

**IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS
THROUGH THE USE OF REALIA IN JUNIOR HIGH SCHOOL**

(Skripsi)

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2026

ABSTRACT

IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS THROUGH THE USE OF REALIA IN JUNIOR HIGH SCHOOL

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This research is a quantitative study that aimed to find out whether there was an improvement in junior high school students' descriptive writing skills after being taught using realia as instructional media. This study was conducted at SMP Muhammadiyah 3 Bandar Lampung using a sample of one ninth-grade class with 30 students in the 2025/2026 academic year, selected using cluster random sampling. A one-group pretest-posttest design was used, in which students had to complete a pretest before treatment and a posttest after receiving three treatment sessions. The treatment was conducted using realia, such as real people, students' favorite thing, and students' belonging, in the process of writing using genre-based approach context. The results of this study showed a significant improvement in students' descriptive writing skills after the treatment. The average score increased from 52.88 in the pre-test to 69.28 in the post-test. All aspects of writing also showed improvement, including content, organization, vocabulary, language use, and mechanics. Furthermore, the paired sample T-test was used on the pre-test and post-test results in this study, which showed a significant value of 0.000, meaning that the use of realia was effective in helping students improve their descriptive writing skills.

Keywords: descriptive text, genre-based approach, realia, writing.

ABSTRAK

PENINGKATAN KETERAMPILAN MENULIS DESKRIPTIF SISWA MELALUI PENGGUNAAN REALIA DI SEKOLAH MENENGAH PERTAMA

Oleh:

Syifa Zelita Putri

Penelitian ini merupakan penelitian kuantitatif yang bertujuan untuk mengetahui apakah terdapat peningkatan keterampilan menulis deskriptif siswa sekolah menengah pertama setelah diajarkan menggunakan realia sebagai media pembelajaran. Penelitian ini dilaksanakan di SMP Muhammadiyah 3 Bandar Lampung dengan sampel satu kelas IX yang berjumlah 30 siswa pada tahun ajaran 2025/2026, yang dipilih menggunakan teknik cluster random sampling. Desain penelitian yang digunakan adalah one-group pretest-posttest, di mana siswa diberikan pretest sebelum perlakuan dan posttest setelah mendapatkan tiga kali perlakuan.

Perlakuan dilakukan dengan menggunakan realia, seperti orang nyata, benda kesukaan siswa, dan barang milik siswa, dalam proses menulis dengan konteks pendekatan berbasis genre. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menulis deskriptif siswa setelah diberikan perlakuan. Nilai rata-rata siswa meningkat dari 52,88 pada pretest menjadi 69,28 pada posttest. Seluruh aspek penilaian menulis juga mengalami peningkatan, meliputi isi, organisasi, kosakata, penggunaan bahasa, dan mekanik.

Selain itu, uji paired sample t-test yang dilakukan terhadap hasil pretest dan posttest menunjukkan nilai signifikansi sebesar 0,000, yang berarti bahwa penggunaan realia efektif dalam membantu meningkatkan keterampilan menulis deskriptif siswa.

Kata kunci: teks deskriptif, pendekatan berbasis genre, realia, menulis.

**IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS
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By:

Syifa Zelita Putri

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY**

2026

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WRITING SKILLS THROUGH THE USE OF
REALIA IN JUNIOR HIGH SCHOOL

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
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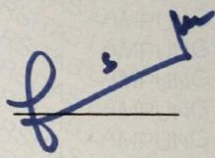
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 26 Februari 2026

Yang membuat pernyataan,



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CURRICULUM VITAE

Syifa Zelita Putri was born in Negara Batin on April 19, 2004. She is the first child of three siblings, the daughter of Paisol and Hasnidawati. She has one younger brother, Muhammad Faza Lafazo, and one younger sister, Aqila Aisy Natia.

She began her formal education at TK Aisyiah Bustanul Athfal Wonosobo and continued her study at SDN 1 Sumberejo. She completed her junior high school education at MTsN 1 Tanggamus and graduated from SMA Negeri 1 Kotaagung in 2022. During her time in senior high school, she actively participated in school organizations as a member of OSIS and served as the Secretary of Rohis.

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From January to February 2025, she conducted her Community Service Program (KKN) in Sukajaya Village, Tulang Bawang Barat Regency. She also completed her Teaching Practice Program (PLP) at SDN 1 Gunung Agung. To fulfill one of the requirements for obtaining a Bachelor's degree, she conducted a research entitled "Improving Students' Descriptive Writing Skills through the Use of Realia in Junior High School," which focused on enhancing junior high school students' descriptive writing skills through the use of realia as teaching media.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Paisol and Hasnidawati
2. Her brother – Muhammad Faza Lafazo
3. Her sister – Aqila Aisy Natia
4. Her Almamater – University of Lampung
5. Her beloved friends
6. Her English lecturers

MOTTO

أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

Surely in the remembrance of Allah do hearts find comfort.

(Al Qur'an 13:28)

ACKNOWLEDGEMENT

Praise is only for Allah SWT, the Almighty God, for blessing the writer with health and the ability to finish this script. This script, entitled “Improving Students’ Descriptive Writing Skills through the Use of Realia in Junior High School”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving the script, first of all, the writer would like to express her sincere gratitude and respect to:

1. Prof. Dr. Patuan Raja, M.Pd., as her first advisor and academic advisor, for his guidance, valuable insights, and continuous support throughout the completion of this research. The writer is deeply grateful for the time he generously devoted and for the reassurance he provided whenever she doubted herself. His encouragement and confidence in her abilities gave her the strength to move forward and complete this work.
2. Desy Awal Mar’an, M.Pd., as her second advisor, for her patience, guidance, and kindness throughout this process. The writer is especially grateful for her willingness to listen to thoughts and feelings that were not even shared with others. Her understanding and support meant more than words can express. Dr.
3. Dr. Feni Munifatullah, M.Hum., as her examiner and Head of the English Education Study Program, for her valuable knowledge, thoughtful evaluation, constructive suggestions, and meaningful feedback that greatly contributed to the improvement and completion of this research.
4. All lecturers and administrative staff of the English Education Study Program for their guidance, support, and assistance throughout the writer’s study.
5. Special appreciation goes to SMP Muhammadiyah 3 Bandar Lampung, especially to Ahmad Taqim, S.Pd., as the English teacher, and the students of class IXD for their cooperation, laughter, and memorable experiences during the research process.

6. The writer's deepest appreciation is dedicated to her beloved parents, Ayah and Ibu. Words will never be enough to express how grateful she is for everything they have done. Their love, patience, and countless sacrifices have shaped the person she is today. Although they were not given the opportunity to experience higher education, they have always believed in the importance of learning and have worked tirelessly to ensure that their children could achieve their dreams.
7. Her little brother, Muhammad Faza Lafazo, and her little sister, Aqila Aisy Natia, who always make the house lively and full of joy in the best way. No matter how tired she feels, they are always there to welcome her home and cheer her up. Their simple support and encouragement truly mean a lot to her.
8. Her "Orange," Achmad Rafi Novrandi, who has been part of this long journey in his own special way. The writer is grateful for his presence, for listening to her worries, and for calming her down when everything felt overwhelming. His humor and support meant more than he probably realizes. Having him by her side made everything feel lighter.
9. Her dear niece, Sesya Rilia, who, in her own little way, reminded the writer to smile and not take everything too seriously. Her cheerful presence brought comfort during stressful times, making this journey feel lighter and more meaningful.
10. Her "Belo" squad: Qurrotul Aini Faradila, Sabriya Khairunisa, Ramandha Naia Husaini, and Mayang Adelia Putri, her friends since the first year of university until now. They have gone through many phases together, from being new students to reaching this point, and she is truly grateful for every memory created.
11. Her "HMJPBS Genk," who accompanied her and colored her entire college journey with organizational activities, responsibilities, laughter, and togetherness. The spirit of "solidaritas tanpa batas" will always remain in her heart.
12. Her partner in "Presidium Inti" since 2023, Safira Salsabila, a precious friend with whom she shared struggles, responsibilities, and accomplishments.
13. Her partner as Vice Chairperson II of HMJPBS, Miraclyn Adeline Zefata, a kind-hearted and cheerful person who made every responsibility feel more enjoyable.
14. Her best friend for the past nine years, Nurul Aisyah, for staying and growing with her through every phase of life, from their younger days until now.

