



**DESIGNING WRITING TASKS BASED ON REALIA TO IMPROVE THE
SEVENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING A
DESCRIPTIVE TEXT**

THESIS

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

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2019

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Yantono and Rumini.
2. My beloved sister, Melinda Sari.



STATEMENT OF THE THESIS AUTHENTICITY

I certify that this research is an original 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 procedure and guidelines of the thesis writing from the university and the faculty have been allowed.

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Jember, 17th September 2019

The Writer

Dwi Retno Anggraini

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CONSULTANTS' APPROVAL

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ACKNOWLEDGEMENT

I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength to finish the thesis entitled “Designing Writing Tasks Based on Realia to Improve the Seventh Grade Students’ Achievement in Writing a Descriptive Text”.

In this occasion, I would like to express to express the deepest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, the University of Jember.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Education Study Program.
4. My first consultant, Drs. Bambang Suharjo, M.Ed. and my second consultant Dra. Zakiyah Tasnim, M.A. for spending the time and giving me suggestions, motivation, and ideas to make my thesis better.
5. The examination committee that have given me a lot of suggestions to make my thesis better.
6. The lecturers of the English Education Program who have given me moral supports to work harder in finishing the thesis.
7. The principal and the English teacher of SMPN 9 Jember for giving an opportunity to conduct this thesis.

I believe this thesis have some weaknesses. Therefore, any criticism from those who want to improve the thesis will be appreciated.

Jember, 17th September 2019

The Writer

SUMMARY

Designing Writing Tasks Based on Realia to Improve the Seventh Grade Students' Achievement in Writing a Descriptive Text. Dwi Retno Anggraini, 150210401074; 2019: 91 pages; English Education Program; Language and Arts Department; the Faculty of Teacher Training and Education, the University of Jember.

Writing is one of the skills besides listening, speaking, and reading. Writing is an activity to express feeling, ideas, and thoughts, which are presented through written form. Based on the interview with one of the English teachers at SMPN 9 Jember, it found that most of the students failed to be a good writer. It caused the teacher only provide pictures from the textbook as the media in teaching writing. In order to solve this problem, the English teachers need to find creative media to make teaching writing more effective and fun. One of the media that can be used is realia.

This research focused on designing writing tasks based on realia to improve the seventh grade students' achievement in writing a descriptive text at SMPN 9 Jember in the 2018/2019 academic year. The research design was classroom action research. The school was chosen as the research context because of some reasons. One of the reason was the English teacher at SMPN 9 Jember has never used realia to teach writing. In collecting the data, the researcher conducted writing test, observation, interview, and documentation.

This research was conducted only in 1 cycle. The first meeting and the second meeting were used to teach writing descriptive text by using realia based on the lesson plan. The third meeting was used to conduct writing test. The researcher also collaborated with the English teacher in order to observe the students activity while teaching and learning process. The observation was used to know in what way writing tasks based on realia assist the seventh grade students write a descriptive text.

Based on the observation result in the first meeting and the second meeting, it was known that writing tasks based on realia could assist the students'

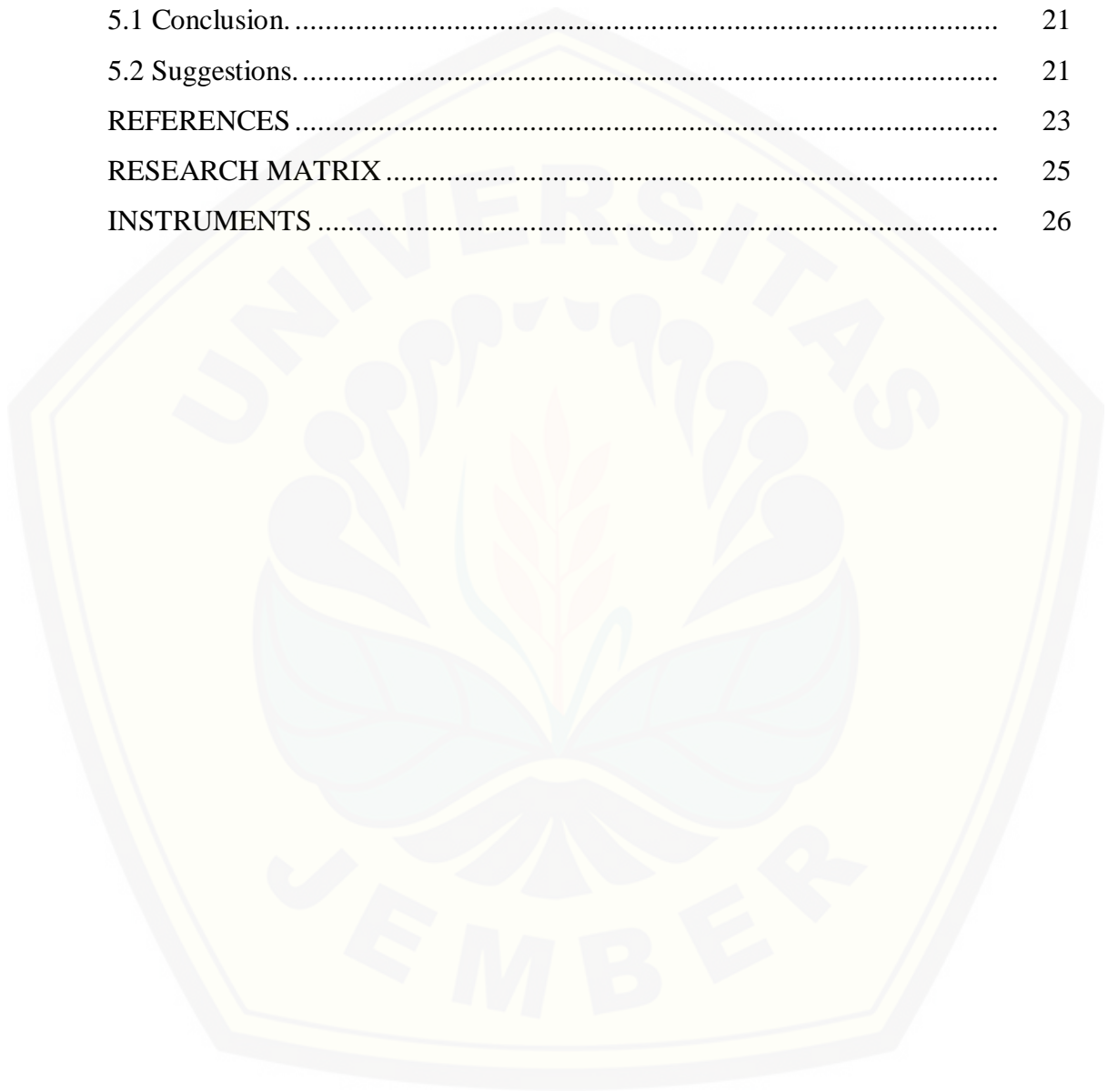
achievement in writing a descriptive text. By using writing tasks based on realia, the students could describe the realia based on their categories such as name, color, shape, and material. Moreover, the students could make sentence to describe the realia. Then, they could write a descriptive text based on realia given by the researcher. Furthermore, the students got high motivation during writing process. It caused they were interested to know the details of realia.

Thus, the result of writing test showed that there was improvement on the students' achievement in writing descriptive text. It can be proved from the percentage of the students who get score ≥ 75 was 77.41%. It means that 24 students of 31 students could pass the minimum score. Whereas, before applying writing tasks based on realia, the percentage of the students who get score ≥ 75 was 51.61%. It means there were 16 students of 31 students who passed the minimum score. This research was successful because more than 75% of the students got the writing test score ≥ 75 . It can be concluded that writing tasks based on realia was successful to improve the students' achievement in writing a descriptive text. Moreover, writing tasks based on realia motivated the students during teaching and learning activities.

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CHAPTER I. INTRODUCTION

This chapter presents the introduction of this research. It includes of research background, research questions, research objectives, and research contributions.

1.1 Research Background

Writing is one of the skills to express feeling, ideas, and thoughts, which are presented through written form. Raimes (1983: 76) states that writing is an ability in which we express the ideas, feelings, and thought arranged in words, sentences and paragraph using eyes, brain, and hand. Writing includes five components, such as: content, organization, grammar, vocabulary, and mechanic. Based on the 2013 curriculum, learning writing in Junior High School aims to make students able to express their ideas in the written form by using correct grammar, punctuation, and spelling. In Junior High School, writing is taught by giving several kinds of text, including descriptive, narrative, recount, procedure, and report. For especially in writing descriptive text, descriptive text is a text which describes a particular person, place, or thing.

Based on the interview with one of the English teacher at SMPN 9 Jember and the observation class, the researcher found that the students' achievement in writing is still low. Most of the students failed to be a good writer. It caused the students' motivation in learning English was low as well. It was found based on the fact that most of the students' score in writing was low. The problem occurred when the students had been given an assignment to write a descriptive text, they got confused to begin their writing assignment. Moreover, the students also got problems in the aspects of writing skill such as: content, language use, and mechanics. It happened because the teacher only provided some pictures from the English textbook as the media in teaching writing a descriptive text. Therefore, the students would be easily to write a descriptive text if the teacher provides real object or realia. In order to solve this problem, we need another media to make teaching writing more effective, fun, and interesting. One of the media that can be

used is realia. Using realia can help the students learn English effective, easily, and interesting. According to Soames (2010) in the Teaching English as Foreign Language (TEFL) classroom, the word realia means using real items found in everyday life as an aid to teaching English.

There are some previous researchers who have conducted research about realia. Sumarsih (2019) has conducted a research entitled “Realia as a Media to Improve the EFL Learners’ Achievements in Descriptive Writing”. Her research showed that the mean score was improved from the cycle 1 and cycle 2 which was 66.28 to 87.00. Her research also proved that realia could help the EFL learners to improve their writing skill in enjoyable way. Moreover, Alfianti (2016) also conducted a research about “Improving the Eighth Grade Students’ Descriptive Text Writing Achievement by Using Realia at SMP Negeri 1 Puger”. Her research proved that using realia could improve the students’ writing achievement. It was found that the percentage of the students who obtained score ≥ 72 increased from 29.4% to 94.12%.

There are some gaps between the previous researches and the present research. The previous research proved that realia can improve the students’ achievement in writing skill. Thus, the researcher focused on writing tasks based on realia to assist the seventh grade students’ achievement in writing a descriptive text. The present research has different research area, research design, and data collection method from the previous researches. Based on the explanation above the researcher gives the title of this research “Designing Writing Tasks Based on Realia to Improve the Seventh Grade Students’ Achievement in Writing a Descriptive Text”.

1.2 Research Questions

Based on the research background discussed above, the problems of the research are formulated as follow:

- a. In what way do writing tasks based on realia assist the seventh grade students write a descriptive text at SMPN 9 Jember?

b. How can the use of realia improve the seventh grade students' achievement in writing a descriptive at SMPN 9 Jember?

1.3 Research Objectives

Based on the research questions, the objectives of the research can be formulated as follow:

- a. To describe how the writing tasks based on realia assist the seventh grade students write a descriptive text at SMPN 9 Jember.
- b. To improve the seventh grade students' achievement in writing a descriptive text by using realia at SMPN 9 Jember .

1.4 Research Contributions

This research is expected to give three contributions as the following:

1.4.1 Theoretically

The result of this research is expected to enrich the theory of using realia in teaching writing for the seventh grade students in junior high school.

1.4.2 Practically

a. For the English teachers

The result of this research will serve as the best material for teachers in teaching writing a descriptive text in Junior High School.

b. For the students

The finding of this research could improve the students' ability in writing a descriptive text.

1.4.3 Empirically

The result of this research can be used as a reference for the other researchers in developing the materials for teaching English especially in teaching writing a descriptive text.

CHAPTER II. LITERATURE REVIEW

This chapter presents the literature review of this research. It includes of writing and its aspects, descriptive text, realia and its effectiveness in writing descriptive text, and previous studies on using realia.

