



**IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING
ACHIEVEMENT BY USING REALIA**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITY OF JEMBER
2018**



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

By:

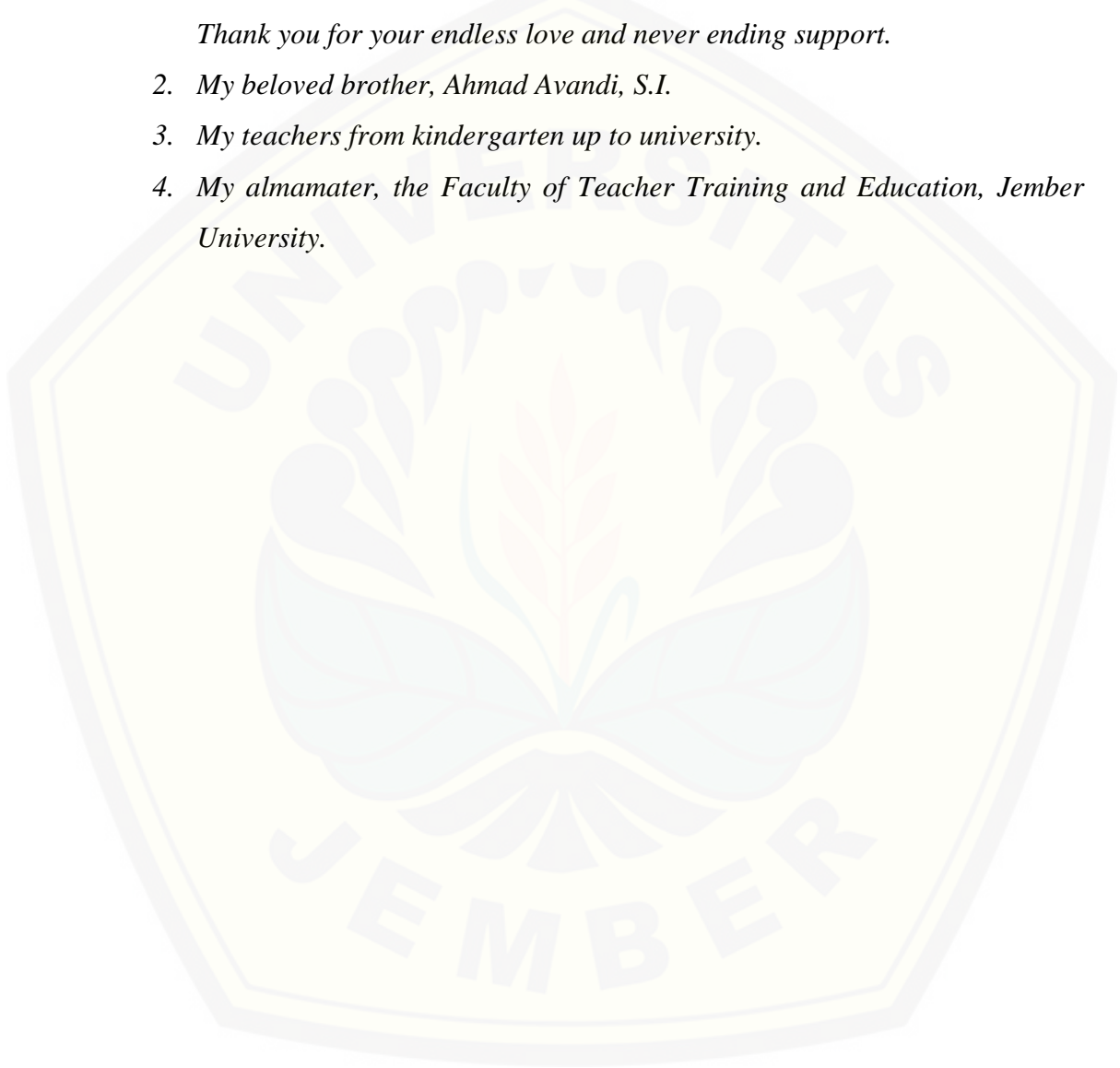
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DEDICATION

This thesis is honorably dedicated to:

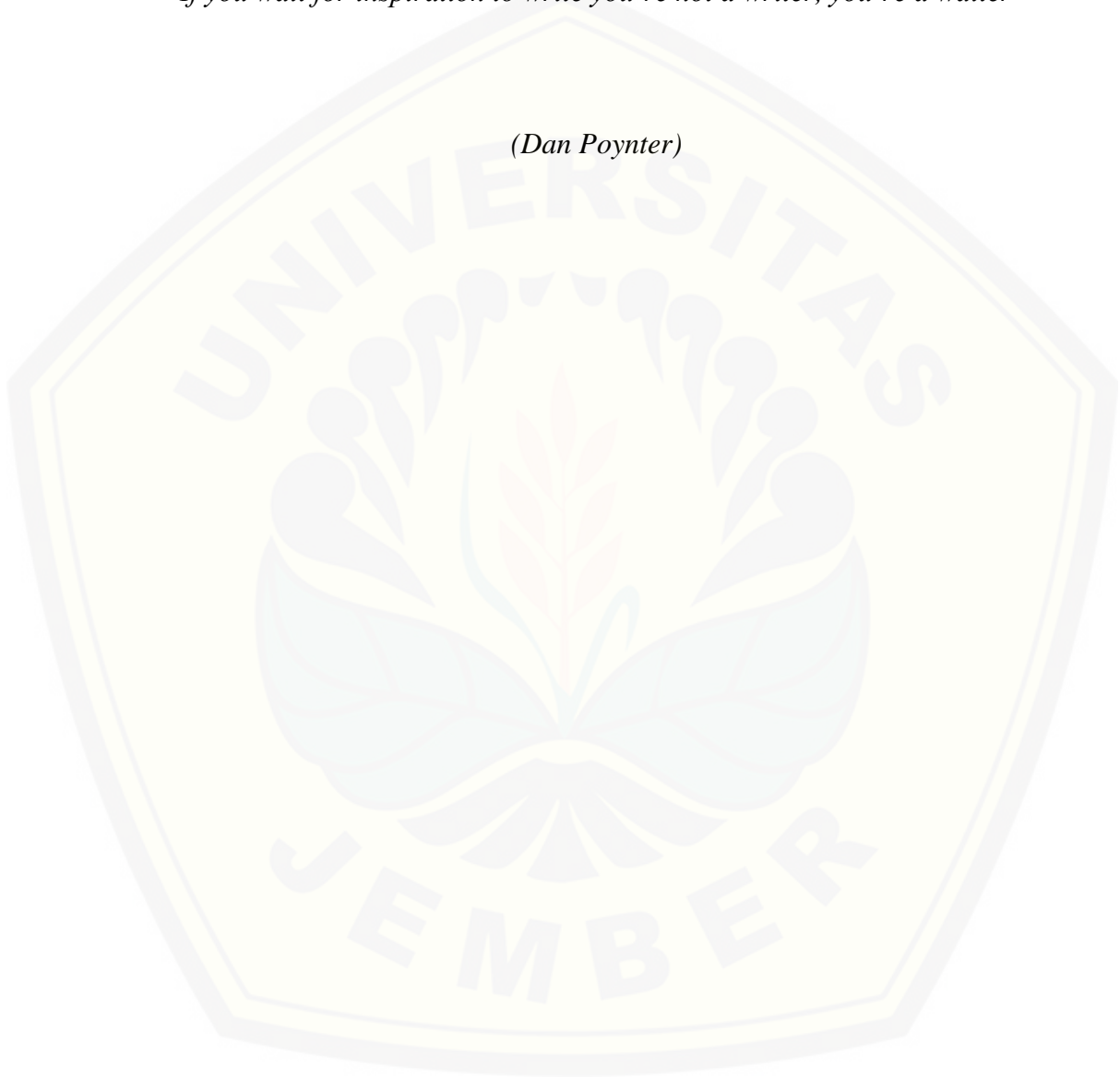
- 1. My beloved parents, Imam Wahyudi, S.Pd. and Halimatus Sakdiyah.
Thank you for your endless love and never ending support.*
- 2. My beloved brother, Ahmad Avandi, S.I.*
- 3. My teachers from kindergarten up to university.*
- 4. My almamater, the Faculty of Teacher Training and Education, Jember University.*



MOTTO

“If you wait for inspiration to write you’re not a writer, you’re a waiter”

(Dan Poynter)



(Source: www.goodreads.com)

STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, 16th April 2018

The Writer

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CONSULTANTS' APPROVAL

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3. The Chairperson of the English Education Program
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Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of writing. Any criticism and valuable suggestion would be appreciated.

The Writer,

Dwi Ayu Rahmawati

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SUMMARY

Improving Students' Descriptive Text Writing Achievement by Using Realia; Dwi Ayu Rahmawati, 130210401038; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing plays an important role in teaching learning process, especially for EFL students. By having writing ability, the students are able to share some information, express their thought, experiences new things, and develop their ideas to the readers in written form. To find an effective and interesting way to motivate the students to write is by using media. Realia has been used as teaching aid not only to grab students' attention, but also to overcome difficulties faced by the students in learning English.

This Classroom Action Research focused on the use of realia to improve the seventh grade students' descriptive text writing achievement. The participants of this research were the students of grade VII A in academic year 2017/2018 at SMPN 1 Grugugan, Bondowoso. The students were chosen as the participants in this research because most of the students could not reach the minimum requirement standard score (78) on writing test compared with the other classes.

This research was held in two cycles with three meetings in each cycle. The first meeting and the second meeting were used to conduct a teaching and learning process of writing by using realia. Meanwhile, the third meeting was carried out to conduct writing test to the students. After conducting the writing test in Cycle 1, it was found that there were 53.8% of the total number of students who got the minimum score requirement (78). While, the minimum percentage requirement in this research was 75% of the students should get score 78 or higher. Based on the research result of Cycle 1, the researcher decided to conduct Cycle 2 by revising some needed aspects.

Based on the result of the writing test in Cycle 2, the percentage of the students' who got the minimum score requirement (78) increased from 53.8% in the first cycle to 84.6% in the second cycle. It could be concluded that the

percentage of the students' writing test had achieved the criteria of success in which at least 75% of students got the minimum requirement standard score of the writing test in SMP Negeri 1 Grugugan Bondowoso.

