

DESCRIPTIVE TEXT: DEVELOPING MEDIA BY USING POP UP POSTER

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Abstract

This research was aimed to develop appropriate, interesting and attractive writing media in teaching descriptive text for tenth grade students. Due to the result in the form of product, this research was conducted by using Research and Development (R&D) design. In conducting this research, the procedures were gathering the data and information, conducting the need analysis, designing the first draft of media, revising the media, and producing the final product as the pop up poster. The instruments of collecting data were the combination of two strategies; interview and questionnaires. The interview and questionnaire result proved that the students need writing media. The product had been validated by the experts. The overall assessments are 92.8. It means that developing writing media categorized as relevant for tenth grade students.

Keywords: *Developing writing media, Descriptive Text, Research and Development (R&D), Popup Poster*

1. Introduction

As an International language, English plays an important role in our life such as in our works and studies. Because of that, the government expects every school should learn English more seriously. In learning, there are four skills namely listening, speaking, reading and writing. Writing is one of language skill which is being taught in school, writing has become the main concern for teacher. Among the four skills of learning English, writing is considered the most difficult skill to learn because students have to

put their own ideas and opinions, develop their ideas and how to arrange their ideas into good sentence, etc.

Harmer (2004:31) states that writing encourages students to focus on accurate language use and because they think as they write. It well provokes language development as they resolve problems that each writing task presents. However, writing is a difficult activity for most people, both in mother tongue and in foreign language (Sidabolak, 2007: 72). Writing is one of the most

powerful communication tools (Level,2004:3). Writing is a process that what we write is often heavily influenced by constraints of genre, and them these elements have to present in learning activity (Harmer, 2004:86).

According to the syllabus curriculum 2013 students are demanded to master some genre in writing, they are descriptive, recount, narrative, report and procedure. According to the genres of text, descriptive is a good genre for the beginner of English learner. That is the reason of descriptive always becomes a topic of English subject in Senior High School of Indonesia. Descriptive is a kind of text to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described (Dirgeyasa, 2015:67).

The researchers found the score of the students in writing unsatisfied. It compared with the minimal mastery criteria (KKM). The minimal mastery criterion is 75 meanwhile most of the students only got score under 60 or failed. Moreover, the English teacher told that the most of the students were having difficulties in transferring their ideas, even in arranging it into writing, especially in writing descriptive text. She also found that the students still

did not understand clearly what a descriptive text is. The use and choice of appropriate media was important thing in reconditioning process of educational, because the used of media could make the students more interested in teaching and learning process. The teacher was also required more creative in giving explanation which theme of lesson with use of appropriate media. One of the ways to make the students was interested in teaching English was by using media. It could help the students understand the materials given by the teacher easily in teaching English.

As the media, the teacher just used an English book from government without any other media that supported the teaching and learning process. While in stimulating the motivation of the students to write in any situation, the teacher must provide any interesting media. In this case, the researcher tried to use the media that was using pop up poster especially to develop in teaching writing descriptive text. Pop up is one of the creative fields of paper engineering in Indonesia; it is increasingly popular and developed.

A pop up is book that when opened can display a three dimensional shape

or arise. And poster means any piece of printed paper designed to be attached to a wall or vertical surface. Pop up poster is not only the poster. Pop up poster are three dimensional posters that pop out or move and completely flat. Recently, there has been much interest in the physical fabrication of 3D models. The sentence is a simple explanation that is often conveyed to some people who are still unfamiliar with pop up words. But in fact, they must have seen popup works, without knowing their names. The explanation finally makes to understand that in making pop up works must produce embossed or 3D forms. Pop up poster is not only the picture with the words, but also it looks like real because it's 3D form. It may be full of color and animations. This media made the students would interest in learning, because it might stimulate students' imagination and creation in learning especially in writing descriptive text. In addition, Anindita Dwi Irianti (2015) had ever conducted the effectiveness of Pop up Card in improving student's achievement in writing descriptive text. She described that difference before and after using Pop up Card, after the data were computed and analyzed, it was found that the pretest

score was lower than the post test score. In conclusion, pop up card was effective in teaching writing descriptive text and it is suggested for English teacher to use the alternative media to make the students easier in writing descriptive text. The present study was an attempt to develop pop up poster for teaching writing descriptive texts for the students. From the media, students can absorb the knowledge and explore their language skills.

To solve the problem, the researcher aimed to develop a new writing media focusing in descriptive text. This study led to the research model of Research and Development (R & D) by proposed Borg, Gall and Gall (2003). The researcher firstly did research and information collecting about the students' needs (need analysis), planning, developing preliminary form of product, preliminary testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and eventually dissemination and implementation. The researcher developed Pop up poster as the media to teach descriptive text. A popup was a book that when opened can display a

three dimensional shape or arise. The researcher tried to combine a pop up and the poster. Pop up poster was an interactive and innovative relationship to present information. Pop up poster had no only picture, but also three dimensional media and so much color on it. It might stimulate students' imagination and creation in learning especially in writing descriptive text. Arsyad (2013:3) states that media is really needed to support some activities in the class. There were many media that can be used, media includes graphics, photographic, or electronic to absorb, process, and rearrangevisual and information.