2.1 Writing and Its Aspects

Writing is one of four skills in English besides listening, speaking, and reading. There are various definitions of writing stated by some experts. Raimes (1983: 76) states that writing is an ability in which we express the ideas, feelings, and thought arranged in words, sentences and paragraph using eyes, brain, and hand. Harmer (2001: 250) declares that writing is one of the productive skills which are closely bound up with the receptive skill work. According to Nunan (2003:8) states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Based on the explanation above, the researcher concludes that writing is an activity to tell, share, and express our ideas in the written form.

Hughes (2008, p. 103) states there are five aspects in writing, they are:

1. Content

The content of writing should be clear to the readers, so that the readers can understand the message that is conveyed and gained from the content of the information itself. In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which becomes the characteristics of a good writing.

2. Organization

Organization in writing includes coherence, order of important, general to specific or specific to general, chronological order, and spatial pattern.

- a. Coherence means all ideas have to be sticking together, in the right order, and clear.
- b. Order of importance means arranging and building the ideas to give a strong ending in paragraph.

c. General to specific means arranging the topic sentence to make a general statement followed by a series of supporting sentence with specific, details, examples, and facts. On the other hand, specific to general is the contrary of general to specific.

d. Chronological order means the paragraphs are organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. Not paragraph arranged chronologically tell stories. Some give directions of explanation a process: other summarizes historical events, and still others report on the steps or action taken by an individual or organization. Nevertheless, they all share an underlying similarity; they present their ideas in the order in which they happened.

e. Spatial order means telling how something looks and is more effective in describing.

3. Vocabulary

In personal description, word plays a dual role: to communicate and to evoke; and then, to the readers, it is to perceive and to feel. This twofold purpose is evident even it is a practical and common form of writing as in advertisement. Effective use of words also deals with connotative or figurative languages which are forms of writing, but mostly in personal description. In such description, word values in association are more effective than those mainly in communicating information.

4. Language use

Language use in writing involves correct usage endpoints of grammar such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verb, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since people have an opportunity to reread and to correct what have been written. Errors in

verbal forms, subjectverb agreement, and pronoun antecedent agreement and in case of noun and pronoun should be avoided.

5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what exactly the writer means. The use of favorable mechanics in writing will make the readers easy to understand the conveyed ideas or the messages that is stated in writing.

a. Capitalization

The use of capitalization in writing can clarify the ideas. The sentences are capitalized correctly and they are utilized to avoid ambiguous meaning and misunderstanding. Besides, through correct capitalization of sentences, it also helps the readers to distinguish one sentence to others.

b. Punctuation

It can be used as a unit of meaning and it suggests how the units are related to each other.

c. Spelling

There are three important rules followed in using spelling appropriately, namely: suffixed addition, plural formation, and handling-error within the words.

2.2 Descriptive Text

There are thirteen kinds of genre text in English. One of them is descriptive text. According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form

compared to narrative, recount, or procedure, particularly for the beginning writers. Furthermore, Johnston & Morrow (1981) states that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Based on the definition of descriptive text from some experts above, the researcher can conclude that descriptive text is a text which tells us about what a person or a thing is like. The main purpose of descriptive text is to describe a particular person, place, or thing.

According to Wardiman, et al (2008) divided the generic structure of descriptive text into two parts:

1. Introduction

Introduction is the part of paragraph that introduces the character.

2. Description

Description is the part of paragraph that introduces the character.

This indicates that a descriptive text has two elements an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic.

2.3 Realia and Its Effectiveness in Writing Descriptive Text

Realia is real thing or object that we can find in our daily life. According to Nunan (1999) Realia is defined as “objects and teaching props from the world outside the classroom that are used for teaching and learning”. On the other hand, Dickens, Robertson & Hofmann (1995) define realia as “Anything which has a purpose outside of the ESL classroom and can be brought into the classroom”. Soames (2010) suggests that, in the TEFL classroom, the word realia means using real items found in everyday life as an aid to teaching English. Using realia helps students to make English lessons memorable by creating a link between the objects and the word or phrase they represent. According to Richards and Platt (1998) declares realia as actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in language teaching such as: article of clothing, kitchen utensils, items of food, etc. Bala (2015) states using real materials help students feel more comfortable to be

fruitful in class tasks and activities. Students can be more motivate, and creative and teachers can activate schemata in learners' mind through realia because it addresses to different type of learners such as kinesthetic, visual, and auditory.

2.4 Previous Studies on Using Realia

There were some previous researches dealing with this research. The first research, Sumarsih (2019) conducted a research entitled "Realia as a Media to Improve the EFL Learners' Achievements in Descriptive Writing". The research participants of her research were the seventh grade students, which consist of 32 students. Her research applied quantitative data and qualitative data. In quantitative data, she used evaluation sheet and questionnaire. While, in qualitative data she collected the data by using observation sheet and interview sheet. Her research conducted in two cycles. The result showed that the mean score was improved from cycle 1 to cycle 2. The mean score in cycle 1 was 66.28, while in the cycle 2 the mean score obtained 87.00. According the data taken from questionnaire sheet 1, it can be concluded that the students agree by using realia could help them in writing descriptive text. Moreover, the result of the observation showed that the students have presented their good attitudes and responses while teaching and learning process.

The second research, Hadi (2018) entitled Effectiveness of Using Realia in Teaching English Vocabulary for ESL Learners. This research focused on teaching English vocabulary using realia for ESL learners, to find out the advantages and the disadvantages of using realia in teaching vocabulary. Moreover, it also discussed about the main factors that participated the teacher's performance such as absent of visual aids particularly realia in the teaching process and the absence of using realia in teaching vocabulary for ESL learners. The population of this research was 41 English language teachers. All of them teach English language at secondary schools level in the academic year 2017/2018. In collecting the data he applied questionnaire. This research found that the success of English lesson depends on the knowledge of the teacher dealing with the different kinds of teaching aids, the use of realia as an efficient

visual aid helps the teachers to achieve efficient teaching and learning process, the appropriate use of realia in ESL classroom creates an active teaching environment, using realia helps to create a link between the objects and the words or phrase they represent, and using real objects encourages learners to learn texts with interest, and understand the abstract ideas in the text. Thus, using realia could motivate students because they can actually use the realia in which they are intended to be used.

The third research was conducted by Irawan (2017) entitled Teaching Vocabulary by Using Realia (Real-Object) Media. He used a quasi-experimental method. The population was taken from the first grade students at SMPN 23 Palembang in the academic year 2015/2016. The total number of the population is 200 students. He took the sample by using Non-Random Sampling named Purposive sampling. In collecting the data the researcher used a set of tests which are pre-test and post-test. For the control group the researcher taught by using conventional way while experimental group was taught by using realia (real-object). In the experimental group, the mean of students' score before treatment got 55.08%. The highest score obtained was 65 and the lowest score was 45. Then, the students' score in the post-test experimental group which showed the highest score obtained was 85 and the lowest score was 55. The result showed that there was a significant difference between the students' progress in the control group and experimental group.

The fourth research with the title The Effect of Using Realia Objects toward Students' Achievement in Writing Descriptive Text at the Tenth Grade of SMK Negeri 1 Tambusai Utara was conducted by Mustika, et al., (2018). The purpose of this research was to examine the effect of using realia toward students' achievement in writing a descriptive text. The researchers used quasi-experimental research design. The population of this research included the tenth grade students at SMKN 1 Tambusai Utara in the academic of year 2017/2018. The total numbers of the research participants were 32 students in which 18 students for experimental group and 14 students for control group. After analyzing the data by using independent sample t-test, the mean of post-test score in

experimental group was 51.3031 with the standard deviation were 6.46. Meanwhile in the control group the mean of post-test score was 39.617, and standard deviation was 6.67319. It can be concluded that there was a significant effect of using realia objects toward students' achievement in writing descriptive text.

The fifth research was conducted by Alfianti (2016) entitled Improving the Eighth Grade Students' Descriptive Text Writing Achievement by Using Realia at SMP Negeri 1 Puger. The result of her study proved that using realia could improve the students' descriptive text writing achievement. It was found from the data analysis that the percentage of the students who got score 72 or more in the writing test increased from 29.4% (in preliminary study) to 94.12% (at the end of the research).

Based on the explanation of the previous researches above, it was assumed that realia was effective in increasing the students' ability in learning English. There are some gaps between the previous researches and the present research. The previous researches proved that realia could improve the students' vocabulary mastery and writing skill. The previous researchers suggested for further researcher that realia can be used in other achievement such as writing skill. Thus, the researcher used writing tasks based on realia as an alternative media to assist the students in improving writing a descriptive text for the seventh grade students. The present research has different research area, research design, and data collection method from the previous researches. In this research, the researcher chose realia because it develops the students' ideas and also makes the students learn writing in enjoyable way. Moreover, realia could encourage the students' creativity and also stimulate the students' five senses.

CHAPTER III. RESEARCH METHODS

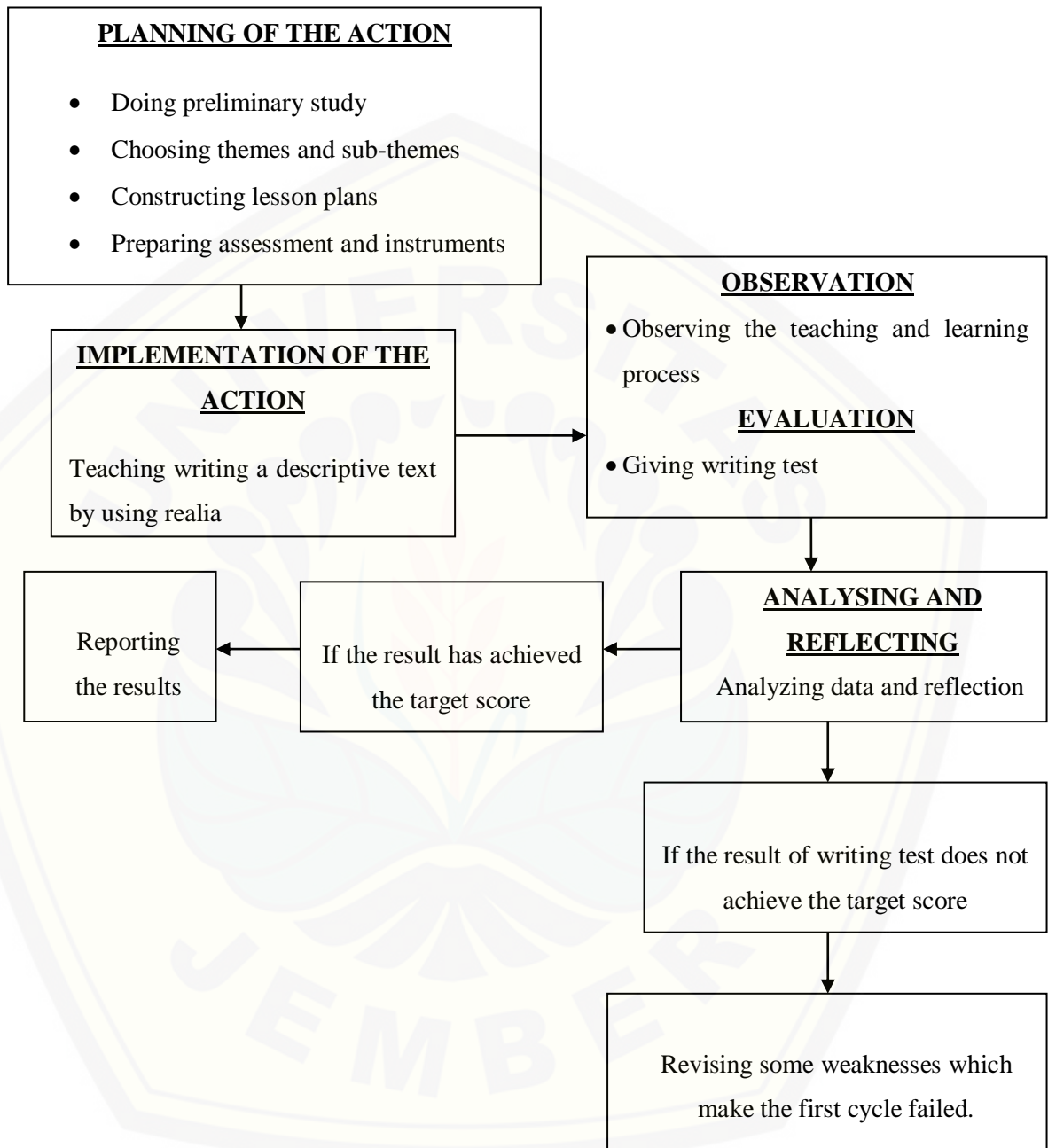
This chapter presents the research method of this research. It includes of the research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

This research intended to improve the seventh grade students' achievement in writing a descriptive text by using realia at SMPN 9 Jember in the academic year 2018/2019. According to the research purposes, the research design that is appropriate is Classroom Action Research (CAR). According to Phillips and Carr (2010) classroom action research is a part of various kinds of action research out of some other themes like participatory research, critical action research, and action research. Moreover, Kemmis and McTaggart (1992) declare the design of classroom action research based on the consideration that the researcher attempts to solve the problem of the particular classroom. It provides a way of thinking systematically about what happens in the school or classroom, implementing critically informed action where improvements are thought to be possible.

