



THE EFFECTS OF REALIA TOWARDS DESCRIPTIVE WRITING ABILITY AT SEVENTH GRADE STUDENTS OF SMP PGRI KRAMATWATU

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ABSTRACT

This study was aimed to find out the effect of realia on descriptive writing ability at the seventh-grade students of SMP PGRI Kramatwatu. This is a quantitative study with a quasi-experimental design in which the researchers applied a non-equivalent control group design. The research sample was 40 students taken by using purposive sampling technique. In collecting data, researchers used a written test. The results of this study indicated that (1) the results of the pre-test t-count is $3.469 > t\text{-table } 2.024$ or H_1 is accepted, which means that there was a difference of students' descriptive writing ability between the experimental class and the control class before the treatment, (2) the results of the post-test t-count is $2.173 > t\text{-table } 2.024$ or H_1 is accepted, which means there was a difference of students' descriptive writing ability between those who were taught by using realia and those who were taught by using conventional media (picture). It could be concluded that realia media had a positive effect towards students' descriptive writing ability at the seventh grade of SMP PGRI Kramatwatu.

Key words: Realia, Descriptive Text, Writing

INTRODUCTION

Writing is one of the language skills presented in the teaching learning process of English. One of the students' writing activities is writing some simple sentences into a simple paragraph. Although most students learn to write English since elementary school to high school, most of them cannot write well. Students usually have some problems in learning about genres and how to compose a good writing. Many students find difficulties in writing because they do not know how to express their ideas well. Hence, writing is categorized as one of the difficult skills in English for many people as stated in the research journal about teachers' attitude to skill and writing process in Latvia and Portugal. This is because writing is a complex skill since people who want to write must use eyes, brain and hand (Spelkova & Hurst, 2014).

Chaerul (2014) claims that in Indonesia, most English teachers teach writing to the

students with many theories from the textbooks without providing the real illustrations and media. The students, especially those who have low English proficiency level, will get difficulties in producing a good writing. As a result, they can be stressed, lazy to write and start losing motivation. This is in accordance with the result of the pre-observation at SMP PGRI Kramatwatu Serang. It was noticed that most students faced problems related to writing skill. The problems were identified as follows: 1) students had low vocabulary mastery; 2) students did not know the spelling of the vocabulary; 3) students lacked of confident; and 4) students got difficulty in structuring sentence in order to write a good piece of writing. Hence, they need to be motivated to make them excited to learn how to write well. If students are motivated and excited to learn how to write well, they can produce good pieces of writing.

One of the text types to learn by the seventh graders is descriptive text. According to Noprianto (2017), descriptive text is a text that gives the detail function to describe an object. Further, Evawina, as cited in Sumarsih (2019), mentions that descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writers' experience. In writing descriptive text, there are some components that should be mastered, they are contents, organization, vocabulary, and grammar (Hersegovina: 2014). Referring to those definitions above, it could be said that a writer of descriptive paragraph expects the readers to see what he sees and can hear what he hears through his writings.

In the teaching learning process, it can be very useful to catch students' attention by bringing some interesting media to the classroom. Therefore, media is one of criteria in making successful teaching learning process. One of the interesting teaching media is realia or the real objects. Using real objects or realia as a visual aid can stimulate students' interests, curiosity, and participation during the teaching learning process. Realia can be useful in all subject areas of the curriculum and is appropriate for any age level of students', from beginner to advance. In English language teaching, realia are objects from real life used in classroom instruction by teachers to improve students' understanding of other cultures and real-life situations.

According to Soames in the Teaching English as Foreign Language (TEFL) classroom, the word realia mean using real items found in everyday life as an aid to teaching English. There are some advantages of using real objects or realia as teaching media. Bala (2015) states that using realia is one of the most appealing alternatives that enable the learning process more comprehensible, enjoyable or long-running. As in teaching descriptive text, teachers can stimulate students to produce a good writing since they can see and touch the real objects and depict them as they are. Hence, the realia are referred to as one of teaching media that can help students to be easier in writing a text.

