



**IMPROVING THE EIGHTH GRADE STUDENTS'
DESCRIPTIVE TEXT WRITING ACHIEVEMENT BY USING
REALIA AT SMPN 1 BESUKI SITUBONDO**

THESIS

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

By

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DEDICATION

I would like to dedicate my thesis to my Lord Allah SWT and all special people of mine who always give me motivation to finish this thesis. They are:

My late lovely mother, Hartati. Thank you so much for the sweetest memories. You are always in my heart, I love you so much.

My incredible beloved father, Karnoto and my aunty Jamilatin. Thank you so much for lot of love, pray, support, and effort. I can do nothing without you, I love you so much.

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My sisters Vivin, Elina, and Puput thank you so much for your love and support.

MOTTO

And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt

(Sylvia Plath)

¹ <http://www.goodreads.com/quotes/tag/writing>

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**IMPROVING THE EIGHTH GRADE STUDENTS' DESCRIPTIVE TEXT
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SITUBONDO**

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SUMMARY

Improving the Eighth Grade Students' Descriptive Text Writing Achievement by Using Realia at SMPN 1 Besuki Situbondo; Dwi Prasetya Dasa Dantri, 100210401135; 2015; 52 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research focused on the use of realia to improve VIII-D students' participation and their writing achievement. The research was conducted from March 31st until April 9th, 2015 at SMPN 1 Besuki Situbondo. VIII-D students were chosen as the research subject because it was found that the students had some difficulties in learning English especially in writing descriptive text. Moreover, according to the English teacher, some students had difficulties in finding and developing their ideas, expanding their vocabulary and tense mastery in the written form. It could be proved when the students were asked to write a descriptive text, they often did not know how to begin. Consequently, they focused on finding the meaning of the word in the dictionary and concerned with how to finish their writing rather than to make a good composition in writing a descriptive text.

In this research, the data was divided into two kinds. Primary data were collected from the writing test gained and the observation result. The secondary data were obtained from the interview and documentation. The process evaluation, the students' descriptive text writing was corrected in order that the students know their mistakes in their descriptive text writing such as grammar, vocabulary, mechanic, content, and organization were. The observation of this research used a checklist containing the students' participation in the teaching and learning process of writing descriptive text by using realia. The interview was conducted with the eighth year English teacher of SMPN 1 Besuki Situbondo to get the secondary data that included the names of the research subjects and the students' previous writing score of VIII-D SMPN 1 Besuki Situbondo.

In analyzing the data, this research used both descriptive qualitative analysis and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation. The result of students' activeness in the observation checklist was analyzed to find the percentage of the students' active participation. The result of writing test in the form of the students' score of writing test was analyzed quantitatively to know the 70% of the students who got score at least 70 and it was analyzed quantitatively to find mean score.

The research was held into two cycles. Meeting I and Meeting II were used to conduct a teaching learning process of writing achievement by using realia. Meanwhile, Meeting III was carried out to conduct writing achievement test to the students. Based on the observation in Cycle 1, the result showed that the average percentage of the students who actively participated during the teaching learning process of writing achievement was 41.93% and it could not achieve the criteria of success yet. The students mean score and the number of students who got standard score of writing achievement test which was done in Meeting III also could not meet the target. The students' mean score was 67.16 with 48.38% students got score 70 or higher. Based on the research results of Cycle 1, the researcher decided to conduct Cycle 2 by revising some needed aspects.

Further, the research results of Cycle 2 showed improvement. Both the observation results and the students' score of writing achievement test achieved the target of criteria of success. The average percentage of the students who participated actively was 79.03%. Moreover, the students' mean score was 82% with 83.87% students got the score 70 or higher.

Based on the explanation above, it could be concluded that the research hypothesis were accepted. The use of realia could improve VIII-D students' participation during the teaching learning of writing achievement and it also could improve VIII-D students writing achievement at SMPN 1 Besuki Situbondo.

CHAPTER I. INTRODUCTION

This chapter provides some aspects dealing with the topic under the study. They are background of the research, problems of the research, objectives of the research, significances of the research, and scope of the research.

1.1 Background of the Research

As an international language, English is used as the instrument of communication among people all over the world (Thirumalai, 2002:2). English has an important role in human life. English as the key to the international communication and commerce makes it a compulsory subject. Sidek in Shafaei (2011:239) state that English is regarded as a foreign language that is learned by Indonesian students. Because of this reason, English becomes one of the most important languages taught from elementary schools to university levels in Indonesia.

Writing is one of the language skills. As we know, there are four language skills, speaking, listening, reading, and writing, and three language components, grammar, vocabulary and pronunciation. Every learner may want to be able to write well in English. By having writing ability, the learners can share information, thoughts, experiences or ideas to other people.

Learning writing in English is very complicated for many junior high school students. Most of Indonesian students have different nature of writing and need long process in moving the concept into written form. It happens because the students find difficulty to express their ideas, thoughts, experiences and opinions in writing because it is not a simple matter to write our ideas or thoughts. Harmer (1998:79) argues that writing is appropriate for such learners and it can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. It means that for some students, writing is easy to do and the writers can also communicate their thoughts to readers without direct interaction.

The actual process of writing only uses words and punctuation to compose our idea, and we need to organize our thoughts until what we have written can be understood.

The teacher should try to introduce various ways as interestingly as possible in motivating students to write a descriptive text, because the students feel bored before they do the task to write a descriptive text. One of the ways to make teaching and learning process more various and interesting is by using media. Gebhard (2006:103) argues that to move beyond limitations of a text, many EFL/ESL teachers adapt or create authentic materials and media. Suyanto (2010:101) adds that in the teaching learning process, media can help teachers to teach materials clearly and make the students easy to understand the materials. It means that the teacher should have various media to teach the students, because media is carriers of the messages from the teacher to the students.

Concerning with the students' difficulties in mastering writing, the researcher used realia as the alternative media in teaching writing. Ruis (2009:7) says that realia means real things, object such as coins, tools, plants, animals or collection of artifacts that teachers can bring into the classroom to illustrate the meaning of the teaching material to be more memorable. It means that the use of realia can create students' active responses to enrich achievement. The researcher believes that realia as visual media can be used as a guide to help the students directly see, hear, smell, touch, or even taste the object using their five senses. As a result, realia as media can develop their idea in writing descriptive text.

Using realia in teaching writing has some advantages. Mumford (2005) argues that we like using realia, i.e. objects in the class because they add interest and relate language to the real world. Realia makes the students interested and helps them to create a conducive teaching learning process. Realia can give a life experience to the students while learning by touching and seeing the media. Therefore, the students can easily get the idea while looking at the realia and they are not necessary to imagine something they do not know and understand. It means that realia prevents the students from boredom and helps them understand about material they will learn in the teaching learning process.

The previous research related to the use of realia was conducted by Hidayati (2010) entitled *Improving students' ability in writing procedure text using realia at SMPN 18 Semarang in the Academic Year of 2010/2011*. The results of this research showed that the students' mean score had increased from 60.1 up to 75.4.

In addition, a research that was conducted by Surbakti (2011) entitled *improving the students' achievement in writing procedure text by using realia strategy at SMP Negeri 1 Salapian* showed that the percentage of the students increased from 70.36% in cycle 1 to 86.13% in cycle 2.

This research focused on students' writing achievement, especially writing descriptive text by using realia at SMPN 1 Besuki Situbondo. The purpose of preliminary study was to observe and to do a classroom observation concerning the teaching learning of English especially about writing and the problems faced. It was found that the students had some difficulties in learning English especially in writing descriptive text. Moreover, according to the English teacher, class VIII D had problem in writing skill and some students had difficulties in finding and developing their ideas, expanding their vocabulary and tense mastery in the written form. It could be proved when the students were asked to write a descriptive text, they often did not know how to begin. They usually took more time to think before they started to write a descriptive text. Consequently, they focused on finding the meaning of the word in the dictionary and concerned with how to finish their writing rather than to make a good composition in writing a descriptive text. The students did not pay attention about aspect of writing. It could be caused by some problems, They were: 1) Some students did not pay attention to the teacher because the English teacher did not use interesting media in teaching writing. In other words, the students were not interested and felt bored before they did the task to write a descriptive text. 2) The teacher focused only on the text book so that he did not give a model of how to write, how to compose the text in a good composition. 3) There was no feedback given by the teacher. The teacher did not explain the students' error in writing and their writing results. It could be seen from the score of their writing test in which there were only 10 of

31 students who got 70 or higher. Whereas, the minimum requirement standard score of English at SMPN 1 Besuki Situbondo was 70. The mean score from the data above was 59.35. The English teacher told the researcher that English is taught twice a week for each class, with time allocation 2x40 minutes in each meeting. From the discussion above, the researcher and the English teacher agreed to solve the problems by using realia because realia makes the students easier in finding and developing their ideas. It means that the students could identify the name, part, characteristic of the thing that they would write in a descriptive text without imagine that thing. In general, their writing ability was low, it could be seen from their average score which had not achieved the standart score of the school.

Based on the problems above, the researcher and the English teacher agreed to conduct a classroom action research in class VIII-D. The main purpose of conducting this classroom action research was to solve the problem faced by the students of class VIII-D focusing on their problems in writing descriptive text during the teaching learning process of English. The media used, realia, hopefully could overcome some problems faced by the students. As a result, the researcher conducted a classroom action research entitled “Improving the Eighth Grade Students’ Descriptive Text Writing Achievement by Using Realia at SMPN 1 Besuki Situbondo.

1.2 Problems of the Research

Based on the background of the research, the problems of the research are formulated as follows:

1. Can the use of realia improve class VIII D students’ achievement in writing descriptive text at SMPN 1 Besuki Situbondo?
2. Can the use of realia improve class VIII D students’ participation in teaching learning process of writing descriptive text at SMPN 1 Besuki Situbondo?

1.3 Objectives of the Research

Based on the problem formulations, the objectives of this classroom action research are:

1. To improve class VIII D students' achievement in writing descriptive text at SMPN 1 Besuki Situbondo by using realia.
2. To improve class VIII D students' participation in teaching learning process of writing descriptive text at SMPN 1 Besuki Situbondo by using realia.

1.4 Significances of the Research

The result of this research is expected to give contribution to the English teachers, the eighth grade students of SMPN 1 Besuki Situbondo, and the other researchers.

1.4.1 The English Teacher

The result of this research hopefully can be used for the English teacher to consider the use of realia as a media to teach writing. The English teacher can find a solution of how to encourage the students' active participation and students' writing achievement in teaching learning process of writing descriptive text.

1.4.2 The Eighth Grade Students of SMPN 1 Besuki Situbondo.

Hopefully, the students are more motivated in producing descriptive text and are also expected to improve the students' active participation and the students' writing achievement.

1.4.3 The Other Researchers

Hopefully, the result of this research can be useful for other researchers as a source of information and reference dealing with similar problem. It can also become additional references to other researchers who want to conduct further research by using different research designs or even the same research design with other levels of students of different school.

1.5 Scope of the Research

This research was conducted at SMPN 1 Besuki Situbondo. The research respondents were VIII-D students because VIII-D students had the lowest score in writing. There were many genres of writing learnt in Junior high School such as recount, narrative, procedure, descriptive and etc. This study focused on improving the students' achievement in writing descriptive text. The media used to improve students' achievement in writing descriptive text was realia with the time allocation 2x40 minutes in each meeting. In other words, the study focused on students' descriptive text writing achievement by using realia with the theme of fruit and vegetable.

CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter elaborates some theories related to this research. It consists of writing, the aspects of writing, realia, advantages and disadvantages of realia in teaching learning process, descriptive text, assessing students' writing, the procedure of teaching writing descriptive text by using realia, and hypothesis of the research.

2.1 Writing

Among the four language skills taught in schools, writing is the most difficult skill to learn. Wingersky, et.al (1999:4) state that writing is a process through which you discover, organize and communicate your thoughts to a reader. It means that writing is a process of developing ideas organizes the ideas and then communicates the ideas in written form. It is not only limited to the text but also some processes such as how to develop and organize the ideas so that it will be easy for the readers to understand what the writer intended to say.

Writing is difficult subject for the students, especially for the students who learn English as foreign language. In other words, the students are supposed to be able to write grammatically correct sentences with appropriate words. Heaton (1991:135) argues that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements. It means that the students are supposed to be able to write grammatically correct sentences with appropriate words and their paragraphs should be well organized with the correct use of mechanics. In addition, the students must pay attention to the mechanics such as correct spelling in writing words and sentences with proper punctuation. Further, the teacher should consider the aspect of writing such as the content, organization, grammar, vocabulary, and mechanic of the text.

2.2 The Aspects of Writing

There are some aspects of writing that support each other to make a good writing. They are grammar, vocabulary, mechanics, content, and organization. The aspects will be described as following:

2.2.1 Grammar

According to Warriner (2008:T19) grammar is a description of the way a language words that tells us the order in which sentence parts must be arranged. It explains many things. Watkins (2005:17) adds that the aim of a genre, text and grammar approach, then, is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently. Without these codes the process of writing can be a frustrating and unproductive process. Hence, grammar is useful because it enables us to make statements in constructing a good writing and how to use our language, because it will be easier for the reader to understand our writing if the writer sets the proper grammar. According to Bram (1995:54) grammar controls what we write. It means grammar plays an important role in writing.

In this research, grammar was used to evaluate the students' writing descriptive text to describe the description of people, place or things in the form of simple present tense.

2.2.2 Vocabulary

Vocabulary is another aspect of writing. Bram (1995:48) argues that words are the basic tool for writing, because words carry meaning where the writer's message across. Hornby (1995:1331) states that vocabulary is the total number of words with rules combining them to make up language. It means that by comprehending vocabulary, the writer can build sentences to communicate with others. The more vocabulary the writer masters, the easier he/she conveys the ideas in writing. The vocabularies used in writing descriptive text in this research were noun, verb, adverb, adjective, preposition, pronoun, conjunction, and article.

2.2.3 Mechanics

Mechanic is one of the important aspects in writing skill. It takes a big part in writing besides vocabulary and grammar. The students should understand how to apply mechanics in their writing. It deals with the spelling, punctuation, and capitalization. Spelling is often found as a problem for the students because they need to have a good ability in understanding the sound and the written form of other words. Punctuation deals with marks, such as periods, question marks, exclamation points, commas, apostrophes, quotation marks, semi-colons, and colons. Capitalization is writing in capital letters, it means that capitalization is about how the capital letters are put in writing. Heaton (1991:35) states that mechanical skill is the ability to use correctly those conventions peculiar to the written language. We can conclude that mechanics used to evaluate the students' writing are punctuation, spelling and capitalization.

2.2.4 Content

The writer should consider the ideas and messages to express in his or her writing to make the reader understand the content of writing. Heaton (1991:135) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. We say that to make the readers understand the content of writing, the writer should consider the ideas and messages to express in his or her writing.

2.2.5 Organization

Organization in writing here is the students' ability to arrange their ideas, to arrange logical sequence and the coherence to make a paragraph unity. Wingersky, et.al (1999:36) affirms that a well-organized paragraph must have unity and coherence. Unity means all supporting sentences that explain the topic sentence. Coherence also plays important roles in making paragraph coherent. It means that the parts of the paragraph are logically connected. Bram (1995:22) believes that it is difficult to achieve a coherence of a paragraph without the transitions. Some transitions' are: when, because of, however, although, finally,

therefore, since, as and nevertheless. A coherent paragraph consists all sentences in the paragraph connected to each other for moving smoothly. In this research, the students make a descriptive text coherent by leading one idea to another logically. Here the example of coherence text:

GINGER

Ginger is one of the herbs and spices. Ginger can be found in the Indonesian state.

We know that Indonesian state possessed many herbs and spices. Ginger is yellow to tan. Generally ginger has spicy taste. Ginger is used for drug or herb commonly known herb. In addition ginger also one of the starting materials in the manufacture of wind. Among the benefit of ginger for our body are for treat, colds, warm the body, and many of its benefit.

Iberitai.blogspot.com/contoh-descriptive-text-inggris.html

2.3 Realia

Realia are something which can be brought into the classroom as teaching aids and used to help the students understand the lesson. Ruis (2009:7) says that realia means real things, object such as coins, tools, plants, animals or collection of artifacts that teachers can bring into the classroom to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable. It means that using realia can help making points clearer in the teaching learning process. Sometimes, it is useful and convenient to motivate the students by using real things.

Budden (2011) adds 'Realia' in EFL terms refers to any real objects we use in the classroom to bring the class to life. In short, realia is a teaching aid that is appropriate to teach writing because it relates with the object that can be found around. Then, realia is an object that can be brought into the classroom for study rather than its picture, so that the students can ease to see, touch, smell, taste, and hear. According to Gebhard (2006:101), some examples of realia are dolls, puppets, key rings, scissors, folded paper, toothpaste, toothbrushes, combs, stuffed and toy animals, wall clocks, balloons, candles, string, thread, chewing gum, glue,

rulers, tacks, paper clips, plastic fork and spoons, dishes, glasses, bowls, umbrellas, wallets, purses, balls, phones, furniture, people, stones, plants, sand, clay, sticks, jar, coffee cans, chalk, credit cards, hats, mannequins. The other examples of realia that easily found are food, drink, newspaper, ticket, and clothes.

