

THESIS

**THE EFFECTIVENESS OF REALIA IN DEVELOPING STUDENT'S
WRITING ABILITY IN MAN HARMONI**

BY:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2025

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WRITING ABILITY IN MAN HARMONI**

THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*

BY:

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MALANG

2025

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THE EFFECTIVENESS OF REALIA IN DEVELOPING STUDENT'S WRITING
ABILITY IN MAN HARMONI

Thesis

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The Honorable,

To the Dean of Faculty of Tarbiyah and Teacher Training

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Assalamu'alaikum Wr. Wb.

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Declare that the thesis entitled "The Effectiveness of Realia in Developing Student's Writing Ability in Man Harmoni" has never been submitted to any higher education institution to obtain any academic degree. This thesis is the author's own work and has never collaborated with others. Therefore, I am fully responsible for this thesis if there are demands from other parties.

Malang, May 7th, 2025

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MOTTO

"Effort is a duty, results are a bonus."

"Knowledge is a long-term investment, and every sacrifice is part of success."

Being a mother is not a barrier to achieving dreams, but rather the strongest reason to keep going. When tiredness comes, remember this is not only for yourself, but also for the future of your children and family.

"Whoever is serious, he will succeed." (HR. Bukhari)

Every small step in patience is part of the path to blessings. I fight not only for a title, but for the mandate of a better life.

THESIS DEDICATION

With great humility and gratitude, I dedicate this thesis to my beloved husband, Muhamad Yudi Susanto who patiently accompanies me every step of the way, gives me encouragement when I am tired, and always believes in my ability to complete this journey to the end. My beloved daughter, Aliza Yasna Zahira whose presence is a source of strength and the biggest reason for me to finish what I have started. Hopefully one day you will be proud of this simple struggle. My parents, M. Agus Yatanto Adi & Zulaichah for the love, prayers, and blessings that always accompany my journey. Without your support, I am nothing. My brother, Alfi Afyudin Ma'ruf, S.Or. who has provided support and facilitation that greatly helped me in completing this final project. My sister-in-law, Anienaiem Ridho Maulidha, S.Pd. who consistently shows kindness and support in her own unique way. My supervisor, Septia Dwi Jayanti, S.S., M.Pd. who has guided me with great patience and sincerity. Thank you for every valuable advice, criticism, and support in the process of writing this thesis. And for myself, who has survived through various limitations, tears, and fatigue. Thank you for continuing to fight even when I often feel like giving up. May every page of this thesis be proof that no struggle is in vain as long as we believe and keep moving forward.

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Praise and gratitude to the presence of Allah SWT who has given guidance and ability to the researcher so that I can complete the final assignment entitled " The Effectiveness of Realia in Developing Student's Writing Ability in MAN Harmoni". I also do not forget to convey my prayers and greetings to the Prophet Muhammad SAW who has become a role model for his people, who always provides inspiration to do good and be useful for others.

The researcher would like to express my deepest gratitude and appreciation to many parties and organizations for their support in completing this final project and facilitating the smooth implementation of this research. The researcher acknowledges that this thesis would not have been possible without such invaluable assistance. With sincere humility, the researcher expresses his deepest gratitude to:

1. I express my gratitude to Allah SWT who has given the researcher the strength and health needed to complete this thesis project successfully. In addition, I convey prayers and greetings to Prophet Muhammad SAW who has guided all Muslims to the truth.
2. I would like to express my gratitude to my entire family, including my husband Muhamad Yudi Susanto, my daughter Aliza Yasna Zahira, my parents M. Agus Yatanto Adi & Zulaichah, my brother Alfi Afyudin Ma'ruf, S.Or., my sister in law Anienaiem Ridho Maulidha, S.Pd. and all other family members who have always provided support and encouragement during my educational journey at this University.

3. Prof. Dr. H. M. Zainnudin, MA serves as the Rector of the State Islamic University of Maulana Malik Ibrahim Malang.
4. Prof. Dr. H. Nur Ali, M.Pd serves as the Dean of the Faculty of Education and Teacher Training at the same university.
5. Prof. Dr. H. Langgeng Budianto, M.Pd serves as the Head of the English Language Education Department.
6. I would like to express my gratitude to Septia Dwi Jayanti, S.S., M.Pd, my supervisor, for her patient guidance throughout the process of completing this thesis, helping me gain a deep understanding of this research and project.
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11. To my friends from the 2020 and 2021 batches who have provided encouragement, shared knowledge, and become discussion partners and comrades during my studies and thesis writing.

The researcher realizes that there are several shortcomings in this thesis that require improvement. Therefore, the researcher greatly expects suggestions to overcome the existing problems. Hopefully this thesis is useful for researchers and readers.

Malang, May 7th 2025

Student,

A handwritten signature in black ink, appearing to read 'Asha Safna Sabrina', with a stylized, cursive script.

Asha Safna Sabrina

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

أو	= aw
أي	= ay
أُو	= û
إي	= î

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ABSTRACT

Sabrina, A. S. (2025). The effectiveness of realia in developing student's writing ability in MAN Harmoni (Undergraduate thesis, The Islamic State University Maulana Malik Ibrahim Malang). Advisor: Septia Dwi Jayanti, S.S., M.Pd

Keywords: Realia, Writing Ability, Descriptive Text, Learning Media.

This research aims to determine the effectiveness of using realia media in improving the descriptive text writing skills of class XII students at MAN Harmoni. This research departs from the challenges faced by students in writing descriptive texts, especially in terms of visualizing objects and developing ideas in detail. The method used in this research was a quasi-experiment with a pre-test and post-test design in two groups, namely the experimental group which was given learning using realia media, and the control group which used conventional methods. The instrument used was a descriptive text writing test. The results of the study showed that there was a significant increase in the average score in the experimental group after the realia treatment was given, compared to the control group. These findings indicate that the use of realia can improve students' writing abilities, especially writing descriptive texts. After treatment using realia, the experimental class post test results were proven to have increased by 85% in terms of content, organization, grammar, vocabulary, and mechanics. Thus, realia media has proven to be effective as a more interactive and contextual English language learning media.

ABSTRAK

Sabrina, A. S. (2025). The effectiveness of realia in developing student's writing ability in MAN Harmoni (Undergraduate thesis, The Islamic State University Maulana Malik Ibrahim Malang). Pembimbing: Septia Dwi Jayanti, S.S., M.Pd

Kata Kunci: Realia, Kemampuan Menulis, Teks Deskriptif, Media Pembelajaran.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media realia dalam meningkatkan kemampuan menulis teks deskriptif siswa kelas XII di MAN Harmoni. Penelitian ini berangkat dari tantangan yang dihadapi siswa dalam menulis teks deskriptif, terutama dalam hal visualisasi objek dan pengembangan ide secara rinci. Metode yang digunakan dalam penelitian ini adalah kuasi-eksperimen dengan desain pre-test dan post-test pada dua kelompok, yaitu kelompok eksperimen yang diberikan pembelajaran dengan media realia, dan kelompok kontrol yang menggunakan metode konvensional. Instrumen yang digunakan berupa tes menulis teks deskriptif. Hasil penelitian menunjukkan adanya peningkatan skor rata-rata yang signifikan pada kelompok eksperimen setelah treatment realia diberikan, dibandingkan dengan kelompok kontrol. Temuan ini menunjukkan bahwa penggunaan realia dapat meningkatkan kemampuan siswa dalam menulis, khususnya menulis teks deskriptif. Setelah treatment menggunakan realia, hasil post-test kelas Eksperimen terbukti meningkat 85% dari segi content, organization, grammar, vocabulary, and mechanics. Dengan demikian, media realia terbukti efektif sebagai media pembelajaran bahasa Inggris yang lebih interaktif dan kontekstual.

ملخص

صابرينا، أ.س. ٢٠٢٥. (فاعلية الواقعية في تطوير قدرة الطالب على الكتابة في مان هارموني) رسالة جامعية، جامعة مولانا مالك إبراهيم مالانج الإسلامية الحكومية. بيمبيمينج: سبتيا دوي جاياتني. س.س.س. م. د.

الكلمات المفتاحية: الواقعية، والقدرة على الكتابة، والنص الوصفي، ووسائل التعلم

تهدف هذه الدراسة إلى تحديد مدى فعالية استخدام الوسائل الواقعية في تحسين قدرة كتابة النص الوصفي لدى طلاب الصف الثاني عشر في مدرسة مان هارموني. وينطلق هذا البحث من التحديات التي يواجهها الطلاب في كتابة النصوص الوصفية، خاصة فيما يتعلق بتصوير الأشياء وتطوير الأفكار بالتفصيل. والطريقة المستخدمة في هذا البحث هي شبه تجربة بتصميم اختبار قبلي واختبار بعدي على مجموعتين، هما المجموعة التجريبية التي تتعلم باستخدام وسائل واقعية، والمجموعة الضابطة التي تستخدم الطرق التقليدية. وكانت الأداة المستخدمة هي اختبار كتابة النص الوصفي. أظهرت النتائج ارتفاعاً ملحوظاً في متوسط الدرجات في المجموعة التجريبية بعد إعطاء المجموعة التجريبية العلاج بالوسائل الواقعية، مقارنة بالمجموعة الضابطة. تُظهر هذه النتيجة أن استخدام الوسائل الواقعية يمكن أن يحسن من قدرة الطلاب في الكتابة، وخاصة كتابة النص الوصفي. بعد المعالجة باستخدام الوسائل الواقعية، ثبت أن نتيجة الاختبار البعدي للصف التجريبي زادت بنسبة ٨٥ % من حيث المحتوى والتنظيم والقواعد والمفردات والميكانيكا. وبالتالي، أثبتت وسائل الوسائل الواقعية فعاليتها كوسائل أكثر تفاعلية وسياقية لتعلم اللغة الإنجليزية.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher wants to explain about the introduction; background of the study, research question, research objective, problem limitation of the study, significance of the study and definition of key terms.

1.1 Background of The Study

Writing is often considered the most difficult of the four language skills taught in educational contexts, and also demands the most time. This skill requires the development of specialised abilities, such as clear and concise expression of the writer's ideas. To build this skill, students must first learn writing techniques, which include brainstorming, organising them into a coherent sequence of sentences, arranging them logically and chronologically, and engaging in a process of review and revision to improve their work. Despite these efforts, students often face challenges in writing throughout their educational experience. Therefore, achieving proficiency in writing is an important aspect of the language learning process (Lamusu, 2022).

In writing courses, students face many obstacles, such as difficulties in choosing the right vocabulary to create a cohesive paragraph or essay. In addition, teachers also grapple with the challenge of finding effective strategies tailored to the English classroom, especially when it comes to teaching writing (Nuraini et al., 2019). To support their writing efforts, students need appropriate media that help them effectively organise their thoughts and expressions. Media is essential in the educational journey, assisting students in learning and

improving their academic outcomes, thus serving as a vital teaching resource. In addition, this research also highlights that the success of the teaching and learning experience depends on the learning materials provided by the teacher. These resources are key in facilitating students' mastery of English, especially with regard to the skills required for the 21st century. By integrating media into their education, students will feel more motivated, which can boost their confidence and enthusiasm to master the target language (Isnaini Eddy Saputro, 2023). One of the writing skills is using descriptive text.

Descriptive text consists of two main elements. The initial segment serves as an introduction, showcasing an individual, location, animal, or object. The next segment provides an in-depth description of the subject, such as an animal, object, place, or person, emphasising its characteristics, shape, colour, and other related attributes articulated by the writer (Karim & Sudiro, 2022). Developing descriptive writing skills is a crucial aspect of language education, which not only allows students to develop their communication skills, but also to broaden their understanding of the world around them. At MAN Harmoni, as in many other senior secondary education institutions, the challenges in teaching descriptive writing skills become the main focus.

However, the challenges that are often faced in learning descriptive writing skills are students' lack of motivation and their difficulty in visualizing and describing details of objects or events in a lively manner. According to Girsang, Liando, and Maru, the author has noted that students face various difficulties when assigned to write descriptive texts. A major concern is that many students find it difficult to come up with ideas, especially when they have to describe

objects or experiences they have never personally encountered, often relying on their imagination. In addition, their ideas and sentence construction often lack clarity and structure. Another significant challenge is students' limited vocabulary, as well as reduced motivation during the learning process.

Considering this insight, the author aims to address writing challenges by utilising realia-real physical objects-as a pedagogical resource to improve students' skills in composing descriptive texts (Girsang et al., 2020). A practical solution to overcome this problem is to utilise Realia (Amumpuni & Rahmasari, 2019). Realia media are real objects used in the educational environment as teaching materials or resources (Citra Sani Sinaga et al., 2023). As is the case in verses from the Quran which can be linked to the importance of direct experience in learning, including the use of realia to increase students' understanding, that is Surah Al Anfal 8:22:

إِنَّ شَرَّ الدَّوَابِّ عِنْدَ اللَّهِ الصُّمُّ الْبُكْمُ الَّذِينَ لَا يَعْقِلُونَ

Meaning: Indeed, the worst living creatures in the sight of Allah are those who are deaf and dumb (do not hear or understand the truth), namely those who do not understand.

