

THE IMPLEMENTATION OF PICTURE MEDIA TO IMPROVE WRITING ABILITY ON DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS AT SMP N 1 KERAMBITAN

Walditrudis Lahim¹, Gusti Ayu Gede Sukraningsih², I Wayan Mawa³

English Education Departmen
Faculty of Language and Arts Education IKIP Saraswati
eldisadut481@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks deskriptif melalui penerapan media gambar. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas. Subjek penelitian ini adalah siswa kelas VII SMP N 1 Kerambitan tahun pelajaran 2020/2021. Pengumpulan data dilakukan dengan observasi, tes, dan wawancara. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis data kualitatif dan kuantitatif. Prosedur penelitian ini dijalankan dengan melakukan pre-test dan post-test. Post-test dilakukan dalam dua siklus. Setiap siklus terdiri dari : perencanaan, tindakan, observasi dan refleksi. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test adalah 58,15 dan persentase siswa yang lulus KKM adalah 31,25%. Nilai rata-rata adalah 66,93 dan persentase siswa yang lulus KKM adalah 53,13 % pada post-test 1 dan nilai rata-rata adalah 73,47 dan persentase siswa yang lulus KKM adalah 78, 12% pada post test II. Berdasarkan hasil di atas, penerapan metode media gambar efektif digunakan dalam meningkatkan pemahaman menulis teks deskriptif.

Kata Kunci : Kemampuan Menulis, Teks Deskriptif, dan Media Gambar

ABSTRACT

This research aimed at improving the students' ability in writing descriptive text through the implementation of picture media. This research was conducted by using the Classroom Action Research. The research subject were the seventh grade students of SMP N 1 Kerambitan in the academic year 2020/2021. The data were collected by using observation, test ,and interview. The technique of data analysis used in this research were qualitative and quantitative data analysis. The procedure of this research was run by conducting pre-test and post-test. The post-test was done in two cycles. Each cycle consisting of : planning, action, observation and reflection. The result indicated that the mean score of pre-test was 58.15 and the percentage the students who passed the minimum completeness criteria were 31,25%. The mean score was 66,93 and the percentage the students who passed the minimum completeness criteria were 53,13 % in post-test 1 and the mean score was 73,47 and the percentage the students who passed the minimum completeness criteria were 78,12 % in post test II. Based on the results above, the implementation of picture media method was effectively used in improving the understanding of writing descriptive text.

Keywords : Writing Ability, Descriptive Text , and Picture Media

1. Introduction

Descriptive text is the text that will aim to describe people, places, or objects other , as – if the reader can see, feel, hear, or touch it. The sentence that use mutually related by clearly to reflect the thoughts and ideas the writer in description objects that will be in described descriptive text has the characteristics and structure of the specific such as using the simple present tense sentence, using adjectives, using conjunctive verbs and identification and description structures. The problem of low enthusiasm for learning to is also experienced by students of class VII SMP N 1 Kerambitan. Based on the researcher's experience in the first study the researcher found the problem, the students are less focus on learning the language of English because they are experiencing difficulty in writing text in the language of English. With

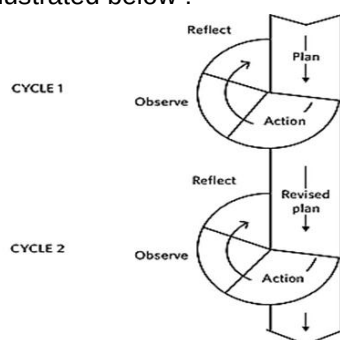
the mastery of vocabulary are low, students make mistake in choosing words that are not suitable to express their ideas in writing descriptive text. Therefore the researchers took the study related with this issue. One of the learning that can be used in learning writing process, especially writing descriptive text is the implementation of picture media. Gerlach and Elly (1971: 3) state that in the line of big media is material or events as well as human as the media to build the conditions that make students able to acquire the knowledge, skills, and attitudes. Picture media of presented can describe the intended situation, pictures and sizes of objects that are clear, and attractive in order to stimulate students to think. The implementation of picture media in learning to writing can overcome students' boredom with the lecture method or assignments only but must be assisted by tools in the form of picture media. The implementation of picture media has several benefits such as giving the concept that true, concrete, and realistic. Besides the picture can attract the attention of students so as to make the students more imaginative and creative in writing. So that students understand the object of which will be described and helps make it easier in writing descriptive text, the researchers must provide a description explanation of picture media are clear, detailed, and interesting about an object that will be described. One of the efforts to help overcome the lack of focus of the students in learning English, especially the difficulties in writing, the researchers will implement of picture media to improving students' writing ability, considering the implementation of picture media allows learning to writing descriptive text to run effectively. In the process of implementation picture media are as main factor in teaching writing.

