

**THE EFFECTIVENESS OF USING REALIA TOWARDS THE  
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT  
AT THE FIRST SEMESTER OF NINTH GRADE OF  
SMPN 25 BANDAR LAMPUNG IN THE  
ACADEMICYEAR 2020/2021**



**A THESIS**

Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree

By

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RADEN INTAN LAMPUNG  
2021**

## ABSTRACT

### **THE EFFECTIVENESS OF USING REALIA TOWARDS THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE NINTH GRADE OF SMPN 25 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**By  
Dely Alihasandi Subing**

Writing is a skill to express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain, and hand. Based on preliminary research at SMPN 25 Bandar Lampung, it was found that most of students at the ninth grade of SMPN 25 Bandar Lampung had difficulties of writing especially in descriptive text. The objective of the research was to know whether there is significant effect using realia towards the students' Ability in Writing desriptive text at the first semester of ninth grade of SMPN 25 Bandar Lampung or not.

The research methodology used was quasi experimental design. The researcher dealt with two classes, they were an experimental class and a control class. In the experimental class, the researcher used realia, where as in the control class the researcher used pictures media. Each class received the same pre-test and post-test. The population of this research was ninth grade of SMPN 25 Bandar Lampung. The samples of this research were 2 classes consisting of 61 students. The treatment was held in 2 meetings, 2 x 40 minutes for each. In collecting the data, the researcher used instrument writing test to collect the data. The researcher analyzed the data by using independent sampel ttest, the results was that there was an effectiveness of using realia towards the students' ability in writing descriptive text at the first semester of ninth grade of SMPN 25 Bandar Lampung in the academic year of 2020/2021.

From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.037$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there was significant effect of using realia towards the students' ability in writing descriptive text at the first semester of Ninth grade of SMPN 25 Bandar Lampung in the academic year 2020/2021.

**Keywords:** *Descriptive Text, Realia, Students' Ability in Writing, Quasi Experimental Design.*



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NINTH GRADE OF SMPN 25 BANDAR LAMPUNG IN  
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## DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Using Realia Media Towards The Student’s Ability in Writing Descriptive text at the ninth grade of SMPN 25 Bandar Lampung in the Academic Year of 2020/2021” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 8 February 2021

Declared by



Dely Alihasandi Subing

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## MOTTO

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً<sup>١</sup>

Or a little more; and recite the Qur'an in slow, measured rhythmic tones.<sup>1</sup>

(Q.S.Al-Muzzammil ayat 4)

---

<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*. (Maryland: Amana Publication, 2001).P.423

## **CURRICULUM VITAE**

The name of the researcher is Dely Alihasandi Subing. Her family and friends always call her Dely. She was born in Bandar Lampung on April 16<sup>th</sup>, 1996. She is the 4th child of four children from her beloved parents Alm Mr. Alimin, S.Pd and Mrs. Dra. Hasanah. She has one sister, her name is Desy Anggaria Subing and two brothers, his name is Alm. Fery Hartawan Subing, and Deny Maulidi Subing.

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## **DEDICATION**

This thesis is dedicated to all people who always pray and give support in finishing this papers for my success, they are

- My beloved Allah SWT who always give his full of rohmah and blessing and My Prophet Muhammad SAW who always guide me and take care of me to be a good person.
- My beloved parents Alm. Mr. Alimin, S.Pd and Mrs. Dra. Hasanah who always has honestly sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
- My beloved sister Desy Anggaria Subing, My beloved Brother Deny Maulidi Subing, who always give me spirit, solution, and motivate of my thesis.
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May Allah bless and give in return for every help they did to researcher. Finally, it is expected that the thesis can be benefit to all. Aamiin

Bandar Lampung, 8 February 2021

The Researcher,



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is one of the skills to be achieved in English language learning. Raimes says that, “writing is a skill in which we express ideas, feelings, and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand”.<sup>2</sup> It means that writing is process to express ideas use eyes, hand and brain to help them to create a piece of good writing. It is used as the process of communication in order the reader understand what they read and what the researcher want to show.

According to Vicky Urquhart and Monette Mclver, writing is to convey information to others.<sup>3</sup> It means that writing is indirect communication tool that have stages in the process of writing so that we unconsciously get something valuable and useful and also writing is a way of communication or how people can express their idea, transform their ideas into written text through thinking process. The process will make people explore their ideas.

This opinion is supported Harmer states that writing encourages students to focus on accurate language use, because they think as they write, it may well provoke language development. As they relive problem which the writing puts into their mind.<sup>4</sup> It can be concluded that writing can express their ideas by using their language and they can focuss on what they think about. Beside that they can improve their language and they can write everything in their mind.

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<sup>2</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.3

<sup>3</sup> Vicky Urquhart and Monette Mclver, *Teaching Writing In Content Areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005), p. 21

<sup>4</sup> Jeremy Harmer, *How to Teach Writing*, (4<sup>th</sup> Ed), (Edinburgh Gate : Longman, 2004), p.31

In the fact, many students find difficulties in writing, because they did not know how they express their idea well. Writing is on of difficult skills for many people. Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill in English.<sup>5</sup> It means that writing is complex skill because the people who want to write they must use eyes, brain and hand.

Based on preliminary research that was done by the researcher in SMPN 25 Bandar Lampung on August 12<sup>th</sup> 2019, the students' writing ability is still low it can be seen on the Table below:

**Table 1**  
**Students' Score of Writing at the Ninth Grade of SMPN 25 Bandar Lampung In Academic Year 2020/2021**

No	Score	Total Number of Students	Percentage
1.	<75	124	70%
2.	≥75	54	30%
Total		178	100%

*Source : Document of the English teacher of SMPN 25 Bandar Lampung 2020/2021*

From the table, the criteria of minimum mastery (KKM) score for English subject especially in writing at SMPN 25 Bandar Lampung is 75. Meanwhile, from the data in Table 1, it can be seen that from one hundred and seventy eight of the ninth grade of SMPN 25 Bandar Lampung. There are 124 students (70%) got score under 75. The students still get difficulties in mastering writing.

Based on the preliminary research of the ninth grade of SMPN 25 Bandar Lampung, the researcher found problems in writing by interviewing the students.

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<sup>5</sup> Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*. Available on [Http://web.letras.up.pt/nrhurst/Writing%20Article%20APP1%20Journal.pdf](http://web.letras.up.pt/nrhurst/Writing%20Article%20APP1%20Journal.pdf) (access on Friday, October 12, 2014)

Those problems have had a lack of vocabulary and they were less confident to express their idea. Also, the students were less concentrate in writing and Students have difficulty in writing, the students said that the way teacher teach was less attractive in the classroom.

Futhermore, the researcher asked Irnawani, S.Pd, as the English teacher of the ninth grade about her method to teach writing. Teacher said that she used picture media to teach writing, but the teacher is confused why students still lack of writing especially in writing descriptive text so that the teacher still difficulties in determining appropriate learning media for students in the process of learning English. Also. the teacher said the students' descriptive text writing ability is still low and almost of the students have difficulties in writing descriptive text, it is the fact that they still find difficulties how to express their ideas, and to build a good paragraph.<sup>6</sup>

After interviewing the teacher, the researcher also interviewed students of the ninth grade of SMPN 25 Bandar Lampung, students preferred that the learning seemed real or could see objects directly, so students have difficulties expressing ideas in learn writing. The situation in the classroom becomes noisy and does not have a good atmosphere.

Based on the preliminary research of the ninth grade of SMPN 25 Bandar Lampung, it was find out that although the students had been given a topic to write or describe something, they could not automatically start their writing assignment. Furthermore, some students complained that they did not know what they should describe. It was because the students tend to learn something real, not something abstract. The students would be easier to write if they connectwith the real object.

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<sup>6</sup>Irnawani, S.Pd, The English Teacher SMPN 25 Bandar Lampung, on August 5<sup>th</sup> 2019, (An Interview).

The researcher assumes that the teacher needs the appropriate media in teaching learning process to be able to achieve the target. Besides, the teachers should be created interesting class, fun, and motivating students in learning.

