

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE BY USING ENVIRONMENTAL MEDIA

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pencapaian siswa menulis *descriptive text* melalui *environmental media*. Penelitian ini adalah penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas VIII SMP Al Washliyah Medan yang terdiri atas 18 orang. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri atas dua pertemuan. Instrumen yang digunakan untuk mengumpulkan data adalah *essay tes*, *lembar observasi*, *catatan diari*, dan *angket*. Berdasarkan hasil tes *descriptive text*, skor siswa terus meningkat dalam setiap tes. Dalam tes orientasi, ada 8 orang siswa memperoleh skor ≥ 75 dan nilai rata-rata kelas adalah 66. Dalam siklus pertama, ada 9 orang siswa yang memperoleh skor ≥ 75 dan nilai rata-rata kelas adalah 71. Dalam siklus kedua, 15 orang siswa memperoleh nilai ≥ 75 dan nilai rata-rata kelas adalah 83. Berdasarkan catatan diari dan angket, ditemukan bahwa ekspresi dan kesenangan siswa dalam belajar *descriptive text* juga meningkat. Berdasarkan catatan diari dan observasi, diketahui bahwa proses belajar mengajar berjalan lancar, murid-murid aktif dan tertarik dalam belajar *descriptive text*. Jadi, hasil penelitian menunjukkan bahwa *environmental media* meningkatkan penguasaan siswa dalam penulisan *descriptive text*.

Kata kunci: *Environmental Media*, Meningkatkan, *Descriptive Text*

ABSTRACT

This study attempted to improve students' *descriptive text* writing through *environmental media*. It was conducted by using classroom action research. The subject of the research was the eighth grade students of SMP Al Washliyah 4 Medan consisting of 18 students. The research was conducted in two cycles and each cycle consisted of three meetings. The instruments for collecting data were *essay test*, *observation sheet*, *diary notes*, and *questionnaire sheet*. Based on the *descriptive text* test results, students' score kept improving in every test. In the orientation test, there were 8 students getting ≥ 75 and the mean was 66. In the first cycle, there were 9 students obtaining ≥ 75 , and the mean was 71. In the second cycle, there were 15 students gaining ≥ 75 and the mean was 83. Based on the diary notes and questionnaire sheet, it was shown that the expression and excitement of the students in studying *descriptive text* writing also improved. Based on the diary notes and observation, it was found that the teaching learning process ran well, the students were active and interested in studying *descriptive text* writing. Thus, the results of research showed that the *environmental media* improved students' *descriptive text* writing.

Keywords: *Environmental Media*, Improve, *Descriptive Text*

INTRODUCTION

People need written media to deliver their idea to others. The book, magazine, journal, and news paper are some example of written

media which represent writer's idea. Joseph Defazio (2010) said in *Journal of the Scholarship of Teaching and Learning* that Effective writing is a skill that is grounded in the cognitive domain. It involves learning,

comprehension, application and synthesis of new knowledge. The actual process of writing helps students to learn as they go along. Unfortunately, there are mistakes of teaching in the class which cause students can not understand writing material fully. One of them is the mistake of teaching descriptive text. Learning of descriptive text writing still use conventional methods. Teacher becomes center of study. Students are less involved in learning process. Teachers are less variable in teaching so that students feel bored. Teachers need creativity to increase students learning motivation. Researcher applies outdoor class method by using environmental media in learning of descriptive text writing. It is an approach to guide students to go out from the class for introducing them with their environment. Using environmental media as source of learning can make students more excited. There are some advantages in using environmental media. Using environment as learning media means familiarizing students with their environment. Moreover, in teaching descriptive text, teachers can not ask their students to compose descriptive text in the class without introducing object that will be described. Students must observe object directly so they can describe it in detail. The use of environmental media in teaching principally is performing a fact, event, or thing into actual form to help teaching process. (Nur afnita, 2017). On the other hand, teacher and students can learn actual event in outdoor class by facing students to their environment to be learned and observed which is adapted with learning materials. This way is effective enough because the students are faced with real event or condition naturally.

According to Nan Zhang (2017) The environment consist of community, physical environment, natural event, etc around school. Through this method, students is guided to recognize their environment to be inspiration in learning. There are some techniques to use environmental media as learning source:

First technique can be done by observation. The students observe environment around them to understand its relevance with

learning material. The students write and report result of their observation. The learning activity can be done by observation, interview, learning the data, etc.

