THE USE OF REALIA TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

THESIS

Submitted by

THESA NADILLA
NIM. 180203109

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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By:

Thesa Nadilla
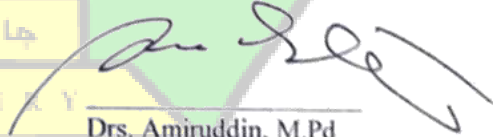180203109

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Khairiah Syahabuddin,   Drs. Amiruddin, M.Pd
MHSc. ESL., M. TESOL, Ph.D.

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Board of Examiners,

Chairperson,

Secretary,

Khairiah Syahabuddin, MHSc. ESL., M. TESOL, Ph.D.

Drs. Amiruddin, M.Pd

Member,

Member,

Rita Hermida, M.Pd.

Prof. Jarjani Osman, S.Ag., S.S., M.Sc., Ph.D

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Thesa Nadilla

NIM : 180203109

Tempat/tanggal lahir : Bakongan, 04 Februari 2001

Alamat : Jeulingke, Kecamatan Syiah Kuala, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Realia to Improve Students Ability in Writing Descriptive Text

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Oktober 2023

Saya yang membuat surat pernyataan,

Thesa Nadilla

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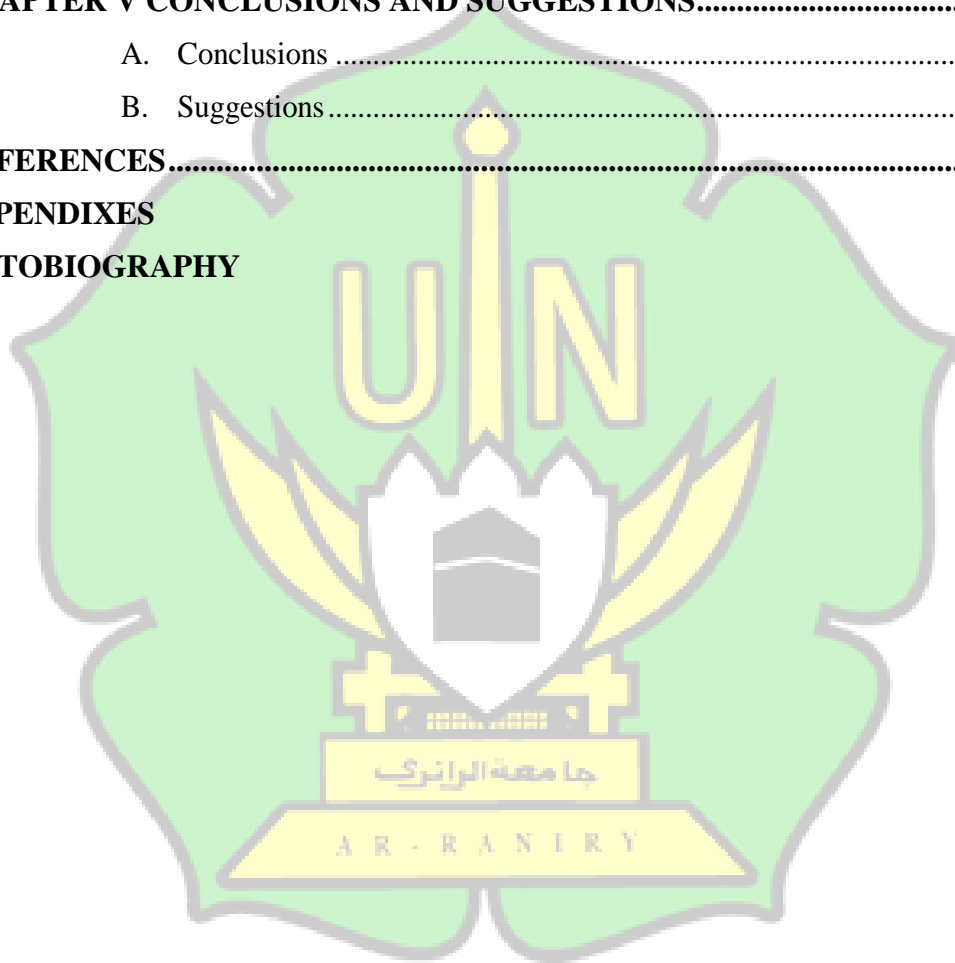
Sincerely Yours,

Thesa Nadilla

ABSTRACT

Name : Thesa Nadilla

Reg. No. : 180203109

Faculty : *Fakultas Tarbiyah dan Keguruan*

Major : Department of English Language Education

Thesis working tittle : The Use of Realia to Improve Students' Ability in Writing Descriptive Text

Main Supervisor : Khairiah Syahabuddin, M.HSc. ESL., M. TESOL.

Co-Supervisor : Drs. Amiruddin, M.Pd.

Keywords : Descriptive text; Realia; Writing

This research aims to find out whether there was a significant improvement in students writing skills after being taught using realia and to reveal the students' responses toward the use of realia in improving their descriptive writing skill. This study employed quantitative research design. Participant in this study was 46 students from grade VIIIa and VIIIb SMP N 1 Meukek, they were divided into experimental and control class. The instruments applied were tests and questionnaire. The questionnaires were distributed to 23 students of the experimental class to explore their perception toward the use of realia in improving students' ability in writing descriptive text. Based on the statistical analysis, it could be seen from the result of mean score of post-test of VIIIa (experimental class) is 72.7 higher than pre-test 37.5, and the result of mean score of post-test VIIIb (control class) is 23.61 higher than pre-test 15.1 . If t-table is equal or greater than t-test calculation, so the null hypothesis (H0) is rejected. The result of the test showed that there was a significant of using realia in improving students' ability in writing descriptive text. Therefore, the use of realia in the learning process and in improving students' writing skills is highly recommended to be implementes in the classroom.
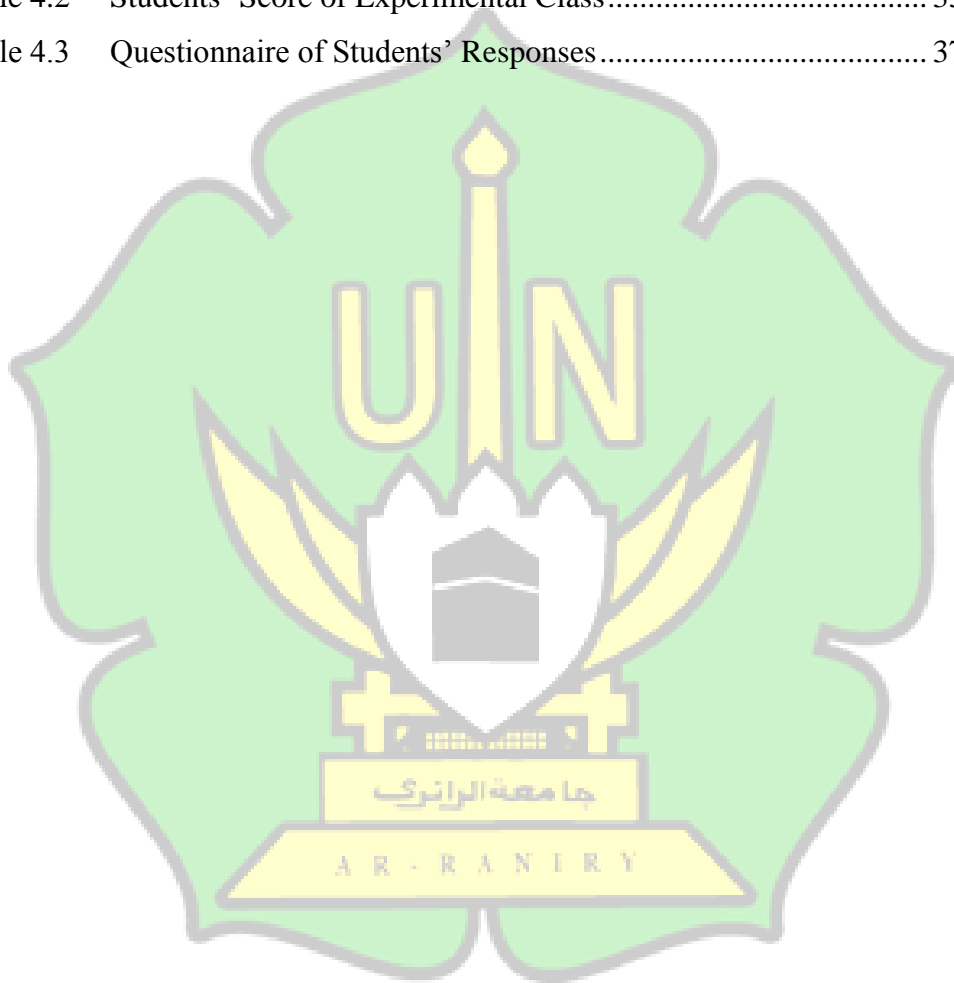
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CHAPTER I

INTRODUCTION

This chapter presents an introduction that consists of the background of study, research question, the aims of the study, significance of study, and research terminology.

A. Background of Study

English writing is one of the important skills that should be mastered by EFL students. According to Cocuk in Harmooni (2018), writing skills are important to help students perform improvement. Writing skills can be an alternative to students who are unable to express themselves verbally. Putri and Syahrul (2019) state that writing skills is a complex activity. A capable writer is someone who is good at listening, reading, and speaking. Writing has been widely acknowledged as an essential skill in the teaching and learning of English instruction since it is a comprehensive skill that helps to reinforce vocabulary, grammar, thinking, planning, editing, revising, and other factors. It can be concluded that writing is an essential skill in English instruction because it requires to combine all four English skills.

Based on curriculum 2013 in Indonesia, students in junior and senior high schools must be able to write in the following genres: narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items. Students should learn about all types of writing in order to write better. Writing descriptive text is

the main topic of this study. According to Saragih (2010), the word "descriptive" is used to characterize a certain person, thing, or location. Also, producing descriptive text entails providing extensive descriptions of a certain person, location, or event using nouns, adjectives, and adverbs. It is clear that a descriptive paragraph is one that uses numerous nouns, adjectives, and adverbs to describe what is happening or how something appears. Examples of such topics are people, things, and places. Leksono (2009) claims that because students as the writers use descriptive text to help readers "see" or imagine people, places, or things, readers find students' writing more enjoyable and engaging. It means that readers are able to visualize what is written by using descriptive language. Students must be more attentive when writing a descriptive text since they must be familiar with the subjects of the detailed descriptions. Because of this, teachers must employ a range of effective ways to encourage their students to create strong descriptive texts.

In this situation, a teaching-learning process should be conducted using some tactics, strategies, and media that can aid students in improving their writing in order to develop a better way to teach writing, particularly on descriptive text. As a result, this study utilized a media. The usage of media can develop students' writing skills, particularly when it comes to creating descriptive language. There are several media that can be used in teaching writing descriptive text, such as flashcards, posters, blackboards, videos, displays and realia. Realia is the media that utilized in this study. Due to the usage of realia, which connects language to objects, students will be more adept at producing descriptive texts and more

motivated to learn English. Realia can be used to help students writing descriptive text more effectively related to other aspects of the decriptive paragraph.

