

**DEVELOPING KAMISHIBAI MEDIA IN TEACHING WRITING  
DESCRIPTIVE TEXT FOR TENTH GRADE STUDENTS AT SMA YPI  
AMIR HAMZAH MEDAN**

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**ABSTRACT**

**Ayu, Tria Rizky Nadya. Registration Number: 216161121050. Developing Kamishibai Media in Teaching Writing Descriptive Text for Tenth Grade Students at SMA YPI Amir Hamzah Medan. A Thesis. English and Literature Department. Faculty Languages and Arts. State University of Medan, 2021.**

The objective of this study were to develop *Kamishibai* media in writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan. The subjects of this research were the tenth grade English teacher, and one class of the tenth grade students in SMA YPI Amir Hamzah Medan. This study was conducted by using educational Research and Development (R & D) method. The data were collected through observation, interview, and questionnaire. Based on the need analysis from questionnaire and interview, it was known that the students needed a learning media that can make their teaching-learning process easier for them to understand about the descriptive text and also make the students' experience in learning the descriptive text become interactive, especially in the process of writing. As result, the researcher developed Kamishibai for teaching writing of descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan. The score of validation from the validators was 91,4% and it was categorized as relevant. It means that the media are valid and appropriate to use as learning media of writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

**Keywords:** *Kamishibai Media, Descriptive Text, Writing skill.*

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## INTRODUCTION

### *Background of Study*

English is International and as first foreign language which is taught at every school in Indonesia. So, it is the reason why English is very important to teach in Senior High School as a compulsory subject.

There are four skills which are needed to learn English, they are listening, speaking, reading and writing. Writing is one of the four skills of language which is very important and difficult to learn because in sentence we must master on grammar, vocabulary, spelling, and punctuation as well. Purba (2018) stated that writing is one of the language skills that should be owned when learning a language. Writing means a process of communication that conveys ideas and opinion in written form done by the student. Though writing is a difficult part, but the students should master that skill in learning English. The difficulties in writing may be affected by many factors, such as students difficult to developing ideas, unenthusiastic student's attitude to the lesson, difficulty in grammar and lack of vocabularies and motivation, and unsuitable approach from the teacher since as the foreign language learners difficult to master this skill without teachers approaches. There are some kinds of the genre in English, they are there are twelve types of genre, they are: narrative, recount, description, report, discussion, explanation, analytical exposition, procedure, anecdote, hortatory, exposition, spoof, news item. According to the syllabus of Curriculum 2013, descriptive text is one of the genres that students learned in Senior High School especially for tenth grade students. Sitorus (2018) stated that the teachers' needs media that support the English learning run well, fun, and make it students' able to understand on learning English. It means that media is very important in learning process. By using media the teacher can more easily to convey the lesson to students, the students will enjoy, give innovation, creativity, and enthusiasm in learning process of activity provide with media. Media can create an atmos

phere of interactive learning in a classroom. Media will give stimulus for students to reach the learning process and the use of media would give positive impact on education. In teaching

English, teacher must choose the appropriate media that can use in classroom. The media must be support students to increase their enthusiasm to learn English and students can enjoy in learn English.

There are several kinds of media that usually used in teaching such as audio media, visual media, and audio-visual media. Arsyad (in Sitorus, 2018) stated that media based visual is the appropriate media to support the English learning process. Visual media can facilitate understanding and strengthen memory because the form of visual media is image representative such as drawing, painting or photograph that show how apparently an object.

Based on interview with English teacher in grade X of SMA YPI Amir Hamzah Medan, there are some reasons which makes the students low in writing such as lack of vocabulary, less of motivation and conventional teaching media. The students still gets difficulties to begin writing their own descriptive text because of the lacks of vocabularies. There are some reasons which make the students having lack ability in writing descriptive text, such as the students lack motivation in learning writing descriptive text. Based on interview with English student in grade X MIA of SMA YPI Amir Hamzah Medan, the researcher got the information that sometimes the teacher used slide presentation or a video as a media but more often the teacher used a text book as a media. In teaching learning process, the researcher also found from the observation in XMIA class that the factor of lacking students' ability in learning English was the teacher use of conventional method which only provided the explanation from teacher then the students were asked to answer some questions, it makes boring situation of classroom itself. In addition, the teacher did not use an interesting media to create interactive learning and to increase students' motivation in learning English. Therefore, it is needed an interesting media in teaching writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