Based on School – based Curriculum Depdiknas, the students are required to communicate oral and written text. There are several kinds of texts that have to be learnt by students, especially at Junior High School. One of the texts is descriptive text.<sup>7</sup> According to Crimmon description is strategy for presenting a verbal portrait of a person, a place or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing an object of what it looks like.<sup>8</sup>

Based on the explanation above, the researcher applied realia as media in teaching writing descriptive text. According to Soames in the Teaching English as Foreign Language (TEFL) classroom, the word realia means using real items found in everyday life as an aid to teaching English.<sup>9</sup> While Berwald states that realia are not only a series of artifacts that describe the customs and traditions of aculture, but they are also aset of teaching aids that facilitate the simulation of experiencein the target culture.<sup>10</sup>

Realia are real objects such as real specimens of plants or animals and real machines or tools as they are known to exist or used in life situations. They can be useful in presenting a fascinating learning experience while improving the retention of concepts learned. The use of realia is commonplace in the classroom and is widely considered to have great value in fostering an active teaching-learning environment.

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<sup>7</sup> Depdiknas. 2006. *Kurikulum tingkat satuan pendidikan*. (Jakarta: Depdiknas).

<sup>8</sup> Crimmon, Mc. James M. 1983. *Writing with a purpose*. (New York: Houghton Mifflin Company). p. 163

<sup>9</sup> Soames, Chris. 2009. *Using realia in the classroom*. Retrived on Friday, 11th November 2016 , 0.804 p.m from (<http://EzineArticles.com/expert=Chris-Soames>)

<sup>10</sup> Berwald, J. *Teaching foreign languages with realia and Other authentic materials*. Washington : ERICC learing house on Languages & Linguistics 1987

Realia can be useful in all subject areas of the curriculum; and is appropriate for any age level of students, from beginner to advance. In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real-life situations.<sup>11</sup> While according to the researcher, Realia media is a real object in the form of humans, animals, vegetable fruits, and objects that we can find, see, smell, taste and touch.

Based on the statement above, to solve this problem English teacher must be able to appropriate media in the teaching and learning process so that students will be pleasant, interested, and also challenged by the material.

By some previous researcher, Realia will use in teaching writing at Mts. Al-Husna Lebak Bulus by Sulvi Maulida Fadillah with title the influence of using Realia on the students' Vocabulary mastery at the seventh grade of Mts. Al-Husna Lebak Bulus in the academic year 2015/2016. The research from Sulvi Maulida Fadillah focused on the students' ability in Vocabulary Mastery.<sup>12</sup> The result of the research show that use Realia media could improved the students competence in writing descriptive text that the mastery of vocabulary students in the experimental class increased as indicated by the results of the scores from the pretest and post test. the average value of students in the pretest and post test in the experimental class increased from 71.44 to 89.90. and in the control class the average value of students increased from 72.82 when pre-test to 73.76 when post-test.

By Retno Sumarni Realia was used in teaching writing at SDNI Blimbing Ampelgading Pematang with title increasing students Vocabulary mastery using

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<sup>11</sup>Harmer, Jeremy. *The Practice of English Language Teaching with DVD (4th Edition)* (Longman Handbooks for Language Teachers). Pearson Longman ELT 2007. p. 177

<sup>12</sup>Sulvi Maulida Fadillah, *The Influence of Using Realia on The Students' Vocabulary Mastery at The Seventh Grade of MTs. Al-Husna Lebak Bulus in the Academic Year 2015/2016*

Realia at the fifth year of SDN1 Blimbing Ampelgading Pemalang in the academic year 2008/2009. The research from Retno Sumarni focused on the students' ability in Vocabulary mastery. Increasing the student's competence to memorize all the vocabulary taught by teacher. In learning process, the researcher found the students' difficulties in learning vocabulary. She also found problems in every teaching action. Having done the test, the writer found the result of the pre-test. The highest score was 87, the lowest was 40 and the mean score was 75,58. and than In post-test the highest score was 97, the lowest score was 50, and the mean score was 75,37.<sup>13</sup> Based on the result above, the writer concluded that the students' ability in vocabulary mastery was very well. It was caused by the fact that the use of realia in teaching vocabulary was interesting for them.

Another previous research by Nuria Ulfi Hidayati with tittle improving students' ability in writing Procedure text using Realia ( A Classroom action research with students of grade VII G at SMP N 18 Semarang in the academic year of 2017/2018). The research from Nuria Ulfi Hidayati focused on the students' ability in procedure text especially in writing.<sup>14</sup>In this research, the researcher took a test of their improvement in each cycle. The mean of students' writing score in the first cycle was 60.1, with the highest and the lowest score of 71 and 46. The mean of students' writing score in the second cycle was 65.3, with the highest and the lowest score of 74 and 57. The mean of students' writing score in the third cycle was 75.4 with the highest and the lowest score of 90 and 55. Finally the result of this research shows that students' ability was improved in each cycle after they were taught using realia.

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<sup>13</sup> Retno Sumarni, *Increasing Students Vocabulary Mastery using Realia at the fifth year of SDN1 Blimbing Ampelgading Pemalang in the Academic Year 2008/2009*, p.23

<sup>14</sup>Nuria Ulfi Hidayati, *Improving students' ability in writing procedure text using realia at SMPN 18 Semarang in 2010/2011 Academic year 2011*, p.6 (published skripsi, IAIN Walisongo Semarang)

They were better in their procedure text's writing. It was signed by their improvements of each writing component, i.e.: content, organization, vocabulary, language use and mechanic. The results of the study show that the use of Realia can improve the ability to write student text procedures.

Based on the explanation above, the three previous researchers the using of Realia as a medium in teaching vocabulary and text writing procedures. Thus the authors are interested in conducting the research using Realia media with the use of different variables, namely descriptive text. so students can be motivated in learning and improve learning to write using Realia media. Therefore, the authors propose a study titled: The Effectiveness of Using Realia towards students' Ability in Writing Descriptive Texts at the First Semester of ninth grade at SMPN 25 Bandar Lampung Academic Year 2020/2021.

## **B. Identification of Problem**

Based on the background above, the researcher concludes that there are some problems as follows:

1. They lacked vocabulary and less confidence to express their idea.
2. The students were less concentration in writing and Students have difficulties in writing
3. The students said the picture media was less attractive in teaching writing in the classroom, students preferred that the learning seemed real or could see objects directly
4. The teacher still has difficulties in determining appropriate learning media for students in the process of learning English.

### **C. Limitation of problem**

Based on the identification of the problem, researcher was focused only on the effectiveness of using realia to improve students ability in writing descriptive text at the first semester of the ninth grade of SMPN 25 Bandar Lampung in the Academic year of 2020/2021.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem above. The researcher formulates the problem as follows: Is there any effectiveness of using realia toward the students' ability in writing descriptive text at the first semester of the ninth grade of SMPN 25 Bandar Lampung in the Academic year of 2020/2021 ?

### **E. Objective of the research**

Based on the formulation of the problem above. The objective of this research will know whether there is an effectiveness of using realia toward the students' ability in writing descriptive text at the first semester of the ninth grade of SMPN 25 Bandar Lampung in the academic year of 2020/2021.

### **F. Significance of the research**

This research is hopeful expected to use:

#### **1. Theoretically**

The result of the research is expected to support the theory which would be explain in the next chapter about to give information and alternative for the English teacher about significant effect of using Realia to the students' ability in writing description text.

## **2. Practically**

### **a) For the Students**

By using Realia media, it was hoped that the students would more interested and motivated in descriptive text writing ability and gave the students positive effect on their English achievement.

### **b) For the Teacher**

To inform the English teacher that teaching using Realia media has good effected to students' writing ability, so the goal of learning could achieved.

## **G. Scope of the research**

In this research, the researcher determines the scope of the research as follows:

### **1. Subject of the research**

The subject of the research was the students during the first semester of the ninth grade of SMPN 25 Bandar Lampung in the academic year of 2020/2021.

### **2. Object of the research**

Object of the research was the students' descriptive text writing ability and using Realia.

### **3. Place of the research**

Place of the research was conducted at SMPN 25 Bandar Lampung

### **4. Time of the research**

Research was conducted in the first semester in the academic year of 2020/2021.

## CHAPTER II

### FRAME OF THEORY, THINKING, AND HYPOTHESIS

#### A. Concept of Teaching English as Foreign Language

Teaching is one of activities in the classroom. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The aim is so the students can understand the teacher's explanation. Teaching is a systematic activity that has many components and all of them relate each other. It means that, teaching is a process for the learners to gain information from their learning activity. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone).<sup>15</sup> For this reason, by teaching or being a teacher, someone transfers knowledge, guides, and coach other people in the learning process.

According to Setiyadi, "people should learn English in the condition where the language is use for communication in their daily life".<sup>16</sup> So then English as the international language make all people in the world should be master to communication in their daily life.

