



**THE USE OF PHOTOGRAPH AND REALIA TO TEACH STUDENTS IN
WRITING DESCRIPTIVE TEXT**

A Quasi Experimental Study at the Seventh Grade Students
of SMP Negeri 1 Kalinyamatan in Academic Year of 2016/2017

a final project

Submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

In English

UNNES
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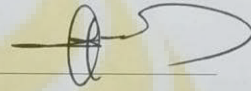
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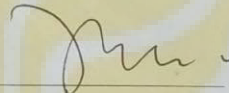
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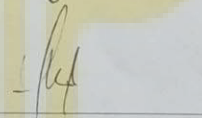
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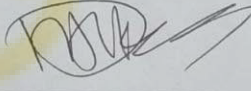
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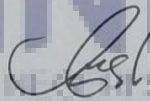
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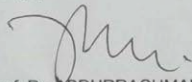
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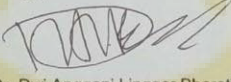
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
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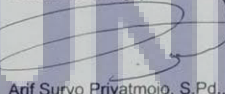
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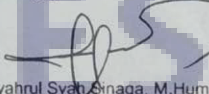
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DECLARATION OF ORIGINALITY

I am Ani Dyah Hasanah hereby declared that this final project entitled The Use of Photograph and Realia to Teach Students in Writing Descriptive Text (A Quasi Experimental Study of Seventh-grade Students in SMP Negeri 1 Kalinyamatan in the Academic Year of 2016/2017) is my own work and has not been submitted in any form for another degree or diploma at university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 28 September 2017

Ani Dyah Hasanah

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MOTTO AND DEDICATION

∞ So verily with the hardship there is relief, verily with the hardship there is relief ∞
(Q.S Al-Insyirah:5-6)

∞ Create your own definition of success and focus your life on making it happen ∞
(Desi Anwar)

∞ Be the photograph that never changes and be immortally memorized ∞
(Ani Dyah Hasanah)



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Thanks to:

The lord of universe, Allah SWT,

My beloved people in the world:

My mom, Sumartini

My dad, Mursid Ripta Gunadi

And my only brother, Rusdi Setiawan

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Finally, the researcher realizes that this final project is still far from being perfect, Therefore, the suggestions and criticism are needed for its betterment. I also do really hope, this final project will be useful for all the readers.

Semarang, 28 September 2017

Ani Dyah Hasanah.



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ABSTRACT

Hasanah, Ani Dyah. 2017. The Use of Photograph and Realia to Teach Students in Writing Descriptive Text (A Quasi Experimental Study of the Seventh Grade Students of SMP Negeri 1 Kalinyamatan in Academic Year of 2016/2017). Final Project. English Department. Semarang State University. First Advisor: Dwi Anggani Linggar Bharati, M.Pd. Second Advisor: Alief Noor Farida, S.Pd., M.Pd.

Key words: photograph, realia, writing, descriptive text, quasi-experimental study.

This final project is a quasi-experimental study that aims to find out whether there is any significant differences of the achievements in writing a descriptive text of students who were taught by using photograph and those who were taught by using realia with an assumption that these media could help them to understand the lesson. The subjects of the study were the seventh-grade students of SMP Negeri 1 Kalinyamatan in the academic year of 2016/2017.

There were two groups given different treatments. The first group was the experimental group 1 which was taught by using a photograph and the second group was the experimental group 2 which was taught by using realia. The writer used test, observation sheet and questionnaire as an instruments. There were four meetings four each class. One meeting was for a pre-test, treatment, and observation sheet, the next two meetings were for treatment and one meeting was for post-test, observation sheet and questionnaire. In the test, the students of the experimental group 1 used the photograph and the experimental group 2 used realia to write the descriptive text based on the topic provided: things and toys.

The result of this research showed that the pretest average scores of the two groups were nearly the same. The means of the pre-tests were 65.3 (experimental group 1) and 65.90 (experimental group 2). It showed the slight difference between the two groups indicated that they were homogeneous. After the groups of experimental 1 and experimental 2 were given different treatment, the score of the two groups increased. The means turned into 71.1 for the experimental group 1 and 74.3 for the experimental group 2. The improvement were 8.4 for the experimental group 2 and 5.8 for the experimental group 1. The result of the t-test based on the difference of two means explained that the obtained value 0.030 was smaller than t-table 0.05 and it can be concluded that there was a significant difference between students who were taught by photograph and students who were taught by using realia. For observation and questionnaire the result showed that students who taught using realia gave more intention than students who were taught using photograph while for questionnaire students who taught using realia were more enjoyed than students who were taught using photograph.

Based on the result above, it is concluded that in this study realia are more effective than a photograph in teaching writing descriptive text. It is suggested that realia can be used as an alternative media for teaching writing descriptive text. Furthermore, the next research is suggested to be carried out for a better understanding of this study.

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CHAPTER I

INTRODUCTION

This chapter is an introduction. It consists of a background of the study, reasons for choosing the topic, research questions, and purposes of the study, hypotheses, significance of the study, limitation of the study and the outline of the study.

