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**IMPROVING STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT THROUGH COLORFUL PICTURE**
(A Classroom Action Research at Class VIIB of SMPN 13 Mataram
in Academic Year 2014/2015)



Submitted as partial fulfillment of requirement for the degree of Sarjana Pendidikan in
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**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
THROUGH COLORFUL PICTURE
(A Classroom Action Research at Class VIIB of SMPN 13 Mataram in
Academic Year 2014/2015)**

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif. Penelitian ini dilakukan di kelas VIIB SMPN 13 Mataram dengan jumlah siswa 42 orang (22 Laki-laki dan 20 Perempuan). Penelitian ini terdiri dari dua siklus. Siklus I berjalan 4 jam pelajaran dan siklus II berjalan 2 jam pelajaran. Dalam penelitian ini, peneliti mengikuti prosedur Penelitian Tindakan Kelas yang setiap siklus terdiri dari (i) Perencanaan, (ii) Tindakan dan Observasi; dan (iii) Analisis dan Refleksi. Pengumpulan data menggunakan tes, observasi dan refleksi. Skor siswa di analisis secara kualitatif dan kuantitatif. Hasil dari penelitian pada siklus I menunjukkan bahwa siswa mempunyai masalah pada Pemilihan Kata, Ciri-ciri Kebahasaan dan Urutan Kata. Skor rata-rata pada siklus I adalah 72,16 dengan indikator pencapaian 47,62%. Itu berarti bahwa 75% siswa tidak dapat melewati skor 75 yang mana adalah standar minimal bahasa Inggris (KKM). Jadi, peneliti mengadakan siklus II dengan menerapkan beberapa peningkatan untuk memperoleh kesuksesan dalam penelitian ini. Pada siklus II, kesuksesan di peroleh. Hasil penelitian ini menunjukkan bahwa media gambar berwarna dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif di kelas VIIB SMPN 13 Mataram dengan skor rata-rata 77,47% dengan indikator pencapaian 78,57%.

Kata Kunci: *Meningkatkan, Menulis, Teks Deskriptif, Gambar Berwarna, Penelitian Tindakan Kelas.*

ABSTRACT

This research aims at improving students' ability in writing descriptive text. It was conducted at class VIIB of SMPN 13 Mataram and the number of students was 42 students (22 males and 20 females). It consisted of two cycles. Cycle I ran in 4 hours of meeting and cycle II ran in 2 hours of meeting. In this research, the researcher followed research procedure of classroom action research in which each cycle consisted of (i) planning; (ii) action and observation; and (iii) analysis and reflection. Data are collected using test, observation and reflection. Students' scores were analyzed qualitatively and quantitatively. The result of the study in cycle I showed that students got problems in Diction, Language Feature and Word Order. Average score in cycle I is 72,16 with indicator achievement of 47,62%. It means that 75% of students cannot pass the minimum standard of English (KKM) score of 75. Thus, the researcher conducts the cycle II by doing some improvements in order to get success in this research. In cycle II, the success is obtained. The result of the study showed that Colorful Picture could improve students' ability in writing descriptive text at class VIIB of SMPN 13 Mataram, with average score is 77,47 with the indicator achievement of 78,57%.

Key words: *Improving, Writing, Descriptive Text, Colorful Picture, Classroom Action Research.*

A. INTRODUCTION

English is one of the important languages which is widely used in the world as a means of International Communication. English is also considered as compulsory subject to learn in the school. It is introduced from Elementary school until University. In English, there are four skills that have to be mastered such as: Listening, Speaking, Reading and Writing. Generally, the four skills cannot be separated each other. As Harmer (2001) states that there are various skills in mastering of language: Receptive Skill, Listening (understanding the spoken

language), Reading (understanding the written language) and Productive Skills Speaking and Writing. Students must develop the four skills equally so that they can learn English completely.

Writing is one of the four skills which is very important in learning English. It is also as the last of the language skill that is learned by students in their schools. Beside other skills such as Reading, Speaking and Listening, Writing is the most difficult skill to be mastered if we do not have any knowledge about what we desire to write. Besides, it needs specialized skills that

include the ability to express the writer's opinions or thoughts clearly and efficiently. Moreover, the students also have to master some language components in Writing such as Spelling, Grammar, Vocabulary, and Punctuation. Mukminatiem (1997) in Kalsum (2005:29) stated students have difficulties in writing English because English is not a simple matter in which students are expected not only to demonstrate their competencies in English grammar, but also to use their knowledge in the acceptable English rhetoric or the communicative aspect of English writing.