Setiyadi said that English is learnt in Indonesia by talking about grammatical rules of English and errors are always corrected. In Indonesia, English is learned at schools and people do not speak the language in the society.<sup>17</sup> Consequently, In Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life. The students only have changed to practice English in the school and instruction.

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<sup>15</sup>Jeremy Harmer, *How to Teach English*, (The New England: Longman, 2002), p.56

<sup>16</sup> Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.20

<sup>17</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta:Graha Ilmu, 2006), p.22.

English is really a foreign language for language learners in Indonesia. English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country. It means that the students only have changed to practice English in the school and instruction. The teachers are also demanded to encourage students to practice English every time in their activities.

Based on the explanation before, it can be concluded that teaching English as foreign language is transferring knowledge from the teacher for the students to study general language or target language but not their mother tongue. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

## **B. Concept of Writing**

According to Raimes, "Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand".<sup>18</sup> When we write, our mind gets an idea and express the idea by letter that is arranged to be word form and the word is arranged to be sentences form, so that the writer can give the information or tell the reader about their ideas by using writing.

Oshima states that, writing is a process of creating, organizing, writing, and polishing, in the first step of the process, creating ideas, in the second steps, organizing the ideas. In the third step, writing rough draft. In the final step, polishing

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<sup>18</sup>Ann Raimes, *Technique in Teaching Writing*, (Ne: Oxford University, 1983), p.3

your rough draft by editing it and making revisions.<sup>19</sup> Furthermore, Raimes states that writing is a skill in which we express ideas which are arranged in words sentences and paragraph by using eyes brain and hand.<sup>20</sup> Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writers' ideas as means of communication.

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>21</sup> The students can share about whatever that they have think of anything in form of written language, because written language can be power from theirself to convey their opinion about some topics. There are many topics that they can express in written form such as education. Their experience, politic, and etc.

According to researchers, writing messages in words that are formed into a sentence or paragraph using our language and thoughts. Meanwhile, according Linderman, writing is a process of communication which uses conventional; ghrapic system to convey a massage to reader.<sup>22</sup> It means that writing is a process of sending the massage by using letters, punctuation, words of sentences as ghrapic system. Thus the process of communication can be said successful if the reader and the writer understand the language being used in written communication. This writing is actually the informative system to compose meaningful words with the intention of conveying certain message certain message to the reader.

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<sup>19</sup> Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Longman Pearson, 2006), p.265 .

<sup>20</sup> Ann Raimes, *Teaching Writing Skill*, (New York: Oxford University Press, 1983), p.76.

<sup>21</sup> Ken Hyland, (1<sup>th</sup> Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

<sup>22</sup> Linderman, *A Rhetoric For Writing Teachers*, (Chicago: Oxford University of Press, 1983), p.11.

For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical can coherence of the one paragraph to other paragraph, it is supported by Byrne that writing is a some sentences that must be coherent whole. Writing is as a communicative act, a way of sharing observations, information, through or ideas with others.<sup>23</sup> It means that writing is activity write with develop ideas in writing form coherent whole.

Based on the statement above, the researcher can concludes that writing is a way to produce language that comes from our thought. The processes of making writing are from thinking and organizing, rethinking, and reorganizing. At the end of the writing process, Writing as a process to produce written product that will be used for readers. It will be as the form of an essay, a paper or a story

### **C. Type of Writing**

There are four main types of writing: expository, persuasive, narrative, and descriptive.

- Expository – Writing in which author’s purpose is to inform or explain the subject to the reader.
- Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.
- Narrative – Writing in which the author tells a story. The story could be fact or fiction.
- Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

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<sup>23</sup> Doon Byrne, Teaching Writing Skills, (New York: London, 1988), p.2

#### **D. Concepts of Writing Ability**

Tribble states that writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.<sup>24</sup> Therefore, writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express idea, feelings, and thoughts, that arranged in words, sentences and paragraph by using eyes, brain, and hand.<sup>25</sup> It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the students can understand about the writes' ideas, thoughts, and feelings.

#### **E. Concept of Writing Process**

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be effected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).<sup>26</sup>

Based on statement above, the researcher concludes that there were many factors related in writing, not only process in which we shown our mind to the reader, but also the content or the message of the writing. Although, writing needs appropriate technique and rather difficult to do writing, the writer must also give full attention to the message that convey to the reader, in the order to make the reader understands and gets the specific information of the writing. In the process of writing, in the real world, this tipically involves planning what we were going to write, drafting it,

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<sup>24</sup> Harley James, *Academic for Writing and Publishing A practical Handbook*, (New York: Library Congress Cataloging, 2008),p. 10

<sup>25</sup> Cristopher terrible, *Language Teaching Writing*, (The New England: Oxford University Press, 1996), p.3

<sup>26</sup>Jeremy Harmer, Op, Cit, p.4

reviewing, and editing what we have written and then producing a final and satisfactory version.<sup>27</sup>

All of these cases are suggested that process has four stages, there are:

### 1. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

### 2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

### 3. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

### 4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

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<sup>27</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (4<sup>th</sup> Ed), (New York: Longman, 2007), p.258

The writing process is more complex than this, of course and the various stages of drafting, reviewing, redrafting, etc. The first is pre writing, pre writing is a brainstorming activity. The second is drafting, drafting is the first version of a piece of writing. The third is revising is check clearer and more convincing about the information perhaps the way something is written ambiguous or confusing. The last is editing is checking the writing and the mistake carefully in grammar, word choice, punctuation and spelling.

Based on the theory above, the researcher concludes that writing process is a process of to order something in from of written language. Then, writing process is an activity to produce a well-organize written language which needs some steps or process. The students will make a good writing if they follow rule of writing process, like they begin with planning, drafting, editing and final version.

people said that writing is difficult skill. It because this skill can not achieve in short time. This skill belong to difficult since the writer must attention some aspects like grammatical, vocabulary, punctuation, and others.

Writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners’ ability to produce well formed sentences.<sup>28</sup>

#### **F. Indicators of Writing**

According to Tribble, writing has some components that should be by researcher in order to get good writing. The components are:

- a. Content : a. The Substance of Writing.
- b. The ideas of expressed.

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<sup>28</sup> Ken Hylan, (1<sup>st</sup> Published), *Second Language Writing* (New York : Cambridge University Press, 2003), p.3.

- c. The Arrangement of schematic structure.
- b. Grammar : a. The employing of grammatical form and syntactic pattern.  
b. The use of Past tense.
- c. Organization : a. The organization og the contents.  
b. The Arrangements of generic structure
- d. Vocabulary : The Choice of Words.
- e. Mechanic : Capitalization, Punctuation, and Spelling.<sup>29</sup>

Writing ability is one of the most important skills that must be mastered. If we were able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained throught writing.

### Scoring Rubric for Evaluating Students' Writing Ability in Descriptive Text

The score of test will be calculated based on the following scoring system proposed by Tribble.<sup>30</sup>

**Table 3**  
**Scoring System**

Area	Score	descriptor
Task fulfillment/Contont	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable, variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic, accurate detail

<sup>29</sup>Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

<sup>30</sup> Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130.

	16-12	<b>Good to average:</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; rasionably accurate detail
	11-8	<b>Fair to poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	<b>7-5</b>	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument: content irrelevant, or very restricted: almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion)
	16-12	<b>Good to average: uneven express,</b> but ideas stand out; paragraphs or sections evident;logically sequenced (coherence); some connectives used (cohesion)
	11-8	<b>Fair to poor:</b> very uneven expression ideas difficult follow, little sense of paragraphing/organization; does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion)
	7-5	<b>Very poor:</b> very uneven expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	<b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word/idiom choice and usage;

		register not always appropriate
	11-8	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> fails to address his aspect of the task of any effectiveness
<b>Language</b>	30-24	<b>Excellent to very good:</b> confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured
	25-28	<b>Good to average:</b> acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, article, pronouns, prepositions; meaning sometimes obscured
	17-10	<b>Fair to poor:</b> insufficient range of structure with control only shown in simple constructions; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, preposition, meaning often obscured
	<b>9-6</b>	<b>Very poor:</b> major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions; meaning often obscured
	5-0	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout

	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, and layout
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout
	1-0	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness

Based on explanation above, it can be concluded that writing ability is an ability to communicate or express ideas and thoughts on written form which fulfills five components of writing concluding content, organization, vocabulary, language, and mechanics effectively.

