

AN UNDERGRADUATE THESIS

THE USE OF REALIA MEDIA
TO IMPROVE THE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE
OF SMP IT BINA INSANI METRO



By:
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1447 H / 2025 M

**THE USE OF REALIA MEDIA
TO IMPROVE THE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE
OF SMP IT BINA INSANI METRO**

Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd.)
In English Education Department

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APPROVAL PAGE

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WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Wassalamu'alaikum Wr. Wb

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Assalamu'alaikum Wr. Wb.


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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui,
Ketua Program Studi TBI

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE OF REALIA MEDIA TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO, Written by Nur Faizah, student number: 2101051028, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, April 24th, 2025 at 08.00 - 10.00 WIB.

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**THE USE OF REALIA MEDIA
TO IMPROVE THE STUDENTS' WRITING SKILL
IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE
OF SMP IT BINA INSANI METRO**

ABSTRACT

By:

NUR FAIZAH

The objective of this research is to determine whether the use of realia media as a learning tool can improve the students' writing skills. The focus of this study is on writing skills using realia media for English language students at SMP IT Bina Insani Metro. This is related to the problem identification that students' writing ability is very low, especially in describing a text. Many students pay little attention to appropriate vocabulary and grammar, and most of them struggle to express their ideas through writing. The use of realia media as a learning tool can be applied to foster students' creativity in order to enhance their writing skills.

This research employs Classroom Action Research (CAR) conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection. In this study, students were given a pre-test before the treatment and a post-test after the treatment. The subjects of this research were 25 students in Grade VII A at SMP IT Bina Insani Metro. To collect the data, the researcher used tests (pre-test, post-test I in cycle 1, and post-test II in cycle 2), observations, field notes, and documentation.

The results of this study indicate an improvement in the writing skills of the seventh-grade students at SMP IT Bina Insani Metro. This can be seen from the increase in students' average scores on the pre-test and post-tests. In the pre-test, the students' average score was 40.6, which increased to 57 in post-test I and further improved to 81.36 in post-test II. Based on these findings, it can be concluded that the use of realia media as a learning tool is an effective strategy to enhance students' writing skills. Furthermore, this research can be considered successful as the predetermined criteria were successfully achieved.

Keyword: Writing Skill, Realia Media, Classroom Action Research

**PENGUNAAN MEDIA REALIA
DALAM MENINGKATKAN KETERAMPILAN MENULIS
TEKS DESKRIPTIF PADA SISWA KELAS VII
SMP IT BINA INSANI METRO
ABSTRAK**

OLEH:

NUR FAIZAH

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan media belajar realia dapat meningkatkan keterampilan siswa dalam menulis teks deskriptif. Fokus penelitian ini adalah keterampilan menulis menggunakan realia media siswa bahasa Inggris SMP IT Bina Insani Metro. Hal ini terkait dengan identifikasi masalah bahwa kemampuan menulis siswa sangat rendah terutama dalam mendeskripsikan sebuah teks, banyak siswa kurang memperhatikan kosakata dan tata bahasa yang baik dan benar, dan sebagian besar siswa sulit mengekspresikan ide mereka melalui tulisan. Penggunaan media belajar realia media dapat diterapkan untuk membangun kreativitas siswa guna meningkatkan keterampilan menulis siswa.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal sebelum perlakuan dan tes akhir setelah perlakuan. Subjek penelitian ini adalah 25 siswa di kelas VII A SMP IT Bina Insani Metro. Dalam pengumpulan data, peneliti menggunakan tes (tes awal, tes akhir I siklus 1 dan tes akhir II siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan menulis siswa kelas VII SMP IT Bina Insani Metro. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test nilai rata-rata siswa sebesar 40.6, dan pada post-test I nilai rata-rata meningkat menjadi 57, dan pada post-test II nilai rata-rata meningkat menjadi 81.36. Dan berdasarkan hasil ini dapat disimpulkan bahwa penggunaan media belajar realia media merupakan salah satu strategi yang dapat meningkatkan keterampilan menulis siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

Kata Kunci: *Keterampilan Menulis, Realia Media, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY.

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It states that this undergraduate thesis is originally the result of this research, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, April 11, 2025

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 April 2025

Peneliti



NUR FAIZAH
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MOTTO

" نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ (١) "

“Nun. By the pen and what they write.”

(QS. Al-Qalam: 1)

DEDICATION PAGE

This Undergraduate Thesis is dedicated to:

1. My beloved parents, Mr. Eri Kusworo as my father and Mrs. Ajeng Suharti as my mother. Thank you for all your hard work in fulfilling my needs, for being by my side from childhood to adulthood, for always praying for the best for me, and for giving me unconditional love that I can never repay.
2. My brother, Ahmad Fauzan. Thank you for always encouraging me, for your love, for dedicating your time, energy, and financial support throughout my studies. I truly appreciate your constant motivation in every achievement I pursue.
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4. My extended family, who continuously offer prayers, encouragement, and endless motivation throughout my research journey.
5. My advisor, Eka Yuniasih, M.Pd., who has provided invaluable guidance, direction, and constructive feedback in the writing of this thesis.
6. My dearest friends (Fitri, Julia, Melia, Sabila), thank you for always supporting me and being by my side throughout my university years.
7. My classmates at IAIN Metro, thank you for the wonderful companionship and shared experiences during our studies.

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The researcher acknowledges that the completion of this undergraduate thesis, entitled "The use of realia media to improve the students' writing skill in descriptive text of the seventh grade of SMP IT Bina Insani Metro," would not have been possible without the help and valuable suggestions from many individuals. Their support has been crucial to the realization of this proposal. Therefore, the researcher would like to extend her heartfelt appreciation and sincere thanks to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., as the Rector of Institut Agama Islam Negeri Metro Lampung.
2. Dr. Siti Annisah, M.Pd., Dean of the Tarbiyah and Teacher Training Faculty of Institut Agama Islam Negeri Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, B.I., Head of IAIN Metro's English Department.
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5. Aisyah Sunarwan, M.Pd, the secretary of English Education Study Program of FTIK IAIN Metro.
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7. The Headmaster, Teachers, and Staff of SMP IT Bina Insani Metro, who have permitted the researcher to conduct the research in this school.

The author hopes that this paper will be useful for the author in particular and for readers in general. May the efforts and good services of Mr., Mrs., and all of you be a deed of worship and be blessed by Allah SWT, and hopefully Allah SWT will reward you, Aamiin Yaa Robbal 'Aalamiin...

Metro, April 11, 2025

The Researcher



NUR FAIZAH

Std.Number: 2101051028

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CHAPTER I

INTRODUCTION

A. Background of the study

English language teaching in Indonesia plays a very important role in both formal and non-formal institutions. English language teaching includes four language skills consisting of listening, speaking, reading and writing. As part of the English learning process, writing is very important.¹ Writing is one of the language skills that must be taught in addition to other skills. Writing is considered as a productive skill that aims to help students in expressing their ideas in written form. In reality, English learning has a tendency to be boring. When teachers teach English, students are taught all branches of English. There is grammar, speaking, listening and writing into one. This is one of the reasons why students find English difficult and confusing to learn. Because they learn at the beginning with various branches of material that are all difficult. Therefore, we as teachers need to have ideas for students to be enthusiastic about learning English with various learning creations, such as the use of media in learning.

Teacher is suggested to give much practice in teaching English to objects or things. Objects or things allow us to explain a word or concept in a simply way by showing the objects. For example in teaching writing descriptive text, the teacher can use realia as an effective aid to make easy in understanding the examples of descriptive text. By showing the realia,

¹ Jeremy Harmer, *How to Teach Writing*. Pearson Education Limited (2004)

students can understand the kinds of realia that practiced. Students can see the real object and not only imagine the object that will be described so they remember easily how to describe the object also write it easy. The use of realia, then, can enhance linguist comprehensibility, which are both prerequisites for real language learning.

Furthermore, one important rule to support the writing process in education is the use of media. The media serves as a communication medium.² It refers to any type of medium used to transfer information from the sender to the receiver, including messages designed for educational purposes. Media serve the function of facilitating communication. Nowadays, various forms of media are available to support the learning process, such as television, radio, audio recorders, visual charts, cartoons, and tangible objects (realia) that can be applied as instructional tools. Realia are authentic items commonly found in our environment, which are used in classroom settings to teach and enhance students' writing abilities. By using realia, students are guided to better grasp the lesson's objective by linking their prior knowledge with new learning content. One example of written text that illustrates both living and non-living things is descriptive text.

According to Blanchard and Root (2003), description is a way to create a picture using words by appealing to the senses and helping readers visualize the subject clearly.³ The most important part of writing a

² Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning*. Merrill Prentice Hall.

³ Blanchard, K., & Root, C. (2003). *Ready to Write 3: From Paragraph to Essay*. Pearson Education.

description is using clear and effective words that create exactly the picture you want.⁴ In the teaching process, a teacher should be capable of selecting and implementing suitable and engaging techniques to prevent students from feeling bored. Realia media can serve as a medium for delivering messages and encouraging students' thinking during the teaching and learning activities.

However, students often exhibit low writing proficiency, particularly in composing descriptive texts. This is because such texts require careful attention to several elements: the relevance between the title and content, the coherence of themes and sentence flow, correct spelling and capitalization, appropriate word choice or diction, sentence structure, and overall neatness of the writing. Writing skills are closely linked to vocabulary mastery the greater a student's vocabulary knowledge, the better their writing ability tends to be; conversely, limited vocabulary often results in weaker writing skills.

The researcher has conducted a pre-survey at SMP IT Bina Insani Metro, on September 06, 2024. Based on the result of a pre-survey and an informal interview with the English teacher at SMP IT Bina Insani Metro, it was found some problem, they are most students lack of vocabulary mastery and have difficulties in using correct grammar in writing. Students tend to have low ability in writing, especially in composing descriptive texts, which require attention to the suitability of titles, themes, sentences, spelling, capitalization, diction, sentence structure, and neatness. Writing

skills at school should make students have the ability to use proper grammar and spelling and also have the ability to produce new ideas creatively, Therefore, researcher have an idea in increasing the interest of writing skills in students using interesting learning media, such as media realia. The results of the pre-survey are illustrated in the following table. Below the data of pre-survey:

Table.1
The Data of Pre-Survey Result among the Seventh Graders
of SMP IT Bina Insani Metro

No	Score	Frequency	Percentage	Explanation
1	>70	5	20%	Complete
2	<70	20	80%	Incomplete
Total		25	100%	

Writing abilities receive low marks. Only five pupils out of 25 achieved high scores, while 20 students fell short of the Minimum Completion Criteria (MCC) of 70. It is evident from the writing skills of SMP IT Bina Insani Metro students that they still have a low writing capacity. Students have difficulty in expressing ideas and determining the right vocabulary in writing due to the lack of vocabulary and grammar. Therefore, a writing technique using learning media is needed. The use of realia media can be an appropriate technique to improve students' ability in writing skill. Therefore, the researcher want to conduct a study with the title " The Use of Realia Media to Improve the Students' Writing Skill in Descriptive Text of the Seventh Grade of SMP IT Bina Insani Metro”.

B. Problem Identification

From the background above, the following problems were identified:

1. Students have low writing proficiency, particularly in descriptive texts.
2. Students demonstrate limited vocabulary and grammatical knowledge.
3. Students face difficulties in expressing ideas through writing.

C. Problem Limitation

Based on the problems above, the researcher limits the problems on the students have low ability in writing subject, especially in descriptive text. So, the researcher use realia media to improve the students' writing skill in descriptive text of the seventh grade of SMP IT Bina Insani Metro.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follows:

“Can the use of realia media improve the seventh grade students' writing skills in descriptive text at SMP IT Bina Insani Metro?”

E. Objectives and Benefits of The Study

1. The Objective of study

To know the use realia media can improve the students descriptive text writing skill and to improve the students' learning activities.

2. The benefit of study

a. For the Students

- 1) To enable the students to be more comprehend about a realia media.
- 2) The result of the research is that the students are expected to be able to increase their mastery in writing ability.

b. For the Teachers

To give information for English teacher how to implement teaching writing using realia media.

c. For other Researchers

This result of the research can be used as a consideration for further researchers.

F. Prior Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.

A study entitled *"improving students' competence in writing descriptive text by using realia media"*. Written by Agus Salim Lamusu. The objective of the research is to increase students' writing skill in descriptive writing by incorporating realia media into the classroom. The result, after being educated via the use of realia media, the student's ability to write descriptive language improves significantly. The use of

realia as a medium for improving students' ability to write descriptive texts proved to be quite beneficial.⁵

A study entitled “*the use of realia to increase student’s creativity in writing descriptive text in seventh graders of SMP Negeri 1 Mangunjaya, Pangandaran Regency.*”. Written by Tia Yulistiana Aprila. The objective of the research is to find out whether teaching using realia can improve students’ creativity in writing descriptive text. The result of pretest and posttest in the experimental class implied that realia can improve the ability of students in writing descriptive text.⁶

A study entitled “*the effect of using realia objects towards students’ achievement in writing descriptive text at the tenth grade of SMK Negeri 1 Tambusai Utara*”. Written by Sri Mustika et.al. The objectives of this research was to examine the effect of using realia objects toward students’ achievement in writing descriptive text at tenth grade of SMK N 1 Tambusai Utara. The result, it can be concluded that there was a significant effect of using realia objects toward students’ achievement in writing descriptive text at the tenth grade of SMK N1 Tambusai Utara.⁷

A study entitled “Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading Literary Texts,” Melor Md

⁵Agus Salim Lamusu, ‘Improving Students’ Competence in Writing Descriptive Text by Using Realia Media’, Journal La Edusci, 3.1 (2022), 18–22 <<https://doi.org/10.37899/journallaedusci.v3i1.611>>.

⁶Tia Yulistiana Aprila, ‘The Use of Realia to Increase Student’s Creativity in Writing Descriptive Text in Seventh Grades of SMP NEGERI 1 Mangunjaya, Pangadaran Regency’, Journal Edu Research, 2.02 (2021), 1–23.

⁷Sri Mustika, Andri Donal, and Rijalul Husni, ‘The Effect of Using Realia Objects Toward Students’ Achievement in Writing Descriptive Text At the Tenth Grade of Smk Negeri 1 Tambusai Utara’, Journal of English Education, 4.2 (2018), 141–46.

Yunus, Hadi Salehi, and Dexter Sigan Anak John (2013) investigated the perceptions of 52 English teachers in Malaysia using a mixed-method approach consisting of questionnaires and interviews. The findings revealed that the teachers held positive attitudes towards the use of visual aids such as animation videos, pictures, films, and projectors. These tools were considered effective for engaging students and improving their reading interest, particularly in literary texts. However, this study focused on teachers' perceptions and the role of visual materials in literature classes, which differs from the present research that applies real-world learning media designed by the teacher and targets writing skills through classroom action research.⁸

A study entitled "Child Education Through Animation: An Experimental Study" conducted by Md Baharul Islam, Arif Ahmed, Md Kabirul Islam, and Abu Kalam Shamsuddin (2014) involved three groups of primary school students in Dhaka, Bangladesh. Using an experimental method, the researchers integrated animated visual learning materials with teacher instruction in a blended learning model. Results indicated a significant improvement in students' ability to acquire knowledge and skills, with students showing favorable responses compared to traditional teaching methods. Despite its relevance to media use in education, this research differs from the present study in its reliance on animated

⁸ Melor Md Yunus, Hadi Salehi, and Dexter Sigan Anak John, "Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading Literary Texts," *Academic Research International* 4, no. 3 (2013): 234–240, <https://arxiv.org/abs/1305.6360>.

materials and blended approaches, rather than realia-based media crafted for use in real-world classroom settings.⁹

R. Cerezo, V. Calderon, and C. Romero (2024) conducted an experimental study titled “A Holographic Mobile-Based Application for Practicing Pronunciation of Basic English Vocabulary for Spanish-Speaking Children.” Involving 70 preschool children in Spain, the study assessed the effectiveness of a mobile application featuring a 3D holographic teacher. The findings demonstrated a substantial increase in learners’ motivation and pronunciation skills within the experimental group compared to those receiving traditional instruction. This research highlights the potential of advanced holographic technology in language learning, which stands in contrast to the present study that employs manually created realia media in a classroom setting, without reliance on high-tech solutions.¹⁰

A study entitled “Mobile Learning Environment System (MLES): The Case of Android-Based Learning Application on Undergraduates’ Learning” by Hafizul Fahri Hanafi and Khairulanuar Samsudin (2012), a survey was conducted among 56 undergraduates at Sultan Idris Education University in Malaysia. The students responded positively to the interactivity and accessibility of the Android-based application, although issues with internet connectivity were noted. The system was considered

⁹ Md Baharul Islam et al., “*Child Education Through Animation: An Experimental Study*,” *International Journal of Computer Applications* 86, no. 8 (2014): 1–5, <https://arxiv.org/abs/1411.1897>.

