

IMPROVING STUDENTS'
WRITING IN DESCRIPTIVE TEXT
USING REALIA AT TENTH MPLB
1 OF SMK KAWUNG 2
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**IMPROVING ⁶STUDENTS' WRITING IN DESCRIPTIVE TEXT USING REALIA AT
TENTH MPLB 1 OF SMK KAWUNG 2 SURABAYA**

THESIS



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WIJAYA KUSUMA SURABAYA UNIVERSITY

2024

**IMPROVING STUDENTS' WRITING IN DESCRIPTIVE TEXT USING REALIA AT
TENTH MPLB 1 OF SMK KAWUNG 2 SURABAYA**

THESIS

Submitted to **Wijaya Kusuma University Surabaya**

Faculty of Teacher Training and Education to fulfil the requirements for completing the

Bachelor of English Education Program

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2024

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The thesis written by Nafira Pramesta Ananda, NPM 20620030, entitled *Improving Students' Writing in Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya* has been approved to undertaken in Thesis Examination.

Surabaya, 28 June 2024

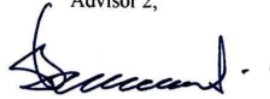
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Declare truly that :

1. This thesis being tested was my hard work (not plagiarized in whole or part)
2. Suppose it is later proven that this thesis is plagiarized. In that case, I will be sued by the English Language Education Study Program, Faculty of Teacher Training and Education, Wijaya Kusuma University, Surabaya.

Thus, I have made this statement letter truthfully

Surabaya, July 03 2024



Nafira Pramesta Ananda

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MOTTO

“It will pass, everything you’ve gone through it will pass”

ACKNOWLEDGEMENT

Alhamdulillah **Rabbil 'Aalamiin**, the researcher expresses her highest gratitude to Allah Subhaanahu Wa Ta'ala for blessing, love, opportunity, health, and mercy to complete this thesis, which title is *"Improving Writing in Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya"*. In writing this thesis, a lot of people have provided motivation, advice, support, and even remarks that have helped the researcher. In this valuable chance, the researcher intends to express his gratitude and appreciation to all of them.

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The Researcher

PERFACE

First of all, thanks to Allah SWT because of the help of Allah, writer finished writing the paper entitled “Improving Students’ Writing in Descriptive Text using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya” exactly at the calculated time.

¹² On this occasion, the researcher would like to thank profusely to all those who have helped her in completing the writing of this thesis, to Dra. Bektı Wirawati, M.Pd as advisor 1 for the support and motivation and also to my friends who have contributed their ideas and motivation for writing this paper.

¹ The researcher realizes that there were still many shortcomings in this writing, both in terms of material, technical, and presentation. Therefore, the researcher expects constructive criticism and suggestions to further improve the writing of this thesis. Finally, the researcher hopes that this thesis writing can be useful for the readers.

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ABSTRACT

Keywords: Writing Skill, Realia, Descriptive Text

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Advisor: ¹ 1. Dra. Bekti Wirawati, M.Pd

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This study aims to improve descriptive text writing skills among tenth MPLB 1 students at SMK Kawung 2 Surabaya by using realia. The research is motivated by the students' ¹³ low writing skills in descriptive texts, identified through initial observations and exam scores. The objective of this study is to determine the effectiveness ⁴³ of using realia in enhancing students' descriptive text writing skills. The method used is classroom action research (CAR) with qualitative and quantitative approaches. The data sources for this research are the tenth MPLB 1 students ²³, teachers, and documents in the form of students' written works. The research is conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. Data is collected through writing tests, observations ²⁴, interviews, and documentation. The results indicate that the use of realia can improve students' descriptive text writing skills. This is evidenced by the ¹⁵ increase in the students' average scores from cycle I to cycle II. Additionally, students become more active and motivated in the learning process. The study is that teachers can use realia as a teaching medium to enhance students' writing skills. Furthermore, it is suggested to develop other variations of teaching media that can attract interest and improve students' writing abilities.

INTRODUCTION

1.1. Background of the Study

English is the most frequently used language and can be used in communication.

⁷ In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in International communication, in written as well as in spoken communication. According to Lexico, ³¹ English is the language of England, widely used in many varieties throughout the world.

⁷ In English Language, there are four skills to be mastered. They are writing, reading, speaking and listening. Writing is one of the four very important language skills to acquire. ³ Writing is one of the subjects in English subjects that must be learned and understood by students. According to Farid (2016), Writing is one of four skills that should be mastered by students. It has formed part of the syllabus in the teaching of English. Writing comes after listening, speaking, and reading skills. ³ It can be understood that writing is an important aspect in learning English. Therefore, all ³ students not only learn about speaking, listening and reading, but students also need to learn writing. Teaching writing in secondary school is not easy. Writing skills require more ability than other language skills. Writing requires special preparation, such as sentence structure, vocabulary, and paragraph development so that teachers can help and use the media they will deliver to achieve learning objectives (Hyland 2019)

³ Syahrin (2019) said that writing as a thinking process to get ideas, express them, and organize them into statements and writing paragraphs. In addition, writing is a whole brain activity, which uses both the right side of the brain (emotion) and the left side of the brain (logic), although both the right and left sides of the brain are used in

writing. This means that writing is a whole-brain activity that formulates and organizes ideas with the right words to convey and communicate to the reader.

Descriptive text is considered as the simplest and easiest, writing form compared to narrative, recount or procedure, particularly for beginning writers.

Descriptive text is one of the type genres which are learned by the students in Senior High School. Descriptive text has the generic structures that students should

understand. Descriptive text is a text that describes the features of someone, something, or a certain place. There are two generic structures of descriptive text, they are

identification and description. Firstly, is identification. Identification is identifying the phenomenon that would be described. It means that, identifying about a thing is the

essential before describing about it. Second is description. It is a forward step that has to be done after identifying because it is describing part, shape, quality, and

characteristic. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties.

The students usually find it difficult to organize their ideas.

Based on observations in 10th MPLB 1 students of Kawung 2 Vocational High School Surabaya on Monday, 19th Maret 2024, especially in English subjects the

students have difficulties in writing. According to the results of observations of the students in the class, it was found if they had problems or difficulties when carrying out

learning activities, especially when writing English. They have difficulty being unconfident in what to write, and have difficulty in arranging a word into a complex

sentence. Especially they have difficulty when making English sentences. With the difficulty of writing students also become difficult when writing the descriptive text

where this text is asked to describe a person or place. The results of diagnostic test that the researchers conducted, there are still many students whose scores are still below the

minimum completeness criteria (KKM). The number of students who are still below the KKM is 19 students and the number of students who are above the KKM is 3 students. From these results it can be seen that there are difficulties in writing descriptive text.

The researcher found the problem of teacher during teaching the material. The teacher still uses picture teaching media. In this case the picture teaching media where the teacher starts the discussion in the classroom and only focuses exclusively on knowing the material in the textbook and notes. When the teacher gives assignment to students about the material taught and the teacher explains through books. Because the media used by the teacher has not varied, so that students have difficulty in writing descriptive text.

Based on the problem above, the researcher offers the media to improve writing skills descriptive text that is realia. Therefore, in this program students are asked to choose the material that they will develop into a descriptive text which in this way will make it easier for students to experience in participating directly to make descriptive text. The media used in this program is real object-based learning. Real-based learning is learning that emphasizes the provision of tasks, especially in real objects.

Tiara Nur (2022) stated that, "Realia are objects or items that are actually brought into the classroom as examples or as aids to be talked about or written about and used in teaching." So, it is clear that realia must be real objects and realia is also one of the media that can be used in teaching descriptive writing. Realia can also help teachers get students involved in the teaching and learning process directly. In another reason, realia as a medium helps students more easily understand the material and improve their ability in writing, especially in descriptive text. Teaching descriptive text by using realia is one of the media that can learning activity take on the same key

characteristics, such as fun, interest, and simple place, or thing. ¹⁰ There are some advantages of using realia as teaching media. In teaching learning process, it can be useful to catch students' attention. ¹⁰ Since the teaching learning process does not go as usual, it can increase students' participation in learning the material given. Therefore, media is one of the criteria in making a successful teaching and learning process. Using realia as a visual aids can stimulate students' interest, curiosity, and participation during the teaching learning process.

A study about realia was done by Yusnia Mauliza (2018) "Improving Students' Speaking Skill By Using Realia" and ² The result showed that the students' achievement in speaking procedure text most was improved. This is indicated in the value of t-test is higher than the value of the t-table. The significant value from t-test is 16.279. This value is higher than 2.093 and it indicates that using realia improve students' achievement significantly. ² It can be conducted that reality is effective media in improving the students' speaking ability in the aspects of pronunciation, fluency, vocabulary, and grammar.

⁶ Based on the explanation above, the researcher hopes by using realia can ⁴⁹ improve the writing skill especially in descriptive text at SMK Kawung 2 Surabaya and ⁴⁸ help the students can write a long descriptive text with the right structure according to generic structure. Also increasing students can have their ideas without worrying about making mistakes like wrong grammar, the use of adjective words and vocabulary. The writer would like to focus a research study under the title "Improving Students' Writing Skill in Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya".

1.2. Research Questions

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Based on the background of the study above, the problem of the study is as follows:

- Can The Use of realia improve the students' writing skill in descriptive text for the tenth MPLB 1 of SMK Kawung 2 Surabaya?

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1.3. Purpose of the Study

In accordance with the problem formulated above, the purpose of the study is to find out whether the use of realia can improve students' skills in writing descriptive text for the tenth MPLB 1 of SMK Kawung 2 Surabaya.

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1.4. Significance of the Study

This research of the results of this research are expected in Writing Descriptive Text Using Realia at Tenth MPLB 1 of SMK Kawung 2 Surabaya. It is expected to give practical contribution and will be beneficial for many sides. The following are the significance of the research:

1. The Teachers

The findings of this research will make it easier for teachers to make classroom activities more creative and motivating for students who have the difficulty in writing descriptive text.

2. The Students

The findings of this research provide the benefits of increasing their ability in writing using real media, especially on descriptive text.

3. The Other Researchers

The findings of this research can be useful for those who are interested in teaching

¹⁵ writing skills through realia.

