

INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**PROCEEDING
INTERNATIONAL SEMINAR**

**“OPTIMIZING OF MULTIPLE INTELLIGENCES
TO EXAGGERATE HUMAN POTENTIAL TOWARDS
VIRTUOUS CHARACTER”**

Editors:

Saedah Siraj

W. Allan Bush

Jainatul Halida Jaidin

Fitri Yuliawati



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**Teacher Education “Madrasah Ibtidaiyah”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
Yogyakarta
December, 19th 2013**

PROCEEDING INTERNATIONAL SEMINAR

ON THE 1st SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

**“OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE
HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER”**

Hak Cipta Dilindungi Undang-undang

Copyright @ 2013

xii, 337 ; 21 x 35 cm

ISBN: 978-602-14483-2-8

Editors:

Saedah Siraj

W. Allan Bush

Jainatul Halida Jaidin

Fitri Yuliawati

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

Penerbit:

BUKU BAIK

Ngringinan, Palbapang, Bantul, Bantul, Yogyakarta, 55713

E-mail: penerbitbukubaik@yahoo.com

DAFTAR ISI

KATA PENGANTAR.....	x
CAPACITY BUILDING BASED ON MULTIPLE INTELLIGENCES THROUGH EDUCATION(SOCIOLOGY PERSPECTIVE: CHARACTER AND DIGNITY) ISTINGSIH.....	1 ✓
THE IMPORTANCE OF EDUCATING CHILDREN SAEDAH SIRAJ	9
PENERAPAN NILAI MURNI MELALUI PEMBELAJARAN SAINS: PENGALAMAN MALAYSIA LILIA HALIM.....	13
LEADING BASED ON THE HUMAN RESOURCES COMPETENCE AND COMMITMENT W. ALLAN BUSH	21
CHILDREN'S CONCEPTIONS OF LEARNING JAINATUL HALIDA JAIDIN	25
ASSESSMENT INSTRUMENTS DEVELOPMENT OF SPIRITUAL INTELLIGENCE AS A CHARACTER-FORMING ALTERNATIVE LEARNERS ANINDITYA SRI NUGRAHENI	31
IMPLEMENTATION OF PORTFOLIO ASSESSMENT MODEL ON THE CHARACTER OF RESPONSIBILITY AND INDEPENDENT LEARNING JAMIL SUPRIHATININGRUM	41
DEVELOPMENT OF TEACHING MATERIALS WITH INDONESIAN COOPERATIVE MODEL FOR IMPROVING INTERPERSONAL AND INTRAPERSONAL INTELLIGENCE CHILDREN AT ELEMENTARY SCHOOL FIFTH GRADE ALFI LAILA & MOH. BASORI.....	47

**HUMANIZATION OF EDUCATION IN DEVELOPING POTENTIAL
LEARNERS THROUGH MUTIPLE INTELLIGENT IMPLEMENTATION**

AVANTI VERA RISTI P59

**IMPROVING CHILDREN OF MULTIPLE INTELEGENCE USING
CREATIVE GAMES**

FEBRITESNA NURAINI67

**PROFESSIONAL TEACHER ROLE DEVELOPING INTELLIGENCE IN CHILDREN
IN SCHOOL COMPOUND**

ROHINAH71 ✓

**STIMULATION OF MULTIPLE INTELLIGENCES IN ELEMENTARY
EARLY CHILDHOOD EFFORTS HOLISTIC OPTIMIZATION OF
POTENTIAL CHILD THROUGH SIMPLE ACTIVITIES AT HOME
PARENTS TOGETHER**