2.4 The Advantages and Disadvantages of Using Realia

It is very important in teaching learning process for the teacher to bring realia in the classroom. Mumford (2005) adds that he likes to use realia, i.e. object in the class because it adds interest and relates language to the real world. It means that realia will easily direct the students' attention on the lesson and help them create a conducive teaching learning process. Realia give the students the opportunity to use all of their senses to learn about a given subject. Therefore, the students only need to write what they see and can observe from realia. Moreover realia helps the students improve their ability in writing without wasting more times to find the ideas about what they want to write.

On the other hand, there are disadvantages of using realia in writing class. The first, not all of realia can be brought into the classroom, such as wild animals, transportation, seven wonders, and object may be too large (a submarine) or too small (a single human cell) for classroom study. The second is realia often are expensive.

To overcome those disadvantages, it is necessary for the teacher to prepare everything before teaching, bring the realia which is possible uses in the classroom, and make sure that realia easy to be observed. Dividing the students in pairs and give them one realia, so it can minimize the cost of realia. Therefore, the disadvantages of the students actually can be handling.

2.5 Descriptive Text



Descriptive text is a kind of text that describes particular persons, places or things with the purpose to give information to the readers. It has two generic structures. They are identification and description. Identification is a part of text

that identifies thing, person, or place to be described while the description is a part of text that describes parts, qualities, or characteristics of the subject. The language features that can be found in descriptive text are simple present tense, using certain noun, using adjective, using adverb

McWhorter (2010:234) argues description presents information in a way that appeals to one or more of the five senses (sight, sound, smell, taste, and touch). It usually creates an overall impression or feeling. It means that description is important and is a useful communication skill.

The following is the example of descriptive text;

DOLPHIN

 <p>IDENTIFICATION</p>	Dolphins are sea mammals. They have to breathe air or they will die. They are the member of the delphinidae family.
 <p>DESCRIPTION</p>	Dolphins have smooth skin. They have a long tail and the fin on the top of their back keeps the dolphins from rolling over. The dolphin's front fins are called flippers. Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps, and small squid. Dolphins can hold their breath for six minutes. Sometimes they invent their own tricks and stunts after watching other dolphins' performances. Dolphins are friendly to people and have never harmed anyone. They are very playful animals.

Taken from: <http://ikkayunie.wordpress.com/2014/12/11/descriptive-text-complete/>

It is called identification in the first paragraph because this paragraph identifies animal “dolphin” to be described. It is called description in second paragraph because it gives the information of particular animal being discussed or describes parts, qualities, or characteristics.

Language Features:

- Using certain noun such as fish, squid, etc.
- Using simple present tense

Example: Dolphins are sea mammals.

- Using adjective
Example: long tail
- Using adverb
Example: in the ocean

2.6 Assessing Students' Writing

The students writing achievement deals with students' ability or knowledge as the result of writing test. It is supported by McMillan (1992:117) who states that students' achievement is students' knowledge, understanding, and skill acquired as a result of specific educational experience. In this research, writing achievement means the students' ability in writing descriptive text after being taught by using realia. Therefore, an assessment or evaluation is required to measure the students' achievement in writing.

In this case, the students' achievement in writing, an evaluation was needed. Related to this case, scoring system was use as the indicators to measure the students' writing achievement. In this classroom action research, there were two methods of scoring namely analytic scoring method and holistic scoring method.

2.6.1 Analytic Scoring Method

Hughes (2003:100) defines analytic scoring method as a method of scoring, which requires a separate score for each aspect of writing skill. It means that analytic scoring method is a method which gives score for each number of aspects of task. There are five writing aspects as indicators to evaluate the students' writing, namely: vocabulary, grammar, content, mechanic and organization. Hughes (2003:102) proposes three advantages of this scoring method. First, it deposes of the problem of uneven development of sub skills in individuals. Second, the fact that the scorer has to give a number of scores will tend to make the scoring more reliable. Third, the scorers or assessors are compelled to consider aspects of performance which they might otherwise ignore. Besides, this scoring method also has a disadvantage. The main disadvantage of

this scoring method is the time that it takes (Hughes, 2003:103). The scoring will take a long time because it evaluates each aspects of writing.

2.6.2 Holistic Scoring Method

Holistic scoring method is a method of scoring, which involves the assignment at a single score to a piece of writing on the basis of an overall impression on it (Hughes, 2003:94). This kind of scoring has the advantage of being very rapid (Hughes, 2003:95). Experienced scorers can judge a one-page piece of writing in a short time. This means that it is possible for each piece of work to be scored more than once since it is necessary. However, the disadvantage of this scoring method is the scorer or the teacher cannot identify in which aspects of writing that the students have the strengths and weaknesses.

From the above explanation, there are two methods of scoring namely analytic scoring method and holistic scoring method. That scoring can be applied to evaluate the students' writing. This research applied analytic scoring method to assess the students' writing in the aspects of grammar, content, vocabulary, mechanic, and organization.

2.7 The Procedures of Teaching Writing Descriptive Text by Using Realia

Writing is a one of the basic language skills, just as important as speaking, listening and reading. Harmer (1998:79) states that students need to know some of writing's special conventions (punctuation, paragraph, construction, and so on.) just as they need to pronounce spoken English appropriately. Part of our job as a teacher is to give them that skill. According to the statement above, it can be conclude that writing skill is one of the students' needs in their real life and it is our obligation to teach our students about writing appropriately.

Harmer (1998:80) also states that like many other aspects of English language teaching, the type of writing we get students to do will depend on their age, interests and level. Therefore we need a media that appropriate with the

students and also can encourage the students' motivation in learning English. The appropriate media is realia.

Realia in this research was used as media in teaching descriptive text writing. The procedures of using realia in teaching writing are explained in the following part.

1. The teacher chooses the topic based on the curriculum for the eighth grade students of junior high school.
2. The teacher prepares the realia as the media in teaching descriptive text writing.
3. The teacher gives explanation about descriptive text.
4. The teacher distributes realia to the students.
5. The teacher let her students to mention the characteristic of realia.
6. The students begin to write sentences based on the realia given.
7. The students begin to write the description into good text related with the realia.
8. Revising the students' work.

Based on the explanation above, the researcher concludes that realia is appropriate teaching aid in teaching writing descriptive text, because first, it helps to make English lesson memorable. Second, it also takes concentrating the students' mind on the object. Third, it will generate interest and help create an atmosphere conducive to learning.

2.8 Action Hypothesis

Based on the literature review above and the research problem, the hypotheses of this action research are formulated as follows:

1. The use of realia can improve the eighth grade students' active participation in the teaching learning process of descriptive text writing achievement by using realia at SMPN 1 Besuki Situbondo.
2. The use of realia can improve the eighth grade students' writing achievement in descriptive text by using realia at SMPN 1 Besuki Situbondo.

CHAPTER III. RESEARCH METHOD

This chapter presents the method used in this research. It is divided into five parts; research design, area determination method, subject determination method, data collection method, research procedure, and data analysis method.

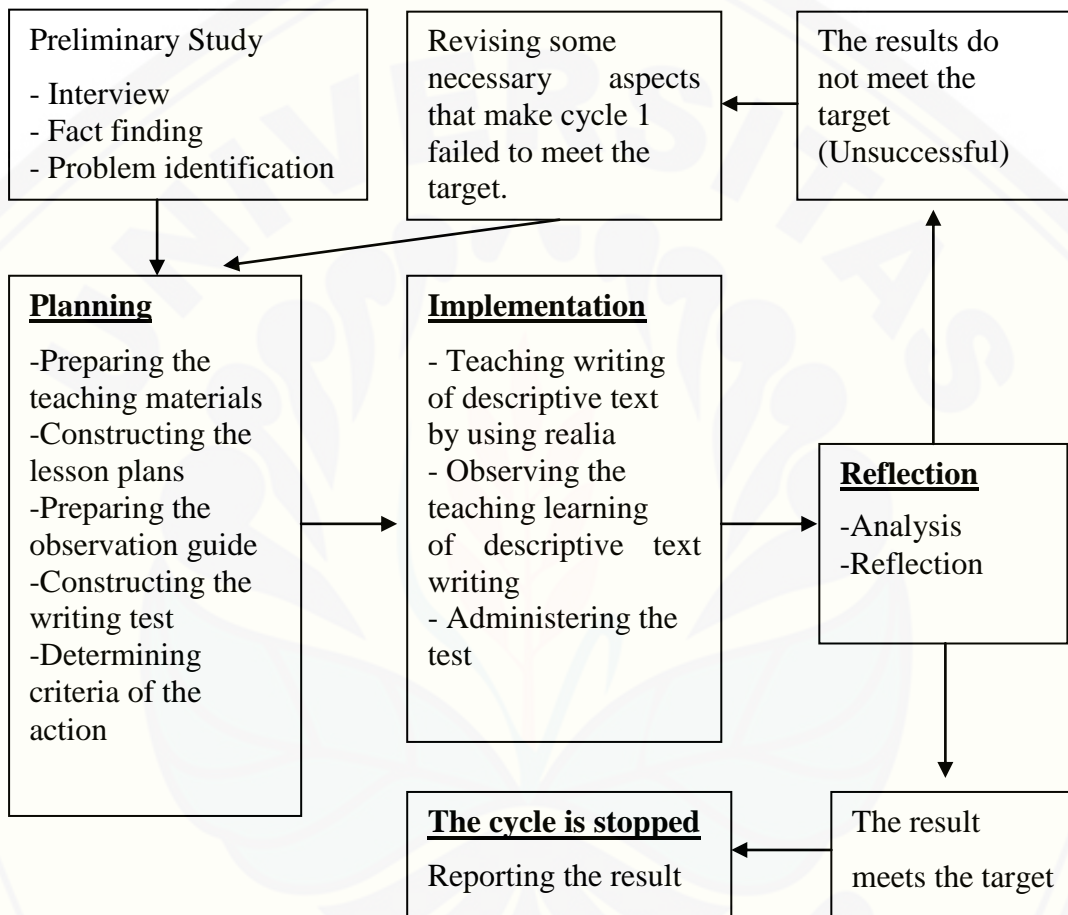
3.1 Research Design

The design of the research was Classroom Action Research (CAR) because it was intended to improve class VIII D students' writing achievement in writing descriptive text by using realia at SMPN 1 Besuki Situbondo. Fraenkel and Wallen (2009:589) argue that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. In addition, Arikunto (2006:93) states that a classroom action research is an approach to improve the quality of teaching learning process. It means that classroom action research is intended to improve the quality of teaching learning process and it helps solving the classroom problem. In this research, it was concerned with the students' problem in writing descriptive text and it could be solved by using realia as a teaching aid at SMPN 1 Besuki Situbondo.

This research was conducted collaboratively with the English teacher of the eighth grades at SMPN 1 Besuki Situbondo. This classroom action research was conducted in some stages in each cycle. They are (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and (4) reflection of the action (Lewin in Elliot, 1991:69). In planning of the action, the researcher prepared instructional material and constructed lesson plan. Then, the researcher applied the lesson plan and instructional material in the classroom as an implementation of the action and while teaching and learning process. Both the teacher and observer watched the circumstances of the classroom. They also evaluated the result of the observation. Reflection was used to answer the research

problem. The actions were continued to the second cycle when the students' scores in the first cycle did not achieve the standard score required that was 70. The design of this classroom action research is illustrated in the following diagram:

Figure 3.1 The Design of Classroom Action Research



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

The research procedures are explained as follows:

1. Doing the preliminary study through an interview with the VIIID English teacher to obtain the supporting data.
2. Finding the documents related to the students' name and the students' previous English score.

3. Determining the students' problems to be solved by using classroom action research.
4. Determining the subject that is VIII-D which had the low mean score of writing from the documents obtain from the teacher.
5. Planning the actions by preparing instructional material and constructing lesson plan, the observation checklist, writing test, and setting the criteria of success.
6. Implementing the actions in the first cycle that is teaching writing descriptive text using realia.
7. Observing the classroom done by English teacher while the researcher is implementing the first action.
8. Giving writing achievement test to the participants after finishing the actions in the first cycle.
9. Analyzing the results of descriptive text writing achievement test and then describing the test result.
10. Reflecting the results of writing test and observation collaboratively with the English teacher to answer the research problem.
11. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

Area determination method deals with the place the research is going to be conduct. Fraenkel and Wallen (2009:99) state that a purposive method is a method in choosing a research area based on a certain purpose or reason. Arikunto (2006:139) adds that the purposive method is the method used in choosing the research area based on some reasons. This research was conducted at SMPN 1 Besuki Situbondo.

There were three reasons of choosing this school as the research area. Firstly, the eighth grade students of SMPN 1 Besuki Situbondo, especially class VIII-D had difficulties in writing. It was proven by the information given from the English teacher and also the result of writing test. There were only 10 students of 31 students who got 70 or higher. The minimum requirement standard score of

English at SMPN 1 Besuki Situbondo was 70. Secondly, the English teacher did not use realia in this school. He only used textbook in teaching writing descriptive text in his class. The last reason was the Headmaster and the English teacher gave permission to the researcher to conduct this classroom action research.

3.3 Subject Determination Method

The subjects of this research were the students of class VIII D in SMPN 1 Besuki Situbondo. VIII D class consisted of 31 students. The researcher chose this class purposively based on the students' problem in writing. The students' previous mean score of writing test was 59.35. There was only 32.25% or 10 of 31 students who achieved the standard minimum score, 70. It means that the students of class VIII-D need to improve their writing skill.

3.4 Operational Definition of the Research

Operational definition of the key terms in this research is needed to avoid ambiguity and misunderstanding between the researcher and the readers. It is very important to explain thoroughly about the terms in order to clarify the concept of study that will be used in this research. The terms that are needed to be defined operationally are explained below.

3.4.1 Writing Achievement

Writing achievement in this research means the results of the students' writing test done after the actions were given in each cycle. The students' writing achievement focused on the students' ability in writing a descriptive text based on realia. It also refers to grammar, content, organization, vocabulary and mechanic.

3.4.2 The Students' Participation

The students' participation means that the VIIIID students actively participated in the implementation of Meeting 1 and Meeting 2 in each cycle. The students were categorized as active participants if they did at least 4 indicators in teaching learning process. Then the students were categorized as passive

participants if they did less than 4 indicators in teaching learning process. The indicators were: 1) The students pay attention to the teacher's explanation, 2) The students asks questions to the teacher, 3) The students answer the teacher's question, and 4) Doing the writing task given by the teacher.

3.4.3 Realia

Realia were something which could be brought into the classroom as teaching aids and used to help the students understand the lesson. Realia gave a life experience to the students while learning by touching and seeing the media. Therefore, the students could easily get the idea while looking at the realia and it was not necessary for them to imagine something they did not know. In this research, realia was used as media in teaching writing to help students express their ideas in composing descriptive text. The themes of realia used in teaching the students were fruit and vegetable.

3.4.4 Descriptive Text

Descriptive text was a kind of text that described particular persons, places or things with the purpose to give information to the readers. It had two generic structures namely identification and description. Identification is a part of text that introduces a subject or a thing that described while the description is a part of text that describes parts, qualities, or characteristics of the subject. The language feature occurs in descriptive text are simple present tense, using certain noun, using adjective, using adverb. In this research, the student was guided to compose a descriptive text about fruit and vegetable by using realia.

3.5 Data Collection Method

In this research, the data was divided into two kinds. They were primary data and secondary data. Primary data were collected from the writing test gained and the observation result. The secondary data were obtained from the interview and documentation.

3.5.1 Writing Test

Hughes (2003:11) categorizes the test into four types; those are proficiency test, achievement test, diagnostic test, and placement test. Arikunto (2006:150), says that test is as an instrument that is used to measure skills, knowledge, and talents of individual or group. Achievement test was used in this research in order to measure the students' writing achievement after being taught by using realia.

According to Hughes (2003:22), there are two kinds of test based on method of scoring. They are objective and subjective tests. If there is no interpretation required on the part of scorer, it can be called as objective scoring. In addition, the scoring is said as subjective scoring if judgment and interpretation is needed. Therefore, the subjective test was applied in this research after being taught by using realia.

A good test has characteristics of being valid and reliable. They are validity and reliability. The test is intended to measure the eighth grade students' writing achievement. According to Heaton (1991:159), the validity of a test measures what it is supposed to measure and nothing else. Some aspects that are measured were grammar using simple present tense, vocabulary, mechanics dealing with punctuation and capitalization, content, and organization.

According to Heaton (1991:162), reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first reliable as a measuring instrument. Based on the reliability of the test, this research uses inter-rater reliability. The consistencies of scores are produced by different raters. They are the researcher (Rater 1) and the English teacher (Rater 2) who keep the consistency of the writing test score. The scoring criteria were used by the researcher and the teacher in scoring.