Based on the result of Cycle 1 and Cycle 2, it could be concluded that the use of realia could improve students' descriptive text writing achievement.



CHAPTER I INTRODUCTION

This chapter presents several aspects related to the topic of the research. They are the research background, the research problem, the research objective and the research contributions

1.1 The Research Background

Writing is one of the English skills that must be mastered by the students in teaching-learning process. By having writing ability, the students can share information, thoughts, experiences or ideas to other people. For some students, writing might be easy to do, but for some others it might not. There are some factors causing such kind of problem. Based on the result of the interview with the English teacher at SMPN 1 Grujugan and observation to the students, most of the students had problem when they were asked to write a descriptive text. They found difficulties in producing a simple descriptive text to express their ideas based on the topic given by the teacher. There were some problems faced by the students in writing, such as lack of vocabulary, weak in grammar, lack of ideas, not confident in writing, and they needed a long time to start to write.

Concerning this, the teachers need to introduce various ways as interestingly as possible to motivate the students to write a descriptive text. One of the ways to make teaching and learning process more effective and interesting is by using media. According to Suyanto (2010:101), in the teaching and learning process, media can help the teachers teach materials clearly and make the students easy to understand the materials. It means that the teachers have to provide media to teach the materials and make teaching and learning process more memorable for the students.

Related to the students' problem in mastering writing, the researcher used realia as the alternative media to improve the students' descriptive text writing achievement. Richards (1997) defines realia as actual objects and items which are brought into classroom as examples or as aids to be talked and written about

in teaching. The researcher believed that the students can easily get the idea while looking at the realia because they can directly see, hear, smell, touch, or even taste the object. By bringing the realia into the classroom, the students are expected to use their five senses. They do not only imagine something that they are not familiar with, but they can also see, hear, smell, touch, even taste. Using realia as one of the media hopefully could solve some problems faced by the students.

Dealing with the use of realia to improve the students' writing achievement, there were some previous researches related to this issue. They were: Susilo (2015); Hidayati (2010); Khalala (2016); Markhamah, *et.al* (2012); Surbakti, *et.al* (2014); and Afridah, *et.al* (2012). Susilo (2015) conducted a research about the use of realia to improve the students' ability in writing descriptive text. He used cellular-phone as the object to be described. In this research, there was a significant improvement after being taught by using realia. Hidayati (2010) did a classroom action research to improve the students' ability in writing procedure text. The result showed that the students improved their writing skills in almost of the five writing elements. Another research was done by Khalala (2016). He used classroom action research to improve the seventh grade students' writing achievement by using realia. He used fruit as the theme and the sub-theme was banana. The result showed that there were significant improvements between pre-cycle until the last meeting. Surbakti, *et.al* (2014) did a classroom action research to improve the eighth grade students' writing achievement by using realia. They used fruit as the theme and the sub-theme was apple. The research showed there were significant improvements percentage from writing test in cycle 1 (70.36) to writing test in cycle 2 (86.13).

Another researcher was conducted by Markhamah, *et.al* (2012) who applied experimental design to measure the students' writing ability before and after treatments. They used fruit which was orange as the sub-theme for the eighth grade students of SMP 2 Bandar Mataram. The result showed that there was an effect on the students' ability in writing descriptive text. In addition, Afridah, *et.al* (2012) also used realia to improve the seventh grade students' writing achievement. They used fruit which was mango as the sub-theme and the result

showed that the average scores of students kept improving in every evaluation. In the first evaluation (66, 2926) increased to the mean score of second evaluation (76, 7560) and the mean score of third evaluation (87, 0243).

From those previous research findings, it can be seen that most of the researchers used familiar fruit as the theme. Moreover, none of them conducted a research using unfamiliar fruit and vegetable for the seventh grade students. In the present study, the use of realia is expected to be able to guide the students to develop their idea in writing descriptive text.

1.2 The Research Problem

Can the use of realia improve the students' descriptive text writing achievement?

1.3 The Research Objective

To improve students' descriptive text writing achievement by using realia.

1.4 The Research Contributions

The result of this research is expected to give some contributions as follows:

a. Empirical Contribution

The result of this research is expected to give information for those who want to conduct a research with similar or different objects in the research design by using realia in different level of students.

b. Practical Contribution

The result of this research is expected to give some references for the teacher of how to teach writing effectively dealing with the problems faced by the students.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents the theoretical framework, the conceptual review, the previous studies, and the research hypothesis.

2.1 Realia as Media in Teaching Learning Process

Media are all aids which may be used by the teachers and learners to attain certain educational objectives (Van Els, 1984). Realia is one of visual media which is very useful for teaching and learning process. Kasbolah (1995:71) states that realia which are brought in EFL (English as Foreign Language) classroom would stimulate learning of the young students, who like to see, to touch, and to hold things. The teacher can bring realia into the classroom and use it as a teaching aid. According to Harrell (2004:23), realia is a term for real things-concrete objects-that are used in the classroom to build background knowledge and vocabulary. Realia can help the students to give some memories by observing the things. Soames (2010) adds that the word realia means using real items found in everyday life as an aid to teach English. According to Gebhard (2006:101), some examples of realia are food, drink, clothes, plants, hats, umbrellas, bag, pencil, eraser, fruits, vegetables, newspaper, etc. From those examples of realia, the students are able to see and touch the three dimensional objects and enable them to describe the object correctly. Even besides seeing and touching, they can also use their senses such as hear, smell, and taste.

Realia as teaching aid is one of the ways to grab student's attention in the teaching and learning process. Soames (2010) affirms that many EFL (English as Foreign language) students get bad experience of learning English at school. He adds, the students said their English lesson is "something dull and repetitive". Realia can help the students to overcome difficulties in learning English. It will direct the students' attention on the lesson and help them create a conducive teaching learning process. Realia gives the students opportunity to use all of their senses about a given object.

According to Soames (2010), there are some advantages of using realia as teaching aid, they are:

1. Realia is really grabbing student's attention.
2. Realia can help the students to make English lesson memorable.
3. Realia creates a link between the objects and the word or phrase they show.
4. Realia can encourage creativity by involving the sense because it stimulates the mind, and brings vocabulary to life.
5. Students can touch, see, smell, hear, even taste it, and
6. It saves time.

From the points above, realia can give a life experience to the students while learning by seeing and touching the object directly.

On the other hand, there are some disadvantages of using realia in the classroom. As stated by Hidayati (2010) that the disadvantage of realia is not all of realia can be brought into the classroom. Sometimes, the size of realia is too big or it can make some danger. It means that the teacher needs to consider what kind of realia that are suitable as media in teaching and learning process. It is impossible for the teacher to bring wild animals, transportation, something that has potentials hazard, and object that is too large or too small. Another disadvantage is the cost of some realia is expensive and not all of the teachers can buy those realia. Therefore, it is necessary for the teacher to prepare everything before teaching. The teacher should be able to choose the appropriate theme with the level of the students. Make sure that the realia is easy to be observed by the students, not distract the students' attention, and safe. A good classroom management is needed to control the students' activities while observing the realia.

2.2 Writing Achievement

Writing has an important role in teaching learning process especially for EFL (English as Foreign Language) students. Harmer (1998:79) states that the advantages of teaching writing to the EFL students are for reinforcement, language development, learning style, and also as a basic skill. In addition, Wingersky *et.al* (1999:4) state that writing is a process through which you

discover, organize, and communicate your thoughts to a reader. By writing, the learners are able to share some information, express their thought, experiences, or develop their ideas to the reader in written form.

According to Heaton (1991:135), writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The writer needs to pay attention for some aspects of writing. They should write grammatically correct sentences with appropriate words in order to produce a well-organized text. Moreover, the messages that are going to share to the readers are easy to understand.

Patel and Jain (2008:125) say that the expressions of the writer when they are writing are stated through visual symbols. It means that writing can also help the students to master some English components such as grammar and vocabulary. Other aspects of writing that should be considered by the teachers are content, organization, and mechanics besides grammar, and vocabulary. A good paragraph of writing should cover those aspects to make the reader imagine what the writer wrote and not face any problem while reading.

Based on the explanation above, writing achievement in this research means the students' achievement in writing descriptive text which is conducted in writing test based on the scores of aspects of writing such as: (1) content; (2) organization; (3) mechanics; (4) grammar; (5) vocabulary after being taught by using realia.

2.3 Aspects of Writing

There are some aspects of writing that the students or the writer has to know. Those aspects can help the writer to make a good paragraph of writing. There are five aspects that are used in writing such as grammar, vocabulary, mechanics, content, and organization that will be explained as follows:

2.3.1 Grammar

According to Boas (2013:233) grammar is the way in which words are put together to form proper sentence. Grammar is very important in a language. It is

the glue that holds the pieces of language together. If the language is unclear and meaningless, it can be attributed to incorrect grammar. Grammar is one of language components that should be mastered by the students. In writing, grammar can make written content more readable and in turn more interesting.

Wingersky, *et.al* (1999:58) stated that the effectiveness of paragraph can be diminished because of simple grammatical errors. Some common errors are with sentence structure, punctuation, spelling, and other basic mechanics and part of speech. Even something as simple as misplaced comma can completely change the meaning of a sentence.

In this research, grammar is used to evaluate the students' writing in simple present tense in the form of descriptive text. The reason of choosing simple present tense because it is one of language features of descriptive text.

2.3.2 Vocabulary

According to Bram (1995:48), words are the basic tool for writing, because words carry meaning where the writer's message across. Having good mastery of vocabulary is very crucial to convey their ideas in writing. However, large vocabularies are not enough for the writer if he/she does not use words appropriately. There will be some miscommunication. In this research, the vocabularies used in writing descriptive text are nouns, verbs, adverbs, adjectives, prepositions, pronouns, and conjunctions.

2.3.3 Mechanics

Mechanics refer to the use of conventional graphic of the language, the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. Mechanics are one of the important aspects for composing a good writing. It deals with spelling, punctuation, and capitalization. In written form, the situation, stress, and intonation are shown by the punctuation (Fairbairn and Winch, 1996:81). The students should understand how to apply mechanics in their writing in order to make a good paragraph of writing.