IYAN SOFYAN81

**STUDENT CENTERED APPROACH FOR EDUCATION ISLAMIC
ELEMENTERY SCHOOL**

KHOIRUL HADI & ATIK WARTINI87

**IMPLANTING DISCIPLINE PROGRAM FOR CHILDREN AGES 4-6 YEARS
BASED ON MULTIPLE INTELLIGENCE**

MURFLAH DEWI WULANDARI97

**IMPLEMENTING MULTIPLE INTELLEGENCES THEORY IN THE
CLASSROOM**

NURUL HIDAYATI ROFLAH103

**THE APPLICATION OF MULTIPLE INTELLIGENCES-BASED TEACHING
IN SD (ELEMENTERY SCHOOL) IMMERSION PONOROGO**

RIRIEN WARDIANI109

OPTIMIZING MULTIPLE INTELLIGENCE THROUGH THEMATIC LEARNING IN EARLY GRADE STUDENTS OF ELEMENTARY SCHOOL <i>AMALIYAH ULFAH & M. TOLKHAH ADITYAS</i>	117
THE BASIC MOTIVATION IN FORMING BEHAVIOR ABSTRACT <i>MOCH. FATKHURONJI</i>	125
ALTERNATIVE OF LEARNING MODEL WITH SOCIAL LEARNING BANDURA <i>INDRYA MULYANINGSIH</i>	133
THE MODEL OF IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN THE ISLAMIC ELEMENTARY SCHOOL <i>ZAINAL ARIFIN</i>	143 ✓
CREATING POSITIVE LEARNING ENVIRONMENT IN ELEMENTARY SCHOOL/ ISLAMIC ELEMENTARY SCHOOL BASED ON INTEGRATIVE-THEMATIC APPROACH IN INCLUSION CLASS <i>ZIDNIYATI</i>	149
INDONESIAN RELISTICS MATHEMATICS EDUCATION THROUGH MULTIPLE INTELEGENGE AT ELEMENTARY SCHOOL <i>IDA NURMILA ISANDESPHA & DILA NURROHMAH</i>	159
BUILDING ISLAMIC-SCIENTIFIC INTEGRATION BASED LEARNING TOOLS FOR MI 5TH GRADER ON KEY SUBJECT “OW LIVING THINGS ADAPT” ORIENTED TO GUIDED DISCOVERY APPROACH <i>FITRI YULLAWATI</i>	165
DUALISM AND INTEGRATION ISLAMIC EDUCATION AND GENERAL EDUCATION IN INDONESIA <i>SITI JOHARIYAH</i>	175 ✓
FAMILY EDUCATIONAL INSTITUTION IN THE FRAME OF ISLAMIC RELATION AND SCIENCE TECHNOLOGY <i>NADLIFAH</i>	187 ✓

HUMANIST-RELIGIOUS EDUCATION

(The Concept and the Implementation of the Humane Education in MIN 1 Yogyakarta on Science Learning)

MOH. AGUNG ROKHIMAWAN197 ✓

THE OPTIMIZING OF MULTIPLE INTELLIGENCES FOR INCREASING THE POTENTIAL TOWARDS HUMAN VIRTUOUS CHARACTER SUMMIT MEETING ON EDUCATION THE END OF THE YEAR 2013 YOGYAKARTA

FAUZAN & ASEP EDIANA LATIP207

MAINSTREAMING MULTICULTURAL STUDIES FOR RADICAL ISLAMIC MOVEMENT IN YOGYAKARTA

NUR HIDAYAT219 ✓

THE DEVELOPMENT OF MATHEMATICS LEARNING PRODUCTS BASED MULTIPLE INTELLIGENCES

LULUK MAULUAH229 ✓

A REFLECTION OF A BASED ON CHARACTER BUILDING EDUCATION

MAEMONAH239 ✓

THE ANALYSIS OF ERROR IN ANSWERING MATHEMATICS QUESTION IN V CLASS OF SD/MI IN YOGYAKARTA CITY

ENDANG SULISTYOWATI247 ✓

THE IMPORTANCE OF VALUES CHARACTER EDUCATION FOR 2013 CURRICULUM

H. SEDYO SANTOSA265 ✓

OPTIMIZATION OF MULTIPLE INTELLIGENCES THROUGH SCIENCE LEARNING FOR SD/MI (ELEMENTARY SCHOOL) STUDENTS

SIGIT PRASETYO281 ✓

THE REFORM OF LEARNING SCIENCE THROUGH MULTIPLE INTELENT PARADIGM TO AGAINST CURRICULUM IMPLEMENTATION 2013 IN SD/MI

DIAN NOVIAR291

**HOLISTIC-INTEGRALISTIC TEACHER “THE NECESSITY AND THE
NEEDS FOR MULTIPLE INTELLIGENCES-BASED LEARNING
PROCESS IN THE ISLAMIC ELEMENTARY SCHOOL”**

