



## IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH COLORFUL PICTURE AT CLASS X BOGA 2 OF SMKN 4 MATARAM

Ega Mei Linda<sup>1\*</sup>, Nawawi<sup>2</sup>, Muh. Isnaeni<sup>3</sup>

<sup>123</sup>English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: *egameilinda05@gmail.com*

---

**Abstract:** This research was aimed to find out the improving students' ability in writing descriptive texts through colorful picture. The subject of this research was tenth grade of SMKN 4 Mataram academic year 2022/2023. It was consisted of one class and 35 students as respondents. The object of this research was to improve students' writing descriptive text through colorful picture. The research of this study was conducted by using Classroom Action Research (CAR). The data used in this research were quantitative and qualitative data and the instruments of collecting data were used namely: Pre-test and Post-test, interview sheet, observation sheet, and documentation. The quantitative data were taken from the test. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle. The result of the analyzing the data showed that there was an improving on the students' picture mastery from each cycles. It was showed from the mean of pre-test was 57,91. Where, there were 6 student got successful score criteria or it was only 17,15 % and 29 student' got unsuccessful or it was 82,85 %. After doing cycle I by using colorful picture , there was an improving of the result of the students' mean was 73,45. Where, 20 students got successful criteria score or it was only 57,15 % and 15 students' got unsuccessful criteria score or it was 42,85%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 77,91. Where, 28 students' got successful criteria score or it was 80% and 7 students' got unsuccessful criteria score or it was 20%. In other words, it could be concluded that through Colorful Picture improved the students' writing descriptive text and their interest in writing descriptive text.

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

---

### 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. Written communication is very important for exchanging ideas, thoughts, or feelings. In English, there are four skills that have to be mastered. Namely ; Listening, Speaking, Reading, and Writing. Generally, the four skills cannot be separated each other. As Harmer (2001: 56 ) stated that there are various skills in mastering of language : Receptive skill are listening (understanding the spoken language) and reading ( understanding the

writing language) and productive skills are speaking and writing. Students must develop the four skills equally so that they can learn English completely.

Writing is a basic language skill which is very important in learning English. It is also the last of the language skill that is learned by students (Lestari :2015). Writing is the most difficult skill to be mastered if we do not have 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. The students also have to master some language components in writing such as spelling, Grammar, Vocabulary and Punctuation.

Many students find difficulties in organizing their ideas in the well- organized text and in the correct grammatical structure that are required in English. They find it difficult to describe even about something they see every day and they know is well. The student get poor knowledge about the vocabulary that is needed in expanding their ideas. Amrullah (2019) stated that low vocabularies acquisition have no writing correctly. The vocabulary they use are very common vocabulary yet they still use is not in the proper mean the vocabulary. Lail, H. (2018) stated that the problem of unknown vocabulary is one of the most significant problems for learners. Motivation is an important aspect of success in the majority of study fields. Without motivation, it's quite likely that we will not engage in certain activities or exert the necessary effort to finish a task or reach a particular objective (Thohir, 2017)

In fact, however, while I was doing Teaching Practice (PLP) at SMKN 4 Mataram, I found that students' writing products were not so academically exciting especially in tenth Grade of Boga. Many students got some problems in writing Descriptive Text. The problems, concern with the lack of vocabulary, grammatical error, the lack of ability to develop content or limited knowledge of the subject and unstructured organization of the text. Teachers and students are two distinct components that collaborate to support students learn and achieve their learning objectives (Nurtaat, 2022). Those peoblems made them difficult in writing Descriptive Text . Unfortunately, these problems happend again in this semester of student grade X Boga 2 at SMKN 4 Mataram in academic year 2022/2023.

Based on the problems, I would like to perform a teaching and learning activities using a teaching media of colorful picture to improve such problems especially in writing descriptive texts. Picture is one of the simple media which is easy to get. This is the most interisting visual media that is reliable to convey effective learning materials. A medium or teaching is an important part in teaching English in order to make students understand the material given by the teacher. Colorful picture makes students more interested in writing Descriptive Text. Furthermore, from the picture they will make a text more easily because they can describe the pictures they see. It will help them creating a good Descriptive Text. So, the researcher chooses this medium.

Based on the reason above, The writer intends to conducte a study entitled "Improving Students' ability in Writing Descriptive Text Through Colorful Picture at Class X Boga 2 of SMKN 4 Mataram".

