Descriptive Text Writing Skills Through Picture Media in Elementary School Students

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Abstract: This study aimed to describe the skills of writing descriptive text through image media in the form of identification structures or general statements and section description structures in class VII students at SMP Negeri 2 Genteng. The research data is in the form of essays/the results of learning the skills of writing descriptive text through the media of images in class VII B students at SMP Negeri 2 Genteng. Data collection techniques used documentation techniques which were carried out through five stages, namely (1) research questions, (2) determining category definitions and levels of abstraction, (3) category formulation, (4) category revision, and (5) final work. The research instrument is the researcher himself as the main instrument and is assisted by supporting instruments in the form of assessment instrument tables. The data in the study were analyzed through four stages, namely: (1) reading and studying, (2) identifying, (3) presenting the results of the categorization, and (4) concluding the results of the analysis found. The technique for testing the validity of the data in this study uses the observation persistence technique. The results of the data analysis show that there are assessment indicators in the form of (1) identification structures or general statements which include object recognition. (2) the structure of the description of the part, which includes words that refer to the names of objects, material or action verbs, and adjectives. Based on the data results, this study concludes that students are categorized as good because students can write descriptive text through media images based on assessment indicators.

Abstrak: Tujuan penelitian ini untuk mendeskripsikanketerampilan menulis teks deskripsi melalui media gambar berupa struktur identifikasi atau pernyataan umum dan struktur deskripsi bagian pada siswa kelas VII di SMP Negeri 2 Genteng. Data penelitian ini berupa karangan/hasil belajar keterampilan menulis teks deskripsi melalui media gambar pada siswa kelas VII B di SMP Negeri 2 Genteng. Teknik pengumpulan data menggunakan teknik dokumentasi yang dilakukan melalui lima tahapan, yaitu (1) pertanyaan penelitian, (2) penentuan definisi kategori dan tingkat abstraksi, (3) formulasi kategori, (4) revisi kategori, dan (5) pekerjaan akhir. Instrumen penelitian adalah peneliti itu sendiri selaku instrumen utama dan dibantu dengan instrumen pendukung berupa tabel instrumen penilaian. Data dalam penelitian dianalisis melalui empat tahapan, yaitu: (1) membaca dan mempelajari, (2) mengidentifikasi, (3) memaparkan hasil kategorisasi, dan (4) menyimpulkan hasil analisis yang ditemukan. Teknik pengujian kesahihan data dalam penelitian ini menggunakan teknik ketekunan pengamatan. Hasil analisis data menunjukkan adanya indikator penilaian berupa (1) struktur identifikasi atau pernyataan umum yang meliputi pengenalan objek. (2) struktur deskripsi bagian yang meliputi kata yang merujuk pada nama objek, kata kerja material atau tindakan, dan kata sifat. Berdasarkan hasil data, simpulan dari penelitian ini yaitu siswa dikategorikan baik, dikarenakan siswa mampu menulis teks deskripsi melalui media gambar berdasarkan indikator penilaian.

A. Introduction

According to Mulyati in Mundziroh (2013) writing is a process of thinking and expressing thoughts in the form of discourse (writing). Meanwhile, according to Dalman (2018), writing is the activity of a person interacting in the form of written messages from one party to another by using tools or media in written form. Writing skills are one of the four components of Indonesian language skills, essential in human life. By writing, one can express thoughts and ideas to achieve goals and objectives (Naki et al., 2018). Based on the sources of information in the 2013 curriculum, the types of essays that are taught to students are writing descriptive essays, narratives, inspirational stories, and so on (Kosasih & Kurniawan, 2018). The research focus used by researchers is in the form of essay types that students in the form of descriptive text will master.

This statement is supported by Hermaditoyo (2018), which states that the types of essays can be distinguished on the basis of the purpose and linguistic characteristics of the text which results in the emergence of various types of essays including descriptions, narratives, procedures, reports, explanations, expositions, discussions, letters, advertisements, diaries, negotiations, rhymes, fables, anecdotes, and historical fiction. However, in Indonesian for junior high school subjects, the types of essays that will be studied are descriptions, fantasy stories, procedures, observation reports, folk poetry, letters, folklore, news, advertisements, expositions, poetry, explanations, reviews, persuasion, drama, trial reports, speeches, narratives, responses, discussions, and inspirational stories.

According to Tarigan (2013), many experts make classifications of writing, as an example we mention several classifications that have been made, namely dividing writing based on its form as follows: objective forms, which include detailed explanations, boundaries, reports and documents, forms subjective form, which includes: autobiographies, letters, personal assessments, informal essays, portraits/descriptions, and satires. Then also based on the form, Weayer makes a classification as follows: exposition which includes: definition and analysis, description which includes: expository description and literary description, narrative which includes: time sequence, motives, conflicts, point of view, and center of interest, argumentation which includes : induction and deduction.