Based on the explanation, the researchers were interested in using realia in teaching the descriptive text to the students. Therefore, the researchers conducted research entitled, "The Effects of Realia towards Descriptive Writing

Ability at Seventh Grade Students' of SMP PGRI Kramatwatu Academic Year 2022/2023." The objective of this study was to find out whether there was any effect of using realia towards students' ability in writing descriptive text at seventh grade students of SMP PGRI Kramatwatu Academic Year 2022/2023.

Descriptive Writing

According to Dirgayasa (2014), description or descriptive etymology is derived from the word describe which means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Furthermore, Wardani (2014) mentions that descriptive text is a text that is used to describe a certain person, thing, or place. In addition, according to Hariati (2020), descriptive text is a text contains with the descriptions of a particular topic such as person, thing, or place and uses a lot of nouns, adjectives and adverbs to describe phenomenon and something appearance. From those definitions, the researchers conclude that descriptive text is a text which contains some information of particular person, things and place. A description has the purpose of describing an object or person that the writer is interested in.

According to Peronity (2020), a linguistic feature of descriptive text is the use of the present tense to convey object descriptions and the use of adjectives to clarify nouns, for example: beautiful girls, handsome guys, places in Bengkulu and action verbs (activities are shown), for example: use, write, bring, etc. The simple present tense is the most common tense used. This is due to the factual nature of the descriptive text. In this case, it is one of the tenses that students should master in order to write descriptive English sentences. Furthermore, the use of adjectives when writing descriptive English texts is up to the author to create excitements, interests and beauty with the words. Adjectives are words that modify nouns or pronouns. Adjectives are a class of words often called descriptive words because they provide information about the properties of nouns, noun phrases, or things described in the phrase.

In writing a descriptive text, a writer should pay attention to the generic structure of the text. According to Potradinata (2018), the generic structure of descriptive text is shown as follows:

- Identification that refers to the part of paragraph that introduces the character.

- Description that refers to the part of paragraph that describes the character.

Teaching Descriptive Text

According to Hornby (2010), teaching is a process that shows how people do. It means that teacher in educational process guides students to do something in the learning process. Teachers play an important role in teaching the writing learning process. Teachers must use creative strategies to get students to produce and promote their ideas as well as motivate students to put more efforts into writing. Therefore, Tompkins (2008), mentions that in teaching and learning of writing process, the teacher should give the students a chance to explore their ideas through stages of writing, such as mind mapping or clustering. In addition, Harmer (2004) states that in teaching writing, the teacher must help the students to be able to generate their ideas easily. In this case, when students get stuck and confused in developing their ideas, they can get immediate help from their teacher. It means that the teacher should give reference points, support and motivate students in the teaching and learning process.

As descriptive text is one of the text types to be learnt by students, teachers need to pay more attention when it comes to descriptive writing lesson and its language constructs, such as grammar, vocabulary and structure of the language to help students write good description paragraphs in their writings. In addition, teachers should encourage students to write the descriptive text in class as often as possible. The classroom writing process should be guided by the teacher. As a result of this, a set should be developed by teachers who play an important role in the teaching and learning process of steps and strategies to help students in writing the descriptive texts.

Writing is a productive skill that requires development. Writing a descriptive text is not easy for students. Hence, teachers as classroom leaders and facilitators must help students in this regard. Teachers can do that and improve the students' writing ability to be better. In developing their ideas when constructing the descriptive texts, students need interesting strategies and media. The strategies and teaching media must be given high attention by teachers during the teaching process.