¹⁰ R. Cerezo, V. Calderon, and C. Romero, “*A Holographic Mobile-Based Application for Practicing Pronunciation of Basic English Vocabulary for Spanish-Speaking Children*,” *arXiv* (2024), <https://arxiv.org/abs/2402.07897>.

an effective supplementary tool for learning. This research, while informative about digital learning, differs significantly from the present study which focuses on real-world learning media, specifically physical objects used to support junior high school students' writing skills through teacher-created materials.¹¹

Kabri and Budiyo (2024) explored the development of multimedia in their research titled "Interactive Multimedia Learning for Basic English Education." Using the ADDIE development model with 43 student participants, the study produced an interactive multimedia product that enhanced students' learning outcomes in basic English. The product received favorable feedback regarding its effectiveness and practicality. While both studies aim to improve English language skills, this research emphasizes multimedia development through software tools, whereas the present study utilizes tangible realia media crafted for descriptive writing instruction within a classroom action research framework.¹²

A study entitled "Augmented Reality in Education: Current Trends," M. Akcayir and G. Akcayir (2017) presented a literature review analyzing the use of AR (Augmented Reality) technologies in educational settings. Their findings highlighted the benefits of AR in providing engaging, interactive learning experiences, although challenges such as cost and technical difficulties were also identified. This study, while

¹¹ Hafizul Fahri Hanafi and Khairulanuar Samsudin, "Mobile Learning Environment System (MLES): The Case of Android-Based Learning Application on Undergraduates' Learning," arXiv (2012), <https://arxiv.org/abs/1204.1839>.

¹² Kabri and Budiyo, "Interactive Multimedia Learning for Basic English Education," International Journal of Instructional Technology and Educational Studies (2024), <https://www.researchgate.net/publication/381928973>.

relevant in its focus on innovation in learning, diverges from the present research by centering on virtual and digital augmentation rather than physical real-world media used to enhance writing skills in junior high school students.¹³

A study entitled “The Effectiveness of Digital Game-Based Learning” by H. Wouters, C. van Nimwegen, H. van Oostendorp, and E. D. van der Spek (2013) synthesized data from various studies on the use of digital games in education. The results demonstrated that digital game-based learning was more effective for knowledge retention and skill acquisition than traditional methods. Although both studies share an interest in innovative teaching strategies, the present research contrasts by focusing on realia as a form of non-digital, contextual media aimed at improving descriptive writing skills through action research, not gamification.¹⁴

The differences between my research and the previous studies are in the level of the students, the focus of the writing skill, the type of realia media used, and the research method. The first and second prior studies focused on improving students’ competence and creativity respectively, while the third study focused on students’ achievement at the tenth grade of vocational high school (SMK). In contrast, my study is conducted at the seventh grade of SMP IT Bina Insani Metro, and it aims specifically

¹³ M. Akcayir and G. Akcayir, “*Augmented Reality in Education: Current Trends*,” Computers & Education 68 (2017): 1–29, <https://doi.org/10.1016/j.compedu.2017.04.002>.

¹⁴ H. Wouters et al., “*The Effectiveness of Digital Game-Based Learning: A Meta-Analysis*,” Computers & Education 64 (2013): 229–238, <https://doi.org/10.1016/j.compedu.2012.12.020>.

to improve the students' writing skill in descriptive text by using self-made realia media. Furthermore, this study applies the Classroom Action Research (CAR) method, which emphasizes continual improvement through cycles of planning, action, observation, and reflection in the classroom setting.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of writing

According to Sanggam Siahaan, writing is a productive language skill in written form. It involves the ability to express thoughts and ideas to an individual reader or a group of readers. This skill is demonstrated through the writer's ability to apply the language's conventions effectively in order to communicate the knowledge they possess.¹⁵

Meanwhile, David Nunan explains that writing, whether it involves typing a message on a computer or inscribing symbols like hieroglyphics on parchment, is essentially the physical act of recording words or ideas onto a medium. In other words, writing functions as both a tool for delivering and receiving information and as a form of textual communication, even though it occurs indirectly.

Moreover, while spoken language contains more overt signs and symbols, writing can also incorporate an equal number of these elements. This implies that writing serves as a means of expressing language through the deliberate use of signs and symbols.

Furthermore, Jeremy Harmer also points out that writing appears in a variety of forms and serves numerous purposes. In other terms, writers must adapt their style and approach depending on the context

¹⁵Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: GrahaIlmu, 2008), p.2

and purpose in order to produce writing that appropriately fits the intended format and situation.

Moreover, although writing involves considerable cognitive effort, it can seem effortless when observed in others.¹⁶ Consequently, writing involves more than mere physical ability it also requires cognitive capacity to effectively convey meaning.

Furthermore, writing is one of the core skills in the English language. It is often considered among the most difficult competencies for foreign language learners to master. Despite its challenges, writing remains an essential communication skill that learners must acquire.

Writing enables the expression of language through the use of signs and symbols. The process of planning, composing, and revising written work typically demands a particular set of skills, which not all language users naturally possess. In other words, to produce coherent and well-organized writing, at least three stages must be followed. These stages of the writing process are described in the following explanation.

2. Components of Writing

Writing involves three key components: organization, content, and grammar. These elements are described as follows:¹⁷

a. Organization

This refers to the structural arrangement of the text, which typically includes an introduction, body, and conclusion. It focuses

¹⁶Mike Sharples, 'How We Write', (2016), 1–23.

¹⁷Brown Douglas. H, *Language Assessment: Principles and Classroom Practices*, ed. by Jane Townsend (United States of America: Longman.com, 2004).

on how effectively the writer connects the title, main topic, supporting paragraphs, generalizations, and concluding statements. The emphasis is on whether these components are logically arranged and support each other cohesively.

b. Content

Content pertains to the logical development of ideas within the writing. It evaluates whether the text stays on topic, presents ideas clearly and coherently, and avoids the inclusion of irrelevant information.

c. Grammar

Grammar involves the writer's adherence to the rules of the language. This includes accurate usage of grammatical features such as relative clauses, prepositions, modals, articles, verb tenses, and sentence structure, all of which contribute to a fluent and native-like command of English.

3. The Process of Writing

According to Jeremy Harmer, writing is a process through which individuals learn how to write effectively. He outlines four essential stages involved in the writing process:¹⁸

a. Planning

Planning involves a range of techniques aimed at discovering and generating ideas that will be developed into written content.

¹⁸ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Longman, 2004), p. 4-5

b. Drafting

Drafting refers to the initial attempt at composing a longer piece of writing. It utilizes strategies for organizing and shaping ideas into a preliminary text.

c. Editing (Reflecting and Revising)

Editing includes reflecting on and revising the draft, often with the help of feedback from others such as peers or editors. This stage involves re-evaluating earlier decisions to improve clarity, coherence, and effectiveness.

d. Final Version

After completing the editing process, the writer produces the final version of the text. Although it may differ significantly from the original plan or first draft, the final version represents a polished piece of writing that is ready to be shared with its intended audience.

4. Kinds of Writing

According to Thomas S. Kane, writing can be delineated into three principal categories:¹⁹

a. Exposition

Expository writing seeks to elucidate the convictions, insights, and contemplations of an individual mind. This form of writing is systematically structured, often arranged through patterns such as causality, binary oppositions (true or false, more or

¹⁹Thomas S. Kane, *The Oxford Essential Guide to Writing*, 2003, p. 464.

less, affirmative or negative), or organized from general to particular assertions.

b. Description

Descriptive writing centers around sensory perceptions primarily visual impressions. Its foremost challenge lies in synthesizing observations into coherent and evocative patterns. Through descriptive prose, a reader is invited to mentally reconstruct scenes, visualize characters, or internalize emotional nuances and sensations via imaginative engagement.

c. Narration

Narrative writing comprises a succession of interrelated occurrences that collectively unfold a story. The two primary intricacies of narration are sequencing events chronologically and imbuing them with discernible meaning. In the context of this research, the intent is to explore the influence of students' engagement in crafting descriptive texts, particularly through the implementation of the direct method. This exploration is underpinned by the aforementioned classifications of writing.

5. The Stages of Writing

According to Stephen Bailey, the writing process comprises several essential stages, each contributing to the coherence and clarity of the final composition. These stages are elaborated as follows:²⁰

²⁰Stephen Bailey, *Academic Writing: A Practical Guide*, Cambridge University Press (New York: RoutledgeFalmer, 2018).

a. Planning a text

At its core, planning facilitates the creation of a coherent and logically structured composition. Through preliminary outlining, students are able to delineate the fundamental aspects of their subject matter. Having a clear mental framework enables the writer to begin composing with a sense of direction and purpose.

b. Organizing paragraph

Paragraphs serve as the foundational building blocks of any written text. Beyond the topic sentence, each paragraph should contain supporting details facts, justifications, and explanations that help the writer articulate their ideas clearly while enhancing the reader's comprehension of the argument being presented.

c. Organizing the main body

The structure of the main body is contingent upon the length and complexity of the subject matter. In many cases, it is advisable for the writer to complete the main body before crafting the introduction. This approach allows for better conceptual organization and ensures thematic consistency throughout the text.

d. Introduction

An effective introduction does more than merely state the topic it also provides insight into the writer's tone, approach, and the broader context of the discussion. A compelling introduction is essential to capturing the reader's interest and setting the stage for the content that follows.

e. Conclusion

Conclusions often circle back to the points introduced at the beginning. They serve as a synthesis of the principal arguments, offering the reader a concise summary of the key insights. For those seeking a distilled version of the content, the conclusion provides a useful reference.

f. Re-reading and Proof- Reading

While there may be an inclination to submit one's work immediately after writing the conclusion, revisiting and refining the draft can significantly enhance its quality. For extended tasks, it is beneficial to solicit feedback from peers. This stage includes both revision where the content is reassessed for clarity and coherence and proofreading, which ensures grammatical accuracy, consistency, and overall polish.

6. Teaching Writing

Teaching writing differs fundamentally from teaching speaking, as the two involve distinct cognitive and communicative processes. Spoken language allows for spontaneous expression and immediate feedback from listeners, whereas writing grants the author additional time to formulate, refine, and articulate thoughts with precision. There are four primary justifications for incorporating writing instruction into English language learning: reinforcement, language development, learning style adaptation, and writing as a core skill.

a. Reinforcement

While language acquisition often begins through oral means, many learners benefit significantly from encountering the written form. Shortly after being introduced to new linguistic structures, students frequently reinforce their understanding by composing sentences, thereby solidifying their knowledge through visual and kinesthetic engagement.

b. Language development

Though the benefits of writing in language development are sometimes understated, consistent practice in written expression fosters long-term linguistic growth. Writing serves as a reflective exercise in which learners internalize grammatical forms, vocabulary, and rhetorical conventions bridging the gap between instruction and deeper language comprehension.

c. Learning style

Students possess diverse cognitive preferences; some absorb language efficiently through auditory and visual input, while others require more reflective, paced methods. For many learners, especially those less inclined toward fast-paced verbal interactions, writing becomes a meditative channel for language creation. It also offers a calmer alternative to the dynamic and sometimes stressful nature of real-time conversation.

d. Writing as an ability

Writing holds equal significance to speaking, listening, and reading, and serves as a fundamental rationale for its inclusion as a core language skill in language instruction. Learners are expected to develop familiarity with essential writing conventions such as the proper use of punctuation, paragraph organization, and argumentative structure as well as an understanding of how English pronunciation can influence meaning in written contexts.²¹ Based on the theories above, the scoring rubric applied as follow.

Table.2
Assessment of writing ability

Aspect	Score	Performance Description
Content (C) 30% -Topic -Details	1-30	The topic is complete and clear and the details are relating to the topic
		The topic is complete and clear but the details are almost relating to the topic
		The topic is complete and clear but the details are not relating to the topic
		The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification -Description	1-20	Identification is complete and descriptions are arranged with proper connectives
		Identification is almost complete and descriptions are arranged with almost proper connectives
		Identification is not complete and

²¹Jeremy Harmer, *How To Teach English*, addison We (addison Wesley Longman Limited 1998, 1998).

		descriptions are arranged with few misuses of connectives
		Identification is not complete and descriptions are arranged with misuse connectives
Grammar (G) 20% -Use Present Tense -Agreement	1-20	Very few grammatical or agreement inaccuracies
		few grammatical or agreement inaccuracies but not affect on meaning
		Numerous grammatical or agreement inaccuracies
		Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	1-15	Effective choice of words and words form
		Few misuses of vocabularies, word forms, but not change the meaning
		Limited range confusing words and word form
		Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	1-15	It uses correct spelling, punctuation, and capitalization
		It has occasional errors of spelling, punctuation, and capitalization
		It has frequent errors of spelling, punctuation, and capitalization
		It is dominated by errors of spelling, punctuation and capitalization

Source: Jeremy Harmer, How To Teach English (Longman 1998)

B. Concept of Descriptive Text

1. Definition of Descriptive Text

As cited by Sanggam Siahaan, E. Zemach articulates that descriptive language serves to portray the visual appearance or emotional essence of a subject. In a descriptive composition, the writer

endeavors to enable the reader to mentally perceive the object under discussion. This subject may be abstract such as an idea, opinion, emotion like love or hatred, or even a belief.²² Conversely, it may also be a tangible entity such as a human, an animal, a plant, or a vehicle. The objective of a descriptive passage is to encapsulate the object's sensory dimensions its appearance, taste, texture, and sound. Additionally, it often evokes emotional responses like joy, solitude, or apprehension. Such texts are intended to stimulate vivid mental imagery concerning individuals, places, temporal settings, or underlying motives. According to Eko Noprianto, descriptive text refers to a form of written or oral discourse in which the author or speaker delineates the characteristics of a particular person, animal, location, object, or event to the audience.²³

Succinctly stated, a descriptive text is one that conveys detailed information about a person, place, object, occasion, or phenomenon. Consequently, when determining a topic, the writer crafts a descriptive composition centered on a primary idea, reinforced by supporting details, and concluded effectively. This form of writing is particularly esteemed for its capacity to furnish readers with evocative and compelling depictions.

²²Sanggam Siahaan, *The English Paragraph.*, p. 119.

²³Eko Noprianto, 'Student's Descriptive Text Writing In SFL Perspectives', IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 2.1 (2017), 65 <<https://doi.org/10.21093/ijeltal.v2i1.53>>.

2. The Generic Structure of Descriptive Text

Descriptive text comprises two fundamental structural elements, namely;²⁴

- a. Identification. This component introduces the subject to be described, which may be a person, place, or object.
- b. Description. This segment elaborates on the characteristics of the subject such as its features, shape, color, or any pertinent attributes whether it be an animal, object, location, or person.

By understanding the generic structure of descriptive text, students are better equipped to convey information about a person, object, or place that possesses distinctive traits. Familiarity with this framework enables them to initiate their writing with greater ease and to craft more coherent and effective descriptive compositions.

3. The Grammatical Patterns

- a. Utilizing either the Simple Present Tense or the Simple Past Tense, depending on the context.
- b. Employing predicate structures that include linking verbs such as be, has/have, or sensory-related verbs like look, seem, sound, taste, etc.
- c. Making use of adjectives to depict the qualities or conditions of the subject. The primary focus of writing lies in articulating the inherent characteristics or attributes of an object.

²⁴Britishcourse. Accessed on Agustus 21th 2017

In essence, the principal aim of descriptive text is to convey information. It provides vivid depictions of particular animals, people, or objects, allowing readers to visualize, hear, feel, or even imagine the scent of what the writer has seen, heard, felt, or smelled.

C. The Concept of Realia Media

1. Definition of Realia Media

Realia refers to tangible, everyday objects that can serve as sources of inspiration for creative or artistic expression.²⁵ Realia refers to any concrete, authentic item whether utilized inside or beyond the classroom setting that serves to enrich vocabulary acquisition, stimulate dialogue, and offer contextual understanding. In this research, the educator-developed realia functioned both as a distinctive element and as a medium to enhance instructional delivery.

The information conveyed through realia engages not only visual and auditory channels but also potentially stimulates additional sensory modalities, thereby surpassing the limitations of conventional audio-visual media.²⁶ Moreover, realia can act as tangible reinforcements to support both visual and auditory learning, offering concrete illustrations that solidify conceptual comprehension.

Realia consists of genuine, tangible objects that, unlike replicas or models, remain unmodified. Educators utilize them to authentically

²⁵Jeremy Harmer, *The Practice of English Language Teaching*, 4th Ed. (Harlow: Longman, 2009).

²⁶Erlyn A.Sana, *Teaching and Learning in The Health Sciences*, 2015, 6.

depict real-life contexts, particularly those relevant to the individuals or cultures being studied.²⁷ Engaging objects in themselves may act as a robust platform for diverse language acquisition and communicative activities.

2. Realia refers to authentic, tangible items everyday artifacts with which individuals routinely engage typically recognized collectively as a category of learning aids.²⁸ For young learners, managing the classroom can prove more demanding when introducing concrete materials, as their enthusiasm often escalates. Nevertheless, the multisensory experience where students simultaneously touch, smell, and feel while listening to new vocabulary can significantly enhance their comprehension and retention.

2. Types of Realia Media

There exist various classifications of realia media, outlined as follows:²⁹

a. Specimen

A specimen constitutes a distinctive category of object or an assemblage of objects that serves as a representation in itself. It might comprise a fragment of a larger entity—such as the head or shaft of an arrow, the beater of an electric mixer, or the wing of a butterfly. Additionally, a specimen may denote a singular item selected to typify an entire group, such as an

²⁷Khusnul Khotimah, 'The Influence of Using Realia Media on Students', 2018.

²⁸Soulir,J Steven. *Real Objects and Models*.(United State of America.1981).p7.

²⁹*Ibid*

apple blossom, seeds, or an indigenous arrowhead. Students are frequently encouraged to initiate specimen collections involving items like coins, stamps, leaves, or butterflies.

