IMPROVING THE STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT THROUGH ENGLISH POEMS

Muhammad Hayaturrohimi

Ahmad Hariyadi

Chyntia Heru Woro P

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
Emi.malebo@gmail.com

Abstract

The curriculum in Indonesia required students to be able to write some kinds of text like recount, narrative, report, procedure, descriptive and news item, etc. On this occasion, the writer interested in observing teaching writing of Vocational School, especially in writing descriptive text. On schools' curriculum (KTSP), the students have to master some competences. First, students can describe objects, people, and characteristics, time, day, month and year. Second, words are assembled precisely to describe objects based on color, shape, origin, size, material, quantity and quality. And there are indicators of achievement of competences; the students can arrange words appropriately to describe objects based on color, shape, origin, size, material, quantity and quality.In my preliminary study in SMK AT-TANWIR assisted by the English teacher found that the students' writing skill is still low. Some students thought that English is difficult, so they keep silent during the class. Only some students interacted in English teaching because they did not have a basic knowledge about English, especially grammar and vocabulary. These made them more difficult to like English lesson and created in their mindset that learns English is hard especially writing. Based on the reason above, the teacher tries to create some strategies to teaching writing. The writer believes that the best way to improve student's writing skill is by English poems. The purpose of the study was to examine implementation of English Poems to improve the student's writing ability of Descriptive text. By using classroom action research, researcher get the data from questionnaires of 33 participants. The findings describe the improvement students writing ability through English poem. It can show from average of students' writing skill were 57 in pre-test and 76 in post-test. The implication of this research give improvement students writing ability (content, organization, vocabulary, grammar, mechanics) through English poem (Cinquain, acrostic, diamante, and calligrams)

Keywords: Writing ability; Descriptive text; English Poem;

Abstrak

Kurikulum di Indonesia mengharuskan siswa untuk dapat menulis beberapa jenis teks seperti penghitungan ulang, naratif, laporan, prosedur, deskriptif dan berita, dll. Pada kesempatan ini, penulis tertarik untuk mengamati penulisan pembelajaran SMK, khususnya dalam menulis deskriptif teks. Pada kurikulum sekolah (KTSP), siswa harus menguasai beberapa kompetensi. Pertama, siswa dapat menggambarkan objek, orang, dan karakteristik, waktu, hari, bulan, dan tahun. Kedua, kata-kata dirakit secara tepat untuk menggambarkan objek berdasarkan warna, bentuk, asal, ukuran, material, kuantitas dan kualitas. Dan ada indikator pencapaian kompetensi; para siswa dapat mengatur kata-kata dengan tepat untuk mendeskripsikan objek berdasarkan warna, bentuk, asal, ukuran, materi, kuantitas dan kualitas. Dalam studi pendahuluan saya di SMK AT-TANWIR yang dibantu oleh guru bahasa Inggris

menemukan bahwa keterampilan menulis siswa masih rendah. Beberapa siswa berpikir bahwa bahasa Inggris itu sulit, jadi mereka tetap diam selama kelas berlangsung. Hanya beberapa siswa yang berinteraksi dalam pengajaran bahasa Inggris karena mereka tidak memiliki pengetahuan dasar tentang bahasa Inggris, terutama tata bahasa dan kosa kata. Ini membuat mereka lebih sulit menyukai pelajaran bahasa Inggris dan dibuat dalam pola pikir mereka yang belajar bahasa Inggris sulit terutama menulis. Berdasarkan alasan di atas, guru mencoba membuat beberapa strategi untuk mengajar menulis. Penulis percaya bahwa cara terbaik untuk meningkatkan keterampilan menulis siswa adalah dengan puisi bahasa Inggris. Tujuan dari penelitian ini adalah untuk menguji penerapan Puisi Bahasa Inggris untuk meningkatkan kemampuan menulis siswa teks deskriptif. Dengan menggunakan penelitian tindakan kelas, peneliti mendapatkan data dari kuesioner dari 33 peserta. Temuan ini menggambarkan peningkatan kemampuan menulis siswa melalui puisi bahasa Inggris. Ini dapat menunjukkan dari rata-rata kemampuan menulis siswa adalah 57 dalam pre-test dan 76 dalam post-test. Implikasi dari penelitian ini memberikan peningkatan kemampuan menulis siswa (konten, organisasi, kosakata, tata bahasa, mekanika) melalui puisi bahasa Inggris (Cinquain, acrostic, diamante, dan kaligram)