2.3.4 Content

Content refers to how the writer develops his or her ideas to the reader. How expressive the writer in conveying the content is important to make the reader easier to grab the meaning of the text. Heaton (1991:35) states that content deals with the writer's ability to think creatively and develop thoughts, excluding all irrelevant information. It is necessary for the writer to pay attention more because the idea will be conveyed in details in this part. A good writing will have an understandable content, which consist of at least clarity, conciseness, and completeness as suggested by Camp (2001:290). Clarity means that the writing must be understandable to the reader. Conciseness means choosing the diction appropriately in expressing the idea, and completeness means details in every part needed while constructing a good writing.

2.3.5 Organization

Organization in writing is the students' ability in arranging their ideas, a sentence to another sentence in order to make logical arrangement and cohesion to construct a paragraph unity. Wingersky, *et.al* (1999:36) states that a well-organized paragraph must have unity and coherence. He adds that a paragraph has a unity if the information in it clearly and directly related to the main idea. McCrimmon (1967:113) says that unity can be achieved as long as the paragraph has a good and clear topic sentence, because a unified paragraph makes clear reading.

Carino (1991:160) says that coherence occurs when each sentence follows logically and clearly from one sentence to the following sentence. It means that every sentence in a paragraph should connect smoothly. Oshima and Hogue (1983:91) argue that coherence means the paragraph is easy to read because the supporting sentences are in some kind of logical order. Moreover, the ideas are connected by the use of appropriate transition signals such as: *next, then, after, that, finally, etc.*

2.4 Descriptive Text

Descriptive text is a kind of text that describes particular things, person, places or things with the purpose to give information to the readers. Wong (1999:373) states that descriptive paragraph is used to describe a person, a place, or an object so precisely that the readers “see” clearly in his or her imagination. The writer should observe and record every detail information of the object that can attract the readers’ senses.

Djuharie (2010:339) mentions the kinds of generic structures of descriptive text, they are identification and description. Identification is a part of paragraphs that introduces a subject or a thing that will be described, while description is a part of paragraphs that describes the characteristics of the subject. The language features that can be found in descriptive text are simple present tense, using specific noun, adjective, and adverb.

The following is the example of descriptive text;

Giraffe

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo.

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “*Giraffa camelopardalis*” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.

Source : <https://www.nationalgeographic.com/animals/mammals/g/giraffe/>

From the example of descriptive text above, the first paragraph is called identification because the paragraph identifies animal “giraffe” to be described. The next paragraph is called description because it gives the information of particular animals being described such as parts and the characteristics of “giraffe”.

2.5 Assessing Students' Writing

The students' writing achievement means the ability of students in writing descriptive text after being taught by using realia. The result of writing test was assessed to measure the students' achievement in writing. The researcher needs certain methods to evaluate their work. There are two kinds of method that can be used to assess students' writing, they are analytic and holistic scoring method.

2.5.1 Analytic Scoring Method

Analytic scoring method is designed to rate papers on separate criteria. Hughes (2003:100) defines analytic scoring method as a method of scoring, which requires a separate score for each aspect of writing skill. There are five aspects of writing to be evaluated by the teacher, namely: (1) vocabulary; (2) grammar; (3) content; (4) mechanic; and (5) organization. The advantages of analytic scoring are the raters are required to focus on each of various assigned aspects of a writing product, so that they all evaluate the same features of a student's performance. Besides, the score given by the raters will tend to make the scoring more reliable. However, the practical disadvantage of analytic scoring, as indicated by Davies, *et.al* (1999), is more time-consuming.

2.5.2 Holistic Scoring Method

Holistic scoring method is a method which trained the raters to evaluate a piece of writing for its overall quality. In this type of scoring, the raters are trained not to become overly concerned with any one aspects of writing but to look at a response as a whole. Davies, *et.al* (1999) states a major advantage of holistic over analytic scoring is that each writing product can be evaluated quickly by more than one rater. However, the disadvantage of holistic scoring method is the rater cannot identify in which aspects of writing that the students have the strengths and weaknesses. Another possible disadvantage is that different raters may choose to focus on different aspects of the writing product.

From the explanation above, two methods of scoring can be applied to evaluate the students' writing namely: analytic and holistic scoring method. In this

classroom action research, the researcher decided to apply analytic scoring method to assess the students' writing because the researcher wants to identify in which aspects of writing that the students have the weaknesses and tried to solve those problems.

2.6 The Procedure of Teaching Writing Descriptive Text by Using Realia

Writing is one of important language skills that should be mastered by EFL (English as Foreign Language) students. By using realia as the teaching aids, it is expected to overcome some problems faced by the students in constructing a well-organized writing.

In this research, realia is used as media in teaching writing descriptive text. The researcher collaborated with the English teacher in conducting this research. Before carrying out the research, the researcher should prepare the lesson plan based on the curriculum in the school to make a well-organized teaching and learning process.

The procedures of using media in teaching and learning process are explained in the following parts:

1. Choosing the appropriate materials based on the curriculum for the seventh grade students.
2. Choosing the appropriate realia based on the materials.
3. Preparing the realia as the media in teaching descriptive text writing.
4. Giving explanation about descriptive text.
5. Distributing the realia for each group.
6. Asking the students to observe the realia.
7. Asking the students to mention the characteristic of realia.
8. Asking the students to discuss the task together with the class.
9. Asking the students to write the descriptive text based on the realia given.

2.7 The Previous Research Review

Dealing with the use of realia to improve the students' writing achievement, there are some previous research related to this issue.

Susilo (2015) conducted a research about the use of realia to improve the students' ability in writing descriptive text. He decided to choose the twelfth grade students of vocational high school Saraswati Salatiga as the research participants. In this research, there was a significant improvement after being taught by using realia. He concluded that realia could improve the students' writing descriptive text.

Hidayati (2010) also did a research about improving students' ability in writing procedure text by using realia. This research also used realia as the teaching media but not for the kind of text and the level of participants. The result of this research showed that the students could improve their writing skills in almost of the five writing aspects, such as content, vocabulary, grammar, mechanics, and organization. It can be seen from the students' achievement of writing scores in each cycle. She added that the students become better in composing and arranging procedure text effectively and efficiently.

Another research was done by Khalala (2016) about the use of realia in improving the seventh grade students' descriptive text writing achievement. The result of this research showed that there was a significant improvement on the students' writing descriptive text after the teaching-learning process by using realia. It can be seen by the significant improvement of students' achievement between pre-cycle until the last meeting.

Markhamah, *et.al* (2012) also did a research in developing the eighth grade students' descriptive text writing ability through realia. The result of this research showed that there was an increase of students' ability in writing descriptive text after treatments using realia as media.

Then, Afridah, *et.al* (2012) conducted a research about improving the students' achievement on writing descriptive text by using realia. She stated that there was a significant improvement on the students' achievement in writing descriptive text by applying realia. It can be seen from the improvement of students' mean score which continuously improved from the first evaluation to the third evaluation. Besides, observation result showed that the students gave their good attitudes and responses during teaching and learning process by using realia.

Additionally, Surbakti, *et.al* (2014) also did a research entitled *Improving the Students' Achievement in Writing Descriptive Text by Using Realia Strategy at SMP Negeri 1 Salapian* which showed that the students' writing score kept improving in every evaluation. It can be seen from the improvement of the students' mean score for writing test in cycle 1 (70.36), and writing test in cycle 2 (86.13). Based on the observation, it was found that teaching and learning process ran well. Students were active, enthusiastic, and interested in writing descriptive text. So, he concluded that realia significantly improved the students' achievement in writing descriptive text.

From those previous research findings, the present study conducted a research on the use of realia but with different theme and different level of participants. The researcher decided to use theme "fruits and vegetables" but in this case not familiar fruit and vegetable because most of the students already have background knowledge about certain familiar fruits or vegetables. This research aims to measure the seventh grade students' writing ability. By using realia, this research is expected to be able to guide the students to develop their idea in writing descriptive text.

2.8 The research hypothesis

Action hypothesis of this classroom action research is formulated as follow:

The use of realia can improve the students' descriptive text writing achievement.

CHAPTER III

THE STUDY

This chapter presents the research design, research participants, data collection methods, research procedures and data analysis.

3.1 Research Design

This research used Classroom Action Research (CAR) as the research design. Fraenkel, *et.al* (2012:589) state that classroom action research is a research which is done by one or more individuals to solve a problem in the classroom. Therefore, the researcher used it to solve the students' problem in writing, especially writing descriptive text by using realia as the media. In conducting the research, the researcher collaborated with the English teacher of the seventh grade of SMPN 1 Grujugan Bondowoso. This research was conducted in the cycle model proposed by Kemmis and Taggart (2005:66). They were: (1) planning; (2) acting; (3) observing; (4) reflecting.

In this classroom action research, the teaching learning process was divided into two cycles. The result of the post-test in Cycle 1 was used as valuable input and basis to accordingly revise the planning in Cycle 2. Therefore, Cycle 2 was conducted to ensure the research results.

3.2 Research Participants

The participants of this research were the seventh grade students of SMPN 1 Grujugan, Bondowoso. They were the students of class VII A in academic year 2017/2018 which consisted of 26 students, 12 female and 16 male students. This class was selected as the research participants because most of the students could not reach the minimum requirement standard score (78) on writing test compared with another classes. It means that the students of class VII A needed to improve their writing skill.

3.3 Data Collection Method

There were three kinds of data collection methods used in this research;

3.3.1 Writing Test

In this research, writing test was used to get the data of VII A students' writing achievement by using realia. Arikunto (2006:150) says that test is an instrument that is used to measure skills, knowledge, talents, of individual or group. In this case, writing test was given in the end of each cycle. The researcher used inter-rater reliability to score the students' descriptive writing test result. Both the researcher and the English teacher scored the students' writing test result by using analytic scoring method suggested by Hughes (2003:104). There were five aspects of writing that should be scored such as: grammar, vocabulary, mechanics, content, and organization. Range of score between the researcher and the English teacher were 5 in orders to make the students' score valid.

3.3.2 Interview

Interview in this research was conducted in the preliminary study. The interviewee was the English teacher of class VII A SMPN 1 Grujagan, Bondowoso. The purpose of the interview was to get the data about the students' difficulties in writing achievement. From the interviewee, the researcher got the information that the students faced some problems of how to express their ideas, thoughts, experiences, and opinion in written form.

