The Implementation Of *Steller* Application In Learning Writing Descriptive Text

Jauhar Helmie[1], jauharhelmie@unsur.ac.id, Suryakancana University
Vina Nurviyani[2], vinanurviyani@unsur.ac.id, Suryakancana University
Dewi Susilawati[3], Susilawati969@gmail.com

Abstract: This study aims to investigate of implementation of Steller application to improve students' writing Descriptive text and students' responses about Steller application in writing Descriptive text. This study employed Classroom Action Research (CAR) method proposed by Kemmis and McTaggart (1998, cited in Burns, 2009). This research consisted of two cycles and each cycle consisted of four steps, they were: planning, actin, observation, and reflection. Each cycle was conducted in two meetings. To collect and analyze the data, the researcher used observation, questionnaire, and test. The result of this research shows that using Steller application in learning writing Descriptive text can improve students' writing Descriptive text. The improvement of students' writing Descriptive text also supported by the achievement of students' test score. The students' mean score of pre cycle test was 63.32, the mean score of test in cycle 1 was 73.58 and the mean score of test in cycle 2 was 79.19. it means that score test of cycle 1 was higher than pre cycle test and score test of cycle 2 was higher than mean score of test in cycle 1. The students' responses showed that they were interested in learning writing Descriptive txt, because it was easier for them to write, it increased their motivation in learning, and Steller application game the students easy steps to write Descriptive text. Therefore it can be concluded that the implantation of Steller application improves students' writing Descriptive text significantly at tenth grade of SMA Pasundan Cikalongkulon Cianjur.

Keywords: *Writing, Descriptive Text, Teaching Writing, Steller Application, Instructional Media*

1. INTRODUCTION

English is one of the most important languages which is used in many countries as the mean of communication. To be able to master English well, there are several skills that must be possessed including speaking, listening, reading and writing. Duwila (2019) argues that reading and listening are receptive skills while speaking and writing are productive skills. Writing is the ability to make words and ideas, and also the ability to express what they see and feel through writing. Writing is a complex skill that engages the writer in physical as well as a mental effort (Constantine, 2007 as cited in Hayatunisa, 2014). As stated before, according to Husna (2013) writing is more difficult than other skills since it needs more aspects. It contains several different elements such as grammar, vocabulary, ideas structure, pronunciation, and marks of punctuation.

Furthermore, there are some English text types of writing, one of them is Descriptive text. Based on the Indonesian Curriculum in 2013 (2016), Descriptive text is one kind of genre English text which must be taught in teaching writing for Tenth high school students. Besides Husna (2013) suggests that in writing a descriptive text, the students often found some difficulties although they have been guided by their teachers to write it. In other words, Fitri, Eripuddin, & Rahayu, (2017) argues that there are some problems with writing Descriptive text, the first problem is student difficulties develop ideas, most of the ideas that they convey still ambiguous in describing things, the second problem is students having difficulty organizing ideas into writing Descriptive. In a paragraph requires more than one point, so that in organizing ideas must be sequential or reasonable, the last problem is students find difficulties in grammar. The grammatical errors will influence the pattern of sentences.

Related with these problems, students are not interested in writing Descriptive text. It makes students get less motivation in writing. Thus, in the learning process of writing Descriptive text, English teacher have to provide students the new instructional media. It is technology based, such as Steller application. The learning activities should be interesting for students. In the digital era, many teachers have implemented digital instructional media in teaching-learning of Descriptive text. Ginanjar (2010) states an instructional medium is a tool that serves to convey a message of learning. The media can facilitate a teacher to convey the material to be taught to learners. It can stimulate the mind, feeling, concern and, the interest of

a person. In other words, media are used by teachers and educators in order to deliver the content of the teaching materials to students or learners (Aprilianti and Jazadi, 2017).Writing is one of four skills in English, which is taught in school. In writing, the students can express their feeling, ideas, thoughts, and opinions (Sahara, 2017). According to Aghajani (2018), writing is one of the most important tasks to be mastered by language learners that use language for electronics purposes whereas Cooperative writing per se, is one of the most important skills owned by electronics language users in order to authorize shared projects. On the other hand, (Collins, 2018) stated that writing is a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables. According to Saepuloh (2018), writing is more than being a matter of transcribing language into symbols. Just as speech is more than producing sounds, writing is much more than the production of graphic symbols; these symbols have to be arranged according to some conventions to form words and to combine them to form sentences.

