Improving Descriptive Text Writing Skills of Grade X Students by Using the Complete Sentence Method at SMK Budi Agung Medan

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Abstrak

This study aims to improve the ability of 10th grade students at SMK Budi Agung Medan in understanding and writing descriptive texts through the application of the complete sentence method. Using Classroom Action Research (CAR), this study was conducted in two cycles, each consisting of four phases: planning, action, observation, and reflection. The results showed a significant improvement after the use of the complete sentence method. The students' average score increased from 61.5 in the pre-test to 71.5 in the first cycle, and further increased to 82.66 in the second cycle. These findings indicate that the complete sentence method effectively improves students' comprehension of writing descriptive texts by enabling them to develop more engaging ideas, choose appropriate vocabulary, and construct grammatically accurate sentences**.**

Keywords: complete sentence method, classroom action research, descriptive text, writing skill, student achievement

Abstract

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa kelas 10 di SMK Budi Agung Medan dalam memahami dan menulis teks deskriptif melalui penerapan metode kalimat lengkap. Dengan menggunakan Penelitian Tindakan Kelas (PTK), penelitian ini dilakukan dalam dua siklus, masing-masing terdiri dari empat fase: perencanaan, tindakan, observasi, dan refleksi. Hasilnya menunjukkan peningkatan yang signifikan setelah penggunaan metode kalimat lengkap. Nilai rata-rata siswa meningkat dari 61,5 pada pra-tes menjadi 71,5 pada siklus pertama, dan selanjutnya meningkat menjadi 82,66 pada siklus kedua. Temuan ini menunjukkan bahwa metode kalimat lengkap secara efektif meningkatkan pemahaman siswa terhadap menulis teks deskriptif dengan memungkinkan mereka mengembangkan ide-ide yang lebih menarik, memilih kosakata yang sesuai, dan membangun kalimat yang akurat secara tata bahasa.

Introduction

In today's world, communication can be divided into two main types: oral communication and written communication. Oral communication involves speaking and listening, whether in person or through modern technology such as telephones, mobile phones, radio, and television. On the other hand, written communication includes activities like writing and reading, which can be done either traditionally or through digital means such as the internet, reflecting advancements in information technology.

Writing plays a vital role in language activities in modern life. Through writing, individuals can convey their thoughts and emotions to achieve goals. Writing also allows one to communicate with future generations, allowing messages to be preserved for centuries. Furthermore, writing allows communication with others without the need for direct interaction.

At the vocational school level, writing is an essential part of the learning process. Teachers have an important role in helping them. Writing enables students can enhance to communicate clearly and in an organized manner. In writing lessons, teachers use different kinds of texts as learning materials, each serving specific functions and purposes. Students are encouraged to study various text types, including descriptive texts written in complete sentences.

Descriptive text is an exposition or description using clear and detailed words. (Ida, 2018). Descriptive text serves several purposes. Its main goal is to provide a detailed and clear portrayal of an object, place, person, or event, allowing the reader or listener to visualize or experience what is being described.

Researchers identified several problems students face when writing. These problems include frequent errors, omissions, unnecessary additions, and difficulty in constructing sentences. Furthermore, students sometimes choose the wrong words, which can change the meaning or make sentences sound unnatural in English. Another major problem is students' limited vocabulary, which makes writing difficult due to the limited vocabulary they know.

Another problem students face in writing is forming clear sentences. They often struggle with English word order, such as Subject-Verb-Object structure. This difficulty arises because Indonesian allows for more flexible word order, while English follows stricter rules.

Based on observations made by researchers at Vocational School Budi Agung, students struggled particularly with grammar, especially when completing sentences. They had difficulties with aspects such as tenses, prepositions, passive voice, and complex sentence structures. According to teachers at SMK Budi Agung, many students showed a lack of interest in English lessons, particularly in writing. As a result, student scores at SMK Budi Agung were quite low, falling below the minimum passing grade of 75.

Researchers intend to use complete sentences as a strategy to enhance students' descriptive writing abilities. Using complete sentences is important because they help ensure understanding by clearly expressing ideas and supporting a well-organized, coherent, and effective approach.