ANDI PRASTOWO301 ✓

METAPHORICAL ITEMS ARE QUITE NECESSARY TO LEARN

NA’IMAH311 ✓

**IMPROVING THE STUDENTS’ SKILLS IN WRITING DESCRIPTIVE TEXTS
THROUGH DIGITAL IMAGES AT THE EIGHTH GRADE OF
SMP ALI MAKSUM PONDOK PESANTREN KRAPYAK BANTUL IN
THE ACADEMIC YEAR OF 2013/2014**

JUBAEDAH319 ✓

**DEVELOPING A PROCESS-BASED IN SCIENCE LEARNING
THROUGH PROBLEM BASED LEARNING TO WELCOME THE IMPLEMENTATION
OF CURRICULUM 2013**

RUNTUT PRIH UTAMI331

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

KATA PENGANTAR

Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli. Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema "*Summit Meeting on Education The End of The Year 2013*" dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week 2015* yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan kalijaga), M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melalui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber belajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai strategi pembelajaran secara baik, guru dapat berbagi peran dengan strategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperan untuk meraih kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan “*Summit Meeting on Education The End of The Year 2013*”. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013

Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

IMPROVING THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXTS THROUGH DIGITAL IMAGES AT THE EIGHTH GRADE OF SMP ALI MAKSUM PONDOK PESANTREN KRAPYAK BANTUL IN THE ACADEMIC YEAR OF 2013/2014

Author
Jubaedah

wahidin8282@gmail.com

ABSTRACT

The objective of the research was to improve the students' skills in writing descriptive texts through digital images at the eighth grade of SMP Ali Maksum Krapyak Yogyakarta in the academic year 2013/2014. It consisted of two main actions and one additional action: 1) giving a model of descriptive text and asking the students to list the difficult words, 2) using digital images in the class, and 3) giving rewards and brainstorming to motivate the students.

The research was action research. The members of the research consisted of the researcher, the collaborator, the English teacher, and the students of Grade VIIID. The research was carried out in two cycles. The steps involved reconnaissance, planning, action and observation, and reflection. The data of the research were qualitative in nature supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIIID. The qualitative data were in the forms of field notes and interview transcripts were analyzed based on the qualitative data analysis. The pre-test and post-test were conducted to gain the quantitative data. A gain score of pre-test and the post-test was used to analyze the quantitative data that were in the forms of students' writing scores.

The findings showed that digital images have three important points. They are practicality, novelty, and clarity. The use of digital images in the research evidently improved the students' skills in writing descriptive texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated their ideas easier into paragraph, 3) and digital images improved the students' skills in writing descriptive texts in terms of grammatical, vocabulary, and sentence structure. The improvement of the students' writing skills can be seen from the result of the gain score. The gain score of the means was 6.65, it could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used in the class.

Keywords: *improving, skills in writing descriptive texts, digital images*

INTRODUCTION

English, as one of the subjects in all the educational levels, is given a greater attention in every educational level since it becomes a compulsory subject needed by the students to face the globalization and free market era. In the School-Based Curriculum, the English lesson especially

writing for junior high schools (SMP/MTs) is aimed to develop the communicative competences in spoken and/or written language to reach the functional level. When the students reach the functional level, they can fulfill their needs like writing the letters, comprehending the procedure texts well, and describing something.

Some of the junior high school students, however, have not reached the functional level well. They still have difficulties in the writing lesson. When the English teacher asked them to write a descriptive text, only a few of them understood the descriptive text. The result of their assignment of writing descriptive text is not satisfying. Some of them still have difficulties in using structure and grammar of the writing of a descriptive text. It can be concluded that the students still have difficulty in writing descriptive texts.