In this case, the appropriate media that can be used in improving writing descriptive text is *Kamishibai*. *Kamishibai* is one of sample of media based on visual's kinds. It is used as a tool to teach writing descriptive text. Dym (in Sitorus, 2018) says that kamishibai used as a media to help students to think out loud and gain confidence in writing. Battino and Kattaoko (in Ramadhani, 2014) state that some benefits by using *Kamishibai* in teaching English, the benefits are: easier to

read (and watch) than conventional picture book. English teacher at SMA YPI Amir Hamzah Medan does not know about *Kamishibai* media. Teacher does not have *Kamishibai* media yet.

This is the basic reason why the researcher is going to develop the *kamishibai* as media to make the students more interest in learning writing on descriptive text for tenth grade students at SMA YPI Amir Hamzah Medan. The researcher hopes that this media can help the English teachers to teach effectively and learners to be more interested and motivated in learning English.

## **REVIEW OF LITERATURE**

### ***Theoretical Framework***

#### **1. Writing**

According to Martha (in Wibowo, 2013) stated that writing is a tool that enables people in every discipline to wrestle with facts and idea. Writing is effective because in writing the readers are able to know and understand more about the information because they are able to read it repeatedly it until they get the point.

According to Nunan (in Purba, 2018) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer. In addition, according to Iftanti (2016) writing is considered as painful activity indicating that oral culture is much better than writing one.

#### **2. Descriptive Text**

According to Dirgeyasa (2016), descriptive text is a kind of written text which has specific function to describe or illustrate some objects such as thing, person or place vividly so that the reader can visualize the object described. Suryana (in Dirgeyasa 2016: 57) also stated that descriptive text is also used to create image of the people, place, even of units, times of the days, or seasons. Futhermore, Pardiyono (2007) state that description paragraph is a type of written text paragraph, in which has the spesific function to describe about an object and it has the aim that is giving description of the object to the reader clearly.

### **3. Media**

Carol et al (2010), state that media is form of communication that people use to exchange information. These would include newspaper, radio, novels, megazine, textbooks, cartoons, films, television, songs, internet, and so on. Arsyad (2013) also stated that media in teaching learning process is the tool for conveying or delivering the learning messages.

In other word, media is one tool to teaching in learning process which aims to help teachers and also the students in delivering learning messages. It also aims to stimulate students' thought, feelings, interest, and to encourage their abilities or skills.

### **4. Kamishibai**

According to Baird (in Ramadhani, 2014), states that *Kamishibai* is like paper PowerPoint; storyteller changes "slides" or "story cards" as they make presentations. However, in *Kamishibai* performances, the storyteller puts the "slides" or story cards to the back of the entire set of cards, using the right hand, with exaggerated movements for dramatic effect and suspense.

Ibanez (2017) stated that *Kamishibai* is a type of theatrical performance that offers an alternative way to tell stories to children. Moreover, it is of interest to introduce aspects, such as studying multicultural literature, into the school curriculum, particularly in the USA.

## ***Conceptual Framework***

Writing is one of the four skills of language which is very important and difficult to learn because to make sentence we must master on grammar, vocabulary, spelling, and punctuation as well. Therefore, the students should be able to write well in order to express their feeling, need, and desire in a understand able written form.

Media is very important in learning process. By using media the teacher can more easily to convey the lesson to students, the students will enjoy, give innovation, creativity, and enthusiasm in learning process of activity provide with media. Media can create an atmosphere of

interactive learning in a classroom. Media will give stimulus for students to reach the learning process and the use of media would give positive impact on education. If teachers do not use the media, it can make students feel bored and not interest with the lesson.

Teachers must find out special media that can be used in teaching learning process, especially for tenth grade students. In fact in educational environment, there are some problems that students and teacher get to understand and writing descriptive text. Teacher use conventional methods in teaching, students just provide dictionary and textbook as learning media. Because of that, the learning processes get problems in availability of an interactive media that can help teacher and student to learn writing descriptive text. Media that will be used in this study is *Kamishibai*. In using *Kamishibai* media, teacher is expected that students will be creative in their writing and can make students more enthusiasm and interested in writing descriptive text.