The researcher attempted to improve students' writing skills by using realia media. This study applied a teaching method called realia media to guide students in writing descriptive paragraphs. Many secondary schools face widespread challenges related to students' writing skills, particularly vocabulary deficiencies that limit their ability to write even short pieces in English (Silaban et al., 2023).

There are several previous researches about implementation of using realia media in improving students' competence in writing descriptive text. The first is a research done by Lamusu (2022), He explored the idea that incorporating realia can improve students' ability to construct descriptive texts. The second is a study by Natsir (2023), which supported the use of realia in language teaching. Natsir found that the t-test results showed that the use of realia as a writing aid, especially for descriptive texts, is an important asset for teachers and students. This study seeks to assess the impact of realia in improving the writing skills of first-semester English students at Unismuh Makassar. Another study conducted by Suhartono (2019) that class activities and student performance indicate the use of realia can help students overcome difficulties associated with writing descriptive texts.

The researcher chose to conduct research on using realia in descriptive text to develop writing ability at MAN Harmoni because MAN Harmoni as a senior high school dedicated to religious and academic education, has students with relatively equal backgrounds and levels of ability in terms of learning interests, including writing skills. This situation allows researcher to measure the treatment variable (the use of realia) and to compare the outcomes between the experimental and control groups more equitably. And this school provides several facilities and English language subjects that are suitable for conducting my research in this context, this research aimed to address this gap by exploring the effectiveness of realia in developing descriptive writing skills of grade 12 students at MAN Harmoni, which has mostly not been studied before. It is hoped that the results of this research can provide valuable input for curriculum

development and teaching practices at MAN Harmoni, as well as contribute to educational literature on the use of realia in language learning contexts. Thus, this research will not only fill existing knowledge gaps, but also make a significant contribution to the development of education in Indonesia, especially in efforts to improve students' descriptive writing skills at the senior secondary school level.

1.2 Research Question

Based on the background above, the formulation of the research questions can be seen as follows:

How effective the use of realia in developing students' writing skills in MAN Harmoni?

1.3 Research Objective

The research objective is to test the effectiveness of using realia in improving students' descriptive writing skills in MAN Harmoni.

1.4 Problem Limitation of The Study

Although this research aimed at investigating the effectiveness of using realia in developing students' descriptive writing skills at MAN Harmoni, there were several limitations that needed to be considered. The subjects of the study were Grade 12 students in the academic year 2024/2025. The genre taught in this research was descriptive writing, and the topic focused on describing objects using realia by picture. The main focus of the study was to evaluate the effectiveness of realia in improving students' descriptive writing skills. The

results of this research cannot be immediately generalized or applied in other schools with different contexts.

This research is limited to the scope of MAN Harmoni as the only research location, so the results cannot be directly applicable to other educational institutions. The number of students who could be involved in this research for classes XII-A1 and XII-A3 each numbering 36 students, so the results only reflect two classes, those are the experimental class and the control class at MAN Harmoni. This research was conducted over 5 meetings and the time available after the meeting was used to collect data and analyse the results.

1.5 Significance of The Study

This study aims to provide significant theoretical and practical insights, especially for teachers, students, and researchers in English language teaching.

a. Teacher

Teacher can use the realia as a medium in the English teaching and learning process to motivate students. The researcher hopes that the use of realia can become an additional method in teaching English. This will improve student performance in developing writing ability through descriptive text especially for students at MAN Harmoni.

b. Students

English considers to be complicated, but it turns out that students can improve their English through a variety of fun resources. By using realia, students can develop creative thinking and increase the effectiveness of learning to write using descriptive text. Students are interested and not bored in learning, especially in writing descriptive text.

c. Researcher

This research will help other researchers to develop knowledge about the use of realia as media that is suitable for writing texts, especially descriptive texts.

1.6 Definition of Key Terms

In the context of my thesis titled "Using Realia in Developing Students' Writing Ability in MAN Harmoni," the key terms are often found include:

a. Writing Skills

Writing skills refer to the proficiency or ability level that students demonstrate in composing written texts. It encompasses various aspects such as organization, coherence, vocabulary use, grammar, sentence structure, and overall clarity of expression. The cognitive processes involved in creating, articulating, and organizing ideas into coherent statements and paragraphs are critical to effective writing (Toba et al., 2019). Developing writing skills involve not only mastering the technical aspects of writing but also cultivating creativity, critical thinking, and the skill to communicate effectively.

b. Descriptive Text

Descriptive text is a genre of writing that aims to vividly depict a person, place, thing, or event using sensory details. The purpose of descriptive writing is to create a clear and vivid image in the reader's mind by appealing to the senses (sight, sound, touch, smell, taste). Students learn

to use descriptive language effectively to convey their observations and impressions, thus enhancing their ability to paint a picture with words.

c. Realia

Realia includes tangible objects, materials, or artefacts that are used as educational resources to enhance learning, particularly in the area of language acquisition. In the scope of this research, realia can be physical objects such as pictures, common objects, maps, or illustrations that are used in the classroom to help students connect language to real-world experiences. This research used realia by integrating picture to improve students' descriptive writing skills. Picture act as a catalyst for creativity, allowing students to imagine real-life situations. This, in turn, enhances their capacity to construct detailed and vivid descriptions in their writing. By visualizing picture, students can express their ideas and descriptions in their writing more effectively.

CHAPTER II

LITERATURE OF REVIEW

Developing the ability to write descriptive text is an important aspect in language education in high school. This research focuses on the use of realia as a learning tool to improve students' descriptive writing skills at MAN Harmoni. A quantitative approach is used to measure the impact of using realia on students' progress in writing.

2.1 Writing

Writing is one of the four primary language skills, alongside listening, speaking, and reading. It ranks highest in the hierarchy of language acquisition, and is only developed after the other three skills have been fully mastered. This is why it is often labelled as a secondary skill on a global scale. Although the general public may not fully appreciate its significance, educated individuals and the academic community consider writing to be a sign of knowledge, intelligence, and a comprehensive educational background. Most educational systems around the world recognize advanced writing skills as an essential element of formal education, regardless of level, discipline, or mode of learning. Thus, it can be concluded that writing has an important role that goes beyond common perception (Gautam, 2019).

Effective writing demonstrates a person's proficiency in using written language. This includes choosing appropriate vocabulary, using a variety of sentence structures, and applying correct grammar and spelling. Every piece of writing has a different communication purpose, whether it is to persuade,

inform, entertain, or evoke emotion in the reader. Writers need to understand their audience and adopt an appropriate writing style to meet these goals. Therefore, writing skills are essential in the writing process, which includes planning, drafting, organizing, revising, and evaluating written content (Cer, 2019).

2.1.1 The Requirements of a Good Writing

According to Brown (2007), a well-written piece of writing must meet several important criteria that reflect the technical and expressive quality of written language. He identified five main components for evaluating writing: Content, Organization, Grammar, Vocabulary, and Mechanics. Here the five components:

1. Content: relates to the substance and relevance of the ideas presented, which should be clear, original, and profound.
2. Organization: assesses how logically and cohesively the ideas are arranged, including the use of appropriate transitions and paragraph unity.
3. Grammar: relates to the application of correct sentence structure and grammatical rules to enhance the readability and coherence of the writing.
4. Vocabulary: reflects the writer's ability to use appropriate, varied, and contextual words to convey meaning effectively.
5. Mechanics: involves the use of correct spelling, punctuation, and capitalization.

2.1.2 Steps in Writing

The writing process is complex, consisting of several interrelated phases that lead to the creation of a coherent and meaningful text. For students, understanding these stages is essential to systematically and deliberately improving their writing skills. Each phase helps writers organize their thoughts, organize their material, and refine their final product. This section outlines the various stages of writing from prewriting to publishing with an explanation of how realia (in the form of pictures) was applied in this study during the prewriting and drafting stages to support students' descriptive writing (Resmini et al., as cited in Nursaadah & Rodiyana, 2023):

1. Prewriting

Prewriting marks the beginning phase of the writing process, when the writer gathers ideas, clarifies the purpose of the writing, and develops an outline. This stage is crucial to the overall development of the writing (Dhanya & Alamelu, 2020). In this study, realia in the form of object pictures was introduced during the first treatment in the prewriting stage. Students observed the realia to help them generate ideas and understand the details of the objects they would describe. This visual support helped students in brainstorming and organizing relevant content. Prewriting activities included: selecting a topic, determining the communicative purpose, developing an outline, and generating ideas based on the realia provided.

2. Drafting

The drafting stage is the stage where conceptual ideas are transformed into a more comprehensive written format, allowing the writing to develop into a tangible structure. Activities during drafting include transforming planned ideas into organized paragraphs and sections, ensuring that each section relates to the main theme or argument, and including details and explanations to strengthen each point. This process also includes constructing sentences with proper grammar, punctuation, capitalization, and other relevant elements (MacArthur & Graham, 2019). In this study, the same realia used during prewriting were also referred to during the drafting stage, especially when students began to compose sentences and paragraphs about the objects. The visual cues from realia helped them use more precise vocabulary and detailed descriptions. Student were encouraged to construct sentences that clearly reflect the features of the real objects shown, using appropriate grammar and structure.

3. Revising

Revising is when a writer refines and improves his or her work. This phase involves a thorough assessment of the writing to ensure that the intended message is clear and impactful. Revisions include modifications to the text or writing strategy (MacArthur & Graham, 2019). Revising is modifying text to improve its structure, clarity, and suitability for communication purposes. Revising activities include: checking the completeness of information and clarity of arguments,

rearranging paragraphs or sections to improve the storyline or argument, deleting or adding information as needed. However, no new realia were introduced during this phase.

4. Editing

Editing involves refining the final draft by concentrating on the finer details of the writing. This process includes checking grammar, spelling, and mechanics, as well as correcting errors such as eliminating wordy phrases and restructuring ambiguous or ineffective sentences, resulting in a polished and satisfying piece of writing (Toba et al., 2019). Editing activities include: ensuring the use of appropriate words and correct writing, ensuring correct use of punctuation, ensuring writing follows established formatting guidelines (for example, APA or MLA writing style). Realia were not used in this stage.

5. Publishing

The final stage of the writing process is publishing, which is when writers share their work with readers. In a classroom context, publishing can take the form of presenting the paper in front of the class, submitting the assignment to the teacher, or publishing it through school media. This stage is very important because it gives students real experience as writers, as well as fosters a sense of confidence and accountability for their written work. No realia were used in this phase.

2.2 Descriptive Text

Descriptive text is a type of text that is intended to describe or explain the physical characteristics, characteristics, or condition of an object, place, or event in detail. This type of writing is used to give readers a clear picture of how something looks, sounds, or feels. Descriptive text is often used in various contexts, such as in literature, journalism, travel guides, product descriptions, or even academic writing. The power of descriptive text lies in its ability to allow readers to experience or understand in depth the object or situation described without having to see it directly.

Descriptive writers use vivid language, metaphors, and similes to evoke sensory experiences for their readers. This technique allows the reader to visualize or connect emotionally with the experience being described. Typically, these writers organize their descriptions in either chronological (time) or spatial (space) order, facilitating a smooth flow for the reader. For example, they may describe elements from the front to the back of a house or transition from external features to internal aspects. The primary purpose of descriptive writing is to describe a particular object, person, or place, giving the reader a comprehensive understanding of its physical attributes (Ismayanti & Kholiq, 2020). This can include providing information, evoking certain emotions, or even giving instructions.

2.2.1 Generic Structure of Descriptive Text

Descriptive texts typically follow a structured format that includes several key elements designed to provide a comprehensive and clear representation of an object, location, or event. This framework helps the

writer organize information systematically, ensuring that the reader receives a thorough understanding. The primary purpose of descriptive text is to convey a clear and detailed picture of the subject matter, allowing the reader to engage with or understand the topic through the written word. Essential elements of descriptive text include identification and detailed description (Ismayanti & Kholiq, 2020). The main components are:

1. Identification

The initial segment of a descriptive text serves as an identification section, where the writer presents the object or subject that needs explanation. This identification provides important context for the reader regarding the upcoming discussion. Typically, this information is included in the opening paragraph to inform the reader about the topic that will be discussed in the following paragraphs (Ismayanti & Kholiq, 2020). Identification has an important function in descriptive writing because it lays the foundation for a more detailed description. Through identification, readers can find the subject or object that will be the subject of the description

2. Description

This section is the essence of descriptive writing, where the writer offers an in-depth description of the physical characteristics, visual elements, or other qualities of the object being discussed. The purpose of description is to create a clear and comprehensive picture of the

subject. Through descriptions, the author conveys a comprehensive picture of the topic, making it easier to introduce it (Ismayanti & Kholiq, 2020). This involves using descriptive language to create a strong mental image for the reader. The description usually appears after the identifier in the description text.