According to Nugroho (2010), realia is the practice of teaching English with actual objects from daily life. Realia, which consists of actual objects, can also support teachers toactively involve the students in the teaching and learning process. Because students could see the actual thing, including its color, form, and characteristics, theywere able to describe things more accurately while utilizing realia. The students appear to simply translate the visual information into writing form by looking at the real thing. According to Harmer (2004), realia with young learner in particular, "real" or life-like items are effective for teaching the meanings of words. Teachers may show up in the classroom with plastic fruits, cabinet clock emphasis, or two telephones to help stimulate phone conversations. This makes them perfect for introducing kids to new subjects. They give concrete meaning to words that would otherwise be abstract. It was hypothesized that by using realia, pupils may look at a solid object directly that was part of their environment. As a result, they are able to see the item and eventually express their thoughts properly on what they already thoroughly examined.

According to the researcher's observation, there are some problems encounters by students when learning descriptive text. First problem, the students had difficulties in describing things or objects that can only be seen in textbooks, because they are not able to find and express the ideas. The second problem is that students were still struggling with word meaning and adjective usage. The students were confused when learning to use adjectives in a descriptive text. The

next problem is that the school did not have various facilities and infrastructure to support teaching and learning process. The school's resources were quite limited, with only a collection of books available. Consequently, teachers primarily relied on illustrations and images from textbooks as their primary teaching aids. Due to this issue, the researcher hopes to find a solution by using realia as a learning media in teaching descriptive text. This is because realia allow teachers to take advantage of existing facilities or real objects in the classroom. Emine (2015) claims that the use of realia is one of the most appealing alternatives that enable the learning process to be more comprehensible. When students can see, touch, smell, and taste objects, they can understand better than just imagining them. Instead of trying to picture things in their minds, students write about what they directly experience. In short, realia may help students write better in descriptive text.

Several studies have been conducted on the implemention of realia in writing descriptive text (e.g. Wijaya, Suwandi, & Ardini, 2019; Yana, Haura, & Nurhasanah, 2020; Widayanti, 2019; Sunengko & Afifi, 2021) the goal of these study is to see how effective Realia at writing descriptive text to Junior High School. The result show that using realia in teaching writing descriptive text is effective to improve student in writing descriptive text. In addition, Sumarsih (2019) conducted a study to investigate the improvement of EFL learners in writing descriptive paragraph in Indonesia. The methodology conducted in this study was action research. The results from observation and interview, show that EFL learners perceive that realia is very good and enjoyable to improve their

achievements in descriptive writing. Nevertheless, such research has not been conducted in the recent location where the recent study take place. Thus, the researcher believes this study is worthy to be conducted.

Finally, based on the problem related to limitations in students writing here, the researcher implements a similar media, named Realia. The researcher conducted this study at SMP Negeri 1 Meukek, which is subdistrict school. By using a quantitative method, the focus of this research is to measure the use of realia to improve students' ability in writing descriptive text.

B. Research Question

This study is guided by the following research questions:

1. Does the use of realia in writing descriptive text improve the ability of students in SMP N 1 Meukek?

2. How does the student in SMP N 1 Meukek perception the use of realia in writing descriptive text?

C. The Aims of the Research

Based on the existing problem, the objectives of the research are:

1. To find out whether there is a significant effect on improving students' ability in writing descriptive text after being taught using realia.

2. To find out the students perception toward the use of realia in improving their ability in writing descriptive text.

D. Significance of Study

a. Teacher

Teacher may used this realia as a media in teaching and learning English to motivate the students. By using realia, I hope it can be additional method in teaching English. So, the students will get better achievment.

b. Students

Students may improve their English since they will find out that English lesson is not complicated as they thought. It is expected that students will realize that they can learn English throught a lot of sources that they like. By using realia, hopefully, the students will develop their creativity to think, and increase their motivation to study. Students feel interested and not bored to study especially how to make a descriptive text.

c. Researcher

This study will assist researcher in developing knowledge about media that appropriate in writing text especially in descriptive text.

E. Terminology

1. Realia

Realia are actual objects or facilities that are utilized in the classroom to demonstrate and teach writing skills or to help with language production and

acquisition. It gives language learners the chance to hear and, occasionally, touch the thing (Richards et al, 2002). Realia in this study refers to a medium that is used to model and stimulate the creativity of eighth grade students of SMPN 1 Meukek in writing descriptive texts.

2.   Writing

According to White (1986), writing is the process of expressing ideas, information, knowledge, or experiences and understanding the writing to acquire knowledge or some information to share and learn. Writing influences students to concentrate on the use of more precise word because when students write, each student is able to transmit information to the reader and express feelings and ideas. Writing proficiency allows a student to begin and develop a concept to perfect their work. Writing in this study, refers to eight grade student's ability to express ideas, events, feeling or thinking in written form.

3.   Descriptive text

Descriptive text focuses on describing a specific person, place, or item (Anderson and Anderson, 1998). It indicates that descriptive writing is written specifically to describe a person, a place, or something. Writers also used descriptive text to explain the issue by outlining its characteristics without expressing personal thoughts. In this study, descriptive text refers to a text that written by eight grade students of SMPN 1 Meukek to describe the real objects in real life.

F. Hypothesis

According to Danim and Dervish (2003), sometimes scientists formulate hypotheses using the symbols H1 (Ha) or Ho for a research topic. The abbreviation symbol shows the symbol H1 (Ha) for the accepted hypothesis, while Ho for the rejected hypothesis.

H1: There is a significant effect of using realia improving students' ability in writing descriptive text.

H0: There is no significant effect of using realia improving students' ability in writing descriptive text.
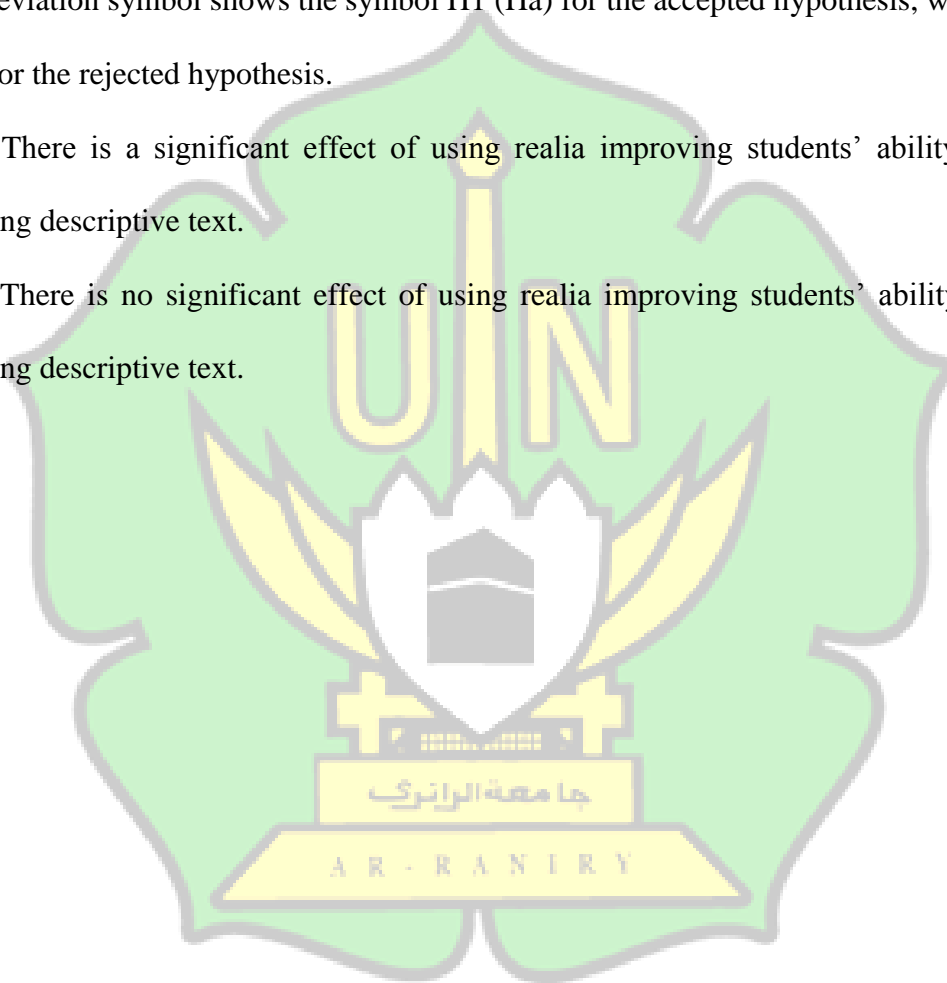
CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this research. The keyword of this research were Writing, Descriptive Text, and Realia.

A. Writing

1. Definition of Writing

There are numerous definitions of writing stated by experts. According to Nation (2009), writing is an activity that can be usefully substituted for practice on other skills such as listening, speaking, and reading. Writing is a demanding process that enables authors to explore ideas and concepts and make them visible and real. Writing stimulates learning and thinking. When thoughts are put in writing, it can be analyzed, reviewed, added to, reorganized, and changed, which encourages dialogue and makes thought open for reflection (Gaith, 2002). Meanwhile, Nunan (as cited in Brown, 2001) states that writing is the written products of thinking, drafting, and revising that requires specialized skills in how to generate ideas, organize the ideas coherently, uses discourse markers and rhetorical conventions coherently into a written text, revises text for clearer meaning, edits text for appropriate grammar, and produces a final product. In line with this, Ramelan (1992) states writing is a representation or sign of language. A definition of writing can be derived from the definitions given above. Writing is an effective process that involves several steps. Initially, investigating and communicating thoughts, feeling, and ideas through writing. Then, rewriting the material several times to ensure that it is grammatically correct and organized.

The writing is produced in the form of legible texts, so anyone who reads it should understand it.

I used Tarigan (1994) as the working definition for this research. He clarifies that writing is the process of producing or creating visual symbols that reflects a language that people can understand in order for other people to be able to interpret the visual symbols that are being presented. When the language and the visual itself are understood, the supplied graphic symbols can also be understood more aesily.

2. The Importance of Writing

According to Harmer (2004) there are some importance of writing. Those are:

a. Writing motivates children to concentrate on precise language use because they believe that doing so will prompt good development as they work through the issues that writing causes them to consider.

b. Writing is frequently employed as a tool for reiterating previously thought-out language. Students create notes on what they have learned as the learning process is taking place using their writing skills.

c. Writing is frequently helpful as a warm-up for other activities.

d. Writing can be incorporated within a broader engagement when the main focus is on other activities, such as speaking, acting out, or language practice.

e. Writing is also utilized in questionnaires. Writing is crucial when taking a questionnaire. Students are asked to provide written responses during the exam.

3. The Process of Writing

Harmer (2004) suggests that there are 4 steps in writing process as follows:

a. Planning

There are three key factors that need to be considered by the writer when planning. First, individuals must consider the aim of their writing because it affects not only the kind of text they desire to produce but also the language they employ and the material they decide to include. The audience for whom they are writing must also be considered, along with the language they use. Thirdly, the writer must take into account the content of the piece's structure, or the best way to present the information, thoughts, or argumention that they have chosen to include.

b. Drafting

Drafts are written in the initial iteration. The author must use the concept he came up with during planning as a guide. For the purpose of text-checking, this step requires revision.

c. Editing

Writing a perfect paragraph on your first try is practically impossible. The initial attempt is referred to as first draft. Perhaps the arrangement of the

material is unclear or the discourse marker is off. Editing is the process of improving and revising a first draft.

d. Final Version

After revising their manuscript and making any adjustments they feel are required, writers create their final product. Because the writer is now prepared to convey the written language to its target audience, this can alter significantly from the initial plan and the first draft. It is difficult to write. To get this skill, you must study and practice. It's crucial to remember that writing is a process rather than a final product when learning English. If you adhere to the four key steps of the writing process and practice by writing frequently, you will find it simpler to compose paragraphs and to enhance your writing.