In Junior High School, students learn several kinds of texts. The texts learned are Narrative, Recount, Report, Procedure and Descriptive Text. Descriptive text is first text that students learn in Grade Seven of Junior High School. When I conducted teaching practice (PPL) at SMP 13 Mataram Class VIIB for one semester, many students got some problems in writing descriptive text. The problems are such as the lack of vocabulary, incorrect diction, grammatical error, the lack of ability to develop content or limited knowledge of the subject and unstructured organization of the text. Those problems made them have difficulties in writing Descriptive text. Unfortunately, these problems happen again in this semester of

student grade VIIB at SMPN 13 Mataram in academic year 2014/2015. This result I gathered by having informal conversation with the English teacher.

Therefore, it requires solution to solve the student's problems and help them in improving writing ability in Descriptive Text. There are many teaching media to help students get the concept of the material easily. As Harmer (2001:134) stated that Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity. Besides, it can also awaken student's intention and their new interest and also build student's motivation and stimulate them to be more focus in the study. Some kinds of teaching media are song, picture, card, models, puppets, etc. Hence, the teacher should choose an appropriate media to improve students' writing ability in Descriptive text.

Based on those problems, writer formulates a study using media of learning by using colorful picture to improve students' writing ability in descriptive text. Picture is one of the simple media which is easy to get. This instrumental aid is the most interesting visual media that is reliable to convey effective learning materials. According to Raimes (1983), picture

provides a stimulating focus for student's attention. And the use of Colorful picture makes students more interested to describe objects than using picture without color.

Based on the reasons above, the writer intends to make a study in Class Action Research (CAR) with a title "Improving Students' Ability in Writing Descriptive Text through Colorful Picture at Class VIIB of SMPN 13 Mataram".

B. RESEARCH METHOD

The research is a Classroom Action Research. It was conducted at Class VIIB of SMPN 13 Mataram in academic year 2014/2015 which consisted of 42 students (22 males and 20 females). According to Sujana (2010:7) CAR is a research form that characterizes reflective by doing an action to revise and/or improve teaching and learning process. The CAR was designed in cycles. Cycle is a number of related events that happen again and again in the same order which is cited in Pearson (2006 in Septiani, 2014). Cycle in this research means that teach students again and again until the students can pass the target of minimum mastery standard (KKM). The KKM in SMPN 13 Mataram is 75.

There were three procedures that had applied in this classroom action research. They were planning, action/observation and reflection in each cycle. In planning, the

researcher arranging the lesson plan based on the syllabus, designing materials and instruments, preparing the media related to the material and making assessments and evaluation. In Action/Observation, the action was carried out and applied based on planning and observation was carried out during the action by observer using observation sheet. In Reflection, the researcher analyzed the result of the action that would be a reference for the next cycle. Then, reflect concerning to the activities during the action in order to know how far the student's progressing in writing Descriptive Text and comprehended the student's difficulties.

Kind of data collected in this research were quantitative and qualitative which consist of: First, the observation sheet and teacher's reflection toward the students' ability in writing descriptive text. Second, the students' achievements.

Sources of data in this research were Students and Teacher of SMPN 13 Mataram class VIIB academic year 2014/2015.

In this case, the techniques of collecting data were test, observation and reflection. There were two types of analyzing data applied by the researcher in this research. They were qualitative and quantitative data. The quantitative data in this research was

taken from the students' score. While, the qualitative data was obtained by observing the students' activity in the classroom during teaching and learning process.

After collecting the data, researcher then analyzed the data. The analysis followed these steps:

1. Data collecting procedures

- a. Data of the result were taken by looking at the students' writing activity using colorful picture.
- b. The teaching learning situation data were taken by using observation sheet.
- c. Reflection data and the changing which happened in the class were taken from the activity.
- d. The data about relevancy between planning and implementation were taken from the lesson plan.