When I observed SMP Ali Maksum Krapyak, Bantul, Yogyakarta, more than half of the students of VIII D in the first semester of 2013/2014 academic year still had difficulties in writing descriptive texts. The major problem that the students faced was how to get an idea and develop it. The problems might be because of the teaching method, the technique, the materials, the media or the combination of them. In order to generate students' active participation in class, teachers must be both communicative and creative. Teachers have to encourage all students to participate actively during the lesson, so that not only some students are actively involved in class activities. Besides, the materials and learning media should be educational, attractive, and up to date.

LITERATURE REVIEW

There are some literature reviews and theoretical background as the description of the theories and relevant definitions related to the research. The theories include the English language teaching and learning, teaching and learning writing, the characteristics of the students of junior high schools, text types in English, and the role of media in teaching and learning process.

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). Writing and speaking are productive skills. It means that the writers and speakers go through producing a language (Harmer, 2007:7). Furthermore, Rivers (1981:291) states that writing is more difficult than speaking as writing is 'communicating into space'. In face-to-face communication, there is little time to think and produce it. The writing process is the stage that the writer goes through in order to produce something in his final written form (Harmer, 2004:11). Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft.

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. Anderson and Anderson (1997:1) state that texts are divided into two main categories, literature texts and factual texts. According to Anderson and Anderson (1998: 26) a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The description text has three main parts, a general opening statement in the first paragraph, a series of paragraphs about the subject, and a concluding paragraph.

Harmer (2004:177) states that media such as a range of objects, pictures, cards and other things can be used for presenting and manipulating language. It lets the students to be active in all

activities in the class. Vernon (1996) states that there are six kinds of media, drawing or teacher mode drawings, pictures, audio recording, motion picture and TV, real object, simulation, and models, and programmed and computer-assisted instruction. Of all types of media, visual media are more preferable because most people learn more easily by their sight than other sensory perception (Corder, 1966: ix, in Ratnasari, 2010). Digital image is still picture in electronic file format in any form and of any subject including those derived from analog images such as scanned photographs and slides (Kandiuk: 2011). Considering that a digital image is still a picture, I elaborate the definition. A picture is a photograph, drawing, and painting. According to Wright (1989:193), the appropriate picture in a descriptive text is a single object picture. It is because, describing means imagining something or someone focusly. Thus, to describe something or someone, students need a single object. Harmer (2001:134) states that all kinds of pictures can be used in the multiplicity of ways. They are drill, communication games, understanding, ornamentation, prediction and discussion. Harmer (2007:330) also states that pictures can provide stimulation for writing habitual activities. According to Wright (1989:2), specifically, pictures contribute to interest and motivation, a sense of the context of the language, a specific reference point or stimulate.

RESEARCH METHODS

The research is an action research. It focused on the efforts to improve students' skills in writing descriptive texts by using digital images. It is categorized as an action research since there was a self-reflective, critical, systematic approach that was done to identify the problematic situation as a way of improvement and changes in educational practice. McNiff and Whitehead (2006: 7) state that action research is a form of study that enables practitioners to investigate and evaluate their work.

The research data are qualitative and are also supported by the quantitative data. The qualitative data were obtained through interviews and observation. Tests were used to attain the quantitative data. I used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data. After getting the data, I continued to the next step to analyze the data. Based on Miles & Huberman (1994: 26), there are three steps to analyze the data: reducing data, displaying data, and drawing and verifying conclusions. In addition to that, to analyze the quantitative data which were in the form of students' writing performance task scores, I used a writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides four aspects of writing namely content, organization, vocabulary, and language use in which each of them is scaled from 1 to 4. Hence, the maximum score is 16, while the minimum score is 4.