3.3.3 Documentation

According to Arikunto (2006:231), documentation is a method of collecting data about the variables in the form of notes, transcripts, news, magazines. In this research, documentation was used to get the supporting data about the respondents' names and their previous English writing scores from the English teacher.

3.4 Research Procedures

This classroom action research was implemented in the form of cycles in which each cycle consists of four steps. They were: (1) planning; (2) acting; (3) reflecting.

3.4.1 Planning

Planning was used to make the implementation of the action research run properly. It refers to some preparations needed in all steps to implement the action of the research. They were as follows;

- 1) Constructing the lesson plan for the first cycle (meeting I and meeting II)
- 2) Preparing realia as media in teaching writing
- 3) Preparing the scoring rubric to score the students' writing
- 4) Constructing the writing test by using realia to measure the students' descriptive text writing achievement.

3.4.2 Acting

Acting in this research, the researcher collaborated with the English teacher of the seventh grade students of SMPN 1 Grujagan. This action was planned to be conducted in two cycles. The first cycle consists of two meetings for teaching writing and followed by the writing test in the third meeting. The second cycle was conducted if the result of the first cycle does not achieve the target of the research score yet. This research was conducted during the school hours according to the schedule of the class.

3.4.3 Reflecting

Reflecting was conducted to know the result whether or not the action given could successfully improve the students' writing achievement. The researcher and the English teacher did the reflection after analyzing the result of writing test. The result of the first cycle was used to decide whether the action was stopped or not

3.5 Data Analysis Method

In analyzing the data, this research used both statically and non-statically. The non-statically analysis was used to analyze the data gathered from interview and documentation.

The result of the percentage of the number of students who get ≥ 78 was analyzed statically by using the following formula:

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

Notes:

E = the percentage of the number off students who get ≥ 78 in the writing test.

n = the number of the students who get ≥ 78 in the writing test.

N = the total number of the students

(Adopted from Ali, 1993:186)

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions of this classroom action research.

5.1 Conclusion

This research was intended to improve the VII A students' descriptive text writing achievement by using realia at SMP Negeri 1 Gurjungan Bondowoso. This research used Classroom Action Research as the research design. The students' writing test showed good result. It could be proved by the percentage of the students' writing score who got 78 or higher. The percentages increased from 53.8% in Cycle 1 to 84.6% in Cycle 2. In Cycle 1, there were only 14 students (53.8%) from 26 students who got score 78 or higher in the writing test. It improved in the writing test done in Cycle 2. It could be seen that the students who got score 78 or higher become 22 students (84.6%) from 26 students. It meant the improvement of the percentage of the students' writing score was 30.8%.

Based on the results of Cycle 1 and Cycle 2, it can be concluded that the use of realia could improve the VII A students' descriptive text writing achievement at SMP Negeri 1 Gurjungan Bondowoso.

5.2 Suggestions

The suggestions are proposed to the English teacher, the students, and the other researchers.

5.2.1 The English Teacher

The English teacher is suggested to use realia in teaching writing. The English teacher can use different realia depending on the learning theme chosen as long as the cost is affordable, not too big, and it is available. It is also suggested to the English teacher to have a good classroom management to control the

students' attention towards the lesson because they put much attention to the realia given rather than the learning itself.

5.2.2 Students of VII A grade at SMPN 1 Grujugan Bondowoso

The students are suggested to practice their writing by themselves using realia around them. They can start by using their school stuff and the real objects in the classroom such as book pencil, bag, chair, table, whiteboard, case, etc. It makes them more familiar with the English word because they use it in their daily life. Besides, by practicing more it will make them improve their writing quality easily.

5.2.3 The Other Researchers

The other researchers 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 design, such as: experimental research or even the same research design with other genres of text.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>Improving Students' Descriptive Text Writing Achievement by Using Realia</p>	<p>1. Can the use of realia improve students' descriptive text writing achievement?</p>	<p>1. Independent Variable The use of realia</p> <p>2. Dependent Variable The students' achievement in writing descriptive text</p>	<p>1. Realia a teaching aid:</p> <ul style="list-style-type: none"> a. Touchable b. Observable c. Memorable d. Three dimensional objects e. Involving five senses <p>2. The students' score of writing test:</p> <ul style="list-style-type: none"> a. Grammar b. Vocabulary c. Mechanic d. Content e. Organization <p><i>Adopted from: Hughes,2003:104</i></p>	<p>1. Research Subjects The students of class VII A at SMPN 1 Grujugan Bondowoso</p> <p>2. Research Informant and Collaborator The English Teacher at SMPN 1 Grujugan Bondowoso</p>	<p>1. Research Design Classroom Action Research</p> <p>2. Area Determination Method Purposive Method</p> <p>3. Research Subject Determination Method Purposive Method</p> <p>4. Data Collection Method Primary data: a. Writing test Supporting data: a. Interview b. Documentation</p> <p>5. Data Analysis Method The researcher will use the following formula to calculate the result of the students' writing test:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E = The percentage of the students who get ≥ 78 in the writing test. n = The number of the students who get \geq</p>	<p>1. The use of realia can improve the students' descriptive text writing achievement</p>

				<p>3. The School Documents</p> <p>a. The names of the research participant class VII A at SMPN 1 Grujugan, Bondowoso</p> <p>b. The students' writing previous score</p>	<p>78 in the writing test. N = The total number of the students</p> <p><i>(Adopted from Ali, 1993: 186)</i></p>	
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APPENDIX B**Teacher's Interview Result**

Goal : To know what methods are usually used by the English teacher and the progress of the students in learning English.

Teacher's Name : Mrs. M.

No	Questions	Answers
1	What curriculum does this school use?	Curriculum 2013.
2	How often do you teach English in a week?	14 times a week.
3	How many classes do you teach?	7 classes. VII A, VII B, and VIII A to VIII E.
4	Are there any books or references that you usually use for teaching English?	English book published by the government entitled "When English Rings a Bell"
5	Which class has the lowest mean score in learning writing English?	The lowest score belongs to VII A.
6	What are the general problems when they are writing English text?	Lack of vocabularies, weak in grammar, lack of ideas, not confident, and need a long time to start writing.
7	What methods or techniques do you usually apply to teach writing?	Pair and group work.
8	Have you ever taught your students using realia? Why not?	No, never. Because the cost of some realia is expensive.
9	What is the minimum requirement standard score of the English subject in this school?	The minimum standard score is 78 for English Subject.

APPENDIX C

**DAFTAR NILAI SISWA SEMESTER GANJIL
SMP NEGERI 1 GRUJUGAN
TAHUN PELAJARAN 2017/2018**

MATA PELAJARAN : Bahasa Inggris
KELAS : VII A

NO	NAMA	KETERAMPILAN							
		KD 4.1	KD 4.2	KD 4.3	KD 4.4	KD 4.5	KD 4.6	HPTS	HPA
1	ACHMAD SAHRUL				78				
2	AHMAD RAFLI A.				64				
3	ALYATUR ROHMAH				80				
4	DAVIKA NADA SB				80				
5	DEDI KUSUMA				56				
6	DIMAS ILHAM R				60				
7	DWI RAMADANI				54				
8	FEMAS ANDRIYANTO				56				
9	FITRIATUN HASANAH				78				
10	GUNAWAN TRI W				78				
11	HIDAYATUN M				60				
12	LIA ANGGRAENI				54				
13	MARS FANDA HS				66				
14	MOCHAMMAD RIZKI F				80				
15	MOH. ROFIKI				50				
16	MOHAMMAD FAJAR T				64				
17	MUHAMMAD ALI W				76				
18	MUHAMMAD HASAN				50				
19	MUHAMMAD RISKI				66				
20	RENDY WAHYU W				54				
21	RONI SETIAWAN				62				
22	SHELFI WULANDARI				80				
23	SITI NURAINI				70				
24	VITO ZACKY Z				78				
25	WAHYUNI				66				
26	WENI WULANDARI				68				
	Jumlah				1728				
	Rata-rata				66.46				
	Percentage who get ≥ 78				30.8%				

KD 4.4 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

APPENDIX D**Lesson Plan I
(Meeting 1 in Cycle I)**

Subject	: English
Level/Semester	: VII/2
Language skill	: Writing
Theme	: Fruits
Sub-theme	: Grapes
Topic	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Teks Deskriptif
 - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
 - 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

III. Indicators

- 3.7.1 Stating the definition of descriptive text
- 3.7.2 Stating the social function of descriptive text
- 3.7.3 Stating the generic structures of descriptive text
- 3.7.4 Stating the language features of descriptive text
- 4.7.1.1 Describing the characteristics of realia given in the form of simple present tense
- 4.7.2.1 Constructing a descriptive text based on the realia given

IV. Learning Objectives

1. The students are able to state the definition of descriptive text
2. The students are able to state the social function of descriptive text
3. The students are able to state the generic structures of descriptive text
4. The students are able to state the language features of descriptive text
5. The students are able to describe the characteristics of realia given in the form of simple present tense
6. The students are able to construct a descriptive text based on the realia given individually

V. Learning Materials

1. **Topic:** Descriptive text
2. **Definition of Descriptive text**
Is a kind of text used to describe something, someone, or place.
3. **Social function**
It is used to describe something, someone, or place.
4. **Generic structures**
 - **Identification**
Introducing who, where or what is being described.


- **Description**

Describing parts, qualities, and the characteristic of the person, place, or thing to be describe.

5. **Language Features**

- Using simple present tense
- Using adjective
- Using noun and pronoun

6. **Example of Descriptive text**



Grape

Grape is one of my favorite fruits.

The shape is round and small. Grapes have sweet taste but sometimes it is sour. It has many varieties such as green grapes, red grapes, and original grapes which have purple color. Grape is good source of nutrients and also good for our health. I usually buy them in the supermarket.