Furthermore, which is somewhat concurrent with Weayer's classification is the classification made by Morris and his colleagues as follows: an exposition which includes 6 methods of analysis: classification, definition, exemplification, cause and effect, comparison and contrast, and process, argument which includes: formal argument and informal argument, description which includes: expository description and artistic/literary description, narrative which includes: informative narrative and artistic/literary narrative. Next, Chenfeld makes a classification of: creative writing which emphasizes personal self-expression, expository writing which includes: letter writing, report writing, book scales/book reviews, and research plans. And Brooks and Warren, also based on the form of making a classification as follows: exposition which includes: comparison and contrast,

illustration, classification, definition, and analysis, persuasion, argumentation, and description.

Description text is a type of text containing a description of the object in detail. Usually, the object the author uses is in the form of natural conditions, animals, or people. For example, an animal named Sweetie or a person named Pak Ahmad. With descriptive text, the writer can describe the object so that the reader feels as if he feels the object being presented (Kosasih & Kurniawan, 2018). A descriptive essay is an essay that describes or describes a particular object or event in clear and detailed words so that it seems as if the reader is also experiencing or directly experiencing what the author is describing (Dalman, 2018).

According to Kosasih & Kurniawan (2018), the structure of descriptive text is based on its function. There are 2 things as follows. First, identification or general statement, which is something that aims to tell the object being described. Second, the description of the part, namely the part that clarifies the aspects of the object. For example, if the object being described is in the form of a person, then what is described is the physical characteristics, traits, and behavior. In addition to these aspects, descriptive text usually ends with the author's impression.

For example, in the form of the author's admiration or interest in an object. Based on language guidelines, descriptive text is marked with the following things. First, use a word that refers to the name of the object with a substitute word. According to Megaria (2018) states that demonstrative pronouns are the words this and that. Used to replace nouns as well as designations, namely pointing to something that is close to the conversation. Second, use the word copula. The words (are and are) aim to introduce objects. Third, using material verbs or actions of objects, animals, humans, or events. For example, jump. Fourth, use emotional adjectives. For example stunning. The following describes the two parts of the descriptive text. First, the general description in a descriptive text is related to the universal determination of the characteristics of the described thing.

The object described is interpreted from the point of view of the outside of the object. This can be based on the object's position, history, area, benefits, and content. Second, the section description, a detailed presentation of the sections presented. The object under study is described again in more detail from its parts. Exposure is carried out on a more specific division of the object being described or explaining things that are more specific than the object's components (Gerot and Peter in Aswat et al., 2019).

According to Ekasari (2020), there are three types of descriptive text, namely as follows. subjective description text which is a text in which the description of the object is based on the impression that is owned by the author. the next type of text, spatial description text where a description text whose object is explained is only in the form of objects, places, spaces, and so on. then the last text is in the form of an objective description text in which in this description text an explanation of the object is described as it is based on the actual state of the object, so that the reader can imagine the situation without any additional opinions from the author.

According to Sutami and Sukardi in Nurjayanti (2019) which states that in writing a descriptive text there are stages to make it easier for the writer to compose a descriptive text, namely choosing a topic to be used as a basis for depiction. Then make observations of the object to be described. Next, collect data in the form of examples, numbers, graphs, pictures and statistics for illustration. Next, establish an appropriate paragraph development pattern. And arrange a paragraph framework consisting of basic ideas and explanatory ideas. As well as developing the framework into a complete paragraph using logical and coherent sentences.

Image media is an educational medium that educators widely use. This media usually uses ordinary language that is easily understood and internalized everywhere. Image media is a common language that can be understood and enjoyed everywhere. Therefore, there is a Chinese saying that a picture speaks more than a thousand words (Bachtiar, 2014). Image media is one of the non-projected media. The teacher can design this media by the learning objectives to be carried out. Media images are more effective if the images are adjusted to the child's level, both in terms of the size of the image, details, colors, and backgrounds necessary for interpretation (Gagne in Amir, 2016).

According to Rizqi (2018), good images that can be used as learning resources are those that have the characteristics of being able to convey certain messages or ideas, meaning that the media images used are in accordance with the theme or idea to be conveyed. Then give a strong impression and attention, adapting the media used to the reader, so that with this suitability it can attract attention and give an impression. Furthermore, it stimulates the viewer to want to reveal about the objects in the picture. Next bold and dynamic. And the illustrations are not too many, but interesting and easy to understand.

According to Sundari (2016), in general, the benefits of media images are as a tool to create an effective progress situation. Then, an integral part of the whole teaching. Furthermore, laying strong foundations and abstract concepts so that they can have an understanding that is verbalism. Next, generate student learning motivation. And enhance the results and quality of teaching and learning.

SMP Negeri 2 Genteng is one of the educational units in Banyuwangi Regency. Based on the results of observations on October 15, 2022, the school is located on Jl. Orchid No. 86, Kaligondo, Tile District, Banyuwangi Regency, East Java. SMP Negeri 2 Genteng is a school that is advanced, creative, and innovative, so it has an A accreditation and includes the 2013 curriculum. This research focused on class VII, especially VII B, with 36 students. The research was conducted on VII B because it used pictures with the theme of tourist attractions in writing descriptive texts, which are good enough to be analyzed and developed. The material researchers use at SMP Negeri 2 Genteng is descriptive text. The material used by the researcher is related to the structure of the descriptive text, namely identification or general statements and section descriptions. The media used in this study is media images with the theme of tourist attractions.