Scoring Rubric for Writing Production
(adapted from Jacobs *et al* ; 1981)

CONTENT	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
ORGANIZATION	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
VOCABULARY	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
LANGUAGE USE	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

RESEARCH PARTICIPANTS

The participants of the research were the English teacher, the students of the VIIID of SMP Ali Maksum Krapyak and me. The English teacher and I were the collaborators of the research, and the students were the object of the research.

The school is an Islamic-Based school. There were many lessons that support Arabic skills. It was inversely proportional to English lesson. The school gave less attention to English. The class had 37 students. They live in an Islamic boarding house near the school. It is about 100 meters from the school. They were in the age of 14 years old and they had attended English lesson since they were at Elementary school.

The class was chosen by the English teacher because almost all of the students in the class still had difficulty in writing, especially in some aspects in writing, like vocabulary, grammatical structure, and how to generate their ideas to write more.

RESEARCH SETTING

The research was held from October to November 2013. The following is the time schedule of the research. The research was conducted in SMP Ali Maksum Krapyak Sewon Bantul. SMP Ali Maksum Krapyak is located in Jl. Cuwiri Komplek Pondok Pesantren Krapyak, Krapyak Panggung Harjo, Sewon, Bantul, Yogyakarta 55011.

FINDINGS

Based on the classroom observation, I presented a vignette which explains the process of English teaching and learning below:

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

The English Teaching-Learning Process in Class VIID of SMP Ali Maksum

It has 27 students and all of them are female students. They made a lot of noise before the teacher came, then the teacher greeted the students in English. Later, she asked them to pray together. She asked them who was absent that day. She opened the lesson in Indonesian. She asked them to open the LKS entitled "*Kejar*" page 20. She began to explain about expressions how to *describe your idol*. I observed that the students made a lot of noise by talking to each other.

Then, the teacher read the expressions; she asked them to repeat after her. Only a number of students paid attention to the teacher's instruction. Most of the students did not give responses to the teacher. Moreover, when the teacher explained the materials many students still made a lot of noises by talking to each other and doing something to disturb other students. However, the teacher did not use any media to make students interested in joining the lesson. Also, the teacher did not make any class discussions in explaining the materials. The students only kept silent while the teacher explained the materials. There were two students who slept in the middle of teaching learning process. If the teacher tried to ask a question to the students, the students gave a few responses to the teacher. When the teacher asked any problem with the material? The students only said "no". Meanwhile, some students still made a lot of noises in the classroom. The teacher only said in Indonesian, "*coba yang dibelakang tolong perhatikan. Nanti kalo ditanya pada gak tau lagi*" (Hei you in the back, pay attention to me please. If you don't pay attention to me, you can't answer if I give you a question)"

After the teacher explained the materials, she gave exercises related to the materials. The exercises given by the teacher were taken only from the students' worksheet (LKS). The students were asked to describe some idols in the worksheet (LKS). Then, she prepared the answer column in the whiteboard. She asked the students to write the answers in the whiteboard randomly and then describe it in the book. The students seemed confused on how to describe the idol. It can be seen from the situation and the result of students' work. There were many students asked their friends and cheated their friends' work. Some students got bad mark on their writing task. Then, she asked them to do the other exercises in LKS. She asked them to match the antonym words. The time finished; she asked them to do the other exercises as

From the vignette, it can be implied that the process of English teaching and learning did not run very well. The students were noisy during the lesson. Besides, they also had difficulties in mastering English, especially writing. It can also be seen from the result of the interview done after observing the teaching and learning process. The following are some interview transcripts which show students' difficulties:

- | | |
|-----|---|
| R | : " <i>kesulitannya dimana?</i> "
(Which part is difficult?) |
| S19 | : " <i>Kadang banyak yang sama (cara bacanya) tapi gak tau artinya... gitu</i> "
: ("sometimes, there are some words that have almost the same pronunciation, and I don't understand the meaning") |
| R | : " <i>terus ada lagi ga?</i> "
(Anything else?) |