2.2.2 Language Features of Descriptive Text

Descriptive writing uses language that is rich in detail and description to describe a thing, place or event in detail and clearly. The language of this text has certain features that help create a vivid picture, stimulate the reader's imagination. By using appropriate vocabulary and clear visual presentation, the object or situation described becomes more alive in the reader's mind. In this study, the focus was on observing how students applied adjectives, specific nouns, and the simple present tense in their descriptive writing after being taught using realia (pictures). These three features were selected because they are essential in constructing vivid and accurate descriptions, and their usage can be observed clearly in student writing. While other features like adverbs of frequency are also part of descriptive text, the primary focus of this research remained on the three core features mentioned above. The key language features of descriptive text are as follows:

1. Adjective

Adjectives serve to provide a comprehensive description of the physical qualities or characteristics of the object in question.

Adjectives enhance the information associated with nouns by specifying aspects such as the nature, size, colour, shape, or characteristics of an object. In addition, adjectives act as modifiers that refine the meaning of nouns or pronouns, thereby enriching their meaning. This explanation illustrates that adjectives provide clarity and detail about the attributes of nouns or pronouns by providing additional information (STKIP Budidaya Binjai et al., 2020). For example: “red flower” uses the adjective “red” to describe the colour of the flower.

2. Specific Noun

In descriptive writing, the use of specific nouns is essential to paint a clear and detailed picture for the reader. Specific nouns offer a clearer reference to an object, place, or person, unlike common nouns which only provide a broad and imprecise description. Specific nouns identify the subject or individual who will be the main focus of the text (Batubara et al., 2021). For example, the use of general terms such as “flower” or “tree” fails to convey the different types or attributes of flowers or trees. On the other hand, the use of specific nouns such as “red roses” or “tall pine trees” will increase the clarity and visual impact of the description. This choice of language not only enriches the writing but also fosters a more engaging and immersive experience for readers, allowing them to connect with the elements described on a deeper level.

3. Simple Present Tense

Simple Present Tense is used to provide descriptions, definitions, and express universal truths (Fitria, 2019). Simple present tense is a form of tense that is used to describe events, habits or occurrences that occur frequently, repeatedly or in general. This form is usually used without changing the verb for singular or plural subjects, except in the third person singular (he, she, that), when the verb requires the addition of "-s" or "-es". The simple present tense is used to state general facts or truths that always apply. In descriptive text, it means providing information about a thing or subject that is considered real. Example: "Rose flowers have beautiful and fragrant petals."

4. Adverb of Frequency

Adverbs of frequency express the regularity of an event, even if only vaguely (Riani, 2017). These adverbs, such as "always," "usually," "often," "sometimes," and "never," indicate the frequency with which they occur. In descriptive narratives, adverbs of frequency increase the clarity of habits or routines related to the subject. For example, when detailing a person's daily practices, one might say, "He always wakes up at 6 a.m.," to describe how often the person engages in that activity. By including adverbs of frequency, writers can instill passion and dynamism in their descriptions, so that readers can gain a deeper understanding of the events or customs being described.

2.3 Realia Media

Realia media includes real objects or materials used as educational tools to enhance learning by offering hands-on experiences or addressing real-world scenarios. The goal is to deepen students' understanding and enrich their learning experiences in a more specific and direct way. Realia media consists of real objects or materials used in the educational process to allow for direct encounters with real-life situations. This type of media acts as a valuable educational resource, aiding the introduction of new subjects by providing real-world context for concepts previously communicated only through abstract language or visual imagery (Susilowati et al., 2021). Realia media are real life objects or materials used in educational contexts to provide direct experiences or address real life situations.

Realia media primarily serves to enhance the clarity of communication, ensuring that it goes beyond mere verbal interaction, whether written or spoken. This media successfully overcomes the constraints of space, time, and sensory limitations (Susilowati et al., 2021). Media Realia has the advantage of providing an in-depth learning experience and enabling students to develop a better understanding of abstract concepts. In an educational context, the use of real-life media can include a variety of objects or materials, such as laboratory equipment, natural materials, historical artefacts, or even technology. The importance of Media Realia lies in its ability to attract students' attention, increase learning motivation, and facilitate understanding of difficult concepts in a more specific and measurable way.

In this study, the kinds of realia media used were pictures of various objects (places, flowers, animals) that represented the descriptive topics taught to the students. These pictures served as concrete examples to help students visualize the objects they needed to describe in their writing. By using picture realia, students could directly observe and engage with the visual stimuli, which facilitated their understanding and enriched their vocabulary related to the descriptive text. The realia media applied in this research focused on tangible, easy-to-recognize objects to support the prewriting and drafting stages of the writing process.

2.3.1 The Implementation of Realia Media in Teaching and Learning Activities

In this research, realia in the form of pictures was applied during the prewriting and drafting stages of teaching descriptive text. During the prewriting stage, the pictures helped students observe concrete objects, stimulate their ideas, and identify appropriate vocabulary related to the topic. For example, students were shown pictures of everyday objects such as a beach, rose, and rabbit. These real objects allowed students to generate ideas based on what they could see, imagine, and associate with personal experience.

In the drafting stage, students referred to the same pictures to begin organizing their ideas into structured paragraphs. They used the visual cues from the pictures to describe physical characteristics such as shape, size, color, and material. The implementation of realia in these stages aimed to support students in producing more detailed and accurate

descriptive texts. The effectiveness of this approach was then measured through the students' writing scores in the post-test.

2.3.2 Functions and Objectives of Realia Media

The context of realia media has various functions and purposes in education, which aim to enhance students' learning experiences by combining real objects that can be seen, touched, or experienced directly. The functions and objectives of media realia according to (Handayani & Subakti, 2021) are :

1. Able to inspire student creativity by integrating real world experiences into the classroom environment.
2. This is very beneficial in information seeking, facilitating the acquisition of knowledge through personal experience.
3. Offers authentic and direct experiences, as well as unique beauty encounters that cannot be obtained through other media.
4. Improve message delivery beyond just written or verbal communication.

2.3.3 Advantages and Limitations of Realia Media

It is important to thoroughly evaluate the benefits and drawbacks of Realia Media in an educational setting, especially with regard to the unique learning environment and potential challenges that may occur during its implementation. There are some advantages and limitations of realia media according to (Handayani & Subakti, 2021) are :

a. Advantages:

1. Media Realia is easy to access because it consists of authentic media that is present in the surrounding environment.
2. Definitely provides the right information and is well articulated.
3. The preparation does not take much time.
4. Clarifying abstract concepts.
5. Connecting theory with practice.

b. Limitations:

1. The dimensions of realia media are too small or too large, requiring the use of additional objects or space so that they can be seen properly.
2. Bear the risk by bringing students to authentic media outside the school environment.
3. The costs associated with maintaining physical media items are considerable.
4. Safety limitations.

2.4 Previous Study

This chapter presents previous research related to this research to build a solid and contextually appropriate theoretical foundation. This literature analysis aims to explain the problem under study, highlight developments in related knowledge, and demonstrate the relevance of this research in a broader scientific framework. Through this approach, I hope that this research can make

a significant contribution to our understanding of using realia in developing student's writing ability in MAN Harmoni.

The first previous study was from Lamusu (2022) with the title “Improving Students’ Competence in Writing Descriptive Text by Using Realia Media”. This study showed that the use of realia media can significantly improve the writing ability of tenth grade students at MA Alfalah Limboto Barat, particularly in creating descriptive texts. The findings showed significant improvement over the two research cycles (Cycle I and Cycle II). After teaching with realia media, students showed a marked improvement in their ability to write descriptively. The effectiveness of realia as a tool to improve students' descriptive writing ability was evident, as reflected in the substantial increase in pre-test scores (14 per cent), Cycle I (43 per cent), and Cycle II (50 per cent), culminating in an overall support level of 81 per cent.

The second previous study comes from an article entitled “The Effectiveness of REALIA as a Medium for Writing Descriptive Text” by Natsir (2023). This study aimed to evaluate the effectiveness of Realia in teaching descriptive writing to first semester English students at Unismuh Makassar. The research sample consisted of 30 students from two classes selected through purposive sampling, with one class designated as the experimental group and the other class as the control group. Data were collected using writing tests, which included pre-test and post-test. The researcher applied descriptive text teaching through realia and used t-test for statistical analysis. The calculated t-value was 6.55, exceeding the t-table value of 2.00 at the 0.05 significance level, indicating a significant difference. The post-treatment scores further

illustrated the effectiveness of the realia, with the experimental group achieving a post-test mean score of 86.51, which was categorised as excellent, while the control group had a mean score of 76.54, which was categorised as good. This shows that the experimental group outperformed the control group, supporting the conclusion that realia is an effective teaching tool for writing descriptive texts, which serves as a valuable reference for educators.

Another previous study is the research conducted by Suhartono (2019) with the title “The Use of Realia to Improve Students’ Descriptive Writing”. This study aimed to improve students' ability in writing descriptive text through the use of realia. Using Classroom Action Research (CAR), this study involved twenty-one students from class VIII A at Jasa Mulia Junior High School. The students were instructed to write descriptive text with the help of realia. Data was collected using field notes, observation lists, and writing tests. There was a marked improvement in the students' scores. In the second cycle, 28.6% of the students were able to write descriptive text effectively. In the third cycle, this figure increased to 86%, indicating that a large number of students achieved good grades and could write descriptive texts well. The learning process in the classroom and the scores obtained by students show that realia can effectively overcome students' challenges in writing descriptive text. However, the use of realia should be complemented with additional support, such as teacher explanations, examples, and guided questions.

Overall, those previous study illustrated the importance of using realia in the teaching of writing ability. The use of realia in the context of descriptive writing, especially through concrete picture that can be visualized by students,

has not been widely studied in the context of grade 12. Furthermore, the local context at MAN Harmoni has also received less attention in similar studies. Therefore, this research aimed to address this gap by exploring the effectiveness of realia in developing descriptive writing skills of grade 12 students at MAN Harmoni, which has mostly not been studied before. Based on those previous study, the researcher hoped that this research can provide a strong basis for understanding the potential and relevance of practical use in language teaching contexts, as well as provide a valuable contribution in the development of more effective language teaching strategies in future environments.

2.5 Research Hypothesis

To explore the impact of realia on students' ability to write descriptive texts at MAN Harmoni, it is important to form a clear research hypothesis. This hypothesis serves as a guiding principle that will be tested and analysed throughout the research process. Here there are 2 hypotheses, hypothesis (H0) and hypothesis (H1):

(H0): There was no significant difference in the writing abilities of students who were exposed to realia compared to those who were not exposed to realia.

(H1): Students who were exposed to realia showed a much higher level of descriptive writing ability than students who were not exposed to realia.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology; research design, place and time of research, population and sample, instrument and technique of data collection, research validity and reliability, and technique of data analysis.

3.1 Research Design

For this research the researcher used quantitative research methods. A quantitative approach allows the researcher to measure changes in writing ability statistically. Quantitative design that used is a quasi-experimental to measure the effect of an independent variable (use of realia) on the dependent variable (student writing ability).

The research design outlined the methodology used to answer the research questions, utilising a quasi-experimental framework. In this case, the researcher applied a group design featuring a pre-test and post-test assessment. This pre-test and post-test approach is a form of quasi-experimental research that allows for a direct assessment of the effects of an treatment on a group of participants (Stratton, 2019). The quasi-experimental design was divided into two groups, those are the experimental group and the control group. Experimental group is group of students learned how to use realia in teaching descriptive texts. Whereas control group is group of students learned using conventional methods without realia. Below is a non-equivalent group design with a pre-test and post-test.

Table 3. 1 Research Design

Experimental : O1	X	O2
<hr/>		
Control : O3		O4

For Explanation:

O1 : Pre-test experimental group

X : Treatment in the experimental group using Realia

O2 : Post-test experimental group

O3 : Pre-test control group

O4 : Post-test control group

3.2 Place and Time of Research

The research was conducted at MAN Harmoni, a State Islamic Senior High School in East Java, because the school offers a supportive academic environment and students with a relatively good level of writing proficiency, which allowed the researcher to focus on enhancing and measuring the effectiveness of the treatment rather than addressing basic writing deficiencies. MAN Harmoni is a school that offers Islamic education with a curriculum that includes general subjects such as English. MAN Harmoni is a school with diverse students from different socio-economic backgrounds. This provided

additional context for how students from different backgrounds can pick up and use these practices. This research conducted in a classroom specifically for English subjects. The research focused on Class XII. This curriculum-based elective included the study of descriptive texts at this level. The researcher chose two suitable classes for the experimental group and the control group.