2. The researcher determined the mean score of students by using formula:

$$M = \frac{\sum fx}{\sum F} \quad M = \text{Mean score}$$

$\sum fx$ = Total score

$\sum F$ = Total Respondent

3. In determining the student's score, the researcher used the following formula:

$$\text{Students' score} = \frac{\text{students' total score}}{\text{Maximum sore}} \times 100$$

4. In determining the percentage of students' pass, the researcher used the following formula :

$$\text{Percentage of students' pass} = \frac{\text{Number of students' pass}}{\text{total respondent}} \times 100 \%$$

5. Data of students' activities

- a. The score of students' activities for each assessed aspect.

Score 1 is given if $A \leq 25\%$

Score 2 is given if $25\% \leq A \leq 50\%$

Score 3 is given if $50\% \leq A \leq 75\%$

Score 4 is given if $A \geq 75\%$

A: Total active students based on the aspect.

- b. Determining percentage of student's activities using the following formula:

$$G = \frac{\sum F}{n} \times 100\%$$

G : percentage of student's activities

$\sum F$: Student's total score on the student's observation sheet

n : Score Maximum

- c. Determining Criteria of Students activities

Table: Students' score activities

Interval	Quality
$75\% < G \leq 100\%$	Very active
$50\% < G \leq 75\%$	Active
$25\% < G \leq 50\%$	Enough
$0\% < G \leq 25\%$	Low

6. Data of teachers' activity

- a. Teacher's activity was analyzed based on the teacher's observation sheet.

- b. Determining percentage of teacher's activities using the following formula:

$$G = \frac{\sum yg}{n} \times 100\%$$

G : percentage of teacher's activities

$\sum yg$: Teacher's total score on the teacher's observation sheet

n : Score Maximum

- c. Determining criteria of teacher's activities

Table: Percentage of Teacher's activities

Interval	Quality
$75\% < G \leq 100\%$	Very active
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This research was stated successful if there was an improvement in student's writing ability by categories 75% students can achieve the score of 75 of (Minimum Standard of English) and 75% of students were active in learning activity.

C. RESULT AND DISCUSSION

1. Result

The research has been conducted in 2 cycles. Each cycle was completed in different time; 4 hours of meeting and 2 hours of meeting.

Cycle I

(i) Planning

In this stage, I prepared:

- Lesson plan
- Material and Instrument

The material was a descriptive text about People with theme "Famous People" and instrument used was test.

- Media related to the material.

Media that is used was Colorful Picture of famous figures such as: Jokowi, Sule, Agnes Monica, Aliando, Farah Quinn, Ayu Ting-ting, and Dedy Combuzer.

- Assessment and evaluation

The format of assessment and evaluation used based on Kern's Rubric Scoring (2000).

(ii) Action and Observation

a. Action

In this stage of action, I acted as the teacher. The action was carried out on 1 and 3 of November, 2014 based on planning. Below were activities that happened during acting stage:

- Phase One

First, teacher opened the class by exploring the student's background knowledge. Second, teacher showed pictures include of several famous people such as: Sule, Jokowi, Farah Quinn, and Ayu Ting-ting. Last, Teacher tried to stimulate students by asking some questions related to the

picture such as: (do you know who he/she is? is he a doctor? Etc.

b. Phase Two

First, teacher explained about the characteristic of descriptive text such as generic structure and followed by giving an example. Second, Teacher asked students to make a group discussion. Each group consists of 6 students. Then, did the test to write a descriptive text based on the picture that had given by the teacher. After that, the teacher asked them to collect the result and she asked one or two groups to present their writing in front of the class. Next, teacher gave correction directly in front of class interm of content, organization, diction and language feature. Last, teacher revised again the mistakes which happened in their final product

c. Phase Three

First, Teacher asked students to practice writing descriptive text individually based on the picture given by the teacher. Second, after students collect their final product, teacher reviewed all elements in Descriptive text of the text that well written. Then, ask their difficulties in writing descriptive text using picture. Third, teacher gave good respond and motivation for each student. In this case, the teacher gave reward such as

some chocolates for the students who wrote good Descriptive texts

b. Observation

1. Teacher's Observation

In the teacher's observation sheet in the cycle I, it was obtained the score of the teacher's activity percentage of 87,88% categorized very active.

2. Students' Observation

In the student's observation sheet in the cycle I, it was obtained the score of the student's activity of 73,21% categorized active.