In this classroom action research, the evaluation about the students' ability in descriptive text writing by using realia was measured through the process evaluation and the product evaluation. In the process evaluation, the students' descriptive text writing was corrected in order that the students know their mistakes in their descriptive text writing. Besides, the mistakes frequency of the students' writing from each aspect such as grammar, vocabulary, mechanic,

content, and organization were counted. It was done in order to know the most difficult aspect that the students faced. In addition, the improvement of the students' writing could be seen from the decrement of the mistakes frequency from the students' writing. The calculation of the mistakes frequency of the students' writing in the process evaluation was counted by using tallies. Meanwhile, the result of the test was scored by using analytic scoring which gave many advantages in scoring students' work. Hughes (2003:102) states that one of the advantages of using analytic scoring is the very fact that the scorer has to give a number of scores which will tend to make the scoring more reliable. The result of the descriptive text writing was measured based on the scoring criteria for writing introduced by Hughes. The scoring criteria were adapted in term of the scores stipulation and the criteria. In this research, the scores stipulation of each aspect was from 1 to 5. Meanwhile, the criteria was simplified and adjusted with the score stipulation. The criteria covered five aspects. They were grammar, vocabulary, mechanics, fluency, and organization. Further, the explanation about the scoring method is as follows.

Table 3.1 The Scoring Criteria of the Students' Writing

Components	Score and Criteria
Content	<p>5 Knowledgeable, thorough development of text, and relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of text but relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of text, relevant to assigned topic but lacks detail.</p> <p>2 Limited knowledgeable of subject, inadequate development of text, relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of text, not related to assigned topic, or not enough to evaluate.</p>

Organization	<p>5 Material well organized and link of ideas.</p> <p>4 Some lack of organization and link of ideas but do not impair communication.</p> <p>3 Lack of organization and link of ideas frequent; re-reading is required for clarification is needed.</p> <p>2 Lack of organization and link of ideas very frequent; readers own interpretation is needed.</p> <p>1 Lack of organization, link of ideas so severe as to make communication impaired or not enough to evaluate.</p>
Grammar	<p>5 Few (if any) errors of grammar or word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.</p> <p>2 Errors of grammar or word order very frequent; readers own interpretation is needed.</p> <p>1 Errors of grammar or word order as severe as to make comprehension virtually impossible or not enough to evaluate.</p>
Vocabulary	<p>5 Use few (if any) inappropriate words.</p> <p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use wrong or inappropriate words frequent; expression of ideas limited.</p> <p>2 Use wrong or inappropriate words very frequent; readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible or not enough to evaluate.</p>
Mechanic	<p>5 Few (if any) wrong punctuation or spelling.</p> <p>4 Some wrong punctuation or spelling but do not interfere</p>

	<p>comprehension.</p> <p>3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension.</p> <p>2 Wrong spelling very frequent; readers own interpretation is needed.</p> <p>1 Wrong spelling or punctuation so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
<p>SCORE:</p> <p>Content:_ + Organization:_ + Grammar:_ + Vocabulary:_ + Mechanic:_ =</p> <p>Total:_</p>	

(Adopted from Hughes, 2003: 101-102)

After collecting the data, the researcher analyzed it. In writing test scoring, the researcher processed the result of the students' test. The researcher gave the score for each element that the lowest score was 1 and the highest score was 5.

3.5.2 Observation

Observation in the classroom action research was used to describe the activities, responses, and involvement of the students in the teaching learning process. The observation of this research used a checklist containing the students' participation in the teaching and learning process of writing descriptive text by using realia. The checklist was used in collecting the data to observe whether they were active or passive during the teaching learning activities. The students were categorized as the active students if 70% of the students fulfilled at least four indicators, but if they could not, they were passive students. The researcher observed the students' active participation based on some indicators as follows:

Table 3.3 The Observation Checklist

No.	Name	Indicators				Total	Active	Passive
		1	2	3	4			
1.								
2.								
3								

Notes:

1. The students pay attention to the teacher's explanation,
2. The students ask questions to the teacher,
3. The students answer the teacher's question,
4. The students do the writing task given by the teacher.

3.5.3 Interview

In this classroom action research, interview was conducted with the eighth year English teacher of SMPN 1 Besuki Situbondo in the preliminary study. The purpose of the interview was to get the supporting data about the teaching media used by English teacher and the students' difficulties in writing achievement. The researcher got the info that the students did not know how to organize their ideas. Those problems made the students feel difficult to start their writing. They did not know what they should write.

3.5.4 Documentation

In this classroom action research, documentation was used to get the secondary data. The documents included the names of the research subjects and the students' previous writing score of 8D SMPN 1 Besuki Situbondo.

3.6 Research Procedure

This research was implemented using cyclical model which covers four stages in each cycle: (1) Planning of the action, (2) Implementation of the action, (3) observation and evaluation, and (4) Reflection of the action. The actions are explained in details as follows;

3.6.1 Planning of the action

Planning of the action was the first step to do before the action was implemented to the subject of the research. In this action research, the researcher worked collaboratively with the English teacher to prepare some activities, they were;

- 1) Choosing the material used in the implementation of the action.
- 2) Constructing the lesson plan for the first cycle (lesson plan 1 and lesson plan 2).
- 3) Preparing realia as media in teaching writing,
- 4) Preparing the observation guide in the form of checklist.
- 5) Constructing the writing test by realia to measure the students' descriptive text writing achievement.

3.6.2 Implementation of the Action

The implementation of the action in this research was done during teaching descriptive text using realia based on the schedule of the English lesson. The actions in each cycle were divided in two meetings and it was followed by administering a test of writing achievement in the third meeting. The second cycle was done under the condition if the result of the first cycle had not achieved the target of the research score yet. The topic in the first meeting was about fruit then in second meeting was about vegetable, because both of them were easily found around.

In the first meeting, the researcher took place as the teacher to teach the students about writing descriptive text by using realia as the media. Meanwhile, the English teacher took place as the observer. In the second meeting, there was an exchange between the teacher and the researcher. The English teacher took place as the teacher who was responsible to teach the students and the researcher became the observer.

3.6.3 Observation and Evaluation

Observation is a phase to monitor the students' activities while teaching and learning process. The observation checklist, which consisted of four indicators, was used in this observation. The observer was the English teacher while the researcher taught writing descriptive text using realia in the classroom. The observation focused on the students' active and passive participation in the writing teaching process. The researcher used a checklist as a guide to observe the students' active participation during the teaching learning process of descriptive text writing. The indicators that were used to observe the students participation were; 1) The students pay attention to the teacher's explanation, 2) The students asks questions to the teacher, 3) The students answer the teacher's question, and 4) The students do the writing task given by the teacher. The students were categorized as active students when they fulfilled at the least three indicators.

Evaluation in this research includes process and product evaluation which were conducted to know whether the use of realia can improve the students' writing descriptive text. Process evaluation was done by conducting the observation during the action in the cycle. Then, the product evaluation was done in writing test by using realia.

The criterion was used to evaluate the success of the action. This classroom action research was successful if at least 70% of the students achieved the requirement minimum score that was 70 or more in writing descriptive text. Moreover, the use of realia could improve the students' active participation if 70% of the students did at least three indicators of the four indicators stated in the checklist.

3.6.4 Reflection of the Action

Reflection of the action was conducted to know the result of the action from class observation and descriptive text writing achievement test. The researcher and the English teacher did the reflection after analyzing the result of writing and the result of observation. It was intended to identify the weaknesses and the strength related to the implementation to the subject of the research and

the result of the first cycle was used as a guide to revise the next actions in the next cycle.

3.7 Data Analysis Method

In analyzing the data, this research used both descriptive qualitative analysis and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from interview, observation, and documentation.

The result of students' activeness in the observation checklist was analyzed by using the following formula to find the percentage of the students' active participation.

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

Notes:

E = the percentage of the students who were active

n = the total number of the students who were categorized as active students

N = the total number of the students

(Adopted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test was analyzed quantitatively by using the following formula to know the 70% of the students who got score at least 70:

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

Notes:

E = the percentage of the students who achieved ≥ 70 as the minimum score.

n = the total number of the students who achieved ≥ 70 as the minimum score.

N = the total number of the students

(Adopted from Ali, 1993:186)

The result of writing test in the form of the students' score of writing test was analyzed quantitatively by using the following formula to find mean score:

$$M = \frac{\sum x}{N}$$

Note: M = The mean score of the students' writing test

$\sum x$ = The total score of the students' writing test

N = The number of the students

(Adopted from Hadi, 1989:186)

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the result of the actions in the cycle 1 and cycle 2. Each cycle consists of the results of observation, the result of writing test, the result of reflection, and the discussion of the research result.

4.1 The Research Result of Cycle 1

This section discusses about the research results of cycle 1. It consists of the implementation of the action, the result of observation, the result of writing test, and the result of reflection.

4.1.1 The Implementation of the Action in Cycle 1

The implementation of cycle 1 was held in three meetings. Meeting 1 and meeting 2 were used to conduct teaching learning process by using realia as media to teach writing consisting five aspect of writing to VIII D students. They were conducted based on lesson plan which had been consulted with the English teacher. Meeting 3 was used to conduct writing achievement test covering content, organization, grammar, vocabulary, and mechanic.

The first meeting of Cycle 1 was conducted on Tuesday, March 31st, 2015. In meeting 1, the researcher taught the students based on the lesson plan 1, while the English teacher observed the students participation. The researcher started the class by greeting VIII D students and checking their attendance. After checking the students' attendance, the researcher showed a realia of "watermelon" and gave some leading questions to the students related to the theme which was given in the class. The theme was about fruits. Then, the researcher stated the objectives of the teaching learning process to the students.

In the main activities, the researcher distributed task 1, answer sheet, and some realia of fruits "guava, orange, apple". The researcher asked the students to

do exercise 1 by write down the sentences based on the realia given using simple present tense. They had to submit their works after 25 minutes of the allocated time for task 1. Then, the researcher distributed task 2, answer sheet, and realia. In task 2, the students had to write a descriptive text about avocado. They were asked to finish it in 10 minutes individually.

The second meeting of Cycle 1 was conducted on Wednesday, April 1st 2015. Meeting 2 was conducted based on the lesson plan 2, it was almost the same as the implementation of meeting 1. After greeting and checking the students' attendance, the researcher showed a realia of "chili" and delivered some leading questions. After that, the researcher stated the objectives of the lesson.

In meeting 2, the main activities were started by distributed realia of vegetables "spinach, eggplant, cucumber, and carrot" to the students. The students were asked to do exercise 1. They had to describe some realia using their own sentences based on the questions given. Then, they were asked to write a descriptive text about tomato. They were asked to finish it in 10 minutes individually.

The evaluations conducted in this classroom action research were process and product evaluations. Process evaluation was conducted by using observation checklist to evaluate whether the students were active or not while teaching and learning was in process. Product evaluation focused on the students' writing achievement in writing descriptive text. The writing test was administered in the end of cycle action.

4.1.2 The Result of the Observation in Cycle 1

The observation of the students' participation in cycle 1 was held during teaching and learning process of writing descriptive text by using realia. It was done in two meetings, Meeting I and Meeting II, to know the students' participation during the teaching learning process of writing achievement by using realia. The classroom observation in Meeting I was conducted by the English teacher was on Tuesday, March 31st, 2015. While the classrom observation in meeting II was done on Wednesday, April 1st by the English teacher because the

researcher had to teach the students'. The instrument of the observation was the students' checklist observation which had some indicators to be observed during the teaching learning process. The indicators were; (1) paying attention, (2) asking questions, (3) answer questions, (4) The students do the writing task.

The students were categorized to be active if they fulfilled at least three of the four indicators and the students were considered passive if they fulfilled less than three indicators. The result of the observation in meeting 1 of cycle 1 is presented in the following table.

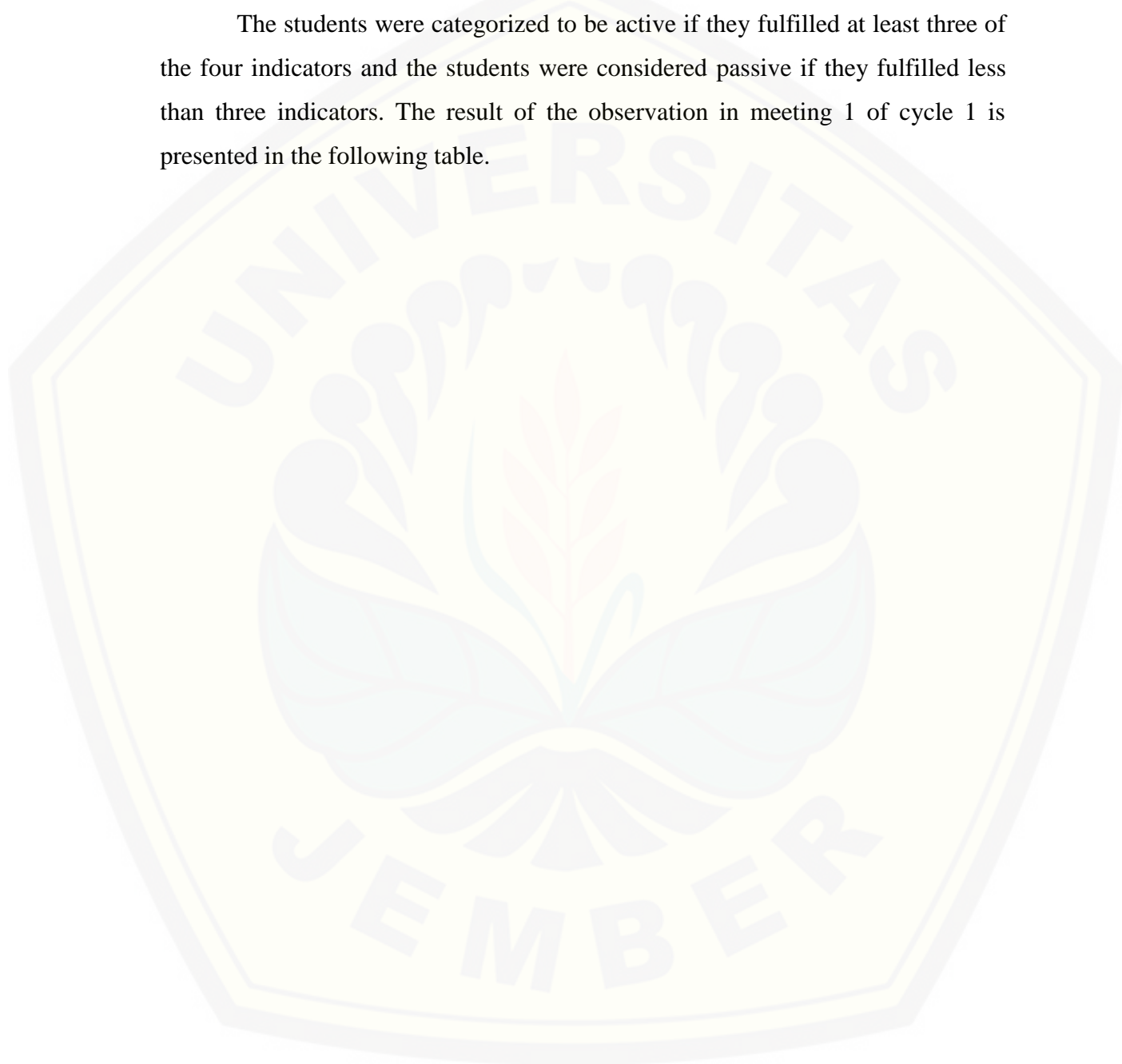


Table 4.1 The Result of the Observation in Meeting 1 of Cycle 1

Student's Number	Name	Indicators				Total Indicator	Category	
		1	2	3	4		Active	Passive
1	Ahmad Dicky Edi A	-	-	-	√	1	-	√
2	Ahmad Faysol Ansori	-	-	-	√	1	-	√
3	Ahmad Hulaimi	-	-	-	√	1	-	√
4	Ali Fahriansyah	√	-	-	√	2	-	√
5	Ana Iskawati	√	√	-	√	3	√	-
6	Dewi Rahayu	√	√	√	√	4	√	-
7	Diah Favili	√	√	√	√	4	√	-
8	Diyan Faylani	-	-	√	√	2	-	√
9	Dimas Ramadhan	-	-	√	√	2	-	√
10	Hendrik Kurniawan	-	-	√	√	2	-	√
11	Hermanto	√	-	-	√	2	-	√
12	Irma Roy Hanah Aini	√	-	-	√	2	-	√
13	Jamilatus Sha'adah	√	√	√	√	4	√	-
14	Januar Pamungkas	√	√	-	√	3	√	-
15	Moch. Riyan Hidayat	-	-	√	√	2	-	√
16	Moh. Abdur Rohim	√	-	-	√	2	-	√
17	Mohammad Robert K	-	-	√	√	2	-	√
18	Muhamad Maulana I	√	-	-	√	2	-	√
19	Muhammad Taufikur	√	√	√	√	4	√	-
20	Muhammad Vahrur R	√	√	√	√	4	√	-
21	Novi Ayu Sekar Sari	√	√	-	√	3	√	-
22	Nuraini	√	-	-	√	2	-	√
23	Riski Ramadhani	√	-	√	√	3	√	-
24	Robi Aditiya Pratama	√	-	-	√	2	-	√
25	Shinta Wahyuningsih	-	-	-	√	1	-	√
26	Sisi Santia	√	-	√	√	3	√	-
27	Siti Ruliyana	√	-	-	√	2	-	√
28	Siti Sofiana	√	√	√	√	4	√	-
29	Sugeng Irawan	-	-	-	√	1		√
30	Yeni Rahmani A	√	√	√	√	4	√	-
31	Yuni Fitriyah	-	-	-	√	1	-	√
Total		20	10	14	31		12	19
Percentage of the student's participation (%)							38.70	61.29

Notes:

Number 1 refers to paying attention to the teacher's explanation.