The research was conducted over five meetings. In the first meeting, a pre-test was administered to both the experimental and control groups to assess the students' initial writing ability. The second, third, and fourth meetings were allocated for the treatment sessions, during which the experimental group received writing instruction using realia while the control group was taught using conventional methods. Finally, in the fifth meeting, a post-test was given to evaluate any improvement in students' writing ability after the treatment. The schedule of these activities is presented in the table below:

Table 3. 2 Time of Research

No.	Time	Activities
1.	Meeting 1	Pre-Test
2.	Meeting 2	Treatment
3.	Meeting 3	Treatment
4.	Meeting 4	Treatment
5.	Meeting 5	Post Test

3.3 Population and Sample

The population of this study are all class XII students at MAN Harmoni who took part in the English language learning program. This population was chosen because it is at a learning stage where developing descriptive writing skills is important. Sampling was carried out using purposive sampling, a non-probability sampling technique in which the participants are selected based on specific characteristics or purposes relevant to the research.

In this study, the sample was chosen based on the students' availability, level of English proficiency, and the researcher's access to the classes involved. Two classes that have similar student achievements and educational levels will be selected for this research. One class used as the experimental group and the other class used as the control group. The experimental group is the class that used realia to learn descriptive writing. Whereas the control group is a class that participated in learning to write descriptive texts using text without realia. It can be concluded that the researcher took two classes, XII-A2 (11 males & 23 females) and XII-A3 (16 males & 18 females), for this research. These classes were chosen purposively because they had a similar number of students, similar English proficiency levels based on the teacher's input, and were available during the research period. Each class consisted of 36 students. XII-A2 was assigned as the experimental group, while XII-A3 was assigned as the control group.

3.4 Research Instrument

Research instruments are tools or devices used to collect data. In this research, the tool used to collect data related to the development of students'

descriptive writing skills using realia was the descriptive writing test. Test instruments produce numerical data that is important for statistical analysis. In quantitative research, statistical methods such as t-test can only be carried out using quantitative data. Therefore, test instruments produce data that is easy to process and analyse statistically. This test was designed to measure students' ability to write descriptive text. This test included a pre-test and post-test which were designed to measure students' ability to write descriptive text before and after the treatment.

Time allotment for both pre-test and post-test was approximately 90 minutes per test. For the experimental and control groups, the pre-test was in the form of paragraph writing in which students were asked to describe their favourite place and mention how they feel when they are in that place. They had to create descriptive sentences consisting of 7–10 sentences.

For the post-test in the experimental group, the post-test was in the form of paragraph writing in which students were asked to describe their favourite park in detail without using a picture and mention how they felt when they were in that park. They had to create descriptive sentences consisting of 7–10 sentences. Meanwhile, the post-test in the control group was similar, where students were asked to describe their favourite park in detail without a picture and mention how they felt when they were in that park. They also had to create descriptive sentences consisting of 7–10 sentences.

Answers to the written test are calculated and scored on a scale of 0 to 100. The written evaluation system applied has five aspects : content 30% (topic and

detail), organization 20% (identification and description), grammar 20%, vocabulary 15%, mechanics 15% (spelling, punctuation, capitalization) (Brown, 2007, as cited in Maru et al., 2020). Those five aspects will be assessed by:

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

Table 3. 3 Writing Assessment Rubric According to Brown (2007)

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

	3	Identification is almost complete and descriptions are arranged with almost proper connectives	2x
	2	Identification is not complete and descriptions are arranged with few misuses of connective	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	2x
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	
	3	Few grammatical or agreement inaccuracies but not effect on meaning	1.5x

	2	Limited range confusing words and word forms	
	1	Very poor knowledge or words, word forms, and not understandable	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization	
	3	It has occasional errors of spelling, punctuation and capitalization	1.5x
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	

3.5 Technique of Data Collection

Data collection techniques are methods used to collect information from research instruments. In this study, the technique used was testing. Descriptive writing tests were administered before and after the treatment to both the

experimental and control groups to measure students' writing abilities. To clarify the data collection process, the schedule of activities for both the experimental and control groups is presented in the following table:

Table 3. 4 Schedule of Research Activities

Meeting	Experimental Group Activities	Control Group Activities
1	Pre-test	Pre-test
2	Treatment 1: Introduction to realia and descriptive writing	Treatment 1: Introduction to descriptive writing (no realia)
3	Treatment 2: Writing practice using realia (picture of rose)	Treatment 2: Writing practice without realia
4	Treatment 3: Feedback and revision based on realia writing	Treatment 3: Feedback and revision (no realia)
5	Post-test	Post-test

After all activities were completed, the students' writing results from both the pre-test and post-test were analyzed and compared to evaluate the improvement in writing skills and the effectiveness of using realia.

3.6 Research Validity and Reliability

This section discussed the validity and reliability of the instruments used in the study. Validity aims to show the extent to which the instrument measures what it is intended to measure, while reliability relates to the consistency of the results obtained from the instrument. Further explanations regarding the types

of validity and techniques used to test reliability will be described in the following subsections:

3.6.1 Validity

Validity in research relates to the extent to which a measurement instrument accurately and precisely assesses what it wants to measure. Validity relates to the accuracy of the instrument being assessed and its measurement efficacy (Ahmed & Ishtiaq, 2021). Validity in this study focused on content validity, which indicated the extent to which the instrument can measure aspects that are in line with the objectives of the study. Given that the instrument used is a writing assessment rubric, content validity is very important to ensure that all aspects evaluated—such as content, organization, vocabulary, language use, and mechanics—are indeed relevant and represent the writing competencies being assessed.

To ensure its validity, the instrument was validated by an expert lecturer specializing in English language teaching and writing assessment. The expert reviewed the instrument for clarity of indicators, alignment with research objectives, and completeness of assessment aspects. Suggestions and feedback from the expert were used as a basis for revising and refining the instrument before being used in data collection.

3.6.2 Reliability

Reliability refers to the level of consistency possessed by an instrument in producing stable and reliable data. Reliability relates to the precision of the data collected and the extent to which the measurement tool reduces random error (Ahmed & Ishtiaq, 2021). In this study, the instrument used was a descriptive paragraph writing test, which was evaluated using an analytical rubric that included five aspects of assessment: content, organization, grammar, vocabulary, and mechanics. Given the subjective nature of text evaluation, an inter-rater reliability test was conducted on the post-test data of the experimental class to ensure consistent scoring results. Two independent raters were assigned to evaluate the students' writing based on the same rubric.

To measure the level of agreement between the two raters, the Intraclass Correlation Coefficient (ICC) statistical method was used, using the Two-Way Random model with consistency definition. This model is appropriate when raters and subjects (students) are considered as random samples, and the analysis aims to assess the consistency among raters in rating the same text. The interpretation of ICC values in this study follows the classification guidelines made by Koo & Li (2016), as presented in Table 3.5 below:

Table 3. 5 Clasification of Reliability Values Based on ICC

ICC Value	Reliability Category
< 0.50	Poor
0.50 – 0.75	Moderate
0.75 – 0.90	Good
> 0.90	Excellent

3.7 Technique of Data Analysis

In this research, data analysis techniques were used to test the effectiveness of using Realia to improve students' ability to write descriptive texts. Data analysis in quantitative research using a quasi-experimental design focuses on evaluating the impact of a treatment on the population studied. In this type of research, analysis requires comparing an experimental group that underwent treatment with a control group that did not, which can be achieved by examining variations before and after treatment (pre-test and post-test) or by differentiating different groups.

3.7.1 Normality Test

The normality test is an important component of data analysis designed to determine whether the collected data adheres to a normal distribution. The normal distribution is characterized by its symmetry, featuring a peak in the center and an even spread on both sides, a common assumption in various statistical methods. Carrying out normality tests is very important to ensure that subsequent data analysis provides valid and reliable results. The normality test will be carried out using SPSS which

has certain criteria, a result of normality test greater than > 0.05 means the data distribution is normal, while a result less than < 0.05 means the data distribution is not normal.

3.7.2. Hypothesis Test

This study aimed to investigate the impact of using pictures (realia) on students' writing ability, which was evaluated based on five aspects: Content, Organization, Grammar, Vocabulary, and Mechanics. Due to the non-normal distribution of the data, nonparametric statistical tests were used, specifically the Wilcoxon Signed-Rank Test to assess the differences between pre-test and post-test scores in each group (experimental and control), and the Mann-Whitney U Test to compare the post-test results between the experimental and control groups. The decision criteria were based on the significance value (Asymp. Sig. 2-tailed), where a value < 0.05 leads to rejection of H_0 (indicating a significant difference), and a value ≥ 0.05 leads to acceptance of H_0 (indicating no significant difference).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data analysis from pre-test, data analysis from post-test, normality test, homogeneity test, hypothesis test, and discussion.

4.1 Finding

In this section, the researcher presents the findings obtained from the study, which includes analysis of data collected after conducting the pre-test and post-test in the experimental and control groups.

4.1.1 Data Analysis of Pre-Test

On the 13th of February, 2025 a pre-test was conducted to assess the writing skills of grade XII students at MAN Harmoni. Students were divided into two groups: the experimental group (Grade XII A2) and the control group (Grade XII A3) where each class consists of 36 students. Both groups were given the same test, which was to describe their favourite place without realia within 90 minutes. This pre-test aims to evaluate students' ability to organize ideas, utilize vocabulary, and construct clear and coherent sentences and to ensure that the results reflect students' writing skills before further treatment.

This pre-test was conducted to obtain an initial understanding of students' writing ability before the application of realia media to the experimental group. During the pre-test, no group received any assistance or additional materials, so that the results can accurately reflect students' basic writing skills. The data collected from this pre-test will be

used to analyse the differences in writing ability between the experimental group and the control group at the beginning, which will then be the basis for evaluating the effectiveness of realia media applied to the experimental group in the next stage. The pre-test results are outlined below:

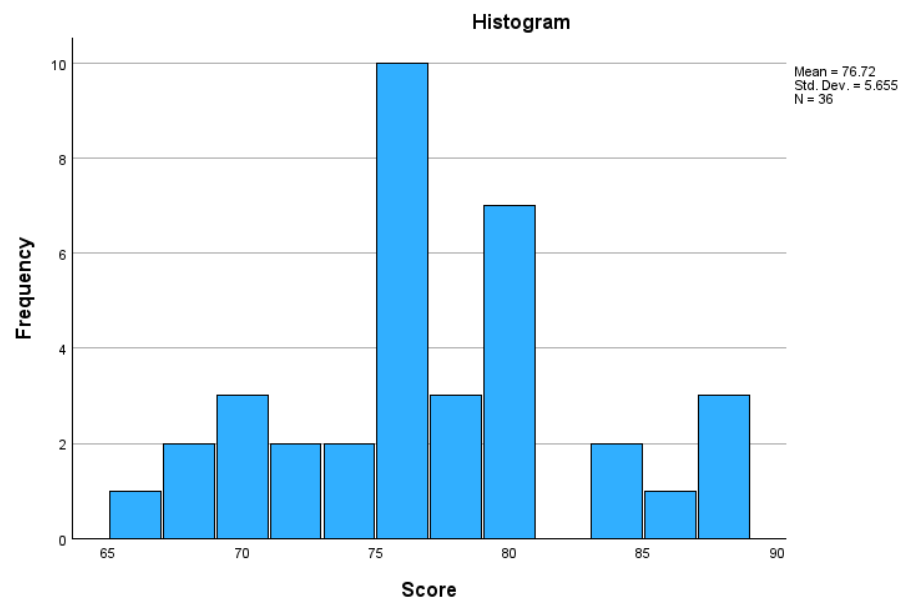
Table 4. 1 Pre-Test of Experimental Class

No.	Initial Name	Pre-Test
1	ASY	75
2	ACA	73
3	AFR	70
4	ADR	70
5	AFR	74
6	AHN	76
7	APN	79
8	AR	68
9	AAT	78
10	AS	76
11	AH	75
12	AEJ	79
13	AAP	79
14	CCQ	78
15	CAP	71
16	DNA	68
17	EIK	78
18	EL	76
19	AH	66
20	MRE	79
21	MZM	76
22	NAI	76
23	NPN	75
24	NE	86
25	OFN	75
26	RNF	84
27	RAA	70
28	RS	79
29	RMS	71
30	SZF	83
31	SRN	80
32	SRH	88
33	UF	88
34	UNU	88