Based on this theme, students can quickly write descriptive text by going through recognizable objects and can train students to describe objects visually. Research on the skills of writing descriptive text through the media of images has, of course, been carried out by previous researchers. This research also indeed has received guidance from previous researchers. This action was carried out to improve this research and obtain a foundation. Several previous studies serve as a reference or basis for a reference.

In the research, some similarities and differences will be a comparison. Research that is the same as this research is research on Ulfa (2018) entitled "Skills in Writing Description Texts in Makasar Language through Image Media for Class VII Students of SMP Negeri 1 Bajeng Barat, Gowa Regency". The focus of this research is the skills of writing descriptive texts in the Makassar language through the media of images of class VII students of SMP Negeri 1 Bajeng Barat, Gowa Regency. Based on research before the research conducted by researchers, the title raised was "Description Text Writing Skills through Image Media for Class VII Students at SMP Negeri 2 Genteng". Researchers conducted research on class VII B at SMP Negeri 2 Genteng.

Further relevant research that is in accordance with this research is research conducted by Imayah et al (2020) "Efforts to Improve Skills in Writing Descriptive Texts with Visual Media in Class VII C Students of SMPN 30 Surabaya". The focus of this research namely offers solutions or alternative solutions to selected problems in an effort to improve writing skills for class VIIC students at SMP Negeri 30 Surabaya. The results of this study confirm that the use of media images has the potential to improve the skills of writing descriptive text in students class VII C SMP Negeri 30 Surabaya.

And the next relevant research that is in accordance with this research is research conducted by Wiranto (2021) entitled "The Ability to Write Descriptive Texts Based on Image Media in Class VII Students of SMP Bandar Lampung". The focus of this research is the ability to write descriptive text based on image media. The results of this study provide a clear description that the use of media images as learning media is proven that the ability to write descriptive text in class VII students of SMP Negeri 13 Bandar Lampung for the 2021/2022 academic year is quite good. Fill in the descriptive text written by the students right on the picture presented. It's just that spelling and word choice are still not good. There are still some student errors in writing spelling and word choice in descriptive text caused by a lack of accuracy when writing, such as errors in the use of punctuation marks, while errors in word selection are caused by students' lack of knowledge about the use of each.

The differences with previous research are the location used when doing research, the time used for research, the focus of research, and the impact of using media images on students' skills in writing descriptive text. The uniqueness found in this study is the creativity of students in composing and writing descriptive texts through the media of images so that they look interesting to read. Based on this statement, the formulation of the problem is examined as follows. First, how is the skill of writing descriptive text through the media of images in the form of identification structures or general statements in class VII students at SMP Negeri 2 Genteng. Second, how is the skill of writing descriptive text

through the media of images in the form of a section description structure for class VII students at SMP Negeri 2 Genteng.

The focus of this study is the skill of writing descriptive text through the media of images on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures, which include words that refer to object names, material or action verbs, and adjectives in class VII students. B at SMP Negeri 2 Genteng. Research assumptions are basic assumptions used as a benchmark for conducting research. The assumption put forward by this study is the skill of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures, which include words that refer to object names, material or action verbs, and adjectives for students. Class VII B at SMP Negeri 2 Genteng is categorized as good according to writing structures compared to writing descriptive texts without previous learning media. This statement is because students can understand the two description structures with the help of media images of tourist attractions that are well known to students. There is a scope of research to determine the limitations of researchers in conducting research.

The scope of this research, namely the research variable, is the skill of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures, which include words that refer to object names, material or action verbs, and adjectives (Rahim, 2022). Furthermore, the data of this study are in the form of essays/learning outcomes of skills in writing descriptive texts through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures which include words that refer to object names, material or action verbs, and adjectives for class VII B students at SMP Negeri 2 Genteng. Then the data source in this study was class VII B students at SMP Negeri 2 Genteng. The term definition or operational definition is the definition of the variables used for research. To describe the variables in this study more, the following is the operational definition of each.

The operational definition of writing skills is one of the creativity a person has to express ideas through written language to tell, convince, or entertain. Furthermore, descriptive text is an essay made by the writer to transfer his impressions, observations, and feelings, which will be presented to the readers to enjoy and feel what the writer feels. Then, the identification structure or general statement is one of the descriptive text structures that contains an introduction or general description of the object to be described. Furthermore, the section description text structure is one of the description text structures that contains a detailed description of the aspects of the object to be described. And picture media is the most commonly used by educators in learning because it can be understood and enjoyed everywhere.

As well as there were 36 students in class VII B at SMP Negeri 2 Genteng used by the researchers. The problem and purpose of this study are that it describes the skills of writing descriptive text through images in the form of identification structures or general statements in class VII students at SMP Negeri 2 Genteng. Furthermore, to describe the skills of writing descriptive text through the media of images in the form of a section description structure for class VII students at SMP Negeri 2 Genteng.

The expected benefits associated with the results of this study are for Indonesian teachers. The results of this study can add to references for Indonesian teachers and as an alternative to selecting instructional media that can be applied to their students. Then, for students, the results of this study are expected to provide an objective picture of descriptive text writing skills to students. And, for other researchers it can be used as reference material for similar research.