4. Types of Writing

Meer (2011) defines the following types of writing:

1. Expository

The main purpose of expository writing is to explain. Expository is a subject-oriented writing style, in which writer focuses on discussing a particular topic or subject without voicing their personal opinion. The main purpose of expository is to explain. This type of essay or article provides readers with relevant facts and statistics, but does not include their opinion. This is one of the most common types of writing.

2. Descriptive

   The main purpose of descriptive writing is to describe. Descriptive is a writing style that focuses on describing characters, events, objects or places in great detail. It is like painting with words. It focuses on a way to describe in detail and specifically about the topic to be discussed.

3. Persuasive

   Persuasive is writing that contains the opinions and arguments of a writer. Persuasive main goal is to convince. To convince others to agree on writer's point of view. Persuasive also contains justification and reasons. It is frequently used in complaint letters, advertisements and newspaper opinion pieces and editorial pieces.

4. Narrative

   Narrative is a way for the writer to tell something imaginative or something that has been experienced with the sole purpose of entertaining readers. Narrative is a form of telling stories. A writer creates different characters and tells readers what happened to them (sometimes writer writes from the point of view from one of the characters; this is known as first-person narrative).

B. **Descriptive Text**

1. Definition of Descriptive Text

Many linguists and theorists have defined descriptive text in various ways. Wardani (2014) explains descriptive text is a text that provides information on a certain person, place, or thing. A descriptive text is a piece of written English that is intended to describe a concrete or abstract entity, such as a person, animal, plant, house, or object as a topic (Siahaan & Shinoda, 2008). It is supported by Woodson (1982), description is a component of another piece of writing that is intended to tell an audience about how something or someone seemed or to persuade an audience to see things from writer's perspective.

I used Husna et al. (2013) as the working definition for this research. They define that descriptive text is written in such a way that readers can visualize what a writer is describing. The descriptive text differs greatly from the other types of writing. Descriptive text is a kind of text that describes something in detail to make an impression on the reader. The descriptive text is typically written in the present tense. The teacher must make the teaching and learning of descriptive text to be more entertaining.

2. Generic Structure of Descriptive Text

Generic text structures including identification and description should be used in descriptive texts. According to (Pardiyono, 2007), the descriptive text adheres to specific guidelines.

a). Identification

Identification (introduction) is a statement or a brief paragraph that identifies the thing that will be explained; it is typically engaging and can make the reader want to read the content. Author introduces the story in identification.

b). Description

The writer describe the topic of the descriptive text in this section. This section serves as an adequate description of the object as indicated in the identification section. The description of the item can be done from a variety of perspectives, including size, length, strength, color, height, condition, of the place, weather, attributes, etc.

Example of descriptive text:

My House

(Identification)

My house is a brick house with a small garden in front of it. Its paint is white and green. It is very nice and comfortable house. My house has a living room, three bedrooms, a kitchen and bathroom.

(Description)

There is a verandah with three wooden chairs and wooden table in front of the verandah. The living room is big enough. In the middle of the living room, there is a big sofa and some comfortable chairs. At the end of the living room there is a cabinet with a TV set on it. My bedroom is quite small. There is a writing desk and a chair next to the window. The bed is small. It is in the left side opposite to

the window. There are few books on the top of the desk. The kitchen is in the back part of the house. It is next to the bathroom.

Source: Bestiana, Y. & Achyani, M. *Big book Bahasa Inggris: Metode terbaik meraih nilai 10*, p.279.

3. Language features of descriptive text

Kemendikbud (2013) state the language features of descriptive text are:

1) Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.

2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.

3) Descriptive text uses thinking and feeling verbs. For example; believe, think, feel, etc.

4) Descriptive text also uses adverbs to give information about characters or adjective.

C. Realia

1. Definition of Realia

There are a lot of definitions of Realia by experts. Realia is an actual item that supports the teaching and learning process. According to Herrell (2000), the term "Realia" refers to any real, tangible things utilized in the classroom to foster discussion, make links between vocabulary terms, and develop background knowledge. Realia are the sort of items that can be introduced to the classroom. Richard (2002), on the other hand, defined realia as "an actual object or item that

is brought into a classroom as an example or as an aid to be talked about or written about and used in teaching" p.445. Jordan and Andrienne (2015) state realia is any real, concrete thing used in the classroom to connect vocabulary terms, generate conversation, and develop background knowledge. Any grade or ability level can benefit from Realia since it allows students to use all of their senses to learn about a particular subject. The use of models or semi-concrete items by the teacher is an option when the real object is unavailable or inconvenient, such as photographs, illustrations, and artworks. Realia refer to actual items that teachers can bring into the classroom to exemplify the concepts being taught so that they are more clearly, meaningfully, and enduringly remembered. Examples of such items are coins, tools, plants, animals, and collections of artifacts (Ruis, 2009). The students could comprehend the subject since they are able to directly view the materials or objects and explain them. This strategy is intended to help students express their thoughts and choose the right words to describe the situations they are facing.

I use Anitah (2009) for definition of this research. Realia is a model and a real object of the vocabulary studied, such as plants or animals. Realia is a real object. Thus, it can assist students in their real experience during teaching learning process.

2. Type of Realia

Realia is a kind of things that are close to the environment. According to Halamik (2003), media are objects that can be utilized to help students, such as flowers, stones, and so on, that can be carried by students or delivered by teachers.

Based on the insights from experts, the types of realia media can be identified as follows:

1) Living objects such as people, animals, and plants.
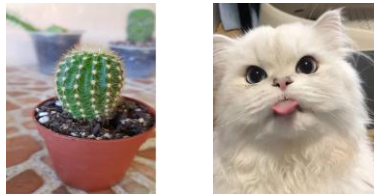
Figure 1: example of living objects

2) Inanimate objects such as: tables, chairs, plates, cups, books, magazines, newspapers, cabinets, photo figures, carpets, coins, rocks, and food.

Figure 2: Example of inanimate objects

3. The Purpose of Realia

Actual things utilized in the classroom are referred to as "realia" (Harmawan & Amri, 2018). When students are free to employ their senses, the utilization of realia as a learning media makes the process more enjoyable and memorable. Accordingly, the researcher is interested in examining the use of realia as a media to improve students' ability in writing descriptive text, particularly when describing objects through entertaining media. The Purposes of realia based on (Jones, 1994): a. Experience with real things with which one will interact in life is the best learning situation possible. b. Real objects are plentiful

and available everywhere. c. Real items can be observed and handled, providing concrete learning experiences for the student. d. Dealing with realia motivates the learners. e. Realia can be used as part of the evaluation systems. f. Realia learning can be extended through the use of displays. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner.

D. Previous Studies

Numerous previous studies have been carried out and related to this research about the use of realia to improve students' ability in writing descriptive text. These studies had been conducted to scrutinize the effect of using realia to improve senior high school students skill in writing descriptive text (i.e. Girsang et al., 2020; Lamusu, 2022; Mustika et al., 2018; Kumalasari, 2014; Susilo, 2015; Anwar, 2017). These studies discovered that there was a significant effect of using realia media. it can helps students enhance their writing skills while producing descriptive texts.

Additionally, Wahyuni (2022) explored factors that influence students' writing descriptive text at eighth grade by using realia media. She discovered that the use of realia motivates students to participate in learning activities. When using realia media, students can examine the items or topics discussed directly. The use of media in descriptive text writing assists students in gathering information and arranging sentences. As a result, students are motivated and enjoy learning. This is why using realia to write descriptive text is useful in enabling students to develop their writing skills. Subing (2021) conducted a study to see

whether the use of realia is effective in improving the students' ability in writing descriptive text in junior high school. The study revealed that most of students in junior high school had difficulties in writing especially in descriptive text. There was significant effect of using realia towards the student's ability in writing descriptive text in junior high school. Another study from Khalala (2016) aimed to describe the use of Realia to increase students' descriptive text writing achievement and to determine the improvement in students' descriptive text writing achievement after being taught with Realia. Amelia (2021) stated that the students agree that realia can assist them describe anything they can see, touch, and smell. Students also claimed that realia was a useful tool for improving their vocabulary since it allowed them to interpret the distinctive characteristics of an object. All of the students' perceptions revealed that they answered the question based on their experiences in producing descriptive language with realia.

Despite previous studies on related subject, this study aims to find out if realia can improve student's ability in writing descriptive text at eight grade students of SMP Negeri 1 Meukek. The previous research above focused on analyzing student's ability in writing descriptive text in terms of its generic structure of the text. Meanwhile, this research focuses on the use of realia in junior high school, because junior high school students are still very new to writing descriptive text. Therefore, it is hard for them to write the text correctly. This research will focus more on writing sentences that are easy to describe.

CHAPTER III

METHODOLOGY

This chapter reviews the research methodology, research design, participants, data collection techniques, and data analysis techniques of the study.

A. Research Design

Research design is the framework for the methodologies and procedures that was used to conduct the research. The core of any study is the research design, which is a plan, roadmap, and blueprint approach for obtaining answers to research questions (Kothari, 2004). The present study used quantitative method that was followed with experimental research design. The purpose of using quantitative method was to calculate how realia could improve student's ability in writing descriptive text. Aliaga and Gunderson (2002) state that quantitative research is an investigation into a social problem that explains phenomena by obtaining numerical data that is analyzed using mathematically based methodologies, namely statistics. Creswell (2012) claims that quantitative methods have three structures, namely experimental, correlation, and survey. According to Sugiyono (2012) experimental design is divided into three, namely, pre-experimental design, true experimental and quasi-experimental. In this design, there are pre-test and post-test to compare the data acquired between the two. After the pre-test, there was treatment, followed by a post-test.

The following is the non-equivalent group design with pre-test and post-test suggested by Morisson et al. (2007).

Experimental :	O1	X	O2

Control :	O3		O4

O1 : Pre-test experimental group

X   : Treatment in the experimental group using Realia

O2 : Post-test experimental group

O3 : Pre-test control group

O4 : Post-test control group

B. Research Site and Participant

1. Location

  This study was conducted at SMP N 1 Meukek, Aceh Selatan. It is a state public school having 28 teachers and 345 students

2. Population

  The population of a research is defined as the individuals who appeal to the researchers' interest in generalizing the findings of the investigation. The population may alternatively be described as the total number of units (individuals, organizations, events, objects, or items) from which samples are drawn for measurement (Kindy et al. 2016). The Population of this study was the first-grade students at SMP Negeri 1 Meukek, Aceh Selatan consisting of 4 classes. There were about 90 students as the population.

Table.3.1. *Distribution of the Population 1*

No	Class	Total Students
1	VIII.a	23
2	VIII.b	23
3	VIII.c	24
4	VIII.d	20
	Total	**90**

Source: Staff of SMP N 1 Meukek academic year 2023/2024

3. Sample

The Purposive Sampling technique was used to find participants for the study since it is necessary to find people who fit the requirements for the research. This sampling method is referred to as a non-probability form since the researcher must use excellent judgment to select a representative sample (Sugiono, 2016, as cited in Zulfikar, 2020). I used a non-random sampling/non-probability sample in this study, namely purposive sampling, in which the participant was chosen to be a member based on my own considerations. Random sampling is the most well-known probability sampling approach. Knowing that the population was large, the researcher took two classes for this research which were VIIIa and VIIIb, which can be implied there were 23 students per class.

C. Methods of Data Collection

In this study, the test was carried out twice as a pre-test and post-test and the third is questionnaire in the control and experimental groups. This test aims to assess the progress of students' ability in writing descriptive text using realia.