15. Mamah Anella, for being a place where the writer could share and express her thoughts about organizational challenges over the past two years. She is grateful for the time, patience, and willingness to listen.
16. All friends whom the writer cannot mention one by one, for their support, encouragement, and companionship throughout her academic journey. Their kindness, understanding, and friendship have meant so much and helped her overcome many challenges.
17. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying to give more than I receive, I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me at all times.

Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, February 2026

The Writer

Syifa Zelita Putri

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I INTRODUCTION

This chapter presents the background of the study and the reasons for conducting the research. In addition, there is also a discussion of research questions, objectives, uses, scope, and definition of terms used in the study.

1.1 Background of the Study

English is generally seen as a very important topic in education. Understanding English as a foreign language starts with learning English by mastering English language skills properly. Reading, speaking, listening, and writing are all skills that are needed for all academic courses and also for everyday life. As a result, it is very important for students to master all English skills, especially writing as one of the required skills to be mastered by English language learners (Ismayanti and Kholiq, 2020).

Writing is often seen as a complex cognitive process that requires students to develop ideas, organize them cohesively, and follow grammatical rules (Brown and Lee, 2015). Writing can show how well students can convey their ideas, thoughts, and feelings in a foreign language. Therefore, writing becomes an important component in language acquisition that can improve students' overall language ability.

Teaching descriptive text is one of the areas in TEFL that is very important as it helps students become more proficient in providing clear and detailed descriptions of people, places or events, which helps them build creative and functional writing skills (Harmer, 2004). Descriptive writing is often inserted into the language curriculum to help students improve their descriptive vocabulary, organizing ideas, and ability to convey details that are very important for creating clear written

communication (Nunan, 1999).

However, students' often face various challenges when writing descriptive text. According to Novita (as cited in Ismayanti and Kholiq, 2020), many students struggle to describe objects, places, and people in detail due to a lack of ideas when asked to describe them. She also stated that students showed that they had some difficulties in writing descriptive texts. These difficulties are: 1) lack of details; 2) grammar mistakes; and 3) spelling mistakes. Moreover, other difficulties experienced by students in writing descriptive texts are also due to the fact that teachers only teach by applying traditional teaching. This leads to a lack of motivation, getting bored, and difficulty in writing descriptive texts.

In addition, Moses and Mohamad (2019) also explained that there are several challenges related to students' difficulties in writing in the ESL context. First, students often have limited vocabulary, making it difficult for them to express ideas clearly in writing. Second, many students lack grammar skills and often make mistakes in sentence structure. Third, students are likely to show a lack of interest in writing activities, often due to the perception that writing is difficult or uninteresting. These difficulties highlight the need for more supportive and interactive writing instruction using engaging media in the classroom.

Moreover, based on interviews done by the researcher with one of the English teachers at SMP Muhammadiyah 3 Bandar Lampung, a few challenges were found in teaching descriptive texts. These issues include limited vocabulary among students, lack of focus during lessons, and boredom in the classroom.

From the above explanation, the researcher used realia as a learning media in teaching descriptive text. The use of 'realia' or real-world objects in the classroom had been shown to help students learn by linking language to real world situations. According to Oura (2001), authentic materials used by teachers as learning media can help improve students' understanding of real-life situations. Harmer (2007:177) also states that realia are real objects used in teaching the meaning of words or stimulating student activity. Realia are real objects used in language teaching that can be used both inside and outside the classroom. The term 'realia' in English as a foreign language (EFL) classroom refers to the use of real objects from everyday

life as teaching aids in English language teaching (Nugroho, 2010). Realia such as toys or objects around can help students in learning English. These real objects can make learning more interesting, meaningful, and easy to understand. When students can touch or see real objects, it greatly helps them in learning, remembering, and writing sentences better.

The effect of using realia has been investigated in a number of previous studies. One of the previous studies was conducted at SMA Gajah Mada in Medan by Mungkur et al. (2023), on grade XI students. Realia was given to see its effect on students' descriptive text writing ability. The result of this study was the improvement of students' writing ability after the use of real objects. Besides that, the quality of students' writing also became better and the descriptions produced were more cohesive after the use of realia in learning.

Girsang et al. (2020) carried out a study at SMA Negeri 1 Tompas to find out how effective the implementation of realia in learning. One group pre-test and post-test with a pre-experimental design was used in this study involving 29 students of class X MIPA 1. This study used a product approach that focus on grammar and students' mechanics to measure their writing skills. The result proved that realia helped students in improving content, vocabulary, grammar, writing organization, and punctuation usage. Overall, the use of realia was found effective in improving writing skills, providing concrete references, increasing students' motivation, and making learning more enjoyable.

Moreover, high school students' writing skills were also significantly improved through the application of realia, as found by Lamusu (2022). The findings of this study showed that realia improved students' understanding of objects and the way they describe them, which resulted in a wider vocabulary and better descriptive writing. Additionally, the study also showed that realia created a dynamic learning environment, which helped students use their language skills better.

The study conducted by Khotimah (2018) at SMK PGRI 1 Transpram II Labuhan Ratu investigated how the use of realia affected students' descriptive paragraph writing skills. In this study, the researcher used lectures, discussions, question answer sessions, presentations, and role-play in the learning process. The

significance of the improvement in students' writing skills was demonstrated by the average pre-test score of 66 increasing to 76 on the post-test after the use of realia in learning. Besides this improvement, realia also helped students become more interactive in class and produced better descriptions through interaction with real objects. Therefore, it was concluded that realia had a positive effect on students' descriptive writing skills.

Besides showing a positive impact on the writing skills of senior high school and vocational school students, it was also found that the use of realia was effective in improving students' descriptive writing skills at the university level as researched by Natsir (2023). This research was conducted at the University of Muhammadiyah Makassar on first semester of English Department students. There was an experimental group taught using realia with a natural approach, and a control group taught without realia. The results of this study showed that realia were effective in improving students' descriptive writing skills with an average post-test of 86.61 in the experimental group compared to the control group with an average score of 76.54.

Moreover, the improvement of descriptive writing ability in college students through the use of realia was also supported by research conducted by Rosdiana (2017). This study involved 25 fourth-semester students majoring in English at STKIP Bina Bangsa Getsempena Banda Aceh. The purpose of this study was to develop and evaluate realia as teaching materials that could help students improve their descriptive writing skills. The average post-test score was 83.69, a significant increase from the average pre-test score of 63.91. This indicated that students' ability to express ideas in descriptive writing improved due to the use of realia. Additionally, student participation and motivation also increased because the learning experience became more engaging through the connection between language and real-world contexts.

From the previous study above, it can be seen that there were several teaching methods and approaches used. For example, Girsang et al. (2020) used the product approach, Natsir (2023) used the natural approach, and Khotimah (2018) used a combination of lecture, discussion, question-answer, presentation, and role-play

methods. Meanwhile, in studies conducted by Mungkur et al. (2023), Lamusu (2022), and Rosdiana (2017), the teaching methods or approaches used were not specifically mentioned or directly stated. In other than teaching approaches mentioned above, there are other approaches that can be used in descriptive writing learning. One such approach is the genre-based approach, which emphasizes systematic and focused learning stages.

Many studies have stated that realia are helpful for senior high school, vocational school, and college students in learning descriptive texts. However, research that involved realia in GBA context was still rarely conducted at the junior high school level. Therefore, this study aimed to fill the gap on whether the use of realia in genre-based approach (GBA) context could also help junior high school students improve their descriptive writing skills. The place and subject studied, as well as the teaching method used, were the main differences between this research and previous research.

1.2 Research Question

The research question based on the background that was discussed above is "Is there any improvement in junior high school students' ability to write descriptive text after being taught using realia in genre-based approach (GBA) context?"

1.3 Objective of The Research

The general objective of this research based on the problem formulation discussed above was to find out whether there is an improvement in junior high school students' ability to write descriptive text after being taught using realia in genre-based approach (GBA) context.

1.4 Uses of The Research

It was expected that the findings of this research would be valuable for future studies and have a positive impact on English lessons. This study was hoped to be useful in the following aspects:

1. Theoretically, the researcher aimed that this study can provide useful information for further research related to the use of realia in genre-based approach (GBA) context in improving junior high school students' writing skills in descriptive text.
2. Practically, this study served as a reference for English teachers in their teaching, especially in improving junior high school students' descriptive writing skills. This research will assist teachers in identifying effective teaching strategies that use realia in GBA context to improve student engagement and writing skills.

