THE EFFECTIVENESS OF USING REALIA TO IMPROVE
THE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT
(AN EXPERIMENTAL STUDY OF SMK SARASWATI SALATIGA IN
TWELFTH GRADE IN THE ACADEMIC YEAR OF 2014/2015)

A GRADUATING PAPER

Submitted to the Board Examiners as a partial fulfillment of the requirements
for the degree of Sarjana Pendidikan Islam (S.Pd.I)

English Education Department of Teacher Training and Education Faculty

State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Opinions from other writers or findings included in the final project are quoted or cited in accordance with ethical standards.

Salatiga, 17th December 2014

The Writer

Ikhsan Sursilo

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Dr. H. Sa'adi, M.Ag.
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ATTENTIVE COUNSELOR’S NOTES
Case: Ikhsan Sasilo’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alakum Wr. Wb.

After reading and correcting Ikhsan Sasilo’s Graduating Paper, entitled **THE EFFECTIVENESS OF USING REALIA TO IMPROVE THE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY OF SMK SARASWATI SALATIGA IN TWELFTH GRADE IN THE ACADEMIC YEAR OF 2014/2015)**, I have decided and would like to propose that it could be accepted by the Teacher Training and Education Faculty. I hope this graduating paper can be examined as soon as possible.

Wassalamu’alakum Wr. Wb.

Counselor

Dr. H. Sa’adi, M.Ag

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GRADUATING PAPER

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(AN EXPERIMENTAL STUDY OF SMK SARASWATI SALATIGA IN TWELFTH GRADE IN THE ACADEMIC YEAR OF 2014/2015)

WRITTEN BY:

IKHSAN SUSILLO

NIM : 11310044

Has been brought to the boards of examiners of English and Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on March 30th, 2015, and hereby considered complete the requirements, for the degree of Sarjana Pendidikan Islam (S.P.I.) in English and Education.

Salatiga, May 15th, 2015

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MOTTO

Astaghfirullah (For the Past)

Alhamdulillah (For the Present)

In ‘Sha’Allah (For the future)

“There is Nothing Impossible”.

Barangsiapa Ingin Mutiara Harus Berani Terjun di Lautan yang Dalam.

(Ir.Soekarno)

Bermimpilah Setinggi Langit Jika Engkau Jatuh, Engkau akan Jatuh di Antara Bintang- Bintang.

(Ir.Soekarno)
DEDICATION

I dedicate this graduating paper to:

1. My God, Allah SWT who always gives me everything.

2. My beloved parents, my mother (Mak Jum) and father (Pak Gun). You are my every thing.

3. My beloved grandmothers, Mbah Suratmi and Mbah Salimah who always gives me guidance of life.

4. My aunt (Mbak Kus), thanks a lot for the financial support for my college.

5. My family who always gives me support every time.

6. My friends all members of TBI 2010, especially for my closest friends Aris, Echan, Arashi, Rizky, Yuni, Nisa, Umai, Ismi, Sri and Iput. Good Luck for you all guys.

7. All of my beloved people who cannot be mentioned one by one.
ACKNOWLEDGEMENT

Praise is to Allah, the merciful, and the compassionate that the writer can finish this graduating paper completely. Salawat and salam for the Prophet Muhammad who bring us from darkness to the brightness. The writer realizes that there are many people who are already helped her in arranging and writing this final project directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Drs. Rahmat Hariyadi, M.Pd., as the head of State Institute for Islamic Studies of Salatiga.
2. Rr. Dewi Wahyu Mustikasari, M.Pd., as the head of English Department.
3. Drs. H. Imam Baihaqi, M.Ag., as my Academic Counselor thanks for your support and guidance.
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5. All lecturers of STAIN Salatiga, thanks for teaching me.
7. All of my friends who help me to finish this graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, 17th December 2014

The Writer

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ABSTRACT


Consultant: Dr. H. Sa’adi, M.Ag

Key words: Realia, descriptive text, students’ ability in writing

This study deals with the effectiveness of using realia to improve the students’ ability in writing descriptive text by the twelfth grade students of SMK Saraswati Salatiga in the academic year 2014/2015. The objective of the study was to find out the differences of effectiveness of the students writing skill whose are taught and not taught by realia media. The method of this research was experimental study and applied random sampling technique, with the total number of the sample was 73 students. The data of this study was taken from using pre-test and post-test by score of wrote descriptive text by using realia media. The research data were analyzed by using T-test. The formula used to find out the difference between pre-test and post-test. Based on the statistical analysis, it could be seen from the result of mean score of Post-test of XII MMB (control class) is 61.39 higher than pre-test 60 ,and the result of mean score of pos-test XII MMA (experimental class) is 67.88 higher than pre-test 59.57. If t-table is equal or greater than t-test calculation, so the null hypothesis (H₀) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicated that “Realia Media” can improve the students of SMK Saraswati Salatiga in writing descriptive text.
TABLE OF CONTENT

TITLE PAGE .................................................................................................................. i

DECLARATION ............................................................................................................. ii

ATTENTIVE COUNSELOR NOTES. ........................................................................ iii

STATEMENT OF CERTIFICATION .................................................................... iv

MOTTO ................................................................................................................... v

DEDICATION ......................................................................................................... vi

ACKNOWLEDGMENT .................................................................................... vii

ABSTRACT ............................................................................................................. viii

TABLE OF CONTENTS ......................................................................................... ix

CHAPTER I INTRODUCTION

A. The Background of the Research......................................................... 1

B. Problem Statements................................................................. 4

C. The Objective of the Study......................................................... 4

D. The Benefit of Study.............................................................. 5

E. The Definition of the Key Terms ........................................... 5

F. Review of Previous Researches............................................... 7
G. Research Methodology

1. Research Approach..................................................8
2. Research Method...................................................8
3. Research Design.....................................................9
4. Population of Sample..............................................10
5. Technique of Sampling............................................11
6. Method of Data Collection.................................11
7. Data Analysis.......................................................13

H. Paper Outlines......................................................16

CHAPTER II THEORETICAL FRAMEWORK

A. WRITING.................................................................17
   1. Definition of Writing.............................................17
   2. Writing Strategies .............................................18
   3. Notion of Good Writing .......................................20
   4. Teaching Writing.................................................21
   5. Writing Skill.......................................................22

B. Realia Media.........................................................24
   1. Definition of Realia..............................................24
   2. The Type of Realia...............................................26
   3. The Function of Realia Media.............................26
   4. The Use of Realia...............................................26
CHAPTER III RESEARCH REPORT AND DATA PRESENTATION

A. Research Setting .................................................. 30
   1. General Description of SMK Saraswati Salatiga .......... 30
   2. Vision and Mission ........................................... 32
   3. Time Setting ................................................... 33
   4. The Teachers of SMK Saraswati Salatiga ............... 34
   5. The Students of SMK Saraswati Salatiga ............... 34
   6. The Subjects of Study ....................................... 34

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Data Analysis ...................................................... 39
B. Arithmetical Calculation ....................................... 41
   1. Mean ......................................................... 46
   2. Deviation Standard ......................................... 47
   3. Discussion ................................................... 50

CHAPTER V CLOSURE

A. Conclusion ........................................................ 54
B. Suggestion ................................................................. 55

BIBLIOGRAPHY

APPENDICES
CHAPTER I

INTRODUCTION

A. Background of the Study

English is spoken by people from all over the world. Everybody knows about English even though they cannot speak or write this language well. There are four skills of English that should be mastered by students such as speaking, listening, reading and writing. Writing is productive skill in English because students must be through a process that is full with theoretical rules about grammar.