1.1 Background of the Study

Nowadays, being critical is needed especially for students who want to deliver their ideas both in orally and written. People write to describe what they are thinking, then convey it to readers to give the information clearly. It needs steps to create good writing because a good writing is difficult to be produced instantly. As one of the skills in English, it cannot be denied that writing is a hard skill to be mastered. To master writing, people need hard effort to make the writing readable and understandable. Many people have to try hard, be concerned and need even skill for writing, so it can be concerned that writing is not easy and simple as people imagine. Writing is an ability that has to be mastered in written communication especially for people who want to share and express idea or feeling through written text.

Writing is also a social activity that has purpose, context, and intended audience which involves making choices about how best to get one's meanings through the understandable writing, so the students need to engage in a variety of relevant writing experiences that draw different purposes and readers. Different

purposes that deal with the context, situation and time make the students should know how to deliver their purposes depend on the situation. In the context of education, it is also important to be remembered that most exams, whether they are testing foreign languages abilities or other skills, often rely on the proficiency of students' writing in order to measure their knowledge.

Teaching and learning writing is needed to be applied formally at school because school can be a formal setting for the Indonesian people to teach and learn English (Bharati,2017) . Students will be taught and guided by their teachers because it needs comprehension, steps, technique, and correction. The application of teaching and learning writing in English should be implemented steps by steps at school since elementary to college. It is conducted to make students having experience in writing so that the students can learn how to write sentences and paragraphs in English academically well.

English Curriculum of K13 at Junior high school states that English for SMP/MTs is aimed to improve students' competency in interpersonal, transactional, and functional communicatively in written instead orally. By mastering English, the students are expected to be able to get many knowledge and information about science, culture, technology, economy from text books that are written in English, instead of mastering four skills in English that are listening, speaking, reading and writing.

Since elementary school, students have been taught in writing. For example, understanding in English text genre. In addition, students are required to learn many of functional text that usually used in daily life. To fulfill their understanding in

writing English text genre, they are required to write grammatically. From writing skill, students are able to convey their ideas, opinion and expression through written text in detail instead of orally. Academically, students are taught English text genre that is used in daily life. So that, it is needed to be taught and learnt. Students can improve their skill in writing English, especially for students who learn English as the first foreign language and for those who want to be succeeded in study abroad. At least, they need to master both of writing skill and kind of text they are dealing with.

At school, students are taught kind of text. The defining criterion for text is that it comprises arbitrary symbols that are associated with the represented objects only by convention, and not by structural similarity. According to Schnotz of descriptive representation that has been recited in (Eitel & Scheiter , 2014:13) text refers to any kind of information in a verbal code such as short or long prose, expository text, or verbal instructions in a written or spoken format. There are two main categories of text that are literary and factual form. A text has a particular type which is commonly called with genre. Students should know different types of writing first and writing in different contexts for different goals because each text has its purpose, structure, and linguistics feature (Harmer, 2004:259). In addition, there are various text types which are learned by students at junior high school. For example, narrative text, recount text, procedure text, report text, news item, spoof and descriptive text.

This study will focus on descriptive text only as one of the material in English subject which is taught in SMP/MTs especially in seventh-grade class. As

we know that descriptive text is a text that describes particular things, animal, place, and person (Gerot & Wignell, 1994:208). In teaching this material, teachers are allowed to use kind of media because it can help teacher to make students interested in learning descriptive text, so the purpose to teach the students will be achieved.

However, in order to achieve students' writing comprehension at a good level, teachers often get some difficulties. Most of the students still lack in making good composition of writing. One of the reasons is they are confused about the structure of the text utterances, what and how they should arrange the sentences. Students still ask what they have to write when the teachers ask them to make a paragraph about describing something. They do not catch the point because they do not pay attention to the teachers' explanation so they do not understand what the teacher is talking about.

They usually feel bored and prefer calling away their attention on something than paying attention on their teacher because most of the teachers usually use conventional learning without any little change in teaching writing descriptive text. For that reasons, it is not surprised that there is no significant improvement in the students' writing comprehension because students do not interested in the teaching learning. It cannot be denied that the achievement of students' writing is influenced by the way how the teachers teach. Most students who are difficult in writing need a further learning to ease them but sometimes the teachers do not realize about it and they still use the conventional learning.

English teacher should notice a need in the students, then provide an appropriate teaching strategy, method, material or media in teaching in order to ease

students in understanding lessons easily. The role of the teacher is important because teachers are one of the success of education. Teacher should support their understanding with media that can motivate them. Students must be given opportunities to demonstrate their growing skills in authentic task and in a non-stressful environment (Herrell & Jordan , 2004:6). By using the teaching strategies in assessing student growth and understanding in learning, teachers will be well on their way to providing English learners with the type of instruction and assessment necessary to help them be successful participant in ongoing learning sequences. How a method is implemented in the classroom is also going to be affected not only by who the teachers are, but also by who the students are and the teacher's expectations of appropriate social roles, the institutional constraints and demands, and factors connected to the wider sociocultural context in which the instruction takes place.

Based on the background above, the writer will try to use media that can be applied in teaching writing in the class easily. Teachers need it to ease both of the students and the teachers in learning process. Sometimes, interesting learning is needed to interest students when they are bored, so the teacher can use another media to attract students in class. It cannot be denied that media have always been linked to the teaching and learning process both of formal and informal learning (Chan & Chamot, 2011:1).

