

**THE IMPLEMENTATION OF PICTURE SERIES AS LEARNING MEDIA TO
IMPROVE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
OF THE FIRST GRADE STUDENTS AT MTS SA DARUTH THALIBIN OF
ACADEMIC YEAR 2021/2022"**

Aliftha Rizqi Eliyawati¹⁾, Ima Isnaini Tafiqur Rohmah²⁾, Mohammad Fuadul Matin³⁾

^{1,2,3} Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro

Email¹: aliftarizqi@gmail.com

Email²: isnainiima@ikippgribojonegoro.ac.id

Email³: fuadulmatin@yahoo.com

Abstract: *In relation to the teaching writing descriptive text, pictures are very useful to be used because it can support the process of the teaching. This study aimed to describe the improvement of descriptive text writing skill through a picture series as a learning media of the first grade students at MTs SA Daruth Thalibin Bangilan Tuban. This research is a classroom action research (CAR) which consist of two cycles, it is cycle I and cycle II . Data collection was carried out by using observation, interview , and test technique. The data in the data analysis used techniques of descriptive analysis. On student learning outcomes writing descriptive text through picture series as learning media shows an increase. This can be known after comparing the test results in the first cycle that only 6 students got Value 75-100. In the second cycle there were no students who scored 0-74, all students get a score of 75-100. So this research on writing text descriptive through picture series as learning media categorized as successful.*

Keywords : *Teaching, Writing, Descriptive text , Picture*

Abstrak: *Dalam kaitannya dengan pengajaran menulis teks deskriptif, gambar sangat berguna untuk digunakan karena dapat mendukung proses pengajaran. Penelitian ini bertujuan untuk mendeskripsikan peningkatan keterampilan menulis teks deskriptif melalui media pembelajaran bergambar seri pada siswa kelas I MTs SA Daruth Thalibin Bangilan Tuban. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang terdiri dari dua siklus yaitu siklus I dan siklus II. Pengumpulan data dilakukan dengan teknik observasi, yang mendapat nilai 0-74, semua siswa mendapat nilai 75-100. Sehingga penelitian tentang menulis teks deskriptif melalui gambar seri sebagai media pembelajaran dikategorikan berhasil.*

Kata Kunci : *Pengajaran, Menulis, Teks Deskriptif, Gambar*

INTRODUCTION

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it.

Richard and Renandya (2002: 303). State that writing is the most difficult skill to be mastered by second language learners. One of the elements of difficulty in writing is determining the topic. Correspondingly, Wiedarti (2016: 22), state that difficulty in determining the topic or problem to be written is a thing which is commonly found and served by everyone who will write. In the process of writing learners have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. Therefore, knowing how to write is a valuable asset in foreign language communication. Thus, writing is a complex activity. Writing skill has been considered the most difficult language skill to master, and teaching the skills has also been not simple. Understanding this complexity is the key to effective teaching of writing.

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The objective of English subject for Junior High School level in Indonesia. According to a revised curriculum 2013 revision that in writing, the students are expected to develop their skills in expressing meaning and

rhetorical structure through simple text using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, procedure, and report. But in this research the researcher is going to focus on how to teach writing descriptive text.

Descriptive text is a genre of the text that illustrates and gives characteristics of a thing, an event and people including the behavior and identity of someone. The ability of Junior High School students in writing a descriptive text is weakness due to the use of

strategy by the teacher is not interesting. As the results when students write paragraph they still get difficulties in generating and developing ideas. Harmer (1998: 50) said that such students can write simple story but they are not equipped to create a complex paragraph. When students get writing assignment, most of them are still confused of how to start it.

Based on the results of observations at MTs SA Daruth Thalibin Bangilan Tuban, especially in the first grade showed that in the learning process there were still many students who have difficulties, especially in terms of writing. This can be seen from the results of the researcher's interview with the teacher concerned at MTs SA Daruth Thalibin Bangilan and interview with first grade students. Some students find it difficult to write a description text. This is based on the fact that students do not understand the material of descriptive text, students have difficulty in finding ideas and vocabulary. Seen on English language teaching activities, especially writing, most teachers still using the dominant lecture method. Therefore, it is necessary learning media that can stimulate students' reasoning power and lead to mental readiness to engage in learning situations.

Based on the problems above, in this research the researcher wants to give an interesting way to teach writing descriptive text by using picture series as learning media that will make the students easy to understand and will guide the students to write. Picture is usually taught and used by students in their

daily life. So picture will easily gain the interest from the students in junior high school and also can motivate students and develop their writing ability.