Kata kunci: *Kemampuan menulis; Teks deskriptif; Puisi Bahasa Inggris;*

INTRODUCTION

Writing is considered to be the most important skill. Writing is sometimes integrated with speaking, reading, and listening because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill need to be taught to the student. In Indonesia, writing skill become a part of curriculum especially in junior and senior high school. Such as in Indonesia, the government made it is one of the final tests for students' attainment. The curriculum in Indonesia required students to be able to write some kinds of text like recount, narrative, report, procedure, descriptive and news item, etc. On schools' curriculum (KTSP), the students have to master some competences. First, students can describe objects, people, and characteristics, time, day, month and year. Second, words are assembled precisely to describe objects based on color, shape, origin, size, material, quantity and quality. And there are indicators of achievement of competences; the students can

arrange words appropriately to describe objects based on color, shape, origin, size, material, quantity and quality. In my preliminary study in SMK AT-TANWIR assisted by the English teacher found that the students' writing skill is still low. Some students thought that English is difficult, so they keep silent during the class. Only some students interacted in English teaching because they did not have a basic knowledge about English, especially grammar and vocabulary. These made them more difficult to like English lesson and created in their mindset that learns English is hard especially writing. Based on the reason above, the teacher tries to create some strategies to teaching writing. The writer believes that the best way to improve student's writing skill is by English poems. Mittal (2014) in his research state that poem was not considered apt and appropriate for second language learning especially when we talk about Grammar, communication skills etc. But poetry serves not only a model of literature but a model for

teaching skills of language as reading and writing.

According to Hyland (2002) said: Poem can be an effective way of language teaching. The student can easily relate structures and themes with the help of poem. Students usually enrol to particular creative writing courses, choose between fiction, poem, screenwriting or playwriting and further develop their writing and editing skills in the particular area.

In addition, according to previous study by Wahyuni (2016) state that use of poem as media can improve Students' Ability in Writing Descriptive text. It made the students active in writing, not only that, but also the student learn the meaning of vocabularies especially about noun, adjective, compound adjective, or adverb. In other words, using poem as media can crate interesting and enjoyable learning activity.

English poems as media is creative teaching will make knowledge transformation process, more outgoing and dynamic. The students will also feel that creative teaching is more open and expand their idea and imagine. They are more appreciated their existence as a potential person, powerful and talented. They feel that the process will be freer and an outgoing to express their opinion also the development of their logical reasoning widely.

There are some previous studies to topic English Poem to Improve Students' Ability in Writing Descriptive text. This research concluded that use of poem as media

can improve Students' Ability in Writing Descriptive text. The result of the Study is; the improvement students' writing ability in descriptive text by using English poem. English poem as media can help students in writing easily. This technique can motivate the students to active and creative in writing.

The imperial review of research in field on the previous study, Wahyuni (2016) reported that the rate percentage and frequency of the students' controlled class in pre-test, none of the students got excellent and good score but exactly they got fair and poor score. There were 10 (50%) students got fair score and 10 (50%) students got poor score. Based on the table 4.1 and 4.2 above, it can be concluded that the scores and percentages of students in pre-test were better in experimental class than in controlled class because in the rate percentage in experimental class was higher than in controlled class. the rate percentage of score of experimental class in post-test from 20 students shows that, the students obtained 3 (15%) excellent score, 15 (75%) students obtained good score, and 2 (10%) students obtained fair score. There were none of the students got excellent score in post-test but there were 4 (20%) students got good score, 16 (80%) students got fair score. Based on the result above, it can be concluded that the rate percentage students in post-test for experimental class was higher than in rate percentage in controlled class. Although for both of the class improved. There were none of the students got excellent score in post-test but there were 4 (20%) students got good score, 16 (80%) students

got fair score. Based on the result above, it can be concluded that the rate percentage students in post-test for experimental class was higher than in rate percentage in controlled class. Although for both of the class improved. the mean score of experimental class in pre-test was (50.75) and the standard deviation of experimental class was (7.82), and the mean score of controlled class in pre-test was (50.25) and the standard deviation of controlled was (6.38). While the mean score of experimental class in post-test was (75.25) and the standard deviation of experimental class was (6.17), and the mean score of controlled class in post-test was (63.25) and its standard deviation was (5.68). It can be concluded from both of the tests; the experimental class gained greater mean score in the post-test than the controlled class. The statistical analysis from the result of the students' writing ability test of this research shown that the students' writing ability before doing treatment through poem as media was still low. It was proved by the result of pre-test before treatments that there were 20 students, 1 (5%) student obtained good score, 5 (25%) students obtained fair score, and 14 (70%) students obtained poor score.

