

Improving Descriptive Text The Person Writing Skills Through Magic Card in Class VII B Students of SMP Negeri 36 Semarang

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ABSTRAK

Penelitian Tindakan Kelas ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis descriptive text melalui model pembelajaran Magic Card. Subyek dalam penelitian ini adalah 33 siswa kelas VII B SMP Negeri 36 Semarang. Data dikumpulkan dalam satu siklus melalui tes, observasi kelas, dan dokumentasi. Tes dilakukan dalam bentuk pre- test, post-tets siklus I, dan post-test siklus II. Instrumen yang digunakan adalah lembar tes, pedoman observasi, dan pedoman dokumentasi. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil menunjukkan bahwa siswa mengambil peran aktif dalam kegiatan belajar mereka. Kualitas tulisan mereka juga meningkat. Nilai rata-rata mereka meningkat dari 66 (Pre-test), 75 (Siklus I), dan 81 (Siklus II). Kesimpulannya, penggunaan model pembelajaran Magic Card efektif untuk meningkatkan kemampuan siswa dalam menulis descriptive text. Peneliti berharap bahwa penggunaan media pembelajaran Magic Card dapat digunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris, khususnya dalam mengajar menulis descriptive text.

Kata kunci: Magic Card, Keterampilan Menulis, Descriptive Text

ABSTRACT

This classroom action research aims to improve students' ability to write descriptive text through the Magic Card learning model. The subjects in this research were 33 students in class VII B of SMP Negeri 36 Semarang. Data is collected in one cycle through tests, classroom observations, and documentation. The tests were carried out in the form of pre-test, post-test cycle I, and post-test cycle II. The instruments used are test sheets, observation guidelines, and documentation guidelines. Data were analyzed using qualitative descriptive methods. The results show that students take an active role in their learning activities. The quality of their writing also improves. Their average scores increased from 66 (Pre-test), 75 (Cycle I), and 81 (Cycle II). In conclusion, the use of the Magic Card learning model is effective in improving students' ability to write descriptive text. Researchers hope that the use of the Magic Card learning media can be used by English teachers in teaching English, especially in teaching writing descriptive text.

Keywords: Magic Card, Writing Skills, Descriptive Text

1. INTRODUCTION

In today's era of globalization and communication, mastery of English is very important. In junior high school, learning English is an important component of students' self-development function. The aim is for students to grow and develop into intelligent, skilled and personable individuals after graduating from school so that they have the provisions for life in the future.

The four main English learning abilities that students should master are writing, reading, speaking, and listening. Writing is a skill that students must master while studying English. With it, students may organize phrases, sentences, and paragraphs. They might put the definitions in writing while working on writing tasks. Writing is a communication tool that is used to convey ideas and emotions in text or written form (Harmer, 2001). Meanwhile Klimova (2013) said that writing has an important role in language instruction since mastering it requires the use and understanding of three other language abilities.

Learning Media

Briggs (1977) argues that media Learning is a physical means of conveying content/material learning such as: props, photos, images, films, videos and so on. Briggs also defines media as a tool to provide stimulation for students so that the learning process occurs.

According to Bahri (2006:124), it can be seen from the type of learning media divided into: (1) Auditive Media, namely media that only relies on sound capabilities, such as radio, cassettes, CDs; (2) Visual Media is media that only relies on the sense of sight. This visual media displays still images, moving images, photos, paintings and props; (3) Audiovisual media is media that has sound elements and image elements. This type of media has better capabilities, because it includes the first and second types of media. In this research, the type of media focused on is visual media in the form of magic cards with the themes: objects, people and places.

Sudrajat (2008) wrote that learning media has several functions including:

1. Learning media can overcome the limited experience that students have;
2. Learning media can go beyond the boundaries of the classroom. There are many things that students cannot experience directly in the classroom. Through the use of appropriate media, all these objects can be presented to students;
3. Learning media allows direct interaction between students and their environment;
4. Media produces uniformity of observation;
5. Media can instill correct, concrete and basic concepts realistic;
6. Media generate new desires and interests;
7. Media arouses motivation and stimulates children to learning; Media provides an integral/comprehensive experience from the concrete to the abstract.