Secondly, teacher can use environmental media by camping. The camping need long time because students must inspire natural phenomenon there. The use of environmental media by camping is suitable to learn science, biology, sociology, and physic. Students can record what they do, see, and feel while camping. Students bring its result to be discussed together in the class.

Third technique is field trip or study tour. Before doing field trip, teacher should plan the tour object that will be learned. The tour object should be relevant with learning material. For example, the museum for teaching history, the zoo for teaching biology, and planetarium for teaching astronomy. Besides for learning purpose, field trip is conducted for recreation purpose. Field trip is conducted in holiday usually.

Fourth technique is society submission. This way is conducted if the school cooperate with society in social events. The service project to society give advantages for students and society. Students can implement their ability to help society. On the other hand, students can learn and record their experiences in the field. According to Nana Sudjana (2005) There are some procedures for using environmental media.

1) Determining the learning target and purpose that will be acquired by students. For example, by using environmental media students can explain and identify kind of animals and plants around them.

2) Determining the object that will be learned or visited. To determine the object, teacher should consider proximity, efficiency, safety, and availability of learning sources there.

3) Determining the way in learning process. For example, teacher can ask students to observe, write, interview, or describe the object while learning process. Teacher can

divide students into some groups to facilitate them in learning process.

4) Determining the technical rules in learning activity. For example, teacher limit time of observation and ask students to prepare equipment which needed in learning proces.

Oshima (2006) said that Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs. There are many kinds of genre. They are descriptive, narrative, anecdote, spoof, recount, report, analytical exposition, hortatory exposition, explanation, review, discussion, procedure, news item. (Mark,2019). This study takes descriptive as a basic genre in teaching of writing through environmental media. This study is specified in this text type only. Fitriani (2019) said that Descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. Then, the description is a process on how to describe the object.

RESEARCH METHOD

This study was conducted by applying Classroom Action Research (CAR). Action research is the name given a to series of procedures teacher could engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriation of certain activities and procedures. (Creswell, 2008)

Action research consists of four steps, namely: 1) Planning, 2) Action, 3) Observation, 4) Reflection. These steps will be applied to each cycle, because action research is cyclical process. If the result for the first cycle fail, it will continue to the next cycle by renew the previous steps to find out the problem solving. If the new

planning increases students' descriptive text writing, the cycle has to stop. The design of action research cycle:

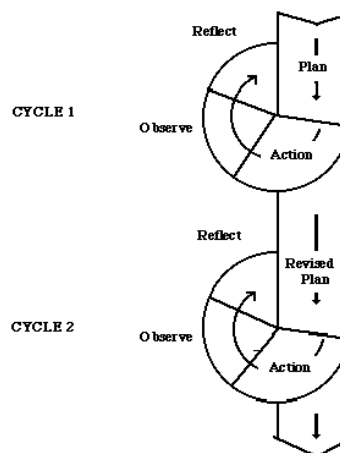


Figure 1. Cyclical Action Research Model
(*Penelitian Tindakan Kelas*; Arikunto:2008)

The location of the study was at SMP Al-Washliyah 8 Medan. The location was selected because based on the observation conducted in this school, it was found out that many students had insufficient vocabulary. The subject of this study was 18 students of the eight grade of SMP Al Washliyah 8 Medan.

the data were collected by using quantitative and qualitative data.

Quantitative data

Quantitative data were broadly used to describe what were counted or measured and could therefore be considered 'objective'. Essay test of eriting descriptive text was used as the instrument to measure the students' mastery of Desciptive text writing, and also to analyze students' learning level and principle for the class teams study formation.

Qualitative data

Qualitative data were used to describe data which could not be counted or measured in an objective way, therefore 'subjective'. The following instruments were employed:

Observation sheet

The observation sheet was used to observe the teacher's behavior, students' attitude, the class participation and climate.

Diary Notes

Diary notes were used to record the situation during teaching and learning process. It enabled the researcher to learn more about the learners perception or attitude towards the strategy and material used by researcher.

Questionnaire

To obtain the information about the students' interest, their problem and their perception in improving descriptive text writing through environmental media, the data were collected by using questionnaire sheet. The questionnaire sheet consisted of 13 items with likert scale. Hughes (2005) states that the validity is extent to which inference made from assessment results are appropriate, meaningful and useful in terms of the purpose of assessment. Validity is the extent to which an instrument is supposed to measure.