On the contrary to the result of the students' pre-test before, there was a significance improvement on the post-test where 3 (15%) students obtained excellent score, 15 (75%) students obtained good score, and only 2 (10%) students obtained fair score.

This study would be different from previous studies; on the subject would be Vocational Schools of computer network engineering in the tenth grade. I choose those students because computer network Engineering identic with English language, and I found the problems in writing English text session. The writer wants to synchronize English lesson with material of computer network engineering to improve students' motivation to learn English language especially writing text. This study set out to describe how can English Poems improve the student's writing ability of Descriptive text at the Tent Graders of SMK AT-TANWIR Talun Sumberrejo in Academic years 2017/2018?

According to the problem, the researcher will take a purpose of the study as follows: To describe how can English Poems improve the student's writing ability of Descriptive text at the Tent Graders of SMK AT-TANWIR Talun Sumberrejo in Academic years 2017/2018.

METHOD

This study, the researcher used several instruments. They were observation, field note, writing tests, questionnaires, and documentation. This technique resulted in the observation sheet and field notes. As mentioned earlier, there are two types of data used in this research, qualitative data and quantitative data. To analyze the data, the researcher used qualitative data analysis and quantitative data analysis. The qualitative data was analyzed in several steps as Burns (1999)

suggested: Assembling the data, coding the data, comparing the data, building meanings and interpretations and reporting the outcomes. The subject of study is at the tenth grades of SMK AT-TANWIRTalun Sumberrejo Bojonegoro in academic year 2017/2018. That is class X TKJ-B and those are 26 male and 7 female students.

FINDINGS AND DISCUSSION

The researcher arranges data started from pre-cycle up to first cycle. Each cycle conducted in 2 x 45 minutes. The researcher collected data to answer questions about the improvement of students' writing skill in descriptive text after being taught using English poems. This study uses several instruments; observation, field note, writing tests, questionnaires, and documentation. The first time, researcher taught at tenth class of SMK AT-TANWIR Talun Sumberrejo on 21 Mei 2018. Researcher taught using conventionally method. From the The Students' Writing before the Action (treatment), we could know students' writing skill in descriptive text using conventionally method. 66% of students get score 3 in content aspect. 72 % of students get score 2 in organization aspect. 54% of students get score 3 in vocabulary aspect. 60% of students get score 2 in grammar aspect. And 75% of students get score 2 in mechanic aspect. The average of students' result of pre-test is 57. The highest score and lowest score is 25 and 70. Only two students get score 70 (KKM). It means that 93% of students get score under Minimum

Mastery Criterion (KKM). Beside, there is pre-questionnaire must doing the students before using English poems. Pre-questionnaire used to know how far the students knowledge and interest of students in English lesson, especially of writing skill, and ask their argument about English poem to apply in learning of writing . This questionnaire had ten questions, the following was the result of pre-questionnaire. After pre-cycle, the researcher did cycle 1 on 28 May 2018. In this cycle, researcher taught to the students used English poem as a technique and gave post-test. The researcher carried out the observation. The researcher observed the teaching learning process by monitoring the students' activities during the cycle.

The observation was done to get the data from the students' progress during their activity when teaching learning process occurred.Students' respond in this cycle was good. Most of students pay attention to the instruction. The classroom condition was controlled, overall students looked enthusiastic. After analyzing the observation result, the researcher noted that the implementation of English poems in teaching writing skill give positive outcome in improving students' writing skill. First the students could grasp the descriptive text both Indonesia and English. They still remembered the descriptive text taught previous meeting.

