

## **Improving Student Writing Skill in Descriptive Text by Using Recitation Method Through Picture Media**

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### **ABSTRACT**

The purpose of this research is to find out whether Picture Media by using Recitation Method can improve student's descriptive text writing ability at ninth-grade Junior High School of SMP Masehi Medan. Research was conducted using action in the classroom. In two cycles, the action was study carried out. Open-ended questionnaires and instrument writing tests were used to analyze the data, along with both qualitative and quantitative methods. The results of this research indicate the students were able to come up with a variety of better methods to begin description when using picture media as a writing prompt. Additionally, the student could check that the right tense was utilized in their writing. Additionally, the students could expand their vocabulary to identify words.

**Key words:** Recitation Method; Picture Media; Writing Skill

### **INTRODUCTION**

There are four skills in the English Language that must be learned. In addition to speaking and writing, they are also listening. One of the abilities is writing that must be possessed in English. Students writing skills are required to convey ideas or tell a story and even describe something. Writing is the process of using symbols to communicate thoughts in a readable form. Saleh Abbas (2006:125) defines writing abilities as the capacity to communicate thoughts, feelings, and opinions writing to other people. Writing abilities in expressing thoughts and feelings in written language so that readers may comprehend the text's context clearly (Suharto, 2015). According to H. R. Tarigan, writing is a representation of the expression of language; it is to describe a language is understood by someone, so the others can

read if they understand the language. Time is the action of expressing thoughts an ideas in a language that is understood by the reader so that the reader can understand what the writer is trying to say.

According to Nunan (2003:88), writing is an intellectual activity that involves gathering ideas, considering how to communicate them, and organizing them into sentences and paragraphs that are simple enough for readers to understand. (Komariyah,2015) it suggests that the writers are expected to express their ideas and effectively structure them into a composition. Additionally, writing conveys the author's conception of how think the public should perceive a problem. It necessitates the careful blending of ideas. Written text is viewed as an active generation that combines higher- order self-regulated thought processes like planning, sequencing, and content expression with lower-order transcription skills like handwriting, punctuation, and spelling (Berninger et al. 2002). It is important for the writer to examine how the writing will be perceived by the reader in order to effectively express the writing's topic. Writing is a thinking process that requires intellectual effort, according to White and Arndt (1991) in Hammad (2013:1). It involves coming up with ideas, planning, setting goals, monitoring, evaluating what will be written as well as what has already been written, and using language to express precise meanings. (Komariyah,2015). It implies that there are steps a writer must take to convey their intended message through writing. As a result of explanations, it can be said that writing is an attempt to convey the writer's thoughts, feelings, or ideas in written form while considering writing elements and writing processes that the readers will easily understand.

The picture can be used as a medium for learning to write descriptive text, where students can associate the image with knowledge or vocabulary, they have to form a sentence. The learning process will be helped by the presence of media images that will provide more context. Recitation method is a method of material presentation where the teacher assigns a specific assignment so that students engage in learning activities, according to (SyaifulandAswan2006).

## **LITERATURE REVIEW**

### **Descriptive Text**

Descriptive text is writing something about something, claims (Keraf1981). Where is the descriptive text as an interconnected type of writing? It won't produce intriguing writing without the author's attempts to associate interesting writing either." Meanwhile, according to the Big Indonesian Dictionary (KBBI), the meaning of the word 'description' is a description or description in clear and detailed words. The inference drawn from the foregoing explanation is that descriptive text is a writing exercise used to describe something broadly or in greater detail. Describe and disclose a specific person, location, or thing in a descriptive paragraph by describing how they are like other people or things. The

simple present tense, the verb attribute (is, am, are) and concentrating exclusively on one of the objects are characteristics of descriptive writing.

### **Recitation Media**

Recitation method is a method of material presentation where the teacher assigns a specific assignment so that students engage in learning activities, according to (Syaiful and Aswan, 2006). Recitation is a presentation technique that give students a specific task to complete to study learning activities. (NASJUM, 2020) ‘‘The teacher assigns specific tasks for the students to complete as part of the recitation technique of material presentation’’. This method is given because the learning material is too much in little time. ‘‘The method of assignment is defined away the teaching and interaction of teaching marked by the task of the teacher to be learned at school or home or individual or groups’’ (MulyaniSumantri2001:130). Recitation is a technique where a teacher reads aloud a selection of material and makes a group or individual complete the tasks. (Mulyasa2007) that the ‘‘Recitation method is a form of teaching where the teacher assigns a list of tasks for students to complete both individually and in groups. (NASJUM, 2020)

The following actions can be made to employ the recitation method during the learning process, in accordance with (Djamarah and Zain 1955:88), specifically: Project Phase, Task Implementation Phase, and Task Accountability Phase (Hasibuan, 2022). The recitation method can be improved in the following 7 ways to make it more useful for teaching and learning task:

- a. Giving Assignment According to Material Indicators.
- b. Using a Concept Map Approach.
- c. Giving Instructions in the Works of Tasks.
- d. Provide Oversight while doing Tasks.
- e. Motivating Students.
- f. Individual Students Assessment.
- g. Evaluation of Student Learning Outcomes.

