IMPROVING STUDENTS' WRITING SKILL ON DESCRIPTIVE PARAGRAPH THROUGH INSTAGRAM PERSONAL PHOTOGRAPHY AT 11th GRADE OF SMA PANGERAN ANTASARI MEDAN

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ABSTRACT

This study's goal was to assess the writing skills of class XI SMA Pangeran Antasari students, regarding text descriptions. How does using a personal photo help students create better text descriptions? is how the issue is phrased. The purpose of this study was to teach secondary school pupils how to use real-world examples to improve their ability to create descriptive prose. Researchers employ the Classroom Action Research Methodology (CAR). 40 pupils from class XI made up the study's sample. The study's findings, which took into account both qualitative and quantitative data, showed that 90% of students could finish writing assignments once a discussion technique was applied. Data from cycles I and II were used to make this conclusion. In the pre-test, 17 students had a 42% success rate, while 23 students scored a 57.5 percent failure rate. 25 students completed cycle I with a success percentage of 62.5%, while 15 students failed with a rate of 37.5%. In cycle II, 36 students achieved a 90% success rate, while 10 students failed the post-test II with a 10% failure rate. Their writing skills greatly improved once the teaching and learning activities got going. It might be argued that using personal pictures helps pupils become better at producing descriptive text.

Keywords: Personal photograph, descriptive text

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kemampuan menulis teks deskripsi siswa kelas XI SMA Pangeran Antasari. Bagaimana penggunaan foto pribadi meningkatkan kemampuan siswa dalam menulis teks deskripsi? adalah bagaimana masalah dirumuskan. Tujuan dari penelitian ini adalah untuk membantu siswa sekolah menengah menulis teks deskriptif secara lebih efektif dengan mengajari mereka bagaimana menggunakan contoh dunia nyata. Metodologi Penelitian Tindakan Kelas (PTK) yang digunakan oleh peneliti. Sebanyak 40 siswa kelas XI menjadi populasi penelitian. 90% siswa dapat menyelesaikan latihan menulis begitu pendekatan diskusi digunakan, menurut kesimpulan penelitian, yang mencakup data kualitatif dan kuantitatif. Temuan ini berdasarkan data dari siklus I dan II. Pada pre-test, 17 siswa mendapatkan tingkat keberhasilan 42%, sedangkan 23 siswa mendapatkan tingkat kegagalan 57,5 persen. Pada siklus I, 25 siswa memperoleh tingkat keberhasilan 62,5%, sedangkan 15 siswa memperoleh tingkat kegagalan 37,5%. Pada siklus II, 36 siswa mendapat nilai tingkat keberhasilan 90%, sedangkan 10 siswa memperoleh nilai tingkat kegagalan 10% pada post-test II. Setelah kegiatan belajar mengajar dimulai, aspek menulis teks deskriptif mereka meningkat secara signifikan. Dapat dikatakan bahwa fotografi personal efektif dalam meningkatkan keterampilan siswa dalam menulis teks deskriptif.

Kata kunci: Personal fotograpi, deskripsi teks

INTRODUCTION

Language is an important tool to communicate. To communicate means to understand, to express many ideas, and also to develop culture between speakers and listeners or writers and readers. Language is more than just communication tool; it is the primary method by which we do things together by share meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English.

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often refer to as a world language, the lingua franca of modern era, and while is not an official language in most countries, it is currently the language most often taught as a foreign language. In Indonesia, English as foreign language, because of that, English becomes a difficult study to be learnt for Indonesia students.

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year. In addition, for the students written is one most difficult skill in learning English especially in writing descriptive text (Juliana, 2018).

A descriptive paragraph describes a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The sense of sight is the one that most writers consider first, but try to work on that one last. Based on the generic structure, descriptive is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described.