The media that will be used in this study are realia and photograph. According to Herrel & Jordan (2004:7), by using drawing or photograph, it allows students to hear English words and connect them to the visual images being

displayed so it can be easily accessed for teaching. According to National Association for Media Literacy Education 2007 as cited in (Baylen & D'Alba, 2015:XV) individuals need to develop skill with the increasingly sophisticated information and entertainment media that address them on a multistory level, affecting the way they think, feel and behave. Realia means using a real items or object which is fund in daily life, so that the learning process will be memorable and easily followed when the real object is represented in utterances. In this study, the writer will focus on the result of the achievement of students' writing skill in writing descriptive text by using photograph and realia.

The writer will also find out the significant different by using both of those media to find out which one is more effective in teaching writing of descriptive text using photograph and realia.

1.2 Reason for Choosing the Topic

The writer chooses the use of photograph and realia in teaching writing descriptive text for seventh-grade students of junior high school as the topic in this study because of some reasons. They are:

1. Writing is one of the most important skills to be mastered for those students who study English academically because as students who study English formally, they are considered as qualified students. As a result, they must be able to write well and produce a good writing after being taught by the teachers.
2. The other reason is because many students of junior high school seem to have difficulties in writing descriptive text. It because the students are still

difficult to understand and arrange the structure of the descriptive text correctly, so that they should be given a more comprehension to ease them in understanding and producing a good descriptive text by using media and realia.

3. In K13 students are required to be able in writing descriptive text as one of the materials in seventh-grade class because descriptive text is one of the texts that is considered as a text that is often used in daily. It is stated in K13 that students of seventh grade are expected to understand the structure and language feature of descriptive text, and then produce it as what has been taught by the teachers.

1.3 Research Question

In this study, the writer limits the discussion by stating the problem:

1. What is the result of teaching writing descriptive text by using photograph as a media?
2. What is the result of teaching writing descriptive text by using realia as a media?
3. What is the difference of teaching writing descriptive text by using media photograph and realia?
4. How effective is the teaching writing descriptive text by using photograph and realia at seventh grade students of SMP Negeri 1 Kalinyamatan in the academic year of 2016/2017?

1.4 Purpose of the Study

1. To find out the result of teaching writing descriptive text by using photograph as media.
2. To find out the result of teaching writing descriptive text by using realia as media.
3. To find out the difference of teaching writing descriptive text by using photograph and realia.
4. To find out how effective is the teaching writing descriptive text by using photograph and realia at seventh-grade students of SMP Negeri 1 Kalinyamatan in the academic year of 2016/2017.

1.5 Hypotheses

There are two hypotheses in this study. They are:

1. The working hypothesis (H_a): There is a significant difference in teaching writing descriptive text using photograph and realia.
2. The null hypothesis (H_0) of this study: There is no significant difference in teaching writing descriptive text using photograph and realia.

1.6 Significance of the Study

The result of the study will hopefully can be useful in teaching learning especially in teaching descriptive text using visual aids.

By conducting this research, the writer hopes that the study I s able to develop previous studies and give contribution to the education;

1. Theoretically.

Theoretically, this study is expected to be able to develop the previous studies about teaching writing descriptive text using the photograph and realia and also give contribution to the education in Indonesia.

2. Practically

Practically, this study can be implemented by English teachers in the English teaching and learning process in order to teach the students' in writing especially in writing descriptive text and facilitate them to get effective learning in writing descriptive text.

3. Pedagogically

Pedagogically, first, this study can interest and motivate students in teaching writing skill, especially in writing descriptive text. Second, for the teacher, the study gives inspiration for their teaching especially in teaching descriptive text. It also can be their media in teaching and learning English. Then the last, for the writer, it can help other writers as their reference when their research is related to this study.

In addition, the result of this study will be useful knowledge for the writer that can be applied to teach students later on.

1.7 Limitation of the Studies

The study is limited to find out whether there is a difference of achievements in teaching writing descriptive text using both of media photograph and realia for seventh grade students. It is also limited to find out which one is more effective in teaching writing descriptive text by using photograph and realia.

The research was done in “SMP Negeri 1 Kalinyamatan”, to the seventh-grade students in academic year of 2016/2017.

1.8 Outline of the Studies

I organize this final project into the following chapters:

Chapter I presents the Introduction. It covers the general background of the study, the reason for choosing the topic, the research question, the purpose of the study, the significant of the study, the limitation of the study, the hypotheses and outline of the studies.

Chapter II reviews the related literature. It discusses review of related studies, the review of theoretical studies which discuss about general concept of text, descriptive text, writing, the requirements of a good writing, components of writing, steps in writing, media in teaching writing, photograph as a media and realia as a media.

Chapter III explains the quantitative research method, the subjects of the study, the research variables, instruments of collecting the data, method of collecting the data, the method of analyzing data, triangulation and reporting the data.

Chapter IV presents the findings and the discussion of the research result. It describes the findings and interpretation of teaching writing descriptive text using photograph and realia.

Chapter V presents the conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains three sub sections. The first chapter is review of previous studies presenting some similar studies that have been conducted before. The second one is theoretical study which deals with all review of theories related to the study. The last is framework of the present study containing literature that will be used during the study.

2.1 Review of Previous Studies

There are some researchers conduct their research about teaching writing descriptive text using various media and techniques in it. However, the researcher has found some studies that the purpose is related to the study of teaching writing descriptive text using visualization media.

The following are some researchers that are related to the writer's topic. The writer respects and uses them as a references.

