

IMPROVING STUDENTS' WRITING SKILLS ON DESCRIPTIVE TEXT BY USING TOURISM DESTINATION POSTER

Ni Made Windari¹, Gusti Ayu Gede Sukraningsih², I Made Suamba³

English Education Departement
Faculty of Language and Art Education
Teacher Training and Education Institute Saraswati Tabanan
madewindari1926@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa pada teks deskriptif dengan menggunakan poster tujuan wisata untuk siswa kelas X di SMK Saraswati 3 Tabanan. Subjek penelitian ini yaitu 25 orang siswa yang terdiri dari 10 perempuan dan 15 laki-laki. Penelitian ini menggunakan metode penelitian tindakan kelas. Penelitian tindakan kelas dilakukan dalam dua siklus yang meliputi siklus I dan siklus II. Teknik yang digunakan untuk mengumpulkan data adalah tes, penugasan proyek, observasi dan kuisioner. Data dianalisis dengan menggunakan kualitatif dan kuantitatif data analisis. Hasil menunjukkan bahwa rata-rata skor tes pada kompetensi pengetahuan siswa dalam setiap siklus meliputi pre-test, post-test I, dan post-test II secara berturut-turut yaitu 62.44, 72.4, 79.84. Hasil peningkatan siswa dari pre-test ke post-test I yaitu 15.95% pada kompetensi keterampilan sedangkan peningkatan hasil siswa dari pre-test ke post-test II yaitu 17.34% pada kompetensi pengetahuan. Kesimpulan penelitian ini yaitu poster tujuan wisata mampu meningkatkan keterampilan menulis siswa pada teks deskriptif.

Kata kunci: keterampilan menulis, teks deskriptif, poster

ABSTRACT

This research purposed to improve students' writing skills on descriptive text by using tourism destination poster to the tenth grade students at SMK Saraswati 3 Tabanan. The subjects of this research were 25 students consisting of 15 males and 10 females. This research used classroom action research method. It was conducted in two cycles involving Cycle I and Cycle II. The techniques utilized to collect the data were test, project assignment, observation and questionnaire. The data were analyzed by using qualitative and quantitative data analysis. The result indicated that the mean scores of students on the skills competency in each cycle including pre-test, post-test I, and post-test II respectively were 62.44, 72.4, and 79.84. The result of students' improvement from pre-test to post-test I was 15.95% whereas students' improvement from pre-test to post-test II was 17.34%. The conclusion of this research is tourism destination poster is able to improve students' writing skills on descriptive text.

Keywords: writing skills, descriptive text, poster

1. Introduction

Language is a tool of communication of human society. English is the foreign language in Indonesia which is taught from Elementary level to University level. The main role of English as an international language is to enable people around the world to communicate and interact. In English language, there are integrated skills to be mastered such as: speaking, listening, reading, and writing. Among the four skills, writing is one of the important skills of a language. In relation to writing skill in education field, students have to be able to express thoughts in writing to develop ideas. It is obvious that students need to be taught not only how to communicate orally but also how to communicate in written form. The students must have good communication both oral and written form.

Based on Curriculum 2013 to the tenth grade students of vocational high school, there are variety of texts that must be learned such as: the text of recount, narrative, and descriptive. Descriptive text is one of the text that must be taught, so that the students know how to describe

any object including person, place, and thing. The purpose of descriptive writing to students of vocational high school in this research is to describe something, especially giving information to the tourist. The information should be described in detail, so the readers are able to get clear description of the objects.

The researcher conducted the observation to the tenth grade students of SMK Saraswati 3 Tabanan with the total subjects of this research were 25 students of the tenth grade students of SMK Saraswati 3 Tabanan consisting of 15 males and 10 females. It can be stated that most of the students are still confused in writing descriptive text. It is caused by the limited vocabulary and low information and inspiration in writing. The students also make some mistakes and face difficulties in building and developing the imagination.

Based on the problem above, the teachers must be able to organize learning-teaching activities in order to master the approach, methods, technique, and material to develop students' understanding and to apply descriptive writing in practice. Therefore, this research needs a media to create an easy way to write, One of the media that can be used is tourism destination poster. Tourism destination poster consists of picture and brief description of place, that can help students to find out the idea, give the information and find new vocabulary.