Ardiani (2008) stated that the benefits of learning media are:

Facilitate interaction between teachers and students, so that activities learning is more affective and efficient, making abstract material more concrete so that the media can be understood or not easy to forget.

Magic Card

Magic Card is a learning medium made from a rectangular sheet of thick paper or thin cardboard. The cardboard contains images that are presented in an attractive and unique appearance. On each card there is a different picture. The image shows an image of an object, person, or place. When the attractive and unique display is opened, inside you will see a picture that students will use as a medium for creating descriptive text. Therein lies the magic of the card. So that after receiving, opening, and examining the card, students will feel happy, more enthusiastic, and can easily express their ideas into descriptive text.

Magic Card media can attract students' attention which can foster interest and has a great opportunity to improve learning outcomes. Susilana (2008:25) states that the success of media use cannot be separated from how well the media is planned. Susilana (2008:26) states that there is a need for planning, if you use media by purchasing existing ones, you don't need to do too much media planning activities, just match the material to be taught with the available media. It's different when creating your own media based on your needs, you need to pay attention to several aspects, so that it fits your needs.

Writing Ability

Writing is an abstract activity where students use written language to communicate their thoughts, opinions, and feelings to readers (Dwitha & Sumantri, 2017). Brown (2001) also states that writing is the end consequence of thinking, gathering information, and editing. It necessitates the development of ideas, their orderly organization, the proper use of punctuation and rhetorical discourse in written text, revision of the text to clarify its meaning, amendment of the text for proper grammar, and production of a finished output. In addition, writing is a skill that requires practice in terms of expressing the idea.

Writing is a skill that starts with the act of writing and continues through to the finished product (Fachrurrazy, 2012). In order to produce the greatest writing possible for academic purposes, teachers often invite students to participate in the writing process. In another sense, writing involves putting words in the right order to form sentences that follow certain rules.

The basic principle of study writing is creating effective sentences based on the rules. It will be simpler for teachers to teach the writing process when students can construct effective sentences. Finding a topic, outlining, drafting, rewriting and editing, and creating the final product are the several phases that make up the writing process.

In accordance with the statements above, the researcher draws the conclusion that writing is the act of communicating thoughts, knowledge, and information through expression

Descriptive Text

Descriptive Text is a type of text that is widely used in everyday life to describe objects, places, people, animals and so on. Descriptive Text is an English text to describe what the object or living creature that we are describing is like, whether in appearance, smell, sound or texture of the object or living creature. The communicative purpose of descriptive text is to describe and express the characteristics of certain objects, places, or creatures in general, without any in-depth and comprehensive research.

1. Generic Structure Descriptive Text

In each Descriptive Text there are two parts that characterize the Descriptive Text itself. The two parts are: a. Identification Identification is the part of Descriptive Text that contains the topic or "what" that will be depicted or described. b. Description Description is the last part of Descriptive Text which contains a discussion or description of the topic or "what" in the Identification regarding physical appearance, quality, general behavior and characteristics.

2. Language Characteristics of Descriptive Text Descriptive Text uses Present Tense, for example: go, eat, fly, etc.

a. Descriptive Text uses various kinds of Adjectives which are Describing, Numbering and Classifying, for example: two strong legs, sharp white fangs, etc.

b. Descriptive Text uses Relating Verbs to provide information about the subject, for example: my mum is really cool, it has very thick fur, etc.

c. Descriptive Text uses Thinking Verbs (thinking verbs, such as believe, think, etc.) and Feeling Verbs (feeling verbs, such as feel) to express the writer's personal views on the subject, for example: police believes the suspect is armed, I think it is a clever animal, etc.

d. Descriptive Text also uses Adverbs (adverbs) to provide additional information about the behavior or traits (Adjectives) being described, for example: it is extremely high, it runs definitely definitely, etc.

2. METHOD

The researcher used a classroom action research design to conduct this research. To identify problems students have, researchers analyzed students' writing test data. This classroom action research project was carried out at SMP N 36 Semarang. 33 students from VII B participated in this research as subjects. This research is based on Classroom Action Research (CAR), which has four parts: planning, action, observation, and reflection, all of which are involved.