1.5. Some Key Terms

a. Improving

Improving is a process that change something with the aim of increasing or improving something better. This can be proven by the change and assessments in student grade.

b. Writing Skills

⁴¹ Writing skills are skills that help writers convey their ideas into meaningful words and interact mentally with messages. in this study, students must have the ability to write using good and correct vocabulary related to writing descriptive text.

c. Descriptive Text

³³ According to Knapp and Watkins (2005) Descriptive text is a type of text ⁶ the writer or speaker uses to describe a thing. In this study the researcher using descriptive text to describe a thing.

d. Realia

Chiarantano (2005) stated that reality ¹⁹ consists of real objects or items which are used in the classroom to illustrate and teach vocabulary and used as an alternative aid to facilitate language acquisition and production. In this study the researcher using some stationary as the real object. Fo the example pen, tipe-x, ruler, and pencil case.

5 CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Writing

1.1.1 The Definition of Writing²²

Writing is one of the four English skills that is used to convey ideas, opinions, thoughts, and feelings in written. According to Ken Hyland (2019) stated that writing is a way to produce language and express ideas, feelings and opinions. Nur Fatimah (2018) stated that writing is a way of communicating a message to a reader for a purpose. Pebri Leonardo (2022) writing skills is the ability to express ideas, opinions, and feelings to other parties through written language.

According to Yin Ling Cheung (2016) stated that writing is an activity where the researcher can express the ideas in written form. It means that writing as an information transfer from the writer's ideas to the readers. In writing, the researcher shares their feeling and expression to the reader.

Writing ability can be achieved with guidance and systematic and intensive practice (Robert B. Kaplan, 2014). According to Linda S. Flower (2016), writing is a process of putting thoughts into words and words onto paper. It is called as process because different things happen at different stages.

James R. King (2023) stated that writing process focuses on generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into written text, revising text for clearer meaning, editing text for appropriate grammar and producing a final product. In line with this explanation, there are four processes in writing namely drafting, revising, editing and making final product.

²⁵ Writing skills are very important skills in life, not only important in educational life, but also very important in social life. Writing skills are very important because they ⁴⁶ are one of the language skills that students must have. ¹³ By writing, students can express or express their ideas or opinions, thoughts or feelings. Apart from that, it can develop students' thinking or creativity in writing. Writing skills are ⁵³ one of the characteristics of an educated person or an educated nation (Elif Emine Balit, 2018).

According to Ken Hyland (2019) writing skills are ²⁹ used by educated people to take notes or record, convince, report or inform, and influence. ¹⁴ can only be achieved well by people who can organize their thoughts and express them clearly. This clarity depends on thought, organization, use of words, and sentence structure. From the opinion above, it can be concluded in general that writing is an activity to convey to other people indirectly by using language in written message form.

1.1.2 The Importance of Writing

According to Dewi Safira Maulida (2022) In order to support language development, foster learning styles, and, most significantly, help students see writing as a stand-alone talent, writing instruction is given to English language learners. Parupalli Srinivas Rao (2019) stated that writing has some significance. These are as follows:

- a. Writing helps learners focus on using proper language since they are forced to think as they write, which may lead to better growth as they work through issues that come to mind while writing.
- b. Writing is often used to support previously conceived language. Students utilize their writing abilities to record what they have learned as the learning process progresses.

- c. Writing is often helpful when used as a way to prepare for another activity.
- d. Writing can be a crucial component of a larger exercise where speaking, acting, or language practice are the main objectives.
- e. Writing is sometimes utilized in tasks that resemble questionnaires. Writing is essential for completing a questionnaire test. Students are requested to respond in writing to the exam questions.

So the importance of writing can help the students' to understanding the meaning of paragraph.

1.1.3 Components of Writing

There are some components of writing which are very importance to know. According to Steve Graham (2019), there are five aspects or components of good writing. They are as follows:

1. Contents/ideas

Contents or ideas are well supported. After that, it is united and interesting to read.

It must stick to the task last.

2. Organization

a. Paragraph

A paragraph must have consistency and coherence, a clear topic sentence, controlling ideas, supporting sentences, and concluding sentences.

b. Essay

The organization of the essay includes a clear thesis statement in the essay's introduction, followed by a body paragraph with good organization, a concluding paragraph, and coherence/cohesion.

3. Grammar/Structure

Grammar or structure is used to show fundamental grammar (eg, tenses, verb forms, noun forms, prepositions, articles). With its complex and compound sentences, it demonstrates the complexity of sentence structures.

4. Word Choice/Word Form

The choice of words should show a comprehensive vocabulary. It uses the proper word forms and idiomatic phrases.

5. Mechanics

The mechanic has a strong paragraph/essay format but does not divide comma splices, or use run-on sentences. Additionally, it shows a good command of capitalization, punctuation, commas, semicolons, and spelling. The researcher deduced from all of the aforementioned justifications that the element in writing was a step toward producing high- quality writing. It may serve as a guide for the researcher when creating a test or a score.

So the components of writing

1.1.4 The Process of Writing

In general, writing consists of three stages, namely pre-writing, writing, editing and revision. According to Yunus (2021) : 1) Prewriting (Idea Search and Condensation Stage) Prewriting is the preparation stage. At this stage a writer carries out various activities, for example finding or preparing ideas as material for making a story (source of inspiration), determining the title of the essay, determining the goal, choosing the form or type of writing, making an outline and collecting materials. 2) Writing Stage The writing stage begins with describing ideas in written form. The ideas are expressed in the form of sentences and paragraphs. Next, the paragraphs are combined into one complete

essay. 3) Editing and Revision Stage At the editing stage, we re-examine the entire essay that we have written from the linguistic aspect, including errors in words, phrases, punctuation, writing, right down to the sentences. Meanwhile, the revision stage involves re-examining the essay we have just written from the aspect of content or story logic. If the essay is considered perfect, then submit the essay to the public in printed form or submit it in non-printed form (Kurniawan: 2012).

Meanwhile, other writing process theories are prewriting, writing, and postwriting. 1) Prewriting is the preparation stage for writing. The things that are done at the prewriting stage are choosing a topic, considering the purpose, form and audience as well as identifying and organizing ideas. The prewriting stage is very important and determines the subsequent writing stages. 2) Writing. After the outline of the essay is prepared, the writer begins writing activities. The writer will express his ideas in writing and pay attention to the language. The body of the essay presents the discussion of the topic or main idea of the article. The main idea of writing can be clarified with illustrations, information, evidence, arguments and reasons. 3) Post-writing is the stage of refining and perfecting the rough writing that we produce. This activity includes editing and revising. Tomskins and Hosskisson state that editing is checking and correcting the mechanical elements of an essay such as spelling, diction, sentence analysis, language style, and others. The revision is more directed towards improving and checking the content of the writing (Setyawan, 2018).

Apart from the writing stages above, there are also other stages of writing practice, namely: 1) Copying, namely learning to write according to examples, 2) Reproduction, namely learning to write without a model, 3) Recombination or transformation, namely starting to practice combining sentences that originally stood. itself becomes a combination of several sentences. 4) Guided writing, namely starting to

get acquainted with paragraphs. 5) Writing, namely free writing to express ideas in the form of actual writing, for example writing reports, writing papers, writing news, and so on (Dipendra Kumar 2014).

1.1.5 Teaching Writing

All levels of education in Indonesia have studied English. High school level is one of the education levels in Indonesia that is required to learn English. The Government of Indonesia issues: The National Education System Act (2014) "Foreign languages can be used as the language of instruction in a particular educational unit to support the foreign language skills of learners." that is the reason why English is important to learn.

In teaching writing for Senior High School, the teacher has get used the students to present their ideas in written form as writing is a means of communication media. The students must have a creative learning to achieve a goal in increase the writing competence in English language. It is in order to the students get the opportunities to express their idea freely.

Based on the school-based curriculum, English in Senior High School is targeted to make the students reach the informational level in order to prepare the learners for the futher education in colleges and universities. In addition, the standard of competence for the writing skill in vocational high schools to express the meaning of written functional texts and simple short essays in the form of produce, descriptive, recount, narrative, report, news item, etc.

In this study, the materials which will given to the students based on the standard of competence Kurikulum Merdeka. The researcher will only deal with the tenth grade competence for writing at SMK Kawung 2 Surabaya as present as follow:

TABLE 2.1 Standard of Competence

Elements	Capaian Pembelajaran
Menulis dan Mempresentasikan	Pada akhir Fase E, peserta didik menulis jenis teks deskriptif melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

So, in the learning outcomes it's mentioned that descriptive text was taught in class X

MPLB 1.

1.2 Writing Assesment

The term "assessment" refers to the broad range of techniques or instruments that teachers employ in order to assess, measurement, and record students academic readiness, learning progress, skill development, or educational requirements. Writing assessment is a subject of study that includes the theories and methods used to determine how well a writer performs or has potential when given a writing assignment. Teresa Limpo (2018) provided the writing measurement. He assesses the following five aspects of writing:

vocabulary, structure, mechanics, substance, and language use. A maximum of 20 points are allocated to the organization, 20 points to the vocabulary, 25 points to language use, 5 points to the mechanic, and 30 points to the content for the fifth component. Depending on the weight, role, and contribution in writing, each aspect or component receives the maximum score.

TABLE 2.2 Scoring Rubric

Aspect of Writing	Score	Category
Content	4	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assignment topic.
	3	Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant topic, but lack detail.
	2	Fair to poor: limited knowledge of subject, inadequate development of topic.
	3	Very poor: doesn't show knowledge of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	4	Excellent to very good: fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	3	Good to average: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.
	2	Fair to poor: not fluent, ideas confused, lacks logical sequencing and development.
	1	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	4	Excellent to very good: sophisticated range, effective word choice and usages, word form mastery, appropriate register.
	3	Good to average: adequate range, occasional of word, choice, usage but meaning is not obscured.
	2	Fair to poor: limited range-frequent errors of word form, choice, but meaning confused or obscured.
	1	Very poor: essentially translation, little knowledge of English Vocabulary,

Aspect of Writing	Score	Category
		idioms, word form, or not enough to evaluate.
Language Use	4	Excellent to very good: effective but simple construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	3	Good to average: effective but simple construction, minor problem, in complex construction, several errors of agreement, tenses, number, articles, pronouns, prepositions but meaning seldom obscured.
	2	Fair to poor: major problems, in simple/complete construction, frequent errors of negation, agreement, tense, number, word function, articles, pronouns, preposition and fragments, run-ons, deletes, meaning confused or obscured.
	1	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalizations, paragraphing, handwriting, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Finaly Score : $\frac{n}{21} \times 100\%$		

1.3 Descriptive text

1.3.1 Definition of Descriptive Text

The word or descriptive actually comes from the Latin word Describe which means to write about something or explain something. The word description can also come from the English word description which means to paint with language. According to Manfred Jahn (2021), description is a type of text that describes an object according to its actual situation so that the reader can see, hear, feel, smell imaginatively what the author sees, hears, feels and smells about the object in question.