Based the research background above, the research questions can be formulated as follow: 1) How is writing ability on Descriptive text to the seventh grade students at SMP N 1 Kerambitan before the implementing of picture media? 2) How is writing ability on Descriptive text to the seventh grade students at SMP N 1 Kerambitan after the implementing of picture media?

Based on the research question, the objectives of this research are : 1) To describe writing abilities on Descriptive text to the seventh grade students at SMP N 1 Kerambitan before the implementing of picture media. 2) To describe writing abilities on Descriptive text to the seventh grade students at SMP N 1 Kerambitan after the implementing of picture media.

2. Research Method

The method used in this research is the Classroom Action Research (CAR). Classroom action research is where the researcher conducts research directly in the class to be studied to determine the extent of the student's ability in the learning process. According to Hermida (2001) Classroom Action Research is a method of finding out what is best in the class it self so that it can improve student learning. The researcher use classroom action research because the results can increase knowledge for researcher themselves and are considered Classroom Action Research including personal reflection to use formal research practices such as comparisons in analyzing data. In this research, the researcher took the Classroom Action Research Model Kemmis and Mc Targat which has four components, namely planning, acting, observing and reflecting. It was illustrated below :



Action Research Spiral, Model from kemmis and Mc Target (1998) in David Hopkins (1993:48)

1. Planning

At this stage the researcher will prepare material according to the syllabus, make a learning implementation plan, and arrange the research instrument

2. Action

This stage the researcher takes action according to the Rpp that has been made

3. Observations

At this stage the researcher observes the steps of the observation process carried out in accordance with the implementation of the used method .

4. Reflection

At this stage the researcher conducts a discussion of the actions and analyzes the deficiencies of both students and researchers themselves to be corrected in the next cycle.

The research subjects were the students in the seventh grade at SMP N 1 Kerambitan in the academic year 2020/2021 consisted of 32 students. There were some reasons made the researcher decided this class as a subject of research .First ,the students were still not able to write descriptive text well . Second, the lack of students response in writing . The location of this research is at SMP N 1 Kerambitan on Jalan I Wayan Bered, Kerambitan, Tabanan Regency. This research conducted to the seventh grade students in the second semester carried out from April to May . According to Sugiyono (2013:224) data collection method is the most strategic step in research , because the purposes of research is to obtain data. This research has several data collection techniques , which are explain as follows:

1. Observation

The observation stage is a data collection technique by observing the events that occur in the teaching and learning process in online classes between researchers and students, as long as the action is carried out. In this research, observation uses direct observation in online classes to find out everything that happens in the learning process including the situation of students and their competence in speaking English.

2. Test

The test was conducted to obtain a score based on the application of Classroom Action Research in the English learning process. In this research, the test was carried out twice. The pre-test was carried out before and the post-test was carried out after the implementation of Classroom Action Research (CAR). The test was carried out in two cycles. The pre-test was carried out first to determine the competence of students in understanding writing before it was carried out.

3. Interview

Interview is a conversation with a specific purpose carried out directly between researcher and respondent which aims to get data, information from the research subject. In this research interview were used to obtain data from students' opinion or reaction about writing Descriptive text .

According to Arikunto (2019:203) research instrument are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process. The instrument used in the research were test, interview guideline, handphone and laptop. The test instrument in this research was writing descriptive text, interview that was asked to found out the students' ability in writing, and other condition in class Handphone and laptop is very useful for make it easier for students to access data in the online learning process.