Both pre-test and post-test are used by researchers. Before starting treatment, a pre-test is given to get a general idea of the student's writing skills. After using Magic Card Media as a learning model for teaching process text writing as a treatment, a post-test was carried out. By comparing students' post-test results, researchers can find out significant differences between students' achievements in producing descriptive text before and after therapy.

Researchers found that there were two problems among students: a lack of writing skills and the motivation to develop those skills. In class, students are less creative and energetic. When students feel bored, sometimes they pay less attention to what the teacher says. Researchers then investigate solutions to the problem. By providing a new approach to students and using a learning model using Magic Card media, researchers try to solve this problem. Students can better understand ideas iwritten texts by using Magic Card learning media.

After researchers used Magic Card learning media in class and gave students writing assignments to practice, students' writing abilities improved. Researchers assessed the methods and results. By using Magic Card learning media, researchers found that this media helped students to improve their writing skills.

Data analysis and processing comes last. Data is collected from each cycle by the author. In addition, it is reasonable to conclude that using Magic Cards will help students improve their ability to write descriptive text.

3. FINDINGS AND DISCUSSION

The research results from cycles 1 and 2 will be given in this chapter. This research involved class VII B students of SMP N 36 Semarang. Classroom Action Research (CAR) is used by researchers. Researchers use Magic Card learning media to improve students' writing skills in writing descriptive texts.

The Implementation of Cycle I

Planning

The lesson plan and procedure text test questions were developed by the researcher and prepared according to the curriculum at the planning stage. Implementation of actions is carried out in two cycles and there are two meetings per cycle. Each meeting in each cycle has a time of 160 minutes. After preparing a lesson plan for research, the researcher gave a pre-test to students at the first meeting.

Action

The implementation of the actions carried out in cycle I was the result of 2 meetings. The meeting will be held on 23 and 30 August 2023 with a time allocation of 4x40 minutes. Implementation of actions in this cycle includes planning, implementing actions (BKOF, MOT, JCOT, ICOT), observing and reflecting on actions.

In this learning process the author carries out four steps of learning techniques which include Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the text (JCOT) and Individual Construction of the Text

(ICOT). These steps were also carried out in the second and subsequent cycles if necessary in this research.

In the BKOF step, the teacher begins learning by conducting apperception and

asking students about the physical characteristics of the people around them.

In the next step (MOT), the teacher provides examples of descriptive text via PowerPoint. Students are asked to identify adjective words in the text. The next step is group work or JCOT. Students were asked to group themselves into groups that had been created two days earlier. Each student group consists of 5 students. In this step the teacher distributes magic cards containing images and keywords to create descriptive text. The Magic Cards distributed to each group differ from one group to another. Each group gets 1 Magic card to arrange into descriptive text.

At ICOT, students are given work papers in the form of LKPD in which they create descriptive texts about people independently, including family members, themselves, idols, etc.

Observation

In the action observation section above, the researcher carried out descriptive text learning. At the first meeting, the researcher gave a pre-test to students to find out basic understanding of descriptive text. In fact, many of them have a low understanding of how to write descriptive text. Before explaining the descriptive text, the researcher asked the students what their problems were from the pre-test. Then the researcher explained about descriptive text.

Apart from that, to find out how well students understand descriptive text, researchers provide group exercises. After students completed the exercises, the researcher gave them homework. At the second meeting, the teacher implemented similar learning steps but with additional material. Students are instructed to write procedure texts based on the material presented at the first and second meetings. This activity was used as a post-test in Cycle I. The results showed that there were still some students who got low scores.

Reflection

The results of observations of the learning process in cycle I showed that the teaching and learning process using Magic Card learning media did not meet the minimum

competencies required in this research. Not all students have the opportunity to show what they understand due to time constraints. Researchers found weaknesses in cycle I research.