## RESEARCH METHODS

The research is a Classroom Action Research (CAR). It was conducted at Class X Boga2 of SMKN 4 Mataram in academic year 2022/2023 which consisted of 35 students . There were four procedures that had applied in this classroom action research. They were planning, action, observation and reflection in each cycle.

According to sudjana (2010:7) CAR is a research from that characterizes reflective by that, this CAR is useful for teacher not only to improve the students' ability in the subject being taught, but also to revise the lack of learning process itself. There are three key words you need to know its meaning one by one, the following explanation: 1) Research, is an activity to see an object using a spe cific methodology and a view rules to obtain data or information which is useful in improving the quality of the interesting and important for researcher.2) Action, point to some intentional motion activity with a specific purpose. 3) Class, in this sense is not bound to a classroom, but more specific terms.

According to Arikunto (2010) , Action Reseachr is one of the type investigation that has characteristic reflective, participative, collaborative, and spiral that have purpose to repair and increase the system, method, process, substance, competence, and situation.

The Classroom Action Research is divided into four steps such as Planning, action, observation, and reflection. According to Kemmis and McTaggart in Burns (1999: 32–33)

The researcher use a quantitative and qualitative data. The researcher used pre-test and post-test to get the data as the collecting quantitative data in this research. To collect the qualitative data, the researcher used some technique, namely ; Observation, interview and documentation. In this research, the research use descriptive Quantitative technique has the purpose as to describe the phenomenons that happen during teaching learning process using colorful picture in improving students' ability in writing descriptive text. The qualitative data in this research will be obtained by observing the students' activity in the classroom during teaching and learning process.

After collecting the data, researcher then analyze the data. The analysis following these steps :

1. The researcher determine the mean score of students by using formula :

$$M = \frac{\sum fx}{\sum f}$$

Where : M : Mean Score

$\sum fx$  : Total Score

$\sum f$  : Total Respondent

2. In determining the students score, the researcher used the following formula :

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

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

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

## FINDINGS AND DISCUSSION

### Findings

This chapter describes the qualitative data obtained during the research to support the qualitative data. The quantitative data collected after doing an investigation. The investigation was done in two cycles (cycle I and cycle II) with some interpretation. This study follow a procedure of planning, action and observation, and reflection.

**Table. The Students' Score of pre-test**

| Mean  | Category | Frequency | Percentage |
|-------|----------|-----------|------------|
| 57,91 | Passed   | 6         | 17,15 %    |
|       | Failed   | 29        | 82,85%     |
| Total |          | 35        | 100%       |

From the table above we can see that the mean score of students' writing aspect is still low and has not reached the minimum completeness criteria (KKM). Based on the performing indicator applied in data analysis, the result of the diagnostic since the mean score which was 57,91 does not achieve the students' passing score which was 75% of the maximum score because of the percentage of the students' passing score was 17,15%. So that the researcher applied by using colorful picture in cycle I to helped students' in improving their writing ability.

In general, to collect the data of the research, cycle 1 and cycle 2 were given to group. The result of cycle 1 and cycle 2 of the students' percentage in writing descriptive text can be described with the table below.

**Table: Comparison of the cycle 1 and cycle 2**

| Class   | Mean  | Percentage students who score $\geq 75$ |
|---------|-------|---|
| Cycle 1 | 73,45 | 57,15 %                                 |
| Cycle 2 | 77,91 | 80 %                                    |

Based on the result, In cycle 1, it can be seen that just 20 students passed in the post-test with the percentage of the students' passing score was 57,15% . The Minimum Mastery Criteria (MMC) was 75. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 57,91 and the average score

at post-test in cycle 1 was 73,45. It was not fulfill The (KKM) at least 75% students must got  $\geq 75$ .

In the cycle 2, there was better improvement of students' mean score of writing post-test was 77,91. The students' who passed the Minimum Mastery Criterion (KKM) were 28 students with the percentage 80%. It indicated that the cycle II of success has been achieved, it can be seen that colorful picture had improved the students' ability in writing descriptive text and had achieved score more than target (KKM).

## **Discussion**

In this section, the researcher provides the results of analysis of the research in the first and second cycle. The results of the research were used to prove their improvement of students' writing skills of descriptive text by using colorful picture in teaching and learning process. Before conducting a research, the researcher conducted an observation in the writing class at Tenth Grade students of Boga 2 of SMKN 4 Mataram. The observation was done to know problems in teaching and learning process of writing.