1. Test

The test is a method for measuring a person's ability, knowledge, or performance in a particular domain (Brown, 2004). This test was used to measure students' writing ability. In this test, class VIIIa became the experimental group and class VIIIb became the control group. the researcher used the pre-test as the first test and the post-test as the last test after treatment. The form of the exam is a written exam. For the first test, the researcher gave the control and experimental class students worksheet to write a descriptive text with the same title. For the last test, the researcher gave student work sheets to the students to write a descriptive text with the same title. These tests were carried out at SMP N 1 Meukek.

   a. Pre-test

   The pre-test was carried out at the first meeting in both the experimental and control groups. The purpose of pre-test was to assess students' writing skills before the treatment using realia in experimental group. The test was in the form of a written test. Both control and experimental classes got the same worksheets during the pre-test.

b.   Treatment

the researcher instructed a treatment that included an explanation of descritive text towards the class during the following three meetings.

a) Experimental

1. The researcher explained the definition, social function, generic structure and language feature of descriptive text.

2. The researcher gave example of descriptive text.

3. The students analyzed the generic structure and language feature of descriptive text given.

4. The researcher gave an realia describe the identification and the description of it.

5. The researcher gave an realia and asked students to describe it by writing descriptive text.

b) Control class

1. The researcher explained the definition, social function, generic structure and language feature of descriptive text.

2. The researcher gave example of descriptive text.

3. The students analyzed the generic structure and language feature of descriptive text given.

4. The researcher gave an example of descriptive text.

5. The researcher asked students to describe parts and characteristics by writing paragraph of descriptive text.

c. Post-test

The post-test was carried out at the last meeting after the treatment in both experimental and control classes. The use of post-test was to assess students' writing skills after being given treatment with and without realia. The test was in the form of a written test. Both control and experimental classes got the same worksheets during the post-test. In this post-test, both control and experimental classes were asked to write 5 sentences in descriptive text.

2. **Questionnaire**

The questionnaires were used to get students' perception toward the use of realia to improve their ability in writing descriptive text. The researcher used Likerts scale to analyze questionnaires. According to Sugiyono (2016), the likert scale is used to examine a person's or group's attitudes, perspectives, and perceptions of social phenomena. This study used Likert scale in the questionnaire, items were tabulated and students showed the appropriate scale with their response. The frequency with which students responded was utilized to interpret the data. Researchers obtain the result and derive findings using questionnaires.

D. **Methods of Data Analysis**

This study's data analysis method utilized quantitative data to analyze students' scores. Sugiyono (2013) defined data analysis technique as the process of searching for and compiling data. The researcher administered a test and a questionnaire at this stage.

1. **Test**

   This test included a pre-test and a post-test. The pre-test was used at the start of the study before treatment, and the post-test was used at the end of the study following treatment. This test was designed to assess students' abilities to write descriptive text. The answers to the writing test were counted and graded on a scale of 0-100. There were five aspects of the writing scoring system adapted from Brown (2007):

Table 3.2 *The aspect of scoring system*

Aspect	Score	Performance Descriptive	Weighting
Content (C)30 % **- topic** **- detail**	4	The topic is complete and clear and the details are relating to the topic	
	3	the topic is complete and clear but the details are almost relating to the topic	3x
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) **20 %** **- identification** **- description**	4	Identification is complete and descriptions are arranged with proper connectives	
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	2x
	2	Identification is not complete and descriptions are arranged with few misuses of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	

Grammar(G)20%	4	Very few grammatical or agreement inaccuracies	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	2x
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary(V) 15 %	4	Effective choice of words and word forms	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	1.5x
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics(M) 15 %	4	It uses correct spelling, punctuation and capitalization	
-Spelling	3	It has occasional errors of spelling, punctuation and capitalization	1.5x
-Punctuation	2	It has frequent errors of spelling, punctuation and capitalization	
-Capitalization	1	It is dominated by errors spelling, punctuation and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

Researcher used the t-test table to interpret the t results. If the t value was greater than the t table value, then the two means were statistically significant. However, if the calculated t value was smaller than the t table value, then there was no significant difference between the two averages. To differentiate these cases, researcher used the following test formula (Arikunto, 2006).

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

1. The experimental group's of mean deviation

$$M_x = \frac{\sum x}{N_x}$$

In which:

M_x : The average of the experimental group.

$\sum x$: The experimental group's number of deviations.

N_x : The experimental group's total number of students.

2. The experimental group's control deviation

$$M_y = \frac{\sum y}{N_y}$$

$in \ which$:

M_y : The average of the control group.

$\sum y$: The control group's number of deviations.

N_y : The cotrol group's total number of students.

1. To calculate the difference between each post-test score and the experimental group's pre-test score, here is the formula:

$$\sum X^2 = \sum D^2 - \frac{(\sum x)^2}{N_x}$$

In which:

$\sum X^2$: The experimental group's number of deviations.

$\sum X^2$: Divergence of each post-test score from the experimental group's pre test.

N_x : The number of students in the experimental group.

2. To calculate the difference between each post-test score and the control group's pre-test score, here is the formula:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N_y}$$

In which:

$\sum Y^2$: The control group's number of deviations.

$\sum Y^2$: Divergence of each post-test score from the control group's pre test.

N_y : The number of students in the control group.

2. **Questionnaire**

The data gathered were analyzed from each answer to the query of each questionnaire item. The questionnaire items were Likert scale questions with four answers: (score: 1) Strongly Disagree, (score: 2) Disagree, (score: 3) Agree, and (score: 4) Strongly Agree.

Table 3.3 *Assessment of The Likert scale*

Choice of Answers	Code	Score
Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

The scale above was used by researcher to collect data from the results of the questionnaire. the data values are calculated using percentage statistical formulas (Arikunto, 2012):

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

P : Percentage value of student's answers

F : Frequency of student's answers

N : Number of students
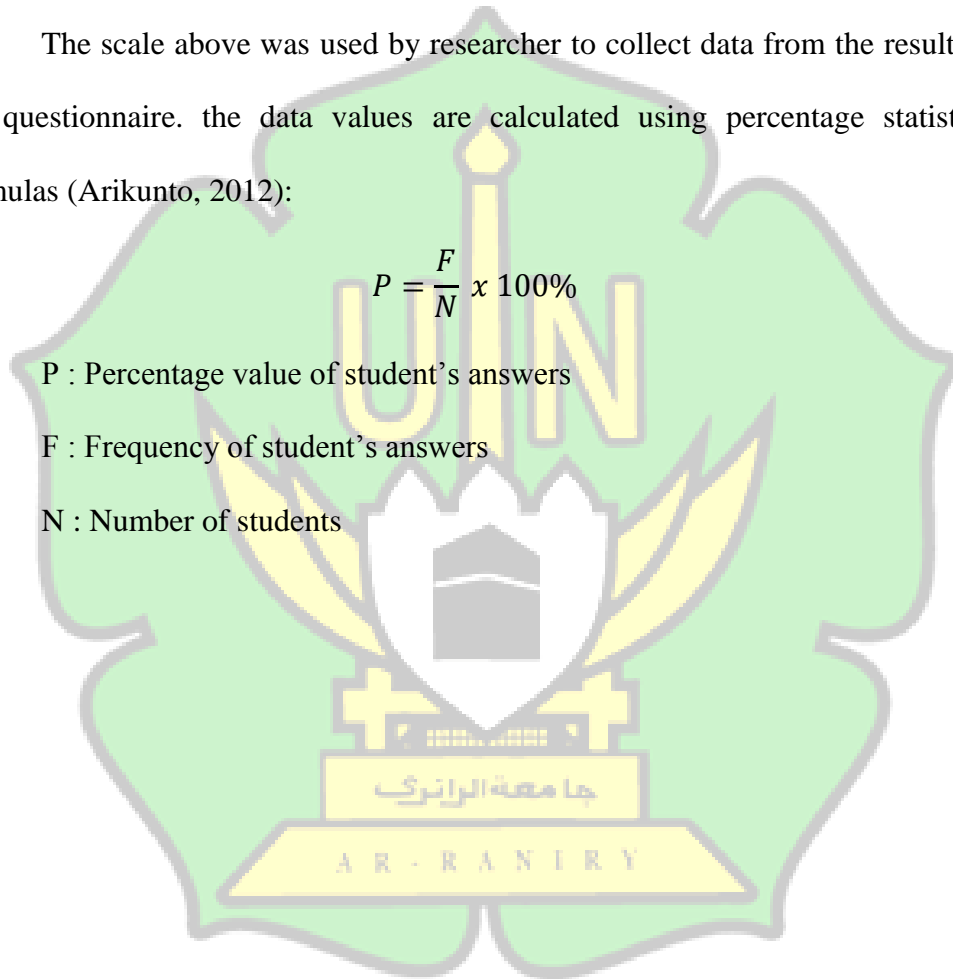
CHAPTER IV

FINDING AND DISCUSSION

The purpose of this chapter is to answer the research questions posed in the introduction by providing an overview of the study's findings and discussion of those findings.

A. Findings

In this section, data will be shown based on research questions, the researcher used the pre-test, post-test, and questionnaire results to determine the students' improvement in writing descriptive text using realia. Researcher used the results of the average pre-test and post-test scores of students, as well as a questionnaire on students resposes.

1. The differences of students' scores during pre-test and post-test

a. Control Class

The following are the outcomes of the student pre-test and post-test from control class:

Table 4.1 Students Score of Control Class

No	Student's Initial Name	The Score		D	D^2
		Pre-test	Post-test		
1	AH	10	15	5	25
2	AOA	10	46	36	1296
3	AMZ	10	14	4	16
4	APS	10	10	0	0
5	FR	10	10	0	0
6	HA	45	77	32	1024
7	HK	10	10	0	0

8	HM	45	47	2	4
9	IM	20	40	20	400
10	LM	10	10	0	0
11	LK	10	10	0	0
12	MWS	10	10	0	0
13	MR	10	41	31	961
14	MS	10	23	13	169
15	NU	10	13	3	9
16	RM	10	10	0	0
17	SM	10	23	13	169
18	SK	14	10	-4	16
19	SMH	10	26	16	256
20	SAN	10	26	16	256
21	SA	10	19	9	81
22	TAI	10	13	3	9
23	TRM	43	40	-3	9
	$\sum X$	347	543	196	4700
	ẋ	15,1	23,61	8,5	204,3

Based on the results of the pre-test and post-test above, it can be seen that the lowest and highest scores are from the control class. It can be concluded that the average pre-test score is 15.1. The highest score is 45 and the lowest score is 10. In other words, the results of the post-test are different from the pre-test. The average post-test score is 23.61, with the highest score is 77 and the lowest score is 10. based on the scores of students in pre-test and post-test of the control class, there is a slight increase from these two values, but not significant and still

relatively low. So, teaching descriptive text without using realia cannot improve

students' ability in writing descriptive text

    b. Experimental Class

    . The following are the outcomes of the student pre-test and post-test

from the experimental class:

Table 4.2 Students Score of Experimental Class

No	Student's Initial Name	The Score Pretest	Posttest	D	D^2
1	AAF	30	80	50	2500
2	AAS	10	75	65	4225
3	ARF	70	80	10	100
4	CSH	58	84	26	676
5	FP	34	68	34	1156
6	FR	10	73	63	3969
7	FS	56	83	27	729
8	IM	26	62	36	1296
9	LA	50	80	30	900
10	NS	50	66	16	256
11	NJ	60	84	24	576
12	NW	45	63	18	324
13	NS	74	84	10	100
14	NAA	56	84	28	784
15	NZ	10	83	73	5329
16	RA	10	10	0	0
17	SIM	73	71	-2	4
18	SH	40	73	33	1089
19	SS	10	60	50	2500
20	TU	35	83	48	2304
21	VA	35	83	48	2304

22	ZJ	10	73	63	3969
23	ZA	10	71	61	3721
	$\sum X$	862	1673	811	38811
	ẋ	37,5	72,7	35,26	1687,435

Based on the results of the pre-test and post-test above, it can be seen that the lowest and highest scores were obtained from the experimental class. It can be concluded that the average score of pre-test is 37.5. The highest score is 74 and the lowest score is 10. The average score of post-test is 72.7, with the highest score is 84 and the lowest score is 10. Based on students' scores in the pre-test and post-test in the experimental class, there is a significant increase in the two scores. The students' ability on the pre-test was not good, but after being treated using realia, the students' abilities increased. Using realia is effective for improving students' ability in writing descriptive text. So, teaching descriptive text by using realia is successful.