According to Shakti Gawain (2016), stated that the description writer wants to achieve is to create or enable the creation of the reader's imagination or imaginative power so that the reader seems to see or experience for himself the object that the writer describes . Objects that can be painted or depicted can be places, times, views, weather conditions, peaceful conditions, disasters, a person's physical condition, calm conditions, crowds, library visitors, etc. Based on the opinion above, it can be concluded that a descriptive text is a type of text that describes an object in accordance with the actual situation so that the reader can imaginatively see, hear, feel, smell what the writer sees, hears, feels and smells about the object in question.

1.3.2 Generic Structure of Descriptive Text

According to Julian Lubber (2014), descriptive text also has the generic structure, there are:

1. Identification

Identification introduces the subject and gives the general information about something.

2. Description

Description gives the details of the characteristic features of the subject. It may describe parts, colour, qualities, characteristics, size, etc. The following is the example of generic structure of descriptive text :

Table 2.3 Example of Descriptive Text

Identification	I have a laptop. My father bought it for me last month.
Description(s)	It is a nice laptop with black colour. It has a 14 inch screen. This is the latest product from asus. The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop. I really like this new laptop. Because it always be helpful to me in various situations.

From the example of descriptive text above, the first paragraph is called identification because the paragraph identifies thing “laptop” to be describe. The next paragraph is called description because it gives the information of particular thing being describe such as parts and colour of “laptop”.

1.3.3 Types of Descriptive Text

In general, descriptive texts can be grouped into two parts, namely (1) expository descriptions aimed at providing information that causes the reader to see, hear, or feel, and (2) impressionistic descriptions that cause the reader to act emotionally (Wayne Ed Otto 2014). Virginia Clinton (2020) also divides description into two parts, namely (1) expository description which refers to logical description,

and (2) impressionistic or stimulative description describing the author's impression of what he wrote.

1.3.4 Characteristics of Descriptive Text

The descriptive text form has special characteristics that differentiate descriptive texts from other forms of texts. Several experts expressed their opinions about writing descriptions. Peter Stockwell (2020) stated that the author of the description invites readers together to enjoy, feel, and understand as well as possible the objects, scenes, personalities and moods that have been experienced by the author. Andrea Vedaldi (2014) used the words "providing details and objects", meaning that the method of delivery must be with details of the object to be discussed. Andriani Nikolakopoulou (2014) said that the characteristics of the description are as follows. (1) Descriptions attempt to show details or details about the object, (2) Descriptions are more about influencing sensitivity and forming the reader's imagination. (3) Descriptions are delivered in a pleasant style with evocative word choices. (4) Descriptions explain more about things that can be heard, seen and felt so that the objects generally are objects, nature, colors and people, and (5) The organization of delivery uses more spatial arrangement.

Based on the opinions of several experts above, it can be concluded that the characteristics of descriptive texts are as follows.

1. Painting or depicting certain objects.
2. Description attempts to show details or details about the object.
3. Providing an object according to its true characteristics, properties, essence.

4. Descriptions are more likely to influence sensitivity and shape the reader's imagination. Descriptions are delivered in a delicious style with evocative word choices.
5. The result of absorption of the five senses.

1.4 Learning Media

1.4.1 Definition of Learning Media

Media is an instrument for communication. If it could convey the messages to meet the learning objectives, it was referred to as a learning medium. Therefore, the media should be related to the messages and strategies. Wondwesen Tafesse and Anders Wien (2018), cited by Douglas Kellner and Jeff Share (2019), limited the definition of media by stating that learning media is a physical medium used to convey subject matter through books, movies, videos, and other media. According to Briggs, media is a tool that helps students learn new material more easily and retain it longer than they would if they were to study it through lecture or speech alone.

According to Arif Fauzi Hilmi (2017), media is divided based on how it is delivered and received into three types, namely: audio media, visual media and audio-visual media.

1. Audio media such as: radio and tape recorder.
2. Visual media such as: (a) graphic media/printed materials/supplementary materials (whiteboards, drawings, sketches, cartoons, posters, flannel boards, and bulletin boards), (b) physical objects such as realia, and (c) models.
3. Audio visual media such as: television and film.

By knowing the explanation above, the researcher refers to visual media that can be used as real objects to describe something.

1.4.2 Visual Media

According to (Willy Bachtiar Wijaya, 2022) Visual media are educational tools that teachers employ in the classroom to promote learning and make it more convenient and pleasurable. According to D. Dzakiah (2022), stated that visual media are real things through which students interact and integrate into their daily lives.

1.4.3 Realia

Gerlach and Ely say (that realia, when understood in broad terms, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media).

This statement is also confirmed by the opinion taken by the author from Dony Novalindry (2020) who stated that one type of media in learning is the environment as a learning medium. Learning itself is a communication process between learners, teachers and teaching materials. So, it can be said that the school environment is an alternative learning media that can be used in the teaching and learning process. This alternative was chosen because the environment is very close to the students so it can facilitate students' understanding in absorbing the subjects given.

Dodi Irawan (2017) stated that, "Realia is an actual object or item which is brought into a classroom as an example or as aid to be talked or written about and used in teaching." Rachman defines realia as real objects that are used as teaching materials. The real lace is referred to as an object that can be seen, touched, heard and observed through the five senses. These real objects can be the environment around

students. The environment (physical, social, or cultural) is a very rich source of student learning materials. The environment can act as a learning medium, but also as an object of study (learning resource). Using the environment as a learning resource often makes students feel happy in learning. Utilizing the environment can develop a number of skills such as observing (with all the senses), taking notes, formulating questions, hypothesizing, classifying, writing, and making pictures/diagrams.

Utilizing the environment as a learning medium has many advantages. Some of these benefits include (a) saving costs, because it utilizes objects that already exist in the environment; (b) practical and easy to do, does not require special equipment such as electricity, (c) provides real experience to students, lessons become more concrete, not verbalistic; (d) because these objects come from the student's environment, these objects come from the student's environment, so these objects will be in accordance with the student's characteristics and needs. This is also in accordance with the concept of contextual learning; learning is more applicable, meaning that learning material obtained by students through environmental media will most likely be applied directly, because students will often encounter similar objects or events in their daily lives, (e) environmental media provides direct experience to students. With environmental media, students can interact directly with real objects, locations or events in a natural way; and (f) more communicative, because objects and events in the student environment are usually easily digested by students, compared to packaged (designed) media.

From the description above, it can be concluded that realia learning media means an intermediary or something that can be used to stimulate students' thoughts and channel messages so as to create student motivation in the learning process to gain

knowledge through real objects around students, one of which can be the environment. school.

This realia learning media invites students to make direct observations of objects. By seeing it directly. Students gain deeper knowledge and the knowledge gained will be embedded in their minds. According to Mark Paterson (2020), it is estimated that learning outcomes through the sense of sight are around 75%, through the sense of hearing around 13%, and through other senses around 12%. From the results of this opinion, it is clear that learning outcomes through the sense of sight are much higher when compared to other senses. When viewed from the ability of high viewing experience, the position of learning media is very strategic because the ability of learning media can: (a) stimulate the learning process, (b) present objects directly. (c) making abstract things concrete, (d) providing a common perception, (e) overcoming barriers of time, place, number and distance, (f) presenting information consistently, and (g) providing a relaxed learning atmosphere (Claudia Arcos, 2016).

From several definitions of realia media, the author concludes that realia media is: (a) real media or real objects that can be seen, touched, held and manipulated, and (b) realia media is media that does not change or is genuine and not in the form of imitations. or a model of a real object.

2 **1.4.4 Steps in Implementing of Realia**

The step **in** implementing the use **of** realia are the following:

1. Identify opportunities the use realia Be aware of opportunities to include realia in lesson as you plan. Pre read any stories to be read **aloud or** used **for** reading **instruction to** identify **vocabulary that may** be **unfamiliar to** the students **and** locate realia **that will** be helpful **to their** understanding.

2. Collect realia - begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. Plastic tubs or large, clear plastic bags are often used for this purpose. Some items will be used with only one theme or book and should be stored with the theme materials or book. Yard sales and end of season sales at carft stores are good sources of realia for classroom, parents can often be helpful in locating and supplying useful items.
3. Build a library of realia- collaborate with other teachers at your school or grade level to build a library of realia that can be shared for major theme studies. Locate local merchants, farmers, and other resources for the loan of large items such as farm equipment or animal.
4. Use fields trips as realia if it's too large to move and your students; learning would be benefit by experiencing it, take a field trip. Give your students the opportunity to really understand what they are studying.

1.4.5 Advantages of Media Realia

The use of media has a positive impact on teaching and learning activities in the classroom. Kajal Sinha (2022) stated that in general media has uses, namely clarifying messages so that they are not too verbalistic, overcoming limitations of space, time, energy and sensory power, creating enthusiasm for learning. Direct interaction between students and learning resources. allows children to learn independently according to their visual, auditory and kinesthetic talents and abilities, provides the same stimulation, equalizes experiences, and creates the same perceptions.

More specifically, the superiority of realia media was expressed by Pujita (2006). Realia media has advantages, namely: first, realia media is easy to obtain. In general, realia media can be found because they are real objects that exist in the

environment. Second, realia media provides clearer and more accurate information, considering that realia objects are real objects, so that explanations or information related to these objects become clearer and more accurate.

The same thing seems to be stated by Rizal Amiruddin Khalala (2016) regarding several advantages in using realia media, namely:

- a can provide maximum possible opportunities for children to learn something or carry out tasks in real situations
- b provide opportunities for children to experience real situations themselves
- c train children's skills by using as many sensory tools as possible.

Regarding the opinion above, Sartika Andi Patau (2017) stated that the use of realia media in teaching and learning activities in the classroom is "That by using realia media in the learning process students will be more active in observing, handling, manipulating, discussing, and ultimately can become a tool to increase students' willingness to use similar learning resources".

Based on the opinions above, it can be concluded that (a) realia media can foster direct interaction between children and these objects, (b) realia media can help children's learning process become more active when observing, handling and manipulating. (c) realia media can instill basic abstract concepts into true, concrete and realistic ones, and (d) realia media is more motivational and stimulates children to learn.