According to Brown (2001: 336), writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give the structure and coherent organization. Writing is considered as a productive skill along with speaking (Harmer, 2007:265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Writing is usefully described as a process, something which shows continuous change in the time like growth in organic nature and different things happen at different stages in the putting through into words and words onto paper (Rohman cited in McDonald & McDonald, 2002: 7).

Oshima and Hogue (2006: 16) states that writing is never a one-stop action; it is an ongoing creative act. The process of writing consists of: (1) Pre-writing; (2) Organizing; (3) Writing; (4) Polishing (revising and editing). Writing is considered to be the most difficult skill than the other skill. In addition, Richard and Renandya (2002: 303) argue that difficulties of writing not only in generating ideas and organizing ideas but also in translating these ideas into readable text. It can be said that writing is not only a simply skill to transfer spoken information into a text, but also it needs a particular aspect to send a message into a text clearly. Writing has some components that should be done by writer in order to get good writing. A good writing is a product of careful thinking. In line with this Brown (2004: 244-246), there are five categories in good writing involving (1) Organization; (2) Content; (3) Grammar; (4) Style; (5) Mechanic.

Descriptive text is one of the English genres that are taught in Senior High School OR Vocational High School. Oshima and Hogue (2006: 61) argue that descriptive writing appeals to the senses. It tells how something looks, feels, smells, tastes, and/ or sounds. A good description is "a word picture"; the reader can imagine the object, place, or person in he own mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the readers. Sudarwati and Eudia (in Husna, et.al, 2013:5) states that there are two components of the generic structure of descriptive text consisting of identification and description. Identification identifies phenomenon to be described whereas description describes parts, qualities, and characteristics. Knapp and Watkins (2005: 98-99) states that there are several grammatical features of descriptive writing involving: (1) In descriptive text, the present tense is predominantly used; (2) Although present tense may be used in literary description, it is past tense that tends to dominate. (3) Relational verbs are used when classifying and describing appearance or qualities and parts or function of phenomenon. (4) Adverbial phrases are used in description to add more information about manner, place or time.

2. Method

The research design used in this research was Classroom Action Research. This research was conducted in two cycles involving Cycle I and Cycle II that consists of four activities including planning, action, observation and reflection. The subjects of this research were 25 students of the tenth grade students of SMK Saraswati 3 Tabanan consisting of 15 males and 10 females. The subjects were determined by using purposive sampling. The instruments used in this research were observation sheet, test, project assignment, and questionnaire. The data were analyzed by using qualitative and quantitative data analysis. The qualitative data used to describe the situation during the learning teaching process by observation. The quantitative data were utilized to describe the implementation of actions, both from the result of questionnaire, tests and project assignment narratively. The quantitative data were used to evaluate the success of implementation of tourism destination poster in each cycle.

According to Brown (2004:244-246), there are five components in good writing presented in the analytical scoring rubric of writing including content, organization, grammar, mechanic, and style. The minimum completeness criteria was 70, considering English subject which was set by the second agreement at SMK Saraswati 3 Tabanan. The researcher used some formulas to measuring the students' score including mean calculating, students' percentage, and students' improvement were presented below.

The researcher used mean calculation formulas. The calculation of mean was utilized to calculate the average of the students' score. The mean score derived from the following formula:

$$M = \frac{\sum X}{n}$$

Where:

M = Mean of the students score
 $\sum X$ = The sum of the students score
n = The total number of students

After finding out the mean of students' score, the researcher calculated the students percentage which passed the minimum completeness criteria (MCC). The percentage of students who passed minimum completeness criteria derived from the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage
F = the sum of students' passing KKM
N = the sum of students

Last, the researcher calculated the students' improvement. The improvement of students' mean score from the students' writing test on pre-test to students' writing test on the post-test. The improvement percentage derived from the formula:

$$Pn = \frac{Yn - Yo}{Yo} \times 100\%$$

Where:

Pn = Improvement's percentage on pre-test to post-test
Yo = the mean of students' score in pre-test
Yn = the mean of students' score in post-test
100% = fixed variable

3. Findings and Discussion

On this phrase, the finding had been obtained by conducting pre-test, cycle I and cycle II. This research was intended to find out the usage of Tourism Destination Poster in learning descriptive text to improve the students' writing skills. The result of students' improvement by applied tourism destination poster is explained briefly.