Source : <https://naminadia.wordpress.com/2013/11/>

→ Title

→ Identification

→ Description

VI. Learning Method

Approach : Scientific Approach

Method : Individual Work, Group Work

VII. Media and Resources

Media:

Realia of:

1. Grapes
2. Mangosteen

3. Custard-apple
4. Longan
5. Ambarella
6. Dragon fruit

Resources:

<https://naminadia.wordpress.com/2013/11/>

the pictures of fruits available at: Google images

VIII. Teaching Learning Activity

Activity	Description	Time Allocation
Set	1. Greeting	1'
Induction	2. Inviting the students to pray	1'
	3. Checking students' attendance	2'
	4. Giving some leading questions related to the topic they will discuss	4'
	5. Stating the learning objectives	2'
Main Activity	Observing	
	1. Paying attention to the realia (grapes) showed by the teacher	2'
	2. Paying attention to the example of descriptive text based on the realia showed by the teacher	5'
	Questioning	
	3. Asking about descriptive text, its generic structures, social function, and language features	3'
	Exploring	
	4. Doing exercise by writing	

	<p>sentences based on the realia in the form of simple present tense with the group consisting of 4 students</p> <p>20'</p> <p>5. Discussing the sentences the groups have made</p> <p>5'</p> <p>Associating</p> <p>6. Writing a simple descriptive paragraph about realia showed by the teacher individually</p> <p>15'</p> <p>Communicating</p> <p>7. Presenting their work in front of the class</p> <p>10'</p> <p>8. Paying attention to the teachers' feedback on the students' writing</p> <p>5'</p>	
Closure	<p>1. Guiding the students to make conclusion about the material given</p> <p>4'</p> <p>2. Parting the students</p> <p>1'</p>	

IX. Assessment

No	Criteria	Score
1	Grammar	
	▪ No error at all	5
	▪ Some (between 1-2) errors of the grammar	4
	▪ Frequent (between 3-4) errors of the grammar	3
	▪ Very frequent (between 5-6) errors of the grammar	2
	▪ Many (more than 6) errors of the grammar	1
2	Vocabulary	
	▪ No inappropriate word at all	5
	▪ Some (between 1-2) inappropriate words	4
	▪ Frequent (between 3-4) inappropriate words	3
	▪ Very frequent (between 5-6) inappropriate words	2
	▪ Many (more than 6) inappropriate words	1
3	Mechanics	
	▪ No wrong spelling, punctuation, and capitalization	5
	▪ Some (between 1-2) wrong spelling, punctuation, and capitalization	4
	▪ Frequent (between 3-4) wrong spelling, punctuation, and capitalization	3
	▪ Very frequent (between 5-6) wrong spelling, punctuation, and capitalization	2
	▪ Many (more than 6) wrong spelling, punctuation, and capitalization	1
4	Content	
	▪ No unsuitable sentence with the theme, topic, and other sentences	5
	▪ Some (between 1-2) unsuitable with the theme, topic, and other sentences	4
	▪ Frequent (between 3-4) unsuitable with the theme, topic, and other sentences	3
	▪ Very frequent (between 5-6) unsuitable with the theme, topic, and other sentences	2
	▪ Many (more than 6) unsuitable with the theme, topic, and other sentences	1
5	Organization	
	▪ Very few lack of organization	5
	▪ Some (1-2) lack of organization	4
	▪ Frequent (between 3-4) lack of organization	3
	▪ Very frequent (between 5-6) lack of organization	2
	▪ Many (more than 6) lack of organization	1
Score : Grammar () + Vocabulary () + Mechanics () + Content () + Organization () = Total Writing Score = $\frac{\text{Total Score} \times 100}{25}$		

(Adopted from Jacob et. al in Hughes, 2003:104)

MATERIALS


A. Leading Questions




1. I am a fruit. My shape is round and small. I have sweet taste but sometimes it is sour. I have many varieties of skin color such as green, red, black, and yellow. Who am I?
2. Can you mention another characteristic of grapes?
3. Is the taste delicious or not?
4. Do you like grapes?

B. Students' Exercise

Task 1 (Group Task)

Write down the sentences based on the realia given in the form of *Simple Present Tense* correctly!

No.	Kinds of Realia	Description
1.		Name: Shape: Taste: Color: Texture: Smell:

2.		Name: Shape: Taste: Color: Texture: Smell:
3.		Name: Shape: Taste: Color: Texture: Smell:
4.		Name: Shape: Taste: Color: Texture: Smell:

Task 2 (Individual Task)

Write a simple descriptive text consisting of at least 5 sentences based on the following realia.



Key Answer**Task 1**

1. Mangosteen

Name: My favorite fruit is mangosteen

Shape: The shape is round

Taste: It has sweet taste but sometimes sour

Color: The color is purple

Texture: It has soft texture

Smell: It has no smell

2. Custard-apple

Name: My favorite fruit is Custard-apple

Shape: The shape is oval

Taste: It tastes sweet

Color: The color is green

Texture: The texture is soft

Smell: The smell is good

3. Ambarella

Name: It is ambarella

Shape: The shape is oval

Taste: It has sour taste

Color: The color is green

Texture: The texture is hard

Smell: It has no smell

4. Longan

Name: My favorite fruit is longan

Shape: It has round and small shape

Taste: It tastes sweet

Color: The skin color is brown

Texture: The texture is soft

Smell: It has no smell

Task 2**Dragon Fruit**

Dragon fruit is my favorite fruit. The skin color is pink. It has white and pink color of flesh.

The taste is sweet but sometimes tasteless. It has beautiful skin' shape which looks like dragon' skin. The texture is soft. I usually buy them in the supermarket.



APPENDIX E**Lesson Plan II
(Meeting 2 in Cycle I)**

Subject	: English
Level/Semester	: VII/2
Language skill	: Writing
Theme	: Vegetables
Sub-theme	: Broccoli
Topic	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Teks Deskriptif
 - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
 - 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

III. Indicators

- 3.7.1 Stating the definition of descriptive text
- 3.7.2 Stating the social function of descriptive text
- 3.7.3 Stating the generic structures of descriptive text
- 3.7.4 Stating the language features of descriptive text
- 4.7.1.1 Describing the characteristics of realia given in the form of simple present tense
- 4.7.2.1 Constructing a descriptive text based on the realia given

IV. Learning Objectives

1. The students are able to state the definition of descriptive text
2. The students are able to state the social function of descriptive text
3. The students are able to state the generic structure of descriptive text
4. The students are able to state the language features of descriptive text
5. The students are able to describe the characteristics of realia given in the form of simple present tense
6. The students are able to construct a descriptive text based on the realia given individually

V. Learning Materials

1. **Topic:** Descriptive text
2. **Definition of Descriptive text**
Is kind of text used to describe something, someone, or place.
3. **Social function**
It is used to describe something, someone, or place.
4. **Generic structures**
 - **Identification**
Introducing who, where or what is being described.


- **Description**


Describing parts, qualities, and the characteristic of the person, place, or thing to be describe.

5. **Language Features**

- Using simple present tense
- Using adjective
- Using noun and pronoun

6. **Example of Descriptive text**





Broccoli is a kind of vegetable. It can be found in supermarket or traditional market.

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

Source : <https://naminadia.wordpress.com/2013/11/>

➔ Title

➔ Identification

➔ Description

VI. Learning Method

Approach : Scientific Approach

Method : Individual Work, Group Work

VII. Media and Resources

Media:

Realia of:

1. Broccoli
2. Basil

3. Kale
4. Twisted cluster bean
5. Lettuce
6. Chayote

Resources:

<https://naminadia.wordpress.com/2013/11/>

the pictures of vegetables available at: Google images

VIII. Teaching Learning Activity

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting 2. Inviting the students to pray 3. Checking students' attendance 4. Giving some leading questions related to the topic they will discuss 5. Stating the learning objective 	1' 1' 2' 4' 2'
Main Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Paying attention to the realia (broccoli) showed by the teacher 2. Paying attention to the teachers' reviews about generic structures, social function, and language features of descriptive text <p>Questioning</p> <ol style="list-style-type: none"> 3. Asking about descriptive text, its generic structure, social function, and language features 	2' 5' 3'

	<p>Exploring</p> <p>4. Doing exercise by writing sentences based on the realia in the form of simple present tense with the group consisting of 4 students</p> <p>5. Discussing the sentences the groups have made</p> <p>Associating</p> <p>6. Writing a simple descriptive paragraph about realia showed by the teacher individually</p> <p>Communicating</p> <p>7. Presenting their work in front of the class</p> <p>8. Paying attention to the teachers' feedback on the students' writing</p>	<p>20'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>5'</p>
Closure	<p>1. Guiding the students to make conclusion about the material given</p> <p>2. Parting the students</p>	<p>4'</p> <p>1'</p>

IX. Assessment

No	Criteria	Score
1	Grammar	
	▪ No error at all	5
	▪ Some (between 1-2) errors of the grammar	4
	▪ Frequent (between 3-4) errors of the grammar	3
	▪ Very frequent (between 5-6) errors of the grammar	2
	▪ Many (more than 6) errors of the grammar	1
2	Vocabulary	
	▪ No inappropriate word at all	5
	▪ Some (between 1-2) inappropriate words	4
	▪ Frequent (between 3-4) inappropriate words	3
	▪ Very frequent (between 5-6) inappropriate words	2
	▪ Many (more than 6) inappropriate words	1
3	Mechanics	
	▪ No wrong spelling, punctuation, and capitalization	5
	▪ Some (between 1-2) wrong spelling, punctuation, and capitalization	4
	▪ Frequent (between 3-4) wrong spelling, punctuation, and capitalization	3
	▪ Very frequent (between 5-6) wrong spelling, punctuation, and capitalization	2
	▪ Many (more than 6) wrong spelling, punctuation, and capitalization	1
4	Content	
	▪ No unsuitable sentence with the theme, topic, and other sentences	5
	▪ Some (between 1-2) unsuitable with the theme, topic, and other sentences	4
	▪ Frequent (between 3-4) unsuitable with the theme, topic, and other sentences	3
	▪ Very frequent (between 5-6) unsuitable with the theme, topic, and other sentences	2
	▪ Many (more than 6) unsuitable with the theme, topic, and other sentences	1
5	Organization	
	▪ Very few lack of organization	5
	▪ Some (between 1-2) lack of organization	4
	▪ Frequent (between 3-4) lack of organization	3
	▪ Very (between 5-6) frequent lack of organization	2
	▪ Many (more than 6) lack of organization	1
Score : Grammar () + Vocabulary () + Mechanics () + Content () + Organization () = Total Writing Score = $\frac{\text{Total Score} \times 100}{25}$		

(Adopted from Jacob et. al in Hughes, 2003:104)

MATERIALS


A. Leading Questions




1. I am a vegetable. It tastes fresh, crunchy, but sometimes bitter. The stem is wide and woody. The flower is green and it has a small size.
Who am I?
2. Can you mention another characteristic of Broccoli?
3. Does it have seeds?
4. Where can you buy them?