The result of students' score in cycle I is only 47,62 % of the students had achieved score ≥ 75 , while the rests, 52,38 % of students had not achieved the achievement indicator. It means that the achievement indicator of 75% had not been achieved in this cycle with minimal score of 75.

(iii) Analysis and Reflection

Since teaching learning process in classroom, I did not have big trouble to control the students in writing descriptive text. However, many students got trouble in Diction, Language feature and Word Order. Students' achievement in cycle I show that the achievement indicator of this research had not been achieved. The standard score of 75 was achieved only by 47,62 % of the students. It means that the achievement

indicator of 75% of pass students had not been achieved in this cycle within minimal score of 75.

In addition, based on the teacher's observation sheet in cycle I, there were some notes on the teacher's performance. Those notes were: (a) the teacher needed to give more both motivation to the students; (b) The teacher did not pay attention to the allocated time; (c) The teacher had accomplished the task in line with the lesson plan had been made but the teacher's explanation was too fast; (d) The teacher needed to give more attention/ warning for some students who made noisy in the class; (e) In summarizing the material, the teacher dominated the class. The teacher should summarize together with students to know their understanding. Also, on the students' observation sheet in cycle I, it was noted: (a) Some students were less active; (b) The problems were Diction and Language Feature; therefore they spent much time to accomplish their task; (c) Students were not confident to ask questions to the teacher when they did not understand the teacher's explanation; (d) Students had low motivation.

Based on the students' achievement which had not achieved the achievement indicator, I continued to the cycle II. Based on the reflection, there were some

improvements that I made to conduct cycle II as:

1. Designing the lesson plan more effective and focusing to the students who needed more helping (less active and students' problems)
2. Preparing topics or theme that is more interesting and easier to be understood by students.
3. I re-explained the material of descriptive text more slowly and clearly.
4. I motivated the students by giving reward such as praise, gift (chocolate) for students who were active and good in writing.
5. I paid attention to be allocated time by limiting the time to collect the student's final product 10 minutes before giving summaries and homework.
6. I paid special attention to less active students and noisy students by motivating them.

I. Cycle II

(i) Planning

Cycle II of the research was conducted based on the analysis and reflection of cycle

I. In this stage, I prepared:

- a) Lesson plan
- b) Material and instrument

In this stage, the theme was “Family”. While material and instrument used were still the same.

c) Media related to the material.

Based on the theme in cycle was “Family”, I prepared colorful picture such as: Father, Mother, sister, brother, aunt, uncle, grandmother and grandfather.

d) Assessment and evaluation

Assessment and evaluation were prepared to measure students’ ability in writing descriptive text. The format of assessment and evaluation used was the same.

(ii) Action and Observation

a. Action

The action was carried out on 10 November, 2014 based on planning.

In this stage, I applied improvements based on the analysis and reflection in cycle I. In the first stage, brainstorming was given by asking some questions related to the material of descriptive text. Many students looked more active to answer the questions. They tried to remember the materials of descriptive text in the previous time.

In second stage, I re-explained the material of descriptive text that was followed by an example of a descriptive text based on the picture. But in this stage, I focused to explain more about Language Feature and

Diction by considering the weakness of many students were in the use of incorrect of Grammar and Diction. The students looked so enjoyed to learn this material and the students were more active to ask and answer the teacher’s questions since I often motivate them and giving reward such as some chocolates for students who were active.

In third stage, I gave the students next test. The stages had the same process as the cycle I. The Students were given a picture about People used entitling “Family”. After that, I asked students to describe picture using their own word. Each student will describe different picture with other students such as picture of father, mother, uncle, aunt, brother, sister, grandmother and grandfather. They had to describe a picture that they wanted. In this test, they looked so enjoy completing the test and more creative in exploring their ideas because the pictures were so interesting. After students had finished the test, I asked one or two students to read their writings form in front of the class. They looked so confident and their written were not monotonous. In the final of the presentation, I asked students to give big applause and teacher gave reward saying Good Job.

At the end of the meeting, I summarized the material together with the students.

Almost all students gave their ideas. After that, I gave students homework in the Textbook.

b. Observation

1. Teacher's Observation Sheet

Based on the Teacher's observation sheet, The score of teacher observation sheet is 100% which categorized Very Active.

2. Students' Observation Sheet

Based on the students' observation sheet, the students' activity got score 88,39% which categorized very active.