Learning is acquiring facts, skills, and methods that can be retained and used as necessary. (Trianto, 2009: 15-21). Learning about language is not only speaking, but also reading something by written text. It means that learning language is also learning about writing. Not only speaking, but learning English without mastering writing skill is nothing. Today in the education system in Indonesia students will pass the national examination of English subject by multiple choice testing. English in national examination is tested by reading and listening. In daily class meeting surely those students also get writing exercise to make sentences in various kinds of tenses. And maybe in mastering grammar too, it must be developed to give students ability in writing. There are many purposes of writing such as for graduating paper, report, writing journal and formal text etc related with our job.
Most of high schools have similar problem about the students’ ability in writing. They are poor in vocabulary mastery to write text maybe short article in English. Many causes why this problem is always happen in a lot of school, the first factor is that teachers always give lecturing and theoretical lesson, just one way communication from teacher to students and it makes a passive condition. The second factor is that teachers always give materials from text book and make a reading tendency. Talking about writing is talking about creativity and art to produce the ideas into written form. The students can use vocabulary from any sources. (Ministry of National Education, 2003: 53) as quoted by (Rahmawati, 2014: 16).

To solve this problem there are many ways to improve the students’ writing skill. The writer has several ways to improve the students writing skills for example teacher ask students to write sentence in various kinds of tenses, make simple paragraph telling about things, their own story etc. According Brown (2001: 335-336) there are 10 processes approach to writing instructions. Writing is writing, so it needs a long process through step by step exercise to be master.

Based the phenomena above, the writer tries to find the effective method to improve the students’ ability in writing. SMK Saraswati Salatiga is a school for the writer to conduct an experimental study by Realia Media. 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. (Berkeley, CA, 2010: vi)

Using realia students can look the example and create their own ideas, write sentence by sentence into paragraph, paragraph by paragraph to make an interesting text. Using realia to preview or to review a lesson’s vocabulary puts everyone on an equal footing and prepares all children for success. (Berkeley, CA, 2010: vii). For a long time when students’ mastery in writing is good it can be a productive skill to produce any text that is has benefits for self and others.

By doing research first, the writer will find the result of pre test as an example of the problem. Since the writer will be working with the children in small groups, the writer will have a good understanding of their individual progress. Make sure that every student participates. (Berkeley, CA, 2010: ix). The result will be analyzed and after that the second step is choosing the appropriate method to apply Realia Media in the class in the post test. The different result from pre test and post test will give the description how the Realia Media improve the students’ skill in writing effectively.

The writer has experienced during PPL teaching English at SMK Saraswati Salatiga for 1.5 months. The writer thinks that the students are in need to develop in their vocabulary mastery to write something. For that purpose the writer will conduct an experimental study with entitled “THE EFFECTIVENESS OF USING REALIA TO IMPROVE THE
STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT”. (An Experimental Study in the Twelfth grade of SMK Saraswati Salatiga in the Academic Year 2014/2015).

B. Problem Statements

Based on the explanation above, the problem statements consist of:

1. How is the profile of students’ writing ability who are taught using realia media?

2. How is the profile of students’ writing ability who are not taught using realia media?

3. Is there any significant different effectiveness of students writing skill who are taught by Realia Media and not taught by Realia Media?

C. The Objective of the Study

1. To find out the students’ writing ability who are taught using realia media.

2. To find out the students’ writing ability who are not taught using realia media.

3. To find out the differences of effectiveness of the students writing skill who are taught and not taught by Realia Media.
D. The Benefit of Study

There are some benefits of the research some of them as follow:

1. Theoretically

   The English language teaching methods especially Realia Media will inspire other researchers to conduct further researches.

2. Practically

   a. For the writer

      The research finding will improve teaching ability in teaching English using Realia Media method and develop this.

   b. For the students

      The research finding will improve students’ ability in writing descriptive text.

   c. For the English teacher

      Give the real description to use Realia Media to improve the students’ skill in writing descriptive text.

E. Definition of Key Terms

There are some key terms of this study as follows:

1. Effectiveness

   a. According to Hornby, the effectiveness is having an effect; able to bring about the result intend. (A.S Hornby: 1974: 227).
b. Jaap Schorens (1992: 11) says effectiveness is to degree to which educational means processes result in the attainment of educational goals.

2. Realia Media

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. (Berkeley, CA, 2010: vi)

3. Improve

Develop or increase in mental capacity by education or experience. Improve is to become or make something or somebody better. (Hornby, 2004: 216)

4. Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing. (Depdiknas, 2004: 4)
F. Review of Previous Researches

There was a previous research from Nur Hidayah with title *The Use of Realia to Improve Vocabulary Mastery* (A Classroom Action Research in the third Year Students of MI Nurul Azhar Terban Pabelan in the Academic Year 2010/2011). The research from Nur Hidayah focused on the students’ ability in vocabulary mastery especially in speaking.

The second review from Erny Rokhmawati with title *The Use of Realia to Improve Students’ Speaking Ability in Procedure Text* (A Classroom Action Research with the Ninth Grade Students of MTs.Mathalibul Huda Mlonggo Jepara in the Academic Year of 2010/2011). The research focused on speaking and Realia Media has role as a tools or visual aid when the students step by step explained to made something orally.

The both of researches above inspired the writer to conduct an experimental research with title *The Effectiveness of Using Realia Media to Improve the Students’ Ability in Writing Descriptive Text.* (An Experimental Study in the twelfth Grade of SMK Saraswati Salatiga in the Academic Year 2014/2015). The focus of this research is writing. Different with both of researches above about speaking, in this research the writer has purpose to improve the students’ ability in writing to make descriptive text after applying Realia.
G. Research Methodology

1. Research Approach

The writer used quantitative approach as the primary approach in this research. The quantitative research isolates and defines variables and variable categories. These variables are linked together to frame hypothesis, often, before, the data are tested upon. The secondary approach is descriptive. Descriptive is describing how a technique of learning is applied and how the result wanted can be research. (Muklis, 2000:57)

2. Research Method

In this research, the writer focused on improving students’ writing ability in descriptive text. Research can be defined as the process of problem solving. To solve the problem, the researcher needs a method. The method of research that used in this study is experimental research, according to Arikunto (1990:272), “Experiment research is a research method used for finding the effects of treatment towards another in a controlled condition”.

The writer used comparative experimental research. Research methodology plays an important role in the research. The writer used an experimental research, as we know that experimental study used pre-test and post-test procedure that is used to improve teaching learning process in classroom. There are two groups that will be compared, they are control group and experiment group. Usually it is used by teachers because they
find some problems in the teaching learning process. The experimental class is the students that are taught by using realia and control class is students that are taught by non-realialia method. And the result of pre-test and post-test will be measured. The score shows students’ writing ability in descriptive text. All of which makes this research quantitative in nature. The writer used an experimental research as an attempt to improve writing teaching learning process and to solve the problems that students have related to writing ability.