### **G. Purpose of Writing**

Writing is not only putting the sentences into a paper, but there are some purpose of writing, Based on Grenville, there are some purposes of writing:

#### **1. To Entertain**

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

#### **2. To Inform**

The writing tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good to read, and also entertaining the reader is not their main purpose that's just a bonus. Examples of writing to inform are newspaper articles scientific or business reports, instructions or procedures, and essays, for school and university.

### 3. To Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings. As the explanation above, the writer concludes the purpose of writing is the expression the ideas, convey a message to reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.<sup>31</sup>

Based on explanation above, it can be concludes that the purpose of writing consist of certain, inform and persuade. The first purpose is to entertain. Writing to entertain generally takes the form of creative writing the examples are novels, stories, poems, song lyric, and screenplays. The second purpose is to inform. Writing is to inform the reader about something. And the last purpose is to persuade. Writing to persuade is to convince the reader of something. The examples are advertisements, newspaper, and magazine article.

### H. Text

A text is meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>32</sup> It means that text is number of words to give a message to somebody in written or spoken. Hylan states that text has structure, they are orderly grammatical of words, clauses

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<sup>31</sup>Kate Grenville, *Writing From Star to Finish a Six-Steps Guide*, (New South Wales:Allen & Unwin, 2001), p.11

<sup>32</sup> Sanggam Siahaan and Kisno Shinoda, *Genre Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.<sup>33</sup> It means that text is composition of words in sentences to write a paragraph of a text that has direction to deliver what the writer means.

From the explanations above, the researcher concludes that text is a composition of words in a written paragraph that should provide corrections information based on the kinds of texts written. It consists of information or knowledge about something to the readers.

## **I. Types of Text**

In English, we can find type of writing. Each of these writing has its own characteristics and functions. The students of senior should have knowledge of those writing text. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variations are genre.<sup>34</sup>

### 1. Spoof

Spoof is a text to retell an event with a humorous twist.

### 2. Recount

Recount is a text to retell events for the purposes of informing or entertaining.

### 3. Report

Report is a text to describe the way things are reference to a range of natural, manmade and social phenomena in our environment.

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<sup>33</sup> Ken Hyland, *Teaching and Researching Writing*, (2nd Edition), (Edinburgh Gate: Pearson, 2009), p.8

<sup>34</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*,(Malbourne: Macmillan,2003), p.3

#### 4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something is the case.

#### 5. News Item

News Item text is a text to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

#### 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

#### 7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### 8. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9. Description

Description text is a text to describe a particular person, place or thing.

#### 10. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

#### 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

### 13. Reviews

Reviews text is a text to critique an art work or event for a public audience.

Based on the explanation above, it can be concluded, there are 13 types of text in English. They are, spoof, recount, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. Whereby, in this research the researcher focuses on the descriptive text. It was conducted in SMPN 25 Bandar Lampung, in which based on syllabus on ninth grade, the students learn descriptive text.

#### **J. Concept of Descriptive Text**

Description is a useful tool in many kinds of writing. In narration or storytelling, it creates a sense of realism. In reports or explanation, it clarifies and makes idea specific. And in persuasive writing, it can clarify arguments and appeal to reader's emotions. In description, it can describe many things, including people, scene, and sense.<sup>35</sup>

A descriptive text describes how something or someone looks or feel. It gives an impression of something.<sup>36</sup> Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description is a word pictures; the readers can imagine the object, place, or person in his or her mind.<sup>37</sup> Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. It can

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<sup>35</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

<sup>36</sup> Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon, *Great Writing 2 Great Paragraphs*, 3<sup>rd</sup> Edition, (United States of America: Heinle Cengage Learning, 2010), p.135

<sup>37</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing*. (New York: Pearson Education, 2007), p.61

be concluded that descriptive text provides an illustration of people, places, events, situations, thoughts, and feelings.

Blanchard & Root state that writing a description is like creating a picture using words. The most important in description is to make in a good description through specific detail that create appropriate with the picture.<sup>38</sup> Furthermore, Haines argues,

“a description in an account that creates a vivid mental image. Description also may include or suggest time order because a person, place or object usually appears in a situation, or an incident usually occurs or suggests a scene. Getting a mental; picture of the person, place, object, scene, or situation help a writer discover his or her point about the subject being described”.<sup>39</sup>

It means that, descriptive is a imagination or suggestion from the writer to convey their message about a person, place or thing.

Based explanation above, it can be concluded that descriptive text is a clear description of people, places, objects, fruits, animals, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hear, smells, touches, and tastes.

## **K. Generic Structure of Descriptive Text**

Descriptive text has structure as stated by James that it is used in school to guide the studens in learning English :

- a. Identification: identifying phenomenon to be described. The writer introduces people whose daily activities are going to describe.

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<sup>38</sup> Karen Blanchard & Christine Root, *Ready to Write*. (Longman: Pearson Education, Loc, 2003, p.69

<sup>39</sup>Johan haines, [http://www.ablongman.com/henry\\_rh/ch04pdf](http://www.ablongman.com/henry_rh/ch04pdf)

- b. Description: the purpose is to try and help someone feel that they are actually experiencing the thing described. The writer gives detailed information. Since the text tells daily activities, the writer describes or mentions his/her daily activities in sequence. Information about the time and place of the activities can be used to describe more about the daily activities.<sup>40</sup>

The following texts below are the examples of descriptive text

### 1. Describing animals

#### **My cat**

##### **(Identification)**

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

##### **(Description)**

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

### 2. Describing Things

#### **My Favorite Handphone**

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<sup>40</sup> Peter James, Real English 1 For Senior High School Grade X, (Jakarta: Penerbit Erlangga, 2013), p.84

One of my favorite things is my phone. I have an old phone, it is a smartphone. I bought it 3 years ago in Bandung Electronic Center (BEC). It is from Xiaomi product.

The color of the smartphone is gold. It is 5.5 inches long and slim. It has rectangle shape. It is made of metal and the screen is made of glass. There is a camera, fingerprint, and a speaker on the body. My smartphone has many functions. I use it to send texts, to take pictures and videos, to access internet, etc. I also use it to talk with someone far away. It has a brown case. The case looks dirty because I use it a lot.

### 3. Describing Place

#### **My Favorite Café**

My favorite cafe to relax is a small café down the street from where I live. This café is on a small side street and as soon as you see it, you feel like going in.

There are three windows on either side of the door, and each window has a small table all around the room. Even though it is not a big place, its size makes it cozy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favorite café.

*Source: Dorothy E Zemach, & Lisa A Rumisek, Academic Writing from paragraph to Essay.*<sup>41</sup>

### 4. Describing person

#### **My Grandmother**

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<sup>41</sup> Dorothy E Zemach, & Lisa A Rumisek, *Academic Writing from paragraph to Essay*, Oxford: Macmillan Publisher, 2005), p.26

When I was young, I admired my grandmother for her strength and kindness. She was not very big. In fact, she was tiny and very thin she was strong, though. She lived by herself and still did a lot of the chores around her house. When I was child, I saw her almost every day, and she and I would talk about everything. She was happy person and was always smiling and joking, and she often make me laugh. My grandmother was also very patient, and she would listen to all my problems. She gave me very good advice whenever I needed it. I didn't need to be afraid to tell her anything, because she never got annoyed with me. She just listened and tried to help. I also liked to spend time with her because she had interesting stories to tell me about her own childhood and life experiences. When I was young my grandmother was my best friend.

*Source: Dorothy E Zemach, & Lisa A Rumisek, Academic Writing from paragraph to Essay.*<sup>42</sup>

## 5. Describing fruits

### **Orange**

Orange, the popular fruit which is easy to find and relatively cheap contains much nutrition, which is good for our health. The fruit has widely been known as not only vitamin and mineral-rich fruit but also containing essential substances, which cannot be produced by the human body. Those substances are necessary since they are used in the process of the growth and development of the human body.

The non-nutrition compounds in orange can minimize the risk of some dreadful diseases, such as cardiovascular, cancer, and eye problems. Unfortunately, for many years people see the fruit only as the source of vitamin C while it also produces

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<sup>42</sup> Ibid, p.28

carbohydrate, potassium, calcium, thiamin, niacin, vitamin B, phosphor, magnesium, riboflavin, another natural chemical compounds. Consuming orange is also suggested for those who have diet programs since there are only 60-80 calories in one fruit. Therefore, by having this fruit in the daily menu, someone can reduce his other weight.

Based on explanation above, it can be concluded that the basic steps to write descriptive text are select a subject, select dominant details, organization, and use descriptive words. Descriptive text has two generic structure, they are identification and description. The identification structure is introducing people what are going to describe. Then, description structure is giving detailed information.