To calculate the validity of the test biserial point correlation was employed:

$$r_{pbs} = \frac{mp - mt}{sdt} \sqrt{\frac{p}{q}}$$

Notes :

r_{pbs} = coefficient correlation point biserial

Mp = the average score for each items in the correct answer

Mt = the average score of the total score

Sdt = the standard deviation of the total score

P = the proportion of students who answered correctly on the point in the test validity

Q = 1-p

Reliability is one of the characteristics of good test. Reliability refers to the consistency of the measurement. The reliability of the test was computed by using Kuder Richardson's 21 formula:

$$KR_{21} = \frac{k}{k-1} \left[1 - \frac{M(K-M)}{KS^2} \right]$$

Notes :

K = the score members of questions

M = mean score of the test

S^2 = the square of standard deviation of the score There are planning, acting, observing, and reflecting. The researcher arranged into two cycles. They are cycle I, and cycle II. The activities that will be done in each cycle as follow:

Cycle I

The teacher used the environmental media in learning process.

Planning

- 1) Preparing the environmental media that appropriate with the material.
- 2) Arranging a lesson plan based on the teaching material.
- 3) Choosing the theme
- 4) Preparing the materials that needed.
- 5) Preparing checklists for observation.

Action

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

- 1) The researcher explains the material, although it had been explained on meeting before.
- 2) The researcher asks the students about their problems on the previous lesson.
- 3) The researcher explains the problem.
- 4) The researcher introduces the environmental media as learning source.
- 5) The researcher shows the object of environment around school which can be learning source. For example, library, garden and laboratorium. The teacher concentrates one object which will be described. It is school's mosque.
- 6) The researcher persuades students to go to outdoor class for observing the mosque directly. The researcher gives time 15 minutes to observe the mosque accurately.
- 7) The researcher asks students to come back to the class for writing observation result in descriptive text writing.
- 8) After the students finishing their writing, the researcher asks them to collect their result.

Observation

The researcher observed the activity by using observation format, evaluated the results, collected the data and monitored the teaching learning process. After having the treatment, the researcher took an assessment. The assessment was conducted to measure the students' improvement in writing descriptive text. The test was the same as the previous cycle but in different theme.

Reflecting

The researcher analyzed and evaluated the actions that had been done. It consisted of quality, number and time from each action. The steps were as follow:

1. Analyzing and discussing the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students' writing skill.
2. Making a conclusion from cycle I.

Cycle II

The second cycle was done based on the result of reflection from the second cycle. If the result from observation showed improvement in quality, it is needed more action in order to make better improvement of the quality.

Planning

- 1) Identifying the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process.
- 2) Preparing the teaching learning process resources, such as, the materials, the enviromental media of mosque, the observation sheets.
- 3) Preparing present list in order to know students' activeness in joining teaching learning process by using enviromental media of mosque.
- 4) Preparing the materials that needed.
- 5) Preparing checklists for observation.
- 6) Preparing form of test.

Action

1. The researcher explains the material, although it had been explained on meeting before.
2. The researcher asks the students about their problems on the previous lesson.
3. The researcher explains the problem.
4. The researcher asks students' understanding.
5. The researcher divides the students into eight groups, so each group consists of four until five students.
6. The researcher shows some objects around the school which will be described by students. Library, laboratory, garden,

sport field, mosque, canteen, office, school building.

7. Each group observe accurately one object which was chosen by the researcher.
8. The researcher guides the students to come back in the class to write the observation result in descriptive text writing.
9. Each group present the result of observation.
10. The students collect their works to the researcher.

Observing

After planning and acting, the third component that is used is observing. In observing, the writer observed the students' activity and the class situation. Then, the collaborator observed the teaching process that the researcher did.

Reflecting

Reflecting was done at the end of step after finishing the observation. In this step, the writer had the result of the observation and the writer concluded for the improvement in the researcher's study.

- 1) Evaluating the activity that has been done.
- 2) Analyzing the activity, whether they still found the problem or not,
- 3) Discussing with the teacher and analyzed the data to repair next cycle.
- 4) Making a conclusion from cycle 2.

To know the mean of the students' score of assessment given in each treatment, the following formula was applied:

$$X = \frac{\sum x}{N}$$

Notes :

X = Mean of the students score

x = Total score

N = Number of the students

To categorize the number of master students, the following formula was employed :

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

Notes :

P = Percentage of students who get the point 75 up.

R = Number of students who get point 75 up.

