based on what they see, feel, taste, smell, or hear. Anderson (1994, p. 181) confirms that, realia gives stimulus to make the students use their five senses, especially the sense of touch.

Awaliya, Ariyani, and Andayani (2014) did the research entitled “The Effect of Using Real Objects or Realia on the Eighth Grade Students’ Descriptive Paragraph Writing Achievement at SMP Argopuro 2 Suci Panti Jember in the 2013/2014 Academic Year”. Another study was done by Mustika, Donal, and Husni (2018) entitled “The Effect of Using Realia Objects toward Students’ Achievement in Writing Descriptive Text at the Tenth Grade of SMK Negeri 1 Tambusai Utara, Riau”. The results of the researches showed that there was a positive effect of using realia on the students’ descriptive paragraph writing achievement. The gap of this research is the kind of realia that the researcher used and the different level of the participants.

MTs. Al-Huda Sukorejo is one of the Islamic private schools in Bangorejo, Banyuwangi Regency, East Java, Indonesia. Based on the result of the interview with the English teacher of the seventh grade students, she explained that she never use realia to teach writing. She usually uses textbook and sometimes she uses pictures to teach descriptive writing.

Based on the background above, the researcher conducted an experimental research entitled “**The Effect of Using Realia on the Seventh Grade Students’ Descriptive Paragraph Writing Achievement**”. The research was done at MTs. Al - Huda Sukorejo, Bangorejo, Banyuwangi.

1.2 The Research Question

Based on the research background and the previous studies, the research question is: “Is there any significant effect of using realia on the seventh grade students’ descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi?”

1.3 The Research Objective

The objective of this research was to find out whether or not there was a significant effect of using realia on the seventh grade students’ descriptive paragraph writing achievement at MTs. Al - Huda Sukorejo, Banyuwangi.

1.4 Research Contributions

This research is expected to give contributions as follows:

1.4.1 Empirical Contribution

This research result can be used as a reference for future researchers to conduct a further study with a similar problem to improve the students' descriptive writing achievement through different research design such as Classroom Action Research (CAR).

1.4.2 Practical Contribution

The result of this research can be used by the English teacher as a reference and feedback to apply realia as media to attract the students' interest in writing and to improve their writing ability and motivation in teaching learning process of writing.

CHAPTER II

LITERATURE REVIEW

This chapter presents theories related to the research problem, such as the nature of writing, the aspects of good writing, descriptive paragraph writing, the students' writing achievement, the media of realia, review of the previous studies, and the research hypothesis. Each point will be explained in the following sections.

2.1 The Nature of Writing

According to Meyers (2005), writing is an action, a process of discovering and organizing ideas, putting them on paper, reshaping and revising them. Brown (2001, p. 336), also points out that writing is a thinking process. It means the writer should follow some stages until we get the final result. Harmer (2004) says, writing needs planning. What we are going to write and how it is. After the writing is done, we still need to check and read over our writing to make sure it is clear and correspondent. If it is still not clear, we can make some corrections or changes. According to Hadfield & Hadfield (2008), in writing, the writer should be able to arrange the sentences accurately to make it readable and to avoid confusion because writing is not only for personal purpose, but it is for readers.

Based on the explanation above, we know that writing should be well prepared in order to make a good and readable writing. Jacobs (1981, p. 90) states, there are five aspects of good writing that we should consider. They are content, organization, vocabulary, grammar and mechanics.

2.2 The Aspects of Good Writing

In producing a good writing, there are some aspects that should be considered. They are content, organization, vocabulary, grammar and mechanics (Jacobs, 1981, p. 90).

2.2.1 Content

Content in writing is what the writer wants to deliver the main idea of the writing in groups of statements in a written form (Langan, 2011). According to

Camp (2001, p. 290), content must have clarity, conciseness, and completeness. Clarity means that the writing should be clear to avoid the readers' misunderstanding. Conciseness means the writer should deliver the writing by using appropriate words and no repetition in order to make it clear. Next, completeness means that the writer should give complete and enough information about the writing to the readers (Camp, 2001).

2.2.2 Organization

A good writing should have unity and coherence (Wingersky, Boerner, & Balogh, 1999, p. 36). According to Wong (1999), unity means that all the supporting sentences must explain the main idea while coherence means that the writing should contain logical and good organization.

2.2.3 Vocabulary

Vocabulary is defined as a list of words in which an individual can use (Hatch & Brown, 1995). According to Hadfield and Hadfield (2008, p. 45), vocabulary consists of one, two, or more words that go together and turn into a meaningful writing. The students should learn how to select appropriate words for their writing.

2.2.4 Grammar

According to Fairbain & Winch (1996, p. 108), grammar is one of the writing aspects that helps to construct sentences into make sense and adequate sentences. In this research, the use of simple present tense, the use of singular/plural nouns, the use of articles, and the use of preposition were used to evaluate the students' grammatical competency.

2.2.5 Mechanics

A good writing should follow the rules of written language, such as good punctuations, correct capitalization, spellings, etc. Huy (2015) mentions in his study, spellings and punctuation mistakes are basic mistakes that the students often make. Spellings is how the words are spelt (Knapp & Watkins, 2005). The example of spelling mistake is in the word *swet*. This word has a miss letter e to make it a correct word sweet. Punctuation mistakes also must be considered. According to Fairbain & Winch (1996, p. 81), punctuations is devices that are

used in writing to help the readers easily understand what the writing about. The examples of punctuations are period (.), question mark (?), exclamation point (!), comma (,), colon (:), quotation marks (“ ”), and apostrophes (‘). Next, Fairbain & Winch (1996, p. 81) also explain that the first word in a sentence should use a capital letter. Capitalization is also used for people names (ex: **Rizky, Kiki**), pronouns (ex: **I, She, He,**), titles (ex: **Mr.** and **Mrs.** James), name of organizations or agencies (ex: **Jember University**), name of days (ex: **Sunday, Monday**), and name of months (ex: **January, February**).

2.3 Descriptive Paragraph Writing

2.3.1 The Definitions of Descriptive Paragraph Writing

According to Saragih (2013), a descriptive paragraph is used to describe a particular person, thing or place. Anker (2010, p. 155) states that a descriptive paragraph is a kind of writing which uses a clear and vivid impression. The social function of the descriptive paragraph is different from the report text which only describes things generally, but it describes things in details.

2.3.2 The Linguistics Features

According to Gerot & Wignell (1994), the linguistics features of descriptive paragraph are; (1) using specific nouns, (2) using simple present tense, (3) using linking verbs, (4) using action verbs, (5) using mental verbs to describe feelings, (6) using adjectives and adverbs, (7) using adverbial phrase to add more information.

2.3.3 The Basic Parts of a Good Paragraph

There are three basic parts of a good paragraph, they are; topic sentence/main idea, supporting sentences, and concluding sentence.

2.4 The Students' Writing Achievement

According to Hughes (2003, p. 10), achievement test is the way to measure the success that the students achieve in the teaching learning process. The writing achievement in this research is the results that the students achieved in descriptive paragraph writing in the form of scores from 75-100.

2.5 The Media of Realia

2.5.1 The Definitions of Realia Media

According to Richards & Platt (1998), realia is actual objects which are brought in the classroom as examples or aids to be talked or written about in the teaching learning process. Jordan & Herrell (2007) also state that realia is media that can motivate the students in learning writing, because realia helps them to see, hear, feel, and smell the objects. Based on these definitions, realia is things around us which can be used as media in teaching learning process, especially in writing a descriptive paragraph.

2.5.2 The Criteria of Using Realia in Teaching Writing

According to Wright (1989, p. 3), there are some criteria to teach writing using realia, they are should be easy to prepare, easy to organize and effective to use, authentic and relevant to the teaching objective and material, interesting, and easy to be found.

2.5.3 The Kinds of Realia

There are so many kinds of realia that can be used in teaching writing. Jordan & Herrel (2007) classify realia into some classes.

- a) Household items, such as kitchen appliances, eating utensils, etc.
- b) Foods, such as vegetables, fruits, etc.
- c) Clothes, such as skirts, dress, shoes, etc.
- d) Animals, such as pets, animals around the school, animal dolls.
- e) Plants, such as flowers, or any plants.
- f) Crafts, such as sculpting clay, potters, knitting, etc.
- g) Literature, such as books, newspapers, magazines, etc.
- h) Farm or occupational items, such as nails, tools, baskets, etc.
- i) Ethnic items, such as chopsticks, ethnic clothes, etc.

In order to make the research be more intense, the researcher only focuses on fruits as the teaching media. The researcher chose this type of realia because the students are familiar with fruits and it is appropriate with the Junior High School students' level.

2.5.4 The Advantages of Realia Media

Realia has many advantages in teaching learning process. Gower, Phillips, & Walter (1995) state that realia can illustrate the materials directly and quickly rather than the verbal explanation. Hunt & Beglar (1998) also state, realia is very useful for disable students. Another advantage of realia is based on French (1983). He states on his book that real objects can attract the students' attention and aid concentration. Based on the experts' statements, it can be concluded that realia has many advantages as media in teaching learning process, especially in teaching writing.

2.6 Review of the Previous Studies

There were some studies about the use of realia. Awaliya, Ariyani, & Andayani (2014) investigated "The Effect of Using Real Objects or Realia on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMP Argopuro 2 Suci Panti Jember in the 2013/2014 Academic Year" through a quasi-experimental research with posttest. The result showed that the mean score of the control group was 49.37, while the experimental group got 59.95 mean score.

Another study was conducted by Mustika, Donal, & Husni. (2018) entitled "The Effect of Using Realia Objects toward Students' Achievement in Writing Descriptive Text at the Tenth Grade of SMK Negeri 1 Tambusai Utara, Riau". The result of the posttest showed that the mean score of the experimental group was higher, it was 51.3, and the mean score of the control group was 39.6.

Markhamah (2016) did a study entitled "Developing Students' Descriptive Text Writing Ability through Realia". The scoring is based on the five writing aspects. The result showed that the scores for all aspects increased.

Widary (2016) also did an experimental research entitled "The Effect of Using Real Things on the Tenth Grade Students' Descriptive Writing Achievement at MAN 2 Jember". The result of the posttest showed that, the score of the experimental group was 59.95, while the control group score was 49

Next, Andriyani (2017) conducted a quantitative research entitled "Improving Students' Descriptive Text Writing Ability through Realia at the

Second Grade of MTs. Raudlatul Muta'allimin, Way Kanan, Lampung” This research only used one class as the experimental class. The result of the pretest was 30.60 and the mean score of the posttest was 55.40.

The previous researches above showed the success of realia in improving the students' descriptive paragraph writing achievement. Those researches encouraged the researcher to conduct a further research with the similar topic.

The gap of the research is, those previous researches used utensils, kitchen tools, and classroom tools as the realia media. In this research, the researcher used fruits as the realia. Another gap is those previous researches used the eighth grade students of Junior High School or higher (the tenth grade students) as the subject of the research. This present researcher used the lower level of the subjects that is the seventh grade students of Junior High School.

2.7 Research Hypothesis

Based on the literature review and the the findings of the previous studies, the research hypothesis was “There is a significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.”

CHAPTER III
RESEARCH METHODS

This chapter presents the research design, the research context, the research participants, and the data collection methods. Each point will be explained in the following parts.

3.1 Research Design

This research is an experimental research because this research was intended to know the effect of realia on the students' writing achievement. This experimental research consists of two variables. The students' writing achievements was the dependent variable and teaching descriptive paragraph writing by using realia was the independent variable. The design of this research was a quasi-experimental with posttest-only.

In this experimental research, there were two groups, the experimental group and the control group. Each group was taught descriptive paragraph writing using different techniques. The experimental group was taught descriptive paragraph writing by using realia, while the control group was taught descriptive paragraph writing without using realia media. The treatments were given to the experimental group twice/two meetings. After the treatments given, the writing test was given to both groups. The following table is the illustration of the design of the research.

Table 3.1 Design of The Research

| | | |
|----------------------|------------------------|----------|
| Posttest-Only Design | Time | |
| → | | |
| Control group | No treatment | Posttest |
| Experimental group | Experimental treatment | Posttest |

(Creswell, 2012, p. 310)

The procedures of this experimental research were as follows.