B. Method

In this study, the type of research used is qualitative research. In this type of research, the researcher will describe the results of the data in the form of essays or the results of learning descriptive text writing skills through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements and the structure of the description section for class VII students at SMP Negeri 2 Genteng. The results of the data will be described in the form of words based on data about essays/learning outcomes of descriptive text writing skills through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures which include words that refer to on noun names, material or action verbs, and adjectives for class VII B students of SMP Negeri 2 Genteng.
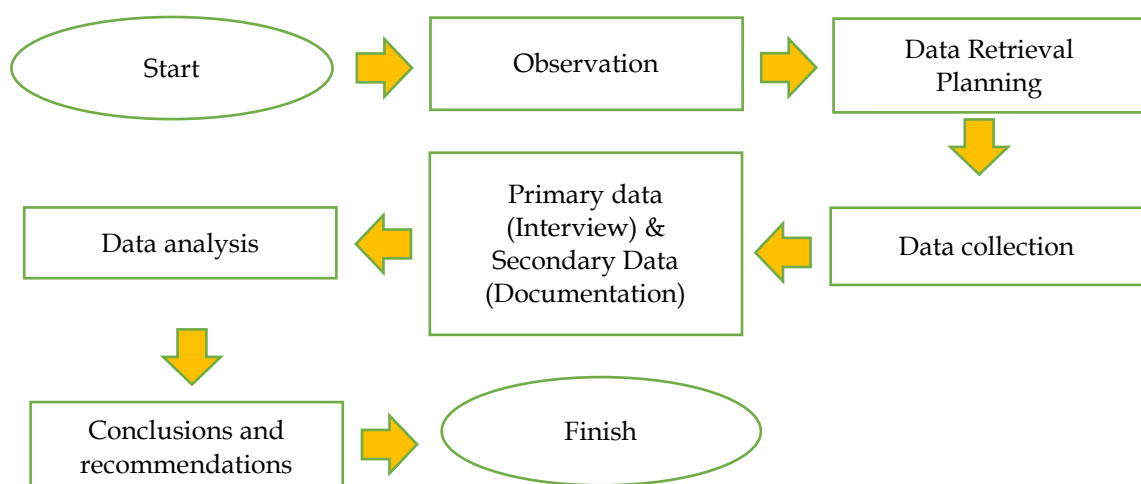

Figure 1. Research Flow

The data source used by the researcher was class VII B at SMP Negeri 2 Genteng, which consisted of 36 students. The data source is the primary data source through

interviews and documentation. The research location used by researchers is SMP Negeri 2 Genteng which is located on Jl. Orchid No 86, Kaligondo, Tile District, Banyuwangi Regency, East Java. The researcher chose SMP Negeri 2 Genteng because it is known as an advanced, creative, and innovative school. Because it already refers to an educational institution in 2013, it has Accreditation A. The reason for conducting research in class VII B is that the class already uses media images to write descriptive texts for analysis and development.

Researchers conducted research from October 15, 2022, until researchers finished. The researcher used this time to interview one of the Indonesian teachers. Researchers in data collection not only obtained information from interviews with one of the Indonesian teachers but researchers also obtained information from written sources. According to Philipp Mayring in Moleong (2016) there are several steps that researchers must take when collecting documentation data. These steps are supported by Asfar et al (2019) which are research questions, where researchers will formulate research problems to be raised. The research problem formulation is how students' skills in writing descriptive text through media in the form of identification structures or general statement structures and description sections in class VII B students of SMP Negeri 2 Genteng. Next, determining the category definition and level of abstraction, the researcher will conduct a literature study or read bound sheets of paper and reference articles that can be a source of reference for the research being conducted. The researcher will also determine the unit of observation or determine the source of observation to be used in research and the unit of analysis or determine where the researcher will collect data. The source and location used by the researcher was class VII B of SMP Negeri 2 Genteng, with 36 students.

Then, the researcher will determine the sample and research variables in category formulation. The sample of this research was class VII B students, totaling 36 students of SMP Negeri 2 Genteng. The variable used by the researcher was students' skills in writing descriptive texts through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures, which include words that refer to the name of the object, verbs of materials or actions, and adjectives. Based on the determination of the sample and these variables, the researcher will immediately collect essay data/learning outcomes of descriptive text writing skills through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition structures and part descriptions which include words that refer to names of objects, words material or action work, and adjectives in class VII B students of SMP Negeri 2 Genteng. And category revision, the researcher will categorize or compare the essay data/learning outcomes of descriptive text writing skills through the media of images on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures which include words that refer to names of objects, words materials or work actions, and adjectives in class

VII B students of SMP Negeri 2 Genteng with the theory used by researchers. The researcher will also code the results of the comparison.