3. Research Design

To make the data in this research complete and clear the writer described the experimental group and control group as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Experiment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher gave students pre-test</td>
<td>Teacher gave students pre-test</td>
</tr>
<tr>
<td>2</td>
<td>Calculating:</td>
<td>Calculating:</td>
</tr>
<tr>
<td></td>
<td>a. Mean</td>
<td>a. Mean</td>
</tr>
<tr>
<td></td>
<td>b. T-test</td>
<td>b. T-test</td>
</tr>
<tr>
<td>3</td>
<td>Comparing the both group score test whether increase or decrease.</td>
<td>Comparing the both group score test whether increase or decrease.</td>
</tr>
<tr>
<td></td>
<td>a. Mean</td>
<td>a. Mean</td>
</tr>
<tr>
<td></td>
<td>1). Pre test</td>
<td>1). Pre test (experiment)</td>
</tr>
</tbody>
</table>
4. **Population of sample**

Suharsini Arikunto says “population is all respondents of the research subject. (Arikunto, 2010: 173). The population of this research was the twelfth years students of SMK Saraswati Salatiga the academic year 2014-2015 consist of 73 students consist of 35 students from XII MMA class and 38 students from XII MMB class. Sample is part of the representative of population that is observed (Arikunto, 2010: 174). From 2 classes, the
writer divided into 2 groups, XII MMA class as an experiment class and XII MMB as control class.

5. Technique of sampling

The writer uses random sampling as a technique to take sample in this research. According to Sutrisno (1991: 222) “A technique used to take sample is called sampling”. The writer takes two classes of students as a sample. The teacher suggested the writer to conduct the research in XII MMA and XII MMB class because both of class has different characteristic in learning English. The MMA class is crowded class but the students are smart enough, and the MMB class is full with quiet people but they are lower than class MMA but the difference of two classes is not significant remember that just take one class and divide class into 2 groups is more complicated, a half of class as experiment group, and half of other as a control group.

6. Method of data collection

The researcher as a teacher prepared media and materials, explained materials and leaded the class condition to make a discussion. There was a question-answer activity about lesson material and teacher control students to make the written description do not out of topic. The simple way teacher gave example of Realia Media and students guess it, and then asked students to write anything about thing that teacher brought. By this activity the researcher would get data and analyze it. Data about what the
discussion result, what paragraph that students wrote, what tense that students used to write paragraph, were the content relate with the topic (Realia Media) given or not. From this data collection the researcher would know the progress and how Realia Media improve the students’ skill effectively. The researcher had several techniques of collecting data, then the technique of collecting data was called instrument. The instrument for collecting data could be questionnaire, observation, interview, documentation, test, etc. In this research the writer used test as the main method.

In experimental research, the writer used two kinds of instruments in collect data. Those are test and documentation.

a. Test

1) Pre Test

The test can be called at the pre-test before the treatment of this research. The pre-test is aimed is to know the students mastery in writing materials before the treatments carried out. The function of pre-test is to know how far the students’ ability in writing before Realia Media applied. By pre-test the differences between before and after treatment is known.

2) Post test

Post test is done after the students get different treatments (XII MMA class is taught by using realia and
XII MMB is taught without realia media). From the score of this test, the researcher is intended to find out the effectiveness of using realia to increase students writing skill. The result of the scoring then is compared with pre-test. The function of post test is to measuring the students improve in writing descriptive text after treatment by Realia Media.

b. Documentation

Documentation is a number of data that present the verbal data such as correspondence, journal, memory report, and other which can be mutually responsible. (Sutrisno Hadi, 1991: 236). In this research the documentation can be text that written by students.

7. Data Analysis

Data analysis for this research is descriptive quantitative. The purpose of data analysis is to know the use of realia to improve students writing skill at the twelfth grade students of SMK Saraswati Salatiga in the academic year of 2014/2015.

a. Statistical Analysis

After collecting the data the next step of study was analyzing the data. The data were result of test from pre-test and post test. In analyzing the test scores, a statistical technique is used to find out the mean score of the students. After the
score found the writer conclude the score which improve from pre-test to post test.

b. Statistical Hypothesis

The score taken by pre-test and post test was collected and it is become the result of research. The writer analyzes the data statistic and looking for the data increase, it means that when the score of test increase the Realia Media effectively improve the students’ ability in writing.

To analyze the data from the test, researcher conducts some steps:

1) To find out the rate of average of pre-test (x) and the rate of post-test (y) the researcher use formula:

\[ M_X = \frac{\sum x}{N} \]
\[ M_Y = \frac{\sum y}{N} \]

Explanation:

M = Mean of the student’s score
x = total score of pre-test
y = Total score of post-test
N = the total number of student
2) To find out the deviation standard the researcher uses a formula:

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

Explanation:

SD = Standard deviation

D = difference between pretest and post test

N = the number of observation

3) To find out the significance between x and y by calculate t-test, the researcher uses this formula, in order to analyze the use of medium used in the learning process, the process formula is:

\[
t_0: \frac{\sum D}{\sqrt{\frac{N(N-1)}{SD}}}\]

Explanation:

\[
t_0: \text{T test}
\]

SD : Standard Deviation
D : Difference between pretest and post-test

N : the number of observation

H. Paper Outlines

In this section the writer will discuss some part of graduating paper’s organization. In order to discuss such as chapter I, chapter II, chapter III, chapter IV, and chapter V. Chapter I present background of study, problem statements, the objective of the study, benefit of study, definition of key terms, review of previous researches, and paper outlines. Chapter II describes about literature framework which discuss definition of writing, the definition and some theories of Realia Media, and descriptive text. Chapter III is research methodology. It consist of research setting, research approach, research method, population and sample, sample technique, method of data collection, data analysis and statistical hypothesis. Chapter IV discusses about data analysis. It consists of data description and result of the research. Chapter V consists of conclusions and suggestions. The last part is bibliography and appendix.
CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of writing

According to Jack C. Richard (1997:100), writing is used either as evidence of successful learning or as a means of learning. Writing is process of thinking; it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Yet good writing skills are essential to academic success and a requirement for many occupation and profession (Richard, 1997:100). By writing we can tell about people, remember the facts and ideas.

Harmer (2007:13) mentions that writing involved planning what we are going to write. First, draft it. Then reviewing and editing what we have written and producing a final version. Many people have thought that this is linear process but a closer examination of how writers of all different kinds are involve in writing process. Suggest that we do all these things again and again. Thus, we may plan, re-plan, draft, edit, re-edit, re-plan, etc before we produce our version. Writing is process of creating written text that obtains ideas, feelings, thoughts, and desires to other person. (Rahmawati, 2014:15).
2. **Writing Strategies**

According Harmer (2004:4-5) there are 4 steps about writing process as follow:

a. **Planning**

   Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is they are going to say. For some writers this may involve making detailed notes. When planning, the writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured etc) but also the choice of language- whether, for example, it is formal or informal tone. Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. (Harmer, 2004:4-5).

b. **Drafting**

   We can refer to the first version of a piece of paper as a draft. This “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number
of drafts maybe produced on the way to final version. (Harmer, 2004:5).