1.4.6 Previous Study

There are several studies of using Realia media in this research. They are as follows:

1. Aziza Kulmamatova (2021) 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 MlonggoJepara in the Academic Year of 2010/2011). The goal of this study was to describe how realia was used to enhance students' speaking abilities in procedure texts and to determine which aspects of the students' speaking abilities improved. The ninth-grade pupils at MTs. Mathalibu Huda MlonggoJepara in the 2010–2011 school year served as the research subjects. There were 44 pupils involved in the topics. This study used action research in the classroom. This study was carried out in three phases, which are referred to as cycles 1 through cycles 3. The data were collected by using observation guide in order to know the events in the classroom during teaching learning process. Besides that, she also used test to get the students' score, in order to know the improvement of students' ability in speaking from their score. The data were analyzed by using quantitative analysis. In this research, the researcher used kinds of realia. In the first cycle, the researcher used candles, match and candle holder. Then, in second cycle she used water faucet, soap and towel. In third cycle, she used pencils and sharpener. The result of research shows that realia used in teaching speaking procedure text with the ninth grade of students MTs Mathalibul Huda Jepara in The Academic Year of 2010/2011 can improve students' speaking ability. This successfulness can be seen from the result of students' average score and good responses by students.

2. Fuad Hasan (2018) The Effectiveness of Using Realia on Students' Speaking (A Quasi-experimental Study at the Tenth Grade of SMAQ Al-Ihsan Kebagusan, the researcher found that the students were motivated and able to concentrate on the material given by the teacher; their speaking ability and the activeness was improved. It meant that the use of realia had strength to help

the students learn language easily. The research method was Classroom Action Research with cycle model. The research was done collaboratively with the English teacher with some steps. They are identifying the problem, finding the solution, planning the action, implementing the action, observing and evaluating the action, analyzing the data and reflecting the action. The research was conducted in one cycle which includes two meeting for treatment and one meeting for conducting the test. The research subject was the eighth class. The total number of the students in this class was eighteen. There were two kinds of data used in this research; they are the primary and the secondary data. The primary data was collected by speaking test and observation in the form of checklist, while the secondary data was obtained from documentation and interviewing. Based on the results, the use of realia to teach speaking can improve the students' speaking ³⁸ability.

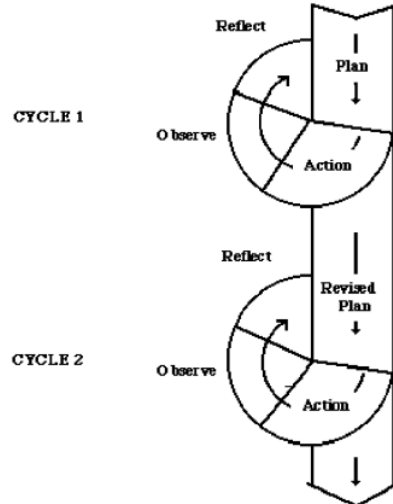
CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this point, the researcher would like to explain the research method the uses to conduct the study. The writer chooses the classroom action research (CAR). The aim of this study is to Improve Students' Writing in Descriptive Text Using Realia at tenth of SMK Kawung 2 Surabaya. According to Rangga Mega Putra (2021) Classroom Action Research (CAR) is used to improve the quality of learning in the classroom with the teacher as researcher in the classroom so that learning becomes better.

According to Kemmis and McTaggart (2014) is a kind of group self-reflective investigation that participants in social settings take on to enhance the objectivity and rationality of their own social or educational practices as well as their understanding of these practices and the contexts in which they are used.



In this research, the researcher applied the Classroom Action Research (CAR). In this research took two cycles consisting of four process, namely planning, acting, observing, and reflecting

3.2 Setting of the Research

This research would be carried out on 20th May, 2024 at SMK Kawung 2 Surabaya, precisely in class X during the first and second lesson hours according to the English lesson schedule that has been determined by the school. SMK Kawung 2 Surabaya is located on Jl. Raya Simo Gunung No. 25, Banyu Urip, Kec. Sawahan, Surabaya.

This research conducted in two cycle whose implementation is described below:

TABLE 3.1 Time of Research

Cycle	Time
I	20 th May 2024
II	27 th May 2024

3.3 The Subject of the Research

The subject of this research are the tenth MPLB 1 students of SMK Kawung 2 Surabaya. The Researcher choose X class because the researcher find that this class has problem with writing skill when implementing observation result in that class. This class consist of 22 students where 18 are girls and 4 boys as the participant of the research because from the information given by the English teacher.

3.4 Research Procedure

Research procedure is implemented to make the research done sistematically. In this research, the research used the action research through four activities; in which each activity consisted of four steps, as follows:

3.4.1

Cycle 1

1. Planning

In this steps, The researcher conducts planning according to the observations with the collaborator. The researcher prepared observation sheets for teachers and students. The researcher also prepared test for students. The researcher used descriptive text as the material for taeching writing using the realia.

2. Acting

In this stage, the researcher analyzed whether a teacher is qualified to teach following a lesson plan in a classroom. The researcher also acted as a teacher in the classroom, implementing the curriculum that has been made by the researcher. The researcher used realia by asking students to determine their favorite items, then the researcher asked students to describe.

At first, the researcher as the teacher entered the classroom to greet the students and implement the curriculum that had been designed by the researcher at the planning stage. Then the teacher started the learning and informed the students about the material that would be discussed before starting the treatment. After that, he asked students about descriptive text based on students' knowledge. Then the researcher gave an explanation about the definition of descriptive text, text structure and others. The researcher also gave an explanation of the definition of realia and gave examples of realia in front of students to write a descriptive text.

After that, the teacher gave students the opportunity to ask about the material they did not understand. Then the researcher gave an assignment to each student and asked the student to do a writing test on descriptive text using realia with the theme “Things”. Students were given 30 minutes to complete writing descriptive text paragraphs using realia.

3. Observing

The researcher assisted by the observation sheet of students and teacher. During this stage, the researcher and collaborator collected data on students' actions, attitudes, and reactions using a list technique. The data was collected based on the notes on the observation sheet filled in at the action stage. At the end of the lesson the teacher gave the student a test.

4. Reflecting

Based on the observation results analyzed by the collaborator during the action and the writing test scores of the students, the researcher decided to carry out the next cycle. The main reason was that the students' writing test scores still did not meet the success indicator criteria. The most common problem was that students had difficulty identifying and describing sentences, as well as limited ideas to write a paragraph. During the learning process, students were irresponsible and usually lacked motivation to do the task. During the exam, some students did not take the written test seriously and did not focus on the test. From the results of observations in cycle 1 there were some that were not implemented, so that from the results of the scores that achieved KKM there were 8 students only 36.36% of the 80% success indicator. So, the researcher

wants to do the next cycle by motivating students to do the task well and seriously.

Cycle 2

1. Planning

Based on cycle 1, the researcher would plan cycle 2 by looking at cycle 1. In this steps, the researcher analyze and arranged based on curriculum merdeka and media of teaching. The researcher used descriptive text as the material for taeching writing using the realia.

2. Acting

In this stage the researcher analyzed whether a teacher was qualified to teach following the kurmer in the classroom compared to cycle 1. The researcher also acted as a teacher, implementing the independent curriculum made by the researcher at the planning stage, which included steps such as introduction, core activities, and closing. In cycle 2, students were encouraged to be more motivated to increase their enthusiasm for learning. The researcher used realia by asked students to describe items that had been determined by the teacher.

The teacher starts the learning and tells the students about the material as before. ¹ After that, she asked the students about descriptive text and the students answered her very well. Then gave an explanation about the meaning of descriptive text, text structure and others. And also gave an explanation about the meaning of realia as before. After that the teacher also gave the students the opportunity to ask again about the material they did not understand and the students seemed more active in asking without any embarrassment. Similar to the previous cycle, the researcher gave an assignment to each student and asked students to do a writing

test on descriptive text using realia ¹ but with a new theme based on what they had written before. After that, students were given 30 minutes to finish by writing descriptive text paragraphs using realia. After that, the teacher asked all students' writing results to be collected ¹ into one. Then the teacher and students discussed the difficulties and ease of writing descriptive text using realia after the test was collected.

3. Observing

The results of the cycle II observation sheet analyzed by the collaborator have improved. Students gave good responses to the teacher's explanation. Students were more eager to ask questions when the teacher gave the opportunity to ask students. The students seemed to work on the writing test seriously and well. However, time can be managed well because the teacher will evaluate and summarize the learning more clearly.

4. Reflecting

The researchers analyzed the reflection by comparing cycle II with cycle I and decided not to carry out the next cycle because the results of student scores in cycle II met the criteria for success indicators. The students participate in the learning process very well, they seemed active and the class was more conducive than the previous cycle. Students did not confuse about using the realia to write a paragraph of descriptive text and they can organize their ideas easily.

3.5 Data Collecting Technique

Technique of collecting the data are techniques in which the teacher or researcher tries to find or collect the data that can be analyzed in order to make them more understand about what happens in the students and the classroom.

1. Observation

Observation relates to not just what we look or see, but also what occurs in any given situation, why it occurs, and how to resolve any issues that develop. The observation can be done in pre-research and the implementation of research. The researcher can observe the facilitation that provided in that class, and also can observe about the problems that students have, that is about writing skill problems. With observation, the researcher observed all happens before, during, and after using realia media implemented in teaching and learning process and others in class X. The result of the observation during the implementation is presented in form observation checklist.

There are two different types of observation sheets : one for the student's activity and one for teacher's. the researcher can collect data on the timing of the teaching and learning process during the observation.

2. Writing Test

Quantitative data is taken from students' test scores. This test is used to find out whether there is an improvement in students' writing skill in descriptive text after applying realia media for learning.

3.6 Research Instrument

In this researcher used observation sheet and writing test in which students instructed to applied the realia to write a descriptive text. The use of the written test in assessed writing skills was to inform that the choice of written test format was in accordance with the format of the descriptive text.

1. Observation Sheet

Researcher used participant observation in this research. Observations were used to address research problems, namely finding students difficulties in learning English to wrote descriptive text and teachers' difficulties in teaching English to wrote descriptive text for X MPLB 1students of SMK Kawung 2 Surabaya.