2. **Analysis of T-test and Hypothesis**

To find out the differences between the students` ability in writing descriptive text by using realia and without using realia. The researcher used T-test formula. The T-test which used in this research is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

1. Mean deviation of Experimental Group

$$M_x = \frac{\sum x}{N_x}$$

$$M_x = \frac{811}{23}$$

$$M_x = 35.2$$

2. Mean deviation of control Group

$$M_y = \frac{\sum y}{N_y}$$

$$M_y = \frac{196}{23}$$

$$M_y = 8.52$$

3. Deviation of each post test score from pre-test score of experimental group. $\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$

$$\sum x^2 = 38811 - \frac{(811)^2}{23}$$

$$\sum x^2 = 38811 - \frac{657721}{23}$$

$$\sum x^2 = 38811 - 28596.56$$

$$\sum x^2 = 10214.44$$

4. Deviation of each post test score from pre-test score of control group.

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$\sum y^2 = 4700 - \frac{(196)^2}{23}$$

$$\sum y^2 = 4700 - \frac{38416}{23}$$

$$\sum y^2 = 4700 - 1670.26$$

$$\sum y^2 = 3029.74$$

5. T-test

$$t = \frac{35.26 - 8.5}{\sqrt{\left[\frac{10214.44 + 3029.74}{23 + 23 - 2}\right]\left[\frac{1}{23} + \frac{1}{23}\right]}}$$

$$t = \frac{26.76}{\sqrt{\left[\frac{13244.18}{44}\right]\left[\frac{2}{23}\right]}}$$

$$t = \frac{26.76}{\sqrt{26.17}}$$

$$t = \frac{26.76}{5.11}$$

$$t = 5.23$$

6. *Df* (Degree of Freedom):

$$df = N - 2$$

$$df = 23 - 2$$

$$df = 21$$

In the significance in t-table, the level of 5% that showed the score with *df* 21 was 2.08. The final result of t-score is 5,23 which is higher than value of t table (5.23 > 2.08). It means hypothesis (Ha), stating that there is a significant effect of using realia improving students' ability in writing descriptive text is accepted based on the evidence of the comparison of t-score and value of t-table. Whereas, H0 stated there has no significant effect from using realia improving students'

ability in writing descriptive text definitely rejected. The calculation shows that t-score higher than t-table. In other word, the ability of the students who had been taught using realia is better than the ones who had been not, so Ha was accepted.

3. Data Analysis of Questionnaire

The data are presented to answer research questions about students' perception of the use of realia in improving their ability in writing descriptive text. Researcher present the data in the table below:

Table 4.3 Questionnaire of student' perception

No.	Statements	Indicators			
		SA	**A**	**D**	**SD**
		4	**3**	**2**	**1**
1	Learning descriptive text is more interesting by using realia.	16	7	0	0
2	Learning descriptive text is more fun by using realia.	14	9	0	0
3	By using realia, it is easier for me to write descriptive text.	9	11	1	2
4	By using realia, I am motivated to write descriptive texts.	17	6	0	0
5	Realia helps me understand the descriptive material of the text.	8	13	2	0
6	Realia helps me improve my vocabulary in writing descriptive texts.	6	13	4	0
7	By using realia, it is easier for me to describe/explain the characteristics of an object.	12	10	1	0
8	Realia helps me express/convey ideas in writing descriptive texts.	17	4	1	1

9	Realia helped me learn present tense.	12	8	2	1
10	I am interested in learning to write descriptive text through realia.	10	13	0	0
	SUM	121	94	11	4
	%	28%	22%	2%	1%

Based on the table above, all of the students show positive perception toward the use of realia to improve students' ability in writing descriptive text, the data show that all of them agree with statements 1,2,4 and 10. The highest percentage of students' perception toward the use of realia as learning media that can improve students' ability in writing descriptive text with the percentage of 28% strongly agreed, while 22% agreed, 2% disagreed and 1% strongly disagreed. Based on the percentage above, it can be proven that students agree that using realia can improve students' ability in writing descriptive text, in other words the use of realia is very effective in learning writing descriptive text.

B. Discussion

This section discusses the findings based on research questions by connecting and comparing them with the previous studies. This section present a discussion based on the research findings. This study was conducted to determine the improvement in students ability in writing descriptive text using realia and to find out students responses in learning writing descriptive text using realia. Here, the researcher provide an explanation of the research findings based on the research questions.

First, the improvement of students' ability in writing descriptive text by using realia. Based on the result, it could be seen that realia can improve students ability in writing descriptive text. The results show that the two classes, the experimental class and the control class, had different outcomes in each test. It signifies that students' knowledge differed between the pre-test and post-test in both the control and experimental groups, as indicated by their learning outcomes. The differences occurred because students' knowledge expanded after learning using realia.

There has been an improvement in learning outcomes following the completion of the learning process. The experimental class improve far more, rising from 37.5 to 72.7. While the control class improve, while it was not as much as the experimental class, with an average pre-test score of 15.1 increasing to 23.61. It is demonstrated by employing the t-test formula to determine the impact of the learning model based on realia on students' capacity to write descriptive text. In hypothesis testing, the t test is utilized, and the data used are the test results of the experimental and control classes of students. The T-score is 5.23 based on the findings of manual data processing, while the T-table score is 2.08 based on a significance level of 5% or 0.05. It can be seen that the T-score is more than the T-table (5.23 > 2.08). As a result, H0 is rejected and Ha is accepted, indicating that there is a considerable influence in the usage of learning models based on realia in increasing students' capacity to write descriptive text.

There are a lot of previous studies that have similarities with this present study such, Girsang et al. (2020), it is revealed in his study that the use of realia

media improves students' ability in writing descriptive. Another study on this issue by Mustika et al. (2018). The result of their study indicate that there is a significant effect of using realia objects toward students' achievement in writing descriptive text. Khalala (2016) also states in his research, that using realia can improve students' achievement in writing descriptive texts.

Second, the students show positive perception toward the use of realia in writing descriptive text. From the result of tests and questionnare, it could be seen that students found it easier to describe something by using realia. The questionnaire was given only to experimental class students who had used realia in their learning process. Regarding the findings, 28% chose strongly agree, 22% agreed, 2% disagreed, and 1% strongly disagreed. It may be inferred that the majority of students strongly agree that employing realia as media learning can help students' ability in writing descriptive text. To be specific, students learned with different way by using realia as an alternative media. Particularly, there is an effective and considerable influence of using realia media on students' ability in writing descriptive text after treatment. The data reveals that there was a change in the number of students who received poor grades. The use of realia media makes it easy for students to extend their ideas and discover creativity. Finally, they were able to express their ideas in the form of writing without losing sight of the idea, particularly realia. This medium also allow students to add or delete what they thought was needed and vice versa.

Similar findings to this study were also found in the previous research from Amelia (2021). She also used questionnaire in her study, she proves that

realia can help students to interpret the specific characteristic of an object, and students are also interested and enjoy the learning process by using this media in their learning process. (e.g. Anwar, 2017; Susilo, 2015) showed in their result of their study that realia is an effective media in learning descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the conclusion and suggestion of the research is discussed. The concusion contains the important points of the research, allong with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings of the analysis performed using the t-test, the t-score is 5.23 which is higher than value of t-table with a significance level of 0.05 whose score is 2.08 (5.23 > 2.08). This means hypothesis (Ha) that states there is a significant effect of using realia in improving students' ability in writing descriptive text is accepted and H0 that states there is no significant effect of using realia improving students' ability in writing descriptive text definitely is rejected.

2. Based on the percentage of students' perception on the use of realia to improve students' ability in writing descriptive text, most of the students chose strongly agree. Based on the findings, it is obtained that 28% chose strongly agree, 22% chose to agree, 2% disagreed and 1% strongly disagreed. It can be concluded that most students strongly agree that using realia as media learning can improve their ability to write descriptive text.

B. Suggestions

Based on the experience, observation and the result of the research, the researcher suggested certain suggestion students must be brave enough to build on their ideas and concepts without fear of making mistakes. Students must be creative in order to express swhat appears in their minds on frequently, to convey what they feel, see, hear, smell, and touch in the context of writing, and to enrich their vocabularies. The researcher emphasized that when students are asked to convey their views, particularly in writing, they should think linearly and logically.

Teachers must encourage students to expand their ideas and notions without worrying about whether they will go wrong or right. The core of learning occurs when students' habits change, and the researcher proposes that the first stage of changing students' habits is to urge them not to be scared to make mistakes. Teachers can use this medium to provide their students the freedom to express themselves as much as they want to. It is essential for the headmaster to provide media, such as realia for teachers in English instruction, so that the teaching and learning process is suitable for students.

This research can be used to support other research regarding the use of realia in students' ability in writing decsriptive text. However, this research still has deficiencies but to fill defeciencies, further research should be able to examine the use of realia in other English skills and materials.

