



**THE IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT BY USING AUDIO VISUALS AT THE GRADE X SMA NEGERI 1 PORTIBI**

**Rahma Yunisa Ritonga**

Email: [rahmayunisa08@gmail.com](mailto:rahmayunisa08@gmail.com) Universitas Muhammadiyah Tapanuli Selatan

*Revised: 14 Juni 2025 ; Accepted 28 Juni 2025; Publish: 30 Juni 2025*

**Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan penggunaan audio visual dalam meningkatkan kemampuan menulis teks descriptive siswa kelas X SMA Negeri 1 Portibi. peneliti menggunakan penelitian tindak kelas sebagai metode penelitian. Peneliti menggunakan purposive sampling pada siswa kelas X dengan jumlah sample 23 siswa. Objek penelitian ini adalah siswa kelas X SMA Negeri 1 Portibi. peneliti memberikan pre-test yaitu menulis teks deskriptif tentang objek wisata, kemudian peneliti mengajar siswa dengan menggunakan audio visual tentang teks deskriptif, memberikan post-test untuk mendapatkan perbandingan kemudian mewawancarai dan memberikan angket untuk mendapatkan hasil yang akurat dalam penelitian ini ada 23 siswa sebagai sample penelitian. Hasil dari penelitian ini adalah nilai siswa meningkat, dimana total nilai siswa pada cycle I adalah 54,9% sedangkan pada cycle II 72, 1%. Maka peneliti menyimpulkan bahwa dengan menggunakan audio visual dapat meningkatkan kemampuan menulis teks deskriptif siswa. Kesulitan siswa dalam menulis teks deskriptif ada pada mekanik yaitu nilai siswa yang paling rendah karena siswa masih sering salah pada ejaan kemudian isi, organization, vocabulary dan yang terakhir grammar.

**Kata kunci:** Writing Descriptive Text, Audio Visual

**Abstract**

The aims of this research is to improve students' descriptive text at the grade X SMA Negeri 1 Portibi. The researcher used classroom action research as a method of the research. The researcher used purposive sampling at the grade X with the sample were 23 students. The object of this research was students at the grade X of SMA Negeri 1 Portibi. The researcher gave a pre-test namely to write a descriptive text about tourist attraction, then the researcher teaching the students by using audio visual about descriptive text, researcher gave a post-test to get the comparison, then interviewed and gave a questionnaire to get accurate results in this study there were 23 students as researcher sample. The result of this research is the students improve value, where the total of score of students in cycle I is 54, 9% whereas in cycle II 72, 1%. So, the researcher concluded that using audio visual can improve the students' writing descriptive text. The difficulties of students in writing descriptive text are in mechanical that is the lowest score of students, on mechanical students are still often wrong in spelling then content, organization, vocabulary and the last grammar.

**Keywords:** Writing Descriptive Text, Audio Visual

## INTRODUCTION

Education is a systematic learning process aimed at creating an effective teaching and learning atmosphere where students can develop their potential. Writing is a productive activity that enables individuals to convey experiences, feelings, and opinions effectively. Language, as a tool of communication, helps people connect and express ideas, thoughts, and emotions. Among the many languages in the world, English serves as an international language, playing a crucial role in various aspects of human life. Many individuals aspire to learn English to communicate proficiently and to broaden opportunities, such as traveling or studying abroad. In Indonesia, English is taught from elementary school through university, highlighting its importance in keeping up with advancements in science and technology, facing globalization, and communicating effectively in both spoken and written forms.

Jhonson (in Sigit, 2013: 1-2) states that “writing is having” ideas, organizing ideas, and communicating ideas” (writing is finding ideas, organizing ideas and communication ideas). Writing also means as an activity to find ideas, organize to communicate the idea so that it can be enjoyed by others. The communication of ideas, of course, is not verbal, but with a series of words so as to form a writing (Sigit, 2013: 2). In essence, the author also has shortcomings because he cannot get direct input from readers and sometimes do not get any input, Harmer (in Aziez, 2015: 174).

According to Dalman (2014:3) writing is an activity communicate in this of delivering message (information) written to other parties by using written language as a tool or medium. Meanwhile, according to Marwoto (Dalman, 2014, page. 4) explain that writing is expressing one’s ideas or ideas in form of essay freely. There are three definitions of writing according to experts. While Subekti (2017:57), writing is a skill how to put the ideas into written form. Writing is getting from what they hear, speak and read (Salem, 2017:148). Writing is an exploring the writers thought to arrange the ideas into words those are communicated in meaningful way. Through writing the messages are created and delivered to the readers. When we are writing the message should be understood by the readers. In order that, before writing, we need to know what writing is and what for writing is, (pratama, 2012:3).

