

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING SKILL BY USING
REALIA MEDIA AT THE EIGHTH GRADE OF JUNIOR
HIGH SCHOOL 5 METRO**



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STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO
METRO
2015/2016

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METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study program

BY:
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Tarbiyah Department
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ABSTRACT

**BY :
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Writing is one of the important aspects in language learning. Moreover, students often ignored to master this skill. This condition at the eighth graders of SMP N 5 Metro where many students have difficulties in English learning especially in writing skill. It caused their result of learning was low. Hence, to improve the students' writing skill, the researcher used Realia media in learning process. Realia is one of the media that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of Realia media can improve the students' writing skill in English learning.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' writing skill. In collecting the data use test, observation, and documentation.

The result of this research showed that Realia media had positive role in improving the writing skill at the eighth grade of SMP N 5 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 62.27 and in post test was 68.64 became 76.81. It means that the use of Realia media in writing especially descriptive text can improve the students' writing skill at the eighth grade of Junior High School 5 Metro.

MEMPERBAIKI KEMAMPUAN MENULIS SISWA MENGGUNAKAN REALIA MEDIA PADA KELAS DELAPAN SMP N 5 METRO

ABSTRAK

**OLEH :
MARDANI YUDI NINGSIH**

Menulis adalah salah satu aspek penting dalam pembelajaran bahasa. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini di kelas delapan SMP N 5 Metro dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam kemampuan menulis. Sehingga menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk memperbaiki kemampuan menulis siswa, peneliti menggunakan Realia media dalam proses pembelajaran. Realia media merupakan salah satu media yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan Realia media dapat memperbaiki kemampuan menulis siswa dalam pelajaran bahasa Inggris.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah kemampuan menulis siswa. Pengumpulan data menggunakan test, observasi, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa Realia media memiliki peran positif dalam memperbaiki kemampuan menulis siswa kelas delapan SMP N 5 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 62.27, dan post test 68.64 menjadi 76.81. Ini berarti penggunaan Realia media dalam menulis teks deskriptif dapat memperbaiki kemampuan menulis siswa kelas delapan SMP N 5 Metro.



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Assalamu'alaikum, Wr. Wb.

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It has been agreed, so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikum, Wr. Wb.

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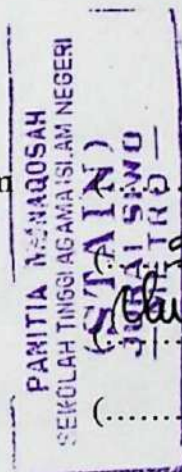
RATIFICATION PAGE

No. *Sti.06/5/483/2016*

An Undergraduate thesis entitled: **IMPROVING STUDENTS' WRITING SKILL BY USING REALIA MEDIA AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 5 METRO**, written by Mardani Yudi Ningsih, student number 1176647, English Education Study Program, has been examined (munaqosyah) in Tarbiyah Department on Tuesday, August 30, 2016.

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MOTTO

فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ ﴿٤٣﴾

“maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui.”
(Q.S. An-Nahl: 43)

**“The knowledge without experience is nil,
the experience without knowledge is blind”**

DEDICATION

This undergraduate thesis would highly dedicated to Almighty **Allah SWT**, thankful for all about the precious gift inside to me. My beloved father, mother and sisters who always support, protect, and advice me, thank you very much for your everlasting love in incessant prayer. May Allah SWT bless you. Aamiin.

My Sponsor, **Mrs. Widhiya Ninsiana, M.Hum** and Co-Sponsor **Mrs. Trisna Dinillah Harya, M. Pd.** who always guide me. Thanks for your help to finish this research.

The big family of Junior High School 5 Metro who had participation, thank you so much. And finally, My almamater **STAIN JURAI SIWO METRO**.

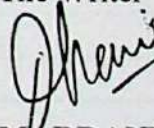
ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful. Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would be possible. This paper is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Study Program entitled "IMPROVING STUDENTS' WRITING SKILL BY USING REALIA MEDIA AT THE EIGHTH GRADE OF JUNIOR HIGH SDCHOOL 5 METRO.

In accomplishing this paper, the writer would like to extend her sincere gratitude to her Sponsor Dr. Widhiya Ninsiana, M.Hum and Co-Sponsor Trisna Dinillah Harya, M.Pd, who have given their guidance and help to the writer extensively and patiently during an undergraduate thesis writing process.

Metro, August 2016

The Writer



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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feelings, believes, love, knowledge, culture, etc.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten to university. At Junior High School, the students are able to use English as a means of communication in both spoken and written form.

In the recent years the Competency-based Curriculum has developed in School Level-based Curriculum in Indonesia. In the curriculum, the students that have graduated from Junior High School are expected to master the four skills of language such as listening, speaking, reading and writing. Therefore, English in Junior High School is aimed at developing the four skills in order that the students can communicate in English language on the certain literary.

Writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Junior High School, the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, procedure text, descriptive text etc.

Descriptive text is a type of text function to describe particular person, place, or thing. Writing descriptive text will be more easy and quick to be received and understood by the students if the teacher uses the suitable technique and media. One of the teaching media that can be used in writing descriptive text is Realia media. Realia is a media that can use in learning descriptive text. Realia is things that we meet everyday.

Teaching by using realia is necessary to improve skill in teaching learning process. The teacher should choose a media that can attract students' interest and encourage their involvement. By encourage students' participation by realia, the students' will not be bored and will more creativity during the lesson.

A presurvey research had done on December 2015 in SMP N 5 Metro. There are some problems in English learning process there, such as: (1) Teaching is a conventional (2) The students have difficulties in developing a writing descriptive text (3) The students have difficulties to express their ideas.

The writer got the data in writing subject. The data showed as follows:

Table 1
Students' Writing Score at SMP N 5 Metro

No	Score	Category	The Number of Students	Percentage
1	>75	Passed	13	37,93%
2	<75	Failed	20	62.06%
Total			33	100%

From the table above we can know, there are 13 students got score more than 75 and 20 students got score less than 75. It means that many students still low in writing. From the explanation, the writer tries to use realia in teaching writing at junior high school.

B. Problem Identification

From the explanation of background of the study, there are some problems that can be formulated as follows :

1. The students have low ability in writing skill especially in descriptive text.
2. The students have difficulties to communicate using English in written form.
3. The students have difficulties in developing a writing descriptive text.
4. The students do not interest in English subject, so they have low motivation.

C. Problem Formulation

Based on the background of the study and problem identification above, the writer formulates in this research as follows:

Can realia improve the students' writing skill at the eight grade of SMP N 5 Metro?

D. Objectives of the study

The research is conducted to know whether Realia media improves students' writing skill.

E. Benefits of The Study

The benefit of the study that the writer expects are:

- a. The students can improve their writing skill and stimulate them to develop their writing skill.
- b. For the teachers, it can be a reference in solving problems related to writing skill, developing the learning quality and they can implement this media in their classroom in order to create interesting and enjoyable classroom condition.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Concepts of Writing

a. Definition of Writing

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thought to others through a written form such as letter, message, or invitation for communication. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.¹

How is writing like swimming? Human beings universally learn walk to walk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us.²

¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York; Addison Wealey Longman ,2001,p.344

²*Ibid.*, p.334

In short, writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly, in order to attain the purpose, the writer should be able to communicate her ideas or thought into the written language clearly so it can understand by the reader.