S19	: “ <i>Ya banyak</i> ” (“ Sure, there’s so many ”)
R	: “ <i>ya banyaknya apa lagi? Biar saya tahu.</i> (Yes I see, what else? Can you mention it? Tell me.)”
S19	: “ <i>menyusun kata-katanya gitulah</i> ” (how to arrange the words correctly, something like that)”
R: Researcher S: Student (Interview 2, November 25 th , 2013)	

R	: “ <i>Kesulitannya kira-kira dimana?</i> ” (“ Which part is difficult for you? ”)
S33	: “ <i>di kosakata, menyusun kalimatnya, tensesnya, ya banyak lagi pokoe.</i> (“ I have difficulties in learning the vocabulary, arranging words, tense, and so many things ”)
R: Researcher S: Student (Interview 3, November 25 th , 2013)	

R	: “ <i>dari SD sampai sekarang kesulitannya belajar bahasa inggris dimana?</i> ” (“ From elementary school till now, what is the difficult in learning English? ”)
S5	: “ <i>mmm... apa ya? dari kosakata, terus dari pengucapan, penulisan.. ya banyaak laah.</i> ” (“ mmm... the vocabulary, then the pronunciation, the process of writing, and the like ”)).
R	: “ <i>sesulit apa sih menurut kamu?</i> ” (“ How difficult is it for you? ”)
S5	: “ <i>sulit banget</i> ” (“ It’s very difficult ”)
R: Researcher S: Student (Interview 4, November 25 th , 2013)	

I realized that in the first time the action was implemented, there were only a few students were enthusiastic in comprehending the text, but in the next time, there were more students were enthusiastic in comprehending the text. They felt that it was not difficult to comprehend the text if we wanted to try. The students’ opinion can be seen in the interview transcript below:

- R : "Oke. *By the way*, kalo nulisnya gimana? Ada kesulitan nggak?"
("okay, by the way, what about the writing process, is there any difficulties?)
- S13 : "*Alhamdulillah* ga terlalu sulit. Lumayan terbantu sama gambarnya bu.
(*Alhamdulillah* it's not so difficult. The images were helping me enough.)
- R : "Oke, jadi untuk menuangkan ide udah bisa ya?"
(okay, so now, you're already able to generate your idea, aren't you?)
- S13 : "Iya, bu"
("yes ma'am")
- R : "oiya tadi kamu bilang gambarnya membantu, membantunya gimana tuh?"
(you said that the images were helping you in the writing process, how did they help you?)
- S13 : "itu bu, lebih gampang gitu mau nulis apa kan ada yang dilihat, ada bentuknya, dari gambarnya kan bisa ngebayangin juga apa nantinya yang mau ditulis"
(it made me more easy to write because I can see the image with exact visual and shaped. From the images, I also can imagine what will I write.)

R: Researcher S: Student (Interview 11, November 25nd, 2013)

Most of the students enjoyed the material and gave positive responses. They liked to learn English with the new materials which is given by me. I showed the whole improvement of the actions that had been done in every cycle.

The Improvement of each cycle

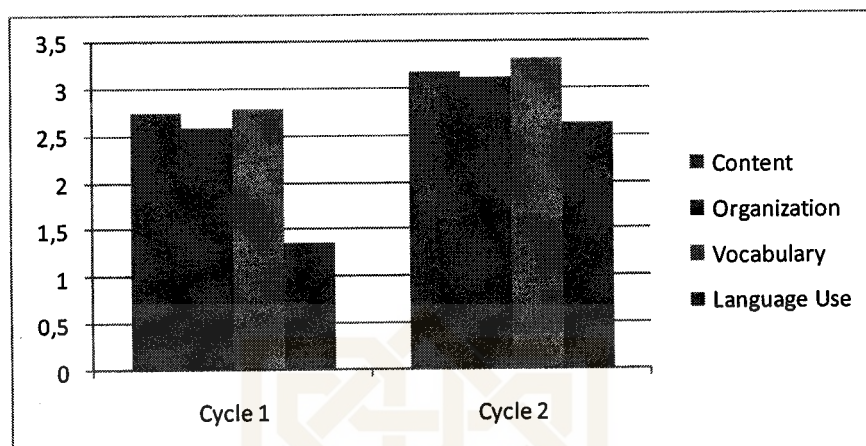
Cycle	Actions	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	a. Giving a model of descriptive texts and asking the students to list the difficult words.	NS	S	-	S
	b. Implementing pictures in the class.	S	NS	-	S
	c. Giving rewards to motivate the students.	NS	S	-	S
2	a. Giving modeling texts and asking the students to list the difficult words.	S	S	S	S
	b. Implementing pictures in the class.	S	S	S	S
	c. Giving rewards to motivate the students.	S	S	S	S