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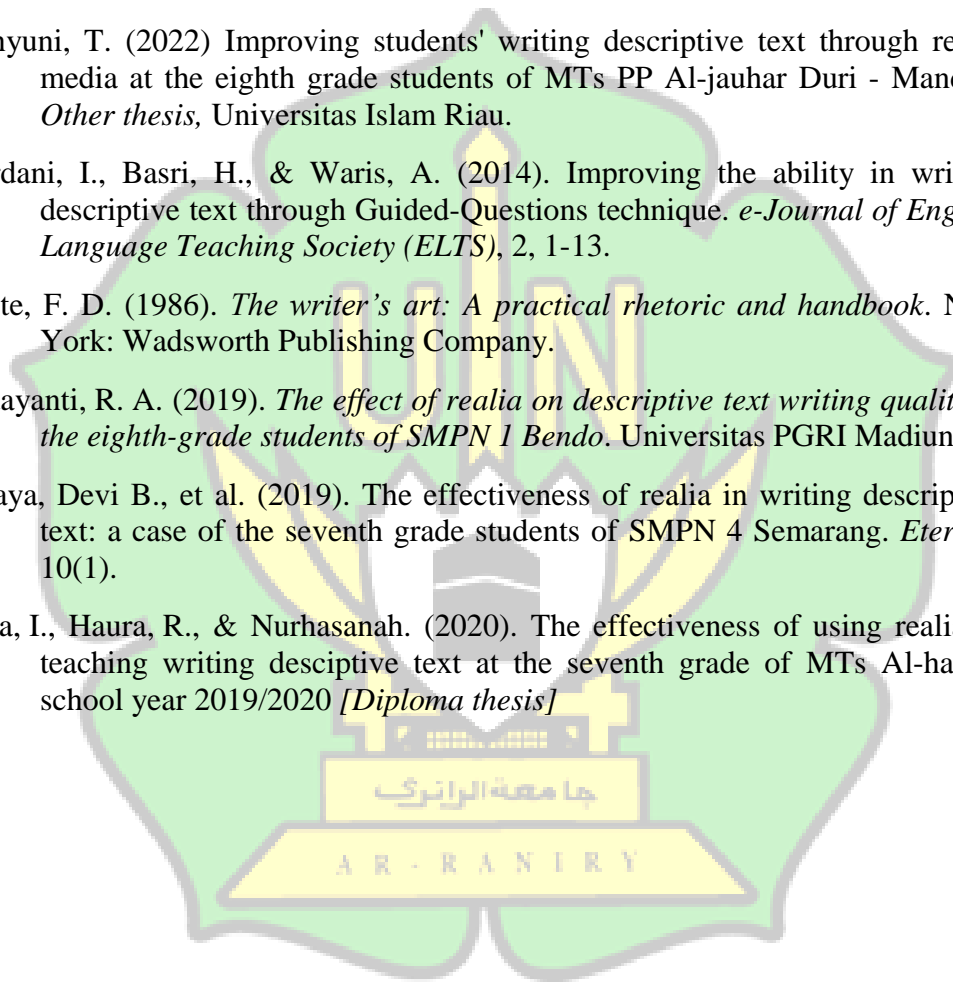
APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 6679/Un.08/FTK/KP.07.6/06/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15374/Un.08/FTK/KP.07.6/12/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
   b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
   2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
   3. Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
   4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
   5. Peraturan Menteri Keuangan RI Nomor 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
   6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
   7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
   8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
   9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
   10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
   11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **21 Oktober 2022**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-15374/Un.08/FTK/KP.07.6/12/2022 tanggal 1 Desember 2022**

KEDUA : Menunjuk Saudara:
   1. Khairiah Syahabuddin, M.HSc.,M.TESOL, Ph.D. Sebagai Pembimbing Pertama
   2. Drs. Amiruddin, M. Pd. Sebagai Pembimbing Kedua
   Untuk membimbing Skripsi:
   Nama : **Thesa Nadilla**
   NIM : **180203109**
   Program Studi : **Pendidikan Bahasa Inggris**
   Judul Skripsi : **The Use of Realia to Improve Students' Ability in Writing Descriptive Text**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 Juni 2023

Dekan,

Safrul Muluk

Tembusan:
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

APPENDIX B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-6877/Un.08/FTK.1/TL.00/06/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMP Negeri 1 Meukek

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **THESA NADILLA / 180203109**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Realia to Improve Students' Ability in Writing Descriptive Text*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Juni 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 18 Juli 2023   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

PEMERINTAH KABUPATEN ACEH SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 MEUKEK
Jln. Tapaktuan – Blang Pidie. Telp. (0656) 323 002. Kode Pos. 23754
Email : smpnegeri1meukek@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 074 / 060 / 2023

Kepala SMP Negeri 1 Meukek, Kecamatan Meukek, Kabupaten Aceh Selatan,
Menerangkan bahwa :

Nama   : **Thesa Nadilla**

NIM   : 180203109

Prodi/Jurusan   : Pendidikan Bahasa Inggris

Benar yang namanya diatas adalah mahasiswa FIK UIN Ar-Raniry Darussalam Banda Aceh
yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di SMP Negeri 1
Meukek.

Demikian suarat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Ditetapkan   : Meukek
Pada tanggal   : 28 Agustus 2023
Kepala Sekolah

SYAMSUDDIN JUN, S. Pd
NIP.19640808199003 1 005

Name:

Class:

Petunjuk pengisian:

1. **Isilah semua pertanyaan dengan lengkap dan sejujur-jujurnya**
2. **Berilah tanda (√) pada kolom jawaban yang sesuai denganpengalaman yang anda rasakan.**

Ket:

A: Agree

SA: Strongly Agree

D: Disagree

SD: Strongly Disagree

Item	A	SA	D	SD
1. Belajar deskriptif teks lebih menarik dengan menggunakan realia.				
2. Belajar deskriptif teks lebih menyenangkan dengan menggunakan realia.				
3. Dengan menggunakan realia, saya lebih mudah menulis deskriptif teks.				
4. Dengan menggunakan realia, saya termotivasi untuk menulis deskriptif teks.				
5. Realia membantu saya memahami materi deskriptif teks.				
6. Realia membantu saya menambah kosa kata dalam menulis deskriptif teks.				
7. Dengan menggunakan realia, saya lebih mudah menggambarkan/ menjelaskan karakteristik sebuah objek.				
8. Realia membantu saya mengekspresikan/menyampaikan ide dalam menulis deskriptif teks.				
9. Realia membantu saya belajar present tense.				

10. Saya tertarik untuk belajar menulis teks deskriptif melalui realia.				

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENTAL CLASS

Sekolah   : SMP Negeri 1 Meukek
Mata pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII / 1
Materi Pokok   : Teks Descriptive
Alokasi Waktu   : 6 x 40 menit (6 JP) = 3 Pertemuan

A. Kompetensi Inti

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI. 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang,	3.6.1 Mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.6.2 Mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang sesuai

	sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)	konteks penggunaannya
		3.6.2 Mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya
2	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Menyusun teks deskriptif berupa deskripsi seseorang secara tertulis
		4.6.2 Membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

C. Tujuan Pembelajaran

Melalui pendekatan Scientific Learning dengan menggunakan model pembelajaran Discovery Learning Peserta didik diharapkan dapat *mengidentifikasi, membedakan ,memahami, mencontohkan dan menentukan* fungsi sosial, struktur teks dan unsur kebahasan teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, kemudian peserta didik juga dapat *membuat ,menjelaskan melafalkan dan mempresentasikan* teks lisan dan tulis untuk menyatakan dan menanyakan deskripsi orang atau binatang, dan peserta didik memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

D. Materi Pembelajaran
- Fungsi social
  Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

- Struktur teks
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat yang menjadi Pencirinya
  - Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri

    orang, binatang, atau benda yang dibicarakan.

- Unsur kebahasaan
    a. Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-question*), dalam simple present tense.
    b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
    c. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- Topik

    Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. METODE PEMBELAJARAN
1. Pendekatan   : Scientific Learning
2. Model   : Discovery Learning
3. Metode   : Diskusi, Tanya jawab, Work in Pairs

F. Media, Alat dan Sumber Pembelajaran
1. Media   : Realia
2. Sumber pembelajaran : Buku paket Bahasa Inggris

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang teks deskriptif (definisi, fungsi sosial, struktur umum, dan ciri-ciri kebahasaan) • Guru memberikan contoh teks deskriptif	50'

No.	Teaching-Learning activity	Time
	dengan menggunakan realia tentang orang di dalam kelas dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang orang berdasarkan realia yang diberikan guru.	
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

2. Pertemuan Kedua: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang descriptive text (definisi, fungsi sosial, struktur umum, dan ciri kebahasaan) • Guru memberikan contoh teks deskriptif dengan menggunakan realia berupa buah jeruk dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang jeruk berdasarkan realia yang diberikan guru.	50'
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

3. Pertemuan Ketiga: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang descriptive text (definisi, fungsi sosial, struktur umum, dan ciri-ciri kebahasaan) • Guru memberikan contoh teks deskriptif dengan menggunakan realia berupa buah mangga dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang buah mangga berdasarkan realia yang diberikan guru.	50'
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

➢ **INSTRUMEN PENILAIAN**

• **Penilaian Sikap**

Penilaian sikap terhadap peserta didik dapat dilakukan dengan pengamatan selama proses pembelajaran berlangsung *(Rubrik pengamatan terlampir)*

• **Penilaian Pengetahuan**

Penilaian pengetahuan dilakukan guru dengan mengumpulkan hasil kerja siswa sebagaimana tersebut dalam kegiatan pembelajaran *Discovery Learning* di atas.

- **Penilaian Keterampilan**

Penilaian keterampilan dilakukan guru dengan melihat kemampuan peserta didik dalam mengomunikasikan hasil kerja secara berpasangan yang dibuat baik secara lisan maupun secara tertulis

E. Teknik Penilaian

- Teknik Penilaian
  - Tes tertulis

1. Instrumen Penilaian Sikap

a. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:
SB= Sangat Baik
PB= Perlu Bimbingan

b. Sikap sosial

No	Nama	Tanggung Jawab		Kerjasama		Peduli		Pro-aktif		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:
SB= Sangat Baik

PB= Perlu Bimbingan

2. Instrumen Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamati tayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					
	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

3. Pedoman Penskoran
PENILAIAN TES TERTULIS

Aspect	Score	Performance Descriptive	weighting
Content (C)30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	
	3	the topic is complete and clear but the details are almost relating to the topic	3x
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 %	4	Identification is complete and descriptions are arranged with proper	

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- identification - description		connectives	
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	2x
	2	Identification is not complete and descriptions are arranged with few misuses of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar(G)20%	4	Very few grammatical or agreement inaccuracies	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	2x
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary(V) 15 %	4	Effective choice of words and word forms	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	1.5x
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics(M) 15 %	4	It uses correct spelling, punctuation and capitalization	
-Spelling	3	It has occasional errors of spelling, punctuation and capitalization	1.5x
-Punctuation	2	It has frequent errors of spelling,	

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		punctuation and capitalization	
-Capitalization	1	It is dominated by errors spelling, punctuation and capitalization	

Mengetahui,   Meukek, 28 Juli 2023
Kepala Sekolah   Mahasiswa

(Syamsuddin Jun, S. Pd)   (Thesa Nadilla)
NIP.19640808199003 1 005   NIM.
180203109

LAMPIRAN MATERI DAN INSTRUMENT PENILAIAN

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence:
Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

Identification: (contains about the introduction of a person, place, animal or object will be described.)
Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

Social function of Descriptive Text

- Social function of descriptive text is to describe a particular person, place or thing.

Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Language Feature of Descriptive Text

- Specific participant: has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc….

Example of Descriptive Teks

My Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

Oranges

Orange is a fruit whose color is orange. The shape of the orange is round and its taste is sweet. Orange is a juicy fruit whose juice is beneficial for our body. Doctor advises us to drink orange juice. Orange is rich in nutrients, in which vitamin C and iron are found in abundance. Orange juice helps in providing instant energy to our body. Eating oranges makes us feel fresh.