Number 2 refers to asking the teachers' question.

Number 3 refers to answering the teacher's question,

1. Number 4 refers to doing the writing task given by the teacher.

The percentage of the students' participation

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

$$\text{Active participants } \Sigma = \frac{12}{31} \times 100\% = 38.70\%$$

$$\text{Passive participants } \Sigma = \frac{19}{31} \times 100\% = 61.29\%$$

Based on table 4.1, it was found that the number of the students was 31 In the first meeting no one was absent. In meeting 1, 20 students paid attention to the teacher's explanation, 10 asked the teachers' question, 14 answered the teacher's question and 31 students did the writing task given by the teacher. The result of the observation checklist in meeting 1 showed that 12 (38.70%) students were actively involved in the teaching and learning process and 19 (61,29%) students were considered as passive.

The result of the observation in meeting 2 of the cycle 1 was represented in table 4.2. It showed us that from 31 students, 22 students paid attention to the teacher's explanation, 9 asked the teachers' question, 10 answered the teacher's question and 31 students did the writing task given by the teacher. The number of the active students was higher than that in was meeting 1. It was also found that there were 14 (45.16%) of 31 students were categorized as the active ones and the rests 17 (54.83%) students were categorized as the passive ones.

Table 4.2 The Result of the Observation in Meeting 2 of Cycle 1

Student's Number	Name	Indicators				Total Indicator	Category	
		1	2	3	4		Active	Passive
1	Ahmad Dicky Edi A	√	–	–	√	2	–	√
2	Ahmad Faysol Ansori	–	√	–	√	2	–	√
3	Ahmad Hulaimi	–	–	–	√	1	–	√
4	Ali Fahriansyah	√	–	–	√	2	–	√
5	Ana Iskawati	√	√	–	√	3	√	–
6	Dewi Rahayu	√		√	√	3	√	–
7	Diah Favili	√	√	√	√	4	√	–
8	Diyan Faylani	–	–	√	√	2	–	√
9	Dimas Ramadhan	–	√	–	√	2	–	√
10	Hendrik Kurniawan	–	–	–	√	1	–	√
11	Hermanto	√	–	–	√	2	–	√
12	Irma Roy Hanah Aini	√	–	–	√	2	–	√
13	Jamilatus Sha'adah	–	√	√	√	3	√	–
14	Januar Pamungkas	√	√	–	√	3	√	–
15	Moch. Riyan Hidayat	√	–	–	√	2	–	√
16	Moh. Abdur Rohim	√	–	√	√	3	√	–
17	Mohammad Robert K	√	–	–	√	2	–	√
18	Muhamad Maulana I	√	–	–	√	2	–	√
19	Muhammad Taufikur	√	–	√	√	3	√	–
20	Muhammad Vahrur R	√	√	√	√	4	√	–
21	Novi Ayu Sekar Sari	√	√	–	√	3	√	–
22	Nuraini	√	–	√	√	3	√	–
23	Riski Ramadhani	√	–	–	√	2	–	√
24	Robi Aditiya Pratama	–	–	–	√	1	–	√
25	Shinta Wahyuningsih	√	–	√	√	3	√	–
26	Sisi Santia	√	√	–	√	3	√	–
27	Siti Ruliyana	√	–	–	√	2	–	√
28	Siti Sofiana	√	–	√	√	3	√	–
29	Sugeng Irawan	–	–	–	√	1	–	√
30	Yeni Rahmani A	√	–	√	√	3	√	–
31	Yuni Fitriyah	√	–	–	√	2	–	√
Total		22	9	10	31		14	17
Percentage of the student's participation (%)							45.16	54.83

Notes:

1. Refers to paying attention to the teacher's explanation.
2. Refers to asking the teachers' question.
3. Refers to answering the teacher's question,
4. Refers to doing the writing task given by the teacher.

The percentage of the students' participation

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

$$\text{Active participants } \Sigma = \frac{14}{31} \times 100\% = 45.16\%$$

$$\text{Passive participants } \Sigma = \frac{17}{31} \times 100\% = 54.83\%$$

After finding the percentage of the students' participation in Meeting I and Meeting II of Cycle 1, it was necessary to calculate the average of the students' participation during the teaching learning process of vocabulary achievement by using stick figures in Cycle 1. It was purposed to know whether the result of the students' participations achieved the criteria success or not. The average result of the students' participation is presented below.

Table 4.3 The Average Percentage of the Students' Participation in Cycle 1

No.	Meeting	Percentage	
		Active participants	Passive participants
1.	Meeting 1	38.70%	61.29%
2.	Meeting 2	45.16%	54.83%
Average		41.93%	58.06%

Based on the average result of the students' participation which was presented in the table above, it could be concluded that 41.93% of VIII-D students

were categorized as active participants, while 58.06% students were categorized as passive participants. It means that the active participants were less than 70% from the total number of VIII-D students. It can be stated that the students' participation in Cycle 1 had not achieved yet the criteria success of the students' participation that was at least 70%. As the results of the observation in meeting 1 and meeting 2 of cycle 1 did not achieve the target, the action was continued to the second cycle to improve the students' active participation.

4.1.3 The Result of the Students' Writing Test in Cycle 1

The writing test was given to measure the students' ability in writing a descriptive text. It was conducted on Thursday April 2nd, 2015. The researcher asked the students to write a descriptive text related to the realia by using their own words. The students were asked to write a descriptive text consisted of identification and description with the theme is orange. The time allocation for the test was 40 minutes. There were two raters; the researcher (rater 1) and the English teacher (rater 2) scored the students' writing result. The result of the students' writing test in cycle 1 is presented in the following table.

Table 4.4 The Result of the Students' Writing Test Cycle 1

N O	Name	The student's writing score											Achievement			
		Rater1						Rater 2						Ave rage	Score <70	Score ≥70
		C	O	V	G	M	N	C	O	V	G	M	N			
1	ADEA	4	4	4	3	4	76	3	4	4	3	4	72	74		√
2	AFA	4	4	3	3	2	64	4	4	4	3	2	72	68	√	
3	AH	2	2	2	2	2	40	2	3	2	1	1	36	38	√	
4	AF	4	4	3	3	4	72	4	4	4	4	3	76	74		√
5	AI	3	4	3	3	4	68	3	4	3	2	4	64	66	√	
6	DER	3	3	4	3	4	68	3	2	3	3	4	60	64	√	
7	DFAV	4	4	4	3	4	76	4	4	4	2	4	72	74		√
8	DFAY	5	5	3	2	3	72	5	5	4	2	4	80	76		√
9	DIR	3	3	2	3	4	60	3	2	3	2	4	56	58	√	
10	HK	3	5	3	2	5	72	4	4	4	2	5	76	74		√
11	H	3	4	4	3	5	76	4	5	3	3	5	72	74		√
12	IRHA	5	4	5	3	4	84	5	4	4	2	5	80	82		√
13	JS	5	5	5	2	4	84	5	5	3	3	4	80	82		√
14	JP	4	4	4	2	4	72	4	3	4	3	4	72	72		√
15	MRH	3	2	3	3	2	52	3	2	2	3	2	48	50	√	
16	MAR	4	4	4	3	2	68	4	4	3	3	2	64	66	√	
17	MR	4	4	4	3	3	72	4	4	4	3	4	76	74		√
18	MMI	4	3	3	2	4	64	4	3	3	2	3	60	62	√	
19	MTR	4	3	3	3	3	64	4	4	4	2	3	68	66	√	
20	MV	3	3	2	1	3	48	3	3	2	2	2	48	48	√	
21	NASS	4	2	4	3	3	64	4	3	4	3	3	64	64	√	
22	N	3	2	3	3	3	56	3	2	3	2	3	52	54	√	
23	RR	4	4	3	3	2	64	3	4	3	2	2	56	60	√	
24	RAP	2	5	4	5	3	76	5	5	3	2	3	72	74		√
25	SW	4	4	3	2	2	60	4	4	3	2	1	56	58	√	
26	SS	4	4	3	3	4	72	4	5	3	3	4	76	74		√
27	SR	4	4	4	3	4	76	4	4	4	3	4	76	76		√
28	SS	4	4	4	3	4	76	4	4	4	3	4	76	76		√
29	SI	5	5	3	2	3	72	4	5	3	3	3	72	72		√
30	YRA	4	4	3	2	2	60	4	4	2	2	2	56	58	√	
31	YF	4	3	3	3	3	64	4	3	3	3	3	64	64	√	
To tal							2092						2072	2082	16	15
Percentage of the Student's writing score (%)														51.61	48.38	

Notes:

1. Rater 1 refers to the researcher
2. Rater 2 refers to the English teacher
 - The students' mean score of writing test

$$M = \frac{\Sigma x}{N}$$

(Adopted from Hadi, 1989:246)

Notes:

M: The mean score of the students' writing achievement.

Σx : The total score of the students' writing test.

N: The number of the students.

$$M = \frac{2092}{31} = 67.48 \text{ (Rater 1)}$$

$$M = \frac{2072}{31} = 66.83 \text{ (Rater 2)}$$

$$M = \frac{2082}{31} = 67.16 \text{ (Average)}$$

- The percentage of the students' writing score

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who got at least 70

n: The total students who got the score at least 70.

N: The number of the students.

The percentage of students who got score ≥ 70

$$\Sigma = \frac{15}{31} \times 100\% = 48.38\%$$

The percentage of students who got score < 70

$$\Sigma = \frac{16}{31} \times 100\% = 51.61\%$$

The writing test of cycle 1 was attended by 31 students. Based on table 4.3 above, it was found out that the percentage of the students who got score ≥ 70 was 48.36 (15 students) and the students who got score under 70 were 16 students or

51.61%. In conclusion, the result of writing test of the cycle 1 had not fulfilled the minimum score requirement that was 70% of the students get the score ≥ 70 . Most of students still had problems in writing grammatically correct sentences, spelling, vocabulary, and making mistakes in capitalization and punctuation. It could be proved when the students were asked to write a descriptive text, they focused on finding the meaning of the word in the dictionary and concerned with how to finish their writing rather than to make a good composition in writing a descriptive text. It was necessary to conduct the second cycle to reach the target score by revising some points in the first cycle.

4.1.4 The Result of Reflection in Cycle 1

Reflection of the action was done after the results of observation and writing test were known. The reflection was begun by reviewing the observations' results in Meeting I and Meeting II. It was shown that there were 38.70% of VIII-D students who were categorized as active participants in Meeting I. Then, the active participants increased to be 45.16% Meeting II. Those results were calculated to find the average of the observation results in Cycle 1. Based on the calculation, it was revealed that only 41.93% students participated actively in the teaching learning process. It had not achieved the criteria success that stated that at least 70% students participated actively in the teaching learning process of writing achievement by using realia.

Moreover, the reflection was continued by reviewing the students' results of writing achievement test in Cycle 1. The students' mean score rater 1 was 67.48 and rater 2 was 66.83, it was lower than the target of the minimum requirement standard score that was 70. The students who got score 70 or higher were only 15 students from 31 students. It also could not achieve the criteria success that at least 70% students got score 70 or higher. In fact, there were only 48.38% students could get score 70 or higher.

Based on the observation and writing achievement test results in cycle 1, some weaknesses points needed to be revised in cycle 2. The points were: 1) The students were difficult to be managed because they were too crowded when the

teacher asked them to write a descriptive text, because they did not know how to start writing sentences and a descriptive text, they were confused to find the dictionary 2) The students who were categorized as passive students mostly did not participate actively in indicator 1, 2, and 3. It happened because the teachers' explanation could not get the students' interest, it means the teacher didn't give more explanation about the example of descriptive text, then it influenced the students' participation in doing the tasks because they did not pay attention and not interest to the teacher's explanation before, 3) The students were not taking a note the example of descriptive text when they got an example of descriptive text, so that they did not learn again about how to write a descriptive text. Therefore, the students' score of writing achievement was low.

Based on the weaknesses found in the implementation of Cycle 1, the reflection was really needed to be conducted to revise some necessary aspects which were used as a guide to conduct in the next cycle. The revisions were as follow: 1) to avoid the students' crowd, the teacher gave one realia in pairs and they must have 1 dictionary in their table so that it was easy for the teacher to manage the students. 2) The teacher had to get the students' attention by helping the students to translate the example descriptive text in Indonesian, give example of sentences in form of simple present tense and explain about the generic structure of descriptive text. Herewith they would understand about that descriptive text and could make the students interested in the tasks. 3) The teacher reminded the students to take a note the example of descriptive text when they got an example of descriptive text, so they were able to learn them at home.

The implementation of using realia in teaching learning process of writing achievement brought the positive effect to the students. It can be seen on the observation result in cycle 1. All students of class VIID enthusiastically participated in writing descriptive text based on the realia they got. Thus, the students could remember descriptive text based on the realia given.

4.2 The Research Results of Cycle 2

This section discusses about the research results of cycle 2. It consists of implementation of the action, the result of observation, the result of writing achievement test, and the result of reflection.

4.2.1 The Implementation of the Action

Same as the implementation of cycle 1, the implementation of cycle 2 was conducted in three meetings. Meeting I and Meeting II were held to teach writing by using realia to VIII-D students. They were carried out based on the lesson plan 1 and lesson plan 2. The lesson plans were made based on the reflection result of the implementation of cycle 1 which could not achieve the criteria success yet. Furthermore, Meeting III was conducted to give writing achievement test to VIII-D students.

Meeting 1 was held on Tuesday, April 7th, 2015. It was used to conduct teaching learning process of writing achievement by using realia to VIII-D students. The implementation of meeting I in cycle 2 was based on lesson plan 1 of cycle 2. Firstly, the researcher greeted the students and checked their attendance list. After that, the researcher showed a realia of star fruit and delivered some leading questions. Next, the researcher stated the objective of teaching learning process.

Before starting the main activities, the researcher asked the students to show the dictionary that they brought. Then the students gave positive responses, they showed the dictionary that they brought. To get the students interest, the researcher gives example of descriptive text and helped them to translate the example of descriptive text into Indonesian language. All of the students paid attention to the teacher's explanations. The researcher also gives the example of sentences in form of simple present tense from the text. After translating and give example of sentences in form of simple present tense, the students were interested in doing task 1. The researcher also reminded the students to take a note about the example of descriptive text and the example of sentences in form of simple present tense. Next, the researcher distributed task 1 to the students. The

researcher asked to the students to write sentences based on the realia given in the form of simple present tense. Then, the researcher showed some realia of banana, grape, and mangosteen to the students. The students did task 1 by using realia to help them easily in making sentences in form of simple present tense. The researcher also reminded the students to open their dictionary to help them expand their vocabulary in writing sentences based on the realia. Then, the researcher guided the students' to check their answer together. After that, the researcher asked the students to do the second task that was the students asked to write a descriptive text about rambutan by using their own words. Then the researcher guided the students to check one until four students to check their descriptive text of rambutan together. In the closure, the researcher asked the students to learn again about the sentences in form of simple present tense and example of descriptive text they had learned in the class at home. Finally, the researcher parted the students.

Meeting II was held on Wednesday, April 8th, 2015. It was conducted to teach writing achievement by using realia to VIII-D students. The implementation of Meeting II in cycle 2 was based on the lesson plan 2 of cycle 2. The English teacher greeted the students and checked their attendance list. No one was absent. After that, the researcher showed a realia of broccoli and delivered some leading questions. Then, the researcher stated the objective of teaching learning process.

The main activities were started when the researcher asked the students to describe the realia using their own words at least 4 sentences based on the questions given. To help the students in doing task 1, the researcher gives the example description of corn in the first number, so the students could feel confidence in doing the task given. After describe some realia of mushroom, cabbage, and long bean, each student had to collect their works and the researcher led them to translate their works into Indonesian language, and reminded the students to take a note the description of three kinds of that fruits. The next activity was the researcher distributed the realia of green bean to each student and asked them to write a descriptive text of green bean. Before the students did the second task, the researcher reminded them about the organization of descriptive

text, so the students easily in writing a descriptive text of green bean. Then, the researcher guided the students' to check their works together. Finally for the closure, the English teacher asked the students to make conclusion, it was mentioning generic structure of descriptive text and sentences in form of simple present tense they had learned. For the homework, the researcher reminded the students to learn again about the sentences in form of simple present tense and the example of descriptive text they had been learned in the teaching learning process. The last was the researcher parted the students.

4.2.2 The Result of the Observation in Cycle 2

The observation of the students' participation in cycle 2 was held during teaching and learning process of writing descriptive text by using realia. It was done in two meetings, Meeting I and Meeting II, to know the students' participation during the teaching learning process of writing achievement by using realia. The classroom observation in Meeting I was conducted by the English teacher was on Tuesday, April 7th, 2015. While the classroom observation in meeting II was done on Wednesday, April 8th by the English teacher because the researcher had to teach the students'. The instrument of the observation was the students' checklist observation which had some indicators to be observed during the teaching learning process. The indicators were; (1) paying attention, (2) asking questions, (3) answer questions, (4) The students do the writing task.