1. Interviewing the English teacher of the seventh grade students to get some information about her techniques in teaching writing, the curriculum used, and the students' problem in learning writing.
2. Assigning the homogeneity test by collecting the seventh grade students' writing previous scores from the English teacher.
3. Analyzing the results of the homogeneity test by using ANOVA formula (SPSS) to find the significant value.
4. Determining the control group and experimental group by choosing the two groups which have closest mean score, because the result showed that the significant value is higher than 0.05 which means heterogeneous.
5. Teaching descriptive paragraph writing to the two groups by using different techniques. Teaching descriptive paragraph writing to the experimental group by using realia and teaching descriptive paragraph writing to the control group without using realia (using picture).
6. Assigning the descriptive writing posttest to the both groups.
7. Analyzing the results of the posttest by using T-test formula with SPSS application to know the effect of using realia treatments on the seventh grade students' descriptive paragraph writing achievement.
8. Comparing the results of teaching (by using realia and without realia)
9. Drawing a conclusion to answer the research problem.

3.2 Research Context

This experimental research was conducted at MTs. Al-Huda which is located at Desa Sukorejo, Bangorejo, Banyuwangi Regency, East Java. The researcher chose this school as the research area because of some reasons. First, realia has never been used by the English teacher as the media to teach writing to the seventh grade students. Second, the school principal and the English teacher of the seventh grade students gave permission for the researcher to conduct the

research at the school. Third, there was no previous research with the similar topic that was conducted in this school.

3.3 Research Participants

The seventh grade students at MTs Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020 were the population of the research. There were three classes; VII-A (23 students), VII-B (22 students), and VII-C (21 students). The total population was 66 students.

The researcher chose two classes as the samples of the research (the experimental group and the control group). Before selecting the two sample groups, the researcher did the homogeneity test. The following table is the result of the homogeneity test.

Table 3.2 The Result of the Homogeneity Test
Test of Homogeneity of Variances

The Result

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 6.017 | 2 | 64 | .004 |

Notes:

- a) If the significant value is <0.05 , it means the population is heterogeneous
- b) If the significant value is >0.05 , it means the population is homogenous

Based on the result of the homogeneity test, the significant value was 0.004. It is lower than 0.05. It means that the population of this research was heterogeneous. So, the researcher chose the two groups (the experimental group and the control group) which had the closest mean score in the previous writing test. As VII-A got 57.58 mean score, VII-B got 59.29 mean score, and VII-C got 69.57. Since VII-A and VII-B had the closest mean score, then the researcher chose VII-A as the experimental group and VII-B as the control group. (The table distribution of the previous scores from the English teacher can be seen in the Appendix E).

3.4 The Procedures of Teaching Descriptive Paragraph Writing using Realia

Ploeger (2000, p. 249) explains the steps of teaching writing descriptive text using realia as follows.

- a) The teacher shows the realia which is related to the material.
- b) The teacher asks the students to observe the realia given.
- c) The teacher asks the students to write some sentences based on the realia given.
- d) The teacher shows the example of a simple descriptive paragraph.
- e) The teacher asks the students to write a simple descriptive paragraph based on the realia provided by the teacher.

In this research, the researcher made adaption based on the steps above. The procedures that were used are as follows.

- 1) The researcher constructed the lesson plan based on curriculum 2013 for the experimental group and the control group.
- 2) The researcher prepared some realia which were used to teach a descriptive paragraph.
- 3) The researcher gave a set induction by giving a riddle about the realia used.
- 4) The researcher showed a realia related to the riddle and gave an example of a simple descriptive paragraph.
- 5) The researcher asked the students to observe the realia and the descriptive paragraph given
- 6) The researcher explained about the theory of descriptive paragraph and the steps to write it.
- 7) The researcher asked the students to make groups of three or four students. Each group should make some simple sentences based on the realia given (group work: Task 1)
- 8) The researcher asked the students to make a simple descriptive paragraph from the sentences they made (group work: Task 2).
- 9) The researcher gave a different realia to the students and asked them to write a simple descriptive paragraph individually (individual work: Task 3).

3.5 Data Collection Methods

The main data was collected from the descriptive writing posttest of the experimental group and the control group. The supporting data of this research was collected from the interview and the documentation.

3.5.1 The Descriptive Writing Posttest

After the two groups were taught descriptive writing by using different techniques, the researcher gave a writing posttest. The researcher gave a certain topic for both groups, it was writing a simple descriptive paragraph about a watermelon (consists of 5-10 sentences). The researcher gave 45 minutes for the students to do the writing test.

In assigning a test, the test must be valid and reliable (Hughes, 2003, p. 26). Validity means the test should measure what it is intended to measure. In this research, the researcher used content validity of the test based on the materials used by the English teacher. It is the 2013 curriculum. The following table is the basic competence of the 2013 curriculum of the seventh grade students on writing skill.

Table 3.3 The Basic Competence of the Seventh Grade Students on Writing Skill

| |
|---|
| 4.7.2 Menyusun paragraf deskriptif tulis, sangat pendek dan sederhana, terkait benda (buah-buahan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
|---|

Reliability refers to stability of findings (Altheide & Johnson, 1994). In this research, the researcher used inter-rater reliability (using two scorers/double scorers) to get more accurate and reliable result of the test. The double scorers of the test in this research were the researcher and the English teacher.

Hughes (2003, p. 95) explains, there are two basic ways to give score, they are holistic and analytic. In this research, the scorers used the analytic scoring method with the same scoring guide. (The scoring guide of writing can be seen in the appendix C).

3.5.2 Interview and Documentation

In this research, the researcher did the interview with the English teacher of the seventh grade of MTs. Al - Huda Sukorejo, Banyuwangi on July 15th 2019. (the table of the interview guidance is shown in the appendix B).

The documentation was also used to get the supporting data about the students' previous scores of writing test from the English teacher (enclosed in the appendix E) and the names of the participants of the research (enclosed in the appendix D).

3.6 Data Analysis Method

The results of the writing posttest were analyzed by using t-test formula with 5% significance level that was operated using SPSS application. The data analysis was used to know the effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al - Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTION

This research presents the conclusion of the research and the suggestion for the English teachers and the future researchers. Each point is explained as follows.

5.1 Conclusion

Based on the result of the analysis of the posttest, the hypothesis verification, and the discussion, it could be concluded that there was a significant effect of using realia media on the seventh grade students' descriptive paragraph writing achievement. It means the experimental group which was taught writing by using realia media got better scores of writing posttest than the control group which was taught writing by using pictures.

5.2 Suggestion

Considering the effectiveness of realia as the teaching media, there are some suggestions for the following people.

5.2.1 The English Teacher

Based on the result of this research, the researcher gives some suggestion to the English teacher to use realia as media to teach English, especially in teaching writing a descriptive paragraph, because realia can help the students to improve their ability and motivation in writing a descriptive paragraph.

5.2.2 The Future Researchers

This research result can be used as a reference for the future researchers to conduct a further research with a similar problem to improve the students' descriptive writing achievement by using different research design such as a Classroom Action Research (CAR) to improve their writing skill.

5.2.3 The Students (The Participants)

Based on the result of this research, the researcher gives suggestions to the students to use realia when they are learning writing, because realia can help them improving their writing skill.

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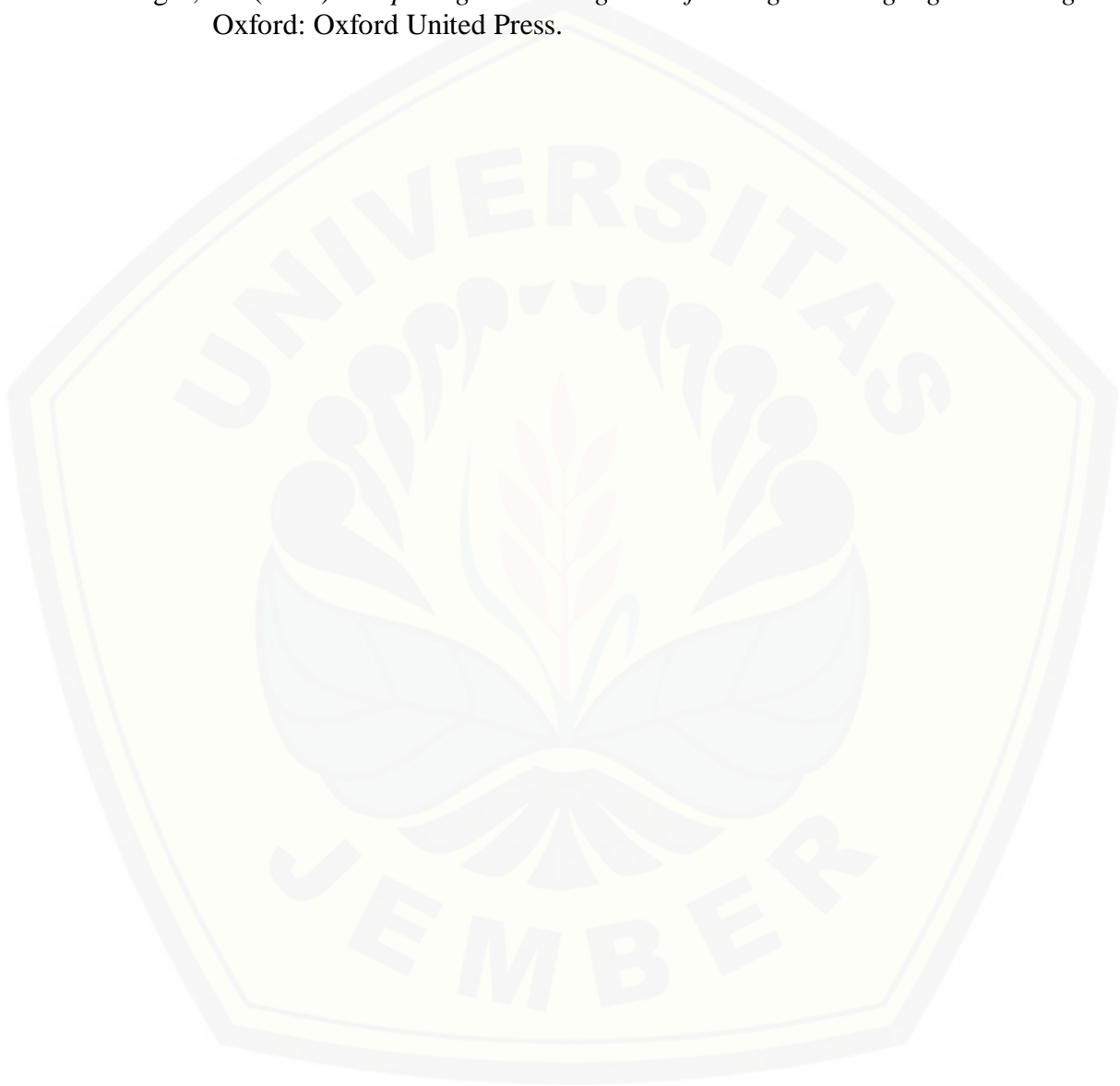
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APPENDIX A

The Research Matrix

| Title | Problems | Variables | Indicators | Research Method | | | Hypothesis |
|---|---|---|--|---|---|---|---|
| | | | | Design | Data resources | Method | |
| The Effect of Using Realia on the Seventh Grade Students' Descriptive Paragraph Writing Achievement | Is there any significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at the seventh grade students of MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020?" | <p>Independent: The use of realia in teaching descriptive paragraph writing.</p> <p>Dependent: The seventh grade students' descriptive paragraph writing achievement.</p> | <p>1. The Steps of Teaching Writing Using Realia</p> <ul style="list-style-type: none"> - Preparation - Giving realia to the students - Asking the students to write some sentences based on the realia given - Asking the students to make a simple descriptive paragraph from the sentences they made | <p>Quasi-Experimental research</p> <p>(Cook & Campbell, 1979)</p> | <p>1. Research Participants: The seventh grade students of MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.</p> <p>2. Collaborators: The English teacher of the seventh grade of MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.</p> <p>3. School Document:</p> <ul style="list-style-type: none"> - The names of the seventh grade students - The names of the | <p>1. Participants Determination Method: Choosing the two groups which have the closest mean score because the population was heterogeneous</p> <p>2. Area Determination Method: Purposive method</p> | <p>There is a significant effect of using realia on the seventh grade students' descriptive paragraph writing achievement at MTs. Al-Huda Sukorejo, Banyuwangi in the academic year of 2019/2020.</p> |

| Title | Problems | Variables | Indicators | Research Method | | | Hypothesis |
|-------|----------|-----------|--|-----------------|---|---|------------|
| | | | | Design | Data resources | Method | |
| | | | <p>2. The seventh grade students' scores of descriptive writing test:</p> <ul style="list-style-type: none"> - Content - Organization - Vocabulary - Grammar - Mechanics <p>(Jacobs, 1981)</p> | | <p>participants (the experimental group and the control group)</p> <ul style="list-style-type: none"> - The previous score of writing test from the English teacher. -The scores of descriptive paragraph writing posttest of the experimental group and the control group. | <p>3. Data collection method:</p> <ul style="list-style-type: none"> - Descriptive paragraph writing posttest - Documentation - Interview <p>4. Data analysis method:</p> <p>The data collected from the posttest is analyzed using t-test formula by using SPSS</p> | |