#### **L. Concept of Descriptive Text Writing Ability**

Writing is the ways that we use to communicate with others by using language. Raimes says, "Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand".<sup>43</sup> Consequently, writing is used to express someone's feelings or ideas and makes the reader understand the purpose of writing, what we are going to inform or to say. It helps us to connect and share everything information from the writer to the reader. In writing, there are several types of writing form, such as descriptive, narrative, recount, etc. Therefore, this research focuses on descriptive text.

According to Pennington in Aris' thesis descriptive is a text describes a person place, or thing. A good descriptive text uses words that help readers see, hear, smell,

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<sup>43</sup>Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University press, 1983), p.256

feel and taste the subject.<sup>44</sup> For this reason, descriptive text is to persuade the reader to see, hear, smell, feel and taste as the writer does.

Kane stated description is about sensory experience, but description also deals with other kinds of perception.<sup>45</sup> In short, descriptive is a kind of text that comes from the writer idea and experience, and a text that gives the reader some informations about someone, place or thing.

Based on the explanation above, descriptive text writing means that an ability to produce a text, which describes object that can be the readers' imagination. It briefly a certain kind of objects such as a person, a place, a thing, or an animal with good mastery of aspects of writing such as: content, organization, vocabulary, language, and mechanics.

## **M. Media**

### **1. Definition of Media**

Media are mediator or conductor a message from sender to receiver.<sup>46</sup> The function of media is as a strategy and assists equipment in teaching learning process.<sup>47</sup> In addition, Sanaky says that all the things or physical tool which can available the message along stimulating the learners to study. It means that media are mediators or conductors to transfer information through all the things which can available from the messages for study.

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<sup>44</sup> Aris Rahmasari, *Implementation of Dictation Technique in Descriptive Paragraph writing of SMPN 1 Pagelaran Pringsewu*, (Bandar Lampung, IAIN Raden Intan Lampung Press Unpublished, 2011), p. 22.

<sup>45</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 22.

<sup>46</sup> Azhar arsyad, *Media Pengajaran*, Jakarta, Raja Grafindo. 2000, p.3

<sup>47</sup> H. Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, Jakarta, Referensi Jakarta, 2012, p.27

A medium (plural, media) is means of communication or source of information.<sup>48</sup> Media also derived from the Latin word “Medium” that means “between”. The term refers to anything that carries information between a source and receiver.

According to Minarso, media are all the things which are used to stimulate of thinking, feeling, and attention of learners progress so that it can be encourage of leaner’s learning process their self.<sup>49</sup> Using a media is really important for the teacher to create the situation in teaching learning process more creative and effective. Media are also considered as instructional system of teaching learning process. Instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of the teaching learning process. The teacher can select the media from the traditional ones to the modern ones. In doing this study the writer used realia as the traditional media in improving the student’s ability in writing descriptive text.

Based on the previous explanation, media are tools, and techniques which are used to be more the effectiveness of communication and interaction between teacher and leaner in learning process in the class.

## **2. The Function of Media**

Using media is helpful in the teaching learning process to transfer the material to the students. One of the important things to use media can make the students more interesting and motivate them in learning the subject. Besides media can make learning activity more communicate and interactive between teacher and the students.

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<sup>48</sup>Sharon E. Smaldino, *Instructional Technology and Media for Learning*, United States of America, 2014, p.9

<sup>49</sup>Hujair AH Sanaky, *Op.Cit*, p.4

It will stimulate students sense in receiving the material, at least student more give attention to the teacher and class activities.<sup>50</sup>

According to Hujair, media as a learning aid tool, they are:

1. To be easy in learning process at class.
2. Improving efficiency of learning process.
3. Keeping relevancy between the course and the goal of study and,
4. Helping the concentration of learners in learning process.<sup>51</sup>

Kemp & Dayton state that some benefits by using media are:

1. Teaching learning more than interesting.
2. Teaching learning more than interactive.
3. Making the instructional process more systematically.
4. Making students easy to understand the teacher's instruction.
5. Preventing the students boredom in following the instructional process.
6. Quality from learning result more interesting.
7. Character from the teacher more positively.<sup>52</sup>

## **N. Types of Media**

The success or failure of teaching learning process is depending on several factors, one of them is media used by teacher. Based on the classification of the variations of media if viewed from the development of technology by seels and

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<sup>50</sup> Desti Cahya Dewi, *Teaching Vocabulary Irregular English Verb Trough Flashcard*, 2011, Available online at <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/07/teaching-vocabulary-irregular-english.html>

<sup>51</sup> Hujair AH Sanaky, *Op.Cit*, p.4

<sup>52</sup> Azhar arsyad, *Media Pengajaran: Edisi Revisi*, Jakarta, Raja Grafindo Persada. 2013, p.21-

Glasglow in Arsyad is divided into two wide categories, they are traditional media and technology media.<sup>53</sup>

### **1. Traditional Media**

- a. Projected visual; Opaque projections, overhead projection, slide, and film strips, technology for diverse learners (PowerPoint).
- b. Nonprojected visuals; Picture, poster, image, chart, graphic, diagram, information board, and exhibition.
- c. Audio; Record changer, reel, cartridge, cassette ribbon.
- d. Multimedia; Slide and Sound (tape), and multi-image.
- e. Dynamic Visual; film, television, and video.
- f. Print; Textbook, Module, magazine, etc.
- g. Games; Puzzle, simulation, board game.
- h. Realia; Model, specimen, manipulative (map, doll, fruits)

### **2. Technology Media**

- a. Telecommunication media; teleconference.
- b. Microprocessor media; computer game, intelligence tutor system.

Besides, according to Smaldino, traditional media are divided to some parts, namely:

1. Instructional Materials and Displays
2. Visuals
  - a. Nonprojected Visuals
  - b. Project Visuals;
  - c. Document cameras

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<sup>53</sup>*Ibid*, p.36

- d. Overhead Projection
  - e. Slides
  - f. PowerPoint
  - g. Digital images
  - h. Digital Image Projection
3. Audio
  4. Video<sup>54</sup>

Based on the previous explanation, the researcher used traditional media according to Smaldino's states which include in one kind of visuals media that is Realia. In this research, the researcher used Realia media to teach writing Descriptive text.

#### **O. Concept of using Realia Media**

Realia (real-object) media used by teacher to demonstrate real thing or real life of some objects studying based on curriculum degree that meaningful and useful in the classroom.<sup>55</sup> Realia media is namely object and learning materials from outside the classroom used for teaching and learning. Realia is the real object used for help and practice a new discussion as a way of giving meaningful from the world.<sup>56</sup> Referring to the opinion of Rusman realia media, Realia media are all real media in the classroom, but can be used as an observation activity in their environment. Namely all real media that exist in the natural environment, both used in a living condition or already preserved. For example plants, rocks, animals, insectarium, objects, water, rice fields, food and so on.

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<sup>54</sup> Sharon E. Smaldino et al, *Op.Cit*, p.254

<sup>55</sup> Harmer Jeremy. *The Practice of English Language Teaching with DVD (4th Edition)* (Longman Handbooks for Language Teachers). Pearson Longman ELT. P. 177

<sup>56</sup> Nunan David, *Language Teaching Methodology*, (Inggris : Cambridge university press , 1991). P.1

According to Udin S.W Realia media is a visual aid in learning that serves to provide direct experience to students. This media is a real object of an object. Such as currency, plants, rock animals, water, soil, objects and so on. Using real objects in the process is highly recommended, because students better understand the material being taught.<sup>57</sup>

Many children in today's classrooms struggle with the English language. Some come from homes where a foreign language is spoken; others simply have not developed a large enough academic vocabulary to thrive in the classroom. In either case, many children are at risk because of their limited English vocabularies. Realia miniature objects that resemble their real-world counterparts provide an excellent tool to help these children develop essential English vocabulary. Realia enhance meaning and make vocabulary more concrete and, therefore, more comprehensible.

Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. Realia also make learning process more enjoyable.<sup>58</sup> In language teaching, realia are actual objects, which have a purpose outside the classroom and can be used in the classroom. Meanwhile in the EFL classroom, the word realia means using real items found in everyday life as an aid to teaching English.<sup>59</sup>

In education, realia are objects from real life used in classroom instructions by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students'

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<sup>57</sup> (<http://www.jekapendidikan.com/2017/03/media-realia.html>)

<sup>58</sup> Jeremy Harmer, *How to Teach English*, (2<sup>nd</sup> Ed), (New Jersey:Longman, 2002), p.140

<sup>59</sup> Nugroho Muhammad, *The Use Realia in Teaching English*, (Jakarta : UIN Syarif Hidayatullah, 2010) ,p.17

associations between words everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians. Realia is real things represent the actual conditions with which the learner will live. As such, realia should be used whenever possible. Real things are available.