1.5 Scope of The Research

This research looked into how well students write descriptive texts after receiving instruction through genre-based approach using real-world media, specifically real objects such as people, students' favorite items, and students' belongings. The study focused on teaching junior high school students how to describe people, favorite things, and personal belongings in their writing assignments by using real-world objects. Treatment sessions included how to use realia to improve sensory details, spark ideas, and organize their descriptive writing logically through GBA stages. This study used pre-test and post-test to assess students' writing ability and track changes in specific writing components. The researcher examined students' descriptive text writing by looking at five different areas of writing: content, organization, vocabulary, language use, and mechanic.

1.6 Definition of Terms

Specific terms may require additional explanation in order to avoid ambiguity and misunderstanding. Therefore, the specific terms used in this study are defined as follows:

1. Writing

The skill where ideas, thoughts, and feelings are expressed and conveyed in written form using the eyes, brain and hands is called writing (Raimes, 1983:3). Writing is essentially organizing ideas and choosing words carefully so that concepts are communicated to the reader in a way that makes sense and is understandable to them.

2. Descriptive text

A description is a works of writing where the author describes an actual or fictional thing. The general organizational structures of this work are identification and description. Moreover, an effective description is one that allows the reader to visualize the thing, place, or person being described (Natsir, 2023). It can be seen that a descriptive text is one that gives details on a certain subject in order to explain what is happening or how something looks.

3. Realia

Realia refers to the use of authentic, daily objects as media in English language instruction. Realia simply means real objects used in the classroom to enhance students' background knowledge and expand their vocabulary (Herrel et al., 2015:42). By helping students relate language to real-world situations, these resources improve comprehension and retention.

4. Genre-Based Approach (GBA)

An approach for teaching writing that combines product and process approaches is called the genre-based approach. Building knowledge of the field (BKOF), modelling of the text (MOT), joint construction of the text

(JCOT), and individual construction of the text (ICOT) are the four stages of learning in GBA (Sani et.al, 2023).

It can be concluded that this chapter discusses several points, such as the background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

II LITERATURE REVIEW

There are several sections related to the research presented in this chapter. These sections include the concept of writing, aspects of writing, writing process, definition of descriptive text, teaching writing, genre-based approach (GBA), concept of realia, teaching writing through realia, procedures for teaching writing through realia, advantages and disadvantages of teaching writing through realia, theoretical assumptions, and hypothesis.

2.1 Concept of Writing

According to Brown and Lee (2015), the cognitive process that involves developing ideas, organizing them coherently, and following grammar is called writing. Compared to reading and listening, which are receptive skills, writing is often considered more difficult because it involves critical thinking and problem solving (Graham and Perin, 2007).

Writing is seen as a complex skill, where students are required to master various skills at once such as syntax, vocabulary, grammar, and the ability to organize ideas rationally as stated by Grabe and Kaplan (1996). Moreover, according to Flower and Hayes (1981), in academic and professional settings, writing is considered very important because it is often used to evaluate students' critical thinking and cohesive thinking.

Writing is an ongoing procedure that requires the specialized skills of thinking, drafting, and revision procedures (Brown, 2001). Bereiter and Scardamalia (2013), also state that skilled writers always make continuous reflections and adjustments when they produce their texts, which helps produce more complex and cohesive writing.

Writing in a second language (L2) according to Silva (1993), has its own challenges due to linguistic differences between the target language and the first language (L1). This difficulty is even more increased because learners are required to have cognitive and linguistic skills, as well as understanding grammar and syntax appropriately.

The importance of learners having the ability to write is highlighted by Harmer (2004). In language learning, writing is not only limited to the ability to produce a piece of writing, but also students' ability to compose and express ideas in a written form. Besides that, other skills such as reading and vocabulary growth will also develop along with the improvement of students' writing skills.

Based on the explanation above, it can be concluded that writing is the ability to express ideas in written form that requires critical thinking, extensive vocabulary, and also grammatical organization. In second language acquisition, writing is often seen by learners as a difficult and complex skill. However, writing proficiency and ability can be improved through continuous practice and revision.

2.2 Aspects of Writing

According to Jacobs et al. (1981), to produce effective and clear communication, it requires good writing skills and is supported by several supporting aspects. These aspects include content, organization, vocabulary, grammar, and mechanics. These five main components are very important, because apart from improving students' writing skills, these components can also be used to assess the results of student writing in the English as a foreign language (EFL) education environment.

1. Content

Content is the concept expressed in a piece of writing. It relates to how understandable, and relevant the content is, in order to create a communicative and effective work of writing. According to Brown (2001), content is the foundation of a writing because it shows how well the writer can connect with the reader and express the subject.

2. Organization

Organization relates to the structure of ideas and the flow of writing. Oshima and Hogue (2007) state that well-organized writing makes the information presented easier for readers to understand. A well-organized text is characterized by a coherent introduction, body, and conclusion. Harmer (2004) added that smooth transitions between paragraphs and concepts are essential to maintain clarity and keep the reader more interested.

3. Vocabulary

The selection and use of words in writing is called vocabulary. A rich and relevant vocabulary will increase the expressiveness and clarity of the text, which can make the communication of meaning deeper (Nation, 2001). With a large vocabulary, writers can choose words that can convey their meaning perfectly to suit the target readers. Laufer (1997), emphasizes that building students' vocabulary is very important for second language learners as it has a significant impact on their ability to express thoughts effectively.

4. Grammar

A set of rules known as grammar controls sentence structure, including word order, word form, and sentence coherence. Proper grammar is essential for effective communication, because a single grammatical error can even change the entire meaning (Ferris and Roberts, 2001). Grammar mastery is often highlighted in writing because it is essential for students to be able to create clear, logical, and comprehensible writing.

5. Mechanics

The technical elements of writing, such as punctuation, capitalization, spelling, and formatting, are referred as mechanics. Raimes (1983) asserts that although mechanics are sometimes ignored, they are very necessary for polished and professional writing. When mechanics are used correctly, the text becomes easier to read and clearer of distractions that can make it difficult for readers to understand.

It can be concluded that content, organisation, vocabulary, grammar, and mechanics are the five main components of effective writing. In this study, the researcher chose to use Jacobs writing assessment framework because in the context of EFL writing, since this framework is often used due to its detailed and structured aspects in evaluating writing, according to Ghanbari et al. (2012).

2.3 Teaching of Writing

Teaching writing is an important component that supports students' successful communication in both academic and everyday contexts. Teaching writing, according to Hyland (2019), should focus on helping students improve their language competence and effectively convey their ideas, as well as teaching them how to compose sentences, paragraphs, and texts. Answering questions accurately, summarizing texts, or writing sentences requires proper writing skills. For this reason, teaching writing should be relevant and in line with the needs of students.

According to Graham and Perin (2007), teachers can use various teaching strategies to help students become better writers. A variety of writing techniques can help students at every stage of the process, from developing ideas, planning, and editing to improve their writing. The goal is to provide students with strategies that allow them to understand the basics of effective written communication, develop critical thinking, and problem-solving skills.

The role of teachers as facilitators is very important in junior high school environments. Harmer (2004) emphasises that teaching means helping students learn independently and conveying knowledge. Improving basic writing skills is very important for junior high school students, and the teacher's task is to provide them with opportunities to practise. Teachers can give relevant writing assignments and clear instructions to support this development. The writing process, where students go through pre-writing, writing, and revision, is a useful technique for junior high school students. With this method, which emphasises the step-by-step progression of writing skills, students can improve their ability to explain accurately and refine their work through repeated revisions.

Another important element in teaching writing for junior high school students is collaborative learning. In his 1978 theory of social interaction, Vygotsky emphasised the value of cooperation among peers in the educational process. By working together, students can improve their understanding of writing assignments, exchange ideas, and give each other feedback. Through this collaborative learning, students can develop their confidence and writing skills.

In addition, peer feedback or teacher feedback is also one of the important factors. Ferris (2003) emphasises the importance of providing constructive feedback so that students can identify their strengths and potential. This feedback should cover the organisation of information, sentence structure, and clarity. Quick and accurate feedback encourages students to make significant changes to their work.

According to Blancard and Root (2003), there are several stages in writing. These stages include:

1. Pre-writing: preparing ideas, concepts, or outlines before the writing process.
2. Writing: in this process, the results of the previous preparation in the form of ideas and outlines are put into writing in paragraphs.
3. Revising: after the draft is written in the writing stage, the writing must go through a revising process. This stage is very important to finalise the writing so that it is clearer and easier to understand.

In conclusion, teaching writing to junior high school students requires a supportive, interactive, and appropriate approach. Throughout the writing process, teachers play an important role in assisting students by providing helpful feedback and encouraging them to work together in collaborative learning. By giving relevant assignments, providing support, and creating a positive environment, teachers can help students improve their writing skills and boost their confidence in enjoyable way.

