Improving Student's Descriptive Writing Skill through Silent Card Shuffle Strategy

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Abstract

This study aims to improve students' descriptive writing skill by applying Silent Card Shuffle Strategy. The method used this research is action research. The subject was students on semester 3 from Management Class of UPI YPTK Padang. They are chosen because they are learning the English business subject on this semester and have learned simple present tense in previous semester. Writing English Skill is important for Management students for productive skill. One of them is creating the English brochure. English brochure can be as basic media for creating business for management students. Unfortunately, most of them have not master in writing English. So lecturer has chosen Silent Card Shuffle Strategy to improve the student's English descriptive writing skill. The instruments were used to collect the data were observation, questionnaire, Students' writing test. Then the qualitative data were grouped based on the indicators. In addition, quantitative data has analyzed by Anggoro Formula. Then the researcher interpreted the data to get the result of this research. The research shows that Silent Card Shuffle Strategy is quite good. It can improve the students 'English descriptive writing skill. This is evidenced by the score of students' writing test. It increases from the pretest, cycle I and cycle II. The increasing can be seen from of students 'mean score on pretest, cycle I and II. The students mean 'score are 50, 5 on pretest, 67, 7 on cycle I and 83, 8 on cycle 2. Thus, the application of Silent Card Shuffle Strategy can increase the students' descriptive writing skill.

Keywords: descriptive writing skill, silent card shuffle strategy

INTRODUCTION

Writing is a way of expressing idea, thoughts, and feelings, in written form. To be able to write well, the writer must be able to pay attention to several components in writing such as choosing the right words, create good sentence structure, using correct punctuation, and continuity between sentences. Writing is not an easy process. According to (Frinderberg: 2002), the writer requires a thinking process, composing repeated sentences, selecting suitable ideas which are carried out continuously so that the writer can produce good writing. The reader can understand the content of the text correctly when the writer can produce the good writing. The readers get appropriate information and message from the author. It means that there has been good communication between the reader and the author. Writing is a skill need to be posed today. Most of people can share much information in written form through on line social media. It means writing is important subject to be learned. To achieve Good writing learning process, the lecturer has to appropriate strategy in teaching writing to be able to generate students' interest in writing. Besides, the teaching writing activities have to make the students understand how to write good writing (Coffin: 2003). According to (Harmer: 2004) Good teaching writing is able to help students focus, pay attention to the content, use good grammar, organize good sentence structure, use correct punctuation and increase the students' vocabulary to the language used. In addition, Casswell:2004, explains that Good teaching writing also increase the students' opportunities to improve the students' thinking sharpness. It means that the good teaching writing process is needed to be done intensively for the students.

In the business English Course, one of the skills that have to be master by the students is using English in business communication both verbally and written. One of productive in written communication for management students is creating English tourism object brochure. This brochure is in the form of descriptive text.

Descriptive text is the text describes the condition of objects, people, places and events as they really are. Then, this text is also able to describe the specifications of objects, people,

places and events (Anwar: 2004). Line with this, Pardiyono: 2012defines descriptive text can describe objects, people, places and events in detail. It means the text can describe the characteristics or specification of an object, person, place, and event. So that reader can visualize objects, people, places, and event correctly. Some of the generic structures of descriptive text are consisted of paraFigure that introduce and describe the objects, people, places and events in detail. This paraFigure consisted of phenomenon of objects, people, places and events in detail (wardiman: 2008). In addition, (Anwar: 2010) explains two characters of descriptive text are identification and description. In identification the author write down the characteristic of objects, people, places and events. Then, in the description section the author will write the characteristic of objects, people, places and events in detail. Furthermore, (Setiadi: 2012) adds that in identification, descriptive text contains information about where, who, and what is to be described. Then in description, descriptive text will write down the characters, parts and qualities of objects, people, places, and event that will be describe in the text.

Writing descriptive text in English is not easy, especially for students who are not majoring in English. The researcher found some problems from initial observations were lack enthusiasm of the students for learning English, because of minimal mastery of English vocabulary. Then, the pronunciation of English words is different with Indonesia and the student's mothers tongue

(The language they commonly use everyday communication). So the lecture has to be able to motivate Students to learn English first. It can be done by integration of the students 'daily activities with the English materials in learning process.