Instructional Media

According to Harmer, cited in Sukmahidayanti (2015), there are seven types of instructional media, namely: realia, pictures, course book, boards, OHP, flipchart, and computer based-technology. Below are the explanations of each type of the instructional media:

- 1) Realia
Realia is defined from the world outside the classroom that are used for teaching and learning. It can be inferred that realia is unmodified real things inside or outside the classroom which is used by the teacher for teaching learning process. Realia can be used as starting point to introduce the lesson and/or understanding concept of the material.
- 2) Pictures
Pictures can be used for several purposes, such as drills, communication, understanding, ornamentation, prediction and discussion.
- 3) Course book
It is printed materials and information. It also contains exercises and tasks for students.
- 4) Boards
Boards refer to blackboard, whiteboard or any board used in classroom. Boards can be used in various different purposes, such as: note pad, explanation aid, picture frame, public workbook, game board and notice board.
- 5) Overhead Projector (OHP)
Overhead Projector (OHP) is useful for teachers in showing many things on overhead transparencies. It also helps teacher to show something one by one.
- 6) Flipchart
It is mostly used during discussion to write down points that are being discussed.
- 7) Computer Based Technology
This instructional media has two vital components, they are hardware and software. The hardware needed for this instructional media are computer and LCD projector. This instructional media combines both audio and visual material.

Referring to the above explanation, it can be said that there are many choices of media to be utilized by teachers in the teaching and learning process. Teachers can choose one or combination of the media in order to let the learning process more enjoyable and fun both for the teachers and also the students. The choices of the media can be

adjusted with the students' needs and characteristics as well as the goals of the learning process itself. For this study, the researchers focused on employing realia and picture as the instructional media in both the experiment class and the control class.

Realia as Teaching Media

According to Mustika (2018), realia is term for real things which are used to build prior knowledge and vocabulary in the classroom. Meanwhile, Rosdiana (2017) states that realia are real objects that can be applied in teaching and learning activity, realia can stimulate students' imagination and also the students can interact with the object directly. It is supported by Girsang (2020) who states that realia can assist the students to observe the object directly. From those definitions, the author concludes that realia help students see, smell, touch, feel, and hear things in real life and convey them in simple sentences without letting their imagination run wild. Realia can be any objects found both inside and outside the classroom.

According to Hidayah (2011), there are some advantages of presenting realia in the teaching learning process, namely:

1. Experience with real things with which one will interact in life is the best learning situation possible.
2. Real objects are plentiful and available everywhere.
3. Real items can be observed and handled, providing concrete learning experiences for the students.

Realia in Teaching Descriptive Writing

Theresia (2017) proposes steps in teaching descriptive writing by using realia as follows:

1. Pre-writing

In this phase, the teacher opens the class and introduces the material to the students. In other word, all of the preparations before starting to write descriptive text are begun in this phase.

2. Whilst-writing

In this phase, the teacher guides the students how to write descriptive text. All of the writing processes done by the students are conducted in this phase.

3. Post-writing

In this phase, the teacher opens reflection session by asking the students' opinion about the material on that day in purpose to overcome the problem in writing descriptive text for the next meeting.

Referring to the three phases of technique above, the researchers explained the descriptive text writing steps using realia as follow:

1. Pre-writing:

- The researcher asked the students to mention the real objects in the classroom based on their background knowledge.
- The researcher explained about the materials to be learnt by the students. The descriptive writing materials involved the definition, generic structure, language features, and example of the descriptive text and it was related to the real objects which had been mentioned by them before (realia).

2. Whilst-writing:

- The researcher gave the classroom an example then explained the object in the class such as white board, book, table, chair and globe which aims to show the students about the object that can be looked, touched or observed by themselves. In expectation, they could observe the object closely and got the ideas more to describe the object itself.
- Next, the researcher asked the students' opinions about the objects that have been observed by them by asking some question as follows:
 - What is the object?
 - What is the color?
 - What is the shape?
 - How many sides are there?
- The students got explanation and understood about how to describe the real objects around the classroom and expressed it into written form of descriptive text.
- The researcher asked the students to work in pairs with his/her seatmate to discuss about another real object in the classroom and write a descriptive text about it.
- The researcher guided the students to write their ideas into paragraph based on generic structure and language features of descriptive text.
- The students did the activity that was given by the researcher.