In conclusion, it can say that writing is an important means of indirect communication. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form, of written language. By writing, language students can express their feelings, ideas, thoughts, emotions, attitudes, etc.

b. Types of Writing

Finnochiaro stated that naturally, the type of writing system exists in the native language in an important factor in determining to easy of speech with which students learn to write.³ According to Finnochiaro, there are two types of writing:⁴

³ Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc., 1974); p.85

⁴*Ibid*, p. 86.

a. Factual or Practical Writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

b. Imaginary Creative Writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc. The type of writing above which are given to the student to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When teacher sets a task for young students, teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.

c. Writing Conventions

Written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word and text formation, manifested by handwriting, spelling and layout also punctuation.⁵

1) Handwriting

2) Spelling

3) Layout and Punctuation

d. Writing Process

According to Lundsteen that "writing process is a complicated intellectual undertaking" writers need to be creative enough to generate

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education, 2001), 3th Ed., p.255-257

ideas and goal directed enough to organize those ideas into meaningful text.⁶ Humes adds that "the process doesn't move in a straight line."⁷ Jenkinson stated that, Teachers who focus on the writing process in a variety of disciplines take students through some variation of these steps: (1) prewriting activities (jotting down ideas, listing thoughts, brainstorming, gathering information, and so on); (2) writing adraft; (3) peer review of the draft; (4) revising; (5) editing; (6) writing the final draft; and (7) publishing.⁸ Process writing helps native English speaking young students as well as EFL or ESL young students develop English – language writing skills. The process writing approach involves the process – step necessary to produce a good quality final piece of writing.

c. Concept of Descriptive Text

According to Siahaan, Descriptive is also a text. It is a paragraph which a writer tries to describe an object to the reader. The object can be anything. It can be a concrete object as a person, or an animal, or a plan etc. it can be an abstract object such as an opinion, or idea, or love, or hate or believe, etc.⁹

One of the texts types used in research is descriptive text. A descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene,

⁶*Ibid*, p.5

⁷*Ibid*

⁸*Ibid* p.7

⁹ *Ibid*, 119

activity, or mood that the writer experienced. In addition to informing and interesting other, description adds to enjoyment of life.

Descriptive text can be presented as writer or spoken texts. In a descriptive text, the writer as authority informs something to the unknown readers or listener. The descriptive text may come in any forms, such as text books, encyclopedia, or essay test answers. This are type of text consists of two main part, there are identification and description.

- a. Identification : it identifies a particular person, place, or thing to be described. The identification can be in the form of definition.
- b. Description : it contains sub topics. They describe parts, qualities, and characteristics.¹⁰

It means that descriptive text is able to provide detail information about the particular thing in order to make the readers understand what the writer means.

According to Wikipedia, descriptive writing has a goal, characteristic and uses. Here are the explanations:

- a. Goal : descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.
- b. Characteristics : the general characteristics of descriptive writing include:

¹⁰ Th. M. Sudarwati And Eudia Grace, *Look Ahead*, Erlangga, Jakarta, 2007, p. 172

- 1) Describe language.
 - 2) Explore, clear, and detail.
 - 3) Using figurative language such as simile, hyperbole, metaphor, symbolism and personification.
 - 4) Showing the active verbs and precise modifiers.
- c. Uses : descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.¹¹

The following is example of descriptive text¹² :

THE SEA EAGLE	
General classification / introduction	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
Description	The colour of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes hunts chickens and small bird. Eagles have many sizes, shapes

¹¹ <http://www.thewritingsite.org/resources/genre/descriptive.asp>

¹² Wadirman,artono and Masduki B. Jahur. *English in focus*.jakarta:pusat perbukuan, departemen pendidikan nasional,2008 p.16

	and colour, but the sea eagles is easy to recognize because it has a strong a streamlined, sharp beak and a streamline-body. Its forelimb (or arm) serve as wings.this mean that they are of little use anything except flaying. It walk on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs thats non-flying animal do with paws,claws,or hand on their forelimb.
--	--

2. Concept of Realia Medium

a. Definition of Realia Medium

In language teaching, realia is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching .¹³ Realia or real thing are things that we meet everyday. The example of realia are objects such as book, pencil, eyeglasses that do not easily fit into the orderly categories of printed material. In education, realia

¹³ Bryan Smith, "University of Arizona Program in Second Language Acquisition and Teaching Tucson, Arizona 85721- virtual realia", Retrieved on Monday,December 25th 2009 at 09.07 o'clock from <http://iteslj.org/Articles/Smith-Realia.html>

are objects from real life used in classroom instruction, so by using realia students are exposed to real objects. Realia gives students the opportunity to use all of their sense to learn about a given subject, and is appropriate for any grade or skill level.

According to Wright, there are 5 criterias that support the use of realia in a classroom activity, they are:

1. Easy to prepare

When teacher wants to use a media in their activities, they have to decide whether it is difficult to prepare or not. Realia is a simple media that can be brought in the class and it is easy in preparing.

2. Easy to organize

The teacher has to decide whether the organizing a more complicated activity. The teacher can use realia in their teaching because it is easy in organizing.

3. Interesting

Before applying realia in the activity, the teacher has to justify the students' interest toward it. Bringing realia or manipulative to the classroom helps teachers in providing comprehensible input in a second language.

4. Meaningful and Authentic

Students are going to gain more if the language they use is vital to the situation. There should be some reactions or if they use the language appropriately.

5. Sufficient amount the Language

The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

The writer concludes that realia is appropriate teaching aid in teaching writing, because first, it helps to make English lesson memorable. Second, it also takes concentrating the students' mind on the object. Third, it will attract students interest and help create an atmosphere conducive to learning.

b. Advantages of Realia Medium

There are some advantages of using realia as the medium in learning activities especially in teaching descriptive writing:

1. Realia really grabbing students attention, and prompting them to have an ideas.
2. Realia provide the students with direct experience that can not be obtained through other medium of learning.
3. Realia allow students to apply various senses and this make effective.

From the explanations above, realia give opportunity in many areas of studies. Realia become a center of interest, stimulating other ideas for study. It is possible to use realia to teach almost any subject. Using realia stimulates the mind, and is one way of encouraging creativity by involving the sense.

B. Action Hypothesis

Based on the frame of theory, the writer formulated action hypothesis as follow: "By using realia as a medium can improve the students writing skill in Junior High School 5 Metro"

CHAPTER III

RESEARCH METHODOLOGY

A. Setting

This research had conducted in SMP N 5 Metro which is located on Budi Utomo St. Rejomulyo, South Metro. Total of the students in SMP N 5 Metro are 666 students and total of the teachers are 66. Actually, there are eight classes of eighth grade with the total students are 233.

B. Subject of The Study

The subject of this research is eighth grade students' of SMP N 5 Metro. There is one class, the research took 8H which consist of 33 students. The researcher choosen this class because is the low score. The researcher wanted to improve their writing descriptive text by using realia. Bellow the data of subject of this research:

Table 3
Subject of the Research

Class	Sex		Total
	Male	Female	
8H	9	24	33

C. Action Plan

The kind of this research is classroom action research. McNiff states that action research is a research which uses a particular method to be applied in the learning.²² It means that in the research, the researcher can use specific method in their own learning. Moreover, Arikunto describes that classroom action research is an action research which is conducted to repair quality of learning activity in the class.²³ It can be inferred that classroom action research is the research which is conducted in the class by using specific method to improve the quality of learning process.

In this research, the reseacher had conducted some cycles. If the first cycle was failed, it had continued in the second cycle and so on. It is conducted until there is an improving on the students' writing descriptive text. There are four steps in each cycle which have relationship one another, they were: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

²² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

²³ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 58.