35	ZAA	80
36	ZAA	75
Total		2762
Average Score		77

The pre-test results of 36 students in the experimental class (XII A2) showed scores ranging from 66 to 88. The highest score of 88 was achieved by three students, while the lowest score was 66. The total score achieved by students was 2762 with an average of 77. The histogram graph depicts the distribution of scores from the pre-test of the experimental class:

Diagram 4. 1 Pre-Test of Experimental Class



The histogram showed the distribution of pre-test scores for 36 students in the experimental class (XII A2), ranging from 66 to 88. The most frequent score fell between 74 and 76, achieved by 10 students, indicating a concentration in the middle range. The mean score was 76.72

with a standard deviation of 5.655, indicating moderate score variation. Based on the minimum passing score (KKM) of 80, it can be seen that most students scored below the KKM, with only a few managing to meet or exceed it. This indicates that students' initial writing ability is generally average and that further learning treatment is needed to improve their performance. The data provide a reliable basis for assessing the impact of the treatment in the post-test phase. The pre-test data values for the Experimental class are summarized with descriptive statistics:

Table 4. 2 Descriptive Statistic of Pre-test Experimental Class

Statistics		
PreEksprmn		
N	Valid	36
	Missing	0
Mean		76.72
Std. Error of Mean		.942
Median		76.00
Mode		75 ^a
Std. Deviation		5.655
Variance		31.978
Skewness		.322
Std. Error of Skewness		.393
Kurtosis		-.157
Std. Error of Kurtosis		.768
Range		22
Minimum		66
Maximum		88
Sum		2762

a. Multiple modes exist. The smallest value is shown

Descriptive analysis of pre-test scores in the experimental class (XII A2) revealed that out of 36 students, the mean score was 76.72 with a standard deviation of 5.655. This indicates that students' initial writing

ability was categorized as quite good, with scores that did not deviate significantly from the mean. The median score of 76 and the mode of 75 indicated that most students achieved scores that were relatively close to each other. The minimum score recorded was 66 and the maximum was 88, resulting in a score range of 22. Overall, the data distribution appeared balanced and did not show extreme deviations, leading to the conclusion that students' initial writing ability in the experimental class was quite even and stable.

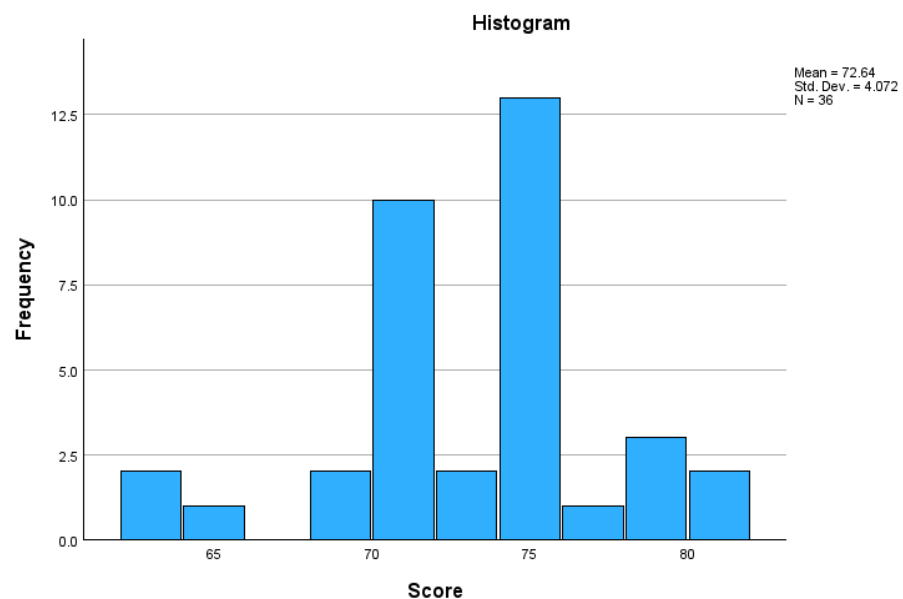
Table 4. 3 Pre-Test of Control Class

No.	Initial Name	Pre-Test
1	AZ	74
2	AR	78
3	ASZ	70
4	ADM	75
5	CFS	70
6	CLZ	73
7	DAS	74
8	DSR	70
9	DNJ	63
10	EFI	75
11	EL	78
12	EYP	71
13	FHS	71
14	FAN	76
15	GTM	70
16	HZA	70
17	KNA	65
18	MCB	75
19	MHS	80
20	MRM	74
21	NZP	75
22	NR	74
23	NKP	78
24	NH	75
25	NA	68
26	NMR	73
27	OBM	70
28	PRP	74

29	PMR	71
30	RAH	80
31	RB	69
32	RS	71
33	SWW	74
34	SIY	63
35	SM	74
36	VAA	74
Total		2615
Average		73

The pre-test results for 36 students in the control group (XII A3) showed scores ranging between 63 and 80. Two students obtained the highest score of 80, while the lowest score recorded was 63. The cumulative score for the class was 2615, resulting in an average score of 73. The majority of students scored between 70 and 75, indicating that their initial writing skills were well developed and fairly equal across the class. The histogram graph depicts the distribution of scores from the pre-test of the control class:

Diagram 4. 2 Pre-test of Control Class



The histogram showed the distribution of pre-test scores for 36 students in the control class (XII A3), ranging from 63 to 80. The most frequent scores fell between 70 and 75, with the highest concentration observed in this range, indicating that a majority of students performed at an average level. The mean score was 73 with a moderate spread of values, as suggested by the visible clustering around the centre of the distribution. Based on the minimum passing score (KKM) of 80, it is evident that most students scored below the KKM, with only a few students reaching the passing threshold. This reflects that the students' initial writing ability in the control class is generally moderate and may require additional support to improve. These results provide a clear baseline for evaluating progress after the teaching and learning process in the post-test phase. The pre-test data values for the control class are summarized with descriptive statistics:

Table 4. 4 Descriptive Statistic of Pre-test Control Class

Statistics		
PreKntrl		
N	Valid	36
	Missing	0
Mean		72.64
Std. Error of Mean		.679
Median		74.00
Mode		74
Std. Deviation		4.072
Variance		16.580
Skewness		-.506
Std. Error of Skewness		.393
Kurtosis		.462
Std. Error of Kurtosis		.768
Range		17
Minimum		63
Maximum		80
Sum		2615

Based on the descriptive analysis of pre-test data from the control group consisting of 36 students, the average score was 72.64 with a standard deviation of 4.072. The median and mode were both at 74. The minimum score recorded was 63, while the maximum score was 80, resulting in a score range of 17. This indicates that the pre-test data for the control group was relatively stable and worthy of further analysis.

4.1.2 The Implementation of Realia

The experimental group participated in three meetings focused on using realia to improve their descriptive writing skills through the aid of realia pictures. The first meeting for the experimental group introduced the concept of realia as a supporting tool for developing descriptive writing skills. The second meeting involved a practical writing exercise in which students used pictures of roses to practice their descriptive

writing. The final meeting provided constructive feedback aimed at refining their writing skills.

While the control group would follow the traditional teaching method without this treatment. In contrast, the control group would have their first meeting focused on the basics of descriptive text, offering basic guidance on writing without the aid of realia. The second meeting allowed them to practice their descriptive writing independently of visual cues, the last meeting dedicated to providing feedback on their writing.

4.1.3 Data Analysis of Post-Test

On the 6th of March, 2025 a post-test was conducted to assess the development of students' writing skills after the treatment applied to the experimental and control groups. The experimental group (Grade XII A2) was given the test of describing a favourite park in detail, while the control group (Grade XII A3) was asked same instruction to describe their favourite park in detail . Both groups were given 90 minutes to complete the test. The purpose of this post-test was to determine whether the use of pictures as realia media in the experimental group could improve their ability to create more detailed and structured descriptions compared to the control group, who did not have access to realia materials. The students' post-test results, as shown in the table below, indicate whether there was a comparison of scores with those before the treatment in the classroom.

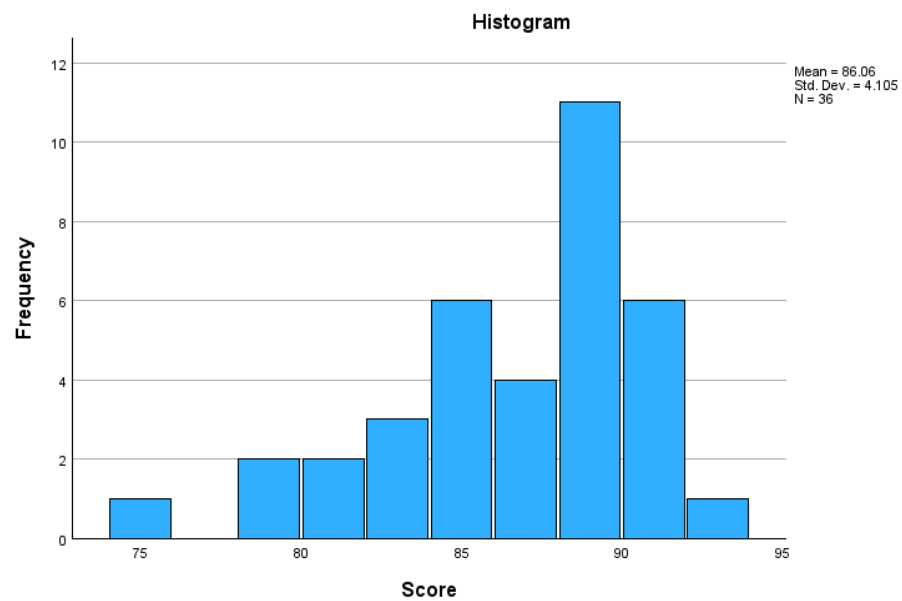
Table 4. 5 Post Test of Experimental Class

No.	Initial Name	Post Test
1	ASY	88
2	ACA	80
3	AFR	84
4	ADR	84
5	AFR	88
6	AHN	75
7	APN	85
8	AR	88
9	AAT	91
10	AS	88
11	AH	90
12	AEJ	83
13	AAP	90
14	CCQ	78
15	CAP	88
16	DNA	84
17	EIK	89
18	EL	84
19	AH	86
20	MRE	86
21	MZM	86
22	NAI	83
23	NPN	93
24	NE	89
25	OFN	84
26	RNF	89
27	RAA	90
28	RS	79
29	RMS	89
30	SZF	83
31	SRN	88
32	SRH	86
33	UF	88
34	UNU	91
35	ZAA	80
36	ZAA	91
Total		3098
Average Score		86

The post-test results of 36 students in the experimental class (XII A2) showed scores ranging from 75 to 93. The highest score of 93 was

achieved by one student, while the lowest score was 75. The total score achieved by students was 3098 with an average of 86. The histogram graph depicts the distribution of scores from the post-test of the experimental class:

Diagram 4. 3 Post-Test of Experimental Class



The histogram showed the distribution of post-test scores for 36 students in the experimental class (XII A2), ranging from 75 to 93. The most frequent score fell between 88 and 90, achieved by 11 students, indicating a concentration in the middle range. The mean score was 86 with a standard deviation of 4.105, indicating moderate score variation. Based on the minimum passing score (KKM) of 80, quite a number of students scored above the KKM in the post-test. This indicates an increase in their writing skills after the treatment. The data showed that the treatment has had a positive effect on student writing skills. The post-

test data values for the Experimental class are summarized with descriptive statistics:

Table 4. 6 Descriptive Statistic of Post-test Experimental Class

Statistics		
PostEksprmn		
N	Valid	36
	Missing	0
Mean		86.06
Std. Error of Mean		.684
Median		87.00
Mode		88
Std. Deviation		4.105
Variance		16.854
Skewness		-.771
Std. Error of Skewness		.393
Kurtosis		.297
Std. Error of Kurtosis		.768
Range		18
Minimum		75
Maximum		93
Sum		3098

Descriptive analysis of post-test scores in the experimental class (XII A2) revealed that out of 36 students, the mean score was 86.06 with a standard deviation of 4.105. This indicates that students' initial writing ability was categorized as quite good, with scores that did not deviate significantly from the mean. The median score of 87 and the mode of 88 indicated that most students achieved scores that were relatively close to each other. The minimum score recorded was 75 and the maximum was 93, resulting in a score range of 18. The distribution of the data showed a significant improvement, as many students showed higher scores on the

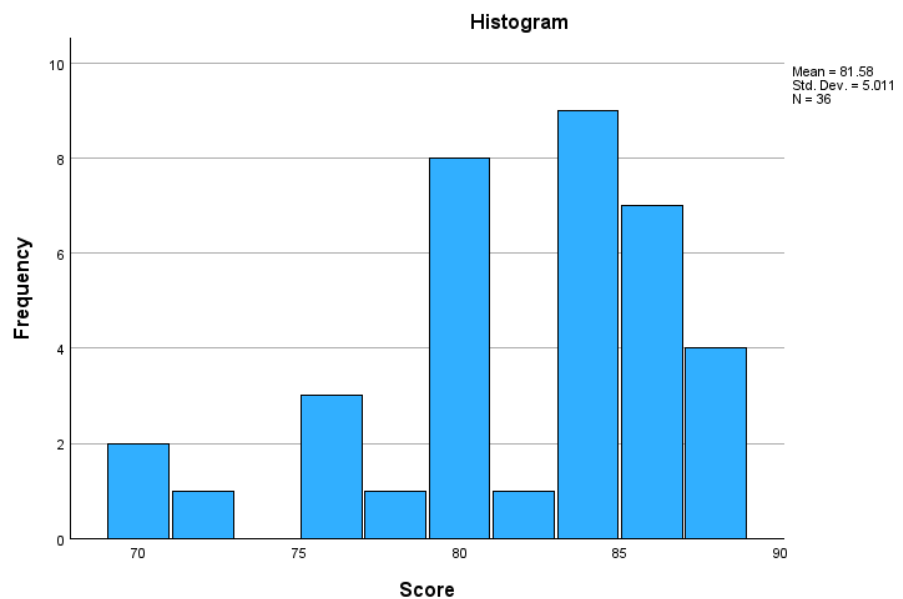
post-test. This indicates that the treatment successfully improved students' writing skills, resulting in overall progress in their performance.