The researcher designed the *Kamishibai* by conducting some steps, they are: the first is designing the stage of *Kamishibai* (*Butai*), and make two sticks of wood, this sticks useful to attract the attention of the audiences. The second is find out two of descriptive text about historical building. And find out the definition, generic structure, language features and types of descriptive text. The third is collecting interesting images of historical building for story paper card and other pictures that related to the topic with the interesting color from internet. The fourth is design story paper card and the story board behind the story paper card. Story board is useful in design media *Kamishibai* as a guide the storyteller to adjust the text with the story paper card. And print out the story paper card and story board which have been made. The last is make two sticks of wood, these sticks useful to attract the attention of the audiences.

There are some steps to using *Kamishibai* media in teaching writing descriptive text. They are: the first is the teacher divides students into 4 or 5 groups. Before starting the topic, make sure all the equipment is properly arranged. To start the topic, the speaker (teacher) is clapping to sticks together to attract the attention of the audiences. Next is the speaker does not behind the story card, and makes eye contact with the audiences. The text of topic faces the speaker (teacher) and the pictures face the audiences. After the speaker (teacher) has finished reading the first slide then the first slide is moved behind the *butai*. The first text is behind the last slide. This aims to

facilitate speaker in reading the topic. This is done continuously. After the speaker (teacher) is finished to explain the topic, the teacher asks students to answer the question of the exercises that have been given.

The usage of learning process can motivate the students to create their own descriptive text. In addition, it also can improve the student's writing ability because by using *kamishibai*, the students are expected to dramatize the topic by the picture of paper story card. *Kamishibai* can make teaching learning process more interesting and make students motivated to learn writing descriptive text.

In this case, the researcher is going to develop the *Kamishibai* media that are appropriate for teaching writing descriptive text for tenth grade students by using Research and Development (R&D). Those consist of six steps, they are: gathering information and data, analyzing data, designing media, validating by expert, revising media and final product. The researcher hopefully this product will help the English teacher in SMA YPI Amir Hamzah Medan as media for learning process in writing ability.

## **RESEARCH METHODOLOGY**

This study was conducted by using educational Research and Development (R & D) method. This study was conducted in SMA YPI Amir Hamzah Medan on Jl. Meranti No 1 Medan Petisah, Medan Sumatera Utara. The subjects of this research were the tenth grade English teacher, and one class of the tenth grade students in SMA YPI Amir Hamzah Medan. The instruments of collecting data were interview, observation and questionnaire. Techniques of data analysis that used in this research were quantitative and descriptive analysis. Quantitative data obtained through a questionnaire. The interview and observation data was analyzed by using qualitative analysis.

## *The Techniques of Data Analysis*

### a. Interview

The techniques of data analysis for interview data were analyzed by using qualitative analysis form. Interview was conducted by giving some questions then those questions were answered directly by the English teacher of the tenth grade students in SMA YPI Amir

Hamzah Medan and also with one of students in the tenth grade. Interview was conducted to find out the data and to complete the background of research problem. In addition, interview was conducted to see information about the potential and problems to determine what media should be develop to solve the problem.

### b. Observing

The techniques of Data Analysis for interview data were analyzed by using qualitative analysis form. In this case, the classroom interaction was observe through field notes based on what the researcher see: media used by the teacher and whatever in accordance with real situation in teaching and learning process.

### c. The data of Questionnaire

The data based on questionnaire must be calculated and present in quantitative form. There were some steps in analyzing data of questionnaire such as:

1. Questionnaire that filled by respondents, examine the completeness of the answer and arrange in accordance with the code of the respondent.
2. Quantify the answer to each question by giving a score according to predefine scale.
3. Make tabulation of data
4. Calculate the percentage of the components of questionnaire with the following formula.



## **RESEARCH FINDINGS AND DISCUSSION**

### ***Research Findings***

The final product has completed after revising the media by the experts. The media was already based on the students' needs and appropriate to be used in the teaching learning process which was able to enhance the students' enthusiasm and achievement. In addition, the media was also able to increase the knowledge of the students about the places based on destination of North Sumatera which helps in preserving the destination itself.