Realia media also help the students to create their writing of descriptive texts because they can look at and touch the real objects that they want to describe. Teachers who want to conduct realia media in the writing process be creative in choosing realia media to be used in the learning activities to make the classroom atmosphere alive.<sup>60</sup>

This is in accordance with what will conveyed by Silberman who said that the model of learning realia for writing learning should use a colored image. Furthermore, Silberman says that paper should be provided, markers, and other source material that we think will help the learner create a bright and vibrant mind map.

The task is to locate them and put them to use in helping students learn. Examples of realia are: insects; coins; rocks; plants; pets; and stamp. The beginners, particularly children real or lifelike items are useful for teaching the meanings of words, teachers sometimes appear in the classroom with plastic fruit, cardboard, clock faces, or two telephones to help stimulate phone conversations. Object that is intrinsically interesting can provide good starting point for variety of language work and communications activities.<sup>61</sup>

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<sup>60</sup> Rosdiana, The Essensial of Realia-Establishing students writing ability to the real world : Getsempena English Education Journal (GEEJ) vol.4 no.2 November 2017) p. 173

<sup>61</sup> Jeremy Harmer, *How to Teach English*, (New Jersey:Longman, 2001), p.140

Based on the explanation above, it can be concludes that Realia is the real object or miniature that available in the surrounding useful for teaching learning process, it helps the students to develop their ideas in writing.

### **1. The Type of Realia**

Realia can be divided into several types, they are:

- a. Man-made, such as: artifacts, tools, utensils, etc..<sup>62</sup>

Based on the previous explanation, the researcher used Man-made, in order to make it easier for students to find real objects both inside and outside the room that will be used as material for working on descriptive text is handphone.

### **2. Advantages of Using Realia**

1. Experience with real things with which one will interact in life is the best learning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experiences fpr the student.<sup>63</sup>

### **3. Disvantages of Using Realia**

1. Bringing students to various places outside of school sometimes proven in the form of accidents and the like.
2. The costs required to perform various real objects are sometimes not small, can be added to the needsdamage in use. Can't give all the meaning of the actual object,

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<sup>62</sup> Hidayah Nur, *The Use of Realia to Improve Vocabulary Mastery*, (IAIN Salatiga : 2011, p.9

<sup>63</sup> Jones, *effective schooling, research, theory and Praticce*,(London : British library: 2007),

like magnification, cutting, and image section by section, must be supported with other media.<sup>64</sup>

Based on this, the researcher can conclude that media realia not only has many advantages, but also some Disadvantages. By Therefore it is necessary to have a deep understanding in this media, including in its implementation it can be implemented well.

#### **P. Using Realia in Teaching Writing Descriptive Text**

Teaching descriptive text by using realia means that the teacher has to bring in a number of objects from everyday life as media to guide the students in the writing process. However, because the country of Indonesia was struck by the COVID pandemic<sup>19</sup>, so the teacher could not bring the real media, the teacher gave direction to students to find real objects around the house, both indoors and outdoors but still within the scope of their respective homes. Descriptive text is one of the famous texts in junior high school. It describes a particular person, place or thing, animals, and fruits. The students in junior high school like to write about the thing that exists and the thing that does not exist, something that can be seen, felt, smelt, or even touched. Realia makes the students interested in writing class. In teaching writing, a media would become a good thing if the teacher does pay attention first to what level his/her students are.

There are two important things that must be thought by the teacher before he/she conducts writing class, and in what level the students are. It is hoped the teacher can use realia to teach descriptive text to the students.

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<sup>64</sup> R. Ibrahim and Nana Syaodih, *Perencanaan Pengajaran*, (Jakarta: Rineka Cipta, 2003), p.119

### **Q. Concept of using Picture Media**

Picture is a sketch of object(s) visualized in a surface of paper, board, wall, etc. In teaching media, it belongs to visual aid. Wright states that picture as media is able to motivate students, to make the subject they are dealing with clearer, and to illustrate the general idea and forms of an object or action which are particular to a culture.

Pictures contribute to teaching language. Emphasizing in teaching writing, pictures can be stimulation for gaining the idea. Some things in the picture can build students' vocabulary mastery by mentioning some objects. The vocabularies can help students to construct the paragraph to write. There are variety of activities can be created by using pictures.<sup>65</sup>

Wright explains that in language learning pictures can contribute to interest and motivation, a sense of context, and a specific stimulus. By using pictures, the students can be more motivated because pictures provide the real material which can be observed and identified by the students.<sup>66</sup> This is in line with the statement of Akbari that picture can motivate students and nowadays, motivation is found to be important factor in learning everything. Pictures are also contextual in which a teacher can draw certain situation on them. Pictures bring the outside world into the classroom in a concrete way. They can improve students' stimulus because after observing the picture, the students will immediately need the vocabularies, idiom, and sentence structures to discuss or to explain what they see.

Writing products which are accompanied with pictures will make the readers more interested. Dils says that this is interesting to open a book that is both beautifully illustrated and beautifully written. The harmony between the written and the visual

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<sup>65</sup>Wright, A. *Pictures for language learning* , (New York, NY: Cambridge University Press1989). p.17

<sup>66</sup>Wright, A, *Loc, Cit.*1989, p.17

will be able to inspire and entertain the readers. It can be concluded that pictures also contribute to inspiring and entertaining. Picture is one of visual aids used by the teachers to help learning. Using a picture in writing activity can help generate and capture plenty of ideas, which individuals can then adapt or select from to make their own back stories.

Raimes cited in Akbari states that pictures can help teachers and students in teaching and learning vocabulary, and other language components. In addition, picture can help students to imagine the real object. As pointed out by Krashen in Wright in EFL teaching, pictures are considered as an efficient tool for limited English proficiency learners to increase their comprehension. It can be concluded that picture is very helpful for the teacher and the students in teaching and learning writing for its benefits.

Wright cites some roles for pictures in productive skills.

- a. Pictures can motivate the student and make him or her want to pay attention and want to take part.
- b. Pictures contribute to the context in which the language is being used.
- c. The pictures can be described in an objective way ('This is a train.') or interpreted ('It's probably a local train.') or responded to subjectively ('I like travelling by train.').
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.<sup>67</sup>

## 1. Type of Picture

Picture is one kind of visual media, because it can be seen and performs a meaningful description. Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.<sup>68</sup> Picture as one of visual media

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<sup>67</sup>Wright, A, *Loc*, Cit.1989, p.17

<sup>68</sup>Prof. Dr. Azhar Arsyad, *Media Pembelajaran*, (Jakarta, PT Raja Grafindo Persada:2003),

will establish students' interesting and give a connection between the content of material with real life.

There are some kinds of picture as a visual media to reach the objective of learning. They are photo or drawing, diagram, map, graphic.<sup>69</sup> Photo or drawing is a visual media that shows how person or things look like. Diagram it draws a connection of concept, organization and the structure of content material. Map is one kind of visual media that shows a connection of space around elements in the content of material. Graphic is providing a description of data and a connection picture or numeral's sheet.

## 2. The Advantages of Using Picture

The Advantages and Disadvantages of Using Picture Media According to Sharon K. Zanger, there are several the advantages and disadvantages of picture media:

### 1. The Advantages

- a. Can stimulate and motivate students to become more observant and express themselves.
- b. Is inexpensive, may even be free, and fairly easy to locate.
- c. Can be used by an individual or in groups.
- d. Can be displayed for as long as necessary so pupils can work at their own rate.
- e. Is up-to-date and can bring reality into the classroom.
- f. Can be used to introduce, supplement, or summarize a unit.
- g. Enriches reading and can help clarify misunderstanding.<sup>70</sup>

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<sup>69</sup> Prof. Dr. Azhar Arsyad, *Loc. Cit.* 2003,p.30

<sup>70</sup> Zenger, K. Sharon., Zenger, F.Weldon. *Ways To Teach. Los Angeles:California*, 1977. p.57.