TABLE 3.2 The Observation Sheet

Date :

Cycle :

Focus	Topic	Yes	No
The teacher	1. Teacher came on time		
	2. Teacher greeted the students		
	3. Teacher absent the students		
	4. Teacher motivated the students		
	5. Teacher gave students some question about the topic that will be discussed to the students in the classroom.		
	6. Teacher told the students the goal of the study		
	7. Teacher used media of teaching		
	8. Teacher gave explanation of the material and the media (Descriptive Text) clearly		
	9. Teacher gave students chance to ask the teacher related to the topic of study		
	10. Teacher gave writing test to the students		
	11. Teacher used the time effectively		
	12. Teacher concluded the material of teaching		
Students	1. Students came to the class on time		
	2. Students paid attention then gave respond		
	3. Students studied seriously and focus		
	4. Students were interested in studying of Writing Descriptive Text by using Realia		
	5. Students participate in learning process		

	6. Students asked the teacher about the material they did not understand		
	7. Students did the writing test		
	8. Students were motivated in learning process		
	9. There was interaction between students and the teacher		
	10. Students did the writing test seriously		

2. Writing Test

The researcher prepared writing test questions to obtain the necessary data for this study. The researcher made the writing task clear and more specific. In this study, the researcher asked the students of class X MPLB 1 of SMK Kawung 2 Surabaya to write a paragraph using realia in the form of descriptive text. There are 2 test in writing descriptive text :

- a The students write about the favorite thing
- b The students write about their bag

3.7 Data Analysis

To analyzed the result of the test, The researcher used a class action research method. The researchers use assessment by looking at aspects such as content, organization, vocabulary, language use, and mechanic.

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage of success

F = Frequency (Number of students who pass the KKM)

N = Total number of students

3.8 Success Indicator

The KKM (minimum completeness criteria) for tenth MPLB 1 students at Kawung 2 Surabaya High School is 7.5. This research can be said to be successful if 80% of students achieve a minimum score of 75 in writing descriptive text using realia learning.

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

In this chapter the results of the implementation of learning writing descriptive text using realia and the discussion of the observation data. This researcher was implemented in tenth grade at SMK Kawung 2, Surabaya. In this researcher were collected through the previous score and twice treatment. While the twice treatment are teaching and learning activity and will be carried out in realia.

4.1.1 Preliminary Study

The preliminary study was the main step of research. The researcher conducted a brief interview with the English teacher at the school. The teacher at SMK Kawung 2 Surabaya mentioned in the interview that students in class X MPLB 1 had difficulty in creating ideas. Especially when learning to write descriptive text.

Afterwards on March 19, 2024, the researcher asked the English teacher for the previous score to evaluated the students' scores before the treatment started. Based on the previous score, the researcher evaluated the score completed by the English teacher. As follows:

TABLE 4.1 Previous Score of The 10th grade Students

No	Initial	Score	Results
1	ANI	62	Not Passed
2	AAB	50	Not Passed
3	ASW	45	Not Passed
4	AOTR	65	Not Passed
5	AZI	75	Passed
6	BBCS	55	Not Passed
7	CPA	40	Not Passed
8	DKP	60	Not Passed
9	EHK	68	Not Passed
10	HSD	58	Not Passed
11	IIZ	62	Not Passed
12	MRD	80	Passed
13	PTY	50	Not Passed
14	PUTY	52	Not Passed
15	RAF	50	Not Passed
16	RAS	68	Not Passed
17	SDA	85	Passed
18	SRNA	55	Not Passed
19	SD	58	Not Passed
20	VDA	62	Not Passed
21	YI	65	Not Passed
22	IT	52	Not Passed
The percentage of students who passed the KKM			$\frac{3}{22} \times 100\% = 13,63$

The table above showed that only 3 students with a percentage of 13.63% or , converted up to 14% get scores above the KKM, while 19 other students with a percentage of 86.37% or, adjusted up to 86% still didn't get scores far below the KKM. Based on the results above, this researcher intended to use realia to help students in improving students' writing skills. The researcher hopes that 80% of the students of class X MPLB 1 SMK Kawung 2 Surabaya will be able to score higher than the KKM.

4.2 Implementation of Realia

This research conducted in May 2024. The purpose of this research was to find out whether using realia in teaching English can improve students' writing skills in descriptive texts. This researcher, the classroom action design method was divided into two cycles. Each cycle consisted of four steps they are; planning, acting, observing and reflecting.

4.2.1 Cycle 1

The first cycle conducted on Monday May 20, 2024. This cycle has four steps, which are explained below.

a. Planning

In the planning stage, the researcher acted as a teacher. Planning should be done by preparing the things needed in carrying out learning writing descriptive texts such as compiling the lesson plans that would be applied as a reference in the delivery of learning that would be carried out. Observation sheets designed as research instruments for teachers and students. The material and tests used to find out whether there was progress in students' writing results were also prepared.

b. Acting

In this stage, the researcher as the teacher came into the classroom greeted the students and implementing the lesson plan designed by the researcher during the planning stage.

The teacher began the lesson and told the students about the material that would be discussed before beginning the treatment also check the attendances of students. Afterwards, the teacher asked students about descriptive text based on

students' knowledge. Then, the researcher explained to the students about the definition of descriptive text, generic structure and others. The researcher also explained the definition of realia and gave examples of using realia to write descriptive texts.

Then, the teacher gave students the opportunity to ask questions about the material that they did not understand. After that, the researcher gave a paper to each student and asked students to do a writing test on descriptive text using realia with the theme "Thing", all students freely thought of many ideas then made it into a paragraph. Students were given 30 minutes to complete writing one paragraph of descriptive text. After that, the teacher asked all students' writing results to be collected.

c. Observing

At this stage the teacher as a collaborator. The following includes an observation sheet that has been filled in by the teacher as a collaborator. The observation results found that the teacher taught students according to the teaching module that had been made, the teacher went around the class to observe students' work when they were writing descriptive texts and occasionally asked students if they needed help. In addition, the teacher had a good interaction with teachers and students and the teacher managed the class well organized. After students were given a test to measure their ability to write descriptive text, the following results of the test were obtained:

1
TABLE 4.2 Cycle I Test Result of The 10th grade Students

No	Initial	Score	Results
1	ANI	65	Not Achieved
2	AAB	35	Not Achieved
3	ASW	75	Achieved
4	AOTR	75	Achieved
5	AZI	75	Achieved
6	BBCS	75	Achieved
7	CPA	68	Not Achieved
8	DKP	60	Not Achieved
9	EHK	75	Achieved
10	HSD	60	Not Achieved
11	IIZ	30	Not Achieved
12	MRD	65	Not Achieved
13	PTY	60	Not Achieved
14	PUTY	50	Not Achieved
15	RAF	83	Achieved
16	RAS	68	Not Achieved
17	SDA	75	Achieved
18	SRNA	40	Not Achieved
19	SD	65	Not Achieved
20	VDA	60	Not Achieved
21	YI	75	Achieved
22	IT	55	Not Achieved
The percentage of students who achieved score higher than the success indicator			$\frac{8}{22} \times 100\% = 36,36$

The conclusion from the table above is that 8 out of 22 students, or 36.36% or if converted to 36%, students in class X MPLB 1 get scores above the KKM. The rest, out of 16 students, can be said to be 63.64% of students who have not yet reached the score above **the KKM**. The number of students who reached **the KKM** increased by 6 students. Meanwhile, the researcher's success indicator is 80% of students in class X MPLB 1 getting scores above the KKM. Therefore, a second cycle is needed for the target success indicator.

d. Reflecting

The researcher evaluated and identified the problems that prevented the students from improving their descriptive text writing skills in the first cycle. For example, students still find it difficult to come up with ideas and are still confused by using realia because each student has limited ideas for writing, and also because of the limited time to write descriptive text. Based on the reflection above, the researcher decided to carry out the second cycle. It is necessary to solve the problems that exist in the first cycle. The test results showed that there were still students who had not achieved the kkm. So, the researcher decided to do a second cycle in order to get scores that matched the success indicator.

1 **4.2.2 Cycle II**

The second cycle conducted on Monday May 27, 2024. The second cycle is based on the reflection of the first cycle. The teacher will maximize for her teaching and application on the use of realia to write descriptive text during this cycle. Through this cycle, it is expected that students' writing ability can improve and get the best results.

a. Planning

At this planning stage, lesson plans and learning media that have been prepared by the teacher as well as new and younger themes using their ideas from yesterday. So that all students do not feel difficult in organizing students' ideas. In this second cycle there was also a test that had been prepared by the teacher to determine students' **1** writing skills.

b. Acting

This stage was done on May 27, 2024. In the first cycle, all students were greeted and the teacher checked the students' attendance. All students in the class were encouraged to be more motivated to increase their enthusiasm during the lesson.

Then, the teacher will start the lesson and inform the students about the previous material. After that the teacher asked the students about descriptive text and the students responded very well. The teacher also gave an explanation about the definition of descriptive text, generic structure and others. In addition, the teacher also gave an explanation about realia as explained earlier.

After that, the teacher gave students the opportunity to ask questions about the material they did not understand and all students seemed to be more active in asking questions without any embarrassment. In the previous cycle, the researcher gave paper to all students and asked all students to do a writing test on descriptive text using realia¹ but with a new theme based on what they had written before.

Students were given 30 minutes to finish writing descriptive text paragraphs using realia. Then, the teacher asks for all students' writing results to be collected. The teacher and students will have a discussion session regarding the difficulties and ease in writing descriptive text by using realia after the test is collected.

c. Observing

The results of the observation sheet in the second cycle that had been filled in by the collaborator had improved. The students responded well to the explanation by the teacher and the students were more eager to ask questions when the teacher gave the opportunity to ask the students. Then, students were seen doing the writing

test seriously. However, time can be managed well because the teacher will evaluate and conclude the lesson more clearly. The following are the test results from the second cycle.

1
TABLE 4.3 Cycle II Test Result of The 10th grade Students

No	Initial	Score	Results
1	ANI	90	Achieved
2	AAB	80	Achieved
3	ASW	85	Achieved
4	AOTR	75	Achieved
5	AZI	85	Achieved
6	BBCS	60	Not Achieved
7	CPA	85	Achieved
8	DKP	65	Not Achieved
9	EHK	75	Achieved
10	HSD	80	Achieved
11	IIZ	70	Not Achieved
12	MRD	90	Achieved
13	PTY	90	Achieved
14	PUTY	80	Achieved
15	RAF	75	Achieved
16	RAS	85	Achieved
17	SDA	75	Achieved
18	SRNA	80	Achieved
19	SD	75	Achieved
20	VDA	90	Achieved
21	YI	65	Not Achieved
22	IT	75	Achieved
The percentage of students who achieved score higher than the success indicator			$\frac{18}{22} \times 100\% = 81,81$

Based on the table above, 18 students from class X MPLB 1 who have successfully achieved scores above the KKM. Students in class X MPLB 1 have successfully reached the KKM score if it is percented to 81.81% or if converted to 82%. This second cycle can be said to be successful based on the results of

tests that have been carried out on students, because the success indicator determined by the researcher is 80% of students in class X MPLB 1 who score above the KKM. Based on the test results, it is clear that the ability to write descriptive text has improved. Researchers have concluded that using realia can help all students in class X MPLB 1 to improve students' ¹ writing skills.

d. Reflecting

By comparing the second cycle with the first cycle, the researcher identified some developments. Such as, students who have understood the use of realia and descriptive text writing skills among students have improved and students can organize students' ideas easily so that students have longer time to write. In this cycle 2 has achieved the success indicator, so the researcher was stop.