The researcher did not provide additional explanations, making students confused and afraid to ask questions about the material. Researchers also felt dissatisfied with students' responses when researchers provided material. Students are not involved in class activities. Apart from that, these reasons are also weaknesses of researchers. The advantage is that this technique is very interesting in the writing learning process and researchers can apply it according to students' abilities. Post-test results only 60.6% of students got a score above 75, 3.03% of students got a score of 75, and 36.37% of other students got a bad score. Because cycle 1 had not been achieved, the researcher continued cycle II by changing the teaching module, especially in the action section.

The Implementation of Cycle II

Planning

At the planning stage, the researcher prepared a teaching module and also gave the same test regarding descriptive text. There are differences in making teaching modules in cycle 2. In cycle 2 the researchers dig deeper to provide knowledge about procedural texts and provide more examples in the teaching and learning process.

Action

The implementation of Cycle II is a continuation of Cycle I. The pre-test and post-test in Cycle I have increased, so that the implementation of Cycle II aims to test the consistency of the use of Magic Card learning media in learning and the learning process. The results of reflection in Cycle I become evaluation material for planning further learning activities.

At the action stage the teacher still applies the same learning model as in Cycle I. Cycle II was carried out in two meetings, namely on September 6 and 13 2023. The researcher explained in more detail about descriptive texts (generic structure and linguistic

characteristics). Next, to find out the extent of students' understanding of the material, the researcher guided students to form groups, and each group consisted of 4-5 students.

The researcher demonstrated the task and provided instructions before the students completed it. Students create descriptive text based on the picture received by the group leader. After students complete their assignments, the researcher provides corrections. Next, the researcher provides assignment results based on the assessments that have been carried out.

The researcher closed the meeting after time expired. The second meeting was held on Wednesday 13 September 2023. The meeting opened with greetings, brainstorming and checking student attendance. Researchers gave post-test II. After that, students must write descriptive text. Then the researcher provided conclusions about the research and closed the meeting.

Observation

In observation, researchers present descriptive text in learning. At the first meeting of cycle II, the researcher asked students about their problems at the previous meeting and solved them together. The researcher explained the descriptive text in depth, then the researcher distributed the Magic Card learning media to each group. Then students discuss and understand the procedure text in groups. The students looked so happy and enjoying themselves. At the last meeting, the researcher gave post-test II. In fact, around 87.8% of students were able to do posttest II well.

Reflection

That is the conclusion of Cycle II. The teaching and learning process using the Make a Match learning model has reached the minimum standard of research competency. This success was achieved because the explanation was better and deeper than in cycle I. More than 75% of students got a score above 75, and more than 75% of students had high motivation in learning English, especially in writing

procedure text. Because this research had reached its target, the researcher stopped the research in cycle II.

Tabel 1. The Result of the Pre-test, Post-test I, and Post-test II

No. Subject	Pre-test	Post-test I	Post-test II
AKP	69	76	83
APA	70	77	88
AFN	67	78	88
ANZ	75	82	89
ASA	80	83	90
ASPK	65	80	85
APN	64	78	84
CPA	70	78	82
DNR	80	88	92
EDA	55	68	75
FHA	80	85	88
FAP	78	89	92
EEN	58	68	76
HNA	67	70	79
IRS	56	68	77
IRP	52	70	76
JN	72	84	87
KNAP	51	68	78
KH	47	64	76
MBM	47	53	64
MFI	80	84	87
MHA	81	88	92
MTR	45	58	65
NAA	87	90	92
NA	61	75	83
PDAP	80	83	87
RLKKP	50	58	60

RSA	77	86	88
RA	59	65	75
RAR	70	79	82
SA	47	58	59
SAL	80	85	90
VAP	81	87	90
Total	2201	2500	2699
Mean	66	75	81
Min Score	45	53	59
Max Score	87	90	92

Based on the table, you can see the difference in pre-test, post-test 1 and post-test 2 scores. Before starting the material about descriptive text, a pre-test is first carried out to determine students' initial mastery in writing descriptive text. Based on the pre-test results, only 12 out of 33 students got a score of 75 or more. The total pretest score is 2201 and the average score is 66. The highest score is 87 and the lowest score is 45. It can be seen that there are still many students who get scores less than the minimum standard. Most students do not do well on exams. They experience difficulty when writing descriptive text.