Teaching media can help teachers to improve their teaching. Photograph is one of media that can be used in teaching writing skill to students. Qurtufi (2015) conducted a research to improve students' writing skill in writing descriptive text using photographs in facebook. By involving students of SMA Islam Sultan Agung 2 Jepara, the researcher find out whether there was any learning achievement of students who are taught writing descriptive text using photographs as a media and those students who were taught without using photographs. This research showed

that the mean score of experimental group was 74.36 and the control group was 70.15. It showed that the score of experimental group was higher than control group. The t-test result also showed that t-value was 8.36 and t-table was 1.68 which meant that the t-value is higher than t-table. It proved that there is a significant different achievement between the groups which taught using photographs in facebook and using conventional teaching.

Another other study related to the use photograph as a media in teaching is also done by Andriani (2015). It is little bit different with the first preview study because the researcher conducted a research to improve students' writing skill using Picture Word Inductive Model (PWIM) in writing recount text. The researcher involved 30 students of SMPN 2 Semarang to find out how PWIM Strategy is implemented in improving students' writing skill of recount text. Tests, observation sheets, and questionnaire were used as the instruments for collecting the data. The result of this research showed an improvement of students' writing recount text tests. The students' average score in pre-test was 64.40, in cycle 1 test was 75.63 and in post-test was 82.37. Based on the result, PWIM strategy in teaching writing recount text gave contribution in terms of learning behavior and mastery.

Picture can also can be used as a media but in different purpose. Astuti (2015) found that flashcard can be used to improve young learners' interest in English. Conducting a research by involving 26 fifth grade students of SD Negeri 01 Tahunan Jepara, the result of the study showed that the post-test cores were better than the pre-test scores and formative scores. The means of pre-test score was 61.92. The means of formative score was 70,76 while the post-test score was 76.57.

It showed that there was a significance different in students' scores after they were given treatments using flashcards. The increasing achievements showed the increasing interest of the students.

Another media that can be used is realia in teaching writing. Karmila (2015) discovers the effect of using realia on students' achievements in writing descriptive paragraph to the students of MTs Guppi Tanjung Harapan, Rantauprapat. This research showed that the use of realia was more effective in teaching descriptive text. Based on the statistical analysis, the students of experimental group was improving from 59.2 to 81.03 higher than the control group (57.13 to 71.8).

The use of realia as a media was also used by Markamah (2012). Conducted a research was about developing students' writing ability using realia in teaching descriptive text to students of SMPN 2 Bandar Mataram. To gain the data, writer included the students of class VIII A only which the students' score of writing descriptive text was used to see the students' ability in writing descriptive text.

Markamah (2012) used five aspect in scoring system; they are content, organization, vocabulary, language use and mechanic to analyze students' score after being conducted pre-test and post-test which average of the pre-test was 44.22 and the average of post-test score was 65.15. The score increased 21.28 after get the treatment using realia by the researcher.

Then, a research by using realia as a media to ease learning process in teaching writing descriptive text was also conducted by Cipto (2016). This research used questionnaire and interview as qualitative and test as quantitative data which was taken place in MTs Swasta Al-Jam'iyatul Wasliyah Tembung and conducted

40 students of VIII. Pre-test and post-test were administered during this research to collect the students' score in writing descriptive text before and after using realia. Cipto (2016) also included five aspects; they are content, organization, vocabulary, language use and mechanic in scoring system. Finally, after the data was analyzed the data showed the significant increasing score which the average of the pre-test was 64.40 and after the treatment, the post-test increased to 82.45.

Rosdiana (2016) also used realia to improve students' writing skill in writing the descriptive text. Rosdiana (2016) conducted the research in SMPN 18 Banda Aceh and included 21 students of VII and used test to collect the data then analyzed it using quantitative analysis and statistical formulas. A positive improvement was showed up after the students were given the treatment using the realia and it demonstrated that there was a significant difference on student's achievement from both of the pre-test and post-test. It proved by the average of the post-test mean is higher 84,07 than the pretest mean 60,7 which the t-test was 18,45, and the value for t-table was 2,08 at a level significance 0,05.

Another research that can support the previous study was from Baruroh (2017). The research aimed to improve students' writing skill in writing descriptive text using different media that was the photograph. It was also purposed to find whether visual auditory technique gives a significant improvement of students' achievement on writing descriptive text. The result of the data analysis showed that there was a significance.

Based on some previous research above, there is a similarity which is related to the topic of studies that is conducted in teaching students' writing descriptive text

using realia which showed good improvement. Although those studies and the writer are related each other, it does not mean that there is nothing different between them.

Considering that reasons, the writer is motivated to find out if the same media is effective to be applied to the text type like descriptive text or not. This study tries to compare two media to get a description of empirical condition in gaining the most effective medium which can be used in teaching writing to produce descriptive text for junior high school students and this study is going to explain whether there is any significant difference on producing descriptive text ability between students who are taught using photograph and those who are taught with realia.

2.2 Review of Theoretical Studies

It discusses about related literature. It discusses review of related studies, the review of theoretical studies which discuss about general concept of text, descriptive text, writing, the requirements of a good writing, components of writing, steps in writing, media in teaching writing, photograph as a media and realia as a media.