Teaching Writing

Writing is considered the least learned language ability. Nevertheless, teaching the ability to write in the classroom has a small portion and even seems to be slighted. In addition, teaching is the process of learning facilitation that helps students to learn and set learning conditions (Brown, 2001:7 cited in Widasari, 2013). He also notes that teaching teaches or encourages learners to do something, offers guidance, guides in learning something, gives information to learners, and lets learners know or understand something. According to Byrd (2011), teaching writing is frequently seen as a way of finishing homework and assignments, especially at the elementary and intermediate levels. Regarding the definition above, teaching writing is often seen in the classroom as a way to complete homework and tasks, especially at the senior high school. The learning activity in the classroom is spent by the teacher in explaining the lesson, whereas the learners take notes and listen to the teacher (Chang, 2011).

Descriptive Text

According to Emilia (2010), Descriptive text is a kind of text that has a purpose to give information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and

feel it (Alwasilah, 2002). Meanwhile, Pardiyono (2006) states that description is a type of written text which has the specific function to give a description of an object (human or non-human). Descriptive text is the text that describes something in order the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds (Husna, 2013). Besides, Gerot and Peter (1994:208, in Husna, 2013) mention that "there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics". Utami, (2014) argued that descriptive text is a text to describe something, such as persons, places, or things. On the other hand, Anderson and Anderson (1998:26) also give the explanation that grammatical features of a descriptive text are:

1. Verbs in the present tense
2. Adjectives to describe the features of the subject
3. Topic sentences to begin paragraphs and
4. Organize the various aspects of the description.

Instructional Media

Putri, Septi & Citra (2019) argues that learning media is one important element in the adult teaching and learning process, as well as other elements such as models, methods, teaching materials, etc. A good media is expensive media and sophisticated media which needs to cost much money (Sukmahidayanti, 2015). On the other hand, Samsudin (2014) argues that media is any person, material, tool, or event that can create a condition which can provide an input for learners to receive knowledge, skills, and attitudes. Based on Sukmahidayanti, (2015) There are several types of instructional media that can be utilized in teaching English to young learners. In this study, Harmer's classification of instructional media is used as the reference of the instructional media types. There are (seven) types of instructional media: realia; pictures; course book; boards; OHP; flipcharts; and computer based-technology.

Steller Application

Steller is one kind of instructional media. It is part of Computer-based presentation

technology. Steller is a free storytelling app developed by Mombo Labs, which lets you create photo and video stories with an emphasis on design. It has been in beta for several months but has just launched on Apple's App Store today in North America, Europe, Australia and New Zealand (Kaylene, 2014). According to Crook (2015), Steller is a storytelling app that has been around since the beginning of 2014, but today the company has announced a huge overhaul of the app's UX to make editing and creating that much simpler. Steller allows users to upload videos, photos, and add text to create a storybook experience on mobile.

2. METHOD

The design applied in this research is classroom action research (CAR) proposed by Kemmis and McTaggart (1998) in Burns (2009) consisted of two cycles in each cycle contains four phases; planning, acting, observing and reflecting. In addition, the figure below is the concept of action research as proposed by Kemmis and McTaggart.

Figure 3.1:

The Concept of Action Research Based on Kemmis and McTaggart in Burns 2009
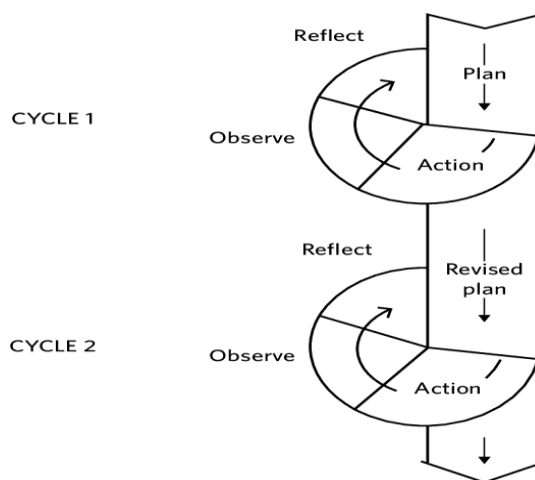
The Classroom Action Research (CAR) using Kemmis and McTaggart design consisted of four phases; planning, acting, observing, and reflecting within one cycle (Burns, 2009). It was conducted in 4 meeting through two steps: cycle 1 and cycle 2. If the first cycle has ended but still found some problem, it is possible to continue with the same concept of the first cycle to the second cycle. Those are planning, acting, observing, and reflecting.