These collections, far from being confined, serve as a substantial pedagogical reservoir in college classrooms nationwide, particularly in revealing the intricacies of nature. One example of a physical specimen is the mung bean seed.



b. Relics and Artifacts

On our own planet, we accumulate relics of our collective past, much like space expeditions procure specimens to decipher planetary histories. To a social scientist, cultural relics and historical artifacts hold parallel significance to that of biological specimens for natural scientists. Antiquarian objects such as old manuscripts, photographs, and periodicals enable us to foster a tangible connection with earlier generations.

While textual descriptions can evoke a vivid mental image of these relics, authentic understanding of their craftsmanship arises only when learners can physically interact with a sculpture: perceiving its heft, texture, form, scale, and the intricate detail embedded in its creation.

c. Cutaways

A tangible object that has been partially sectioned or incised to expose and facilitate examination of its internal composition and operational mechanisms.

d. Exhibits

Assemblages of multiple authentic items, frequently curated for their scientific or historical relevance and educational value.

3. Advantages and Disadvantages Using Realia Media

Realia media has several advantages and disadvantages in using realia media. The advantages of realia media, there are:

- a. Realia media can be used practically in teaching and learning process.
- b. Realia can stimulate the students' ideas when they see the object directly.
- c. Using realia media aids the students memorable in English lesson.
- d. Realia media aim to save the time when the teacher provides the object and gives the explanation directly.
- e. Realia will increase students' vocabulary after experiencing the taste, touch, see, and smell of the object.
- f. Realia media make the class situation interesting and meaningful.
- g. Realia will create conducive atmosphere in teaching English.

- h. Realia is useful in teaching prepositions of place (such as on, in, under, next to, in front of, over). Objects can be placed on a desk, in a desk, under desk.

Realia also has disadvantages, there are:

- a. Not all realia can be practically transported or utilized within the classroom setting due to constraints of size, safety, or accessibility.
- b. The implementation of realia often requires additional preparation and logistical planning on the part of the teacher.
- c. When learning takes place outside the classroom environment, students may encounter distractions that hinder concentration and engagement.
- d. It is essential for educators to ensure that all necessary materials are prepared and organized prior to the commencement of the lesson.

In conclusion, the researcher acknowledges that while realia media offers valuable support in the learning process, it also presents certain challenges that educators must carefully consider.

4. Using Realia Media in Teaching Descriptive Text Writing

- 1. The majority of media selection frameworks reviewed emphasize the necessity for instructional designers to assess whether

the incorporation of real objects is suitable for specific teaching contexts.³⁰

Employing realia in the EFL (English as a Foreign Language) classroom encourages a more dynamic and imaginative teaching-learning atmosphere, while simultaneously enhancing students' cultural awareness. Realia involves the utilization of actual, physical objects to strengthen learners' engagement with the English language on a practical level. It proves especially beneficial in helping learners comprehend cultural nuances or develop real-world competencies, particularly for those who plan to travel or reside in English-speaking environments. Although some educators may hesitate to implement realia due to perceived complexities, there are numerous practical and accessible strategies for integrating it into ESL instruction.

Realia is appropriate across all proficiency levels from beginners to advanced learners. At the post-intermediate stage, authentic materials become even more relevant as learners generally possess an extensive vocabulary and a solid grasp of grammatical structures. Students often find genuine materials engaging because they provide exposure to authentic language use and real-life contexts. However, they also acknowledge the importance of instructional scaffolding to support their understanding and maximize learning outcomes.

³⁰Robert A. Reiser, 'Selecting Media', 49.1 (2024), 15–37
<<https://doi.org/10.4324/9781003502302-3>>.

There are certain activities to prepare for realia media as follows:³¹

- a. In teaching vocabulary related to animals, clothing, and fruits to young learners, the use of tangible objects such as actual clothing items, toy animals, and plastic fruit is particularly effective. These realia serve as valuable tools during the transition phase of learning, as they help bridge the gap between abstract concepts and concrete understanding.
- b. To enhance vocabulary acquisition, everyday objects like fruits, kitchen utensils, or articles of clothing can be introduced in classroom activities. For example, in a circle activity, the teacher passes an object to the student on the left while pronouncing its name (e.g., “tomato” or “sock”). Each student continues passing the object along, repeating the word aloud until it returns to the teacher. If real objects are not available, photographs can serve as substitutes.
- c. Realia can also be utilized to teach prepositions of place. For instance, by using a ball as the object, the teacher can demonstrate positional relationships such as “on,” “under,” or “above.” Placing the ball on a table and prompting students with the question “Where is it?” can elicit the target structure, such as “It’s on the table.”

Based on the examples provided, the researcher concludes that the use of realia proves to be beneficial for students, as it

³¹Jeremy Harmer, *The Practice of English Language Teaching*, Curriculum Inquiry, 17.3 (1987), 293–318 <<https://doi.org/10.1080/03626784.1987.11075294>>.

enhances their enjoyment and engagement in the learning process. Realia serves as an effective instructional medium that can be applied across various lesson topics. In the context of teaching, the teacher can utilize realia to deliver simple descriptive text materials, particularly those related to objects and animals.

Steps for Teaching Descriptive Text Writing through Realia Media:

- 1) Students are guided to read and comprehend short, simple descriptive texts about people, objects, and animals, with an emphasis on correct pronunciation and accurate information.
- 2) Students practice identifying and analyzing specific details within the texts.
- 3) Students explore additional examples of short descriptive texts from various sources to broaden their understanding of structure and vocabulary.
- 4) The teacher prepares real objects (realia) related to the lesson to support visual and tactile learning.
- 5) Students are encouraged to observe and describe the characteristics of the provided real objects, either individually or collaboratively.
- 6) Finally, students are tasked with composing their own descriptive texts based on the real objects, applying the

language features and structure they have previously studied.

D. Action Hypothesis

Action hypothesis this research is stated as follow: “By using realia media is can improve the students’ skill in writing descriptive text and learning activities of seventh grade students of SMP IT Bina Insani Metro”.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

This research involves two variables: an independent variable and a dependent variable. The independent variable is the variable selected, manipulated, and observed by the researcher, while the dependent variable is the outcome or result influenced by the independent variable. Both variables are described as follows:

1. Independent Variable

The independent variable is the primary variable expected to influence the outcome. It is the variable that is selected, manipulated, and measured by the researcher to examine its effect on another variable. In this study, the independent variable is the use of realia media as a teaching strategy. Realia media refers to the use of actual, tangible objects in the teaching and learning process to help students develop creativity and improve their ability to write descriptive texts more effectively.

2. Dependent Variable

The dependent variable is the variable that is affected or influenced by the independent variable. It represents the outcome of the manipulation. In this study, the dependent variable is the students' writing skill in descriptive texts. This skill reflects the students' ability to describe people, objects, or animals in written form, using creativity and accurate language. The use of realia media is expected to enhance

students' descriptive writing skills by allowing them to observe, experience, and then write about real objects.

Table.3
Scoring rubric of writing skill

Aspect	Score	Performance Description
Content (C) 30% -Topic -Details	1-30	The topic is complete and clear and the details are relating to the topic
		The topic is complete and clear but the details are almost relating to the topic
		The topic is complete and clear but the details are not relating to the topic
		The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification -Description	1-20	Identification is complete and descriptions are arranged with proper connectives
		Identification is almost complete and descriptions are arranged with almost proper connectives
		Identification is not complete and descriptions are arranged with few misuses of connectives
		Identification is not complete and descriptions are arranged with misuse connectives
Grammar (G) 20% -Use Present Tense -Agreement	1-20	Very few grammatical or agreement inaccuracies
		few grammatical or agreement inaccuracies but not affect on meaning
		Numerous grammatical or agreement inaccuracies
		Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	1-15	Effective choice of words and words form

		Few misuses of vocabularies, word forms, but not change the meaning
		Limited range confusing words and word form
		Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	1-15	It uses correct spelling, punctuation, and capitalization
		It has occasional errors of spelling, punctuation, and capitalization
		It has frequent errors of spelling, punctuation, and capitalization
		It is dominated by errors of spelling, punctuation and capitalization

Source: Jeremy Harmer, How To Teach English (Longman 1998)

B. Research Location

This study was carried out in 2024/2025 at SMP IT Bina Insani Metro. which is located on Jl. Dr. Soetomo, Purwoasri Village, Metro Utara sub-district, Metro city, Phone number (0725)2202037, E-mail: smpit.binainsani_komet@yahoo.co.id/www.smpitbikomet.wordpress.com.

C. Subject and Object of Study

The subject of this study is students of SMP IT Bina Insani Metro students and comprise 25 students. This type of research is Classroom Action Research (CAR).

The researcher selected one of the classes in which the students' average scores were relatively low. Based on the teacher's experience during the teaching and learning process, as well as the results of students' descriptive text writing tests, several difficulties were identified. One major issue was the students' inability to construct descriptive texts

effectively. After analyzing the problems encountered, the teacher sought an appropriate solution. As a response to these challenges, the use of realia media was proposed as a strategic approach to improve students' writing skills, particularly in constructing descriptive texts.

Table.4
Subject of the study

No	Class	Gender (female)	Total
1	VII	25	25

D. Action Plan

1. Classroom Action Research

According to Koshy, classroom action research is a form of inquiry aimed at improving educational practices, which is conducted through processes of understanding, evaluation, and transformation.³² Similarly, Christine Macintyre, as cited by Nia Puspita Rini, explains that classroom action research involves focusing on a problem or a specific topic or issue that requires clarification. Based on updated information about the context and participants, the researcher plans, implements, and evaluates an action, then draws conclusions from the findings.³³

In addition, action research refers to any systematic investigation carried out by individuals who have a direct interest in the teaching

³²Koshy Valsa, *Action Research for Improving Practice*, A SAGE Publication Company, 2005, XXXVI.

³³Nia Puspita Rini, *Improving the Student Descriptive Text Writing Skill By Using Movie Media Among the Eight Graders of Junior High School 1 Bangunrejo Central Lampung*, 2023. p.27

and learning process within a specific setting. It is essentially a reflective inquiry into one's own professional practices.³⁴ Therefore, action research serves as a practical method to critically review and test educational procedures to determine whether they are functioning as intended.

Based on the definitions above, the researcher concludes that classroom action research is a form of inquiry conducted within the classroom setting, aimed at improving students' skills and addressing problems encountered during the learning process.

Classroom action research generally employs two cycles to ensure a structured and continuous improvement in the teaching and learning process. Each cycle includes four key phases: planning, acting, observing, and reflecting. After completing the first cycle, the teacher evaluates the outcomes and makes necessary revisions to enhance the next cycle. The second cycle is then implemented to further refine strategies and collect more comprehensive data, ultimately aiming to enhance students' learning outcomes. These two cycles are interrelated, with each phase building upon the previous one to support informed instructional decisions. The steps are as follows:

- a. Planning
- b. Action
- c. Observing

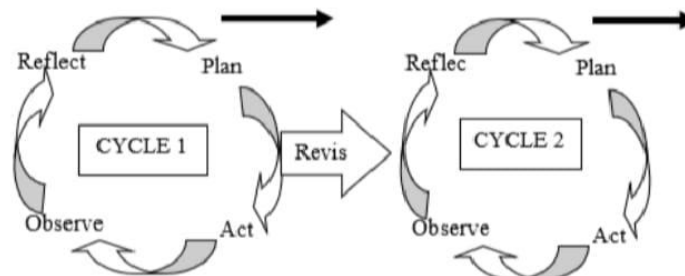
³⁴ Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, <https://core.ac.uk/reader/29821988>.

d. Reflecting³⁵

Here is steps classroom action research design:

Picture.1

Action plan



The implementation of classroom action research typically involves two cycles, each consisting of four key stages: planning, acting, observing, and reflecting. These stages are systematically carried out in each cycle to ensure continuous improvement. The four components of each cycle are described in more detail as follows:

Cycle I

1. Planning

The first stage in each cycle is planning. Without proper planning, this study would lack focus and direction. In this phase, the researcher designed lesson plans, instructional strategies, and selected appropriate teaching media. The planning stage included the following activities:

³⁵ Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, <https://core.ac.uk/reader/29821988>.

- a. Identifying the problems and formulating research questions.
- b. Preparing instructional materials and selecting suitable teaching techniques.
- c. Creating a schedule for the learning activities.
- d. Designing the learning framework and determining its objectives.
- e. Preparing tools and guidelines for evaluating and analyzing students' progress.

2. Action

The action stage refers to the implementation of what was planned in the previous phase. It involves executing the designed instructional activities. In this study, the researcher applied the use of realia media as a strategy during the teaching and learning process. The specific actions taken in the classroom included:

- a. Pre-teaching activities
 - 1) The researcher invites the students.
 - 2) Before beginning the teaching-learning process, the researcher guides the learner to pray together.
 - 3) The researcher is reviewing the students' attendance list.
- b. . While Teaching Activities
 - 1) The lesson plan is implemented by the researcher.

2) The researcher uses realia media to illustrate the content.

3) The researcher will test the students to construct a clear descriptive text based on the object of realia media.

c. Post-teaching Activities

1) The researcher gathers the work of the teachers.

2) The researcher tests and submitted an analysis of student projects.

3) The researcher get reviews and a finding.

4) The researcher ends the learning with a see you soon.

3. Observing

Observation is the process of recording classroom events and actions as they occur. This stage aims to gather the necessary data and verify whether the desired information has been collected. The researcher observed the learning activities systematically to identify areas of improvement. The data obtained from this phase were used to inform and refine the planning of subsequent actions in the next cycle.

4. Reflecting

Reflection is the final stage in the cycle, where the researcher evaluates and analyzes the outcomes of the action taken. In this phase, the researcher reviewed both the effectiveness and limitations of the implemented strategy. The students' work and participation were examined, highlighting

strengths and identifying weaknesses that occurred during the learning process. Discussions were conducted in small groups to reflect on writing skills and learning experiences. The findings from this reflection informed the revisions for the next cycle, with a particular focus on addressing the shortcomings identified in the previous one.

Cycle II

1. Planning

- a. In the first cycle, the researcher identified the problem and discovered the cause.
- b. The researcher draws up the curriculum.
- c. The researcher prepares teaching materials, strategies, and media.
- d. The researcher prepares the learning source.
- e. The researcher prepares instructions for observation and assessment.

2. Acting

- a. Pre-activity
 - 1) The researcher will encourage the students.
 - 2) That before learning process starts, the researcher guides the student to pray together.
 - 3) The researcher examines the students' attendance list.
- b. While Teaching Activities
 - 1) The researcher uses the lesson scheme.

- 2) The researcher describes how to make a good descriptive text for the students.
 - 3) The researcher will test the students for a descriptive text.
 - 4) The researcher will submit an assessment.
- c. Post-teaching Activities
- 1) The researcher get reviews and a finding.
 - 2) The researcher ends the learning with a greeting.

3. Observing

In this stage, the researcher observed the research process through format observation and field notes for the data collection of cycle 2.

4. Reflecting

This move represents and assesses the actions taken. By reflection, the researcher learns how strong and weak acting are in order to know if the next cycle is indeed important.

E. Data Collecting Technique

1. Observation

Observation is the process of focusing attention on a single thing while using all of the senses to collect information. Observing a subject in order to learn anything significant is the core of observation. Specific aspects to observe, such as:

- a. How the teacher introduces and uses realia media
- b. Students' reactions (engagement, participation, understanding).

- c. Changes in students' writing quality before and after using Realia Media.

The researcher then noted the usage of realia media in the classroom and the students' participation in their English language study. In this study the researcher was the only participant who observed class VII students of SMP IT Bina Insani Metro.

2. Documentation

Documentation is one of the processes carried out in research, a tool to collect details of research activities. In this search the researcher has details of teaching modules (lesson plans), student worksheets and a list of grades while researching at Bina Insani Metro IT Junior High School.

3. Test

a. Pre test

The pre-test is conducted before the intervention or treatment is given. It aims to assess the students' initial ability in writing descriptive texts, particularly focusing on the introductory paragraph. The pre-test is designed in the form of an essay to allow the researcher to evaluate the students' writing skills based on the instructional content that will be taught during the stud.

b. Post-test

The post-test is administered after the implementation of the realia media approach to measure the effectiveness of the intervention. The post-test is an analytical writing test given to 25

students to assess improvements in their ability to write informative descriptive texts. This test helps determine the success of using realia media in enhancing students' descriptive writing skills.

F. Data Collecting Instrument

The instrument is a systematic tool used for collecting and storing data to analyze, make decisions, and ultimately support the learning process. In this research, the researcher developed the analysis tools specifically for this study. There are three types of instruments used: observation sheets, report guidelines, and test (examination) guidelines. Each of these instruments is explained further as follows:

1. Observation Guidance

- a. The students learning activity
- b. Teacher performance in the classroom

2. Documentation Guidance

- a. Teaching module (lesson plan)
- b. Student worksheet
- c. Score list

3. The Test Guidance

The exam is a written test designed with the following indicators: the use of realia media, which allows students to easily carry out and remember their writing tasks. This supports the development of their writing skills. The success criteria for students include improvement

in four key aspects: content, organization, grammar, mechanics, and vocabulary.

The researcher ensured the material validity of the instrument to maintain a high standard of quality. The instrument was designed to align with the focus of the study. Therefore, the researcher developed the test based on both theoretical understanding and practical knowledge, using the accepted curriculum and materials relevant to the seventh-grade students of SMP IT Bina Insani Metro.