One of English material of the management students who site on the third semester of UPI YPTK Padang that can be integrate to the students' daily live is writing descriptive text. Every student has look objects, people, places and events. Based on the students' experience, the lecture let the students to do productive writing skill by writing descriptive text, especially to describe the places that have been looked.

To be able to produce the good descriptive text, the students have to pay attention to the generic structure of descriptive text they are identification and description. Writing descriptive text stars from finding identification of objects. Then compile much information related to the object. After that, the students create the sentences based on the information about identification. Then

the students check whether the writing that has been written is correct grammar or not. If the writing does not follow the rules, the students have to change and arrange them to be correct one. Then the students do the next step to write the description of the object. The students have to compile must information related to the object so the reader who read the students' descriptive text can visualize the object. After that the students have to check many things related to the descriptive text. Whether the descriptive text use good vocabulary, has coherence sentences, used correct grammar or not.

To improve the students' descriptive writing skill, good strategies used by the lecture is applying Silent card Shuffle Strategy. Silent card Shuffle Strategy is a good strategy to use in teaching students' descriptive writing skill. This strategy help the students to improve the idea by using card, photos, or image that are arranged well (Frangenheim: 2005). The students can compile many information from the cards, photos, or images. Besides this strategy also give chance for the students to discuss with their friend to solve every problem in writing, such as diction of words, sentences arrangement, used the correct conjunction, sentences coherences and correct grammar. Then, (Frangenheim: 2005) explained the steps in application Silent Card Shuffle Strategy are; Silent Card Shuffle

(the teacher distributes envelop to the students consisted several Figures, card, photos or image), Justify and refine (Students look at the Figures, card, photos or image), Circle and Observe (the teacher divide the roles to the students to discuss and write the problem in writing process), Return and refine (Students discuss idea to be written, create draft, write and recheck the texts made in group), Teacher debriefing (Teacher collect and discuss the result of the writing and give a appreciation).

Figure 1. The envelope consisted of some Cards, photos, images of Masjid Raya Sumatera Barat.

METHOD

This kind of this research is class action research. Research on actions carried out with the aim of improving the learning outcomes of students. This research is based on a planned cycle. The subject of this class's action research is a management student from Putra Indonesia University (UPI) YPTK Padang who was sitting in the 3rd semester and attending Business English courses. GeoFigureically, the university is located in the town of Padang, in the district of Lubuk Begalung. Clssroom Action Reserch is a method of research that is basically a scientific method of obtaining data for a specific purpose and use (Sugiyono: 2016). Then according to Prihantoro & Hidayat (2019) Class Action Research (PTK) is research is the activity of mirroring objects using a way and rules or methodologies with a consciousness to improve performance quality results, then researchers must do so voluntarily.

The class action research model developed by Kemmis and Taggart uses four components of action research (planning, action, observation, and reflection). Class action research recognizes four important steps: plan (development), act (action), observe (observation), and reflect. (evaluation). The data or information required in this research is obtained through observations and documentation, questionnaires and students' writing tests.

RESULT AND DISSCUSSION

Based on qualitative analysis, the researcher found that the application of Silent Card Shuffle Strategy could increase students' motivation in learning writing descriptive text. It can be seen from amount of students active to ask and write the draft of descriptive text about Padang Tourism object after looking some Figures or photos of tourism objects. The photos or Figures let students focus to write the draft of descriptive text. The students focus to write the identification and description of the Figure that have been looked. Besides, the group discussion give students chance to discuss some problems in writing descriptive text. It made interactive discussion between the students. It also gave motivation to the students to continue the writing process until finish. Trough discussion the students can determine the choice of words, sentences coherences, accurate grammar, proper connection. In addition, lecturer also emphasizes more active interaction between students and lecturer. Then, Based on the questioner, the researcher got information

that the students fell comfort when the lecturer implicate the Silent Card Shuffle Strategy in teaching learning writing descriptive text. Silent Card Shuffle Strategy could support the students to be active to write the descriptive text. Therefore, it could be said that Silent Card Shuffle Strategy can improve students' motivation, skill in writing descriptive text of Padang tourism object.

After finishing writing the descriptive text about Padang tourism objects, all of the Figures and texts are collected to be designed by the students be an English brochure of Padang Tourism object. The students ask design services to help them created an interesting Padang tourism object brochure.