3. Post-writing
- The researcher asked the students to submit their work.
 - The researcher asked the students' opinion about the material that day.
 - The researcher asked the students to do the homework and make descriptive text based on the object around their house.

Below is the rubrics used for scoring students' writings

Table 1. Writing Rubrics

Aspects	Score	Performance Descriptive
Content (C) 30%: Topic Detail	4	The subject matter is complete and clear, detailed related to the topic.
	3	The subject matter is complete and clear, detailed related to the topic.
	2	The subject is complete and clear, but the details are irrelevant to the subject.
	1	Unclear subject and lack of details related to the topic.
Organization (O) 20%: Identification Description	4	Identification completed and description placed with correct connector.
	3	The identification is almost complete and the descriptions are almost in place with the correct connectors.
	2	The identification is not exhaustive and the descriptions are arranged so that there are few misuses of conjunctions
	1	The identification is not complete and the description is cluttered with connector misuse
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies

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

(Adapted from Brown: 2007)

METHODOLOGY

The research method applied in this study was quantitative method. According to Ary (2014), quantitative research inquiry employed operational definitions to generate numeric data to answer predetermined hypotheses or questions. In this study, the researcher used quasi experiment research for the design. According to Cook and Campbell in Dornyei (2015), quasi experiment is similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change was inferred. In quasi experiment research, the researchers can only choose two classes that had been formed to be the research sample in a school (Latief and Adnan, 2014). Therefore, the researchers chose two classes to be

the samples of this study, namely the experimental class and the control class.

The population of this research was the students of SMP PGRI Kramatwatu Serang in the Academic Year 2022/2023. There were two classes of the seventh grade, one class of the eighth grade, and two classes of the ninth grade. The total numbers of the population were 126 students.

As for the sample of this study was the seventh-grade students of SMP PGRI Kramatwatu Serang Academic Year 2022/2023. The sampling technique applied was purposive sampling. It was a technique with certain consideration (Sugiyono, 2013). The reasons for choosing the purposive sampling were: (1) it was difficult to take sample randomly for the experimental research in school, (2) the groups had similar ability in English, (3) the descriptive writing was taught at the seventh grade. In determining the experimental class and the control class, the researcher used lottery method. In the end, the researchers decided that class VII A as the control class and class VII B as the experiment class. Since the numbers of the students were different, the researchers then decided to take 20 students of each class as the samples, so in total, there were 40 students as the samples of this study.

In this study, the researchers applied the non-equivalent control group design. According to Sugiyono (2013), the non-equivalent control group design was similar to pretest-posttest control group design; however, in this design, the experimental class and the control class were not selected randomly. The experimental class received treatment using realia media, while the control class was taught by using the conventional media (picture). The post-test scores in the experimental class and the control class were then be compared to find out whether there was any significant difference between the two classes after the teaching process.

After the researchers were given permission, they directly gave writing tests as the means to collect the data by using. Then, the results were processed using the SPSS application version 25. The researchers counted the mean scores of pre-tests of both classes. After getting two classes with equivalent mean scores of the pre-test, the researchers applied the treatments in the experimental class. The treatments were given in two meetings. The treatments were in the form teaching using the realia. On the other hand, the

researchers used picture as the conventional media in the control class. After the treatments in the teaching learning process in both the experimental and control classes, the researchers gave post-test to both classes. The post-tests scores then were analyzed to examine the research hypotheses.

As for the hypotheses of this research are as follows:

1. Pre-test Hypotheses

H_0 : There is no difference of students' descriptive writing ability between the experimental class and the control class
 H_1 : There is difference of students' descriptive writing ability between the experimental class and the control class.