G. Data Analysis Technique

In this study, the researcher conducted an analysis by calculating the mean scores of the pre-test and post-test results. The purpose of this comparison was to determine the improvement in students' writing skills in descriptive texts.

The results of this study were then compared with the minimum competency standard (KKM) established by the school. For the seventh-grade English subject at SMP IT Bina Insani Metro, the minimum score required is 70. If at least 70% of the students achieve a score of 70 or above in the post-test, it indicates that the teaching and learning process has been successful in improving students' ability to write descriptive texts. Under these circumstances, the researcher may conclude the study. However, if the students' average performance does not meet the standard specifically, if fewer than 70% of students score 70 or above then the study must proceed to the next cycle. Classroom Action Research (CAR) is typically conducted in at least two cycles to provide opportunities for

reflection and improvement in teaching strategies. To analyze the research findings, the researcher applied the following formula:

If the results show that more than 70% of the students achieve a score of 70 or above in the post-test, the researcher can conclude the study, as the success criteria have been met. However, if the improvement is not observed specifically if less than 70% of the students fail to reach the minimum score then the study must be continued in the next cycle. In Classroom Action Research (CAR), a minimum of two cycles is required to ensure the effectiveness of the intervention and to provide opportunities for reflection and revision. According to Donal Ary quoted from Nia Puspita Rini To analyze the result of the study, the researcher used the formula below:³⁶

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

\overline{X}	=	Mean
\sum	=	Sum of
X	=	Raw score
N	=	number of cases

H. Indicator of Success

In this research, the indicator of success is based on the research process and the results. The success indicator could be grouped in two ways:

³⁶Nia Puspita Rini, *'Improving the Student Descriptive Text Writing Skill By Using Movie Media Among the Eight Graders of Junior High School 1 Bangunrejo Central Lampung'*, 2023.

1. The success indicator of the process. The following can be described:
 - a. This is an exciting and fun learning process.
 - b. Students can contribute knowledge, ideas and experiences and share them with others.
 - c. In the learning process, students become more enthusiastic and active.
2. The success indicator for the effect. The following is assessed:
 - a. 70 % of students got a score at least 70 in the post-test.
 - b. The students' writing scores increase significantly.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMPIT Bina Insani, located at Jl. DR Soetomo 28, Purwoasri, North Metro, Metro City, Lampung Province, is a private school with a full day for 5 days. Under the auspices of Yayasan Para Juara Lampung, SMPIT Bina Insani was established based on the Establishment Decree No. 162/KPPT/IMB/2011 dated June 08, 2011 and Operational Decree No. 019/KPTS/D3/2013 dated March 08, 2013.

SMPIT Bina Insani has a land area of 3.900 square meters and complete facilities to support the teaching and learning process. The school is committed to providing quality education that integrates Islamic values with science. This is reflected in the school's vision and mission which focuses on the formation of a generation that is faithful, noble, knowledgeable, and has a global outlook. SMPIT Bina Insani has been accredited C with an accreditation decree number issued on 31 December 2015. The school is constantly striving to improve the quality of its education in order to achieve higher accreditation.

2. Description of the Research

This research employed a Classroom Action Research (CAR) framework and was carried out in the eighth grade of SMP IT Bina Insani Metro during the 2024/2025 academic year. The study was

executed over two cycles, each encompassing four sequential phases: planning, implementation, observation, and reflection, conducted across two instructional sessions. Students' competence in composing descriptive texts using realia as a learning aid was evaluated through a structured assessment process, comprising an initial pre-test administered at the study's commencement and post-tests conducted at the conclusion of each cycle. Concurrently, insights into students' engagement during the learning process were systematically gathered through meticulous observation of their classroom participation.

a. Result of Students Pre-Test

The pre-test was administered to students with the objective of assessing their proficiency prior to the implementation of the treatment. This assessment took place on February 24, 2025, and was conducted over two sessions, each lasting 45 minutes. During this phase, the researcher assumed the role of a teacher, while the collaborator functioned as an observer.

At this stage, the classroom environment was conducive to learning, as the collaborator had already managed the class before the researcher initiated the study. This preparatory step contributed to a structured setting, where most students demonstrated attentive engagement with the researcher. The pre-test required students to respond to questions based on a given narrative or a personal experience.

Each student was assigned an individual pre-test to complete. The purpose of this assessment was to evaluate their comprehension of the text's meaning and the accuracy of their responses. The outcomes of the pre-test are presented in the table below.

Table.5
The Result of Students Score in Pre-Test

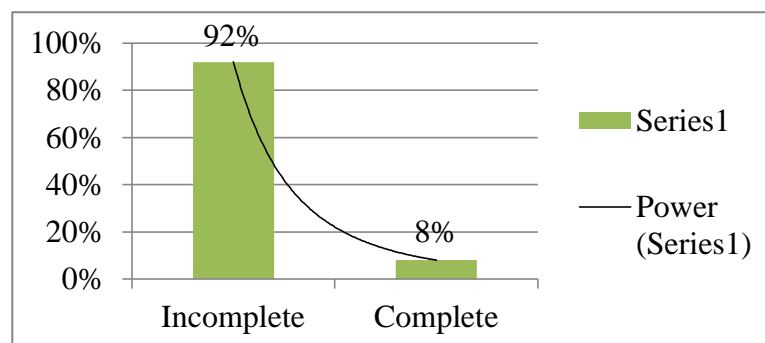
No.	Name	Score	Category
1.	APS	50	Incomplete
2.	ADP	55	Incomplete
3.	CBN	66	Incomplete
4.	FA	60	Incomplete
5.	FAK	70	Complete
6.	FRCP	33.75	Incomplete
7.	JA	30	Incomplete
8.	K	55	Incomplete
9.	LFA	32.5	Incomplete
10.	MH	65	Incomplete
11.	MEB	16	Incomplete
12.	NFN	50	Incomplete
13.	NAA	25	Incomplete
14.	NO	50	Incomplete
15.	NZN	13	Incomplete
16.	NAS	25	Incomplete
17.	NMQ	50	Incomplete
18.	QLA	50	Incomplete
19.	RAP	32.5	Incomplete
20.	SCP	75	Complete
21.	SMQ	50	Incomplete
22.	SAM	40	Incomplete
23.	WUU	50	Incomplete
24.	YPB	50	Incomplete
25.	ZHH	35	Incomplete
	Total	1.015	
	Average	40.6	

Source: The result of pre-test

Table.6**Frequency of Students' Score in Pre-Test**

No.	Score	Frequency	Percentage	Category
1.	> 70	2	8%	Complete
2.	< 70	23	92%	Incomplete
Total		25	100%	

Source: The result of pre-test

Picture.2**The Percentage of Students Score in Pre-Test**

Based on the data above, it can be concluded that 23 students (92%) did not succeed and 2 students (8%) managed to achieve the Minimum Completion Criteria (MCC) in SMP IT Bina Insani Metro of at least 70. There are more unsuccessful students than successful students. From the results of the pre-test, it was obtained an average of 41.2 so the results were not satisfactory. Therefore, the researcher used the realia media to improve students' writing skills.

b. Cycle 1

After analyzing and identifying the data from the pre-test, the researcher was determined to apply the realia media in teaching writing skills to overcome these problems. The implementation of classroom action research in cycle 1 was carried out from Monday,

February 24, 2025 and Wednesday, February 26, 2025, at seventh grade of SMP IT Bina Insani Metro. There were 25 students who participated in this implementation. This cycle consists of planning, action, observing, and reflecting as follows:

1) Planning

At the planning stage, researcher and collaborator prepare several things related to the teaching and learning process as follows:

- a) Develop a lesson plan, prepare materials, instruments to be tested in the post-test cycle 1, and student activity observation sheets.
- b) Identify problems and find problems that cause problems from the beginning to the end of learning activities.
- c) Researcher also evaluate and measure students' mastery on the given the material.

2) Acting

a) The first Meeting

The first meeting was held on Monday, February 24, 2025 at 10.30-11.50 for 2x40 minutes and was attended by 25 students. The meeting was opened by praying, greeting, checking the attendance list and asking about the condition of the students. At this meeting the class conditions were effective because the collaborator handed over the researcher to ensure the effectiveness of the students before

the researcher conducted research in the classroom. Students give full attention and are ready to follow the learning time.

Before the researcher started the lesson, they introduced the activities that would be used in the learning process. Then, the researcher asked the students about their understanding of descriptive text by saying, "Alright, students, have you ever learned about descriptive text?" Some students responded, "Never," others said, "I forgot," while the rest remained silent.

"Today, we will discuss descriptive text together," the researcher continued. After that, the researcher asked whether all students had brought an English dictionary. Since some students did not bring one, they formed groups to share. Then, the researcher presented an object (a purple pencil case made of rope) that was handcrafted (as realia media) to support the main material on descriptive text in the lesson. The students were then asked to focus on the given material. The researcher reinforced their understanding by explaining the topic in detail, covering:

- a. The definition of descriptive text
- b. The structure of descriptive text
- c. The characteristics of descriptive text
- d. Examples of descriptive text

Next, a student asked, "Miss, can we describe a person, like an idol?" The researcher replied, "Of course! There are many examples of descriptive text, such as describing a person, an animal, an object, and many more."

After completing the lesson, the students were asked to write a descriptive text. However, some students struggled to stay focused while working on the task given by the researcher. They found it difficult and lacked confidence in writing the text. They were confused about how to describe the real object that the researcher had shown them. Additionally, there was a lack of motivation among students to write in English some were even chatting with their seatmates instead of working on their tasks. As a result, they lost valuable time, and their assignment sheets contained only a few words. At the end of the lesson, the researcher asked the students about their experience using realia media as a learning tool. They responded, "Learning with teaching media is fun, but we struggle to understand vocabulary and sentence structure because everything has to be in English." Finally, the researcher concluded the session.

b) Second Meeting

The second session was conducted on Wednesday, February 26, 2025, lasting for 2×40 minutes. Following the

implementation of the treatment, the researcher commenced the meeting with a prayer, extended greetings, took attendance, and inquired about the students' well-being. Subsequently, the researcher resumed the discussion from the previous session, offering a more in-depth elucidation on descriptive text utilizing realia media. A reciprocal approach was employed by engaging students in a comprehension check to gauge their grasp of the material. Thereafter, the researcher administered post-test I, requiring students to compose a descriptive text based on the realia media that had been previously demonstrated a pencil case. A time allocation of 45 minutes was provided to ensure thorough completion of the task. Upon the conclusion of the test, the researcher formally closed the session.

c) Post-Test 1 activity

On Wednesday, February 26, 2025, post-test I was carried out for a total duration of 45 minutes. After the treatment was implemented, the researcher proceeded with post-test I in the first cycle, assigning students an identical task to that of the earlier pre-test. The assessment took the form of an essay (composing), in which students were instructed to craft a descriptive text based on a single given prompt. The results of post-test I reflected a noticeable enhancement in students' performance when compared to

their pre-test scores. A detailed breakdown of these outcomes is presented in the table below:

Table.7
The Students' Score in Post-Test 1

No.	Name	Score	Category
1.	APS	70	Complete
2.	ADP	75	Complete
3.	CBN	52	Incomplete
4.	FA	71	Complete
5.	FAK	70	Complete
6.	FRCP	45	Incomplete
7.	JA	50	Incomplete
8.	K	12	Incomplete
9.	LFA	24.29	Incomplete
10.	MH	52	Incomplete
11.	MEB	61	Incomplete
12.	NFN	55	Incomplete
13.	NAA	51	Incomplete
14.	NO	72	Complete
15.	NZN	65	Incomplete
16.	NAS	73	Complete
17.	NMQ	73	Complete
18.	QLA	50	Incomplete
19.	RAP	50	Incomplete
20.	SCP	72	Complete
21.	SMQ	49	Incomplete
22.	SAM	48	Incomplete
23.	WUU	75	Complete
24.	YPB	60	Incomplete
25.	ZHH	74	Complete
	Total	1.425	
	Average	57	

Source: The result of post-test I

Table.8**Frequency of Students' Score in Post-Test 1**

No.	Score	Frequency	Percentage	Category
1.	> 70	10	40%	Complete
2.	< 70	15	60%	Incomplete
Total		25	100%	

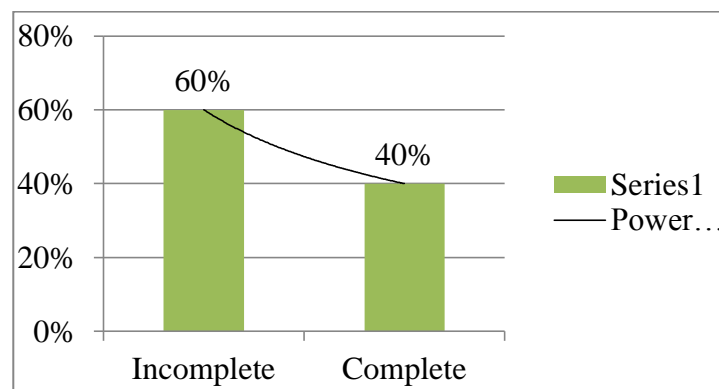
Source: The result of post-test I

The following formula is derived from the average pre-test and post-test 1 scores:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Mean X = Raw Score
 \sum = Sum of N = Number of Cases
 X = The total number of students' scores

Picture.3**The Percentage of Students Score in Post-Test I**

An analysis of post-test 1 outcomes reveals that the highest recorded score was 75, whereas the lowest was 24.29. The overall mean score for this assessment stood at 57. Referring to Table 13, a total of 15 students failed to meet the Minimum Completion

Criteria (MCC), whereas 10 students managed to surpass the required benchmark. Given these results, it is evident that the performance target, as outlined by the MCC, has yet to be attained.

3) Observing

At this stage, observations were made by researchers and collaborators, namely Mrs. Intan Caria, M.Pd.Gr. as the English teacher of SMP IT Bina Insani Metro and as an observer of the classroom situation at each meeting of cycle 1, collaborators made observations of student activities. The researcher as the teacher provided material about writing text, especially descriptive text by using realia media as payment media. During the treatment, students' activities during the learning process were also observed by the observer. Students who are active in learning will get points by giving a check mark on the observation sheet of meeting 1 and meeting 2. The indicators of student activity are:

- a) Pay attention to the teacher's explanation.
- b) Ask/answer teacher's questions.
- c) Be active in class.
- d) Doing the task given by the teacher.

The result of the students' learning activities are presented on the following table:

Table.9
The Students' Learning Activities Observation in Cycle 1

No.	Name	The indicators of students' learning activity			
		Paying attention to teacher's explanation	Asking/answering the teacher's question	Being active in class	Doing the task given by the teacher
1.	APS	√	√	√	√
2.	ADP		√		
3.	CBN	√	√		
4.	FA	√			
5.	FAK	√	√	√	
6.	FRCP	√	√	√	√
7.	JA	√			
8.	K	√			
9.	LFA	√	√	√	√
10.	MH	√	√	√	√
11.	MEB	√			√
12.	NFN	√			√
13.	NAA	√	√		
14.	NO	√	√	√	√
15.	NZN		√	√	
16.	NAS				√
17.	NMQ	√	√	√	√
18.	QLA	√	√		
19.	RAP	√			√
20.	SCP		√		
21.	SMQ	√	√		
22.	SAM	√	√	√	√
23.	WUU	√		√	
24.	YPB	√		√	
25.	ZHH	√	√		
Total		21	16	11	11

Source: The students' learning activities in cycle 1

Table.10
The Frequency of Students' Learning Activity in Cycle 1

No.	Students' Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	21 Students	84%
2.	Asking/answering teacher's questions	16 Students	64%
3.	Being active in class	11 Students	44%
4.	Doing the task given by the teacher	11 Students	44%
The Average Percentages			59%
Total Students			25 Students

Source: The result of students' activities in cycle 1

From the result of post-test in cycle 1, it can be seen in the first meeting and second meeting in cycle 1. There are 21 students (84%) who paying attention to the teacher's explanation. 16 students (64%) who asking/answering the teacher's question, 11 students (44%) were able to being active in the class. and 11 students (44%) were doing the task given by the teacher. Average of student learning activities in the cycle 1 of 59%.

