

# **IMPROVING STUDENTS' ACHIEVEMENT IN WRITING**

## **DESCRIPTIVE TEXT BY USING MOVIE POSTERS**

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### **ABSTRACT**

This study concerns on Improving Students' Achievement in Writing Descriptive Text by Using Movie Posters. The underlying objective of this study is to investigate whether teaching descriptive by using movie posters potentially improves students' skill. The research was conducted by using Classroom Action Research (CAR). The subject of the research was class X of SMA SWASTA UTAMA MEDAN. The number of the students was 28. The procedure of the research was administrated into two cycles which each cycle consisted of three meetings. Each meeting included four steps namely: planning, action, observation and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the quantitative data was the writing of descriptive text. The qualitative data were gathered by using diary notes, observation sheet and questionnaire sheet. Based on the data analysis, the mean of students' scores in Test I was 45.71; Test II was 62.32 and Test III was 81.96. The quantitative & qualitative data showed that the students were interested in using movie poster as a media in learning descriptive text. The conclusion is the using of movie poster as a media in teaching-learning process improves students' achievement in writing descriptive text.

*Keywords: Descriptive Text, Movie Poster, Classroom Action Research*

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### **INTRODUCTION**

Language is a system of communication that enables humans to cooperate. It is a tool to communicate between people to express their personal reactions to situations, to share their ideas

and knowledge, etc. According to Harmer (2001:12), language is the description of the ways in which words can be used to express the thoughts.

English is a West Germanic language that was first spoken in England and is now the most widely used language in the world. It is used by many people all over the world to communicate among nations either in spoken and written interaction. Consequently, people as human resources are demanded to have an ability to communicate in that language. The government has determined to put English as a subject matter in school. It is taught from elementary level up to university level.

There are four skills that should be achieved in learning English; listening, speaking, reading and writing. But to acquire those skills, especially the writing skill, the elements of writing must be understood.

Writing is one of the most powerful communication tools. It is a process of communication which uses conventional system to convey the meaning of receiver. Writing is a challenging process that requires a wide range of skills. Among them are clear thinking, imagination, and the ability to organize ideas (Levey et al: 1993:R2).

According to Lado (1969:249), writing is one of the most important skills in learning language beside listening, reading and speaking. Brown (2001:335) states that written products are often the result of thinking, drafting and revising procedures that require specialized skills.

Based on the writer experience in Teaching Experience (PPL), there were many students got difficulties in writing, especially in writing descriptive text. The difficulties are faced by students in writing process are: limited vocabularies, limited knowledge about grammar, didn't know the generic structure and language features that used, etc.

It was happened because the technique that the teacher applied in teaching writing text was not good. The teacher asked the students to write a descriptive text based on the title given without telling them the rules of writing descriptive text.

Descriptive text is a text describes someone or something. Media, as a tool to store and deliver information or data is a way to make students achieve the goal of learning purpose in writing descriptive text.

In this case, movie poster is a right media to be used. A movie poster is a poster used to advertise a film ([http://en.wikipedia.org/wiki/Film\\_Poster](http://en.wikipedia.org/wiki/Film_Poster), accessed on March 1<sup>st</sup> 2013). Movie

posters are prominently displayed on billboards, inside and on the outside of movie theaters, in DVD and VCD shop, in magazines, in the internet, etc.

A movie poster contains the physical appearances, expression and setting/situation in a package. Those components make a movie poster become a perfect media for students to develop their ability in writing descriptive text. It is easy to find it everywhere and by seeing it directly, students will describe the pictures in a movie poster clearly.

A research by using movie posters by Tengku Nova Mulyana in SMAN 1 Galang academic year 2011/2012 found that from 36 first grade students, there were 34 students (94,44) achieved score 70 and above in test III (cycle II) in writing descriptive text. It can be concluded that by analyzing movie posters, the students will give more attention to the subject to develop their descriptive ability. Finally, it will improve their achievement in writing descriptive text.

### Research Question

Based on the background of the study, the problem of this study is formulated as follows: “Is the students’ achievement in writing descriptive text improved when they are taught by using movie posters?”