The students' interest was progressed. The students involved actively in learning. All students followed the learning activity although some students were not
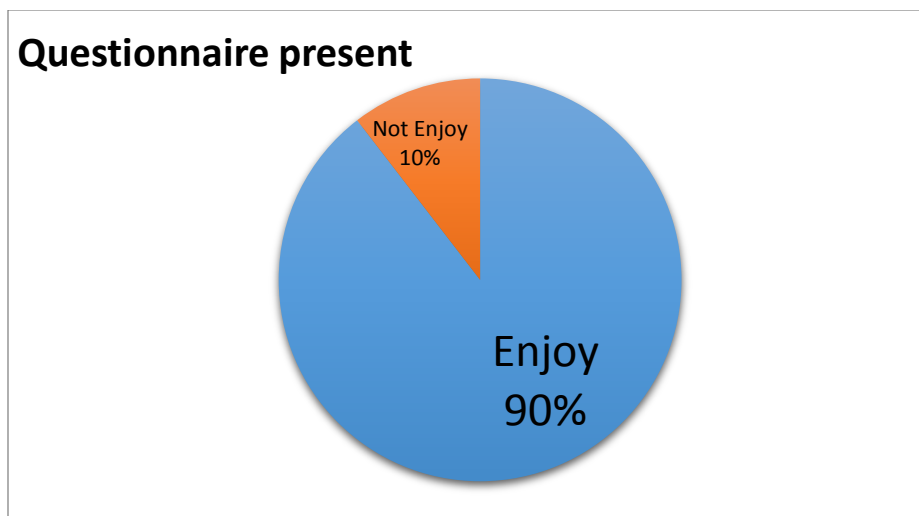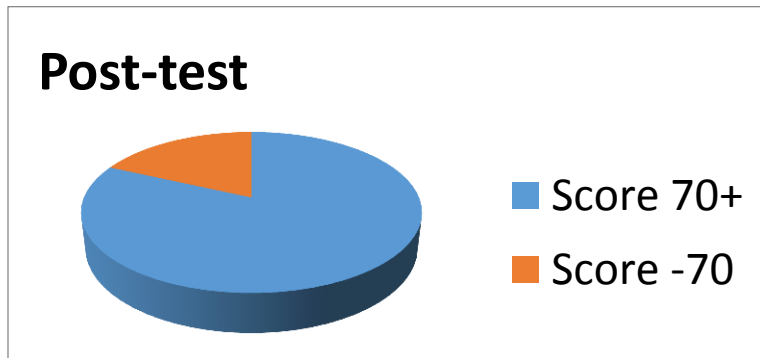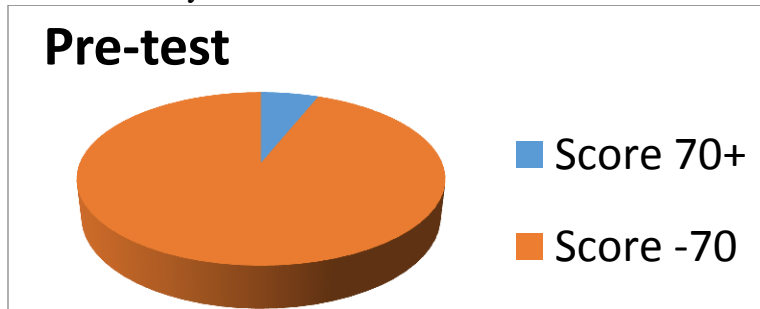
discipline in following the teaching learning process. The students responded the researcher instruction. They were willing to ask if they did not understand or found difficulties. There was an improvement of students test score. post-test after using English poems in descriptive text. 60% of students get score 4 in content aspect. 51% of students get score 3 in organization aspect. 75% of students get score 3 in vocabulary aspect. 72% of students get score 3 in grammar aspect. 72% of students get score 3 in mechanic aspect. The average of students' result of post test is 76. The highest score and the lowest score is 95 and 25. Observing is really important in an action research. Observation gives valuable data on how the action was implemented. Observation is useful to identify the changes, progress, weakness and problems during the research cycle.The data resulted from observation would be the basis in deciding the further action. In this research, the researcher observed the students' activities and events happened during the implementation of the action. Researcher observed during learning and teaching process using observation checklist. In learning process, all of students concern toward teacher explanation. Students in X TKJ-B grade have good enthusiastic during teaching and learning process using English poems in descriptive text,but only they less confident to presented their worksheet and not discipline in time accomplishment. The post questionnaire was conducted to know about the students' response after learning descriptive text through English poems. The