Based on the observations of researchers, many students were not interested and bored with English lessons, some of them were noisy and doing other activities instead of paying attention and explaining to the teacher. In addition, students are also passively involved in the teaching and learning process. Researchers are interested in solving this problem by using Personal Photographs. It can help students to write descriptive paragraphs. The use of personal photos can make students have a clear and simple way of writing descriptive paragraphs. In addition, researchers focused on using Instagram as a medium to motivate students' ability to write descriptive text. By using Instagram, students are expected to be motivated and enthusiastic to write English, especially in descriptive text. However, teachers also have to be creative in using Instagram itself. Teachers can minimize students' difficulties in writing English using Instagram. Students feel something new in learning English, especially writing, because Instagram looks very fun for them.

The Problem of the Study

Based on the above background, the formulation of the research problem is identified as follows: "How is improving students' writing skill on descriptive paragraph through Instagram personal photography at the tenth grade of SMK Pangeran Antasari?"

Definition of Writing

According to Virdyna (2016), Writing is a means of communication that the writer consciously learn and part of what makes it hard to learn is that written words usually have to express the writer meaning in the writer absence, have to "speak" all by themselves. When someone speaks face to face with a listener, the speaker can communicate in many and different ways.

According to Mohr (2012), writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them.

Harahap (2020) stated that Writing

is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind.

The Component of Writing

(Brown & Abeywickrama, 2019) point out that there are five significant components of writing, they are content, organization, vocabulary, grammar, and mechanic.

1) Content

Content must be clear so that someone can understand the message conveyed and get information from the text. A good content must be well compacted and completed.

2) Organization

In your writing you must make your ideas not only clear for yourself, but also for your readers. Being organized is a matter of balancing your ideas and how you convey them to your readers.

3) Vocabulary

A great vocabulary is just one essential tool in a writer's toolbox, along with punctuation, grammar, and many others. Vocabulary can make your writing more powerful and more effective and help you say exactly what you mean. This indispensable tool will help you choose the best word for every job and avoid vague words that do not give your readers a good sense of your meaning.

4) Grammar

Writer should master grammar in order that the writer can result good writing. Good writing is writing that has correct sentences, using right tenses, words, and others.

5) Mechanics

Mechanics refers to the showing of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

The Process of writing

According to Dewi et al. (2016), the process of writing occurs in several stages:

1) Prewriting

Students get ideas for writing on paper: brainstorming, reading, literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

2) Rough Draft

Students get their ideas on paper. They write without regard to whether the writing is good or not. Written work does not have to be neat it is a sloppy copy.

3) Reread

Students proof their own work by reading aloud and reading for sensibility.

4) Share with a Peer Reviser

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand looking for better words; and talking about how to make the work better.

5) Revise

This section, students can improve their narrative: write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve.

6) Editing

In editing, students make sure their work. If it is true or false.

7) Final Draft

Students produce their final copy to discuss with the teacher and write a final draft.

8) Publishing

In this case, students publish their written pieces like sending their work to publishers; reading their finished story aloud, making books. This is a time to celebrate.

Definition of Descriptive Paragraph

According to Clouse & Evans (2003) Description extend our personal experience by taking us to place we might not know, which explains the popularity of descriptive travel essay in magazines or newspapers.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader to visualize a scene or a person, or to understand a sensation or an emotion.

Traditionally, descriptions are divided into two kinds: objectives and subjective. In objective description someone records details without making personal reaction. In subjective description, someone free to interpret the details for the readers.

A descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing. It begins with a descriptive sentence that clearly states the topic that will be rolled out in the following sentences. A well-written descriptive paragraph pulls in all five senses to engage the reader. The use of smell, sight, touch, sound and taste in expressive language captivates the reader on many levels. If done well, your short piece of descriptive writing will have the opportunity to leave a strong impression on the reader.

Writing through Personal Photograph

According to Pelani (2015) , Teaching of writing should provide variety of techniques in order that the students can follow the course well. There is no one way to teach writing but many ways. One of them is by using media like Personal Photograph. Personal Photograph can be applied as a device in writing activities. It can help students to express their ideas or opinions into the writing form.