Based on the collected data which was taken from observation sheet and interview, the researcher found that the students had a problem in developing ideas. They also could not construct the paragraphs coherently and cohesively. In addition, they made mistakes in language use and diction, and it was found that the class ran effectively. The students' paid attention to the teacher during the teaching learning process. They were encouraged to write and enjoy the learning process. Besides that, the media used by the teacher was not sufficient and students also had low motivation in teaching and learning process. To overcome the problems, the researcher and the collaborator discussed some actions to be implemented in teaching learning process. Then, it can be said that the qualitative data showed the improvement of the teacher's activities and the students' activities during the teaching and learning process. It indicates that the colorful picture could motivate the students' become more enthusiastic in learning writing descriptive text.

The researcher and the collaborator decided to conduct three meetings in the first cycle and second cycle. The results of the first cycle showed the students' improvement in developing ideas. However, the students' improvement in content, vocabulary, and language use were not satisfying. The students made mistakes in writing a descriptive text. They seemed enthusiastic to construct a descriptive text. However, some of the students' were busy with their business. In the first cycle, the researcher was conducted were carried out in three meetings. From the results of research in the first cycle, the researcher and the collaborator discussed to conduct the second cycle.

In the second cycle, the researcher was conducted were carried out in three meetings. In this cycle, the students' improvement increased. The colorful picture helped the students to generate ideas in writing descriptive text. Besides that, the students' improvement in content, vocabulary and language use was satisfying. They made few mistakes in terms of grammar. Besides that, the students' attitudes in the teaching and learning process improved. Colorful picture could attract their attention. They seemed very enthusiastic to write. They

seemed active in the class and asked the researcher when they found some difficulties in writing a descriptive text.

Based on the classroom action research procedure, the researcher only used two cycle 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 57,15 % of students' achieved the minimum standard score. Compared with the result of students' achievement in cycle II, it was increased 17,15% from 57,15% to 80% in cycle II. The average of students' score in cycle II is about 77,91 as compared with the first cycle which is only 73,45. So, teaching writing descriptive text by implementing colorful picture has significant role in improving students writing ability for the students at class X Boga2 of SMKN 4 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.

From the explanation above, it could be conclude that the result of the research showed that the colorful picture could improve the students' achievement writing in descriptive text. It could be proven by the quantitative data which showed the students' score got better from the writing in cycle I and cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning writing in descriptive text.

## **CONCLUSION**

Based on the result of data analysis, The students in class X Boga 2 of SMKN 4 Mataram in learning descriptive text by using picture is better than before. It is supported by the result of pre-test, post-test 1 and post-test 2. There is improvement of each cycle. So, it means that the students' ability in writing descriptive text after the treatment by using picture is increase. Therefore The students activity in learning process is also improved. It can be seen from the observation data of students' activities of each cycle. Based on the data, the researcher concluded that by using picture the students' ability in writing descriptive text at the tenth grades of SMKN 4 Mataram can increase. The increasing of students' learning result could be seen from the average score of students' learning result on cycle I was 73,45 with the percentage of pass students' of 57,15%. and improved on cycle II 77,91 with the percentage of pass students of 80%.

## REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian suatu pendekatan praktik*. Jakarta: PT. BimaAksara. Retrieved Apr 30, 2020.
- Amrullah. (2019). *The Effectiveness of Using Crossword Puzzle to Improve Students' Vocabulary Mastery*. Journal of LISDAYA
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, England: Cambridge University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited. P. 56
- Lestari, T. A. (2015). *Improving students' ability in wrting descriptive text through Picture*. Faculty of Education,Mataram of University.
- Lail, H. (2018). *The Effectiveness of Using English Movie with English Sustittles in Teaching Vocabulary at The Eight Garde students of SMPN 1 Selong in The Academic Year 2018/2019*. Journal of languages and language Teaching.2(6) :1-8
- Nurtaat, L., Fadji, M., & Nanzah, Z. (2022). Student-Student Interaction in Online Learning during the COVID-19 Pandemic: A Case Study.
- Sudjana, 2010. *Penelitian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya. P.7
- Thohir, L. (2017). Motivation in a Foreign Language Teaching and Learning. *Vision : jurnal for Language and Foreign Language Learning*, 6(1), 20-29