2.4 Genre-Based Approach

A goal-oriented and gradual social process is Martin's (1992) definition of genre. Genre is referred to as a social process because people do it together to achieve something. Each genre has a clear and specific purpose, which is why it is called goal-oriented. Furthermore, writing a genre is done in stages, requiring the writer to take several steps in conveying the message of their writing.

A learning method that emphasises the relationship between the type of text and its context is called the genre-based approach (Tuan Tron, 2011). The systemic functional linguistic theory developed by Halliday in 1978 and 1994 forms the basis of this genre-based approach. This approach was further explained and developed by Martin in 1992, Christie in 1999, and Macken-Horarik in 2001 (Firkins et al., 2007).

According to Hyland (2004), GBA has several advantages, including: 1) it facilitates the mastery of students' writing skills by explicitly and clearly explaining what needs to be learned; 2) it focuses on language and context by providing a systematic framework; 3) the objectives and content studied are based on students' needs; 4) teachers play an important role in providing support and encouraging students' creativity.

There are several stages in genre-based learning according to Hammond et al. (1992:18-23). These stages include:

1. Building Knowledge of The Field (BKOF): in this stage, The teacher activates students' prior knowledge related to the topic of the text. At this stage, students are introduced to the context, social purpose, and general information about the topic they will be writing about. The teacher can provide discussions, questions, and brainstorming activities related to real materials to help students explore relevant ideas and vocabulary. The purpose of this stage is to prepare students with the necessary background knowledge before analyzing and producing the text.
2. Modelling of The Text (MOT): in this stage, Students are introduced to sample texts related to the target genre. Teachers guide students in

analyzing the genre structure, language features, and communicative purpose of the text. Through guided discussion, students identify how the text is organized and what grammatical features are frequently used. This stage aims to provide a clear model so that students understand the characteristics of the text before trying to create their own texts.

3. Joint Construction of Text (JCOT): This stage involves collaborative writing between the teacher and students in groups. At this stage, students begin to apply their understanding of text structure and language features with guidance from the teacher. The teacher provides support by giving feedback, stimulating ideas, and correcting language usage if necessary. This stage helps students gain confidence, develop ideas, and improve their writing skills before moving on to independent writing.
4. Independent Construction of Text (ICOT): The final stage in which students produce texts independently. At this stage, students apply the knowledge and skills acquired in the previous stages to write their own texts. In this study, the ICOT stage is supported by the process writing approach, in which students go through the pre-writing, drafting, and revising stages to systematically develop and improve their descriptive texts.

It can be concluded that the Genre-Based Approach not only helps students understand the structure and linguistic features of a text but also enables them to write purposefully, contextually, and independently through systematic learning stages.

In this study, GBA served as the overall teaching framework, while the stages of process writing were applied specifically in the JCOT and ICOT stages. During the pre-writing stage, students generated and organized ideas based on real materials provided by the teacher. In the writing stage, students composed drafts of their descriptive texts. In the revision stage, students review and improve their content, organization, vocabulary, grammar and mechanics.

Therefore, this study integrated the genre-based approach as a macro teaching framework and the process of writing as a micro writing procedure. This integration allowed students to not only understand the structure and social purpose of descriptive texts but also develop their writing skills through systematic stages.

2.5 Concept of Realia

Real objects used in the classroom to enhance student engagement and facilitate the learning process are known as realia. Realia are actual objects that can be touched and are not models or representations of something else (Reiser, 1983:18). Realia can be used by teachers to connect theory and its application in the real world. According to Harmer (2007), to teach the meaning of words or to stimulate student activity, interesting real objects can be a good starting point for various language and communication activities.

According to Lee et al. (2021), improving vocabulary and the ability to develop ideas is also one of the contributions of realia in creating realistic learning experiences. Learning will be more memorable and easier to understand when students can interact with real objects using their senses. This can develop students' critical thinking and writing skills by providing inspiration through exploration and direct observation of the characteristics of objects.

In the context of language learning, realia play a role in encouraging vocabulary growth and descriptive writing. According to Hylan (2019), the use of real objects can help students effectively improve their ability to describe an object in a meaningful context. Students will gain language experience through direct observation and description of real objects related to their study topics. This is very helpful for students to acquire better communication skills.

The improvement in students' vocabulary and observation skills through the use of realia is also confirmed by Nation (2001). When interacting with real objects, students must pay attention to every small detail, because these details are very important in descriptive writing. By observing deeply and carefully, students are expected to be able to improve the quality of their writing with the sensory information they have obtained.

Additionally, using realia in the classroom can help improve student active participation and enthusiasm. Realia provides students with direct experience of an object, making the meaning of learning more realistic and meaningful. Student motivation to learn will increase when there is a connection between what they are learn and the real world, so that engagement and learning outcomes will also improve.

It can be concluded that improving language skills by using real objects is the goal of realia. Vocabulary and descriptive writing skills will improve because realia help students by providing real references to observe and describe. Applying realia in the classroom will create a fun, dynamic, and interesting learning environment so that students are more motivated and actively participate in the classroom.

2.6 Teaching of Writing through Realia in GBA Context

The use of realia can make teaching writing more effective. The use of real objects makes abstract concepts more concrete and easier to understand, especially in teaching writing in an English as a second language environment. Examples of realia objects that can be used in learning include objects around the classroom, people, clothes, and other objects.

In applying realia in teaching writing, teachers need to consider several important concepts. According to Harmer (2004), these concepts help students express themselves freely and interact with the material, creating a conducive educational environment. These concepts include:

1. Creating a supportive environment, a comfortable and positive classroom atmosphere will help students express themselves without fear of being judged by teachers or classmates.
2. Supporting direct exploration by giving students the opportunity to hold and observe objects, so that students are more active and interested in learning.
3. Connecting with students' experiences. Students will understand things more quickly when they are related to experiences or knowledge they have been through or familiar with.

4. Encouraging collaboration among students through group activities or peer correction. Through these activities, students will help each other in developing ideas, providing feedback, and working together.

The effect of using realia has been studied in a number of previous studies. One of the previous studies was conducted at SMA Gajah Mada in Medan by Mungkur et al. (2023), on grade XI students. Realia was given to see its effect on students' descriptive text writing ability. The result of this study was the improvement of students' writing ability after the use of real objects. In addition, the quality of students' writing also became better and the descriptions produced were more cohesive after the use of realia in learning.

Girsang et al. (2020) did a study at SMA Negeri 1 Tompaso to find out how effective the implementation of realia in learning. One group pre-test and post-test with a pre-experimental design was used in this study involving 29 students of class X MIPA 1. This study used a product approach that focus on grammar and students' mechanics to measure their writing skills. The result proved that realia helped students in improving vocabulary, grammar, writing organization, and punctuation usage. Overall, the use of realia was found effective in improving writing skills, providing concrete references, increasing students' motivation, and making learning more enjoyable.

Moreover, high school students' writing skills were also significantly improved through the application of realia, as found by Lamusu (2022). The findings of this study showed that realia improved students' understanding of objects and the way they described them, which resulted in a wider vocabulary and better descriptive writing. Furthermore, the study also showed that realia created a dynamic learning environment, which helped students use their language skills better.

The study conducted by Khotimah (2018) at SMK PGRI 1 Transpram II Labuhan Ratu investigated how the use of realia affected students' descriptive paragraph writing skills. In this study, the researcher used lectures, discussions, question answer sessions, presentations, and role-play in the learning process. The significance of the improvement in students' writing skills was demonstrated by the

average pre-test score of 66 increasing to 76 on the post-test after the use of realia in learning. Besides this improvement, realia also helped students become more interactive in class and produced better descriptions through interaction with real objects. Therefore, it was concluded that realia had a positive effect on students' descriptive writing skills.

Besides showing a positive impact on the writing skills of senior high school and vocational school students, it turned out that the use of realia also showed its effectiveness in improving students' descriptive writing skills at the university level as researched by Natsir (2023). This research was conducted at the University of Muhammadiyah Makassar on first semester of English Department students. There was an experimental group taught using realia with a natural approach, and a control group taught without realia. The results of this study showed that realia were effective in improving students' descriptive writing skills with an average post-test of 86.61 in the experimental group compared to the control group with an average score of 76.54.

