

**IMPROVING STUDENT'S ABILITIES IN WRITING  
DESCRIPTION TEXTS FOR CLASS VII WITH THE RECITATION  
METHOD IN SMP N 1 BANGILAN  
(Bangilan District, Tuban Regency)**

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***Abstract**~Writing skills, interests, students' understanding of spelling are still low. Students have not been able to make descriptive text well and the use of the recitation method has not been used optimally. This research writing aims to describe the skills of writing descriptive texts for seventh grade students of junior high school through the recitation method. The design of this research is classroom action research. It is done by collecting data or information systematically through planning, action, observation, and reflection. The average student on the pretest was 49.5%. In posttest I the average score was 64.8%. While the average score in posttest II was 74.3%. This means that there is an average increase of 15.2 points or 30.6% of the students' scores in the pretest to posttest I, and there is an average increase of 24.7 points or 49.8% of the students' scores in the pretest to the second posttest. The increase in students' ability in writing descriptive texts can be seen from the average increase of 49.5 in the pretest, 64.8 in the posttest 1, 74.3 in the posttest 2. The teacher's response to the application of the recitation technique is positive and will be an alternative technique in teaching writing. So the recitation technique can improve students' ability in writing descriptive texts.*

***Keywords:** Descriptive text, recitation method*

***Abstrak**~Keterampilan menulis, minat, pemahaman siswa tentang ejaan siswa masih rendah. Siswa belum mampu membuat teks deskriptif dengan baik serta menggunakan metode resitasi belum dimanfaatkan secara optimal. Penulisan penelitian ini bertujuan untuk mendeskripsikan ketrampilan menulis teks deskriptif siswa kelas VII SMP melalui metode resitasi. Desain penelitian ini adalah penelitian tindakan kelas. Dilakukan dengan mengumpulkan data atau informasi secara sistematis melalui perencanaan, tindakan, observasi, dan refleksi. Rata-rata siswa pada Pretest adalah 49,5%. Pada postest I rata-rata skor 64,8%. Sedangkan rata-rata skor pada postest II adalah 74,3%. Artinya terdapat peningkatan rata-rata 15,2 poin atau 30,6% dari nilai siswa pada pretest hingga postest I, dan terdapat peningkatan rata-rata 24,7 poin atau 49,8% dari nilai siswa pada pretest sampai dengan postest kedua. Peningkatan kemampuan siswa dalam menulis teks deskriptif terlihat dari peningkatan rata-rata 49,5 pada pretest, 64,8 pada postest 1, 74,3 pada postest 2. Tanggapan guru tentang penerapan teknik resitasi adalah positif dan akan menjadi teknik alternatif dalam pengajaran menulis. Jadi teknik resitasi dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif.*

***Kata kunci :** Teks deskriptif, metode resitasi*

## **PRELIMINARY**

Writing is a communication activity to convey messages or information in writing to other parties using written language as a tool or medium. Writing can also be said as part of the skills taught in Indonesian lessons. Language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills.

Writing is one aspect of language skills that is very important to be mastered by students in language learning to support the function of language as a communication tool. The forms of writing skills taught to students are writing narrative essays, descriptions, expositions, arguments, and persuasion. In this case, the writer chose a descriptive essay with the recitation method, which is a very effective tool to further bring the subject to life to avoid boredom and reluctance of the readers.

Descriptive text is one of the texts that must be mastered by students, but in reality there are still many students who still need to be improved in writing descriptive texts, even though they are already in junior high school. The use of this recitation method is used as an alternative to learning to write descriptive essays. With the recitation method, students are expected to be more interested in expressing ideas and ideas in written form. Presentation with recitation method is used to facilitate students in writing descriptive text. Students are asked to make a text based on this method. Thus the ideas and ideas of students will be more easily poured out clearly, concretely, and completely.

Based on the description above, the authors are interested in researching with the title "Improving students' ability in writing descriptive text for class VII with the Recitation Method" at SMP Negeri 1 Bangilan.

