

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

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## ARTICLE INFORMATION

### Article History:

Accepted: ..... Approved: .....

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### Keyword:

Writing Skill, Realia, Descri  
Text.

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## ABSTRACT

**Abstract:** 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' low writing skills in descriptive texts, identified through initial observations and exam scores. The objective of this study is to determine the effectiveness 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, 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, interviews, and documentation. The results indicate that the use of realia can improve students' descriptive text writing skills. This is evidenced by the 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.

**Keywords:** Writing Skill, Realia, Descriptive Text.



## A. BACKGROUND OF THE STUDY

English is the most frequently used language and can be used in communication. 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, English is the language of England, widely used in many varieties throughout the world. 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. 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. It can be understood that writing is an important aspect in learning English. Therefore, all 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) 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 the r ideas.

Based on observations in 10<sup>th</sup> MPLB 1 students of Kawung 2 Vocational High School Surabaya on Monday, 19<sup>th</sup> 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 researcher s 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 the r 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. There are some advantages of using realia as teaching media. In teaching learning process, it can be useful to catch students' attention. 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 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. It can be conducted that reality is effective media in improving the students' speaking ability in the aspects of pronunciation, fluency, vocabulary, and grammar.

Based on the explanation above, the researcher hopes by using realia can improve the writing skill especially in descriptive text at SMK Kawung 2 Surabaya and help the students can write a long descriptive text with the right structure according to generic structure. Also increasing students can have the r ideas without worrying about making mistakes like wrong grammar, the use of adjective words and vocabulary. 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.

## B. RESEARCH METHOD

This research is Classroom Action Research (CAR). Classroom action research is a kind of intervention done to teaching and learning process based on real problems found and faced by the teachers in the r classroom. This research would be carried out on 20<sup>th</sup> 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. The subject of this research are the tenth MPLB 1 students of SMK Kawung 2 Surabaya. The researcher chooses X class because the researcher finds that this class has a problem with writing skill when implementing observation results in that class. This class consists of 22 students where 18 are girls and 4 boys as the participants of the research because from the information given by the English teacher. Techniques 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 is observation, and writing test. To analyze the result of the test, the researcher used a class action research method. The researcher uses assessment by looking at aspects such as content, organization, vocabulary, language use, and mechanic

## C. RESEARCH FINDINGS AND DISCUSSION

### 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 evaluate 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	<b>75</b>	<b>Passed</b>
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	<b>80</b>	<b>Passed</b>
13	PTY	50	Not Passed
14	PUTY	52	Not Passed
15	RAF	50	Not Passed
16	RAS	68	Not Passed
17	SDA	<b>85</b>	<b>Passed</b>
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
<b>The percentage of students who passed the KKM</b>			$\frac{3}{22} \times 100\% = 13,63$

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.

1. 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.

A. 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:

**Table 4.2 Cycle I Test Result Of The 10th Grade Student**

No	Initial	Score	Results
1	ANI	65	Not Achieved
2	AAB	35	Not Achieved
3	ASW	<b>75</b>	<b>Achieved</b>
4	AOTR	<b>75</b>	<b>Achieved</b>
5	AZI	<b>75</b>	<b>Achieved</b>
6	BBCS	<b>75</b>	<b>Achieved</b>
7	CPA	68	Not Achieved
8	DKP	60	Not Achieved
9	EHK	<b>75</b>	<b>Achieved</b>
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	<b>83</b>	<b>Achieved</b>
16	RAS	68	Not Achieved
17	SDA	<b>75</b>	<b>Achieved</b>
18	SRNA	40	Not Achieved
19	SD	65	Not Achieved
20	VDA	60	Not Achieved

21	YI	75	<b>Achieved</b>
22	IT	55	Not Achieved
<b>The percentage of students who achieved score higher than the success indicator</b>		$\frac{8}{22}$	$\times 100\% = 36,36$

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.

### B. 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' 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 realia 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.

**Table 4.3 Cycle II Test Result Of The 10th Grade Students**

No	Initial	Score	Results
1	ANI	90	<b>Achieved</b>
2	AAB	80	<b>Achieved</b>
3	ASW	85	<b>Achieved</b>
4	AOTR	75	<b>Achieved</b>
5	AZI	85	<b>Achieved</b>
6	BBCS	60	Not Achieved
7	CPA	85	<b>Achieved</b>
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
<b>The percentage of students who achieved score higher than the success indicator</b>		$\frac{18}{22} \times 100\% = 81,81$	

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' 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.

2. 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 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:

**Table 4.4 Result Of Pre-Cycle Test, Cycle 1 Test, And Cycle 2 Test**

Cycle	Pre-cycle	Cycle 1	Cycle 2
<b>Result</b>	14%	36%	82%

<b>Difference percentage among cycles</b>	0	22%	46%
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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.

## CONCLUSION AND SUGGESTION

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.

## 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.

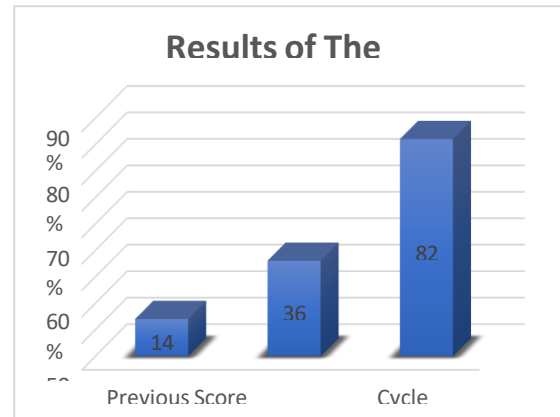
### a. Teacher

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.

### b. 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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