By the definition above, it can be concluded that a classroom action research (CAR) is an activity done by teacher and researcher to develop their teaching skill in the classroom and to improve the students' understanding to the lesson. Classroom Action Research can be used as evaluative and reflective tool. Furthermore, it can be used to find the appropriate way or strategy in teaching and learning process. This classroom action research conducted in one cycle. There are four components in a cycle that have done in classroom action research, they are planning, implementation of the action, observation and evaluation, and reflection.

This research was based on Kemmis' and McTaggart' design (1992), illustrated in the following diagram:



Adapted from Kemmis and McTaggart (1992)

Based on the research design above the activity as follows:

1. Doing preliminary study by using interview and class observation.
2. Determining the research context.

3. Determining the research participants.
4. Constructing the lesson plan.
5. Implementing the action in the first cycle by teaching writing a descriptive text by using realia.
6. Doing the observation while the implementation of the action.
7. Doing the evaluation by giving test of writing in the first cycle of the action given.
8. Scoring the results of the writing test in the first cycle.
9. Analyzing the scores of writing test quantitatively in the percentage.

3.2 Research Context

This research conducted at SMP N 9 Jember. This school was chosen as the research area because of some reasons. The first reason was the headmaster gave permission to the researcher to conduct the research at the school. The second reason was the English teacher has never used realia to teach the students. It caused the English teacher used some pictures from the English textbook as the media to teach writing. The English teacher printed out the pictures from the English textbook in big scale. Then, she brought it to the classroom. The third reason was the school provided the data that is relevant to this research.

3.3 Research Participants

The participants of this research were the seventh grade students of SMPN 9 Jember in the 2018/2019 academic year. The school has 6 classes of seventh grade students. The researcher chose VIIC because that class had the lowest score. It was known from the mean score was 64.09. This mean score is taken from the data of writing test given by the English teacher.

3.4 Data Collection Method

In this CAR, there were two kinds of data: primary data and supporting data. The primary data were collected by using observation and writing test. Then, the supporting data were collected by interview and documentation.

3.4.1 Primary Data

3.4.1.1 Observation

In this CAR, observation was used as the primary data. The observation conducted by the researcher during teaching writing a descriptive text by using realia in the first and the second meeting. The observation used in collecting the data in what way writing tasks based on realia assist the students' achievement in writing descriptive text. The kind of observation was structured observation. Structured observation is a technique in which observer observe activities by using observation checklist that has been planned.

The researcher collaborated with the English teacher. The English teacher observed every situation and the students' attitude that happened while teaching and learning process. Then, the observer filled the observation checklist. If the indicator happened during the teaching and learning process and more than 75% of the students did the indicators, the observer gave tick on the column YES. If less than 75% of the students did not do the indicators, the observer gave thick on the column NO. After that, the observer took notes on students' activities. The observation checklist of this research could be seen in the Appendix

3.4.1.2 Writing Test

The writing test was conducted in the third meeting. The writing test was given to measure the students' achievement in writing a descriptive text. The students have to make a descriptive text based on the topic given by the researcher. The topic was My Classroom. The students were asked describe the condition and the things of VII C classroom within 40 minutes. The students have to write a descriptive text for about 70 until 100 words. In giving the score, the researcher has collaborated with the English teacher. Then, the scores from the researcher and the English teacher divided to reveal the students' writing score. This research is successful if 75% of the students obtained the score of writing test ≥ 75 . It means that the research would be stopped only in one cycle.

3.4.2 Supporting Data

3.4.2.1 Interview

The interview was conducted in the preliminary study with one of the English teacher at SMPN 9 Jember. The English teacher taught in all of the seventh class. The aim of the interview was to know the students' problems in learning English and the media used by the English teacher in teaching and learning process.

3.4.2.2 Documentation

The documentation aimed to acquire the name of the research participants, the previous score of the writing test, the students' score in every meeting and the score of writing test.

3.5 Data Analysis Method

The collected data analyzed quantitatively in the form of percentage. The data collected from writing test a descriptive text analyzed by using the formula below, to find the percentage of the students who get score ≥ 75 in test of writing a descriptive in each cycle.

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

Notes:

E: The percentage of the students who get score ≥ 75

n: The number of the students who get score ≥ 75

N: The total number of the research participants

(Adapted from Ali, 1998:186)

CHAPTER V. CONCLUSION

This chapter presents the conclusion of this research. It includes of the conclusion and the suggestions for the English teacher, the students, and the other researcher.

5.1 Conclusion

Based on the result of the data analysis and discussion in the previous chapter, it could be concluded that using writing tasks based on realia assisted the seventh grade students write a descriptive text. Furthermore, writing tasks based on realia also could improve the seventh grade students' achievement in writing a descriptive text at SMPN 9 Jember. It was found the percentage of the students' achievement in writing a descriptive after applying writing tasks based on realia higher than the pre-action. It could be proved that the percentage of the students' achievement in writing a descriptive text after applying writing tasks based on realia was 77.41%. It means that there were 24 students got the score 75 or more and 7 students who got the score less than 75.

Thus, writing tasks based on realia could guide the students to produce descriptive text well. By applying writing tasks based on realia, the students were motivated and enjoyed to follow the activities in teaching and learning process.

5.2 Suggestions

There were a lot of media that can be used in teaching writing. However, using writing tasks based on realia was a good way to improve the students' achievement in writing a descriptive text. Therefore, the researcher would like to give some suggestions for the English teacher, the students, and the other researchers.

5.2.1 The English Teacher

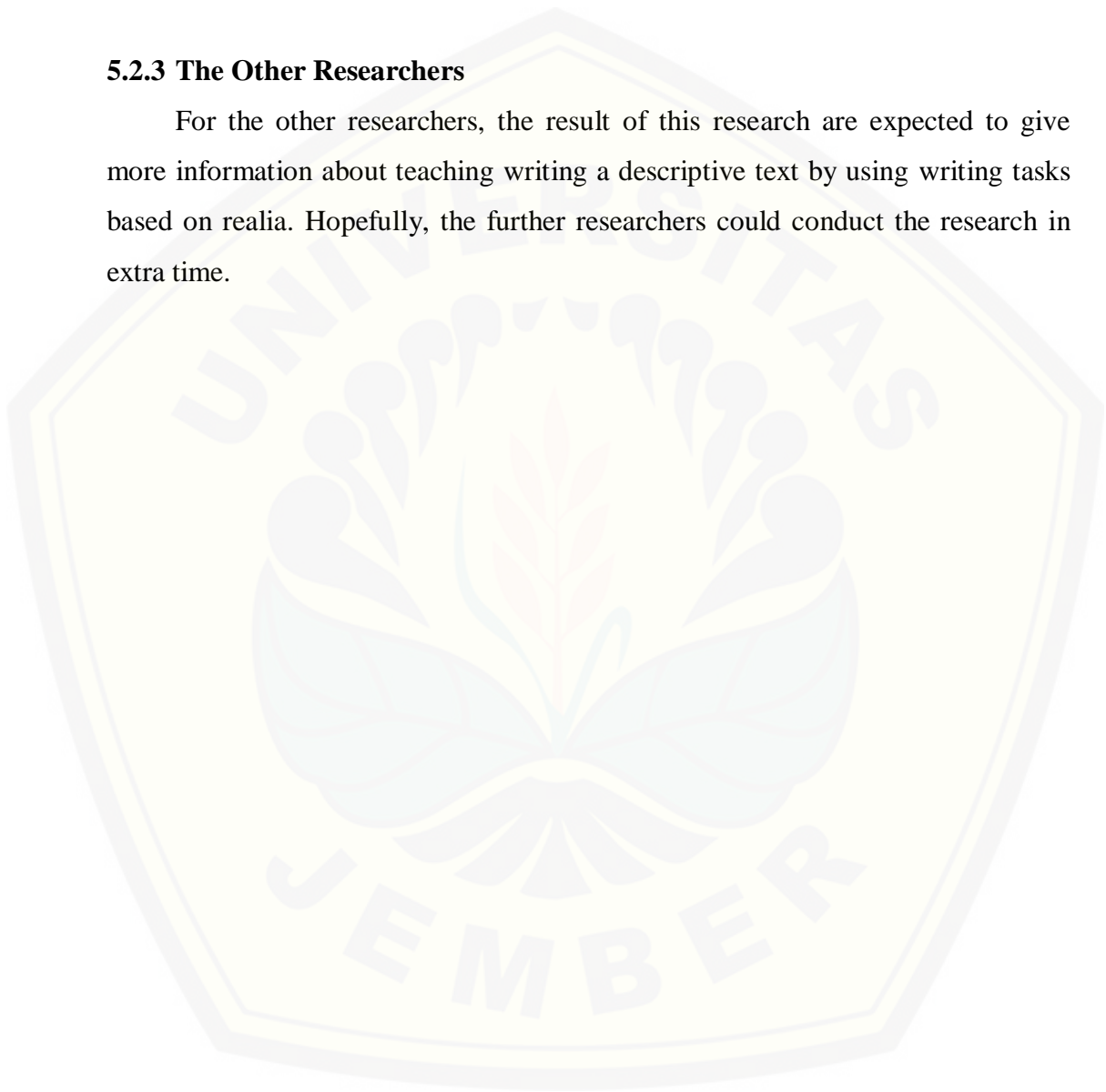
Based on the result of this research, for the English teacher who get difficulties in teaching writing hopefully the English teacher could apply writing tasks based on realia to help the students in improving writing achievement.

5.2.2 The Students

For the students are suggested to use writing tasks based on realia to assist them in writing a descriptive text. Moreover, it could help the students who have difficulties in learning English especially in writing skill.

5.2.3 The Other Researchers

For the other researchers, the result of this research are expected to give more information about teaching writing a descriptive text by using writing tasks based on realia. Hopefully, the further researchers could conduct the research in extra time.



