IMPROVING STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXTS THROUGH PERSONAL PHOTOGRAPH MEDIA TO THE TWELFTH GRADE STUDENTS OF SMA SWASTA PELITA NUSANTARA LAWE SIGALA-GALAIN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

This research was primarily conducted to prove that the application of Personal Photograph media could improve the writing skill of the twelfth grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala in the academic year of 2020/2021 and to describe their responses towards the application of Personal Photograph media in the processes of learning writing skill. Each cycle consisted of four meetings. The quantitative data analysis showed that the students mean score increased continually from 57,31 with 9% passing Minimum Mastery Criteria in pre-test, 71,81 with 36% Minimum Mastery Criteria in formative-test, 83,31 with 82% Minimum Mastery Criteriain post-test. The qualitative data analysis showed that the students' responses after being taught through the application of Personal Photograph media are very good. The result is most of the students gave good responses to the Personal Photograph media which was used in learning teaching process. It is suggested that teachers use Personal Photograph media as an alternative in writing descriptive texts to the students in Senior High School in order to improve their students' writing skill, particularly in writing descriptive texts.

Keywords: Personal Photograph media, Writing Skill, Descriptive Texts.

1. INTRODUCTION
1.1 The Background of the Study

Writing is the difficult skill of the communication forms, because it can not be obtained naturally and it needs standard language. People can express their ideas, opinions, experiences, and information through writing. Ghaith (2002:1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It takes parts in our lives such as in social, academic and professional fields.

The curriculumin Indonesia requires students to be able to write some kinds of text like recount, report, discussion, explanation, exposition, new item, anecdote, narrative, procedure, description, and review. Descriptive text is a written English texts in which the writer describes an object. It is stated that we use descriptive text to describe a person, place or thing (Library of Congress, 2008:14). For example, we might want to describe what a crab looks like, or how he moves.We must be sure to include details that describe sounds, color, smells, setting and so on.Descriptive text is one of the genres which is taught the students at senior high school. The generic structure of descriptive text concists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

Based on the writer's observation at SMA Swasta Pelita Nusantara Lawe Sigala-gala on 02 September 2020 to the twelfth grade students, students were confused to write a descriptive text because they did not know how to make a description about something. Students were also still confused about what they would write and how to start write. It can be seen from their score in writing descriptive paragraph. Based on the explanation, the writer is interested in knowing the suitable method in teaching writing. In this case writer uses Personal Photograph media.

Personal Photograph media is one of media that can be used by English teacher to improve students' writing especially in descriptive texts. It is used as a media to exercise their ability in writing. Using picture especially in this case a photograph, the students expected would be challenged to give comments, ideas, arguments and description or short story. It can be said that Personal Photograph media are valuable teaching aids in motivating students to start writing. By writing their own experience through their own photographs, the students will usually be active and prepare their vocabulary spontaneously in their minds and it will be expressed when they start to write. Drawings, photographs, posters, cartoons, magazine advertisement, diagrams, graphs, and etc can be a valuable for a picture (Raimes, 1983:57). Personal Photograph media provide a shared experiences for students. Employing pictures in teaching writing in the classroom can achieve many advantages.

The first research was conducted by Saidatunnur (2019) entitled research "Improving Students' Ability in Writing Descriptive Text Using Personal Photograph at the Second Grade of SMP IT Al-Hijrah Deli Serdang in Academic Year 2019/2020". The research findings showed that the use of Personal Photograph media can improve the students' skill in writing descriptive texts. It can be seen from differences from the mean score of the pre-test that is 59.96%, and after Personal Photograph media was used the mean score of the post-test is 77.38%. This method was also practical to teach writing skill on descriptive texts. And the second one was conducted by Safitri (2017) entitled "The Use of Personal Photograph as Media in Teaching Writing Descriptive Text to the Second Grade Students of MTS Negeri Gowa". She concluded that the use of Personal Photograph media was effective to improve students' skill in writing descriptive texts. This can be seen from the increasing score of the students. From pre-test that is 46,6, in cycle 1 test is 69,2, and in post-test is 84,25. It proved that Personal Photograph media gave contribution to the students and it was more effective in teaching writing descriptive texts.

Based on the explanation and the findings of the previous researchers the writer is interested in conducting a research related to teaching writing descriptive texts by using Personal Photograph media to the eleventh grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala. This study will be useful for language teachers so that they will be able to know how far students have improvement in writing descriptive texts, and students will understand how to write their ideas in form of descriptive texts by using Personal Photograph media.