Moreover, the improvement of descriptive writing ability in college students through the use of realia was also supported by research conducted by Rosdiana (2017). This study involved 25 fourth-semester students majoring in English at STKIP Bina Bangsa Getsempena Banda Aceh. The purpose of this study was to develop and evaluate realia as teaching materials that could help students improve their descriptive writing skills. The average post-test score was 83.69, a significant increase from the average pre-test score of 63.91. This indicated that students' ability to express ideas in descriptive writing improved due to the use of realia. Additionally, student participation and motivation also increased because the learning experience became more engaging through the connection between language and real-world contexts.

Based on the previous research, various teaching methods and approaches have been used in writing instruction, such as the product approach (Girsang et al., 2020), the natural approach (Natsir, 2023), as well as lectures, discussions, question and answer sessions, presentations, and role-playing (Khotimah, 2018). Meanwhile,

several other studies did not specifically mention the approaches used (Mungkur et al., 2023; Lamusu, 2022; Rosdiana, 2017).

Moreover, the use of realia has proven to be very effective and has produced significant results in improving students' descriptive writing skills, as shown by studies conducted in a high school by Mungkur et al. (2023) and Girsang et al. (2020). Apart from high schools, the use of realia was also applied at SMK Khotimah (2018), which reported that not only did students' writing skills improve, but their participation also increased, becoming more interactive. Research by Natsir (2023) and Rosdiana (2017) also supports the effectiveness of using realia in higher education to improve students' descriptive writing skills.

However, research on the use of realia in GBA context at the junior high school level is still very limited. Additional research is needed to prove whether realia in genre-based approach (GBA) context can provide benefits and challenges that differ from previously conducted studies.

2.7 Descriptive Text

Writing that helps readers visualize a subject by providing in-depth descriptions of people, places, things, or events is known as descriptive text. Descriptive texts aim to engage the reader's senses through the experience of the five senses such as how something looks, sounds, feels, touches or smells, so that it makes the lesson material easier to visualize and experience first-hand (Kane, 2000). This type of writing is very popular and very important in language learning because it can encourage the development of students' expressive and observational skills.

Gerot and Wignell (1994) also states that descriptive texts are works that have social purposes to describe a person, location, or thing. The point of descriptive texts is to create a direct image to the reader by providing certain facts about a subject in an interesting and concrete way. Descriptive writing is a useful technique for language learners to develop their communication skills as it involves sensory processing.

Moreover, Gerot and Wignell (1994) state that descriptive texts usually consist of two primary parts:

1. Identification: In this part, the topic of description is introduced and what is being described is identified. For example, it might be identifying locations by place names or people's names.
2. Description: In this section, the subject is specifically discussed, including size, shape, colour, features, and other differentiators. This is where the writer uses sensory elements to bring out the reader's experience.

In the process, descriptive writing not only helps students improve their language skills, but also stimulates their creativity by allowing them to express themselves using language to create strong images or feelings. Students can be trained to think creatively and express their imagination by focusing on how to describe subjects in the most interesting way. These skills are essential for improving their writing skills in general.

Moreover, according to Gerot and Wignell (1994), descriptive texts have specific language features:

1. Specific Participants: The subject of this text is specific, such as people, places, or objects.
2. Simple Present Tense: This tense is mainly used to describe the characteristics of the subject.
3. Attributive and Identification Process: These processes provide characteristics to the subject using descriptive verbs and linking verbs.
4. Adjectives: Various descriptive adjectives are used to describe the characteristics of the subject.

In conclusion, descriptive texts serve as a tool to improve language learning by engaging the reader's senses and encouraging creativity. Through the structure of identification and description, descriptive texts provide deep insight into a subject, allowing readers to imagine and connect emotionally with the content. Specific language features, such as the use of specific subjects, simple present tense, and descriptive adjectives, further enhance the descriptive experience. By practising descriptive writing, students not only refine their observation and expression skills, but also develop a deeper creativity with language.

2.8 Procedure of Teaching Descriptive Writing Through Realia in GBA

Context

The teaching of descriptive writing in this study was conducted using the Genre-Based Approach (GBA), which consists of four stages: BKOF, MOT, JCOT, and ICOT. The writing process proposed by Blanchard and Root (2003), which includes pre-writing, drafting, and revising, was integrated within the construction stages (JCOT and ICOT). In this framework, BKOF and MOT function to build students' background knowledge and genre awareness, while the writing process is implemented when students begin producing their texts. Realia were used throughout all stages to support students' understanding and writing development. The steps that were applied are:

1. BKOF (Building Knowledge of the Field)
 - a. The teacher introduces the topic and learning objectives.
 - b. Students are shown real objects (e.g. people, favorite thing, or objects belonging to students).
 - c. Students observe objects using their senses (sight, touch, smell, etc.).
 - d. The teacher guides students in exploring the characteristics of the objects (colour, shape, texture, function).
 - e. Vocabulary related to the objects is introduced and practised.
 - f. Focused aspects: Building content knowledge, and vocabulary.

2. MOT (Modelling of the Text)
 - a. The teacher provides a descriptive paragraph as an example, presenting sentences one by one until a complete paragraph is formed.
 - b. Students read and analyse the model with the teacher.
 - c. Students connect the model text with realia.
 - d. The teacher explains the general structure such as identification (introducing the object) and description (explaining its features).
 - e. The teacher highlights language features like the use of adjectives, specific nouns, present tense, sentence structure, and punctuation.

- f. Focused aspects: Organisation, language use, vocabulary, and mechanics.

3. JCOT (Joint Construction of Text)

- a. Students work in small groups to write a descriptive paragraph together.
- b. The teacher gives the students a worksheet and asks them to write a descriptive text based on the topic of realia.
- c. Students organise their ideas using a writing guide provided by the teacher.
- d. The teacher supports and monitors the group process.
- e. Focus aspects: Organisation, and vocabulary.

4. ICOT (Independent Construction of Text) – Pre-writing, writing and revising stage

- a. Students independently select and observe real object.
- b. Students generate their own ideas (Pre-writing).
- c. Students write a complete descriptive paragraph based on the selected realia (Writing).
- d. Students conduct peer feedback using a checklist (content, organization, vocabulary, language use, and mechanics).
- e. Students revise their draft based on the feedback (Revising)
- f. Students submit the final version.
- g. Focused aspects: The five aspects of writing and independent application of structure and features

Through this process and the use of realia, students can improve their descriptive writing skills, general language skills, motivation to learn, and active participation due to an engaging learning environment.

2.9 Advantages and Disadvantages Teaching Writing Through Realia

In terms of implementation, realia have several advantages and disadvantages according to several researchers. The following are the advantages and disadvantages of teaching writing through realia.

2.9.1 Advantages of Teaching Writing Through Realia

The use of realia as a teaching medium for writing has several advantages. According to Suneko and Afifi (2021), the application of realia in the classroom can help students understand descriptive writing better. The use of real objects allows students to observe directly, making descriptions clearer.

Additionally, another advantage of realia is that it fosters collaborative learning and critical thinking. Before writing their descriptive texts, students are actively engaged in discussions, interactions, and idea-sharing with their peers while observing the realia objects. This interaction not only enriches their perspectives on the observed objects but also strengthens their understanding of the structure and content of descriptive texts.

Finally, according to Natsir (2023), realia help students produce more vivid vocabulary in their writing. Interaction with realia encourages students to develop accurate and richer expressions. In other words, realia are able to stimulate the natural development of students' language skills.

2.9.2 Disadvantages of Teaching Writing Through Realia

In addition to the advantages described above, realia also have several disadvantages in teaching writing. According to Mungkur et al. (2023), the implementation of realia may be somewhat difficult in environments with limited resources. This means that activities using realia can only be carried out using whatever media is available.

One limitation of using realia in teaching writing is the limited availability or quantity of real objects in the classroom. In some situations, the number of realia

may not be sufficient for all students, especially in large classes. This condition can reduce students' opportunity to observe and interact directly with the objects.

Another weakness is that even though it increases student participation in class, the inappropriate use of media can cause students to lose focus on their writing tasks. Therefore, good classroom management is necessary so that learning stays on track.

Lastly, employing realia can require a significant amount of preparatory time, thus adding to teachers' burden. It can take a lot of time to prepare, arrange, and integrate realia into lessons, which makes it difficult for teachers with busy schedules (Graham and Perin, 2007).

It can be concluded that realia not only have advantages but also several disadvantages. The improvement of critical thinking, teamwork, descriptive writing skills, student participation, and interactive learning are the advantages of applying realia. However, on the other hand, the challenges in providing realia due to limited access and resources, students' attention often being distracted by other things, and the time-consuming preparation process are the drawbacks of realia-based media. Therefore, it is important to understand these advantages and disadvantages to create a comfortable and conducive learning environment, so that learning objectives can be achieved effectively.