Personal Photograph is the photograph of the students based on their experience for example, asking about the students experience when they went for picnic, camping or another place. Personal photograph is one of media that can be used by English teacher to improve students' writing quantity especially in descriptive texts (Pelani, 2018). It is used as a media to exercise their ability in writing. Using picture especially in this case a photograph, the students are expected to be able to give comments, ideas, arguments and description or short story. It can be said that personal photographs 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. Raimes (1987) says that the teacher can find a valuable resource in picture such as; drawings, photographs, posters, cartoons, magazine advertisement, diagrams, graphs, and etc.

As a complex skill, writing is difficult to teach. It makes some teachers neglect to apply it in their classroom activity. The teachers do not have adequate skills and techniques to apply it. It seems to be a big problem for teacher. In order to solve this problem, teachers should try to employ some techniques in teaching writing. One of the techniques is by using students" personal photographs in which contain their experiences or memorable events in the past.

Introduction of Instagram

According to Listiani (2002), Instagram is a fun and quick way to share one's life with his or her friends through a series of pictures, take a photo with a mobile phone, then choose a filter to transform the image into a memory to keep around forever. Instagram was created by Kevin Systrom and Mike Krieger, and was launched in October 2010. The service rapidly gained popularity, with over 100 million active users as of April 2012 and over 300 million as of December 2014. Instagram is impressive with its amazing features to support people's purposes related to daily needs and education. Moreover, Instagram can be used as learning media due to its supporting features, such as:

1. Photo Sharing

Instagram allows the user to take pictures within the application or use photos that already exist in their camera roll. Then user can upload their picture on their Instagram account so people can see it.

2. Social

People's experience on Instagram has been extremely enjoyable. Instagram connects people around the world. It's a very global community and has many advantages for students to express their feeling by writing something. It means when students are involved in a community they will try to make better move.

3. An Education on our Shared Humanity

Instagram are great media to teach students' writing skill. Students involve in a good atmosphere of writing like writing descriptive paragraph because pictures make them think wider and will support them in arranging a text in provided space because what they write is based on their personal life's experience.

RESEARCH METHOD

The design used in this research was Classroom Action Research (CAR). Action research was any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that CAR was aimed to overcome problems in teaching learning process in order to improve educational practice.

According to Arikunto (1999), action research was one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.

Classroom Action Research (CAR) was an action research conduct by teachers in the classroom. Action research was essential a series of "research action - research - action". Which carried out the cycle, in order to solve the problem, the problem was solved. There are several types of action research, two which are individual action research and collaborative action research (CAR). Thus CAR can mean to things, namely classroom action research and collaborative action research both refer to the same thing. In this study, each cycle the researcher conducted four meetings. The researcher implied the practical action used personal photograph.

Research Subject

This study was carried out at SMA Pangeran Antasari. It was situated at SMA Pangeran Antasari. It was situated at Jl. Veteran No. 1060/19, Helvetia, Kec. Labuhan Deli class XI made up the sample population for this study. There were four classes in class XI SMA Pangeran Antasari, with each class having about 40 students. The class struggled with writing and tended to be less enthusiastic in writing, according to the researcher's observations. It also based on discussions with the English teacher and an agreement with the principal.

Research Procedure

In this Classroom Action Research (CAR), the researcher used the CAR design from Kurt Lewins' Action Research Design. Because Lewins was the first introduce action research. He illustrated action research as a denial of steps that form spiral so that it can be easily understood compared to other design models.

The main concept of kurt lewins research design consisted of four components, namely: planning, action, observation and reflection. The relationship between the four components is seen a viable cycle described as follows:
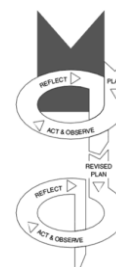

Figure 1. Kemmis and McTaggart Model Classroom Action Research cycle flow

The First Cycle of CAR

1. Planning
   a. Researcher analyzed syllabus to know basic competency to be conveyed to student by using personal photograph.
   b. Made lesson plan of personal photograph.
   c. Made instrument to evaluation in the classroom.
   d. Arranged instruction evaluation instrument.
2. Action
   a. In the first teaching the teacher opened class.
   b. The teacher introduced the topic.
   c. The researcher explained about descriptive.
   d. The researcher explained about Instagram.
   e. The researcher showed how to write descriptive.
   f. The researcher asked the students to take their favorite photos from
   g. Instagram and write descriptive.
   h. The researcher asked the students" problem when write descriptive.
   i. The researcher made a conclusion about the material.