Method

Methods are essential for aiding students in grasping lessons. They are relied upon by both teachers and students to improve the effectiveness of the teaching and learning process. According to (Arsyad, 2009), methods are components of learning resources or physical facilities containing teaching materials in the student's environment that can stimulate student learning. Methods are efforts to stimulate student attention during the teaching and learning process. According to (Russell, 2005), methods convey information between the source and the recipient.

In this study, the researcher chose the Classroom Action Research method as the primary approach for collecting data. The research was carried out in two cycles, each comprising eight sessions, following a set framework (Kemmis, 2003). This framework includes four main stages: planning, action, observation, and reflection. Each of these stages plays a vital role in the research process and supports the researcher in achieving the study's objectives. Classroom Action Research (CAR) involves a series of cycles designed to bring

about meaningful progress. According to (Kemmis, 2003), Action Research is a dynamic process in which these four moments are to be understood not as static steps, complete in themselves, but rather as moments in the action research spiral of planning, action, observing and reflecting. The data collection tools included tests, observation sheets, interviews, documentation, and field notes. The study analyzed both quantitative and qualitative data. Quantitative data came from students' test results, while qualitative data were gathered through observations, interviews, and field notes.

This study was conducted at SMK Budi Agung Medan. The second semester of the 2024–2025 academic year. The researcher collaborated with teachers to gather input and suggestions for carrying out the classroom action research. The research involved 30 students from Class X at SMKS Budi Agung as the subjects. The researcher adopted the Classroom Action Research method as the primary approach for data collection. The study was implemented over two cycles, with each cycle comprising eight sessions and following a structured model proposed by Kemmis (2003). This model includes four essential stages: planning, action, observation, and reflection. Each stage plays a vital role in the research process and contributes to achieving the study's objectives.

During the planning stage, the researcher detailed the steps needed to implement the complete sentence method in the teaching and learning process, namely: Preparing teaching materials that are aligned with the approved module, Preparing learning plans and designing activity implementation strategies, Preparing learning tools or learning media that are appropriate to the subject matter, Creating observation checklists, Organizing student attendance records and assessment documentation, Preparing evaluation tools, including pre-tests and post-tests.

At the action stage, the researcher began the lesson by greeting the students and leading a prayer, followed by taking attendance and checking that students were properly dressed. The researcher then motivated the students by explaining the learning objectives and offering words of encouragement. Tests were administered to evaluate the students'

comprehension. Students were asked to describe the topic using complete sentences based on pictures. They were also given the chance to ask questions about any difficulties they encountered in understanding the material. Finally, the learning session was concluded effectively.

During the observation phase, the researcher took on the role of an observer, actively engaging in monitoring, recording, and noting the activities of both students and teachers. To maintain a structured and methodical approach, the researcher utilized an observation checklist. Additionally, visual documentation was carried out by capturing photographs throughout the observation, providing visual evidence to enhance and validate the research results.

The reflecting stage involves evaluating and analyzing the data collected. Its main purpose is to determine how well the success criteria have been fulfilled. This stage centers on assessing the effectiveness in achieving the goals or objectives set earlier. It is a vital step, as it helps identify whether the process is on track or if changes are necessary to reach the intended outcomes.

Various instruments were employed to gather data, including comprehension tests, interviews, observation sheets, field notes, and documentation. The test comprised three essay questions, each varying in difficulty. Each correct response earned 10 points, while incorrect answers received zero, with a maximum achievable score of 100.

The researchers applied two data analysis methods.

For qualitative data, the analysis was based on observations of student activities during the teaching and learning process, as well as interviews conducted before and after the Classroom Action Research (CAR). For quantitative data, the researchers calculated the average (mean) score of students' performance in writing descriptive texts across various cycles. This analysis aimed to determine whether there had been progress in students' writing skills and whether they met the minimum passing score of 75.

Result and Discussion

The findings of this study indicate a significant improvement in students' ability to write descriptive texts using complete sentences, as evidenced by qualitative and quantitative data analysis. Data were collected through pre-test, post-test 1 in Cycle 1, and post-test 2 in Cycle 2. The scores from each stage indicate students' progress in understanding and producing descriptive texts, and the results are explained as follows.

