

Improving Students' Writing Skill in Descriptive Text Through Animation Pictures at Grade VIII of SMPN 15 Bengkulu

Desma Yuzahana
Bengkulu University
desmayuzahana10@gmail.com

Abstract

This study was classroom action research. The aim of this study was to investigate animation pictures whether or not can improve students' writing skill in writing descriptive text at grade VIII A of SMPN 15 Kota Bengkulu. An animation picture is simply a series media of still photos shown through a slideshow, show steps in a progress, or movements of pictures. It is useful for the teacher to make effective media, and add interest to the teacher's teaching. And also the students would be motivated what they want to write. The participants of this research were 32 students. They were 24 girls and 8 boys. The instruments of this research were students' writing product and observation checklist of students' activities. This research was conducted three cycles and the evaluation of tasks was administered at the end of each cycle. The result showed that animation pictures has improved the students' writing skill in descriptive text. Animation pictures were effective media in improving students' writing skills in writing descriptive text. The students were interested in animation pictures and motivated to write a descriptive text. Improvement of students' writing skill was significantly good. They could express the ideas, some students could write descriptive text well.

Keywords: Animation pictures, descriptive text.

Introduction

Based on the Curriculum in Indonesia (K13), the students are expected to master four language skills. They are listening, writing, reading, and writing. among the four skills, writing skills are an important part of communication. Writing should have special attention because it is the most difficult and complicated skill (Rahmawati, et al. 2019). The difficulties of writing are the challenges for teachers in teaching writing. According to Heaton (1998), the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Writing is the most complex skill among many other skills because writing would integrated many aspects. The students should consider on the vocabulary and grammar. Heasley in Nunan (1991) supports this idea, he states that writing is clearly a complex process, and component writing is accepted as the last language skill to be acquired. Thus, in writing, students need to read (Martina, et al. 2020; Dhillon, et al. 2020; Martina, et al. 2020)

The researcher found that the students in SMPN 15 Bengkulu get difficulties to write paragraph into descriptive text. The researcher collected of students' writing test, from the result of students' writing test showed that students' writing skill in descriptive text was low. The problems also based on informal dialogues with English teacher about the problems of teacher and students. It is difficult for them to begin writing. It happens because they do not know how to express the ideas, describe the thing they have in mind, have a small number of vocabulary, and have weak motivation.

Moreover, the teachers do not have various techniques in teaching writing, so the process of teaching and learning becomes monotonous and finally students get nothing and bored in writing.

There are reasons to choose animation pictures in Microsoft PowerPoint as media. Bowker in Goodwyn (1991) stated media education likely television, film, photography, and computer software that aims to create the students more active and critical. This creates pleasure, enjoyment and could contribute to media teaching. As Raimes in Syamsidar (2004) says that there are valuable resources in pictures, such as: a drawing, photographs, posters, cartoons, magazines, advertisement, diagrams, and graphs. The teacher should choose pictures which are able to increase students' interest in the writing class and choosing animation picture should be appropriate to their material. Material of writing class in junior high school, for examples: descriptive text about animal or people.

Basically there are some researches about teaching writing techniques but they have different method, place, time, and level of school. This part the researcher will report some of the related researches.

Halimatus Sa'diyah (2010) in her research "Improving Student' ability in writing descriptive texts through a picture series aided learning strategies at SMAN 1 Kembangbahu Lamonga, Indonesia". The result of the research is the use of the picture series succeeded in promoting the students' positive toward the learning process.

Kurnia (2010) in her thesis "The Effect of using picture in Microsoft PowerPoint to the Students' Achievement in writing Narrative at second year students of SMAN 1 SELUMA" . The result of the research is the use of the picture in Microsoft PowerPoint gives the positives effect to improve second year students of SMAN 1 SELUMA students' writing Narrative achievement.

By analyzing the fact, the researcher try to conduct a research entitled "Improving Students' Writing Skill in Descriptive Text Through Animation Pictures at Grade VIII of SMPN 15 BENGKULU". The researcher will try this media in order to find out to what extent animation pictures in Microsoft PowerPoint can improve students' writing skill in descriptive text. The difference this study with others above is the researcher focuses students' writing skill in writing descriptive text by using animation pictures in Microsoft PowerPoint. The researcher wants to know how improving the student' writing skill at grade VIII affected by animation pictures in Microsoft PowerPoint media in descriptive text.