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Appendix A

RESEARCH MATRIX						
TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Designing Writing Tasks Based on Realia to Improve the Seventh Grade Students' Achievement in Writing a Descriptive Text	a. In what way do writing tasks based on realia can assist the seventh grade students write a descriptive text at SMPN 9 Jember? b. How can the use of realia improve the seventh grade students' achievement in writing a descriptive at SMPN 9 Jember?	a. Independent Variable The use of realia in teaching writing b. Dependent Variable The students' writing achievement	a. Independent Indicator 1. Pre-writing activities 2. Writing activities 3. Re-writing activities b. Dependent Indicator The students' writing test scores. The indicators of writing are: 1. Content 2. Organization 3. Vocabulary 4. Grammar 5. Mechanic	1. Participants The seventh grade students of SMPN 9 Jember in the 2018/2019 year. 2. Informant The English teacher of the seventh grade students of SMPN 9 Jember. 3. Document a. The list of the names of the participants b. The English score of the first semester's final	1. Research Design The design of this research was Classroom Action Research (CAR) with the cycle model. Each cycle consists of: - Planning the action - Implementation the action - Observing the action and evaluating the class - Analyzing data and reflecting the action 2. Research Context Purposive Method 3. Research Participants Cluster Random Sampling 4. Data Collection Methods a. Primary Data • Writing test • Observation b. Supporting Data • Interview • Documentation 5. Data Analysis Method The data collected from writing test in each cycle will be analyzed by the formula: $E = \frac{n}{N} \times 100\%$	a. Writing tasks based on realia can assist the students' achievement in writing a descriptive text at SMPN 9 Jember b. The use of realia can improve the students' achievement in writing a descriptive text at SMPN 9 Jember.

Appendix B

LESSON PLAN

(Cycle 1-Meeting 1)

School : SMPN 9 Jember
 Class/Semester : VII/2
 Subject : Bahasa Inggris
 Skill : Writing
 Genre : Descriptive Text
 Topic : Things in the Classroom
 Time Allocation : 2x40 minutes

I. CORE COMPETENCES

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menunjukkan 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 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. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i> , <i>plural</i> dan <i>singular</i>).	3.4.1 Mentioning the definition of descriptive text. 3.4.2 Identifying generic structures of descriptive text. 3.4.3 Identifying language features of descriptive text.
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan	4.4.1 Writing a descriptive text.

<p>bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
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III. LEARNING OBJECTIVES

- 3.4.1 Students will be able to mention the definition of descriptive text.
- 3.4.2 Students will be able to identify generic structures of descriptive text.
- 3.4.3 Students will be able to identify language features of descriptive text.
- 4.4.1 Students will be able to write a descriptive text.

IV. LEARNING MATERIALS

(The material are attached)

V. MEDIA, SOURCES AND TOOLS

- a. **Media** : Realia (a wall clock, an Oxford English dictionary, a table, a chair, a whiteboard, and a board marker)
- b. **Sources**: Buku Paket “When English Rings the Bell” kelas VII
<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
- c. **Tools** : Whiteboard and Boardmarker

VI. TEACHING METHOD

- a. **Approach** : Scientific Approach
- b. **Method** : Individual Work

VII. LEARNING ACTIVITIES

OPENING ACTIVITY		
Teacher	Students	Time
<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher checks the attendance list. 3. The teacher gives leading questions. Questions: Guess what am I? <ol style="list-style-type: none"> 1. I am a thing. 2. My shape is round. 3. People usually put me on the wall. 4. You can find me in the classroom. 5. I have some numbers, start from 1 	<ol style="list-style-type: none"> 1. The students respond and greet the teacher. 2. The students raise hand when their name is called. 3. The students answer the questions given by the teacher. 4. The students pay attention to the thing shown by the teacher. 	5'

up to 12. 4. The teacher shows “a wall clock” to the students. 5. The teacher states the material and the learning objectives of the lesson. (At the end of the lesson the students will be able to write a descriptive text)	5. The students pay attention to the teachers’ explanation about the material and the learning objectives of the lesson.	
MAIN ACTIVITY		
Observation		
1. The teacher shows a descriptive text about “My Wall Clock” to the students on the whiteboard. 2. The teacher asks the students to observe the descriptive text that is related to the realia of wall clock.	1. The students pay attention to the descriptive text. 2. The students observe the descriptive text that is related to the realia of wall clock.	5’
Questioning		
1. The teacher guides the students to ask about the definition, generic structures, and language features of descriptive text.	1. The students ask to the teacher about the definition, generic structures, and language features of descriptive text.	5’
Collecting Information		
1. The teacher gives the students a task. (Task 1 in Appendix 2) 2. The teacher gives the students a task. (Task 2 in Appendix 3) 3. The teacher checks the students’ answer of task 1 and task 2 together.	1. The students answer Task 1 individually. 2. The students answer Task 2 in pair. 3. The students check the answer of task 1 and task 2 together.	25’
Associating		
1. The teacher asks the students to write a descriptive text about one of the realia given by the teacher. (Task 3 in Appendix 4)	1. The students write a descriptive text about one of the realia given by the teacher.	25’
Communicating		
1. The teacher asks two students to write down the result of their work on the whiteboard. 2. The teacher checks the students’ work.	1. The students write down the result of their work on the whiteboard. 2. The students check their friends’ work.	10’
CLOSING ACTIVITY		
1. The teacher guides the students to conclude the lesson today. 2. The teacher gives the students the	1. The students conclude the lesson orally. 2. The students pay attention to the	5’

homework.	teachers' explanation about the homework.	
3. The teacher closes the lesson by greeting.	3. The students greet the teacher.	

VIII. ASSESSMENT

Writing Scoring Rubric

Aspects	Criteria	Score
Content	EXCELENT: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	30-27
	GOOD: some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	26-22
	FAIR: limited knowledge of the subject; little substance; inadequate development of topic.	21-17
	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; or not to evaluate.	16-13
Organization	EXCELENT: fluent expression; ideas clearly stated/supported; well-organized; logical sequencing; cohesive.	20-18
	GOOD: somewhat choppy; loosely organized but main ideas stand out; logical but incomplete sequencing	17-14
	FAIR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	13-10
	VERY POOR: does not communicate; no organization; or not enough to evaluate.	9-7
Vocabulary	EXCELENT: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.	20-18
	GOOD: adequate range; occasional errors of word/ idiom form.	17-14
	FAIR: limited range; frequent errors of word/idiom	13-10
	VERY POOR: essentially translation; little knowledge of English vocabulary; idioms; word form; not enough to evaluate.	9-7
Language Use	EXCELENT: effective complex constructions; few errors of agreement, tense, word order/function, articles, pronouns, preposition.	25-22
	GOOD: effective but simple constructions; minor problem in complex constructions; several errors in agreement, tense, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	21-18
	FAIR: major problems in simple/complex constructions, frequent errors of negation; agreement, tense, word order/function, articles, pronouns, prepositions and/ or fragment	17-11
	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.	10-5
Mechanics	EXCELENT: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	5
	GOOD: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.	4
	FAIR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.	3
	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate	2

Writing Score = Content+Organization+Grammar+Vocabulary+Mechanics

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

TABLE OF WRITING SCORE

NO	STUDENTS INITIAL	ASPECTS					TOTAL SCORE
		CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS	
1.							
2.							
Etc.							

Jember, 03 May 2019

English Teacher

Researcher

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NIP. 19691030 199402 2001

Dwi Retno Anggraini

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APPENDIX 1**LEARNING MATERIALS****Descriptive Text****1. Definition**

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

2. The Social Function

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

3. Generic Structures

- Identification : introduces a particular person, place, or thing that will be described.
- Description : contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

4. Language Features

- a. Specific participant : has a certain object, is not common and unique (only one).
- b. The use of the adjective (an adjective) to clarify the noun.
- c. The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity.

TEXT 1

(The wall clock will be brought in the classroom.)

MY WALL CLOCK

This is my wall clock. The brand of my wall clock is Diamond. I usually put it on the wall. The function of wall clock is to know the time.

The shape of my wall clock is round. It has red and white colors. It has three clockwise. It provides some numbers. They are 1,2,3,4,5,6,7,8,9,10,11, and 12.


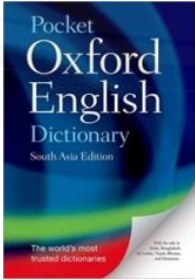





APPENDIX 2

(The realia will be brought in the classroom.)

TASK 1

Select the most appropriate word for describing the realia based on each category. Number one is done for the example.

<p>1.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Wall Clock <input type="radio"/> b. Table <input type="radio"/> c. Chair • Colors: <ul style="list-style-type: none"> <input type="radio"/> a. Yellow and Red <input type="radio"/> b. Pink and White <input checked="" type="radio"/> c. Red and White • Shape: <ul style="list-style-type: none"> <input type="radio"/> a. Square <input checked="" type="radio"/> b. Round <input type="radio"/> c. Triangle • Material: <ul style="list-style-type: none"> <input type="radio"/> a. Iron <input type="radio"/> b. Wood <input checked="" type="radio"/> c. Plastic
<p>2.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input type="radio"/> a. Table <input type="radio"/> b. Wardrobe <input type="radio"/> c. Chair • Color: <ul style="list-style-type: none"> <input type="radio"/> a. Brown <input type="radio"/> b. Black <input type="radio"/> c. Grey • Shape: <ul style="list-style-type: none"> <input type="radio"/> a. Oval <input type="radio"/> b. Rectangular <input type="radio"/> c. Straight • Material: <ul style="list-style-type: none"> <input type="radio"/> a. Iron <input type="radio"/> b. Wood <input type="radio"/> c. Plastic
<p>3.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input type="radio"/> a. Oxford English Dictionary <input type="radio"/> b. Magazine <input type="radio"/> c. Book • Colors: <ul style="list-style-type: none"> <input type="radio"/> a. Black, White, Yellow, Purple <input type="radio"/> b. Blue, White, Green, Red <input type="radio"/> c. Grey, Blue, Brown, Black • Shape: <ul style="list-style-type: none"> <input type="radio"/> a. Oval <input type="radio"/> b. Diamond <input type="radio"/> c. Rectangular

		<ul style="list-style-type: none"> • Material: <ol style="list-style-type: none"> Plastic Aluminum Paper
4.		<ul style="list-style-type: none"> • Name: <ol style="list-style-type: none"> Wardobe Table Chair • Color: <ol style="list-style-type: none"> Red White Brown • Shape: <ol style="list-style-type: none"> Triangle Rectangular Oval • Material: <ol style="list-style-type: none"> Stone Aluminum Wood
5.		<ul style="list-style-type: none"> • Name: <ol style="list-style-type: none"> Blackboard Whiteboard Door • Color: <ol style="list-style-type: none"> White Blue Brown • Shape: <ol style="list-style-type: none"> Square Rectangular Circle • Material: <ol style="list-style-type: none"> Plywood Plastic Stone
6.		<ul style="list-style-type: none"> • Name: <ol style="list-style-type: none"> Pencil Board marker Eraser • Colors: <ol style="list-style-type: none"> Black, Red, White Black, White, Blue Black, Red, Pink • Shape: <ol style="list-style-type: none"> Oval

		<ul style="list-style-type: none">b. Longc. Rectangular• Material:<ul style="list-style-type: none">a. Woodb. Stonec. Plastic
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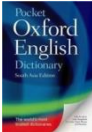





APPENDIX 3

TASK 2

Fill in the blanks with the words that you have selected in the task 1.

Number one is done for the example.

<p>1.</p>	<ul style="list-style-type: none"> • It is a wall clock. • The colors are red and white. • The shape is round. • It is made of plastic. 	
<p>2.</p>	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
<p>3.</p>	<ul style="list-style-type: none"> • It is an • The colors are • The shape is • It is made of 	
<p>4.</p>	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
<p>5.</p>	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
<p>6.</p>	<ul style="list-style-type: none"> • It is a • The colors are • The shape is • It is made of 	

APPENDIX 4

TASK 3

Choose one of the realia. Then, write a descriptive text about it.