4) Reflecting

In this phase, the writer analyzes student achievement and progress based on the test scores they get. In this phase, There researcher also discusses the results of the implementation action and decide whether the action should be continued or not. From the data and observations, it could be it can be seen that some students still have difficulty in making descriptive texts. Because of that, based on the results of post-test I, the researcher decided that need to continue to cycle 2 because the research only a few students made significant progress. Based on the results of the previous cycle, the writer must proceed to the next cycle (cycle 2) by doing some not only about student activities but improvement as well everything that supports the teaching and learning process. The result of the students' learning activities are presented on the following table:

Table.11
The Comparison Between Pre-Test and Post-Test I

No.	Name Initial	Pre-Test	Post-Test I	Improving	Explanation
1.	APS	50	70	20	Increased
2.	ADP	55	75	20	Increased
3.	CBN	66	52	14	Decreased
4.	FA	60	71	11	Increased
5.	FAK	70	70	-	Decreased
6.	FRCP	33.75	45	11.25	Increased
7.	JA	30	50	20	Increased
8.	K	55	12	43	Decreased
9.	LFA	32.5	24.29	8.21	Decreased
10.	MH	65	52	13	Decreased
11.	MEB	16	61	45	Increased
12.	NFN	50	55	5	Increased
13.	NAA	25	51	26	Increased
14.	NO	50	72	22	Increased
15.	NZN	13	65	52	Increased
16.	NAS	25	73	48	Increased
17.	NMQ	50	73	23	Increased
18.	QLA	50	50	-	Decreased
19.	RAP	32.5	50	17.5	Increased
20.	SCP	75	72	3	Decreased
21.	SMQ	50	49	1	Decreased
22.	SAM	40	48	8	Increased
23.	WUU	50	75	25	Increased
24.	YPB	50	60	10	Increased
25.	ZHH	35	74	39	Increased
Total		1.015	1.425		
Average		40.6	57		
High Grade		75	75		
Low Grade		13	12		

Source: The result of writing test between pre-test and post-test I

Table.12
The Comparison of Students' Frequency of Pre-Test and Post-Test I

No.	Score	Pre-Test	Post-Test I	Category
1.	> 70	2	10	Complete
2.	< 70	23	15	Incomplete
Total		25	25	

Source: The result of writing test between pre-test and post-test I

c. Cycle 2

Based on the result of cycle 1, was not success enough, in order that in the phase need to be held to cycle 2 again to repair to the weakness in the cycle 1. The step of the cycle 2 as follows:

1) Planning

Based on the learning activities in cycle 1, the process in cycle 2 focused on addressing the identified issues. In the previous cycle, several weaknesses were found. The researcher and the collaborator developed a new teaching modul by introducing various vocabulary items to help students create more engaging and comprehensible descriptive texts. Additionally, they prepared an observation sheet for student activities, identified problems, motivated students to be more enthusiastic about learning, and analyzed the root causes of these issues at the beginning and end of the learning process. Evaluation and Post-Test II were also prepared to measure the achievement at the end of cycle 2.

2) Acting

a) The First Meeting

The first meeting was held on March 10, 2025, for 1×40 minutes. The session began with a prayer, greetings, attendance checking, and asking about the students' condition to motivate them and boost their enthusiasm for learning. The activity continued with the implementation of the new lesson plan, where the researcher emphasized the structure of descriptive texts to enhance students' understanding. The researcher allocated time for students to observe the writing materials presented through realia media. Then, a further explanation about descriptive texts was provided. Students were instructed to pay attention while the researcher introduced several English vocabulary words, and they were guided to memorize some easy words. Afterward, the researcher asked students to provide examples of descriptive text topics related to people, objects, animals, or places. At this stage, students were highly engaged in the learning process. Their enthusiasm was evident from their active participation in class.

b) The Second Meeting

The second meeting was held on Wednesday, March 12, 2025, from 09:50 to 11:10, with a total of 25 students. The researcher began the lesson with greetings, a

prayer, attendance checking, and asking about the students' well-being to motivate them to be more enthusiastic about learning English. The session continued with a further explanation of descriptive texts using realia media in the learning process.

In teaching descriptive text writing with realia media, students first observed various media to compose descriptive texts about a person, a pet, an object, or a place, based on the examples provided by the researcher. The researcher then re-explained the descriptive text material before administering post-test II, using the same questions as before. This was done to assess the improvement in students' creativity in generating various words to describe an object brought by the researcher from cycle 1 to cycle 2. At this stage, students were actively engaged in the learning process, as seen from their enthusiasm and motivation in writing descriptive text, this meeting is getting better than the previous meeting.

c) Post-Test II Activity

The post-test II was conducted on Wednesday, March 12, 2025. This session was allocated for the second post-test at the end of cycle 2, lasting for 60 minutes. The researcher administered the post-test to the students. During this session, most students were able to practice writing

well. This can be observed from the results of post-test II.

The students' scores in Post-Test II are presented in the following table:

Table.13

The Students' Score in Post-Test II

No.	Name	Score	Category
1.	APS	90	Complete
2.	ADP	90	Complete
3.	CBN	60	Incomplete
4.	FA	80	Complete
5.	FAK	62	Complete
6.	FRCP	84	Complete
7.	JA	67	Incomplete
8.	K	85	Complete
9.	LFA	91	Complete
10.	MH	84	Complete
11.	MEB	80	Complete
12.	NFN	90	Complete
13.	NAA	60	Incomplete
14.	NO	90	Complete
15.	NZN	87	Complete
16.	NAS	88	Complete
17.	NMQ	91	Complete
18.	QLA	86	Complete
19.	RAP	93	Complete
20.	SCP	87	Complete
21.	SMQ	90	Complete
22.	SAM	61	Incomplete
23.	WUU	89	Complete
24.	YPB	78	Complete
25.	ZHH	71	Incomplete
	Total	2034	
	Average	81.36	

Source: The result of post-test II

Table.14**The Frequency of Students' Score in Post-Test II**

No.	Score	Frequency	Percentage	Category
1.	> 70	20	80%	Complete
2.	< 70	5	20%	Incomplete
Total		25	100%	

Source: The result of post-test II

The following formula is derived from the average post-test scores:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

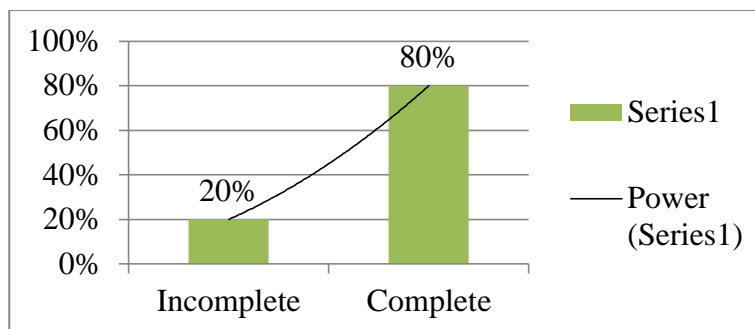
\bar{X} = Mean X = Raw Score
 \sum = Sum of N = Number of Cases
 X = The total number of students' scores

The formula from the percentages score

$$P = \frac{\sum X}{N} \times 100$$

Notes:

P = Percentages
 N = Number of Cases
 $\sum X$ = The total number of students' score

Picture.4**The Percentage of Students Score in Post-Test II**

Based on the results of post-test II in cycle 2, the highest score was 93, while the lowest score was 60. Thus, the average post-test score was 81.36. According to Table 20, there were 5 students who scored below the Minimum Completion Criteria (MCC), while 20 students scored above the MCC. Furthermore, based on the results of post-test II in cycle 2, it can be concluded that the students' writing skills improved through the use of realia media as a learning tool, as evidenced by the achievement of the target set in the Minimum Completion Criteria (MCC).

3) Observing

At this stage, the researcher and the collaborator conducted observations, which included: observing students' activities and observing the teacher's activities.

a) Student Activities

At this stage, students showed more enthusiasm in following instructions and completing tasks. The observations conducted in the second cycle showed higher

results compared to the first cycle. This can be seen in the following table:

Table.15
The Students' Learning Activities Result in Cycle 2

No.	Name	The indicators of students' learning activity			
		Paying attention to teacher's explanation	Asking/answering the teacher's question	Being active in class	Doing the task given by the teacher
1.	APS	√	√	√	√
2.	ADP		√		
3.	CBN	√			
4.	FA	√	√		√
5.	FAK	√	√	√	
6.	FRCP	√	√	√	√
7.	JA	√	√	√	
8.	K	√	√	√	√
9.	LFA	√	√	√	√
10.	MH	√	√	√	√
11.	MEB				√
12.	NFN	√	√	√	√
13.	NAA	√	√	√	√
14.	NO	√	√	√	√
15.	NZN	√	√	√	√
16.	NAS	√			√
17.	NMQ	√	√	√	√
18.	QLA			√	√
19.	RAP	√	√	√	√
20.	SCP	√	√	√	√
21.	SMQ	√	√	√	√
22.	SAM	√	√	√	√
23.	WUU	√		√	
24.	YPB	√		√	√
25.	ZHH	√	√		√
Total		22	19	19	20

Source: The result score of students activities in cycle 2

Table.16**The Frequency of Students' Learning Activity in Cycle 2**

No.	Students' Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	22 Students	88%
2.	Asking/answering teacher's questions	19 Students	76%
3.	Being active in class	19 Students	76%
4.	Doing the task given by the teacher	20 Students	80%
The Average Percentages			80%
Total Students			25 Students

Source: The result score of students' activities in cycle 2

The table above showed that the students' activity in cycle 2 was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 88%, then, the students ask/answer the question from the teacher 76% and the students active in the class 76%, and the students able do the task 80%. Based on the result above, the researcher indicated that learning process in cycle 2 was successful because the students' activity got percentage 81%.

b) Teachers' Note

From the observations in cycle 2, most of the students actively participated in the learning and practiced well, most of the students were interested in participating in the learning.

4) Reflecting

Based on the learning process in cycle 2, the researcher analyzed that, in general, using realia media as a learning tool can improve students' writing skills. At the end of this cycle, the researcher and the collaborator analyzed and calculated all aspects of the process, including students' post-test II scores and observations of their learning activities. The comparison between students' post-test I scores and post-test II scores can be seen in the following table:

Table.17
The Comparison Between Post-Test I and Post-Test II

No.	Name Initial	Post-Test I	Post-Test II	Improving	Explanation
1.	APS	70	90	20	Improved
2.	ADP	75	90	15	Improved
3.	CBN	52	60	8	Improved
4.	FA	71	80	9	Improved
5.	FAK	70	62	8	Decreased
6.	FRCP	45	84	39	Improved
7.	JA	50	67	17	Improved
8.	K	12	85	73	Improved
9.	LFA	24.29	91	66.71	Improved
10.	MH	52	84	32	Improved
11.	MEB	61	80	19	Improved
12.	NFN	55	90	25	Improved
13.	NAA	51	60	9	Improved
14.	NO	72	90	18	Improved
15.	NZN	65	87	22	Improved
16.	NAS	73	88	15	Improved
17.	NMQ	73	91	18	Improved
18.	QLA	50	86	36	Improved
19.	RAP	50	93	43	Improved
20.	SCP	72	87	15	Improved

21.	SMQ	49	90	41	Improved
22.	SAM	48	61	13	Improved
23.	WUU	75	89	14	Improved
24.	YPB	60	78	18	Improved
25.	ZHH	74	71	3	Decreased
Total		1.425	2.034		
Average		57	81.36		
High Grade		75	93		
Low Grade		12	60		

Source: The result of writing test between post-test I and post-test II

Table.18
The Comparison of Students' Frequency of
Post-Test I and Post-Test II

No.	Score	Post-Test I	Post-Test II	Category
1.	> 70	10	20	Complete
2.	< 70	15	5	Incomplete
Total		25	25	

Source: The result of writing test between post-test I and post-test II

d. Interpretation

Writing becomes more engaging and easier to understand when the right strategies are applied. Throughout the research process, the researcher observed that students were interested in the material and the explanations given by the teacher. The researcher assumes that teaching writing using self-made realia media as a learning tool can enhance students' creativity in writing descriptive texts.

1) Result of Students' Learning

The following is a summary of the data on students' writing skill improvement throughout the learning process, from pre-test up to post-test II:

a) Result of Students' Pre-Test

At this stage, the researcher assessed students' writing abilities by conducting a pre-test before applying the treatment. The researcher collected data through an essay test, in which students were asked to write a descriptive text within 45 minutes. The pre-test was conducted on February 24, 2025. The results showed that most students faced difficulties in completing the test. Based on table 11, out of 25 students, 23 had not yet reached the Minimum Completion Criteria (MCC) of 70, while only 2 students met the standard.

b) Result of Students' Post-Test I

In this phase, the researcher conducted post-test I to measure students' writing skills after the treatment. The test was carried out on Wednesday, February 26, 2025. Based on table 13, the average student score was 57, indicating that most students had not yet reached the MCC of 70. At this stage, only 10 students successfully met the MCC. Therefore, it can be concluded that the majority of students had not yet fully grasped the material.

c) Result of Students' Post-Test II

At this stage, the researcher proceeded to cycle II because the results of post-test I in the previous cycle did not meet the Minimum Completion Criteria (MCC), with only 40% of students achieving the required score. Therefore, the researcher conducted post-test II after providing additional treatment. The researcher collected data through a descriptive text writing test, which students completed within 60 minutes. The test was conducted on Wednesday, March 12, 2025. Based on the table, the average score of 25 students was 81.36, indicating that most students had met the MCC of 70. In this session, 20 out of 25 students (80%) successfully passed the MCC, demonstrating that the research was successful.

2) Comparison of Score in Pre-Test, Post-Test I in Cycle1, and Post-Test II Cycle 2

Table.19

**The Comparison of the Writing Skill
Pre-Test, Post-Test I, and Post-Test II**

No.	Students' Initial	Score				Explanation
		Pre-Test	Post-Test I	Post-Test II	(MMC)	
1.	APS	50	70	90	70	Increased
2.	ADP	55	75	90		Increased
3.	CBN	66	52	60		Increased
4.	FA	60	71	80		Increased

5.	FAK	70	70	62		Decreased
6.	FRCP	33.75	45	84		Increased
7.	JA	30	50	67		Increased
8.	K	55	12	85		Increased
9.	LFA	32.5	24.29	91		Increased
10.	MH	65	52	84		Increased
11.	MEB	16	61	80		Increased
12.	NFN	50	55	90		Increased
13.	NAA	25	51	60		Increased
14.	NO	50	72	90		Increased
15.	NZN	13	65	87		Increased
16.	NAS	25	73	88		Increased
17.	NMQ	50	73	91		Increased
18.	QLA	50	50	86		Increased
19.	RAP	32.5	50	93		Increased
20.	SCP	75	72	87		Increased
21.	SMQ	50	49	90		Increased
22.	SAM	40	48	61		Increased
23.	WUU	50	75	89		Increased
24.	YPB	50	60	78		Increased
25.	ZHH	35	74	71		Decreased
Total		1.015	1.425	2.034		
Average		40.6	57	81.36		

Source: The result of writing test between Pre-Test, Post-Test I, and Post-Test II

Table.20

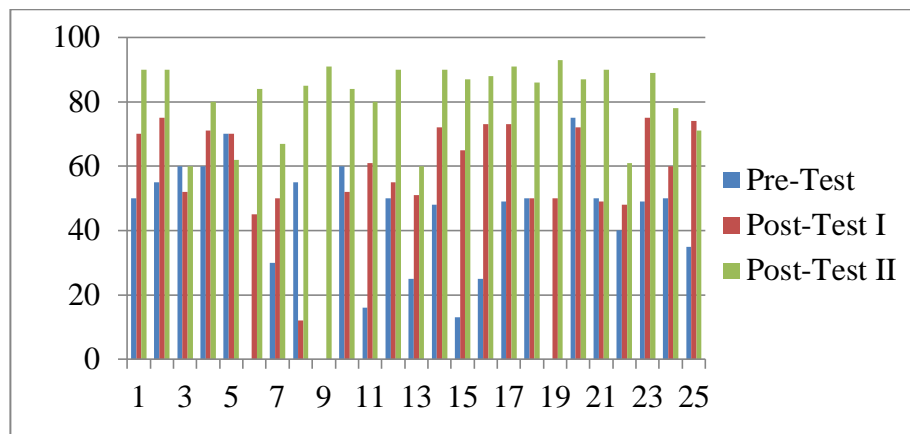
**The Frequency of Students' Score in
Pre-Test, Post-Test I, and Post-Test II**

Interval	Pre-Test		Post-Test I		Post-Test II	
	F	P	F	P	F	P
> 70	2 Students'	8%	10 Students'	40%	20 Students'	80%
< 70	23 Students'	92%	15 Students'	60%	5 Students'	20%

Source: The Result of Pre-Test, Post-Test I, and Post-Test II

Picture.5

**The Percentage of Comparison of the
Writing Skill Pre-Test, Post-Test I, and Post-Test II**



From the increase in pre-test to post-test in the first cycle, it was known that there was an increase, but because the student's score had not reached the Minimum Completion Criteria (MCC), the researcher decided to continue in the second cycle by giving the test in the same way as in the first cycle but with a different lesson plan. It can be seen that there was an increase from their average value in the pre-test from 40.6 to 57 in the post-test I and 81.36 in the post-test II. This means that students reach the target of 80% of students getting a score of 70 or 80. The increase in scores can be seen in table 25.

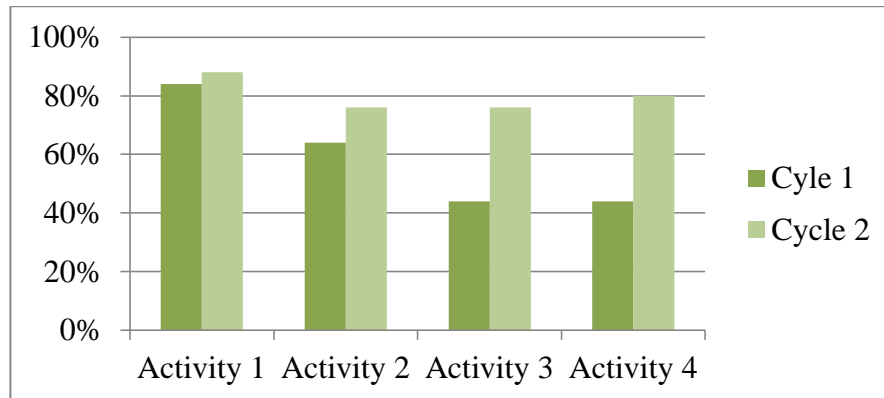
Based on the results of observations, it can be seen that the teaching and learning process in cycle 2 good activities. Because 20 students are able to realize a score of more than 70 or 90% of all students, even though there are 5 students who have not reached the Minimum Completion Criteria (MCC). Can be concluded that based on the results of post-test II the researcher has achieved the specified target and this research has been completed.