Table 3.1 Blue Print Data Analysis

Research Question	Dimension	Technique	Point / Issues	Findings
How is the ability to write descriptive text of seventh grade students at SMP N 1 Kerambitan With the Implementation of picture Media to improve writing descriptive text?	Writing Skill	The Implementation of picture Media	Writing Skill on Descriptive text	

The data in this research were obtained using Classroom Action Research. Analysis data was done by doing tests. The data collection instrument was carried out in two cycles, namely Pre and Post data.

A. The activities in each cycle are as follows:

1. Cycle 1

a. Planning

Before the researcher conducts the research, the researcher plans several steps to achieve the learning objectives. Planning activities are as follows:

- 1) Choosing material based on the teacher's syllabus
- 2) Preparing material about descriptive texts and learning tools
- 3) Preparing lesson plans based on teaching materials

b. Acting

There are several steps taken by researchers in taking action to improve the learning process:

- 1) The teacher conveyed the purpose in learning process
- 2) The teacher delivered learning material
- 3) The teacher motivated students to be more active in learning
- 4) The teacher given student assignments
- 5) The improve assignments together with students
- 6) The Announce scores their task.

c. Observing the student activities.

The researcher observe the student activities

d. Reflection

The researcher evaluates and concludes the results of cycle 1. The minimum completeness criteria (MCC) of English at SMP N 1 Kerambitan is 70. After the observation process the researcher evaluates and concludes the results of cycle 1. The students cannot pass the minimum completeness criteria (MCC) , the researcher will continue to cycle 2

2. Cycle 2

a. Planning

The Planning carried out by researchers in cycle 2 are:

- 1) Analyzing problems and obstacles encountered during learning in the cycle 1
- 2) Looking for remedial solutions for the next evaluation
- 3) Planning learning using the implementation of picture media

b. Acting

The researcher have several stages in the acting process:

- 1) Stimulating students by writing together before jumping to the material

- 2) Asking the students to identify the text about generic structure and main idea
 - 3) Giving material about descriptive text
 - 4) Dividing assignments to students and asking students to complete them
 - 5) Asking students to collect their answers
- c. Observing
This stage, observers and student activities will be carried out in online classes.
- d. In cycle 2, the researcher must achieve 75% success in the research. The minimum completeness criteria (MCC) of English at SMP N 1 Kerambitan is 70. After the observation process the researcher evaluates and concludes the results of cycle 2
- B. Evaluation Criteria
The researcher has several evaluations in the pre-test and post-test. In this study, the researcher only gave an essay test according to the used method, namely the Implementation of picture media.
- C. Procedure of Data Analysis.
The researcher analyzed the data through give the assignments to students. The researcher evaluated the average increase in student scores in each cycle with several aspects of writing assessment rubrics.

Table 3.2 Evaluation aspect criteria in Writing a Description Essay

No	Aspects assessed	Weight	Maximum score
1	Essay elements		
	1. Basic ideas	10	30
	2. Cohesion	10	
	3. Coherence	10	
2	Accuracy in EYD usage (spelling, capitalization, and punctuation)	30	30
3	Correct choice of sentences	40	40
	Maximum Total score	100	100

From the criteria evaluation above, the research have formula to percentage of pretest and post tests the students at seventh A grade at SMP N 1 Kerambitan. It can be described as follows :

Percentage

1. The students who passed the minimum completeness criteria (MCC)

$$= \frac{\text{Total of students passing the MCC}}{\text{total of students}} \times 100\%$$

$$\text{Percentage} = \frac{32}{32} \times 100\%$$

2. The students who failed to pass the minimum completeness criteria (MCC)

$$= \frac{\text{Total of students not passing the MCC}}{\text{total of students}} \times 100\%$$

$$\text{Percentage} = \frac{32}{32} \times 100\%$$

Percentage of Score

Passing Grade	Total of the students	
	Passed	Failed
70		

3. Research finding

In this section, the researcher describes the results of the implementation of picture media in the learning process in each cycle