3. Observation

a. Observed about the students" result test.

b. Observed about all activity of students in every meeting in order the

c. researcher can measure of the students" ability.

d. Did the evaluated which use the result of the study to know how for theirimprovement.

4. Reflection

The reflection was discussed in the teachers' house then using the result of the discussion to design planning for the next cycle. Cycle I is less successful because students' score not reach the minimum criteria of mastery learning (KKM) so that the researcher continued to the second cycle.

The Second Cycle of CAR

1. Planning

a. Because researcher has known the problem and student's ability after doing reflection so the researcher was changed the material is easier to understand than before but still in Personal Photograph technique.

b. The researcher had been inserted more interesting activity in Personal Photograph.

c. Made lesson planning of Personal Photograph. Made Instrument evaluation was used classroom action research cycles.

2. Action

a. In the first teaching the teacher opened class.

b. The teacher introduced the topic.

c. The researcher explained about descriptive.

d. The researcher explained about Instagram.

e. The researcher showed how to write descriptive.

f. The researcher asked the students to take their favorite photos from

g. Instagram and write descriptive.

h. The researcher asked the students" problem when write descriptive.

i. The researcher made a conclusion about the material.

3. Observation

Observed about the students" result

test. Observed about all activity of students in every meeting in order the researcher can measure of the students" ability. Did the evaluation which use the result of the study to know how for their improvement.

4. Reflection

Since the result of cycle II is already meet the standard of minimum criteria that the researcher is not continued to next cycle. It is stopped at cycle II.

Data Collecting Techniques

The following were data collection actions that would be carried out by researcher:

1. Test

According to Arikunto (1999), a test is a device or process used to ascertain or measure something using a predetermined approach or set of rules. Pre-test and post-test portions of the test were each given separately.

2. Observation

The researcher used participant observation in this study. Participant observation was used to gather data regarding occurrences that actually take place, according to reality. The researcher actively participated in the learning process during this observation.

3. Interview

Hanifah & Ninggolan (2023) said that interviews were one of the methods utilized to ask direct questions of informants in order to get information that was precise, thorough, and in-depth. To obtain more precise data for this study, researchers conducted structured interviews with teachers.

4. Documentation

Soegiyono (2011) defines documentation as a record of past occurrences; it can take the form of text, photographs, or a person's monumental efforts. In order to depict the environment during the learning process, photographs were employed as the documentation in this study.

5. Field note

According to a research emphasis, a field note is evidence of tent in the form of primary notes or unraveling notes that are descriptively and critically written about the processes that happen in the field. Researchers would save field notes as a source of information for in-class action research.

Technique of Data Analysis

Techniques for both qualitative and quantitative data analysis will be used in this

study. The improvement of the learning process was assessed using quantitative data analysis on notes, observations, and documents that were to be examined. Additionally, the improvement in learning outcomes as a result of each action taken was determined using all the data that was gathered, given in the form of descriptions, and quantitative approaches.

The researcher reduced data in the first stage, which involved summarizing and simplifying the data gleaned from the research findings, before moving on to the second stage, which involved visualizing the data. To assist in conclusion at the last step, the researcher presented the data at this point in tables and graphs.

FINDINGS AND DISCUSSIONS
The Preliminary Study

The preliminary research was carried out at SMA Pangeran Antasari. to gather information on the actual circumstances surrounding the difficulties teachers and students encounter when teaching and learning English, particularly writing. This deed was done class XI. A researcher from SMA Pangeran Antasari discovered certain issues in the classroom. The first issue was the conditions in the classroom; there were 40 students in the class, and the teacher was having trouble controlling them. The students' lack of enthusiasm in writing assignments was the second issue. By giving students assessments, the researcher was able to determine which students had difficulties understanding and writing in English.