Table.21
The Percentage of Students' Learning Activities in
Cycle I and Cycle II

No.	Students' Activities	Cycle I		Cycle II		Improving
		F	P	F	P	
1.	Paying attention to the teacher's explanation	21 Students'	84%	22 Students'	88%	Improved
2.	Asking/answering teacher's questions	16 Students'	64%	19 Students'	76%	Improved
3.	Being active in class	11 Students'	44%	19 Students'	76%	Improved
4.	Doing the task given by the teacher	11 Students'	44%	20 Students'	80%	Improved
The Average Percentage		59%		80%		Improved

Source: The Result of the Students' Activities in Cycle I and Cycle II of Class VII Grade Students' SMP IT Bina Insani Metro

Picture.6
The Percentage of Students' Learning Activities in
Cycle I and Cycle II



Based on the data above it can be explained as follows:

a) Paying attention to the teachers' explanation

Student learning activities in paying attention to the explanations delivered by the teacher through the realia media as a learning tool from the first meeting to the next increased, in the first cycle 84%, and in the second cycle 88%. Increase 4%.

b) Asking/ answering the teachers' question

The students who asking/answering question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 12%, from cycle 1 64% and cycle 2 76%.

c) Being active in classroom

Students who are active in the class In the first cycle 44% and the second cycle 76% has improved 32%. Based on these data, it can be concluded that the students feel comfortable and active in the learning process because some students show good improvement when using the realia media as a learning tool in the learning process from cycle 1 up to cycle 2.

d) Doing the task given by the teacher

The students who had done the task where increased. This can be seen in the first cycle of 44% and the second cycle of 80%, an increase of 36%. Then, based on the explanation of cycle 1 and cycle 2, it can be concluded that the use of realia media as a learning tool improves the ability to write descriptive texts. There was a Grade average progress from 40.6 to 57 and to 81.36.

From table 24, it can be seen that there was an increase in the average score and the number of students who passed the test from pre-test, post-test I to post-test II. In the table above, the average score on the pre-test is 40.6 and only 2 students or (8%) passed the test meanwhile, in post-test I, there were 10 students or (40%) who passed the test with the indicator that the students scored 70 with an average of 57. And in post-test II there were 20 students or (80%) who passed. From this explanation, the researcher concluded that this research was

successful and could be stopped in cycle 2 because the indicator of student success in obtaining a score of 70 was 80%.

The result of student activity in cycle I and cycle 2 increased. Paying attention to teacher explanations from 84% to 88%, asking/answering teacher questions from 64% to 76%, being active in class from 44% to 76%, doing assignments given by the teacher from 44% to 80%. The result of student activities in cycle I and cycle 2 an increase in student learning activities from 59% to 80%.

B. Discussion

The researcher chose to use self-made realia media as a learning media to improve students' descriptive text writing skills. This technique was applied to help students organize and develop their ideas while making them more active in writing skills during English learning. There was an increase in students' learning activities using this realia media as a learning media. Therefore, it is expected to be beneficial in the learning process. Student learning in cycle 1 was still very insufficient to achieve the target average value standard, so the researcher continued to cycle 2 to again improve students' abilities by using realia media.

Based on the explanations from cycle 1 and cycle 2, it can be concluded that the use of the realia media as a learning media can enhance students' descriptive text writing skills. There was a significant improvement in the number of students who scored below 70. In the pre-test, 92% (23 students) scored <70, which decreased to 60% (15 students)

in post-test I and further dropped to 20% (5 students) in post-test II. This indicates an increase in students' mastery levels and the total number of students who met the minimum passing criteria from the pre-test to post-test I and post-test II.

Furthermore, the Minimum Completion Criteria (MCC) in this study was set at 70. In post-test I, 10 students (40%) passed with an average score of 57, while in post-test II, 20 students (80%) passed with an average score of 81.36. Based on this explanation, the researcher concludes that this study was successful and can be concluded in cycle 2, as the success indicator was achieved, with 80% of students scoring >70 .

CHAPTER V

CONCLUSION SUGGESTION

This section discusses all the data collected in classroom action research, the researcher get some conclusions and some suggestions that support the results of this study.

A. Conclusion

Based on the research findings, the researcher concludes that the use of realia media as a learning media as a specialized teaching aid in English lessons has been proven to improve the writing skills of seventh-grade students at SMP IT Bina Insani Metro. The improvement in students' performance can be seen from the increase in their average scores, which rose from 40.6 to 57 and finally to 81.36. Thus, the score improvement from cycle 1 to cycle 2 is 24 points. It is evident that the scores increased significantly from the pre-test to post-test II. Based on the students' test results, cycle 2 showed a higher improvement than cycle 1, indicating that using realia media as a learning media can effectively enhance students' writing skills in the process of learning descriptive texts.

B. Suggestion

Based on the result of the research conclusions above, the researchers suggest the following:

1. For Teacher

- a. Self-made realia media can be used as a method for teaching writing skills.

- b. Teachers are encouraged to use realia media to enhance English language learning.
- c. Realia media can serve as a reference for English learning, especially writing skills, to keep students motivated and prevent boredom while effectively receiving the material taught by the teacher.

2. For Students

- a. Students are encouraged to study English more diligently, especially writing skills.
- b. Students are advised to improve their writing skills by using realia media as a technique for absorbing learning materials.
- c. Students should be confident and continue practicing writing in class.
- d. Students are encouraged to memorize more English vocabulary to expand their knowledge of the language.

3. For Headmaster

The school principal should support the learning process by providing the necessary facilities and infrastructure.

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APPENDICES

The Teacher Data of SMP IT Bina Insani Metro

No	Name	Occupation
1.	Suwanda, S.E.Sy.	Headmaster
2.	Nasiruddin, M.Pd.,Gr.	Head of Curriculum
3.	Nur Apriyani Saputri, S.Pd.	Head of Student Affairs
4.	Bagus Prayogo, S.Pd.	Head of Infrastructure
5.	Muhammad Sofwan, S.Pd.I.,Gr.	School Operator
6.	Dwi Lestari , S.Pd.	School Treasurer
7.	Maida Lestari, S.Pd.	Throne Coordinator& Homeroom Teacher
8.	Muammar Khadaffi, S.E.,Gr.	Homeroom Teacher
9.	Dedi Setiawan, S.Pd.	Homeroom Teacher
10.	Anis Shofi Aulia, S.Pd.	Homeroom Teacher
11..	Agus Kholidin, M.Pd.	Homeroom Teacher
12.	Anha Amilda, S.Pd.	Homeroom Teacher
13.	Nur Khasanah, S.Pd.	Homeroom Teacher
14.	Rinanto, S.Pd.I.	Homeroom Teacher
15.	Nabilah Asy'ariyah, S.Pd.	Homeroom Teacher
16.	Illa Imelda Utami, S.Sos.	Library Coordinator
17.	Bekti Amanah, S.Pd.,Gr.	Subject Teacher & public Relationship
18.	Intan Caria, M.Pd.,Gr.	Subject Teacher
19.	Lu'lu Salamah, Lc.	Subject Teacher
20.	Habthin Masrijah, S.Pd	Subject Teacher
21.	Rizki Akdes Chairuni, S.Si.	Subject Teacher
22.	Ahmad Zuhairi, S.Pd.	Subject Teacher
23.	Muhammad Rafli, S.M.	Subject Teacher
24.	Sri Resti Astuti, S.Pd.	Subject Teacher
25.	Hastio Wahyu Utomo, S.Kom.	Subject Teacher
26.	Nirakun Handayani, S.Sos.	Subject Teacher
27.	Suryaningsih, S.Pd.	Subject Teacher
28.	Surya Gunawan	Subject Teacher
29.	Mundriyati Amnah, S.H.	Subject Teacher

30.	Zahra Vionica, S.Pd.	Subject Teacher
31.	Laili Sakinah, S.Pd.	Subject Teacher
32.	Diky Arisanto, S.Pd.	Counselling Teacher
34.	Yola Mahanisa, S.Pd.	Administration
35.	Nur Ridho	Security
36.	Sutikno	School Guard
37.	Ina Indar Wati	Cleaning
38.	Suryono	Gardener

Source: Documentation Teacher Data of SMP IT Bina Insani Metro

List of building at SMP IT Bina Insani Metro

No.	Name of Building	Total	Expanation
1.	Classroom	10	Available/Good
2.	Library	1	Available/Good
3.	Lab. Of Science	1	Available/Good
4.	Teacher Room	2	Available/Good
5.	Mosque	2	Available/Good
6.	Canteen	2	Available/Good
7.	Toilet	3	Available/Good
8.	Administration Room	1	Available/Good
9.	Headmaster Room	1	Available/Good
10.	Counselling Room	1	Available/Good

Source Documentation of SMP IT Bina Insani Metro

Number of Students of SMP IT Bina Insani Metro

No.	Class	Male	Male Per Level	Female	Female Per Level	Number of Students	Number of Student Per Level
1.	VII A	0	46	25	43	25	89
2.	VII B	20		0		20	
3.	VII C	13		7		20	
4.	VII TK	13		11		24	
5.	VIII A	0	39	20	34	20	73
6.	VIII B	28		0		28	
7.	VIII C	11		14		25	
8.	IX A	0	39	24	24	24	63
9.	IX B	20		0		20	
10.	IX C	19		0		19	
Total							225

Source: Documentation of Data SMP IT Bina Insani Metro

The Location Sketch of SMP IT Bina Insani Metro





Sekolahnya Para Juara

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS

NAMA SEKOLAH : SMPIT BINA INSANI PENULIS : INTAN CARIA, M.Pd.Gr.
FASE / KELAS : D / 7 TAHUN PELAJARAN : 2024/2025

Capaian Pembelajaran Fase D					
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/ pemirsa Ketika memproduksi teks lisan, tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/ perasaan/ pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak Ketika memahami informasi tersirat.					
Profil Pelajar Pancasila					
(1) Beriman, Bertakwa kepada Tuhan YME, dan Berakhlak Mulia. (2) Mandiri. (3) Bernalar Kritis. (4) Kreatif. (5) Berkebhinekaan global. (6) Gotong royong					
Elemen	Capaian Pembelajaran	Konten / Materi	Tujuan Pembelajaran	Alokasi Waktu	Kekhasan SIT
Menyimak – Berbicara (Listening-Speaking)	Peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail teks lisan yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang diminaiati secara umum. Peserta didik terlibat dalam diskusi.	a. Introduce oneself and other people b. Numbers, Days, and Months c. Greeting and Leave Taking d. Expressing gratitude e. Expressing apologies f. Telling time	1. Peserta didik mampu menggunakan bahasa Inggris untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. 7.1.1 Peserta didik mampu menggunakan Expression of Introducing Oneself and Other People untuk berinteraksi dengan guru, teman sebaya.	6 JP	Sub Elemen 5.1.3 Menguasai bahasa asing Capaian akhir fase D 1. Menggunakan teks lisan, tulisan dan visual dalam bahasa asing untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal/ dan informal.



Sekolahnya Para Juara

	<p>memberikan pendapat, membuat perbandingan dan/ atau menyampaikan preferensi. Peserta didik menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><i>(Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of oral texts in discussions or presentations on a variety of general interest topics. They engage in discussion, giving opinions, making comparisons and/ or stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.)</i></p>		<p>7.1.2 Peserta didik mampu menggunakan <i>Numbers, Days, and Months</i> untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.1.3 Peserta didik mampu menggunakan <i>Expression of Greeting and Leave Taking</i> untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.1.4 Peserta didik mampu menggunakan <i>Expression of Gratitude</i> untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.1.5 Peserta didik mampu menggunakan <i>Expression of Apologize</i> untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal</p>	<p>6 JP</p> <p>4 JP</p> <p>4 JP</p> <p>4 JP</p>	<p><i>QS. An-Nisa: 86</i> (Tentang anjuran/ memberi sapaan/ penghormatan)</p> <p><i>QS. Al-fur: 25</i> (Bertegur sapa)</p> <p>"Barang siapa yg diperlakukan baik, lalu ia mengatakan kepada pelakunya 'Jazakallahu khairan, maka sungguh ia telah menyunggunya." (HR. Tirmidzi)</p> <p><i>QS. Al-A'raf: 199, dan QS. Asy-syura: 42-43</i> (Tentang keutamaan saling memaafkan)</p>	<p>2. Menggunakan bahasa asing untuk berdiskusi dan menyampaikan keinginan/perasaan.</p>
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			<p>7.1.6 Peserta didik mampu menggunakan <i>Expression of Telling time</i> untuk berinteraksi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal</p>	4 JP	<p><u>Harisun Ala</u> <i>Waatih, seperti yang termuat dalam</i> <i>QS. Al Asr: 1-2</i> <i>QS. Al Lail: 1-2</i> <i>QS. Adhukha: 1-2</i> <i>QS. Al-Fajr: 1-2</i> <i>QS. At-Takwir: 18</i></p>	
	<p>a. Asking for Help</p> <p>b. Asking and Giving opinion</p> <p>c. Pronoun</p> <p>d. Singular / plural</p> <p>e. Countable / uncountable</p> <p>f. Preposition and article</p>	<p>2. Peserta didik mampu menggunakan bahasa Inggris untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.2.1 Peserta didik mampu menggunakan <i>Expression of Asking for Help</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p>7.2.2 Peserta didik mampu menggunakan ungkapan <i>Asking and Giving Opinion</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang</p>	<p>4 JP</p> <p>6 JP</p>	<p><u>QS. Al-Maidah: 2</u> <i>(tentang keutamaan tolong menolong)</i></p> <p><u>QS. An-Nisa: 59</u> <i>(tentang menyikapi perbedaan pendapat)</i></p>		



			lain dalam berbagai macam konteks familiar yang formal dan informal.		
			7.2.3 Peserta didik mampu menggunakan <i>Pronoun</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.	4 JP	
			7.2.4 Peserta didik mampu menggunakan bentuk <i>Singular and Plural</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.	6 JP	
			7.2.5 Peserta didik mampu menggunakan <i>Countable and Uncountable Noun</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.	6 JP	
			7.2.6 Peserta didik mampu menggunakan <i>Preposition and Article</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru,	6 JP	



Membaca – Memirsa (Reading- Viewing)	Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Peserta didik mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Peserta didik mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. <i>Students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and</i>	a. Parts of Speech b. Daily Routine c. Family tree d. Descriptive text	teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal 7.2.6 Peserta didik mampu menggunakan <i>Simple Present Tense</i> untuk saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal 6 JP		Sub Elemen 5.1.3. Menguasai bahasa asing Capaian akhir fase D 1. Menggunakan teks lisan, tulisan dan visual dalam bahasa asing untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal/ dan informal. 2. Menggunakan bahasa asing untuk berdiskusi dan menyampaikan keinginan/perasaan.
			5. Peserta didik mampu membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. 7.5.1 Peserta didik mampu membaca dan merespon teks familiar dan tidak familiar yang mengandung <i>Parts of Speech (Noun, Verb, Adjective, Adverb)</i> dan kosakata yang familiar secara mandiri.. 7.5.2 Peserta didik mampu membaca dan merespon teks <i>Daily Routine</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri 6 JP		
			4 JP		



Sekolah Para Juara

<p>Menulis – Mem presentasikan (Writing- Presenting)</p>	<p>evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.)</p>		<p>7.5.3 Peserta didik mampu membaca dan merespon teks <i>Family Tree</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri</p> <p>7.5.4 Peserta didik mampu membaca dan merespon teks <i>descriptive</i> yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.</p>	<p>2 JP</p> <p>2 JP</p>		<p>Sub Elemen 5.1.3 Menguasai bahas asing</p> <p>Capaian akhir fase D Memproduksi teks tulisan dan visual dalam bahasa asing yang terstruktur dan kosa kata yang lebih beragam.</p>
	<p>Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, peserta didik merencanakan, menuliskan, dan menyajikan berbagai jenis teks dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argument dan menjelaskan mempertahankan suatu pendapat. Peserta didik berupaya untuk menulis kata-kata baru berdasarkan pemahaman mereka terhadap hubungan huruf bunyi dalam bahasa Inggris. Peserta didik menunjukkan pemahaman yang lebih konsisten bahwa teks dalam bahasa Inggris ditulis dengan</p>	<p>a. Descriptive Text (people, things, animal)</p>	<p>8. Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur.</p> <p>7.8.1 Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur dalam bentuk <i>daily routine</i>.</p> <p>7.8.2 Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur dalam bentuk <i>Descriptive text</i></p>	<p>4 JP</p> <p>8 JP</p>	<p>QS. Asy-Syura: 29 (tentang penciptaan makhluk)</p>	



Sekolahnya Para Juara

	<p>kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya.</p> <p><i>Students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present a range of texts in simple and compound sentences to structure arguments and to explain or justify a position. Their attempts to write new words are based on known English letter sound relationships and they demonstrate a more consistent awareness that written texts in English are presented through conventions, which change according to context and purpose.)</i></p>				
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Mengetahui,
Kepala Sekolah



Metro, 15 Juli 2024
Guru Mata Pelajaran

INTAN CARIA, M.Pd.Gr.
NIT. 198809262011072000

MODUL AJAR
SMP IT BINA INSANI
(CYCLE 1&2)

INFORMASI UMUM

A. IDENTITAS MODUL

Mata Pelajaran	: BAHASA INGGRIS
Nama Penyusun	: NUR FAIZAH
Sekolah	: SMP IT BINA INSANI
Kota	: Metro
Tahun Penyusunan	: 2025
Jenjang	: SMP
Fase CP	: VII/ D
Elemen CP	: WRITING-PRESENTING
Kompetensi Awal	: <ul style="list-style-type: none"> A. Siswa memahami fungsi, struktur, dan unsur-unsur kebahasaan teks deskriptif. B. Siswa mengetahui kosakata dalam bahasa inggris.
Profil Pelajar Pancasila :	<ul style="list-style-type: none"> 1. Beriman, Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia 2. Ber kebhinekaan Global 3. Gotong Royong 4. Kreatif
Sarana dan Prasarana :	<ul style="list-style-type: none"> A. Alat : Laptop, benda nyata (realia media), kamus B. Sumber Belajar : Lembar Kerja Peserta Didik, Teks Descriptive.
Target Peserta Didik	: Reguler/Umum
Jumlah Peserta didik	: 25 siswa
Model Pembelajaran	: Problem Based Learning
Asesmen	: Unjuk Kerja dan Menulis (Cycle 1 & Cycle 2)

ISI MODUL

MATERI YANG AKAN DI PELAJARI

DESCRIPTIVE TEXT

Descriptive text adalah sebuah teks yang menjelaskan tentang suatu hal. Misalnya, mendeskripsikan orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Descriptive text juga bertujuan untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

Generic Structure dari Descriptive Text

1. Identification

Bagian identification berisi pendahuluan dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan, supaya para pembaca atau pendengar tidak salah mengerti. Misalnya yang kita jelaskan adalah pensil, namun para pembaca/pendengar malah salah mengerti menjadi pena,

2. Description

Pada bagian description berisiciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan.