In addition, Sulaeman states that pictures are essential visual media since they can show concrete visual descriptions of the ideas they bring. They can make readers understand the ideas or information they bring clarity, even more clearly than written or oral words. Brown, et. al state that pictures may improve the students' visual literacy. For example, pictures may help them to comprehend various abstractions. There are some valuable uses for pictures such as stimulating students' interest and helping readers to understand and remember the content of accompanying verbal materials.

### **3. The Disadvantages of Using Picture**

#### **b. Disadvantages**

- 1) Cannot depict motion as film does.
- 2) If not unique, can seem uninteresting to pupils.
- 3) Depicting a specific purpose might be difficult to locate.
- 4) Uneven use of the photo for children and less effective in sight.<sup>71</sup>

### **R. Using Picture in Teaching Descriptive Text**

Picture is used to form a new mental model of reality to the students. They can develop the content of the picture itself. Pictures also serve to develop the same thoughts, concepts, and knowledge about the pictured object as the object itself. To write descriptive text using pictures, there are some steps. They are imitative, dictation, guide writing, and controlled writing. First is imitative. In this step, the teacher shows a picture and asks students to give opinions or collect words based on the picture. Students give opinions about the picture using words in the Indonesia

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<sup>71</sup>Zenger, K. Sharon., Zenger, F.Weldon. *Ways To Teach. Los Angeles:California, 1977. p.57.*

language such as adjectives and verbs. Then, the teacher asks students to translate those words into English.

Next, the teacher makes sentences based on the picture using a simple tense. Then students repeat the sentences and write them on the whiteboard. After students collect the sentences about the picture orally, the teacher helps students to write descriptive text through questions. The teacher asks some questions about the picture. Then, students answer the questions orally and write it using simple present tense in the whiteboard.

Based on the two media both Realia Media, and Picture media researchers can conclude that realia media is better to be applied in the teaching and learning process especially in descriptive text lessons, because realia media is a real object, so as to create a sense of curiosity of students who are higher because they can see, feel, smell, and hold the object significantly. so as to be able to describe the object properly and correctly.

### **S. Frame of Thinking**

Writing is skill in which we express ideas which are arranged in words sentences and paragraph text by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, finds some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or media in order to invite the students' interest. Here the teacher has applied picture media in writing and is quite good, but it takes the right media to write that can invite students' interest.

Realia is a good media to help students to develop their ideas in describing person, place or thing because Realia is one of good media English learner, which make students fell easy to get idea and express their ideas. Consequently, they will decide that studying English is fun and comfortable. The researcher assumes that there will be the effectiveness of using realia to the students ability in writing descriptive text.

### **T. Hypothesis**

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.<sup>72</sup> The hypothesis of this research are :

$H_a$  = There is a significant effectiveness of using Realia to the students' ability in writing descriptive text at the first semester of ninth grade of SMPN 25 Bandar Lampung in the accademic year of 2020/2021.

$H_o$  = There is no significant effectiveness of using Realia to the students' ability in writing descriptive text at the first semester of ninth grade of SMPN 25 Bandar Lampung in the accademic year of 2020/2021.

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<sup>72</sup> Alice Oshima and Ann Hogue, *Loc, Cit.* 1999, p.6

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

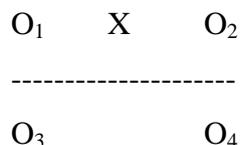
Experimental design was the traditional approach to conducting quantitative research. In this research, Ary states that experimental design is the general plan for carrying out a study with an activity independent variable. The design is important because it determines the study's internal validity. Which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>73</sup> It means that experimental design was a general plan of research design that is used to reach valid conclusion about the influence of the variable in this research.

In experimental design the researcher used quasi-experimental design. namely the non equivalent control group design in order to figure out that clustering technique can improve the writing skill of the eighth grade students in descriptive text. Two groups were involved in this research. They are divided into an experimental group and a control group. The experimental group was given pre-test while the control group was not. Then, the researcher gave treatment to the student by applying the clustering technique while the control group was taught with general way as the teacher use. After the treatment the researcher gave the posttest to measure the effect of clustering technique to the experimental group. The design of this research proposed by Cohen, Lawrence and Keithas follows:

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<sup>73</sup>Donal Ary, *Introduction to Research in Education*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2002), p.301

The design can be presented as follows:



Note:

Where:

- O<sub>1</sub> : pre-test of experimental class
- O<sub>2</sub> : post-test of experimental class
- O<sub>3</sub> : pre-test of control group
- O<sub>4</sub> : post-test of control group
- X : treatment of experimental class<sup>74</sup>

Every research must have population when conducting a research. Population refers to the whole objects of the research. A population is a group of individuals who have same characteristic.<sup>75</sup> The population of this research is the ninth grade students, which has four parallel classes, they are IX A, IX B, IX C, IX D, IX E and IX F. In this research, the researcher used purposive sampling technique in selecting the sample because the class is homogeneous. The samples are two groups taken from the population. The student class IX D is the control groups while the students in class IX F is the experimental group.

## **B. Variables of the research**

This research consists of two variables. They are independent variable and dependent variable. Ary, Jacob, Sorenson and Razavieth explain, “ A variable is a construct or a

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<sup>74</sup>Louis Cohen, Lawrence and Keith Morrison, *Research Methods In Education*, (6th edition), (London and Newyork, 2007).P.302

<sup>75</sup>John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed), (Boston: Pearson Education, 2012). P.309

characteristic that can take on different values or scores”.<sup>76</sup> Independent variable of this research is clustering technique while the dependent variable is the students’ ability in writing descriptive paragraph.

### **C. Operational Definitions of Variable**

The operational definition of the variable was used to explain the variables which are used in this research to avoid misconception of variable presented in this research to avoid misconception of variables presented in this research. The operational definitional definitions of variables follow:

#### **1. Independent Variable (X)**

Realia media in this research are actual objects that can be seen in all directions so clearly, where the object can realize abstract-concrete concepts that are used as teaching materials. This realia media can be directly observed by the senses. The students can see, feel, smell, even feel the object being studied so that the subject matter will be easily understood especially in writing descriptive text.

#### **2. Dependent Variable (Y)**

Students’ descriptive text writing ability is their ability to describe the characteristic of something ; it can be place or thing, animals and fruits, so the readers understand about the object even can imagine it with good mastery of aspects of writing like contents, organizations vocabularies, languages, and mechanics.

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<sup>76</sup>Christine K.Sorenson Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh, *Introduction In Educatio*, (8th edition), (Canada: Wardsworth, Cengage Learning, 2010).P.37

## **D. Population, Sample and Sampling Technique**

### **1. Population**

The population is an object of the research that has the same properties to be investigated. Arikunto states that population is the total number of the subject research.<sup>77</sup> The population of the research was the student in the first semester in the ninth grade of SMPN 25 Bandar Lampung in Academic year 2020/2021.

**Table 3**

**The Students Number of the ninth Grade of SMPN 25 Bandar Lampung in 2020/2021**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Number of Students</b>
<b>1.</b>	<b>9 A</b>	<b>12</b>	<b>17</b>	<b>29</b>
<b>1.</b>	<b>9 B</b>	<b>13</b>	<b>17</b>	<b>30</b>
<b>2.</b>	<b>9 C</b>	<b>14</b>	<b>16</b>	<b>30</b>
<b>3.</b>	<b>9 D</b>	<b>12</b>	<b>18</b>	<b>30</b>
<b>5.</b>	<b>9 E</b>	<b>10</b>	<b>19</b>	<b>29</b>
<b>6.</b>	<b>9 F</b>	<b>7</b>	<b>24</b>	<b>31</b>

All students 6 Class from A until F is 178 students of SMPN 25 Bandar Lampung.

### **2. Sample**

The samples of the research weretwo classes, one class as the experimental classand another as the control class. From the population above, the researchertook two classes as sample of the research. The researcher got IX F aexperimental class and IX D as control class.

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<sup>77</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta : RinekaCipta, 2010),p.173

### **3. Sampling Technique**

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster of subjects rather than individuals is known as cluster random sampling.<sup>78</sup> experimental and control class are chosen randomly by using a small paper. The name of each class is written on a small piece of paper and then the papers are rolled and shaken. The first paper was an experimental class and the second paper was a control class.

### **E. Data Collecting Technique**

The data were going to be gained from the students' score on pre-test and post-test:

1. Pre-test

The pre-test was administered to the students in the control class and experimental class in order to find out the students' quality before treatment.

2. Post-test

The post-test was done to investigate the effect of the treatments on the students' ability in writing descriptive text after treatment.