Based on the definition above, the writer can conclude that writing is an activity to express ideas, events, feelings or thoughts in writing from which can be a tool to communicate with the other people. From the explanation above, it can also be concluded that writing is an indirect communication activity carried out to convey a certain meaning in writing as the medium. Writing is also an activity that can produce or create not. Writing can be done on media such as paper using tools such as pencils and pens.

Mastery of English enables students to access more information and knowledge from English-language materials. Students are expected to achieve competence as outlined in the curriculum, which includes the four essential language skills: listening, speaking, reading, and writing. Writing, in particular, is the ability to express ideas coherently and effectively in written form. It requires proficiency in language skills, including vocabulary, grammar, and sentence structure. Writing is not only crucial for academic success but also for mental health. According to Pennebaker and Jaded, writing provides an outlet for emotions and opinions, reducing potential negative physical and emotional impacts. Writing activities, such as creating outlines, poetry, reports, letters, or scientific papers, support the learning process and are among the core competencies students must master.

Students with strong writing skills are more likely to succeed academically and gain greater confidence in their ability to communicate. Writing also helps in language acquisition by exposing students to vocabulary, grammar, punctuation, and text structure. Engaging writing activities can stimulate discussions, spark creativity, and enhance the overall learning experience. Among various types of texts, descriptive text is essential for students to learn. It focuses on describing a location, object, event, person, or place by engaging the reader's five senses. However, students often struggle with descriptive writing due to a lack of understanding of text structure and language rules. Teachers play a key role in addressing these challenges by incorporating engaging learning media. This study investigates the use of audio-visual media to improve the descriptive writing skills of Grade X students at SMA Negeri 1 Portibi. Audio-visual media combine sound and visuals, making them effective tools for enhancing understanding and retention. By engaging both sight and hearing, these media simplify complex concepts and make learning more accessible for students of all ages.

The research focuses on addressing the low descriptive writing abilities observed among Grade X students, attributed to insufficient exposure to varied teaching methods and learning media. The findings aim to demonstrate how audio-visual media can enhance students' comprehension and writing skills, ultimately supporting their academic and personal development.

#### METHOD

This is type of research approach and used classroom action research. The research method was an important thing in the implementation of research therefore, whether or not the quality of the research result was very much determined by the research method. The right method allows the problem to be answered proper research. In order to achieve the research objectives, the research method used must be in accordance with the problem being discussed.

The aim of classroom action research is to increase the researcher to understand of teaching and learning process. Therefore, it can be concluded that action research is process of solving the researcher problem. In this case, the research wants to improve students' writing skill in descriptive text by using audio visual.

#### RESULT

The results of the research were presented in the sub-chapter of this discussion related to the problem that has been presented in the previous chapter. The result was indicated there was an improvement on the students' skill in writing descriptive text about tourist attraction by using audio visual, it proved by the fact the students' achievement in first cycle and cycle were become better in every phase of this research. The result of the first cycle of research that has been carried out students still have difficulty writing descriptive text. In the first cycle the students faced some difficulties in the content and organization. Finally, in the second cycle, students' achievement was better than the pre- test and the first cycle. Based on the result of students work in cycle II, the researchers found that most of the students were able to make good writing about tourist attraction based on assessment indicators to write descriptive texts about tourist attraction texts that the researchers applied in this study and cycle II was categorized as a good. As a result, the entire process that has been carried out by researchers from cycle II will be a tool for researcher conducted several tests for them, the research divided them into high, medium, and low categories. The high category are students who master all the criteria for writing a good descriptive text, namely content, organization, grammar, vocabulary and mechanics. Then, the

medium category is students who master the criteria for writing good descriptive text before.

The last is the low category, this category very low, that students do not understand how to write good descriptive text-based on the criteria for making good descriptive writing mentioned earlier. Finally, after the researcher categorized the students, the researcher interviewed five students as a random sample to find out their responses about applying of the using audio visual to improving students' writing descriptive text. From the interview, the researcher concluded that the application of the using audio visual had a good influence on students' skill in writing descriptive texts about tourist attraction. Then, after applying the using audio visual to student's classroom action research, it turned out to have a significant effect on the students' skill in writing descriptive text about tourist attraction. From the result of the questionnaire distributed by researchers to students, it can be concluded that they like the use of audio-visual learning medium. They feel very enthusiastic about learning to use audio visual is interesting, fun, and not bored.

