

**IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT  
THROUGH REALIA MEDIA AT THE EIGHTH GRADE STUDENTS OF  
MTS PP AL-JAUHAR DURI – MANDAU**

**A THESIS**

*Intended to fulfill one of the Requirements for The Award of Sarjana Degree in  
English language Teaching and Education Faculty Universitas Islam Riau*



**Triska Wahyuni**  
**156310319**

**ENGLISH STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
PEKANBARU**

**2022**


THESIS APPROVAL

TITLE

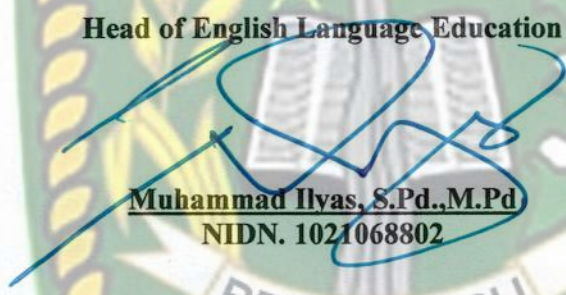
“IMPROVING STUDENTS’ WRITING DESCRIPTIVE TEXT THROUGH REALIA MEDIA  
AT THE EIGHT-GRADE STUDENTS OF MTS PP AL-JAUHAR DURI MANDAU”

Name : Triska Wahyuni  
Student Number : 156310319  
Study Program : English Education Department

Adviser

  
Shalawati, S.Pd., M.A TESOL  
NIDN.1023027904

Head of English Language Education

  
Muhammad Ilyas, S.Pd., M.Pd  
NIDN. 1021068802

This thesis has been accepted to be one of requirement for award of Bachelor Degree  
in English Study Program Faculty of Teachers’ Training and Education Universitas Islam  
Riau.

Pekanbaru, Augustus , 2022

The Vice Dean of Academic

  
Dr. Miranti Eka Putri, S.Pd., M.Ed

NIDN. 1005068201

THESIS

**“IMPROVING STUDENTS’ WRITING DESCRIPTIVE TEXT THROUGH REALIA MEDIA  
AT THE EIGHT-GRADE STUDENTS OF MTS PP AL-JAUHAR DURI MANDAU”**

Name : Triska Wahyuni  
Student Number : 156310319  
Study Program : English Education Department

**THE CANDIDATE HAS BEEN EXAMINED**  
**Monday, July 14, 2022**

**THE EXAMINERS COMMITTEE**

Advisor

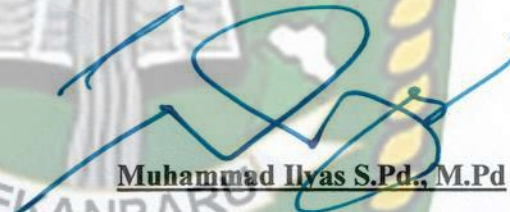


Shalawati, S.Pd., M.A TESOL  
NIDN. 1023027904

Examiners,



Johari Afrizal S.Pd., M.Ed  
NIDN. 1013106701




Muhammad Ilyas S.Pd., M.Pd  
NIDN. 1021068802

The thesis has been approved to be one of requirement for award as bachelor degree in English Study Program Faculty of Teachers’ Training and Education Universitas Islam Riau.

Pekanbaru, Augustus , 2022

The Vice Dean of Academic



Dr. Miranti Eka Putri, S.Pd., M.Ed  
NIDN. 1005068201

## LETTER OF NOTICE

The advisor hereby notifies that:

Name : Triska Wahyuni  
Index Number : 156310319  
Faculty : Teacher Training and Education  
Subject : English Education  
Study Program : English Education Department

Has been completely written a thesis which entitled:

**IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT THROUG REALIA MEDIA  
AT THE EIGHT-GRADE STUDENTS OF MTS PP AL-JAUHAR DURI MANDAU**

It was officially examined. This letter is made to be used as it is needed.

Pekanbaru, Augustus ,2022

Advisor

Shalawati, S.Pd., M.A TESOL  
NIDN.1023027904

## THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

**Name** : Triska Wahyuni

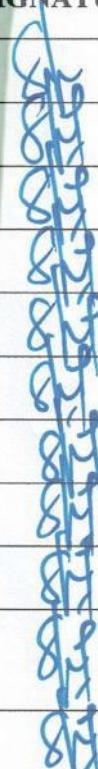
**Student Number** : 156310319

**Study Program** : English Education Department

**Faculty** : Teacher Training and Education

**Advisor** : Shalawati, S.Pd., M.A TESOL

**Title** : IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT THROUGH REALIA MEDIA AT THE EIGHT-GRADE STUDENTS OF MTS PP AL-JAUHAR DURI MANDAU

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Pekanbaru, Augustus , 2022

The Vice Dean of Academic

  
Dr. Miranti Eka Putri., S.Pd., M.Ed

NIDN. 1005068201

## DECLARATION

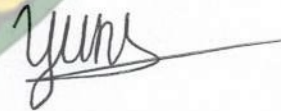
The undersigned researcher:

Name : **Triska Wahyuni**  
Index Number : 156310319  
Place/date of birth : Duri, on September 05, 1995  
Study Program : English Education Department (S1)  
Faculty : Teacher Training and Education

I declare this thesis is the result of my own work. This thesis does not contain material written by other people except for the certain section which I adopted as references which were taken from various sources and mentioned scientifically. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, August 8, 2022

The researcher,



Triska Wahyuni  
NPM. 156310319

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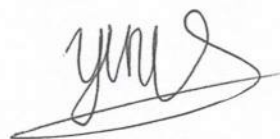
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As far as the acknowledgment above is concerned, the researcher finally releases this thesis, which is still far from perfect. Therefore, constructive criticism and suggestions are expected to improve this thesis. I hope this thesis can make a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, August 8, 2022

The researcher,



Triska Wahyuni  
NPM. 156310319



## ABSTRACT

**Triska Wahyuni, 2022. Improving Students Writing Descriptive Text Through Realia Media At The Eighth-Grade Students Of MTS PP Al-Jauhar Duri Mandau.**

**Key Words:** *Writing, Descriptive Text, Realia Media*

*Writing is one of important elements that should be mastered in learning English. Writing skills aims to exposes the ideas, feelings, and opinions by presenting and explaining in organizing way. Relate to this case, this research aimed to improve students' writing descriptive text through realia media at the eight-grade students of MTS PP Al-Jauhar Duri Mandau.*

*This research used classroom action research was carried out in two cycles which four meetings in each cycle. This research took place at MTS PP Al-Jauhar Duri Mandau with total of 26 female students of 2A. The data was quantitative and qualitative. The quantitative data was obtained from students' writing test, while the qualitative data was from observation checklist, field note and interview.*

*The result of the research presented the improvement of students' writing, which can be seen from the mean score of each cycle: based test (57.7), cycle 1 (75.3) and cycle 2 (79.6). Hence, the implementation of writing descriptive text through realia media in teaching and learning process improved students' writing skills.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Students can learn English when they are from junior high school until university with an expectation that the students are able to follow the rapid of the technology. There are four skills in learning English that should be learned such as listening, speaking, reading and writing. One of the important elements that should be mastered by every student is writing. It is because writing is defined as one of the essential parts of language skill due to its function as a direction in sharing the ideas to other people in written form. So that if the students cannot afford to master writing skill very well, they could not share and get the information in appropriate way.

According Hariati (2020) state that writing is a skill that exposes writers' ideas, feelings, and opinions by presenting and explaining in organizing way. It means writing is one of the important skills in our life so that the students can improve their knowledge of the language elements in daily use. Writing skill is the ability to express ideas in written form. In fact, some of the students dislike English lesson because they deny being active in speaking class, therefore writing is an alternative for students to express their ideas in written form, and then indirectly they can tell their idea with well-structured form.

Markhamah (2013) states that the use of various teaching aids is necessary to motivate students in learning English, especially in written skills, as well as to adapt the material and avoid student boredom. Therefore, teacher should give different way to support learning process so that students can take lesson joyfully with English lesson and provide motivation to the students. The teacher should encourage the students to like English class to follow the technology. Kemendikbud curriculum requires students to be able to write some kinds of text genre in writing; narrative text, procedure text, descriptive text, recount text, and so many others. All the kinds of the text should be learned by the students to improve their English especially in writing. Because of that consideration, researcher focuses on writing descriptive text.

According to Noprianto (2017), Descriptive text is a text that gives the detail function to describe an object. It means, descriptive text is a text which the sentences are related to one another, in which, the writer tells about the characteristics of person, thing, animal, and place. The function of descriptive text is to describe something specifically.

In this case, descriptive text is the text used to train the students' ability in expressing their ideas in written form with the utilization of various media so that students can understand the learning process easily. One of media can be used by the teacher is realia. It was taught by teacher in order to make students know how to describe real objects around them which is called as realia. Realia is a media that can be used to observe the object directly and specifically (Fahri, 2020). Realia is the object of the original intact and recognizable form of the original, but

not all media realia can be apply in the learning process, such as when the teacher has to describe every area in Sumatera, it can be circumvented by bringing the map to describe every area in Sumatera. Realia is one of media that make students easier to construct their writing text.

Based on my experience in teaching English at the eighth grade students of MTS PP Al-Jauhar Duri Mandau, the researcher found some problems faced by the students.

Firstly, the students have not studied about descriptive text. In the first semester, they learn about expression, and writing conversation. So for the next, the researcher will teach them about descriptive text in purpose to involve the generic structure and language feature, and how to apply those descriptive features in the text.

Secondly, the students are difficult to find the material to be describe in written form in the other word media limitations, so applying real object will help the students to construct their writing based on realia media, because when the students look at the object they will describe the object easily.

In this case, English teacher should give the different way to support learning process, so that the students can take English lesson excitedly. In addition, the teacher should provide motivation and make different way to teach the students in order to make their language increase every time.

Based on the problems, the teacher should have different media to increase students' writing and always use media as a tool in teaching learning process to take students' interest in English lesson. There are some media in realia that can

be used in teaching and learning process such living like a plan, people, animal or not living object like miniature of car, map, and place.

According Sumarsih (2019) Realia is the use of real object as media to teach English. Realia is kind of teaching media to help the students in writing text. The uses of realia in learning process one of alternative that will make the students understand the objective. In teaching English the students will pay attention to media that useful in English lesson. Therefore, media is one of criterias to make teaching and learning process successful. The use of realia as visual aids gives the students' stimulation, curiosity, and participation during teaching and learning process.

In this research, the researcher will apply realia as teaching media to help the students in writing descriptive text. Based on the explanation above, the researcher have an interest in conducting a classroom action research entitle **"Improving Students' Writing Descriptive Text Through Realia Media at the Eighth Grade Students of MTS PP Al-Jauhar Duri Mandau"**.

## **1.2 Identification of the Problem**

Based on the background of the problem, the researcher found that there are some problems faced by students during the teaching and learning process.

Based on my experience during teaching in Al-Jauhar Islamic Modern School Mandau, the students have received proper portion of writing learning. Based on the background of the problem, the researcher found that there are some problems faced by students during the teaching and learning process.