2.10 Theoretical Assumption

One important skill in English is descriptive writing. The main purpose of this text is to convey information in a detailed and clear manner. One effective way to improve students' descriptive writing skills is by using real objects, or realia, as learning resources and apply a genre-based approach (GBA).

By using realia, abstract concepts can become more concrete and meaningful. Students' memory and understanding of vocabulary will greatly improve through direct interaction with these real objects, which will ultimately improve their writing skills. Realia provides a real and interesting learning experience for students by observing every detail through their senses.

In the context of junior high school, the use of realia can serve as a connection between theory and reality. Students can observe physical objects and transform their observations into descriptive language in structured GBA stages, which encourages critical thinking and active participation. Realia can also increase students' motivation and interest in writing tasks by making information more relevant and interesting. Therefore, the researcher believes that teaching descriptive text writing to students through the use of realia in GBA context will enhance their vocabulary and help them write better descriptions of objects.

2.11 Hypothesis

Based on the theoretical assumption outlined in the previous section, the researcher proposes the following hypothesis:

H0: There is no improvement in junior high school students' ability to write descriptive text after being taught using realia in GBA context .

H1: There is an improvement in junior high school students' ability to write descriptive text after being taught using realia in GBA context.

In summary, this chapter discussed concept of writing, aspect of writing, process of writing, definition of descriptive text, teaching of writing for vocational school students, concept of realia, teaching of writing through realia, theoretical assumption, and hypothesis.

III METHODS

The topics that were discussed in this chapter included research design, research variables, data sources, data collection instruments, and data collection techniques and procedures. Additionally, scoring criteria, data analysis, data treatment, and hypothesis testing were also discussed in this chapter.

3.1 Design

This study was a quantitative study using one group pre-test and post-test design. In this study, there was only one experimental class and no control class. Students were given a pre-test, treatment, and post-test during the research. The following is the design of this study:

T1 X T2

Note:

T1 refers to the pre-test (before teaching using realia in genre-based approach (GBA) context.

T2 refers to the post-test (after teaching using realia in genre-based approach (GBA) context.

X refers to the treatment applied by the researcher.

In conclusion, it could be concluded that this study used quantitative methods with a pre-experimental design and a pre-test and post-test design to determine the answers for the research questions.

3.2 Variables

Variables are very important in any quantitative research to support the research process. According to Setiyadi (2018), variables include characteristics such as gender, motivation, and success that are different between individuals and can be found in a group of individuals, their behaviour, or their environment. Variables are divided into two categories: independent variables or primary variables that researchers aim to study, and dependent variables, which are variables that researchers observe and measure to determine the impact of independent variables. In this study, the variables include:

1. The dependent variable (Y) that was observed and measured to see the effect of the independent variable in this study was the students' descriptive writing ability.
2. The independent variable (X) that was applied to observe its effect on the dependent variable was realia in genre-based approach (GBA) context.

From the discussion above, it could be concluded that the effect of realia in GBA context as an independent variable (X) on the dependent variable (Y), which was students' descriptive writing ability, was the focus of this study. Measuring the effectiveness of realia in improving students' descriptive writing ability was the main objective of applying this teaching method.

3.3 Data Source

Population and sample are parts of the data source. Data sources are very important in research as a base for collecting the information needed in research. Improving descriptive writing skills in junior high school students was the focus of this research.

3.3.1 Population

Ninth grade junior high school students of SMP Muhammadiyah 3 Bandar Lampung in the 2025/2026 academic year constituted the population of this study. Based on the researcher's observation, this group of students was suitable as a representation for the application of realia in genre-based approach (GBA) context as a tool for teaching descriptive writing.

3.3.2 Sample

The sample for this study was one class that was used as the experimental class using the cluster random sampling method. The class was randomly selected by spinning. All of the students in the selected class participated in the study to see how realia affected their descriptive writing skills.

3.4 Data Collection Instrument

Research instruments are used to collect data and to see the achievement of research objectives. The research instrument needed is a descriptive writing task. Pre-test and post-test were two writing assessments used in this study. Pre-test was given at the first meeting before any treatment was carried out, while post-test was given after treatment was carried out on students. The test design and instructions must be clear to ensure that students understand what is expected of them. To make sure the test was done effectively, a specific time is scheduled for it. The purpose of this writing task was to see how well students could write descriptively before and after the treatment. The results of these tests helped the researcher figure out if the realia in genre-based approach context had an effect on the students' descriptive writing skills.

3.4.1 Validity

According to Setiyadi (2018), the level of reliability and use of measuring instruments in research is closely related to validity. Validity is a measurement of a measuring instrument that needs to be measured. In the second edition of Setiyadi (2018), there are several types of validity, two of which are content validity and construct validity.

1. Content Validity

Each item in a measurement tool refers to content validity. To see whether the measurement tool works accurately or not, the researcher must analyze all the items to see whether they reflect the material being measured as a whole or not. A measurement tool is said to have fulfilled the element of content validity when it covers all areas related to the material being measured. In this study, to achieve content validity, the researcher designed a descriptive writing task based on the ninth-grade first semester syllabus. Each question in the test was designed to represent the skills and knowledge that students were expected to acquire through the use of real objects, such as people, favorite thing, and students' belongings. By aligning the test questions with the curriculum and the learning objectives of realia-based teaching, the researcher ensured that the content accurately measured students' descriptive writing abilities.

2. Construct Validity

Construct validity is very important in evaluating instruments that measure a construct through several variables. The ability of test results to reflect theoretical concepts is referred to as construct validity. To evaluate students' descriptive writing, with a focus on vocabulary, mechanics, organisation, content, and grammar, the researcher used the Jacobs et al. (1981) rubric as the assessment tool. An effective rubric, according to Weigle (2022), includes structural and functional components for assessing students' writing abilities that align with the Jacobs et al. (1981) rubric. To evaluate

the extent to which test results reflected the theoretical construct of descriptive writing, the researcher applied construct validity in this study.

It could be concluded that the validity of research instruments had to be determined using content validity and construct validity. Content validity aimed to ensure that assessments and the objectives of using realia were aligned, while construct validity aimed to ensure that test results accurately reflected descriptive writing constructs.

3.4.2 Reliability

Reliability is the stability and consistency of a measuring instrument over time. In other words, the ability of a measuring instrument to produce comparable results when used at different times is known as reliability (Sürücü, 2020). Setiyadi (2018) also states that reliability is the consistency of a measuring instrument, or its ability to measure the same subject in repeated measurements and provide essentially the same results.

Inter-rater reliability using Rank Spearman Correlation in SPSS version 25 was used by the researcher to ensure the data consistency. This means that the same assessment criteria were applied by both raters. There were no noticeable differences when the researcher compared the assessments given by both raters. The researcher as the rater 1 and English teachers as rater 2 used the same criteria to assess the pre-test and post-test. The following statistical formula was used to ensure reliability:

$$R = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

Where:

R : Reliability of the test

d^2 : The difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982)

The coefficient of rank correlation in this instance was examined using the reliability standard in the manner described below:

1. 0.80000 – 1.00000 : very high reliability
2. 0.60000 – 0.79000 : high reliability
3. 0.40000 – 0.59000 : medium reliability
4. 0.20000 – 0.39000 : low reliability
5. 0.00000 – 0.19000 : very low reliability

(Arikunto, 2005)

It could be concluded from the reliability requirement above that writing tasks will be considered reliable if they receive at least 0.60 (high reliability).

The formula mentioned above was used by the researcher to calculate the reliability of student writing task results (see appendices 13 and 14). Below is a table showing the reliability results:

Table 3. 1 The Result of Reliability

Reliability	Pre-test	Post-test
	0.81535039	0.89766407

From the reliability standards presented above, it can be concluded that the reliability results of the pre-test and post-test are in the very high reliability ranges between 0.8000 – 0.10000. This indicates that the results of both students writing tasks are consistent and the instruments used are reliable.

3.5 Data Collection

This section describes the methods and steps taken to collect data in this study. The data collection process included pre-test and post-test assessments, treatment, and

assessment of students' descriptive writing to measure improvement. The following sub-sections describe the techniques and procedures applied during the study.

3.5.1 Data Collection Technique

The purpose of this study was to use realia in GBA context to collect data on the students' descriptive writing skill scores both before and after the treatment. The information was sourced from:

1. Pre-test

The pre-test was used to evaluate students' descriptive writing skills at a basic level before treatment. Students were required to write a short descriptive paragraph about a person or object for this writing task. The organisation, structure of descriptive texts such as identification and description, and clarity of description were the focus of the researcher in this test.