Practicing new media for teaching makes the students interested in learning English in the classroom especially in writing descriptive text. The students will not be bored with the material given by the teacher. The picture is one of the teachers' media in teaching writing. Not only picture which shows facts, but also shows the overall structure of a subject and the relative importance of individual parts of it. In relation to the teaching writing descriptive text, pictures are very useful to be used because it can support the process of the teaching.

Therefore the researcher would like to take a research study under the title "THE IMPLEMENTATION OF PICTURE SERIES AS LEARNING MEDIA TO IMPROVE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT OF THE FIRST GRADE STUDENTS AT MTS SA DARUTH THALIBIN BANGILAN TUBAN OF ACADEMIC YEAR 2021/2022"

RESEARCH METHODS

The research method used is classroom action research. With this classroom action research, the researcher gives action to the subjects studied were first grade students of MTs SA Daruth Thalibin Bangilan Tuban and the researcher acted as a teacher and also an observer.

This research consisted of two cycles, it was cycle I and cycle II. The source

of the data in this research included three things ; Observation, interviews and test. Observation is done in the classroom when the teacher taught writing descriptive text and everything related to the teaching writing descriptive text process. In addition to observation, interview also needed to complete the data sources. The interview consisted of English teachers and the students of MTs SA Daruth Thalibin Bangilan, Tuban. While the test is done in the cycle I and cycle II

In this research, the techniques used in data analysis are descriptive analysis based on the opinion (Syamsuddin Damaianti, 2006:241) that argued that in analyzing the data must be done gradually, sequentially and logically. The stages that researchers do in this research, which is as follows: 1. Examining data about the process of learning to write with the implementation of picture series as learning media based on the format observations from cycle I and cycle II. 2. Presentation of structured data in descriptive form based on observation format. 3. Based on the results of the explanation that has been described, an interpretation or final conclusion of the research results.

Table 1. Table of assessment criteria in writing description text

No	Evaluated aspects	Weight
1.	Structure of the text a. When there are all structures of description text b. When there are 2 structures of description text c. When there is 1 structure of description text d. When there is no structure of description text but the essay can still be understood	4 3 2 1
2.	Language features a. When there are all the linguistic features of description text. b. When there are 5-6 linguistic features/rules of description text. c. When there are 3-4 linguistic features/rules of description text. d. When there are 1-2 linguistic features/rules of description text	4 3 2 1
3.	Sentence a. Proper sentence structure with paragraph content, good and easy to understand. b. Correct sentence structure, and the elements are clear. c. The sentence structure is quite precise and the elements are enough. d. Imprecise sentence structure and the elements are not clear..	4 3 2 1
4.	Spelling usage a. When there are 1-2 fault spelling b. When there are 3-4 fault spelling c. When there are 5-6 offense spelling d. When the spelling mistake is more than 6	4 3 2 1
	Amount	16

FINDINGS AND DISCUSSION

1. The result of learning process in the cycle I

Table 2. Table of test result in the cycle I

No	Name of students	Total scores of the evaluated aspects	Final scores	Frequency	Percentage
1.	Tiara	12	75	1	10 %
2.	Fafa	12	75	1	10 %
3.	Aya	6	37,5	1	10 %
4.	Nabila	15	93,75	1	10 %
5.	Ina	13	81,25	1	10 %
6.	Robi'ah	12	75	1	10 %
7.	Lutfi	14	87,5	1	10 %
8.	Ni'am	5	31,25	1	10 %
9.	Ariel	4	25	1	10 %
10.	Abi	4	25	1	10 %

Based on table above, it is known from the overall writing skill of a descriptive text through picture series as learning media of first grade students at MTs SA Daruth Thalibin Bangilan Tuban on the first cycle, there were 6 students who scored 75-100. The sample that obtained a score of 93.75 was 1 student (10%), sample who obtained a score of 87.5 amounted to 1 student (10%), the sample obtained a score of 81.25 amounted to 1 student (10%), the sample who obtained the score of 75 is 3 students (30%), the sample that got a score of 37.5 amounted to 1 student (10%), the sample that obtained a score of 31.25 amounted to 1 student (10%), the sample

that scored 25 was 2 student (20%)

From the results of the assessment based on the specified interval value, only 6 students who got score of 75-100 out of 10 students, it means learning to write descriptive text through picture series as learning media of he first grade students at MTs SA Daruth Thalibin Bangilan Tuban in the first cycle was less successful and will be improved in the second cycle.