Because of this, at the end of the research and development, there was an output in the form of recommended media which as the medium of teaching learning process used by tenth grade students. The teacher should understand the good way of teaching and learning process. It would indicate that the teachers were capable to provide good teaching media for their students. The media should be appropriate with the needs of students. This recommended media cased the students to comprehend and to write any descriptive text as well as

motivated them to learn English more effective.

2. Discussion

2.1 Media

Generally, media means all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. More specifically, the media are a tools of graphic, photographic, or electronically to capture, process, and reconstruct the visual or verbal information. Heinich (2002) says that the word media is comes from the Latin word medium, which means intermediately or sender of communication from source and receiver. Media is an inherent part or inseparable from the learning process to achieve the learning objectives. Media is something that is reassuring the message and can stimulate the thoughts, feelings, and willingness of the audience or students so as to encourage the learning process in these students (Wati, 2016: 3). The media plays a role in managing the effective relationships of teachers and students in the learning process.

2.2 Pop Up Poster

Pop up poster is one of the developing of pop up book or movable

book. There are some development from pop up book, such as pop up card and pop up poster. The term pop up book is often applied to any three dimensional or movable book (Wikipedia). Using pop up poster in teaching writing was really interesting media, because the poster was not only the picture with the words, but also it looked like real because it's 3D form. It might be full of color and animations. So, the teacher did not only teach by using textbook, but the students could interest in the media and learning process being innovative and attractive by using interesting media. Some students did not like writing, they could not transfer their idea to be written, because they did not understand what the text was, especially descriptive text. They did not interest in writing and learning because the teacher only taught and explained by using textbook and gave them the task. Moreover, the teacher had the important role to make the learners interested in writing. According to Azhar (2009) stated that the teacher or instructor must be creative. The material used should also be able to stimulate the student's creativity, it was not enough to rely on the textbook only.

2.3 Writing

Writing is one of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually and the goals reader can get something from the word. Solokik (2003) states three definition of writing. First, writing is the physical and mental act. Writing is the physical act because of the activities, whether writing or typing ideas. Furthermore, writing is the mental act because the activities of writing are to develop ideas and how to arrange into sentences that the reader can catch easily. Second, the purpose of writing is how to express and impress ideas from the writer to the reader. Third, writing is a process and product.

2.4 Descriptive Text

a) Definition of Descriptive Text

Dirgeyasa (2015:67), define that descriptive text is a kind of text to draw, to illustrate orto picture object, place, person in order to have visual appearance of the object described. In addition, according to Pardiyo (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the

text can tell an object that is still alive and not. Descriptive text can also be defined as the way how things look, smell, feel, or sound. This is usually done in order to evoke moods such as happiness, loneliness, or fear. In addition, descriptive writing is a genre that asks the student to describe experience, emotion, situation, qualities, characteristics, etc.

b) Types of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

- a. Description of people
- b. Description of animal
- c. Description of places
- d. Description of things

c) Generic Structure and Textual Element

In learning descriptive text, the students have to know the communicative purpose, generic structure, and language features of descriptive text. Dirgeyasa (2015:72) explains the generic structure of descriptive text in the table 2.2 below.

d) Language Feature of Descriptive Text

- It uses present tense and present perfect tense.
- It uses adjective to describe or illustrate the condition of the topic/theme described.
- It uses passive sentences.
- It uses attribute and identifying process.

3. Methodology

This research was conducted by applying Research and Development (R&D) research by Borg and Gall (2003) in fulfilling the students' need in writing media.

This research was conducted by following steps:

- 1) Analyzing the existing syllabus, existing media, and the students' needs.
- 2) Reviewing the theory of principle of effective media.
- 3) Developing syllabus and media.
- 4) Validating new media in teaching writing descriptive text to the experts.
- 5) Revising new media.
- 6) Final Product.

The result place was at Senior High School tenth grade with 50 students. The source of data was curriculum, syllabus, existing media, teachers' interview and students' questionnaires. Arikunto (2002:136) states that instrument is an implementation or a piece of apparatus used by the researcher to be applied based on the method used. In this case, the data questionnaires and interview was the instruments of research that analyze descriptively.

In collecting the data the researcher used questionnaires and interview. The first, the writer analyzed the syllabus and media. The second, the writer did interview section to the English teacher who taught in the tenth grade students of Senior High School. It had function to get information about students, problem which was faced in learning English especially writing descriptive text, and also about the media. The third, the writer gave the questionnaires to the students in order to get information about students' need in learning English. In this section the researcher shared the questionnaire. So, she can get information toward students' need, problem in learning English and their interest in writing.