## **METHOD**

### **Design and Samples**

This study was conducted using classroom action research (CAR). The learning focuses on media, especially pictures to find out the solution to the problem of teaching writing at SMP Masehi Medan. The research used the services of a teacher who also taught English at SMP Masehi Medan to observe the teaching and learning process, students’ responses, teacher methods, and anything else that occurred in the classroom. English teachers played a crucial role in inaction research. This research was conducted at SMP Masehi Medan the location of the study and was conducted in January 2023. This type of research is classroom action research. The subjects of this research are the students in the IX grade at SMP Masehi Medan in the academic year 2022/2023. There was one class IX. A that consists of 30 students taken as the subjects of research.

## **Instrument and Procedure**

In a source of research that comprised IX-grade document data from SMP Masehi Medan, sources of data were gathered and examined. The approach employed consists of interviewing, observing, testing, and documenting. The procedures of the data collection techniques are presented below:

### **1. Plan**

The activities consist of preparing:

- 1) Teaching material
- 2) Data from Student
- 3) Teaching method and media (Lion Picture)
- 4) Open-ended questionnaires
- 5) Writing Test

### **2. Action**

The activities consist of:

- 1) Giving writing Test I
- 2) Teaching descriptive text
- 3) Allowing students to ask question and examine a confusing explanation
- 4) Giving Task
- 5) Evaluation of descriptive text material
- 6) Teaching Recitation method and picture media
- 7) Giving writing test II
- 8) Distributing questionnaires with blanks

### **3. Observation**

The activity consists of watching how students interact with the teaching-learning process.

## **Data Analysis**

The techniques utilized by researchers to analyze both qualitative and quantitative data are used in the study. Using qualitative methods, the researcher analyzes the information via a questionnaire, because the questionnaire consists of opinions and students' perceptions of situations in the teaching and learning process, and how far they understand the material to be examined by researcher. In quantitative techniques, researchers analyze data from written tests, obtained by comparing the pre-writing test's average score with each writing test's average score in accordance with the scoring formula and rules.

## **RESULT AND DISCUSSION**

### **Quantitative Data**

This research was conducted in two cycles; in cycle I, almost all the children was

unable to arrange their words to describe the first picture, and it was discovered that students' writing potential improved in cycle II, as evidenced by the indicators of the Picture Media by using the successful Recitation Method. The first writing test (Pre-writing test) was done to obtain the student's genuine writing skills for descriptive text writing before applying Recitation Method through picture media. The student's score was calculated as follows:

$$x = \frac{\sum x}{N} = \frac{1240}{30} = 41,3$$

The second written the first cycle's test, the researcher observed that most of the students still could not write descriptive text well. The reason is that students find it difficult to get ideas that match the images shown. And students still don't have a correct understanding of grammar when organizing their texts. It turns researchers found grammatical errors in their writing. To correct this problem, the researchers planned to guide students by providing recitation methods to make it easier for them to find ideas. Students are also asked to learn on their own about a descriptive text's structure and intrinsic elements as well as the general tenses used in writing descriptive text so that students can be better at writing descriptive text. Finally, the researcher assigned descriptive text to the students through pictures after learning what descriptive text was and how to write descriptive text properly and correctly and taught them what the recitation method was. With this Recitation method, it will be easier for students to be able to still the importance of the meaning and benefits of learning for themselves so the students will be motivated to be enthusiastic and active in their studies. After using the strategy, the researcher repeated cycle I task, which produced superior results. The calculation's result is as a result:

$$x = \frac{\sum x}{N} = \frac{1890}{30} = 60$$

Then the third writing test (Writing test II) in the second cycle II, it showed that the mean score of students writing descriptive text also increased. The result calculation are as follows:

$$x = \frac{\sum x}{N} = \frac{2550}{30} = 85$$

After this research is completed, the findings can be summarized as follows:

- 1) The real improvement is, due to the lack of ideas and interest in learning, students who used to need a lot of writing time now just need little amount.
- 2) Significantly improved student's writing skills are also shown here, in which students can write features and provide more detailed information from the displayed image, students can write longer sentences with more correct grammar, students can describe something through a picture, students can come up with better ways to start a sentence, students can make a variety of words and sentences better to understand grammar than before, where they are become more careful to develop sentences and are able to do them correctly recognize the verbs and tenses utilized and use vocabulary effectively. In conclusion, students are quite proficient in writing descriptive language. The calculations of students score have also been substantially improved, and this papers graphs of student's grades

can show them. This show the cycle 2 tests averagescore is higher than the cycle 1 test average number.