Participants

This research was conducted at one of the Senior High School in Cianjur namely SMA Pasundan Cikalongkulon Cianjur. SMA Pasundan Cikalongkulon Cianjur having his address at Jl. Ariawiratanudatar Kec. Cikalongkulon, Kab. Cianjur, Prov. Jawa Barat. The participants of the research were tenth-grade learners. The learner of X MIPA 5 was chosen as the participants of this research with 33 learners in the classroom.

Data Collection

Data collection methodology used a qualitative approach in this research where data were obtained from observation, field notes, test, and questionnaire. The complete explanation as follows:

1. **Classroom Observations**

Classroom observation was conducted to answer the first and second research questions regarding the responses of students in implementing Steller application to increase the motivation of students to write Descriptive text. Then get the information in this classroom action research about the actual situation. In this research the researcher used guided observation. Observations in the classroom were used to determine the aspect to be observed in the writing class when the action plan was being carried out. The description was in checklist form. It contained some aspects. the data about the aspect observed during the action then were recorded every time through some descriptions in the form of field notes.

2. **Questionnaire**

The questionnaire is a form that contains a number of questions. This is used before and after class action research is conducted to obtain information from students. The researcher applied 20 items of the questionnaire to get data about the Steller application for learning English especially by writing Descriptive text and carried out after cycle 2 at the second meeting using online media by filling out a file sent by the researcher. Students answer the questionnaire once in about 30 minutes. The questions of questionnaire used Bahasa, so the participants were also answered by using Bahasa and the form of questionnaire used is open-ended questionnaire. Furthermore, it is also used to collect student responses to the implementation of the Steller application when learning to write descriptive text in EFL. Therefore, this instrument is intended to answer the first and second research questions. The number of participants involved in answering the questionnaire was 31 class students.

3. **Writing Test**

The researcher conducted the test three times during the study, namely in the pre-test, test

of cycle 1 in the second meeting, and test of cycle 2 in the second meeting. There were 31 students participating to answer the test which was carried out in class X Mipa 5 of SMA Pasundan Cikalongkulon, and to answer the test the researcher gave 25 minutes using the Steller application, students made Descriptive text. They then have to make Descriptive text based on themes that have been determined by researcher to determine the generic structure of the text. The test form is in English and the test form is presented in the essay. In the application students write the answer. The test was conducted to answer the first research question in writing Descriptive text which is an implementation of the Steller application.

Data Analysis

The data analysis was conducted to answer all research questions. The data obtained from observations, questionnaires, and tests were evaluated using a qualitative descriptive method. The data were analyzed using qualitative methods from the respondents. In this research the data consisting of pre-cycle, cycle 1, cycle 2 and observation checklist. The data gathered from writig test were collected and analyzed to answer the first research question there is to find out the Steller application can improve students' writing Descriptive text after that the researcher can observe response from the students after using Steller application. To know the result from the test the researcher calculated the mean to measure the improvement of students score in every cycle. The formula was taken from Arikunto (2006). To get the mean of students' writing score uses the formula:

$$Mx = \frac{\sum x}{N}$$

Mx : Mean

X : Individual score

N : Number of students

To get the class percentage which passes the minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM) 75 (seventy five), the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

3. DISCUSSION

A. The Implementation of Steller Application in Writing Descriptive Text

Pre-cycle

The researcher read the students work on pre-cycle and scored it based on Reid (1993: 235; as cited in Sadana, 2017) for scoring writing skill, there are five aspect which had been analyzed. They are content, organization, grammar, vocabulary, and mechanic. The researcher calculated the students' score in pre-cycle was also based on the English minimum score (*KKM - Kriteria Ketuntasan Minimum)* of SMA Pasundan Cikalongkulon. The minimum score of tenth grade students in English subject is 75. The result of the student'score of pre-cycle can be seen in the mean of students test of pre-test was 63,32. It means that the result was under KKM. Then, there were 9 students who passed KKM around 29,03%.

Pre-cycle test also showed that students had low writing ability. There were 2 problems which indicators were found during the pre-cycle. It comprised the students' low motivation to learn and write Descriptive text and the students had low vocabulary mastery. Indicators of the problems are some students chatted with their friends during the teaching and learning process, some students did not pay attention in the learning process, and students asked the teacher about the vocabulary.