II. REVIEW OF LITERATURE
2.1 The Nature of Writing
Writing is the expression of ideas, conveying of message to the readers, so that the ideas themselves should arguably be seen as the most aspect of writing. The ideas and thoughts are informed into paraghraphs and have a meaning, so the readers can understand the meaning of the content. Based on the definition, the writer defines writing is an activity in which a person expresses his ideas, thoughts, expressions, and feelings which is used for communicating to the readers in form of written words.

2.1.1 Process of Writing
Carroll (2001:6) stated that there are five stages of the writing process. They are:
1. Prewriting is freely exploring topics, choosing a topic, and beginning to gather and organize details before you write.
2. Drafting is getting your ideas down on paper in roughly the format you intend.
3. Revising is correcting any major errors and improving the writing's form and content.
4. Editing and proofreading is polishing the writing and fixing errors in grammar, spelling and mechanics.
5. Publishing and presenting is sharing your writing.

In order to produce a good writing, a writing should follow the five stages of writing process. In other words, the following is considered important to discuss in order to clarify the concept used or being discussed, so that the reader and writer can get the point clearly.

2.1.2 The Categorise of Writing
According to Brown (2001:343) there are five major categories of classroom writing performance. They are:

1) Imitative or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout.

3) Self-writing

The most salient of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4) Display writing

For all language students, short answer exercises, essay examination and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5) Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

2.1.3 The Purposes of Writing

Carroll (2001:4) also elaborate the purposes of writing as follows:

1) Writing to inform

It includes facts and examples that teach your readers. Write objectively; avoid including your opinion.

2) Writing to persuade

It includes reasons and arguments to convince reader to adopt your position.

3) Writing to entertain

It includes humorous situations, anecdotes, or exaggerations that your audience will enjoy. In order to produce a good writing, a writer should have a purpose to write.

Based on the purposes of writing above, the writer chooses the purpose of writing is to inform.

2.2 Requirements of Writing

There are some characteristic of a good writing. According to Boardman (2008:18) in writing a good text must have:

1) Coherences

A paragraph has a coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily coherence means stick together, coherence is a matter of having the part of a piece of writing in the right with the clear process. Whenever we think about object sistematically, we are complied to realism, that certain thing, come coherence is the clear and orderly presentation of ideas. Obviously, the ideas closely related with language. Usually to measure the students' ability in writing skill teachers give a writing test.

2) Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences. The methods of connecting sentences to each other arecalled cohesive.

3) Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence.

2.3 Descriptive Text

Descriptive text is a text that paints a picture with words. A text is quite visual (sharp and colourful details) and includes lively details that help and show what an object, event, or a person looks like. Most of detail will make an image in reader's mind. Sudarwati and Eudia (2005:27) state, "There are two components of the generic structure of descriptive text. They are:

1. Identification; identify phenomenon to be described
2. Description; describes parts, qualities, and characteristics".

They add that the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense. Descriptive text is one of the texts that are taught at school. According to Knapp and Watkins (2005:122-149) state "Description enables the categorisation or classification of an almost infinite range

of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer.

2.3.1 Generic Structure of Descriptive Texts

Descriptive text has generic structure, According to Mukarto (2007: 140-141) descriptive text is used to describe a particular person, place, or thing. The generic structure of descriptive text are:

1. Identification : introduction of thing, place, or person to be described.
2. Description : descriptions of the parts, qualities, and characteristics of the thing, person, or place being discussed.

Descriptive text has laguage features.

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, my room, etc.
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc).

2.4 Personal Photograph Media

Personal Photograph media is photo that the students have or take photo by their own. Personal Photograph media that can be applied in teaching and learning English. It is used as a media to exercise their ability in writing especially in descriptive texts. Using picture especially in this case a Personal Photograph media, the students will be more creative to give comments, ideas, arguments and description or short story. It can be said that Personal Photograph media is valuable teaching aids in motivating students to start writing.

Edward (2011:11) states, "Photograph consists of two words, photo (light) and graph (writing or painting). Photography means the process or method to produce images of an object by recording the reflection of light on the objects on light sensitive media". Sudjojo (2010:4) states, "Photography comes from the Greek, phos meaning light, and graphe means drawing so photography literally means drawing with light". Ingledew (2005:12) states, "Personal Photograph gets at essence of things. They have the power to evoke, inform and inspiring". Desire of storytelling often be a critical need. In this context a photograph becomes appropriate tool or media to communicate and tell story. People can tell story accurately about events, activities, expression, memories and nostalgia through a photograph (Edward, 2011:12). Based on photo, people can imagine the situation on the photo and give their story about the photo.