Fitur Bahasa

- Menggunakan Simple Present Tense. Tenses ini digunakan karena dalam descriptive text kita akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang.
- Menggunakan banyak kata Adjective. Kata Adjective digunakan karena dalam descriptive text kita akan menjelaskan sifat - sifat dari suatu benda, manusia, atau binatang.
- Kita akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text, karena 'is' itu berarti 'adalah' yang mengarahkan pada penjelasan benda, orang atau binatang yang sedang kita jelaskan.
- Descriptive text hanya fokus menjelaskan pada satu objek.

TUJUAN PEMBELAJARAN

1. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.
2. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.
3. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tertulis (**minimal 6 kalimat**) dalam lingkup keluarga dan kelas dengan tepat.
4. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk baik lisan dalam lingkup keluarga dan kelas dengan tepat.

(Audience, Behavior, Condition, and Degree)

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Teks deskripsi dalam menggambarkan benda nyata
2. Struktur dan language features dalam teks deskripsi menggambarkan benda nyata
3. Cara membuat teks deskripsi dalam menggambarkan benda nyata

PERTANYAAN PEMANTIK

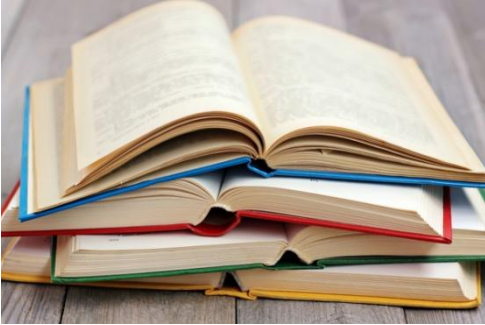
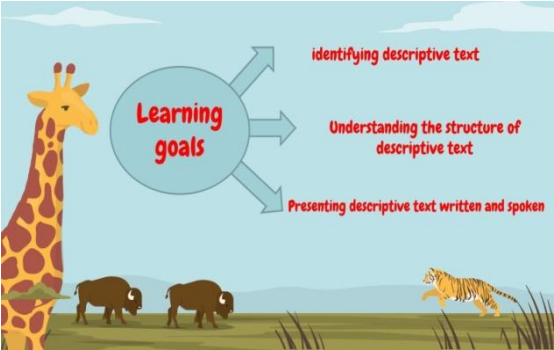
1. Have you ever found any object in your school?
2. What object is/are has/have?
3. How would you describe the object?

PERSIAPAN PEMBELAJARAN

Langkah-langkah yang perlu dilakukan guru sebelum mengajar:

1. Menyusun Lember Kerja Peserta Didik (LKPD)
2. Menyiapkan laptop, membawa realia media (benda nyata)
3. Membagi peserta didik dalam kelompok sesuai dengan konsep pembelajaran berdiferensiasi
4. Menyiapkan buku absensi peserta didik
5. Menyiapkan soal-soal/tugas/instrument assesmen/test diagnostic

PEMBELAJARAN

<p>Kegiatan anAwal (12 Menit)</p>	<p>Pendahuluan</p> <ul style="list-style-type: none"> - Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran - Memberikan pertanyaan pemantik berdasarkan gambar  <ul style="list-style-type: none"> • <i>Have you ever found any object in your school?</i> • <i>What is/are has/have?</i> • <i>How would you to describe the object?</i> <ul style="list-style-type: none"> - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  <ul style="list-style-type: none"> - Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran media - Menjelaskan asesmen yang akan di dapatkan peserta didik
<p>Kegiatan Inti (60 Menit)</p>	<p>Pengorganisasian Peserta didik</p> <ul style="list-style-type: none"> - Peserta didik di arahkan untuk duduk dengan tenang dan rapih

- Peserta didik diminta untuk menyimak dan mengamati penjelasan guru tentang teks descriptive menggunakan realia media dari guru
- Peserta didik bersama guru berdiskusi tentang apa yang mereka dapat dari penjelasan guru
- Peserta didik diminta untuk menghafal beberapa kosakata bahasa inggris pada cycle 2 guna membantu perkembangan dalam pembelajaran bahasa inggris menggunakan media.

Bimbingan Penyelidikan

- Peserta didik di beri penjelasan tentang sebuah benda rumah/sekolah dan di bimbing oleh guru untuk mencari tahu benda apa yang mungkin ada di rumah/sekolah?
- (activity)



- Peserta didik diberikan tugas pembelajaran terkait realia media yang telah dibawa dan dijelaskan oleh guru
- Peserta didik menuliskan hasil prediksi di lembar soal yang diberikan guru
- Peserta didik mencatat nama-nama/kosakata benda dalam bahasa inggris dengan baik dan benar
- Peserta didik mendeskripsikan benda apa yang diberikan guru dan ditulis dalam 2-3 paragraf/minimal menggunakan 50-70 kata sesuai perintah

	<p>Pengembangan dan Penyajian Materi</p> <ul style="list-style-type: none"> - Peserta didik menyampaikan hasil tulisannya terkait benda yang akan di deskripsikan - Di bimbing guru, siswa di jelaskan mengenai unsur kebahasaan, struktur teks deskripsi
	<div data-bbox="564 504 1109 929" data-label="Image"> <p>The image shows a worksheet titled 'EXMMMPLE' (sic) with a central illustration of a yellow pencil. It contains several examples of descriptive sentences about a pencil, categorized into 'IDENTIFICATION' and 'DESCRIPTION'.</p> <p>IDENTIFICATION</p> <ul style="list-style-type: none"> I have a pencil. It is , yellow, ong, and has a eraser stor. I have a pencil. It is s yellong, han, and has eraser in ton. <p>DESCRIPTION</p> <ul style="list-style-type: none"> I use my pencil to write to write, and shasy to hold. I use my pencil to write, my sharp, and no easy to hold. I use my pencil to write, it has, write, hbiis write to how. I use my pencil to write and draw, andis easy to hold. <p>The word 'SHNR' is written in a large, stylized font.</p> </div> <ul style="list-style-type: none"> - Peserta didik menyampaikan deskripsi benda di depan teman sekelas secara lisan <p>Analisis dan Evaluasi</p> <ul style="list-style-type: none"> - Peserta didik melakukan sesi tanya jawab dan menanggapi hasil tugas - Peserta didik bertanya materi yang belum di pahami kepada guru
<p>Kegiatan Penutup (8 Menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a splendid job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson?Is there anyone want to say something? 2. Menyimpulkan apa yang di pelajari hari ini 3. Menyampaikan agenda pertemuan berikutnya 4. Guru mengakhiri pembelajaran dengan menyampaikan sampai jumpa lagi

ASESMEN

- a. Asesmen Diagnostik (Di berikan Sebelum Pembelajaran)
- b. Asesmen Formatif
- c. Asesmen Sumatif

PENGAYAAN DAN REMEDIAL

- a. Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.
- b. Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen.

LAMPIRAN-LAMPIRAN

MATERI PEMBELAJARAN

DESCRIPTIVE TEXT

Descriptive text adalah sebuah teks yang menjelaskan tentang suatu hal. Misalnya, mendeskripsikan orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Descriptive text juga bertujuan untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

Generic Structure dari Descriptive Text

1. Identification

Bagian identification berisi pendahuluan dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan supaya para pembaca atau pendengar tidak salah mengerti. Misalnya yang kita jelaskan adalah pensil, namun para pembaca/pendengar malah salah mengerti menjadi pena.

2. Description

Pada bagian description berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan.

Language features

- a. Menggunakan Simple Present Tense. Tenses ini digunakan karena dalam descriptive text kita akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang.
- b. Menggunakan banyak kata Adjective. Kata Adjective digunakan karena dalam descriptive text kita akan menjelaskan sifat-sifat dari suatu benda, manusia, atau binatang.
- c. Kita akan sering menjumpai banyak kata "is" atau relating verb (kata kerja penghubung) dalam descriptive text karena 'is' itu berarti 'adalah' yang mengarahkan pada penjelasan benda, orang atau binatang yang sedang kita jelaskan.
- d. Descriptive text hanya fokus menjelaskan pada satu objek.

LEMBAR KERJA PESERTA DIDIK

Kata Kunci

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
2. Menjelaskan konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
3. Menggunakan struktur teks, unsur kebahasaan secara tulisan dan lisan lingkup keluarga dan kelas.

Tujuan Pembelajaran

1. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.
2. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu. Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.
3. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu. Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tulisan dalam lingkup keluarga dan kelas dengan tepat.
4. Setelah melaksanakan pembelajaran dengan model problem based dengan realia media descriptive text, peserta didik mampu. Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk lisan dalam lingkup keluarga dan kelas dengan tepat.

Diagnostics Assessment

1. What is descriptive text?
 - a. 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.
 - b. A text that contains the description of an object, which is an animal, place, people, thing, etc.
2. What is an example of descriptive text?

- a. Topics:
 - Object
- 3. What language features are used in descriptive text?
 - a. Simple present tense
 - b. Linking verb (to have)
- 4. What is the text structure of descriptive text?
 - a. Identification
 - b. Description

PRE-TEST (Cycle I)

Name :
Class :

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write a descriptive text about the media below.
2. Your text should be made up of 2 paragraphs (minimum 50 words).
3. Make sure to use correct capitalization punctuation, standard spelling and good grammar.



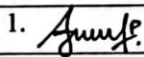
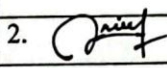


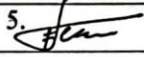

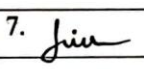
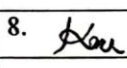
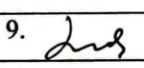
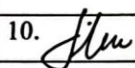


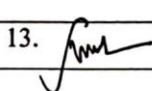

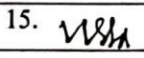
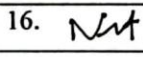
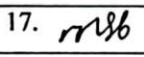
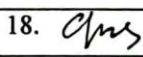
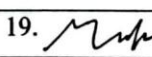

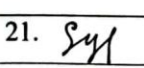
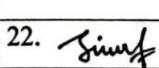
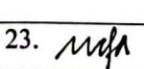
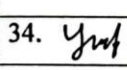
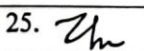
Answer:

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the entire width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.

ATTENDANCE LIST POST-TEST I

Class : VII .A

Date : 26 February 2025

No.	Name	Signature	
1.	Afra Putri S	1. 	
2.	Anisa Dini P		2. 
3.	Calista Bilqis Nurizzati	3. 	
4.	Faiza Aisyahana		4. 
5.	Faiza Alya K	5. 	
6.	Fani Raihana C.P		6. 
7.	Jingga Aulia	7. 	
8.	Khoirunnisa		8. 
9.	Leni Fiola Aprilia	9. 	
10.	Muhimatul Hamzah		10. 
11.	Mutiara E.B	11. 	
12.	Nabiila Faadiyatul Nikmah		12. 
13.	Nadira Adi Assyifa	13. 	
14.	Nadifa Oktaviana		14. 
15.	Nasya Zahrotun Najjah	15. 	
16.	Naurah Afiqah Salsabila		16. 
17.	Nayra Mutia Qulbi	17. 	
18.	Queen Lovely Adriansyah		18. 
19.	Rere Azzahra Putri	19. 	
20.	Syafa Chalisa P		20. 
21.	Syahidah Mutia Qulbi	21. 	
22.	Shintya Ayu Maharani		22. 
23.	Wafa Uswatul Uswa	23. 	
24.	Yunita Putri Balqis		34. 
25.	Zahira Halum Hasanah	25. 	

ATTENDANCE LIST POST-TEST II

Class : VII.A

Date : 12 March 2025

No.	Name	Signature	
1.	Afra Putri S	1. <i>Afra</i>	
2.	Anisa Dini P		2. <i>Anisa</i>
3.	Calista Bilqis Nurizzati	3. <i>Calista</i>	
4.	Faiza Aisyahana		4. <i>Faiza</i>
5.	Faiza Alya K	5. <i>Faiza</i>	
6.	Fani Raihana C.P		6. <i>Fani</i>
7.	Jingga Aulia	7. <i>Jingga</i>	
8.	Khoirunnisa		8. <i>Khoirunnisa</i>
9.	Leni Fiola Aprilia	9. <i>Leni</i>	
10.	Muhimatul Hamzah		10. <i>Muhimatul</i>
11.	Mutiara E.B	11. <i>Mutiara</i>	
12.	Nabiila Faadiyatul Nikmah		12. <i>Nabiila</i>
13.	Nadira Adi Assyifa	13. <i>Nadira</i>	
14.	Nadifa Oktaviana		14. <i>Nadifa</i>
15.	Nasya Zahrotun Najjah	15. <i>Nasya</i>	
16.	Naurah Afiqah Salsabila		16. <i>Naurah</i>
17.	Nayra Mutia Qulbi	17. <i>Nayra</i>	
18.	Queen Lovely Adriansyah		18. <i>Queen</i>
19.	Rere Azzahra Putri	19. <i>Rere</i>	
20.	Syafa Chalisa P		20. <i>Syafa</i>
21.	Syahidah Mutia Qulbi	21. <i>Syahidah</i>	
22.	Shintya Ayu Maharani		22. <i>Shintya</i>
23.	Wafa Uswatul Uswa	23. <i>Wafa</i>	
24.	Yunita Putri Balqis		24. <i>Yunita</i>
25.	Zahira Halum Hasanah	25. <i>Zahira</i>	

**THE STUDENTS' SCORE IN WRITING SKILL
PRE-TEST**

School : SMP IT Bina Insani Metro

Subject : English

MCC : 70

Class : VII. A

No.	Name	Score	Category
1.	APS	50	Incomplete
2.	ADP	55	Incomplete
3.	CBN	66	Incomplete
4.	FA	60	Incomplete
5.	FAK	70	Complete
6.	FRCP	33.75	Incomplete
7.	JA	30	Incomplete
8.	K	55	Incomplete
9.	LFA	32.5	Incomplete
10.	MH	65	Incomplete
11.	MEB	16	Incomplete
12.	NFN	50	Incomplete
13.	NAA	25	Incomplete
14.	NO	50	Incomplete
15.	NZN	13	Incomplete
16.	NAS	25	Incomplete
17.	NMQ	50	Incomplete
18.	QLA	50	Incomplete
19.	RAP	32.5	Incomplete
20.	SCP	75	Complete
21.	SMQ	50	Incomplete
22.	SAM	40	Incomplete
23.	WUU	50	Incomplete
24.	YPB	50	Incomplete
25.	ZHH	35	Incomplete
	Total	1.015	
	Average	40.6	

Highest : 75

Lowest : 16

THE STUDENTS' SCORE IN WRITING SKILL

POST-TEST I

School : SMP IT Bina Insani Metro

Subject : English

MCC : 70

Class : VII. A

No.	Name	Score	Category
1.	APS	70	Complete
2.	ADP	75	Complete
3.	CBN	52	Incomplete
4.	FA	71	Complete
5.	FAK	70	Complete
6.	FRCP	45	Incomplete
7.	JA	50	Incomplete
8.	K	12	Incomplete
9.	LFA	24.29	Incomplete
10.	MH	52	Incomplete
11.	MEB	61	Incomplete
12.	NFN	55	Incomplete
13.	NAA	51	Incomplete
14.	NO	72	Complete
15.	NZN	65	Incomplete
16.	NAS	73	Complete
17.	NMQ	73	Complete
18.	QLA	50	Incomplete
19.	RAP	50	Incomplete
20.	SCP	72	Complete
21.	SMQ	49	Incomplete
22.	SAM	48	Incomplete
23.	WUU	75	Complete
24.	YPB	60	Incomplete
25.	ZHH	74	Complete
	Total	1.425	
	Average	57	