2. Post-test Hypotheses

H_0 : There is no difference of students' descriptive writing ability between students who are taught by using realia and students who are taught by using the conventional media (picture)
 H_1 : There is difference of students' descriptive writing ability between students who are taught by using realia and students who are taught by using the conventional media (picture)

RESULTS AND DISCUSSION

After the data on students' writing tests were analyzed, the results of the pre-test were obtained in the form of descriptive data and inferential data. The following are the results of the descriptive data of the pre-test of writing tests.

Table 2. Measures of data concentration and distribution of the experimental class pre-test

Experimental Class	Scores
Maximum	95
Minimum	68
Mean	87.20
Median	86
Mode	86
Std. Deviation	7.201

From the table above, it can be seen that on the experimental class, the students' highest score was 95 while the lowest score was 68 with the mean was 87.20.

Table 3. Measures of data concentration and distribution of the control class pre-test

Control Class	Scores
Maximum	86
Minimum	68
Mean	79.15
Median	81
Mode	84
Std. Deviation	6.426

From the table above, it can be seen that on the control class, the students' highest score was 86 while the lowest score was 68 with the mean was 79.15.

After giving the pre-tests to both classes, the researchers then conducted the leaching learning process using two different media. After that, the final test (post-test) was carried out to determine students' learning outcomes after receiving the learning experience. The questions used in the post-test were the same as the questions used in the pre-test. The post-tests were carried out in both the experimental class and the control class to find out whether there were differences in learning outcomes in the two classes. The following will explain the results of the post-test of the experimental class and the control class.

Table 4. Measures of data concentration and distribution of the experimental class post-tests

Experimental Class	Scores
Maximum	100
Minimum	77
Mean	92.10
Median	90
Mode	100
Std. Deviation	6.632

From the table above, it can be seen that on the experimental class, the students' highest score was 100 while the lowest score was 77 with the mean was 92.10.

Table 5. Measures of data concentration and distribution of the control class post-tests

Control Class	Scores
Maximum	100
Minimum	76

Mean	88.20
Median	90
Modus	92
Std. Deviation	6.066

From the table above, it can be seen that on the control class, the students' highest score was 100 while the lowest score was 76 with the mean was 88.20.

Table 6. Hypotheses Testing of the Pre-tests

Group	t-count	t-table	Sig. (2-tailed)	Result
Experiment Control	-3.469	2.024	.001	Reject H0 Accept H1

Based on the table above, from the results of calculations using SPSS version 25, the data can be obtained in the form of a significance value (2 tailed) of 0.001. It means that the probability was less than 0.05. So that H0 was rejected and H1 was accepted. Thus, it could be said that there were differences of students' descriptive writing ability between the experimental class and the control class before the treatment.

Table 7. Hypotheses Testing of the Post-tests

Group	t-count	t-table	Sig. (2-tailed)	Result
Experiment Control	-2.173	2.024	.036	Reject H0 Accept H1

Based on the table above, from the results of calculations using SPSS version 25, the data can be obtained in the form of a significance value (2 tailed) of 0.036. It means that the probability was less than 0.05. So that H0 was rejected and H1 was accepted. Thus, it could be said that there were differences of students' descriptive writing ability between students who were taught by using realia and students who were taught by using the conventional media (picture). Further, since t-count > t-table ($2.173 > 2.024$), it could be said that realia media had a positive effect towards students' descriptive writing ability at the seventh-grade students of SMP PGRI Kramatwatu Academic Year 2022/2023.

Discussion

The research conducted by the researchers was aimed to compare students' English writing abilities between the experimental class who received treatment using the realia teaching media and class control who received the conventional teaching media. Realia was proven to improve students' English writing abilities because the media was in the form of real objects that could illustrate the things as they were. The realia was in accordance with the students' learning materials and could improve students' concrete cognitive process.