APPENDIX B

The Guidance of the Supporting Data

a. Interview

| No. | The Interview Questions | The Answers from The English Teacher |
|-----|---|--|
| 1. | What curriculum do you use in teaching English at the seventh grade students? | It is the 2013 Curriculum |
| 2. | How many times do you teach English in a week? | It is twice a week |
| 3. | How long is the duration for each meeting? | It is 2x40 minutes for each meeting |
| 3. | How do you usually teach writing to the seventh grade students? | I usually teach writing by using textbook and sometimes using pictures as the media. |
| 4. | Does it work to improve the students' writing achievement? | Yes, it does, but not much |
| 5. | What are the difficulties that the students usually have? | There are difficulties in organizing and arranging the sentences, also the limited of vocabulary. But the main problem is the students do not have motivation in learning English. |
| 6. | Have you ever taught writing to the seventh grade students by using realia? | I have not. |
| 7. | Why not? | It is because the textbook and pictures are enough to represent the real things. |

b. Documentation

| No. | The supporting data | Data sources |
|-----|--|----------------------|
| 1. | The students' previous writing scores | The school documents |
| 2. | The names of the participants (the experimental group and the control group) | |

APPENDIX C

The Scoring Rubric of Writing Test

| Aspects | Score | Level | Criteria |
|---|-------|-----------|---|
| Content | 30-27 | Excellent | Knowledgeable •thorough development of main idea •relevant to assigned topic |
| | 26-22 | Good | Some knowledge of subject •range limited development of main idea •adequate range •mostly relevant to topic, but lacks detail |
| | 21-17 | Fair | Limited knowledge of subject •little substance •inadequate development of topic |
| | 16-13 | Poor | Does not show knowledge of subject •non-substantive •OR not enough to evaluate |
| Organization | 20-18 | Excellent | Ideas clearly stated/supported •well-organized •logical sequencing •cohesive |
| | 17-14 | Good | Loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing |
| | 13-10 | Fair | Ideas confused or disconnected •lacks logical sequencing and development |
| | 9-7 | Poor | Does not communicate •no organization •OR not enough to evaluate |
| Vocabulary | 20-18 | Excellent | Sophisticated range •effective word choice and usage •word form mastery |
| | 17-14 | Good | Adequate range •occasional errors of word form, choice, usage but meaning not obscured |
| | 13-10 | Fair | Limited range •frequent errors of word form, choice, usage •meaning confused or obscured |
| | 9-7 | Poor | Little knowledge of English vocabulary, word forms •OR not enough to evaluate |
| Grammar | 25-22 | Excellent | No errors or few errors of tenses, numbers, word order/functions, articles, pronouns prepositions |
| | 21-18 | Good | Several errors of tenses, numbers, word order/functions, articles, pronouns, prepositions but meaning seldom obscured |
| | 17-11 | Fair | Frequent errors of tenses, numbers, word order/functions, articles, pronouns, prepositions •meaning confused or obscured |
| | 10-5 | Poor | Dominated by errors •does not communicate •OR not enough to evaluate |
| Mechanics | 5 | Excellent | No errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Good | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| | 3 | Fair | Frequent errors of spelling, punctuation, capitalization, paragraphing •poor handwriting •meaning confused or obscured |
| | 2 | Poor | Dominated by errors of spelling, punctuation, capitalization, paragraphing •handwriting illegible •OR not enough to evaluate |
| Total : Content:...+ Organization:...+Vocabulary....+Grammar:....+Mechanics...=..... | | | |

Adapted from (Jacobs, 1981)

APPENDIX D

The Names of the Participants

| No. | The Experimental Group | The Control Group |
|-----|------------------------|-------------------|
| 1. | AJ | AGA |
| 2. | AA | AR |
| 3. | CK | APP |
| 4. | DA | AA |
| 5. | ERA | BNH |
| 6. | FNR | DAN |
| 7. | FJ | DKU |
| 8. | MBM | GM |
| 9. | MMA | IFA |
| 10. | MDW | MFR |
| 11. | MI | MZMAK |
| 12. | MIM | MZ |
| 13. | MALA | NRW |
| 14. | MQA | NA |
| 15. | MRA | RRP |
| 16. | NDMP | RKS |
| 17. | RRC | RI |
| 18. | RR | SY |
| 19. | RM | TAF |
| 20. | TAK | VYSH |
| 21. | UNM | WRAH |
| 22. | AM | AFS |
| 23. | MFR | |

APPENDIX E

The Previous Scores of Writing Test from the English Teacher

| No. | Class | | |
|-------------------|--------------|--------------|--------------|
| | VII - A | VII - B | VII - C |
| 1 | 63 | 51 | 50 |
| 2 | 74 | 69 | 60 |
| 3 | 80 | 60 | 65 |
| 4 | 49 | 83 | 75 |
| 5 | 83 | 42 | 80 |
| 6 | 36 | 38 | 70 |
| 7 | 56 | 72 | 75 |
| 8 | 56 | 57 | 70 |
| 9 | 54 | 79 | 65 |
| 10 | 79 | 73 | 80 |
| 11 | 65 | 46 | 70 |
| 12 | 54 | 8 | 68 |
| 13 | 54 | 80 | 60 |
| 14 | 44 | 82 | 65 |
| 15 | 38 | 57 | 75 |
| 16 | 76 | - | 80 |
| 17 | 65 | 74 | 75 |
| 18 | 36 | 58 | 75 |
| 19 | 54 | 49 | 78 |
| 20 | 35 | 96 | 65 |
| 21 | 80 | 65 | 60 |
| 22 | 60 | 66 | |
| 23 | 37 | | |
| Mean Score | 57.58 | 59.29 | 69.57 |

APPENDIX F

The Schedule of the Research

| No | Activity | Date |
|-----------|--|---|
| 1 | <i>Interview and Documentation</i> | July 15 th 2019 |
| 2 | Assigning the homogeneity test | July 16 th 2019 |
| 3 | Matching the schedule with the English teacher | February 6 th 2020 |
| 4 | Giving treatment to the control group | February 13 th until 15 th 2020 |
| 5 | Giving treatment to the experimental group | February 13 th until 15 th 2020 |
| 6 | Administering the Posttest to both groups | February 20 th 2020 |
| 7 | <i>Analysing the result of the posttest</i> | February 21 st 2020 |

The Schedule of the Treatment

| No | Treatment | The Experimental Group | The Control Group |
|-----------|---------------------------|---|---|
| 1 | 1 st Treatment | Thursday, February 13 th 2020 11.10 - 12.20 WIB | Thursday, February 13 th 2020 07.10 - 08.20 WIB |
| 2 | 2 nd Treatment | Saturday, February 15 th 2020 07.45 – 08.55 WIB | Saturday, February 15 th 2020 10.35 – 11.45 WIB |

APPENDIX G

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Lesson Plan: Meeting 1)**

Satuan Pendidikan : MTs. Al - Huda Sukorejo
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII (Tujuh)/ Genap
 Keterampilan Bahasa : Writing Skill
 Jenis Paragraf : Descriptive Paragraph
 Topik : Describing things (about fruits)
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

| | |
|-------------|---|
| KI 1 | Menghargai dan menghayati ajaran agama yang dianutnya |
| KI 2 | Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya |
| KI 3 | Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata |
| KI 4 | Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori |

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN
KOMPETENSI (IPK)**

| KOMPETENSI DASAR | IPK |
|--|--|
| 4.7.2 Menyusun paragraf deskriptif tulis, sangat pendek dan sederhana, terkait benda disekitar (buah-buahan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | Siswa dapat menyusun paragraf deskriptif sangat pendek dan sederhana tentang benda disekitar (buah-buahan) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

C. TUJUAN PEMBELAJARAN

Peserta didik diharapkan dapat menyusun paragraf deskriptif tulis, sangat pendek dan sederhana, terkait benda disekitar (buah-buahan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. MATERI PEMBELAJARAN (terlampir)

1. Experimental Group

Media

- ✓ Realia (fruits; apples, lemon, mangosteen)

2. Control Group

Media

- ✓ Pictures (fruits; apples, lemon, mangosteen)

E. SUMBER PEMBELAJARAN

1. Experimental Group

a) **Media** : realia (buah apel, lemon, dan manggis), papan tulis, board marker, papan kertas manila, lembar kerja siswa/ students worksheet

b) **Sumber** : Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<http://writing.wordzila.com/>

2. Control Group

a) **Media** : pictures (buah apel, lemon, dan manggis), papan tulis, board marker, papan kertas manila, lembar kerja siswa/ students worksheet

b) **Sumber** : Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<http://writing.wordzila.com/>

F. METODE PEMBELAJARAN

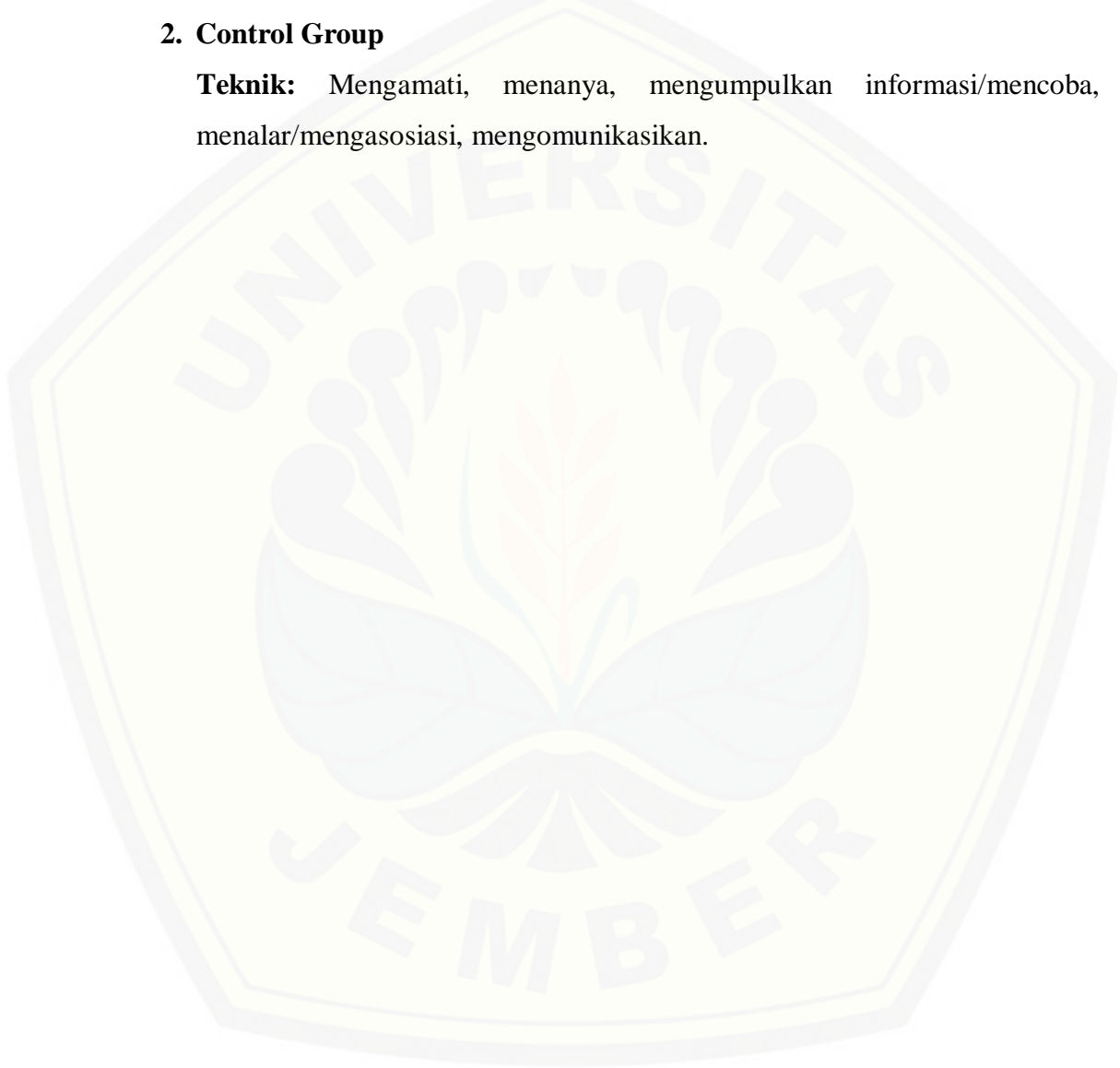
Pendekatan : Scientific Approach

1. Experimental Group

Teknik: Mengamati, menanya, mengumpulkan informasi/mencoba, menalar/mengasosiasi, mengomunikasikan.