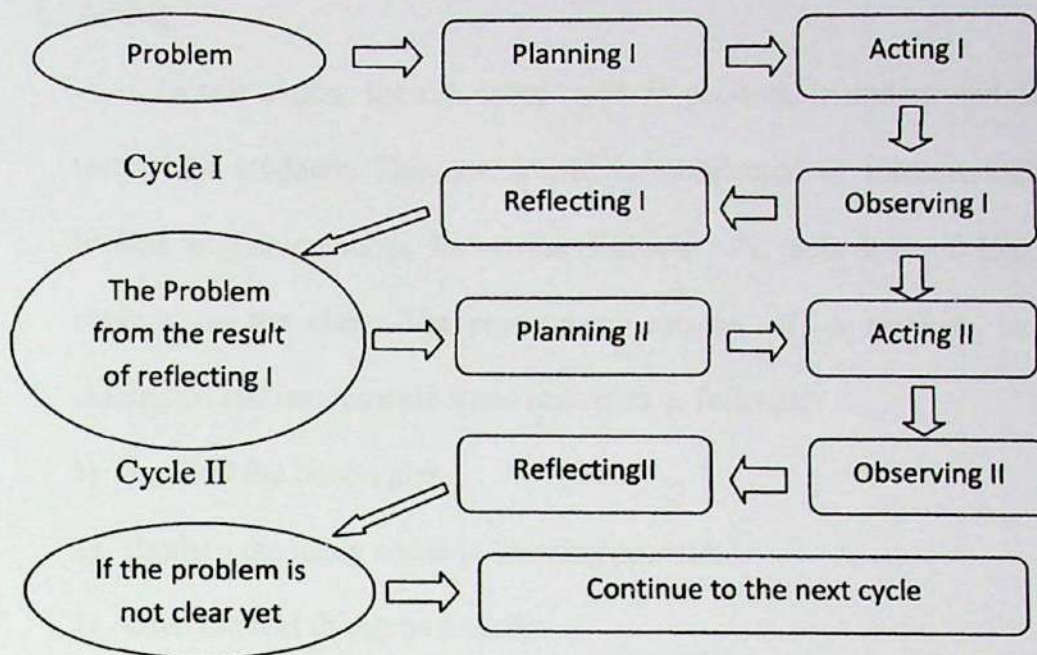


Figure I

Suharsimi Arikunto's Model²⁴

From the illustrated above, the explanations about four steps of action research procedure are conducted in each cycle:

1. Cycle 1

a. Planning

In this research, the reseacher conducts some plans, namely:

- 1) Preparing lesson plan.
- 2) Preparing the material, and media of learning.
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which will be learned by the student in group.
- 5) Making test which will be used in pre-test and post-test.

²⁴SuharsimiArikunto, *PenelitianTindakan.*,p. 74.

b. Acting

In this action, the reseacher will do pre-test, treatment and post-test to the students. This action will be conducted in some meetings. In this implementation, the writer follows the schedule of English subject in the class. The researcher acts as if a teacher in the classroom and implements some activities as follows:

- 1) Applied the lesson plan.
- 2) Explain the using realia in learning process.
- 3) Give the real things as a media.
- 4) Give instructions to describe it.

c. Observing

While observing, the researcher and collaborator use observation sheet to write down the important things as long as the learning process is happen. From the observation sheet the researcher and collaborator will know the result of the students' learning activities.

d. Reflecting

In this step, the researcher and collaborator analyze how the effect of the acting, what thing which have to be repaired, and what thing which become attention on the next acting. Then, the result of reflecting will be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

1. Planning

Here is step that writer can make in planning :

- a. Prepare the lesson plan.
- b. Prepare the material and the real things as media.
- c. Prepare source learning.
- d. Prepare observation sheet.

2. Acting

In this step the researcher acts as follow :

- a. Pre Teaching Activities
 - 1) Pray and greets the students.
 - 2) Check the attendant list.
 - 3) Asks the students condition.
 - 4) The teacher chooses the appropriate with the material going to be taught.
- b. While Teaching Process
 - 1) The teacher applied the lesson plan.
 - 2) The teacher shows the real things to the student as a media.
 - 3) The teacher teaches by using the real things as media.
 - 4) The teacher asks the students to describe through real things given, such as "eyeglasses"
 - 5) The teacher gives evaluation.

c. Post Teaching Activities.

- 1) The teacher asks to the students to answer some question related to the topic.
- 2) The teacher gives homework for the students.
- 3) The teacher greeting for the students.

3. Observing

In this step the researcher observed the process of teaching learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by observer.

4. Reflecting

The researcher correct and analyze the result of the action. By reflecting, the researcher will know the strength and weakness of the action. In the step the researcher will compare the score distribution of pre test and post test.

D. Data Collection Method

In this research, the researcher collects the data by using test, observation, documentation and field notes.

1. Test

The researcher will give the students test to evaluate their skills and capability in writing skill. The test is about main idea of the article. There are two tests which are used in this research. Those are pre-test and post-test.

a) Pre test

Before doing the treatment the researcher will gave the students pre test by asking the students to answer the questions about descriptive text. The researcher uses essay to asses the students' writing skill.

b) Post test

Post test will be applied after doing the treatment. It is implemented in order to know the students' writing skill. The test is like the pre-test where the students are asked to answer the essay questions about descriptive text, but the topic which is given in the post-test is different with in the pre-test.

2. Observation

In this research, the researcher observes the students' behaviors and the students' activities in the learning process to know how the process of learning is held. In doing the observation, the research make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher uses documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. The field note

To collect the data more accurately, the researcher uses the field notes; it will make the data analyzed simpler. In many professions, it is a manner of good practice to make "field notes" while actually engaged in professional.²⁵ This note has been prepared systematically and given interpretation by the research.

E. Data Analysis

In this research, the researcher used the data analysis by taking the result by pre-test and post-test score.

To know the improvement, the researcher also compare between pre-test and post-test score. Then, the results would be matched with the minimum mastery criteria (MMC) in the school. At SMP N 5 Metro the minimum mastery criteria (MMC) for English subject is 75.

If some students are not successful in cycle 1 it means that the researcher has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on. But if in the cycle 2 all of students are successful, the cycles are able to be stopped because in the classroom action research (CAR) the minimum

²⁵ Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p.57

cycle that have to be conducted are two cycles. The formula for counting the average score is as follow

$$M = \frac{\sum Xn}{N}$$

Notes:

M = Mean

$\sum X$ = Total of students' score

N = Total of students²⁶

F. Indicator of Success

This research is stated finish if 80% of students pass the minimum mastery criteria (MMC) of English subject that is 75. It means, if 80% of students are successful get score at least 75 in post test, this research is able to be stopped.

²⁶FathorRachmanUtsman, *PanduanStatistikaPendidikan*, (Yogyakarta: Diva Press, 2013), p. 60.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Location

SMP N 5 Metro is located on Budi Utomo St. Rejomulyo, South Metro. It was established on June 07, 1986. Since 1986 years ago, SMP N 5 Metro had taken a part in the guiding and creating a new generation on inheritance of this country. In order to increase the quality of the people of Indonesian so that they can face the new era. To reach the goal it needs high dedication from all of the members. Such as: head master, the teacher, officer staff, students and the stake holders.

Since SMP N 5 Metro was established, SMP N 5 Metro has been led by the following principles:

Table 2

Principles of SMP N 5 Metro

No	Names	Periode
1.	Samsimar	1986 – 1999
2.	Hermansyah	1999 – 2000
3.	Sri Rahayu, S.Pd	2000 – 2004
4	Drs. Suwilan	2004 – 2006
5	Suwarno	2006 – 2009

6	Poniran, S.Pd	2009 – 2012
7	Suyono, S.Pd	2012 – until now

Source: Documentation Result in SMP N 5 Metro on November, 2015.