Note:

NS: not successful

S: successful

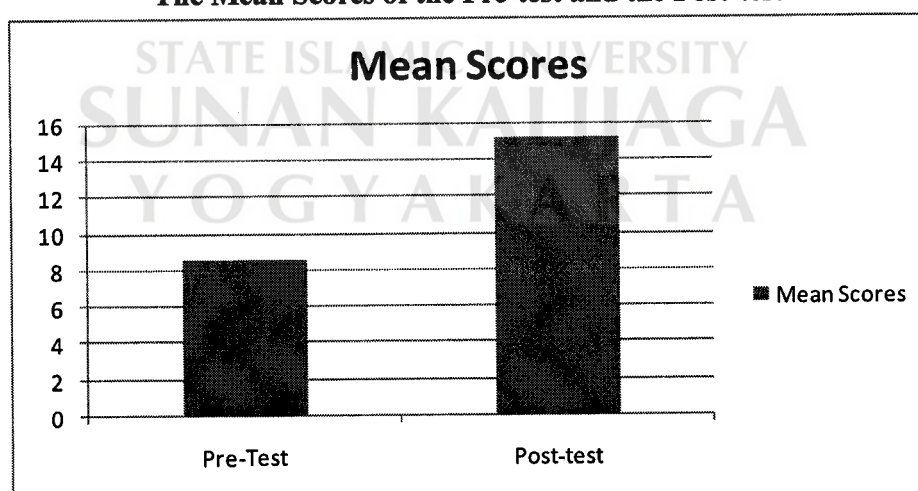
The Mean Scores of Students' Skills in Writing Descriptive texts



In Cycle 1, the average between meetings 1 and 2 was 2.76 for the content, 2.59 for the organization, 2.79 for the vocabulary, and 1.33 for the language use. It can be implied that the actions implemented in Cycle 1 were successful to improve students' skills in writing descriptive text in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the English teacher and I continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.18 for the content, 3.12 for the organization, 3.31 for the vocabulary, and 2.63 for the language use. It can be implied that the actions implemented in Cycle 2 were successful to improve students' skills writing descriptive texts in term of ideas generation and grammatical features mastery. Therefore, the English teacher and I decided to stop the cycle.

The Mean Scores of the Pre-test and the Post-test



The mean score of the pre-test was 8.54. The mean score of the post-test was 15.19. The gain score of the pre-test and the post-test was 6.65. It could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used in the class.

The findings showed that digital images have three important points. They are practicality, novelty, and clarity. Practicality means that digital images were easy to operate, to find and even to make. Novelty means that digital images were something new and it is in line with the students' condition nowadays who live in the digital era. Clarity means that digital images were colorful and natural. The more colorful the images the better the students could generate their ideas.

The use of digital images in the research evidently improved the students' skills in writing descriptive texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated their ideas easier into paragraph, 3) and digital images improved the students' skills in writing descriptive texts in terms of grammatical, vocabulary, and sentence structure.

The improvement of the students' writing skills can be seen from the result of the gain score. The gain score of the means was 6.65, it could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used in the class.