## **METHOD**

The design of this research is classroom action research. It is called CAR because the study focuses on a particular problem and a certain group of students in a particular class. According to Suharsimi Arikunto, classroom action research is classroom action research conducted in the

classroom with the aim of improving the quality of learning practices. CAR is a series of research activities that aim to improve social quality, which is carried out by collecting data or information systematically through four steps: planning, action, observation, and reflection.

This research consisted of two cycles and each cycle consisted of four elements. The author uses interviews, field notes, and questionnaires related to qualitative data. On the other hand, the writer uses students' final writings as pre-test and post-test to obtain quantitative data.

In analyzing the data related to the students' writing ability test, the author uses an analytical assessment rubric. There are five components presented in the analytic scoring rubric for writing, namely content, organization, vocabulary, language use, and mechanics. In this study, the author combines vocabulary and mechanical components.

## **RESULTS AND DISCUSSION**

### **Pretest**

Based on the results of the pretest, the data shows that the average value of the pretest is 49.6. There are only six students or 20% of students who score above the Minimum Completeness Criteria (KKM) while 24 other students are below these criteria. (See appendix 5b). From this analysis, it can be seen that most of the eighth grade students of SMP N 1 Bangilan wrote very low descriptive paragraphs.

### **Post Test 1**

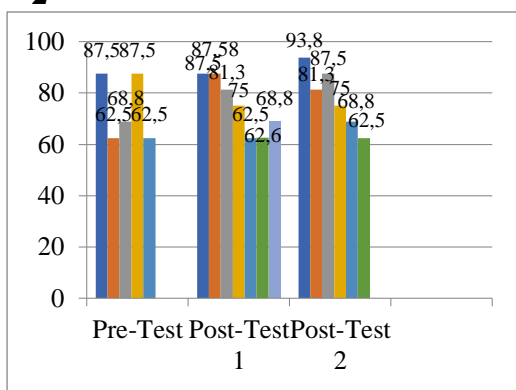
Based on the results of student writing in cycle 1, there was a slight increase in the average score of students from student writing in the preliminary study to student writing in the first cycle. The average value of the previous score was 49.6 and the average score of students' writing in the first cycle was 64.8. This means that there is an increase in the average score of 15.2 points or 30.6%.

### **Post Test 2**

Based on the result of the students' writing product, there was better improvement of students' mean score from the students' writing in the preliminary study to the students' writing in the second cycle. The mean score for the first one was

49.6 and the mean score of writing posttest 2 in the second cycle was 74.3. It means that there was 24.7 points or 49.8% of mean score improvement. The students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* were 27 students or 90% if it calculated into class percentage. It indicated that the first criterion of success has been achieved. The following was the table of students' writing score.

**Diagram The Students' Writing Score of Pretest, Post test 1, Post test 2**



It could be seen from the table above that the numbers of students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* also increases from preliminary study and each cycle. In the preliminary study there were only six students or 20% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, in the first cycle there were only thirteen students or 43.3% of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, and in the second cycle the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* were 27 students or 90%. It proved that the target of the first criterion of success in which minimum 75% of the students passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* could be achieved.

## CONCLUSION

The result of this research showed that the use of recitation technique has

successfully improved the eighth year students' writing ability in writing the descriptive text at SMP N 1 Bangilan Tuban in academic year 2021/2022. The conclusion could be drawn from the result of research as follows:

1. The improvement of students' ability in writing descriptive text could be seen from the increasing of students' mean writing score from 49.5 in the preliminary study, and 64.8 in the first cycle to 74.3 in the second cycle
2. The observation and interviews conducted by the writer during the action showed that the students were motivated and interest to participate and actively in writing activity.
3. The teacher's response about the implementation of recitation technique was positive and it would be an alternative technique in teaching writing. Therefore, clustering technique could improve the students' ability in writing of descriptive text.

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