The students were categorized to be active if they fulfilled at least three of the four indicators and the students were considered passive if they fulfilled less than three indicators. The result of the observation in meeting 1 of cycle 2 is presented in the following table.

Table 4.5 The result of the Observation in Meeting 1 of Cycle 2

Student's Number	Name	Indicators				Total Indicator	Category	
		1	2	3	4		Active	Passive
1	Ahmad Dicky Edi A	√	–	–	√	2	–	√
2	Ahmad Faysol Ansori	√	–	–	√	2	–	√
3	Ahmad Hulaimi	–	√	√	√	3	√	–
4	Ali Fahriansyah	√	√	–	√	3	√	–
5	Ana Iskawati	√	√	√	√	4	√	–
6	Dewi Rahayu	√	–	–	√	2	–	√
7	Diah Favili	√	√	√	√	4	√	–
8	Diyan Faylani	√	–	√	√	3	√	–
9	Dimas Ramadhan	–	√	√	√	3	√	–
10	Hendrik Kurniawan	√	–	–	√	2	–	√
11	Hermanto	√	–	–	√	2	–	√
12	Irma Roy Hanah Aini	√	–	√	√	3	√	–
13	Jamilatus Sha'adah	√	√	–	√	3	√	–
14	Januar Pamungkas	√	√	–	√	3	√	–
15	Moch. Riyan Hidayat	√	–	–	√	2	–	√
16	Moh. Abdur Rohim	√	–	√	√	3	√	–
17	Mohammad Robert K	√	√	√	√	4	√	–
18	Muhamad Maulana I	√	–	–	√	2	–	√
19	Muhammad Taufikur	√	√	√	√	4	√	–
20	Muhammad Vahrur R	√	–	√	√	3	√	–
21	Novi Ayu Sekar Sari	√	√	√	√	4	√	–
22	Nuraini	√	–	–	√	2	–	√
23	Riski Ramadhani	–	√	√	√	3	√	–
24	Robi Aditiya Pratama	√	√	–	√	3	√	–
25	Shinta Wahyuningsih	√	√	√	√	4	√	–
26	Sisi Santia	√	√	–	√	3	√	–
27	Siti Ruliyana	√	–	√	√	3	√	–
28	Siti Sofiana	√	√	√	√	4	√	–
29	Sugeng Irawan	–	√	√	√	3	√	–
30	Yeni Rahmani A	√	√	√	√	4	√	–
31	Yuni Fitriyah	√	–	√	√	3	√	–
Total		27	17	18	31		23	8
Percentage of the student's participation (%)							74.19	25.8

Note:

1. Refers to paying attention to the teacher's explanation.
2. Refers to asking the teachers' question.
3. Refers to answering the teacher's question,
4. Refers to doing the writing task given by the teacher.

The percentage of the students' participation

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

$$\text{Active participants } \Sigma = \frac{23}{31} \times 100\% = 74.19\%$$

$$\text{Passive participants } \Sigma = \frac{8}{31} \times 100\% = 25.80\%$$

Based on table 4.4, it was found out that the number of the students was 31 students and in the first meeting, no one was absent. In meeting 1, 27 students paid attention to the teacher's explanation, 17 asked the teachers' question, 18 answered the teacher's question and all of the students did the writing task given by the teacher. The result of the observation checklist in meeting 1 showed that 23 (74.19%) students were actively involved in the teaching and learning process of writing descriptive text by using realia. However, the rest of the students 8 students or 25.8% were still passive in joining the writing activities

The result of the observation in meeting 2 of the cycle 2 was represented in table 4.5. From 31 students, there were 30 students paid attention to the teacher's explanation, 14 asked the teachers' question, 24 answered the teacher's question and 31 students did the writing task given by the teacher. Therefore, it was revealed that 26 out of 31 students (83.87%) were considered as active ones and the rest of them were the passive students, 5 students or 16.12% because they failed to fulfill at least 3 indicators. The following table presented the result of the observation in Meeting 2 of Cycle 2.

Table 4.6 The Result of the Observation in Meeting 2 of Cycle 2

Student's Number	Name	Indicators				Total Indicator	Category	
		1	2	3	4		Active	Passive
1	Ahmad Dicky Edi A	√	–	√	√	3	√	–
2	Ahmad Faysol Ansori	√	–	–	√	2	–	√
3	Ahmad Hulaimi	√	–	√	√	3	√	–
4	Ali Fahriansyah	√	√	–	√	3	√	–
5	Ana Iskawati	√	√	√	√	4	√	–
6	Dewi Rahayu	√	√	√	√	4	√	–
7	Diah Favili	√	√	√	√	4	√	–
8	Diyan Faylani	√	–	√	√	3	√	–
9	Dimas Ramadhan	√	–	√	√	3	√	–
10	Hendrik Kurniawan	–	–	√	√	2	–	√
11	Hermanto	√	–	–	√	2	–	√
12	Irma Roy Hanah Aini	√	–	√	√	3	√	–
13	Jamilatus Sha'adah	√	√	√	√	4	√	–
14	Januar Pamungkas	√	√	–	√	3	√	–
15	Moch. Riyan Hidayat	√	–	–	√	2	–	√
16	Moh. Abdur Rohim	√	–	√	√	3	√	–
17	Mohammad Robert K	√	√	√	√	4	√	–
18	Muhamad Maulana I	√	–	–	√	2	–	√
19	Muhammad Taufikur	√	√	√	√	4	√	–
20	Muhammad Vahrur R	√	√	√	√	4	√	–
21	Novi Ayu Sekar Sari	√	√	√	√	4	√	–
22	Nuraini	√	–	√	√	3	√	–
23	Riski Ramadhani	√	–	√	√	3	√	–
24	Robi Aditiya Pratama	√	√	√	√	4	√	–
25	Shinta Wahyuningsih	√	√	√	√	4	√	–
26	Sisi Santia	√	√	√	√	4	√	–
27	Siti Ruliyana	√	–	√	√	3	√	–
28	Siti Sofiana	√	√	√	√	4	√	–
29	Sugeng Irawan	√	√	–	√	3	√	–
30	Yeni Rahmani A	√	√	√	√	4	√	–
31	Yuni Fitriyah	√	√	√	√	4	√	–
Total		30	14	24	31		26	5
Percentage of the student's participation (%)							83.87	16.12

Notes:

1. Refers to paying attention to the teacher's explanation.
2. Refers to asking the teachers' question.
3. Refers to answering the teacher's question,
4. Refers to doing the writing task given by the teacher.

The percentage of the students' participation

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who actively participated in the teaching learning process

n: The total students who were categorized as active participants.

N: The number of the students.

$$\text{Active participants } \Sigma = \frac{26}{31} \times 100\% = 83.87\%$$

$$\text{Passive participants } \Sigma = \frac{5}{31} \times 100\% = 16.12\%$$

After knowing the percentage of the students' participation in Meeting I and Meeting II of Cycle 2, the average result of the students' participation during the teaching learning process of writing achievement by using realia was calculated to know whether the result of the students' participations achieved the criteria success or not. Therefore, the average result of the students' participation is presented as follows.

Table 4.7 The Average Percentage of the Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active participants	Passive participants
1.	Meeting 1	74.19%	83.87%
2.	Meeting 2	83.87%	16.12%
Average		79.03%	49.99%

The average result of the students' participation which was presented in the table above showed that 79.03% of VIII-D students were categorized as active participants while the rest 49.99% students were categorized as passive

participants. It means that active participants were more than 70% from the total number of VIII-D students. It could be concluded that the students' participation in Cycle 2 had achieved the criteria success of the students' participation that was at least 70%. The research results above proved that the students' participation during the teaching learning process of writing achievement could be improved by using realia.

4.2.3 The Result of the Students' Writing Test in Cycle 2

The writing test was given to measure the students' ability in writing a descriptive text. It was conducted on Thursday April 9th, 2015. In this test, the researcher distributed the realia of mangosteen to each student. Then, the researcher asked the students to write a descriptive text related to the realia by using their own words. The students were asked to write down a descriptive text consisted of identification and description with the theme is mangosteen. The time allocation for the test was 40 minutes. There were two raters; the researcher (rater 1) and the English teacher (rater 2) scored the students' writing result. The result of the students' writing test in cycle 2 is presented in the following table.

Table 4.8 The Result of the Students' Writing Test Cycle 2

N O	Name	The student's writing score											Achievement			
		Rater1						Rater 2					Ave rage	Score <70	Score ≥70	
		C	O	V	G	M	N	C	O	V	G	M	N			
1	ADEA	5	5	5	3	4	88	5	5	5	4	3	84	86		√
2	AFA	5	3	4	3	2	68	5	4	3	3	3	68	68	√	
3	AH	4	5	4	2	3	64	5	4	4	2	2	68	66	√	
4	AF	5	5	5	3	5	92	5	5	5	4	4	92	92		√
5	AI	5	5	5	3	4	88	5	5	5	3	3	84	86		√
6	DER	5	5	5	5	4	96	5	5	5	5	3	92	94		√
7	DFAV	5	5	5	5	4	96	5	5	4	5	4	92	94		√
8	DFAY	5	5	3	3	4	80	5	5	4	3	3	80	80		√
9	DIR	3	4	4	3	3	68	3	4	3	2	1	64	66	√	
10	HK	5	5	5	3	3	84	5	5	4	3	3	80	82		√
11	H	5	5	4	3	4	84	5	5	3	3	4	80	82		√
12	IRHA	5	5	5	4	4	92	5	5	5	4	5	96	94		√
13	JS	5	4	5	5	5	96	5	5	5	4	5	96	96		√
14	JP	5	5	5	3	3	84	5	5	4	3	3	80	82		√
15	MRH	4	2	5	3	3	68	5	2	3	3	3	64	66	√	
16	MAR	5	5	5	3	2	80	5	4	5	3	3	80	80		√
17	MR	5	5	5	3	3	84	5	5	5	3	2	80	82		√
18	MMI	4	5	5	3	3	80	4	4	5	2	3	72	76		√
19	MTR	5	2	4	2	3	64	5	3	3	2	4	68	66	√	
20	MV	5	5	5	2	3	80	5	5	5	3	3	84	82		√
21	NASS	5	5	5	3	3	84	5	5	5	5	2	88	86		√
22	N	5	5	5	3	3	84	5	5	5	4	5	88	86		√
23	RR	5	5	5	3	4	88	5	5	5	3	3	84	86		√
24	RAP	5	4	3	3	5	80	5	5	3	3	5	84	82		√
25	SW	5	5	5	3	2	80	5	5	5	2	2	76	78		√
26	SSA	5	5	5	3	4	88	5	5	5	4	3	88	88		√
27	SR	5	5	5	5	4	92	5	5	5	4	4	96	94		√
28	SS	5	5	5	3	3	84	5	5	5	3	2	80	82		√
29	SI	5	5	5	3	4	88	5	5	5	3	3	84	86		√
30	YRA	5	5	5	3	3	84	5	5	5	3	2	80	82		√
31	YF	5	5	5	3	3	84	5	5	5	4	3	88	86		√
To tal							2560						2524	2542	5	26
Percentage of the Student's writing score (%)														16.12	83.87	

Notes:

1. Rater 1 refers to the researcher
2. Rater 2 refers to the English teacher
 - The students' mean score of writing test

$$M = \frac{\Sigma x}{N}$$

(Adopted from Hadi, 1989:246)

Notes:

M: The mean score of the students' writing achievement.

Σx : The total score of the students' writing test.

N: The number of the students.

$$M = \frac{2560}{31} = 82.58 \text{ (Rater 1)}$$

$$M = \frac{2524}{31} = 81.41 \text{ (Rater 2)}$$

$$M = \frac{2542}{31} = 82 \text{ (Average)}$$

- The percentage of the students' writing score

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

(Adopted from Ali, 1993:186)

Notes:

E: The percentage of the students who got at least 70

n: The total students who got the score at least 70.

N: The number of the students.

The percentage of students who got score ≥ 70

$$\Sigma = \frac{26}{31} \times 100\% = 83.87\%$$

The percentage of students who got score < 70

$$\Sigma = \frac{5}{31} \times 100\% = 16.12\%$$

Table 4.6 showed that there were 26 students or 83.87% who got score more than 70 and the other students got score lower than 70. It means that the result of the students' writing descriptive text achieved the standard percentage

requirement in this research that was 70% of the total Class VIII D students got score 70 or more. In conclusion, the result of the actions showed that the use of realia could improve the students' achievement in writing descriptive text. Therefore, the cycle was stopped.

2.2.3 The Result of Reflection in Cycle 2

The reflection of cycle 2 was held after the observation results in Meeting I and Meeting II of cycle 2 and also the students' results of writing achievement test in Meeting III of cycle 2 were revealed. In cycle 2, the reflection was started by reviewing the observations' results in Meeting I and Meeting II. Based on the observation result in Meeting I, there were 74.19% of VIII-D students who were categorized as active participants. Then, it increased to 83.87% students who were categorized as active participants in the observation result of Meeting II. Therefore, to know the average of the observation results in Cycle 2, it was needed to calculate those observation results. Then, it was revealed that 79.03% students participated actively in the teaching learning process. It had achieved the criteria success that at least 70% students participated actively in the teaching learning process of writing achievement by using realia.

Furthermore, the reflection was continued by reviewing the students' results of writing achievement test in Cycle 2. It was found that the students' mean score of writing achievement test was 82.58 rater 1 and 81.41 rater 2, it was enough to answer the target of the minimum requirement standard score that was 70. The percentage of students who got score 70 or higher was 83.87%. It was shown that 26 students from 31 students got score more than 70. It could be concluded that the percentage of students who got score 70 or higher had achieved the criteria success that at least 70% students got score 70 or higher.

Based on the research results of Cycle 2, it could be stated that the students' participation and their writing achievement could be improved by using realia as media in teaching learning process of writing consisting of some aspects of writing such as content, organization, vocabulary, grammar, and mechanic. It proved that the revisions which were made for Cycle 2 worked effectively to cover the weaknesses in the implementation of Cycle 1.

In conclusion, the next cycle was not necessary to be conducted because the results of the implementation of Cycle 2 had achieved the criteria success which had been formulated in the previous chapter.

4.3 Discussion

This classroom action research focused to improve the students' participation and their writing achievement by using realia. It was conducted to VIII-D students at SMP Negeri 1 Besuki Situbondo. This research was held into two cycles, Cycle 1 and Cycle 2. Each cycle was carried out in three meetings; they were Meeting I, Meeting II, and Meeting III. Meeting I and Meeting II were used to conduct a teaching learning process of writing achievement in those meetings. While, Meeting III was held to conduct writing achievement test. It aimed to knowing the students' score of writing achievement test given by the teacher.

In the implementation of cycle 1 were conducted in three meetings. The first meeting was conducted on Tuesday, March 31st, 2015. The second meeting was conducted on Wednesday, April 1st, 2015. The third meeting was conducted on Thursday, April 2nd, 2015. Based on the observation results, it showed that only 41.93% students participated actively in the teaching learning process. It had not achieved the criteria success which stated that at least 70% students participate actively in the teaching learning process of writing achievement by using realia. Furthermore, the students' mean score of writing achievement test given in Meeting III was 48.38% from the total students of VIII-D. They could not achieve the criteria success which the students' means score of writing achievement test was at least 70 and at least 70% of students get the standard score.

After knowing the research results in Cycle 1, there were some weaknesses which were found in the implementation of Cycle 1. Those weaknesses points were: 1) The students were difficult to be managed because they were too crowded when the teacher asked them to write a descriptive text, because they did not know how to start writing sentences and a descriptive text, they were confused to find the dictionary 2) The students who were categorized as

passive students mostly did not participate actively in indicator 1, 2, and 3. It happened because the teachers' explanation could not get the students' interest, it means the teacher didn't give more explanation about the example of descriptive text, then it influenced the students' participation in doing the tasks because they did not pay attention and not interest to the teacher's explanation before, 3) The students were not taking a note the example of descriptive text when they got an example of descriptive text, so that they did not learn again about how to write a descriptive text. It affected their score of writing achievement test became low.

Based on the weaknesses found in the implementation of Cycle 1, the researcher made some revisions which were conducted in Cycle 2. The revisions were made in order to make the research results in Cycle 2 better than the results research in Cycle 1. The revisions were: 1) to avoid the students' crowd, the teacher gave one realia in pairs and they must have 1 dictionary in their table so that it was easy for the teacher to manage the students. 2) The teacher had to get the students' attention by helping the students to translate the example descriptive text in Indonesian, give example of sentences in form of simple present tense and explain about the generic structure of descriptive text. Herewith they would understand about that descriptive text and could make the students interested in the tasks. 3) The teacher reminded the students to take a note the example of descriptive text when they got an example of descriptive text, so they were able to learn them at home.

The implementation of using realia in teaching learning process of writing achievement brought the positive effect to the students. It can be seen on the observation result in cycle 1. All students of class VIIID enthusiastically participated in writing descriptive text based on the realia they got. Thus, the students could remember descriptive text based on the realia given.