Highest : 75

Lowest : 12

THE STUDENTS' SCORE IN WRITING SKILL

POST-TEST II

School : SMP IT Bina Insani Metro

Subject : English

MCC : 70

Class : VII. A

No.	Name	Score	Category
1.	APS	90	Complete
2.	ADP	90	Complete
3.	CBN	60	Incomplete
4.	FA	80	Complete
5.	FAK	62	Complete
6.	FRCP	84	Complete
7.	JA	67	Incomplete
8.	K	85	Complete
9.	LFA	91	Complete
10.	MH	84	Complete
11.	MEB	80	Complete
12.	NFN	90	Complete
13.	NAA	60	Incomplete
14.	NO	90	Complete
15.	NZN	87	Complete
16.	NAS	88	Complete
17.	NMQ	91	Complete
18.	QLA	86	Complete
19.	RAP	93	Complete
20.	SCP	87	Complete
21.	SMQ	90	Complete
22.	SAM	61	Incomplete
23.	WUU	89	Complete
24.	YPB	78	Complete
25.	ZHH	71	Incomplete
	Total	2.034	
	Average	81.36	

Highest : 93

Lowest : 60

INDICATOR OF WRITING

Aspect	Score	Performance Description
Content (C) 30% -Topic -Details	1-30	The topic is complete and clear and the details are relating to the topic
		The topic is complete and clear but the details are almost relating to the topic
		The topic is complete and clear but the details are not relating to the topic
		The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification -Description	1-20	Identification is complete and descriptions are arranged with proper connectives
		Identification is almost complete and descriptions are arranged with almost proper connectives
		Identification is not complete and descriptions are arranged with few misuses of connectives
		Identification is not complete and descriptions are arranged with misuse connectives
Grammar (G) 20% -Use Present Tense -Agreement	1-20	Very few grammatical or agreement inaccuracies
		few grammatical or agreement inaccuracies but not affect on meaning
		Numerous grammatical or agreement inaccuracies
		Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	1-15	Effective choice of words and words form
		Few misuses of vocabularies, word forms, but not change the meaning
		Limited range confusing words

		and word form
		Very poor knowledge of words, word forms, and not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	1-15	It uses correct spelling, punctuation, and capitalization
		It has occasional errors of spelling, punctuation, and capitalization
		It has frequent errors of spelling, punctuation, and capitalization
		It is dominated by errors of spelling, punctuation and capitalization

PRE-TEST (Cycle I)

Name : Nabila Faadiyah Nikmah

Class : VII A

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write a descriptive text about the media below.
2. Your text should be made up of 2 paragraphs (minimum 50 words).
3. Make sure to use correct capitalization punctuation, standard spelling and good grammar.



Answer:

on the table there are one pencil case and two pen. Pencil case that made in knitting. Pencil case that shape are pencil case that see beautiful

C : 15

O : 10

E : 10

V : 7,5

M : 7,5

Total = 50

POST-TEST

(Cycle I)

Name : Nabila Faa diratu N

Class : VIIA

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write the descriptive text from the realia media that you have learned together in class.
2. Your text should be made up of 3 paragraphs (minimum 70 words).
3. Make sure to use correct capitalization, punctuation, standard spelling and good grammar.



Answer:

on the table coloring blue that shilinder coloring purple and in
shilinder that two pen, shilinder shaped long. shilinder that
shaped unique texture and deep color make it a perfect addition to
any work space. It sturdy structure ensures

$$C = 15$$

$$O = 11$$

$$S = 11$$

$$V = 9$$

$$M = 9$$

$$\text{Total} = 55$$

POST-TEST

(Cycle II)

Name : Nabiila faadiyatul N

Class : VIIA

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write the descriptive text from the realia media that you have learned together in class.
2. Your text should be made up of 3 paragraphs (minimum 70 words).
3. Make sure to use correct capitalization, punctuation, standard spelling and good grammar.



Answer:

A beautifully hand-crafted pen holder sits gracefully on a table covered with a blue-patterned cloth. The interwoven threads create a textured and artistic finish, forming a sturdy cylindrical shape. The deep purple hue contrasts elegantly with the vibrant blue background.

Inside the holder, two white pens stand upright, adding a crisp and clean contrast to the darker woven material. The craftsman's skill is evident in each detailed weave, making it both functional and decorative. The hand-made design brings a sense of warmth and creativity to any space.

Beyond its utility, this pen holder serves as a statement piece. Its exquisite weaving and striking color make it an excellent addition to any workspace or study area. A simple yet elegant storage solution.

C = 25

O = 18

S = 18

V = 15

M = 14

Total = 90

PRE-TEST
(Cycle I)

Name : Yunita Putri Balqis

Class : 7 A

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write a descriptive text about the media below.
2. Your text should be made up of 2 paragraphs (minimum 50 words).
3. Make sure to use correct capitalization punctuation, standard spelling and good grammar.



Answer:

On the table, there is one pencil case, Pencil case purple color, in pencil case there are two pens. There is pencil case so big and wide.
This pencil case shape cylinder, made in Rop.
Made in with knitting.

C : 15

O : 10

G : 10

V : 7,5

M : 7,5

Total = 50

POST-TEST

(Cycle I)

Name : Yunita putri Balqis

Class : 7A

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write the descriptive text from the realia media that you have learned together in class.
2. Your text should be made up of 3 paragraphs (minimum 70 words).
3. Make sure to use correct capitalization, punctuation, standard spelling and good grammar.



Answer:

On the table there is one pencil case. pencil case purple color. In pencil case there are two pens. This is pencil case so long, big, and wide. This pencil case shape cylinder, made in rope. made in with knitting. texture objek so rough, and table cloth blue color

C = 18

O = 12

G = 12

V = 9

M = 9

Total = 60

POST-TEST

(Cycle II)

Name : Yunita Putri Balqis

Class : 7A

Direction:

1. Write your name and class on the answer sheet!
2. The time given to complete this test is 45 minutes!
3. You may use an English dictionary!
4. Do not cheating!

Instruction:

1. Write the descriptive text from the realia media that you have learned together in class.
2. Your text should be made up of 3 paragraphs (minimum 70 words).
3. Make sure to use correct capitalization, punctuation, standard spelling and good grammar.



Answer:

A handcrafted purple pen holder, made from woven threads, stands tall on a blue-patterned table cloth. Its textured cylindrical shape enhances its artistic look, making it a charming addition to the table. The deep purple color contrasts beautifully with the blue tones beneath it.

Inside the holder, two white pens are neatly arranged, ready for use. The weaving technique creates a firm yet stylish structure, ensuring both durability and elegance. The open-top design makes it convenient for storage.

The fine details of the woven texture highlight skilled craftsmanship. It not only serves as a functional piece but also adds a decorative touch to the table setting. This simple yet elegant item is perfect for any workspace.

C : 28

O : 15

B : 11,25

V : 15

M : 8,75

Total 78

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class : VII.A/Genap

School : SMP IT Bina Insani Metro

No.	Name	The indicators of students' learning activity			
		Paying attention to teacher's explanation	Asking/answering the teacher's question	Being active in class	Doing the task given by the teacher
1.	APS	√	√	√	√
2.	ADP		√		
3.	CBN	√	√		
4.	FA	√			
5.	FAK	√	√	√	
6.	FRCP	√	√	√	√
7.	JA	√			
8.	K	√			
9.	LFA	√	√	√	√
10.	MH	√	√	√	√
11.	MEB	√			√
12.	NFN	√			√
13.	NAA	√	√		
14.	NO	√	√	√	√
15.	NZN		√	√	
16.	NAS				√
17.	NMQ	√	√	√	√
18.	QLA	√	√		
19.	RAP	√			√
20.	SCP		√		
21.	SMQ	√	√		
22.	SAM	√	√	√	√
23.	WUU	√		√	
24.	YPB	√		√	
25.	ZHH	√	√		
Total		21	16	11	11

Note :

- Tick (✓) for each positive activity
 - Percentage of student's activities
1. Paying attention to teacher's explanation = 88%
 2. Asking/answering the teacher's question = 76%
 3. Being active in class = 76%
 4. Doing the task given by the teacher = 80%

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class : VII.A/Genap

School : SMP IT Bina Insani Metro

No.	Name	The indicators of students' learning activity			
		Paying attention to teacher's explanation	Asking/answering the teacher's question	Being active in class	Doing the task given by the teacher
1.	APS	√	√	√	√
2.	ADP		√		
3.	CBN	√			
4.	FA	√	√		√
5.	FAK	√	√	√	
6.	FRCP	√	√	√	√
7.	JA	√	√	√	
8.	K	√	√	√	√
9.	LFA	√	√	√	√
10.	MH	√	√	√	√
11.	MEB				√
12.	NFN	√	√	√	√
13.	NAA	√	√	√	√
14.	NO	√	√	√	√
15.	NZN	√	√	√	√
16.	NAS	√			√
17.	NMQ	√	√	√	√
18.	QLA			√	√
19.	RAP	√	√	√	√
20.	SCP	√	√	√	√
21.	SMQ	√	√	√	√
22.	SAM	√	√	√	√
23.	WUU	√		√	
24.	YPB	√		√	√
25.	ZHH	√	√		√
Total		22	19	19	20

Note :

- Tick (✓) for each positive activity
 - Percentage of student's activities
1. Paying attention to teacher's explanation = 84%
 2. Asking/answering the teacher's question = 64%
 3. Being active in class = 44%
 4. Doing the task given by the teacher = 44%

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 1**

Researcher Activities	Good	Enough	Low
1. Pre-Teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
2. While-Teaching a. Informing the objective of learning b. Explaining the material using Realia Media c. Guiding the students to follow the lesson			
3. Post-Teaching a. Concluding the result of learning b. Class closing ability			
Tick(√) for each positive effect			

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 2

Researcher Activities	Good	Enough	Low
4. Pre-Teaching d. Preparing the lesson e. Preparing the material f. Class opening ability			
5. While-Teaching d. Informing the objective of learning e. Explaining the material using Realia Media f. Guiding the students to follow the lesson			
6. Post-Teaching c. Concluding the result of learning d. Class closing ability			
Tick(√) for each positive effect			

DOCUMENTATION SHEET

No.	Documented Points	Available
1.	Sylabus of English Subject	√
2.	Lesson Plan	√
3.	History of The School	√
4.	Organization structure of The School	√
5.	Condition of Teachers and official employees of SMP IT Bina Insani Metro	√
6.	Condition of Students of SMP IT Bina Insani Metro	√
7.	Location Scate of SMP IT Bina Insani Metro	√
8.	The Building of SMP IT Bina Insani Metro	√

Tick(√) for each positive effect

DOCUMENTATION

A. Pra Survey



B. Cycle 1





C. Cycle 2









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3414/In.28/J/TL.01/07/2024
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP IT BINA INSANI
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: NUR FAIZAH
NPM	: 2101051028
Semester	: 6 (Enam)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING REALIA MEDIA ON THE WRITING DESCRIPTIVE TEXT AT SEVENTH GRADER OF SMP IT BINA INSANI METRO

untuk melakukan prasurvey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO**

"Sekolahnya Para Juara Pemburu Sukses Dunia Akhirat"

Alamat: Jl. Dr. Soetomo, Kel. Purwoasri, Kec. Metro Utara, Kota Metro

Email: smpit.binainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com

NPSN : 69787371 / Telp (0725) 2202037



No. : 023/YPJL/SMPIT-BI/VII/2024

Lamp. : -

Perihal : Surat Balasan Penelitian

Kepada Yth.
Wakil Dekan I
Institut Agama Islam Negeri (IAIN)
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : 3414/In.28/J/TL.01/07/2024 Wakil Dekan 1 Institut Agama Islam Negeri Metro tanggal 08 Juli 2024, bahwa:

Nama	: Nur Faizah
NPM	: 2101051028
Program Studi	: Tadris Bahasa Inggris
Semester	: 6 (Enam)

Benar bahwa mahasiswa tersebut diatas telah mengajukan Izin Prasurvey di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE INFLUENCE OF USING REALIA MEDIA ON THE WRITING DESCRIPTIVE TEXT AT SEVENTH GRADER OF SMP IT BINA INSANI METRO"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Prasurvey di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 08 Agustus 2024
Kepala SMP IT Bina Insani



SUWANDA, S.E.Sy
NIP. 198806052020071050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No:

The Research Proposal entitled: THE USE OF REALIA MEDIA TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO, written by: Nur Faizah, Student Number: 2101051028, English study program, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Tuesday, November 05th 2024 at 08.00 - 10.00 WIB.

BOARD OF EXAMINERS

Chairperson : Eka Yuniasih, M.Pd.

()

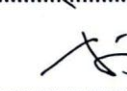
Examiner I : Dr. Aria Septi Anggaira, M.Pd.

()

Examiner II : Ahmad Madkur, Ph.D.

()

Secretary : Aisyah Sunarwan, M.Pd.

()



Head of English Education Department

Dr. Much Demiaty, M.Pd.B.I

NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 0691/In.28.1/J/TL.00/02/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: NUR FAIZAH
NPM	: 2101051028
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF REALIA MEDIA TO IMPROVE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Februari 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0810/In.28/D.1/TL.01/03/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NUR FAIZAH**
NPM : 2101051028
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP IT BINA INSANI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REALIA MEDIA TO IMPROVE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Maret 2025



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0811/In.28/D.1/TL.00/03/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT BINA INSANI
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0810/In.28/D.1/TL.01/03/2025, tanggal 03 Maret 2025 atas nama saudara:

Nama : **NUR FAIZAH**
NPM : 2101051028
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP IT BINA INSANI METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REALIA MEDIA TO IMPROVE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO

"Sekolahnya Para Juara Pemburu Sukses Dunia Akhirat"

Empowering Islamic Schools

Alamat: Jl. Dr. Soetomo, Kel. Purwoasri, Kec. Metro Utara, Kota Metro

Email: smpit.binaainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com

NPSN : 69787371 / Telp (0725) 2202037



No. : 470/YPJL/SMPIT-BI/III/2025

Lamp. : -

Perihal : Surat Balasan Penelitian

Kepada Yth.
 Wakil Dekan Akademik dan Kelembagaan
 Institut Agama Islam Negeri (IAIN)
 di
 Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-0810/ln.28/D.1/TL.01/03/2025 Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro tanggal 03 Maret 2025, bahwa:

Nama	: Nur Faizah
NPM	: 2101051028
Program Studi	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)

Benar bahwa mahasiswa tersebut di atas telah mengajukan Izin Research di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE USE OF REALIAMEDIA TO IMPROVE STUDENTS WRITING SKILL IN DESCRIPTIVE TEXT AT SEVENTH GRADE OF SMP IT BINA INSANI METRO"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Research di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Metro, 03 Maret 2025
 Kepala SMP IT Bina Insani

SUWANDA, S.E.Sy
 NIKY. 198806052020071050



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Faizah
NPM : 2101051028

Program Studi : TBI
Semester : VII

[illegible]

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deinatur, M.Pd.B.I
NIP. 19880308-201503 1 006

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Faizah
NPM : 2101051028

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	9/2010		<ul style="list-style-type: none"> - Susun skema penelitian - kerangka - definisi. Foot note, - page. 	
	16/2010		<ul style="list-style-type: none"> - Alex Chapter II - Continue to Chapter III - Pahami baik tentang Metode Penelitian Kuantitatif. - pada BAB III disak memerlukan banyak definisi - Perhatikan sistematika penulisan - Pelajari cara penulisan 	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308-201503 1 006

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Faizah
NPM : 2101051028

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	21/2023 10		<p>daftar pustaka yg benar & ada - Perbanyak baca referensi. - Perbaiki chapter III. - gunakan future tense. All for seminar</p>	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201303 1 006

Dosen Pembimbing

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Faizah
NPM : 2101051028

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	14/2015 01	bagi APD.	
	23/2015 01	- Revisi APD. - Struktur yg konsisten - Sistem Instruksi yg jelas	
	10/2015 2	- Perbaiki Substansi penulisan instruksi.	
	20/2015 2	Dice APD.	



Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Nur Faizah
NPM : 2101051028

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17/2018 3	Revisi all. - mechanics - font. - Bibliography.	
	20/2018 3	Revisi Deductio Page	
	21/2018 3	Ace Munagoryah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Eka Yuniasih, M.Pd.
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nur Faizah

NPM : 2101051028

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 15 April 2025
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-143/ln.28/S/U.1/OT.01/03/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NUR FAIZAH
NPM : 2101051028
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051028

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 14 April 2025
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

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CURRICULUM VITAE



The author, Nur Faizah, was born in Metro on April 7, 2002. She is the second child of Mr. Eri Kusworo and Mrs. Ajeng Suharti. She lives in Purworejo Village, Kotagajah District, Central Lampung Regency. Becoming a good and beneficial person to others is her greatest aspiration.

In early 2008, she started kindergarten, followed by elementary school at SDN 2 Purworejo in 2009. In 2015, she continued her studies at MTs Ma'arif 02 Kotagajah for junior high school and then pursued her senior high school education at Aliyah Ma'arif 9 Kotagajah in 2018. It was quite a long journey for her to discover her true ambition. Eventually, she chose the State Islamic Institute of Metro (IAIN Metro) to pursue her undergraduate degree in the English Education Department.