4.3 Discussion

In this chapter, The researcher discusses and discusses the results of the research. The researcher used classroom action research (CAR) method for this research. In order to improve the ability to write descriptive text in class X MPLB 1 SMK Kawung Surabaya, researchers also used realia as media in this study.

This researcher can conclude that realia is an easy and useful way to be used in writing class as it can make ¹ the class more interesting and fun. This is due to the fact that realia allow students to think freely and write as many ideas as they can. After that, the researcher decided to conduct the first cycle after finding that most students scored poorly on the pre-cycle test. In the first cycle,

the researcher acted as the teacher and instructed the students to do a writing bag by writing a short paragraph on descriptive text using realia.

There were some problems in using realia to write descriptive text, such as students were irresponsible or passive, students did not take the test seriously, and students still had difficulty organizing their ideas especially in the first cycle. Those problems were found by the collaborator when doing observation. However, the researcher had a solution by changing to different theme, so that in the second cycle the same problem does not occur.

The second cycle was conducted by reflecting on the problems that arose in the first cycle. In this second cycle, improvements were made to avoid problems that reappeared. The teacher did not ask the students to express their ideas that had been written in the previous cycle and this made students more confident with their previous ideas and also easier for students to develop their stories.

In the second cycle, students gave positive feedback to the teacher's explanation. When the teacher gave students the opportunity to ask questions, the students looked more enthusiastic and excited. The students were also seen doing the writing test seriously and well.

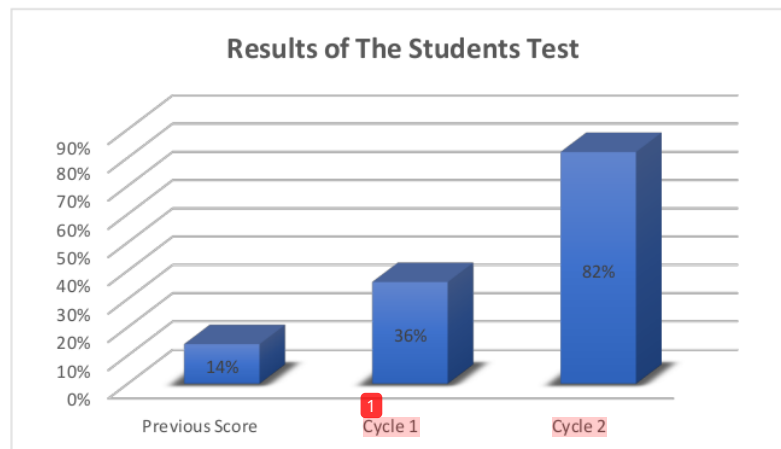
The second cycle, there was an increase of 10 students. As a side effect, the percentage from the first cycle to the second cycle also increased. In the first cycle, 36% of students in class X MPLB 1 achieved scores above the KKM. The table below shows that the percentage of students who reached or passed the KKM score:

1
TABLE 4.4 Result of Pre-cycle Test, Cycle 1 test, and Cycle 2 Test

Cycle	Pre-cycle	Cycle 1	Cycle 2
Result	14%	36%	82%
Difference percentage among cycles	0	22%	46%

The diagram below showed how the writing skill of descriptive text in tenth MPLB 1 have improved.

Diagram 4.1



The data and diagram above make it clear that teaching writing in descriptive text using realia can improve the students' writing abilities. There was an increase of 22% from Pre-cycle to Cycle 1. The difference between Cycle 1 and 2 is 46%. From the table above, it can be seen that from pre-cycle to cycle 1 there is an increase but it has not achieved the success indicator, so cycle 2 is needed. From cycle 1 to cycle 2 has achieved success indicators so it is stopped.

It can be concluded that the students using simple ideas to write a paragraph would make the students think that writing a descriptive text is easy. Using realia, students could develop ideas without worried or difficulties and the students will became more creative and innovative when writing a descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions following the finding of the research.

5.1 CONCLUSION

Based on the research conducted, it can be concluded that the use of realia as a teaching medium is proven effective in improving the descriptive text writing skills of tenth-grade MPLB 1 students at SMK Kawung 2 Surabaya. Substantive findings indicate that the use of realia helps students develop their ideas more easily and makes them more creative and innovative in writing. This is evidenced by the increase in the percentage of students achieving scores above the KKM from 13.63% in the pre-cycle to 36.36% in the first cycle, and significantly increasing to 81.81% in the second cycle.

5.2 SUGGESTION

In relation to this research, the researcher would like to convey some suggestions that are believed to be useful for teachers, students, and also other researchers, especially on the application of realia in learning to write descriptive text to improve students' writing skills.

1. Teacher

This research on implemented the realia is expected to help teachers in teaching writing descriptive text, especially the teacher's responsibility in helping students to master the writing of descriptive text. The implementation of realia in learning writing is very helpful for students in improving students' writing in learning writing descriptive text.

2. Students

This research is considered very useful for students who are learning to write descriptive text through realia. Students are expected to master descriptive text paragraph writing through the use of this realia. To improved students' writing skills and abilities, the researchers suggest that all students be more active in the learning process and all students are also encouraged to participate independently in the process of writing descriptive text individually.

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APPENDIX

LESSON PLAN I

INFORMASI UMUM

IDENTITAS MODUL

NamaPenyusun : Nafira Pramesta Ananda	Kelas/ Semester : X/Genap
SatuanPendidikan : SMK Kawung 2 Surabaya	AlokasiWaktu : 2 x 35 Menit
MataPelajaran : Bahasa Inggris	Fase : E
ElemenMapel : Menulis – Mempresentasikan	

KOMPETENSI AWAL

- Peserta didik telah memiliki pengetahuan awal teks deskriptif dalam kehidupan sehari-hari.
- Peserta didik telah memahami simple present tense dan penggunaannya dalam teks deskriptif.
- Peserta didik telah memahami tentang bagaimana menyusun sebuah kalimat sederhana.
- Menulis teks deskriptif tentang barang yang disukai pada peserta didik dengan struktur organisasi dan ciri kebahasaan yang sesuai dan menyajikannya.

SARANA DAN PRASARANA

- | | | |
|----------------------|--------------------------|------------------------------|
| 1. HP | 4. BukuTeks | 7. Handoutmateri |
| 2. Laptop/KomputerPC | 5. Papantulis/WhiteBoard | 8. Infokus/Proyektor/Pointer |
| 3. AksesInternet | 6. Lembarkerja | 9. Referensi lain |

MODEL PEMBELAJARAN

ProjectBasedLearning (PJBL) terintegrasi pembelajaran berdiferensiasi

PROFIL

PELAJAR PANCASILA

1. Berimandan bertakwapepada Tuhanyang maha Esa
2. Bergotongroyon g, Berkebinekaan global, Mandiri, Bernalar kritis, Kreatif

TARGET PESERTA DIDIK

Pesertadidikreguler/tipikal: umum, tidak adakesulitan dalam mencernadanmemahamimateriajar.

KOMPETENSI INTI

I. TUJUAN PEMBELAJARAN

- Peserta didik mampu mengidentifikasi konteks, gagasan utama dan informasi rinci dari teks deskriptif lisan dan verbal
- Peserta didik mampu menulis menulis teks deskriptif tentang barang yang disukai oleh peserta didik dengan struktur teks dan ciri kebahasaan yang sesuai
- Peserta didik mampu mengkomunikasikan ide dan pendapat sederhana dalam berbagai bentuk diskusi dan presentasi secara lisan untuk menggambarkan sebuah barang
- Peserta didik mampu menyampaikan ide yang sudah ditulis oleh siswa

II. PEMAHAMAN BERMAKNA

- Pada tahap pembelajaran unit ini siswa mempelajari tentang gambaran ciri-ciri barang, gambaran barang, dan bentuk barang

III. PERTANYAAN PEMANTIK

- Have you ever read a Descriptive Text?
- What is it about?
- Have you know about Realia?

KEGIATAN PEMBELAJARAN KURIKULUM MERDEKA

Pertemuan Ke-1

Pendahuluan (5 Menit)

1.	Guru memberi salam.
2.	Guru memeriksa kehadiran siswa.
3.	Guru menginformasikan materi yang akan dipelajari.
4.	Guru menyampaikan tujuan pembelajaran dan penilaian pada materi.
5.	Guru memberi salam.

Kegiatan Inti (60 Menit)	<ul style="list-style-type: none">• Guru bertanya kepada siswa tentang pengetahuan teks deskriptif.• Guru menjelaskan kepada siswa tentang teks deskriptif, struktur teks dan sebagainya.• Guru juga menjelaskan pengertian realia dan memberikan contoh penggunaan realia dalam menulis teks deskriptif.• Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum dipahami.• Guru memberikan tugas kepada siswa dan meminta siswa melakukan tes menulis teks deskriptif menggunakan realia dengan tema benda kesukaan mereka.• Siswa diberi waktu 30 menit untuk menyelesaikan menulis teks deskriptif.
---------------------------------	--

Penutup (5 Menit)

- | | |
|----|---|
| 1. | Guru memberikan rangkuman dan refleksi terhadap kegiatan pembelajaran yang berlangsung. |
| 2. | Guru memberikan umpan balik. |
| 3. | Guru memberi tugas untuk pertemuan berikutnya. |
| 4. | Guru mengucapkan salam penutup. |

Surabaya, 18th May 2024

English Teacher

The Researcher

Dyan Wahyuningtyas, S.Pd

Nafira Pramesta Ananda

The Headmaster

Dwi Ratri Rahmasari, S.Pd

A. Asesmen Penilaian

a Penilaian Sikap

- 1) Jenis Penilaian : Observation Checklist
- 2) Pedoman Penilaian : Scoring Rubric

b Penilaian Pengetahuan dan Keterampilan

- 1) Jenis Penilaian : Tes Tertulis
- 2) Bentuk Instrumen : Membuat teks dekritif barang dengan tema “Favorite Thing” dengan menggunakan Realia.