T = Total number of students who do the best

DATA ANALYSIS AND RESEARCH FINDING

This study analyzed two kinds of data. They were quantitative data (essay test of writing descriptive text) and qualitative data (observation sheets, diary notes, questionnaire) which had been gathered from two cycles. The quantitative data were taken from descriptive text. The descriptive text essay test was administered out in the last meeting within two cycles. Every cycle consisted of three meetings. The descriptive text was essay test. The scores were taken once in one cycle. And one orientation score was taken in the first meeting. From the data, the improvement of students' descriptive text writing through environmental media could be seen from the mean got in orientation test, cycle one and cycle two. There was 5.55% of the students who improved their scores by 20 points. Their score significantly improved from cycle one to cycle two. They were active. It showed from their enthusiasm and attention during teaching and learning process. They always asked everything related to the material given. There were 27.77% of students who improved their score by 15 points. They were active during the teaching and learning process. They always paid attention when the teacher gave the explanation. There was 50% of students who improved their score by 10 points. The steps of environmental media helped them in learning descriptive text. They did not use dictionary anymore when they did their task and test. They were active students. There were 16.66% of students who improved their scores by 5 points. They got the least improvement than others, but it did not mean the students were not competent in descriptive text. All of them had high score in cycle one and they improved their score in cycle two. Based on the analysis it could be concluded that most of the students got significant improvement in their score. The improvement of the students' descriptive text score through environmental media can

be seen from the mean of students' score in every descriptive test.

Table 1. The percentage of Master Students in descriptive text

Meeting		Students who got score ≥ 75	Percentage
Cycle I	IV	9	50%
Cycle II	VII	15	83.33%

In cycle one, 50% (9 students) got points ≥ 75 whereas in cycle two, 83.33% (15 students) got points ≥ 75 . From test one (in cycle one) to test two (in cycle two), there was significant improvement of students' descriptive text writing (from 50% to 83.33%). It can be concluded that environmental media could help students improve their descriptive text writing. The qualitative data were taken from observation sheet, diary notes, and questionnaire sheet.

Observation Sheets

Based on the observation, the situation during teaching and learning process ran well. Environmental media brought a good environment in the classroom. The students felt comfortable during the teaching and learning process. They were active in asking question, and they attention to the teachers' explanation and instruction. They also obeyed the teacher not to use their dictionary during the test. They had a good response to the activities in the classroom, even though there were some students who did not focus and not fully paid attention to the teachers' explanation.

Diary Notes

Diary notes were written down in every meeting during conducting this study. It showed much improvement of students. In the first meeting, they even were not courageous to say something when the teacher asked about the topic. In the second meeting, they become courageous and eager to deliver their opinion about the topic orally in the class but they still felt difficult to say what they thought. Fortunately, in the next meeting they could improve their descriptive

text step by step through environmental media.

Questionnaire Sheet

Based on the data collected through questionnaire sheet, many students chose to agree with the statement. And there were few students who chose to strongly disagree with the statement. It meant environmental is applicable for the students.

The quantitative and qualitative data were gathered from all the meetings. In the first meeting, the students were given orientation test. From the orientation test, it was found that students' descriptive text writing was still low. After the first meeting, the students were taught through environmental media in learning descriptive text writing. Although they still had writing problems, the result of the first cycle was better than that of the orientation test. After the writer conducted the second cycle, the result of the second cycle was better than the first cycle.

The mean of students' score in cycle I was 71. It was very low because the students were lack of writing descriptive text. And the mean score of descriptive text test in cycle II was 83. These scores showed that there was an improvement in students' descriptive text writing. It also can be seen from the percentage of students who got points ≥ 75 . In the first cycle, there were 50% of students who got points ≥ 75 , and in the second cycle, there were 83.33% of students who got point ≥ 75 . This result indicated that environmental media was effective in improving the students' descriptive text writing.

Observation sheet and diary notes showed that the students were more active during the teaching and learning process. The questionnaire also informed that most students strongly agreed if the teacher applied this media in teaching descriptive text.

CONCLUSION AND SUGGESTION

Based on the data analysis, it is found that students' descriptive text writing improved from descriptive test in cycle I to descriptive test in cycle II. It means that there is improvement in students' descriptive text

after being taught by applying environmental media. It can be seen from the improvement of the students' mean score on descriptive test in cycle one (71) and descriptive test in cycle two (83). The students' score continuously improved in each test. Therefore, it can be concluded that that environmental media improves students' descriptive text writing.

Related to the conclusion above, this study suggests students use environmental media in learning descriptive text because this media provide a simple way in learning descriptive text, so the teaching and learning process will not be boring and hard and it is suggested that teacher teach writing better by applying environmental media that has a pleasure learning atmosphere so that the students feel more motivated and interested in learning descriptive text.

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