1. The result of pre-test

In this cycle, the researcher used traditional teaching methods to deliver descriptive text writing lessons, while closely monitoring the teaching and learning process. In the initial pre-test phase, students demonstrated low ability to write descriptive texts using complete sentences in English. Of the 30 students, only 5 achieved the minimum passing score of 75, while 27 students fell below that score. The average score of 61.5 indicates that most students have not achieved the expected level of performance.

Table 1. The percentage of Pre-Test

No	Category	Value Range	Frequency	%
1	Very Good	80-100	1	3%
2	Good	75-79	4	13%
3	Enough	60-74	16	53%
4	Low	50-59	7	23%
5	Very Low	0-49	2	7%
	Total		30	100%

According to the data presented in the table, out of 30 students, only 1 student (3%) was categorized as "very good" in descriptive text writing. None of the 4 students (13%) fell into the "good" category. The majority showed lower levels of performance: 16 students (53%) were rated as "sufficient", 7 students (23%) were classified as "low", and 2 students (7%) were placed in the "very low" category. These findings suggest that while a few students have

demonstrated strong abilities in writing descriptive texts, most still require considerable improvement to achieve a higher level of proficiency.

2. The First Cycle of CAR

At this stage, the researcher identified the difficulties faced by students in writing. By applying the complete sentence method to describe the heroine R.A. Kartini, students showed significant progress in their English descriptive writing skills. The students' average score reached 71.5, and 13 students successfully met or exceeded the Minimum Completion Criteria (KKM). Students were also encouraged to share the challenges they faced, with most mentioning problems related to vocabulary and sentence construction in English. After recognizing these challenges, the researcher offered additional assistance to those who still experienced difficulties. After data analysis and evaluation, the researcher decided to proceed to the second cycle, namely post-test 2.

Table 1. The percentage of Post-test 1 Cycle

No	Category	Value Range	Frequency	%
1	Very Good	80-100	7	23%
2	Good	75-79	6	20%
3	Enough	60-74	15	50%
4	Low	50-59	2	7%
5	Very Low	0-49	0	0%
	Total		30	100%

The table above shows the improvement in students' writing skills during post-test 1. Specifically, 23% of students (7 students) achieved the 'very good' level, 20% (6 students) achieved the 'good' category, and 50% (15 students) were in the 'sufficient' category. Meanwhile, only 7% (2 students) remained in the 'very low' category, and none fell into the 'low' category. The researcher noted a significant improvement in students' writing

performance, with the proportion of students meeting the Minimum Completion Criteria (KKM) increasing from 20% in the pre-test to 43% after the first cycle. Consequently, the researcher decided to proceed to the second cycle of the post-test.

Data for this study were obtained through observations conducted before and during the Classroom Action Research (CAR) process, focusing on students' English writing skills. Initial observations revealed various problems in teaching writing. Some teachers still relied on conventional methods, such as assigning copying assignments or simply providing theoretical explanations in class. As a result, many students struggled to understand the lesson and produce written work, often indicating a lack of motivation during the learning process. These challenges negatively impact their overall English language skills, particularly in writing. The main factor hindering students' writing fluency is their limited vocabulary.

3. The Second Cycle of CAR

The second post-test cycle demonstrated a notable enhancement in students' ability to write descriptive texts about Raden Ajeng Kartini in English. The average student score increased to 82.66. This stage aimed to determine the number of students who met or surpassed the Minimum Completion Criteria (KKM), set at a score above 75. Observation results indicated that students showed greater improvement and motivation in developing their descriptive writing skills, particularly in composing texts using complete sentences.

Table 1. The percentage of Post-test 2 Cycle

No	Category	Value Range	Frequency	%
1	Very Good	80-100	27	90%
2	Good	75-79	0	0%
3	Enough	60-74	3	10%
4	Low	50-59	0	0%
5	Very Low	0-49	0	0%

	Total		30	100%

Based on the data presented in post-test table 2, there was a significant increase in students' comprehension of descriptive writing. Observations during Cycle 2 showed that 27 students (90%) were in the "very good" category, while 3 other students (10%) were in the "sufficient" category. These results indicate a substantial increase in students' writing comprehension. Percentage analysis shows that 90% of students successfully passed the writing proficiency assessment. Therefore, it can be concluded that the implementation of the complete sentence method effectively improves students' ability to understand and compose English descriptive texts.