2.2.1 Text

Text is any meaningful linguistics unit both linguistic context and non-linguistics context which can be in spoken and written text. For example, prose and poem are the linguistic context while essay, report and biography are one of example of non-linguistic context (Margawati, 2015:171). A text can be a word or phrase or a sentence or a discourse (Siahaan & Shinoda,

2008:1). According to Harmer (2004:259) text has a particular type which is commonly called with genre. In this case, text has different contexts for different goals because each text has its purpose, structure, and linguistics feature, so it can be concluded that a text is a written information that contains different purposes, context and structure. Then, according to Schnotz of descriptive representation that has been recited in (Eitel & Scheiter , 201;134) text refers to any kind of information in a verbal code such as a short or long prose, expository text, or verbal instructions in a written or spoken format. The defining criterion for text is that it comprises arbitrary symbols that are associated with the represented objects only by convention, and not by structural similarity. There are two main categories of text that are literary and factual form which are divided to various text types that students of junior high school learn such as descriptive text, recount text, procedure text, report text, narrative text and report text.

1. Descriptive text

A text to describe a particular person, place or thing.

2. Recount text

A text to retell the past events for the purpose of informing or entertaining the readers.

3. Procedure text

A text to describe how something is accomplished through a sequence of actions or steps

4. Narrative text

A text to amuse, entertain and to deal with actual or vicarious experience in different ways

5. Report text

A text to describe the way things are, with reference to a range of natural and social phenomena in our environment.

Therefore, the text is a meaningful word, phrase, sentence or discourse consist of information which has structure, purpose and linguistic feature and context.

2.2.2 Descriptive Text

Descriptive text is a written English text that has a purpose to describe an object which the object can be a concrete or abstract objects such as a person, animal, plant, house, and things as a topic (Siahaan & Shinoda, 2008: 89). According to K13 descriptive text is one of the genres that students learn in junior high school. According to (Gerot & Wignell, 1994:208), descriptive text is a text to describe a particular person, place or thing. Another definition of descriptive text comes from Anderson and Anderson in (Qurtufi, 2015) descriptive text is a text which says what a person or thing is like. Therefore, the description text is used to create a writing to explain what does the particular things, people, animal, place look like. For example, to describe a special things and tell the reasons why it is special.

2.2.3 Generic Structure of Descriptive Text

According to Siahaan & Shinoda (2008:89) which cited Gerot & Wignell, (1994:208) in making a good descriptive text, there are elements that students must understand as such:

1. Identification

Explain about identifies phenomenon to be described.

2. Description

Describes parts, qualities and characteristics of the object.

2.2.4 Language Feature of Descriptive Text

. Gerot and Wignell also state that there are four significant language features of the descriptive text. They are:

1. Focus on specific participants

2. Use of attributive and identifying processes

3. Frequent use of epithets and classifier in nominal group

4. Use of simple present tense

2.2.5 Writing

According to Linse (Linse, 2006:98), writing is an action of arranging the utterances words whether in written or printed. The proficiency of writing produce good message and it can deliver the information and can be understood by the reader easily.

In learning language, writing is one of important skill instead of listening, speaking, and reading which has the purpose to take place students to write real messages for real audiences or at least when they are performing tasks which they are likely to have to do out-of-class life. Writing encourages students to focus on accurate language use and because they think as they write, it may well to provoke language development as what they think about. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds and even engage with dictionaries, grammar books or other helpful sources material in writing (Harmer, 2004:31).

Good writing skill can make everyone delivers and communicates their messages to readers. Writing is perhaps one of most demanding of skills because it has to be deliberately cultivated. It is a skill which has been developed in civilized society to pass on knowledge or messages (Nagaraj, 1996:134). There are many reasons for the students to write because it can give students more time to think so the students can express what language they have learned in structural utterances (Harmer, 2007:112).

Based on the explanation above, it can be concluded that writing is one of the skill to produce language and information in utterances to express the idea or expression which is communicated to people instead orally.

2.2.5.1 The Requirements of a Good Writing

According to Bailey as cited in (Wahyuwidiati, 2014:15) that good writing includes the writing which must follow commonsense rules, the

writing must be easy to be read and must attract the readers in the first place.

It says further that good writing includes:

1. Grammatically right.
2. Having a range of vocabulary
3. Having meaningful punctuation
4. Using the conventions of lay out
5. Having accurate spelling
6. Using a range of sentences structure
7. Linking ideas and information across sentences to develop topic
8. Developing and organizing the content clearly and convincingly

It can be stated that writing is complex and difficult to teach because writing does not mean putting down words on a piece of paper but also contain some categories of writing. According to Brown (2004:243) there are five categories in writing that should be considered.

1. Content: the substance of writing, the ideas expressed.
2. Organization: the organization of introduction, body and conclusion are correct.
3. Grammar: the employing of grammatical forms and syntactic pattern.
4. Vocabulary: the choice of idioms, words and lexical item to give a particular tone or flavor to writing.
5. Mechanic: the use of graphic convention of the language.

To motivate students in making their writing, an English teacher is needed to play an important role in developing their ability. He or she

should be patient and keep supporting and helping students in improving their writing ability.

2.2.5.2 Components of Writing

Considering the components of writing is very important to make the writing good and understandable by the audience. There are five components of writing that must be considered (Harmer, 2004:108).