Mangoes

Mangoes are sweet, juicy and creamy fruits. Its form is oval, round, heart-shaped, kidney-shaped, or long and slender. Mostly mangoes are oval and the colour of mango skin varies from green, yellow to red and green. A mango has one big seed and the mango seed is inedible.
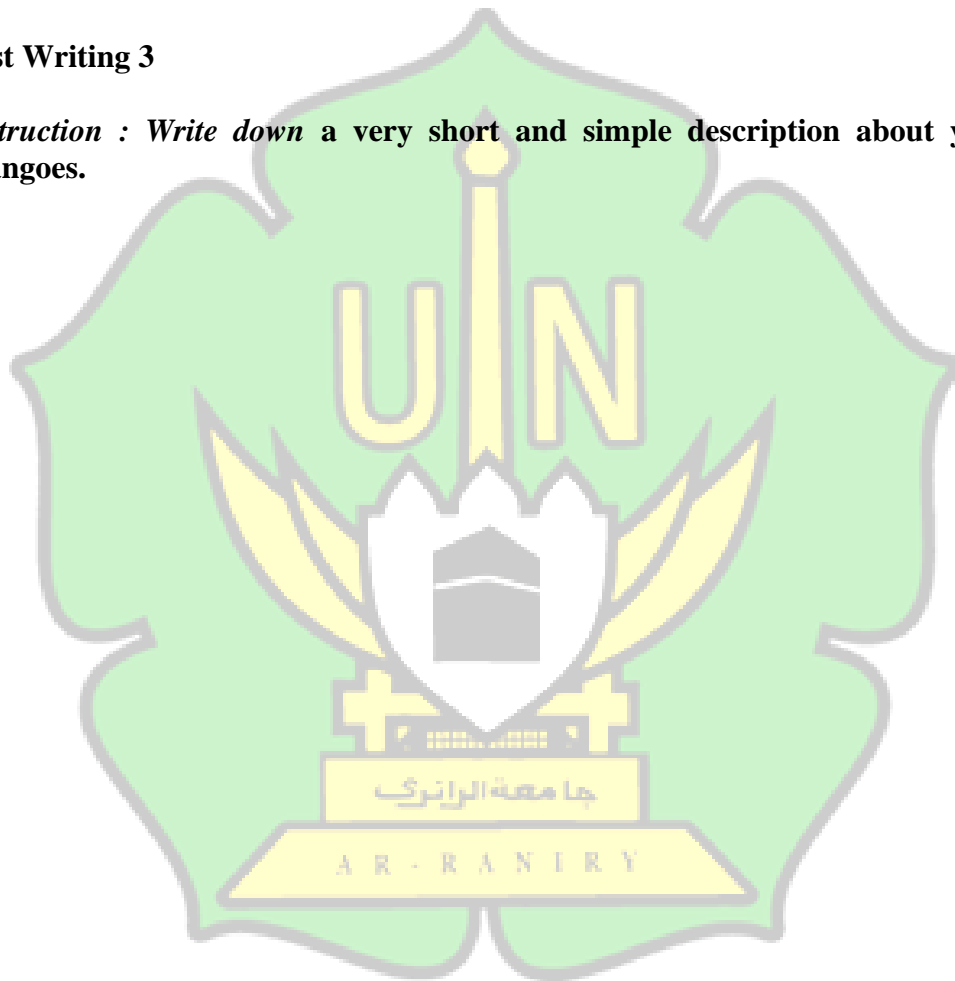
Test Writing 1

Instruction : Write down **a very short and simple description about your friend.**

Test Writing 2

Instruction : Write down **a very short and simple description about your Oranges.**

Test Writing 3

Instruction : Write down **a very short and simple description about your Mangoes.**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah   : SMP Negeri 1 Meukek
Mata pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII / 1
Materi Pokok   : Teks Descriptive
Alokasi Waktu   : 6 x 40 menit (6 JP) = 3 Pertemuan

A. Kompetensi Inti

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

- KI. 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	3.6.3 Mengidentifikasi fungsi sosial terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya 3.6.4 Mengidentifikasi struktur teks terkait teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya

	penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)	3.6.2 Mengidentifikasi unsur kebahasaan teks deskriptif berupa deskripsi seseorang sesuai konteks penggunaannya
2	4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.3 Menyusun teks deskriptif berupa deskripsi seseorang secara tertulis 4.6.4 Membacakan teks deskriptif yang telah dibuat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar

E. Tujuan Pembelajaran

Melalui pendekatan Scientific Learning dengan menggunakan model pembelajaran Discovery Learning Peserta didik diharapkan dapat *mengidentifikasi, membedakan ,memahami, mencontohkan dan menentukan* fungsi sosial, struktur teks dan unsur kebahasan teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, kemudian peserta didik juga dapat *membuat ,menjelaskan melafalkan dan mempresentasikan* teks lisan dan tulis untuk menyatakan dan menanyakan deskripsi orang atau binatang, dan peserta didik memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

D. Materi Pembelajaran

- Fungsi social
  Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.

- Struktur teks
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat yang menjadi Pencirinya
  - Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang,   atau benda yang dibicarakan.

- Unsur kebahasaan
    d. Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question*; *Wh-question*), dalam simple present tense.
    e. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
    f. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

- Topik

    Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

H. METODE PEMBELAJARAN
4. Pendekatan : Scientific Learning
5. Model : Discovery Learning
6. Metode : Diskusi, Tanya jawab, Work in Pairs

I. Media, Alat dan Sumber Pembelajaran
3. Media : Papan tulis, spidol
4. Sumber pembelajaran : Buku paket Bahasa Inggris

J. Kegiatan Pembelajaran

4. Pertemuan Pertama: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang teks deskriptif (definisi, fungsi sosial, struktur umum, dan ciri-ciri kebahasaan) • Guru memberikan contoh teks deskriptif dengan menggunakan realia tentang	50'

No.	Teaching-Learning activity	Time
	orang di dalam kelas dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang orang berdasarkan realia yang diberikan guru.	
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

5. Pertemuan Kedua: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang descriptive text (definisi, fungsi sosial, struktur umum, dan ciri kebahasaan) • Guru memberikan contoh teks deskriptif dengan menggunakan realia berupa buah jeruk dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang jeruk berdasarkan realia yang diberikan guru.	50'
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

6. Pertemuan Ketiga: (2 JP)

No.	Teaching-Learning activity	Time
1.	Pra-Kegiatan • Menyapa para siswa • Berdoa bersama • Memeriksa kehadiran siswa • Melakukan tanya jawab dengan siswa tentang deskripsi diri sebagai pengantar pelajaran	15'
2.	Kegiatan utama • Guru menjelaskan tentang descriptive text (definisi, fungsi sosial, struktur umum, dan ciri-ciri kebahasaan) • Guru memberikan contoh teks deskriptif dengan menggunakan realia berupa buah mangga dan deskripsinya • Siswa menulis teks deskriptif sederhana tentang buah mangga berdasarkan realia yang diberikan guru.	50'
3.	Penutup • Guru menanyakan kesulitan yang dihadapi siswa • Guru dan siswa membuat kesimpulan dari materi yang telah dipelajari.	15'

> **INSTRUMEN PENILAIAN**

- **Penilaian Sikap**

  Penilaian sikap terhadap peserta didik dapat dilakukan dengan pengamatan selama proses pembelajaran berlangsung *(Rubrik pengamatan terlampir)*

- **Penilaian Pengetahuan**

  Penilaian pengetahuan dilakukan guru dengan mengumpulkan hasil kerja siswa sebagaimana tersebut dalam kegiatan pembelajaran *Discovery Learning* di atas.

- **Penilaian Keterampilan**

  Penilaian keterampilan dilakukan guru dengan melihat kemampuan peserta didik dalam mengomunikasikan hasil kerja secara berpasangan yang dibuat baik secara lisan maupun secara tertulis

E. Teknik Penilaian

- Teknik Penilaian
  - Tes tertulis

4. Instrumen Penilaian Sikap

c. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:
SB= Sangat Baik
PB= Perlu Bimbingan

d. Sikap sosial

No	Nama	Tanggung Jawab		Kerjasama		Peduli		Pro-aktif		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
dst											

Keterangan:
SB= Sangat Baik
PB= Perlu Bimbingan

5. Instrumen Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamati tayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					
	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

6. Pedoman Penskoran
PENILAIAN TES TERTULIS

Aspect	Score	Performance Descriptive	weighting
Content (C)30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic	
	3	the topic is complete and clear but the details are almost relating to the topic	3x
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
Organization (O) 20 %	4	Identification is complete and descriptions are arranged with proper connectives	

- identification - description			
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	2x
	2	Identification is not complete and descriptions are arranged with few misuses of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar(G)20%	4	Very few grammatical or agreement inaccuracies	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	2x
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary(V) 15 %	4	Effective choice of words and word forms	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	1.5x
	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics(M) 15 %	4	It uses correct spelling, punctuation and capitalization	
-Spelling	3	It has occasional errors of spelling, punctuation and capitalization	1.5x
-Punctuation	2	It has frequent errors of spelling,	

		punctuation and capitalization	
-Capitalization	1	It is dominated by errors spelling, punctuation and capitalization	

Mengetahui,   Meukek, 28 Juli 2023
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- Social function of descriptive text are to describe a particular person, place or thing.

Purpose of Descriptive text

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Mangoes are sweet, juicy and creamy fruits. Its form is oval, round, heart-shaped, kidney-shaped, or long and slender. Mostly mangoes are oval and the colour of mango skin varies from green, yellow to red and green. A mango has one big seed and the mango seed is inedible.

Test Writing 1

Instruction : Write down a very short and simple description about your friend.

Test Writing 2

Instruction : Write down a very short and simple description about your Oranges.

Test Writing 3

Instruction : Write down a very short and simple description about your Mangoes.

THE RESEARCH INSTRUMENT TEST

Pretest

Direction:

1. Write down your name and class.
2. Choose one of the topics below.
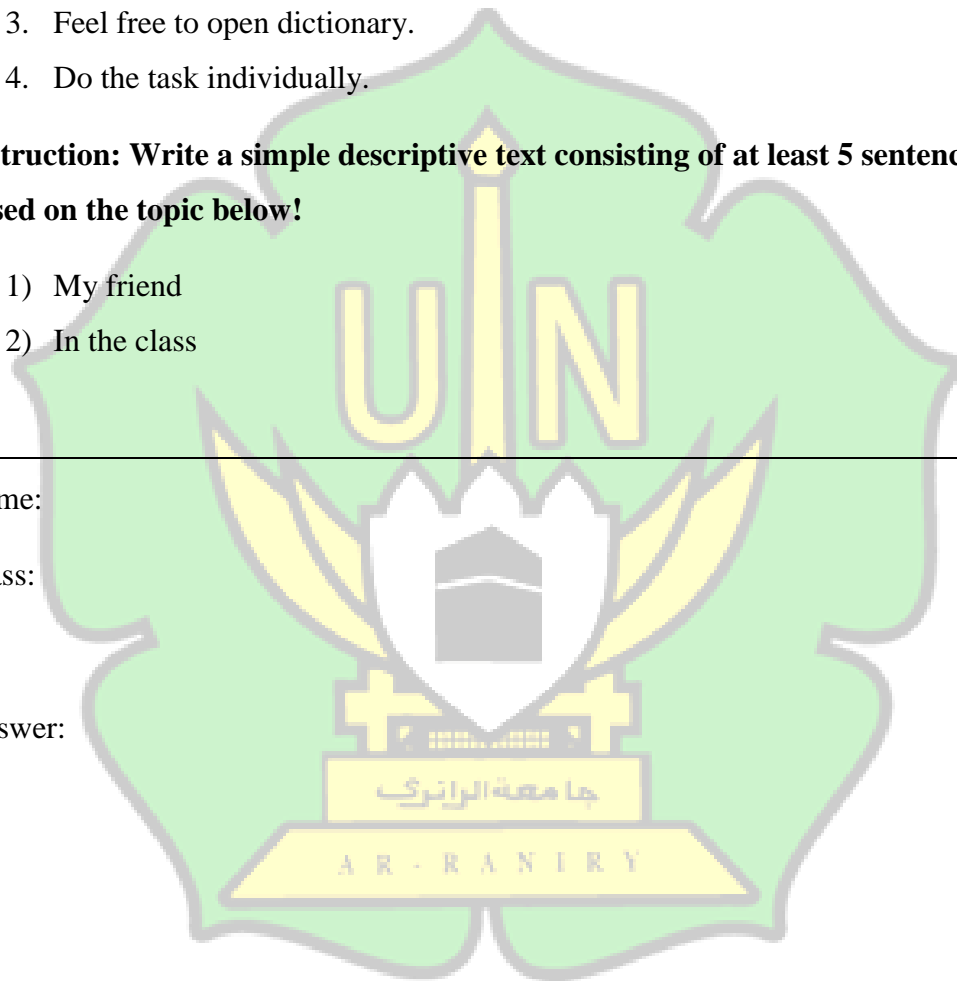3. Feel free to open dictionary.
4. Do the task individually.