After implementing the complete sentence method in Classroom Action Research (CAR), significant improvements were observed. The use of complete sentences as a writing teaching strategy produced positive and satisfying results. Students showed greater enthusiasm and motivation in writing in English. This progress was reflected in their increased concentration and active engagement during class activities. Students who were previously less interested became more engaged in the learning process. Furthermore, their writing skills improved significantly, which was reflected in their improved academic achievement.

The researcher carried out interviews with both teachers and students after completing the first and second cycles to evaluate their responses to the implementation of the complete sentence method. The results of these discussions revealed that students still needed further development in their descriptive writing skills.

During the teaching and learning process, the researcher recorded all classroom activities from start to finish. However, students encountered difficulties in comprehending descriptive texts, mainly due to their limited vocabulary and challenges in forming proper sentences. Many students seemed uncertain about what to write. These findings were supported by interviews conducted with the English teachers.

The complete sentence method has proven to be an effective and valuable approach to improving students' writing skills, particularly in composing descriptive English texts. Based on qualitative and quantitative data, students' scores showed consistent improvement, and their motivation to write using this method also increased. Therefore, this approach has proven highly effective in developing the writing skills of vocational school students.

Conclusion

This research generated both qualitative and quantitative findings, indicating an improvement in students' ability to compose descriptive texts using complete sentences.

1. **Pre-Cycle:** At this stage, only 17% of students (5 out of 30) successfully completed the test, while the remaining 83% (25 students) were unsuccessful. The average score was 61.5.

2. **Cycle I:** Progress was observed, with 43% of students (13 students) achieving the standard, whereas 57% (17 students) still fell short. The mean score rose to 71.5.

3. **Cycle II:** Considerable advancement occurred, as 90% of students (27 students) passed the test, leaving only 10% (3 students) who did not. The average score further increased to 82.66.

This improvement also includes progress in grammatical aspects, including the use of verb tenses and vocabulary. Qualitative data were obtained through observations, interviews, and field notes. The research findings indicate that the implementation of the complete sentence method improves students' writing skills, particularly in producing accurate and well-structured sentences, while also encouraging greater participation in English learning. This approach helps students develop descriptive writing skills and express ideas more clearly based on specific objects, as well as enriching their vocabulary. In short, the complete sentence method has proven effective in improving the descriptive writing skills of 10th-grade science students at SMK Budi Agung Medan.

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Curriculum Vitae

Raun Rouli Lubis, the researcher of this thesis, was born in Sibalanga on October 9, 2000. She is the third of six children of Mr. Bahari Lubis and Mrs. Purnama Raya Simarmata. She grew up in Sibalanga, Garoga District, North Tapanuli Regency, and currently resides at No. 43, Tanjung Mulia, in the Madio neighborhood.

Her educational journey began at SDN 173224 Sibalanga, where she graduated in 2014. She continued her studies at SMP Negeri 4 Garoga, completing junior high school in 2017, and then pursued her secondary education at SMA Negeri 1 Garoga, graduating in 2020.

Following high school, she spent a year working at UNIBIS to save money for her college education. In 2021, she enrolled in the English Language Education Study Program at Potensi Utama University, Medan. With faith and gratitude to the Lord Jesus, she aspires to complete her studies in 2025.

Throughout her time in university, she attended evening classes while working to finance her education independently. Although the journey was filled with challenges and fatigue, she is thankful for the health and strength God has continuously provided. At times, she felt envious of peers who could focus solely on their studies, yet she also took pride in being able to stand on her own. She firmly believes that nothing in life is accidental, but rather guided by God's plan.

Her experiences in higher education have broadened her insights, exposed her to diverse perspectives, and inspired her to keep learning and growing. She is determined to use the knowledge she has gained to create meaningful, lasting contributions to society.

This bachelor's degree is lovingly dedicated to her parents, whose unwavering support, encouragement, and prayers have been her greatest source of strength. She recognizes that this achievement is not hers alone, but also the result of their sacrifices and love.

With strong determination and passion, she is prepared to embrace the future, overcome challenges, and pursue greater aspirations. She pledges to use this opportunity wisely and uphold her responsibility to society and the nation.