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## IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT BY USING MOVIE POSTER

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### ABSTRACT

This study is aimed at describing the use of Movie Poster to improve students' achievement in writing descriptive text. The method of the study was classroom action research with two cycles and 14 meetings. The subject of this study was Grade X-MIA-1 students of SMA Dharma Pancasila Medan. The results shows the improvement of students' score from the first test to the third test. In the first test only 8.57% of students' who got the score 70 which is the minimum completeness criteria. In the second test there were 45.71% of the students who achieved the minimum score. In the third test, the percentage of the students who achieved the minimum score increased to 94.28%. it is concluded that the use of movie posters improves students' achievement in writing descriptive text. Most of the students paid full attention and their understanding become well, it influenced their score in writing descriptive text by using movie posters. The qualitative data taken from diary notes, observation sheets, and questionnaires showed that the students were enthusiastic in writing descriptive texts as the movie posters encourage their creativity and ideas to write better. It is suggested to use movie posters as one of the alternative media in writing descriptive text.

Keywords : writing, movie posters, descriptive text

### INTRODUCTION

Writing, an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge (Chakraverty & Gautum, 2000:22). Writers need suitable language to structure these ideas in the form of a coherent discourse. The purpose, therefore, is to help learners produce self-contained compositions. But for the learners to do so, they have to link and develop information, ideas, or arguments in logical sequences. Without writing practice, students have difficulty in achieving clarity, which is the goal of any writing exercise.

The researcher found that the students get difficulties to write a text based on the genre even after being taught. Specifically in descriptive, the problems



faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. It occurs because the teacher didn't apply the student centered learning in a way of teaching. She cannot conduct the activities into active ways. She just explained the material from the guiding book and after that asked the students to write a descriptive text. For the test, the teachers gave a descriptive text in Indonesian then ask the students to translate it to English. Writing descriptive text is not just how to translate. There is a generic structure as a guide to write a descriptive text. The use of monotonous and inappropriate media can be the reason why the students face the problem in writing descriptive text.

Media, when used appropriately and correctly based on the curriculum, can assist and enlighten the teachers' burden to explain language meaning and construction, engage students in a topic or as a basis of a whole activity for practical (creativity) and for motivational reason, (Kariman, 2010:247). In classroom; media serve as a source of pupil involvement, motivation, and expression when the learners produce material for use in the classroom. It can states that media means tools of communication used to transfer information from the source to learners to stimulate them to follow learning activity. In learning anything including learning a foreign language, media plays very important role because it can make learning far more concrete and memorable (Kariman, 1990:10). Therefore, the researcher tries to use movie posters as a media to improve student's achievement in writing descriptive text.

By using movie posters, it help teacher to transfer the material, attract the students' attention, and illustrate what the students will write about. Besides, the students will be interested in writing if they look at the pictures which are provided by the teacher and they can imagine what they should write about. The writer focuses on the use of movie posters in writing descriptive text. The writer provides some movie posters which describe the object such as person, place or things and the correlation with the background of the movie posters itself. Movie posters can motivate and encourage students in learning writing descriptive text. It can be used to elaborate their ideas in writing. This media will give them information in selecting the interesting and effective media to improve their writing.

Previous researcher on descriptive writing using media is Nikmah (2010) who studied the effect of using media on students writing descriptive paragraph, Media is a set of teaching aids that facilitate the stimulation of experience. The results before using media are the students got lower score in writing and the students didn't pay good attention then she used media to attract the students and there was an improvement. In addition Sanaky (2009:100) finds that it is difficult to describe something, someone or event without using teaching media. It means



that students' achievement in writing descriptive composition is low. This is supported by Lubis (2006:22) in his investigation that no students are able to describe something without supporting media.

## II. REVIEW OF LITERATURE

In teaching English, the teacher provides the students with media that they will find interesting and that will stimulate their minds and encourage them to participate in the learning process. The teacher also provides stimulus to their own creativity in a way that helps their students to learn. And it suitable with the curriculum of 2013, the educational unit curriculum for English subject in teaching Senior High School; there are many skill of reading, writing, and writing that should be mastered by language learners especially for students. One of them is in descriptive writing. Unfortunately, Purba (2009) found that most of Indonesian students have less ability to write in English well. According to Usman (2010:3), the pedagogical competence of teacher includes aspects such as: (1) teacher is the first person and the main person elaborate the curriculum, (2) the teacher should master the material so the teacher intervene the students, (3) the teacher should master the theory of teaching. It can make the students take part the teaching learning process. Based on the pedagogical competences above it means that teacher has an ability to be a director in teaching learning process.