In this research, the researcher conducted pre-observation before the researcher conduct the research. The pre-observation was conducted to watch and notice classroom events closely. The researcher observed the teaching and learning process to know about the condition and situation of the students during teaching and learning process. The researcher observed the attitude of students, the students' activeness during the learning process, and the problem faced by the students in writing. Then, the researcher gave a pre-test for the students to find out the real problem and measuring the initial scores of students in writing descriptive text. The researcher gave project assignment to the students for arranging the descriptive text about tourism object in Kintamani as the first activities. The result of some students' score were low because many of students didn't reach minimum completeness criteria which determined was 70. The number of students who had competence in writing descriptive text were only 7 students from 25 students who passed the minimum completeness criteria. The total score of students was 1561 with the mean of students was 62.44 in skills competency.

The researcher was applied teaching process in cycle I through online class by using whatsapp and google classroom application due to the instruction to study at home during pandemic of covid-19. The researcher gave a post-test I to the students for arranging descriptive text about Peninsula Island by displayed the Tourism Destination Poster that would be used in teaching and learning process as a learning media. The results of the post-test in cycle I showed that writing skills on descriptive text of the tenth grade students was categorized as still low. Among the 25 students that collect the project assignment, there were 17 students who passed the minimum completeness criteria. The result of some students' score were still low whereas the score of many students increased. The total score of students was 1810 with the mean of students was 72.4 in skills competency.

The researcher continued to the cycle II with two meeting. On the cycle II, the researcher gave post-test II to the students and changed the technique through implementation the tourism destination poster including asking the students to find out the vocabulary, making a simple sentences based on the poster, and arranging the sentences to descriptive paragraphs. In addition, the researcher was also more concern on the students in order to know the difficulties that faced by students improving students' writing skills. The result of learning achievement to the tenth grade students at SMK Saraswati 3 Tabanan by using Tourism Destination Poster on the descriptive text increased were presented from students' score in cycle II on the skills competency as following table:

Table 1. The result of students' score

No	Cycle	Mean $\sum X$	Total of Students Who Passed Minimum Completeness Criteria	Percentage of Students Who Passed Minimum Completeness Criteria
1	Pre-Cycle (Pre-Test)	62.44	7	28%
2	Cycle I (Post-test I)	72.4	17	68%
3	Cycle II (Post-test II)	79.84	25	100%

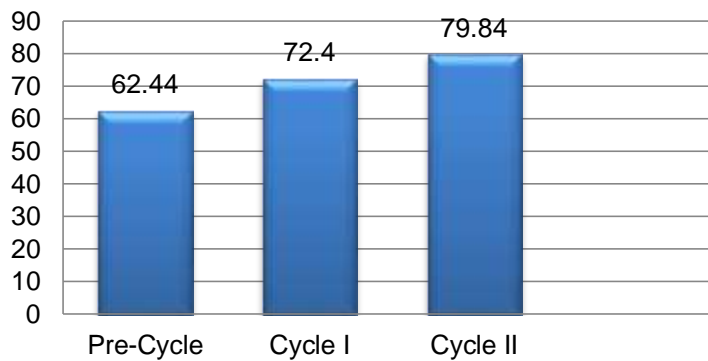


Figure 1. Diagram Result of Students' Score Improvement

Finally, the tourism destination poster was able to improve the students' writing skills especially on descriptive text material. It could be seen from the result of diagram that show the increasing of students' score on pre-test, post-test of cycle I and cycle II.