1. Content

Content refers to the sentences that flow easily and not too hard to be understood although a simple writing. Whether the parts of the story are mentioned or not. The reasonable sentences that are arranged into good utterances here that is meant by the content.

2. Organization

It contains reasonable sentences that support the topic of the writing. In the organization, it will be checked if the students explain the story completely. The idea of the students are well organized and can be understood by the reader.

3. Grammar

It is connecting with how the words are arranged into good sentences. Good means correct in the sentences and meaningful. Some students got the problem with this because some of them are still confused about verbs that should be used in this sentences. They are still confused to put the verbs, adjective, adverb and noun in correct order especially if it deals with the time sequences.

4. Vocabulary

Vocabulary deals with the precise vocabulary usage and the use of parallel structure. Vocabulary has important role in English because vocabulary is the basic thing that should be owned by the students. Without mastering vocabulary, students are not able to do many kinds of English tasks. The lack of vocabulary may put the students in the failure of communication.

5. Mechanic

Punctuation and spelling are needed in arranging utterances. It will make the writing reasonable to be read. The pause is also needed when a text is read because it may differ the meaning also.

2.2.5.3 Steps in Writing

Producing a writing needs many compositions especially for writing a good writing. It goes through many steps before finishing it. The process of writing helps students to make a good writing in order. These steps used to be followed by a native and non-native speaker. Writing can be started by collecting the ideas and done by publishing Linse (Linse, 2006:102). The steps are:

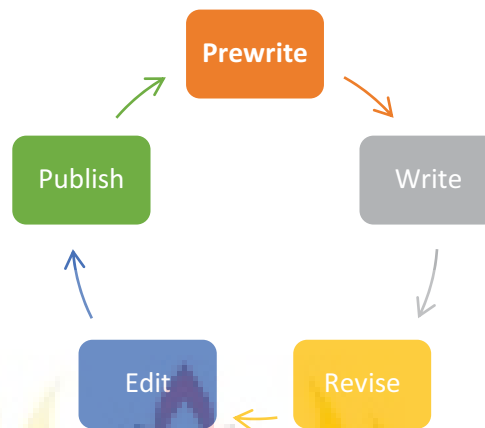


Figure 2.1 Stage of Writing

1. Prewrite

In this step, students are given time to prepare their writing preparation and collect their ideas or thoughts. If this step is done properly, it can ease students to write without any difficulty or hesitation.

2. Write

In this step, students write down all of their thoughts. They do not hesitate in form or correctness or even the order. The purpose of this step is to deliver the ideas on paper as quickly as possible based on the topic which students are thinking of.

3. Revise

This is the necessary part because in this step students' writing are examined then reworked. It needs to do in order to make the writing become logical and flow together with the ideas.

4. Edit

In this step, teachers are involved to edit students' writing. Their involvement are needed to make sure that there are no content, grammatical and spelling errors in students' writing. This step is also needed for the teacher to know their students' proficiency in writing so they can give further feedback on it.

5. Publish

This is the final step in writing process. It refers to putting the writing in a final finished format where it can be shared with others. Students are asked to rewrite their writing in a new paper, book or type on a computer so that it can be displayed or shared.

From the explanation above, the writer can notice that writing is a process through steps chronologically and this is an important process in producing good writing.

2.2.6 Media in Teaching English

In process of teaching and learning language, effective communication is needed to ease this process. It cannot be denied that media have always been inextricably linked to the teaching and learning process (Chan & Chamot, 2011:1). It can ease teachers to deliver purpose of learning and for the students, it can ease them in understanding the purpose of learning.

A teacher who has various techniques in teaching is more likely to succeed in achieving objective than one who has a limited number of

techniques in learning (Nagaraj, 1996:98). Sometimes, to achieve this goal, teacher is difficult to find out the way or strategy to help them in delivering content and purpose of learning. According to *National Association for Media Literacy Education* (2007) as cited in (Baylen & D'Alba, 2015:XV) individuals need to develop expertise with the increasingly sophisticated information and entertainment media that address them on a multisensory level, affecting the way they think, feel, and behave.

2.2.7 Photograph as a Media

Photograph or photograph is one of media. It is commonly used in teaching and learning process because of the character that simple and practical. It easy to bring and most of them are colorful. According to Kellner as cited in Sa'adiyah (2017:167) photographs are powerful teaching aids that can inspire students at all levels to create both expository and creative compositions. According to Herrell & Jordan (2004:19) by using drawing or photograph it allows students to hear English words and connect them to the visual images being displayed so it can be easily accessed for teaching. Then, according to Amelia, Nugrahadi, & Budiman (2015:24) the purpose of using photograph is to develop and visualize particular thing so the students can get the message on it and describe it clearly.

Students sometimes feel difficult in arranging utterances because they do not know the meaning of words they face and it makes them cannot express their ideas, so in this study the photograph or photograph will be added some cues in order to ease students in writing descriptive text.

As a media in the teaching process, photograph as like as the photograph. They are printed and full of the artistic photograph that makes student interest in this. The advantages of using the photograph as following:

1. It can motivate students to write and arrange sentences more easily because the students get the image first.
2. By getting the image, students are given opportunities to convey their ideas based on seeing the image due to some cues have been shown by the writer.

Although the photographs has advantages, they also have disadvantages as follows:

1. Some of the element of the photograph have not named yet.
2. Students may just focus on the cues have been given by the writer and cannot explore their own ideas.