1. The Result of Students in Writing Ability on Descriptive Text before Using The Implementing of Picture Media

This research is intended to solve students' problems in writing text, especially writing descriptive text. Through the implementation of picture media, students are expected to focus on one topic of picture media so that they can express their ideas quickly and clearly. In each cycle the same problem occurs, namely there are some students lack of focus in responding to learning and lack of enthusiasm in doing assignments, especially if they are carried out online. The researcher argues that students' problems in problems affect students' self-confidence. In their minds, writing is a very difficult activity, mainly due to their activities that are not used to writing and their lack of skills that they even want to learn. The significantly this problem affects the teaching and learning process, especially which results in directly affecting the interaction between teachers and students in online learning, even though interaction is very important in the process of carrying out learning. In the implementation of picture media, students are required to work individually to train them to be responsible for doing assignments and to practice thinking in getting ideas. Through the implementation of this method, it is hoped that students can improve their learning and problem solving in writing texts, especially descriptive texts.

2. The Implementation of Picture Media

In the implementation of picture media, the researcher are required to do their best and follow the procedure for implementation of picture media to be better than the implementation of other methods. In the implementation of picture media, the students must follow the previous learning process, only to be able to find final results based on experience as long as they follow the learning process and develop it according to their respective understanding. The researcher only acts as a facilitator in the learning process to examine the answers and questions asked by students. The benefits obtained for students in the implementation of this method are students are able to think to find ideas through the process of learning to write so as to increase students' interest in writing .In this case the researcher gave assignments to students about place description texts to improve students' understanding of descriptive text material. To find out, the researcher conducted research for 2 cycles, namely cycle 1, that students still very poor writing skills, are not enthusiastic in carrying out assignments, and use language that is not appropriate. Therefore, the researchers conducted the implementation of picture media on cycle II. In cycle II the writer still gave the same test as in cycle 1, namely essay assignments to students but it was slightly different because in cycle II students were taught how to make descriptive interesting places through video presentations sent by researcher on predetermined online learning applications. And the results of cycle II can be concluded that students were more focused on the object to be studied and have increased enthusiasm in the teaching and learning process.

3. The Result of Students Writing Ability on Descriptive Text After using The Implementing of Picture Media

After the implementation of picture media in cycle 1 and cycle II, the researcher compared the improvement of students' writing and understanding in the learning process. The results of the comparison of increasing students' understanding in writing text in the pre-test, cycle 1 and cycle II can be concluded that in the pre-test students have difficulty in writing a descriptive text even many students who made original text

in essay test related to made text of descriptive text. The aim is for the writer to know of the students' ability in writing a descriptive text. Therefore, in cycle 1, the researcher gives assignments to students through the implementation of picture media. In cycle I, the implementation of method could be said to be a little successful because the researcher found that there were some students more focused in writing descriptive text. The researcher continued in cycle II with the implementation of picture media as in cycle 1 so that students really focused and were more creative in writing texts, especially writing descriptive texts. Based on the test results in cycle II, the writer saw that many students more focused and wrote descriptive text.

4. Conclusion

This research was conducted by researcher with the aim of improving the ability to writing descriptive text for the seventh grade students at SMP N 1 Kerambitan in the academic year 2020/2021 consisted of 32 students . This research was conducted in 2 cycles and started with a review process to found out the problems that occurred in the students' ability to writing descriptive text. The research process was carried out in 4 stages, namely planning, action, observation and reflection which was divided into 2 cycles.

From the review stage, the researcher found several problems related to the writing ability of the seventh grade students at SMP N 1 Kerambitan. The problem focused on the result of students' understanding in writing descriptive text are greatly reduced. To solve this problem , the researcher were the implementation of picture media . With the implementation of picture media, the researcher can be seen that this was very helpful for students in writing descriptive text. The improvement of students' writing ability was be seen from the writing score of each cycle . The post-test score is higher than the pre-test. The results of the research showed that the implementation of picture media has succeeded in improving students' writing ability on descriptive text .

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