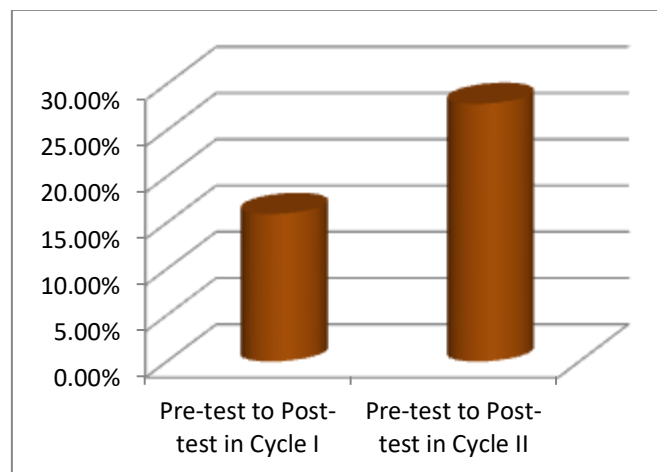


Figure 2. Diagram Result of Students' Improvement on Pre-Test to Post Test

Based on the analysis toward the findings of pre-test, post-test I and post-test II, the researcher carried out the discussion about all important matters concerning the summary of this action research including implementation, occurrences, and result of pre-test, post-test I, post-test II and questionnaire through the online class. The observation of pre-test was still low. The students are not able to find out the idea to write descriptive text and often make mistakes due to lack of vocabulary caused by some problems faced by students including (1) low motivation in joining the class, (2) getting bored during the lesson, (3) the problem in starting writing (4) difficulties in building and developing the imagination, (5) lack of inspiration in writing, and (6) difficult to arrange the sentences.

Next on the post-test I described some students' score were still low whereas the score of many students increased. The obstacles faced by the students who obtained low score include confusing on the material, the submission of project assignment beyond the due date, and less attendance to join the online class due to the limitation of quota and internet connection. Furthermore post-test II was conducted because the result of post-test I was still below the minimum completeness criteria. The Improvement of learning achievement was caused by the

researcher applied the tourism destination poster during teaching and learning process. The research indicates that tourism destination poster is able to enhance students' writing skills. It could be seen on the improvement of students' score toward pre-test to post-test I and pre-test to post-test II. Meanwhile, the response of the students through administered the questionnaire at the end the cycle show that tourism destination poster can impart benefit to the students. It was proved by noticing the most response of students which indicated absolutely agree on the implementation of tourism destination poster.

Viewing the result of this research to the previous research created by Ismawarningtyas, entitled *The Use of Tourism Brochures as Media to Improve Students' motivation in Learning Vocabulary (An Action Research on the Eleventh Grade Students of SMA Negeri 1 Bulu in the Academic Year of 2014/2015)*. The similarities between this research is using media to teach writing text. While, the differences are the previous study aims to improve students' motivation in learning vocabulary by tourism brochure while this research purposes to improve students' writing skill on descriptive text by tourism destination poster. There are some advantages between this research and previous study including; (1) tourism destination poster is more simple than tourism brochure; (2) the researcher displays the detail information regarding an object on tourism destination poster. Meanwhile, the research created by Kurotun entitled *Improving Students' Ability in Writing Descriptive Text by Using Picture (A Classroom Action Research at the Seventh Grade of SMP Plus Azzahro Pegandon in the Academic Year 2014/2015)*. The similarities between this research are concerning on students' writing descriptive texts and using media to teach writing text. While, the difference of this research utilizes two cycle whereas the previous research uses three cycles focused on measuring knowledge competency.

The implementation of tourism destination poster is also impart motivation and imagination to the students in order to help the students to be more capable applying writing descriptive text. Tourism destination poster can be used as a learning media in class with the result that the students will be more interesting and motivated. Finally, the usage of tourism destination poster can improve students' writing skill on descriptive text.

4. Conclusion

The usage of tourism destination poster can improve the students' writing skills on descriptive text to the tenth grade students at SMK Saraswati 3 Tabanan. The result of this research collected through pre-test, post-test and project assignment cycle I and cycle II and some additional data is collected by giving a questionnaire.

The improvement of tourism destination poster that show from the result of pre-test and post-test. The mean score of pre-test was 62.44 in skills competency while the students' improvement from pre-test to post-test I was 15.95% in skills competency. The mean score of post-test I was 72.4 in skills competency whereas the mean score of post-test II was 79.84 in skills competency. The students' improvement from pre-test to post-test II was 27.86% in skills competency. The result of this research shows that the implementation of Tourism Destination Poster is able to improve the students' writing skill in descriptive text. The implementation of tourism destination poster is also impart motivation and imagination to the students in order to help the students to developing the ideas, find out new vocabulary and make a descriptive essay through the information that contained on the poster. Tourism destination poster can be used as a learning media in class with the result that the students will be more interesting and motivated. So, the students are able to be easier to write descriptive text and attract students' desire to re-write descriptive text.

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