2. Control Group

Teknik: Mengamati, menanya, mengumpulkan informasi/mencoba, menalar/mengasosiasi, mengomunikasikan.



G. KEGIATAN PEMBELAJARAN

| Langkah Kegiatan Pembelajaran | Deskripsi (Experimental Group) | | Alokasi Waktu | Deskripsi (Control Group) | | Alokasi Waktu |
|-------------------------------|--|---|---------------|---|--|---------------|
| | Kegiatan Guru | Kegiatan Siswa | | Kegiatan Guru | Kegiatan Siswa | |
| Kegiatan Pendahuluan | 1. Guru memberi salam kepada siswa. | 1. Siswa menjawab salam | 1' | 1. Guru memberi salam kepada siswa. | 1. Siswa menjawab salam dari guru | 1' |
| | 2. Guru mengajak siswa untuk berdoa. | 2. Siswa berdoa bersama | 1' | 2. Guru mengajak siswa untuk berdoa. | 2. Siswa berdoa bersama | 1' |
| | 3. Guru memeriksa kehadiran siswa dengan buku presensi | 3. Siswa merespon kegiatan presensi | 3' | 3. Guru memeriksa kehadiran siswa dengan buku presensi | 3. Siswa merespon kegiatan presensi | 3' |
| | 4. Guru melakukan set induction dengan membawa buah apel dan memberikan riddle kepada siswa: - <i>My body is round. I can be green, and red. I'm sweet and crunchy. I grow up on trees. I'm a healthy fruit and rich with vitamin A. What am I?</i> | 4. Siswa menjawab pertanyaan dari guru | 2' | 4. Guru melakukan set induction dengan menunjukkan gambar buah apel dan memberikan pertanyaan kepada siswa: - <i>Do you know what picture it is?</i> - <i>What does it look like?</i> - <i>How does it taste?</i> - <i>Can you describe it?</i> | 4. Siswa menjawab pertanyaan dari guru | 2' |
| | 5. Guru menunjukkan kepada siswa buah apel | 5. Siswa memperhatikan buah apel | 1' | 5. Guru menunjukkan sebuah gambar buah apel kepada siswa | 5. Siswa memperhatikan gambar yang ditunjukkan oleh guru | 1' |
| | 6. Guru menyampaikan kompetensi, materi, tujuan dan manfaat dari | 6. Siswa memperhatikan penjelasan dari guru | 2' | 6. Guru menyampaikan kompetensi, materi, tujuan dan manfaat dari | 6. Siswa memperhatikan penjelasan dari guru | 2' |

| | | | | | | |
|--|--|---|--|--|--|----|
| | pembelajaran yang akan dilaksanakan kepada siswa. | | | pembelajaran yang akan dilaksanakan kepada siswa. | | |
| Kegiatan Inti | Mengamati (Observing) | | | Mengamati (Observing) | | |
| | 7. Guru menyuruh siswa untuk mengamati buah apel yang dibawanya | 7. Siswa mengamati buah apel yang dibawa guru | 2' | 7. Guru meminta siswa untuk mengamati gambar buah apel yang ditempel di papan | 7. Siswa mengamati gambar buah apel yang ditempel di papan | 2' |
| | 8. Guru menunjukkan sebuah paragraf deskriptif pendek sederhana yang ditempel di papan | 8. Siswa mengamati paragraf deskriptif yang ditempel | 1' | 8. Guru menunjukkan sebuah paragraf deskriptif pendek sederhana yang ditempel di papan | 8. Siswa mengamati paragraf deskriptif yang ditempel | 1' |
| | 9. Guru meminta siswa untuk memperhatikan dan mencari kosakata sulit | 9. Siswa mencari kosa kata sulit dan menggaris bawahinya | 2' | 9. Guru meminta siswa memperhatikan dan mencari kosakata sulit | 9. Siswa mencari kosa kata sulit dan menggaris bawahinya | 2' |
| | 10. Guru memberi teori dan cara menulis paragraf deskriptif dengan baik dan benar | 10. Siswa mendengarkan dan mengamati penjelasan dari guru | 5' | 10. Guru memberi teori dan cara menulis paragraf deskriptif dengan baik dan benar | 10. Siswa mendengarkan dan mengamati penjelasan dari guru | 5' |
| | Menanyakan (Questioning) | | | Menanyakan (Questioning) | | |
| 11. Guru menanyakan kepada siswa makna dari kata-kata sulit yang didapat | 11. Siswa mencari makna kosa kata susah bersama-sama | 3' | 11. Guru menanyakan kepada siswa makna dari kata-kata sulit yang didapat | 11. Siswa mencari makna kosa kata susah bersama-sama | 3' | |
| 12. Guru menanyakan kembali kepada siswa tentang materi yang | 12. Siswa bertanya tentang materi yang belum dimengerti | 2' | 12. Guru menanyakan kembali kepada siswa tentang materi yang | 12. Siswa bertanya tentang materi yang belum dimengerti | 2' | |

| | kurang dipahami | | | kurang dipahami | | |
|--|---|---|----|--|--|----|
| | Mencoba (Experimenting) | | | Mencoba (Experimenting) | | |
| | 13. Guru meminta siswa untuk menulis ulang paragraf deskriptif tentang “buah apel” secara individu sebagai catatan | 13. Siswa mencatat dan menulis ulang paragraf deskriptif dari guru | 3’ | 13. Guru meminta siswa untuk menulis ulang paragraf deskriptif tentang “buah apel” secara individu sebagai catatan | 13. Siswa mencatat dan menulis ulang paragraf deskriptif dari guru | 3’ |
| | 14. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3-4 orang siswa | 14. Siswa membentuk kelompok yang terdiri dari 3-4 orang siswa | 2’ | 14. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3-4 orang siswa. | 14. Siswa membentuk kelompok yang terdiri dari 3-4 orang siswa | 2’ |
| | 15. Guru memberikan buah apel kepada tiap kelompok | 15. Siswa mengamati buah apel yang diberikan pada tiap kelompok | 1’ | 15. Guru memberikan gambar buah apel kepada tiap kelompok | 15. Siswa mengamati gambar buah apel pada tiap kelompok | 1’ |
| | 16. Guru meminta siswa secara berkelompok untuk membuat beberapa kalimat sederhana yang berkaitan dengan buah yang mereka pegang (Task 1) | 16. Siswa mengerjakan tugas (Task 1) dengan kelompoknya. | 8’ | 16. Guru meminta siswa secara berkelompok untuk membuat beberapa kalimat sederhana yang berkaitan dengan buah yang mereka pegang (Task 1) | 16. Siswa mengerjakan tugas (Task 1) secara berkelompok | 8’ |
| | 17. Guru meminta tiap kelompok untuk menulis satu buah paragraf deskripsi sederhana dari gabungan kalimat yang telah dibuat dengan memperhatikan fungsi | 17. Siswa menulis sebuah paragraf deskriptif sederhana dari gabungan kalimat yang telah dibuat dengan memperhatikan | 5’ | 17. Guru meminta siswa secara kelompok untuk menggabungkan kalimat yang telah dibuat menjadi satu buah paragraf deskripsi sederhana dengan | 17. Siswa menggabungkan kalimat yang telah dibuat menjadi sebuah paragraf deskriptif sederhana dengan memperhatikan fungsi | 5’ |

| | | | | | | |
|-------------------------|---|---|-----|---|---|-----|
| | social, struktur teks, dan unsur kebahasaan. | fungsi social, struktur teks, dan unsur kebahasaan. | | memperhatikan fungsi social, struktur teks, dan unsur kebahasaan. | social, struktur teks, dan unsur kebahasaan. | |
| | Mengasosiasi (Asociating) | | | Mengasosiasi (Asociating) | | |
| | 18. Guru meminta siswa untuk mendiskusikan hasil pekerjaan kelompok kepada seluruh siswa di kelas. | 18. Siswa berdiskusi tentang hasil pekerjaan kelompok dengan seluruh siswa di kelas. | 8' | 18. Guru meminta siswa untuk mendiskusikan hasil pekerjaan kelompok kepada seluruh siswa di kelas. | 18 Siswa berdiskusi tentang hasil pekerjaan kelompok dengan seluruh siswa di kelas. | 8' |
| | Mengomunikasikan (Communicating) | | | Mengomunikasikan (Communicating) | | |
| | 19. Guru memberikan buah manggis untuk diamati | 19. Siswa mengamati buah manggis dari guru | 2' | 19. Guru memberikan gambar buah manggis untuk diamati | 19. Siswa mengamati gambar buah manggis | 2' |
| | 20. Guru meminta siswa secara individu untuk menulis sebuah paragraf deskriptif sederhana (5-10 kalimat) tentang "buah manggis" dengan waktu yang telah ditentukan. | 20. Siswa menulis paragraf deskriptif sederhana (5-10 kalimat) tentang "buah manggis" secara individu | 20' | 20. Guru meminta siswa secara individu untuk menulis sebuah paragraf deskriptif sederhana (5-10 kalimat) tentang "buah manggis" dengan waktu yang telah ditentukan. | 20. Siswa menulis paragraf deskriptif sederhana (5-10 kalimat) tentang "buah manggis" secara individu | 20' |
| | 21. Guru meminta siswa untuk mengumpulkan tugas individu. | 21. Siswa mengumpulkan hasil pekerjaan | 1' | 21. Guru meminta siswa untuk mengumpulkan tugas individu. | 21. Siswa mengumpulkan hasil pekerjaan | 1' |
| Kegiatan Penutup | 22. Guru dan siswa menyimpulkan materi yang telah dipelajari | 22. Siswa dan guru menyimpulkan materi | 2' | 22. Guru dan siswa menyimpulkan materi | 22. Siswa dan guru menyimpulkan materi | 2' |
| | 23. Guru memberi feedback dan salam penutup. | 23. Siswa menerima feedback dari guru. | 3' | 23. Guru memberi feedback dan salam penutup | 23. Siswa menerima feedback dari guru | 3' |

H. PENILAIAN PEMBELAJARAN**1. Teknik penilaian**

- ✓ Sikap : Observasi
- ✓ Pengetahuan : Tes tulis

2. Instrumen penilaian

- ✓ Penilaian Sikap

Lembar Pengamatan

| No. | Nama Siswa | Sikap | | | | Nilai |
|-----|------------|---------------------|--------------------|-----------------------------|-------------------------|-------|
| | | Peduli (1 – 3) | Jujur (1 – 3) | Tanggung Jawab (1 – 3) | Kerja Sama (1 – 3) | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

Kriteria Penilaian Sikap

| No. | Peduli | Skor |
|-----------------------|--|------|
| 1 | Bersungguh-sungguh dalam memperhatikan dan ikut serta pada setiap kegiatan pembelajaran. | 3 |
| 2 | Sedikit bersungguh-sungguh dalam memperhatikan dan ikut serta pada setiap kegiatan pembelajaran. | 2 |
| 3 | Tidak memperhatikan dan tidak ikut serta pada kegiatan pembelajaran. | 1 |
| Jujur | | |
| 1 | Mengerjakan tugas individu tanpa bantuan teman | 3 |
| 2 | Mengerjakan tugas individu dengan bertanya kepada teman | 2 |
| 3 | Menjiplak tugas milik teman | 1 |
| Tanggung Jawab | | |
| 1 | Mengerjakan tugas dengan baik dan tepat waktu. | 3 |
| 2 | Mengerjakan tugas namun tidak tepat waktu. | 2 |
| 3 | Tidak mengerjakan tugas. | 1 |
| Kerja Sama | | |
| 1 | Mau bekerja sama dan aktif dalam kerja kelompok. | 3 |
| 2 | Sedikit bekerja sama dan kurang aktif dalam kerja kelompok. | 2 |
| 3 | Tidak bekerja sama dan tidak aktif samasekali dalam kerja kelompok. | 1 |