After the Descriptive writing learning material using Magic Card learning media is completed, students are given a post-test. The type of test between pre-test and post-test 1 is similar. The total post-test score in cycle 1 was 2500, and the average score was 75. The highest score was 90, and the lowest score was 53. It can be seen that only a few students reached the minimum standard. However, there was a better improvement compared to the pre-test.

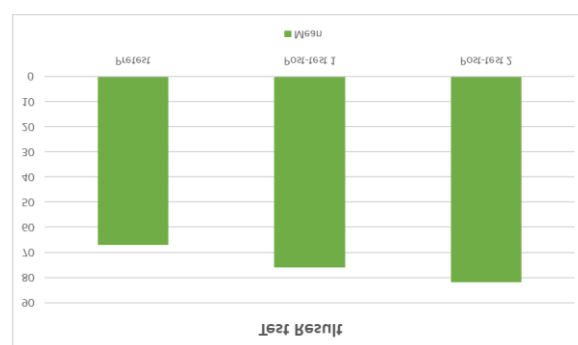
In this research the teaching and learning process was effective. In cycle II the test results improved very well and students achieved the minimum score. Based on the table above, it can be seen that student scores vary. The highest value is 92, and the lowest value is 59. Therefore the researcher

does not need to continue to the next cycle again. Student scores always increase in each cycle, and more than 80% of students achieve the minimum score. So in this research, the use of the Magic Card learning media can improve students' ability to write descriptive texts.

Discussion

There are two cycles in this research. In each cycle there is an increase in scores. At the first meeting, students felt confused about the descriptive text. So, researchers provide explanations to students and give them assignments about descriptive texts. Researchers use Magic Card media in the teaching and learning process. Based on the research results, it can be seen that students' scores in writing descriptive texts increased after they learned to use Magic Card media. Based on the research results, it can be seen that students' scores in writing descriptive texts increased after they learned to use Magic Card media

Figure 1. Test Result



Based on Figure 1, it is easier to explain from the average value of pre-test, post-test cycle 1, and post-test cycle 2. It can be seen that there is an increase in the average value of pre-test, post-test 1, and post-test 2, starting from 66, 75, and 81. From the pre-test calculations, only 12 students got a score of 75 or more, which is around 36.3%. The results of post-test 1 were only 57.5% of students got a score above 75, 3.03% of students got a score of 75, and the other 39.47% did not do well. In cycle II, more than 87.8% of students obtained a score above 75, and more than 75% of students had high motivation in learning English, especially in writing descriptive texts.

This research proves that the use of Magic Cards can be used by teachers in the teaching and learning process, especially in writing descriptive texts. The learning model applied in class has a great opportunity to attract students' attention and interest in writing descriptive texts. This research shows that the learning model using Magic Card media has a positive impact on students' writing abilities and interests. The learning model using Magic Card media applied by teachers provides opportunities for students to learn and produce texts through concept construction activities, group activities and individual activities. Apart from that, the learning model using Magic Card media is a good alternative for teachers to apply in class, and is easier to attract students' attention. This also provides several benefits, such as increasing knowledge and writing skills.

4. CONCLUSION

This research emphasizes the application of a learning model using Magic Card media to improve students' descriptive text writing skills. In this research, researchers used Classroom Action Research (CAR). Researchers conducted research in two cycles. Based on the findings and discussion, this research shows an increase in students' quality in writing descriptive texts.

The number of students who completed Cycle 2 was 29 people or around 87.8%. The increase in the average score from pre-test, post-test 1, and post-test 2 which ranged between 66, 75, and 81 further proves this research. It can be concluded that the application of the learning model using Magic Card media is able to improve students' skills in writing descriptive texts. This research shows that the learning model using Magic Card media has a positive impact on students' writing abilities and interests.

The learning model using Magic Card media applied by teachers provides opportunities for students to learn and produce texts through concept construction activities, group activities and individual activities. Apart from that, the learning model using magic card media is a good alternative for teachers to apply in class, and is easier to

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