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions. (Harmer, 2004:5).

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.
We might decide to represent these stages in the following way: “planning – drafting – editing – final draft” (Harmer, 2004:5).

3. **Notion of good writing**

Some elements in good writing are content, form, grammar, style and mechanic (Haris, 2001:306). A good writing must express good characteristics as follow:

a. **Content**: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the idea expressed (Haris, 1969:68).

b. **Form**: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content (Haris, 1969:38).

c. **Grammar**: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern (Haris, 1969:69).

d. **Style**: writing should engage its reader through original insight and precise. Haris (1969:69) say that style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

e. **Mechanic**: writing must use good spelling, punctuation, and tidy and clean writing.
4. Teaching Writing

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety purposes, ranging from being merely a “backup” for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills; in other curricula it is only used, if at all, in its “writing-for-learning” role where the students write predominately to argument their learning of the grammar and vocabulary of the language.

Partly, because the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single sentence writing as it is with single paragraphs or extended texts. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language
development as they resolve problems with the writing puts into their minds. (Harmer, 2004:31).

5. Writing Skill

English is spoken by people from all over the world. Everybody knows about English even though they cannot speak or write this language well. There are four skills of English that should be mastered students such as speaking, listening, reading and writing. Writing is productive skill in English because students must be through a process that is full with theoretical rules about grammar.

Learning is acquiring facts, skills, and methods that can be retained and used as necessary (Trianto, 2009: 15-21). Learning about language is not only speaking, but also reading something by written text. It means that learning language is also learning about writing. Not only speaking, but learning English without mastering writing skill is nothing. According to (Ministry of National Education, 2003:44) as quoted by (Rahmawati, 2014:16), it is mentioned that standard of competence for writing skill is expressing the meaning by developing the right rhetorical in writing text as narration, explanation, discussion, commentary, and review with variation structures of modification. In writing a readable and logical text, students have to apply several strategies below:

a. Reading for many kinds of text.

b. Brainstorming to collect ideas.

c. Using semantic mapping to find out specific ideas in writing.
d. Viewing the ideas in writing from any directions.

e. Making the lists.

f. Correcting the result.

g. Using vocabulary which found from any sources. (Ministry of National Education, 2003:53).

Brown (2001: 335-336) states the process of approach to writing instructions. The instructions are mentioned below:

a. Focus on the process of writing that leads to the final written product.

b. Help students write to understand their own composing process.

c. Help them to build repertories of strategies for prewriting, drafting and rewriting.

d. Give students time to write and rewrite.

e. Place central importance on the process of revision.

f. Let students discover what they want to say as they write.

g. Give the students feedback through the composing process (not just on the product) as they attempt to bring their expression closer and closer to intention.

h. Encourage feedback from both instructor and peers.

i. Include individual conferences between teacher and students during the process of composition.
j. In short, writing competences is the target of learning process of writing in making effective written text. The competences include the ability to make grammatically and rhetorically structured text the appropriate communicative context.

B. Realia Media

1. Definition of Realia

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. (Berkeley, CA, 2010: vi).

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. (Berkeley, CA, 2010: vi).

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. (Harmer, 2002: 140).

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. (Nugroho, 2010: 17)

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’ 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. 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 (Harmer, 2001: 140).
2. **The Type of Realia**

Realia can be divided into several types, they are:

a. Man made, such as: artifacts, tools, utensils, etc.

b. Naturally occurring like: specimens, samples, etc. it is usually borrowed, purchased, or received as donation by a teacher, library, or museum for use in classroom instruction or in exhibit. (Hidayah, 2011: 8)

3. **The Function of Realia Media**

The use of realia in the English teaching learning process used to help the teacher:

a. To give variations method in teaching learning process.

b. To give stimulate of imagination and creativity the students.

c. To make students interest and look forward to learning.

d. To make English lesson memorable by creating a link between the objects and the word or phrase the present.

e. To save time, as recognition of an object is immediate. (Hidayah, 2011: 9)

4. **The Use of Realia**

As English teachers, the use of realia is only limited by your imagination. It is possible to use realia to teach almost any subject. Realia breathes life into new vocabulary, and the chances of your students remembering the words you have taught them increases. Take the word biscuit: the probability of remembering it becomes much higher after
experiencing the taste, touch and smell of the object. Realia doesn’t have to be limited to food or drink. Timetables, tickets, newspapers, clothes, etc. In fact any object you can think of can be used as a teaching aid.
(Nugroho, 2010:20)

Some advantages of using realia are (Nugroho, 2010:20):

a. Lesson which is presented to be meaningful a clear for the students.
b. Teaching and learning method are various.
c. The students become more creative to do various activities.
d. To create an interesting atmosphere.

Advantages or Special Purposes based on excerpts from The Expert Educator (Jones, 1994):

a. Experience with real things with which one will interact in life is the best learning situation possible.
b. Real objects are plentiful and available everywhere.
c. Real items can be observed and handled, providing concrete learning experiences for the student.
d. Dealing with realia motivates the learners.
e. Realia can be used as part of the evaluation systems.
f. Realia learning can be extended through the use of displays.

The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.
C. Descriptive Text

1. Definition of Descriptive Text

   Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing. (Depdiknas, 2004: 4). Descriptive paragraph is a set of sentences related to each other in which the writers draw their ideas and thoughts clearly based on their senses on the object they see (Purnomo, 2014: 13).

2. Generic Structure of Descriptive Text

   The generic structure of descriptive text consists of:
   a. Identification: is the part of paragraph that introduces the character.
   b. Description: is the part of paragraph that describes the character.

   (Purnomo, 2014: 13)

3. Language Features

   a. Using adjectives and compound adjectives.

      Examples:

      1. A five hundred seated football stadium.
      2. A beautiful ancient Roman opera house.
b. Using Linking Verb/Relating Verb

Examples:

1. The temple is so magnificent.
2. The temple consists of five terraces.

c. Using Simple Present Tense

Examples:

1. The museum houses hundreds of Greek statues.
2. The hotel provides 450 rooms and a large swimming pool.

d. Using degree of comparison

Examples:

1. The weather in Jakarta is hotter than Bandung.
2. Bogor has the same weather as Ungaran. (Purnomo, 2014: 13-14).
CHAPTER III

RESEARCH PRESENTATION AND DATA REPORT

A. Research Setting

1. General Description of SMK Saraswati Salatiga

   SMK Saraswati Salatiga is vocational high school under
   Yayasan Pembina Rehabilisasi dan Pembangunan Masyarakat which
   was located on Jalan Hasanudin No 738 Salatiga, Sidomukti, Salatiga.
   These sections try to describe about the situation of this school.
   SMK Saraswati has duration of study 3 years and consists of 4 skills
   program such as:

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<th>Skills program</th>
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<td>Lightweight Vehicle Engineering</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Mechanical Maintenance Engineering</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Engineering Power Installation</td>
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<td>Computer Engineering and Informatics</td>
<td>Industrial Automation</td>
</tr>
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<td></td>
<td>Multi Media</td>
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</table>
The profile of SMK Saraswati:

a. Identity

Mail address: SMK SARASWATI SALATIGA

No. 738 Hasanuddin Street. Sidomukti Salatiga

Phone: (0298) 326516

Fax: (0298) 312224

Website: www.smksaraswatisala3.com

Email: smk_saraswati@yahoo.co.id

Headmaster: Drs. Daryanto

b. Institutions

Name: SMK Saraswati Salatiga

School status: Private

Type of school: Vocational

Accreditation: B

School number: 2038462

School statistics number: 322 036 203 002

Year established: September, 23 1971

TIN: 01.446.218.8.505.000

Taxable institutions: foundation trustees rehabilitation and society development
2. Vision and Mission

a. Vision

SMK Saraswati has objectives as follows:

1) Improving the quality of graduates.

