THE USE OF DIGITAL PHOTOSTORY TO ENHANCE THE
STUDENTS’ SKILL IN DEVELOPING IDEAS IN WRITING
DESCRIPTIVE TEXT

(A Classroom Action Research at SMPN 5 Yogyakarta
in the Academic Year of 2014/2015)

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THE USE OF DIGITAL PHOTO STORY TO ENHANCE THE STUDENTS’ SKILL IN DEVELOPING IDEAS IN WRITING DESCRIPTIVE TEXT

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commit to user
MOTTO

I don’t want my experiences and knowledge buried with my body when I die later.

(Bob Sadino)
DEDICATION

This thesis is dedicated to those who support and guide me to reach my goal in life:

- Allah SWT, who has blessed my life.
- My beloved mother and father who always pray for me.
- My beloved will be husband for his support and pray.
- My beloved children Mutiara, Virta, Dimas and Sandy who always pray and support for me.
- My beloved friends for their support.
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Alhamdulillahirrobbilalamin, praise to Allah for all blessing and chances for me so that this thesis can be finished. In addition, I would like to present my special gratitude to:

1. Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. Director of Graduate Program of Sebelas Maret University.
3. Head of the English Department of Graduate Program of Sebelas Maret University.
4. Dr. Abdul Asib M.Pd, the first supervisor.
5. Dra. Dewi Rochsantiningsih M.Ed, Ph.D, the second supervisor.
6. The principal of SMPN 5 Yogyakarta.
7. The students of 7.5 class of SMPN 5 Yogyakarta.

I hope this research provides contribution for quality development of educational practice, especially for teaching writing in Junior High School.

Surakarta, January 21, 2016

Madyaningsih
ABSTRACT

This thesis aims to describe 1) whether and to what extent the use of photostory enhance the students develop ideas in writing descriptive text; 2) Describe the strengths and weaknesses/difficulties of the use of photostory to enhance the students develop ideas in writing descriptive text.

The method of the research is classroom action research. This action research is conducted collaboratively with one of English teachers in SMPN 5 Yogyakarta, in 7.5 class. This action research was carried out in two cycles which consisted of planning, implementing, observing and reflecting. The qualitative data were collected using field notes, diary, questionnaire and documentation. Then, the qualitative data were analyzed through data reduction, data display, and conclusion and verification. The quantitative data were collected from test. The test consisted of pre-test and post-test. The quantitative data were analyzed through descriptive statistics to compare the result of the pre-test and post test.

From all of the findings, it can be concluded that Photostory can improve the students’skill in developing ideas. It can be seen from the students’ score improvement; from 64.66 (pre-test) to 75.31 (post-test cycle 1), and 90.03 (post-test cycle 2). The problems of using photostory in the classroom are: 1) students open the website other than what was required; 2) the class become noisy; 3) the same pictures used in the class. Beside the score improvement, applying photostory also improve in the following: 1) the class atmosphere; 2) the students’ motivation; and 3) the elaboration in some other developing ideas indicators. In using Photostory to improve the students’ skill in developing ideas, the teacher should let the students to find their own articles and photostory subject with some proper regulation to make the result in line with the teaching and learning goal.

Key words: action research, developing ideas, photostory, writing
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET</td>
<td>ii</td>
</tr>
<tr>
<td>RATIFICATION SHEET</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

- A. Background of the Study .......................................................... 1
- B. The Problems Statement .......................................................... 5
- C. Objectives of the Research ...................................................... 5
- D. Benefits of the Research .......................................................... 5

## CHAPTER II: LITERATURE REVIEW

- A. Theoretical Review ................................................................... 7
  1. Writing .................................................................................. 7
     a. The Nature of Writing .......................................................... 7
     b. Writing Indicators .............................................................. 9
     c. The Process of Writing ......................................................... 12
  2. Descriptive Text ...................................................................... 14
  3. Developing Writing Idea .......................................................... 17
     a. Indicators of Developing Idea .............................................. 19
  4. Assessing Developing Ideas ...................................................... 21
  5. Teaching Learning Media ......................................................... 23
  6. Photostory ............................................................................. 24
  7. An Overview of Microsoft Photostory ........................................ 25
8. The benefits of Digital Photo Story ............................................................. 30
9. The Procedures of Teaching Writing Descriptive Text Using Photo Story........................................................................................................... 31
B. Review of Related Research .........................................................................32
C. Rationale ........................................................................................................37