Based on the background above, the researcher formulates the following research questions: "Can animation picture in Microsoft PowerPoint improve student's writing skill in descriptive text at grade VIII of SMPN 15 Bengkulu?". The objective of this research is to investigate animation pictures in Microsoft PowerPoint whether or not can improve students' writing skill in descriptive text at grade VIII of SMPN 15 Bengkulu.

Research Methodology

In this study was a classroom action research. It means that the problem in this study come from the teaching and learning problems in the classroom. Arikunto (2006) states Classroom action research is an action implemented in the classroom. Scheme of classroom action research (Kemmis and Taggart, 1988).

The researcher took students at grade VIII A of SMPN 15 Bengkulu as the population of the research. There were 32 students in the class. The instruments of this research were writing test and non-test. Test instrument found out from students' writing skill data. Non-test instrument found out students' observation checklist.

Research Procedure

1. Cycle

Based on Kemmis and Mc Taggart in Hopkins (1993), classroom action research has some cycles consists of four phases. Cycle two or further cycle is conducted if the result from cycle one is not satisfying enough, and cycle three will be conducted if the result of cycle two is not satisfied as well. The procedures almost the same with some changes or modification accordingly.

Technique of Analyzing the Data

Quantitative Data

The quantitative data was gotten from the data of students' writing products. When the data has collected, it was analyzed to get the mean score of the aspects of writing: such as, content, organization, vocabulary, language use, and mechanism. The formula of below were used to find the percentage of the students test in each cycle:

$$P = \frac{n}{R} \times 100\%$$

Where:

P : The Percentage of the students' mastery

X : Number of students who reach the score/passing standard score (70)

Y : Total number of the students

Qualitative Data

The qualitative data of this research was the data of observation checklist. The data analyze by descriptive qualitative based on the observation and reflection from each cycle.

Findings and Discussion

Findings

The improvement of students' writing skill through animation pictures in Microsoft PowerPoint at grade VIII of SMPN 15 Bengkulu can be seen from comparison among the results of Cycle I, Cycle II, and Cycle III. They are presented in the following section.

1.1 Result of Cycle I

The result of cycle I through animation pictures in Microsoft PowerPoint showed that most of students' achievement was still low. It could be shown in the table of students' writing scores below.

Table 1: The Percentage of Students' Writing Scores

| Categories of Students' Writing | The Number of Students | Percentage |
|---------------------------------|------------------------|------------|
| Passing Standard Score/KKM (70) | 5 | 16,12% |
| Low score | 26 | 83,87% |

Adapted by: Al- Azis (2012)

Based on the table above, the result of students' writing skill in cycle I through animation pictures showed that most of students were still low. The researcher found that there are: 5 students had good score that could passing standard score (KKM) of SMPN 15 Bengkulu which is 70. While, 26 students were still low, and one student was absent. It shows that most of students had low score of writing skill.

By using animation pictures that are showing in the Microsoft PowerPoint, students could express the ideas but they were stuck in grammar. They made mistakes grammatically and in spelling. Based on the observation checklist, it was known that students' involvement and attitude during the learning process was fair. From the result, the researcher took the refinement action in the next cycle.

Result of Cycle II

The result of writing test through animation pictures in cycle II showed that most of students were increased. By using animation pictures, the students discussed about related vocabulary in animation pictures. So they could express the ideas into descriptive text after seeing animation pictures. The student shared and discussed their writing descriptive text among students. So, the students known their mistakes, then they did revising and editing well.

Compared to cycle I, the students improvement in Cycle II increased as shown in the following table:

Table 2: The Comparison between Cycle I and Cycle II

| No | Categories | Cycle I | Cycle II |
|----|---------------------------------|---------|----------|
| 1 | Passing standard score/KKM (70) | 16,12% | 43,75% |
| 2 | Low score | 83,87% | 56,25% |

Adapted by: Al- Azis (2012)

The result showed the students' writing skill in writing descriptive text increased in Cycle II, 14 students from 5 students to 25 students. The category of *low score* decreased from 26 students to 7 students. It meant that more students who achieved passing standard score increased while, students in the category of low score decreased in Cycle II.

Based on the result, there was an improvement from Cycle I to Cycle II, but it was still behind the research target. The teaching and learning process by using animation pictures got positive attitude

from the students and also increased the students writing skill in writing descriptive text, but it was not covered the indicators of success of the research. So the researcher gave the action in the next cycle. The researcher still focused on discuss how to apply spelling and tenses in descriptive text correctly.