2. Post-test

After the realia media treatment, a post-test was administered. Students created a descriptive paragraph about an object or person in this test, which followed the same pattern as the pre-test. The same essential components of descriptive writing were still emphasised: structure, detail, clarity, and use of sensory language. The purpose of the post-test was to assess whether students' descriptive writing skills had improved as a result of using realia media in learning.

3.5.2 Data Collection Procedures

The following were the technique used in this research:

1. Identifying the samples and population

The Junior School ninth-graders made up the research population. One of the Junior School ninth-graders classrooms was selected by the researcher.

2. Identifying materials

In this step, the instructional materials were organized according to the junior high school ninth grade curriculum. The content focused on their ability to write descriptive texts.

3. Giving the pre-test

Based on the assigned topic, the students were asked to create a descriptive paragraph by the researcher. Before the treatment, a pre-test was administered to assess students' level of proficiency.

4. Administering Treatment

After the pre-test, the researcher administered the treatment. To provide the treatment in the classroom, there were three meetings. A genre-based approach (GBA) was applied in each meeting, which included BKOF, MOT, JCOT, and ICOT. The researcher provided materials and realia to students to write descriptive paragraphs as part of the treatment in each stage of GBA. The researcher supported the students throughout the treatment and provided them with the knowledge they need. As a result, after completing all the writing exercises in the treatment, the students learned how to create good-quality texts.

5. Giving the post-test

The researcher administered the post-test to the students following the treatment. The post-test was given to measure how much students had improved in their writing abilities. Writing was how the test is administered. Based on the given topic, the students were expected to develop their descriptive text writing skills.

6. Analyzing the result

The researcher scored the students' work based on the writing component in each descriptive text test. The results of the pre-test and post-test were then analyzed using SPSS version 25 to compare the mean scores to determine the level of improvement in students' writing skills after the application of realia in the GBA context.

In conclusion, this study collected data through a pre-test, treatment using realia in genre-based approach (GBA) context, and post-test. Students' writing was scored by two raters and analyzed using SPSS to evaluate the effectiveness of realia media in improving their descriptive writing skills.

3.5.3 The Report of Treatment

This study used a sample of one class, which is class IX-D with 30 students as the experimental class. Data collection and treatment were carried out from September 16, 2025, to September 30, 2025, at SMP Muhammadiyah 3 Bandar Lampung.

This study consisted of three meetings. In each meeting, English lessons were divided into two sessions, which were two lessons from 8:35 a.m. to 9:55 a.m., followed by two more lessons from 1:30 p.m. to 3:15 p.m. The pre-test and first treatment were conducted at the first meeting on September 16, 2025. The second treatment was conducted during the second meeting, and the third treatment was conducted during the third meeting, along with the post-test. The pre-test was administered to assess the students' prior ability to write descriptively about the objects they chose (people, favorite things, or student belongings). The post-test was conducted to assess the improvement in the students' descriptive writing after the implementation of the use of realia and the genre-based approach in the classroom.

At the first meeting, the researcher began with introductions and administered a 70-minute pre-test. After that, treatment 1 continued using the Genre-Based Approach (GBA). In the first stage, building knowledge of the field (BKOF), students were given questions to stimulate discussion about describing people and were introduced to realia that representing people's physical characteristics. This stage focused on building students' content dan vocabulary by observing the realia.

In the modelling of the text (MOT), the teacher presented example of descriptive text sentence by sentence using PPT to students based on the realia (person) being described. Students and the teacher then read and interpreted the text together,

focusing on the realia. This was followed by a discussion of language features and general structure of the text with the students. The teacher also provided a list of vocabulary words and asked the students to create simple sentences using the given vocabulary. This stage aimed to build students' understanding of organization, language use, vocabulary, and mechanics.

In the next stage, joint construction of the text (JCOT), students were divided into five groups and worked on worksheets based on the specified realia. The activity continues with games to increase enthusiasm and participation. This collaborative task helped students improve their vocabulary and organization.

The final stage is Individual Contraction of the Text (ICOT). In this stage, each student practiced to write their own descriptive text with attention to the content, organization, vocabulary, language use, and also the mechanics. Students wrote descriptive texts individually about the selected realia with writing guidance from the teacher, then provided peer feedback before submitting their final drafts. At the end of the lesson, the teacher asks students to bring their favorite objects to the next meeting.

In the second meeting, the researcher conducted the second treatment. It began with a review of the material from the previous meeting regarding language features, generic structure, and vocabulary that had been learned. Learning started with building knowledge of the field (BKOF), where students were given questions to stimulate discussion about their favorite objects and were introduced to realia related to their favorite objects. This stage continued to strengthen students' idea development and vocabulary.

In the modelling of the text (MOT), the teacher presented example of descriptive text sentence by sentence using PPT to students based on the realia (favorite thing) being described. Students and the teacher then read and interpreted the text together, focusing on the realia. This was followed by a discussion of language features and general structure of the text with the students. The teacher also provided a list of vocabulary words and asked the students to create simple sentences using the given vocabulary. This stage aimed to build students' understanding of organization, language use, vocabulary, and mechanics.

This was followed by joint construction of the text (JCOT), where students were divided into groups of six and worked collaboratively on worksheets and realia provided by the teacher. During this stage, students discussed the characteristics of the object and organized descriptive information together. To reinforce vocabulary mastery, the teacher conducted a short vocabulary-based game related to the observed realia. The game aimed to strengthen students' understanding of descriptive words and relevant language features. This group activity enhanced students' vocabulary and organization skills.

The final stage is Individual Construction of the Text (ICOT), where students were asked to write descriptive texts individually with the realia chosen under the guidance of the teacher, followed by peer review and submission of the final draft to the teacher after revision. In this stage students learned how to develop their ideas independently, using vocabulary, grammar, and also organizing their text according to what they had learned.

In the third meeting, the teacher reviewed the material from the previous week. Next, the third treatment began with Building Knowledge of the Field (BKOF), where students were given questions about the items they used daily in the classroom. After that, the students introduced to realia such as bags, pencils, and books to help students brainstorm ideas and learn related descriptive words.

In the modelling of the text (MOT), the teacher presented an example of descriptive text sentence by sentence using PPT to students based on the realia (students' belonging) being described. Students and the teacher then read and interpreted the text together, focusing on the realia. This was followed by a discussion of language features and general structure of the text with the students. The teacher also provided a list of vocabulary words and asked the students to create simple sentences using the given vocabulary. This stage aimed to build students' understanding of organization, language use, vocabulary, and mechanics.

In the joint construction of the text (JCOT) stage, students worked in groups and completed worksheets provided by the teacher according to the specified realia. This stage allowed students to practice their vocabulary, organization, and mechanics.

After finishing, they continued with individual construction of the text (ICOT), where students began to write individually about descriptive texts about students belonging in accordance with their realia. They applied all five aspects of writing such as content, organization, vocabulary, language use, and mechanics. This was followed by a brief peer review, then the students collected the final drafts from the teacher.

After completing the third treatment, the teacher continued by giving a post-test to the students during the next lesson in the afternoon. The post-test was conducted to measure students' writing skills after the treatment. Students were asked to choose one of the topics provided on the post-test sheet and write a description according to what they had learned. They were given 70 minutes to complete the post-test. Students were reminded to pay attention to five aspects, such as content, organization, vocabulary, language use, and mechanics.

It can be concluded that there were three meetings and three treatments carried out by the researcher. The first meeting consisted of a pre-test and the first treatment, the second meeting consisted of the second treatment, and the third meeting consisted of the third treatment and a post-test.

