



**THE USE OF REAL THINGS TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS'
WRITING ACHIEVEMENT**

THESIS

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

2018



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Composed to fulfill one of the requirements to obtain S1 Degree at the English Education
Study Program, Language and Arts Department, Faculty of Teacher Training and Education,
Jember University

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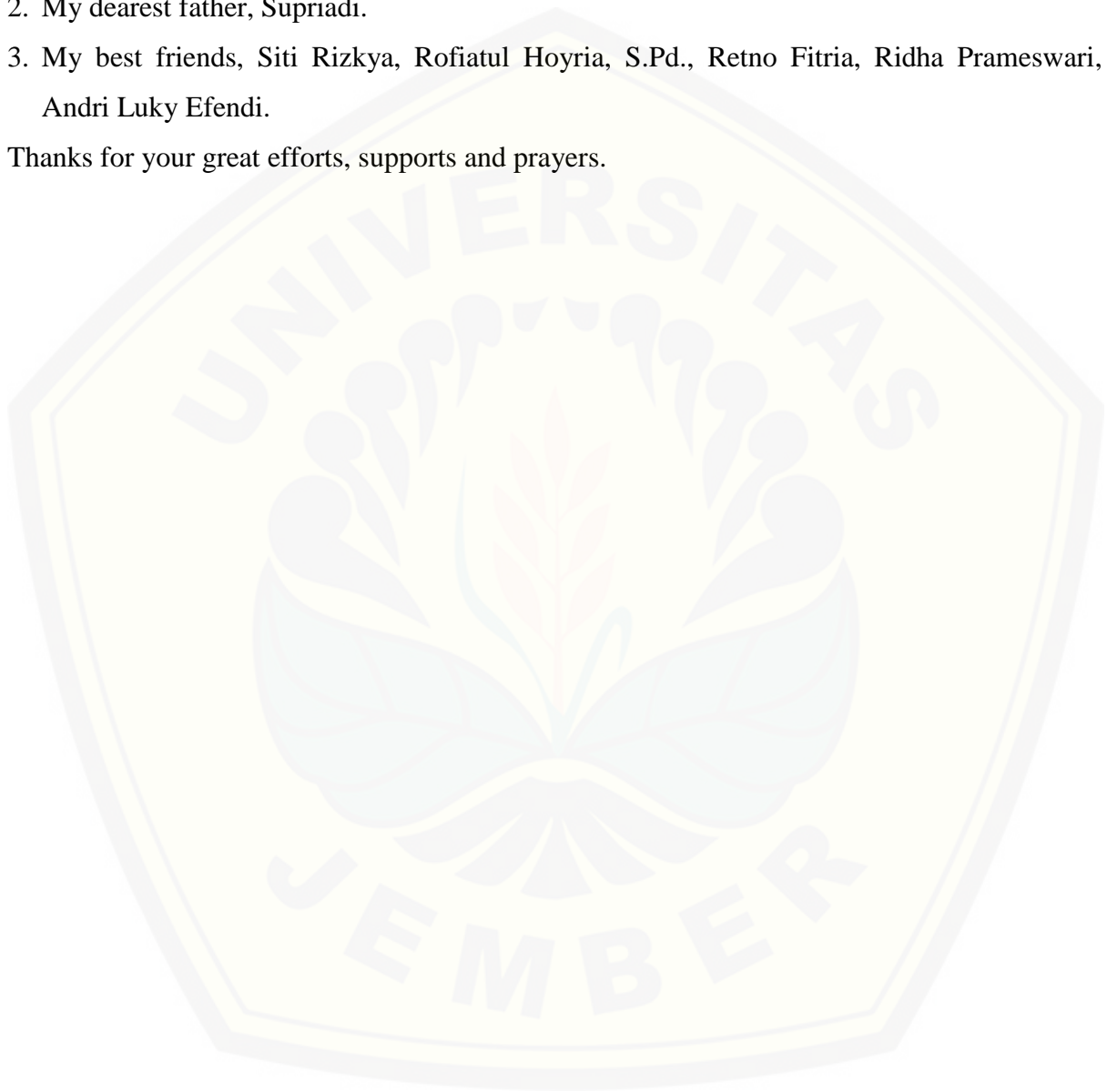
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018**

DEDICATION

This thesis is respectfully dedicated to:

1. My beloved mother, Mubarida.
2. My dearest father, Supriadi.
3. My best friends, Siti Rizkya, Rofiatul Hoyria, S.Pd., Retno Fitria, Ridha Prameswari, Andri Luky Efendi.

Thanks for your great efforts, supports and prayers.



MOTTO

“Words are lens to focus one’s mind.”

Ayn Rand



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STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, July 2018

The Writer

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CONSULTANT APPROVAL

**THE USE OF REAL THINGS TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS'
WRITING ACHIEVEMENT**

THESIS

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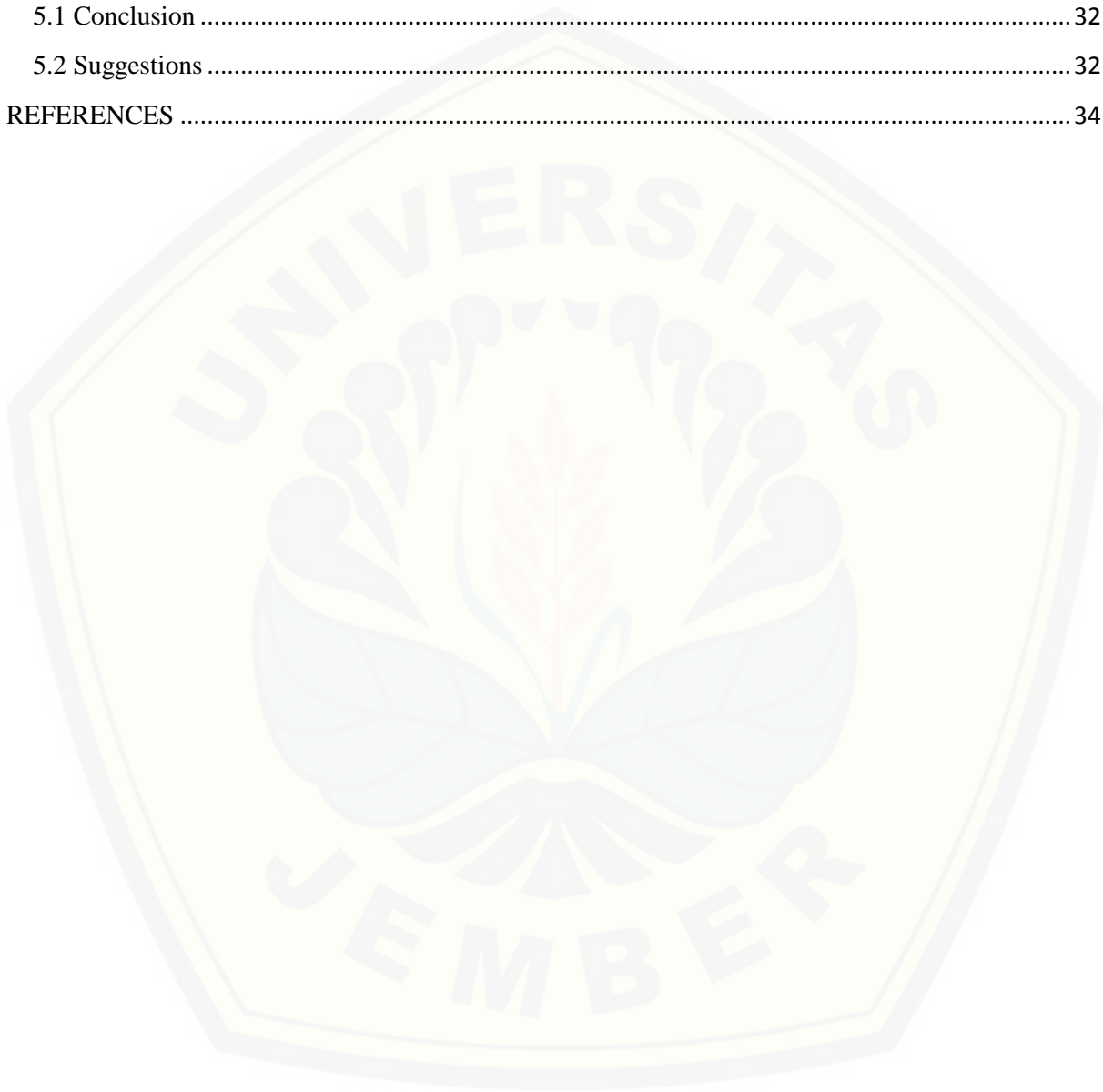
1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of Language and Arts Department.
3. The Chairperson of English Education Program.
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Finally, I hope this thesis will be a useful contribution for the sake of the improvement of English teaching, especially teaching in writing. Any criticism and suggestion would be really appreciated.

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SUMMARY

The Use of Real Things to Improve Junior High School Students' Writing Achievement; Puput Mira Wati, 130210401044; 2013; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the VII-A students' active participation and their descriptive text writing achievement by using real things at SMPN 1 Arjasa, Jember in the 2017/2018 academic year. Based on the result of the preliminary study which was done before conducting this research, only 9 students (30% of the students) getting score ≥ 75 while 21 students (70% of the students) getting score less than 75 in writing. According to the English teacher, only 50% of the students were active during the teaching and learning process of writing. Besides, based on the result of the informal interview with the English teacher, most students had difficulty in starting writing, organizing ideas, and choosing appropriate words.

To overcome those problems, the researcher proposed real things as the instructional media in teaching writing. Ruis et al. (2009:7) state that real things are objects (coins, tools, plants, animals, or collection of artifacts) which the teachers can bring into the classroom to illustrate the meaning of teaching materials to be clearer, meaningful and memorable. They enable students to be motivated in learning English, because real things enable them to see, feel, hear and even smell the objects being observed (Jordan and Herrell, 2007:24). In other words, real things will help teachers make students focus and interested in writing class since they are watchable, touchable and observable. Those are the reasons why the researcher believed that real things could improve students' active participation in the classroom and solve their problems in writing.

The design of this research is classroom action research by adapting Lewin's model as it is quoted by Elliot (1991:70) with a sequence of steps. They are planning of the action, implementing of the action, classroom observation and evaluation, and reflection of the action. The research area was SMPN 1 Arjasa, Jember and the research participants were the VII-A students in 2017/2018 academic year. In this research, the data were obtained by doing classroom observation in every meeting and administering the writing test in the third meeting. The success criteria in this research were: 1) at least 70% of the students actively participated during the teaching and learning process of writing by using real things, 2) at

least 70% of the students getting score ≥ 75 in the writing test. Further, the researcher did this research collaboratively with the English teacher.

Moreover, by interviewing the English teacher, it was known that the percentage of VII-A students who were active during the teaching and learning process was 50%. After the actions in first cycle were implemented, the result of the classroom observation showed that the VII-A students' active participation improved to 76.66% in the first meeting and 90% in the second meeting. And the average was 83.33%. It meant that the students' active participation achieved the success criteria of this research. Therefore, the cycle was stopped.

Besides that, the result of writing test showed that the students' writing achievement was improved. The data from the preliminary study showed that only 30% of the students getting score ≥ 75 . After the actions were implemented in the first cycle, the result of the writing test was 80% of the students getting score ≥ 75 . That number of percentage indicated that there was improvement on the students' descriptive text writing achievement. Since it fulfilled the success criteria of this research, the action was stopped.