B. Students' Exercise

Task 1 (Group Task)

Write down the sentences based on the realia given in the form of *Simple Present Tense* correctly!

No.	Kinds of Realia	Description
1.		Name: Shape: Color: Texture: Smell:

2.		Name: Shape: Color: Texture: Smell:
3.		Name: Shape: Color: Texture: Smell:
4.		Name: Shape: Color: Texture: Smell:

Task 2 (Individual Task)

Write a simple descriptive paragraph consisting of at least 5 sentences based on the following realia.



Key Answer**Task 1**

1. Basil

Name: This is basil

Shape: The leaves' shape is oval

Color: It has green color

Texture: The texture is flexible

Smell: The smell is fresh

2. Kale

Name: This is kale

Shape: The leaves' shape are long and thin

Color: It has green color

Texture: The texture is flexible

Smell: Kale has no smell

3. Twisted cluster bean

Name: This is twisted cluster bean

Shape: The shape is long

Color: The color is green

Texture: The texture is crunchy

Smell: It has bad smell

4. Lettuce

Name: This is lettuce

Shape: The shape is wide and thin

Color: It has green color

Texture: The texture is flexible

Smell: Lettuce has no smell

Task 2**Chayote**

Chayote is a kind of vegetable. It can be found in supermarket or traditional market.

Chayote has an oval shape. The skin color is green and the flesh color is broken white. It tastes fresh, but sometimes bitter. It is a great source of vitamins and mineral. That is why it is good for our health.



Key Answer**Kiwi**

Kiwi is one of my favorite fruits. It can be found in supermarket or traditional market.

Kiwi has sweet taste but sometimes sour. The shape is round and small. The skin color is brown and the flesh color is green. It has soft texture. Kiwi is good for our health.



APPENDIX G**Lesson Plan I
(Meeting 1 in Cycle II)**

Subject	: English
Level/Semester	: VII/2
Language skill	: Writing
Theme	: Fruits
Sub-theme	: Snake Fruit
Topic	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Teks Deskriptif
 - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
 - 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

III. Indicators

- 3.7.1 Stating the definition of descriptive text
- 3.7.2 Stating the social function of descriptive text
- 3.7.3 Stating the generic structures of descriptive text
- 3.7.4 Stating the language features of descriptive text
- 4.7.1.1 Describing the characteristics of realia given in the form of simple present tense
- 4.7.2.1 Constructing a descriptive text based on the realia given

IV. Learning Objectives

1. The students are able to state the definition of descriptive text
2. The students are able to state the social function of descriptive text
3. The students are able to state the generic structures of descriptive text
4. The students are able to state the language features of descriptive text
5. The students are able to describe the characteristics of realia given in the form of simple present tense
6. The students are able to construct a descriptive text based on the realia given individually

V. Learning Materials

1. **Topic:** Descriptive text
2. **Definition of Descriptive text**
Is a kind of text used to describe something, someone, or place.
3. **Social function**
It is used to describe something, someone, or place.
4. **Generic structures**
 - **Identification**
Introducing who, where or what is being described.


- **Description**


Describing parts, qualities, and the characteristic of the person, place, or thing to be describe.

5. Language Features

- Using simple present tense
- Using adjective
- Using noun and pronoun

6. Example of Descriptive text





Snake Fruit

Snake fruit is a kind of fruit. It can be found in supermarket or traditional market.

Snake fruit has a beautiful pattern of skin which looks like snake's skin. The skin color is brown and it has broken white color of flesh with a big seed inside. Snake fruit has sweet taste but sometimes it is sour. Snake fruit is good source of nutrients, such as beta-carotene, vitamin C, calcium, etc. That is why a snake fruit is good for our health.

Source: <https://naminadia.wordpress.com/2013/11/>

→ Title

→ Identification

→ Description

VI. Learning Method

Approach : Scientific Approach

Method : Individual Work, Group Work

VII. Media and Resources

Media:

Realia of:

1. Snake Fruit

2. Date
3. Jicama
4. Pomegranate
5. Soursop
6. Sapodilla

Resources:

<https://naminadia.wordpress.com/2013/11/>

the pictures of fruits available at: Google images

VIII. Teaching Learning Activity

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting 2. Inviting the students to pray 3. Checking students' attendance 4. Giving some leading questions related to the topic they will discuss 5. Stating the learning objectives 	1' 1' 2' 4' 2'
Main Activity	Observing <ol style="list-style-type: none"> 1. Paying attention to the realia (snake fruit) showed by the teacher 2. Paying attention to the example of descriptive text based on the realia showed by the teacher Questioning <ol style="list-style-type: none"> 3. Asking about descriptive text, its generic structures, social 	2' 5' 3'

	<p>function, and language features</p> <p>Exploring</p> <p>4. Doing exercise by writing sentences based on the realia in the form of simple present tense with the group consisting of 3 students</p> <p>5. Discussing the sentences the groups have made</p> <p>Associating</p> <p>6. Writing a simple descriptive paragraph about realia showed by the teacher individually</p> <p>Communicating</p> <p>7. Presenting their work in front of the class</p> <p>8. Paying attention to the teachers' feedback on the students' writing</p>	<p>20'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>5'</p>
Closure	<p>1. Guiding the students to make conclusion about the material given</p> <p>2. Parting the students</p>	<p>4'</p> <p>1'</p>

IX. Assessment

No	Criteria	Score
1	Grammar	
	▪ No error at all	5
	▪ Some (between 1-2) errors of the grammar	4
	▪ Frequent (between 3-4) errors of the grammar	3
	▪ Very frequent (between 5-6) errors of the grammar	2
	▪ Many (more than 6) errors of the grammar	1
2	Vocabulary	
	▪ No inappropriate word at all	5
	▪ Some (between 1-2) inappropriate words	4
	▪ Frequent (between 3-4) inappropriate words	3
	▪ Very frequent (between 5-6) inappropriate words	2
	▪ Many (more than 6) inappropriate words	1
3	Mechanics	
	▪ No wrong spelling, punctuation, and capitalization	5
	▪ Some (between 1-2) wrong spelling, punctuation, and capitalization	4
	▪ Frequent (between 3-4) wrong spelling, punctuation, and capitalization	3
	▪ Very frequent (between 5-6) wrong spelling, punctuation, and capitalization	2
	▪ Many (more than 6) wrong spelling, punctuation, and capitalization	1
4	Content	
	▪ No unsuitable sentence with the theme, topic, and other sentences	5
	▪ Some (between 1-2) unsuitable with the theme, topic, and other sentences	4
	▪ Frequent (between 3-4) unsuitable with the theme, topic, and other sentences	3
	▪ Very frequent (between 5-6) unsuitable with the theme, topic, and other sentences	2
	▪ Many (more than 6) unsuitable with the theme, topic, and other sentences	1
5	Organization	
	▪ Very few lack of organization	5
	▪ Some (between 1-2) lack of organization	4
	▪ Frequent (between 3-4) lack of organization	3
	▪ Very (between 5-6) frequent lack of organization	2
	▪ Many (more than 6) lack of organization	1
Score : Grammar () + Vocabulary () + Mechanics () + Content () + Organization () = Total Writing Score = $\frac{\text{Total Score} \times 100}{25}$		

(Adopted from Jacob et. al in Hughes, 2003:104)

MATERIALS


A. Leading Questions




1. I am a fruit. My shape is oval and not too big. I have sweet taste but sometimes sour. My skin color is brown. My flesh color is white and there is seed inside. Who am I?
2. Can you mention another characteristic of snake fruit?
3. Is the taste delicious or not?
4. Do you like snake fruit?

B. Students' Exercise

Task 1 (Group Task)

Write down the sentences based on the realia given in the form of *Simple Present Tense* correctly!

No.	Kinds of Realia	Description
1.		Name: Shape: Taste: Color: Texture: Smell:

2.		Name: Shape: Taste: Color: Texture: Smell:
3.		Name: Shape: Taste: Color: Texture: Smell:
4.		Name: Shape: Taste: Color: Texture: Smell:

Task 2 (Individual Task)

Write a simple descriptive text consisting of at least 5 sentences based on the following realia.