Based on my experience during teaching in Al-Jauhar Islamic Modern School Mandau, the students have received proper portion of writing learning. Even though, the students have not studied about descriptive text, so the teacher teach about descriptive text in purpose to involve the generic structure and language feature, and how to apply those descriptive features in the text. Then, the students difficult describe the object in written form in the other word media limitations in the classroom, so the researcher applying realia media to helps the students in arranging their ideas in written form and the student will observe the object easily. Hence, the researcher will teach writing descriptive text and provide realia media then giving feedback to make sure student understanding about descriptive text, how they describe person, place, or thing, involve the generic structure and language features, and how to apply those descriptive text features in the text. So, the students like to create their idea based on their imagination.

### **1.3 Limitation of the Problem**

Based on explanation above, there are several problems are faced by the students. In this research, researcher will focus on helping the students to improve students writing, especially to improve their ideas in writing descriptive text based on organization, content, vocabulary, grammar, and mechanism as the indicators and the media used in this research is realia (Rosdiana, 2016).

#### **1.4 Formulation of the Problem**

From the limitation of the problem, the writer formulates the problem of this research as follow:

- 1.4.1 In what extent of realia media can improve students' writing descriptive text at the eighth grade students of MTS PP Al-Jauhar Duri Mandau?
- 1.4.2 What factors can influence students' writing descriptive text at the eighth grade students of MTS PP Al-Jauhar Duri Mandau by using realia media?

#### **1.5 Objective of the Research**

- 1.5.1 To find out what extent of realia media can improve students' writing Descriptive text at eighth grade students of MTS PP Al-Jauhar Duri Mandau.
- 1.5.2 To find out what factors that can influence students' writing descriptive text at the eighth grade students of MTS PP Al-Jauhar Duri Mandau when using realia media.

#### **1.6 Significant of the Research**

Hopefully this research can be advantageous for number of people such as follow:

#### 1.6.1 Teacher

Realia media can be used for teaching and learning process, stimulate the students for making English lesson enjoyable, especially in writing descriptive text.

#### 1.6.2 Students

To improve students' writing and provide new learning conditions to create enjoyable English lesson in writing.

#### 1.6.3 Researcher

To develop writers' knowledge about media that appropriate in writing text especially in descriptive text.

### 1.7 Definition of Key Term

To avoid misunderstanding in this research, it is important for researcher to give explanation of the keys:

#### 1.7.1 Writing

Writing is the way to thinking process in language to express their feeling, idea, and opinion (Harmer, 2007). Writing will affect students to focus on more accurate language use because they thinking when they write, every students able to convey feeling, ideas, and transmit the information to the reader. It will determine students' development of their language. Writing ability is the compatibility to start and develop the idea, then use revising and editing practice to develop the students in perfection.

### 1.7.2 Realia

Realia represent the actual condition to provide students develop their language activities to make learning process memorable for the learner (Sumarsih, 2019). The use of realia will create interesting atmosphere and meaningful to give students understanding.

### 1.7.3 Descriptive Text

Descriptive text is one kind of the text which gives the detail function to describe the object about person, thing, and place (Noprianto, 2017). In descriptive text the students will describe in the detail about living or miniature object to provide information to the reader.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Writing

Writing is one of skills as communication to produce the idea, feeling and opinion (Harmer, 2007). It means that writing is one way to express the writer's idea, feeling and opinion into written form to give the information knowledge to the reader. By written form the reader can understand well the information. In addition, Markhamah (2013) states that writing is an activity where the writer can express the ideas in written form. It means that writing as an information transfer from the writer's ideas to the readers. In writing, the writer shares their feeling and expression to the reader. Hence, the writer and the reader can communicate indirectly through the writing text. It is the reason why writing can be a tool to express what writer's want to share to the reader in written form.

From definition above, the researcher conclude that writing is a process to transform the information to the reader through thinking process which develops idea, feeling, and opinion that putting the information on papers, so writing is productive skill because making good writing the writer must use good rules that appropriate in writing.

## 2.2 Writing Aspect

There are several aspects in writing consider to get better in writing.

According Nurhayati (2020) there are five aspects in writing as follow:

1. Organization

Organization refers to the effectiveness of the introduction, the logical sequence of ideas, the conclusion and the appropriate length.

2. Content

Content refers to statement, related concept, and idea development through personal experience, illustration, fact and opinion.

3. Vocabulary

Vocabulary refers to the variation of words which are appropriate with the content. The writer should select the suitable vocabulary in order to clarify his or her ideas to the reader clearly.

4. Language

Language refers to the using of grammatical and syntactic pattern or separating, combining and grouping ideas in word phrases, clauses and sentence correctly in order to create a coherent a paragraph.

5. Mechanics

Mechanics refers to the use of graphic conventional of the language such as arranging letters, word, sentences, paragraph, punctuation, and capitalization.

Weigle (2002) says there are five aspects to evaluate in writing especially in writing descriptive text are content, organization, grammar, vocabulary and mechanics. The definition of writing covers the following aspects:

1. content is the substance of writing, which expressing of the main idea and developing sentences in writing supporting detail.
2. organization that mention in paragraph about the identification and description.
3. grammar is the use present tense and with grammatical agreement.
4. vocabulary is used of suitable words in sentences.
5. mechanics is concerned spelling, punctuation, and capitalization.

In this research, the researcher apply Weigle (2002) concept to improve students writing descriptive text and the scoring aspect will be explained in the next chapter.

### 2.3 Teaching Writing

Writing is one of language skills which should be mastered by the students. Despite most of communication process are done directly nowadays, but it does not mean that we can ignore indirectly communication. Since, writing is considered as one of communication, English teacher should realize that writing have to be taught well to the students in purpose to improve their writing. Relate to teaching writing, Khasanah (2019) states teaching writing is the important

focus to strengthen learning. By this statement, it means that teaching writing is one of the essential matters to be taught by the teacher in order to build students' language ability.

In addition, students should have a great ability in writing. The reason is because writing as one of an excellent communication tool. Every person will be able to express feeling, ideas and announcement to the others (Aisyah and Ika Afridah, 2012). As English teacher, we should understand that not every student can convey their idea orally. There are some students who prefer to share their ideas in written form. Even though both of writing and speaking are productive and active ability, teaching writing is not similar to speaking. If in speaking the students share their ideas orally and directly, while in writing they need some time to arrange their ideas. During writing activity, the students might explore their creativity more and can create a great product through their writing, such as essay, story-telling, descriptive text and procedure text. Toward this case, teacher should encourage students to dig their creativity in written form. So, it is expected that students can get both of sharper creativity and writing ability as the benefit of teaching writing.

## **2.4 Concept of Descriptive text**

### **2.4.1 Definition of Descriptive Text**

In Curriculum 2013 *Kemendikbud*, it is required by the students to be able to write various genres of writing, they are; narrative text, recount text, descriptive



text, procedure text and so many others. All of these writing genres should be taught by the teacher to the students in order to improve their writing ability.

Descriptive text is a text that is used to describe a certain person, thing, or place (Wardani, 2014). According to the definition by expert above, the researcher conclude that descriptive text is a text which contains of some paragraphs that telling about detail information of a particular person, thing, or place. In addition, Hariati (2020) explains that descriptive text is a text contains with the descriptions of a particular topic such as person, thing or place and uses a lot of noun, adjective and adverb to describe ongoing phenomenon and something appearance.

#### 2.4.2 Generic Structure of Descriptive Text

According to Potradinata (2018) the generic structure of descriptive text are shown as follows:

- a. Identification : Refers to the part of paragraph that introduces the character.
- b. Description : Refers to the part of paragraph that describes the character.

#### 2.4.3 Language Features of Description Text

There are three language features in descriptive text should exist in a text, such as:

1. Focus on specific participant Use of additional adverbs of the subject mentioned (such as adjective clause, adjective phrase and liking verb).
2. Use simple present tense
3. Frequent use of classifier nominal group (many of, much of, some of, group of).

Descriptive text is taught to the students in order to guide them in describing them-selves and their surroundings even it is in simple way with existing generic structure and language features (Wijaya *et al*, 2019).

## 2.5 Concept of Realia

### 2.5.1 Definition of Realia

According to Mustika (2018), Realia is term for real things which are used to build prior knowledge and vocabulary in the classroom. It means that realia is the real object in daily life which can be used as a media to teaching English in the classroom to support this statement, Rosdiana (2017) states that realia is real object that can be applied teaching and learning activity, realia can stimulate students imagination and also the students can interacting with the object directly. Similarly, realia is various real objects around our environment. So, by using realia media, it is expected to teach the students about writing descriptive easier by asking them to use real object around them as the topic. It is supported by Girsang *et al* (2020) realia can assist the students to observe the object directly, it is help the students understand in learning process. In the other

word, realia help students to look at the real thing to avoid students lack of ideas and easy to convey it in written form.

### 2.5.2 Kinds of Realia

Realia is the media that can be use and show the concrete objects but impossible if the object too large or too small for used as media in the classroom (Irawan, 2017). In that case, real object such as car, locomotive or plane cannot be used as the media in the classroom, but the teacher can use its miniature to show the students how it is look like. Moreover, small things such as bacteria, plankton or dust cannot be used because they are too small. Cited in Reni (2017) there are two kinds of things that can applied in teaching and learning process as realia media, those are:

1. Real Thing (original thing)

Real thing means the original thing which can be seen or touched and not being copied. Example: book, pen, blackboard, table, ruler, and pencil.

2. Imitative Thing

Imitative thing refers to the thing that is imitated from the original size. Example: Globe, transportation toys, vegetable toys, and media that show in the class. Hence, all the things can be used for several times and safe for the students are included into imitative thing that can be used as realia media to teach the students.

### 2.5.3 Advantages and Disadvantages Using Realia

According to Salmiati (2015) realia media has advantages and disadvantages in using realia media. The advantages of realia media will mention below:

- a. Realia media can be used practically in teaching and learning process.
- b. Realia can stimulate the students' ideas when they see the object directly.
- c. Using realia media aids the students memorable in English lesson.
- d. Realia media aim to save the time when the teacher provides the object and gives the explanation directly.
- e. Realia will increase students' vocabulary after experiencing the taste, touch, see, and smell of the object.
- f. Realia media make the class situation interesting and meaningful.
- g. Realia will create conducive atmosphere in teaching English.
- h. Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under desk

Realia also has disadvantages, there are:

- a. Not all of realia are bought into the classroom.
- b. Teacher need more preparation while they using realia.
- c. If learning conducted outside the class the students' focus will distraction.
- d. Provide the media before entering the class.

Thus, the researcher agrees realia media has advantages and disadvantages in learning process.

## **2.6 Using Realia in Teaching Descriptive Text Writing**

Based on curriculum 2013 *Kemendikbud*, Writing descriptive text is one of writing genres that should be mastered by junior high school students. Therefore, English teacher should be able to motivate the students to learn about descriptive text writing in order to improve their writing ability. There are some media that can be applied by the teachers in conducting teaching and learning process especially to teach writing descriptive text. One of those media is called realia.

According to Thresia (2017), teaching writing for the students by using realia will improve students' competence in writing text types especially descriptive text. Based on that statement, realia can be an effective media that can be used by the teacher to help the students improving writing. Since realia using real object to assist the students choose the topic for their writing, it is expected

that the students can explore their ideas more and avoid them from lacking the ideas.