Table 4. 7 Post-test of Control Class

No.	Initial Name	Post Test
1	AZ	84
2	AR	80
3	ASZ	75
4	ADM	83
5	CFS	86
6	CLZ	86
7	DAS	80
8	DSR	75
9	DNJ	86
10	EFI	79
11	EL	84
12	EYP	88
13	FHS	84
14	FAN	76
15	GTM	70
16	HZA	70
17	KNA	88
18	MCB	79
19	MHS	82
20	MRM	88
21	NZP	85
22	NR	79
23	NKP	78
24	NH	79
25	NA	83
26	NMR	88
27	OBM	84
28	PRP	84
29	PMR	71
30	RAH	83
31	RB	85
32	RS	86
33	SWW	86
34	SIY	79
35	SM	84
36	VAA	80
Total		2937
Average		82

The post-test results for 36 students in the control group (XII A3) showed scores ranging between 70 and 88. Three students obtained the highest score of 88, while the lowest score recorded was 70. The cumulative score for the class was 2937, resulting in an average score of 82. The majority of students scored between 80 and 85, indicating a clear improvement from the initial performance. This suggests a positive impact from the treatment. The histogram graph depicts the distribution of scores from the post-test of the control class:

Diagram 4. 4 Post-test of Control Class



The histogram showed the distribution of post-test scores for 36 students in the control class (XII A3), ranging from 70 to 88. The most frequent score fell between 84 and 85, achieved by 9 students, indicating a concentration in the middle range. The mean score was 82 with a standard deviation of 5.011, indicating moderate score variation. Based on the minimum passing score (KKM) of 80, quite a number of students

scored above the KKM in the post-test. This indicates an increase in their writing skills after the treatment. The data showed that there was an improvement in students' writing skills in both groups. However, the experimental group, which received treatment using realia, showed greater improvement compared to the control group, which was taught using conventional methods without realia. The post-test data values for the control class are summarized with descriptive statistics:

Table 4. 8 Descriptive Statistic of Post-test Control Class

Statistics		
PostKntnl		
N	Valid	36
	Missing	0
Mean		81.58
Std. Error of Mean		.835
Median		83.00
Mode		84
Std. Deviation		5.011
Variance		25.107
Skewness		-.847
Std. Error of Skewness		.393
Kurtosis		.107
Std. Error of Kurtosis		.768
Range		18
Minimum		70
Maximum		88
Sum		2937

Based on the descriptive analysis of post-test data from the control group consisting of 36 students, the average score was 81.58 with a standard deviation of 5.011. The median was 83 and mode was 84. The minimum score recorded was 70, while the maximum score was 88, resulting in a score range of 18. The distribution of the data showed a

significant improvement, as many students showed higher scores on the post-test. This indicates that the treatment successfully improved students' writing skills, resulting in overall progress in their performance.

4.1.4 Students Achievement in Writing Skills Before and After Using Realia

To provide a more detailed picture of the development of writing skills among students in the experimental group, a table is presented that includes pre-test and post-test scores for each student:

Table 4. 9 Pre-test and Post-test Scores of the Experimental Group

No.	Initial Name	Difference		Description
		Pre-Test	Post-Test	
1	ASY	75	88	Increase
2	ACA	73	80	Increase
3	AFR	70	84	Increase
4	ADR	70	84	Increase
5	AFR	74	88	Increase
6	AHN	76	75	Decrease
7	APN	79	85	Increase
8	AR	68	88	Increase
9	AAT	78	91	Increase
10	AS	76	88	Increase
11	AH	75	90	Increase
12	AEJ	79	83	Increase
13	AAP	79	90	Increase
14	CCQ	78	78	-
15	CAP	71	88	Increase
16	DNA	68	84	Increase
17	EIK	78	89	Increase
18	EL	76	84	Increase
19	AH	66	86	Increase
20	MRE	79	86	Increase
21	MZM	76	86	Increase
22	NAI	76	83	Increase
23	NPN	75	93	Increase
24	NE	86	89	Increase
25	OFN	75	84	Increase
26	RNF	84	89	Increase

27	RAA	70	90	Increase
28	RS	79	79	-
29	RMS	71	89	Increase
30	SZF	83	83	-
31	SRN	80	88	Increase
32	SRH	88	86	Decrease
33	UF	88	88	-
34	UNU	88	91	Increase
35	ZAA	80	80	-
36	ZAA	75	91	Increase
Total		2762	3098	Increase
Average Score		77	86	

Analysis of pre-test and post-test scores in the experimental class showed a significant improvement in students' writing skills. The average score increased from 77 to 86, with most students showing significant progress. Among the 36 students, 29 students improved their scores, 5 students maintained the same score, and only 2 students experienced a slight decrease. This steady trajectory of improvement suggests that the treatment had a positive impact on students' writing skills. The following table displays each student's score to provide a clearer picture of the progress, stagnation, or decline experienced by each participant in the control group before and after receiving conventional instruction, without using realia media.

Table 4. 10 Pre-test and Post-test Scores of the Control Group

No.	Initial Name	Difference		Description
		Pre-Test	Post-Test	
1	AZ	74	84	Increase
2	AR	78	80	Increase
3	ASZ	70	75	Increase
4	ADM	75	83	Increase
5	CFS	70	86	Increase
6	CLZ	73	86	Increase

7	DAS	74	80	Increase
8	DSR	70	75	Increase
9	DNJ	63	86	Increase
10	EFI	75	79	Increase
11	EL	78	84	Increase
12	EYP	71	88	Increase
13	FHS	71	84	Increase
14	FAN	76	76	-
15	GTM	70	70	-
16	HZA	70	70	-
17	KNA	65	88	Increase
18	MCB	75	79	Increase
19	MHS	80	82	Increase
20	MRM	74	88	Increase
21	NZP	75	85	Increase
22	NR	74	79	Increase
23	NKP	78	78	-
24	NH	75	79	Increase
25	NA	68	83	Increase
26	NMR	73	88	Increase
27	OBM	70	84	Increase
28	PRP	74	84	Increase
29	PMR	71	71	-
30	RAH	80	83	Increase
31	RB	69	85	Increase
32	RS	71	86	Increase
33	SWW	74	86	Increase
34	SIY	63	79	Increase
35	SM	74	84	Increase
36	VAA	74	80	Increase
Total		2615	2937	Increase
Average Score		73	82	

Analysis of pre-test and post-test scores in the control group showed significant improvement, with the mean score increasing from 73 to 82. Most 31 students showed improvement in their scores, while 5 students maintained their previous scores. This suggests that, even in the absence of treatment, students made some progress—perhaps due to consistent teaching or practice. However, the improvement was slightly lower than

that observed in the experimental group, underscoring the effectiveness of the treatment applied there.

4.1.5 Result of Validity Testing

To ensure that the instrument used in this study accurately measures students' writing skills, a content validity test was conducted. The paragraph writing test and its scoring rubric, which evaluates five aspects (Content, Organization, Grammar, Vocabulary, and Mechanics) were reviewed by a lecturer from the English Language Education Study Program who has expertise in language assessment. The lecturer was asked to determine whether the test items and scoring rubric reflected the writing competencies that were intended to be measured. Based on the lecturer's suggestions and feedback, several revisions were made to the instructions and assessment descriptions to improve clarity and relevance. As a result, this instrument was deemed to meet the criteria for content validity and was deemed appropriate for use in this study.

4.1.6 Result of Reliability Testing

Before presenting the results of the reliability test, it is important to describe the steps taken to ensure the instrument's reliability. The paragraph writing test, evaluated on content, organization, grammar, vocabulary, and mechanics, underwent an inter-rater reliability test with a second evaluator. This test aimed to ensure consistency and objectivity between the two raters in assessing students' writing. The results will indicate the reliability and validity of the instrument used in this study. The inter-rater reliability assessment in this study was conducted using

the Intraclass Correlation Coefficient (ICC) with a two-way random model and consistency definition.

Table 4. 11 ICC Results for Inter-Rater Reliability Assessment

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.754 ^a	.568	.866	7.123	35	35	<.001
Average Measures	.860	.725	.928	7.123	35	35	<.001

Two-way random effects model where both people effects and measures effects are random.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.

The test results showed that the ICC value for a single measure was 0.754, while for the average measure it was 0.860, with a significance level <0.001. According to the ICC interpretation, a score of 0.754 reflects a good level of agreement between the two individual raters, while a score of 0.860 indicates a very good level of agreement when using the average score of the two raters. A significance value of less than 0.05 indicates that these results are statistically significant and not due to chance. Therefore, it can be concluded that the essay assessment instrument in this study shows a good and reliable level of inter-rater reliability for further data analysis.

4.1.7 Result of Normality Testing

This section presented the results of the normality test which aims to determine whether the data obtained from the experimental and control groups follow a normal distribution or not. The results of this test are very important in determining the type of statistical analysis to be used, whether parametric or non-parametric. Therefore, this section will

present the results of the normality test for the pre-test and post-test data from both groups, to assess the normal distribution and identify any differences in the distribution if any. If the calculated L count \leq L table, the data follows a normal distribution at a significance level of 0.05.

Table 4. 12 Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreEksprmn	.121	36	.200 [*]	.957	36	.179
PostEksprmn	.182	36	.004	.944	36	.066
PreKntnl	.159	36	.022	.946	36	.076
PostKntnl	.167	36	.013	.911	36	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test using the Shapiro-Wilk method showed that the pre-test of experimental, post-test of experimental, and pre-test of control groups data were normally distributed ($p > 0.05$), while the post test of control group data was not normally distributed ($p < 0.05$). Since one data set failed to meet the assumption of normality, nonparametric tests were used for all further analyses to ensure consistency. The Wilcoxon Signed-Rank test was conducted to evaluate the differences in pre-test and post-test scores for the experimental and control groups. In addition, the Mann-Whitney U Test was used to compare the post-test scores of the experimental group with the control group. The results of the normality test showed a significant difference in the post-test scores between the experimental and control groups. This variation may be due to the experimental group using realia during the

post-test, in contrast to the control group that did not use it. The presence of realia in the post-test can affect the distribution of the data, resulting in different results in the normality test.

4.1.8 Hypothesis Testing

This section describes the findings of the hypothesis testing conducted to evaluate the significant differences in the improvement of students' writing skills between the experimental group and the control group at MAN Harmoni. The purpose of the hypothesis testing is to determine whether the treatment has a significant effect on students' writing skills.

Based on the results of the normality tests, the Wilcoxon Signed-Rank Test was used to assess the differences between the pre-test and post-test in each group, as it is a non-parametric test that is appropriate for data that does not meet the normality assumption. Furthermore, the Mann-Whitney U Test was used to compare the post-test results between the experimental and control groups due to the non-normal distribution of post-test data in the control group. The following are the results of the hypothesis tests conducted:

Table 4. 13 Wilcoxon Test Results for Pre-test and Post-test Comparison of the Experimental Group

Test Statistics^a	
	PostEksprmn - PreEksprmn
Z	-4.803 ^b
Asymp. Sig. (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The Wilcoxon Signed-Rank test was conducted to assess the significant difference between the pre-test and post-test scores of the experimental group. The findings revealed a statistically significant difference, indicated by the value of Asymp. Sig. (2-tailed) < .001, which is below the significance threshold of 0.05. This result implies that students' writing scores showed a significant improvement after the treatment. Consequently, it can be concluded that incorporating realia into the instructional approach positively and significantly affected students' writing ability in the experimental group.