The stages used in this study:

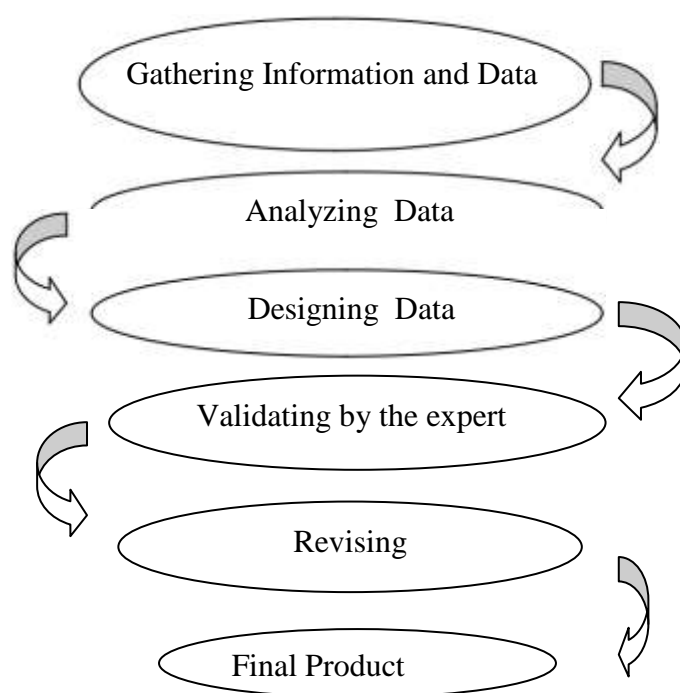


Figure 1. Research and Development cycle proposed by Borg Gall and Gall (2003)

4. Analyzing Data

The analysis of target needs was viewed at three aspects, namely necessities, lacks, and wants. 94% students need a media which has some pictures as learning media for writing text. Furthermore, almost of the students need Pop Up Poster as a learning media to understand writing descriptive text.

In terms of students' difficulties in learning English, 44% students show that the students' lack are they faced hardly situation in determine the right English grammar, the students were hard to express their writing by their own words. They agreed that the

media being used was not appropriate with the topics in the study (descriptive text)

Wants related to what the learners' need from an ESP course. Most of the students liked to learn writing descriptive text by using attractive media. 28% of the students want 3D pictures for the explanation of descriptive text was sometimes necessary but 72% said that it was really necessary. In addition, the students want the learning media should have the image for supporting their understanding of the material.

4.1. The Result of Interview

From the interview section, there's some difficulties faced by the students to achieve the goal of the teaching-learning process itself, because the lack of the learning media because it was not based on their need. It has an impact on students' interest; some of them were not interested to learn English.

4.2. Media Design

This study aimed to create a learning media based on the students and also teacher needs. The developing writing media created by using Pop Up Poster. It has the result that the students and the teacher wanted for.

The learning media consisted of text, pictures, and also explanations that the students need. Here are the results of validating Pop Up Poster

Table1. The Result Data of Experts Validation of Pop Up Poster

No	Item Assessed	Experts Validation (Percentages)	Criteria
1.	Appearance Aspect	94,4	Excellent
2.	Content Aspect	92	Excellent
3.	Graphic Aspect	92	Excellent
	An overall assessment	92,8	Excellent

From the table above, it showed the average score expert's validation from the lecturer and the teacher. They validated the media related the three aspects given by the experts was 92,8%, so the assessment of the indicators was excellent. In general, based on the validation of some experts, these materials were appropriate to be used by tenth grade students of Senior High School.

Moreover, Sanjaya (2012: 74-77) identified some principles which will guide us in writing of the media. They are;

- 1) The media is designed to facilitate the participant's students learn in

an effort to understand the subject matter.

- 2) The media to be used by teachers should be appropriate and directed to achieve learning objectives.
- 3) The media designed must be in accordance with the material learning.
- 4) Learning media must be in accordance with the interest, needs, and condition of students.
- 5) The media to be used should pay attention to effectiveness and efficiency.
- 6) The media used should be in accordance with the ability of teachers in opening it.

5. Conclusion

After analyzing the data, the researcher drew the conclusion that the students' existing writing media are not interesting. The students were difficult to write a descriptive text which eventually brings them to be passive learners. They wanted to have the interesting and attractive media which motivate them to learn, think and write the descriptive text. The solution for them was developing the new interesting writing media. These new writing media were based on their needs and made them more interest in

learning as well as ease them to think and write a descriptive text through the pop up poster.

In teaching and learning process, the teacher should consider the students' needs by choosing the learning media. The learning process can be successful if the teacher can explain the material to the students'. So teacher should use new media such as Pop Up Poster to support them. For the students, they can use the media developed Pop Up Poster to be used in writing descriptive text. For the next research and development, the testing should be conducted when the students were studying about writing descriptive text in order to get the evaluation more accurately. The institution in case school should supervise the teachers whether they have been associated the media given with the students' need or not. The school should be active to support this process by checking the media given to students which appropriate for their students' too. Other researchers are able to conduct the further studies about the developing media in teaching descriptive text to students' need by taking many references to support the study.

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