Cycle 1

The result of writing test in cycle 1 showed that the mean of students' score was 73,58 or 58,06% who passed KKM. In this case there are 18 students who passed KKM and 13 students who did not pas KKM.
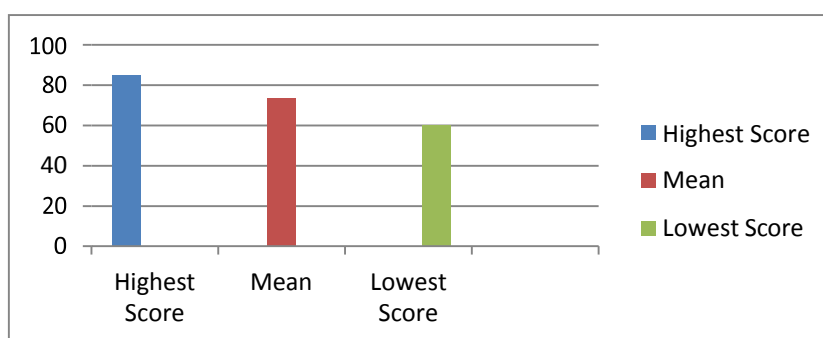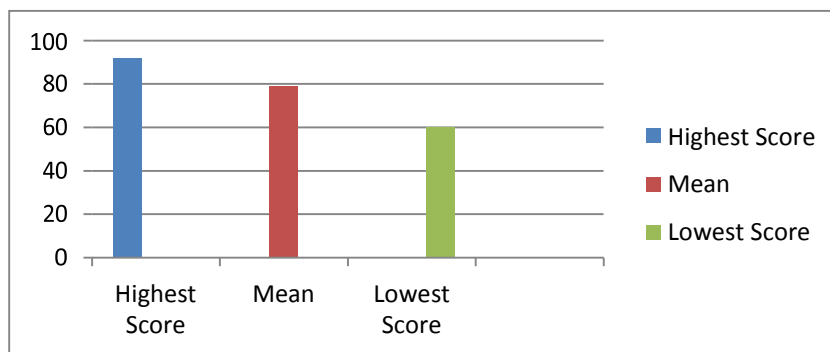
Figure 4.1

The Score of Writing Test in Cycle 1

Based on the figure 4.1, the lowest score was 60 and the student who got this score were 4 students. The mean score was 73,58. The highest score was 80 and the student who got the score were 2 students. From the mean score, the students who passed KKM were 58,06% from the KKM in the classroom. It means that the students' writing ability on Descriptive text was good, but they should improve their ability on Descriptive text.

Based on data gained from the learning process, scores from students, the observation sheet, and also from documentation, there were several findings that could be reflected in the next cycle. The first finding in the first activity. In the first activity, some students understand how to respond to greeting from the teacher, because it showed that students ready to get material from the teacher. The second finding in learning activities. Some students loved in implementing the Steller application. The third finding was making a paragraph describe the place. Almost all students understand what the teacher was instructing, but the problem is their lack of vocabulary so that it is difficult for students to start writing. The fourth finding was the writing structure. Actually, there were still writing that was not Descriptive text because they did not understand the generic structure in Descriptive texts. The fifth finding was time management.

Cycle 2

The result of writing text in cycle 2 showed that the mean of students score was 79,19 with 24 students or 77,41% who passed KKM. Meanwhile there are 7 students who did not passed KKM.
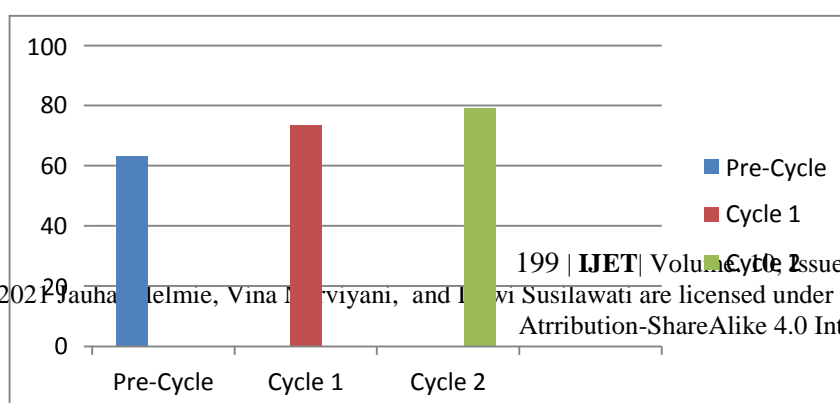
Figure 4.2

The Score of Writing Test in Cycle 2

Based on the figure 4.2 the lowest score was 60 and the student who got this score were 2 students. The mean score was 79,19, the highest score was 92 and the student who got this score was 1 student. From the mean score, the students who passed KKM were about 77,41%, it means the students' writing ability in Dscriptive text has improve from cycle 1.