### ***Discussion***

The research was conducted by using Research and Development (Borg and Gall: 1985) and aimed to develop a learning media of writing skill for the tenth grade students of SMA YPI Amir Hamzah Medan. There are 20 students who participated in this research. The data of students' needs analysis was gathered by using questionnaire and interview to the English teacher of the tenth grade. The researcher developed the learning media because the media is not appropriate for the tenth grade students at SMA YPI Amir Hamzah Medan. The media contains of main competence and basic competence and are believed to be able to ease the students in ability in writing descriptive text especially historical building descriptive text.

Based on the need analysis from questionnaire and interview, it was known that the students needed a learning media that can make their teaching-learning process easier for them to understand about the descriptive text and also make the students' experience in learning the descriptive text become interactive, especially in the process of writing. As result, the researcher developed Kamishibai for teaching writing of descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

The media that was developed by the researcher is already appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially writing skill. Arsyad (2013) also stated that media in teaching

learning process is the tool for conveying or delivering the learning messages. Ibanez (2017) stated that *Kamishibai* is a type of theatrical performance that offers an alternative way to tell stories to children.

Furthermore, the developed media *Kamishibai* relates to the relevant of the studies in this research. Since the media also can increase the students' ability in writing descriptive text. Sitorus (2018), conducted a research about *Developing Kamishibai Media for Writing Narrative Text at Junior High School*, found that the result of data analysis showed that there was effect of using *kamishibai*. *Kamishibai* is good and eligible to use for teaching writing for eight-grade students of Mts. Mu'allimin Univa Medan. Overall, the result of the study was similar with those relevant of the studies.

At the end, this study is aimed to suggest the teacher to use interesting and effective and efficient learning media based on the students' needs. In addition, another goal is to enrich teacher knowledge about using and providing the writing media that appropriate in order to be applied in the classroom. As professional teachers, it is the duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English. Furthermore, the *Kamishibai* can be used to master writing descriptive text for the tenth grade students and to increase the student's knowledge about the historical building based on destination of North Sumatera. Since as youth generation, it is important to know and to preserve the destination of North Sumatera itself by seeing the phenomenon nowadays, there are many youth generation who do not know their own destination of North Sumatera.

## **CONCLUSION AND SUGGESTIONS**

### ***Conclusion***

Referring to the discussion of the research in the previous chapter, it can be concluded that the students are lack of motivation since they are not interested in the teaching and learning process because of the unchangeable method from the teacher. The researcher found earlier that the teacher used lecturing method. Another problem is students did not understand what the teacher has explained. In addition, there is no media used. Therefore, it is difficult to write and make a

descriptive text which eventually brings them to be passive learners. Since writing skill considers the idea, organization, and grammar to make their writing understandable. They want to have the interesting and effective media which motivate them to learn and write the descriptive text, especially historical building descriptive text which relates to the syllabus used. The solution for them is developing the interesting writing media.

Next conclusion is developing media by using *Kamishibai* follow the R & D phases by Borg and Gall (2003) which is simplified into, (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by expert; (5) Revision; (6) Final Product. The score of validation from the validators was 91,4% and it was categorized as relevant. It means that the media are valid and appropriate to use as learning media of writing descriptive text for the tenth grade students at SMA YPI Amir Hamzah Medan.

### *Suggestions*

By considering the conclusion mentioned above, the writer formulized some suggestions for teachers, researchers, and students. For English teacher, the teacher should consider the students' needs in choosing the learning media to support learning process. The learning process can be successful if the teacher mastered in explaining the descriptive text as well as using a learning media that can support them. Since the students must master writing skill that consider the idea, organization, and grammar, the teacher should find an appropriate learning media in improving their skill and motivating them in learning English. Then, the teacher also should pay attention to kind of text that will be given to the students. For students, the students should learn seriously, explore from many sources about writing, they can create another media with their friends and have a part of their time to practice their writing skill. For researcher, they can develop *Kamishibai* media for other skills, such as reading, listening, and speaking. They also can develop *Kamishibai* media for other genre, such as procedure text.

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