Instruction: Write a simple descriptive text consisting of at least 5 sentences based on the topic below!

1) My friend
2) In the class

Name:

Class:

Answer:

THE RESEARCH INSTRUMENT TEST

Posttest

Direction:

1. Write down your name and class.
2. Choose one of the topics below.
3. Feel free to open dictionary.
4. Do the task individually.
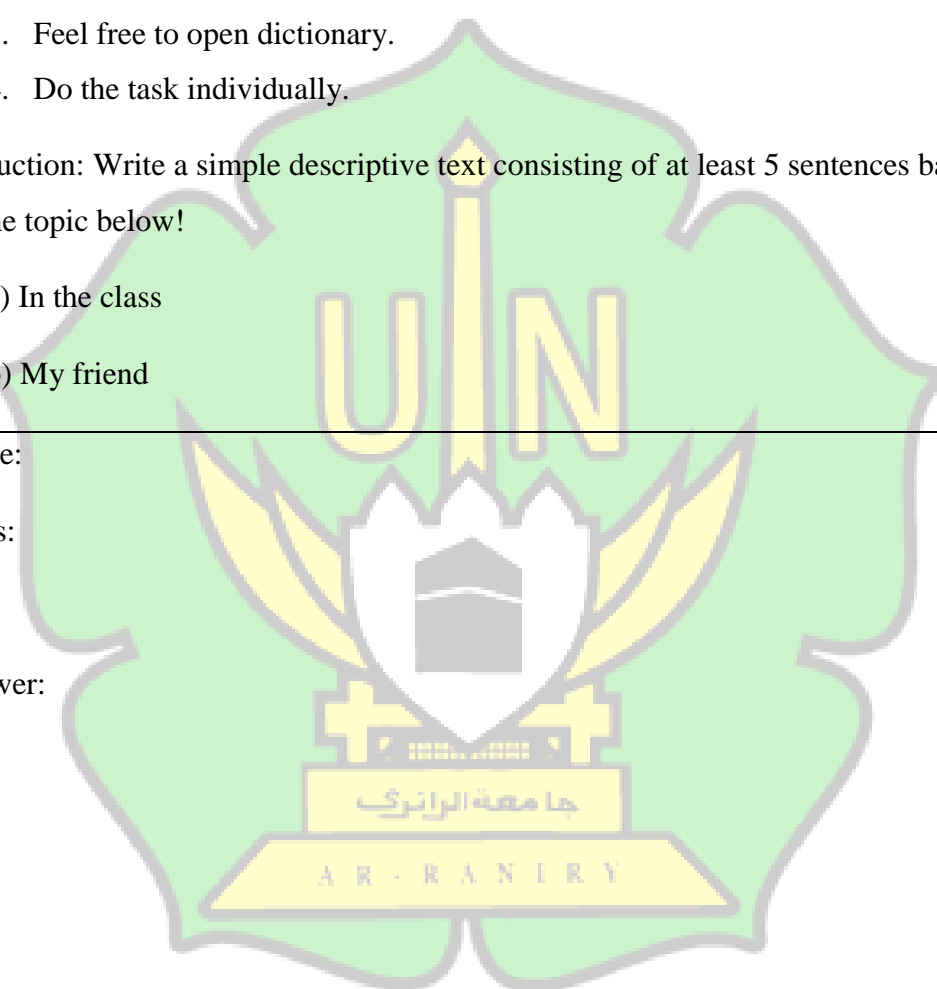
Instruction: Write a simple descriptive text consisting of at least 5 sentences based on the topic below!

a) In the class

b) My friend

Name:

Class:

Answer:

APPENDIX G

Respondents	Statements									
	1	2	3	4	5	6	7	8	9	10
1	3	3	3	4	3	3	3	4	3	3
2	4	4	3	4	3	3	3	4	3	3
3	3	3	4	4	3	3	3	4	4	3
4	3	3	4	4	3	4	2	3	3	3
5	4	3	3	4	3	4	4	4	3	4
6	4	4	4	4	3	3	4	3	3	4
7	4	4	3	4	3	4	4	4	4	4
8	4	4	4	3	3	4	4	3	4	3
9	4	4	4	4	4	3	4	4	3	4
10	3	4	3	3	4	4	4	4	4	3
11	4	4	4	4	4	4	4	4	4	4
12	4	4	3	4	4	3	3	4	3	3
13	4	4	4	3	4	3	3	4	3	3
14	4	4	3	4	3	3	4	4	4	4
15	4	4	4	4	4	3	4	4	4	4
16	4	4	3	3	4	3	4	4	4	3
17	3	4	3	4	4	2	4	3	4	3
18	4	3	4	3	3	3	3	2	2	3
19	4	4	2	4	3	2	4	4	4	3
20	4	3	3	4	3	3	3	4	4	4
21	4	3	1	4	3	2	3	4	4	4
22	3	3	1	3	2	3	3	1	2	3
23	3	3	3	4	2	2	3	4	1	4
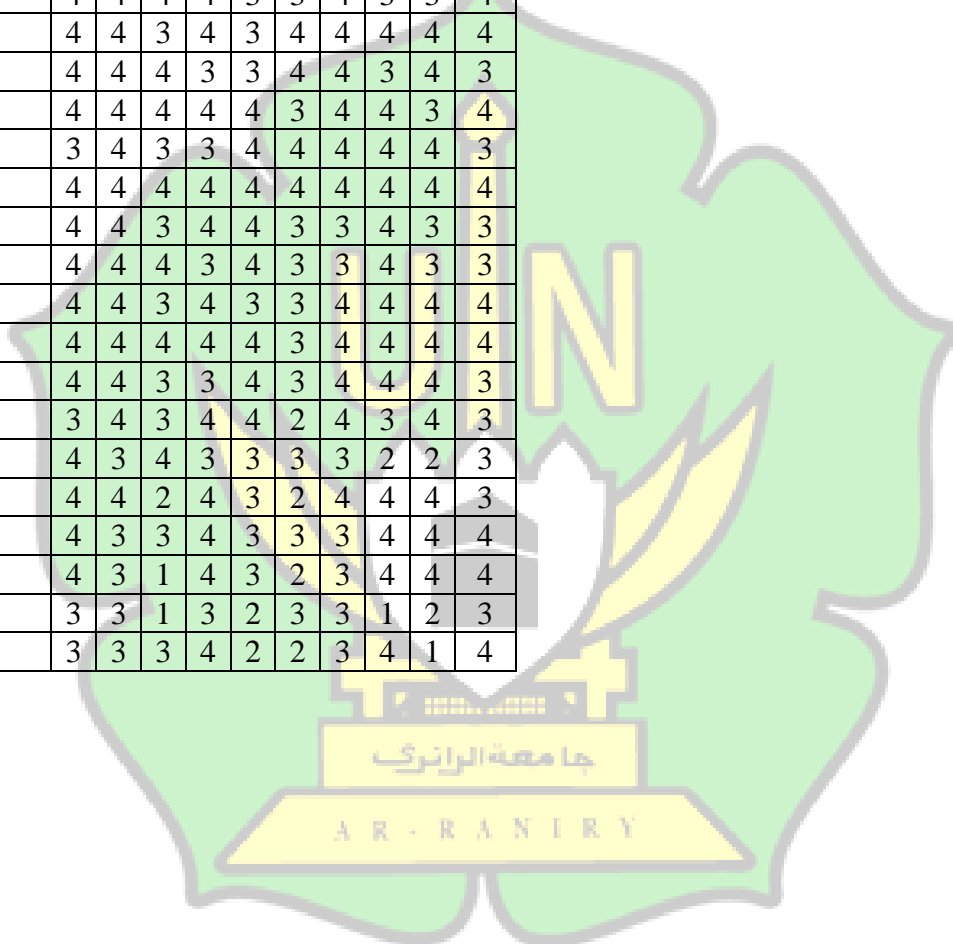
APPENDIX H

Table of significance for Two-Tailed Test

Table of Significance for Two-Tailed Test

DF	Level of Significance for two-tailed test						
	0,2	0,1	0,5	2	1	0,002	0,001
	Level of Significance for one-tailed test						
	10	5	2,5	1	0,5	0,0001	0,0005
1	3, 078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

APPENDIXE I

Students Pre Worksheet Result

Answer: my Friend name is HANIFA Syakira.
diligent herPeople ItSmart her really attention.
her Cihenswattion. _____ . I love you Friend.

```
C  2 × 3  = 6
O  1 × 2  = 2
G  1 × 2  = 2
V  2 × 1.5 = 3
M  1 × 1.5 = 1.5
         ─────
         14.5
         ──── × 100
          40
```

36

Control Class (HK)

Answer: Nella Like Sung, Nella Like Shady, Nella Like brought Peg.book,.
Nella is a kind Persong. Nella Like Cleaned Class, Nella Like Fed Cat.
Nella Like hear music, Nella So beautiful.
Nella Like draw Flower

```
C  4 × 3  = 12
O  2 × 2  = 4
G  2 × 2  = 4
V  3 × 1.5 = 4.5
M  1 × 1.5 = 1.5
         ─────
          26
         ──── × 100
          40
```

65

Experiment Class (LA)

APPENDIX J

Students Post test Result

Answer: my Friend. name is HAnIFa syauira. diligent. her People. her O girls. her really beautiful. her Fur I Love you Friend

C 3×3 : 9
O 1×2 : 2
G 1×2 : 2
V 2×1,5 : 3
M 1×1,5 : 1,5
        $\frac{17,5}{40}$ ×100

44

Control Class (HK)

Answer:

My Friend

My friend name is Neia. She is 13 years old. She is a girl. She is slim. She has long hair She has small nose. Her hobby is Badminton. and she like fed cat.

C 4×3 : 12
O 4×2 : 8
G 4×2 : 8
V 4×1,5 : 6
M 4×1,5 : 6
        $\frac{40}{40}$ × 100

100

Experiment Class (LA)

APPENDIX K

AUTOBIOGRAPHY

1. Name : Thesa Nadilla

2. Place/Date of Birth : Bakongan, 4th Februari 2001

3. Nationality/Ethnic : Indonesia

4. Religion : Islam

5. Sex : Female

6. Marital Status : Single

7. Occupation : Student

8. Address : Dusun Bineh Gunong, Desa Ie Dingen, Kec.

   Meukek, Aceh Selatan.

9. Email : 180203109@student.ar-raniry.ac.id

10. Parents' name

    a. Father : Ardianto Ramsa

    b. Mother : Cut Hermawati

    c. Address : Dusun Bineh Gunong, Desa Ie Dingen, Kec.

       Meukek, Aceh Selatan.

11. Educational Background:

    a. SDN 2 Ie Dingen : Graduated in 2012

    b. SMP N 1 Meukek : Graduated in 2015

    c. SMA N 1 Meukek : Graduated in 2018

    d. English Department of UIN Ar-Raniry : Graduated in 2023