Table 4. 14 Wilcoxon Test Results for Pre-test and Post-test Comparison of the Control Group

Test Statistics^a	
	PostKntrl - PreKntrl
Z	-4.864 ^b
Asymp. Sig. (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The Wilcoxon Signed-Rank test was conducted on the control group to assess whether there was a significant difference between the pre-test

and post-test scores. The results showed that the Asymp. Sig. (2-tailed) value was less than 0.001, which is below the significance threshold of 0.05. This indicates a statistically significant improvement in students' writing scores, even without the presence of realia during the learning process.

Table 4. 15 Mann-Whitney Test Results of Post-test Scores

Test Statistics^a	
	PostTest
Mann-Whitney U	308.500
Wilcoxon W	974.500
Z	-3.845
Asymp. Sig. (2-tailed)	<.001
a. Grouping Variable: Group	

The Mann-Whitney U test was conducted to assess the post-test scores of the experimental group against the scores of the control group. The analysis showed a value of Asymp. Sig. (2-tailed) < .001, which is below the significance threshold of 0.05. This result indicates a statistically significant difference in the post-test writing scores between the two groups. Specifically, the experimental group, which used the realia-based treatment, significantly outperformed the control group. This result implies that incorporating realia into instruction has a more substantial positive effect on students' writing ability than the traditional method that does not include realia.

4.2 Discussion

This research was conducted at MAN Harmoni, located in East Java. The subjects of the study were students of grade XII, with two classes selected as

samples: grade XII A2 as the Experimental group, and grade XII A3 as the Control group. Each class consisted of 36 students. Both classes were given a different set of tests for the pre-test and post-test, which were specifically designed to assess the same skill area, namely writing proficiency. Although the pre-test and post-test questions were different, they were aligned in terms of difficulty level and measurement objectives, resulting in a valid comparison to evaluate changes in students' abilities after the treatment. The Experimental group received treatment through the use of realia media, while the Control group was taught using conventional methods without realia.

The findings from this study showed that the use of realia significantly improved students' writing ability in descriptive text. This is evidenced by the comparison of post-test scores between the experimental and control classes, where the experimental group showed an increase in mean score from 77 to 86 after being exposed to realia as a teaching method. This shows that realia can be an effective alternative teaching strategy to improve students' writing ability.

The use of realia in this study not only improved student's final assessment results, but also had a positive influence on students' enthusiasm and active participation during the learning process. This is in line with the theory proposed by Susilowati et al. (2021), which states that realia can overcome verbal limitations and help students in connecting abstract concepts with real experiences. Realia offers a contextualised learning experience, making it easier for students to understand the object being explained.

From a writing theory perspective, these results reinforce Brown (2007) concept that effective writing consists of five main components: content, organization, grammar, vocabulary, and mechanics. The improvement in students' scores in these areas suggests that the realia media played an important role in facilitating the development of each component. For example, by directly observing the garden images, students found it easier to express their ideas, organise them coherently, and use contextually appropriate vocabulary.

The use of real media has proven to be very effective in overcoming common challenges faced by students in descriptive writing, such as lack of ideas, difficulty in sentence construction, and limited vocabulary. In the pre-test, many students struggled to describe their favourite places in detail. However, after being given real media in the form of actual pictures (such as pictures of park), they were able to write paragraphs with more concrete ideas, logical sentence structures, and a wider vocabulary. This showed that real visual media can stimulate ideas and facilitate the depiction of objects.

In addition, the findings of this study are in line with previous study, such as that conducted by Lamusu (2022), who concluded that the use of realia significantly improved students' writing ability over two cycles. Similarly, research by Natsir (2023) and Suhartono (2019) found that the application of realia contributed to the improvement of students' ability to compose detailed and structured descriptive texts. The three studies showed consistent results indicating that realia media has a positive effect on the writing learning process.

From a linguistic perspective in descriptive text, students in the experimental class showed more consistent use of adjectives, specific nouns, and simple present tense compared to students in the control class. This is in line with the findings of Ismayanti & Kholiq (2020) who stated that effective descriptive language depends on students' ability to use these linguistic features. Realia helps students to visualise concepts concretely, thus enabling them to use more precise and targeted language when describing an object.

Overall, the findings from this discussion confirmed that realia not only positively impacted the writing assessment results but also improved students' cognitive process in understanding and composing descriptive texts. Therefore, realia highly recommended as an alternative teaching method to improve students' writing ability, particularly in descriptive text types. The application of this media can also be extended to other text types with customised approaches. This research is expected to make a significant contribution in the development of English writing teaching strategies at the senior high school level.

CHAPTER V

CONCLUSION

The final section discusses the consequences of the discussion presented in this study, along with a review of previous writings. In addition, this section also offers recommendations for educators and researchers in the future.

5.1 Conclusion

The results of the study showed that the use of realia had a positive impact on students' writing skills. This was evidenced by the increase in post-test scores for the experimental group compared to their pre-test scores, as well as a significant difference when compared to the control group that did not use realia in the learning process.

The instrument used in this study was a paragraph writing test evaluated based on five criteria (content, organization, grammar, vocabulary, and mechanics), which had been validated by experts and its reliability was tested through assessment by two assessors. Statistical analysis used non-parametric tests (Wilcoxon and Mann-Whitney) due to the non-normal distribution of the data, and the results showed a statistically significant increase in the experimental group.

Thus, realia media can be an effective alternative in teaching writing, especially to improve writing skills of high school students. This finding is expected to provide insight for English teachers to develop more contextual and interesting teaching methods for their students.

5.2 Suggestion

Based on the findings of this study, several recommendations can be made for teachers, researchers, and educational institutions to improve the quality of writing instruction and further research in this area:

5.2.1 The English Teacher

Given that the research findings show significant improvements in students' writing skills through the use of realia, it is recommended that teachers more often incorporate concrete media, such as pictures, physical objects, or real experiences in teaching writing. The use of realia not only helps students understand the context of the material but also makes writing lessons more interesting and relevant to their daily lives. Therefore, it is expected that teachers will regularly integrate this method into their teaching practices, especially to improve writing skills in various aspects, including organization, grammar, and vocabulary.

5.2.2 The Next Researcher

This study describes the effectiveness of using realia in writing learning, but is limited to a specific type of media (pictures). Therefore, it is recommended that future researchers expand the use of more diverse realia media, such as videos or physical objects, and investigate whether these media produce more effective results in improving writing skills. In addition, future researchers should also focus on efforts to maintain instrument consistency, especially between pre-tests and post-tests, to ensure more valid and accurately interpretable results.

5.2.3 The Educational Institutions

To increase the success of using realia in education, it is recommended that educational institutions provide adequate training and resources for teachers, so that they can implement this method effectively. Institutions can also offer a variety of realia-based learning materials to make it easier for teachers to access content that is appropriate for the learning process. Furthermore, developing a curriculum that supports the use of concrete media in language teaching can be a positive step towards improving the quality of education in schools.

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APPENDICES

Appendix 1 Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 4426/Un.03.1/TL.00.1/12/2024
Sifat : Penting
Lampiran : -
Hal : Izin Survey

9 Desember 2024

Kepada

Yth. Kepala MAN 2 Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Asha Safna Sabrina
NIM : 200107110071
Tahun Akademik : Ganjil - 2024/2025
Judul Proposal : **The Effectiveness of Realia in Developing Student's Writing Ability in Man Harmoni**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 4668/Un.03.1/TL.00.1/12/2024 20 Desember 2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MAN 2 Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Asha Safna Sabrina
NIM : 200107110071
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Ganjil - 2024/2025
Judul Skripsi : **The Effectiveness of Realia in Developing Student's Writing Ability in Man Harmoni**

Lama Penelitian : Januari 2025 sampai dengan Maret 2025
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002



Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

 Dipindai dengan CamScanner

Appendix 3 Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-404 /Un.03/FITK/PP.00.9/12/2024
Lampiran : -
Perihal : Permohonan Menjadi Validator

05 Desember 2024

Kepada Yth.
Septia Dwi Jayanti, S.S., M.Pd
di -

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Asha Safna Sabrina
NIM : 200107110071
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Effectiveness Of Realia In Developing Student'S
Writing Ability In Man Harmoni
Dosen Pembimbing : Septia Dwi Jayanti, S.S., M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A.
NIP. 197306232000031002

Appendix 4 Validation Sheet

Validation Sheet

Blueprint of Pre Test and Post Test Guide

“ THE EFFECTIVENESS OF REALIA IN STUDENT’S WRITING ABILITY IN MAN HARMONI ”

Validator : Septia Dwi Jayanti,S.S.,M.Pd
NIP : 198909122023212051
Expertise : English Education Department
Instance : UIN Maulana Malik Ibrahim Malang
Validation Date :

A. Introduction

This validation sheet is designed to assess the quality and effectiveness of the short essay descriptive text instruments used in the evaluation process. The purpose of this validation is to ensure that the instruments accurately measure students' ability to describe a subject in detail, showcasing their skills in vocabulary, organization, coherence, and the use of sensory details to create a vivid image. The validation process will focus on ensuring that the essay prompts align with the learning objectives and effectively gauge students' descriptive writing proficiency. This sheet will be used by experts to evaluate the clarity, relevance, and comprehensiveness of the instruments, and to provide feedback for improving future assessments. I sincerely appreciate your willingness to serve as a validator for my research. Thank you.

B. Guidance

In this section, asses by ticking (✓) with the following criteria to the columns below :

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

C. Validation Sheet

No.	Aspects	Score				
		1	2	3	4	5
1.	Question instructions are clear and easy for students to understand				✓	
2.	Questions and assessment instruments reflect the learning objectives to be achieved				✓	

3.	Questions require students to write well-structured descriptive text (identification and description)				✓	
4.	Questions according to the student's ability level				✓	
5.	Questions encourage students to describe objects, places, or people with sensory details				✓	
6.	Questions allow students to demonstrate their ability to choose appropriate vocabulary to describe an object or situation				✓	
7.	Questions assess students' ability to organize text in a way that is logical and easy to follow				✓	
8.	Questions provide space for students to show their creativity in describing objects or situations					✓
9.	Questions require students to provide a complete and accurate description of an object or situation				✓	
10.	Assessment instruments also measure students' ability to use correct grammar and correct spelling					✓

D. Suggestion

Revise the instruction and provide example.

.....

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concided that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- ~~1.~~ The instrument can be used without revision.
2. The instrument can be used with alight revision.
- ~~3.~~ The instrument can be used with many revisions.
- ~~4.~~ The instrument cannot be used.

Malang,.....

Validator,

Septia Dwi Jayanti

Septia Dwi Jayanti,S.S.,M.Pd

NIP. 198909122023212051

Appendix 5 Lesson Plan (RPP) – Experimental Class (Using Realia)

RPP Meeting 1: Pre-Test

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	To assess students' initial ability in writing descriptive text.
Learning Activities	<ul style="list-style-type: none">- Students are asked to describe their favourite place in 7–10 sentences.- Teacher gives instructions and ensures timing.- Writing is collected for scoring.
Assessment	Written descriptive paragraph scored using Brown (2007) rubric.
Media / Tools	Worksheet

RPP Meeting 2: Introduction to Descriptive Text by Realia

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students understand the structure and language features of descriptive text by realia
Learning Activities	<ul style="list-style-type: none">- Teacher explains the definition, purpose, structure (Identification & Description), and language features by realia.- Students analyse example descriptive text by realia.
Assessment	Oral Q&A, participation in identifying structure and features in sample text.
Media / Tools	Ppt, projector, student notebook

RPP Meeting 3: Writing Practice Using Realia

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students write a descriptive paragraph based on a picture of a rose.
Learning Activities	<ul style="list-style-type: none"> - Teacher shows a clear picture of a rose (projected). - Students observe, take notes on features (colour, shape, size, scent, etc.). - Students write a 7–10 sentence paragraph describing the rose.
Assessment	Draft writing scored for completeness and use of descriptive language.
Media / Tools	Picture of rose, ppt, projector, student notebook

RPP Meeting 4: Feedback and Revision

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students revise their writing based on feedback.
Learning Activities	<ul style="list-style-type: none"> - Teacher returns writing with comments. - Students discuss common mistakes (grammar, vocabulary, mechanics). - Students revise their paragraphs individually.
Assessment	Improved writing drafts and active participation during feedback session.
Media / Tools	Picture of rose, ppt, projector, student notebook

RPP Meeting 5: Post-Test

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	To assess students' final ability in writing descriptive text after treatment.
Learning Activities	<ul style="list-style-type: none">- Students are shown a new picture of a park.- Task: write a 7–10 sentence descriptive paragraph based on the image.- Teacher monitors and collects the writing.
Assessment	Post-test writing scored using the same rubric as the pre-test.
Media / Tools	Picture (realia), worksheet

Appendix 6 Lesson Plan (RPP) – Control Class (Without Realia)

RPP Meeting 1: Pre-Test

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	To assess students' initial ability in writing descriptive text.
Learning Activities	<ul style="list-style-type: none">- Students describe their favourite place in 7–10 sentences.- Teacher supervises and collects the writing.
Assessment	Written descriptive paragraph scored using Brown (2007) rubric.
Media / Tools	Worksheet

RPP Meeting 2: Introduction to Descriptive Text

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students understand the structure and language features of descriptive text.
Learning Activities	<ul style="list-style-type: none">- Teacher explains descriptive text structure and language features.- Students analyse examples from the textbook.
Assessment	Participation in class discussion, Q&A about text structure and features.
Media / Tools	Ppt, projector, textbook, student notebook

RPP Meeting 3: Writing Practice without Realia

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English

Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students write descriptive text based on imagination or prior experience.
Learning Activities	<ul style="list-style-type: none"> - Students choose a free topic and write a paragraph without visual aids. - Teacher assists with vocabulary and structure.
Assessment	Student writing evaluated for content and structure.
Media / Tools	Whiteboard, markers, textbook, student notebook

RPP Meeting 4: Feedback and Revision

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	Students revise their writing based on teacher feedback.
Learning Activities	<ul style="list-style-type: none"> - Teacher returns the writing with comments. - Discussion of common errors. - Students revise their drafts.
Assessment	Improved draft submission and active participation in revision discussion.
Media / Tools	Whiteboard, markers, textbook, student notebook

RPP Meeting 5: Post-Test

School	MAN Harmoni
Class / Semester	XII / 2
Subject	English
Skill Focus	Writing
Topic	Descriptive Text
Time Allocation	2 x 45 minutes
Learning Objectives	To assess students' final ability in writing descriptive text.