questionnaire was given to the students X TKJ-B grade of SMK AT-TANWIR Talun Sumberrejo, on 28 May 2018. This questionnaire had ten questions, the following was the result of post questionnaire.
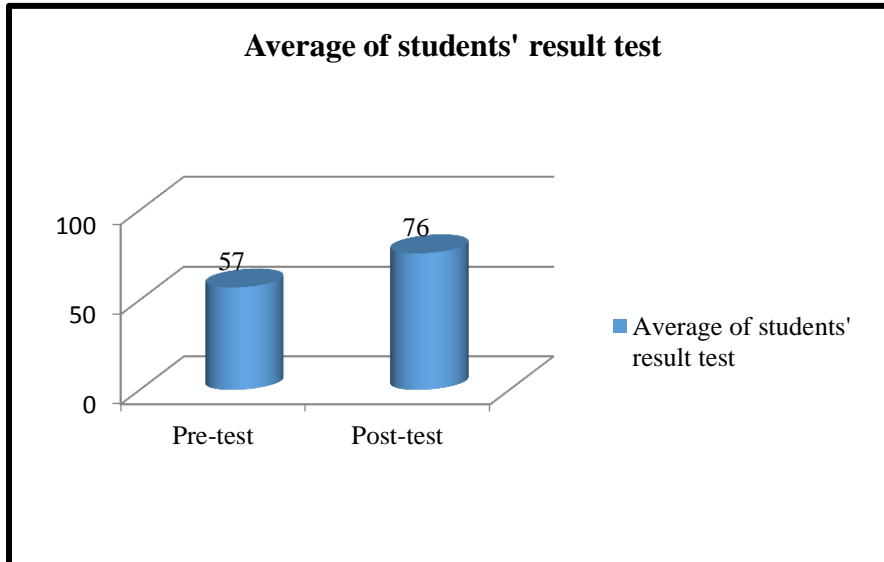
The result of the first question showed that 96% of the students felt English lesson was very important to be learned. 24% of students felt English lesson was easy to be learned. 51% of students felt difficulty to write in English and 50% of students felt easy to write in English, only difference 1%. All of students know about descriptive text, but only 30% of students felt descriptive text easy to be written. By using English poems, 90% of students felt English poems suitable applied for descriptive text. 87% of students want to learn descriptive text using English poems on next meeting. 90% enjoyed descriptive text using English poems and only 10% of students felt difficulty using English poems. 84% and 90% of students felt more assisted and they felt more active in learning process through English poems activities. And also 78% students felt English poems need to use to other skill (reading, listening, and speaking). After analyzing the reflection and observation, the researcher noted some positive progression in this cycle. Generally, the teaching learning process was going better. The students become more active in joining the class. They were more enthusiastic in responding the researcher instruction and to do better. Some students who were usually active in class did not dominate the learning activity. In addition, almost all students were

active. Besides, the students behaved more discipline when the teaching and learning process was going on.

The result of test scores also showed that the students' writing skill was improving. The improvement is indicated from the increasing of the students mean score in the pre-test and post-test. The average of pre-test and post-test score of this cycle was 57 and 76.

Pre-test

Score 70+
Score -70

Post-test

Score 70+
Score -70

Questionnaire present

Not Enjoy
10%

Enjoy
90%

Figure 4.9
The improvement students' result of pre-test and post-test

The implementation of English Poems was conducted on 28 May 2018 at X TKJ-B grade of SMK AT-TANWIR Talun Sumberrejo. It started on 08.45 until 10.15. In the classroom during learning process, researcher greeted students and checked students' attendence.Then, researcher reviewed the previous material. The topic was the same with that of the first meeting, namely about descriptive text using English Poems. This cycle was time to researcher showed a material to students. Suddenly class became noisy because some students were happy and asking questions to researcher related to English Poems showed. They looked very enthusiasm with researcher's explanation. Researcher persuaded them to give attention and asked about how to make English Poems about material in class. Actually they can make Diamante "Table", using

English assisted by researcher. Then, researcher give assignment writing test to describe about material of TKJ. Each Students should be practice descriptive text using English poems. Researcher distributed all of material needed to be practice. They will be practiced for about 25 minutes.After practiced finished, they looked very happy. The could practice the English poems actually in their class. After the researcher implemented the use of English poem in teaching writing skill of descriptive text, she got the data. It showed there were several improvements from the students and teacher performance. Students were being enthusiastic in teaching and learning English, especially writing descriptive text. Most of students paid attention to the researcher's explanation and could accomplish the task well.