SMP N 5 Metro was built on Government's land width 16.000 m² and has a accreditation status.

a. The Building of SMP N 5 Metro

Table 3
The Building of SMP N 5 Metro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	1
3.	Administration Room	1
4.	Prayer Room (Mushola)	1
5.	Computer Laboratory	1
6.	Science Laboratory	1
7.	Canteen	2
8.	Class Room	24
9.	Kitchen	1
10.	Counselling Room	1
11.	UKS	1
12.	School's Cooperation Unit	1
13.	Student's and Teacher's Bathroom	3

Source: Documentation Result in SMP N 5 Metro on November , 2015

b. Condition of Teachers and Official Employers in SMP N 5 Metro.

The Numbers of teachers and official employers in SMP N 5 Metro in academic year of 2015/2016 are 66 that can be identified as follows:

Table 4

Condition of Teachers and Official Employers in SMP N 5 Metro

NO.	NAME	POSITION
1	Suyono, S.Pd 19630717 198403 1 008	Head Master
2	AgusSunyoto, S.Pd 19720809 200003 1 008	Vice of Curriculum
3	Jumat, S.Pd 19640703 198803 1 005	Vice of Public Relations (English teacher)
4	Dra. SitiRohmawati 19601125 198403 2 004	Counselling
5	Dra. Tri Heni W 19640104 199903 2 001	Counselling
6	Margo Widagdo, S.Pd 19550926 198003 1 003	Indonesian Teachers
8	Tugino, S.Pd 19580712 198703 1 001	Mathematic Teachers
9	Dra. SitiMaisyaroh 19610101 198701 2 002	Religion Teachers
10	Dra. SitiNgaisah 19610602 198203 2 008	Social of Economy Teachers
11	Drs. Hargunawan 19640101 199103 1 005	Leader of Science Laboratory
12	Suripto, S.Pd 19620707 198602 1 002	Vice of Studentship
13	Drs. H.Prayitna P. 19660506 199512 1 003	Religion Teachers
14	Hariyanto, S.Pd 19560403 198303 1 010	Indonesian Teachers
15	Sutinem 19591013 198111 2 001	Art

NO.	NAME	POSITION
16	Sri Herlina HS, S.Pd 19620328 198412 2 002	Lampung Language Teachers
17	ImasSabnah, S.Pd 19590613 198103 2 006	English Teachers
18	Suparmi, S.Pd 19630810 198502 2 002	Citizenship Teachers
19	L. Supartini, S.Pd 19610630 198403 2 001	Music
20	Sugiarti, S.Pd 19640507 198601 2 003	Mathematic Teachers
21	Dra. Tri Maretyawati 19680301 199412 2 001	History Teachers
22	Sarinah, S.Pd 19640307 198703 2 005	Indonesian Teachers
23	Daryatun, S.Pd 19630502 198412 2 001	Indonesian Teachers
24	Muryati, S.Pd 19641116 198502 2 001	Mathematics Teachers
25	Aida Aini, S.Pd 19630714 198412 2 002	Mathematics Teachers
26	Ari Estiarsih, S.Pd 19690329 199103 2 004	Physics Teachers
27	AsihKusminah, S.Pd 19651221 198803 2 007	English Teachers
28	Yulida Sari 19630705 198602 2 004	Lampung Language Teachers
29	Wasti, S.Pd 19620528 198701 2 002	History Teachers
30	Dra. Tri WiharSusilowati 19680311 199302 2 001	English Teachers
31	Sri Supadmi, S.Pd 19620409 199002 2 002	Indonesian Teachers
32	Sri Hawati, S.Pd 19610819 199011 2 001	Sport Teachers
33	NanangPriyatna 19670302 199002 1 001	Sport Teachers
34	Syahril 19591102 199002 1 001	Biology Teachers

NO.	NAME	POSITION
35	Murjio, S.Pd 19620527 199002 1 001	Geography Teachers
36	Margini 19601115 198111 1 002	Librarian
37	Dra. Suratmi 19680909 199012 2 001	Indonesian Teachers
38	EniRetno S, ST 19710121 200604 2 015	Physics Teachers
39	UntungBasuki, S.Pd 19680222 200801 1 007	Social of Economy Teachers
40	Susanti, S.Pd 19710612 200604 2 009	Social of Economy Teachers
41	Ridwan Yusuf, ST 19790704 200804 1 002	Computer Teachers
42	CindyaVitarani, S.Pd 19840222 200804 2 002	Counselling
43	Amalia Sari, S.Pd 19681201 199903 2 003	Geography Teachers
44	RobertusViky D, S.Kom 19830812 201001 1 015	Computer Teachers
45	Drs. Pardi 19610517 199702 1 005	Biology Teachers
46	Budi Raharjo, S.Pd 19730703 200604 1 002	Art Teachers
47	Hj. Asmonah 19601027 198112 2 002	Counselling
48	ZaenalArodin	Computer Teachers
49	Gideon	Plantations
50	DesyOctaviani, S.Pd	Librarian
51	ReflyDwiyana, S.Kom	Librarian
52	Ernawati, ST	Librarian
54	Mayang Puspasari S.Si	Institution of Science Laboratory
55	Herlinawati, SE	Leader of Library

NO.	NAME	POSITION
56	InkaRikiana,S.Pd	Manager of Library
57	Sri Mundarini S.E	Leader of Administration
58	Sukadji	Executor of Administration
59	AndarnoTamtomo	Executor of Administration
60	Pardi	Executor of Administration
61	Sugiyono	Executor of Administration
62	Purwanti	Administration
63	Safrudin	Administration
64	Lely Ermayanti	Administration
65	Taslim	Security
66	Burham	Cleaning Service

Source: Documentation Result in SMP N 5 Metro on November, 2015

c. Quantity of Students in SMP N 5 Metro

The Quantity of Students in SMP N 5 Metro in the academic year of 2015/2016 are 684 students that can be identified as follows:

Table 5
Quantity of SMP N 5 Metro

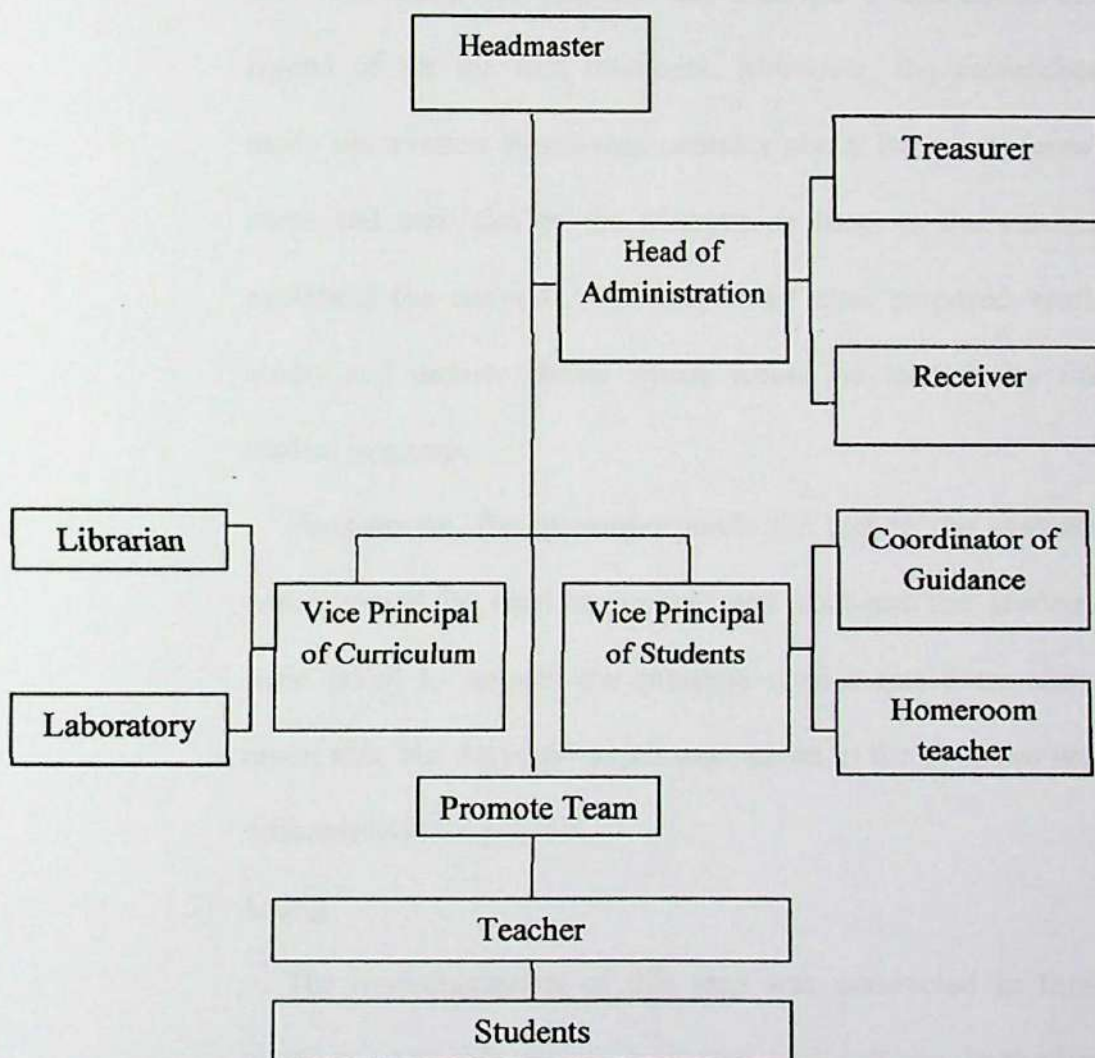
No.	Grade	Number of students
1.	VII	256 students
2.	VIII	219 students
3.	IX	209 students
Total		684 students