Also, in the final assignment, the researcher will process, present, and interpret the results of the categorization of essay data/learning outcomes of descriptive text writing skills through the media of images in the form of identification structures or general statements and parts of the description structure. for class VII B students of SMP Negeri 2 Genteng. After collecting data, researchers will look for data based on the formulation of the problem raised. The type of data collection instrument that the researcher will use is the researcher himself, assisted by an assessment instrument for writing descriptive text skills through image media in the form of identification structures or general statements and section description structures for class VII B students of SMP Negeri 2 Genteng. The table is used by researchers aiming to facilitate researchers in collecting data. The table can be presented as follows.

Table 1. Descriptive Text Writing Skills Assessment Instrument on
Identification Structure or General Statement

Aspect	Indicator	Very Good	Good	Enough	Poor
Identification of General Statement	Object recognition	Students are categorized as very good if, in writing, descriptive text through media images can include the indicators contained therein.	Students are categorized as good if, in writing, descriptive text through media images can include the indicators contained therein.	Students are categorized as sufficient if, in writing, descriptive text through media images can include the indicators contained therein.	Students are categorized as lacking if, in writing descriptive text through image media, there are no indicators contained in it.

Table 2. The Instrument for Assessing the Skills of Writing Description
Texts on the Structure of Description Parts

Aspect	Indicator	Very Good	Good	Enough	Poor
Section Description	The word that refers to the name of the object	Students are categorized as very good if, in writing, descriptive text through media images can include the three indicators contained therein.	Students are categorized as good if, in writing, descriptive text through media images can include the two indicators contained therein.	Students are categorized as sufficient if, in writing, descriptive text through media images only includes one indicator contained therein.	Students are categorized as lacking if, in writing descriptive text through image media, no indicators are contained therein.
	Material or action verbs				
	Adjective				

After obtaining the required data, the next step is the researcher will conduct data analysis. The data analysis technique researchers use is the data analysis technique, according to Janice McDrury. Several steps must be taken. These stages are reading and studying the data/learning outcomes of skills in writing descriptive text through image media in the form of identification structures or general statement structures and section descriptions in class VII B students of SMP Negeri 2 Genteng and identifying the data/results of learning the skills of writing descriptive text through the media of images in the form of identification structures or general statements and the structure of part descriptions in class VII B students at SMP Negeri 2 Genteng with the theory used by researchers through data coding. Then, present the results of the categorization of essay data/learning outcomes of writing skills of descriptive text through image media in the form of identification structures or general statements and part description structures in class VII B students at SMP Negeri 2 Genteng with the theory used by researchers through the coding that has been done.

And summarizing the results of the analysis contained in the data/learning outcomes of writing descriptive texts through image media in the form of identification structures or general statements and section description structures in class VII B students at SMP Negeri 2 Genteng. Then, for the final step, the researcher will test the validity of the data. The researcher will re-check the scientific work made to get a valid category. The technique of testing the validity of the data used by researchers is the persistence of observations with various steps to be carried out. These steps are the researcher re-reading supporting references related to skills in writing descriptive text through the media of images. Next, the researcher re-read the documentation obtained by the researcher at SMP Negeri 2 Genteng. Then, the researcher reads the results of writing the thesis repeatedly so that everything is correct.

C. Result and Discussion

Result

The skill of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements for students of class VII B at SMP Negeri 2 Genteng

Data on the skill of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition for class VII B students at SMP Negeri 2 Genteng have an assessment indicator. The indicator is object recognition. The following are indicators of the data exposure.

Object Recognition

Object recognition is the human ability to introduce, and identify, usually evidenced by the use of the word copula for the object to be described (Kosasih & Kurniawan, 2018). In the object recognition indicator, students are categorized as good, and this is because in

class VII B data object recognition at SMP Negeri 2 Genteng a total of 36 students can find 32 data. The following is an explanation of the skills of writing descriptive text through the media of images on the theme of tourist attractions in the form of an identification structure or general statement which includes object recognition to students of class VII B at SMP Negeri 2 Genteng.

(Data 1)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absent number 35 entitled Pantai Watu Dodol Banyuwangi. Writing the essay shows the existence of a descriptive text structure in the form of identification or general statements. The structure has an indicator in the form of object recognition.

> "*This tour is in Banyuwangi, and the address is Gumuk Remuk, Ketapang, Kalipuro District, Banyuwangi Regency, East Java. The name of the tour is Watu Dodol Beach, and you can have a vacation on this tour. Ticket prices start from Rp. 7,000.00-Rp. 10,000.00 only. Complete with resort facilities. Restaurants/cafes, hotels, and some great photo spots. There are typical Banyuwangi foods and snacks, which are delicious* (Yolanda Intan Permatasari)."

Data (1) shows an indicator of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of identification structures or general statements, including object recognition for class VII B students at SMP Negeri 2 Genteng. The sentence marks the object recognition indicator, "*The tour name is Watu Dodol Beach. You can have a vacation on this tour*". The selected object is a tourist spot in Banyuwangi Regency, namely Watu Dodol Beach. In this sentence, students directly use the word copula (is), which refers to Watu Dodol Beach.

(Data 2)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absent number 1 entitled Telunjuk Raung. Writing the essay shows the existence of a descriptive text structure in the form of identification or general statements. The structure has an indicator in the form of object recognition.