By using the photograph with cues, students will imagine about what the photograph they are observing. They can describe the photograph using their supposition and imagination, so it can explore their ability of thinking and delivering their thought through visual object.

2.2.8 Realia as a Media

In language, teaching actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching are called realia. Realia is not always useful at all levels and classes, so that teachers must be judicious in selecting the type of realia.

Too much realia will clutter up the learning process (Nagaraj,1996:193). According to Ruis (2009:7) realia is real things, objects such as coins, tools, plants, animals, or collection of artifact that teachers can bring into the class room to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable.

Realia is used in the classroom to provide experiences on which to build and provide students with opportunities to use all the senses in learning. Realia allows students to see, feel, hear, and even smell the object being explored (Herrel & Jordan, 2004:23).

The students will understand the topic because they will see the materials or the things directly and they will know how to describe the things. It is aimed to encourage students to express their idea and use the appropriate words to describe things they are dealing with.

In using realia, there are many advantages as follows:

1. engages various learners (visual, auditory, kinesthetic)
2. teaches vocabulary
3. facilitates language acquisition and production
4. allows students to experience with senses
5. can serve as an introduction or support for a lesson

Instead of many advantages of using realia, it also has many disadvantages. For example, the realia is not always available, practical for classroom use. In addition, realia is a real object, so it can pose a potential

hazards, cost and storage. Other disadvantages is if the realia is a living thing, it can distract the students.

By using the realia in teaching writing descriptive text, it is expected that the students will be able to make a descriptive text well.

2.2.9 Junior High School Curriculum

According to Indonesia syllabus of school education unit level curriculum, English is taught four times a week which one of the material is writing descriptive text as a functional text. The teaching of writing for junior high school involves the teaching of short functional text. It is stated in basic competence as following:

Table 2.1 Standard Competence of seventh grade of Junior High school in second semester

Core Competence	Standard Competence
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.7. Teks Deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

2.3 Theoretical Framework

The theoretical framework of this study “The Use of Photograph and Realia to Teach Students in Writing Descriptive Text” started from the idea whether realia and photograph are effective to be used in teaching writing descriptive text. It is a quasi-experimental design study which conducted seventh grade students whose goal is to find out which one is more effective teaching descriptive text using photograph or realia. Kind of text, descriptive text, writing and media are the part of this study. The following figure describes the theory of this study.

The research concept:

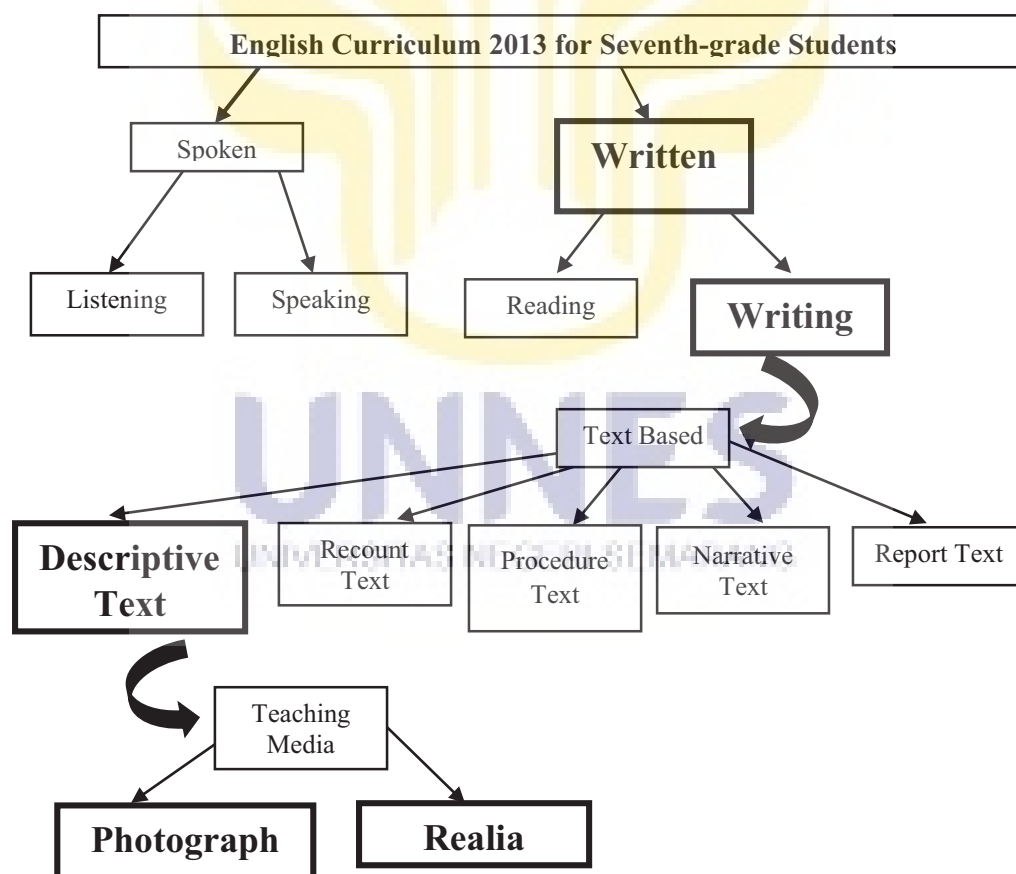


Figure 2.2 Conceptual Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The research study started from the questions whether there are any differences of the achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using realia, what is the difference in teaching descriptive text using photograph and realia and which one is more effective in giving contribution to improve the students' ability (achievements) in writing descriptive text at seventh grade students of SMPN 1 Kalinyamatan in the academic year of 2016/2017, teaching using photographs or realia. To end the report, conclusions and suggestions of what have been discussed in the previous chapters will be presented here.