The use of English poems could improve the students' writing skill in descriptive text. It can be seen from the diagram above. So, this classroom action research of the use of English poem in teaching writing descriptive text at SMK AT-TANWIR Talun Sumberrejo was success. The improvements of average of students' writing skill were 57 in pre-test and 76 in post-test. There were many factors that influenced the result ofstudy. One of factors was teaching technique or media used in teaching. If a teacher employs an appropriate teaching technique or media that is suitable with the method, the students will enjoy the lesson. Actually, learning with the use of English poems is only limited by students' imagination. It is possible to use realia technique in teaching writing descriptive text. English poems saves time in teaching writing. In addition, learning using realia technique also provided multi sensory impressions such as: seeing, hearing, touching, andmanipulating item. So, students can improve their skill in writing descriptive text.

Writing is very difficult. Students need to be creative enough to generate ideas and goal directed enough to organize those ideas into meaningful text in writing. But, the use of realia technique as teaching teachnique in writing descriptive text made students easy to understood descriptive text material that is delivered by the teacher. Selection of methods this is based on that opinion research capable action offering new ways and procedures to improve and improve professional teachers in the process of learning in the classroom by looking at various indicators success of process and bacillus learning that occurs in students (Hopkins, 2003: 34). Thus, English poem is an effective technique to improve students' skill in writing descriptive text.

CONCLUSIONS

The result of this research revealed the improvements contributed by the implementation of English poem technique in the teaching and learning process of writing in grade X TKJ-B grade of SMK AT-TANWIR Talun Sumberrejo. First, English poem could improve students' motivation. It was able to change their perception about writing is difficult and scary activities, so could engage the students' attention and interests during the teaching and learning process of writing. Besides, English poem could provide the students with illustrations and ideas in their minds. Second, the improvement could also be seen in the teaching and learning process. English poem could be combined with other media such as pictures or video that could create various fun learning activities so it decreased students' boredom during their learning process in the classroom. The students became more confident to write and active in the classroom activities. Third, since the students were motivated and the writing class ran well, the students' writing skills were also improved.

The average of the students' scores obtained from the pre-test, Cycle 1, and post-test also showed the improvement of the use of English poem in improving the students' writing ability. Besides the

writing score, the students also showed the positive response towards writing. At first, the students were reluctant to do the writing task, but after the implementation of English poem, they became more excited to write. Based on the facts above, English poem activities were believed to be useful to improve the students' writing skills and the attitude towards the teaching and learning process.

The investigation describe how can English Poems improve the student's writing ability of Descriptive text at the Tent Graders of SMK AT-TANWIR Talun Sumberrejo in Academic years 2017/2018.

Based on the conclusions above, the implementation of English poem is successful to improve the writing skills of grade X TKJ-B grade of SMK AT-TANWIR Talun Sumberrejo. English poem is able to attract the students' attention and motivation in learning writing. English poem helped students in the writing process started by decided topic than exploring imagine, writing down the keywords, discussing with friends and writing the idea. English poem also helps the students improve their skill in organizing the text more creative, and also helped them remembering the elements in descriptive text. English poem also made the students to focus on the lesson. It implies that English poem could be used to improve the writing ability of grade X TKJ-B grade of SMK AT-TANWIR Talun Sumberrejo. Regarding to the results of the study, the interpretation and the conclusion, some suggestions are proposed to increase the students' writing ability below;. The English teacher is suggested to use English poem to teach writing in order to improve students' writing ability. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' writing ability. The students are suggested to continue this activity. It will be very useful for them in improving their writing ability. It can also be used as a reference when they need to write the same topics. The students should always practice writing to build their writing habits; one of the ways is by using English poem.

REFERENCES

Oshima, A. & Hogue, A. 1997. Introduction to Academic Writing (2nd Edition). New York: Addison Wesley Longman, Inc.