NAME :

STUDENTS' NUMBER :



APPENDIX 5

ANSWER KEY



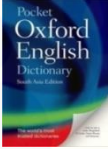



TASK 1

1.		<ul style="list-style-type: none"> • Name: a. Wall Clock • Colors: c. Red and White • Shape: b. Round • Material: c. Plastic
2.		<ul style="list-style-type: none"> • Name: c. Chair • Color: a. Brown • Shape: c. Straight • Material: b. Wood
3.		<ul style="list-style-type: none"> • Name: a. Oxford English Dictionary • Colors: b. Blue, White, Green, Red • Shape: c. Rectangular • Material: c. Paper
4.		<ul style="list-style-type: none"> • Name: b. Table • Color: c. Brown • Shape: b. Rectangular • Material: c. Wood
5.		<ul style="list-style-type: none"> • Name: b. Whiteboard • Color: a. White • Shape: b. Rectangular • Material: a. Plywood
6.		<ul style="list-style-type: none"> • Name: b. Board marker • Colors: a. Black, Red, White • Shape: b. Long • Material: c. Plastic

APPENDIX 6

ANSWER KEY

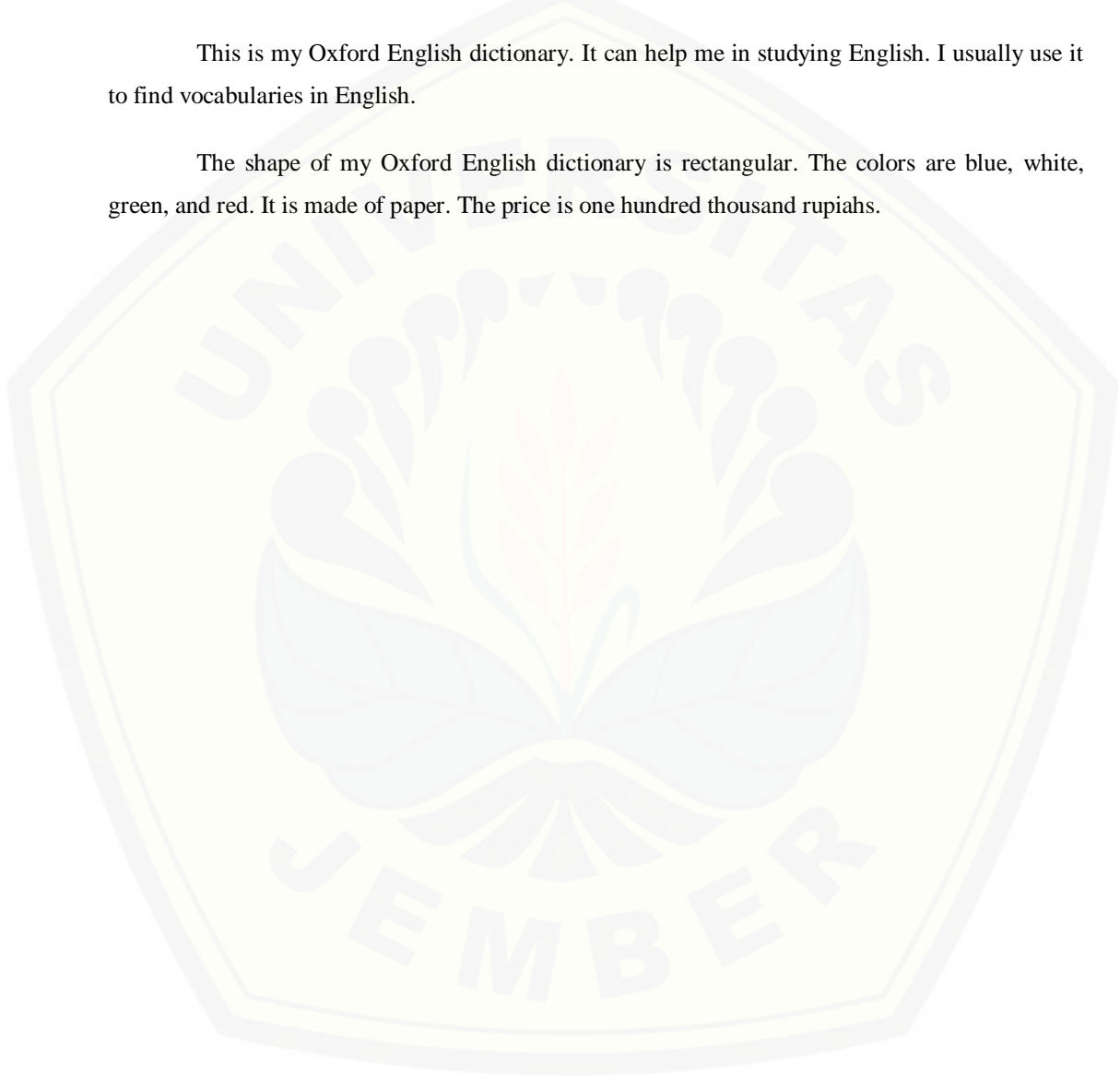
TASK 2

1.	<ul style="list-style-type: none"> • It is a wall clock. • The colors are red and white. • The shape is round. • It is made of plastic. 	
2.	<ul style="list-style-type: none"> • It is a chair. • The color is brown. • The shape is straight. • It is made of wood. 	
3.	<ul style="list-style-type: none"> • It is an Oxford English dictionary. • The colors are blue, white, green, and red. • The shape is rectangular. • It is made of paper. 	
4.	<ul style="list-style-type: none"> • It is a table. • The color is brown. • The shape is rectangular. • It is made of wood. 	
5.	<ul style="list-style-type: none"> • It is a whiteboard. • The color is white. • The shape is rectangular. • It is made of plywood. 	
6.	<ul style="list-style-type: none"> • It is a board marker. • The colors are black, red, and white. • The shape is long. • It is made of plastic. 	

APPENDIX 7**MODEL ANSWER****TASK 3****MY OXFORD ENGLISH DICTIONARY**

This is my Oxford English dictionary. It can help me in studying English. I usually use it to find vocabularies in English.

The shape of my Oxford English dictionary is rectangular. The colors are blue, white, green, and red. It is made of paper. The price is one hundred thousand rupiahs.



Appendix C

LESSON PLAN

(Cycle 1-Meeting 2)

School	: SMPN 9 Jember
Class/Semester	: VII/2
Subject	: Bahasa Inggris
Skill	: Writing
Genre	: Descriptive Text
Topic	: Things in the Dining Room
Time Allocation	: 2x40 minutes

I. CORE COMPETENCES

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menunjukkan 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 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. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait <i>article a</i> dan <i>the</i> , <i>plural</i> dan <i>singular</i>).	3.4.1 Mentioning the definition of descriptive text. 3.4.2 Identifying generic structures of descriptive text. 3.4.3 Identifying language features of descriptive text.
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan	4.4.1 Writing a descriptive text.

<p>bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
--	--

III. LEARNING OBJECTIVES

- 3.4.1 Students will be able to mention the definition of descriptive text.
- 3.4.2 Students will be able to identify generic structures of descriptive text.
- 3.4.3 Students will be able to identify language features of descriptive text.
- 4.4.1 Students will be able to write a descriptive text.

IV. LEARNING MATERIALS

(The learning materials are attached)

V. MEDIA, SOURCES AND TOOLS

- a. **Media** : Realia (a spoon, a plate, a glass plastic, a knife, a bowl, a fork)
- b. **Sources**: Buku Paket “When English Rings the Bell” kelas VII
<http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
- c. **Tools** : Whiteboard and Boardmarker

VI. TEACHING METHOD

- a. **Approach** : Scientific Approach
- b. **Method** : Individual Work

VII. LEARNING ACTIVITIES

OPENING ACTIVITY		
Teacher	Students	Time
1. The teacher greets the students. 2. The teacher checks the attendance list. 3. The teacher gives leading questions. Questions: Guess what am I? 1. I am a thing. 2. I am made of metal. 3. I can find in the dining room. 4. My shape is oval and long. 5. I use for eating.	1. The students respond and greet the teacher. 2. The students raise hand when their name is called. 3. The students answer the leading questions given by the teacher. 4. The students pay attention to the thing shown by the teacher. 5. The students pay attention to the teachers' explanation about the	5'

4. The teacher shows “a spoon” to the students.	material and the learning objectives of the lesson.	
5. The teacher states the material and the learning objectives of the lesson. (At the end of the lesson the students will be able to write a descriptive text)		
MAIN ACTIVITY		
Observation		
1. The teacher shows a descriptive text about “My Spoon” to the students on the whiteboard. (Appendix 1)	1. The students pay attention to the descriptive text.	5’
2. The teacher asks the students to observe the descriptive text that is related to the realia of spoon.	2. The students observe the descriptive text that is related to the realia of spoon.	
Questioning		
1. The teacher guides the students to ask about the generic structures and language features of the descriptive text.	1. The students ask to the teacher about the generic structures and language features of the descriptive text.	5’
Collecting Information		
1. The teacher gives the students a task. (Task 1 in Appendix 2)	1. The students answer Task 1 individually.	25’
2. The teacher gives the students a task. (Task 2 in Appendix 3)	2. The students answer Task 2 in pair.	
3. The teacher checks the students’ answer of task 1 and task 2 together.	3. The students check the answer of task 1 and task 2 together.	
Associating		
1. The teacher asks the students to write a descriptive text about one of the realia given by the teacher. (Task 3 in Appendix 4)	1. The students write a descriptive text about one of the realia given by the teacher.	25’
Communicating		
1. The teacher asks two students to write down the result of their work on the whiteboard.	1. The students write down their work on the whiteboard.	10’
2. The teacher checks the students’ work.	2. The students check their friends’ work.	
CLOSING ACTIVITY		
1. The teacher guides the students to conclude the lesson today.	1. The students conclude the lesson orally.	5’
2. The teacher gives the students the homework.	2. The students pay attention to the teachers’ explanation about the homework.	
3. The teacher closes the lesson by greeting.	3. The students greet the teacher.	

VIII. ASSESSMENT

Writing Scoring Rubric

Aspects	Criteria	Score
Content	EXCELENT: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.	30-27
	GOOD: some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.	26-22
	FAIR: limited knowledge of the subject; little substance; inadequate development of topic.	21-17
	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; or not to evaluate.	16-13
Organization	EXCELENT: fluent expression; ideas clearly stated/supported; well-organized; logical sequencing; cohesive.	20-18
	GOOD: somewhat choppy; loosely organized but main ideas stand out; logical but incomplete sequencing	17-14
	FAIR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.	13-10
	VERY POOR: does not communicate; no organization; or not enough to evaluate.	9-7
Vocabulary	EXCELENT: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.	20-18
	GOOD: adequate range; occasional errors of word/ idiom form.	17-14
	FAIR: limited range; frequent errors of word/idiom	13-10
	VERY POOR: essentially translation; little knowledge of English vocabulary; idioms; word form; not enough to evaluate.	9-7
Language Use	EXCELENT: effective complex constructions; few errors of agreement, tense, word order/function, articles, pronouns, preposition.	25-22
	GOOD: effective but simple constructions; minor problem in complex constructions; several errors in agreement, tense, word order/function, articles, pronouns, prepositions but meaning seldom obscured.	21-18
	FAIR: major problems in simple/complex constructions, frequent errors of negation; agreement, tense, word order/function, articles, pronouns, prepositions and/ or fragment	17-11
	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.	10-5
Mechanics	EXCELENT: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.	5
	GOOD: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.	4
	FAIR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.	3
	VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate	2

Writing Score = Content+Organization+Grammar+Vocabulary+Mechanics

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

TABLE OF WRITING SCORE

NO	STUDENTS INITIAL	ASPECTS					TOTAL SCORE
		CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS	
1.							
2.							
Etc.							

Jember, 10 May 2019

English Teacher

Researcher

Ani Munawaroh, SP.d

NIP. 19691030 199402 2001

Dwi Retno Anggraini

NIM. 150210401074

APPENDIX 1**LEARNING MATERIALS****Descriptive Text****1. Definition**

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

2. The Social Function

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

3. Generic Structures

- Identification : introduces a particular person, place, or thing that will be described.
- Description : contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

4. Language Features

- a. Specific participant : has a certain object, is not common and unique (only one).
- b. The use of the adjective (an adjective) to clarify the noun.
- c. The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- d. Action verb: verbs that show an activity.