According to the data gained from learning process, the scores of students, the observation sheet, and also the documentation, there were several findings. The first findings were in the first activity. In the first activity, the students understood how to respond to greetings from the teacher, it was because the teacher always used greetings before class started. The second finding were students enjoyed learning activities using the Steller application, because they could be more motivated to write with the availability of writing themes in this application. The third findings were time management. When the students had finished doing their worksheet before the time was over, some students disturbed other students by sending a sktiker to the WhatsApp group and discussing other topics outside of the material.

The data from the result of each cycle was used to answer the first question whether students' ability in writing Descriptive text was improved or not after implementing Steller application. Below were the results of writing test from each cycle.

Figure 4.3

Students' Score of Writing in Pre-Cycle, Cycle 1, and Cycle 2

The mean of pre-cycle was 63,32 there were 9 students who passed KKM. The mean of cycle 1 was 73,58. There were 18 students who passed KKM. It means that there were 13 students who got score below KKM. While in cycle 2, the mean score improved into 79,19. There were 24 studentswho passed KKM. From the result mean score between pre-cycle, cycle 1 and 2, it showed the improvement of the students' ability in writing Descriptive text by using Steller applicaton. From the result of mean score from each cycle, it can be indicated

that Steller application helps the student in writing Descriptive text. Before implementing the steller application, students were not motivated to write, especially writing Descriptive text, and were confused about how to write in the correct form of Descriptive text. However, after implementing the steller application, it makes students more interested and motivated to write and describe something.

The findings are relevant to the theories proposed by Ministry of National Education (2009:3 as cited in Widasari, 2013), that there are other reasons why the teachers should use the media in teaching - learning activities, especially in learning writing. Firstly, instructional media can help the learners who lack of experiences. Second, instructional media can show everything out of the class. Third, instructional media creates the direct interaction between the learners and their environment. Fourth, media can be used to make an observation. Fifth, media can increase the learners' motivation.

B. Students' Responses in Implementing Steller Application in Writing Descriptive Text

Data Gained from Classroom Observation

The data from observation was used to answer the second research question. There were ten indicators which used to observe the students in each cycle based on observation conducted during teaching learning to know the students' behaviour in the class.

The researcher was monitoring students' activities during the teaching learning of English study by Steller application in writing Descriptive text. In cycle 1, the students were

unenthusiastic in learning process, it caused they learn writing Descriptive text by using application. Teacher guided and gave a chance for the students to ask about the material if they have not understood yet. The teacher provided insight about writing ability and Steller application in order to make the students easier to comprehend the Descriptive text.

Meanwhile, in the cycle 2, some treatments is given to the students who have difficulties in writing Descriptive text in order to increas the students score based on the five aspects of assessment writing skill. The result of observation during the teacher monitoring in teaching learning process.

Data Gained from Questionnaire

The finding of questionnaire showed that majority of students were interested and enthusistic in this application. They argued that Steller application was good in enhance the students' motivation in writing Descriptive text, from this media they got a lot experience, they more active to write and more enthusiastic in learning process, and they felt not bored in learning process. The majority of students' response of using Steller application gave positive respond, they said this application is very easy to operate, it made them easy to describe something. So they can easily write Descriptive text using the Steller application because they can add pictures of thing, places and people they want to describe. This application not only applies to writing descriptive text but can also be used as an alternative medium in writing activities. It is relevant to the theory proposed by Chairena (2007) using Instructional media to teach writing is a good innovation since it can stimulate the students' interest in writing. the teacher will be easier to explain in order to create a descriptive text. Descriptive deal with describing something and it is hard if we only use our imagination. So from this result it can be conclude that using Steller application in students' writing Descriptive textis effective. It makes the student' more interest in learning, and also it makes students' motivation in writing Descriptive text improved.

4. CONCLUSION

The improvement of students' in implementation of writing Descriptive text by using Steller application could be seen from the increasing of students' mean writing score from 63.32, there were 9 students who passed KKM in which (29.03%), and cycle 1 the mean score 73.58 it is found there were 10 students who passed KKM in which (58.06%), and in cycle 2

the mean score 79.19, there were 24 students who passed KKM in which (77.41%). It means there was improvement in every cycle in writing Descriptive text after using Steller application. The improvement of students' writing Descriptve text by using Steller application could be seen from the result of observation some students were seen enthusiastic, enjoyed and happy because they understood the material after implementing steller application in writing Descriptive text. Besides, the response of students' writing Descriptive text by using Steller application, it can be seen the students' response about the implemening Steller application in writing Descriptive text was positive and would be alternative media in teaching writing. Therefore, it can be said that Steller application can improve the students' motivation in writing Descriptive text

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