Although the research results of Cycle 1 had not achieved the criteria success yet, there was advantage of using realia in the teaching learning process of writing achievement. As stated by Mumford (2005) that he likes to use realia, i.e. object in the class because it adds interest and relates language to the real world. It means that realia will easily direct the students' attention on the lesson and help

them create a conducive teaching learning process. Realia give the students the opportunity to use all of their senses to learn about a given subject. Therefore, the students only need to write what they see and can observe from realia. Moreover realia helps the students improve their ability in writing without wasting more times to find the ideas about what they want to write.

In the implementation of cycle 2 were conducted in three meetings. The first meeting was conducted on Tuesday, April 7th, 2015. The second meeting was conducted on Wednesday, April 8th, 2015. The third meeting was conducted on Thursday, April 9th, 2015. Based on the observation results in cycle 2, it was known that the average percentage of the students' participation increased up to 41.93% into 79.03% students who were categorized as active participants. The observation results of cycle 2 proved that it had achieved the criteria success which stated that at least 70% students participated actively in the teaching learning process of writing achievement by using realia. It was in line with Ruis (2009:7) who says that realia means real things, object such as coins, tools, plants, animals or collection of artifacts that teachers can bring into the classroom to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable. It means that using realia can help making points clearer in the teaching learning process. The students' mean score were known after the writing achievement test was given in Meeting III. Based on the writing achievement test results, it was shown that the students' mean score was 82. It could be concluded that the students' mean score of writing achievement test had achieved the criteria success which must be at least 70, because it was minimum requirement standard score of the English subject in the school being researched. Another criteria success was at least 70% of students get the standard score, it also had been achieved because there were 83.87% students got score 70% or higher.

Finally, based on the research results of Cycle 1 and Cycle 2 which were conducted by the researcher, it was concluded that the use of realia could improve VIII-D students' participation and their writing achievement at SMP Negeri 1 Besuki Situbondo.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions. The suggestions are for the English teacher, the students, and the other researchers.

5.1. Conclusion

Based on the result of the data analysis and discussion, it could be concluded that the use of realia could improve Class VIII-D students' achievement in writing descriptive text and their participation during teaching and learning process of writing at SMPN 1 Besuki Situbondo.

The improvement of the students could be seen from the result of observation in Cycle 1 and 2. In the first cycle the results of the observation were 38.70% and 45.16% of the total class VIII-D students who fulfilled at least 3 indicators and they were categorized as active students. In the second cycle, the results of the observation were higher than that in Cycle 1, 74.19% and 83.87%. The results showed that in the second meeting, the results achieved the target of the research, which at least 70% of the total Class VIII-D students fulfilled at least 3 indicators to be considered as the active one.

Furthermore, the use realia could improve the students' writing achievement. It could be proved by the students' mean score and number of students who got score 70 or higher. The students' mean score increased from 67.16 in Cycle 1 to 82 in Cycle 2. Additionally, there were only 48.38% students who got score 70 or higher in the writing achievement test done in Cycle 1. It was improved in the writing achievement test done in Cycle 2. It could be seen that the students who got score 70 or higher increased become 83.87% students. It meant that the students who got 70 or higher increased as many as 35.49%

In conclusion, the use of realia could improve the students' writing achievement in writing descriptive text and the students' participation in following the teaching and learning process of writing.

5.2 Suggestions

In relation to the findings of the research that the use of realia could improve the students' achievement in writing descriptive text and their participation in teaching and learning process, some suggestions are given to the following people:

5.2.1 The English teacher

The English teacher is suggested to consider the use of realia as a media to teach writing. Then, the English teacher can find a solution of how to encourage the students' active participation and students' writing achievement in teaching learning process of writing descriptive text. It is based on the result of the research that realia could improve the students' writing achievement.

5.2.2 The Class VIII-D Students of SMPN 1 Besuki Situbondo

The students are suggested to practice their writing by themselves using realia because realia is easily found around them. They can touch, see, and observe the object to write. By practicing more, the students' will be more easily in improving their writing quality.

5.2.3 The Other Researcher

The other researchers who have the similar problem in the process of teaching writing, are suggested to use the result of the research as source of information and it can also become additional references to other researchers who want to conduct further research by using different research designs or even the same research design with other levels of students of different school.

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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>Improving the Eighth Grade Students' Descriptive Text Writing Achievement by Using Realia at SMPN 1 Besuki Situbondo</p>	<p>1. Can the use of realia improve the students' achievement in writing descriptive text at SMPN 1 Besuki Situbondo</p> <p>2. Can the use of realia improve class VIII D students' participation in teaching learning process of writing descriptive text at SMPN 1</p>	<p>1. Independent Variable The Use of realia in the teaching of writing descriptive text</p> <p>2. Dependent Variable The students' achievement in writing descriptive text</p>	<p>1. The procedure in teaching writing by using Realia</p> <ol style="list-style-type: none"> Showing Realia Asking some questions related to the realia Asking the students to write simple sentences based on the realia given Asking the students to write a descriptive text related to the realia given Revising students' work <p>2. The students' writing test score in applying:</p> <ol style="list-style-type: none"> Grammar Vocabulary Mechanic Content Organization <p><i>(Adapted from Hughes, 2003: 104)</i></p>	<p>1. Research Subjects The students of class VIII-D at SMPN 1 Besuki Situbondo</p> <p>2. Research Informant and Colaborator The English teacher of class VIII-D at SMPN 1 Besuki Situbondo</p>	<p>1. Research design Classroom Action Research The stage of each cycle are:</p> <ol style="list-style-type: none"> The planning of the action The implementation of the action Doing the observation Doing Evaluation and reflection. <p style="text-align: right;">Adapted from Lewin, in Elliot, 1991:69</p> <p>2. Area Determination Method Purposive Method</p> <p>3. Research Subjects Determination Method Purposive Method</p> <p>4. Data Collections Method <u>Primary Data:</u></p> <ol style="list-style-type: none"> Writing Test Observation <p><u>Supporting Data:</u></p> <ol style="list-style-type: none"> Interview Documentation 	<p>1. The use of realia improve the students' achievement in writing descriptive text at SMPN 1 Besuki Situbondo</p> <p>2. The use of realia can improve the students' participation in writing descriptive text at SMPN 1 Besuki Situbondo</p>

	<p>Besuki Situbondo</p>		<p>3. The students' participation covering the following indicators :</p> <ol style="list-style-type: none"> a. Asking and answering the teachers' questions b. Giving full attention to the teacher explanation c. Doing the writing task given by the teacher d. Making a note 	<p>3. The School Document</p> <ol style="list-style-type: none"> a. The names of the research participant class VIII D SMPN 1 Besuki Situbondo b. The students' writing previous score 	<p>5. Data Analysis Method</p> <p>The researcher will use the following formula to calculate the percentage of students' active participation:</p> $\Sigma = \frac{n}{N} \times 100\%$ <p>Notes: Σ : The percentage of the students' score N : The total number of students who get 70 score N : The total number of the students (Adapted from Ali, 1993:186)</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> $M = \frac{\sum x}{N}$ </div> <p>Note: M = The mean score of the students' writing test</p> <p>$\sum x$ = The total score of the students' writing test</p> <p>N = The number of the students</p> <p>(Adapted from Hadi, 1989:186)</p>	
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APPENDIX B**The Preliminary Study Guide****A. The Interview Guide**

Data Resources: The eighth grade English teacher at SMPN 1 Besuki-Situbondo.

No.	Interview Questions	Teacher's Answers
1.	What curriculum do you use at SMPN 1 Besuki-Situbondo?	Curriculum 2013.
2.	How often do you teach English in a week?	Twice a week. Every Tuesday and Saturday.
3.	What techniques do you apply in teaching writing?	Contextual teaching.
4.	What English book is used in teaching learning process?	When the bell ring
5.	Do the students show active participation in the classroom?	No, they do not.
6.	What kind of difficulties are there in teaching learning process?	Most of the students in the classroom not interested in learning writing.
7.	What are the general problems when they are writing English text?	The students still difficult to develop their ideas in writing
8.	How do you solve the problem?	I ask the students to open the dictionary to find difficult words that they don't understand and I ask them to make simple sentence.

9.	How was the students' writing score?	Most of eighth grade students didn't achieve the standard score.
10.	What is the standard score of writing?	The standard score is 70.
11.	Which class that has the lowest percentage score to achieves the standard score?	VIII D class is the lowest class that achieved the standard score.

B. The Documentation Guide

Data resources: school documents, the eighth grade English teacher at SMPN 1 Besuki-Situbondo

No.	Document	Data
1.	The names of the research respondents	School Document
2.	The scores of the students' writing test	English teacher of the eighth grade students at SMPN 1 Besuki-Situbondo



PEMERINTAH KABUPATEN SITUBONDO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 1 BESUKI
Jalan Pesangrahan No. 01 telepon (0338) 891441, 892857
BESUKI 68356



PENILAIAN PENGETAHUAN (K13)

Mapel : Bahasa Inggris

Kelas : 8D

NO	NAMA	NILAI UH					NILAI TUGAS			RATA2 N. PROSES	N. UTS	N. UAS	NR	NK
		1	2	3	4	5	1	2	3					
1	Ahmad Dicky Edi Aditriyah						72							
2	Ahmad Faysol Ansori						32							
3	Ahmad Hulaimi						48							
4	Ali Fahriansyah						76							
5	Ana Iskawati						72							
6	Dewi Rahayu						76							
7	Diah Favili						76							
8	Diyan Faylani						36							
9	Dimas Ramadhan						44							
10	Hendrik Kurniawan						56							
11	Hermanto						50							
12	Irma Roy Hanah Aini						56							
13	Jamilatus Sha'adah						76							
14	Januar Pamungkas						60							
15	Moch. Riyan Hidayat						40							
16	Moh. Abdur Rohim						64							
17	Mohammad Robert Karyadi						58							
18	Muhamad Maulana Idris						52							
19	Muhammad Taufikur R.U.M						40							
20	Muhammad Vahrur Rozi						60							
21	Novi Ayu Sekar Sari						72							
22	Nuraini						64							
23	Riski Ramadhani						72							
24	Robi Aditiya Pratama						58							
25	Shinta Wahyuningsih						58							
26	Sisi Santia						54							
27	Siti Ruliyana						52							
28	Siti Sofiana						54							
29	Sugeng Irawan						72							
30	Yeni Rahmani Al						68							
31	Yuni Fitriyah						72							

APPENDIX D**LESSON PLAN 1****(Meeting I Cycle 1)**

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Fruit
Time : 2 X 40'

I. Kompetensi Inti

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

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan **benda**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

- Mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

- Siswa dapat mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materi Pembelajaran

1. Contoh teks deskriptif
2. Soal-soal latihan

VI. Sumber/Media Pembelajaran

Media : Realia of fruits

Sources: <http://ikkayunie.wordpress.com/2014/12/11/descriptive-text-complete/>

<http://www.hort.purdue.edu/ext/senior/vegetabl/watermelon1.htm>

VII. Metode Pembelajaran

Approach : Scientific Approach

Method : Individual Work

VIII. Langkah Pembelajaran

Activity	Description	Time Allocation
Set Induction		5'
	Greeting Asking the students to pray together according to their own beliefs. Asking the students about their condition. Showing the realia of watermelon and asking some leading questions.	1' 1' 1 2'
Main Activity		70'
Observing	1. The teacher shows realia and the students pay attention to the realia. 2. Giving example of descriptive text based on realia. 3. The teacher explains generic structure, social function and language feature of descriptive text.	2' 4' 4'
Questioning	4. The students ask about that social function, generic structure and language features.	5'
Experimenting	Giving the realia to the students 5. Teacher asks the students to write sentences based on the realia in the form of simple present tense by using the example guiding words. 6. After the students finished doing the task, the teacher will discuss the answers with the entire class.	10' 5'
Associating	8. The teacher asks students to move to the second task that is writing the descriptive text about fruit. 9. The teacher asks the students to write descriptive text about their favorite fruit.	25' 10'
Communicating	10. The students present the result of their writing with the entire class.	5'

Closure		5'
	Doing reflection by asking the students' opinion about the material that has been taught.	2'
	Together with students make a conclusion about the material that has been taught.	1'
	Giving feedback to the students.	1'
	Informing the students about the material in the next meeting.	1'

IX. Scoring

1. Scoring Rubric:

Components	Score and Criteria
Content	<p>5 Knowledgeable, thorough development of text, and relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of text but relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of text, relevant to assigned topic but lacks detail.</p> <p>2 Limited knowledgeable of subject, inadequate development of text, relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of text, not relate to assigned topic, or not enough to evaluate.</p>
Organization	<p>5 Material well organized and link of ideas.</p> <p>4 Some lack of organization and link of ideas but do not impair communication.</p> <p>3 Lack of organization and link of ideas frequent; re-reading is required for clarification is needed.</p> <p>2 Lack of organization and link of ideas very frequent; readers own interpretation is needed.</p> <p>1 Lack of organization, link of ideas so severe as to make communication impaired or not enough to evaluate.</p>

Grammar	<p>5 Few (if any) errors of grammar of word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.</p> <p>2 Errors of grammar or word order very frequent; readers own interpretation is needed.</p> <p>1 Errors of grammar or word order so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
Vocabulary	<p>5 Use few (if any) inappropriate words.</p> <p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use wrong or inappropriate words frequent; expression of ideas limited.</p> <p>2 Use wrong or inappropriate words very frequent; readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible or not enough to evaluate.</p>
Mechanic	<p>5 Few (if any) wrong punctuation or spelling.</p> <p>4 Some wrong punctuation or spelling but do not interfere comprehension.</p> <p>3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension.</p> <p>2 Wrong spelling very frequent; readers own interpretation is needed.</p> <p>1 Wrong spelling or punctuation so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
<p>SCORE:</p> <p>Content:_ + Organization:_ + Grammar:_ + Vocabulary:_ + Mechanic:_ =</p> <p>Total:_</p>	

(Adapted from Hughes, 2003: 101-102)

2. Evaluation.**Observation checklist of the students' active participation**

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

Note: Active : at least 3 indicators performed

Passive: less than 3 indicators performed

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students pay attention to the teacher's explanation,
2. The students ask questions to the teacher,
3. The students answer the teacher's question,
4. Doing the writing task given by the teacher.

Besuki, March 31st, 2015

The English Teacher,

Researcher,

Rus Afandi, S.Pd

NIP: 19670614 199903 1 003

Dwi Prasetya Dasa Dantri

NIM: 100210401135

MATERIAL

A. Set Induction

1. What fruit is it?
(Teacher shows the watermelon to the students)
2. What do you know about this fruit?
3. What does it taste?
4. Does it have seeds or not?
5. Can you describe this fruit?

(realia of the watermelon that the teacher will use in teaching learning process)

B. Teaching Materials

Descriptive Text

Watermelon

It is a watermelon. The skin can be solid green or green striped with yellow.

Watermelon fruit is very large, smooth, and oval to round. The edible flesh is usually red with many flat, oval, black seeds throughout. Seedless varieties also exist, as well as types with yellow flesh. This fruit is comfortable for juice or we can eat this fruit. It tastes sweet. Watermelon consists of vitamin A and vitamin C so watermelon can help our body to keep healthy. It grows in dry season. Watermelon has many advantages for our health.

Taken from : <http://www.hort.purdue.edu/ext/senior/vegetabl/watermelon1.htm>

C. Main Materials

Descriptive text is a kind of text that describes particular persons, places or things with the purpose to give information to the readers.

Generic structure:

- a. Identification: a part of text that introduces a subject or a thing that will be described.
- b. Description: a part of text that describes parts, qualities, or characteristics of the subject.

Language Features:

- a. Using noun. For example: Watermelon
- b. Using simple present tense. For example: Watermelon fruit is very large, smooth, and oval to round
- c. Using adjective. For example: Sweet
- d. Using adverb. For example: In dry season

Task 1

Write down the sentences based on the realia chosen, in the form of Simple Present Tense correctly by using the example of guiding words below!

1. Guava

- a. Guava is.....
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

2. Orange

- a. Orange is
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

3. Apple

- a. Apple is
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

Task 2

Write a descriptive text about avocado using your own words!

Key Answer**Task 1**

1. Guava

- a. My favorite fruit is guava
- b. Substances: It has many seeds inside the flesh
- c. Shape: The shape is oval
- d. Taste: The taste is very sweet
- e. Color: The color is green
- f. Texture: The texture is soft

2. Orange

- a. My favorite fruit is orange
- b. Substances: It has some seeds and contains vitamin C
- c. Shape: The shape is circle
- d. Taste: It tastes sweet, fresh and juicy
- e. Color: The color is green
- f. Texture: The texture is soft

3. Apple

- a. It is apple
- b. Substances: It has some seeds inside the flesh
- c. Shape: The shape is oval
- d. Taste: It tastes sweet
- e. Color: The color is green
- f. Texture: The texture is soft

Task 2

Avocado

This fruit is avocado. The color is green and the shape is oval.

Avocado has yellow flesh when it is ripe. The texture of the flesh is soft. It tastes sweet. This fruit has big seed.