CHAPTER III: RESEARCH METHODOLOGY
A. Context of the Research .............................................................................40
B. Research Method........................................................................................43
  1. Definition of Action Research ..................................................................43
  2. The Model of Action Research .................................................................43
  3. The Procedures of Action Research .........................................................45
C. Techniques of Collecting Data ...................................................................46
D. Techniques of Analyzing Data ....................................................................47

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION
A. Introduction ................................................................................................49
  1. Preliminary Reflection .............................................................................49
  2. Fact Finding ...............................................................................................50
B. Implementation and Findings .....................................................................52
  1. Procedure of the Research .....................................................................52
    Cycle 1
    a. Planning ...............................................................................................52
    b. Acting .....................................................................................................52
    c. Observing .............................................................................................55
    d. Finding .................................................................................................56
    e. Reflecting of Cycle 1 ............................................................................57
    Cycle 2
    a. Planning ...............................................................................................59
    b. Acting .....................................................................................................60
    c. Observing .............................................................................................62
    d. Finding ..................................................................................................65
    e. Reflecting .............................................................................................65
C. Research Discussion................................................................................... 66

CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION
A. Conclusion ................................................................................................. 69
B. Implication ................................................................................................. 70
C. Suggestion ................................................................................................. 71
REFERENCES....................................................................................................... 72
APPENDICES ...........................................................................................................
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The Result of Students’ pre-test</td>
<td>3</td>
</tr>
<tr>
<td>2.1 The Scoring Rubric of Developing Ideas in Descriptive Text</td>
<td>22</td>
</tr>
<tr>
<td>3.1 Table of Research Schedule</td>
<td>41</td>
</tr>
<tr>
<td>4.1 Students’ Writing Descriptive Text Problems and Causes</td>
<td>50</td>
</tr>
<tr>
<td>4.2 Students’ Developing Ideas pre-test score</td>
<td>51</td>
</tr>
<tr>
<td>4.3 Students’ Improvement in Developing Ideas in writing descriptive Text</td>
<td>56</td>
</tr>
<tr>
<td>4.4 The Description of the Improvement of the Descriptive Writing Class Atmosphere</td>
<td>57</td>
</tr>
<tr>
<td>4.5 The Problem of Conducting Descriptive Writing Class</td>
<td>57</td>
</tr>
<tr>
<td>4.6 Students’ Developing Ideas Improvement of pre-test and Test 1 of Cycle 1</td>
<td>58</td>
</tr>
<tr>
<td>4.7 Students’ who failed in Descriptive Writing Class</td>
<td>58</td>
</tr>
<tr>
<td>4.8 Students’ Improvement in Developing Ideas of Descriptive Text</td>
<td>63</td>
</tr>
<tr>
<td>4.9 The Learning Atmosphere of Writing Descriptive Text Class in Cycle 2</td>
<td>64</td>
</tr>
<tr>
<td>4.10 Students’ Improvement Elaboration in some other writing indicators</td>
<td>64</td>
</tr>
<tr>
<td>4.11 The Problems of the Use of Photo story in the Classroom</td>
<td>64</td>
</tr>
<tr>
<td>4.12 Students’ score of developing ideas in Test of Cycle 1 and Test of Cycle 2</td>
<td>65</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Begin a new story</td>
<td>25</td>
</tr>
<tr>
<td>2.2 Import and arrange pictures</td>
<td>26</td>
</tr>
<tr>
<td>2.3 Add a title to picture</td>
<td>26</td>
</tr>
<tr>
<td>2.4 Narrate pictures and customize motions</td>
<td>27</td>
</tr>
<tr>
<td>2.5 Customize motions and duration</td>
<td>27</td>
</tr>
<tr>
<td>2.6 Customize transition</td>
<td>28</td>
</tr>
<tr>
<td>2.7 Adding the background music</td>
<td>28</td>
</tr>
<tr>
<td>2.8 Create music</td>
<td>29</td>
</tr>
<tr>
<td>2.9 Completing photo story 3</td>
<td>29</td>
</tr>
<tr>
<td>2.10 The Rationale of the Research</td>
<td>39</td>
</tr>
<tr>
<td>3.1 The Model of Action Research</td>
<td>45</td>
</tr>
</tbody>
</table>