## **RESEARCH METHOD**

This study was conducted by Classroom Action Research (CAR). Classroom Action Research was utilized because it is aimed on improving outcomes of teaching and learning. The subject of this research was class X of YP SMA SWASTA UTAMA MEDAN. It is located in Jl.Suluh No.80A Kec. Medan Tembung. It is consisted of 28 students. This subject was chosen because the researcher found that the students cannot write a descriptive text well.

The qualitative and quantitative data analyses were used in this research. The qualitative data were collected by using diary notes, observation sheet and questionnaire sheet. Diary notes contain the researchers’ personal evaluation about the activities during teaching-learning process related to progression achieved. The observation sheet was used to investigate the situation and the problems were found during teaching-learning process. The observation sheet was filled by the collaborator. The questionnaire sheet was used to know students’ opinion about English subject, descriptive writing and movie posters. The students also gave the reason on each question. The quantitative data was collected by using writing tests. It was used to assess

students' achievement in writing descriptive text. The students were tested by asking them to make a descriptive text by using movie posters.

This research was conducted in two cycles; cycle I and cycle II. Each cycle had three meetings. Each cycle was contained the process of planning, action, observation and reflection. At the end of teaching- learning process in each cycle, the researcher was conducted a test to see students' achievement in writing descriptive text.

To find out the mean of students scores in each cycle, the following formula was applied:

$$X = \frac{\sum x}{n} \times 100\%$$

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

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

Notes:

X = the mean of students' score

$\sum X$  = the total score

n = the number of the students

P = the percentage of students who get the point up to 70

R = the number of students who get the point up to 70

T = the total number of students taking the test

\*70 = the minimum completeness criteria (KKM)

## **DATA ANALYSIS AND RESEARCH FINDINGS**

The data in this research consisted of qualitative and quantitative data. The qualitative data were taken from diary notes, observation sheet and questionnaire sheet. The quantitative

data were taken from students' writing tests. This research was done in two cycles. Each cycle consisted of three meetings. So, there were six meetings in this research.

The data were taken only from one class. It was from class X of YP SMA SWASTA UTAMA MEDAN. The class consisted of 28 students and all students were coming from the first meeting until the last meeting. So, all students were concluded in this research.

**Table 4.4: The Percentages of Competent Students**

No.	Test	Students who get the point up to 70	Percentage
1.	Test I	3	10.71%
2.	Test II	10	35.71%
3.	Test III	25	89.28%

There were only three students who got point up to 70 in pre-test. The percentages of students' scores were increased when teaching by using movie posters was applied. In post-test I, there was 35.71% (10 students) who got point up to 70. In post-test II, there was 89.28% (25 students) who got point up to 70. Based on these data, it was concluded that the using of movie poster worked effectively in helping students to improve their writing achievement in descriptive text.

Based on the data analysis, it was found that using movie posters was able to improve students' achievement in writing descriptive text. The improvement of students' achievement here was significant as showed that the mean of students' score in first test was 45.71, in second test (cycle I) was 62.32 and in third test (cycle II) was 81.96. This obtained high score was based on the activities designed to make teaching-learning process more active, enthusiastic and excited to be followed.

## **CONCLUSIONS AND SUGGESTIONS**

After analyzing the data, the conclusions are drawn as following:

1. Students' achievement in writing descriptive text is improved from cycle I to cycle II. It is shown from the mean of students' scores. It was continuously improved from a pre-test (45.71) to the post-test of cycle I (62.32) and finally to the post-test of cycle II (81.96).

2. The students felt more enthusiastic and interested in learning descriptive text by using movie posters. It is showed by their enthusiasm in making a descriptive text when they saw a movie poster.

Related to the conclusions above, some points are suggested for English teachers, students and readers.

1. The teachers are suggested to use movie poster as a media in teaching descriptive text to the students because it can make them able to write descriptive text correctly.

2. The students are suggested to improve their ability in describing something by using movie posters. Because movie posters are attractive and have all components which needed to improve students' ability in writing.

3. The readers are suggested to enlarge their knowledge about descriptive text and movie poster by using this research.

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