2) Improving labor market services.

3) Develop a servant to the community, by channeling graduate or equivalent vocational labor market through vocational.

b. Mission

SMK Saraswati Salatiga has vision and missions as follows:

1) Vision

Be a Leader of Vocational Institutions.

2) Mission

(a) Organizing for education and professional training, to produce quality graduates who are intelligent, skilled and competitively.

(b) Improve service to graduate, to be distributed to industry/world of work through a special job fair.

(c) Improve the quality of facilities and infrastructure, to support education and training services professionally.

(d) Increase the effective and efficient management.

SMK Saraswati Salatiga committed to implementing the Quality Management System ISO 9001: 2008 to equip learners of
faith, devotion, expertise and independence, through a learning process that is conducive and SMART (Smart Educated) with the motto "ONE STEP A HEAD", to produce graduates who are professional and quality, and able to compete in the global era. To ensure the achievement of these objectives, all human resources SMK Saraswati Salatiga always actively reviews and improves the quality management system on an ongoing basis Saraswati quality objectives Salatiga in the period July 2013 to June 2014, among others:

a. Provide satisfaction to customers.

b. Increase the percentage achieved value of National

c. Target graduation at the National Examination class XII students in 2013/2014 = 100%

3. Time Setting

The subjects of the research were the students in the Twelfth Grade of SMK Saraswati Salatiga in the Academic Year 2014/2015. They consisted of 78 students. This research was conducted on the first semester in the academic year of 2014/2015 for about 3 November- 15 November 2014. It was conducted in SMK Saraswati Salatiga.
4. **The teachers of SMK Saraswati Salatiga**

The important role in teaching learning process is a teacher. Teacher is someone who transfers knowledge for the students. They help the students to understand the materials in the class and give knowledge to them to be better. In this school there are 73 teachers and Drs.Daryanto took as a headmaster. Those teachers teach different subjects. There are Indonesian language, Mathematic, English, Counseling, Biology, Economy, Physics, Civic Education, Chemist, Geography, History, Art and Culture, Javanese, Sports, Islamic Religion, and Productive Lessons.

5. **The students of SMK Saraswati Salatiga**

The total numbers of students of SMK Saraswati Salatiga are 1500 students. They come from various areas with different background, age, religion, economics status and characteristic.

6. **The subjects of study**

The writer conducted this experimental in SMK Saraswati Salatiga and especially concern in the twelfth grade students of MMA and MMB class. Each class consists of 35 AND 38 students.
Table 3.1

Score of Pre Test and Post Test Students of SMK Saraswati

Salatiga in the Academic Year of 2014/2015

Class XII MMA

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<th>POST TEST SCORE</th>
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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Analysis

In this chapter the writer has done the process of pre-test, treatment, experiment and post-test. After finishing all process, the writer calculated the significant difference between two means, test of significance, and difference of average score (mean) between experiment and control class. This process was as below:

Pre-test → Treatment → Post-test

Pre-test was given to both of control and experiment class, in order to measure how the condition of two classes before treatment. Both of classes got same pre-test. After doing the pre-test, the researcher conducts the experiment treatment. The researcher taught the experiment class by using realia media and taught control class without realia media. At the end of learning process of treatment, the researcher gave post test to the two classes. They have to rewrite the descriptive text like the pre test was given. It was conducted in order to analyze how far the students’ ability in writing
descriptive text after the writer applied realia media. The research was carried out during a month from 3\textsuperscript{rd} to 15\textsuperscript{th} November 2014.

**Table 4.1**

**The research process can be seen as the table follow:**

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  c. Mean  
  d. T-test | Calculating:  
  c. Mean  
  d. T-test |
| 3  | Comparing  
  c. Mean  
  1). Pre test (experiment group)  
  2). Pre test (control group)  
  d. T-test  
  1). Post test (experiment group)  
  2). Post test (control group) | Comparing  
  c. Mean  
  1). Pre test (experiment group)  
  2). Pre test (control group)  
  d. T-test  
  1). Post test (experiment group)  
  2). Post test (control group) |
Teacher gave the students treatment (Realia Media)  
Teacher gave the students treatment (Non Realia Media)  

Teacher gave post test to evaluation  
Teacher gave post test to evaluation  

B. Arithmatical Calculation  

Table 4.2  
The Score of Experiment Group and Control Group  

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</tbody>
</table>

1. **Mean**

a. Pre test of experiment class

\[
X = \frac{\sum x}{N}
\]

\[
X = \frac{2085}{35}
\]

\[
X = 59.57
\]

b. Pre test of control class

\[
Y = \frac{\sum y}{N}
\]

\[
Y = \frac{2280}{38}
\]

\[
Y = 60
\]

c. Post test of experiment class

\[
X = \frac{\sum x}{N}
\]

\[
X = \frac{2376}{35}
\]
X = 67.88

d. Post test of control class

\[ Y = \frac{\sum y}{N} \]

\[ Y = \frac{2333}{38} \]

\[ Y = 61.39 \]

2. Deviation Standard

a. Experiment class

According to the data from the table, the writer calculated Standard Deviation of pre-test and post-test of experiment class.

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{4944}{35} - \left( \frac{346}{35} \right)^2} \]

\[ = \sqrt{141.25 - (9.88)^2} \]

\[ = \sqrt{141.25 - 97.61} \]

\[ = \sqrt{43.64} \]

\[ = 6.60 \]
b. Control class

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{1355}{38} - \left(\frac{130}{38}\right)^2} \]

\[ = \sqrt{35.65 - (3.42)^2} \]

\[ = \sqrt{35.65 - 11.69} \]

\[ = \sqrt{23.96} \]

\[ = 4.89 \]

3. T-test Calculation

After the writer calculated Deviation Standard, t-test calculations are:

a) Experiment class

\[ t_0: \]

\[ = \frac{SD}{\sqrt{N-1}} \]

\[ = \frac{346}{35} \]

\[ = \frac{6.60}{\sqrt{35-1}} \]
9.88

= \\

\frac{6.60}{\sqrt{34}}

9.88

= \\

\frac{6.60}{5.83}

9.88

= \\

1.13

= 8.74

(b) Control class

\frac{\sum D}{N}

t_0 = \\

\frac{SD}{\sqrt{N-1}}

\frac{130}{38}

= \\

\[
\frac{4.89}{\sqrt{38-1}}
\]

= 3.42

\[
\frac{4.89}{\sqrt{37}}
\]

= 3.42

\[
\frac{4.89}{6.08}
\]

= 3.42

0.80

= 4.27

C. Discussion

In this section, the writer analyzed the data which had been collected and then described the result of the research.