Source: Documentation Result in SMP N 5 Metro on November, 2015.

d. Organization of SMP N 5 Metro

The Organization of SMP N 5 Metro in the Academic Year of 2015/2016 can be shown in the figure as follows:

Figure 2:
Organization of SMP N 5 Metro in the Academic Year of 2015/2016

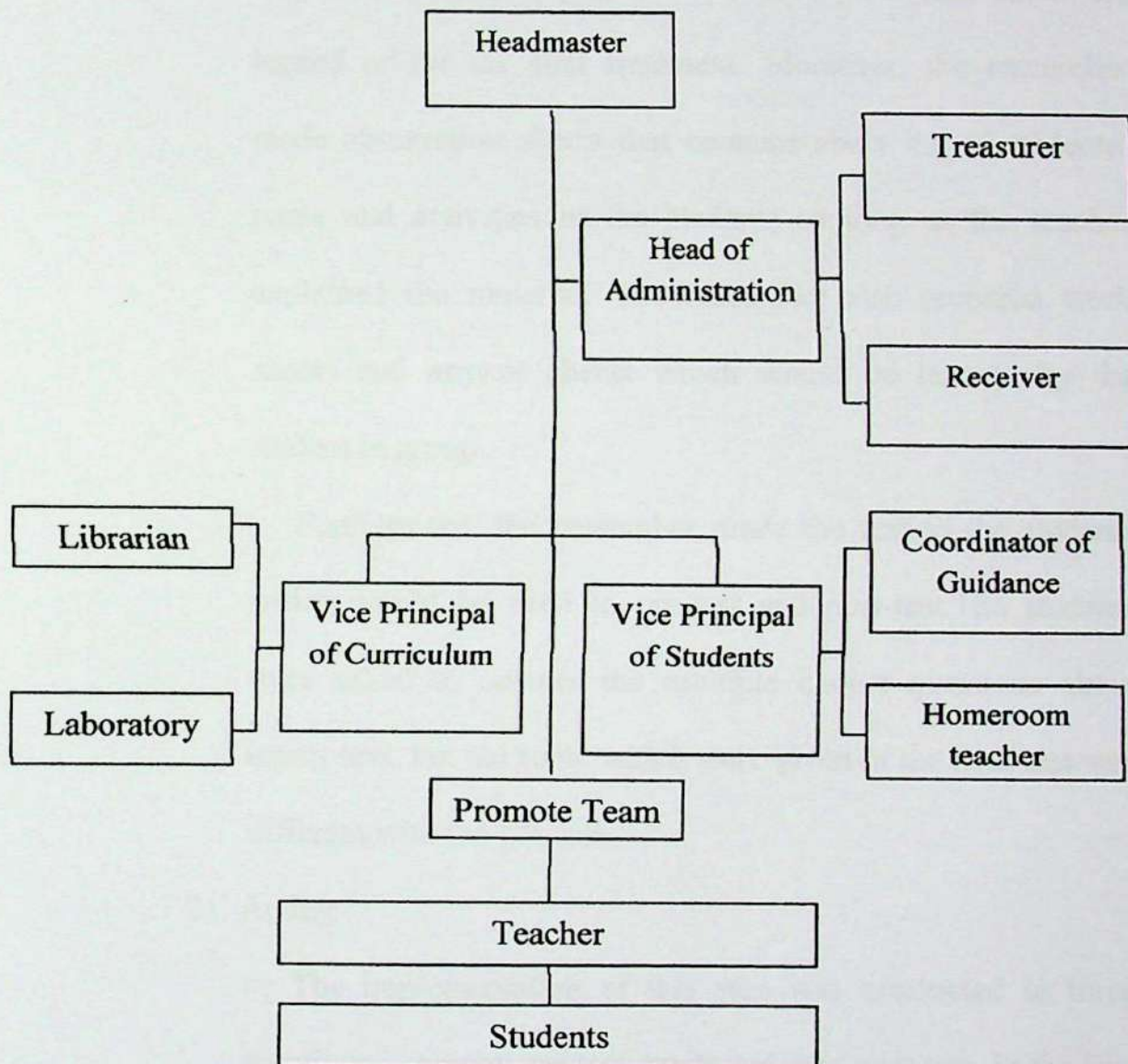


d. Organization of SMP N 5 Metro

The Organization of SMP N 5 Metro in the Academic Year of 2015/2016 can be shown in the figure as follows:

Figure 2:

Organization of SMP N 5 Metro in the Academic Year of 2015/2016

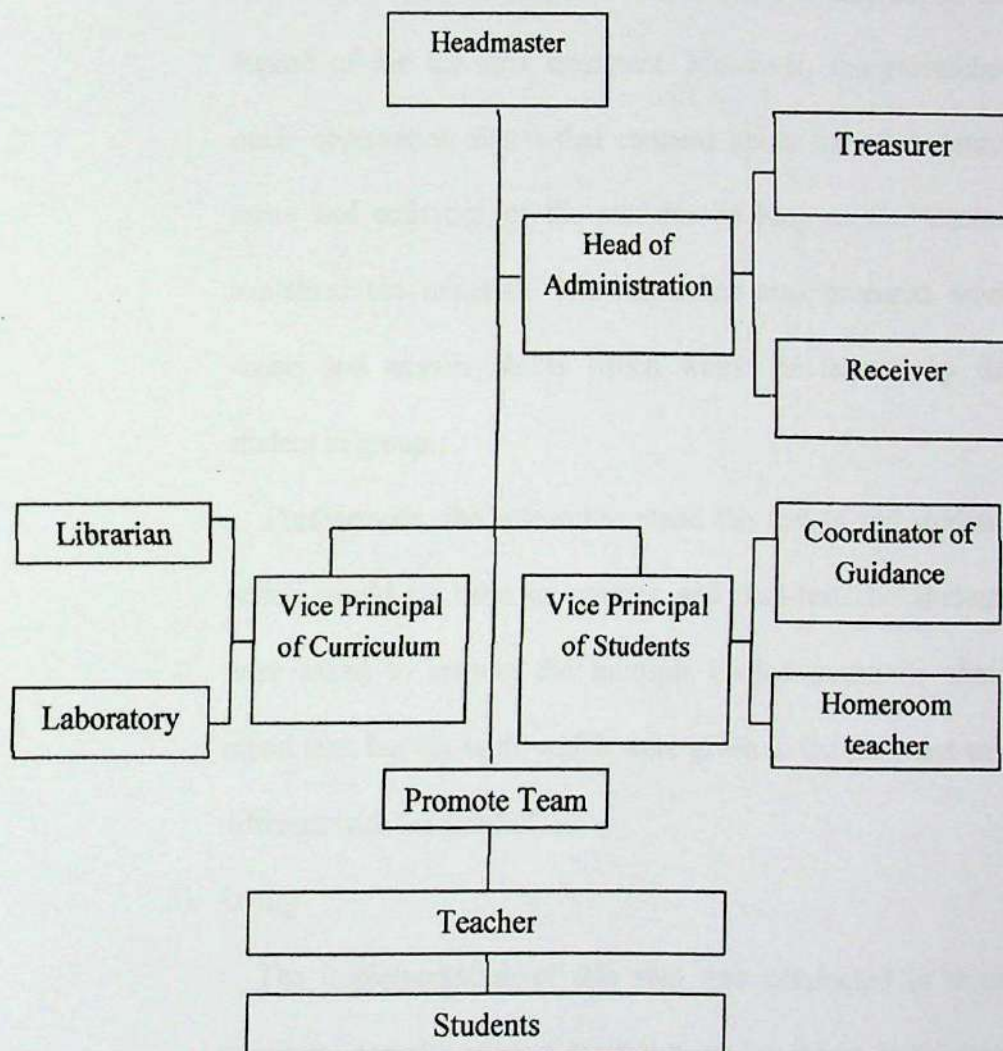


d. Organization of SMP N 5 Metro

The Organization of SMP N 5 Metro in the Academic Year of 2015/2016 can be shown in the figure as follows:

Figure 2:

Organization of SMP N 5 Metro in the Academic Year of 2015/2016



2. Description of the Research

a. Cycle 1

1) Planning

In this cycle, the researcher prepared about the lesson plan, the material, and media of learning. The material was narrative text. The researcher prepared the descriptive text about the legend of for the first treatment. Moreover, the researcher made observation sheets that contains about list of students' name and activities of the students as long as the teacher explained the material. The researcher also prepared work sheets and answer sheets which would be learned by the student in group.

Furthermore, the researcher made the test to the students which would be used in pre-test and post-test. The students were asked to answer the multiple choice questions about report text, but the topic which were given in the post-test was different with the pre-test.

2) Acting

The implementation of this step was conducted in three meetings, namely: pre-test, treatment, and post test. In the first meeting the researcher conducted pre-test on Thursday, April 28, 2016. The pre-test was done to know the ability of the students in writing skill before giving treatment. The students

were given essay about descriptive text. After the students finished pre-test questions, the teacher asked them to submit the answer sheet. The result of pre-test could be seen on the table below:

Table 6
Students' pre test score

No	Name	Pre-test	Note
1	AY	45	Failed
2	ANC	75	Passed
3	AT	65	Failed
4	AP	70	Failed
5	ARD	45	Failed
6	ANA	70	Failed
7	CS	50	Failed
8	DA	55	Failed
9	DI	70	Failed
10	EA	65	Failed
11	EHP	55	Failed
12	ES	60	Failed
13	FS	60	Failed
14	FW	65	Failed
15	IA	75	Passed
16	KA	60	Failed
17	KDR	80	Passed
18	MA	80	Passed
19	MRA	55	Failed
20	MY	60	Failed
21	MAF	65	Failed
22	NR	50	Failed
23	NH	65	Failed
24	NKH	50	Failed
25	RAL	50	Failed
26	RAS	75	Passed
27	SS	55	Failed
28	SM	60	Failed

29	TRW	70	Failed
30	TU	45	Failed
31	TU	75	Passed
32	UH	70	Failed
33	WD	65	Failed
	Total score	2055	
	Average	62.27	

Based on the table , it could be inferred that only 6 (18.18%) students who passed the pre-test and the other students who failed the pre-test with the lowest score was 45 and the highest score was 80. It means the students did not fulfill the minimum standard at SMP N 5 Metro yet. Besides, from the result pre-test, the researcher got the average 62.27So, it was the reason why the researcher used Realia as the alternative media to improve the students' writing skill.

The second meeting was treatment. The researcher conducted treatment on Friday, April 29, 2016. In this meeting, the researcher acted as the teacher and Mrs. Tri Wihar Susilowati (English teacher) as the collaborator in the classroom. The researcher started the meeting by praying and greeting, checking the attendance list, and asking the students' condition, motivating the students, reviewing the students by giving question related with previous meeting, explaining the purpose of study and topic would be learned, and dividing the students in group.

After that the researcher gave subject material. Before explained the material, the researcher presented some realia, such as: plastics fruits and animal toys. The students observed the realia, how the condition, they could touch directly.

Then, the researcher asked the students to mention the adjectives that they knew. After that, the researcher taught in the classroom by realia media. The researcher explained component of descriptive text about the social function, structure, and language feature. Afterwords, the researcher divided the students in a group. There were 6 groups in the class. Each group consists of 5 until 6 students.

In group, the students discussed about the descriptive text. The researcher guided the students to be active in the class. As long as the students studied in group, the researcher went around the class, listened how the group worked, and gave praise to the group. Then, the researcher with the students corrected their answer sheet. The researcher clarified and explained the right answer.

In the end of meeting, the researcher gave feedback the learning process, informed activities in next meeting and closed the meeting by praying together.

The post-test was conducted on Friday, April 29, 2016. Post-test to know how the writing skill of the students after

giving treatment. The result of post-test in cycle 1 could be seen on table, as follows:

Table 7
Post-test 1 score

No	Name	Post-test 1	Note
1	AY	50	Failed
2	ANC	80	Passed
3	AT	75	Passed
4	AD	75	Passed
5	ARD	65	Failed
6	ANA	80	Passed
7	CS	65	Failed
8	DA	60	Failed
9	DI	75	Passed
10	EA	60	Failed
11	EH	60	Failed
12	ES	80	Passed
13	FS	65	Failed
14	FW	60	Failed
15	IA	80	Passed
16	KA	65	Failed
17	KDR	85	Passed
18	MA	80	Passed
19	MRA	65	Failed
20	MY	60	Failed
21	MAF	75	Passed
22	NR	55	Failed
23	NH	65	Failed
24	NKH	55	Failed
25	RAL	60	Failed
26	RAS	80	Passed
27	SM	65	Failed
28	SS	70	Failed
29	TRW	75	Passed
30	TU	50	Failed
31	TU	75	Passed
32	UH	75	Passed

33	WD	80	Passed
	Total score	2265	
	Average	68.64	

From the table, it can be concluded that the students' average score (mean) was 68.64. The highest score was 85 and the lowest score was 50 . Based on MMC, there were 15 (45.45%) students that had passed post test 1 or got score ≥ 75 . It means that in cycle 1 the students' achievement improve enough, but was not successful yet.

3) Observing

As long as the researcher explained the material, the collaborator observed the students' activities. In learning process, there were four indicators were used to know the students' activities. Every student who active in learning process gave a tick in observation sheet. The indicators of the students' activities were:

- a) Pay attention of the teacher's explanation.
- b) Understanding the material.
- c) Making note from the material.
- d) Doing the task descriptive text based on Realia media.