3.6 Scoring Criteria

Content, organization, vocabulary, language use, and mechanics were five aspects that were evaluated in students' descriptive writing. Assessment criteria according to Jacobs et al. (1981) included:

1. Content: 30%
2. Organization: 20%
3. Vocabulary: 20%
4. Language use: 25%
5. Mechanic: 5%

Total: 100%

Table 3. 2 The Scoring Criteria

Aspect	Criteria	Score
Content	The writing demonstrates a strong understanding and is fully relevant to the topic.	30-27
	The writer demonstrates some understanding of the topic, but the details are not fully developed.	26-22
	The writer has limited knowledge of the topic and ideas are underdeveloped.	21-17
	The writing is not very relevant and does not show an understanding of the topic.	16-13
Organization	Ideas are presented clearly and well organised, with a logical and clear structure.	20-18
	The structure is generally clear, although some parts are incomplete or poorly connected.	17-14
	Ideas are confusing or poorly connected; there is no logical structure.	13-10
	Writing is disorganised and difficult to understand; there is no clear structure.	9-7
Vocabulary	Uses a wide range of vocabulary effectively and appropriately.	20-18
	Vocabulary is suitable, with some errors in word form or usage, but meaning is still clear.	17-14
	Vocabulary is limited; frequent word errors make meaning unclear.	13-10
	Vocabulary is very poor; mostly translation with minimal understanding of English words.	9-7
Language use	Correctly uses complex sentences, with only minor grammatical errors (tenses, word order, articles, etc.).	25-22
	Uses simple sentence structures with some grammatical errors, but meaning is generally clear.	21-18
	Frequent grammatical errors make the writing difficult to understand.	17-11
	Serious grammatical issues throughout the writing; the writing fails to convey the message.	10-5
Mechanic	Excellent mastery of writing conventions with very few errors or no spelling mistakes, very few or no punctuation mistakes, correct capitalization.	5
	Some errors in spelling, punctuation, or paragraphing, but they do not affect comprehension.	4
	Many errors in writing mechanics and handwriting; the message becomes unclear.	3
	Very poor mechanics; errors make the writing difficult to read.	2

3.7 Data Analysis

According to Hatch and Farhadi (1982), the procedure for analyzing the collected data included:

1. Scoring the students' pre-test and post-test.
2. Inputting all the pre-test and post-test results into the table in appendix 7 and 8.
3. Data computation to SPSS.
4. Using the following formula to determine the mean from the test results:

$$Md \frac{\sum d}{N}$$

Where:

Mean: mean score (Md)

$\sum d$: total score of students

N: the total number of students

5. To determine whether students' writing skills before and after the treatment differed significantly, the researcher used formula as follow:

$$\langle g \rangle = \frac{\langle \text{post-test} \rangle - \langle \text{pre-test} \rangle}{\text{Maxium Score} - \langle \text{pre-test} \rangle}$$

pre-test: the average pre-test score,

post-test: the average post-test score,

Maximum Score: the highest possible score.

6. Generating a conclusion based on a comparison of the pre-test and post-test average results.
7. Making conclusion to answer the research question.

To determine the data were normally distributed or not, the researcher used the Shapiro-Wilk Formula and the following hypothesis to determine whether the data was normally distributed:

H0: The data distribution is normal

H1: The data does not follow a normal distribution.

The significance threshold that is employed is 0.05. If the normality test result is more than 0.05 (sign > 0.05), then H0 is accepted. The following test of normality was applied to determine whether the data were normally distributed.

Table 3. 3 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.143	30	.123	.937	30	.077
Posttest	.139	30	.142	.954	30	.219

a. Lilliefors Significance Correction

The results of the normality value in the table show that the pre-test normality value (0.77) and post-test normality value (0.219) are higher than 0.05. Therefore, it can be concluded that the data is normally distributed and H0 is accepted.

3.8 Hypothesis Testing

After the data had been gathered, the researcher examined it to see whether students' descriptive writing skills had improved as a result of learning using realia in genre-based approach (GBA) context. The Paired Sample T-test was used by the researcher to see if the treatment effects were different.

The purpose of hypothesis testing is to demonstrate the acceptability of the hypothesis put forth in this study. This study's hypotheses are as follows:

H0: There is no improvement in junior high school students' ability to write descriptive text after being taught using realia in GBA context.

H1: There is an improvement in junior high school students' ability to write descriptive text after being taught using realia in GBA context.

$$H0 = T1 \geq T2$$

$$H1 = T1 < T2$$

It can be concluded that this chapter discusses about research design, the variable of the research, the data source, instrument of the research, procedure of data collection, data analysis, data treatment, and hypothesis testing.

V CONCLUSION AND SUGGESTION

This chapter presents conclusions and recommendations for English teachers and future research. This chapter is also the final chapter of this study.

5.1 Conclusion

Based on the results and discussion from the previous chapter, it can be concluded that using realia in genre-based approach (GBA) context when teaching descriptive writing helps students to write better. The learning process becomes more meaningful, interesting, and interactive. Students can connect the topics they write about with real experiences by using real objects. This helps them understand how to describe people, objects, and things they like more clearly and accurately. Realia provides students with concrete references that facilitate their understanding of vocabulary and enable them to communicate their ideas in more detail and with more confidence.

The results show that students experienced significant improvement in their descriptive writing skills after being taught using realia in GBA context. This improvement was evident from the improvement in average scores on tests conducted before and after the treatment. This indicates that students experienced progress after using media that focused on real objects. Through observing, discussing, and engaging in genre-based approach that involved real objects, students became more motivated to participate actively in class. This motivation helped them to be more focused and produce better writing.

In terms of the aspects of writing, improvements were shown in every aspect such as content, organization, vocabulary, language use, and mechanics after the

application of realia. The aspect of vocabulary showed the greatest improvement, because realia helped students acquire and use vocabulary better and expand their vocabulary. In other aspects, students became more careful in punctuation, capitalization, and spelling, in terms of mechanics. Moreover, students also learned to organize their ideas in a logical order, with detailed identification and explanation, which improved the organization aspect of their writing. The language use aspect also improved, as students learned to use correct grammar and sentence structure when writing. Although there was only a slight improvement in the content aspect, it still showed progress because students were able to develop more relevant and complete concepts by looking at real objects.

Overall, the use of realia and GBA significantly improved students' descriptive writing skills. Not only does it improve the quality of their writing, but it also increases their motivation in learning. By using realia in genre-based approach context, students can learn English more actively and be more engaged in a more active classroom environment. Therefore, it can be concluded that realia is an effective and meaningful medium for improving students' descriptive writing skills and by integrate it with GBA, encourages them to learn English more actively.

In summary, the use of realia in genre-based approach context successfully improved students' descriptive writing skills in all aspects of writing. This improved students' understanding of descriptive content, expanded their vocabulary, helped them organize their ideas coherently, and reduced mechanical and grammatical errors. Therefore, it can be concluded that teaching descriptive writing through realia with GBA is beneficial and should be implemented in English language classrooms.

5.2 Suggestions

Based on the conclusions above, there are several suggestions that can be drawn for English teachers and future researchers.

a. For English Teacher

It is recommended that teachers use realia as a tool for teaching descriptive writing. By using real objects, the learning process can become more concrete, interesting, and enjoyable for students. Realia help students connect what they learn in class with real-world experiences, which improves their understanding and participation. Teachers are also advised to integrate realia with appropriate teaching approaches, such as genre-based approaches (GBA), to create various activities that involve realia, such as group discussions, object observation, and collaborative writing, in order to make the learning process more interactive and student-centred. Teachers are also advised to prepare realia carefully and in accordance with the students' ability level and learning topics.

In situations where the number of realia is limited, teachers may arrange students in a circular seating formation and placing the realia in the center. This arrangement enables students to observe the object from different angles and encourages equal participation.

Additionally, teachers are advised to combine other supporting media such as PPT, images, or short videos to support learning. Furthermore, teachers must also pay more attention to classroom management so that students are not distracted by other things and can stay focused and active in learning.

b. For further Researchers

The focus of this study is descriptive text and was conducted within a limited scope, which was one class. Therefore, future researchers are encouraged to conduct similar studies with larger populations and more diverse environments. Studies conducted in various schools, educational levels, or regions can help determine how realia in GBA context affect students from different backgrounds and levels of English proficiency.

The integration of realia with other media or approaches such as digital realia, project-based learning (PBL), or task-based learning (TBL) could

also be the focus of future research. To better understand how these media affect affective factors in language learning, researchers could also look at how students behave, get motivated, and engage with the use of realia. Another possible focus for future research could be teachers' views on the use of realia, including the issues and techniques they use when preparing and implementing real objects in the classroom. Studying these elements could provide practical knowledge that teachers can use to create a better learning environment.

In addition, a mixed research design that combines quantitative and qualitative methods is also recommended for future research. By combining these research designs, researchers can not only see statistical results, but also other descriptive information from observations, student reflections, or interviews. This will provide a better view of how realia affect students' writing improvement and their activity in the classroom.

The conclusion of this study shows that using realia in genre-based approach context can be an effective method for teaching English, especially writing. This makes the learning process more realistic, interesting, and effective for students. Teachers can help students connect lessons to things that happen in everyday life by using real-world examples through observation and discussion in GBA. Future researchers can also continue to study how the use of real objects can improve various aspects of language learning.

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