In the first meeting of the two classes, the researcher gave a pre test for students. They wrote descriptive text is not clear enough using different tense from each student and they were difficult to do the test without open the dictionary.

Harmer (2007:13) mentions that writing involved planning what we are going to write. First, draft it. Then reviewing and editing what we have
written and producing a final version. Many people have thought that this is linear process but a closer examination of how writers of all different kinds are involve in writing process. Suggest that we do all these things again and again. Thus, we may plan, re-plan, draft, edit, re-edit, re-plan, etc before we produce our version.

In the second meeting, the control class was taught without using realia media, almost of students rewrote the same descriptive text like the first meeting and no additional sentences to describe something. They feel bored because the researcher just asked them to write descriptive again without no explanation before. On the other hand, the experiment class was more enthusiastic and more interesting in learning process because the writer applied realia media as a real object for them to describe.

In the last meeting, after the treatment was given, the students of experiment class were easier to write than control class in doing the post test. It happened because realia media could be seen as the real object that they could to see and touch in arranging sentence by sentence to be a descriptive text. So, it made them get higher score in post test than control class.

The result of the research can be seen as the table follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Experiment Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of a. Pre-test</td>
<td>59.57</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>67.88</td>
<td>61.39</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation</td>
<td>6.60</td>
<td>4.89</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>3</td>
<td>T-test</td>
<td>8.74</td>
<td>4.27</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there is no significant difference in pre-test score of the two classes. After the researcher gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (59.77 to 67.88). The students’ enthusiasm was built after they bring realia media. It was easier for them to express their real objects as an idea in writing descriptive text.

On the other hand, there is no significant improvement from pre test to post test mean of control class (60 to 61.39). It could happen because the students were not given any method by the researcher.

From the T-test result, it can be seen that the experiment class get higher score (8.74) than the control class (4.27). It means that there is significant difference between the two classes. Thus, based on the above explanation, the writer concludes that using realia media is effective in writing. Realia media can help students to write descriptive text easier.

According to the explanation about the analysis of the result on the table above based on the research at the twelfth grade students of SMK Saraswati Salatiga, it can be inferred that students writing skill using realia
media is better than that of without realia media. Furthermore, the students who learned writing through realia media and those who are not have such a significant difference that the students writing scores taught by using realia media are higher than those who are not given treatment.

From the research finding, it can be concluded that using realia media can motivate students to engage in language learning especially to improve their ability in writing. Briefly, the writing achievement in the experiment class has proven that realia media can be good medium in improving students’ writing skill.
A. Conclusion

Based on the result of study, it can be concluded as follows:

1. The profile of class XII MMA (experimental group) who are taught using realia media has average score 59.57 (pre test) and 67.88 (post test). Standard deviation from class XII MMA is 6.60 and the T-test score is 8.74

2. The profile of class XII MMB (control group) who are not taught using realia media has average score 60 (pre test) and 61.39 (post test). Standard deviation from class XII MMB is 4.89 and the T-test score is 4.27

3. There is a significance difference between class XII MMA (experimental group) and class XII MMB (control group) after the researcher conducted an experimental study. The researcher could conclude that realia media can improve the students’ ability in writing descriptive text. It proved by the score of pre test and post test. The score of post test is higher than the pre test for experiment group. The average score of class XII MMA (experimental group) is 59.57 (pre test) and 67.88 (post test). The average score of class XII MMB (control group) is 60 (pre test) and 61.39 (post test). Based on the statistical analysis, it could be seen from the result of mean score of Post-test of XII MMB (control class) is 61.39 higher than
pre-test 60, and the result of mean score of pos-test XII MMA (experimental class) is 67.88 higher than pre-test 59.57. If t-table is equal or greater than t-test calculation, so the null hypothesis \((H_0)\) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicated that “Realia Media” can improve the students of SMK Saraswati Salatiga in writing descriptive text.

B. Suggestions

1. It is essential that the teacher knows that one of the factors affect the students’ ability in writing is the method in teaching learning process. They should be facilitator, controller, and guide all students who need help when they face the problem of learning in writing. By using appropriate method the students’ ability in writing will improve effectively. The result of this research can support the English teachers to apply this method in teaching writing by develop realia media in various ways and create interesting class.

2. The writer suggests for the English teacher to be more serious and careful in teaching writing using media especially realia, because realia is one of kind method to make the students easier to produce and write text.

3. The student should improve their ability in writing and must pay attention, quite, and seriously when the teaching learning is going on.

4. The result of this research can be used as input by the other researchers who want to make research about teaching writing as reference.
BIBLIOGRAPHY


APPENDICES
CURRICULUM VITAE

Name : Ikhsan Susilo

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Education :

1996-2002 : Program Primary School (SD N KRANGGAN 01) Ambarawa.


2006-2009 : Program Vocational High School (SMK Dr.TJIPTO) Ambarawa.

2010-2015 : English Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
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CLASS MM A
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Nomor : SI.24/K-1/TL.01/29/27/2014
Lamp : Proposal Penelitian
Ist : Izin Penelitian

27 Oktober 2014

Kepada
Yth. Kepala SMK Saraswati Salatiga
Dr. Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kasi menerangkan bahwa:

Nama : Udin Sumio
NIM : 11310044
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tahfizhul Hadits Inggris (TH)

Dalam rangka penyelesaian studi Program S1 di STAIN Salatiga, diawakkan
mencoba melibatkan cara untuk penelitian yang berupa penelitian SKRIPSI.

Adapun judul yang diambil adalah

THE EFFECTIVENESS OF USING REALIA MEDIA TO IMPROVE
STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT EXPERIMENTAL
STUDY OF SMK SARASWATI SALATIGA IN GRADE XII ACADEMIC
YEAR 2014

Dengan Perniagaan : Dr. Salatiga, M.Ag.
Asisten Penerbitan :

Untuk penyelesaian Skripsi tersebut, kasi mohon Bapak/Ibu memberi izin kepada
mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau
keterangannya dan bahan yang diperlukan di SMK Saraswati Salatiga, mulai tanggal
3 November 2014 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kasi tampakkan terima kasih.

Wassalamualaikum w.w.

[Signature]

[Signature]

Sthira A. Muhiyuddin
SURAT KETERANGAN

Nomor : 4215/115
Tanggal : 15 November 2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Saraswati Salatiga, menanggung dengan sepenuhnya bahwa:

Nama : IHIKSAN SUSILO
NIM : 1110044
Program Studi : Tadris Bahasa Inggris (TBI)
Jurusan : Tarbiyah
Universitas : Sekolah Tinggi Agama Islam Negri (STAIN) Salatiga

- Mahasiswa yang bersangkutan benar-benar telah melakukan penelitian di SMK Saraswati Salatiga gara-gara menang tugas skripsi yang berjudul "The Effectiveness of using Realia Media to Improve Students’ ability in Writing Descriptive Text (Experimental Study of SMK Saraswati Salatiga in XII Grade Academic Year 2014)."