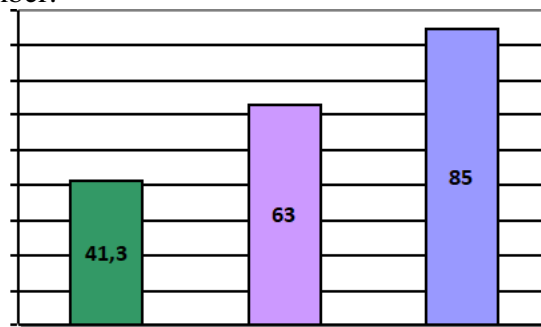


Figure 1. Students Writing Test from Cycle I-III

The graph demonstrated an increase in the students' average writing test score. The total score for the first writing test was 1240, with an average score in 41,3. The final score for the task was 1890, with a major score in 63. Compared to writing test II, the score improved less significantly, with a total score in 2550 and a total score in 85.

### Qualitative Data

The researchers administered a grade IX pre-written test to determine the problems experienced by students at SMP Masehi Medan. The problem that the researcher found was that students could not create or start a word to describe a picture, students need more time to complete the assigned task. Students do not really know how to write descriptive text and use correct grammar. This problem must be resolved and students writing skills must be improved by applying teaching, namely by recitation method through picture media. The purpose of this research is to improve students writing skills, especially in describing things and organizing texts.

### Plan

The researcher created a plan to teach writing class using materials such as photos, after discovering issues with the pre-writing test and explaining what descriptive text is and learning by recitation method. Prepare questionnaires and materials for writing tests.

### Action

The researcher applies the teaching method starting with explaining descriptive text. The researcher then provided opportunities for students to understand the explanations given by researchers and provided time to ask questions for students who did not understand. The researcher then gave the first assignment to see students understanding of the descriptive text. In the next session, the researcher explained the recitation method and the media used, namely picture media. Then the

researcher returned to giving a second task to evaluate student's progress from the previous session. In the last session, students were given a second writing test in which they had to use the researcher's prepared recitation approach to write descriptive test using the researcher's provided pictures as their medium.

#### Observation

In the early session, some students paid little attention, and some students also attended late, but most students participated well in this research and invited their friends to exchange ideas. After evaluation of observations, the researchers discovered several improvements after taking action, students achieve. Students average score increased, indicated by a comparison of the results of the writing test I and the task. The task's average grade was 63, which is higher than the writing test I score average of 41,3. However, researchers still found some weaknesses in descriptions writing. Students frequently struggle with a lack of ideas and grammatical mistakes in the tenses. The researcher then intends to improve student's critical-thinking abilities and do grammar practice at the following meeting. The average score in writing test II got 22, demonstrating an important improvement, after which the researchers implemented the plan by offering grammatical tasks and strategies. The written test written test II achieved an average in 85. The students was given an open-ended questionnaire by the researchers on their experiences, feelings, thoughts and other considering regarding the lesson after the writing lesson about the lesson given.

Based on a questionnaire filled out by Nine grade students at SMP Masehi Medan School, the researchers found that:

1. There are 50% of students feel very happy learning the lessons, 16,66% of students consider learning to be useful, 13,34% of students are neutral about lessons, 10% of students have difficulty understanding lessons, and 10% of students feel very bored studying the lesson.
2. There were 33,33% of students who were very interested in learning with the recitation method, 23,34% of students find it easy to understand and remember lessons with the recitation method, 23,33% of students feel normal learning with the recitation method, and 20% of students find it very difficult to study with the recitation method.
3. Some 66,66% of students who are extremely satisfied with the teaching and learning process, 23,34% who are ambivalent about the teaching and learning process, and 10% of students feel dissatisfied with the teaching and learning process.

From the data above, it can be seen that most students feel very happy with the learning process, easy to understand learning with pictures using the recitation method, very satisfied with the teaching and learning process.

Given the current teaching and learning process, the role of the teacher is needed for that, where the teacher is required the capacity to employ active and efficient

learning methods to connect students' interests in the teaching-learning process. Because of that, researchers are looking for that, using pictures with the recitation method is proven to increase students' enthusiasm in the learning-teaching process. From a questionnaire filled out by students, they stated that the teaching and learning method using the recitation method made it seem as if they were doing research and discovering new things. So they don't want to be left behind by what their friends find.

From the results of observations, the researchers made improvements from cycle I to cycle II after using the recitation method. The same thing happened to students' writing skills. The standard value of the smoothness average is only 41,3 in writing test I, in the task section it rose to 63 and the score increased to 85 in cycle II. Based on the analysis of writing skills development aspects above, it can be said that writing skills increased by about 21 in cycle I and 22 in cycle II. Learning and research objectives have been achieved, the research was completed at the end of cycle II.

## CONCLUSION

Based on the results and discussion it can be concluded that the recitation method through pictures media can improve students' writing skills in descriptive text. This can be seen from the way they describe pictures and find out what is needed in writing descriptive text. Students enjoy learning on their own and compete against each other after seeing the performance of their friends. Dealing with teaching writing descriptive text through pictures using the recitation method, students' participation has increased because it can reduce boredom and problems in writing descriptive text.

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