APPENDIX E**LESSON PLAN 2
(Meeting II Cycle 1)**

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Vegetable
Time : 2 X 40'

I. Kompetensi Inti

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

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan **benda**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

- Mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

- Siswa dapat mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materi Pembelajaran

1. Contoh teks deskriptif
2. Soal-soal latihan

VI. Sumber/Media Pembelajaran

Media : Realia of vegetable

Sources: <http://ikkayunie.wordpress.com/2014/12/11/descriptive-text-complete/>
<http://www.hort.purdue.edu/ext/senior/vegetabl/watermelon1.htm>

VII. Metode Pembelajaran

Approach : Scientific Approach
Method : Individual Work

VIII. Langkah Pembelajaran

Activity	Description	Time Allocation
Set Induction		5'
	Greeting Asking the students to pray together according to their own beliefs. Asking the students about their condition. Showing the realia of watermelon and ask some leading questions.	1' 1' 1 2'
Main Activity		70'
Observing	1. The teacher shows realia and the students pay attention to the realia.	2'
	2. Giving example of descriptive text based on realia.	4'
	3. The teacher reviews the generic structure, social function and language feature of descriptive text.	4'
Questioning	4. The students ask about that social function, generic structure and language features.	5'
Experimenting	Giving the realia to the students 5. Teacher asks the students to write sentences based on the the questions given by using realia.	10'
	6. After the students finished doing the task, the teacher will discuss the answers with the entire class.	5'
	8. The teacher asks students to move to the second task that is writing the descriptive text about vegetable.	25'
Associating	9. The teacher asks the students to write descriptive text about their favorite vegetable.	10'
Communicating	10. The students present the result of their writing with the entire class.	5'
Closure		5'

	Doing reflection by asking the students' opinion about the material that has been taught.	2'
	Together with students make a conclusion about the material that has been taught.	1'
	Giving feedback to the students.	1'
	Informing the students about the material in the next meeting.	1'

IX. Scoring

1. Scoring Rubric:

Components	Score and Criteria
Content	<p>5 Knowledgeable, thorough development of text, and relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of text but relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of text, relevant to assigned topic but lacks detail.</p> <p>2 Limited knowledgeable of subject, inadequate development of text, relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of text, not relate to assigned topic, or not enough to evaluate.</p>
Organization	<p>5 Material well organized and link of ideas.</p> <p>4 Some lack of organization and link of ideas but do not impair communication.</p> <p>3 Lack of organization and link of ideas frequent; re-reading is required for clarification is needed.</p> <p>2 Lack of organization and link of ideas very frequent; readers own interpretation is needed.</p> <p>1 Lack of organization, link of ideas so severe as to make communication impaired or not enough to evaluate.</p>

Grammar	<p>5 Few (if any) errors of grammar of word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.</p> <p>2 Errors of grammar or word order very frequent; readers own interpretation is needed.</p> <p>1 Errors of grammar or word order so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
Vocabulary	<p>5 Use few (if any) inappropriate words.</p> <p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use wrong or inappropriate words frequent; expression of ideas limited.</p> <p>2 Use wrong or inappropriate words very frequent; readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible or not enough to evaluate.</p>
Mechanic	<p>5 Few (if any) wrong punctuation or spelling.</p> <p>4 Some wrong punctuation or spelling but do not interfere comprehension.</p> <p>3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension.</p> <p>2 Wrong spelling very frequent; readers own interpretation is needed.</p> <p>1 Wrong spelling or punctuation so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
<p>SCORE:</p> <p>Content:_ + Organization:_ + Grammar:_ + Vocabulary:_ + Mechanic:_</p> <p>= Total:_</p>	

(Adapted from Hughes, 2003:101-102)

1. Evaluation.**Observation checklist of the students' active participation**

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

Note: Active : at least 3 indicators performed

Passive: less than 3 indicators performed

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students pay attention to the teacher's explanation,
2. The students ask questions to the teacher,
3. The students answer the teacher's question,
4. Doing the writing task given by the teacher.

Besuki, April 1st, 2015

The English Teacher,

Researcher,

Rus Afandi, S.Pd
NIP: 19670614 199903 1 003

Dwi Prasetya Dasa Dantri
NIM: 100210401135

MATERIAL

A. Set Induction

1. What vegetable is it?
(Teacher shows the real chili to the students)
2. What do you know about this vegetable?
3. How about its taste?
4. Does it have seeds or not?
5. Can you describe this vegetable?

(Realia of the chili that the teacher will use in teaching learning process)

B. Teaching Materials

CHILI

Chili is one of the vegetables. The color is red or green. We can find it easily. Chili is very popular in Indonesia.

Some people don't want chili because it is very spicy. It is used as an ingredient to cook a spicy food and it can be used as sauce. It has seed. The seeds are small. It has many species. It grows in dry season. It consists of vitamin C and it also has more vitamin C than orange.

Taken from : <http://yuby-idea.blogspot.com/2013/01/contoh-descriptive-text-bahasa-inggris.html>

C. Main Materials

Descriptive text is a kind of a text that describes particular persons, places or things with the purpose to give information to the readers.

Generic structure:

- a. Identification: a part of text that introduces a subject or a thing that will be described.
- b. Description: a part of text that describes parts, qualities, or characteristics of the subject.

Language Features:

- a. Using noun. For example: chili, food
- b. Using simple present tense. For example: Chili is one of the vegetables
- c. Using adjective. For example: spicy
- d. Using adverb. For example: in dry season

Task 1

A. Describe the realia using your own words at least 4 sentences based on the questions given! Number one is done for you as the example.

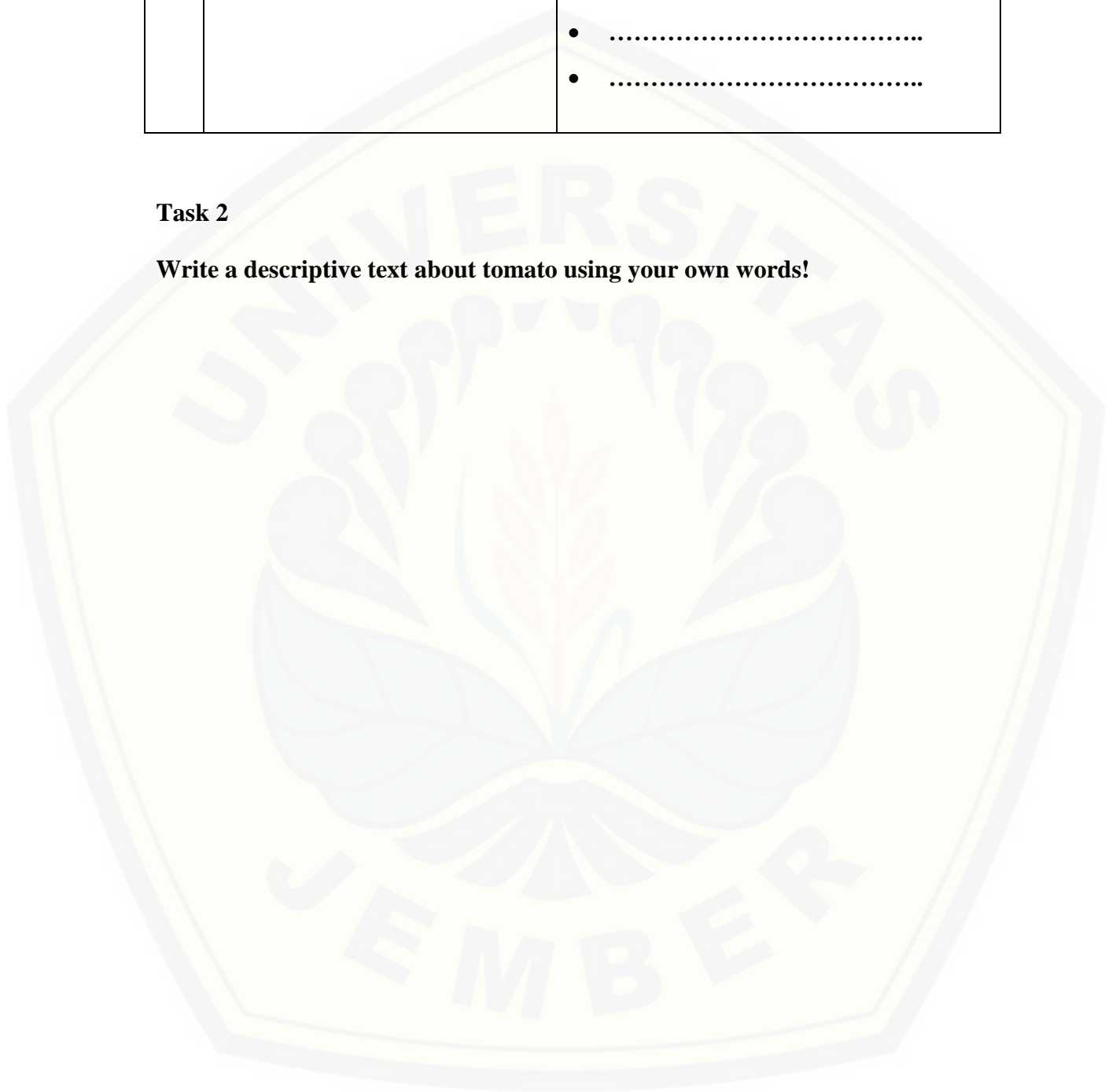
1. What is the name of the object?
2. Is it a kind of fruit or vegetable?
3. What are the physical features of the object?
4. What do you think about this object?

No	Realia	Description
1	Spinach	<ul style="list-style-type: none"> • It is spinach • It is a kind of vegetables • It is leafy green • The leaves are crinkled or flat
2	Eggplant	<ul style="list-style-type: none"> • • • •
3	Cucumber	<ul style="list-style-type: none"> • • • • •

4	Carrot	<ul style="list-style-type: none">•••••
---	--------	---

Task 2

Write a descriptive text about tomato using your own words!



Key Answer**Task 1****1. Eggplant**

- This is eggplant
- It is kind of vegetable
- The skin color is green
- It has many seeds around the flesh

2. Cucumber

- This is cucumber
- It is kind of vegetable
- The color is green
- It has many seeds inside the flesh

3. Carrot

- This is carrot
- It is kind of vegetable
- The shape is long and like a cone
- It is very fresh and crunchy

Task 2**Tomato**

Tomato is a kind of vegetable. The color is red and the shape is circle.

The texture of the flesh is soft. It tastes sweet. It has small seeds inside the flesh. Tomato is substances of vitamin A and C. I love it because it makes me healthy.

APPENDIX F

Writing Test

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Fruit
Time : 40'

Write a descriptive text based on the realia given by using your own words!

Realia of Orange

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Key Answer

Orange

This is an orange. It is a kind of fruit. The color is green.

It has some seeds and contains vitamin C. The flesh is soft. It tastes sweet, fresh and juicy. The shape is circle. This fruit is comfortable for juice or we can eat this fruit. I love it very much because orange has many advantages for our health.

APPENDIX G**LESSON PLAN 1****(Meeting I Cycle 2)**

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Fruit
Time : 2 X 40'

I. Kompetensi Inti

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

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan

tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan **benda**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

- Mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

- Siswa dapat mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materi Pembelajaran

1. Contoh teks deskriptif
2. Soal-soal latihan

VI. Sumber/Media Pembelajaran

Media : Realia of fruits

Sources: <http://ikkayunie.wordpress.com/2014/12/11/descriptive-text-complete/>

<http://www.hort.purdue.edu/ext/senior/vegetabl/watermelon1.htm>

VII. Metode Pembelajaran

Approach : Scientific Approach

Method : Individual Work

VIII. Langkah Pembelajaran

Activity	Description	Time Allocation
Set Induction		5'

	<p>Greeting</p> <p>Asking the students to pray together according to their own beliefs.</p> <p>Asking the students about their condition.</p> <p>Showing the realia of watermelon and asking some leading questions.</p>	<p>1'</p> <p>1'</p> <p>1</p> <p>2'</p>
Main Activity		70'
Observing	1. The teacher shows realia and the students pay attention to the realia.	2'
	2. Giving example of descriptive text based on realia and translate the text into Indonesian	4'
	3. The teacher explains generic structure, social function and language feature of descriptive text.	4'
Questioning	4. The students ask about that social function, generic structure and language features.	5'
Experimenting	<p>Giving the realia to the students</p> <p>5. Guiding the students to find example sentences from the example the descriptive text of star fruit.</p> <p>6. Teacher asks the students to write sentences based on the realia in the form of simple present tense by using the example guiding words.</p> <p>7. After the students finished doing the task, the teacher will discuss the answers with the entire class.</p> <p>8. The teacher guiding the students about generic structure of descriptive text from the example the descriptive text of star fruit</p> <p>9. The teacher asks students to move to the second task that is writing the descriptive text about fruit.</p>	<p>10'</p> <p>5'</p> <p>25'</p> <p>10'</p>
Associating	10. The teacher asks the students to write descriptive text about their favorite fruit.	5'
Communicating	11. The students present the result of their writing with the entire class.	

Closure		5'
	Doing reflection by asking the students' opinion about the material that has been taught.	2'
	Together with students make a conclusion about the material that has been taught.	1'
	Giving feedback to the students.	1'
	Informing the students about the material in the next meeting.	1'

IX. Scoring

1. Scoring Rubric:

Components	Score and Criteria
Content	<p>5 Knowledgeable, thorough development of text, and relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of text but relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of text, relevant to assigned topic but lacks detail.</p> <p>2 Limited knowledgeable of subject, inadequate development of text, relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of text, not relate to assigned topic, or not enough to evaluate.</p>
Organization	<p>5 Material well organized and link of ideas.</p> <p>4 Some lack of organization and link of ideas but do not impair communication.</p> <p>3 Lack of organization and link of ideas frequent; re-reading is required for clarification is needed.</p> <p>2 Lack of organization and link of ideas very frequent; readers own interpretation is needed.</p> <p>1 Lack of organization, link of ideas so severe as to make communication impaired or not enough to evaluate.</p>

Grammar	<p>5 Few (if any) errors of grammar of word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.</p> <p>2 Errors of grammar or word order very frequent; readers own interpretation is needed.</p> <p>1 Errors of grammar or word order so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
Vocabulary	<p>5 Use few (if any) inappropriate words.</p> <p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use wrong or inappropriate words frequent; expression of ideas limited.</p> <p>2 Use wrong or inappropriate words very frequent; readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible or not enough to evaluate.</p>
Mechanic	<p>5 Few (if any) wrong punctuation or spelling.</p> <p>4 Some wrong punctuation or spelling but do not interfere comprehension.</p> <p>3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension.</p> <p>2 Wrong spelling very frequent; readers own interpretation is needed.</p> <p>1 Wrong spelling or punctuation so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
<p>SCORE:</p> <p>Content:_ + Organization:_ + Grammar:_ + Vocabulary:_ + Mechanic:_ =</p> <p>Total:_</p>	

(Adapted from Hughes, 2003: 101-102)

2. Evaluation.**Observation checklist of the students' active participation**

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

Note: Active : at least 3 indicators performed

Passive: less than 3 indicators performed

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students pay attention to the teacher's explanation,
2. The students ask questions to the teacher,
3. The students answer the teacher's question,
4. Doing the writing task given by the teacher.

Besuki, April 7th 2015

The English Teacher,

Researcher,

Rus Afandi, S.Pd

NIP: 19670614 199903 1 003

Dwi Prasetya Dasa Dantri

NIM: 100210401135

MATERIAL

A. Set Induction

1. What fruit is it?
(Teacher shows the star fruit to the students)
2. What do you know about this fruit?
3. What does it taste?
4. Does it have seeds or not?
5. Can you describe this fruit?

(realia of the star fruit that the teacher will use in teaching learning process)

B. Teaching Materials

Descriptive Text

Star Fruit

This fruit is star fruit. The color is green when raw, and yellow when ripe. The shape is like a star.

Star fruit is fresh, crunchy, and juicy. It has some seeds. The taste is sweet and sometimes sour. This fruit is comfortable for juice or we can eat this fruit. Star fruit contains a lot of vitamin C. It grows in dry season. One of the most important benefits of star fruit is reduced risk of cancer diseases.

Taken from: www.buzzle.com/articles/star-fruit-facts.html

C. Main Materials

Descriptive text is a kind of text that describes particular persons, places or things with the purpose to give information to the readers.

Generic structure:

- a. Identification: a part of text that introduces a subject or a thing that will be described.
- b. Description: a part of text that describes parts, qualities, or characteristics of the subject.

Language Features:

- a. Using noun. For example: star fruit
- b. Using simple present tense. For example: This fruit is comfortable for juice or we can eat this fruit
- c. Using adjective. For example: Sweet, sour
- d. Using adverb. For example: In dry season

Task 1

Write down the sentences based on the realia chosen, in the form of Simple Present Tense correctly by using the example of guiding words below!

1. Banana

- a. Banana is.....
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

2. Grape

- a. Grape is
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

3. Mangosteen

- a. Apple is
- b. Substances:
- c. Shape:
- d. Taste:
- e. Color:
- f. Texture:

Task 2

Write a descriptive text about rambutan using your own words!