Before the Classroom Action Research (CAR) activity began, the researcher gave the students a pre-test activity to ascertain the extent of their understanding of the explanation text as well as to pinpoint the difficulties they encountered when completing writing assignments. The test was given by giving the students instructions to create an example of a descriptive text with any theme. On Monday, June 19, 2023, this pretest was completed.

Table 1. The Result of Pre Cycle

Respondents	Pre-Test	Respondents	Pre-Test	Respondents	Pre-Test	Respondents	Pre-Test
AFI	73	FA	40	MJS	77	SRJ	48
AP	55	FO	62	NDP	79	UMS	49
BSW	40	HH	67	NS	59	VA	0
BK	0	IZ	70	NR	57	WA	78
CL	59	JHBP	82	NSA	80	AS	58
DMY	0	KAA	80	NK	0	FS	40
DR	0	LA	58	PA	49	IA	80
DA	48	MA	0	RD	0	MFBS	79
DR	74	MRS	80	RH	0	CPA	0
EE	74	MZ	46	SH	72	RAZ	79
Total	1.992						
Mean Score	49						

Table 2.The Percentage of Pre Cycle

No.	Category	Value Range	Frequency	%
1	Very Good	80-100	5	12,5
2	Good	75-79	5	12,5
3	Sufficient	60-74	7	17.5
4	Poor	50-59	6	15
5	Very Poor	0-49	17	42,5
Total			40	100

Based on Table 2 above, out of 40 students, 5 (12%) were in the very good group, 5 (12%) were in the good category with the ability to produce descriptive texts, 7 (17%) were in the sufficient category, and 6 (15%) were in the poor category. 17 students (42%) fall into the very poor category, though.

Only 12.5% of students appear to have passed the first test, thus the researcher needs to continue in Cycle I. This entails making attempts to improve students' abilities to create descriptive texts by including actual content, such as Instagram as media.

Table 3. The Result of Cycle I

Respondents	Post-Test 1	Respondents	Post-Test 1	Respondents	Post-Test 1	Respondents	Post-Test 1
AFI	0	FA	0	MJS	61	SRJ	57
AP	57	FO	80	NDP	57	UMS	61
BSW	80	HH	62	NS	85	VA	0
BK	77	IZ	72	NR	75	WA	80
CL	78	JHBP	87	NSA	76	AS	65
DMY	70	KAA	61	NK	45	FS	75
DR	80	LA	78	PA	81	IA	80
DA	45	MA	0	RD	0	MFBS	57
DR	72	MRS	82	RH	57	CPA	57
EE	82	MZ	45	SH	62	RAZ	0
Total	2.33						

	9				
Mean Score	58				

Table 4. Analysis of Students' Skills in Writing Descriptive Texts in Cycle I Activities

No.	Category	Value Range	Freq	%
1	Very Good	80-100	10	25
2	Good	75-79	6	15
3	Sufficient	60-74	9	22.5
4	Poor	50-59	6	15
5	Very Poor	0-49	9	225

Based on Table 4 above, it can be seen that only 6 students (15%) have the capacity to produce descriptive text in the good category out of the 40 students who were in the very good category. While 9 students (22,5%) fell into the sufficient category. Six students (15%) fell into the poor category, while nine (22.5%) fell into the very poor category.

Table 5. The Result of Cycle II

Respondents	Post-Test 1I	Respondents	Post-Test 1I	Respondents	Post-Test 1I	Respondents	Post-Test 1I
AFI	82	FA	0	MJS	86	SRJ	75
AP	72	FO	77	NDP	90	UMS	80
BSW	70	HH	75	NS	71	VA	0
BK	80	IZ	78	NR	80	WA	75
CL	80	JHBP	86	NSA	89	AS	70
DMY	76	KAA	88	NK	88	FS	81
DR	77	LA	76	PA	81	IA	81
DA	0	MA	75	RD	75	MFBS	80
DR	80	MRS	70	RH	86	CPA	82
EE	76	MZ	0	SH	75	RAZ	75
Total	2.838						
Mean Score	70.95						