Learning Activities	<ul style="list-style-type: none"> - Students write a descriptive paragraph about their favourite park (without any picture). - Teacher collects the work.
Assessment	Post-test scored with same rubric as pre-test (Brown, 2007).
Media / Tools	Worksheet

Appendix 7 Pre-Test Instrument

Pre Test

Name :
Class :
Time Allocation : 90 minutes
Sub Subject Matter : Descriptive Text

Instructions :

1. Write your name and your class clearly!
2. a. Choose / decide your favorite place!
b. Describe it in detail what you see in that place (buildings, objects, or other things) and mention how you feel when you are in that place!
3. The description must cover on several aspects: content, organization (identification,description), grammar, vocabulary, and mechanics!
4. Make sure you write 7-10 sentences!
5. Use your time adequately and work individually!

Appendix 8 Post Test Instrument

Post Test

Name :

Class :

Time Allocation : 90 minutes

Sub Subject Matter : Descriptive Text

Instructions :

1. Write your name and your class clearly!
2. a. Describe your favorite park in detail (trees, flowers, paths, etc)!
b. Mention how you feel when you are in that park!
3. The description must cover on several aspects: content, organization (identification,description), grammar, vocabulary, and mechanics!
4. Make sure you write 7-10 sentences!
5. Use your time adequately and work individually!

Appendix 9 Students' Answer Sheet for Pre-test

The Park

My favorite place is the park near my house. The park is full of beautiful green trees, colorful flowers, and open grassy areas. Birds chirp happily, and squirrels run up and down the trees. There is a small lake where ducks swim peacefully. People come to the park to jog, cycle, or have picnics with their families. Children laugh and play on the swings and slides in the playground. I love sitting on a bench, enjoying the fresh air and watching the sunset. The park is a perfect place to relax after a busy day. Every time I visit, I feel refreshed and happy.

Favorite place = mall

One of my favorite places to visit is the mall. As I enter, I see a large modern building with bright lights and glass doors. Inside, there are many shops selling clothes, shoes, and accessories. The food court is always full of delicious smells from different restaurants. I love walking around and looking at the colorful displays in each store. There are also entertainment areas like a cinema and a game center, which make the mall even more exciting. The atmosphere is lively, with people shopping, chatting, and enjoying their time. I feel happy and relaxed whenever I visit because there is always something fun to do. The mall is also a great place to hang out with friends and family. It's a perfect place to escape from stress and enjoy my free time.

CS Dipindai dengan CamScanner

Favorite Place : Library

My favorite place is the library, and the library I often visit is the school library. Whenever I have free time, I often go to the library because I love reading books. The school library is a quiet and comfortable place where students can read and study. It has a large collection of books, including textbooks, storybooks, encyclopedias, and magazines. The library is well organized, with books arranged neatly on shelves according to different subjects. There are tables and chairs where students can sit and do their homework or read peacefully. The walls are decorated with educational posters and motivational quotes to inspire students. The atmosphere is peaceful, making it an ideal place for concentration and learning.

CS Dipindai dengan CamScanner

Appendix 10 Students' Answer Sheet for Post-test

"The charm of Blue Lake Park with Its Clear Lake"

I love visiting Blue Lake Park because it is very beautiful. There are many big trees that make the place cool and comfortable. The grass is always green, and there are different types of flowers such as tulips and daisies. A clear blue lake is in the center of the park, where people can feed fish. The park also has a cycling path for people who enjoy biking. I always feel relaxed when I am in this park. The fresh air and natural beauty help me reduce stress. Sometimes, I bring my friends and we have a small picnic. This park is truly a wonderful place to visit.

CS Dipindai dengan CamScanner

"Green Park, A Cozy Place to Relax"

Green Park is my favorite park because it is peaceful and beautiful. It has many tall trees that provide shade on hot days. The flower beds are full of bright and colorful flowers. There is a long jogging track where people run and exercise. In the middle of the park, there is a large fountain with clear water. I feel so happy whenever I go to this park. The fresh air and green surroundings make me feel relaxed. ~~Something~~ Sometimes, I bring my dog and we walk around together.

CS Dipindai dengan CamScanner

Taman Baldi Kota . Bandung

This park is located in the heart of Bandung. It has a beautiful garden with colorful ~~flora~~ flowers. There are comfortable benches for relaxing. A small river flows through the park. People enjoy taking pictures at the love locks bridge. Many families visit on weekends. This park is a perfect spot to escape the city noise.

CS Dipindai dengan CamScanner

Appendix 11 Scores from Rater 1 and Rater 2 for Reliability Test

Rater 1							Rater 2						
No.	C	O	G	V	M	Score	No.	C	O	G	V	M	Score
1	4	3	4	3	3	88	1	4	3	4	3	3	88
2	3	4	3	2	4	80	2	3	4	3	2	3	76
3	3	3	4	3	4	84	3	3	2	4	3	4	79
4	3	3	4	4	3	84	4	3	3	3	4	3	79
5	4	3	4	3	3	88	5	4	3	4	2	3	84
6	3	3	3	3	3	75	6	3	3	3	2	3	71
7	3	4	4	3	3	85	7	3	4	4	3	2	81
8	4	4	3	3	3	88	8	4	3	3	3	3	83
9	4	3	4	3	4	91	9	4	3	4	2	4	88
10	3	3	4	4	4	88	10	3	3	4	4	3	84
11	4	3	3	4	4	90	11	4	3	3	4	3	86
12	4	2	4	3	3	83	12	3	2	4	3	3	75
13	4	3	3	4	4	90	13	4	2	3	4	3	81
14	4	3	2	2	4	78	14	4	3	2	2	4	78
15	4	4	3	3	3	88	15	3	4	3	3	3	80
16	3	4	3	4	3	84	16	3	4	3	3	3	80
17	3	4	4	3	4	89	17	3	4	4	2	4	85
18	3	3	4	3	4	84	18	3	3	3	3	3	75
19	4	3	3	4	3	86	19	4	3	3	4	2	83
20	4	3	3	4	3	86	20	4	3	3	4	3	86
21	4	3	3	3	4	86	21	3	3	3	3	4	79
22	3	3	3	4	4	83	22	3	3	2	4	3	74
23	4	4	4	3	3	93	23	4	3	4	3	3	88
24	3	4	4	4	3	89	24	3	4	3	4	2	80
25	3	4	3	3	4	84	25	3	3	3	3	4	79
26	3	4	4	3	4	89	26	3	4	4	2	3	81
27	4	3	3	4	4	90	27	4	3	3	4	3	86
28	4	2	4	3	2	79	28	4	2	3	3	2	74
29	3	4	4	3	4	89	29	3	3	4	3	4	84
30	3	2	4	4	4	83	30	3	2	4	3	4	79
31	3	3	4	4	4	88	31	3	3	4	3	3	80
32	4	3	3	4	3	86	32	4	3	3	3	3	83
33	4	3	4	2	4	88	33	3	3	3	2	3	71
34	4	3	4	4	3	91	34	4	3	4	3	3	88
35	3	3	4	2	4	80	35	3	3	3	2	4	75
36	4	4	3	4	3	91	36	4	4	3	4	2	88

Appendix 12 Letter of Completion Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MOJOKERTO
MADRASAH ALIYAH NEGERI 2**

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Nomor : B-179/Ma.13.11.02/TL.00/03/2025

19 Maret 2025

Lampiran :-

Perihal : Selesai Melaksanakan Penelitian

Yang bertanda tangan dibawah ini:

Nama : Drs. RAHMAD BASUKI, M.Pd.
NIP : 196612061994031008
Pangkat / Golongan : Pembina Tingkat I (IV/b)
Jabatan : Kepala Madrasah Aliyah Negeri 2 Mojokerto

menerangkan bahwa mahasiswa di bawah ini:

Nama : ASHA SAFNA SABRINA
NIM : 200107110071
Program Studi : S1 Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim
Malang

telah melaksanakan penelitian di Madrasah Aliyah Negeri 2 Mojokerto untuk memperoleh data guna penyusunan Skripsi dengan judul "The Effectiveness of Realia in Developing Student's Writing Ability in Man Harmoni" pada bulan Februari 2025.

Demikian atas perhatian dan kerja samanya disampaikan terima kasih.

Kepala

Rahmad Basuki

Appendix 13 Evidence of Thesis Proposal Guidance Consultation

10/18/24 2:07 PM

Sistem Informasi Akademik Universitas Islam Negeri Maulana Malik Ibrahim Malang 2.0



KEMENTERIAN AGAMA
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Dosen Pembimbing 2 :
Judul Skripsi/Tesis/Disertasi : USING REALIA IN DEVELOPING STUDENT'S WRITING ABILITY IN MAN HARMONI

IDENTITAS BIMBINGAN

No	Tanggal Bimbingan	Nama Pembimbing	Deskripsi Proses Bimbingan	Tahun Akademik	Status
1	24 Juni 2024	SEPTIA DWI JAYANTI, S.S., M.Pd	Konsultasi Judul	Ganjil 2024/2025	Sudah Dikoreksi
2	28 Juni 2024	SEPTIA DWI JAYANTI, S.S., M.Pd	Konsultasi Bab 1	Ganjil 2024/2025	Sudah Dikoreksi
3	20 September 2024	SEPTIA DWI JAYANTI, S.S., M.Pd	Konsultasi Bab 1 - Bab 3	Ganjil 2024/2025	Sudah Dikoreksi
4	01 Oktober 2024	SEPTIA DWI JAYANTI, S.S., M.Pd	Revisi Bab 1 - Bab 3	Ganjil 2024/2025	Sudah Dikoreksi

Telah disetujui
Untuk mengajukan ujian Skripsi/Tesis/Desertasi

Dosen Pembimbing 2

Malang,
Dosen Pembimbing 1

SEPTIA DWI JAYANTI, S.S., M.Pd

Kajur / Kaprodi,

a.n.

Appendix 14 Thesis Supervision Evidence

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Dosen Pembimbing : SEPTIA DWI JAYANTI, S.S., M.Pd
Judul Skripsi : THE EFFECTIVENESS OF REALIA IN DEVELOPING STUDENT'S WRITING ABILITY IN MAN HARMONI

Tanggal	Materi Bimbingan	Paraf
25/04/25	Konsultasi BAB <u>IV</u> & <u>V</u>	
07/05/25	Revisi BAB <u>IV</u> & <u>V</u>	
08/05/25	Revisi BAB <u>IV</u> & <u>V</u>	

Telah disetujui

Untuk mengajukan ujian Skripsi

Menyetujui,

Dosen Pembimbing

Septia Dwi Jayanti, S.S., M.Pd

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Malang, May 7th 2025

Mengetahui,

Kajur / Kaprodi

Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001



Dipindai dengan CamScanner

Appendix 15 Documentation



Appendix 16 Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Asha Safna Sabrina
Tempat, Tanggal Lahir	: Mojokerto, 14 Desember 2000
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
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1. MI Al – Huda Padusan (2007-2012)
2. Mts. Al – Multazam Mojokerto (2013-2015)
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Mahasiswa,

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