1.2 Result of Cycle III

Based on the result in Cycle III, the researcher found that the students' interest in activity was significantly good. The students were interested in animation pictures and motivated to write descriptive text. Improvement of students' writing skill was significantly good. They could express the ideas, some of students could write descriptive text well. Only 5 students made mistakes in determining spelling and grammatical. The students did pre-writing, revising and editing well.

Based on the observation checklist in cycle III, it was known that students' involvement and attitude in writing activity was good. First, the students' contribution in apperception activities was good. Second, most of the students contributed in group discussion.

In the implementation of Cycle III, there was some improvement that had been achieved. Compared to cycle II, the students' involvement in Cycle III improved significantly. In Cycle II, 14 students were category of passing standard score, while in Cycle III became 25 students. In Cycle II, 18 students were category of low score, while in Cycle III became 7 students. It could be seen in the following table:

Table 3: The Comparison between Cycle II and Cycle III

| No | Categories | Cycle II | Cycle III |
|----|---------------------------------|----------|-----------|
| 1 | Passing standard score/KKM (70) | 43,75% | 78,12% |
| 2 | Low score | 56,25% | 21,87% |

Adapted by: Al- Azis (2012)

The category of passing standard scores students increased about 43,7% became 78,12% in Cycle III. The category of low score students decreased about 56,25% became 21,87 % in Cycle III. It meant that the category of passing standard score students increased and the category of low score students decreased in Cycle III.

Overall, the result of teaching writing by using animation pictures in Microsoft PowerPoint was very good. It was good progress and showed significant improvement. Based on the data, it was covered the indicators of success of the research and the researcher decided that it was enough to give the treatment.

Discussion

The result of Cycle III showed that students' writing skill improved after showing animation pictures in Microsoft PowerPoint to the students. The result of this research also indicated that by

using animation pictures in Microsoft PowerPoint media could be implemented effectively in teaching writing.

The result of Cycle I showed that students' writing skill in writing were low. The result of cycle I showed that students' writing skill consisted of 16,12% students were category of passing standard score (achieved by 5 students), and 83,87% students were category of low score (achieved by 26 students). So, only 5 students (16,12% students) who achieved passing standard score. While this research was successful if the students who had reach it at least 70% of total students 100%. Based on students' observation checklist and writing test, it could be shown that most of students only interested in using animation pictures. They expressed the ideas but they made mistake in spelling and grammatical.

After researcher observed the findings in Cycle I, the researcher needed to do Cycle II. The result of the Cycle II was better than Cycle I. The result of the second cycle was slightly increased but not satisfactory yet. The result of Cycle II showed students' writing skill consisted of 14 students (43,75% students) got passing standard score; and 18 students (56,25% students) got low score. In this cycle, the researcher found that students' involvement and attitude in writing was good enough. During the activities of writing, students paid attention during the activity. They were active in discussion group.

To get more significant improvement, the researcher did the Cycle III. The result of Cycle III indicated a significant improvement. After the third action was done, the researcher found the progress. In Cycle III, the number of student writing through animation pictures media increased significantly. The result of Cycle III showed students' writing skill consisted of Based on the result in Cycle III, 25 students (78,12% students) got passing standard score, and 7 students (21,87% students) were in criteria got low score. It was found that students' interest in activity was good. The students' interested with animation pictures and motivated to express the ideas. The students' writing test increased. The writing activities were also increase.

Conclusion and Suggestion

Conclusion

From the research result, there was conclusion that can be taken as follows: Animation pictures were effective media in improving students' writing skill in writing descriptive text. It was proved by percentages of students writing tests result from 16,12% (achieved by 5 students) in cycle I, 43,75% (achieved by 14 students) in cycle II then in cycle III became 78,12% (achieved by 25 students). Finally, the researcher concluded that animation pictures media is effective to improve students' writing skill and also motivate students in writing descriptive text, especially at grade VIII A of SMPN 15 Bengkulu.

Suggestion

English teachers can apply animation pictures in Microsoft PowerPoint as an alternative media to improve students writing skill and students' academic achievement. It can help the teachers to create various activities in the classroom and it also expected to use animation pictures in Microsoft PowerPoint to solve the problems.

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