Keterangan: 3 = A (Baik), 2 = B (Cukup), 1 = C (Kurang)

✓ Penilaian Pengetahuan

The Scoring Rubric of Writing Test

| Aspects | Score | Level | Criteria |
|---|-------|-----------|---|
| Content | 30-27 | Excellent | Knowledgeable •thorough development of main idea •relevant to assigned topic |
| | 26-22 | Good | Some knowledge of subject •range limited development of main idea •adequate range •mostly relevant to topic, but lacks detail |
| | 21-17 | Fair | Limited knowledge of subject •little substance •inadequate development of topic |
| | 16-13 | Poor | Does not show knowledge of subject •non-substantive •OR not enough to evaluate |
| Organization | 20-18 | Excellent | Ideas clearly stated/supported •well-organized •logical sequencing •cohesive |
| | 17-14 | Good | Loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing |
| | 13-10 | Fair | Ideas confused or disconnected •lacks logical sequencing and development |
| | 9-7 | Poor | Does not communicate •no organization •OR not enough to evaluate |
| Vocabulary | 20-18 | Excellent | Sophisticated range •effective word choice and usage •word form mastery |
| | 17-14 | Good | Adequate range •occasional errors of word form, choice, usage but meaning not obscured |
| | 13-10 | Fair | Limited range •frequent errors of word form, choice, usage •meaning confused or obscured |
| | 9-7 | Poor | Little knowledge of English vocabulary, word forms •OR not enough to evaluate |
| Grammar | 25-22 | Excellent | Few errors of tenses, numbers, word order/functions, articles, pronouns prepositions |
| | 21-18 | Good | Several errors of tenses, numbers, word order/functions, articles, pronouns, prepositions but meaning seldom obscured |
| | 17-11 | Fair | Frequent errors of tenses, numbers, word order/functions, articles, pronouns, prepositions •meaning confused or obscured |
| | 10-5 | Poor | Dominated by errors •does not communicate •OR not enough to evaluate |
| Mechanics | 5 | Excellent | Few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Good | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| | 3 | Fair | Frequent errors of spelling, punctuation, capitalization, paragraphing •poor handwriting •meaning confused or obscured |
| | 2 | Poor | Dominated by errors of spelling, punctuation, capitalization, paragraphing •handwriting illegible •OR not enough to evaluate |
| Total : Content:...+ Organization:...+Vocabulary....+Grammar:....+Mechanics...=..... | | | |

INSTRUCTIONAL MATERIALS (For the experimental group)

1. PRE-INSTRUCTIONAL ACTIVITIES

Giving riddles about a realia (an apple) to the students and ask them to guess what it is.



The Clue: My body is round. I can be green or red. I'm sweet and crunchy. I grow up on trees. I'm a healthy fruit and rich with vitamin A. What am I?

2. LEARNING MATERIALS

DESCRIPTIVE PARAGRAPH

a) What is a descriptive paragraph?

Descriptive paragraph is a paragraph which says what a person or a thing is like.

b) What is the social function of a descriptive paragraph?

The social function of a descriptive paragraph is to describe and reveal a particular person, place, or thing.

c) What are the language features of a descriptive paragraph?

- ✓ Using Adjectives to clarify the noun (ex: a beautiful beach, a handsome man etc.)
- ✓ Using Simple Present Tense. Because it tells the fact of the object described (ex: I like to eat rice, The house is small.)
- ✓ Using Action verbs to show an activity (ex: run, sleep, walk, like etc.).

d) What are the elements of a good paragraph?

- ✓ The topic sentence/the main idea
- ✓ The supporting sentences
- ✓ The concluding sentence
- ✓ The unity

✓ The coherence

Source: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

The example of a Descriptive Paragraph

Apple

I like eating apples. It is my favourite fruit. It is red. It is sweet and tasty. It is a winter fruit. It is good for our health. So, I eat an apple a day.

Source: <http://writing.wordzila.com/>


3. MAIN ACTIVITIES

STUDENTS WORKSHEET


Task 1. Group Work

Please write down some simple sentences about the realia (that the teacher gives to you). Discuss with your group. Here is the example for you.

Example:

| | |
|---|--|
|  | <ol style="list-style-type: none"> 1. Main idea : I have a lemon 2. Colour : The colour is yellow 3. Size : The size is medium 4. Shape : The shape is oval 5. Taste : The taste is sour 6. Benefit : It is good for our health 7. Conclusion: I like it so much. |
|---|--|

Answer:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : 2. Colour : 3. Size : 4. Shape : 5. Taste : 6. Benefit : 7. Conclusion:..... |
|---|---|

INSTRUCTIONAL MATERIALS (For the control group)

1. PRE-INSTRUCTIONAL ACTIVITIES

Showing a picture of an apple and giving some questions to the students.



The questions:

- ✓ Do you know what picture it is?
- ✓ What does it look like?
- ✓ How does it taste?
- ✓ Can you describe it?

2. LEARNING MATERIALS

DESCRIPTIVE PARAGRAPH

a) What is a descriptive paragraph?

Descriptive paragraph is a paragraph which says what a person or a thing is like.

b) What is the social function of a descriptive paragraph?

The social function of a descriptive paragraph is to describe and reveal a particular person, place, or thing.

c) What are the language features of a descriptive paragraph?

- ✓ Using Adjectives to clarify the noun (ex: a beautiful beach, a handsome man etc.)
- ✓ Using Simple Present Tense. Because it tells the fact of the object described (ex: I like to eat rice, The house is small.)
- ✓ Using Action verbs to show an activity (ex: run, sleep, walk, like etc.).

d) What are the elements of a good paragraph?

- ✓ The topic sentence/the main idea
- ✓ The supporting sentences
- ✓ The concluding sentence

- ✓ The unity
- ✓ The coherence

Source: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

The example of a Descriptive Paragraph

Apple

I like eating apples. It is my favourite fruit. It is red. It is sweet and tasty. It is a winter fruit. It is good for our health. So, I eat an apple a day.

Source: <http://writing.wordzila.com/>


3. MAIN ACTIVITIES

STUDENTS WORKSHEET


Task 1. Group Work

Please write down some simple sentences about the picture (that the teacher gives to you). Discuss with your group. Here is the example for you.


Example:

| | |
|---|--|
|  | <ol style="list-style-type: none"> 1. Main idea : I have a lemon 2. Colour : The colour is yellow 3. Size : The size is medium 4. Shape : The shape is oval 5. Taste : The taste is sour 6. Benefit : It is good for our health 7. Conclusion: I like it so much. |
|---|--|

Answer:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : 2. Colour : 3. Size : 4. Shape : 5. Taste : 6. Benefit : 7. Conclusion:..... |
|---|---|

MODEL ANSWER**Task 1.**

| | |
|---|--|
|  | <ol style="list-style-type: none">1. Main idea : I have an apple2. Colour : The color is green3. Size : The size is medium4. Shape : The shape is round5. Taste : The taste is sweet6. Benefit : It is rich with vitamin A, Apple is good for health7. Conclusion : I like it so much. |
|---|--|

Task 2.**Apple**

I have an apple. The color is green and the size is medium. The shape is round. The taste is sweet. Apple is rich with vitamin A. It is good for our health. So, I like it so much.

Task 3.**Mangosteen**

I have a mangosteen. The color is purple outside and white inside. The size is medium. The shape is round. The taste is sweet. It is good for our health. So, I like to eat it.

APPENDIX H

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Lesson Plan: Meeting 2)**

Satuan Pendidikan : MTs. Al - Huda Sukorejo
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII (Tujuh)/ Genap
 Keterampilan Bahasa : Writing Skill
 Jenis Paragraf : Descriptive Paragraph
 Topik : Describing things (about fruits)
 Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

| | |
|-------------|---|
| KI 1 | Menghargai dan menghayati ajaran agama yang dianutnya |
| KI 2 | Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya |
| KI 3 | Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata |
| KI 4 | Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori |

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN
KOMPETENSI (IPK)**

| KOMPETENSI DASAR | IPK |
|--|--|
| 4.7.2 Menyusun paragraf deskriptif tulis, sangat pendek dan sederhana, terkait benda disekitar (buah-buahan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | Siswa dapat menyusun paragraf deskriptif sangat pendek dan sederhana tentang benda disekitar (buah-buahan) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

C. TUJUAN PEMBELAJARAN

Peserta didik diharapkan dapat menyusun paragraf deskriptif tulis, sangat pendek dan sederhana, terkait benda disekitar (buah-buahan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. MATERI PEMBELAJARAN (terlampir)

1. Experimental Group

Media

- ✓ Realia (fruits; grapes, kiwi, snakefruit)

2. Control Group

Media

- ✓ Pictures (fruits; grapes, kiwi, snakefruit)

E. SUMBER PEMBELAJARAN

1. Experimental Group

a) **Media** : realia (buah anggur, kiwi, dan salak), papan tulis, board marker, papan kertas manila, lembar kerja siswa/ students worksheet

b) **Sumber** : Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<http://writing.wordzila.com/>

2. Control Group

a) **Media** : pictures (buah anggur, kiwi, dan salak), papan tulis, board marker, papan kertas manila, lembar kerja siswa/ students worksheet

b) **Sumber** : Internet

<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

<http://writing.wordzila.com/>

F. METODE PEMBELAJARAN

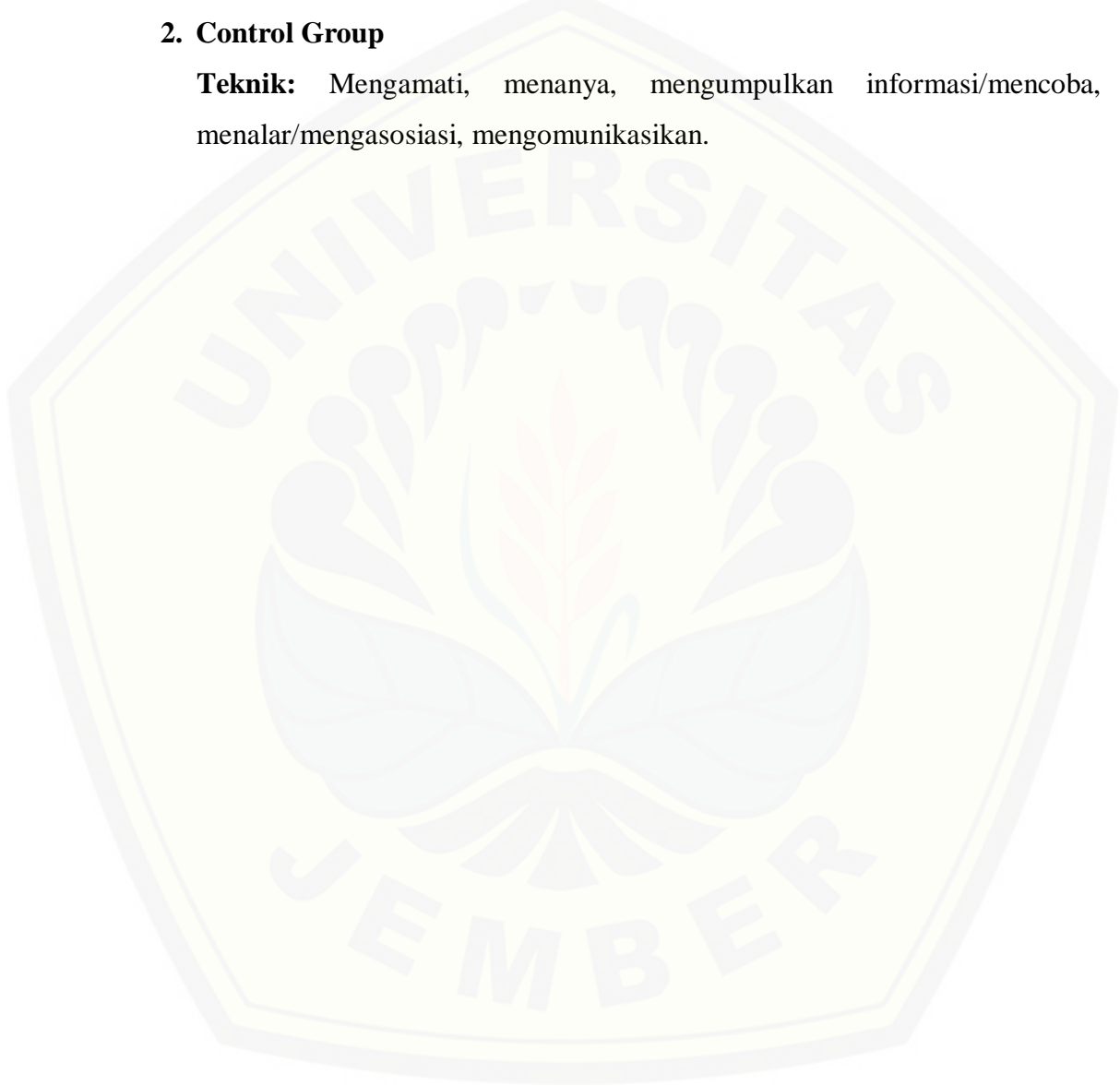
Pendekatan : Scientific Approach

1. Experimental Group

Teknik: Mengamati, menanya, mengumpulkan informasi/mencoba, menalar/mengasosiasi, mengomunikasikan.