B. Rubrik Penilaian

c Rubrik Penilaian Writing Skill

Aspect	Score	Category
Content	4	EXCELLENT TO VERY GOOD : knowledgeable, substansive, through development of thesis, relevant to assignment topic.
	3	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development thesis, mostly relevant topic, but lack detail.
	2	FAIR TO POOL : limited knowledge of subject, inadequate development of topic.
	3	VERY POOL : doesn't show knowledge of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	4	EXCELLENT TO VERY GOOD : fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	3	GOOD TO AVERAGE : somewhat choopy, loosely organized, but main

		ideas stand out, limited support, logical but incomplete sequencing.
	2	FAIR TO POOR : not fluent, ideas confused, lacks logical sequencing and development.
	1	VERY POOR : does not communicate, no organization, or not enough to evaluate.
Vocabulary	4	EXCELLENT TO VERY GOOD : sophisticated range, effective word choice and usages, word form mastery, appropriate register.
	3	GOOD TO AVERAGE : adequate range, occasional of word, choice, usage but meaning is not obscured.
	2	FAIR TO POOR : limited range-frequent errors of word form, choice, but meaning confused or obscured.
	1	VERY POOR : essentially translation, little knowledge of English Vocabulary, idioms, word form, or not enough to evaluate.
Language Use	4	EXCELLENT TO VERY GOOD : effective but simple construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	3	GOOD TO AVERAGE : effective but simple construction, minor problem, in complex construction, several errors of agreement, tenses, number, articles, pronouns, prepositions but meaning seldom obscured.
	2	FAIR TO POOR : major problems, in simple/complete construction, frequent errors of negation, agreement, tense, number, word function, articles, pronouns, preposition and fragments, run-ons, deletes, meaning confused or obscured.
	1	VERY POOR : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanic	5	EXCELLENT TO VERY GOOD : demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalizations, paragraphing, handwriting, but meaning not obscured.
	3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Assesment

Knowledge : Writing Test

Skill Assesment : Writing Skill

NO	WRITING DIALOG RUBRIC				
	ASPECTS	EXCELLENT	GOOD	ENOUGH	POOR
1	Content	4	3	2	3
2	Organization	4	3	2	1
3	Vocabulary	4	3	2	1
4	Language Use	4	3	2	1
5	Mechanic	5	4	3	2
	TOTAL	21	16	11	8



OBSERAVTION SHEET I

Date : May 20th 2024

Cycle : 1

Focus	Topic	Yes	No
The teacher	1. Teacher came on time	✓	
	2. Teacher greeted the students	✓	
	3. Teacher absent the students	✓	
	4. Teacher motivated the students	✓	
	5. Teacher gave students some question about the topic that will be discussed to the students in the classroom.	✓	
	6. Teacher told the students the goal of the study	✓	
	7. Teacher used media of teaching	✓	
	8. Teacher gave explanation of the material and the media (Descriptive Text) clearly	✓	
	9. Teacher gave students chance to ask the teacher related to the topic of study	✓	
	10. Teacher gave writing test to the students	✓	
	11. Teacher used the time effectively	✓	
	12. Teacher concluded the material of teaching	✓	
Students	1. Students came to the class on time	✓	
	2. Students paid attention then gave respond		✓
	3. Students studied seriously and focus		✓
	4. Students were interested in studying of Writing Descriptive Text by using Realia		✓
	5. Students participate in learning process	✓	
	6. Students asked the teacher about the material they did not understand		✓
	7. Students did the writing test	✓	
	8. Students were motivated in learning process		✓
	9. There was interaction between students and the teacher	✓	
	10. Students did the writing test seriously		✓

Students' Writing Test

Cycle 1

Citra Putri Amstasya
X MPLB 1

No. _____
Date: _____

<input type="checkbox"/>	Parfum adalah barang kesukaan saya
<input type="checkbox"/>	Parfum bisa membuat kita wangi dan tidak bau badan
<input type="checkbox"/>	Parfum bisa dibawa kapan pun dan dimanapun karena dia
<input type="checkbox"/>	bentuknya tidak terlalu besar
<input type="checkbox"/>	Parfum ku berwarna bening dan sangat wangi tutup
<input type="checkbox"/>	botolnya berwarna coklat kemudian dia beraroma mandarin
<input type="checkbox"/>	orange, bergamot, dan bergamot dan dia menambahkan aroma
<input type="checkbox"/>	fruity dari leci, dan aroma manis khas dari bunga teratai.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Parfume is my favorite thing.
<input type="checkbox"/>	Parfume can make us fragrant and no body odor
<input type="checkbox"/>	Parfume can be carried anytime and anywhere because it's
<input type="checkbox"/>	not too big.
<input type="checkbox"/>	My Perfume is clear and very fragrant.
<input type="checkbox"/>	The bottle cap is reddish brown.
<input type="checkbox"/>	It smells like mandarin orange, lotus and bergamot.
<input type="checkbox"/>	and it is added with a fruity aroma from lychees, and
<input type="checkbox"/>	distinctive sweet aroma from lotus flowers.
<input type="checkbox"/>	
<input type="checkbox"/>	Content: 4
<input type="checkbox"/>	Organization: 3
<input type="checkbox"/>	Vocabularies: 2
<input type="checkbox"/>	Language use: 2
<input type="checkbox"/>	Mechanics: 2
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

BOSS

Ismauli
XMP/R1.

No. _____

Date : _____

<input type="checkbox"/>	Identification.
<input type="checkbox"/>	Lipstik adalah barang kesukaan saya. saya sangat menyukai lipstik karena lipstik sangat ringan dan gampang untuk dibawa Aktivitas sehari-hari.
<input type="checkbox"/>	Description.
<input type="checkbox"/>	Bentuk nya panjang dan kecil, penutup nya berwarna merah hati, warna Lipstik nya juga berwarna merah hati. dia kecil dan mudah sekali dibawa.
<input type="checkbox"/>	
<input type="checkbox"/>	Identification. >
<input type="checkbox"/>	Lipstik is my favorite item, I really like lipstik because it is very light and easy to carry for everyday activities.
<input type="checkbox"/>	Description. >
<input type="checkbox"/>	The shape is oval and small, the cover is heart red, the lipstik is also heart red. it's small and very easy to carry. ^{shade or white}
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Content : 3
<input type="checkbox"/>	Organization : 2
<input type="checkbox"/>	Vocabulary : 2
<input type="checkbox"/>	Language Use : 2
<input type="checkbox"/>	Mechanics : 2
<input type="checkbox"/>	
<input type="checkbox"/>	

55

LESSON PLAN II

INFORMASI UMUM

IDENTITAS MODUL

Nama Penyusun : Nafira Pramesta Ananda	Kelas/ Semester : X/Genap
Satuan Pendidikan : SMK Kawung 2 Surabaya	Alokasi Waktu : 2 x 35 Menit
Mata Pelajaran : Bahasa Inggris	Fase : E
Elemen Mapel : Menulis – Mempresentasikan	

KOMPETENSI AWAL

- Peserta didik telah memiliki pengetahuan awal teks deskriptif dalam kehidupan sehari-hari.
- Peserta didik telah memahami simple present tense dan penggunaannya dalam teks deskriptif.
- Peserta didik telah memahami tentang bagaimana menyusun sebuah kalimat sederhana.
- Menulis teks deskriptif tentang barang yang disukai pada peserta didik dengan struktur organisasi dan ciri kebahasaan yang sesuai dan menyajikannya.

SARANA DAN PRASARANA

- | | | |
|----------------------|--------------------------|------------------------------|
| 1. HP | 4. BukuTeks | 7. Handoutmateri |
| 2. Laptop/KomputerPC | 5. Papantulis/WhiteBoard | 8. Infokus/Proyektor/Pointer |
| 3. AksesInternet | 6. Lembarkerja | 9. Referensi lain |

MODEL PEMBELAJARAN

ProjectBasedLearning(PJBL)terintegrasi pembelajaranberdiferensiasi

**PROFIL
PELAJAR
PANCASILA**

3. Berimandan bertakw kepada Tuhanyang maha Esa
4. Bergotongroyon g, Berkebinekaan global, Mandiri, Bernalar kritis, Kreatif

TARGET PESERTA DIDIK

Pesertadidikreguler/tipikal:umum,tidakadakesulitandalamm encernadanmemahamimateriajar.

KOMPETENSI INTI

IV. TUJUAN PEMBELAJARAN

- Peserta didik mampu mengidentifikasi konteks, gagasan utama dan informasi rinci dari teks deskriptif lisan dan verbal
- Peserta didik mampu menulis teks deskriptif tentang barang yang disukai oleh peserta didik dengan struktur teks dan ciri kebahasaan yang sesuai
- Peserta didik mengkomunikasikan ide dan pendapat sederhana dalam berbagai bentuk diskusi dan presentasi secara lisan untuk menggambarkan sebuah barang
- Peserta didik mampu menyampaikan ide yang telah di tulis oleh siswa

V. PEMAHAMAN BERMAKNA

- Pada tahap pembelajaran unit ini siswa mempelajari tentang gambaran ciri-ciri barang, gambaran barang, dan bentuk barang

VI. PERTANYAAN PEMANTIK

- Have you ever read a Dscriptive Text?
- What is it about?
- Have you know about Realia?

KEGIATAN PEMBELAJARAN
KULUM MERDEKA
Pertemuan Ke-2

Pendahuluan (5 Menit)

1. Guru memberi salam.
2. Guru memeriksa kehadiran siswa.
3. Guru menginformasikan materi kembali yang akan dipelajari.

Kegiatan Inti (60 Menit)	<ul style="list-style-type: none"> • Guru memulai pembelajaran dan menginformasikan kepada siswa tentang materi sebelumnya. • Guru bertanya kepada siswa tentang teks deskriptif dan siswa menjawab dengan baik. • Guru menjelaskan tentang pengertian teks deskriptif, struktur teks dan lain-lain. • Guru memberikan penjelasan tentang realia seperti yang telah dijelaskan pada pertemuan sebelumnya. • Guru memberikan kesempatan kepada siswa mengenai materi sebelumnya yang belum mereka pahami dan semua siswa tampak lebih aktif bertanya. • Guru memberikan tugas kepada siswa dan meminta siswa mengerjakan tes menulis teks deskriptif dengan menggunakan realia dengan tema barang yang ditentukan oleh guru. • Siswa diberi waktu 30 menit untuk menyelesaikan tugas menulis teks deskriptif dengan menggunakan realia. • Guru meminta seluruh hasil tulisan siswa untuk dikumpulkan kepada gurunya.
Penutup (5 Menit)	
1.	Guru memberikan rangkuman dan refleksi terhadap kegiatan pembelajaran yang berlangsung saat cycle 2.
2.	Guru memberikan umpan balik.
3.	Guru mengucapkan salam penutup.