According to Rifkikullah (2017), the use of realia media in the learning process in the classroom basically has several functions and the importance of using them such as increasing learning motivation, carrying out learning according to context, and creating habits to encourage students to better understand the importance of the realia media. As a real object, realia is a tool that can provide direct experience to the users. Therefore, realia was widely used in the teaching and learning process as a tool to introduce new subjects. Realia is able to give real meaning to things that are previously only described in the abstract, namely in word or only visually.

Based on the results of the instrument trial of 4 questions, there were 2 valid questions. So that, in this study the researchers used all 2 questions to serve as a benchmark for students' writing ability which had been adjusted to the indicators contained in the English learning syllabus, namely, writing test.

Research activities were carried out in the second semester of the seventh grade of SMP PGRI Kramatwatu academic year 2022/2023. The research samples were class VII B as the experimental class which consisted of 20 students and class VII A as the control class which consisted of 20 students. The subject chosen by the researchers was English lesson with descriptive text material for four meetings with the time allocation is 4 x 35 minutes. This was adjusted to the syllabus and agreement between the researcher and the English teacher at SMP PGRI Kramatwatu. Learning activities were carried out in two meetings each in the experimental class and the control class. The two classes received the same stages, namely pre-test, teaching process, and post-test. The difference between the experimental class and

the control class was that the experimental class received treatment in the form of realia teaching media.

Below is explained the learning activities that took place in the experimental class and the control class.

1. Teaching Learning Process at the Control Class

At the first meeting, students were only given pre-test and at the second and third meetings, teaching learning process was conducted. The teaching learning process was carried out using the conventional media which was pictures. Finally, at the fourth meeting, the post-test was given to the students.

2. Teaching Learning Process at the Experimental Class

Just like at the control class, the initial activity at the experimental class for the first meeting was giving a pre-test to the students. At the second and third meetings, teaching learning process was conducted. Then, in the the fourth meeting, the post-test was given. In implementing the core activities, realia media was applied as the treatment for the students. After the teacher explained the material briefly using the help of realia, then the teacher gave questions related to the materials. Students' enthusiasms increased after leaning the materials using the real objects.

After the researcher carried out the teaching leaning process in both classes, she obtained data on students' results in those classes and the data was tested for normality test as well as the hypothesis. From the results of calculations using SPSS version 25, data could be obtained in the form of a significance value (2 failed) $0.00 < \alpha = 0.05$ which means that H_0 was rejected and H_1 was accepted. Therefore, it could be concluded that there were differences in the ability of students to write English using realia media and students who used conventional learning media. By looking at the differences in the score of students' learning outcomes between the experimental class and the control class, the experimental class experienced an increase in the scores of learning outcomes. The results of this study were in accordance with the previous studies which showed that the application of realia media was effective in teaching descriptive text.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The research that was carried out at SMP PGRI Kramatwatu academic year 2022/2023 showed that the results of the hypotheses testing calculations using the SPSS version 25 program was the $\text{sig} = 0.00$. Referring to the decision-making provisions for testing the hypotheses of the comparison results of $\text{sig } 0.00 < 0.05$ ($\text{sig} < \alpha$), it could be concluded that H_0 was rejected and H_1 was accepted. Therefore, it could be concluded that there were differences of students' descriptive writing abilities between students who were taught by using realia and students who were taught by using the conventional media (picture).

It was proven by students' scores in pre-test that were better than their scores in post-test. It means that students achieved better comprehension and better achievements. Therefore, realia could be an effective media and it could be used as an alternative way in teaching writing since it was very easy to be implemented and it was one of the interesting media which was very closed to the students' learning environment. The students were more motivated to be involved actively in the teaching learning process. Further, it made them easier to learn writing that affected their ability in writing descriptive text.

Suggestion

- 1) Before using realia media, the teacher should plan the learning to be carried out properly, so that the implementation could take place as expected.
- 2) Realia learning media needs to be socialized and used as an alternative in learning at school to increase students' activities, interests and learning outcomes.
- 3) Teachers could vary realia with other media in order to obtain learning activities that are more in line with the characteristics of the subject matter and the conditions of the students

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