2.4.1 The Procedures of Applying Personal Photograph media

The ways to use Personal Photograph media are:

1. The teacher will explain about Personal Photograph media, so that the students better understand the rules.
2. The teacher asks students to take a photo by themselves
3. The teacher asks students to print out and create that photo with their own words.

4. Students will present, retell, and share their stories about that photo with other students in the class in their own handwriting without reducing meaning.

To get accountability, the teacher will ask individuals to share their experiences in create their own photo in descriptive text. In conclusion, the teacher will assess the student's writing skill individually and assess how much students are able to create their experiences by writing English. Meanwhile, the students have to share the information that they have got from the photo.

2.4.2 The Advantages of Personal Photograph media

According to Andrew Wright (1989:17) There are some roles Personal Photograph media in writing. The roles are as follows:

1. Photo can motivate the student and make him or her want to pay attention and want to take a part in the learning process.
2. Photo contributes to the context in which the language is being used. They bring the world into the classroom like a street scene or a particular object. For example, atrain, a motorcycle and a building.
3. Photo can be describes in an objective way (this is train) or intrepeted (it"s probably a local a train) or responded to subjectively (i like traveling by train).
4. Photo can cue responses to question or cue subtitutions through controlled practice.
5. Picture can stimulate and provide information to be referred to in conversation, discussion and story telling.

According to Sudjana (2005:1) the advantages of using Personal Photograph media in teaching are:

1. To motivate and to attract students to learn. Photo is interesting because of full of colors; students will interest to learn when they use photo that full of colors.
2. Can help students in developing language skills and writing. Photo is full of information such as vocabulary and ideas. So Personal Photograph media can help students in developing their vocabulary and express their ideas.
3. Can help students to interpret and remember the images from text book. The students will have chance to think critically about the interpretation of the events in images and to write about those ideas.

When students look the photos, they will express their ideas in form of writing easily and their piece of writing will be better organized. Moreover, the students are not bored, but they will enjoy the lesson and make them more creative.
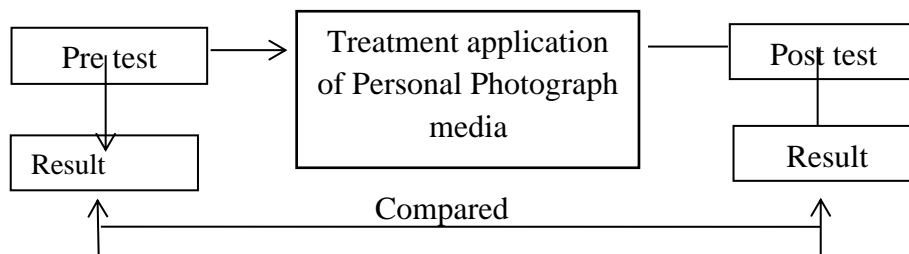
III. RESEARCH METHOD
3.1 Research Design

The research is Classroom Action Research (CAR). Classroom Action Research directs toward an action or cycle of action that a writer wants to take to address situation. This research is intended to find out the improvement of students' skill in writing descriptive texts through Personal Photograph media to the eleventh grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala in the academic year of 2020/2021. According to Burns (2010:5) action research is a research carried out in the classroom by the teacher of the course mainly with the purpose of solving a problem or improving the teaching /learning process. It means the teacher must have the solution to solve the problem and give the improvement is brought about by a series of cycles, each incorporating lesson from the previous one.

Based on the definition above, the writer can conclude that classroom action research is form of research that applying an idea in a social or educational situation in order to improving or changing something to be better, or to get real effect on the situations. In doing this research, the writer will be helped by collaborator to help defining and exploring certain problems and needs in the classroom. The writer acts as a real teacher who taught descriptive texts to the students by using pictures. The collaborator acts as an observer who observed the writer who use pictures in improving students' skill in writing descriptive texts.