Patel & Jain (2008: 125-126) state writing is a skill which must be taught and practiced. Writing. Based on the statement above, it can be assumed that writing is a process of transferring ideas and thoughts into a sequence of words, combining sentences in the form of a text in which every sentence is related to another semantically. In addition, writing organizes effectively and include aspects such as word choice, grammar, and contents or evidences. It means that writing should communicate something clearly, precisely and unambiguous, so the readers can comprehend the writing.

Description is a written English text in which the writer describes an object. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of characters and personality.

Description is a text containing two components namely identification and description (Siahaan & Shinoda, 2008: 89). The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the part of the object.

According to Carol (2001:99) there are some specific types of description. They are: (a) functional description includes precise details that objectively describe basic physical characteristics of people, places, and things, (b) character



profiles describe actual people, their appearance, thoughts, history, accomplishments, and goals, (c) character sketches are detailed descriptions of fictional character. The writer reveals a character's personality and history through description, (d) observation is first hand, factual accounts of an event or experiences.

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

Gerrot & Wignell (1994:208) state that the generic structures of descriptive writing are:

- a) Identification which identifies phenomenon that will be described.
- b) Description which describes parts, qualities, or characteristics of something or someone in detail.

Knap & Watkins (2005:98-99) writes there are several grammatical features of descriptive writing as the following:

- a) In descriptive writing, the present tense is predominantly used.
- b) Although present tense may be used in literary descriptions, it is past tense that tends to dominate; for example,  
*Had, was, enjoyed, seemed, sparkled*
- c) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example,  
*My favorite toy **is** a teddy bear because it **is** cuddly and friendly.*  
*It **is** my friend too.*  
*Turtles do not **have** teeth; they **have** a sharp break instead.*  
*Eric the Red **is** an old man. Eric the Red **has** a greatcoat.*
- d) Action verbs are used when describing behaviors/users; for example,  
*An ant has three body parts.*  
*Some ants have wings.*  
*The queen ant **lays** the eggs.*  
*Ants **live** in colonies.*
- e) Mental verbs are used when describing feelings in literary descriptions, for example,  
*She **felt** unhappy. He **liked** dancing*
- f) Adjectives are used to add extra information to nouns and may be technical, everyday or literally, depending on the text; for example,  
*Turtles are covered with a **hard, box-like** shell.*  
*He has a **cool** hairstyle.*  
*His **luminous, dark** coat gave him an eerie quality.*
- g) Personal and literary descriptions generally deal with individual things; for example,  
*My favorite toy, my house, my big bear*

Movie poster has an image that is the result of the combination of all the elements that it contains so as to create a unity that can attract the viewers.

The aim of teaching writing using movie posters is to stimulate students to describe what is shown on the posters. Not only describing the object but the students can describe the situation on that poster.

Based on the theories above the researcher concluded that Media are educational aids to deliver the information from the source to the receiver. In teaching-learning process, media are needed to help teachers transfer the material to the students easily and clearly. We know that there are many kinds of educational media. One of them is movie posters. Movie posters are a kind of visual media and non-projected media which can be seen and touched by the students. By using Movie posters, it is easy for the teachers to transfer the information to the students and do not need to spend much time and much money to prepare them because they are easy to find. Learning with visual media especially movie posters can give good result of learning because the students feel easy to remember, recognize, and relate the concept of something. By seeing movie posters, the students can imagine what they will write. They can write based on movie posters because movie posters give the instructions of doing or making something. So the use of movie posters will help the students to write descriptive text and it also help teacher to teach writing.

The procedure of using movie posters in teaching descriptive writing will be as the following:

- a) The teacher gives a text model.
- b) The teacher reads the text line by line with the students.
- c) The teacher guides the students to analyze the descriptive text (generic structure and grammatical feature).
- d) The teacher shows the movie posters in front of the class (Sponge Bob).
- e) The teacher guides the students to discuss the elements of the posters.
- f) The teacher guides the students to write descriptive text based on the elements being discussed.
- g) The teacher asks the students to present their text and give comments.
- h) The teacher repeats the steps (1-7) by showing other movie posters (twilight).