Then, from quantitatively analysis, Silent Card Shuffle Strategy can increase students' score in writing the descriptive text. It can be seen from the recapitulation of students 'score before application the strategy, on cycle I and Cycle II. It means the application of Silent Card Shuffle Strategy improved students' descriptive writing skills. The students' progress can be seen on the table below:

Table 1. Students' score on pre application Silent Card Shuffle Strategy

Score	Category	Frequency	Percentage
0-54	Very low	29	67,3
55-64	low	12	27
65-79	Average	1	2,3
80-89	high	1	2,3
90-100	Very high	-	0
total		43	100

Table 2. Students 'score on cycle I

Score	category	Frequency	Percentage
0-54	Very low	4	9,3
55-64	low	12	13,9
65-80	Average	26	53,48
81-89	high	10	23,25
90-100	Very high	-	-
total		43	100

Table 3. Students' score on cycle 2

Score	category	Frequency	Percentage
0-54	Very low	-	-
55-64	low	-	-
65-79	Average	13	30,23
80-89	high	30	69,77

Score	Category	Frequency	Percentage
9 0 - 100	Very high	-	0
total		43	100

Table 4. The students' learning achievement after cycle 2

Score	Category	Frequency	Percentage
0-74	In eradicate	1	2,3
75-100	eradicate	42	97,7
total		43	100

Then the researcher describes the progress of students' skill in writing descriptive text for each indicator can be seen on the Figure 2:
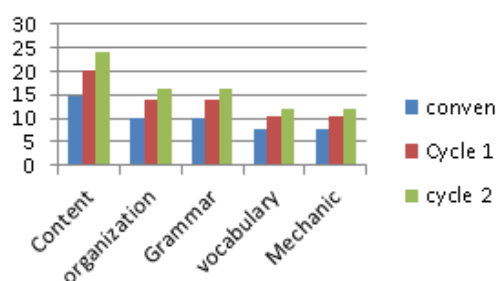

Figure 2. Percentage of students' progress score in pre, cycle 1 and cycle 2

From the Figure, it was clear that after the implementation of Silent Card Strategy the students' writing skills are increased for each indicator. This strategy give chance for the students to discuss with their friend about some problems in writing descriptive text, included content, organization, grammar, vocabulary and mechanic. It made the students understand and have motivation to do the writing descriptive text.

Writing skills can be acquired by mastering linguistic; such as knowing a lot of vocabulary, the meaning of words, how to compose words. (Grammar). According to (Brodman & frindenberg: 2002), it is necessary to acquire the skills in pouring ideas, choosing words, thinking words in forming sentences and putting sentences into good paraFigures to improve the students' descriptive writing skill. When an author has an idea, the author cannot directly present his work to the reader. However, the author must first think about how to compose an idea consisting of the right choice of words, organize the words into an interesting sentence to be read, then combine the sentences into a sequence of paraFigures that have one unity and coherence so that the readers can understand the meaning transmitted by the author accurately and correctly.

To be able to generate learning motivation in particular writing descriptive text where English-language tourism needs to bring thought to students to the students' daily live (Nurhadi: 2005). The lecturer harmonizes the learning concept that associates the learning process with the need for reality in everyday life that involves 7 main components of effective learning: Constructivism, Questioning, Inquiry, Learning Community, Modeling and Authentic Assessment. According to (Nurhadi: 2015).

Then, the teaching of good writing skills is able to create students focus, pay attention to the content. According to (Harmer: 2004), writing teaching is expected to improve students' vocabulary to the language used in writing (Harmer: 2004). In addition, teaching writing can also improve the student's chances of improving the literacy of thought (Caswell: 2004). This means that with teaching writing and writing opportunities a lot can improve the thinking acuity of students. In addition, in teaching writing, there are some things that should be noted by author, like stages or the writing process. Writing begins with finding ideas and ideas and then continues with compiling information related to the ideas. Then make a sentence by following a good and correct grammar. After that examine what has been written, whether it has been done well or not. If the writing is not in accordance with the prescribed rules, it requires a process of repairing the writing. Furthermore (Nunan: 2003), explains writing requires planning, draft writing, inspection and correction of writing; final writing that has been checked and corrected.