> "*Telunjuk Raung is a waterfall in the PTPN plantation area, specifically in Sumberarum Village, Songgon District, Banyuwangi Regency. There are 2 waterfalls on the upper route, and on the lower route, wild animals are guarded by tourist caretakers. For the waterfall below, you can bathe. You cannot bathe for those above because it is hazardous and very shallow* (Abbedy Nailun Bayanaka)."

Data (2) shows an indicator of skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general

statements, which include object recognition for class VII B students at SMP Negeri 2 Genteng. The object recognition indicator is marked by the sentence "*Telunjuk Raung is a waterfall located in the PTPN plantation area, to be precise in Sumberarum Village, Songgon District, Banyuwangi Regency*". The selected object is a tourist spot in Banyuwangi Regency, namely Raung Fingers. In this sentence, the student directly uses the word copula (is), which refers to the index finger roaring.

Writing Skills of Descriptive Texts through Tourist Attractions Themed Image Media in the Form of Part Description Structures for Class VII B Students at SMP Negeri 2 Genteng

Data on the skill of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a section description structure for class VII B students at SMP Negeri 2 Genteng, there are three assessment indicators. The three indicators are words that refer to names of objects, material or action verbs, and adjectives. The following shows the data.

The Word that Refers to the Name of the Object

The use of words that refer to the name of the object usually uses pronouns (personal pronouns) for the object to be described (Kosasih & Kurniawan, 2018). In the word indicator that refers to the name of the object, students are categorized as good, and this is because class VII B students at SMP Negeri 2 Genteng, with a total of 36 students, can find 19 data. The following is an explanation of the skills of writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure which includes words that refer to the names of objects in class VII B students at SMP Negeri 2 Genteng.

(Data 3)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absent number 11 entitled Pantai Bama. Writing the essay shows a descriptive text structure as a section description. The structure has an indicator in the form of a word that refers to the object's name.

> "*Baluran National Park is one of Indonesia's national parks, located in the Banyuputih region, Situbondo, East Java, Indonesia. Its name is taken from the name of the mountain in this area, namely Mount Baluran. Around Bama Beach is a forest/garden area, Sumbersewu, Situbondo Regency, East Java. Bama Situbondo Beach is open from 07.00-18.00. The price of admission to Baluran National Park is IDR 10,000.00. With the additional cost of a tourist parking levy to a traveler's ticket visiting Bama Beach using a private vehicle* (Dita Aulia Kuntari)."

Data (3) shows an indicator of skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a section description structure

which includes words that refer to object names for class VII B students at SMP Negeri 2 Genteng. The sentence marks the word indicator that refers to the object's name, "*The name is taken from the name of the mountain in this area, namely Mount Baluran*". The selected object is a tourist spot in Indonesia, namely Bama Beach. In this sentence, students directly use the pronoun (this) to mention or describe Bama Beach.

(Data 4)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absent number 10 entitled Cacalan Beach. Writing the essay shows a descriptive text structure as a section description. The structure has an indicator in the form of a word that refers to the object's name.

> "*Banyuwangi. You may have often heard of some of the beautiful beaches in the area, including Pasir Ireng Beach, Pulau Merah Beach, and G-Land, which are always the target of tourists. Now there is another beach that is no less beautiful, namely Cacalan in Sukowidi. The distance to Cacalan Beach is close, only 5 kilometers from Banyuwangi. This beach is also the closest to Ketapang Harbor, about one kilometer. When heading to Cacalan Beach, you will pass through the industry, companies that produce military ships based on Swedish technology. Cacalan Beach has been busy with visitors since 2016. Tourists are switching from Boom Beach because the offshore area is closed to be built into a cruise ship port. Since then, Cacalan Beach has been beautified with various facilities. In the past, this area was overgrown with jajang or bamboo trees. When tourists start to glance at it, this beach is gradually being cleaned by the local community, called digital* (Chika Kurnia Yardani)."*

Data (4) shows an indicator of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure which includes words that refer to object names for class VII B students at SMP Negeri 2 Genteng. The sentence marks the word indicator that refers to the object's name, "*This beach is also the closest to Ketapang Harbor, only about one kilometer*". The selected object is a tourist spot in Banyuwangi Regency, namely Cacalan Beach. In this sentence, students directly use the pronoun (this) to mention or describe Cacalan Beach.

Material or Action Verbs

Using material or action verbs is a form of words to authentically notify an activity or action (Kosasih & Kurniawan, 2018). The student indicators are categorized as good, and this is because class VII B students at SMP Negeri 2 Genteng, with a total of 36 students, can find 28 data. The following is an explanation of the skills of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a part description structure which includes material or action verbs in class VII B students at SMP Negeri 2 Genteng.

(Data 5)

The context of an essay for class VII B at SMP Negeri 2 Genteng by a student with absent number 15 entitled Pulau Merah. Writing the essay shows a descriptive text structure as a section description. The structure has indicators in the form of material or action verbs.

> "*Red Island is a tour in Banyuwangi. This beach is lovely and fantastic. Why is this beach called Pulau Merah? Because the sand is red. Red Island is a lovely place. What is beautiful is when we feel the gentle breeze, and there is a place for us to rest and enjoy the coolness of Pulau Merah Beach and the hills, which are very beautiful. The hills are high, and the hills are also beautiful* (Karina Kavita Sari)."