Key Answer

Task 1

1. Banana

- a. This is banana
- b. Substances: It has not seeds inside the flesh
- c. Shape: The shape is oval
- d. Taste: The tastes sweet
- e. Color: The skin color is bright yellow
- f. Texture: The texture is soft

2. Grape

- a. This is grape
- b. Substances: It has seeds in the middle of flesh
- c. Shape: The shape is circle
- d. Taste: It tastes sweet but sometime sour
- e. Color: The color is black
- f. Texture: The texture is soft

3. Mangosteen

- a. This is mangosteen
- b. Substances: There is a seed inside the flesh
- c. Shape: The shape is circle
- d. Taste: It tastes sweet but sometime sour
- e. Color: The color is black
- f. Texture: The texture is soft

Task 2

Rambutan

Rambutan is a kind of fruit. The skin color is red.

This is a hairy fruit because the red skin is covered by hair. The flesh color is pale pink, like a lychee. There is a seed inside the flesh. It tastes sweet.



APPENDIX H**LESSON PLAN 2
(Meeting II Cycle 2)**

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Vegetable
Time : 2 X 40'

I. Kompetensi Inti

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

II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi

orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan **benda**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indikator

1. Spiritual

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2. Sosial

Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Pengetahuan

- Mendiskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

IV. Tujuan Pembelajaran

1. Spiritual

Setelah proses pembelajaran, peserta didik mensyukuri kesempatan yang diberikan Tuhan karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar secara konsisten.

2. Sosial

Setelah mengamati dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik berperilaku jujur, disiplin, percaya

diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional dengan guru dan teman.

3. Pengetahuan

- Siswa dapat mendeskripsikan realia berdasarkan pertanyaan yang diberikan.
- Menulis sebuah teks deskriptif berdasarkan realia yang diberikan.

4. Keterampilan

Setelah memahami dan mendiskusikan teks tulis deskriptif pendek dan sederhana tentang hewan, peserta didik dapat menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

V. Materi Pembelajaran

1. Contoh teks deskriptif
2. Soal-soal latihan

VI. Sumber/Media Pembelajaran

Media : Realia of vegetable

Sources: <http://ikkayunie.wordpress.com/2014/12/11/descriptive-text-complete/>
www.healthyeating.org/healthy-eating/all-star-foods/vegetables/article-viewer/article/91/health-benefits-of-broccoli.aspx

VII. Metode Pembelajaran

Approach : Scientific Approach
Method : Individual Work

VIII. Langkah Pembelajaran

Activity	Description	Time Allocation
Set Induction		5'
	Greeting Asking the students to pray together according to their own beliefs. Asking the students about their condition. Showing the realia of watermelon and ask some leading questions.	1' 1' 1 2'
Main Activity		70'
Observing	1. The teacher shows realia and the students pay attention to the realia. 2. Giving example of descriptive text based on realia and translates the text into Indonesian. 3. The teacher reviews the generic structure, social function and language feature of descriptive text.	2' 4' 4'
Questioning	4. The students ask about that social function, generic structure and language features.	5'
Experimenting	Giving the realia to the students 5. Guiding the students to find example sentences from the example the descriptive text of broccoli. 6. Teacher asks the students to write sentences based on the the questions given by using realia. 7. After the students finished doing the task, the teacher will discuss the answers with the entire class. 8. The teacher guiding the students about generic structure of descriptive text from the example the descriptive text of broccoli	10' 5' 25'
Associating	9. The teacher asks students to move to the second task that is writing the descriptive text about vegetable. 10. The teacher asks the students to write descriptive text about their favorite vegetable.	10'

Communicating	11. The students present the result of their writing with the entire class.	5'
Closure		5'
	Doing reflection by asking the students' opinion about the material that has been taught.	2'
	Together with students make a conclusion about the material that has been taught.	1'
	Giving feedback to the students.	1'
	Informing the students about the material in the next meeting.	1'

IX. Scoring

1. Scoring Rubric:

Components	Score and Criteria
Content	<p>5 Knowledgeable, thorough development of text, and relevant to assigned topic.</p> <p>4 Some knowledgeable of subject, some development of text but relevant to assigned topic.</p> <p>3 Some knowledgeable of subject, limited development of text, relevant to assigned topic but lacks detail.</p> <p>2 Limited knowledgeable of subject, inadequate development of text, relevant to the topic but lacks detail.</p> <p>1 Does not show knowledgeable of subject, inadequate development of text, not relate to assigned topic, or not enough to evaluate.</p>
Organization	<p>5 Material well organized and link of ideas.</p> <p>4 Some lack of organization and link of ideas but do not impair communication.</p> <p>3 Lack of organization and link of ideas frequent; re-reading is required for clarification is needed.</p> <p>2 Lack of organization and link of ideas very frequent;</p>

	<p>readers own interpretation is needed.</p> <p>1 Lack of organization, link of ideas so severe as to make communication impaired or not enough to evaluate.</p>
Grammar	<p>5 Few (if any) errors of grammar or word order.</p> <p>4 Some errors of grammar or word order but do not interfere comprehension.</p> <p>3 Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.</p> <p>2 Errors of grammar or word order very frequent; readers own interpretation is needed.</p> <p>1 Errors of grammar or word order so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
Vocabulary	<p>5 Use few (if any) inappropriate words.</p> <p>4 Use some inappropriate words but do not interfere comprehension.</p> <p>3 Use wrong or inappropriate words frequent; expression of ideas limited.</p> <p>2 Use wrong or inappropriate words very frequent; readers own interpretation is needed.</p> <p>1 Vocabulary so limited as to make comprehension impossible or not enough to evaluate.</p>
Mechanic	<p>5 Few (if any) wrong punctuation or spelling.</p> <p>4 Some wrong punctuation or spelling but do not interfere comprehension.</p> <p>3 Wrong punctuation or spelling frequent; re-reading is necessary for full comprehension.</p> <p>2 Wrong spelling very frequent; readers own interpretation is needed.</p> <p>1 Wrong spelling or punctuation so severe as to make comprehension virtually impossible or not enough to evaluate.</p>
SCORE:	

Content:_ + **Organization:**_ + **Grammar:**_ + **Vocabulary:**_ + **Mechanic:**_ =
Total:_

(Adapted from Hughes, 2003:101-102)

2. Evaluation.

Observation checklist of the students' active participation

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

Note: Active : at least 3 indicators performed

Passive: less than 3 indicators performed

It is conducted during the teaching learning process. The indicators to be assessed are:

1. The students pay attention to the teacher's explanation,
2. The students ask questions to the teacher,
3. The students answer the teacher's question,
4. The students write a descriptive text by using realia

Besuki, April 8th, 2015

The English Teacher,

Researcher,

Rus Afandi, S.Pd

Dwi Prasetya Dasa Dantri

NIP: 19670614 199903 1 003

NIM: 100210401135

MATERIAL

A. Set Induction

1. What vegetable is it?
(Teacher shows the real broccoli to the students)
2. What do you know about this vegetable?
3. How about its taste?
4. Does it have seeds or not?
5. Can you describe these vegetables?

(Realia of the broccoli that the teacher will use in teaching learning process)

B. Teaching Materials

Broccoli

Broccoli is one of the vegetables. The color is green. We can find it in the market or mall.

Broccoli is low in calories. Broccoli is rich in essential vitamins and minerals. Broccoli is a great source of vitamin K and C. It tastes fresh, crunchy, but sometimes bitter. The stem is wide and woody. The flower is green and the size is very small.

Taken from: www.healthyeating.org/healthy-eating/all-star-foods/vegetables/article-viewer/article/91/health-benefits-of-broccoli.aspx

C. Main Materials

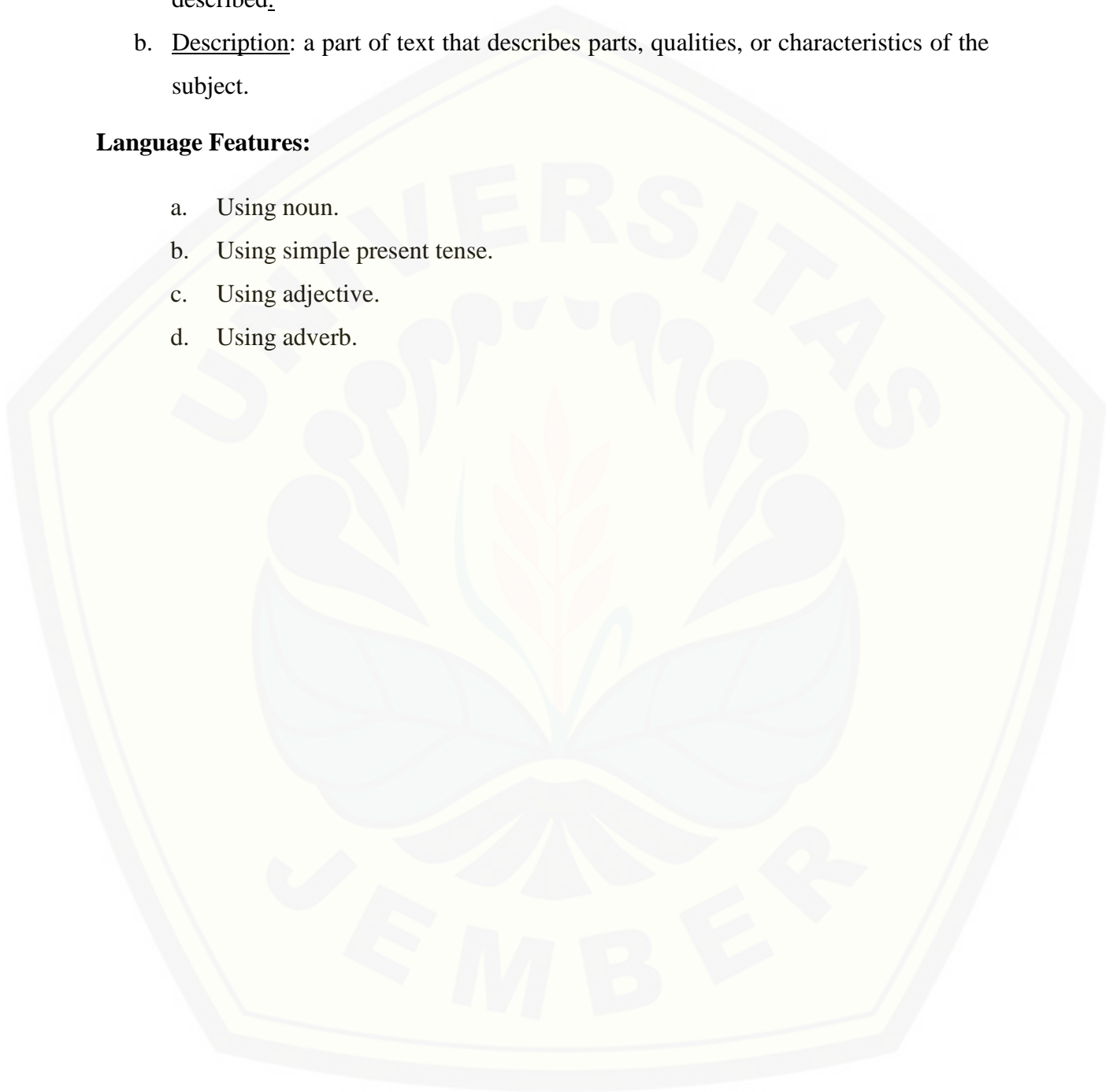
Descriptive text is a kind of a text that describes particular persons, places or things with the purpose to give information to the readers.

Generic structure:

- a. Identification: a part of text that introduces a subject or a thing that will be described.
- b. Description: a part of text that describes parts, qualities, or characteristics of the subject.

Language Features:

- a. Using noun.
- b. Using simple present tense.
- c. Using adjective.
- d. Using adverb.



Task 1

A. Describe the realia using your own words at least 4 sentences based on the questions given! Number one is done for you as the example.

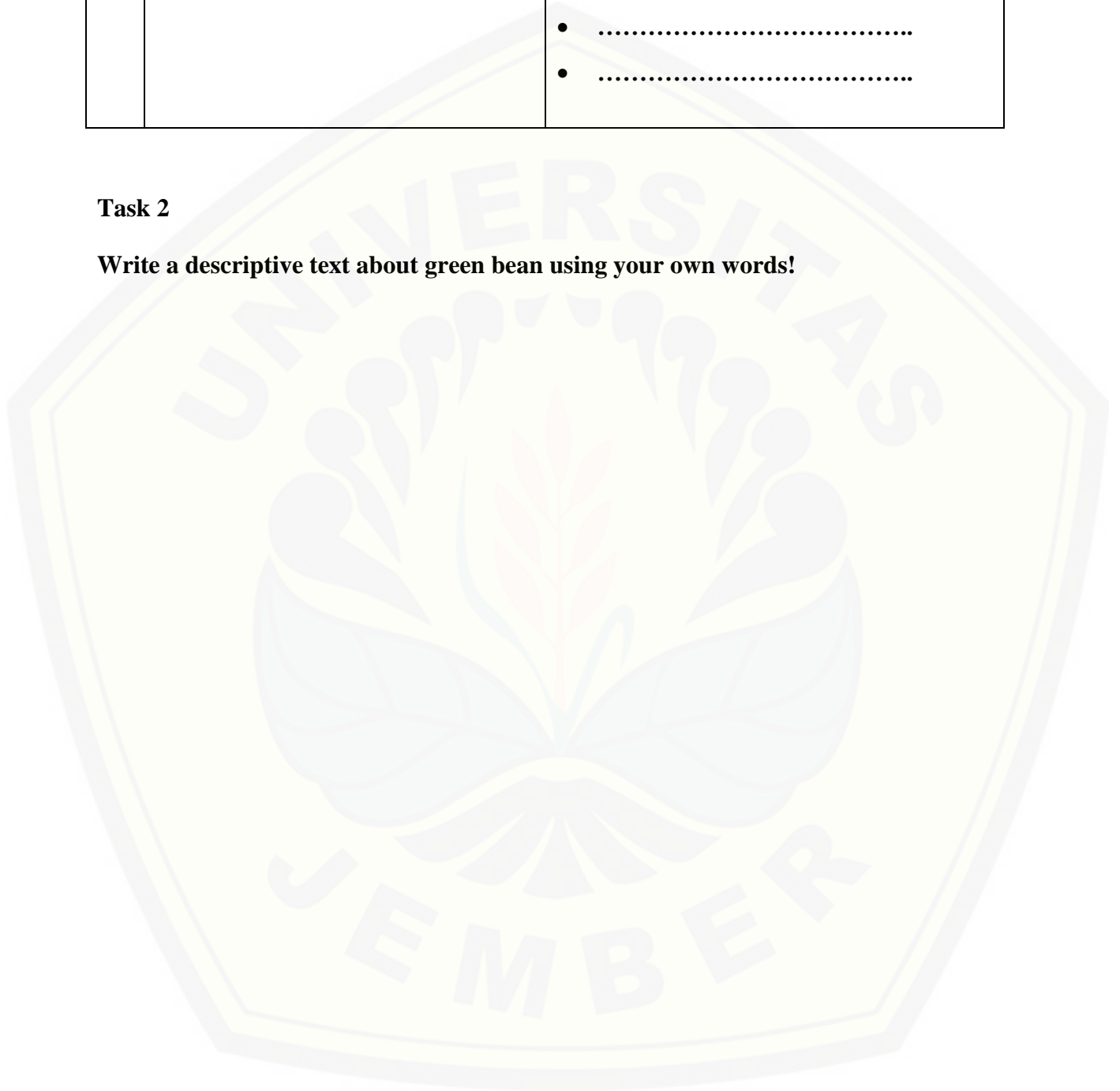
1. What is the name of the object?
2. Is it a kind of fruit or vegetable?
3. What are the physical features of the object?
4. What do you think about this object?

No	Realia	Description
1	Corn	<ul style="list-style-type: none"> • It is corn • It is a kind of vegetable • The shape is long • The tastes sweet and covered by thin green leaves
2	Mushroom	<ul style="list-style-type: none"> • • • •
3	Cabbage	<ul style="list-style-type: none"> • • • • •

4	Long bean	<ul style="list-style-type: none">•••••
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Task 2

Write a descriptive text about green bean using your own words!



Key Answer

Task 1

1. Mushroom

- This is mushroom
- It is kind of vegetable
- The skin color is white
- The caps and gills of the mushroom are wide and fleshy

2. Cabbage

- This is cabbage
- It is kind of vegetable
- The color is green
- The size is various, but mostly as big as a ball

3. Long bean

- This is long bean
- It is kind of vegetable
- The shape is long
- The taste is tasteless

Task 2

Green Bean

Green bean is a kind of vegetable. The color is green and the shape is long.

The texture of the bean should feel velvety. It has some seeds like long bean. Tomato is substances of vitamin A and C. I love it because it makes me healthy.

APPENDIX I**Writing Test**

School : SMP Negeri 1 Besuki Situbondo
Subject : English
Level/Semester : VIII/2
Language Skill : Writing
Topic/ Sub Topic : Fruit
Time : 40'

Write a descriptive text based on the realia given by using your own words!

Realia of Mangosteen

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Key Answer**Mangosteen**

This is mangosteen. It is a kind of fruit. The color is black.

There is a seed inside the flesh. The flesh is soft. It tastes sweet but sometime sour. The shape is circle. I love it very much because mangosteen has many advantages for our health. Mangosteen consists of vitamin C. So, mangosteen can help our body to keep healthy.