Finally, it can be summarized that the use of real things could improve the VII-A students' active participation and their descriptive text writing achievement at SMPN 1 Arjasa, Jember in the 2017/2018 academic year.

CHAPTER I. INTRODUCTION

This research is a classroom action research using real things as media in writing skill. The objective of the research is to improve the students' writing achievement and their active participation in Junior High School. There are three points to be discussed in this chapter which cover research background, research problems and research contributions.

1.1 Research Background

The objective of teaching English in Junior High School is to enable students to communicate English both in spoken and written forms. From that reason, the students have to master the language skills and the language components of English. There are four important language skills which have to be mastered by the students, they are: listening, speaking, reading, and writing. Besides those skills, grammar, vocabulary, and pronunciation are the important language components which have to be mastered by the students. Therefore, mastering the language skills is the objective of English teaching in Junior High School based on the Curriculum 2013.

Writing is one of the skills which has to be mastered by the students. By writing, students are able to share their ideas in the form of words. It enables them to communicate with others in written form. Wingersky et al. (1999:2) state, "writing is a way to gain control our ideas and get them down on paper." By writing, we are able to share ideas, arouse feelings, persuade and convince other people (White and Arndt, 1991 :1). It means that we are able to convey everything what we are thinking of and make other people agree with us by persuading and making them sure about our ideas through our writing.

Most students regard that writing is a difficult skill to be mastered as it needs a complex process to write well. As stated by Langan (2008:8), "writing is, in fact, a process. It does not in one easy step but in a series of step, and seldom at one sitting". It means that students have to master writing with hard work. And more practice is badly needed by the students in order to get a good writing. Therefore, writing is considered as a difficult skill to master.

Based on the preliminary study conducted in Junior High School by doing an interview with the English teacher, it was found that the students still got difficulties in learning English, especially in writing skill. The problem was in organizing ideas. Although the teacher had given them certain topics or themes, the students still got difficulty to start writing. Further, they had actually a lot of words, but they could not choose the words appropriately. The students' difficulties in writing skill were shown by the students' previous

scores of class VII-A in writing that was only 9 students (30% of the students) getting score 75 while 21 students (70% of the students) getting the writing score less than 75. In writing class, the teacher only used a textbook and pictures as the teaching media. Sometimes, the English teacher asked the students to visit the school library to get the material being discussed. The way the teacher delivered the material made the students sleepy. In other words, they felt bored with the way to learn writing skill in the classroom. One of the possible reasons was that the teacher used inappropriate teaching media in teaching writing. As a result, the students were passive; only 50% of students were active in the classroom. When the teacher asked them to write, the students preferred chatting with their friends than doing the task. From that reason, the researcher concluded that the students needed appropriate media which made the classroom more alive, such as real things. By using real things, it was easy for the students in getting ideas to write a good writing, because they could be able to see, touch and smell, even taste the object being observed.

In this case, real things are one of the best way to overcome the students' problem in writing skill, because they can help students understand the materials being taught easily by making teaching and learning process more alive, interesting and memorable. Real things are real objects which are brought into the classroom as teaching media. Ruis et al. (2009:7) state that real things are objects (coins, tools, plants, animals, or collection of artifacts) which the teachers can bring into the classroom to illustrate the meaning of teaching materials to be clearer, meaningful and memorable. They enable students to be motivated in learning English, because real things enable them to see, feel, hear and even smell the objects being observed (Jordan and Herrell, 2007:24). In other words, real things can help teachers make students focus and feel interested in writing class since they are watchable, touchable and observeable.

Based on the explanation above, the researcher was interested in conducting a classroom action research entitled **“The Use of Real Things to Improve Junior High School Students' Writing Achievement.”**

1.2 Research Problems

Based on the research background above, the researcher formulated two research problems as follows:

1. how can the use of real things improve Junior High School students' active participation in learning writing?
2. how can the use of real things improve Junior High School students' writing achievement?

1.3 Scope of the Research

The purpose of this research was to improve Junior High School students' active participation and their achievement in writing descriptive text. The participants of the research were the VII-A students of SMPN 1 Arjasa, Jember in the 2017/2018 academic year.

1.4 Research Contributions

1. Empirical Contribution

This research is expected to give information as a reference to future researchers in conducting a further research by using real things in teaching writing or teaching different English skills and English components since real things can be used to teach all language skills and almost any subjects.

2. Practical Contribution

Hopefully, the results of this research can be useful for English teachers as information about how to use real things as media in teaching writing skill. The teacher can use real things as appropriate media in improving students' writing skill, because real things are able to make teaching and learning process in the classroom to be clearer, interesting and memorable.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter is intended to explain several theories related to this research. It consists of theoretical framework, conceptual review and the research of previous studies. The complete explanation is described as follows.

2.1 Theoretical Framework

2.1.1 Students' Writing Achievement

There are several definitions about writing based on some experts. Nunan (2003:88) states, "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader." When we write, we intend to interact with the readers using written language (Bram, 1995:25). In short, writing is a way for people to express their ideas and thoughts in the form of words. It includes paragraphs or a text, also some processes in developing and organizing the ideas so that it will be easy for the readers to understand what the writer intends to convey.

Most students regard that writing belongs to a difficult skill to be mastered as it needs a complex process to write well. As stated by Langan (2008:8), "writing is, in fact, a process. It does not in one easy step but in a series of step, and seldom at one sitting". It means that students have to master writing with hard work. And then, more practice is badly needed by the students in order to get a good writing. Therefore, writing is considered as a difficult skill to master.

Achievement is defined as how much the students comprehend the subject that is measured by using a test. This statement is supported by Hughes (1989:10) that achievement is related to the test which is done to discover how successful students have achieved the objective of a course. Thus, it can be concluded that students' writing achievement is the students' ability in conveying their ideas through writing which can be measured by using a test.

2.1.2 Aspects of Writing

In creating a good writing, it is a must for the students to pay more attention about five aspects of writing. The aspects support each other in order to make a good and readable writing, they are: grammar, vocabulary, mechanic, content and organization.

According to Fairbairn and Winch (1996:108), "grammar is a set of rules used as a guidance to help the writer to construct sentences, which make sense and are in acceptable

English.” In this research, the researcher will use simple present tense in writing descriptive text.

Vocabulary means a group of words or a list of words in a language which have meanings (Hornby, 1995 in Alqahtani, 2015:24). Thornbury (2002:3) divides words into eight different word classes, they are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.

Mechanics deal with spelling, punctuation, and capitalization. By using correct mechanics, it will help the writer to avoid ambiguous sentences, so the reader will be easy to understand our writing. Spelling is often found as a problem for the students, because they need to have a good ability in understanding the sounds and the written form of the words, also how to choose the proper words which can be put together to create sentences and paragraphs on the paper. According to Fairbairn and Winch (1996:81), punctuation is many kinds of device used to help readers to understand the meaning of writing, such as: periods (.), question marks (?), exclamation point (!), commas (,), apostrophes (‘), quotation marks (“”), semi-colons (;), and colons (:). They also add that Capitalization deals with capital letters or ‘upper-case’. The letter (A,B,C,D, etc.) are used at the beginning of sentences. Capitals are also used as the names of people, organizations, days of the week, months of the year and for titles.

Content is the aspect of writing that is a part where the writers express their ideas. As said by Camp (2001:290), “the content of composition must have clarity, conciseness, and completeness”. Clarity means that all writing must be clear. Conciseness means that writer express their ideas clearly by using appropriate words needed. Then, completeness means that the writer should give enough information in order to give the reader a clear picture or full discussion of main idea, such as more details and examples (Wingersky *et al.*, 1999 : 36). Thus, a good writing has to contain all those aspects.

Organization in writing is the aspect dealing with the students’ ability in arranging ideas or details of sentences in order to construct a good paragraph. Wingersky *at al.* (1996:36) affirm that a well-organized paragraph must have unity and coherence. Unity means that all supporting sentences have to explain the main idea or the topic sentence. And then, Wong (1999:369) argues that coherence means the ideas and the sentences smoothly flow in a logical and organized manner.

2.1.3 Text Types of Writing in Junior High School Curriculum

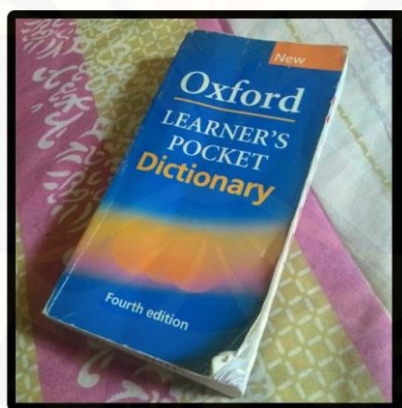
The Curriculum of 2013 for Junior High School states that there are six genres of text that Junior High School students should master. They are descriptive, narrative, procedure, recount, anecdote, and report. However, this research focused on writing a descriptive text.

A descriptive text is a text which is used to describe particular thing, person, animal and place. This idea is in line with Wong (1999:373), a descriptive text is used to describe a person, a place, or an object so precisely that the reader “sees” the item clearly in his or her imagination. It means that the writer should be familiar with the object being described.

The purpose of descriptive text is to share the writer experiences about an object, place, scene, people, or animal through description. As affirmed by Stanley et al. (1992:152), the aim of description is to convey the readers what something looks like; it attempts to paint a picture with words. In other words, when someone describe something through description, the reader would have a picture about something being described.

There are two generic structures of descriptive text. They are identification and description. Identification is a part which identifies the phenomenon to be described. And description is a part which describes parts of things, such as physical appearance or characteristic (Kemdikbud:2016).

The example of a descriptive text:



My Dictionary

This is my lovely dictionary. My father bought it for me two months ago. I usually bring it to school in English class.

My dictionary has blue and orange colours. The shape is rectangular. It is about two centimeters thick. And it has about ten centimeters long. This dictionary is very light, because it has small size. I always use it to find some difficult words in studying English. I like it so much.

(written by: the researcher)

Those paragraphs above are the example of simple descriptive text. The first paragraph belongs to identification. And the second paragraph belongs to description.

2.1.4 Teaching Media in English Language Teaching

The use of media in English language teaching is badly needed to attract students' attention and to make teaching and learning activities more effective and interesting. The use of media in teaching learning process has many advantages. As stated by Hamalik (1986 in Arshad, 1997:15), media are able to raise the students' interest of the lesson, media are important to raise the students' motivation in learning process, and also media bring the psychology effect in students' learning. It means, by using media, students are going to have experiences of learning and directly involve in the learning process. Moreover, what they have acquired in the classroom will be saved in their long term memory.

English teaching media are very important to help students in increasing the students' understanding about the materials being taught. According to Ruis et al. (2009) there are eight kinds of media which can be used by the teachers in learning English. One of them is Real Things.

Real things are the real objects which can be brought into the classroom as teaching media in teaching English. Ruis et al. (2009:7) state that real things are objects (coins, tools, plants, animals, or collection of artifacts) which the teachers can bring into the classroom to illustrate the meaning of teaching materials to be more clearer, meaningful and memorable. They enable students to be motivated in learning English, because real things enable them to see, feel, hear and even smell the objects being observed (Jordan and Herrell, 2007:24). In other words, real things will help the teacher make students more interested and focus in writing class since they are watchable, touchable and observable.

2.1.5 Real Things as Instructional Media in Teaching Writing

Real things are appropriate media to be used in teaching writing, because they make teaching and learning process in the classroom effective and enjoyable. As stated by Heaton (1979) in Smith (1997) that real things help to make English language input as comprehensible as possible and to build an associative bridge between the classroom and the world. By using real things in the classroom, students are able to develop their multi-sensor function by experiencing the learning through seeing, touching, hearing and manipulating objects (Rivers, 1983 in Smith, 1997). Thus, the students will be easy to achieve the learning purpose since they enjoy the class.

Real things help classroom teaching more interesting by making teaching and learning process more alive. As affirmed by Soulier (1981:9) that real things are real. They are not merely representations of reality, but they are real. It means that students are able to bring real objects taken from their environment. These objects might be the center of interest in teaching and learning process. By using these objects, students are able to directly explore the objects they have brought into the classroom. That can make the teaching and learning process more interesting, because students do not merely get the abstract things like pictures and descriptions, but they also have the concrete objects to observe. Thus, it will increase the students' interest in writing class.

In writing descriptive text, real things are helpful for the students to provide several ideas about an object they are going to write. This argument is supported by Soames (2010) that using real things will stimulate the students' mind, and it is one way of encouraging their creativity by involving the senses. By using real things, it will be easier for the students to describe the object directly based on the colour, shape, weight, smell, material and so on. Therefore, by using real things which the students can see, touch, taste, smell, feel the object directly, the researcher believes that it can help teachers to motivate the students in writing a good descriptive text.

Soulier (1981:9) states that real things are quite easy to be used in a classroom. They are readily available in the students' environment. There are several kinds of things in the environment which the teachers can use in the classroom as teaching media, such as: dolls, puppets, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, ballons, candles, glue, chalk, rulers, paper clips, slasses, bowls, umbrellas, wallets, furniture, stones, plants, sand, clay, jars, coffee cans, hats and many others (Gebhard, 2006:104). In this case, real things provided students an excellent opportunity for learning through their collections. With individual collections, it enabled students to have a lasting reminder of what they had learnt in the classroom.

Jordan and Herrel (2007:25) add several kinds of real things the teachers can use as teaching media, such as: household items (eating utensils, kitchen appliances, miniatures such as household furniture, old-fashioned items no longer commonly seen), food (fruit, vegetables, plastic food items are available for classroom use), clothing (different kinds of hats, sweaters, jackets, gloves, boots, etc.), flowers and plants (large sunflowers, pumpkins, any flowers and plants being discussed), animals (classroom pets, house pets, zoo animals, bird), crafts (knitting, crocheting, tatting, sculpting clay, potter's wheel, spinning wheel, loom), literacy materials (books, magazines, newspapers,, etc.), farm or occupational items

(rakes, plows, baskets, tools, hay, nails, silos, etc.), and ethnic items (tea sets, clothing, tortilla press, chopsticks, and others).

According to Soames (2010), there are seven advantages of using real things in the classroom, as follows: (1) real things increase students' new vocabulary, (2) they make English lesson memorable by creating a link between the objects and the words, (3) they can be used to teach almost any subject, (4) they stimulate the mind and encourage creativity by involving the senses, (5) students have more experiences to touch, smell, even taste the object (not always), (6) they gain the students' attention and concentration in the classroom, (7) they make the situation of teaching and learning process more realistic.

Besides those advantages above, Soulier (1981:10-11) mentions four disadvantages of using real things and the way to solve those problems. First, not all real things are able to bring into the classroom. While it might be useful to examine an insect in the classroom, it is impossible to fully understand the coloration and structure of many insects without seeing them in their natural environment. It is better for the teacher to make any effort to bring as much of the environment as possible with the object.

Second, some real things are simply dangerous to be handled by a class of students. It is impossible to bring live animals, such as: lion, tiger, cat, elephant, etc. into the classroom, because they will be badly harmed to the students. It will be better for the teacher to bring manipulation of the animals that will not distract the students' attention and safety. It is also possible for the teacher to use a replica such as a model, a semiconcrete object such as a photograph or illustration if the real things are not available or it might be impossible to be brought into the classroom (Jordan and Herrell, 2007:24).

Third, some real things are inappropriate for classroom use because of the size. Some objects are too large and awkward. They will cause disruption in the class. In other hand, some objects are too small to see. To solve this problem, it is necessary for the teacher to bring real things which are easy to observe. It means that the real things should be large or big enough for group use, so the students will be easy to observe them.

And the last, some real things are complex, because we can not see inside of them. A highly complex motor can be explained better through simplified one than bringing the actual engine into the classroom. To overcome this problem, the teacher considered supplementing the instruction with additional objects such as the simplification forms of the object. Thus, all disadvantages above could actually be solved.

2.1.6 The Steps of Teaching Writing by Using Real Things

The use of real things in teaching writing refer to media to overcome the problems which are often faced by most students. Real things are kinds of teaching aids which expected to help students in constructing a good writing.

Soulier (1981:11) explains the steps of implementing real things in the classroom that have been used by successful teachers are as follows.

1. Clearly define purposes/rationale.
2. Precisely state behavioral objectives/goals.
3. Select insructional materials which achieve pre-determined objectives and are appropriate to anticipate audience.
4. Think trough the lesson plan so that it builds concepts logically and helps the lesson flow smoothly.
5. Do a well-executed presentation in which students involvement is central and combined media approach is achieved.
6. Engage in follow-up activities which build and countinuously refer the students back to the knowledge gained through the use of the real things.
7. Evaluate both student and teacher.

According to the steps designed by Soulier (1981:11), the researcher implemented the steps by making some adaptatations based on the needs of the research. The implementation of using real things in the classroom started from the planning of the action. In this case, the researcher constructed lesson plans in which the materials used were suitable with the Curriculum 2013. After constructing the lesson plans, the researcher collected the real things needed to teach descriptive writing in the classroom.

Then, in the implementation of the action, the researcher showed some real things and asked the students to observe them. After that, it was followed by doing some tasks about real things prepared by the researcher. Further, the researcher asked the students to write their own descriptive texts about real things they got. The last, the researcher gave a test to the students in writing descriptive text about real things they had learned.

2.2 Conceptual Review

Conceptual review is an important explanation about key terms used in this research. It has to be written by the researcher in order to avoid misunderstanding and misinterpretation

between the researcher and the readers dealing with the terms of the variables used in this research.

In this research, students' writing achievement indicated the students' skill in writing after joining the English teaching and learning process by using real things. The students' writing achievement in this research was indicated by the students' writing achievement scores in writing descriptive text as the material. And then, the researcher scored the students' writing by using analytical scoring method. Analytical scoring method is a method of scoring which requires a separate score for each number of aspects of a task (Hughes, 1989:91). In this case, there were five aspects that were scored in writing skill, they were: grammar (language use), vocabulary, mechanics, organization and content (Heaton, 1988:135).

Real things as instructional media in this research referred to the real objects or concrete objects found in our environment which could be brought into the classroom to make the students interested in teaching and learning process. The real things used in this research referred to the things which the students found in their daily life as media in teaching writing descriptive text at SMPN 1 Arjasa, Jember. However, the researcher focused on things found on the dining table and things in the bathroom. Things on the dining table used were: a mug, a plate, a glass, a napkin, a knife, a cup, a spoon, a spoon holder, a bowl, a lunch box. And things in the bathroom used were: a bucket, a bar of soap, a soap holder/soap box, a piece of toilet paper, a shower cap, a towel, a water dipper/scoop, and a body puff. These topics chosen were based on certain considerations, that is, the difficulty level of vocabulary which was suitable with the students' level of Junior High School and the topics were stated in the curriculum 2013.

2.3 Previous Research Review

There were five previous researches conducted by five researchers which showed the success of using real things in teaching English. The first research was conducted by Khalala (2016) entitled "**Improving Students' Achievement of Descriptive Text Writing by Using Realia**". Khalala (2016) taught descriptive text by using realia for the seventh grade students of MTs Sabilul Ulum Mayong, Jepara. The research design applied in his research was Classroom Action Research which used purposive method. There were 39 students of class VII-B as the participants. In his research, Khalala applied three cycles consisting two meetings of each cycle. And each cycle was followed by conducting writing achievement test. In the test, he asked the students to write a descriptive text about fruits for 30 minutes.

Before treating students by using realia, Khalala conducted pre-test to know the students' ability in understanding text genre especially descriptive text. After treating the students by using realia, the result of the mean score in Cycle 1 was only 55,5. The mean score in Cycle 2 was 66,1, and the mean score in Cycle 3 was 76,74. It means that the result in Cycle 1 was not successful yet. And the result in Cycles 2 and 3 were successful. In conclusion, the result of the action proved that the use of realia could improve the students achievement in writing descriptive text.

The second research was conducted by Surbakti (2014) entitled **“Improving the Students' Achievement in Writing Descriptive Text by Using Realia Strategy”**. In the research, Surbakti (2014) used realia to teach descriptive text for the eighth grade students of Junior High School. The research design of the reserch was classroom action research using purposive method. In this case, there were 30 students at SMPN 1 Salapian, Langkat, North Sumatera as the participants. In her research, Surbakti applied two cycles consisting three meetings in each cycle and followed by conducting writing achievement test in the third meeting. After treating students by using realia, the result of the mean score in Cycle 1 was only 70,36. It means that the result in Cycle 1 was not successful yet. And then, there was improvement of the mean score in Cycle 2 that was 86,13. It means that Cycle 2 was succesfully reached the standard score, that was 75. Those results proved that the application realia successfully improved the students' achievement in writing descriptive text.

The third research was conducted by Abid (2007) entitled **“Using Realia for Teaching Descriptive Writing at Primary Level”**. In her research, Abid used experimental research to teach descriptive writing for fifth grade students of Sultan Bahu High School, Rawalpindi Cantt, Pakistan. There were 48 students participating in the experiment. They were divided into two equal groups on the basis of random sampling. Both of the groups were taught the topic given, but different methodologies were applied to them. However, the only difference between both of the groups was that the member of experimental group using real objects (person or place) they were going to describe. Contrary of this, realia were not used to the member of controlled group. As a resul, the average result of the experimental group started from 7.625 in pre-test and rose to 12.125 after teaching by using realia for about two months. It means that the students of experimental group improved by 5.125 points. And then, the students of controlled group who were taught for the same period, under the similar condition only with the exception of the use of realia, started from 8.00 and rose to 10.00. it means that the controlled group improved by 2.00 points. Therefore, it could be concluded

that the technique used for the experimental group which used realia was more effective and productive.

Moreover, the fourth research was conducted by Farajokian (2016) entitled **“Teaching Writing Descriptive Essays about Animals by Using Realia to the Eighth Grade Students of State Junior High School 21 of Palembang.”** The design of the research was pre-experimental research which used purpose non-random sampling method. In this case, there are 37 students of class VIII.4 as the participants. In her research, Farajokian used pre-test and post-test with the same material that was descriptive writing about animals (cat, rabbit, fish, tiger and panda). There were eight meetings applied in her research by using some topics. After treated students by using realia, the result of the research was the mean score of the students in the pre-test was lower than the mean score of the students in the post-test. The mean score of the students in the pre-test was 65,49 increased to 79,95 in the post-test. It proved that realia could develop the students' ability in writing descriptive text.

The last research was conducted by Dantri (2015) entitled **“Improving the Eighth Grade Students' Descriptive Text Writing Achievement by Using Realia at SMPN 1 Besuki, Situbondo”**. The research design of that research was classroom action research which used purposive method. In this case, there were 31 students of class VIII-D as the participants. In the test, Dantri asked the students to write a simple descriptive text about fruits and vegetables with their own words for 40 minutes. The success criteria of the research was at least 70% students in the class were able to achieve the standard score at least 70 in the test. After treated students by using realia, the result in Cycle 1 was only 48,36% students who getting score more than 70. It means that Cycle 1 was not success yet. And then in Cycle 2, there were 83,87% students achieved score more than 70. It means that the result of the students' writing descriptive text achieved the standard percentage required in the research that was 70% of the total class VIII-D students getting score 70 or more. It proved that realia could improve the students' achievement in writing descriptive text.

Those previous researches above showed the success of real things in improving the students' descriptive writing achievement in Junior High School. Thus, those researches encouraged the researcher to conduct a similar research with different topic. Those previous researches used fruits as the topic. However, the researcher used real things found on the dining table and things found in the bathroom as the topics in writing descriptive text for the seventh grade students of SMPN 1Arjasa, Jember academic year 2017/2018.

CHAPTER III. THE STUDY

This chapter discusses the methods applied in this classroom action research. It consists of research design, research context, research participants, data collection method and data analysis method.

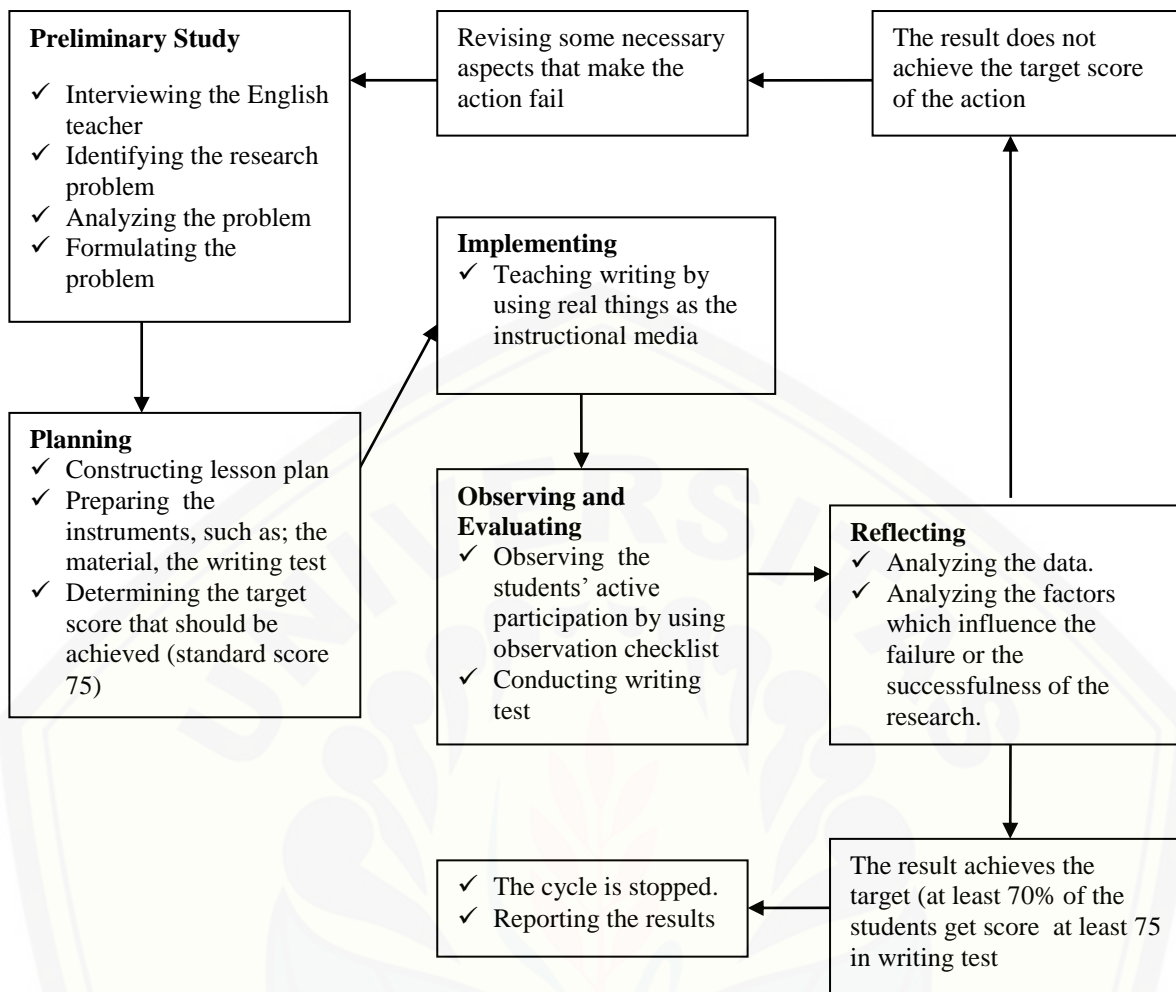
3.1 Research Design

The researcher attempted to analyze the use of real things to improve the seventh grade of Junior High School students' active participation and their descriptive text writing achievement. Thus, the suitable research design was a classroom action research. The central idea of action research is to solve the problem using deliberate way in order to bring about change and better improvement in practice (Burns, 2010:2).

This research was carried out collaboratively with the English teacher of the school. The collaboration was focused on every stage of the research consisting of planning the actions, implementing the action, observing the class and evaluating the students' writing skill, analyzing the data and reflecting the action. As a result, the action research improved both students' learning and teacher's teaching effectiveness.

According to Lewin (1990) in Elliot (1991:70), there are four stages in conducting this Classroom Action Research. The first stage was planning of the action. This stage dealt with the preparation of constructing the research instrument and determining the successful criteria of the research. The second stage was implementing the action. This stage was set in two meetings and they were followed by administering the test of writing descriptive text in the third meeting. The third stage in this classroom action research was the classroom observation and evaluation. Observation and evaluation were done to know whether or not the use of real things could improve the students' writing achievement. The last stage of this research design was data analysis and reflection of the action. It dealt with how to analyze the data obtained from the implemented action. Then, the result of the data analysis was reflected by considering the strengths and the weaknesses of the result of the action. Since the result of the students' writing test achieved the target score (80% of the students getting score ≥ 75), it means that the action was successfully done. Thus, the cycle was stopped. The research design is presented in the following chart.

Chart 3.1 The Model of the Classroom Action Research



(Adapted from Lewin, 1990 in Elliot, 1991:70)

The activities of the research followed the steps below.

1. Doing the preliminary study by interviewing the seventh grade English teacher to identify and analyze the students' problem in writing skill.
2. Finding out some documents to get the data.
3. Planning the action by choosing the topic suitable with the instructional media, preparing the materials, constructing the lesson plans for cycle 1 (meetings 1 and 2), preparing the writing test, and setting the criteria of the success of the action.
4. Implementing the action in cycle 1, that is, teaching writing descriptive texts by using real things based on the lesson plans prepared.
5. Administering writing test to the students after implementing the actions.
6. Analyzing the results of the writing test in cycle 1 quantitatively in the percentage.
7. Reflecting the results of writing test in cycle 1 descriptively.
8. Drawing a conclusion to answer the research problems.

3.2 Research Context

This research was conducted at SMPN 1 Arjasa, Jember which was determined by purposive method. Purposive method is a method which is used to determine the research area based on the specific purpose by selecting certain participants, elements and events to include in the research (Burns and Grove, 2010:313). In this case, the researcher chose the school based on some considerations. First, based on the interview with the English teacher, the seventh grade students of SMPN 1 Arjasa still had difficulties in writing skill. Second, the headmaster and the English teacher had given permission to the researcher to conduct this classroom action research. Third, the average score of students' writing achievement in class VII-A was the lowest compared to that of the other classes. Moreover, the English teacher never used real things before and he agreed to collaborate with the researcher to do this research.

3.3 Research Participants

The participants of this research were VII-A students of SMPN 1 Arjasa, Jember. The school is a government school which applied Curriculum 2013. Most students at that school, especially the students of VII-A still had difficulty in writing skill. This problem happened because the way the teacher delivered the material made the students sleepy. In other words, they felt bored with the way to learn writing skill in the classroom. One of the possible reasons was that the teacher used inappropriate teaching media in teaching writing. The researcher chose the students of class VII-A as the research participants because the average score of the students' writing achievement in this class was the lowest compared to that of the other classes. It was proved by the students' previous mean scores in writing gained from the English teacher were as follows: the mean scores of VII-A was 70.07, VII-B was 75.27, VII-C was 72.73, VII-D was 75.3, VII-E was 75.92 and VII-F was 77.

3.4 Data Collection Methods

3.4.1 Writing Test

Writing test in this research was used to measure the students' ability in writing skill. As stated by Heaton (1988:10) that a test is constructed to assess the students' language performance. In this case, students had a writing test after they got treatment by using real things in the classroom. The writing test focused on students' ability in writing a simple descriptive text. In the test, the students were assigned to write a simple descriptive text

consisting of at least 6 sentences for 40 minutes. Moreover, the students were given a certain topic for their writing test. The topic was about things which could be found on the dining table that was a lunch box.

There are two criteria that should be considered to make a good test, they are validity and reliability (Heaton, 1988:159-162). A test is said to be valid if it measures what should be measured. In this research, the researcher applied content validity. The researcher constructed the writing test based on the Curriculum 2013. It gave a chance to the students to produce a short essay in the form of descriptive text. Meanwhile, reliability refers to consistency of the students' scores as the result of the test. In other words, the students' scores must be consistent whenever they are given the test.

According to Heaton (1988:25) there are two kinds of test based on the way of scoring, they are subjective and objective test. Subjective test is a test which is influenced by the rater's judgement. Meanwhile, objective test is a test which is not influenced by the rater's judgement, because the key answer is available. In this research, a subjective test was administered in which the students were required to write a simple descriptive text. The students' answers were in the form of a descriptive text, thus they needed the raters' judgement to score them. Therefore, the test belonged to a subjective test.

In reducing the subjectivity and having consistent result in scoring the students' writing test, Dmitrienko *et al.* (2007) mention two ways of scoring, namely intra-rater and inter-rater reliability. They explain that the writing test can be scored by two different raters at the same time or the so called inter-rater reliability. In contrast, one rater is able to score the same test in different occasion twice or more or the so called intra-rater reliability. In this research, the researcher used inter-rater reliability to score the students' descriptive text and using analytic scoring method. Analytic scoring method is a method of scoring which requires a separate score for each number of aspects of a task (Hughes, 1989:91). In this case, there were five aspects of writing which had to be scored, they were: content, organization, vocabulary, grammar and mechanics. The scoring rubric of writing is presented in the following table.

Table 3.2 The Scoring Rubric of Writing

Aspects	Score		Criteria
Content	30 - 27	Excellent	Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26 - 22	Good	Some knowledge of subject • adequate range • limited development of thesis • 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 • not pertinent • OR not enough to evaluate
Organization	20 - 18	Excellent	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	17 - 14	Good	Somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing
	13 - 10	Fair	Non-fluent • 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/idiom choice and usage • word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
TOTAL SCORE:			
Content: __+Organization: __+Grammar: __+Vocabulary: __+Mechanics: __ = TOTAL: __			

(Adapted from Jacobs et al.,1981 in Weigle, 2002:116)

The scoring rubric of writing above was adapted from Jacobs et al. (1981) in Weigle (2002:116). The researcher made some adaptations based on the needs of the research. First, the researcher changed two terms from the original table; the term “score” in the first column was changed into “aspect” and the term “level” in the second column was changed as “score”. The researcher changed those two terms in order to make the terms in the scoring rubric and those in the research balance. Second, the researcher added a row “Total Score” which showed the way the researcher got the students’ final scores of writing from those five aspects in the table. This row was added in order to make the researcher easy in scoring the students’ results of work.

3.4.2 Interview

Interview was used to get some data needed for this research when conducting the preliminary study with the English teacher. The interview was conducted to get the information about the students’ problem in learning English, the curriculum used in that school, and the students’ participation in the classroom. In conducting the interview, the researcher used guided interview in which a list of questions were prepared before the interview was conducted. The interview guide is enclosed in Appendix B.

3.4.3 Observation

Observation was an important activity which was done in the classroom action research during the implementation of the action. In this research, the observation was conducted to monitor the students’ participation in teaching and learning process of descriptive text writing by using real things. This observation was conducted in each meeting by the English teacher by using observation guide in the form of checklist to gain the data about the students’ participation in the classroom during the implementation of the action. In this case, the observation guide contained the indicators of the students’ participation that which were observed. It was also used to observe whether they were active or passive in the teaching and learning activities. The students were categorized as active if at least 70% of the students in the classroom fulfilled at least three indicators prepared. The researcher observed the students’ active participation based on the four indicators as follows.

Table 3.3 The Observation Checklist

No	Names	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.

Passive = less than 3 indicators are performed.

3.4.4 Documentation

Documentation is related to a written document, such as memos, letters, examination papers, newspaper clippings and etc. which are useful to provide background information and understanding of issues (Hopkins, 2008:122). Documents in this research were the names of the research participants (in initials), the students' previous scores, including the mean scores.

3.5 Data Analysis Method

Data analysis was used to analyze the collected data. The collected data were the data about the students' scores of writing test in each cycle. This research was considered success if at least 70% of the students in the classroom achieved the target score that was ≥ 75 in writing test. The number of students who achieved the target score that was ≥ 75 in writing test was analyzed quantitatively in the percentage by using the formula as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of the students who get score ≥ 75 in writing test.

n = the number of the students who get score ≥ 75 in writing test.

N = the number of the students (the research participants).

And then, the data collected from the observation about the students' active participation in each cycle was analyzed quantitatively in the percentage by using the formula below:

$$E = n/N \times 100\%$$

Note:

E = the percentage of the students who actively participate in the teaching and learning process of writing a descriptive text by using real things.

n = the number of the students who are categorized as active students.

N = the number of the students (the research participants).

(Ali, 1993:186)



CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this research explained completely in the following sections.

5.1 Conclusion

Based on the data analysis and the research findings, it can be concluded as follows:

- a. The use of real things in teaching and learning writing could improve the VII-A students active participation during the teaching and learning process and their descriptive text writing achievement at SMPN 1 Arjasa, Jember in 2017/2018 academic year. The result of classroom observation showed that the percentage of the students who were active during the teaching and learning process of writing improved. The percentage of the students' active participation improved from 50% to 76.66% in the first meeting, and from 76.66% to 90% in the second meeting.
- b. The use of real things in teaching writing could improve VII-A students' descriptive text writing achievement at SMPN 1 Arjasa, Jember in 2017/2018 academic year. The improvement can be seen from the result of the students' writing test in this cycle compared with the students' previous scores of writing given by the English teacher. Before the actions were implemented, there were only 30% of the students (9 of 30 students) getting score ≥ 75 . By implementing the action in the first cycle, the writing test result showed that 80% of the students (24 of 30 students) could achieve the standard score that was at least 75 as the success criteria of this research. It means that the students' writing achievement improved. Thus, the cycle was stopped.

5.2 Suggestions

Considering the results of the implementation of using real things in teaching writing that could improve the VII-A students' active participation and their descriptive text writing achievement, there are some suggestions which are proposed to the following people.

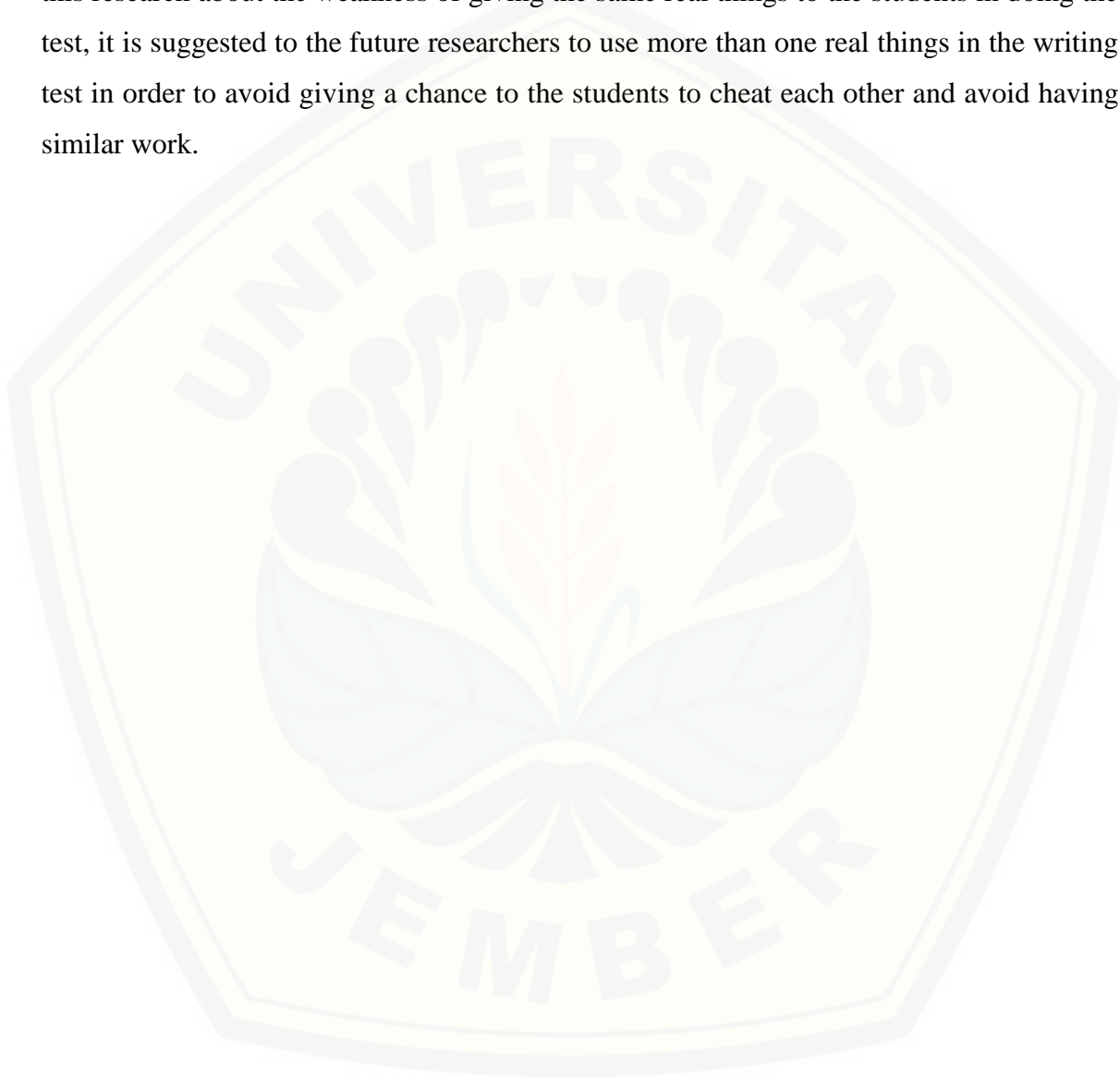
- a. The English Teacher

It is suggested to the English teacher to use real things as the instructional media in teaching English not only for teaching writing, but also for other English skills and English components. It is due to the fact that the use of real things could improve the VII-A students' active participation and their descriptive text writing achievement. Thus, it is also suggested for the English teacher to try to teach some English skills and English

components by using real things, since real things can be used to teach all language skills and almost any subjects.

b. The Future Researchers

The result of this research can be useful for future researchers to give information and reference to conduct future research by using real things in teaching writing or teaching other English skills and English components with the same research design. As stated in this research about the weakness of giving the same real things to the students in doing the test, it is suggested to the future researchers to use more than one real things in the writing test in order to avoid giving a chance to the students to cheat each other and avoid having similar work.

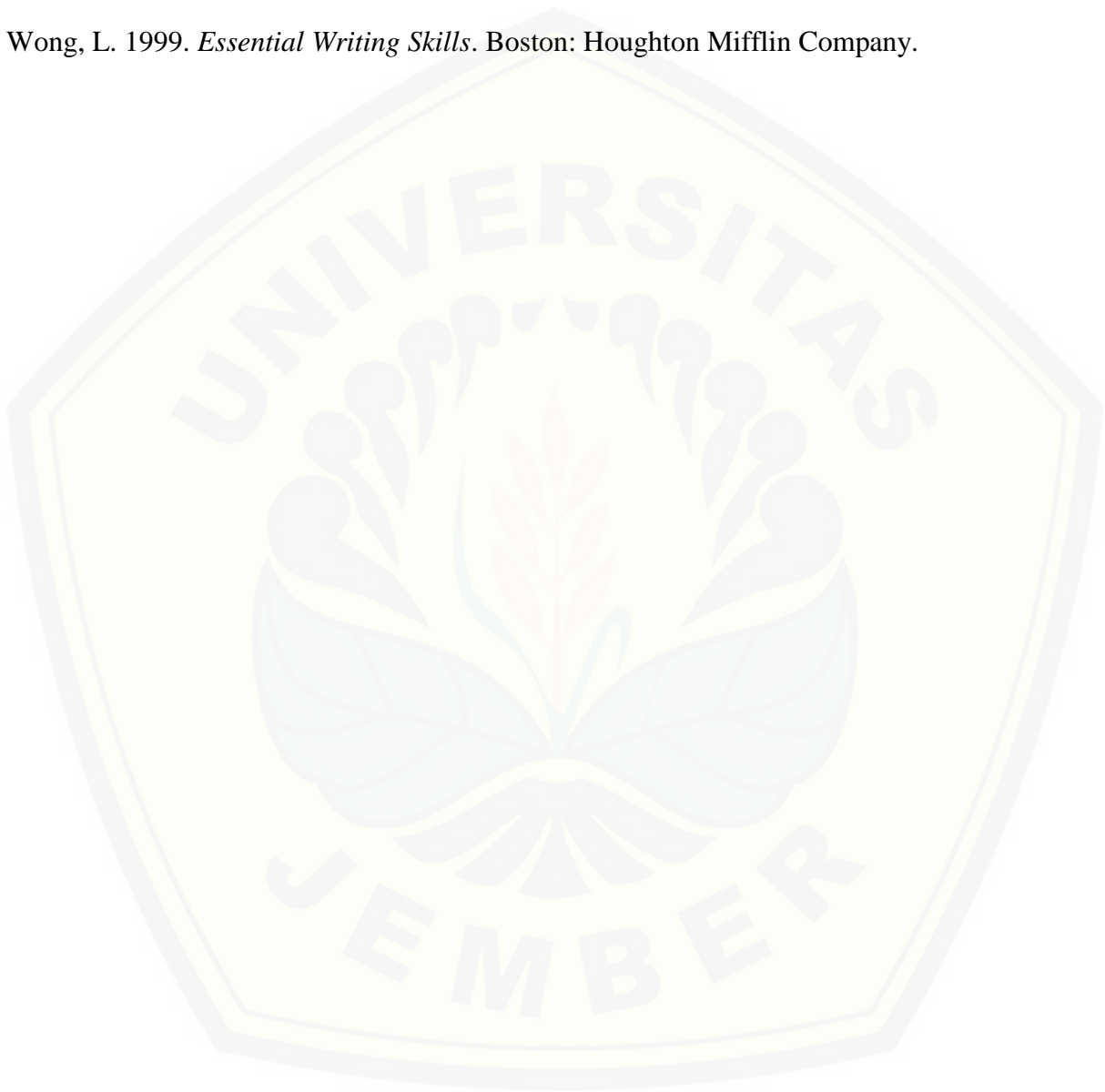


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Appendix B

Guide of Data Instrument

1. Interview Guide

Data Resources: The seventh grade English teacher of SMPN 1 Arjasa, Jember.

No	The Interview Questions	The English Teachers' Answers/Responses
1.	What curriculum do you use in teaching English at SMPN 1 Arjasa, Jember?	Curriculum 2013
2.	How many times do you teach English in a week?	Twice a week / 4 hours
3.	How about the students' participation in the classroom?	Only 50% of the students who are active in class. Most students prefer chatting with their friends than doing the tasks.
4.	Do the students have difficulties in learning writing?	Yes they do. They have difficulties in learning writing especially in the aspects of: organizing ideas, using appropriate words, and using grammatical correct sentences.
5.	How do you teach writing skill to the students?	I usually ask the students to work in pairs. And then, I ask them to do question and answer to each other based on the topic being discussed. From the result, I ask them to write paragraphs.
6.	Have you ever used real things in teaching writing skill?	Never.
7.	Why not?	I think using pictures is enough to represent the real things that will be discussed.
8.	What is the standard score of the English subject?	The standard score is 75.
9.	Which class has the lowest mean	Based on the last writing test that I had

	score in English, especially in Writing?	done before, class VII-A had the lowest mean score, that was 70.07 (See Appendix D for the detailed information).
--	--	---

2. Documentation Guide

Data Resources: school documents' of the seventh grade English teacher of SMPN 1 Arjasa, Jember.

No.	The Supporting Data Required	Sources
1.	The students' English previous scores.	The seventh grade English teacher of SMPN 1 Arjasa, Jember.
2.	The initial names of the research participant.	School document.

Appendix C

The Students' Previous Scores from the English Teacher

NO	NIS	NISN	NAMA SISWA (INITIALS)	L/P	NILAI	KETERCAPAIAN KOMPETENSI
1	5062		AEI	L	65	
2	5063		ADS	P	70	
3	5064		AAP	P	78	
4	5065		ANF	P	75	
5	5066		AP	L	72	
6	5067		ARF	L	75	
7	5068		AMA	L	65	
8	5069		AVD	L	65	
9	5070		AN	P	65	
10	5071		ABR	L	65	
11	5072		BCI	L	82	
12	5073		DLAM	P	70	
13	5074		DRDS	P	60	
14	5075		DL	P	68	
15	5076		DKJ	L	65	
16	5077		FNMIAF	L	72	
17	5078		F	L	65	
18	5079		FF	P	75	
19	5080		MNF	L	70	
20	5081		MERP	P	78	
21	5082		MAF	L	60	
22	5083		MKDK	L	80	
23	5084		MIM	L	72	
24	5085		NFA	P	75	
25	5086		NPL	P	65	
26	5087		PS	P	65	
27	5088		RAP	L	70	
28	5089		RAFR	L	72	
29	5090		RF	P	65	
30	5091		S	L	78	

Wali Kelas : Soehendro Liswati, S.Pd

L : 17
P : 13
JML : 30

Arjasa,.....
Guru Mata Pelajaran

NIP.

Appendix D

The Students' Previous Mean Scores in Writing Skill Gained from the English Teacher of SMPN 1 Arjasa, Jember.

No	Class	Mean Scores
1.	VII-A	70.07
2.	VII-B	75.27
3.	VII-C	72.73
4.	VII-D	75.3
5.	VII-E	75.92
6.	VII-F	77

Appendix E

The Observation Checklist for the Students' Active Participation

No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AEI							
2.	ADS							
3.	AAP							
4.	ANF							
5.	AP							
6.	ARF							
7.	AMAA							
8.	AVD							
9.	ANS							
10.	ABR							
11.	BCI							
12.	DLAM							
13.	DRDS							
14.	DL							
15.	DKJ							
16.	FNMI AF							
17.	F							
18.	FF							
19.	MNF							
20.	MERP							
21.	MAF							
22.	MKDK							
23.	MIM							
24.	NFA							
25.	NPL							
26.	PS							
27.	RAP							
28.	RAFR							
29.	RF							
30.	S							

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.

Passive = less than 3 indicators are performed.

Appendix F

The Scoring Rubric of Writing

Aspects	Scores		Criteria
Content	30 - 27	Excellent	Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26 - 22	Good	Some knowledge of subject • adequate range • limited development of thesis • 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 • not pertinent • OR not enough to evaluate
Organization	20 - 18	Excellent	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	17 - 14	Good	Somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing
	13 - 10	Fair	Non-fluent • 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/idiom choice and usage • word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
SCORE:			
Content: __ + Organization: __ + Grammar: __ + Vocabulary: __ + Mechanics: __ = TOTAL: __			

(Adapted from Jacobs et al., 1981 in Weigle, 2002:116)

Appendix G

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)****(Cycle 1 – Pertemuan 1)**

Satuan Pendidikan	: SMPN 1 Arjasa
Kelas/Semester	: VII / 2
Mata Pelajaran	: Bahasa Inggris
Keterampilan Bahasa	: Writing
Jenis Teks	: Descriptive Text
Topik	: Describing Things (Things on the Dining Table)
Alokasi Waktu	: 2 x 40 menit

I. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji 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.

II. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut sifat benda.

- 4.11 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana tentang benda dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

III. Indikator Pencapaian Kompetensi

1. Menunjukkan perilaku bersyukur dapat mempelajari bahasa Inggris sebagai bahasa komunikasi internasional.
2. Menunjukkan perilaku jujur dalam mengerjakan tugas yang diberikan.
3. Menunjukkan perilaku tanggung jawab dalam mengerjakan tugas yang diberikan.
4. Menunjukkan perilaku disiplin dalam mengerjakan dan mengumpulkan tugas yang diberikan.
5. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi tentang benda.
6. Menulis fungsi benda-benda yang ada di meja makan.
7. Menulis kalimat sederhana berkaitan dengan ciri-ciri fisik benda yang ada di meja makan.
8. Menyusun teks deskripsi sangat sederhana tentang benda-benda yang ada di meja makan.

IV. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan mempelajari bahasa Inggris sebagai bahasa komunikasi internasional secara konsisten.
2. Siswa dapat menunjukkan perilaku jujur dalam mengerjakan tugas yang diberikan.
3. Siswa dapat menunjukkan perilaku tanggung jawab dalam mengerjakan tugas yang diberikan.
4. Siswa dapat menunjukkan perilaku disiplin dalam mengerjakan dan mengumpulkan tugas yang diberikan.
5. Siswa dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskripsi tentang benda dengan tepat.
6. Siswa dapat menulis fungsi benda-benda yang ada di meja makan dengan tepat.
7. Siswa dapat menulis kalimat sederhana berkaitan dengan ciri-ciri fisik benda yang ada di meja makan dengan baik.
8. Siswa dapat menyusun teks deskripsi sangat sederhana tentang benda-benda yang ada di meja makan dengan baik.

V. Materi Ajar (terlampir)

VI. Sumber/Media Belajar

1. Media : Real things (a mug, a plate, a glass, a napkin, a knife, a spoon, a spoon holder, a bowl, a kettle, a lunch box), whiteboard, students' work sheet, etc.
2. Sumber :
 - a. http://surviverenglish.blogspot.co.id/2013/04/descriptive-text_12.html
 - b. https://www.academia.edu/12041852/What_is_DESCRIPTIVE_TEXT_Pengertian_Generic_Structure_dan_Contoh

VII. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Individual Work

VIII. Langkah-langkah Pembelajara

Tahapan Pembelajaran	Kegiatan	Waktu
Kegiatan pendahuluan	a) Guru memberi salam	1'
	b) Guru meminta salah seorang siswa memimpin doa	2'
	c) Guru memberikan teka-teki pada siswa tentang sebuah <i>mug</i> . Teka-teki: I am a thing. I have a fat body and a hand. Sometimes, I am made of ceramic or plastic. You can find me on dining table to put your favourite drink, such as milk, tea, juice, etc. What am I?	2'
	d) Secara klasikal, Guru menunjukkan sebuah <i>mug</i> dan menanyakan nama dan fungsi <i>mug</i> tersebut. Contoh: What am I holding?	2'
	e) Secara klasikal, guru menyampaikan tujuan pembelajaran hari ini, yaitu : Menyusun teks deskripsi sangat sederhana tentang benda yang ada di meja makan.	1'
Kegiatan inti	I. Mengamati:	

	<p>Siswa memperhatikan dan mengamati sebuah teks deskripsi tentang sebuah <i>mug</i> beserta benda aslinya yang dibawa oleh guru di depan kelas.</p> <p>II. Menanya:</p> <p>Siswa bertanya tentang fungsi sosial, unsur kebahasaan, dan struktur teks deskripsi yang masih belum mereka pahami.</p> <p>III. Mengumpulkan Informasi/mencoba:</p> <p>1) Siswa menuliskan ciri-ciri fisik dan membuat kalimat sederhana berdasarkan benda-benda yang disediakan oleh guru.</p> <p>2) Siswa bersama guru mencocokkan jawaban bersama-sama.</p> <p>IV. Menalar/Mengasosiasi:</p> <p>1) Siswa menuliskan fungsi benda-benda yang telah disediakan oleh guru.</p> <p>2) Siswa bersama guru mencocokkan hasil kerja mereka bersama-sama.</p> <p>V. Membuat/Mengomunikasikan:</p> <p>1) Siswa membuat teks deskripsi sederhana tentang benda yang ada di meja makan yang telah disediakan/ditugaskan oleh guru.</p> <p>2) Siswa mempresentasikan hasil kerjanya di depan kelas.</p>	<p>10'</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>25'</p> <p>5'</p>
Kegiatan penutup	<p>a. Guru mengingatkan siswa untuk membawa benda-benda yang ada di kamar mandi pada pertemuan berikutnya berdasarkan kelompok yang telah ditentukan.</p> <p>b. Guru mengarahkan siswa untuk membuat sebuah kesimpulan dari materi yang telah dipelajari.</p> <p>c. Guru mengakhiri pelajaran dan memberi salam penutup.</p>	<p>2'</p> <p>2'</p> <p>1'</p>

IX. Instrumen Penilaian**a. Penilaian Sikap****Lembar Pengamatan**

No	Nama Siswa	Sikap			Nilai
		Jujur (0 - 2)	Tanggung jawab (0 - 2)	Disiplin (0 - 2)	
1.					
2.					
3.					

Kriteria Penilaian Sikap

No	Jujur	Skor
1.	Mengerjakan tugas individu tanpa bantuan teman.	2
2.	Mengerjakan tugas individu dengan bertanya pada teman.	1
3.	Menjiplak tugas teman.	0
Tanggung Jawab		
1.	Melaksanakan tugas dengan baik dan tepat waktu.	2
2.	Melaksanakan tugas dengan baik, namun tidak tepat waktu.	1
3.	Tidak melaksanakan tugas.	0
Disiplin		
1.	Mengumpulkan tugas tepat waktu.	2
2.	Mengumpulkan tugas tidak tepat waktu.	1
3.	Tidak mengumpulkan tugas.	0

Keterangan:

2 = A (Bagus)

1 = B (Cukup)

0 = C (Kurang)

b. Penilaian Keaktifan Siswa**The Observation Checklist of Students' Active Participation**

No	Names	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.

Passive = less than 3 indicators are performed.

c. The Scoring Rubric of Writing

Aspects	Score	Criteria	
Content	30 - 27	Excellent	Knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26 - 22	Good	Some knowledge of subject • adequate range • limited development of thesis • 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 • not pertinent • OR not enough to evaluate
Organization	20 - 18	Excellent	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	17 - 14	Good	Somewhat choppy • loosely organized, but main ideas stand out • limited support • logical, but incomplete sequencing
	13 - 10	Fair	Non-fluent • 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/idiom choice and usage • word form mastery • appropriate register
	17 - 14	Good	Adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13 - 10	Fair	Limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9 - 7	Poor	Essentially translation • little knowledge of English vocabulary, idioms, word forms • OR not enough to evaluate
Grammar	25 - 22	Excellent	Effective complex constructions • few errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions
	21 - 18	Good	Effective but simple constructions • minor problems in complex constructions • several errors of agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions but <i>meaning seldom obscured</i>
	17 - 11	Fair	Major problems in simple/complex constructions • frequent errors of negation, agreement, tenses, numbers, word order/functions, articles, pronouns, prepositions and/or fragments, run-ons deletions • <i>meaning confused or obscured</i>
	10 - 5	Poor	Virtually no mastery of sentence constructions rules • dominated by errors • does not communicate • OR not enough to evaluate
Mechanics	5	Excellent	Demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4	Good	Occasional errors of spelling, punctuation, capitalization, paragraphing but <i>meaning not obscured</i>
	3	Fair	Frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	Poor	No mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
SCORE:			
Content: __+Organization: __+Grammar: __+Vocabulary: __+Mechanics: __ = TOTAL: __			

(Adapted from Jacobs et al.,1981 in Weigle, 2002:116)

INSTRUCTIONAL MATERIALS

A. Pre-Instructional Activities:

1. Giving riddle about a mug and asking the students to guess what the thing is.

Riddle:

I am a thing. I have a fat body and a hand. Sometimes, I am made of ceramic or plastic. You can find me on dining table to put your favourite drink, such as milk, tea, juice, etc. What am I?



2. Giving leading questions:
 - a. What am I holding?

B. Learning Materials:

Descriptive Text

1. **Descriptive Text** is a text which saying what a person or a thing is like.
2. **The Social Function of Descriptive Text:**

The purpose of a descriptive text is to describe and reveal a particular person, place, or thing.
3. **Generic Structures of Descriptive Text:**
 - a. Identification: introduce a particular person, place, or thing that will be described.
 - b. Description: describing physical appearance and quality of the objects being described.

4. The Language Features of Descriptive Text

- a. Using simple present tense (mostly)
- b. Using be-1 (is, am, are)
- c. Using adjectives (small, big, fat, etc)

The Example of Descriptive Text





<p style="text-align: center;">My Favorite Mug</p> <p>This is my favourite mug. I usually put this mug on the dining table.</p> <p>It is a cute mug with a picture of some animals on it. The shape is tubular. And it has yellow, brown and white colours. This mug is made of ceramic. I like to use it for my chocolate drink.</p>	}	Title
	}	Identification
	}	Description

Taken From: <http://contohbahasainggris.com/5-contoh-descriptive-text-tentang-benda-kesayangan-singkat/>

C. Main Activities:

Task 1:

Write down some simple sentences about physical appearance of these real things (will be brought in class) based on the key words below. (Number one has been done for the example)

1.		<p>a. Name : I have a spoon holder.</p> <p>b. Colour : the colour is dark blue.</p> <p>c. Shape : the shape is rectangular.</p> <p>d. Material : it is made of plastic.</p>
2.		<p>a. Name :</p> <p>b. Colour :</p> <p>c. Shape :</p> <p>d. Material :</p>
3.		<p>a. Name :</p> <p>b. Colour :</p> <p>c. Shape :</p> <p>d. Material :</p>
4.		<p>a. Name :</p> <p>b. Colour :</p> <p>c. Shape :</p> <p>d. Material :</p>

Task 2:

Write down the names and the functions of some real things below correctly! (Number one has been done for the example)



1. : A bowl : the function is to put my favourite soup on the dining table.



2. :



3. :



4. :



5. :

Task 3:

Write down a simple descriptive text of about six sentences based on the real thing below.



Answer:

.....

..... (1)

.....

..... (2)

.....

..... (3)

.....

..... (4)

.....

..... (5)





.....

..... (6)

.....

.....

Answer Key:**Task 1**

1.		<p>a. Name : I have a spoon holder.</p> <p>b. Colour : the colour is dark blue.</p> <p>c. Shape : the shape is rectangular.</p> <p>d. Material : it is made of plastic.</p>
2.		<p>a. Name : this is my plastic glass.</p> <p>b. Colour : the colour is blue.</p> <p>c. Shape : the shape is tubular.</p> <p>d. Material : it is made of plastic.</p>
3.		<p>a. Name : this is my lovely plate.</p> <p>b. Colour : it has green colour.</p> <p>c. Shape : the shape is circular.</p> <p>d. Material : it is made of plastic.</p>
4.		<p>a. Name : I have a napkin.</p> <p>b. Colour : it has white and red colours.</p> <p>c. Shape : the shape is square.</p> <p>d. Material : it is made of cloth.</p>

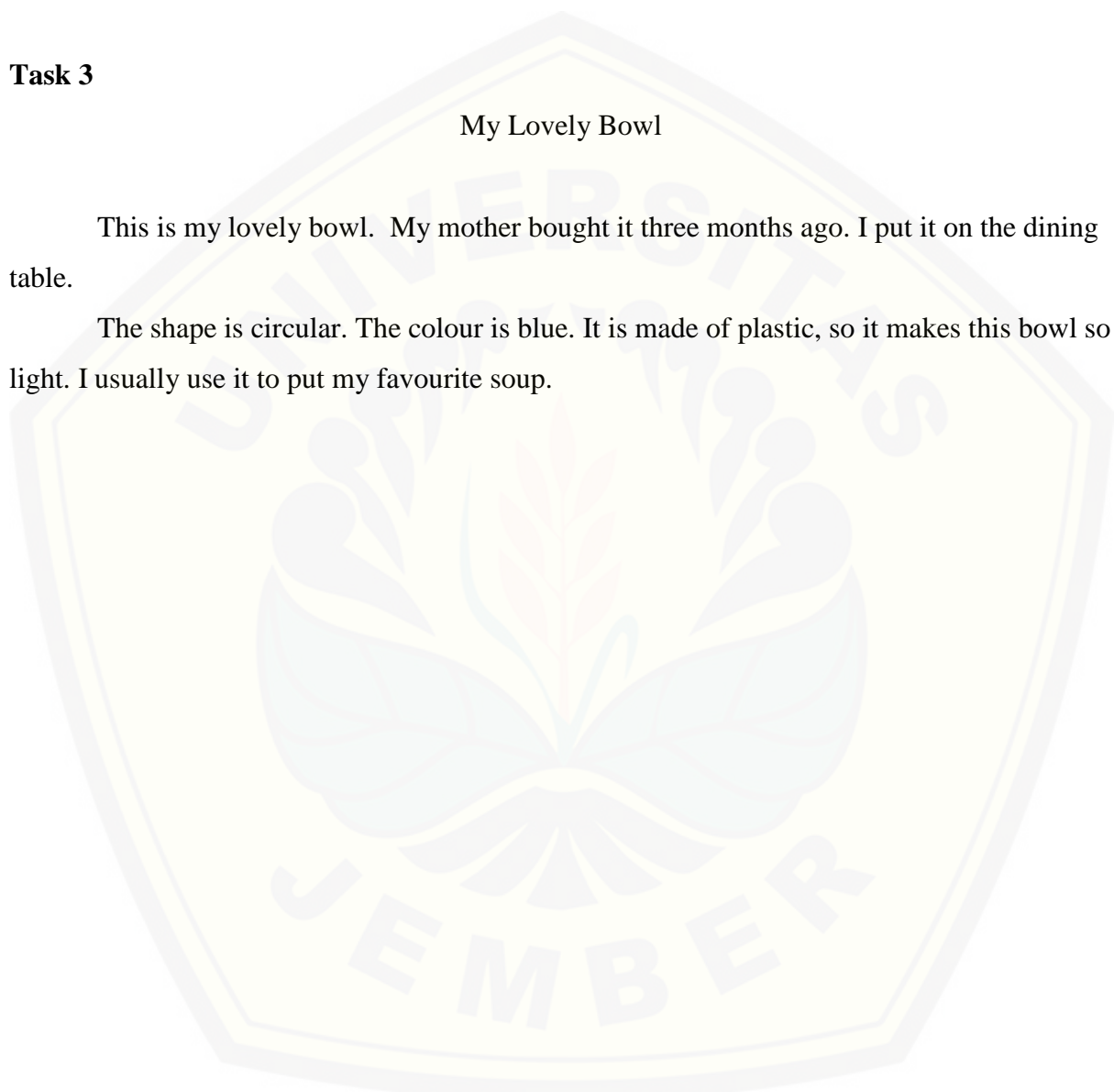
Task 2

1. A bowl: the function is to put my favourite soup on the dining table.
2. A knife: the function is to cut fruits and vegetables on the dining table.
3. A spoon: the function is to take some rice on the plate when we are eating.
4. Napkins: the functions are to clean a dining table.
5. A kettle: the function is to put some mineral water on the dining table.

Task 3**My Lovely Bowl**

This is my lovely bowl. My mother bought it three months ago. I put it on the dining table.

The shape is circular. The colour is blue. It is made of plastic, so it makes this bowl so light. I usually use it to put my favourite soup.



Appendix I

WRITING TEST

Name :

Class/Number : /

Time Allocation : 40 minutes

Write down a simple descriptive text of about six sentences based on the following real thing.



Answer:

.....

..... (1)

.....

..... (2)

.....

..... (3)

.....

..... (4)

.....

..... (5)

.....

..... (6)

.....

Expected Paragraph

My Lovely Lunch Box

This is my lovely lunch box. I brought it in the Roxy two weeks ago. I usually bring it to school.

The shape is rectangular. It has yellow and blue colours. My lunch box is made of plastic, so it makes this lunch box so light. I use it to put some food for my lunch.