TEXT 1

(The spoon will be brought in the classroom.)

MY SPOON

This is my spoon. I use my spoon for eating. I can find my spoon in the dining room.

The shape of my spoon is oval and long. It has grey color. It is made of metal. The price is only ten thousand rupiahs.









APPENDIX 2

(The realia will be brought in the classroom.)

TASK 1

Select the most appropriate word for describing the realia based on each category. Number one is done for the example.

<p>1.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Glass b. Spoon c. Plate • Color: <ul style="list-style-type: none"> a. Black b. White c. Grey • Shapes: <ul style="list-style-type: none"> a. Oval and long b. Round and short c. Oval and short • Material: <ul style="list-style-type: none"> a. Stone b. Metal c. Plastic
<p>2.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Plate b. Spoon c. Bowl • Color: <ul style="list-style-type: none"> a. Red b. Brown c. Yellow • Shape: <ul style="list-style-type: none"> a. Square b. Triangle c. Round • Material: <ul style="list-style-type: none"> a. Wood b. Ceramic c. Plastic
<p>3.</p>		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Bottle b. Glass c. Bowl • Color: <ul style="list-style-type: none"> a. Green b. Pink c. Blue • Shape: <ul style="list-style-type: none"> a. Curve b. Rectangular







		<ul style="list-style-type: none"> c. Cube • Material: <ul style="list-style-type: none"> a. Plastic b. Ceramic c. Wood
4.		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Spatula b. Knife c. Pan • Colors: <ul style="list-style-type: none"> a. White, Blue, Red b. Blue, Red, Yellow c. Black, Blue, Grey • Shape: <ul style="list-style-type: none"> a. Straight b. Oval c. Square • Material: <ul style="list-style-type: none"> a. Wood b. Plastic c. Bronze
5.		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Bowl b. Plate c. Pan • Color: <ul style="list-style-type: none"> a. Red b. Yellow c. Pink • Shape: <ul style="list-style-type: none"> a. Concave b. Straight c. Square • Material: <ul style="list-style-type: none"> a. Wood b. Plastic c. Ceramic
6.		<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Spoon b. Knife c. Fork • Color: <ul style="list-style-type: none"> a. Grey b. Brown c. Black • Shapes: <ul style="list-style-type: none"> a. Curved outward and long b. Curved outward and short c. Oval and long • Material: <ul style="list-style-type: none"> a. Metal b. Plastic c. Wood

APPENDIX 3

TASK 2

Fill in the blanks with the words that you have selected in the task 1.

Number one is done for the example.

1.	<ul style="list-style-type: none"> • It is a spoon. • The color is grey. • The shapes are oval and long. • It is made of metal. 	
2.	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
3.	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
4.	<ul style="list-style-type: none"> • It is a • The colors are • The shape is • It is made of 	
5.	<ul style="list-style-type: none"> • It is a • The color is • The shape is • It is made of 	
6.	<ul style="list-style-type: none"> • It is a • The color is • The shapes are • It is made of 	

APPENDIX 4

TASK 3

Choose one of the realia. Then, write a descriptive text about it.

NAME :




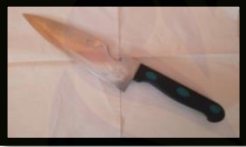


STUDENTS' NUMBER :



APPENDIX 5

ANSWER KEY







TASK 1

1.		Name: b. Spoon Color: c. Grey Shapes: a. Oval and long Material: b. Metal
2.		Name: a. Plate Color: b. Brown Shape: c. Round Material: b. Ceramic
3.		Name: b. Glass Color: c. Blue Shape: a. Curve Material: a. Plastic
4.		Name: b. Knife Colors: c. Black, Blue, Grey Shape: a. Straight Material: c. Bronze
5.		Name: a. Bowl Color: c. Pink Shape: a. Concave Material: b. Plastic
6.		Name: c. Fork Color: a. Grey Shapes: a. Curved outward and long Material: a. Metal

APPENDIX 6

ANSWER KEY

TASK 2

1.	<ul style="list-style-type: none"> • It is a spoon. • The color is grey. • The shapes are oval and long. • It is made of metal. 	
2.	<ul style="list-style-type: none"> • It is a plate. • The color is brown. • The shape is round. • It is made of ceramic. 	
3.	<ul style="list-style-type: none"> • It is a glass. • The color is blue. • The shape is curve. • It is made of plastic. 	
4.	<ul style="list-style-type: none"> • It is a knife. • The colors are blue, black, and grey. • The shape is straight. • It is made of bronze. 	
5.	<ul style="list-style-type: none"> • It is a bowl. • The color is pink. • The shape is concave. • It is made of plastic. 	
6.	<ul style="list-style-type: none"> • It is a fork. • The color is grey. • The shapes are curved outward and long. • It is made of metal. 	

APPENDIX 7**MODEL ANSWER****TASK 3****MY BOWL**

This is my bowl. I usually find my bowl in the dining room. I usually use it for eating meatball or noodle.

It is small. The shape is concave. It has pink color. It is made of plastic. It is not expensive. The price is only five thousand rupiahs.



Appendix D

WRITING TEST

(CYCLE 1)

School : SMPN 9 Jember
Class/Semester : VII/2
Subject : Bahasa Inggris
Skill : Writing
Genre : Descriptive Text
Topic : Things in the Classroom
Time Allocation : 1x40 minutes

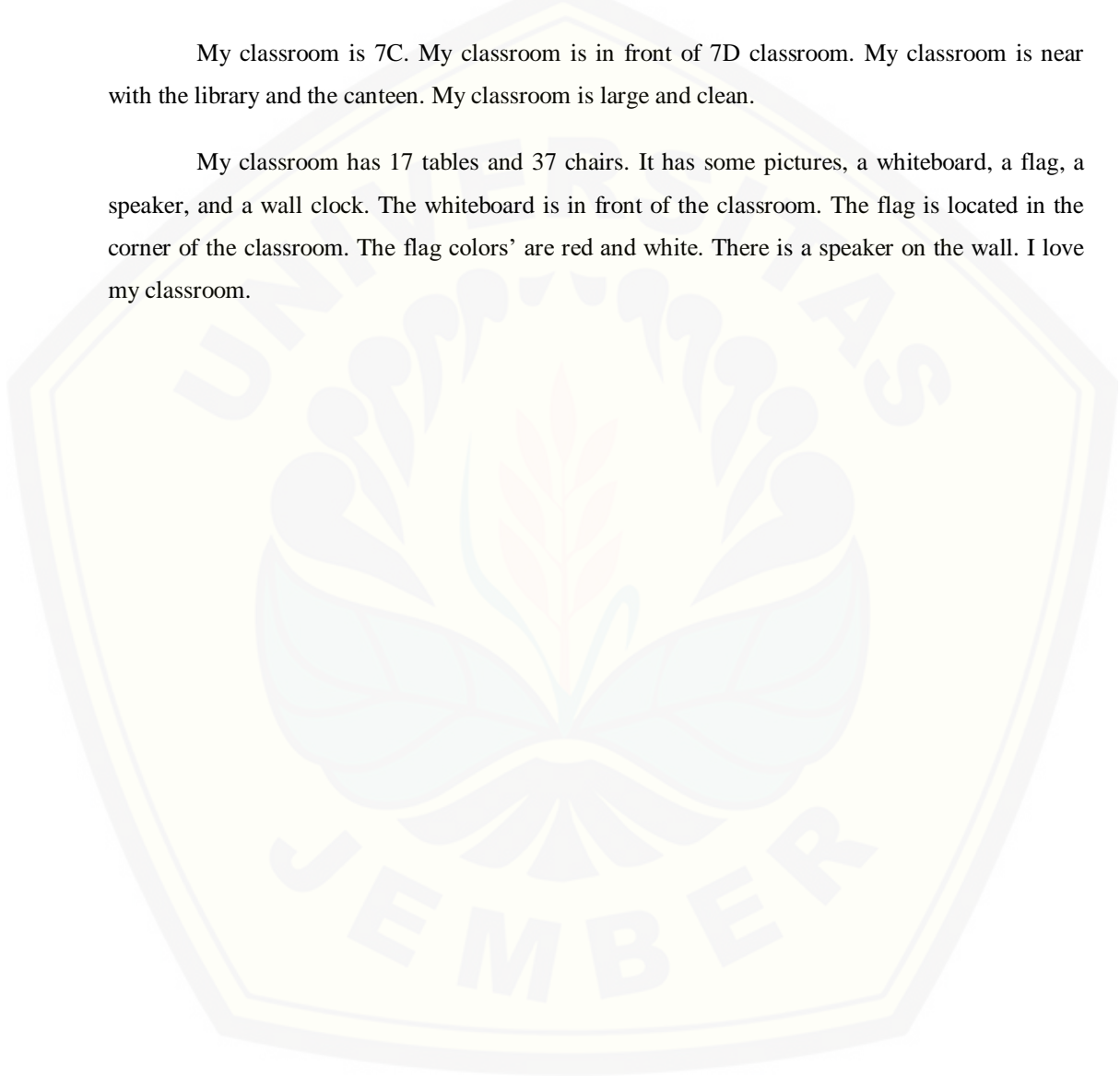
Write a descriptive text about “My Classroom”. Please, write the description in 70-100 words.



APPENDIX 1**MODEL ANSWER****WRITING TEST****MY CLASSROOM**

My classroom is 7C. My classroom is in front of 7D classroom. My classroom is near with the library and the canteen. My classroom is large and clean.

My classroom has 17 tables and 37 chairs. It has some pictures, a whiteboard, a flag, a speaker, and a wall clock. The whiteboard is in front of the classroom. The flag is located in the corner of the classroom. The flag colors' are red and white. There is a speaker on the wall. I love my classroom.



Appendix E

The Result of Interview

(Preliminary Study)

NO	QUESTIONS	ANSWER FROM INTERVIEWEE
1.	What curriculum does apply in this school?	In SMPN 9 Jember has been implemented curriculum 2013.
2.	What book do you use in teaching English?	I have been used Bahasa Inggris When English Rings a Bell.
3.	Have you ever applied realia in teaching writing?	No, I have not.
4.	How do you teach writing to the students?	I usually use the textbook. Then, I use the pictures from the textbook as the media to teach writing.
5.	What problems do the students face in learning writing?	They have confused when I asked them to write something. Because they have limited vocabulary and less confident with their skill.
6.	What kind of media do you usually apply to overcome the students' problem in learning writing?	I used pictures as the media in teaching writing.
7.	What is the minimum requirement standard score of English in this school?	The KKM is 75.

Appendix F

**THE STUDENTS' PREVIOUS SCORE
SMP N 9 JEMBER
CLASS: VIIC**

NO	NAMA	SCORE
1	A. MAULANA RIANZAH PUTRA	51
2	ABDURRAHMAN	47
3	AQIL AUTOR ALAMI	54
4	AGUSTIAN	52
5	AHMAD WAZIR HAMDANI	64
6	ALFAN ROMADON	77
7	ALISA DWI PUTRI MAULIDA	75
8	ANDI SUJATMIKO	44
9	ANDIKA DWI PRASETIAWAN	76
10	ARIL TRINANDA	75
11	AYESA NIRINA PUTRI	76
12	BELA ROSALIA	78
13	CINDY FARAHDIBA AINURRAHMA	77
14	FARINATUL HASANAH	79
15	FERDI DWI KURNIAWAN	47
16	FITRIATUL AZIZAH	75
17	INE DEWI ASTRI	52
18	INTAN PUTRI FADILA	76
19	LAILATUL QOMARIAH	78
20	M. FENDI KRISFIANTO	55
21	MOCH WAHYU AGUNG RAHMATULLAH	76
22	MUHAMMAD ALI FARHAN	75
23	MUHHAMMAD FIRMANSYAH	45
24	NIA DANIATI	75
25	REVANDHA ALIF PUTRA DYWANSYAH	78
26	ROBIT ILMAN HUDA	57
27	ROKIB ALFARUQ	44
28	SITI KHOIRUN NISA	62
29	TANTRI	45
30	YASWAN SUPARMAN	47
31	YULIANTI	75

Appendix G

OBSERVATION CHECKLIST

NO	INDICATORS	YES	NO	NOTE
1.	Students can describe the things based on realia given by the researcher in written form. (such as: name, colors, shapes, and material)			
2.	Students can make sentence for describing things based on realia given by the researcher.			
3.	Students can write a text for describing things based on realia given by the researcher.			
4.	Students have high motivation in doing the task given by the researcher.			
5.	Students are active in the process of writing.			