The result of students' learning activities could be seen as follows:

Table 8**The Result of Students' Learning Activities in Cycle I**

No	Name	Activities			
		A	B	C	D
1	AY	2	3	2	2
2	ANC	4	4	3	4
3	AT	3	3	2	3
4	AD	3	3	4	3
5	ARD	3	2	2	2
6	ANA	4	4	5	4
7	CS	2	2	2	2
8	DI	3	3	3	2
9	DA	3	4	3	3
10	EHP	3	2	2	2
11	EA	2	2	4	2
12	ES	3	3	3	3
13	FS	3	3	2	2
14	FW	2	2	2	2
15	IA	4	4	3	4
16	KA	3	2	2	2
17	KDR	4	4	3	4
18	MA	5	5	4	4
19	MRA	3	2	2	2
20	MY	2	2	5	2
21	MAF	3	3	3	2
22	NR	3	2	3	2
23	NH	3	2	2	2
24	NKH	2	2	2	2
25	RAL	2	2	2	2
26	RAS	4	4	5	3
27	SA	3	2	3	2
28	SM	3	2	2	2
29	TRW	2	2	3	2
30	TU	2	2	3	2
31	TU	4	3	4	4
32	UH	3	3	2	3
33	WD	4	3	4	3
Total		99	91	96	85
Percentage (%)		60	55.15	58.18	51.51

The table above showed that the students who gave attention to the teacher's explanation was 60%, understanding the material was 55.15%, active in group was 58.18%, and do the task was 51.51%.

Based on the result above, it could be concluded that the learning process in cycle 1 was not successfully yet because not all students active in the learning process.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the standard score. It could be seen from the result of pre-test score and post-test I score. However, most of students' scores had improve although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problem that found, as follows:

- a) There were some students did not understand the material.
- b) Some students did not active in group.
- c) Some students could not do the task yet.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, as follows:

- a) Teacher gave the students motivation to study harder.
- b) Teacher gave more detail explanation about the material and gave questions after explaining the material to control the students' skill.
- c) Teacher made the learning more attractive.
- d) Teacher guided the students more active in the learning process.

b. Cycle II

Cycles II was similar with cycle I, it divided in planning, acting, observing, and reflecting. It would be explained more detail as follows:

1) Planning

Based on observing and reflecting in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, the material and media, observation sheet, work sheets, answer sheets, and test for post-test.

2) Acting

The implementation of this step was conducted on two meetings, namely: treatment and post-test. The description of the acting in cycle II could be elaborated as follows:

The treatment in cycle II was conducted on Thursday, May 05, 2016. It was started by greeting and asking the students' condition. Besides, the teacher gave rewards to the top teams. Then, the teacher presented the material about descriptive text by using Realia media. The teacher asked the students to describe the animal toys as the realia media. Moreover, teacher divided the students in a new group. Each of group consists of 5 until 6 students. In group, the students were asked to describe the realia that gave by the teacher and fill the answer sheet based on the realia. After all groups finished their discussion, the teacher and the students corrected the student answer sheet together.

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

After giving treatment, the researcher conducted post-test on Friday, May 06, 2016. The test was essay. The question was still about descriptive text. After they finished the test, they corrected it with the teacher and accumulated the post-test II

score with the beginning score (pre-test score). Then, the teacher gave the rewards to top teams. The result of post test II could be seen on the table below:

Table 9
Post Test II Score

No	Name	Post-test 2	Note
1	AY	65	Failed
2	ANC	85	Passed
3	AT	75	Passed
4	AD	80	Passed
5	ARD	60	Failed
6	ANA	80	Passed
7	CS	65	Failed
8	DI	75	Passed
9	DA	75	Passed
10	EHP	80	Passed
11	EA	70	Failed
12	ES	85	Passed
13	FS	75	Passed
14	FW	70	Failed
15	IA	85	Passed
16	KA	80	Passed
17	KDR	80	Passed
18	MA	90	Passed
19	MRA	75	Passed
20	MY	80	Passed
21	MAF	80	Passed
22	NR	75	Passed
23	NH	75	Passed
24	NKH	75	Passed
25	RAL	80	Passed
26	RAS	85	Passed
27	SS	75	Passed
28	SM	75	Passed
29	TRW	85	Passed
30	TU	60	Failed

31	TU	80	Passed
32	UH	85	Passed
33	WD	75	Passed
	Total score	2535	
	Average	76.81	

Based on the table above, it could be seen that the students' average score (mean) in post-test II was 76.81. The highest score was 90 and the lowest score was 60. According to standard score, 80% students had passed the test. Most of students could develop their writing skill. It means that cycle II was successful.

3) Observing

In the learning process, there were also four indicators used to know students' activities like in learning process before. The result of students' learning activities observation, as follows:

Table 10
The Result of Students' Learning Activities in Cycle II

No	Name	Activities			
		A	B	C	D
1	AY	4	4	3	3
2	ANC	5	5	4	4
3	AT	4	4	3	3
4	AD	4	4	4	3
5	ARD	4	3	4	4
6	ANA	5	4	5	4
7	CS	5	3	3	4
8	DI	3	4	4	3
9	DA	3	4	4	4
10	EHP	4	4	5	4
11	EA	4	3	4	3
12	ES	4	4	4	4

13	FS	4	4	3	4
14	FW	3	3	3	3
15	IA	5	5	4	4
16	KA	4	4	3	3
17	KDR	4	5	4	4
18	MA	5	5	4	5
19	MRA	4	3	3	3
20	MY	4	4	5	4
21	MAF	4	4	4	4
22	NR	4	3	4	3
23	NH	4	3	4	3
24	NKH	3	3	3	3
25	RAL	4	4	3	4
26	RAS	5	5	5	4
27	SS	3	4	3	4
28	SM	4	4	4	4
29	TRW	4	4	4	4
30	TU	4	3	4	4
31	TU	5	4	5	5
32	UH	4	5	3	3
33	WD	4	4	4	3
Total		134	129	126	121
Percentage (%)		81.21	78.18	76.36	73.33

The table above showed that the fourth students' activities in cycle II improve. The students' activity that had high percentage was pay attention to the teacher's explanation (81.21%), the second high percentage was understanding the material (78.18%), the third was active in group (76.36%), and for the students' activity which had low percentage was do the task (73.33%).

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activities improve from cycle I to cycle II.

4) Reflecting

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were 80% of students passed the examination that means the students' writing skill had improve. From the result above, the researcher concluded that this research was successful and would not be continued in the next cycle.

B. Interpretation

1. Improving The Students' Writing Skill By Using Realia Media at The Eighth Grade Of Junior High School 5 Metro On Cycle I And Cylce II

In cycle I, English learning process was not successfully and the students' average score was low. While, the score of the students post-test I was higher than pre test. Moreover, in cycle II the students' average score was higher than on cycle I. The following was the table of illustration score in cycle I and II:

Table 11
Students' score on Cycle I and Cycle II

No	Name	Cycle I			Cycle II	
		Pre test	Post Test I	Improving	Post Test II	Improving
1	AY	45	50	5	65	20
2	ANC	75	80	5	85	10
3	AT	65	75	10	75	10
4	AD	70	75	5	80	10
5	ARD	45	65	20	60	15

6	ANA	70	80	10	80	10
7	CS	50	65	10	65	15
8	DI	55	60	5	75	20
9	DA	70	75	5	75	5
10	EHP	65	60	0	80	15
11	EA	55	60	5	70	15
12	ES	60	80	20	85	25
13	FS	60	65	5	75	15
14	FW	65	60	0	70	5
15	IA	75	80	5	85	10
16	KA	60	65	5	80	20
17	KDR	80	85	5	80	0
18	MA	80	80	0	90	10
19	MRA	55	65	10	75	20
20	MY	60	60	0	80	20
21	MAF	65	75	10	80	15
22	NR	50	55	5	75	25
23	NH	65	65	0	75	10
24	NKH	50	55	5	75	25
25	RAL	50	60	10	80	30
26	RAS	75	80	5	85	10
27	SS	55	65	10	75	15
28	SM	60	70	10	75	15
29	TRW	70	75	5	85	15
30	TU	45	50	5	60	15
31	TU	75	75	0	80	5
32	UH	70	75	5	85	15
33	WD	65	80	20	75	10
Total		2055	2265	220	2535	480
Average		62.27	68.64	6.67	76.81	14.55