In teaching descriptive text writing by using *realia*, the researcher applied the three-phase technique by Thresia (2017) as follows:

1. Pre-writing

In this phase, the researchers open the class and introduce the material to the students. In other word, all of the preparations before starting to write descriptive text are begun in this phase.

2. Whilst-writing

In this phase, the researcher guide the students how to write descriptive text. All of the writing processes done by the students conducted in this phase.

3. Post-writing

In this phase, the researcher open reflection session by asking the students opinion about the material on that day in purpose to overcome their problem in writing descriptive text for the next meeting.

According to the three-phase technique by Thresia (2017) above the researcher explain the procedures of teaching descriptive text writing through *realia* as follow:

## 1. Pre-writing

- a. The Researcher asks the students to mention the real objects in the classroom based on their background knowledge.
- b. The Researcher explains about the material that will be learnt by the students. The researcher explains about the definition, generic structure, language features, and example of the descriptive text and its relation to the real objects which have been mentioned by them before (realia).

## 2. Whilst-writing

- a. The Researcher gives classroom as example then explains the object in the class such as White-board, book, table, chair, and globe which aim to show the students about the real object that can be looked, touched or observed by themselves. In expectation they can observe the object closely and get the ideas more to describe the object itself.
- b. Next, the Researcher will ask the students' opinion about the object that have been observed by them by asking some question as follows:

What is the object?

What is the colour?

What is the shape?

How many sides is this?

- c. The Students got explanation and understanding about how to describe the real object around classroom by the researcher and express it into written form; descriptive text.
  - d. The researcher asks the students to work in pair with his/her seatmate to discuss about another real object in the classroom and write a descriptive text about it.
  - e. The researcher guides the students to write their ideas into paragraph based on generic structure and language features of descriptive text.
  - f. The students do the activity that is given by the teacher.
3. Post-writing
- a. The teacher asks the students to submit their work.
  - b. The teacher will ask the students opinion about the material that day.
  - c. The teacher asks the students to make home work and make descriptive text based on the object around their home.

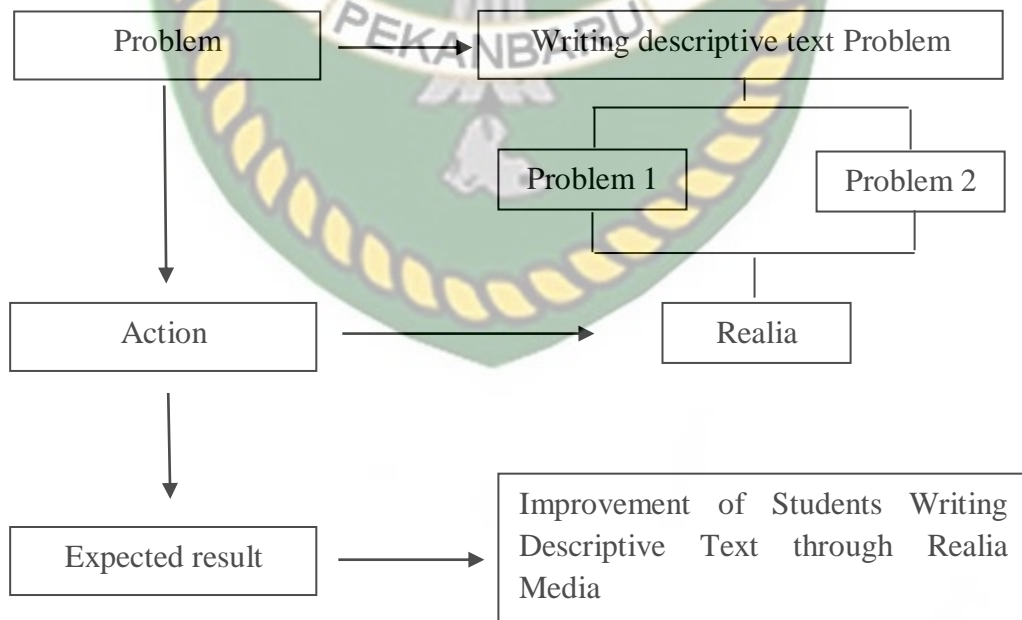


## 2.7 Conceptual Framework

In this research, the researcher focuses on improving students' writing descriptive text ability and the use of realia. In this research, realia is a media that used a real object or miniature to help the students to find the idea in writing descriptive text in purpose to improve students' descriptive text writing ability.

Hence, the researcher conducted classroom action research deal with the use of realia to help the students in improving their ability in writing descriptive text. Based on that case, the researcher believe that implementing realia into teaching and learning process can be an effective way to improve students' descriptive text writing ability of MTS PP Al- Jauhar Duri Mandau.

The researcher plan to do the research based on the following framework:



## 2.8 Relevant Study

Many of researchers have been interested to Realia to be their research topic, especially teaching descriptive text through realia. In the following paragraphs explain about some studies related with using realia in teaching and learning process, particularly in teaching descriptive text writing.

The first study conducted by Mustika (2018) entitled "The Effect of Using Realia Objects Toward Students' Achievement In Writing Descriptive Text at the Tenth Grade of SMK Negeri 1 Tambusai Utara". This research was aimed to examine the effect of using realia objects toward students' achievement in writing descriptive text by applying quasi-experimental research design. This research also took 32 students as sample for both of experimental and control class. Result of this research showed that there was a significant effect in post-test score between experimental and control class, consequently, the alternative hypothesis ( $H_a$ ) of this research was accepted and it can be claimed that using realia objects towards students' achievement in writing descriptive text showed a significant effect.

The second research was done by Rosdiana (2017) under the title "Applying Realia To Improve Students' Writing on a Descriptive text at Seventh Grade Students of SMPN 18 Banda Aceh". Purpose of this research was to improve students' writing descriptive text. This research applied experimental study that employed one-group pre-test and post-test design which mean there was one class as an experimental class which was taught using realia 21 students

were involved in this study. Result of this research showed that the post-test mean score (84,07) was higher than pre-test mean score (60,7). From the result, the researcher conclude that students who were taught by using realia had shown better performance in learning writing descriptive text.

The third study was conducted by Reni (2017) with the title” Improving Students’ Descriptive Text Writing Ability Through Realia at Second Grade of Mts. Raudlatul Muta’allimin”. This research was applying quantitative research design with 25 students as the subjects. The students were given writing test in pre-test and post-test and their score were used to collect the data of this research. From the collected data, there was a significant improvement of students’ pre-test and post-test score. The pre-test score was 30.600 up to 55.400 in the post-test, in which, post-test mean score was higher than pre-test mean score. The researcher claimed that using realia can improve students’ descriptive text ability significantly.

From the explanation of relevance studies above, the researcher notices that using realia in teaching and learning process has a positive effect in improving students’ writing in descriptive text. Therefore, the researcher gets interest in involving realia to be media in helping the students to improve their descriptive text writing ability.

## CHAPTER III

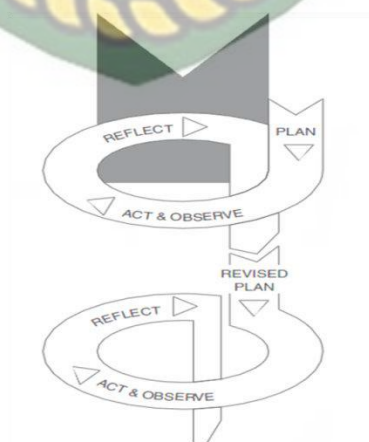
### RESEARCH METHODS

#### 3.1 Research Design

The design of this research is classroom action research. Classroom action research is action research which aims to increase teaching and learning process, the researcher use classroom action research to get clear concept of research to be implemented. According to Kemmis and McTaggart (2014) action research deals with a spiral of self-reflective, each cycle consists of four components are plan is what will researcher choose to improve learning process, then action what is the idea that will implement in learning process, also observe to get the result from the implementation and reflection what needs to consider the impact from the action.

**Picture 3.1**

**Spiral of Self-Reflective by Kemmis and McTaggart**



Classroom action research is done to solve the problem in learning process. In this case, the researcher focuses on helping students to get better in writing descriptive text. The researcher use realia media in this research as learning media. The researcher intends to use classroom action research, with this research the researcher will collaborate with teacher by involving the students to improve students writing ability. Therefore, the researcher uses qualitative and quantitative data to get the result from learning process during action research.

### **3.2 The Location and Time of the research**

This research has been conducted at the eight-grade students of MTS PP Al- Jauhar Duri Mandau, research time from February until April 2022.

### **3.3 The Participants of the research**

The participants of this research were the eighth-grade students of MTS Al-Jauhar Duri Mandau in the academic year of 2021/2022. The total of participants was 26 female students.

### **3.4 Research Instrument**

The researcher uses four instruments such as test, observation sheets, field note, and interview to get systematic and accurate research result.

#### **3.4.1 Test**

Test is one of the instruments to get the data during research. The researcher asked the students to write descriptive texts that used the media that

had been provided by the researcher. The researcher used realia media to improve students' writing abilities and motivate them to be interested in participating in the learning process. In writing assessment there are several aspects such as content, organization, vocabulary, language use, and mechanism, which is the criteria assessment as follow;

Table 3.1

**Writing Indicators**

Aspect	Score	Criteria
<b>Content</b>	30-27	All of developing sentences relevant to assigned topic.
	26-22	Limited idea in supporting sentences, mostly relevant but not in detail.
	21-17	There are several ideas in supporting sentences but inadequate the topic.
	16-13	The idea not enough to support the topic.
<b>Organization</b>	20-17	The ideas clearly supported, well organized.
	16-14	Almost perfect but main ideas stand out, incomplete support.

	13-10	The ideas disconnect in supporting sentence.
	9-7	No supporting sentence
<b>Vocabulary</b>	20-17	Vocabularies that used correctly, Word form mastery
	16-14	Most of vocabularies used but several errors word
	13-10	Meaning confused, not appropriate word
	9-7	Little knowledge of English vocabulary, vocabulary used inappropriate.
<b>Language Use</b>	25-22	Few errors of arrangement, tense, number, function, articles, pronoun, preposition.
	21-18	Several errors grammar the meaning sometimes obscured
	17-11	Major problems in organizing sentence, deletions, meaning confused
	10-5	No mastery sentence construction, dominated errors

<b>Mechanism</b>	5	All punctuation used - few errors spelling, punctuation, capitalization, paragraphing.
	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning acceptable
	3	Frequent errors of spelling, punctuation, capitalization, paragraphing but the meaning can not acceptable.
	2	Dominated errors of spelling, punctuation, capitalization, paragraphing

Adapted from Weigle (2002)

To determine students' level assessment the researcher classified the score based on the table below:

**Table 3.2**

**The Level of Students' Scores**

No	Score	Category
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	61 – 69	Fair
5	<60	Poor
Total		

Adapted from Siswanto (2022)



**Table 3.3**

**Descriptive Text Indicators**

Variable	Indicators	The Classified Term
Descriptive Text	Identification	Provide the reader some information for identify the object.
	Description	Provide the reader about descriptions from the identify object.

**Table 3.4**

**Research Material**

Cycle	Meeting	Material	Explanation
1	1	My Shoes	Teaching
	2	Coconut Garden	Teaching
	3	Potato Snack	Teaching
	4	My Friend	Test Cycle 1
2	1	Al-Jauhar Mosque	Teaching
	2	Sinabung	Teaching

		Volcanic	
	3	Potato Chips	Teaching
	4	My Favorite Ice Cream	Test Cycle 2

The results of students' tests were conducted by two raters, The first rater is Yoji Rahmi Pratiwi S.Pd and the second rater is Dea Putri Rafelina S.Pd.

#### 3.4.2 Observation sheets

The researcher observe students activity during teaching and learning process, the researcher write the list to make easy when observation. The researcher collaborates with teacher observing the students in learning process. In addition, the researcher and teacher also observe students achievement, and collaborator provide evaluation for researcher in applying writing descriptive text by using realia media during leaning process. So, during action research not only the students but also the researcher receives an evaluation from collaborator for the next meeting. The observation of teaching writing descriptive text through realia media can be seen as follow:

**Table 3.5**

**Teachers' Observation Sheet**

No.	Observation Point	Yes	No
1.	Teacher introduces the topic.		
2.	Teacher asks the students about some questions relate to the topic.		
3.	Teacher encourages the students to active.		
4.	Teacher integrates technology during teaching and learning process		
5.	Teacher provides the example that show in a digital form.		
6.	Teacher asks questions to the students		
7.	Teacher asks the students to write a text based on their idea		
8.	Teacher asks the student to submit their text.		
9.	Teacher discuss about the topic		

**Table 3.6**

**Students' Observation Sheet**

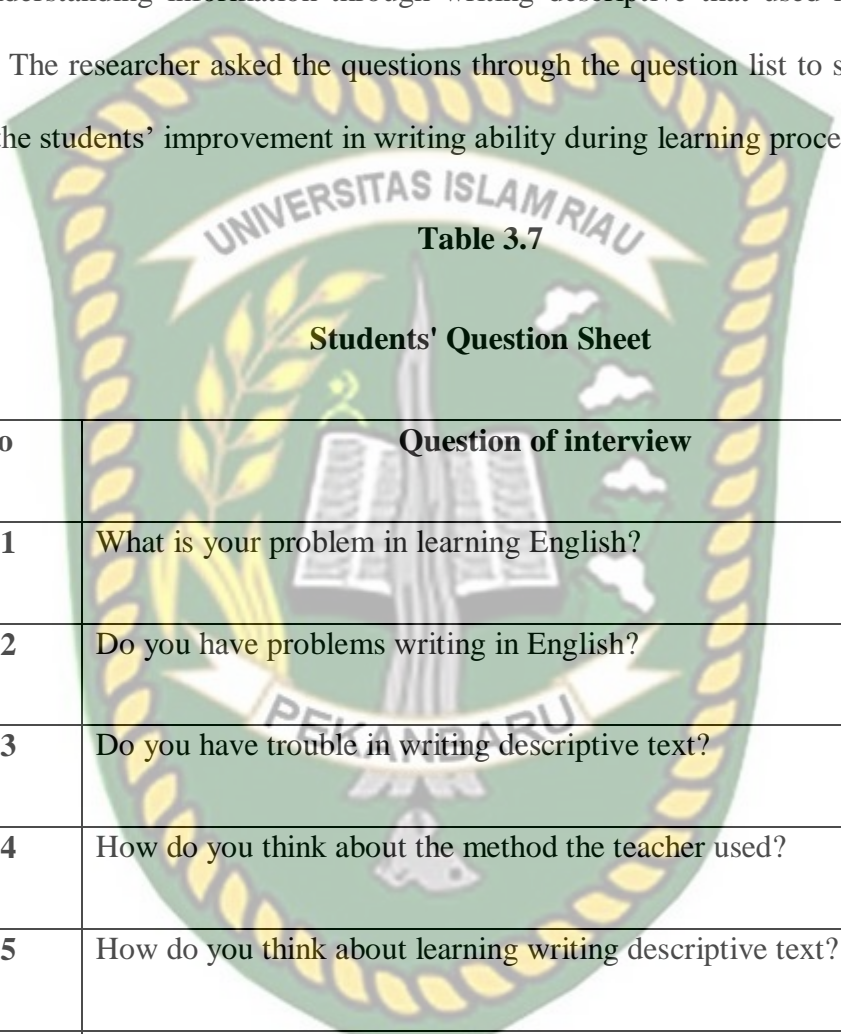
No.	Observation Point	Yes	No
1.	Students pay attention to the teacher explanation.		
2.	Students answer the questions given by the teacher.		
3.	Students actively during teaching and learning.		
4.	Students reads the example of Descriptive text provided by the teacher through Printed paper or in display.		
5.	Students give their idea about the topic they have read through Printed paper or in display.		
6.	Students write the topic explanations		
7.	Students discuss about the topic with the teacher.		

3.4.3 Field Note

Field note used to write all the important happen during teaching and learning process which the purpose provides a description of learning process in detail and describe teacher and students activity exactly.

### 3.4.4 Interview

Interview is structured communication to know students' achievements and understanding information through writing descriptive that used realia as a media. The researcher asked the questions through the question list to students to know the students' improvement in writing ability during learning process.



**Table 3.7**

**Students' Question Sheet**

No	Question of interview
1	What is your problem in learning English?
2	Do you have problems writing in English?
3	Do you have trouble in writing descriptive text?
4	How do you think about the method the teacher used?
5	How do you think about learning writing descriptive text?
6	What is your opinion about learning English used realia media?
7	Do you think that use realia make you easy to understand the material?
8	Do you enjoy during learning process?

### 3.5 Procedure of the Research

In this research, the researcher conducted the research using some cycles. The cycle is used to measure students' achievement in writing. There are four steps: planning, action, observation, and reflection. The procedures will be explained in the following;

#### 3.5.1 Planning

In this procedure, the researcher prepare the requirement to support teaching and learning process such as designing lesson plan through descriptive text, teaching material, media, and prepare observation sheet, assessment rubric, and field note.

#### 3.5.2 Action

In this step, the researcher doing an observation during the teacher explains the material. Teacher provide English book and asks the students what is in her hand and also asks the students how many pages in that book, and ask the students to tell the title from the table of content, in every questions the students actively answer. While asking the question, teacher also explains generic structures of descriptive text to make students easier to understand and tell them about the media that uses. After explain about the topic about students identify and describe the object, teacher ask the students to observe the object and write their idea about the object that chosen by teacher based on the topic. Last, teacher asks about student problems in learning process.

### 3.5.3 Observation

The researcher observes teaching and learning process using research instrument such as observation sheet form and field note. Teacher observes students respond and activity during teaching and learning process, teacher also observes the researcher by observation sheet to make an evaluation. The researcher writes the students activity in detail during teaching and learning process in implementation realia media using field note and observation sheet.

### 3.5.4 Reflection

In this step, the researcher and collaborator discuss about teaching and learning process that have been done and find the students problems, and evaluate about students achievement in writing descriptive text through realia. Teacher and the researcher also discuss the result to improve student achievement for the next cycle.

## 3.6 Technique of Collecting Data

The researcher that will use the method to get data as follows:

### 3.6.1 Test

Test is one of research instrument which contains exercise and question to know students' understanding and capability. In this research, the researcher use written test. The researcher will give a topic and teach the students about writing descriptive text through realia, so they can identify and describes the object and

write a text based their own idea. After they finish their text the researcher and the teacher will evaluate students writing achievement based on the scoring rubric.

### 3.6.2 Observation

In this instrument, the researcher observed the students to get the data during teaching and learning process through writing descriptive using realia media. The researcher applied writing descriptive text through realia in teaching and learning process, while the collaborator observed teaching and learning activities.

### 3.6.3 Field Note

Field note is used to write all about teaching and learning activities through writing descriptive text using realia media. The collaborator used this instrument while the researcher applied writing descriptive through realia media in teaching and learning process.

### 3.6.4 Interview

This instrument is used in collecting data to know students' understanding and achievement information through writing descriptive that use realia media. This instrument is also used to identify students' and teachers' problems during teaching and learning process.



### 3.7 Technique of Analyzing Data

After collecting the data the researcher analyzed the data. There are two ways of analyzing data; they are quantitative and qualitative.

#### 3.7.1 Quantitative Analyze

Quantitative analyze use to know student achievement in improving their writing descriptive text through realia media. The researcher find and giving students score based on writing scoring rubric. There are three formulations to get the data, the researcher adapted from (Sudirman dan Maru, 2016).

This is formulating is used to get students' mean before and after during research:

$$M_x = \frac{\sum x}{N} \times 100\%$$

Where:

$M_x$  = Mean

$\sum x$  = Total score all of the students

$N$  = Number of students

### 3.7.2 Qualitative Analyze

Qualitative data get from observation sheet, field note, and interview. Qualitative data contains of the procedures and processes that use to analyze data which giving the explanation and interpretation. In analyzing the data there are five steps as follow:

1. Read the data.

In this step, the researcher re-reads all of the data collected in order to get familiar with the data by reading observation sheets, field notes, and interviews.

2. Categorized the data.

The researcher started by identifying patterns that may consist of ideas, concepts, behaviors, and interactions. In this step, the researcher created a framework in order to start the process of analyzing and interpreting the data easily.

3. Described the data.

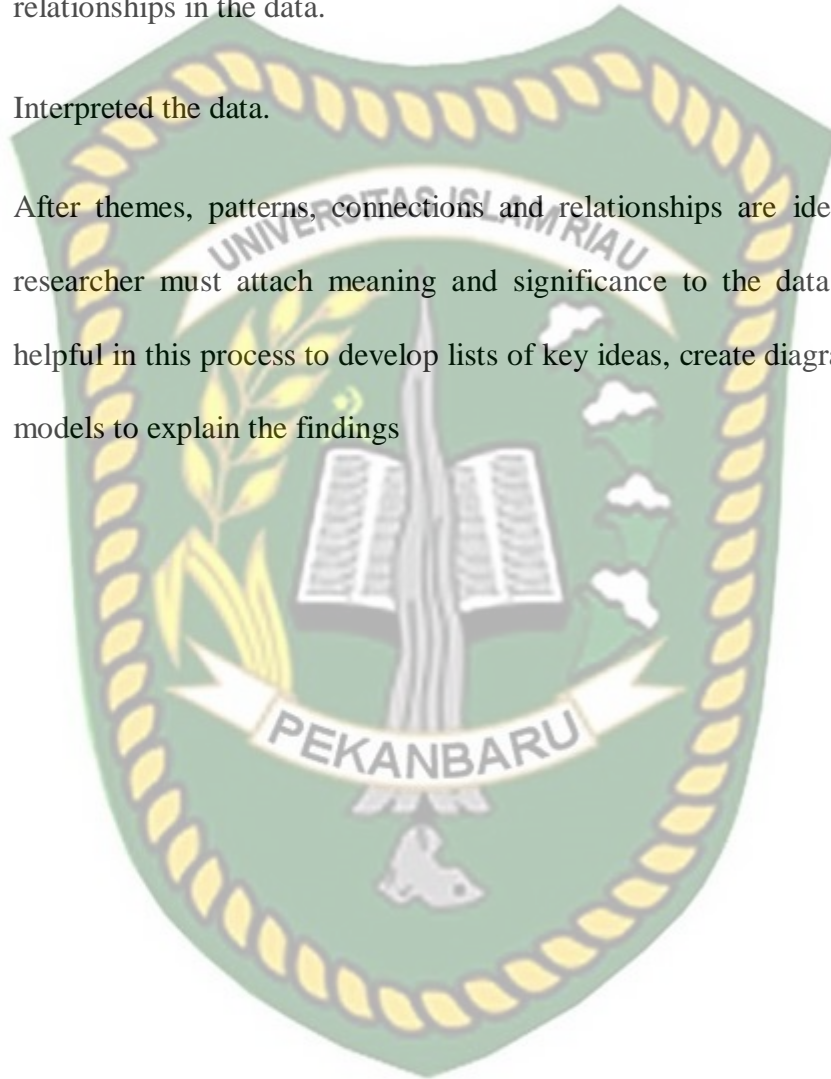
The data obtained through observation sheets and field notes, the data collected by qualitative techniques that intend to answer the events that happened in the setting and students with the aim of giving a real situation.

4. Identified patterns.

In this step, the researcher identified themes, patterns, connections, and relationships in the data.

5. Interpreted the data.

After themes, patterns, connections and relationships are identified, the researcher must attach meaning and significance to the data. It can be helpful in this process to develop lists of key ideas, create diagrams, or use models to explain the findings



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results of the classroom action research conducted in VIII A of MTS. PP Al-Jauhar Duri Mandau academic year 2021/2022 has two questions that should be answered. The first research question is: to what extent can realia media improve students' writing descriptive texts in the eighth grade students of MTS. PP Al-Jauhar Duri Mandau? The second question is: what factors can influence students' writing descriptive text in the eighth grade students of MTS. PP Al-Jauhar Duri Mandau? All of the data has been collected from observation, field notes, and interviews.

#### 4.1 Findings

The research has been conducted in VIII A with a total number of 26 female students of students Pondok Modern Al-Jauhar Duri Mandau started from 10.10 until 11.30. The researcher conducted this research in two cycles with 2 x 40 minutes for each meeting. In the each meeting consisted of planning, action, observation and reflection.

In classroom action research, the researcher applied realia media in writing text with aimed to improve students' writing descriptive text. The theory used realia media in teaching writing descriptive text from (Thresia, 2017). There are three phases technique used by researcher in teaching and learning process as follow:

### 1. Pre-writing

In this phase, the researchers open the class and introduced the material to the students. In other words, the researcher has prepared teaching material and supporting tools before the students started to write descriptive text are begun in this phase.

### 2. Whilst-writing

In this phase, the researcher guided the students how to write descriptive text. The researcher asked the students to mention the thing in the classroom and let the students described the thing about the colour, shape, side, and other. After that, the researcher has given the example of descriptive text and the explanation about the generic structure and tenses that use in this text. During the explanation, the researcher also asked the question to make sure about students' understanding in descriptive text. After explaining and asking questions, the researcher asked the students to write descriptive text based on objects displayed or the things given to students. All of the writing processes done by the students were conducted in this phase.

### 3. Post-writing

In this phase, the researcher let the students ensure checked the paragraph and edit before submitting their task. After the students submitted their tasks, the researcher opened reflection session by asking the student's opinions about the

material on that day aimed to overcome their problem in writing descriptive text for the next meeting.

#### 4.2 Result of Base Test

Before using realia media to teach writing descriptive text, the researcher conducts a 20-minute group test to assess the students' writing abilities. The first rater was the English teacher of MTS PP Al-Jauhar Duri Mandau; Yoji Rahmi Pratiwi S.Pd.I and the second rater was Dea Putri Rafelina S.Pd. The researcher collaborates when giving students' scores.

**Table 4.1**  
**Students Pre-Test Score**

No	Name	Components					Total Score	Categorize
		C	O	V	L	M		
1	Az Zahra Nawang	15	14	13	11	3	56	Poor
2	Ayu Rizka Hidayah	18	14	14	12	2	60	Poor
3	Afrilia Gustaviona	16	14	13	11	2	57	Poor
4	Chesya Afifah	15	14	13	11	3	56	Poor
5	Danysha Fathyya	16	13	14	10	3	56	Poor
6	Najwa Humairoh	18	14	14	12	2	60	Poor
7	Syifa Khorunnisa	16	14	14	11	2	57	Poor
8	Alisa Fathiya.R	15	14	13	11	3	56	Poor
9	Febi Nadira	16	13	14	10	3	56	Poor
10	Gita Putri Latifah	18	14	14	12	2	60	Poor
11	Nabila Adifa	16	14	14	11	2	57	Poor
12	Alia Faras Fadhila	18	14	14	12	2	60	Poor
13	Pyna Agustia	16	14	14	11	2	57	Poor
14	Iqlima Maisarah	16	13	14	10	3	56	Poor
15	Shabirah Adelia	15	14	13	11	3	56	Poor
16	Asy Syifa Nur Hakim	16	13	14	10	3	56	Poor
17	Aulia Utami	16	14	14	11	2	57	Poor
18	Nizma Dwi Hasanah	16	13	14	10	3	56	Poor

19	Ridhhatul Aisyah	18	14	14	12	2	60	Poor
20	Dea Amelia	15	14	13	11	3	56	Poor
21	Fina Lestari	16	13	14	10	3	56	Poor
22	Zahra Nur Abidah	16	14	14	11	2	57	Poor
23	Heliya Mintahul .M	18	14	14	12	2	60	Poor
24	Fara Safira	15	14	13	11	3	56	Poor
25	Nurma Alfun	15	14	13	11	3	56	Poor
26	Annisa	18	14	14	12	2	60	Poor
<b>Total</b>							1490	
<b>Mean</b>							57.3	Poor

Based on pre-test results, the researcher found the students' scores were still low. The student's writing score is under 60. The researcher and the collaborator checked the students' writing exercises. The content is actually good and relates to the topic given by the teacher. However, the paragraphs are too short. They do not explain details information about the classroom. Hence, there are limited supporting ideas presented in the text. As the research background problems, this is the first time the students studied about text and the teacher used textbooks without using technology to support learning media while teaching English. It is the reason the students difficult to develop their ideas in writing text paragraphs because of limited media to support teaching and learning process.

From the result data, the researcher found that students' writing skills were not good enough. The researcher discussed this result with the collaborator to help the students improve their writing abilities based on content and organization aspects. The researcher used realia media with support technology in teaching writing. The result of cycle 1 can be seen in the following:

### 4.3 Cycle 1

The first cycle was conducted in February 2022. The detail information about the process of cycle 1 can be seen in the following:

#### A. Planning

In this phase, the researcher planned and designed all of the needed as supporting facilities to improve students' writing descriptive text through realia media. The activities in planning phase can be seen in the following:

1. The researcher has prepared a lesson plan for teaching.
2. Researcher provided all research instruments such as topic, media tool, observation checklist, field notes and rubric.
3. The researcher gave the test to the students to know students' writing achievement.
4. The researcher discusses with collaborator what to do in class.

#### B. Action

1. First meeting (Friday, February 4<sup>th</sup> 2022)

The researcher invited the collaborator aimed to observe teaching and learning process and provided field notes and observation sheets given to the collaborator to record important things during teaching and learning process.



Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

In the first meeting, the researcher tried to introduce and told the students about the purpose of the research. The researcher conducted teaching and learning process by using lesson plans that have been prepared before. Then the researcher asked the students to open the textbook and the researcher started the lesson and explained the material displayed through the projector. Before started to explain the subject, the researcher asked the students to mention the things in the classroom and tell about the characteristics of the object both the color, shape, side and other. Then the researcher told the students that they were done providing detailed information in the class. After that, the researcher told the students they learnt about descriptive text then showed descriptive text and explained the generic structure that consisted of two there are Identifications and descriptions based on the text by the title "My Laptop". After explaining the generic structure the researcher explained simple present sentence that used in descriptive text. In the last the researcher open asking and question section.

After explaining the material the teacher used projector to show "Shoes" and decided the students in 4 groups discussion to analyze the images displayed, each group wrote their ideas in the text titled My Shoes. Researcher persuaded the students to train students' ability to work together and provided understanding for other students who still do not understand the lesson. During the discussion students seriously convey their ideas and opinions. While the students were

discussing, the teacher monitored the students and answered some questions. When students completed their text, the researcher asked the students to check their task. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher concluded the material about descriptive text and simple present tense and closed the lesson by Alhamdulillah then, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

## 2. Second Meeting (Friday, February 11<sup>st</sup> 2022)

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

The researcher came to classroom with the collaborator. In the second meeting, the researcher started the lesson as was done in the first meeting. The researcher asked the students to remind the lesson that have been taught. Then, the researcher explained the next material through power point about countable and uncountable used in the simple present tense and gave examples of the simple present tense.

The researcher showed a picture of a mango tree and the researcher provided the example of descriptive text about "mango tree" used realia media. Then, the researcher called one of the students and asked for detailed information

contained in the mango tree text while other students listened. Researcher gave exercises to students based on the material have been taught and decided the students in 7 groups discussion to write descriptive text based on the showed images, the titled "Coconut Garden". Researcher gave printed picture of coconut garden to each group and showed the example by projector. Then, the students wrote their ideas and discuss with member.

When students completed their text, the researcher asked the students to check their task. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher concluded the subject and closed the lesson by Alhamdulillah and the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

### 3. Third Meeting (February, 18<sup>th</sup> 2022)

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim. The collaborator has been invited to the classroom.

Before continuing the lesson the researcher asked the students one by one about examples from countable and uncountable that used in simple present tense. After asked question researcher continued the lesson adjective in simple present tense. Provided the examples showed used projector. After the explanations, the

researcher asked the students to write their own example and chosen the students to write down in white board after gave them a minute to prepare their example.

In this meeting, researcher decided the students into group discussion to write their idea used realia media. In this occasion, the researcher gave each group snack and asked the students to write descriptive text titled "Potato Snack". Then the students analyzed the snack in getting detailed information from that. The students enjoyed the snack in their discussion. When students completed their text, the researcher asked the students to check their task. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher concluded the subject and closed the lesson by Alhamdulillah and, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

#### 4. Fourth Meeting (February, 25<sup>th</sup> 2022)

Before the class began, the researchers greeted and checked the students' attendance list. After that, the researchers said Basmalah to continue the lesson, and then the students repeated Bismillahirrahmanirrahim. The collaborator was invited to the classroom.

In the fourth meeting, the researcher took a test in writing descriptive text. At this meeting, the researcher also entered the class with the collaborator. The students write the text in a group and the researcher gave paper test and asked the

students to write their idea into descriptive text. The title was "My Friend". Then they work together quietly to write their ideas into descriptive text.

The researcher asked the students to check their tests when students completed their test. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher and the students concluded the subject from the first meeting and closed the lesson by Alhamdulillah and, the students repeated.

### C. Observation

Observation is carried out by collaborators in every meeting in teaching and learning process at the eight-grade students of MTs. PP A-l-Jauhar Duri Mandau by Mrs. Yoji Rahmi Pratiwi S.Pd. The collaborator wrote observations using observation checklist and field note during the teaching and learning process. The researcher also chose students to be interviewed to know students' improvement in writing descriptive text using realia media. The researcher took writing descriptive text test to know students' improvement.

In the first cycle, the researcher concluded that the use of realia media improved students' writing. Students' writing result in writing descriptive text as in the following:

Table. 4.2

## Students' Writing Descriptive Text Scores in Cycle 1 from Rater 1

No	Name	Components					Total Score	Categorize
		C	O	V	L	M		
1	Az Zahra Nawang	25	15	15	17	3	75	Good
2	Ayu Rizka Hidayah	24	14	14	13	3	68	Fair
3	Afrilia Gustaviona	25	14	15	17	3	74	Good
4	Chesya Afifah	26	16	15	17	4	78	Good
5	Danysha Fathyya	26	16	16	15	4	77	Good
6	Najwa Humairoh	25	15	15	16	3	74	Good
7	Syifa Khorunnisa	26	16	15	17	4	78	Good
8	Alisa Fathiya.R	24	15	15	18	3	75	Good
9	Febi Nadira	24	15	15	18	3	75	Good
10	Gita Putri Latifah	26	16	16	15	4	77	Good
11	Nabila Adifa	26	16	16	15	4	77	Good
12	Alia Faras Fadhila	25	15	15	16	3	74	Good
13	Pyna Agustia	25	14	15	17	3	74	Good
14	Iqlima Maisarah	24	14	14	13	3	68	Fair
15	Shabirah Adelia	24	15	15	18	3	75	Good
16	Asy Syifa Nur	24	14	14	13	3	68	Fair
17	Aulia Utami	26	16	15	17	4	78	Good
18	Nizma Dwi	25	15	15	17	3	75	Good
19	Ridhhatul Aisyah	26	16	15	17	4	78	Good
20	Dea Amelia	25	15	15	17	3	75	Good
21	Fina Lestari	24	15	15	18	3	75	Good
22	Zahra Nur Abidah	25	15	15	16	3	74	Good
23	Heliya Mintahul .M	26	16	16	15	4	77	Good
24	Fara Safira	25	14	15	17	3	74	Good
25	Nurma Alfun	24	14	14	13	3	68	Fair
26	Annisa	25	15	15	17	3	75	Good
<b>Total</b>						1936		
<b>Mean</b>						74.4	Good	

Table. 4.3

## Students' Writing Descriptive Text Scores in Cycle 1 from Rater 2

No	Name	Components					Total Score	Categorize
		C	O	V	L	M		
1	Az Zahra Nawang	26	16	16	18	3	79	Good
2	Ayu Rizka Hidayah	26	16	14	17	4	77	Good
3	Afrilia Gustaviona	25	14	15	18	3	75	Good
4	Chesya Afifah	26	16	15	15	4	76	Good
5	Danysha Fathyya	25	16	15	13	4	73	Good
6	Najwa Humairoh	26	16	15	18	4	79	Good
7	Syifa Khorunnisa	26	16	15	15	4	76	Good
8	Alisa Fathiya.R	24	15	15	18	3	75	Good
9	Febi Nadira	24	15	15	18	3	75	Good
10	Gita Putri Latifah	25	16	15	13	4	73	Good
11	Nabila Adifa	25	16	15	13	4	73	Good
12	Alia Faras Fadhila	26	16	15	18	4	79	Good
13	Pyna Agustia	25	14	15	18	3	75	Good
14	Iqlima Maisarah	26	16	14	17	4	77	Good
15	Shabirah Adelia	24	15	15	18	3	75	Good
16	Asy Syifa Nur Hakim	26	16	14	17	4	77	Good
17	Aulia Utami	26	16	15	15	4	76	Good
18	Nizma Dwi Hasanah	26	16	16	18	3	79	Good
19	Ridhhatul Aisyah	26	16	15	15	4	76	Good
20	Dea Amelia	26	16	16	18	3	79	Good
21	Fina Lestari	24	15	15	18	3	75	Good
22	Zahra Nur Abidah	26	16	15	18	4	79	Good
23	Heliya Mintahul .M	25	16	15	13	4	73	Good
24	Fara Safira	25	14	15	18	3	75	Good
25	Nurma Alfun	26	16	14	17	4	77	Good
26	Annisa	26	16	16	18	3	79	Good
<b>Total</b>							1982	
<b>Mean</b>							76.23	Good

Table. 4.4

The Comparative Students' Scores in Cycle 1 from Rater 1 and Rater 2

No	Name	Compare		Mean Score
		Rater 1	Rater 2	
1	Az Zahra Nawang	75	79	77
2	Ayu Rizka Hidayah	68	77	72
3	Afrilia Gustaviona	74	75	74.5
4	Chesya Afifah	78	76	77
5	Danysha Fathyya	77	73	75
6	Najwa Humairoh	74	79	76.5
7	Syifa Khorunnisa	78	76	77
8	Alisa Fathiya.R	75	75	75
9	Febi Nadira	75	75	75
10	Gita Putri Latifah	77	73	75
11	Nabila Adifa	77	73	75
12	Alia Faras Fadhila	74	79	76.5
13	Pyna Agustia	74	75	74.5
14	Iqlima Maisarah	68	77	72
15	Shabirah Adelia	75	75	75
16	Asy Syifa Nur Hakim	68	77	72
17	Aulia Utami	78	76	77
18	Nizma Dwi Hasanah	75	79	77
19	Ridhhatul Aisyah	78	76	77
20	Dea Amelia	75	79	77
21	Fina Lestari	75	74.5	75
22	Zahra Nur Abidah	74	79	76.5
23	Heliya Mintahul .M	77	73	75
24	Fara Safira	74	75	74.5
25	Nurma Alfun	68	77	72
26	Annisa	75	79	77
Total		1936	1981.5	1957
Mean		74.4	76.2	75.2



**Table. 4.5**

**The Comparative Students' Mean in Each Aspect**

<b>Aspect of Writing</b>	<b>Rater 1</b>	<b>Rater 2</b>
Content	25	25.4
Organization	15	15.6
Vocabulary	15	15
Language Use	16.1	16.6
Mechanism	3.3	3.5

According to the table, language use and mechanism were in the low aspect of the scores given by two raters, and in content aspect the students' still needed improvement. The researcher calculated the students' average from two raters with the used formula from (Sudirman and Maru, 2016).

1. Students' average from first rater

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1936}{26}$$

$$M_x = 74.4$$

2. Students' average from second rater

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1982}{26}$$

$$M_x = 76.2$$

## 2. Students' average from two raters

$$M_x = \frac{M_1 + M_2}{N}$$

$$M_x = \frac{74.4 + 76.2}{2}$$

$$M_x = \frac{150.6}{2}$$

$$M_x = 75.3$$

Based on students' results in cycle 1 from rater 1 and rater 2, it can be seen students' scores in writing descriptive text from the two raters was 75.3. Even though the students were good at writing descriptive texts but there were students who needed to be considered because they were not good enough in several aspects of writing such as "content, language use and mechanism". Researchers and collaborators discussed conducting teaching and learning in the next meeting.

### D. Reflection

Refers to students' results, the researcher concluded that the students were good enough with average 75.3 in writing descriptive text. Even though, some students still need improvement to fix some errors in writing aspects such as content, vocabulary, and mechanism. Some students wrote inadequate information and several errors in grammar, punctuation, spelling, and capitalization.

Researchers and collaborators discussed and evaluated teaching and learning process in the first cycle. So the researcher conducting teaching and

learning for the next meeting to improve students' writing skills in descriptive paragraphs, especially for students who have need improvement.

As a further evaluation material, the researcher paid more attention to students who are not good enough in writing descriptive paragraphs by providing questions and thinking opportunities to answer questions so that they can try to answer questions and provide motivation so that they are more active and enthusiastic during the teaching and learning process.

#### 4.4 Cycle 2

In the second cycle, the researcher carried out teaching and learning activities seem like in the first cycle.

##### A. Planning

In this phase, the researcher planned and designed all of the needed as supporting teaching and learning facilities to improve students' writing descriptive text through realia media. The activities in planning phase can be seen in the following:

1. The researcher has prepared a lesson plan for teaching.
2. Researcher provided all research instruments such as topic, media tool, observation checklist, field notes and rubric.
3. The researcher gave the test to the students to know students' writing achievement.
4. The researcher discusses with collaborator what to do in class.

5. Fix students' errors in content, vocabulary, and mechanism and provide questions and motivation so that they are more active and understand how to fix the errors.

## B. Action

### 1. First Meeting (Friday, 4<sup>th</sup> March)

The researcher invited the collaborator to observe teaching and learning process and provided field notes and observation sheets given to the collaborator to record important things during teaching and learning process.

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

In this activity, the researcher started the lesson and explained the material shown through the projector. The researcher showed Mosque and asked the students to describe the picture alternately and asked the students to mention the things can be found in the mosque, the researcher focused on students with less understanding of the lesson. After that, the researcher explained information from the text such as the mosque's characteristics and asked the students come forward underline noun in the text. Afterward, the researcher showed Al-Jauhar Mosque and formed 7 groups consisting of 3 or 4 people and asked the students to write descriptive text entitled "Al-Jauhar Mosque". While the students were discussing, the researcher monitored the students so that all students would help their members develop ideas.

In the closing section, the researcher chose concluded the subject and closed the lesson by Alhamdulillah and, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

## 2. Second Meeting (Friday, 11<sup>st</sup> March 2022)

The researcher invited the collaborator to observe teaching and learning process and provided field notes and observation sheets given to the collaborator to write important things during teaching and learning process.

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

In the second meeting, the researcher asked the students about the previous topic and continued the lesson. Before explaining the lesson the researcher showed two sentences which correct and incorrect vocabulary selection. Then researcher asked the students to mention which one was the right sentence and asked the students chance into interrogative form. Researcher showed text entailed "Sinabung Volcanic" and explained the characteristics of the mountain. After the explanation, the researcher asked the students to write their own text based on the characteristics. The researcher decided the students formed 7 groups consisting of 3 or 4 people and asked the students to write descriptive text entitled "Sinabung Volcanic". The students discussed and worked together to convey their ideas and write down in the text.

In the closing section, the researcher open question and answer session and closed the lesson by Alhamdulillah and, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

### 3. Third Meeting (March, 18<sup>th</sup> 2022)

The researcher invited the collaborator to observe teaching and learning process and provided field notes and observation sheets given to the collaborator to write important things during teaching and learning process.

Before starting the lesson, the researcher said greeted and checked the student attendance list. After that, the researcher said basmallah and then the students repeated bismillahirrahmanirahim.

In the third meeting, the researcher were decided the students into several group then showed the Chitato Lite Pictures and asked the students about the characteristics of snack. After that the researcher gave a pack of chitato lite in each group and asked students to write descriptive text with the title Potato Chips Nori Seaweed. Then students analyzed and write down the detailed information about the snacks. When students completed their text, the researcher asked the students to check their tasks. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher open question and answer session and close the lesson by Alhamdulillah and, the students repeated. The researcher and

the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process for the next meeting.

#### 4. Fourth Meeting (April, 1<sup>st</sup> 2022)

The researcher conducted the fourth meeting on April, 1<sup>st</sup> 2022 because of the vaccine event and no learning activities on the 25<sup>th</sup> of March 2022. In the fourth meeting, the researcher took students' tests to write descriptive text and the collaborator was invited to the classroom. The researcher divided the students' into groups and the test sheet and ice cream to each student. The researcher asked the students to write a text entitled "My Favorite Ice Cream". Actually, ice cream was distributed for students to make it easier in getting information and ideas. Then students analyzed and write down the detailed information about ice cream. When students completed their text, the researcher asked the students to check their tasks. After that, the students submitted the discussion result to the teacher for assessment.

In the closing section, the researcher open question and answer session and concluded the lesson. After that, the researcher closed the lesson saying Alhamdulillah and, the students repeated. The researcher and the collaborator discussed while assessing students' tasks based on scoring rubric and evaluated teaching and learning process.

### C. Observation

In this phase, the observations were carried out by collaborators in every meeting by Mrs. Yoji Rahmi Pratiwi as English Teacher. The collaborator observed based on the observation checklist and field note, the collaborator gave checklist and wrote all of the activities during teaching and learning process in the field note. The researcher also chose students to be interviewed to know students' improvement in writing descriptive text using realia media. Students' writing results in writing descriptive text as in the following:

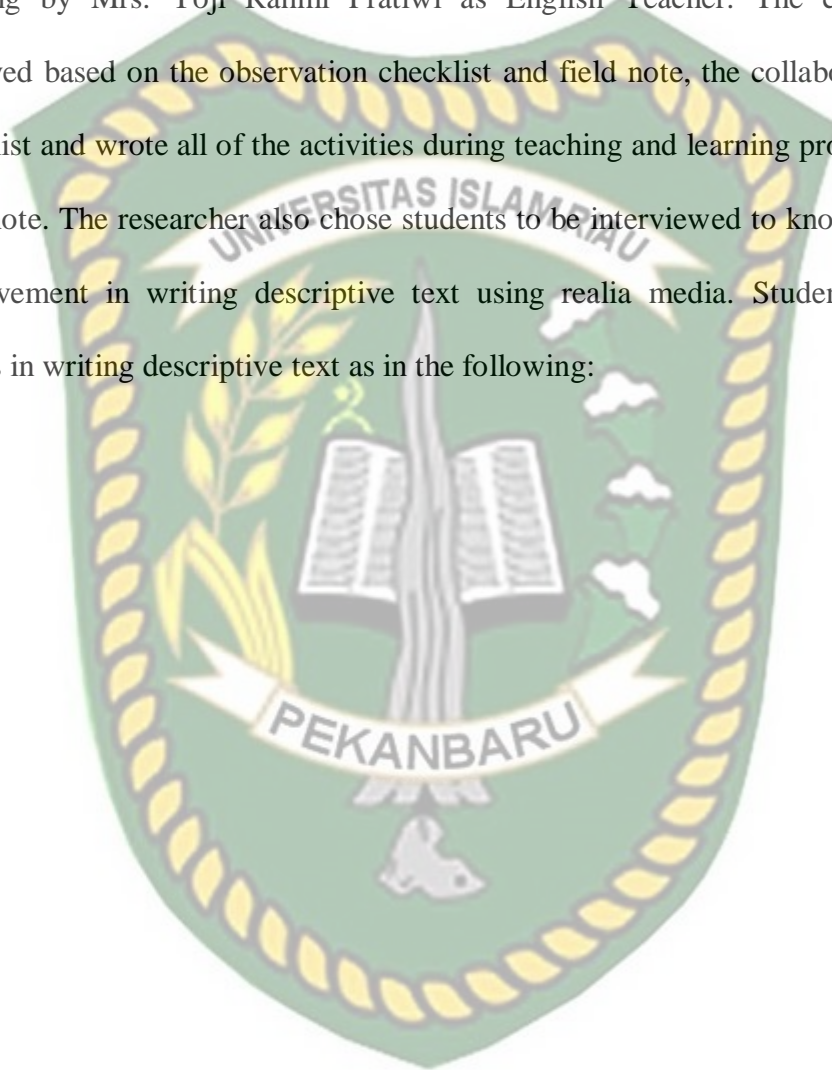




Table. 4.6

Students' Writing Descriptive Text Scores in Cycle 2 from Rater 1

No	Name	Components					Total Score	Categorize
		C	O	V	L	M		
1	Az Zahra Nawang	26	16	15	17	4	78	Good
2	Ayu Rizka Hidayah	26	16	17	18	2	79	Good
3	Afrilia Gustaviona	26	17	17	15	3	78	Good
4	Chesya Afifah	26	16	16	17	5	80	Very Good
5	Danysha Fathyya	27	17	17	17	4	82	Very Good
6	Najwa Humairoh	27	17	17	13	4	78	Good
7	Syifa Khorunnisa	26	16	16	17	5	80	Very Good
8	Alisa Fathiya.R	27	15	15	18	4	79	Good
9	Febi Nadira	27	15	15	18	4	79	Good
10	Gita Putri Latifah	27	17	17	17	4	82	Very Good
11	Nabila Adifa	27	17	17	17	4	82	Very Good
12	Alia Faras Fadhila	27	17	17	13	4	78	Good
13	Pyna Agustia	26	17	17	15	3	78	Good
14	Iqlima Maisarah	26	16	17	18	2	79	Good
15	Shabirah Adelia	27	15	15	18	4	79	Good
16	Asy Syifa Nur Hakim	26	16	17	18	2	79	Good
17	Aulia Utami	26	16	16	17	5	80	Very Good
18	Nizma Dwi Hasanah	26	16	15	17	4	78	Good
19	Ridhhatul Aisyah	26	16	16	17	5	80	Very Good
20	Dea Amelia	26	16	15	17	4	78	Good
21	Fina Lestari	27	15	15	18	4	79	Good
22	Zahra Nur Abidah	27	17	17	13	4	78	Good
23	Heliya Mintahul .M	27	17	17	17	4	82	Very Good
24	Fara Safira	26	17	17	15	3	78	Good
25	Nurma Alfun	26	16	17	18	2	79	Good
26	Annisa	26	16	15	17	4	78	Good
<b>Total</b>						2060		
<b>Mean</b>						79.2	Good	

Table. 4.7

Students' Writing Descriptive Text Scores in Cycle 2 from Rater 2

No	Name	Components					Total Score	Categorize
		C	O	V	L	M		
1	Az Zahra Nawang	27	16	16	18	4	81	Very Good
2	Ayu Rizka Hidayah	26	16	15	14	2	73	Good
3	Afrilia Gustaviona	27	17	17	16	4	81	Very Good
4	Chesya Afifah	27	17	17	18	5	84	Very Good
5	Danysha Fathyya	28	17	17	18	4	84	Very Good
6	Najwa Humairoh	27	17	15	13	4	76	Good
7	Syifa Khorunnisa	27	17	17	18	5	84	Very Good
8	Alisa Fathiya.R	27	16	16	18	4	81	Very Good
9	Febi Nadira	27	16	16	18	4	81	Very Good
10	Gita Putri Latifah	28	17	17	18	4	84	Very Good
11	Nabila Adifa	28	17	17	18	4	84	Very Good
12	Alia Faras Fadhila	27	17	15	13	4	76	Good
13	Pyna Agustia	27	17	17	16	4	81	Very Good
14	Iqlima Maisarah	26	16	15	14	2	73	Good
15	Shabirah Adelia	27	16	16	18	4	81	Very Good
16	Asy Syifa Nur Hakim	26	16	15	14	2	73	Good
17	Aulia Utami	27	17	17	18	5	84	Very Good
18	Nizma Dwi Hasanah	27	16	16	18	4	81	Very Good
19	Ridhhatul Aisyah	27	17	17	18	5	84	Very Good
20	Dea Amelia	27	16	16	18	4	81	Very Good
21	Fina Lestari	27	16	16	18	4	81	Very Good
22	Zahra Nur Abidah	27	17	15	13	4	76	Good
23	Heliya Mintahul .M	28	17	17	18	4	84	Very Good
24	Fara Safira	27	17	17	16	4	81	Very Good
25	Nurma Alfun	26	16	15	14	2	73	Good
26	Annisa	27	16	16	18	4	81	Very Good
<b>Total</b>							2083	
<b>Mean</b>							80.11	Very Good

Table. 4.8

The Comparative Students' Scores in Cycle 1 from Rater 1 and Rater 2

No	Name	Compare		Mean Score
		Rater 1	Rater 2	
1	Az Zahra Nawang	78	81	79.5
2	Ayu Rizka Hidayah	79	73	76
3	Afrilia Gustaviona	78	81	79.5
4	Chesya Afifah	80	84	82
5	Danysha Fathyya	82	84	83
6	Najwa Humairoh	78	76	77
7	Syifa Khorunnisa	80	84	82
8	Alisa Fathiya.R	79	81	80
9	Febi Nadira	79	81	80
10	Gita Putri Latifah	82	84	83
11	Nabila Adifa	82	84	83
12	Alia Faras Fadhila	78	76	77
13	Pyna Agustia	78	81	79.5
14	Iqlima Maisarah	79	73	76
15	Shabirah Adelia	79	81	80
16	Asy Syifa Nur Hakim	79	73	76
17	Aulia Utami	80	84	82
18	Nizma Dwi Hasanah	78	81	79.5
19	Ridhhatul Aisyah	80	84	82
20	Dea Amelia	78	81	79.5
21	Fina Lestari	79	81	80
22	Zahra Nur Abidah	78	76	77
23	Heliya Mintahul .M	82	84	83
24	Fara Safira	78	81	79.5
25	Nurma Alfun	79	73	76
26	Annisa	78	81	79.5
Total		2060	2083	2071.5
Mean		79.2	80.1	79.6

**Table. 4.9**

**The Comparative Students' Mean in Each Aspect**

<b>Aspect of Writing</b>	<b>Rater 1</b>	<b>Rater 2</b>
Content	26.4	27
Organization	16.2	16.5
Vocabulary	16.2	16.1
Language Use	16.6	16.5
Mechanism	3.7	3.8

Refers to the previous cycle the students still need improvement in several aspects of writing such as content, language use and mechanism.

After conducting teaching and learning process in second cycle it shows that students increased in all aspects of writing, including content, language use, and mechanism. The researcher calculated the students' average from two raters with the used formula from (Sudirman and Maru, 2016).

1. Students' average from first rater

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2060}{26}$$

$$M_x = 79.2$$

2. Students' average from second rater

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{2083}{26}$$

$$M_x = 80.1$$

3. Students' average from two raters

$$M_x = \frac{M_1 + M_2}{N}$$

$$M_x = \frac{79.2 + 80.1}{2}$$

$$M_x = \frac{159.3}{2}$$

$$M_x = 79.6$$

Based on the data above shows students' was increase in writing skills. The students' achievement in the first cycle was 74.4 after conducting teaching and learning process in second cycle students' achievement was increased in 79.6. Therefore the students were improved in all the indicators.

D. Reflection

Based on students' achievement in the second cycle, the researcher concluded that student achievement increased from the previous cycle with average of 79.6 in writing descriptive texts.

The students enjoyed learning activities they were familiar with the lesson and felt confident when the researcher asked the students to answer the questions or examples. The researcher also paid more attention to students who were less active or students with low achievement and gave them the opportunity to answer the questions that the researcher gave. In the second cycle, students were more communicative in conveying their ideas during discussions. Every meeting, the researcher called students who got less understanding of the lesson to answer questions. Even though there were some students who helped answer but it gave positive action and the researcher asked the students to repeat the answers that had been explained by other students, so they understood the lesson well.

Thereby, students' writing achievement in writing descriptive text was increased in every aspect and every cycle. Hence, the researcher and the collaborator decided to stop this classroom action research in cycle 2.

#### **4.5 Discussion**

This research aimed to answer the research questions in classroom action research:

##### **4.5.1 The extended realia media can improve students' writing descriptive text at the eight-grade student of MTS PP Al-Jauhar Duri Mandau**

To answer this research question, the researcher provided a comparison table of students' achievement in writing descriptive text through realia media. The data was based on the results pre-test, post-test 1, and post-test 2 as follows:

**Table 4.10**

**The Comparative Students' Scores**

Writing Aspect	Students' Achievement in Writing Descriptive Text		
	Pre-Test	Post-Test 1	Post-Test 2
Content, Organization, Language use, Vocabulary, Mechanism	57.7	75.3	79.6

The data shows that the students' increased proficiency in writing descriptive text. The assessment of students' writing achievement contained to writing aspects including content, organization, vocabulary, language use, and mechanism. Students' writing improved from pre-test was 57.7, post-test 1 was 75.3, and post-test 2 was 79.6. From the comparative students' scores in writing descriptive text result, the researcher concluded that the student's writing ability improved after the implementation realia media in teaching and learning process.

**4.5.2 Factors can influence students writing descriptive text at the eight-grade student of MTS PP Al-Jauhar Duri Mandau**

The researcher interviewed 6 students to collect the data to answer the research question. The factors influenced students writing' in descriptive text through realia media can be seen as follow:

1. Students' interest in learning process

**Researcher:** How do you feel about our lesson today? Do you have problem?

**Students:** *Saya suka belajar bahasa inggris miss tapi kadang sering takut salah pas lagi bicara (I like English subject miss but I am often afraid to make mistakes when speaking).*

**Researcher:** Do you have problems writing in English?

**Students:** *saya berfikir kalau kemampuan menulis saya belum baik miss. Kalau buat kalimat sama vocabnya saya rasa bisa miss tapi masih harus belajar miss.*

(I think I can write English well text miss but I still have to learn more miss).

**Researcher :** Do you have trouble in writing descriptive text?

**Students:** *sebelumnya saya nggak tau miss, tapi setelah belajar dan beberapa kali latihan saya jadi mengerti bagaimana menulis paragraf deskriptif miss. (I had no idea what descriptive text was or how to write a descriptive paragraph, but after learning and attempting to write one, I now understand what descriptive text is).*

Based on the interviews above, the student is interested in learning English, especially in writing. Students like English lessons but the teacher must encourage the students and make learning enjoyable.

## 2. Teaching Method

**Researcher :** How do you think about the method the teacher used? *ketika guru menyampaikan materi?*



**Students:** *Saya suka cara miss menyampaikan materi pelajaran. Misalnya kami belum paham miss ulang lagi slidenya trus miss juga kasih contoh setiap pertemuan dari penjelasan contoh itu kami mengerti apa yang harus kami lakukan ketika menulis deskriptif paragraph. I like the way miss conveys the subject material. For example, we don't understand, miss repeating the explanation again, and miss also give examples of each meeting from the explanation of the example, we understand what we have to do when writing descriptive paragraphs.*

**Researcher :** How do you think about learning descriptive text today?

**Students:** *saya suka belajar deskriptif text miss dari contoh-contoh teksnya buat kami lebih mengerti tentang penjelsan generic sturcturenya, ide pokoknya. Saya paling ngerti pas kalimat pendukungnya digaris bawah pas miss jelaskan teksnya dengan PPT. (I like to learn descriptive text miss. From the examples of the text can understand more about the explanation of the generic structure, the main idea. I know how to write supporting sentences when miss explaining the text with PPT).*

Based on the interviews, students were motivated to learn English especially in writing descriptive paragraphs. By studying descriptive paragraphs, students understood when writing text based on the generic structure, students easily provide detailed information related to the objects.

### 3. Learning Media

**Researcher :** What is your opinion about learning English using realia media?

**Students:** *saya lebih suka belajar dengan media pembelajaran miss. Lebih menarik miss soalnya kami jarang belajarnya kayak gini miss paling waktu belajar listening baru kami ke labor bahasa. (I prefer to study with learning media. It is more interesting miss, because we rarely learn using technology Miss. Even we were in listening part, we went to the language laboratory).*

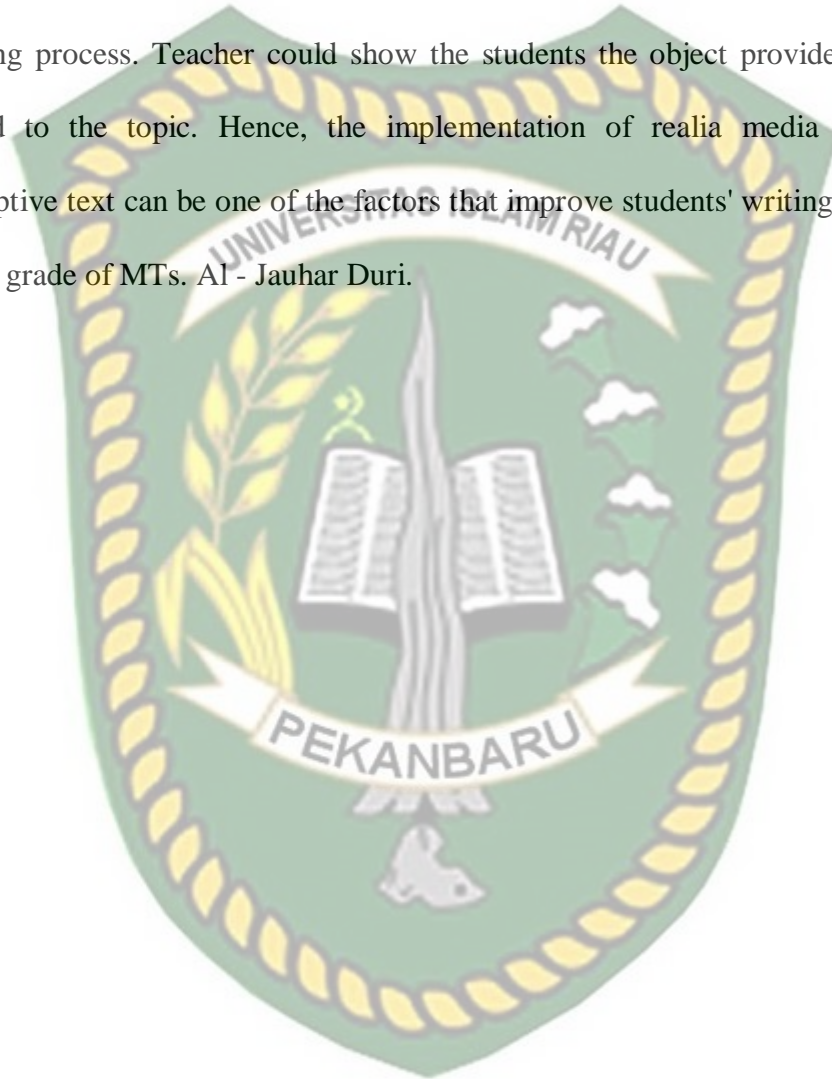
**Researcher:** Do you think that using realia makes you easy to understand the material? *Apakah membantu dalam belajar?*

**Students:** *Belajarnya jadi lebih menarik dan mudah dimengerti miss. Pas objek yang harus kami deskripsikan ke bentuk tulisan lebih membantu miss. Kami tau detailnya dari gambar miss apalagi pas dikasi makanan miss tambah semangat lah kami ngerjainnya miss. (Learning becomes more interesting and easy to understand. When the object is displayed, we have to describe it in written form, which is more helpful, miss. We know the details of the object miss. I am excited when we are given food that we more excitedly miss).*

**Researcher:** Do you enjoy during learning process? *Bagaimana perasaan kamu selama proses pembelajaran?*

**Students:** *saya senang belajar bahasa inggris miss. Sebelum menulis miss kasih kami objek dan contoh textnya trus pas lagi jelasin materi miss jelasin pakai dua bahsa jadi lebih mudah dimengerti miss. I am enjoying learning English, Miss. When you give us the object, example of the text use bilingual language when explain the lesson, it makes us fun and understand the lesson, miss.*

Based on the interviews, it seems that the implementation realia media helps the students convey their ideas in the form of writing descriptive text. The students prefer learning writing with the use of technology and media that support learning process. Teacher could show the students the object provided that was related to the topic. Hence, the implementation of realia media in writing descriptive text can be one of the factors that improve students' writing skill at the eighth grade of MTs. Al - Jauhar Duri.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This classroom action research was conducted at the eight-grade students of MTs. PP Al-Jauhar Duri Mandau. This research carried out from February until March 2022. The aim of this research was to improve students' writing descriptive text through realia media. Based on the previous chapter in the findings and discussions, the conclusion after the implementation writing descriptive text through realia media in teaching and learning process was increased students' writing.

The implementation of writing descriptive text through realia media in teaching and learning process had shown students' improvement. The improvement can be shown as increase on students' writing. The mean score of students' writing can be shown as follows: pre-test 57.7, first post-test 75.3 and second post-test 79.6.

Nowadays, students are more motivated to learn when technology is used in the teaching and learning process. During the teaching and learning process researchers used facilities to support learning activities such as laptops, projectors and the things that can be observed by students. The utilization of facilities makes students interested and enthusiastic in learning activities. Students can directly observe objects or topics of discussion when using realia media. The use of media in writing descriptive texts makes easier for students to get information and

arrange sentences. So students are motivated and enjoy following the lesson. This is the reason why the implementation of writing descriptive text through realia is effective in assisting students to improve students' writing abilities.

## 5.2 Suggestion

### 1. For the Teacher

Teachers are expected to be able to suit learning media to support teaching and learning activities. The activities should involve students' interest and enthusiasm in learning English. Writing descriptive texts through realia as media with technology-supporting tools can be applied in teaching writing with group discussion aiming to make students more active to get knowledge while the students having group discussion.

### 2. For the students

Students are expected to practice writing more in order to improve their ability to compose sentences with the appropriate choice of words and must pay attention to the categories in writing such as content, organization, vocabulary, language use and mechanisms. Thus, the implementation of writing descriptive text through realia can help the students improve their writing.

### 3. For the reader

The result of the research can hopefully be one of the references that is used by the other researcher who carries out similar studies for the purpose of the development of students' writing skills. The readers are expected to gain some

information from this research so that the readers can get better knowledge about students' writing improvement based on writing descriptive text through realia media.



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

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