The result in cycle I shows that 78,57% of students had achieved score ≥ 75 . It means that the achievement indicator of 75% and minimal score of 75 had been achieved.

(iii) Analysis and Reflection

Teaching writing descriptive text by using colorful picture had improved students' ability. Based on the students' achievement in cycle II, a number of students 78,57% had achieved the achievement indicator.

Based on the observation and reflection in cycle II, number of students could be categorized able to write a descriptive text correctly. By giving an explanation, example, opportunity to write, motivation and guidance, the students could explore their ideas, thought, and feeling easier in writing. Beside that, by using

picture as the media in teaching learning process could help students to describe more than they know about the object discussed and the class became optimal in using the time to write.

Based on the result of students' achievement in cycle II, can be seen that colorful picture had improved the students' ability in writing descriptive text and had achieved score more than target (KKM). It means that this research had already been successful. Therefore, the researcher decided to stop this research and did not need to continue the next cycle.

2. Discussion

Based on the classroom action research procedure, I used three main activities such as planning; action/observation; and analysis/reflection. In this study, I only used two cycles to measure the use of colorful picture in improving students' ability in writing descriptive text. It was found that, the students' achievement result in every cycle has increased. The students' result have been evaluated in each cycle, the result of cycle I found that only 47,62% of students' achieved the minimum standard score. Compared with the result of students' achievement in cycle II, it was increased 30,95% from 47,62% to 78,57% in cycle II. The average of students' score in cycle II is

about 77,47% as compared with the first cycle which is only 72,16%.

In addition, I also obtained the data from the teaching and learning process (teacher's observation sheet) which influence the success of learning process. From the result of an observation sheet in cycle one, I found that the teacher's activity reaches 87,88% and 100% in cycle two, both of which are categorized very active. This improvement also happened in students' activity (students' observation sheet) where in cycle I the students' activity reach 73,21% categorized active become 88,39% categorized very active.

So, teaching writing descriptive text by implementing colorful picture has significant role in improving students writing ability for the students at class VIIB of SMPN 13 Mataram, it can be seen from the result of the study that show the improvement of the students' score and they had passed the minimum standard of English (KKM). Therefore, colorful picture should be applied for students because it can assist them to improve their ability in writing descriptive text and make students more active in teaching and learning process.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research conducted at class VIIB of SMPN 13 Mataram in academic year 2014/2015 in improving students' ability in writing descriptive text through colorful picture, it can be concluded that: First, the use of colorful picture media was an alternative way to improve student's ability in writing descriptive text because it can stimulate the student to explore their ideas, thought, and feeling in writing text. Second, Picture gives advantages for both students and teacher in teaching and learning process. For students, it can awaken student's intention and their new interest, build their motivation and stimulate them to be more focus in the study. Also, students could describe more than what they knew about the object by just looking at the picture. For teacher, picture could help teacher to deliver material to the students effectively and efficiently. And finally, from the result of the student's achievement by implementing picture media, students' ability in writing descriptive text could be improved. The students average score in cycle I was 72,16 with the percentage of pass students of 47,62%. In Cycle II, the students' average score was 77,47 with the percentage of pass students of 78,57%.

2. Suggestion

I know that this research was not perfect enough either on its structure, its writing and its implementation. It needs correction in order to make this research to be perfect. Therefore, I need suggestions from the readers. I also would like to give some suggestions to the teacher and students based on the findings and discussion.

a. For English teacher

1. Teacher has to consider the use of colorful picture in teaching descriptive text, because it can motivate students to explore their ideas, thought and feeling.
2. Teacher needs to create a suitable media for students and applies some teaching methods that can attract the students' attention.
3. Teacher should consider some factors in teaching English, such as the students' need, wants, the students' lack, and what they are interested to, that teacher can decide a certain method and media to teach them in order to get success in teaching learning process.
4. When teaching learning process, teacher should give more motivation and attention to the students because it can improve their ability, spirit and activeness.

b. For Students

1. In order to get success in learning English, students have to learn English seriously, more intensively and more rigorously.
2. Especially in improving students' ability in writing descriptive text, students have to develop content, organization, diction and language feature.

Notes: this article was made based on the writer's thesis with the guidance from Drs. H. Sahuddin, MA and Ni Wayan Mira Susanti, MA.

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