2. Control Group

Teknik: Mengamati, menanya, mengumpulkan informasi/mencoba, menalar/mengasosiasi, mengomunikasikan.



G. KEGIATAN PEMBELAJARAN

| Langkah Kegiatan Pembelajaran | Deskripsi (Experimental Group) | | Alokasi Waktu | Deskripsi (Control Group) | | Alokasi Waktu |
|-------------------------------|---|--|---------------|---|--|---------------|
| | Kegiatan Guru | Kegiatan Siswa | | Kegiatan Guru | Kegiatan Siswa | |
| Kegiatan Pendahuluan | 1. Guru memberi salam kepada siswa. | 1. Siswa menjawab salam | 1' | 1. Guru memberi salam kepada siswa. | 1. Siswa menjawab salam dari guru | 1' |
| | 2. Guru mengajak siswa untuk berdoa. | 2. Siswa berdoa bersama | 1' | 2. Guru mengajak siswa untuk berdoa. | 2. Siswa berdoa bersama | 1' |
| | 3. Guru memeriksa kehadiran siswa dengan buku presensi | 3. Siswa merespon kegiatan presensi | 3' | 3. Guru memeriksa kehadiran siswa dengan buku presensi | 3. Siswa merespon kegiatan presensi | 3' |
| | 4. Guru melakukan set induction dengan membawa buah anggur dan memberikan riddle kepada siswa: - <i>My body is round. My skin is purple, but sometimes I'm red or green. I'm small but I live in group. I'm sweet but sometimes sour. I'm a healthy fruit and you can make me into a fresh juice. What am I?</i> | 4. Siswa menjawab pertanyaan dari guru | 2' | 4. Guru melakukan set induction dengan menunjukkan gambar buah apel dan memberikan pertanyaan kepada siswa: - <i>Do you know what picture it is?</i> - <i>What does it look like?</i> - <i>How does it taste?</i> - <i>Can you describe it?</i> | 4. Siswa menjawab pertanyaan dari guru | 2' |
| | 5. Guru menunjukkan kepada siswa buah anggur | 5. Siswa memperhatikan buah anggur | 1' | 5. Guru menunjukkan sebuah gambar buah anggur kepada siswa | 5. Siswa memperhatikan gambar yang ditunjukkan oleh guru | 1' |
| | 6. menyampaikan | 6. Siswa memperhatikan | 2' | 6. Guru menyampaikan | 6. Siswa memperhatikan | 2' |

| | | | | | | |
|--|---|---|--|---|--|----|
| | kompetensi, materi, tujuan dan manfaat dari pembelajaran yang akan dilaksanakan kepada siswa. | penjelasan dari guru | | kompetensi, materi, tujuan dan manfaat dari pembelajaran yang akan dilaksanakan kepada siswa. | penjelasan dari guru | |
| Kegiatan Inti | Mengamati (Observing) | | | Mengamati (Observing) | | |
| | 7. Guru menyuruh siswa untuk mengamati buah anggur yang dibawanya | 7. Siswa mengamati buah anggur yang dibawa guru | 2' | 7. Guru meminta siswa untuk mengamati gambar buah anggur yang ditempel di papan | 7. Siswa mengamati gambar buah anggur yang ditempel di papan | 2' |
| | 8. Guru menunjukkan sebuah paragraf deskriptif pendek sederhana yang ditempel di papan | 8. Siswa mengamati paragraf deskriptif yang ditempel | 1' | 8. Guru menunjukkan sebuah paragraf deskriptif pendek sederhana yang ditempel di papan | 8. Siswa mengamati paragraf deskriptif yang ditempel | 1' |
| | 9. Guru meminta siswa untuk memperhatikan dan mencari kosakata sulit | 9. Siswa mencari kosa kata sulit dan menggaris bawahinya | 2' | 9. Guru meminta siswa memperhatikan dan mencari kosakata sulit | 9. Siswa mencari kosa kata sulit dan menggaris bawahinya | 2' |
| | 10. Guru memberi teori dan cara menulis paragraf deskriptif dengan baik dan benar | 10. Siswa mendengarkan dan mengamati penjelasan dari guru | 5' | 10. Guru memberi teori dan cara menulis paragraf deskriptif dengan baik dan benar | 10. Siswa mendengarkan dan mengamati penjelasan dari guru | 5' |
| | Menanyakan (Questioning) | | | Menanyakan (Questioning) | | |
| 11. Guru menanyakan kepada siswa makna dari kata-kata sulit yang didapat | 11. Siswa mencari makna kosa kata susah bersama-sama didapat | 3' | 11. Guru menanyakan kepada siswa makna dari kata-kata sulit yang didapat | 11. Siswa mencari makna kosa kata susah bersama-sama | 3' | |
| 12. Guru menanyakan kembali kepada siswa | 12. Siswa bertanya tentang materi yang | 2' | 12. Guru menanyakan kembali kepada siswa | 12. Siswa bertanya tentang materi yang | 2' | |

| | tentang materi yang kurang dipahami | belum dimengerti | | tentang materi yang kurang dipahami | belum dimengerti | |
|--|---|---|----|---|---|----|
| | Mencoba (Experimenting) | | | Mencoba (Experimenting) | | |
| | 13. Guru meminta siswa untuk menulis ulang paragraf deskriptif tentang “buah anggur” secara individu sebagai catatan | 13. Siswa mencatat dan menulis ulang paragraf deskriptif dari guru | 3’ | 13. Guru meminta siswa untuk menulis ulang paragraf deskriptif tentang “buah anggur” secara individu sebagai catatan | 13. Siswa mencatat dan menulis ulang paragraf deskriptif dari guru | 3’ |
| | 14. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3-4 orang siswa | 14. Siswa membentuk kelompok yang terdiri dari 3-4 orang siswa | 2’ | 14. Guru meminta siswa untuk membentuk kelompok yang terdiri dari 3-4 orang siswa. | 14. Siswa membentuk kelompok yang terdiri dari 3-4 orang siswa | 2’ |
| | 15. Guru memberikan buah anggur kepada tiap kelompok | 15. Siswa mengamati buah anggur yang diberikan pada tiap kelompok | 1’ | 15. Guru memberikan gambar buah anggur kepada tiap kelompok | 15. Siswa mengamati gambar buah anggur pada tiap kelompok | 1’ |
| | 16. Guru meminta siswa secara berkelompok untuk membuat beberapa kalimat sederhana yang berkaitan dengan buah yang mereka pegang (Task 1) | 16. Siswa mengerjakan tugas (Task 1) dengan kelompoknya. | 8’ | 16. Guru meminta siswa secara berkelompok untuk membuat beberapa kalimat sederhana yang berkaitan dengan buah yang mereka pegang (Task 1) | 16. Siswa mengerjakan tugas (Task 1) secara berkelompok | 8’ |
| | 17. Guru meminta tiap kelompok untuk menulis satu buah paragraf deskripsi sederhana dari gabungan kalimat yang telah dibuat dengan | 17. Siswa menulis sebuah paragraf deskriptif sederhana dari gabungan kalimat yang telah dibuat dengan | 5’ | 17. Guru meminta siswa secara kelompok untuk menggabungkan kalimat yang telah dibuat menjadi satu buah paragraf deskripsi | 17. Siswa menggabungkan kalimat yang telah dibuat menjadi sebuah paragraf deskriptif sederhana dengan | 5’ |

| | | | | | | |
|-------------------------|---|---|-----|---|---|-----|
| | memperhatikan fungsi social, struktur teks, dan unsur kebahasaan. | memperhatikan fungsi social, struktur teks, dan unsur kebahasaan. | | sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan. | memperhatikan fungsi social, struktur teks, dan unsur kebahasaan. | |
| | Mengasosiasi (Asociating) | | | Mengasosiasi (Asociating) | | |
| | 18. Guru meminta siswa untuk mendiskusikan hasil pekerjaan kelompok kepada seluruh siswa di kelas. | 18. Siswa berdiskusi tentang hasil pekerjaan kelompok dengan seluruh siswa di kelas. | 8' | 18. Guru meminta siswa untuk mendiskusikan hasil pekerjaan kelompok kepada seluruh siswa di kelas. | 18. Siswa berdiskusi tentang hasil pekerjaan kelompok dengan seluruh siswa di kelas. | 8' |
| | Mengomunikasikan (Communicating) | | | Mengomunikasikan (Communicating) | | |
| | 19. Guru memberikan buah melon untuk diamati | 19. Siswa mengamati buah melon dari guru | 2' | 19. Guru memberikan gambar buah melon untuk diamati | 19. Siswa mengamati gambar buah melon | 2' |
| | 20. Guru meminta siswa secara individu untuk menulis sebuah paragraf deskriptif sederhana (5-10 kalimat) tentang "buah salak" dengan waktu yang telah ditentukan. | 20. Siswa menulis paragraf deskriptif sederhana (5-10 kalimat) tentang "buah salak" secara individu | 20' | 20. Guru meminta siswa secara individu untuk menulis sebuah paragraf deskriptif sederhana (5-10 kalimat) tentang "buah salak" dengan waktu yang telah ditentukan. | 20. Siswa menulis paragraf deskriptif sederhana (5-10 kalimat) tentang "buah salak" secara individu | 20' |
| | 21. Guru meminta siswa untuk mengumpulkan tugas individu. | 21. Siswa mengumpulkan hasil pekerjaan | 1' | 21. Guru meminta siswa untuk mengumpulkan tugas individu. | 21. Siswa mengumpulkan hasil pekerjaan | 1' |
| Kegiatan Penutup | 22. Guru dan siswa menyimpulkan materi yang telah dipelajari | 22. Siswa dan guru menyimpulkan materi | 2' | 22. Guru dan siswa menyimpulkan materi | 22. Siswa dan guru menyimpulkan materi | 2' |
| | 23. Guru memberi feedback dan salam penutup. | 23. Siswa menerima feedback dari guru. | 3' | 23. Guru memberi feedback dan salam penutup | 23. Siswa menerima feedback dari guru | 3' |

H. PENILAIAN PEMBELAJARAN

3. Teknik penilaian

- ✓ Sikap : Observasi
- ✓ Pengetahuan : Tes tulis

4. Instrumen penilaian

- ✓ Penilaian Sikap

Lembar Pengamatan

| No. | Nama Siswa | Sikap | | | | Nilai |
|-----|------------|-------------------|------------------|---------------------------|-----------------------|-------|
| | | Peduli (1 – 3) | Jujur (1 – 3) | Tanggung Jawab (1 – 3) | Kerja Sama (1 – 3) | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

Kriteria Penilaian Sikap

| No. | Peduli | Skor |
|----------------|--|------|
| 1 | Bersungguh-sungguh dalam memperhatikan dan ikut serta pada setiap kegiatan pembelajaran. | 3 |
| 2 | Sedikit bersungguh-sungguh dalam memperhatikan dan ikut serta pada setiap kegiatan pembelajaran. | 2 |
| 3 | Tidak memperhatikan dan tidak ikut serta pada kegiatan pembelajaran. | 1 |
| Jujur | | |
| 1 | Mengerjakan tugas individu tanpa bantuan teman | 3 |
| 2 | Mengerjakan tugas individu dengan bertanya kepada teman | 2 |
| 3 | Menjiplak tugas milik teman | 1 |
| Tanggung Jawab | | |
| 1 | Mengerjakan tugas dengan baik dan tepat waktu. | 3 |
| 2 | Mengerjakan tugas namun tidak tepat waktu. | 2 |
| 3 | Tidak mengerjakan tugas. | 1 |
| Kerja Sama | | |
| 1 | Mau bekerja sama dan aktif dalam kerja kelompok. | 3 |
| 2 | Sedikit bekerja sama dan kurang aktif dalam kerja kelompok. | 2 |
| 3 | Tidak bekerja sama dan tidak aktif samasekali dalam kerja kelompok. | 1 |