Based on the result of pre test, post-test I and post-test II, it was known that there was improving writing skill by using realia media. It could be seen from the average 62.27 to 68.64 became 76.81. Therefore, the researcher concluded that the research was successful because the success indicator of this research had been achieved

2. Improving The Students' Learning Process on Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

Table13
Improving The Students' Learning Process on Cycle I and Cycle II

No	Name	Cycle I	Cycle II	Improving	Explanation
1	AY	9	14	5	Improve
2	ANC	15	18	3	Improve
3	AT	11	14	3	Improve
4	AD	13	15	2	Improve
5	ARD	9	15	6	Improve
6	ANA	17	18	1	Improve
7	CS	8	15	7	Improve
8	DI	11	14	3	Improve
9	DA	13	15	2	Improve
10	EHP	9	17	8	Improve
11	EA	10	14	4	Improve
12	ES	12	16	4	Improve
13	FS	10	15	5	Improve
14	FW	8	12	4	Improve
15	IA	15	18	3	Improve
16	KA	9	14	5	Improve
17	KDR	15	17	2	Improve
18	MA	19	19	0	Constant
19	MRA	9	13	4	Improve
20	MY	11	17	6	Improve
21	MAF	11	16	5	Improve
22	NR	11	14	3	Improve
23	NH	9	14	5	Improve
24	NKH	8	12	4	Improve
25	RAL	8	15	7	Improve
26	RAS	16	19	3	Improve
27	SS	10	14	4	Improve
28	SM	9	16	7	Improve
29	TRW	9	16	7	Improve
30	TU	9	15	6	Improve

31	TU	15	19	4	Improve
32	UH	11	15	4	Improve
33	WD	14	15	1	Improve
Total		371	510	139	
Average		11.30	15.48	4.21	

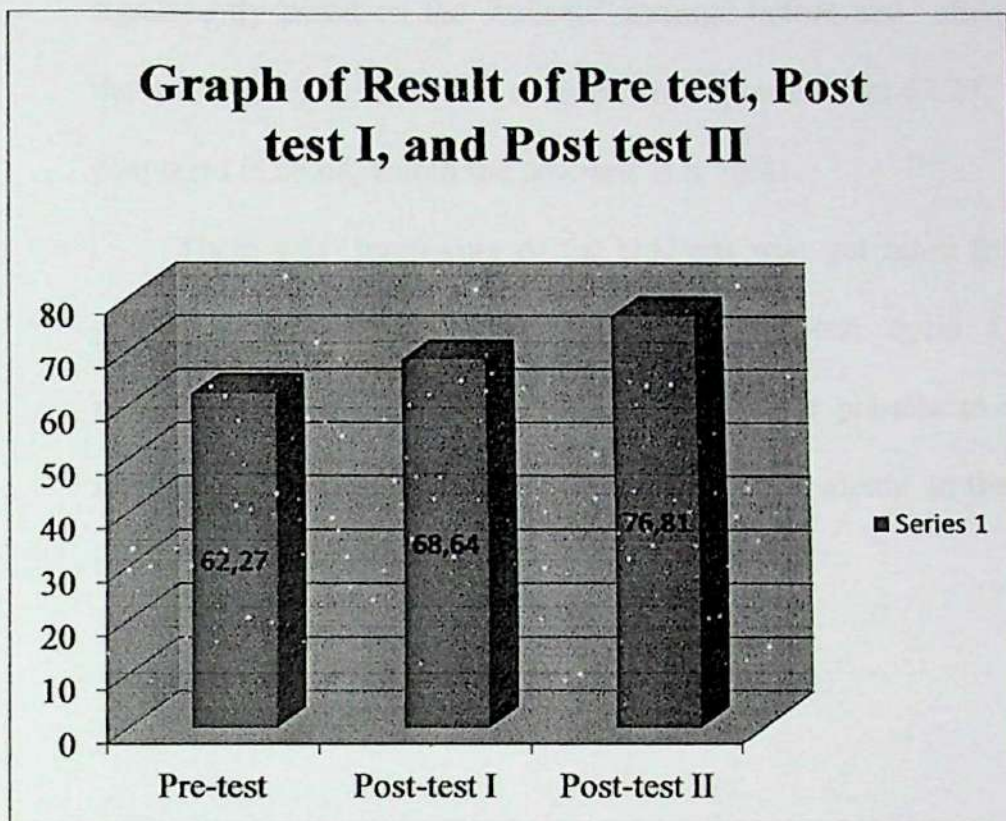
Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students showed good improving in learning activities when Realia media was applied in learning process from cycle I to cycle II.

3. The Comparison of Pre-test and Post-test

Based on the explanation above, it could be inferred that the using Realia media could improve the students' writing skill. There was progress average score from 62.27 to 68.64 and to 76.81. The researcher showed the graph of the result pre-test, post-test I and post-test II, as follows:

Figure 3

Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the result of the research, it can be concluded that Realia media could improve the students' writing skill. It was supported by the improving score of the students from pre-test to post-test I, and from post test I to post-test II.

Because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 75, therefore this research was stated finish and could be stopped in cycle II.

The research was success if 80 % of students able to achieving of the minimum mastery criteria (MMC), that was 75.

Based on the result of pre-test and the post-test, it could be seen that Realia media was able to improve the students' writing skill significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 62.27, in the post-test I is 68.64, and in the post-test II is 76.81.

There was improving of the students who got score from the pre-test to the post-test cycle I, and from post-test cycle I to the post-test cycle II. From 6 students (18.18%) in pre-test to the 15 students (45.45%) in post-test I, and from 15 students in the post-test I to the 27 students (81.81%) in post-test II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the using of Realia media in writing skill, the researcher draws the conclusion as follows:

The Realia media can be effective media and it can be used as alternative way in teaching writing because the media easy for using and it was one of interesting media which very closed to the students' learning activities. It can be show that there was improving students' writing skill by using realia media on cycle I, in pre test is 62.27 to post test I is 68.64. and cycle II in post test II is 76.81. Improving score from cycle I and cycle II is 8,77. Improving the learning process of writing skill is 4.18.

The result of cycle II already reached the indicator of success that was 80% students fulfill the standard criteria with the score minimum was 75. The coclusion is by using realia media, there is improving the students' writing skill at the eight grade of Junior High School 5 Metro.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. By using realia as media the students' writing skill on descriptive text can improve, so realia media can be used as an alternative way in learning process because realia is one of media can be seen and touch directly by student so they can more explore their idea.
2. By using realia media in learning process of the students writing skill on descriptive text can make student interest, so realia media can improve the students motivation.
3. The students are suggested to improve their ability in mastering many vocabularies in order that can success in writing descriptive text.

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CURRICULUM VITAE



Mardani Yudi Ningsih was born in Metro, July 25, 1993. She is the first child of Father Ma'mun and Mother Barida. She lives in Metro Pusat. Beginning from Elementary School Number 1 of Metro have been made her ready to interact with others and to learn further lessons. Then, she continued her study in Junior High School Number 4 of Metro for three years. After graduating, she decided to study in Vocational High School of Kartikatama 1 Metro and finished in 2010. Then, She enrolled to English Department of STAIN Jurai Siwo Metro up to now.