Planning is a stage in which a writer decides what to write, what to do, who to read and how long to prepare a draft. Writing checks and corrections are the process of reading and re-checking the writer or colleague of the writing that has been made, whether the ordering, content, grammar and word selection and the sorting of sentences are correct. And the final process is the publication or printing of the text after checking and correction. It means the writer's writing is ready to be consumed or read by the readers. (Coffin: 2003). In addition, Jacob: 2003, explains that there are five components that should be taken into account in writing: the content of the writing, the arrangement of ideas, choice of vocabulary, the use of common terms in the writing of good and correct grammar.

According to (Coffin: 2003), good writing teaching is a teaching activity that is able to make students understand how steps to create good writing. In addition, (Clark: 2007) states that

some steps in writing are writer compiles ideas, finds and defines the topic, connects the idea one with the other (prewriting), determines write the topic to be written as well and focuses it as well as linking the ideas obtained according to the topic selected, drafting in the form of sentences (drafting), then, writer performs a check on what has been written in terms of word selection, sentence identification and the content of the writing being made (revising and editing), then after the writer believes that the entire article can be consumed by the reader then the article is ready to be published (publishing), and the last author can reflect the article published and read by the readers (reflecting).

In order to improve the students' descriptive writing skills, the Silent Card Shuffle Strategy has chosen by the lecture in teaching Students from management subject at UPI YPTK Padang. This strategy chooses because of some superiority. The first is Silent Card Shuffle strategy prepares the photos, cards, images that can help the students find the idea to be written. This is line with Sadiman (2010) states that the series image media is perfectly suited to be used to stumble the right mind of the students. In addition, Sanjaya (2012) states that using Figures help the students find the ideas to write and it can make students be focus to create coherence sentences.

The second, Silent Card Shuffle Strategy gives the students to share, discuss, communicate the problem with their friend. This opportunity overcomes the students' problem in writing. When learners or students face a difficulty in learning, they will act unnaturally and being lazy. Then, many students give up on learning because it might not produce any development. In other hand, when the Silent Card strategy apply in learning writing the students can discuss with their friend to overcome the difficulties. The students' are enjoy discussing every problem related in writing descriptive text. Third, this strategy also gives chance for the students to discuss with lecturer about many things related to the problems in writing descriptive text. When the lecture visit to the group discussion, the students can ask something that are not understand related to the process of writing descriptive text.

Based on the analysis of data qualitatively, the application of Silent Cad Shuffle Strategy shows that, it could improve the student's ability in writing English Descriptive text of Padang Tourism object. Students are able to write sentences according to good language terms, organize sentences well, group sentences into appropriate generic structures that match to descriptive text,

position the layout of images and writing well. It indicates that the application of Silent Card Strategy is able to enhance the knowledge and skills of students in writing English descriptive texts of Padang tourism object. the Silent Card Shuffle Strategy can help students in improving their skills in writing English descriptive tourism texts, because it has several advantages; providing media in this case cards, photos or images that can help the students find ideas in writing sentences, giving students opportunity to discuss with friends to solve problems found in writing English descriptive tourism text.

Then the analysis quantitatively shows that the students' score in writing English descriptive text are increased. From the low rating category the range of values 0-54 before the application Silent card Strategy was 67%. Then this percentage decreased in the cycles 1 and II be 9,3 % and 0. As well as in the low category (55-64), the percentages before application were 28%. This percentage also decreases in the training in Cycles I (13.3%) and II (0%). Then for average category, the percentage before application was 2,3 % and increase for cycle I be 53, 48% and decrease for the cycle II be 27,9 %. Next for high category was 2,3% before application, and increase for cycle I and II be 23,25 %and 69,8 %. And for very high was constant 0 % before and also 0 % for cycle I and II. It shows that the application of Silent Card Shuffle Strategy, can improve students' knowledge and skills in writing English descriptive texts of Padang Tourism object.

Then, the students' creativity in writing English descriptive text of Padang tourism object be a classroom project. It modifies to be a brochure. It promotes Padang tourism object to large companies both domestic and abroad in the form of an English tourism brochure of Padang city.

CONCLUSION

Based on the results of the research, the Silent Card Shuffle Strategy can help students in improving their skills in writing English descriptive tourism texts, because it has several advantages; providing media in this case cards, photos or images that can help the students find ideas in writing sentences, giving students opportunity to discuss with friends to solve problems found in writing English descriptive tourism text.

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