- Mahasiswa yang bersangkutan telah melakukan penelitian di SMK Saraswati Salatiga mulai 3 - 15 November 2014.

Kemudian kepada yang berkепentingan harap menjadi periksa.

Salatiga, 15 November 2014
Kepala Sekolah

Ibu Daryanto
**LEMBAR KONSULTASI SKRIPSI**

**Nama Mahasiswa:** [Name]
**NIM:** [ID]
**Pembimbing:** Dr. [Name], M.Pd.

**Judul:** The Effectiveness of Using Creative Media to Improve Students' Ability in Writing Descriptive Text (Experimental Study of Siti Daruwati Salatiga in Grade XVII Academic Year 2015)

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<td>To be revised</td>
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</table>

**Catatan:**
- Setiap konsultasi lembar ini harus dibawa
- 27/1/14 Chapter 1 up to D. Are ready to be submitted for exam

**Pembimbing:** [Signature]
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMK Saraswati Salatiga
Kelas/Semester : XII/1
Program : Multi Media
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Descriptive Text
Alokasi Waktu : 3 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. 1.1. Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung
jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4. 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

5. 4.9. Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

6. 4.10. Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator pencapaian kompetensi

1. Menuliskan tujuan dari teks descriptive

2. Menuliskan fungsi dari teks deskriptif

3. Menuliskan kalimat present tense bentuk verbal

4. Menuliskan kalimat present tense dalam bentuk nomina

5. Menemukan linking verb dalam teks deskriptif

6. Menamai gambar menggunakan compound adjective dalam teks deskriptif sesuai dengan gambar yang diberikan.

7. Mengurutkan kalimat-kalimat acak dalam teks deskriptif menjadi sebuah paragraph yang benar.

Mendengar:

1. Menentukan judul teks deskriptif yang diperdengarkan melalui kaset/DVD

2. Menentukan subject (orang yang dibicarakan) dalam teks yang diperdengarkan

Membaca:

1. Menemukan topic paragraph dari teks deskriptif.

2. Memilih jawaban informasi tertentu yang tepat dari pilihan tentang teks bacaan
3. Menjodohkan kata-kata dalam teks berdasarkan deskripsi yang diberikan

Berbicara:

1. Menglafalkan kata-kata yang ada dalam teks desriptif dengan benar.
2. Mendeskripsikan tempat wisata yang pernah dikunjungi secara lisan
3. Menanyakan pertanyaan dari cerita yang sedang diceritakan didepan kelas secara berani.

Menyunting:

1. Menyiapkan tema untuk teks desriptif
2. Menyeleksi subyek yang akan dideskripsikan
3. Merancang teks desriptif dengan outline yang benar

Menulis:

1. Menyusun paragraf teks deskriptif yang terpisah menjadi satu kesatuan wanan sesuai generic structure teks.
2. Membuat teks deskriptif tentang tokoh idola sesuai dengan generic structure lisan

D. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran siswa dapat:

1. Menemukan informasi dari teks lisan dari teks desriptif sederhana
2. Menemukan informasi dari teks tulis dari teks deskriptif sederhana
3. Menuliskan teks tulis memperkenalkan diri
4. Mengungkapakan teks memperkenalkan diri secara lisan
5. Menyusun rencana teks bentuk deskriptif

E. Materi pembelajaran

1. FAKTA : Contoh teks deskriptif seseorang, tempat wisata dan bangunan bersejarah.
2. KONSEP : Teks Deskriptif adalah teks tentang penggambaran seseorang, tempat, dll.
3. Tujuan dari teks untuk mendeskripsikan seseorang, tempat dll.
5. PRINSIP : Teks Deskriptif teks menggunakan pola kalimat Simple Present Tense:

   Verbal : Subject + Verb
   Nominal : Subject + to be + (bukan kata kerja)

   a) Menggunakan linking verb
   b) Menggunakan beragam kata sifat
   c) Teks Deskriptif menggunakan kata kerja untuk menyampaikan informasi tentang subject
   d) Menggunakan Adverbs untuk menyampaikan tambahan
   e) Dalam penyampaian/Berbicara, hal-hal yang harus diperhatikan dalam berbicara Intonation, stress, pronunciation.
   f) Dalam penulisan teks deskriptif juga harus diperhatikan diantaranya adalah : Topic Sentences, Punctuation, Capital Letter, Diction.
   g) Dalam membaca teks descriptif juga harus menemukan :Topic, Main Idea.
   h) Tema-tema yang dapat dilakukan dalam kegiatan menyunting :Tema-tema utama dalam deskriptif adalah tentang orang, tempat wisata dan bangunan bersejarah.

6. PROSEDUR : Langkah atau urutan kegiatan dalam menulis teks deskriptif atau urutan dalam penulisan teks deskriptif yang sesuai dengan generic structure (Identification, Description)

F. Metode Pembelajaran
Pendekatan : Scientific learning

Metode : Realia Media

G. Media: Realia (Handphone).

H. Sumber : Bahasa Inggris kelas XII, Kemdikbud.
I. Kegiatan Pembelajaran / Tahapan Deskripsi Kegiatan.

a. Kegiatan pendahuluan.
   1) Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar seorang tokoh, tempat wisata, bangunan bersejarah, Apa yang dipikirkan tentang itu dan bagaimana karakteristiknya dari gambar tersebut?
   2) Secara lisan bertanya tentang past tense yang berhubungan dengan materi sebelumnya.
   3) Siswa menerima informasi manfaat dalam mempelajari teks descriptive yaitu mampu menjelaskan ciri-ciri/karakteristik dari obyek yang didescriptifkan.
   4) Guru menjelaskan acuan materi, yaitu tentang teks deskriptif sederhana

b. Kegiatan Inti  Mengamati :
   1) Siswa mengamati guru yang memberikan contoh teks deskriptif sederhana
   2) Siswa membaca deskripsi tempat wisata yang terdapat dalam tayangan di LCD
   3) Siswa belajar menemukan kata kunci, gagasan pokok, informasi rinci dan informasi tertentu

Menanya:

Dengan bimbingan dan arahan guru, siswa bertanya seputar teks deskriptif yang dibacakan :

1. Siswa membuat pertanyaan tentang fakta yang diberikan guru
2. Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa.

Mengeksplorasi:

1. Siswa berlatih mendeskripsikan tokoh idola di depan kelas secara lisan.
2. Siswa berlatih mendeskripsikan tempat wisata yang pernah dikunjungi kepada teman sebangku
3. Guru memberi contoh pelafalan kata yang benar saat siswa salah
dalam pronounciationnya.
4. Siswa berlatih kembali

Mengasosiasi:

1. Siswa secara individu menuliskan tujuan dari teks deskriptif.
2. Siswa secara menuliskan fungsi dari teks deskriptif
3. Siswa menyampaikan jawaban informasi dari teks deskriptif.
4. Siswa lain menanggapi jawaban
5. Guru menanggapi dan memberikan penjelasan

---------------

Dengan melihat contoh kalimat dalam teks deskriptif, siswa menuliskan kalimat present tense baik verba maupun nomina berdasarkan subjek dan kata yang diberikan dengan sikap semangat.