### **F. Research Instrument**

In this research, the instrument was a test. The test was written, this test aimed to measure the students' writing ability. The test has consisted of their items where the students must write a descriptive text. In this case, students work on a topic that has been determined by the researcher, then the researcher asks students to make

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<sup>78</sup>Jack R. Fraenkel and Nourman E. Wallen, *How to Design and Evaluate Research in Education*, Seventh Edition, (New York: McGraw-Hill, 2009), p.95

descriptive text with their own ideas. The researcher gave allocation 80 minutes. The students had to make an essay of descriptive text. The text uses the present tense.

The topic are :

1 Pre-test Instruments

1. Cat (Animals)
2. Oranges (Fruits)

2 Post-test Instruments

1. My Handphone (Things)

**G. Research Procedure**

The procedure of this research as follows:

**1. Planning**

a) Determining the subject of the research

The subject of the research was the students in the first semester of the ninth grade of SMPN 25 Bandar Lampung.

b) Preparing the pre-test

The researcher prepared a kind of test that was given to the students and the writer used the instruments for the pre-test and post-test.

c) Determining the material

The researcher determined the material that would be taught to the students and the material was descriptive text.

d) Conducting the treatment

The researcher conducted the treatment within two meetings in each class. In the experimental class, the researcher used realia media. In the control class, the writer was used picture.

e) Preparing post-test

The researcher conducted the post-test after giving a treatment to know the students' ability in writing descriptive text.

f) Analyzing the result (pre-test and post-test)

After finishing scoring students' work, the researcher compared the result of post test between experimental class and control class. To know the post-test score of experimental class was higher than the control class

## **2. Application for all class**

After making plan, the researcher tries to play research procedure. The steps as follows:

1. The first meeting the researcher give pre-test

The researcher gave a pre-test to the students as the teacher taught the student to know what is descriptive text and make students understand about generic structure and gramatical in descriptive text. after pre-test the researcher give a treatment 2 times :

The researcher give treatment 2 times

- First Treatment, the researcher Introduced a realia media and teach the students what is realia and then asked the students they are already know media realia and than make students understand about generic structure and gramatical in descriptive text.
- Second Treatment to measure the understanding about descriptive text using realia, the researcher asked the students to wrote Descriptive text based on topic prepared

2. At the second meeting, the researcher conducted a post-test using realia media in the experimental class and used pictures in the control class, the researcher would give a post-test, the researcher as the teacher asked students to make a descriptive text consisting of at least 2 paragraphs to determine the ability to write descriptive text.

#### H. Scoring scale for Evaluating Students' Writing Ability in Descriptive Text

The score of test was calculated based on the following scoring system proposed by Tribble.<sup>79</sup>

**Table 3**  
**Scoring System**

Area	Score	descriptor
<b>Task fulfillment/Contont</b>	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable, variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic, accurate detail
	16-12	<b>Good to average:</b> adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; rasionably accurate detail
	11-8	<b>Fair to poor:</b> treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail
	<b>7-5</b>	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument: content irrelevant, or very restricted: almost no useful detail.

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<sup>79</sup> Cristopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130.

	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion)
	16-12	<b>Good to average: uneven express,</b> but ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion)
	11-8	<b>Fair to poor:</b> very uneven expression ideas difficult follow, little sense of paragraphing/organization; does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion)
	7-5	<b>Very poor:</b> very uneven expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	<b>Good to average:</b> adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate
	7-5	<b>Very poor:</b> no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	<b>Inadequate:</b> fails to address his aspect of the task of any effectiveness

<b>Language</b>	30-24	<b>Excellent to very good:</b> confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured
	25-28	<b>Good to average:</b> acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, article, pronouns, prepositions; meaning sometimes obscured
	17-10	<b>Fair to poor:</b> insufficient range of structure with control only shown in simple constructions; frequent errors of negotiation, agreement, tense, number, word order, articles, pronouns, preposition, meaning often obscured
	<b>9-6</b>	<b>Very poor:</b> major problem with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions; meaning often obscured
	5-0	<b>Inadequate:</b> fails to address his aspect of the task with any effectiveness
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> demonstrates full command of spelling, punctuation, capitalization, and layout
	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization, and layout
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization, and layout
	1-0	<b>Very poor:</b> fails to address his aspect of the task with any effectiveness

$$\text{Final score} = C+O+V+L+M = 20 + 20 + 20 + 30 + 10 = 100$$

Note:

- a. Content = 20%
- b. Organization = 20%
- c. Vocabulary = 20%
- d. Language Use = 30%
- e. Mechanics = 10%

## **I. Validity and Reliability Test**

### **1. Validity of the Test**

A good test was the best than has validity, according to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.<sup>80</sup> To know the validity of the test, in this research, the researcher analyzed the test from content validity, and construct validity.

#### **a. Content Validity**

Content Validity was concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material that given was suitable with the curriculum use. It means that the researcher will give the test to the sample based on curriculum in the school. To get the content validity of the test, the researcher try to arrange the material based on the objectives of teaching in the school based on curriculum and syllabus for the ninth grade of SMP. (It can be seen in

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<sup>80</sup>Hughes Arthur, Testing For Language Teacher, Second Edition, (Cambridge University Press, 2003), p.26

Appendix 03. KI 3 and KD 4.15) descriptive text was taught in ninth grade of junior high school and descriptive text was describe about place or things, and animals.

### **b. Construct Validity**

Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.<sup>81</sup>. It means that item should really show whether they have in using descriptive text that have been teach or not. The test item should really measured that students' descriptive text. To got the construct validity evidence, the writer arranged the material based on the objectives of teaching in the school based on the curriculum for tenth grade of SMPN 25 Bandar Lampung and the researcher consulted the instrument to the English teacher at SMPN 25 Bandar Lampung, Mrs. Irnawani S. Pd to made sure that instrument has construct validity evidence.

## **2. Reliability of the text**

Reliability is a measurement of accuracy, consistency, dependability, or fairness of scores resulting administration of a particular examination. A test is reliable if the test is able to give constant results even though the test is given repeatedly to the same individuals or samples. To ensure the reliability of the scores and to avoid the subjectivity, the writer used inter-rater reliability. Inter-rater reliability was used when scores on the test were independently estimated by two or judges of raters. They were

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<sup>81</sup>*Ibid*,p.219

the teacher and researcher. To estimate the reliability of the test, the researcher used the rank-order correlation.<sup>82</sup>

The formula is:

$$\rho = 1 - \frac{6(\sum D^2)}{N(N^2-1)}$$

Notes:

$P$  = The numbers of rank order correlation (rho)

6&1 = Constant number

$D$  = Difference of rank correlation ( $D = R1 - R2$ )

$N$  = The number of students

The writer also will use the criteria of reability as follows:

1. 0.800 - 1.00 = very high
2. 0.600 – 0.800 = hight
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low

After the writer calculated the data, the result reliability of the pre-test was 0.622 (experimental class) and 0.602 (control class) and the criteria of reliability were high and the result reliability of the post-test was 0.649 (experimental class) and 0.630 (control class) the criteria of reliability were high (See appendix 17)

## **J. Data Analysis**

### **1. Fulfillment of Assessment**

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<sup>82</sup> Anas Sudijono, *Pengantar Statistika Pendidikan*, Jakarta, Raja Grafindo Persada, 2008, p.232

After collecting data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

#### **a. Normality Test**

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The hypotheses formula are:

While The criteria of acceptance or rejection of normality test are as follows :

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

The hypotheses for the normality test were formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

#### **b. Homogeneity Test**

After the researcher got the conclusion of the normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for homogeneity of the test. The test of homogeneity employing Levene's test.

The hypotheses for the homogeneity test are formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

While the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

### **1. Hypothetical Test**

After the fulfillment of the assumptions normally test and homogeneity test was fulfilled, the researcher used an independent sample t-test, in case, the researcher used statistical computations by using SPSS ( Statistical Package for Social Science) for hypothetical the test. The purpose of using SPSS, in this case, is for practicality and efficiency in the study.

The hypotheses formula are :

$H_0$  = there is no significant effect of using realia towards students' ability in writing descriptive text in the first semester of ninth grade of SMPN 25 Bandar Lampung in the academic year 2020/2021.

$H_a$  = there is a significant effect of using realia towards students' ability in writing descriptive text at the first semester of ninth grade of SMPN 25 Bandar Lampung in the academic year 2020/2021.

The criteria acceptance or rejection of hypothesis test are:

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$