5.1 Conclusions

Based on the result findings and discussion in the previous chapter, there are some conclusions as following:

Students, who were taught using photograph were given photograph as a media in writing descriptive in which the students observed the photograph in 2D.

So, the students only interpreted the photograph they saw. The students who were taught teaching writing descriptive text by using photograph showed that the pretest of experimental group 1 was 65.3 and after the treatment the posttest score increased to 71.1.

Meanwhile, the students who were taught using realia observed the object in 3D. They could observed the object by seeing and touching directly, so the students could feel the texture, size and the shape. Students who were taught using realia showed pretest score 65.90 and after the treatment, the score increased to 74.30.

There is a difference of achievements in writing descriptive texts of students who are taught by using photograph and those students who are taught using realia. As the calculation in SPSS, it is explained that the sig. (2-tailed) was obtained 0,030. If the sig. is smaller than 0,05 ($P_{value} < 0,05$) it could be concluded that there was a difference in post-test score. It means that there is a difference in writing descriptive text between students who were taught using photograph and those who were taught by realia as a media.

In addition, the research question states that the result of the study was in line with the writer's hypothesis that "there is a significant difference of achievements in writing descriptive text of students who were taught using photograph and those who were taught by realia". Therefore, the null hypothesis that "there is no a difference of achievements in writing descriptive texts of students who were taught by using photograph and those who are taught by using realia" was rejected. The use of photograph and realia actually give contribution to improve students' achievements in writing descriptive text. Based on the computation in SPSS, it can be seen that the score of the experimental group 1 was increased from 65.3 in pretest to 71.1 in posttest. From that, the difference average score of experimental group 1 group was 5.8. While, on the experimental group 2, the

average score of pretest was 65.90 and the posttest was 74.3. The difference average score between those tests was 8.4. Therefore, it can be said that there is an improvement of both group's achievement as good contribution after the groups received the treatment. Therefore, it can be said that there is an improvement of both group's achievement as good contribution after the groups received the treatment. In addition, based on observation sheet and questionnaire students more enjoyed by being taught using the realia than the photograph.

By comparing the difference average scores of both groups, the scores achieved by each group in the two tests (pretest and posttest), observation and questionnaire, the writer gets the conclusion that however both of the media were effective in teaching writing descriptive text, the realia as media in teaching writing descriptive text gave a more significant difference in students' achievement and it is more effective than photograph.

5.2 Suggestions

Based on the conclusion above, the writer would like to present the following suggestion to:

(1) Theoretically

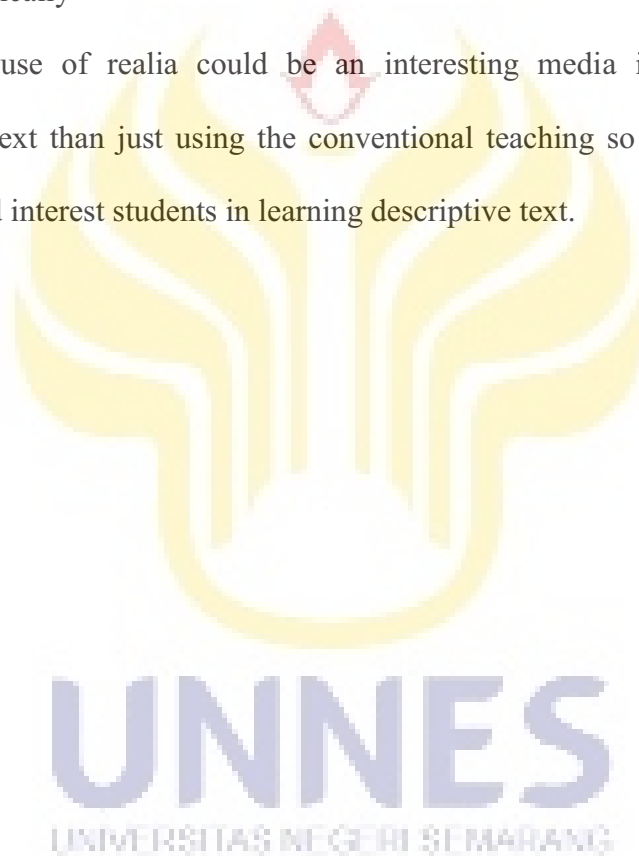
This research is hoped will be useful for readers. This research also can be one of the references for the next writers who want to conduct deeper research by using all various kinds of media including realia. The next writers also expected to provide the more detail of the information related to his study.

(2) Practically

The use of realia helps the teacher to find the another way to teach written descriptive text and will motivate them to have their teaching methods so that they can direct students' attention and finally improve students' achievements score in their writing ability in writing descriptive text.

(3) Pedagogically

The use of realia could be an interesting media in learning writing descriptive text than just using the conventional teaching so that the media can motivate and interest students in learning descriptive text.



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