1. Siswa menyampaikan jawaban
2. Siswa lain menanggapi jawaban
3. Guru memberikan tanggapan dan penjelasan

---------------

1. Siswa menemukan linking verb dari teks deskriptif sederhana.
2. Siswa menyampaikan jawaban
3. Siswa lain menanggapi jawaban
4. Guru menanggapi dan memberikan penjelasan

------------

1. Siswa menamai gambar dengan compound adjective.
2. Siswa menyampaikan jawaban
3. Siswa lain menanggapi jawaban
4. Guru menanggapi dan memberikan penjelasan

------------

1. Siswa menyusun kalimat acak dari teks deskriptif sederhana.
2. Siswa menyampaikan jawaban
3. Siswa lain menanggapi jawaban
4. Guru memberikan tanggapan dan penjelasan

Mengkomunikasikan:

Mendengar:

1. Siswa mendengarkan teks deskriptif yang diberikan oleh guru melalui kaset/DVD.
2. Siswa menentukan judul teks dan subject yang dibicarakan dalam teks deskriptif.
3. Siswa menyampaikan jawaban
4. Siswa lain menanggapi jawaban
5. Guru memberikan tanggapan dan penjelasan

-------------

Membaca:

1. Siswa menemukan topic dari teks deskriptif sederhana
2. Siswa memilih jawaban informasi yang tepat dari teks deskriptif sederhana.
3. Siswa menyampaikan jawaban
4. Siswa lain menanggapi jawaban
5. Guru memberikan tanggapan dan penjelasan

-------------

1. Siswa menjodohkan kata-kata yang ada dalam teks deskriptif yang diberikan.
2. Siswa menyampaikan jawaban
3. Siswa lain menanggapi jawaban
4. Guru memberikan tanggapan dan penjelasan

-------------

Berbicara:

1. Siswa mengungkapkan teks deskriptif secara lisan dengan teman sebangku tentang tempat wisata yang pernah dikunjungi.
2. Siswa mendeskripsikan tokoh idola dengan siswa yang lainnya.
3. Beberapa siswa mengungkapkan teks descriptif secara lisan di depan kelas dengan santun dan peduli
4. Siswa lain memberi tanggapan dengan santun dan peduli
5. Guru memberikan tanggapan dan penjelasan
6. Guru memberi contoh tentang mendeskripsikan seseorang atau tempat wisata dengan pronunciation, intonation, dan stress dengan benar
7. Siswa betul-betul mendeskripsikan secara lisan dengan memperhatikan pronunciation, intonation, dan stress dengan benar

Menyusun:
1. Siswa menyusun tema
2. Siswa menyeleksi subyek
3. Siswa memulai teks descriptif.
4. Siswa menyampaikan jawaban
5. Siswa lain menanggapi jawaban
6. Guru memberikan tanggapan dan penjelasan

Mendesain:
1. Siswa menyusun paragraf teks descriptif yang terpisah menjadi satu kesatuan wacana sesuai dengan generic structure.
2. Siswa menulis teks descriptif tentang tokoh idola atau tempat wisata yang pernah di kunjungi.
3. Siswa mempelajari teks descriptif sederhana tentang tokoh idola atau tempat wisata di majalah dinding sekolah atau di buletin sekolah.
4. Guru memberikan tanggapan das penjelasan

c. Kegiatan Penutup

1) Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang memperkenalkan diri (memaparkan jati diri)
2) Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

Guru Kelas

[Signature]

[Name]

Guru Paman

[Signature]

[Nurhayati, S.Pd]
My Handphone

My HP is Black Berry. The color is white.

Very useful for communication. I usually for call, sms, chat, browsing. I love with my HP very much.

More camera, to browse faster. Complete menu,

I always using this phone everyday. Handphone is a basic equipment practical to used. Every day I use to alarm. The camera 4.3 mega pixels.

The battery in my handphone is very saving.
My HP is Samsung Galaxy Ace 3. The color is white.

I like with my HP very much. Its function are call, SMS, streaming and browsing. I usually use my HP for play Games, SMS, and browsing. The camera 5 mega pixels. The internet of my HP is fast to browsing. The RAM 1 GB. The SIM is Single SIM. My HP is touch screen. The SD card is 8 GB. The battery is 1500 Mah. My HP very Slim. Apps in my HP very many. System operation in My HP is Android. Android version in My HP is jelly bean.
My Handphone.

My handphone is Andromax C. I like my handphone because unique and interesting. There are many functions of my hp such as call, sms, bbm, social media, browser, dictionary, etc. I usually use my hp for bbm, photo, game, my hp very multi-functions. I like to play games pp, listen to music, pop, punk, capture with camera. There are many applications such as twitter, facebook, Instagram, path, etc. My handphone color is white, size the screen is 4 inches. If the charge the battery need about 60 minutes. Sometimes my hp suddenly turn off. and I have to restart my handphone. Although my handphone has many weakness but I love my handphone. I buy my handphone wasn’t save my money. My handphone is one of the important thing in my life.
My Handphone

my handphone is BlackBerry. I like my handphone because I buy it by my own money. There are many function of my hp such as call, sms, whatapp, blm, listen to music. I usually use my hp for bbm, sms, call, listen to music, social network. my hp is fast to browse fb, my hp is slow to browse youtube. There are manyp appplication: bbm, whatapp, fb, browser, openMemo, google speth, social feeds, maps. The colour my handphone is Black. my handphone easy to heat, my handphone is multifunction. My battery is double power, my handphone has flip cover. The colour of my flip cover is red and white. Signal my handphone 3G. Type my handphone is BlackBerry 9330 Smartphone (CONA-u3-El).

My handphone data service per month is Rs 45,000. My handphone can browser to google for find any important school.
my Handphone

My handphone is MITO A300. The colour is black and silver. I like it because very easy for used with sensitive touch screen and good grapich. I can play games, send short message, call my friends or family and browsing.

Usually I just need twice for recharge for one day. But, if I use my Hp for take pictures, I don't like my Hp. My Hp just was 3 Mega Pixels in the camera. After bad camera, my Hp just was small flash. So the picture is so bad.

One day I use my Hp for browsing. It's so fast. But also my Hp takes very much energy in battery. But it's no problem. Its my Hp and I like my Hp.
My Handphone

My Handphone is Samsung Galaxy Star Duos GT-S5282. I love my handphone because I buy my own money. There are many functions of my hp such as SMS, Call, BBM, Instagram, Twitter, YouTube. I usually use my hp for SMS, Call, BBM, Social Media, listen to Music. My hp is fast to browse Facebook and my hp is slow to browse YouTube. There are many applications for BBM, Twitter, google chrome, google maps, google, Instagram, YouTube, Opera mini, Browser, ChatON Maps. The colour my hp is white. My hp easy to hear, save battery. My hp has flip cover. Colour flip cover is gold. Signal my hp is Edge. My hp is dual SIM. I use Android Jelly Bean Version 4.1.2. Hp is one of the important thing in my life. That’s is My Hp. I love my Hp.