Appendix J

The Result of Classroom Observation in the First Meeting

No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AEI		√	√		2		√
2.	ADS	√	√	√	√	4	√	
3.	AAP	√	√	√	√	4	√	
4.	ANF		√	√	√	3	√	
5.	AP		√	√	√	3	√	
6.	ARF	√	√	√	√	4	√	
7.	AMAA	√	√	√	√	4	√	
8.	AVD		√	√	√	3	√	
9.	ANS		√	√	√	3	√	
10.	ABR			√	√	2		√
11.	BCI	√	√	√	√	4	√	
12.	DLAM		√	√	√	3	√	
13.	DRDS	√	√	√	√	4	√	
14.	DL		√	√	√	3	√	
15.	DKJ		√	√	√	3	√	
16.	FNMIAF	√	√	√	√	4	√	
17.	F		√	√		2		√
18.	FF			√	√	2		√
19.	MNF		√	√	√	3	√	
20.	MERP			√	√	2		√
21.	MAF		√	√	√	3	√	
22.	MKDK	√	√	√	√	4	√	
23.	MIM		√	√	√	3	√	
24.	NFA		√	√	√	3	√	
25.	NPL			√	√	2		√
26.	PS			√	√	2		√
27.	RAP		√	√	√	3	√	
28.	RAFR		√	√	√	3	√	
29.	RF	√	√	√	√	4	√	
30.	S	√	√	√	√	4	√	

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.

Passive = less than 3 indicators are performed.

The percentage of the active participation in the first meeting was:

$$E = \frac{23}{30} \times 100\% = 76.66\%$$

Appendix K

The Result of Classroom Observation in the Second Meeting

No	Names (Initials)	Indicators				Total	Result	
		1	2	3	4		Active	Passive
1.	AEI		√	√	√	3	√	
2.	ADS	√	√	√	√	4	√	
3.	AAP	√	√	√	√	4	√	
4.	ANF		√	√	√	3	√	
5.	AP	√	√	√	√	4	√	
6.	ARF	√	√	√	√	4	√	
7.	AMAA	√	√	√	√	4	√	
8.	AVD		√	√	√	3	√	
9.	ANS	√	√	√	√	4	√	
10.	ABR			√	√	2		√
11.	BCI	√	√	√	√	4	√	
12.	DLAM	√	√	√	√	4	√	
13.	DRDS	√	√	√	√	4	√	
14.	DL		√	√	√	3	√	
15.	DKJ		√	√	√	3	√	
16.	FNMIAF	√	√	√	√	4	√	
17.	F			√	√	2		√
18.	FF		√	√	√	3	√	
19.	MNF		√	√	√	3	√	
20.	MERP		√	√	√	3	√	
21.	MAF		√	√	√	3	√	
22.	MKDK	√	√	√	√	4	√	
23.	MIM		√	√	√	3	√	
24.	NFA	√	√	√	√	4	√	
25.	NPL			√	√	2		√
26.	PS		√	√	√	3	√	
27.	RAP		√	√	√	3	√	
28.	RAFR	√	√	√	√	4	√	
29.	RF		√	√	√	3	√	
30.	S	√	√	√	√	4	√	

Indicators:

1. Asking questions to the teacher.
2. Answering the teacher's questions.
3. Doing the writing tasks given by the teacher.
4. Asking and answering to each other.

Active = at least 3 indicators are performed.

Passive = less than 3 indicators are performed.

The percentage of the active participation in the second meeting was:

$$E = \frac{27}{30} \times 100\% = 90\%$$

Appendix L

The Result of Writing Test

The detail scores of the students' writing scored by the scorer 1 (the researcher) and scorer 2 (the English teacher).

NO	Names (Initials)	Scorer 1 (the researcher)						Scorer 2 (the English teacher)					
		Scoring Aspects					Total	Scoring Aspects					Total
		C	O	V	G	M		C	O	V	G	M	
1	AEI	22	16	15	12	3	68	20	17	15	11	3	66
2	ADS	30	20	18	18	4	90	30	20	18	18	4	90
3	AAP	30	20	20	20	4	94	30	20	20	20	4	94
4	ANF	25	15	15	18	3	76	25	15	17	15	4	76
5	AP	25	18	15	22	3	83	26	18	15	20	4	83
6	ARF	30	20	18	22	4	94	30	20	17	21	4	92
7	AMAA	30	20	20	21	4	95	30	20	20	20	4	94
8	AVD	17	17	15	17	3	69	20	17	15	15	3	70
9	ANS	27	18	17	22	3	87	27	18	17	21	3	86
10	ABR	26	20	15	18	3	82	27	20	17	18	4	86
11	BCI	26	20	20	20	5	91	25	20	20	18	5	88
12	DLAM	22	18	15	20	2	77	24	18	17	18	3	80
13	DRDS	30	20	18	20	4	92	30	20	18	17	4	89
14	DL	26	18	17	20	3	84	30	18	18	21	4	91
15	DKJ	20	14	13	18	4	69	21	17	13	18	4	73
16	FNMI AF	30	20	18	18	4	90	30	20	20	18	4	92
17	F	27	20	18	20	3	88	30	20	17	22	4	93
18	FF	20	15	13	17	4	69	21	17	13	18	4	73
19	MNF	26	18	15	16	3	78	25	18	15	15	3	76
20	MERP	25	17	17	17	3	79	25	18	14	18	3	78
21	MAF	25	17	15	15	3	75	22	17	17	17	3	76
22	MKDK	30	20	20	25	4	99	30	20	20	24	4	98
23	MIM	22	17	13	17	3	72	22	17	10	15	4	68
24	NFA	25	18	18	11	3	75	27	18	17	10	3	75
25	NPL	22	14	10	11	3	60	21	15	10	10	2	58
26	PS	26	18	18	20	3	85	27	18	18	20	4	87
27	RAP	26	18	18	17	3	82	30	17	18	20	4	89
28	RAFR	30	20	18	17	4	89	30	20	18	20	4	92
29	RF	30	20	20	21	4	95	30	20	20	20	4	94
30	S	26	20	15	18	3	82	26	18	15	18	3	80

Notes:

C = Content, O = Organization, V = Vocabulary, G = Grammar, M = Mechanics

The average score of the students' writing test.

No	Names (Initial)	Scorers		The Average	Achieved / Not Achieved
		Scorer 1	Scorer 2		
1	AEI	68	66	67	Not Achieved
2	ADS	90	90	90	Achieved
3	AAP	94	94	94	Achieved
4	ANF	76	76	76	Achieved
5	AP	83	83	83	Achieved
6	ARF	94	92	93	Achieved
7	AMAA	95	94	94.5	Achieved
8	AVD	69	70	69.5	Not Achieved
9	ANS	87	86	86.5	Achieved
10	ABR	82	86	84	Achieved
11	BCI	91	88	89.5	Achieved
12	DLAM	77	80	78.5	Achieved
13	DRDS	92	89	90.5	Achieved
14	DL	84	91	87.5	Achieved
15	DKJ	69	73	71	Not Achieved
16	FNMIAF	90	92	91	Achieved
17	F	88	93	90.5	Achieved
18	FF	69	73	71	Not Achieved
19	MNF	78	76	77	Achieved
20	MERP	79	78	78.5	Achieved
21	MAF	75	76	75.5	Achieved
22	MKDK	99	98	98.5	Achieved
23	MIM	72	68	70	Not Achieved
24	NFA	75	75	75	Achieved
25	NPL	60	58	59	Not Achieved
26	PS	85	87	86	Achieved
27	RAP	82	89	85.5	Achieved
28	RAFR	89	92	90.5	Achieved
29	RF	95	94	94.5	Achieved
30	S	82	80	81	Achieved

Note:

- Scorer 1 : The researcher
 Scorer 2 : The English teacher
 Achieved : Getting score ≥ 75
 Not Achieved : Getting score less than 75

The percentage of the students' who had achieved the standard score as the successful criterion of this research (getting score ≥ 75) was:

$$E = \frac{24}{30} \times 100\% = 80\%$$

Appendix M


The Samples of the Students' Worksheets in Writing Test

C = 21
 O = 15
 G = 10
 V = 10
 M = 2
58

WRITING TEST

Name : Nita Puji Iestari
 Class/Number : VIIA / 25
 Time Allocation : 40 minutes

Write down a simple descriptive text of about six sentences based on the following real thing.



Answer:

My lovely lunch box ?

It is lunch box ? (1) I usually

put it ~~on~~ ^{on the} dining table . (2)

The ~~the~~ colours ^{are} blue and yellow (3) The shape

is Rectangular . (4) The function is to

put ^{some} in the ~~the~~ ^{food} foot ? (5) The material ~~is~~ is

plastic . (6)

WRITING TEST

C = 24
O = 18
E = 18
V = 17
M = 3

80

Name : Desy Lina a.m
Class/Number : VII - A / 12
Time Allocation : 40 minutes

Write down a simple descriptive text of about six sentences based on the following real thing.



Answer:

Lunch box
I have ~~is~~ a lunch box. (1) I put it
In the dining table. (2)
The shape is rectangular. (3) The colours
~~is~~ are blue and yellow. (4) The material
is Plastic. (5) The function is to
put some ⁽⁶⁾ food.

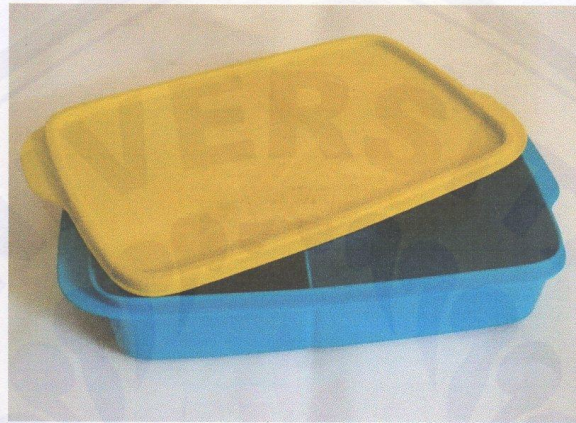
C = 30
 O = 20
 G = 25
 V = 20
 M = 3

98

WRITING TEST

Name : M. Kevin
 Class/Number : V/A / 22
 Time Allocation : 40 minutes

Write down a simple descriptive text of about six sentences based on the following real thing.



Answer:

My Lovely Lunch Box
 I have a Lunch Box. (1) I Put it
 on the Dining Table. (2) *
 The shape is rectangular. (3) it has
 yellow and blue colours. (4) The materials
 is Plastic (5) the function is to
 put some food (6)

Appendix N

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

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : **1417** / UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

13 FEB 2018

Yth. Kepala SMPN 1 Arjasa
Jember

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

Nama : Puput Mira Wati
NIM : 130210401044
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: The Use of Real Things to Improve Junior High School Students' Writing Achievement.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.



Prof. Dr. Suratno, M.Si.
NIP. 19670825 199203 1 003

Appendix O

The Statement Letter of Accomplishing the Research from SMPN 1 Arjasa, Jember



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 ARJASA
SEKOLAH STANDAR NASIONAL (SSN)
Jl. Teratai No. 11 Biting Arjasa ☎ 0331 540232 KodePos 68191 Jember



e-mail : smpsatuarjasa@gmail.com . web : smpn1arjasajember.sch.id

SURAT KETERANGAN
Nomor : 423.4/034b/413.05/20523887/2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Arjasa, Jember menerangkan dengan sebenarnya bahwa :

N a m a : Puput Mira Wati
N I M : 130210401044
Fakultas / Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan penelitian guna penyusunan skripsi yang berjudul :
“The Use of Real Things to Improve Junior High School Students’ Writing Archievement”
yang dilaksanakan pada tanggal 20, 22, dan 27 Februari 2018.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Jember, 27 Februari 2018
Kepala Sekolah,



MURTINI, M.Pd
NIP. 19650504 198703 2 011