Keterangan: 3 = A (Baik), 2 = B (Cukup), 1 = C (Kurang)

✓ Penilaian Pengetahuan

The Scoring Rubric of Writing Test

| Aspects | Score | Level | Criteria |
|---|-------|-----------|---|
| Content | 30-27 | Excellent | Knowledgeable •thorough development of main idea •relevant to assigned topic |
| | 26-22 | Good | Some knowledge of subject •range limited development of main idea •adequate range •mostly relevant to topic, but lacks detail |
| | 21-17 | Fair | Limited knowledge of subject •little substance •inadequate development of topic |
| | 16-13 | Poor | Does not show knowledge of subject •non-substantive •OR not enough to evaluate |
| Organization | 20-18 | Excellent | Ideas clearly stated/supported •well-organized •logical sequencing •cohesive |
| | 17-14 | Good | Loosely organized, but main ideas stand out •limited support •logical, but incomplete sequencing |
| | 13-10 | Fair | Ideas confused or disconnected •lacks logical sequencing and development |
| | 9-7 | Poor | Does not communicate •no organization •OR not enough to evaluate |
| Vocabulary | 20-18 | Excellent | Sophisticated range •effective word choice and usage •word form mastery |
| | 17-14 | Good | Adequate range •occasional errors of word form, choice, usage but meaning not obscured |
| | 13-10 | Fair | Limited range •frequent errors of word form, choice, usage •meaning confused or obscured |
| | 9-7 | Poor | Little knowledge of English vocabulary, word forms •OR not enough to evaluate |
| Grammar | 25-22 | Excellent | Few errors of tenses, numbers, word order/functions, articles, pronouns prepositions |
| | 21-18 | Good | Several errors of tenses, numbers, word order/functions, articles, pronouns, prepositions but meaning seldom obscured |
| | 17-11 | Fair | Frequent errors of tenses, numbers, word order/functions, articles, pronouns, prepositions •meaning confused or obscured |
| | 10-5 | Poor | Dominated by errors •does not communicate •OR not enough to evaluate |
| Mechanics | 5 | Excellent | Few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | Good | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured |
| | 3 | Fair | Frequent errors of spelling, punctuation, capitalization, paragraphing •poor handwriting •meaning confused or obscured |
| | 2 | Poor | Dominated by errors of spelling, punctuation, capitalization, paragraphing •handwriting illegible •OR not enough to evaluate |
| Total : Content:...+ Organization:...+Vocabulary....+Grammar:....+Mechanics...=..... | | | |

INSTRUCTIONAL MATERIALS (For the experimental group)

1. PRE-INSTRUCTIONAL ACTIVITIES

Giving riddles about a realia (grapes) to the students and ask them to guess what it is.



The Clue: My body is round. My skin is purple. But I can be green and red. I'm small but I live in a group. I'm sweet but sometimes sour. I'm a healthy fruit and you can make me into a juice or a jam. What am I?

2. LEARNING MATERIALS

DESCRIPTIVE PARAGRAPH

a) What is a descriptive paragraph?

Descriptive paragraph is a paragraph which says what a person or a thing is like.

b) What is the social function of a descriptive paragraph?

The social function of a descriptive paragraph is to describe and reveal a particular person, place, or thing.

c) What are the language features of a descriptive paragraph?

- ✓ Using Adjectives to clarify the noun (ex: a beautiful beach, a handsome man etc.)
- ✓ Using Simple Present Tense. Because it tells the fact of the object described (ex: I like to eat rice, The house is small.)
- ✓ Using Action verbs to show an activity (ex: run, sleep, walk, like etc.).

d) What are the elements of a good paragraph?

- ✓ The topic sentence/the main idea
- ✓ The supporting sentences

✓ The concluding sentence

✓ The unity

✓ The coherence

Source: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

The example of a Descriptive Paragraph

Grapes

My favourite fruit is grapes. It is a small fruit, but it is in bunch. It has different colors, like purple, green, and red. The taste is sweet, but sometimes it is sour. Grapes is healthy for body. So, I like it very much.

Source: <http://writing.wordzila.com/>


3. MAIN ACTIVITIES

STUDENTS WORKSHEET


Task 1. Group Work

Please write down some simple sentences about the realia (that the teacher gives to you). Discuss with your group. Here is the example for you.

Example:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : I have a kiwi 2. Colour : The color is brown outside and green inside 3. Size : The size is medium 4. Shape : The shape is oval 5. Taste : The taste is sour 6. Benefit : It is good for our health 7. Conclusion: I like to eat it. |
|---|---|

Answer:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : 2. Colour : 3. Size : 4. Shape : 5. Taste : 6. Benefit : 7. Conclusion:..... |
|---|---|

INSTRUCTIONAL MATERIALS (For the control group)

1. PRE-INSTRUCTIONAL ACTIVITIES

Showing a picture of grapes and giving some questions to the students.



The questions:

- ✓ Do you know what picture it is?
- ✓ What does it look like?
- ✓ How does it taste?
- ✓ Can you describe it?

2. LEARNING MATERIALS

DESCRIPTIVE PARAGRAPH

a) What is a descriptive paragraph?

Descriptive paragraph is a paragraph which says what a person or a thing is like.

b) What is the social function of a descriptive paragraph?

The social function of a descriptive paragraph is to describe and reveal a particular person, place, or thing.

c) What are the language features of a descriptive paragraph?

- ✓ Using Adjectives to clarify the noun (ex: a beautiful beach, a handsome man etc.)
- ✓ Using Simple Present Tense. Because it tells the fact of the object described (ex: I like to eat rice, The house is small.)
- ✓ Using Action verbs to show an activity (ex: run, sleep, walk, like etc.).

d) What are the elements of a good paragraph?

- ✓ The topic sentence/the main idea
- ✓ The supporting sentences

- ✓ The concluding sentence
- ✓ The unity
- ✓ The coherence

Source: <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>

The example of a Descriptive Paragraph

Grapes

My favourite fruit is grapes. It is a small fruit, but it is in bunch. It has different colors, like purple, green, and red. The taste is sweet, but sometimes it is sour. Grapes is healthy for body. So, I like it very much.

Source: <http://writing.wordzila.com/>


3. MAIN ACTIVITIES

STUDENTS WORKSHEET


Task 1. Group Work

Please write down some simple sentences about the picture (that the teacher gives to you). Discuss with your group. Here is the example for you.


Example:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : I have a kiwi 2. Colour : The color is brown outside and green inside 3. Size : The size is medium 4. Shape : The shape is oval 5. Taste : The taste is sour 6. Benefit : It is good for our health 7. Conclusion: I like to eat it. |
|---|---|

Answer:

| | |
|---|---|
|  | <ol style="list-style-type: none"> 1. Main idea : 2. Colour : 3. Size : 4. Shape : 5. Taste : 6. Benefit : 7. Conclusion:..... |
|---|---|

MODEL ANSWER**Task 1.**

| | |
|---|--|
|  | <ol style="list-style-type: none">1. Main idea : I have grapes2. Colour : The color is purple3. Size : The size is small4. Shape : The shape is round5. Taste : The taste is sweet6. Benefit : It is good for health7. Conclusion : I like it so much. |
|---|--|

Task 2.**Grapes**

I have grapes. The color is purple and the size is small. The shape is round. The taste is sweet.. It is good for our health. So, I like it so much.

Task 3.**Snakefruit**

I have a snakefruit. The color is black outside and white inside. The size is medium. The shape is conical. The taste is sweet. Snakefruit is good for our body. So, I like to eat it.

APPENDIX I

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English **Name** :.....

Time Duration : 45 minutes **Class** :

Date : **Student Number:**.....

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)! Don't forget to write the title. Do it individually!

.....

.....

.....

.....

.....

.....

.....

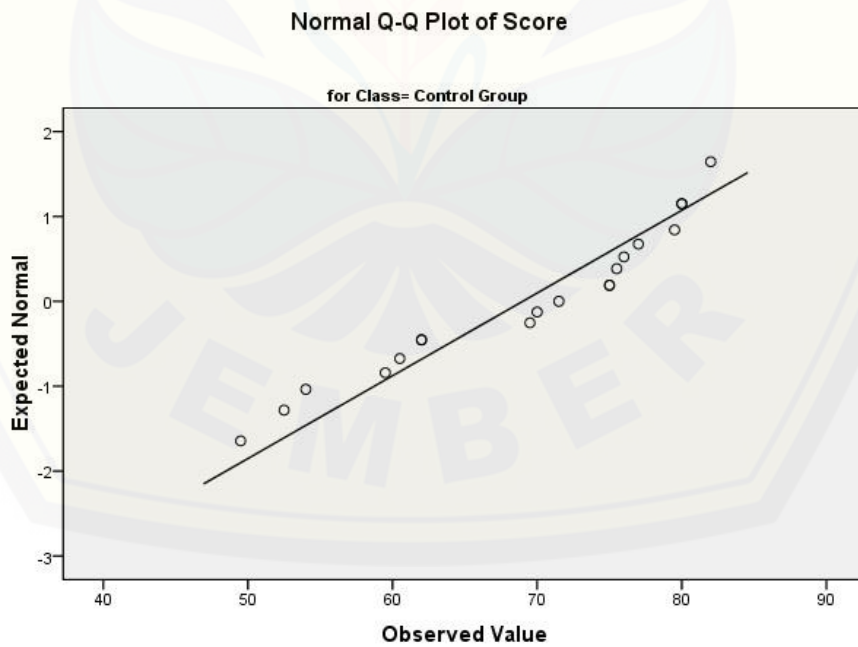
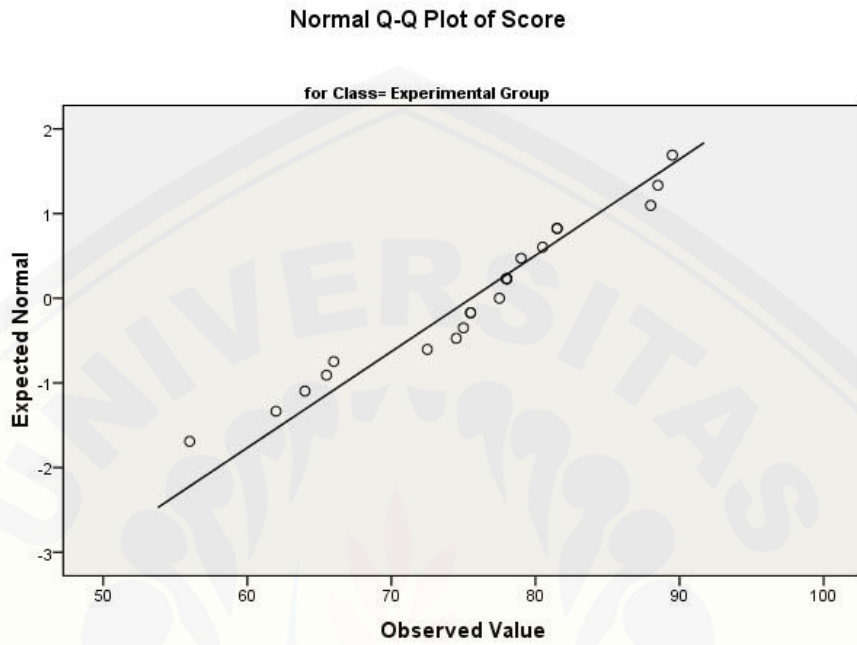
.....

.....

.....