Table 6. Analysis of Students' Skills in Writing Descriptive Texts in Cycle II Activities

No.	Category	Value Range	Frequency	%
1	Very Good	80-100	18	45
2	Good	75-79	13	32,5
3	Sufficient	60-74	5	12,5
4	Poor	50-59	0	0
5	Very Poor	0-49	4	10
	Total		**40**	**100**

Based on table 6 above, it can be seen that, out of 40 students, 18 (45%) students fell into the very good category, 13 (32%) students were able to create descriptive texts, and only 5 (12%) students fell into the sufficient category. While 0 students (0%), 4 students (10%), and 0 students (0%), respectively, were in the very poor categories poor categories.

Data Analysis

The data analysis was got from the results of students' test in writing descriptive text. The result showed that Improving students' skills in writing descriptive text in class XI - SMA Pangeran Antasari, students obtained a comparison of descriptive text writing skills in the activities of pre-cycle, cycle I and cycle II as follows:

No	Research	Category	Frequency	%
1	Pre Test	Complete	17	42
		Incomplete	23	57.5
2	Cycle I	Complete	25	62.5
		Incomplete	15	37.5
3	Cycle II	Complete	36	90
		Incomplete	4	10

Table 7. Comparison of Students' Skills in Writing Descriptive Texts in Pre-Cycle, Cycle I, and Cycle II

The percentage of students' grades falling into the pre-cycle, first-cycle, and second-cycle categories has increased, as shown by the data in table 7. The number of students who were complete in the pre-cycle condition was 42%, indicating that they did not comprehend the researcher's explanation of how to create a descriptive text. The percentage of students who completed their assignments rose to 62.5% in the first cycle, and it considerably increased to 90% in the second cycle. There was a 90% improvement in students' writing abilities when compared between pre-cycle and post-application of personal photograph. As a result, this study supported the efficacy of this approach, and it can be concluded that using personal photograph, such as Instagram, can help students write descriptive texts.

Findings

The researcher can infer from this result that the ability to write descriptive texts has improved. This can be seen from the pre-cycle, when students' descriptive text writing abilities in cycles I and II were both comprehensive and lacking.

1. Pre Cycle

The researcher discovered that, out of 40 students, 5 (12%) were in the very good category for the pre-cycle activity, 5 (12%) were in the good category for their capacity to create descriptive texts, 7 (17%) were in the sufficient category, and 6 (15%) were in the poor category. 17 students (or 42%) fall into the very poor category. In the pre-cycle activity percentage, there were 42% of students who completed the task and 57,5% of students who left it incomplete.

2. Cycle I

The researcher attempted to address issues that were discovered in the earlier activity, where the issue was more concentrated on students' enthusiasm in learning to create descriptive text. The researcher observed that just 6 students (15%) had the ability to produce explanatory texts in the good category out of the 40 students, with 10 students falling into the very good category (25%). While 9 students (22.5%) fell into the sufficient category. Six students (15%) fell into the poor category, while nine (22.5%) fell into the very poor category. Writing a descriptive text was an activity that 62.5% of students completed and 37.5% of them who incomplete in the first cycle.

3. Cycle II

It was discovered that during this cycle, students' interest in improving their writing skills for descriptive texts had increased significantly. The researcher then discovered that, out of 40 students, 18 (45%) students fell into the "very good" category, 13 (32.5%) students were in the "good" category, and only 5 (12%) students fell into the "sufficient" category. There were 0 students (0% in the less category) and 4 students (10% in the very poor category), respectively. 90% of the students who participated in cycle II's activity of creating descriptive texts completed it, and 10% did not. After implementing the use of actual resources as media, it was determined that students' abilities to write descriptive texts had significantly improved in cycle II.

Interpretation of The Data

When doing classroom action research, researchers must consider a variety of data sources in addition to just one in order to support their findings. Triangulation was used as the data source in this study. This was used to determine and verify whether the outcomes

of each instrument matched those of other instruments. So that, it can demonstrate the accuracy of the data and be clearly observed in line with the study's findings.