Key Answer**Task 1**

1. Acid

Name: This is acid

Shape: The shape is long and small

Taste: It tastes sour

Color: The color is brown

Texture: The texture is soft

Smell: It has sour smell

2. Jicama

Name: This is jicama

Shape: The shape is round and big

Taste: It tasteless

Color: The color is broken white

Texture: The texture is crunchy

Smell: Jicama has no smell

3. Pomegranate

Name: This is pomegranate

Shape: The shape is round

Taste: It has sweet taste but sometimes sour

Color: The color is red

Texture: The texture is soft

Smell: Pomegranate has no smell

4. Soursop

Name: This is soursop

Shape: The shape is big and thorny

Taste: The taste is sweet but sometimes sour

Color: The color is white

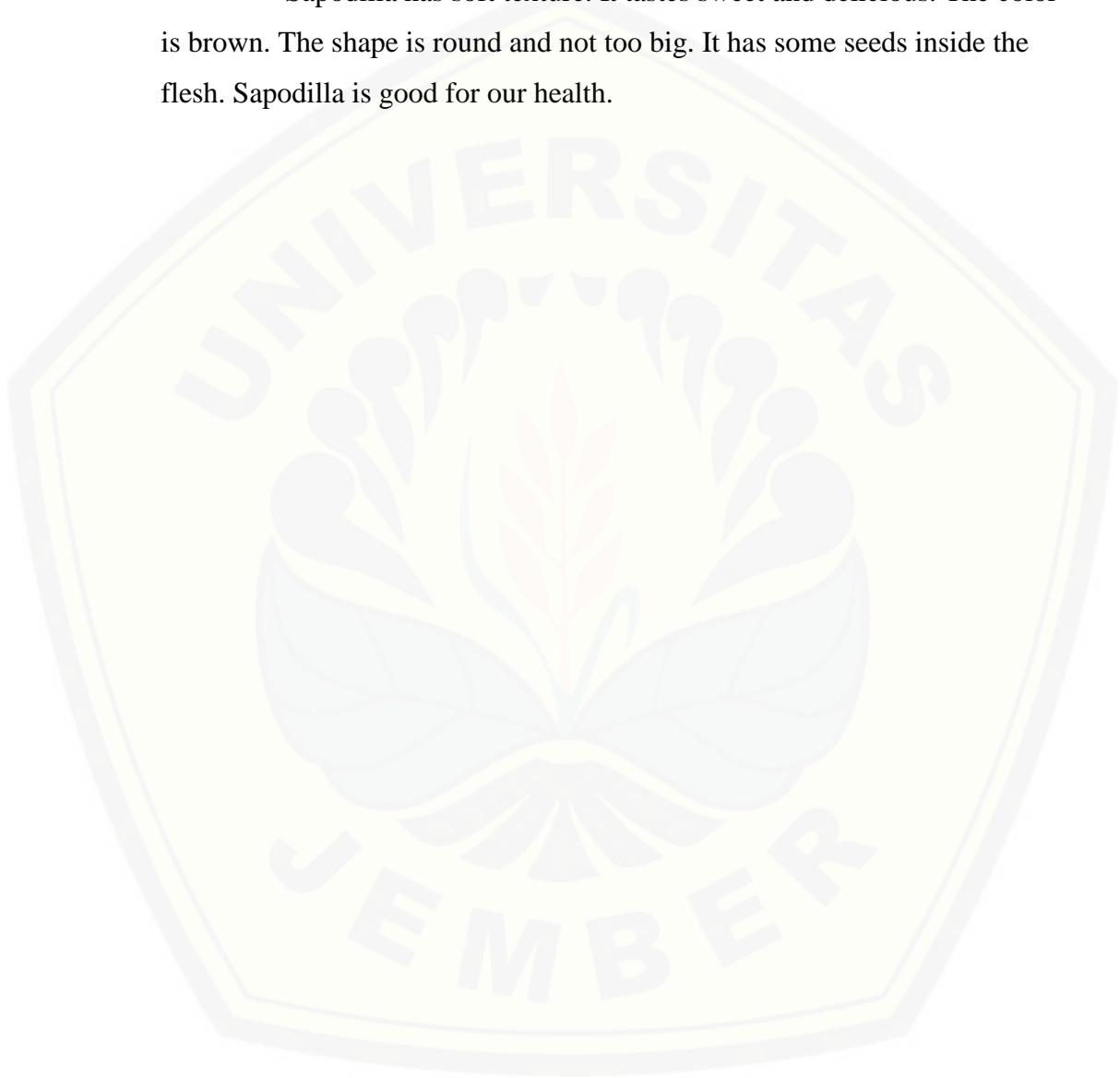
Texture: It has soft texture

Smell: The smell is good

Task 2**Sapodilla**

Sapodilla is one of my favorite fruits. It can be found in supermarket or traditional market.

Sapodilla has soft texture. It tastes sweet and delicious. The color is brown. The shape is round and not too big. It has some seeds inside the flesh. Sapodilla is good for our health.



APPENDIX H**Lesson Plan II
(Meeting 2 in Cycle II)**

Subject	: English
Level/Semester	: VII/2
Language skill	: Writing
Theme	: Vegetables
Sub-theme	: Cassava
Topic	: Descriptive Text
Time allocation	: 2 x 40 minutes

I. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

II. Kompetensi Dasar

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.7 Teks Deskriptif
 - 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
 - 4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi

sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

III. Indicators

- 3.7.1 Stating the definition of descriptive text
- 3.7.2 Stating the social function of descriptive text
- 3.7.3 Stating the generic structures of descriptive text
- 3.7.4 Stating the language features of descriptive text
- 4.7.1.1 Describing the characteristics of realia given in the form of simple present tense
- 4.7.2.2 Constructing a descriptive text based on the realia given

IV. Learning Objectives

1. The students are able to state the definition of descriptive text
2. The students are able to state the social function of descriptive text
3. The students are able to state the generic structure of descriptive text
4. The students are able to state the language features of descriptive text
5. The students are able to describe the characteristics of realia given in the form of simple present tense
6. The students are able to construct a descriptive text based on the realia given individually

V. Learning Materials

1. **Topic:** Descriptive text
2. **Definition of Descriptive text**
Is kind of text used to describe something, someone, or place.
3. **Social function**
It is used to describe something, someone, or place.
4. **Generic structures**
 - **Identification**
Introducing who, where or what is being described.


- **Description**


Describing parts, qualities, and the characteristic of the person, place, or thing to be describe.

5. **Language Features**

- Using simple present tense
- Using adjective
- Using noun and pronoun

6. **Example of Descriptive text**





Cassava is one of the most important food plants in the tropics and the third largest source of carbohydrates for human food in the world.

Cassava has a long and big size. It has brown skin color. They can be peeled and boiled, baked, or fried. Cassava is poor in protein and other nutrients. In contrast, cassava leaves are a good source of protein. So, the leaves also can be treated and eaten.

Source: <https://naminadia.wordpress.com/2013/11/>

→ Title

→ Identification

→ Description

VI. Learning Method

Approach : Scientific Approach

Method : Individual Work, Group Work

VII. Media and Resources

Media:

Realia of:

1. Cassava
2. Cauliflower

3. Sprout
4. Scallion
5. Bitter Gourd
6. Sweet Cassava

Resources:

<https://naminadia.wordpress.com/2013/11/>

The pictures of vegetables available at: Google images

VIII. Teaching Learning Activity

Activity	Description	Time Allocation
Set Induction	<ol style="list-style-type: none"> 1. Greeting 2. Inviting the students to pray 3. Checking students' attendance 4. Giving some leading questions related to the topic they will discuss 5. Stating the learning objective 	<p>1'</p> <p>1'</p> <p>2'</p> <p>4'</p> <p>2'</p>
Main Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Paying attention to the realia (cassava) showed by the teacher 2. Paying attention to the teachers' reviews about generic structures, social function, and language features of descriptive text <p>Questioning</p> <ol style="list-style-type: none"> 3. Asking about descriptive text, its generic structure, social function, and language features 	<p>2'</p> <p>5'</p> <p>3'</p>

	<p>Exploring</p> <p>4. Doing exercise by writing sentences based on the realia in the form of simple present tense with the group consisting of 3 students</p> <p>5. Discussing the sentences the groups have made</p> <p>Associating</p> <p>6. Writing a simple descriptive paragraph about realia showed by the teacher individually</p> <p>Communicating</p> <p>7. Presenting their work in front of the class</p> <p>8. Paying attention to the teachers' feedback on the students' writing</p>	<p>20'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>5'</p>
Closure	<p>1. Guiding the students to make conclusion about the material given</p> <p>2. Parting the students</p>	<p>4'</p> <p>1'</p>

IX. Assessment

No	Criteria	Score
1	Grammar	
	▪ No error at all	5
	▪ Some (between 1-2) errors of the grammar	4
	▪ Frequent (between 3-4) errors of the grammar	3
	▪ Very frequent (between 5-6) errors of the grammar	2
	▪ Many (more than 6) errors of the grammar	1
2	Vocabulary	
	▪ No inappropriate word at all	5
	▪ Some (between 1-2) inappropriate words	4
	▪ Frequent (between 3-4) inappropriate words	3
	▪ Very frequent (between 5-6) inappropriate words	2
	▪ Many (more than 6) inappropriate words	1
3	Mechanics	
	▪ No wrong spelling, punctuation, and capitalization	5
	▪ Some (between 1-2) wrong spelling, punctuation, and capitalization	4
	▪ Frequent (between 3-4) wrong spelling, punctuation, and capitalization	3
	▪ Very frequent (between 5-6) wrong spelling, punctuation, and capitalization	2
	▪ Many (more than 6) wrong spelling, punctuation, and capitalization	1
4	Content	
	▪ No unsuitable sentence with the theme, topic, and other sentences	5
	▪ Some (between 1-2) unsuitable with the theme, topic, and other sentences	4
	▪ Frequent (between 3-4) unsuitable with the theme, topic, and other sentences	3
	▪ Very frequent (between 5-6) unsuitable with the theme, topic, and other sentences	2
	▪ Many (more than 6) unsuitable with the theme, topic, and other sentences	1
5	Organization	
	▪ Very few lack of organization	5
	▪ Some (between 1-2) lack of organization	4
	▪ Frequent (between 3-4) lack of organization	3
	▪ Very (between 5-6) frequent lack of organization	2
	▪ Many (more than 6) lack of organization	1
Score : Grammar () + Vocabulary () + Mechanics () + Content () + Organization ()		
= Total Writing Score = $\frac{\text{Total Score} \times 100}{25}$		

(Adopted from Jacob et. al in Hughes, 2003:104)

MATERIALS


A. Leading Questions




1. I am one of the largest sources of carbohydrates for human food in the world. I have long and big size. My skin color is brown and the flesh color is white. Who am I?
2. Can you mention another characteristic of Cassava?
3. Where can you buy them?
4. Do you like Cassava?

B. Students' Exercise

Task 1 (Group Task)

Write down the sentences based on the realia given in the form of *Simple Present Tense* correctly!

No.	Kinds of Realia	Description
1.		Name: Shape: Color: Texture: Smell:

2.		Name: Shape: Color: Texture: Smell:
3.		Name: Shape: Color: Texture: Smell:
4.		Name: Shape: Color: Texture: Smell:

Task 2 (Individual Task)

Write a simple descriptive paragraph consisting of at least 5 sentences based on the following realia.