APPENDIX J

The Result of the Normal Q-Q Plots Graphics



APPENDIX K

The Result of the Writing Posttest (for the Experimental Group/7A)

| No. | Students' Initial | Content | | Organization | | Vocabulary | | Grammar | | Mechanics | | Total Score | | Mean Score |
|------------------|-------------------|---------|----|--------------|----|------------|----|---------|----|-----------|---|-------------|----|------------|
| | | A | B | A | B | A | B | A | B | A | B | A | B | |
| 1 | A J | 22 | 24 | 18 | 18 | 14 | 15 | 17 | 17 | 2 | 2 | 73 | 76 | 74,5 |
| 2 | A A | 24 | 25 | 18 | 18 | 16 | 16 | 20 | 18 | 4 | 4 | 82 | 81 | 81,5 |
| 3 | C K | 24 | 22 | 18 | 19 | 13 | 14 | 20 | 20 | 3 | 3 | 78 | 78 | 78 |
| 4 | D A | 21 | 21 | 19 | 20 | 13 | 14 | 19 | 18 | 3 | 3 | 75 | 76 | 75,5 |
| 5 | E R A | 24 | 23 | 18 | 18 | 18 | 17 | 24 | 24 | 5 | 5 | 89 | 87 | 88 |
| 6 | F N R | 16 | 16 | 16 | 15 | 9 | 9 | 14 | 13 | 2 | 2 | 57 | 55 | 56 |
| 7 | F J | 25 | 24 | 18 | 18 | 18 | 17 | 11 | 12 | 3 | 4 | 75 | 75 | 75 |
| 8 | M B M | 23 | 24 | 17 | 16 | 15 | 16 | 18 | 18 | 2 | 2 | 75 | 76 | 75,5 |
| 9 | M D W | 24 | 22 | 18 | 18 | 13 | 14 | 21 | 18 | 4 | 4 | 80 | 76 | 78 |
| 10 | M I | 21 | 20 | 18 | 18 | 13 | 11 | 9 | 10 | 2 | 2 | 63 | 61 | 62 |
| 11 | M I M | 23 | 24 | 18 | 17 | 14 | 13 | 20 | 21 | 2 | 3 | 77 | 78 | 77,5 |
| 12 | M A L A | 20 | 19 | 15 | 14 | 10 | 10 | 18 | 18 | 2 | 2 | 65 | 63 | 64 |
| 13 | M Q A | 21 | 20 | 13 | 12 | 13 | 13 | 17 | 18 | 3 | 2 | 67 | 65 | 66 |
| 14 | M R A | 23 | 22 | 15 | 16 | 13 | 11 | 20 | 19 | 3 | 3 | 74 | 71 | 72,5 |
| 15 | N D M P | 23 | 25 | 19 | 18 | 18 | 19 | 23 | 24 | 4 | 4 | 87 | 90 | 88,5 |
| 16 | R R C | 25 | 25 | 17 | 17 | 17 | 15 | 20 | 21 | 3 | 3 | 82 | 81 | 81,5 |
| 17 | R R | 24 | 23 | 18 | 18 | 15 | 14 | 18 | 18 | 4 | 4 | 79 | 77 | 78 |
| 18 | R M | 25 | 25 | 17 | 18 | 15 | 15 | 20 | 20 | 3 | 3 | 80 | 81 | 80,5 |
| 19 | U N M | 23 | 23 | 19 | 18 | 18 | 19 | 24 | 25 | 5 | 5 | 89 | 90 | 89,5 |
| 20 | A M | 23 | 22 | 17 | 18 | 16 | 17 | 19 | 18 | 4 | 4 | 79 | 79 | 79 |
| 21 | M F R | 19 | 20 | 18 | 18 | 10 | 9 | 17 | 16 | 2 | 2 | 66 | 65 | 65,5 |
| Total Mean Score | | 22,429 | | 17,286 | | 14,262 | | 18,452 | | 3,119 | | 75,548 | | 75,548 |

Notes :

A : The first rater (the researcher)

B : The second rater (the English teacher)

APPENDIX L

The Result of the Writing Posttest (for the Control Group/7B)

| No. | Students' Initial | Content | | Organization | | Vocabulary | | Grammar | | Mechanics | | Total Score | | Mean Score |
|------------------|-------------------|---------|----|--------------|----|------------|----|---------|----|-----------|---|-------------|----|------------|
| | | A | B | A | B | A | B | A | B | A | B | A | B | |
| 1 | A G A | 20 | 21 | 17 | 18 | 12 | 12 | 18 | 18 | 2 | 2 | 69 | 71 | 70 |
| 2 | A R | 24 | 25 | 18 | 17 | 15 | 13 | 16 | 17 | 3 | 3 | 76 | 75 | 75,5 |
| 3 | A A | 24 | 24 | 17 | 17 | 17 | 16 | 17 | 18 | 4 | 5 | 79 | 80 | 79,5 |
| 4 | D K U | 19 | 17 | 13 | 13 | 9 | 10 | 11 | 9 | 2 | 2 | 54 | 51 | 52,5 |
| 5 | G M | 22 | 23 | 10 | 9 | 13 | 13 | 11 | 14 | 2 | 2 | 58 | 61 | 59,5 |
| 6 | M F R | 16 | 16 | 15 | 14 | 11 | 13 | 16 | 17 | 3 | 3 | 61 | 63 | 62 |
| 7 | M Z | 20 | 19 | 17 | 16 | 13 | 13 | 20 | 21 | 2 | 2 | 72 | 71 | 71,5 |
| 8 | N R W | 25 | 24 | 17 | 17 | 17 | 18 | 17 | 17 | 4 | 4 | 80 | 80 | 80 |
| 9 | N A | 22 | 23 | 18 | 18 | 14 | 15 | 18 | 18 | 4 | 4 | 76 | 78 | 77 |
| 10 | R R P | 17 | 16 | 12 | 12 | 9 | 9 | 10 | 10 | 2 | 2 | 50 | 49 | 49,5 |
| 11 | R K S | 17 | 18 | 10 | 11 | 13 | 11 | 11 | 13 | 2 | 2 | 53 | 55 | 54 |
| 12 | R I | 22 | 22 | 15 | 17 | 16 | 15 | 18 | 18 | 3 | 4 | 74 | 76 | 75 |
| 13 | S Y | 19 | 18 | 17 | 16 | 13 | 12 | 11 | 11 | 2 | 2 | 62 | 59 | 60,5 |
| 14 | T A F | 17 | 19 | 17 | 17 | 11 | 9 | 15 | 15 | 2 | 2 | 62 | 62 | 62 |
| 15 | V Y S H | 22 | 23 | 15 | 15 | 17 | 17 | 22 | 23 | 5 | 5 | 81 | 83 | 82 |
| 16 | W R A H | 21 | 20 | 14 | 14 | 14 | 15 | 18 | 19 | 2 | 2 | 69 | 70 | 69,5 |
| 17 | A F S | 23 | 23 | 16 | 16 | 14 | 14 | 19 | 17 | 4 | 4 | 76 | 74 | 75 |
| 18 | M M R K | 24 | 23 | 18 | 19 | 14 | 15 | 18 | 17 | 2 | 2 | 76 | 76 | 76 |
| 19 | K T P | 22 | 23 | 16 | 17 | 15 | 16 | 21 | 22 | 4 | 4 | 78 | 82 | 80 |
| Total Mean Score | | 20,868 | | 15,395 | | 13,500 | | 16,342 | | 2,895 | | 69,000 | | 69,000 |

Notes :

A : The first rater (the researcher)

B : The second rater (the English teacher)

APPENDIX M

The Samples of the Students' Descriptive Paragraph Writing Posttest

(The Experimental Group/7A)

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : Zilmi Nadiatul Muslimah
Time Duration : 45 minutes Class : VII^A
Date : 20 february 2020 Student Number: 21

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
Don't forget to write the title. Do it individually!

"Watermelon"

I have a watermelon. The colour is green outside and red inside. The size is big. The shape is round. The taste is sweet and tasty. It is good for health. So, I like it so much.

C = 23
O = 19
V = 18
G = 24
M = 5

89

7A

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : Ulin Nadrotul Muslimah
 Time Duration : 45 minutes Class : VII^A
 Date : 20 february 2020 Student Number: 21

**Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!**

* Watermelon *

I have a watermelon. The colour is green outside and red inside. The size is big. The shape is round. The taste is sweet and ~~tasty~~ It is good for health. So I like it so much.

.....

.....

.....

.....

C 23
 O 18
 V 14
 G 25
 M 5

 90

RB

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : M. FATOUR RIFAI
 Time Duration : 40 minutes Class : 1st LAJUNY
 Date : 20 Student Number : 23

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!

Watermelon

I have a watermelon. The colour is green
 outside and red inside. The size is big. The shape
 is brown. The taste is sweet. The is good
 for health so, I like to eat it.

C = 19
 O = 18
 V = 10
 S = 17
 M = 2 +

 66

RA

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : M. FATMA R. BIFANI
 Time Duration : 40 minutes Class : 1st LUGUVA7
 Date : 20 Student Number : 23

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!

WATERMELON

I have a watermelon. The colour is green
 outside and red inside. The size is big. The shape
 is round. The taste is sweet. This is good
 for health. So, I like to eat it. ?

C : 20
 O : 18
 V : 9
 G : 16
 M : 2
 (65)

RB

The Samples of the Students' Descriptive Paragraph Writing Posttest

(The Control Group/7B)

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : Aura anjani
 Time Duration : 40 minutes Class : 7B
 Date : 19-02-2020 Student Number : 04

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!

Watermelon

I have a watermelon. The colour is green
out side and red inside. The size is big.
 The taste is sweet. The shape is round.
 It is good for health. So, I like so much it

C : 24
 O : 17
 V : 17
 G : 17
 M : 4

 79

RA

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : Ayu Anjani
Time Duration : 40 minutes Class : 7B
Date : 19-02-2020 Student Number : 09

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
Don't forget to write the title. Do it individually!

Watermelon

I have a watermelon. The colour is green outside and red inside. The size is big. The taste is sweet. The shape is round. It is good for health. So, I like so much.

C
O
N
T
R
O
L
G
R
O
U
P
24
17
18
15
19

2B

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : SYAIFULLAH Yusuf
 Time Duration : 40 minutes Class : 7b.
 Date : Student Number: 18

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!

water/melon

I have a watermelon.
 The color is green. On the side and in side.
 The size is medium. The taste is sweet.
 The shape is round. The benefit is it is good for
 health. So I like it so much.

C = 19
 O = 17
 V = 13
 G = 11
 M = 2 +

 62

RA

WRITING POSTTEST

(for the Experimental Group & the Control Group)

Subject : English Name : Syafi FULLOH yusuf
 Time Duration : 40 minutes Class : 7b.
 Date : Student Number: 18

Write down a simple descriptive paragraph about a watermelon (5-10 sentences)!
 Don't forget to write the title. Do it individually!

water/melon

I have a water/melon.

The colour is green. On the side and inside.

The size is medium. ~~the~~ the taste is sweet.

The shape is round. the benefit is it is good for health. so I like it so much.

C = 18
 O = 16
 V = 12
 G = 11
 M = 2
59

R B

APPENDIX N

The Statement Letter of the Research Permission from the Dean of the Faculty of Teacher Training and Education, Jember University



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: (0331) 330224, 334267, 337422, 333147 * Faximile: 0331-339029
Laman: www.fkip.unej.ac.id

Nomor **0844**/UN25.1.5/LT/2020
Lampiran : -
Hal : Permohonan Izin Penelitian

30 JAN 2020

Yth. Kepala Sekolah
MTs. Al-Huda Sukorejo Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Dewi Qudsiyah
NIM : 150210401062
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Jadwal Penelitian : Februari 2020

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MTs. Al-Huda Sukorejo dengan judul "The Effect of Using Realia on The Seventh Grade Students' Descriptive Paragraph Writing Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

Dekan
Fakultas Keguruan dan Ilmu Pendidikan I,

Syratno, M.Si.
NIP. 196706251992031003

APPENDIX O

The Statement Letter of the Research Completion from the Headmaster of
MTs. Al-Huda Sukorejo, Banyuwangi



LEMBAGA PENDIDIKAN MAARIF NU BANYUWANGI
MADRASAH TSANAWIYAH AL HUDA
SUKOREJO – BANGOREJO – BANYUWANGI
STATUS : TERAKREDITASI NSM : 121235100002

SURAT KETERANGAN

Nomor : MTsA.02/SK/041/II/2020

Yang bertanda tangan dibawah ini :

Nama : SUSANTO,S.Pd
Jabatan : Kepala Madrasah
Unit Kerja : MTs. AL HUDA SUKOREJO

Menerangkan bahwa :

Nama : DEWI QUDSIYAH
N I M : 150210401062
Tempat, Tgl Lahir : Banyuwangi, 12 Desember 1994
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP Universitas Jember
Alamat : Jl.Jawa 7, No.32 Jember

Yang bersangkutan telah selesai mengadakan penelitian di MTs Al Huda Sukorejo Bangorejo Banyuwangi pada tanggal 13 Februari 2020 sampai dengan 20 Februari 2020 dengan Judul : "The Effect of Using Realia on The Seventh Grade Students' Descriptive Paragraph Writing Achievement"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