- i) The teacher asks the students to write descriptive text on their own (Harry Potter).

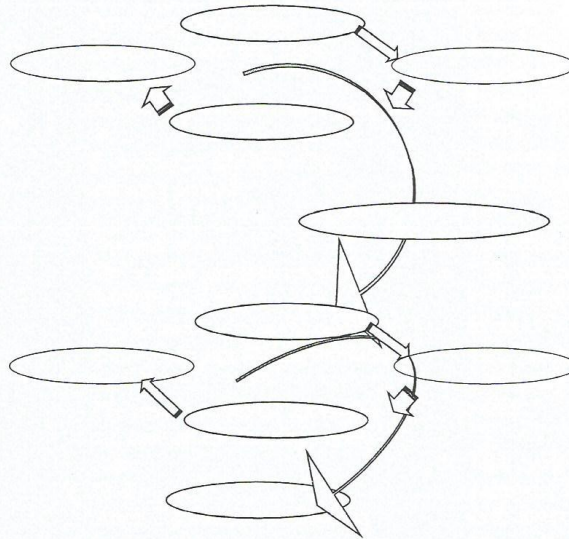
**Table 1 the example of descriptive text**

Identification	His name is SpongeBob Square pants.	Use present tense
Description		
Physical appearances	His name is SpongeBob because he is made from sponges. His last name is Square pant because he wears pants which the shape is square. His color is yellow like sponges and the color of the pants is brown by white T-shirt and red tie. There are many holes in his body. The shapes of the holes is different, there are big holes and small holes.	The information organized in a good order.
Expression	SpongeBob has cheerful face. It describes from his expression. He is smiling and his eyes are shining. As if so he has so much fun in his life.	
Setting/ Situation	The setting is in front of his house. The shape of his house is like a pineapple. The color of the house is orange with the hair in top of the house is green. There is a door and a window. He lives in the sea. It is known as Bikini Bottom.	All the word in a good order.

### III. RESEARCH METHOD

This study belonged to Classroom Action Research (CAR). Classroom Action Research is utilized because it is aimed at improving outcomes of teaching and learning. It helps the teacher be more aware of the process. Moreover, the process in this research is continuous and cyclical. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interrelated. Therefore it should be done by teacher on their classroom.

This study applied two cycles by implementing the four steps, planning, action, observation and reflection is shown in the following:



**Figure 1 Simple Action Research Model (Mcissac : 1995)**

The subject of this study is the first year students of SMA Dharma Pancasila Medan class X-MIA-1 that consists of 35 students and to collect the Data, the researcher used several instruments. There were:

- a) Written test was used to assess the students' writing descriptive text achievement.
- b) Observation sheet was prepared to investigate the situation and the problems found during the teaching and learning process.
- c) Questionnaire sheet was used to know students' opinion about English subject, descriptive writing, and movie poster.
- d) Diary note was written to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved.

The procedure of collecting data was performed by administrating fourteen meeting for two cycles where one meeting, six meetings belong to the first cycles and seven others meeting belong to the second cycles. Each cycle involved planning, action, observation, and reflection. Here are the procedures of collecting data completely described.

The activity and the output of cycle I and cycle II as follows:



**Table 2 the step activities in first and second cycle**

STEPS	ACTIVITIES in first cycle	ACTIVITIES in second cycle
Planning	<ul style="list-style-type: none"> <li>- Preparing lesson plans</li> <li>- Preparing some text to be discussed</li> <li>- Preparing diary note and interview sheet</li> <li>- Preparing media needed in teaching process</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing lesson plans</li> <li>- Preparing some text to be discussed</li> <li>- Preparing diary note and interview sheet</li> <li>- Preparing media needed in teaching process</li> </ul>
Action	<p>a) <i>Pre-activities</i></p> <ul style="list-style-type: none"> <li>- The teacher gives a model of descriptive text.</li> <li>- The teacher gave an introduction to the topic that will be discussed in time.</li> <li>- The teacher explains about the mechanism of the using media posters.</li> </ul>	<p>a. <i>Pre-activities</i></p> <ul style="list-style-type: none"> <li>- The teacher gave an introduction to the topic that will be discussed in time.</li> <li>- The teacher explains about the mechanism of the using media poster.</li> </ul>
	<p>b) <i>Task cycle</i></p> <p>Applying Movie Posters with steps as follows:</p> <ul style="list-style-type: none"> <li>- The class engages some discussion on the topic of descriptive text.</li> <li>- The teacher guiding the students to write descriptive text by using movie posters.</li> </ul>	<p>b. <i>Task cycle</i></p> <p>Applying Movie Poster with steps as follows:</p> <ul style="list-style-type: none"> <li>- The class will have some discussion on the topic of descriptive text by look at the movie poster.</li> <li>- The teacher spread the movie poster to the students.</li> <li>- The teacher guiding the students to write descriptive text by using movie poster.</li> </ul>
	<p>c) <i>Practice</i></p> <ul style="list-style-type: none"> <li>- Students work to reconstruct the object and the situation by using movie posters.</li> <li>- Teacher helps students to make an outline to start writing descriptive text.</li> <li>- The teacher guides the students to write descriptive text based on the elements being discussed.</li> <li>- The teacher asks the students to present their text and give comments.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The teacher makes a blank identification.</b></li> <li>- <b>The students are asked to fulfill the identification</b></li> <li>- <b>The teacher makes a blank description (Physical Appearance, expression and setting).</b></li> <li>- <b>The students are asked to fulfill the description (Physical Appearance, expression and setting).</b></li> </ul>
		<p>c. <i>Practice</i></p> <ul style="list-style-type: none"> <li>- Students work individual to reconstruct the object and the</li> </ul>

		situation by using movie poster.
		– Students with teacher help student to make an outline to start writing descriptive text.
<b>Observation</b>	The researcher observe every moment, feeling, action, and certain behavior appearing during the teaching and learning process.	The researcher observe every moment, feeling, action, and certain behavior appearing during the teaching and learning process.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>– The researcher together with the teacher evaluates the result of observation and students' writing.</li> <li>– The researcher together with the teacher decides the next action.</li> </ul>	<ul style="list-style-type: none"> <li>– The researcher together with the form teacher evaluated the result of observation and students' writing.</li> <li>– The researcher together with the form teacher made any conclusion about the researcher done.</li> <li>– The researcher stopped the research.</li> </ul>

#### Scoring Writing Test

The data was taken from the students' writing test score. The test score was to analyze the improvement of the students' writing achievement in each cycle. The components of writing test consisted of generic structure (identification and description) and grammatical features (textual language and syntactically language). The test was scored refer to descriptive text generic structure and grammatical feature:

**Table 3 assessments of writing descriptive text**

ASSESSMENT		CRITERIA	SCORE
Generics structure	Identification	2 sentences	10
	Description :		
	– Physical appearance	6 sentences	30
	– Expression	5 sentences	25
	– setting/situation	5 sentences	25
Grammatical features	Use present tense		1-10
	Total		100



- a) To find out the class mean score in each cycle, the following formula was applied.

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

Notes:  $\bar{X}$  = the mean of students' scores

$\sum x$  = total scores

N = the total number of students

- b) To categorize the number of competent students, the following formula was applied.

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

Notes: P = Percentage of students getting score 70

R = Number of students getting score 70

T = the total number of students taking the test

## VI. DATA AND DATA ANALYSIS

### The Data

The data used in this study were quantitative and qualitative data. The quantitative data was taken from writing test and the qualitative data was taken from the diary notes, questionnaire sheets, and observation sheet. The data was taken from a class which consisted of 35 students.

This research was done within two cycles. Every cycle consisted of the four steps of action research (planning, action, observation and reflection). The first cycle was conducted in seven meetings and the second cycle was conducted in seven meetings. So there were fourteen meeting altogether.

### The Quantitative Data

There were seven meetings conducted during research which was divided into two cycles. The quantitative data was taken from writing test score which was carried out in every one meeting within two cycles. The researcher showed 3 score from meeting 2, 7 and 14, but the researcher only analyzed the students' writing score 7<sup>th</sup> meeting (cycle I) and 14<sup>th</sup> meeting (cycle II). Therefore, there were three writing test score taken for quantitative data. The score were resulted by instructing the students to write a descriptive text for each. The improvement

of the students' score in writing descriptive text by using Movie Poster can be seen below.

#### The Qualitative Data

The qualitative data were taken from diary notes, observation sheet and questionnaire. Diary note was aimed to note personal evaluation about the situation of the class while teaching-learning process related to progression achieved. Observation sheet investigated the situation and the problems found during the teaching and learning process by using movie posters.