2. The result of learning process in the cycle II

Table 3. Table of test result in the cycle II

No	Name of students	Total scores of the evaluated aspects	Final scores	Frequency	Percentage
1.	Tiara	14	87,5	1	10 %
2.	Fafa	15	93,75	1	10 %
3.	Aya	15	93,75	1	10 %
4.	Nabila	16	100	1	10 %
5.	Ina	14	87,5	1	10 %
6.	Robi'ah	15	93,75	1	10 %
7.	Lutfi	16	100	1	10 %
8.	Ni'am	13	81,25	1	10 %
9.	Ariel	12	75	1	10 %
10.	Abi	13	81,25	1	10 %
Amount				10	100%

Based on table 4.6 above, it is known from the overall writing skill of a descriptive text through picture series as a learning media of the first grade students at MTs SA Daruth Thalibin Bangilan Tuban in cycle II, none of the students got the score 0-74. The sample that received a score of 100 was 2 students (20%), sample who obtained a score of 93,75 totaled 3 students (30%), the sample who obtained a score of 87.5 totaling 2 students (20%), the sample who obtained the value of 81.25 is 2 students (20%), the sample that gets a score of 75 is 1 person (10%).

From the results of the assessment based on the specified interval value, all students got a score of 75-100. This showed that learning writing a descriptive text by

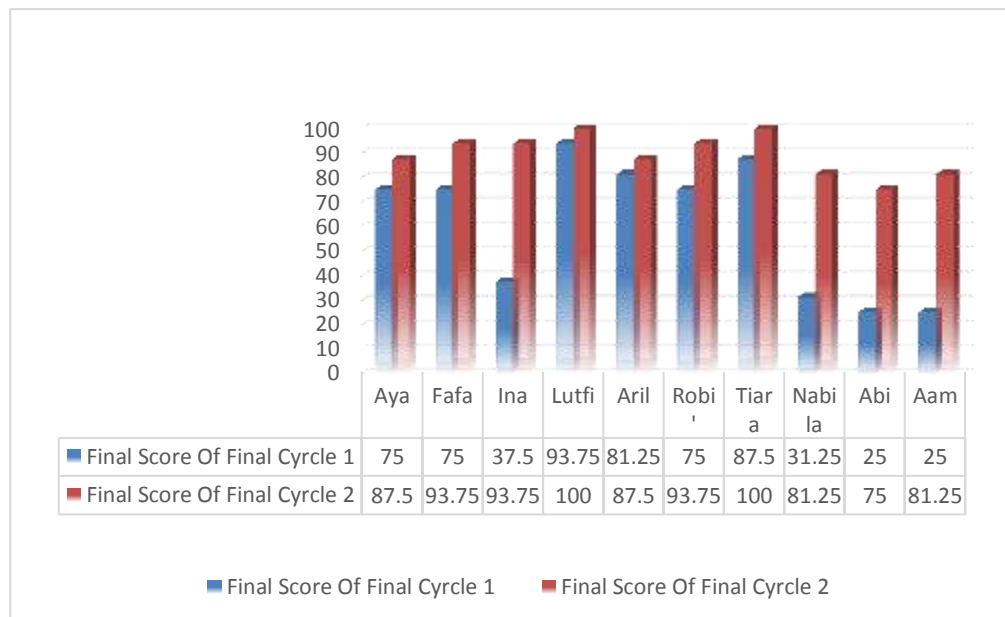
using picture series as a learning media of the first grade students at MTs SA Daruth Thalibin Bangilan Tuban has been successful.

3. Comparison of the test result in cycle I and cycle II

Table 4. Table of Comparison of test result in the cycle I and cycle II

No	Sample code	Final score of cycle I	Final score of cycle II
1.	Tiara	75	87,5
2.	Fafa	75	93,75
3.	Aya	37,5	93,75
4.	Nabila	93,75	100
5.	Ina	81,25	87,5
6.	Robi'ah	75	93,75
7.	Lutfi	87,5	100
8.	Ni'am	31,25	81,25
9.	Ariel	25	75
10.	Abi	25	81,25

Chart of comparison of the test result in cycle I and cycle II



Based on table 4.8 above, it is known that the comparison of the final value of the writing skill of descriptive text through picture series as learning media in cycle I and cycle II.

In the cycle I only 5 students scored 75-100 out of 10 students. In the cycle II there are no students who got a score of 0-74 all students got score of 75-100.

CONCLUSION

The learning process of writing descriptive text through picture series as learning media has increased based on the activities of teachers and students. The teacher has carried out the stages of learning on picture as learning media maximally so that students are more enthusiastic about participating in learning.

Learning outcomes of descriptive text writing skills owned by the first grade students of MTs SA Daruth Thalibin showed that there is significant improvement after participating in learning to write descriptive text through picture series as learning media. This can be known after compare the test results in the first cycle with the test results in the second cycle. On cycle I, there were 6 students who scored 75-100 from 10 students. On cycle II, there were no students who got a score of 0-74, all students got a score of 75-100.

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