Data (5) shows an indicator of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of a part description structure which includes material verbs or actions of class VII B students at SMP Negeri 2 Genteng. The sentence marks the indicator of the material or action verb "*What is beautiful when there we will feel a gentle breeze, and there is a place for us to rest and enjoy the coolness of Pulau Merah Beach and its hills, which are very beautiful, high hills and also nice hills*". The selected object is a tourist spot in Banyuwangi Regency, Pulau Merah. In this sentence, students directly use material or action verbs (enjoy) about Pulau Merah.

(Data 6)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absentee number 30 entitled Boom Beach. Writing the essay shows the structure of the section description. The structure has indicators in the form of material or action verbs.

> "*Boom Beach is a beach located in Banyuwangi. Boom Beach is beautiful and exciting to visit. The price of admission to Boom Beach itself is very affordable. Exciting activities at Boom Beach are taking pictures on the Boom Beach bridge, seeing the beautiful sunrise, taking photos of old buildings, watching the Gandrung dance festival, and so on* (Shelvia Rizky Puji Rahayu)."

Data (6) shows an indicator of skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a part description structure which includes material verbs or actions of class VII B students at SMP Negeri 2 Genteng. The indicator of material or action verbs is indicated by the sentence, "*An interesting activity on Boom Beach is taking pictures on the Boom Beach bridge, seeing the beautiful sunrise, taking photos of old buildings, watching the gandrung dance festival, and so on*". The selected object is a tourist spot in Banyuwangi Regency, Boom Beach. In this sentence, students directly use material verbs or actions (see) about Boom Beach.

Adjective

The use of adjectives, namely the word's form, indicates a state/event that is felt or thought about the object being described (Kosasih & Kurniawan, 2018). On the student indicators for class VII B at SMP Negeri 2 Genteng, there are 36 students, and 22 data can be found. The following is an explanation of the skills of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a section description structure which includes adjectives for students of class VII B at SMP Negeri 2 Genteng.

(Data 7)

The context of an essay by a class VII B student at SMP Negeri 2 Genteng, a student with absent number 19, entitled Akbar Zoo Banyuwangi. Writing the essay shows the structure of the section description. The structure has indicators in the form of adjectives.

> "*Akbar Zoo is a tour of the city of Banyuwangi. Inside there are cute animals like rare animals. At Akbar Zoo, not only the zoo, there is also a very long and wide swimming pool. There is a wonderful hill. From the hill, you can see a wonderful view. Many visitors from out of town. Thank you from me. Sorry if there are bad words. Assalamualaikum wr. wb* (Mabel Amro Gildas)."

Data (7) shows an indicator of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure which includes adjectives for class VII B students at SMP Negeri 2 Genteng. The sentence marks the adjective indicator, "*There is a very beautiful hill there*". The selected object is a tourist spot in Banyuwangi Regency, namely Akbar Zoo Banyuwangi. In this sentence, students directly use adjectives (beautiful) about Akbar Zoo Banyuwangi.

(Data 8)

The context of an essay by class VII B at SMP Negeri 2 Genteng by a student with absent number 20 entitled Kawah Ijen Banyuwangi. Writing the essay shows the structure of the section description. The structure has indicators in the form of adjectives.

> "*Ijen Banyuwangi Crater is extreme tourism in Banyuwangi. This tour is challenging. Ijen Crater Tour is a tour that amazes our eyes. Ijen Crater made me decide to stay overnight. Ijen Banyuwangi Crater Tour is a tour that amazes the eye. Using the senses of the eye, we can see sulfur in the form of a rock. And can see the fire in the sky or called alulora, and can see smoke coming out of the mouth when the air is cold. And great views. If you tire of walking, you can pay for a motorcycle taxi for Rp. 500,000.00. Ticket prices to Ijen Crater Banyuwangi cost Rp. 150,000.00* (Michael Bernard Kaiden)."

Data (8) shows an indicator of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure

which includes adjectives for class VII B students at SMP Negeri 2 Genteng. The sentence marks the adjective indicator, "*Ijen Banyuwangi Crater Tour is a tour that amazes the eye*". The object chosen is a tourist spot in Banyuwangi Regency, namely Ijen Banyuwangi Crater. In this sentence, students directly use adjectives (stunning) about the Ijen Banyuwangi Crater.

Discussion
Identification of General Statement

Identification of general statement, namely the part that introduces the object to be described. The structure contained in the description text is that there are indicators for assessing the skills of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification or general statements for class VII students at SMP Negeri 2 Genteng. The assessment indicator is object recognition.

Object recognition is a person's ability to see and feel what is around him, then identify it in written or spoken form. This object recognition aims to introduce the object to be described. Object recognition usually uses the word copula (like, is, is, that is) on the object.

Findings of essay data/learning outcomes of descriptive text writing skills through the media of images with the theme of tourist attractions in the form of identification structures or general statements in class VII B students at SMP Negeri 2 Genteng showing object recognition. Sentences used by students contain the introduction of objects. The reason is that the students, in writing descriptive text through the media of images, use the word copula (such as, is, is, that is) to refer to the object being described. Based on the linguistic rules, descriptive text is characterized using the word copula (such as, is, is, namely). These words are used to introduce objects (Kosasih & Kurniawan, 2018).