The design of this research can be seen below:

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┌──────────┐      ┌────────────────────┐      ┌──────────┐
│ Pre test │ ───> │ Treatment application│ ──── │ Post test│
└────┬─────┘      │ of Personal Photograph│      └────┬─────┘
     │            │       media         │           │
     v            └────────────────────┘           v
┌──────────┐                                  ┌──────────┐
│  Result  │                                  │  Result  │
└────┬─────┘            Compared              └────┬─────┘
     └───────────────────────────────────────────┘
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Before the treatment, the students are given pre-test about descriptive text with photo taken by the writer, then based on the result, the writer starts teaching by using Personal Photograph media. After six meetings, then post-test is administered. The result of the pre-test and post-test is compared to find out whether there is an increase in their writing or not.

3.2 Location and Time of the Study

The writer conducted the research to the twelfth grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala. The school is located at jalan Kutacane – Medan KM 25, Lawe Sigala Timur, Lawe Sigala-gala, Aceh Tenggara. Class XII MIPA in the Academic Year of 2020/2021. Based on the writer's knowledge, there is no similar research which has ever been conducted at the school. The writer conducted this researh in September 2020.

3.3 The Subject of the Study

The subject of this study is students of XII MIPA of SMA Swasta Pelita Nusantara Lawe Sigala-gala in the Academic Year of 2020/2021. There are two classes in the school, and the writer chose class XII MIPA The numbers of the students in that class are 22 students, consisting of 10 male students and 12 female students.

3.4 The Kinds of the Data

The kinds of the data are qualitative and quantitative data. Qualitative data are obtained from the field notes. In this data collection, the writer needs a collaborator. A collaborator in classroom action research is person who help the writer to collect the data.

3.5 The Instrument for Collecting Data

The instruments which are used to collect the data in this research are writing test, observation sheets, field notes, questionnaires and photograph evidences.

3.6 Techniques of Data Analysis

According to Weigle (2002:116) there are five components presented in the analytical scoring rubric for writing, they are : content, organization, vocabulary, language usage, and mechanics.

IV. DATA ANALYSIS AND DISCUSSION
The Data Analysis

There are two kinds of data which were analyzed to find out the research findings. They are quantitative and qualitative data.

4.4 Discussion

Personal Photograph media was applied to improve the students' writing skill to the twelfth grade students of SMA Swasta Pelita Nusantara Lawe Sigala-gala. As the collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Personal Photograph media could be the effective way to help students in writing skill. Those score showed that the second cycle was better than the first cycle. Besides that, the improvement could be seen from the observation sheet, field notes and questionnaire. Most of students were more active and enthusiastic during the process of teaching and learning start from the first to second cycle when the media was applied.

In conclusion, Personal Photograph media is suitable media to improve students' writing skill because this media gave students a chance to be more active. Eventhough, the application of this media required a long time to implement the classroom. As the result, the students' writing score test increased in both of cycle after being taught with Personal Photograph media and also had good response.

V. CONCLUSION AND SUGGESTION
5.1 Conclusion

After analyzing and discussing the data, the writer drew the following conclusions:

1. Personal Photograph media can improve students' writing skill. It was found that the students' achievement of writing skill improved from pre-test to post-test after Personal Photograph media was applied. The students' total mean score in pre-test is 57,31, the formative-test is 71,81 and the post-test is 83. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum*) from pre-test is 9%, the formative test is 36% and the post-test is 82%, the students score percentage continuously increased in each test. Therefore, it is concluded that Personal Photograph media can improve students' writing skill successfully.
2. Based on the analysis of qualitative data, it was found that the students' responses towards the use of Personal Photograph media to improve their writing skill is very positive. They found that Personal Photograph media helped them improve their skill in writing English.

5.2 Suggestions

Based on the research findings, the writer would like to give some suggestions to be considered, as follows:

1. For the English teachers

    In the teaching and learning of English language, a teacher must create enjoyable, fun and interesting situation as far as possible. The enjoyable ought to be the foremost aims which hopefully will have good effects on education. On the other hand, the teacher has to make the learning as attractive as possible, so that the students enjoy the learning process well. Teaching of writing through Personal Photograph media can motivate students to practice writing more, and it improves students' writing skill. The writer suggests the teacher uses this media because it encourages students in writing.

2. For the students

    Students should be active in learning teaching process and are not afraid to write in the English language. The students should also have high motivation and desire in improving their writing in descriptive text. They should have good self-confidence to write in the English language and they should practice to write in the English language by themselves. Therefore, they can improve their writing skill in expressing their ideas orally when they write.

3. For other writers

    The result of this study is expected to be able to provide them valuable information about how to improve students' writing skill by using Personal Photograph media.

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