Appendix H

THE RESULT OF THE OBSERVATION IN THE FIRST MEETING

School : SMPN 9 Jember

Class/Semester : VIIC/2

Date : Friday, 3rd May 2019

Genre : Descriptive Text

Time Allocation : 2x40 minutes

Meeting : 1

NO	INDICATORS	YES	NO	NOTE
1.	Students can describe the things based on realia given by the researcher in written form. (such as: name, colors, shapes, and material)	√		75% students can describe the things based on realia, but some of the students get confused to describe the things in English. Then, the researcher helped them by mentioning and writing on the whiteboard.
2.	Students can make sentence for describing things based on realia given by the researcher.	√		After knowing about the vocabulary of the realia. Then, 77% of the students are able to describe realia in sentence based on the example given by the researcher. Although, there were some of the students did wrong in spelling the words. For example: Students A writes, "It is a glas ".
3.	Students can make a text for describing things based on realia given by the researcher.	√		After knowing the vocabulary and able to describe realia in sentence. After that, 75% of the students are able to write a simple descriptive text based on realia given by the researcher. However, a few of the students are failed to write

				a descriptive text.
4.	Students have high motivation in doing the task given by the researcher.	√		80% of the students are enjoyed and motivated while teaching and learning process. Because, the students can observe the media (realia) directly.
5.	Students are active in the process of writing.	√		The students are active. The percentage was 83%. They ask some questions to the researcher about the difficult word. Then, the researcher helped them. Moreover, the students could share their ideas to the researcher and their friends confidently. The students could finish their task individually and in pair.

THE RESULT OF THE OBSERVATION IN THE SECOND MEETING

School : SMPN 9 Jember
Class/Semester : VIIC/2
Date : Friday, 10 May 2019
Genre : Descriptive Text
Time Allocation : 2x40 minutes
Meeting : 2

NO	INDICATORS	YES	NO	NOTE
1.	Students can describe the things based on realia given by the researcher in written form. (such as: name, colors, shapes, and material)	√		77% of the students can describe the things based on realia, such as: name, colors, shapes, and material.
2.	Students can make sentence for describing things based on realia given by the researcher.	√		After knowing about the vocabulary to describe the realia. 77% of the students are able to make sentence for

				describing the realia based on the example given by the researcher. However, there were a few of the students who have mistaken in spelling word.
3.	Students can make a text for describing things based on realia given by the researcher.	√		After knowing the vocabulary and able to describe realia in sentence. 75% of the students are able to write a descriptive text based on realia given by the researcher individually.
4.	Students have high motivation in doing the task given by the researcher.	√		87% of the students have high motivation during teaching and learning process. The students were interested to know about the details of realia.
5.	Students are active in the process of writing.	√		80% of the students are active during the lesson. There are some students who ask some questions about the meaning of unfamiliar words to the researcher. For example: Students A asked the researcher "Miss, Bahasa Indonesianya metal apa?." Besides that, the students are capable to answer the questions given by the researcher. Furthermore, the students could share their ideas confidently. The students also could finish their task individually and in pair.

Appendix I

THE SCORE OF THE STUDENTS' WORKSHEET

DATE : Friday, 03 May 2019

MEETING : 1

NO	NAME	SCORE		
		TASK 1	TASK 2	TASK 3
1	AMRP	95	90	77
2	A	80	85	78
3	AAA	35	45	60
4	AG	75	85	78
5	AWH	65	45	70
6	AR	85	90	88
7	ADPM	85	85	82
8	AS	90	50	76
9	ADP	85	85	80
10	AT	80	90	83
11	ANP	75	50	72
12	BR	95	90	88
13	CFA	95	85	80
14	FH	85	85	82
15	FDK	90	90	89
16	FA	85	90	92
17	IDA	90	85	82
18	IPF	95	90	90
19	LQ	90	95	91
20	MFK	75	85	82
21	MWAR	90	90	85
22	MAF	45	90	76
23	MF	80	90	76
24	ND	85	85	81
25	RAPD	65	60	72
26	RIH	85	90	80
27	RA	95	90	86
28	SKN	95	85	85
29	T	50	50	67
30	YS	60	60	72
31	Y	75	95	74

THE SCORE OF THE STUDENTS' WORKSHEET**DATE : Friday, 10 May 2019****MEETING : 2**

NO	NAME	SCORE		
		TASK 1	TASK 2	TASK 3
1	AMRP	65	65	66
2	A	75	80	79
3	AAA	70	45	60
4	AG	70	85	78
5	AWH	45	45	52
6	AR	90	90	89
7	ADPM	95	90	92
8	AS	60	40	55
9	ADP	85	85	86
10	AT	70	80	77
11	ANP	75	80	74
12	BR	90	90	88
13	CFA	75	95	90
14	FH	90	95	92
15	FDK	90	90	87
16	FA	85	90	91
17	IDA	90	85	88
18	IPF	90	90	92
19	LQ	90	90	89
20	MFK	80	80	78
21	MWAR	90	90	92
22	MAF	90	65	72
23	MF	75	75	76
24	ND	90	90	91
25	RAPD	80	45	72
26	RIH	85	85	81
27	RA	85	90	83
28	SKN	90	85	88
29	T	55	50	70
30	YS	50	45	59
31	Y	85	90	85

Appendix J

THE RESULT OF THE STUDENTS' ACHIEVEMENT IN WRITING A DESCRIPTIVE TEXT

NO	STUDENTS INITIAL	SCORE FROM					TOTAL	SCORE FROM					TOTAL	TOTAL SCORE
		THE RESEARCHER						THE ENGLISH TEACHER						
		C	O	V	LU	M		C	O	V	LU	M		
1	AMRP	15	12	16	18	3	64	17	15	17	16	3	68	66
2	A	15	14	15	17	2	63	17	14	15	16	3	65	64
3	AAA	16	15	13	12	3	59	15	16	14	15	3	63	61
4	AG	22	17	15	21	4	79	24	20	14	21	4	83	81
5	AWH	19	18	19	20	3	79	20	15	18	17	3	73	76
6	AR	27	18	16	20	4	85	25	20	18	21	4	88	86.5
7	ADPM	26	18	19	23	4	90	28	17	20	22	4	91	90.5
8	AS	21	13	14	16	3	67	22	15	13	17	3	70	68.5
9	ADP	24	17	20	20	4	85	22	15	19	18	4	78	81.5
10	AT	22	16	18	20	4	80	25	16	19	20	3	83	81.5
11	ANP	20	17	17	20	3	77	22	17	13	21	3	76	76.5
12	BR	27	19	18	22	4	90	29	20	19	21	5	94	92
13	CFA	26	18	17	21	4	86	28	15	19	18	4	84	85
14	FH	22	17	18	22	5	84	25	18	19	20	5	87	85.5
15	FDK	23	16	18	20	4	81	26	14	17	18	4	79	80
16	FA	27	20	18	22	5	92	28	17	17	21	5	88	90
17	IDA	25	15	17	22	3	82	26	18	19	21	3	87	84.5
18	IPF	28	20	20	18	5	91	27	19	20	20	5	91	91
19	LQ	25	16	18	21	5	85	26	18	19	20	5	88	86.5
20	MFK	23	14	15	19	4	75	26	15	14	18	4	77	76
21	MWAR	28	18	18	22	5	91	27	19	20	22	5	93	92
22	MAF	16	13	12	17	3	61	20	14	17	18	3	72	66.5

23	MF	17	14	13	12	3	59	21	13	17	16	3	70	64.5
24	ND	27	18	17	22	4	88	26	15	18	17	3	79	83.5
25	RAPD	18	16	17	17	3	71	21	13	16	12	3	65	68
26	RIH	26	15	18	19	4	82	27	18	19	18	5	87	84.5
27	RA	25	18	20	22	5	90	27	17	18	21	5	88	89
28	SKN	27	15	14	19	4	79	25	18	18	22	4	87	83
29	T	21	18	16	15	4	74	22	17	18	17	3	77	75.5
30	YS	19	16	17	15	3	70	21	14	15	14	3	67	68.5
31	Y	26	18	20	21	4	89	23	17	19	18	3	80	84.5

NOTES**C : CONTENT****O : ORGANIZATION****V : VOCABULARY****LU: LANGUAGE USE****M : MECHANICS**

Appendix K

THE FINAL RESULT OF THE STUDENTS' ACHIEVEMENT IN WRITING A
DESCRIPTIVE TEXT

NO	STUDENTS' INITIAL	TOTAL SCORE
1	AMRP	66
2	A	64
3	AAA	61
4	AG	81
5	AWH	76
6	AR	86.5
7	ADPM	90.5
8	AS	68.5
9	ADP	81.5
10	AT	81.5
11	ANP	76.5
12	BR	92
13	CFA	85
14	FH	85.5
15	FDK	80
16	FA	90
17	IDA	84.5
18	IPF	91
19	LQ	86.5
20	MFK	76
21	MWAR	92
22	MAF	66.5
23	MF	64.5
24	ND	83.5
25	RAPD	68
26	RIH	84.5
27	RA	89
28	SKN	83
29	T	75.5
30	YS	68.5
31	Y	84.5

Appendix L

THE SAMPLE OF THE STUDENTS' WORKSHEET
IN MEETING 1

Task 1

NAME: Rokib Al Farooq
CLASS: V^{II} C

95

TASK 1

Select the most appropriate word for describing the realia based on each category.
Number one is done for the example.

1.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input type="radio"/> a. Wall Clock <input type="radio"/> b. Table <input type="radio"/> c. Chair • Colors: <ul style="list-style-type: none"> a. Yellow and Red b. Pink and White <input checked="" type="radio"/> c. Red and White • Shape: <ul style="list-style-type: none"> a. Square <input checked="" type="radio"/> b. Round c. Triangle • Material: <ul style="list-style-type: none"> a. Iron b. Wood <input checked="" type="radio"/> c. Plastic 		<ul style="list-style-type: none"> • Material: <ul style="list-style-type: none"> a. Plastic b. Aluminum <input checked="" type="radio"/> c. Paper
2.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Table b. Wardrobe <input checked="" type="radio"/> c. Chair • Color: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Brown b. Black c. Grey • Shape: <ul style="list-style-type: none"> a. Oval b. Rectangular <input checked="" type="radio"/> c. Straight • Material: <ul style="list-style-type: none"> a. Iron <input checked="" type="radio"/> b. Wood c. Plastic 	4.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Wardobe <input checked="" type="radio"/> b. Table c. Chair • Color: <ul style="list-style-type: none"> a. Red b. White <input checked="" type="radio"/> c. Brown • Shape: <ul style="list-style-type: none"> a. Triangle <input checked="" type="radio"/> b. Rectangular c. Oval • Material: <ul style="list-style-type: none"> a. Stone b. Aluminum <input checked="" type="radio"/> c. Wood
3.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Oxford English Dictionary b. Magazine c. Book • Colors: <ul style="list-style-type: none"> a. Black, White, Yellow, Purple <input checked="" type="radio"/> b. Blue, White, Green, Red c. Grey, Blue, Brown, Black • Shape: <ul style="list-style-type: none"> a. Oval b. Diamond <input checked="" type="radio"/> c. Rectangular 	5.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Blackboard <input checked="" type="radio"/> b. Whiteboard c. Door • Color: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. White b. Blue c. Brown • Shape: <ul style="list-style-type: none"> a. Square b. Rectangular <input checked="" type="radio"/> c. Circle • Material: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Plywood b. Plastic c. Stone
		6.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Pencil <input checked="" type="radio"/> b. Board marker c. Eraser • Colors: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Black, Red, White b. Black, White, Blue c. Black, Red, Pink • Shape: <ul style="list-style-type: none"> a. Oval <input checked="" type="radio"/> b. Long c. Rectangular • Material: <ul style="list-style-type: none"> a. Wood b. Stone <input checked="" type="radio"/> c. Plastic

Task 2

NAME :

- J allatul komariyah
- Yulianti
CLASS: VII^c

95

TASK 2

Fill in the blanks with the words that you have selected in the task 1.