1. Data of Observation

Data were collected from the initial observation both before and during the classroom action research (CAR). Before CAR begins, teachers' methods for teaching their students to write, particularly how to produce descriptive texts, appear less appealing. Teachers only teach in a monotonous manner that makes students bored and uninterested in completing the learning process. This issue makes it so that the students completely are unable to comprehend the lesson that was taught, as well as how to produce a text and what its contents should be.

2. The Test of Data

It was discovered that students' writing scores improved as a result of the results of their ability scores in writing descriptive texts. This demonstrates how the real advantages of using the material as a medium may enhance and inspire students to keep developing their writing abilities. At the end of each cycle, the majority of the pupils received high grades. Students' average scores in the preliminary study were 42% in the pre-cycle, 62.5% in the first cycle, and 90% in the second cycle.

Discussion

There were some difficulties in this exercise to engage students in the teaching and learning process, and the class that was considered to have a big number of students was made up of 40 students. The researcher found it challenging to control the class during the pre-cycle stage since it was noisy and difficult to control. This is evident in the pre-cycle table, where there were few results for the ability to produce descriptive text.

The researcher gave the students first cycle activities to do after they completed the pre-cycle activities. The researcher introduced personal photograph as the medium in the first cycle. The researcher then separated the students into various groups and instructed each group to find a topic with the theme of social phenomena to use as a source for producing a descriptive text.

The issues that were identified in students started to decrease in the second cycle. The first cycle score table shows that there were still some aspects that encouraged

many students to participate more actively in their study. After receiving the first cycle's results, the researcher carried on with the second cycle using the same methodology. This cycle demonstrates that students' writing abilities for descriptive texts have significantly improved.

The average score of students in pre-cycle activities was 49, the average value of students in cycle II was 58, and the average value of students in cycle II activities was 70.95, according to the results of employing real personal photograph. Based on these findings, the researcher concluded that real resources can help students write descriptive texts more effectively. Original content qualified as personal photograph for this study, particularly the Instagram the researcher used. Finding themes from Instagram sources to create a descriptive text was quite helpful for students.

CONCLUSION AND SUGGESTIONS
Conclusion

In order to help students write better descriptive texts, this study uses personal photograph as a teaching tool. Conducted in two cycles, each of which had two meetings. The researcher used real materials in both cycles and gave students explanations and pointers on how to compose descriptive texts. From June 19 until June 23, 2023, research was conducted.

Based on previous study, it can be inferred that both qualitative and quantitative data were collected. The findings revealed an improvement in students' abilities to write descriptive texts utilizing authentic sources, with 90% of students passing the minimum completeness requirements. These findings are based on data from cycles I and I. Five students passed the first cycle of the pre-test I with a percentage of success of 12.5%, while 17 students failed with a percentage of failure of 42.5%. Ten students passed the first cycle. In the second cycle, there were 18 students who succeeded with a percentage of 45% and 4 students did not succeed with a percentage of 10% in post-test II, while 9 students did not succeed with a percentage of 22.5%.

Additionally, qualitative data was collected through conducting, watching, interviewing, and taking field notes. Students were really engaged in studying English in

class, especially when creating descriptive texts utilizing personal photograph.

It can be said that personal photograph l helped class XI SMA Pangeran Antasari students develop their writing abilities for descriptive texts. A noticeable improvement can be seen. The fact that there was a sizable variation in the students' average scores between the pre- and post-testing activities in Cycle I and Cycle II provided confirmation of this.

Suggestions
1. For English teacher

The use of personal photograph, particularly in instagram, has been demonstrated to have a positive impact on students' capacity to produce descriptive texts, hence it was advised that English teachers use this material while teaching their students how to write descriptive texts. Additionally, the utilization of digital media motivates students to take an increased interest in engaging in class activities.

2. For other researcher

The findings of this study were hoped to inspire other researchers to carry out additional research on the abilities of writing descriptive texts or to employ personal photograph for other talents. It was suggested that further researchers employ authentic materials at various educational levels, such as junior high and high school level, to assess the efficacy of using personal photograph while constructing descriptive texts and other text genres.

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