Part Description

The part description is a description of the aspects of the object. For example, if someone is described, the things described include their physical characteristics, traits, and behavior. The structure contained in the description text is an indicator for assessing the skills of writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a section description structure for class VII B students at SMP Negeri 2 Genteng. The assessment indicators refer to the names of objects, material or action verbs, and adjectives.

Words that refer to object names usually use pronouns to describe the object. These pronouns are used to refer to objects in order to get more precise information. The author will explain back the object in detail by using pronouns. The use of pronouns in descriptive text usually uses pronouns (this, that) directly referring to the name of the object to be described.

The findings of essay data/learning outcomes of skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of a section description structure for class VII B students at SMP Negeri 2 Genteng indicate that there

are words that refer to the names of objects. Sentences used by students contain the word that refers to the object's name. The reason is that students in writing descriptive text through media images use pronouns. Based on linguistic norms, descriptive text is characterized by using words that refer to the object's name and its replacement words (personal pronouns) (Kosasih & Kurniawan, 2018). Material or action verbs are word forms that indicate an activity or action authentically. The use of the verb material or

Actions in the descriptive text usually use words that indicate an action regarding the object. The purpose of using material or action verbs in a descriptive text is to describe the actions or events occurring in the object.

The findings of essay data/results of learning the skills of writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure in class VII B students at SMP Negeri 2 Genteng indicate the presence of material or action verbs. Sentences used by students contain the presence of material or action verbs. The reason is that students in writing descriptive text through media images use verbs that indicate actions on objects. Based on the language rules, descriptive text is characterized by using material or action verbs that indicate the action of an object, animal, human, or event. For example, jumping, wagging, and standing (Kosasih & Kurniawan, 2018).

Adjectives describe aspects based on information about objects based on one's feelings. Using adjectives in the descriptive text usually refers to something the five senses can feel. In general, adjectives are found at the end of sentences or paragraphs in writing descriptive text. The purpose of using adjectives in the structure of a descriptive text is to explain the nature or condition of the object.

The findings of essay data/learning outcomes of skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of section description structures in class VII students at SMP Negeri 2 Genteng indicate the presence of adjectives. Sentences used by students contain the characteristics or conditions that students feel. The reason is that students writing descriptive text through image media use emotive words based on their feelings and thoughts. Based on linguistic rules, descriptive text is characterized by emotive adjectives (Kosasih & Kurniawan, 2018).

D. Conclusion

Based on the results of the research and discussion, the researcher can conclude that in the essay data/learning outcomes of skills in writing descriptive text through the media of pictures on the theme of tourist attractions in class VII B students at SMP Negeri 2 Genteng there are indicators for assessing skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structure or general statement and part description structure. The indicators for assessing the skills of writing descriptive texts through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements and descriptions of sections in essays/learning outcomes of skills in writing descriptive texts through the media of pictures

on the themes of tourist attractions in class VII B students at SMP Negeri 2 Genteng are object recognition, in class VII B students at SMP Negeri 2 Genteng with a total of 36 students, it can be found 32 data on skills in writing descriptive text through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements which include object recognition.

The word that refers to the name of the object, in class VII B students at SMP Negeri 2 Genteng with a total of 36 students can be found 19 data on skills to write descriptive text through the media of images on the theme of tourist attractions in the form of a part description structure which includes words that refer to the name of the object. Material or action verbs, in class VII B students at SMP Negeri 2 Genteng with a total of 36 students can be found 28 data on skills to write descriptive text through the media of pictures on the theme of tourist attractions in the form of a part description structure which includes material or action verbs. In class VII B, students at SMP Negeri 2 Genteng, with a total of 36 students, 22 data on skills in writing descriptive text through the media of images on the theme of tourist attractions in the form of a section description structure which includes adjectives. There are indicators for assessing the skills of writing descriptive texts through the media of tourist-themed images in the form of identification structures or general statements and section structures in essays/learning outcomes for writing descriptive text skills through the media of tourist-themed pictures for class VII B students at SMP Negeri 2 Genteng can be used as a reference to determine the categories of students' skills in writing descriptive text through image media. By applying descriptive text writing skills indicators through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures which include words that refer to object names, material or action verbs, and adjectives in class VII B students in SMP Negeri 2 Genteng is categorized as good.

Based on the study's results, the researcher's suggestions are as follows. First, for students, it is hoped that they will be able to provide an overview of the skills of writing descriptive texts through the media of pictures on the theme of tourist attractions in the form of identification structures or general statements, which include object recognition and part description structures which include words that refer to object names, material or action verbs, and adjectives for class VII B students at SMP Negeri 2 Genteng. Students can also apply image media to write descriptive text with the aim of making it easier when mastering material about the structure of descriptive text. Second, for future researchers who will conduct the same research related to the structure of a descriptive text, it is hoped that they will conduct research in other fields to get more up-to-date results.

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