Surabaya, 18th May 2024

English Teacher

The Researcher

Dyan Wahyuningtyas, S.Pd

Nafira Pramesta Ananda

The Headmaster

Dwi Ratri Rahmasari, S.Pd

C. Asesmen Penilaian

d Penilaian Sikap

1) Jenis Penilaian : Observation Checklist

2) Pedoman Penilaian : Scoring Rubric

e Penilaian Pengetahuan dan Keterampilan

3) Jenis Penilaian : Tes Tertulis

4) Bentuk Instrumen : Membuat teks dekritif barang dengan tema
“My Bag” dengan menggunakan Realia.

D. Rubrik Penilaian

f Rubrik Penilaian Writing Skill

Aspect	Score	Category
Content	4	EXCELLENT TO VERY GOOD : knowledgeable, substansive, through development of thesis, relevant to assignment topic.
	3	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development thesis, mostly relevant topic, but lack detail.
	2	FAIR TO POOL : limited knowledge of subject, inadequate development of topic.
	3	VERY POOL : doesn't show knowledge of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	4	EXCELLENT TO VERY GOOD : fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	3	GOOD TO AVERAGE : somewhat choopy, loosely organized, but main

		ideas stand out, limited support, logical but incomplete sequencing.
	2	FAIR TO POOR : not fluent, ideas confused, lacks logical sequencing and development.
	1	VERY POOR : does not communicate, no organization, or not enough to evaluate.
Vocabulary	4	EXCELLENT TO VERY GOOD : sophisticated range, effective word choice and usages, word form and style, appropriate register.
	3	GOOD TO AVERAGE : adequate range, occasional of word, choice, usage but meaning is not obscured.
	2	FAIR TO POOR : limited range-frequent errors of word form, choice, but meaning confused or obscured.
	1	VERY POOR : essentially translation, little knowledge of English Vocabulary, idioms, word form, or not enough to evaluate.
Language Use	4	EXCELLENT TO VERY GOOD : effective but simple construction, few errors of agreement, tense, number, word order/function, articles, nouns, prepositions.
	3	GOOD TO AVERAGE : effective but simple construction, minor problem, in complex construction, several errors of agreement, tenses, number, articles, pronouns, prepositions but meaning seldom obscured.
	2	FAIR TO POOR : major problems, in simple/complete construction, frequent errors of negation, agreement, tense, number, word function, articles, pronouns, preposition and fragments, run-ons, deletes, meaning confused or obscured.
	1	VERY POOR : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

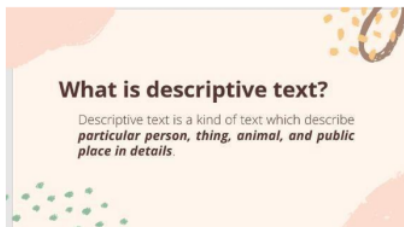
Mechanic	5	EXCELLENT TO VERY GOOD : demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalizations, paragraphing, handwriting, but meaning not obscured.
	3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Assesment

Knowledge Assesment : Writing Test

Skill Assesment : Writing Skill

NO	WRITING DIALOG RUBRIC				
	ASPECTS	EXCELLENT	GOOD	ENOUGH	POOR
1	Content	4	3	2	3
2	Organization	4	3	2	1
3	Vocabulary	4	3	2	1
4	Language Use	4	3	2	1
5	Mechanic	5	4	3	2
	TOTAL	21	16	11	8



OBSERAVTION SHEET II

Date : May 27th 2024

Cycle : 2

Focus	Topic	Yes	No
The teacher	1. Teacher came on time	✓	
	2. Teacher greeted the students	✓	
	3. Teacher absent the students	✓	
	4. Teacher motivated the students	✓	
	5. Teacher gave students some question about the topic that will be discussed to the students in the classroom.	✓	
	6. Teacher told the students the goal of the study	✓	
	7. Teacher used media of teaching	✓	
	8. Teacher gave explanation of the material and the media (Descriptive Text) clearly	✓	
	9. Teacher gave students chance to ask the teacher related to the topic of study	✓	
	10. Teacher gave writing test to the students	✓	
	11. Teacher used the time effectively	✓	
	12. Teacher concluded the material of teaching	✓	
Students	1. Students came to the class on time	✓	
	2. Students paid attention then gave respond	✓	
	3. Students studied seriously and focus	✓	
	4. Students were interested in studying of Writing Descriptive Text by using Realia	✓	
	5. Students participate in learning process	✓	
	6. Students asked the teacher about the material they did not understand	✓	
	7. Students did the writing test	✓	
	8. Students were motivated in learning process	✓	
	9. There was interaction between students and the teacher	✓	
	10. Students did the writing test seriously	✓	

Students' Writing Test

Cycle 2

Name : Citra Putri A.
X MPLB I

No. _____
Date: _____

My favorite Bag

I have some bags in my room. They are good. but, I have my favorite one. Of course, I use my favorite bag almost everyday because I like it.

My bag has green color, which green is my favorite color. I really love this bag even it is a little bit heavy. In front of the bag, there are two big pockets. I use the big one to put my books, my pen, and my wallet, then I use the another one to put my sport uniform. There are many pouch inside the bag. Usually I put my socks or shorts there. I love my favorite bag.

Content : 4 90
Organization : 3 //
Vocabulary : 3
Language use : 3
Mechanics : 4

Nama : Irawati
& MPRB 1

No. _____
Date: _____

My Fav Bag

I really like this backpack, the reason is that this bag is not only easy to put on the back but also because this bag has a large space to store the bag in it, so I can carry whatever items I want in this bag. I bought this bag about three years ago with my own money and until now this bag is still very feasible to use. The color of the bag is brown.

Content: 4

85

Organization: 3

=

Vocabulary: 3

Language Use: 3

Mechanics: 3

DOCUMENTATION





Interview with English Teacher

Peneliti : Good morning mam. Terima kasih atas kesediaan waktu mam untuk melakukan wawancara ini untuk penelitian skripsi saya. Perkenalkan nama saya Nafira mahasiswa dari UWKS. Saya tertarik untuk mempelajari alat bantu atau media dalam mengajar Bahasa Inggris, khususnya pada writing skill. Karena skripsi saya membahas tentang realia sebagai media pembelajaran untuk pemahaman writing skill dan tentunya pada peneliti saya menggunakan realia sebagai media pembelajaran untuk meningkatkan pemahaman writing skill pada siswa.

Mam Dyan : Morning Nafira. Tentu saja, saya senang bisa membantu Miss Nafira. Silahkan, apa yang ingin anda ketahui pada pembelajaran Bahasa Inggris ini?

Peneliti : Pertama-tama, apakah mam bisa memperkenalkan diri dan bersedia menceritakan sedikit pengalaman mengajar mam dalam pengajaran Bahasa Inggris?

Mam Dyan : Ohh tentu. Nama saya Dyan Wahyuningtyas, saya sebagai guru Bahasa Inggris di SMK Kawung 2 Surabaya sudah mengajar selama 8 tahun. Saya telah memilih untuk mengajar Bahasa Inggris dengan fokus dan interaksi langsung antara guru dan siswa tanpa menggunakan media digital.

Peneliti : Baik mam, kebetulan saya disini ingin meneliti salah satu kelas yang telah diajarkan oleh mam, yaitu pada kelas X MPLB 1. Kalau berkenan, bagaimana respon siswa di kelas tersebut ketika mam menjelaskan dan memberi tugas pada kelas tersebut?

Mam Dyan : Untuk di kelas X MPLB 1 ini, mereka kurang memahami dalam writing skill. Mereka masih belum tau tentang generic structure sehingga kurang maksimal. Mereka kurang tertarik ketika harus writing skill, selama saya mengajar menggunakan realia. Tetapi, masih banyak siswa lebih dari setengahnya yang saya lihat ketika saya berikan test writing, nilainya dibawah KKM, dan KKM nya yaitu 75.

Peneliti : Oh seperti itu ya mam, kalau begitu apakah saya bisa meminta nilai tes writing siswa X MPLB yang terakhir sebagai data awal saya ya mam?

Mam Dyan : Boleh sekali Miss, nanti saya berikan. Mungkin bisa di foto atau saya kirim soft file lewat Whatsapp ya Miss.

Peneliti : Baik mam, terimakasih. Sebenarnya saya ingin melihat dan mengamati langsung keadaan di kelas X MPLB 1 pada saat pembelajaran berlangsung untuk mengetahui akar permasalahannya dari kelas tersebut mam.

Mam Dyan : Boleh sekali Miss, nanti ya waktu jam ke 1-2, sekitar jam 12.30 saya ngajar di kelas X MPLB 1. Kalau kamu ingin ikut untuk observasi boleh langsung ikut saya masuk ke kelas ya Miss.

Peneliti : Baik mam, saya akan gunakan pada kesempatan ini dengan baik untuk melihat dan mengamati di kelas X MPLB 1. Terima kasih banyak mam atas waktunya.

Mam Dyan : Sama-sama Miss.

RESEARCH CERTIFICATE LETTER



SEKOLAH MENENGAH KEJURUAN
SMK KAWUNG 2
BIDANG STUDI KEAHLIAN : BISNIS DAN MANAJEMEN
NSS : 344056008069 NDS : 4305300806 NPSN : 20532179
TERAKREDITASI B
Jl. Raya Simo Gunung No. 25 Telp. (031) 5667680 Surabaya



SURAT KETERANGAN

1322.2/SMK.KWG.2/VI/2024

Terkait dengan surat permohonan ijin penelitian dari Universitas Wijaya Kusuma Surabaya, Nomor: K.352/TU/UWKS/IV/2024, Tanggal 3 April 2024, maka dengan ini dapat kami sampaikan bahwa :

Nama : Nafira Pramesta Ananda
NPM : 20.62.0019
Fakultas : Keguruan dan Ilmu Pendidikan
Prodi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian mulai tanggal 6 s.d 31 Mei 2024 di Kelas X MPLB 1, dengan judul:
"IMPROVING STUDENT'S WRITING SKILL IN DESCRIPTIVE TEXT USING REALITA AT TENTH MPLB 1 OF SMK KAWUNG 2 SURABAYA "

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Surabaya, 3 Juni 2024



Yusuf Akhmasari, S.Pd.

IMPROVING STUDENTS' WRITING IN DESCRIPTIVE TEXT USING REALIA AT TENTH MPLB 1 OF SMK KAWUNG 2 SURABAYA

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