Then there was questionnaire sheet spread in the last meeting. The questionnaire sheet used to know students' opinion about English subject, descriptive writing, and movie poster. The researcher also asked the student to give the reason on each question.

#### Data Analysis

##### Quantitative Data

The researcher took three writing test score to show the improvement of students in their writing assignment.

The score of the students' writing was calculated based on the generics structure and grammatical feature of descriptive text. The range of the scores improvement can be seen in the table :

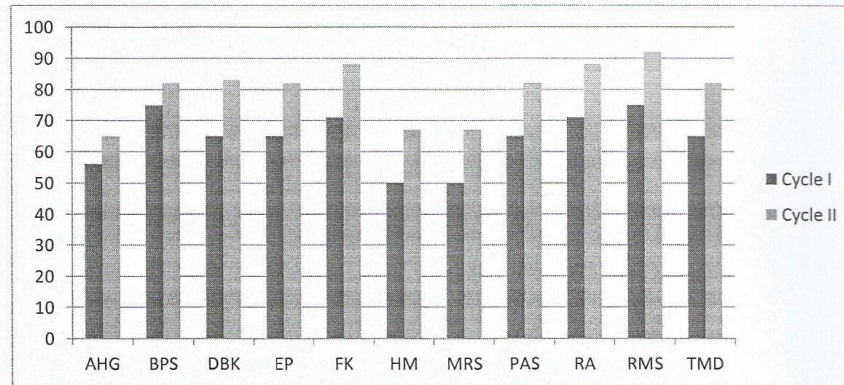
**Table 4 Range of Score Improvement**

No	Range of Score Improvement	Students' Initial Name	Total
1	17-22	AHG, BPS, DBK, EP, FK, HM, MRS, PAS, RA, RMS, TMD	11
2	11-16	ART, ARZ, AS, AJD, DAS, HJ, IG, IP, JA, KI, MF, MFA, PM, SR, SPS	15
3	5-10	AR, DHP, DDK, GZ, IN, NMG, RZM, SRI, SN	9
Number of Students			35

The improvements of student scores from cycle I to cycle II are elaborated as bellow:

- a) Students who got the improving score about 17-22 points:

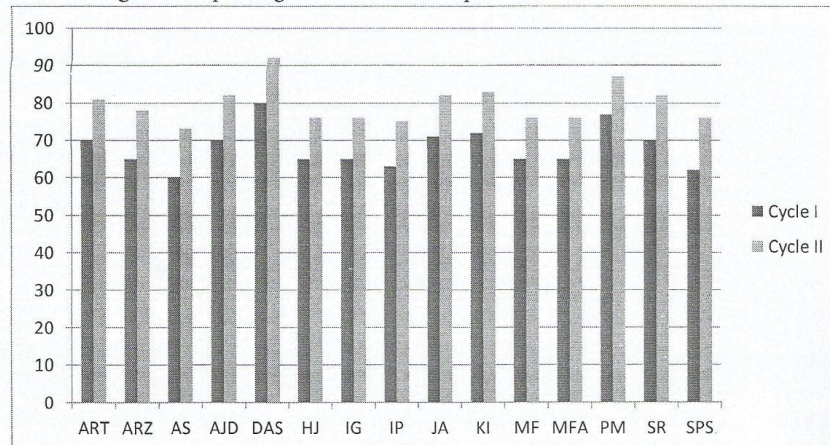




**Figure 1 Students who got the improving score about 17-22 points**

They were active students. During the teaching learning process they did paid attention to an explanation and instruction of the teacher. Some of them got low score in cycle I, but they improved themselves by asking some question related to the instruction was given

b) Students who got the improving score about 11-16 points:



**Figure 2 Students who got the improving score about 11-16 points**

They were serious in teaching learning process. But they lost some instruction that was given. Then they become more active in the class while their score improved better and better.

c) Students who got the improving score about 5-10 points:



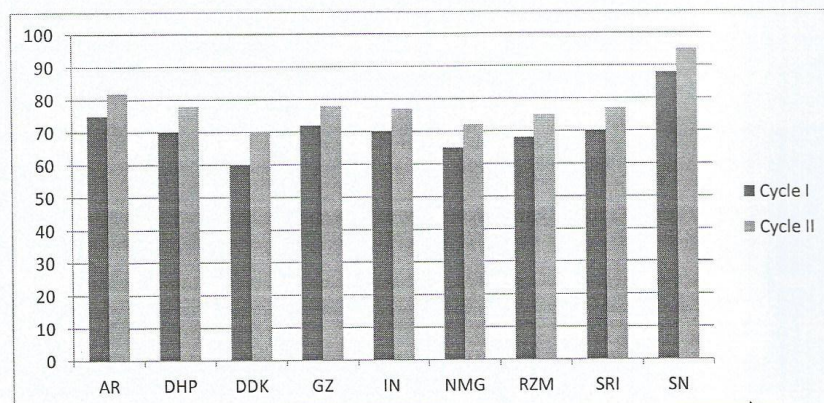


Figure 3 Students who got the improving score about 5-10 points

These students could improve their score even though they were not active as the other students. In this range, they got the least improvement due to their less willing to write as the instruction given.

There were some differences between the lowest score and the highest score of the students' writing each test. The improvement can be seen as below:

Table 5 the Comparison of Students' Writing Score

No	Types of Score	Test I (In the middle of cycle I)	Test II (In Cycle I)	Test III (In Cycle II)
		Meeting-2	Meeting-7	Meeting-14
1	The Lowest Score	40	50	67
2	The Highest Score	80	88	95
3	Number of students	35	35	35

From the data above, we can conclude that the students' scores keep improve from the first test to the third test. Those score showed the improvement of students' achievement in writing descriptive text.

To know the improvement of the score in writing descriptive text by using movie poster also can be seen from the mean of the score of each cycle through this formula:

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

Notes:  $\bar{X}$  = the mean of students' scores

$\sum x$  = total scores

N = the total number of students

In the first test, total score of the students was 1853 and the number of the students was 35, so the mean of the students' score was:



$$\bar{X} = \frac{1853}{35} = 52.94$$

In the second test in the first cycle, the total score of the students was 2389 and the number of the students was 35, so the mean of the students' score was:

$$\bar{X} = \frac{2398}{35} = 68.25$$

In the third test in the second cycle, the total score of the students was 2791, and the number of the students was 35, so the mean of the students score was:  $\bar{X} = \frac{2791}{35} = 79.74$

So the improvement of students mean score after being showed movie posters in studying the descriptive writing can be seen in the table below:

**Table 6 the improvement of mean score of students' writing**

No	Test	Meeting	Total Score	Mean
1	Test I (In the middle of cycle I)	2	1853	52.94
2	Test II (In Cycle I)	7	2389	68.25
3	Test III (In Cycle II)	14	2791	79.74

From the table, the conclusion was the students' mean score improved even though they got different improvement.

**Table 7 the percentage of student's writing Score**

No	Test	Students Who Got Score Up To 70	Percentage
1	Test I (In the middle of cycle I)	3	8.57 %
2	Test II (In Cycle I)	16	45.71 %
3	Test III (In Cycle II)	33	94.28 %

There were only three students got up to 70 in the first test. The percentage of students' writing score after using movie posters as media in teaching descriptive text was increased. It can be seen in the end of the end of first cycle (test II). The number of students got up to 70 points was 45.71%. Then in the end of the cycle II (test III), the number of students got up to 70 points was 94.28%. The data showed that movie poster could help students to improve their achievement in writing descriptive text.

#### Qualitative Data

The qualitative data were taken from diary notes, observation sheets and questionnaire sheets that gained within two cycles.

#### Diary Notes

Diary note was aimed to note personal evaluation about the situation of the class while teaching-learning process related to progression was achieved. It was written shortly after the



meeting. It was found that the students still confused in writing descriptive text in the first and the second meeting. They seemed were less spirit and less interest in writing a descriptive text. Still in the cycle I the researcher used movie poster as the media and present it by power point they gave good response and they were interested in writing, even though some of them still disturbed their friends and didn't pay attention to the lesson. In the cycle II the students paid more attention and they were enjoying the lesson. They wanted to ask, enlarge their ideas so they can create a good descriptive text.

