



**IMPROVING THE SEVENTH GRADE STUDENTS' PARTICIPATION AND
THEIR ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH
REALIA AT SMPN 1 GUMUKMAS-JEMBER**

THESIS

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

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2013

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STATEMENT OF THESIS AUTHENTICITY

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Sunarto Hadi and Titik Da'wati, S.Pd.
2. My beloved husband, Mamat Hadi Wijanarko.
3. My beloved sister and brother, Novia Rasdiana Putri, Dandy Firmansyah and Gufron Effendi.

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most gracious and the most merciful. Because of His countless blessing, mercy and grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education Jember University;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My first and second consultants, Dra. Wiwiek Istianah M.Kes, M.Ed. and Drs. Bambang Suharjito, M.Ed, for giving me guidance and valuable suggestion in writing this thesis;
5. The Examination Committee;
6. The Headmaster, the English teacher and the students of class VII-A of SMPN 1 Gumukmas of 2012/2013 Academic Year.
7. My best friends; Viantika, Diesta and Zuhriya,
8. All my friends of English Education 2008.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcome and appreciated to make this thesis better.

Jember, Desember 2013

The Writer

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SUMMARY

Improving the Seventh Grade Students' Participation and Their Achievement in Writing Descriptive Text through *Realia* at SMPN 1 Gumukmas-Jember in the 2012/2013 Academic Year; Dyah Safitri Cahyowati; 080210491040; 2013; 43 pages; English Education Program; Language and Arts Education Department; The Faculty of Teacher Training and Education; Jember University.

Consultants : 1. Dra. Wiwiek Istianah, M.Kes, M.Ed
2. Drs. Bambang Suharjito, M.Ed

Key words : *Realia*, Participation, Writing Achievement

Based on the preliminary study that was held on 29th January 2013, most classes of the VII students of SMPN 1 Gumukmas-Jember especially class A faced some difficulties in writing a text. This was proven by their writing scores. The document showed that 21 students or 55% of the total number of students got scores <75 and most of them also had low motivation in learning writing. Only few of the students were enthusiastic in the teaching learning process of writing.

The classroom action research with cyclical model was applied in this research because this research was intended to improve class VII-A students' writing achievement. This research was done collaboratively with the English teacher of class VII of SMPN 1 Gumukmas-Jember. It was conducted in class VII-A of SMPN 1 Gumukmas-Jember consisted of 38 students. The observation and the writing test were the methods that were used in collecting the data. The data were analyzed quantitatively.

The action was implemented in two cycles in achieving the goal of this classroom action research. The first cycle was done in three meetings. The results of the classroom observation showed that in meeting 1, 63.15% of the students were actively involved in the teaching learning process and in meeting 2, 77.78% of the students were actively involved in the teaching learning process. This finding showed that there was an improvement of the students' participation from meeting 1 to meeting 2, but it did not achieve the objective of the research that was 75%. Besides,

the result of the writing in the first cycle also did not achieve the target of the research that was 75% of the students got 75 or more in the writing test. The percentage of the students who got score ≥ 75 was only 65.78% of the students.

For those reasons, the second cycle was necessary to be conducted to solve the problems found in the first cycle. There were some points that were revised in Cycle 1 to make the results of Cycle 2 meet the target of the research. In cycle 2, the researcher and the teacher guided the students when writing descriptive text and used mother tongue more frequently in the explanation. The teacher also gave more detailed explanation about descriptive text and simple present tense. The process and product evaluation in the second cycle showed an improvement. The observation of the students' participation revealed that 81.08% in meeting 1 and 89.47% in meeting 2 of the students actively involved in the teaching learning process. The results of observation revealed that the percentage of the students' active participation increased 15.79% from cycle 1 to cycle 2. The average result of observation in cycle 1 was 68.42% and in the Cycle 2 was 84.21%. So, the results of the observation both in meeting 1 and meeting 2 had achieved the goal of this research. In the product evaluation, the percentage of the students who got score ≥ 75 in the writing test was 84.21% of the students. The results of writing test revealed that the percentage of the students' writing test increased 18.43% from cycle 1 to cycle 2. The result of writing test in cycle 1 was 65.78% and in the Cycle 2 was 84.21%. Based on those results, it could be concluded that the action in the second cycle was successful because the results of process and product evaluation achieved the objectives of the research.

Finally, it could be summarized that the use of *realia* could improve the students' participation in teaching learning process and their achievement in writing descriptive text at SMPN 1 Gumukmas-Jember in the 2012/2013 academic year.