Number one is done for the example.

1.	<ul style="list-style-type: none"> • It is a wall clock. • The colors are red and white. • The shape is round. • It is made of plastic.
2.	<ul style="list-style-type: none"> • It is a <u>Chair</u> • The color is <u>Brown</u> • The shape is <u>oval</u> • It is made of <u>wood</u>
3.	<ul style="list-style-type: none"> • It is an <u>Oxford English Dictionary</u> • The colors are <u>Blue, White, Green, Red</u> • The shape is <u>Rectangular</u> • It is made of <u>Paper</u>
4.	<ul style="list-style-type: none"> • It is a <u>Table</u> • The color is <u>Red</u> • The shape is <u>Rectangular</u> • It is made of <u>wood</u>
5.	<ul style="list-style-type: none"> • It is a <u>whiteboard</u> • The color is <u>white</u> • The shape is <u>Rectangular</u> • It is made of <u>plywood</u>
6.	<ul style="list-style-type: none"> • It is a <u>Board marker</u> • The colors are <u>Black, Red, White</u> • The shape is <u>Long</u> • It is made of <u>Plastic</u>

Task 3

NAME : FTRIATUL AZIZAH
STUDENTS' NUMBER : 16

92

TASK 3

Choose one of the realia. Then, write a descriptive text about it.

White board

It is a white board. I can find the whiteboard in the classroom. I usually write on it.

The color is white. The shape is rectangular. It is made of (plywood).

Score

C = 27
O = 20
V = 19
LV = 22
M = 4

Appendix M

THE SAMPLE OF THE STUDENTS' WORKSHEET

IN MEETING 2

Task 1

NAME: Ollis Dwi Putri M
CLASS: VII C

95

TASK 1

Select the most appropriate word for describing the realia based on each category. Number one is done for the example.

1.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Spoon b. Glass c. Plate • Color: <ul style="list-style-type: none"> a. Black b. White <input checked="" type="radio"/> c. Grey • Shapes: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Oval and long b. Round and short c. Oval and short • Material: <ul style="list-style-type: none"> a. Stone <input checked="" type="radio"/> b. Metal c. Plastic 	4.	<p style="text-align: right;">c. Wood</p> <ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Spatula <input checked="" type="radio"/> b. Knife c. Pan • Colors: <ul style="list-style-type: none"> a. White, Blue, Red b. Blue, Red, Yellow <input checked="" type="radio"/> c. Black, Blue, Grey • Shape: <ul style="list-style-type: none"> a. Straight b. Oval <input checked="" type="radio"/> c. Square • Material: <ul style="list-style-type: none"> a. Wood b. Plastic <input checked="" type="radio"/> c. Bronze
2.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Plate b. Spoon c. Bowl • Color: <ul style="list-style-type: none"> a. Red <input checked="" type="radio"/> b. Brown c. Yellow • Shape: <ul style="list-style-type: none"> a. Square b. Triangle <input checked="" type="radio"/> c. Round • Material: <ul style="list-style-type: none"> a. Wood <input checked="" type="radio"/> b. Ceramic c. Plastic 	5.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Bowl b. Plate c. Pan • Color: <ul style="list-style-type: none"> a. Red b. Yellow <input checked="" type="radio"/> c. Pink • Shape: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Concave b. Straight c. Square • Material: <ul style="list-style-type: none"> a. Wood <input checked="" type="radio"/> b. Plastic c. Ceramic
3.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Bottle <input checked="" type="radio"/> b. Glass c. Bowl • Color: <ul style="list-style-type: none"> a. Green b. Pink <input checked="" type="radio"/> c. Blue • Shape: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Curve b. Rectangular c. Cube • Material: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Plastic b. Ceramic 	6.	<ul style="list-style-type: none"> • Name: <ul style="list-style-type: none"> a. Spoon b. Knife <input checked="" type="radio"/> c. Fork • Color: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Grey b. Brown c. Black • Shapes: <ul style="list-style-type: none"> <input checked="" type="radio"/> a. Curved outward and long b. Curved outward and short c. Oval and long • Material: <ul style="list-style-type: none"> a. Metal <input checked="" type="radio"/> b. Plastic c. Wood

Task 2

95

NAME:
 - FARINATUL HASANAH
 - Cindy Fatmahananda Alnurrahma

CLASS:

TASK 2

Fill in the blanks with the words that you have selected in the task 1.
 Number one is done for the example.

1.	<ul style="list-style-type: none"> • It is a spoon. • The color is grey. • The shapes are oval and long. • It is made of metal.
2.	<ul style="list-style-type: none"> • It is a <u>Plate</u> • The color is <u>Brown</u> • The shape is <u>Round</u> • It is made of <u>Ceramic</u>
3.	<ul style="list-style-type: none"> • It is a <u>glass</u> • The color is <u>Blue</u> • The shape is <u>curve</u> • It is made of <u>Ceramic</u>
4.	<ul style="list-style-type: none"> • It is a <u>knife</u> • The colors are <u>Black, Blue, grey</u> • The shape is <u>straight</u> • It is made of <u>Bronze</u>
5.	<ul style="list-style-type: none"> • It is a <u>Bowl</u> • The color is <u>Pink</u> • The shape is <u>Concave</u> • It is made of <u>Ceramic</u>
6.	<ul style="list-style-type: none"> • It is a <u>Fork</u> • The color is <u>grey</u> • The shapes are <u>curved outward and long</u> • It is made of <u>Metal</u>

Task 3

NAME : Via Daniaty
STUDENTS' NUMBER :

91

TASK 3

Choose one of the realia. Then, write a descriptive text about it.

Plate

It is a plate. I can find plate in the dining room. I usually use for eating Friedrice.
The color is Brown. It is Round. It is made by ceramic.

Score

C : 26

O : 19

V : 20

W : 22

M : 4

Appendix N

THE SAMPLE OF THE STUDENTS' WRITING TEST

IN MEETING 3

Sample 1: The student who gets the highest score

Score from the researcher

WRITING TEST
(CYCLE 1)

School : SMPN 9 Jember
Class/Semester : VII/2
Subject : Bahasa Inggris
Skill : Writing
Genre : Descriptive Text
Topic : My Classroom
Time Allocation : 2x40 minutes

Name : Bela Rosalia Students' number : 12

Write a descriptive text about "My Classroom". Please, write the description in 70-100 words.

My Classroom

This is my classroom. My classroom is 7C. This is located in front of 7D. My classroom is ~~clean~~^{clean} and ~~for~~ comfortable.

There are some tables and ~~cairs~~^{chairs} in the classroom. My classroom has lamps. There is a ~~whiteboard~~^{whiteboard} in front of the classroom. In the corner, my classroom has a flag. The color is red and white.
The colors are

C: 27
O: 19
V: 18
L4: 21
M: 4

90

Score from the English teacher

WRITING TEST
(CYCLE 1)

School	: SMPN 9 Jember	Score
Class/Semester	: VII/2	Content : 29
Subject	: Bahasa Inggris	Organization : 20
Skill	: Writing	Vocabulary : 19
Genre	: Descriptive Text	Language Use : 21
Topic	: My Classroom	Mechanic : 5
Time Allocation	: 2x40 minutes	

Name : *Bela Rosalia* Students' number : 12

Write a descriptive text about "My Classroom". Please, write the description in 70-100 words.

My Classroom

This is my classroom. My classroom is 7C. This is located in front of 7D. My classroom is clean and comfortable.

There are some tables and chairs in the classroom. My classroom has lamp. There is a whiteboard in front of the classroom. In the corner, my classroom has a flag. The color is red and white.

Sample 2: The student who gets the lowest score

Score from the researcher

WRITING TEST
(CYCLE 1)

School : SMPN 9 Jember
 Class/Semester : VII/2
 Subject : Bahasa Inggris
 Skill : Writing
 Genre : Descriptive Text
 Topic : My Classroom
 Time Allocation : 2x40 minutes

Name : Aqil Azeor Alami Students' number :

Write a descriptive text about "My Classroom". Please, write the description in 70-100 words.

My ~~classrom~~ Classroom
 My ~~classrom~~: 7C. My ~~classrom~~ is ^{and} big and clean. My ~~classrom~~ is near 7E. My ~~classrom~~ have 17, 33 ~~chair~~ chair. My ~~classrom~~ have ^a an whiteboard, ^a an clock, ^a an flag. ~~My classrom have a door~~
 My ~~classrom~~ have a door, The door is made ^{by} of wood.
 My classroom has OF

C : 16
 O : 15
 V : 13
 LU : 12
 M : 3

59

Score from the English teacher

WRITING TEST
(CYCLE 1)

School	: SMPN 9 Jember	<p style="text-align: center;">Score</p> <p>Content : 15</p> <p>Organization: 16</p> <p>Vocabulary : 14</p> <p>Language Use : 15</p> <p>Mechanic : 3</p>
Class/Semester	: VII/2	
Subject	: Bahasa Inggris	
Skill	: Writing	
Genre	: Descriptive Text	
Topic	: My Classroom	
Time Allocation	: 2x40 minutes	
Name : Aqil Azeor Alami	Students' number :	

Write a descriptive text about "My Classroom". Please, write the description in 70-100 words.

My Clasrom.

My Clasrom: 7C. My clasrom is big and clean. My clasrom is near 7E. My clasrom have 17, 33 ~~Chair~~ chair, My clasrom have an whiteboard, an clock, an flag, ~~My clasrom have a door~~ My clasrom have a door. The door is made by wood.

Appendix O

The Permission Letter for Accomplishing the Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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 3020/UN25.1.5/LT/2019
Lampiran : -
Hal : Permohonan Izin Penelitian

12 APR 2019

Yth.

Kepala Sekolah SMPN 9 Jember

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

Nama : Dwi Retno Angraini
NIM : 150210401074
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di dengan judul : "THE USE OF REALIA TO IMPROVE THE SEVENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING A DESCRIPTIVE TEXT". 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 Dekan I,

NIP. 196706251992031003

Appendix P

The Statement Letter of Accomplishing the Research
from the Principal of SMPN 9 Jember



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMPN 9 JEMBER
Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123



SURAT KETERANGAN

Nomor : 424 / 072 / 413.03.20523895 / 2019

Yang bertanda tangan di bawah ini :

Nama : SONY YUDI HARDONO, M. Pd.
N I P : 19630730 198703 1 006
Pangkat / Gol. : Pembina Tk. 1 – IV/b
J a b a t a n : Kepala Sekolah
Unit Kerja : SMP Negeri 9 Jember

Menerangkan bahwa :

Nama : Dwi Retno Anggraini
N I M : 150210401074
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang "DESIGNING WRITING TASK BASED ON REALIA TO IMPROVE THE SEVENTH GRADE STUDENTS' ACHIEVEMENT IN WRITING A DESCRIPTIVE TEXT" pada tanggal 03 Mei s.d 14 Mei 2019 di kelas VII C SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 15 Mei 2019
Kepala Sekolah,

SONY YUDI HARDONO, M. Pd.
NIP. 19630730 198703 1 006