#### **Observation Sheet**

The observation sheets were analyzed to investigate the situation and the problems found during the teaching and learning process during teaching learning process in writing narrative text by using television advertisement as the media. The observation sheet was filled by the collaborator. During the research from the first meeting until the last meeting, the students more and more gave good attention and good response to the teacher when the teaching learning process was done. They also responded to the teacher by giving questions when the teacher gave them chance to ask. It caused the teaching-learning process become more active and their score were improved from each meeting even though there were some students didn't fully pay their attention in the learning process. From the observation sheet, it can be concluded that using movie poster had helped the teacher to create good atmosphere in teaching-learning process and also can increase students' motivation to write descriptive text.

#### **Questionnaire Sheet**

Then there was questionnaire sheet spread in the last meeting. The questionnaire sheet used to know students' opinion about English subject, descriptive writing, and movie poster. The researcher also asked the student to give the reason on each question. After calculating the score in the questionnaire sheets with the criteria; strongly agree (3), agree (2) and disagree (1), it was found that 95.13% students agree and 4.87% students disagree that movie poster can improve their ability to write descriptive text. Based on their reasons, most of them agree that they movie posters gave them the picture of something to be written, got the idea easily and got more spirit in writing descriptive text. They were interested and enjoyable in writing descriptive text by using movie posters.

#### **Research Findings and Discussion**

The qualitative and the quantitative data were taken from all meetings. In the first cycle (second meeting), the researcher gave the test. It was found out that students' achievement in writing was still low. They were still confused about what to in their paper. They were also bad in grammar and in arranging sentences. After the researcher had given more explanation, and told them about some potential things to describe in movie posters, they started to try to explore their ideas in writing. Their understanding and creativity increased and as the result their score were better and better. The improvement of students' descriptive writing can be seen in appendix B.

The mean of the first test was 52.94. It was low, because they got difficulties to explore their idea. After the explanations about the generic structure and the grammatical feature at descriptive text and after analyzing the movie posters given, they could explore their idea and gained more self confidence to write more sentences. After cycle I was completed, the mean score was 68.25. There were sixteen students (45.71%) who got score 70 and above. The researcher wanted to improve students' score, so the cycle II was conducted. In this cycle, the mean score was 79.74. Only two



students didn't get score 70. It means that there were thirty three students (94.28%) achieved score 70 and above. It is because they were lazy to write. However, their score from the first test to the third test were improved significantly.

The researcher also analyzed qualitative data to support this research finding and discussion. The qualitative data was taken from diary notes, observation sheets, and questionnaire sheets to know how movie posters could improve their ability in writing. Diary notes result showed that the students gave their attention and gave good response while teaching learning process on going. Although, in the first time they got difficult in writing because they got confused about the elements being described on movie poster, they could handle it and they enjoyed the process. In the first meeting the researcher asked about the descriptive text, they answered that they had learned it but the teacher never asked them to write that genre. It was why they got difficulties in writing. Then, from the observation sheets, there were significant progress that was shown in every meeting, especially in second cycle the students were enthusiastic in writing descriptive text. Last, the questionnaire sheets showed that most of students understanding about descriptive text become improve by using the movie posters. From the reason that they wrote on questionnaire sheets showed that movie posters can create their creativity because using movie posters were colorful, it can extended their idea to write, also the steps than had been given help them to write systematically. Writing descriptive by using movie poster was interesting by the reason that the use of movie posters encourages their creativity and ideas to write better. Based on the results of quantitative and qualitative data, it was found that the use of movie posters had successfully improved descriptive writing achievement.

## **V. CONCLUSION AND SUGGESTION**

### **Conclusion**

After analyzing the data, it was found out that the students' writing score improved from cycle I until cycle II. It is shown from the improvement of the mean score from the first test (second meeting of cycle I), which is, 52.94, the second test (in the end of cycle I) 68.25 and the last meeting (cycle II) 79.74. The students' score continuously improved in each writing test. From the improvement, and also from the students attention in teaching learning process it can be concluded that movie posters can improve students' achievement in writing descriptive text. The students were enthusiastic in writing descriptive text by the reason that the movie posters encourage their creativity and ideas to write better.

### **Suggestions**

This study shows that the use of movie poster improves the students' achievement in writing descriptive text. Due to the conclusion above, there are some points suggested as follows:

- a) For the teachers, especially in teaching writing, the teacher can use movie posters as media in teaching writing descriptive. It will help the teacher to attract students' attention because movie posters have some fun elements to describe.
- b) For the students, the students can gain inspiration from movie posters and it stimulates them to increase their writing achievement.

- c) For the readers, this research can be useful information for them in English teaching-learning process, especially in teaching writing.