#### CONCLUSION

Based on the formulation of the problem, hypothesis and research result, then conclusion can be drawn to the research entitled "The Improving Students' Writing Descriptive Text by Using Audio Visual at the Grade X SMA Negeri 1 Portibi". Based on the data that has been collected and the test is that have been carried out, the conclusions can be drawn as follow: 1) Students' difficulties in this case are students' lack of knowledge of mechanics on descriptive text and still lack of content; 2) Before using in the learning process, students were always bored when learning about writing in descriptive texts only students bored quickly in the learning process.

#### REFERENCES

- Arikunto, Suharsimi. (2006) *Pengertian Penelitian Tindak Telas Menurut Para Ahli*  
acccsed on February, 28 2022  
pukul 13:23  
<https://www.seputarpengetahuan.co.id/2021/12/pengertian-penelitian-tindak-kelas.html>.
- British Course (2017) *Descriptive Text; Definition, Generic Structures, Purposes, Language Features*. Accessed on March, 16 2022 pukul 15:09  
<http://britishcourse.com/descriptive-text-definition-generic-stuructures-purposes-language-features.php>.
- Fatah, Abdul. (2017) *Contoh Penelitian Tindak Kelas*. Accessd on February, 28 2022 pukul 13:23  
<http://20301633.siap-sekolah.cm/2017/04/28/contoh-penelitian-tindak-kelas/#.YhxpYbc0M>.
- Guswindari, Risky. (2022) *Descriptive Text: Definition, Purpose, dan Structure*. Accessed on March, 16 2022 pukul 09:20  
<https://www.kompas.com/skola/read/2020/10/26/163836869/descriptive-text-definition-purpose-dan-structure>.
- Hardiyah, Mei. (2019). Al-Lughah: *Jurnal Bahasa, eJournal. Iainbengkulu.ac*.
- Heryana, Nanang. 2020. Pengaruh Media Audio Visual Terhadap Kemampuan Menulis Text Descriptive Siswa SMP Negeri 7 Sungai Raya. *Jurnal Pendidikn dan Pembelajaran Khatulistiwa* 9 (3) hal 1-3.
- Hidayati, Nita. (2021) *5 Contoh Text Deskripsi Singkat Dilengkapi Dengan Penjelsan & Strukturnya*.
- Huda, R., & Lestari, N. (2024). *The Influence of The Whatsapp Application On Students'*

- Ability to Write Procedure Texts. *Jurnal Hata Poda*, 3(1), 127-140.
- Huda, R. (2024). Analysis of Students' Problem in Speaking English at The Grade XI of SMK Negeri Pertanian Pembangunan Tapsel. *Jurnal Hata Poda*, 3(2), 207-220.
- Kuandar. (2008) ) Pengertian Penelitian Tindak Telas Menurut Para Ahli accsed on February, 28 2022 pukul 13:23 <https://www.seputarpengetahuan.co.id/2021/12/pengertian-penelitian-tindak-kelas.html>.
- Masriani, Ciu. 2020. Upaya Peningkatan Keterampilan Menulis dalam Bahasa Inggris Dengan Menggunakan Media Audio Visual Siswa Kelas X IPA 4 SMAN 1 Tumijajar.
- Salim, Riduan. 2021 *Cara Menghitung Aktivitas Siswa dalam PTK* accessed on march 8 2022 pukul 11:49 <https://www.riduansalim.com/2015/12/cara-menghitung-aktivitas-siswa-dalam.html?m=1>
- Syafina. 2020 Pengertian Media Audio Visual Menurut Para Ahli accessed on March, 8 2022 pukul 14:36 <https://www.posbali.id/2020/10/pengertian-media-audi-visual-menurut.html?m=1>.
- Parapat, L. H., Huda, M. P. R., Harahap, M. H. E. M., & Lubis, M. P. K. (2022). *Buku Ajar Menulis & Berbicara Produktif*. Cv. Azka Pustaka.
- Taradipareda (2017). *13 Jenis Menulis Teks Dalam Bahasa Inggris Beserta Contoh dan Structur* accessed on June 23 2022, from <https://azbahasainggris.com/jenis-teks-dalam-bahasa-inggris>.
- Tim Wordcliff (2017) Contoh Teks Deskriptif: *Berbagi Contoh* wordcliff.com/2017. Accessed on Jun, 23 2022 from <http://www.wordcliff.com/2017/05/contoh-text-descriptife-tentang-danau.html?=1>
- Yamin, Muhammad. (2011). Jenis Rindu Blog: *Jenis-jenis Menulis* accessed on Jun, 23 2022 pukul 14:14 <https://jaririndu.blogspot.com/2011/08/jenis-jenis-menulis.html=?1>
- Yuhartanti. 2010. Increasing Writing Skill in Text Based on Short Story (folklore) Through Audio Visual Media. (Volume 263) hlm 2081-282.