Key answer**Task 1**

1. Cauliflower

Name: This is cauliflower

Shape: The shape is round and big

Color: It has white color

Texture: The texture is crunchy

Smell: Cauliflower has no smell

2. Sprout

Name: This is sprout

Shape: The shape is long and small

Color: The color is broken white

Texture: It has crunchy texture

Smell: Sprout has no smell

3. Scallion

Name: This is scallion

Shape: The shape is long

Color: The color is white and green

Texture: The texture is flexible

Smell: It smells stinks

4. Bitter gourd

Name: This is bitter gourd

Shape: The shape is long and oval

Color: The color is green

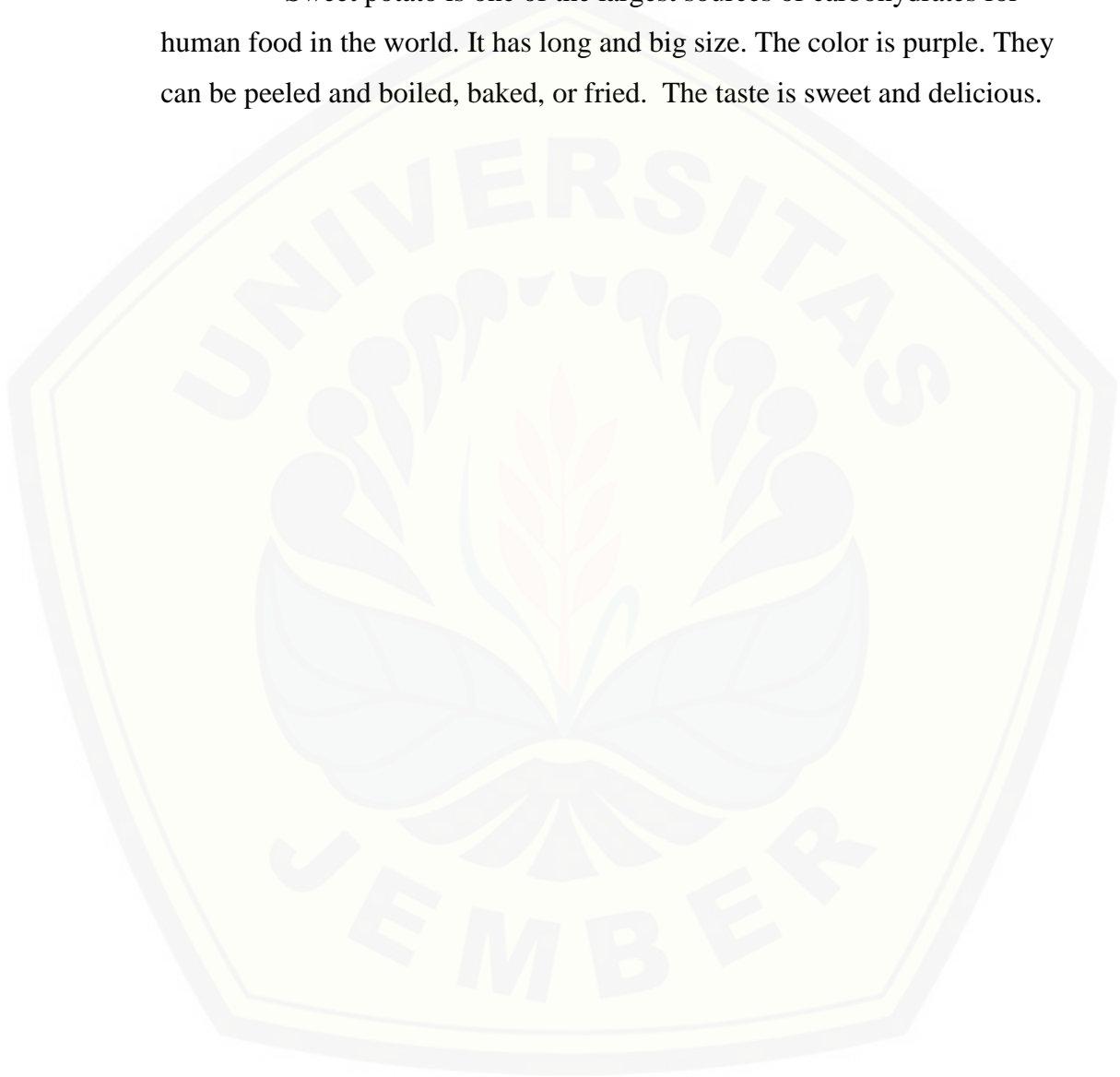
Texture: It has crunchy texture

Smell: Bitter gourd has no smell

Task 2**Sweet Potato**

Sweet potato is a kind of vegetable. People can buy them in the supermarket or traditional market.

Sweet potato is one of the largest sources of carbohydrates for human food in the world. It has long and big size. The color is purple. They can be peeled and boiled, baked, or fried. The taste is sweet and delicious.



Key Answer

Date

Date is a kind of fruit. People can buy them in the supermarket or minimarket.

Date has sweet taste and it is so delicious. It has brown color of flesh. The texture is very soft and easy to eat. The shape is oval and small. It has one seed inside. The smell is good. Date is good source of nutrients and good for our health.



APPENDIX J


The Sample of the Students' Worksheet in Cycle 1

Rater 1 (the researcher)

WRITING TEST	
Name	: ALYATUR ROHMAH
Class	: VIIA
No.	: 3
(88)	
Write a descriptive text based on the realia given by using your own words!	
KIWI	
<p>Kiwi is my favorite fruit. ^{ape round and} The shape is round and small. Kiwi it has sweet taste The peel color is brown and the flesh color is green.</p> <p>Kiwi is good for our health. I usually buy them in the market.</p>	
$\begin{array}{r} \text{D} = 4 \\ \text{P} = 5 \\ \text{M} = 4 \\ \text{C} = 5 \\ \text{O} = 4 \\ \hline 22 \end{array}$	

Rater 2 (the English teacher)

WRITING TEST	
Name	: ALYATUR ROHMAH
Class	: VII ^A
No.	: 3



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

KIWI


Kiwi is my favorite fruit. The shape is round and small. Kiwi ~~is~~ has sweet taste. The peel color is brown and the flesh color is green.

Kiwi is good for our health. I usually buy them in the market.

G = 4
 V = 5
 M = 5
 C = 5
 O = 4

 23

Rater 1 (the researcher)

WRITING TEST	
Name	: Davita nada salsa bela
Class	: VII ^a
No.	: 4
	
<p>Write a descriptive text based on the realia given by using your own words!</p>	
<p>kiwi</p>	
<p>kiwi is one of my favourite <u>fruit</u>. <u>the</u> shape is round and small.</p>	
<p>kiwi has sweet taste. The peel color is brown and the flesh color is green. It has soft texture. <u>kiwi</u> is good for our health. I usually buy them in the market.</p>	
<div style="float: right; text-align: right;"> <p>G = 4 P = 5 M = 4 C = 5 O = $\frac{5}{23}$</p> </div>	

Rater 2 (the English teacher)

WRITING TEST	
Name	: Davita nada salsa bela
Class	: VII ^a
No.	: 4

92

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

Kiwi

Kiwi is one of my favourite fruit. The shape is round and small.

Kiwi has sweet taste. The peel color is brown and the flesh color is green. It has soft texture. Kiwi is good for our health. I usually buy them in the market.

G =	4
V =	5
M =	4
C =	5
O =	5
	<hr/>
	23

The Sample of the Students' Worksheet in Cycle 2

Rater 1 (the researcher)

WRITING TEST	
Name	: Alyatur Rohmah
Class	: VII ^A
No.	: 3

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

G = 4
U = 5
M = 3
C = 5
O = 5

22

Date

Date is kind of fruit.

The shape is oval and small. it has sweet taste and it is so delicious. it has brown color of flesh. it has soft texture.

Date is good for our health. I usually buy them in the supermarket or minimarket.

Rater 2 (the English teacher)

WRITING TEST	
Name	: Alyatur Rohmah
Class	: VII ^A
No.	: 3

92

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

Date


Date is ^a kind of fruit.

The shape is oval and small. It has sweet taste and it is so delicious. It has brown color of flesh. It has soft texture.

Date is good for our health. I ^{usually} usually buy them in the supermarket or minimarket.

G = 4
V = 5
M = 4
C = 5
O = 5
23

Rater 1 (the researcher)

WRITING TEST	
Name : Davika nada salsa bela	
Class : VII ^a	
No. : 4	
Write a descriptive text based on the realia given by using your own words!	$G = 4$ $B = 5$ $M = 5$ $C = 5$ $O = 5$ <hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 24
<p>Date</p>	
<p>Date is a <u>kind of fruits</u>. People can buy them in the supermarket or minimarket.</p>	
<p>Date has sweet taste and it is so delicious. It has brown color of flesh. The texture is very soft and easy to eat. The shape is oval and small. It has one seed inside. The smell is good. Date is good source of nutrients and good for our health.</p>	

Rater 2 (the English teacher)

WRITING TEST	
Name	: Davita nada salsa bela
Class	: VII ^a
No.	: 4

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

Date

Date is a kind of fruit. People can buy them in the supermarket or minimarket.

Date has sweet taste and it is so delicious. It has brown color of flesh. The texture is very soft and easy to eat. The shape is oval and small. It has one seed inside. The smell is good. Date is good source of nutrients and good for our health.

G = 4
V = 5
M = 5
C = 5
O = 4
23

APPENDIX K



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37, Kampus Bumi Tegalboto, Jember 68121
Telepon: 0331-334988, 330738, Faximile: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor **7247** /UN25.1.5/LT/2017
Lampiran : -
Perihal : Permohonan Izin Observasi

03 NOV 2017

Yth. Kepala SMP Negeri 1 Grjugan
Kec. Grjugan - Bondowoso

Diberitahukan dengan hormat, bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni FKIP Universitas Jember dibawah ini.

Nama : Dwi Ayu Rahmawati
Nim : 130210401038
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud akan mengadakan observasi untuk keperluan penyusunan skripsi.

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

Demikian atas perkenanan dan kerjasama yang baik kami ucapkan terima kasih.



Suratno, M.Si.
NIP. 196706251992031003

APPENDIX L



PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 GRUJUGAN
Jl. Jember - Bondowoso Telp. 0332 – 422545
KECAMATAN GRUJUGAN
BONDOWOSO

Kode Pos 68261

SURAT KETERANGAN

Nomor . 421.3/66/430.81.28.799/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Grujugan Bondowoso menerangkan dengan sebenarnya bahwa :

Nama : Dwi Ayu Rahmawati
Nim : 130210401038
Perguruan tinggi : Universitas Jember
Jurusan : FKIP
Program studi : Bahasa Inggris

Telah selesai mengadakan penelitian di SMP Negeri 1 Grujugan dari tanggal 10 Januari 2018 s/d 7 Februari 2018 dengan judul

“ Improving Students’ Descriptive Text Writing Achievement By Using Realia ” .

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Grujugan, 21 April 2018

Kepala SMP Negeri 1 Grujugan



EMMI RAHAYU S.Pd

NIP 19590625 198302 2 003