Ur, Penny. 1996. A Course on Language Teaching. Cambridge: Cambridge University Press.

Zemach, D. E. & Rumisek, L. A. 2005. Academic Writing from Paragraph to Essay. Macmillan: Cambridge University Press.

Suhaemi, Emi. 2010. Kriteria Siswa ideal. [online] Available at: informasismpn9cimahi.wordpress.com.

Brown, H. D. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition). New York: Addison Wesley Longman, Inc.

Brown, J. D. 1995. The Element of Language Curriculum: A Systematic Approach to Program Development. Boston, Massachusettes: Heinle & Heinle Publishers.

Burns, Anne. 1999. Collaborative Action Research for English Language Teacher, NewYork: Cambridge University Press.

Nunan, David. 1998. Designing Task for The Communicative Classroom. Boston: Heinle & Heinle Publishers.

Nation, I. S. P. 2009. Teaching ESL/EFL Reading and Writing. New York: Routledge Publishers.

Hopkins, david. 2003. A Teacher Guide The Classroom Research. Philadelpia Open: Universitas Press

O' Malley, J.M., & Pierce, L. V. 1996. Authentic Assessment for English Language Learners. Massachusetts: Addison Weasley Publishing, Inc.

Brown, Ann. 1999. Teaching Writing The Stanley Thornes Teaching Primary English Series. London: Stanley Thornes.

Harmer, Jeremy. 1998. How to Teach English. Kuala Lumpur: Longman.

Nunan, David. 2003. Practical English Language Teaching. Mc Graw Hill: International Edition.

Routledge. 2013. Teaching The Dimensions of Literacy. New York: Library of Congress Cataloging in Publication Data.

Tompkins, G.E. 1994. Descriptive Text in Teaching English. Teaching English 4 all on March, 2018. From

Http://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/.

Wardiman, et al. 2008. Descriptive Text in Teaching English. Teaching English 4 all on March, 2018. From Http://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/.

Harmer, Jeremy. 2000. How to Teach English. England: Pearson Education Limited.

Harmer, Jeremy.2004. How to Teach Writing. London: Longman.

Harmer, Jeremy. 1991.The Practice of English Language Teaching. New York: Longman Group.

Ur, Penny.1991. A Course in Language Teaching (Practice and Theory). Great Britain: Cambridge University Press.

Oshima, Alice and Ann Hogue.2007. Introduction to Academic Writing. New York: Pearson Longman.

Brown, H. D. 2001. Language Assessment : Principle and Classroom Practice. New York : Continuum.

Harmer. J. 2003. The Practice of English Language Teaching. London :Longman

Harmer. J. 2001. How to Teach Writing. England : Longman.

Oshima, A., Hogue, A. 2007. Introduction to academic writing. White plains, NY : Pearson : Longman.

Zemach, D. E., & Islam, C. 2004. Paragraph Writing. Macmillan Publishers Limited.

Zemach, D. E., & Rumizek, A L. 2003. Academic Writing from

Paragraph to Essay.Macmillan Publishers.

Zemach, D. E., & Rumizek, A L. 2005. Academic Writing from Pragraph to Essay. Macmillan Publishers.

Finch, A. (2003). Using poems to teach English. English Language Teaching. [online] Finchpark.

Available at: http://www.finchpark.com/arts/Poems.pdf [Accessed: 11 Jun 2018].

Gigglepoetry, (2014). Poem Categories. [online] Available at:

http://www.gigglepoetry.com/poemcategories.aspx [Accessed 3 Jul. 2018].

Blanchard, Karen. (2003). Foreign Language Study. Longman.

Dirjen BSNP. (2006). BSNP. Jakarta.

Widyaiswara, Fahrawaty. (2014). LPMP South Sulawesi Province. [online] Available at:http://makassar.tribunews.com/2014/02/19/pengaru-bahasa-inggris-terhadap-kurikulum-pendidikan.

Mika. (1998). Using Poetry to improve your writing. [online] Available at: http://www.writerswrite.com/journal/ may98/using-poetry-to-improve-your-writing-5986

Mc Carson,Debbie.(2016). What is a poem?. [online] Available at: http://penandthepad.com/what-poem-4574481.html.

12