DISCUSSION

As the final reflection, the English teacher and I as the collaborator discussed the result of the research. They drew a conclusion that digital images can be the effective tools to help students in doing the writing project. In other words, digital images can improve students' skills in writing descriptive texts. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the English teacher and I decided to stop the cycle. It can be seen from these data:

1) Qualitative Data

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of the research. From the observation and interview at the reconnaissance stage, it can be implied that students assumed English as a difficult subject, especially writing. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by using digital images in combination with brainstorming, and also by group activities from the easier to more difficult level or from guided to free practice. The aim of the solution is to motivate students to do their writing well with enjoyment. They could change their assumption that writing was difficult. Besides, the students had difficulties in using appropriate vocabulary, punctuation, and capitalization. They also had difficulties in generating ideas and organizing them into good paragraphs. Moreover, they had low grammatical features mastery. Therefore, the English teacher and I agreed to use digital images combined with group work and brainstorming. The aim of the solution is to solve the writing problems in terms of ideas, grammatical features, and organization.

2) Quantitative Data

The quantitative data were acquired from the gain scores of the four writing aspects. However, to ease the interpretation, I present a conversion table consisting of six categories namely "very poor", "poor", "fair", "good", "very good", and "excellent". The table is presented as follows:

Conversion table of students' writing scores

No.	Class Interval	Categorization	Cycle 1		Cycle 2	
			1	2	3	4
1.	14.1 – 16.0	Excellent	-	-	-	12
2.	12.1 – 14.0	Very Good	-	-	2	12
3.	10.1 – 12.0	Good	-	13	34	13
4.	8.1 – 10.0	Fair	24	24	1	-
5.	6.1 – 8.0	Poor	13	-	-	-
6.	4.0 – 6.0	Very poor	-	-	-	-

Based on the table above, it can be interpreted that in the first meeting, there were still some students who were in the “poor” and “fair” categories, while in the second meeting, none of them were in poor category. In the third meeting, there is only 1 student who was in the “fair” category. Finally, in the fourth meeting, none of them were in very poor to fair categories. All of them improved their skills in writing descriptive texts.

CONCLUSIONS

Based on results of the research, it can be concluded that digital images could evidently improve the students' skills in writing descriptive texts. The improvement could be seen from some points. The first, the students did not consider writing as a boring and difficult lesson, indicated by their enthusiasm to write. The second, the students were able to generate their ideas into paragraph. The third, digital images improved the students' skills in writing descriptive texts in terms of grammar, vocabulary, and sentence structure. Moreover, digital images created interesting atmosphere in the classroom. It is because digital images have three important points. They are practicality, novelty, and clarity. Because of those three points, the students showed positive progress in writing skills. It was shown from the scores in the first and second cycles. They improved in constructing sentences, choosing appropriate vocabulary, organizing the generic structure, using correct grammar and integrating ideas. The improvement of the students' writing skills can be seen from the result of the tests. The mean score of the pre test was 8.54, while the mean score of the post test was 15.19. The gain score of the means is 6.65, it could be concluded that there was improvement in the students' skills in writing descriptive texts after the digital images were used to teach.

REFERENCES

- Anderson, M. and Anderson, K. 1997. *Text Types in English*. South Yarra: Macmillan Education Australia PTY LTD.
- Brown, H. D. 2000. *Principle of Language Learning and Teaching*. (4th edition). New York: Addison Wesley Longman, Inc.
- _____, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition). New York: Addison Wesley Longman, Inc.
- Feez, S. and Joyce, H. 1998. *Text Based Syllabus Design*. Sydney: Macquarie University.
- Green, D. 2006. *Using digital images in teaching and learning: Perspectives from liberal arts*

institutions. Retrieved 3 Jan. 2011 from <http://www.academiccommons.org/files/image-report.pdf>

Kandiuk, M. 2011. *Digital Images in Teaching and Learning at York University: Are the Libraries Meeting the Needs of Faculty Members in Fine Arts*. York University Libraries.

McNiff, J., and Whitehead, J. 2006. *All You Need to Know about Action Research: An Introduction*. London: Sage Publications, Ltd.

Miles, M.B., and Huberman, A.M. 1994. *An Expanded Sourcebook: Qualitative Data Analysis* (2nd Ed.). London: Sage Publications, Ltd.

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Wright, A. 1989. *Pictures for Language Learning*. New York: Cambridge University Press.



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA