

Improving Students' Writing Skill By Using Figurative Languages In Descriptive Text At SMA Sinar Husni Medan

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ABSTRACT

This research aims to determine students' skills in writing descriptive text, and focuses on learning to write using figurative languages at Sinar Husni High School, Medan. The problem formulation is: how does the use of figurative language improve students' writing skills, especially in writing descriptive text. The aim of this research is to improve students' descriptive text writing skills using figurative language. The design of this research is classroom action research (PTK). The sample population in this study was class X-IPA II SMA Sinar Husni Medan, totaling 25 students. This research obtained qualitative data collection techniques and quantitative data. The results of this research showed that there was an increase in students' writing skills through the use of figurative language. This can be seen from the results of cycle I and cycle II that 96% of students were able to carry out writing activities well. In the pre-test there were 8 students who were successful with a percentage of 32% and 17 students who were unsuccessful with a percentage of 68%. In cycle I there were 19 students who were successful with a percentage of 76% and 6 students who were unsuccessful with a percentage of 24%. Then in cycle II there were 24 students who were successful with a percentage of 96% and 1 student who was unsuccessful with a percentage of 4%. After applying figurative language in writing descriptive text, students' writing skills improved significantly. From these results it can be said that the use of figurative language is effective in improving students' writing skills.

Keywords : Improving, Writing Skills, Use of figurative language, The problem formulation

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1. INTRODUCTION

Language is very important role in human life, language for human is used as a tool to do an interaction. With language people are able to express messages, convey various stories, thoughts, and experiences. English is one of the international languages which is used by most countries in the world. Basically, it has become a common secret why in this Globalization Era many people are required to learn English. The reason is, English is a supporting element for us to socialize with foreigners. Learning is a process that occurs In every person. That is by the interaction of a person in the surrounding environment. Learning can be done anywhere and anytime. One of the learning processes occurs in the school environment, that is the existence of two-way communication between students and teacher. This learning is no longer student centered so that learning objectives achieved in an effective and conducive manner. Next, teaching and learning method is a basic plan or design for a teacher. In carry out teaching so that all the basic principles and objectives of the activity can be achieved effectively. Specifically, english subject have different characteristics with other subjects, this different lies on the function of language as communication tool. Futher, learning english is crucial for all students because english is used in all over the world, students must be able in english skills.

One function of learning English is to increase knowledge. Knowledge should be realized by very human being. Knowing various languages will of course be very helpful in gaining a lot of knowledge. However, if mastering various languages is difficult, English is a language that can really represent all languages. In teaching English there are four language skills which should be mastered by the students, there is listening, speaking, reading, and writing. In this section, the research focuses on writing skill. Writing skill is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill which aims to assist students in expressing their ideas. Suparno (2009: 13) says that writing is a communication activity in the form of delivering of messages or information in written form to other parties by using written language as a tool or medium.

Writing skill is one aspect of language skills that is needed, especially in expressing ideas, thoughts, and feelings through essays, both fiction and nonfiction (Dalman, 2012). Even human life cannot be separated from writing activities because writing is one of the important language skills which include the activity of conveying message to readers. On contrary, there are some factors that made students lazy to write in English they were: (1) Students tend to be passive, easily bored and sleepy, (2) Students have lack of vocabulary mastery, (3) Teachers use inappropriate methods in conveying learning material. From some of these factors, it can be concluded that the use of appropriate method is very necessary in the teaching and learning process.

Based on the curriculum which recommended by government, there are some texts which have to be mastered by a student at senior high school. One of the texts is descriptive text. Descriptive text is the text which describes something, someone, situation or write about a person, places or things appear. According to Ahmad Rofi'udin and Darmiyati Zuchdi (1999: 167) explain that descriptive text describes an object through words. The objects depicted can be people, objects, places, events, or others. Meanwhile, according to Tarigan, (2008: 52) explains that descriptive text is text that aims to invite readers together to feel, enjoy and understand the object that is the author's target as well as possible.

Teaching descriptive text is not easy, based on the experience that researcher had during the teaching practice that was done previously, there was students' difficulties when learning to write the text. Descriptive text has a level difficulty that can affect learning interest as well as ideas. Based on the researcher observation, the researcher's target in this research especially using figurative language is to grow the students' interest in writing descriptive text.

According to Perrine (1988:565) figurative language is the language that cannot be taken literally (or should not be taken literally) and say something other than ordinary ways or say one thing and mean another. In line with Perrine's opinion, according to Kennedy (1979), figurative language can be divided into comparative, contradictive, and correlative. Comparative figurative language includes personification, metaphor, and simile, while contradictive figurative language includes hyperbole, litotes, paradox, and irony. Figurative language is a style of language to replace real words that serve to add the beauty of a sentences. Figurative language has the freedom to choose words by paying attention to its aesthetic elements, which has an impact on the desire to think more, to produce ideas and add new words. From the researcher's target above, the researcher raised the titled "Improving Students' Writing Skill by Using Figurative Language in Descriptive Text". Through the strategy that is the target of the researcher, the researcher this strategy can have an impact on increasing students' or readers' interest in writing in general, and interest in writing descriptive text in particular.

2. LITERATURE REVIEW

A. *Defenition of Writing*

Writing means pouring the author ideas into written form, Writing might be said is putting ideas into written form and process of expressing idea. Nunan (2003: 88) state that “writing is the process of thinking to create idea, thinking about how to express into a good writing and arranging the ideas into statement and paragraph clearly”. Writing is also a tool to conveying messages, as according to Suparno and Muhammad Yunus (2010) “writing as activity of conveying messages (communication) using written language as a tool or medium”. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as a means of communication. Fred D. White (1986) also said that writing is more than public communication, it is a way of thinking.

Similarly Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message. They also said that writing is the most complex language mode, being four times remove from inner language, and add the component of written expression to the earlier abilities. From the definition above, it can be concluded that writing is a medium for conveying the ideas, thoughts and messages of the author to the reader.

B. *The Purpose of Writing*

According to Martha Heasley Cox (1962) on her book that is Writing Form Process Purpose, she said that purposes of writing are:

- a) To inform; providing information about something, in the form of facts, events, opinions, views and data to readers.
- b) To persuade; invite readers to determine attitudes, support and approve ideas, ideas or opinions outlined by the authors.
- c) To educate; give a moral message to the reader.
- d) To amuse; writing that is intended to entertain readers.

According to Fred D. White (1986) writing means learning. Because of that writing has several other purposes for students in writing can be called several other functions of writing of students, they are:

- a) A place for expression: Writing can help you express the emotions you are feeling and holding back. You are free to write when you are sad, happy, upset angry or something else when you can't tell other people.
- b) A place to increase creativity: When the process of writing the brain will look for new ideas that will poured in a piece of writing. Now this is what will make a writer more creative and open the intuition because the brain is always invited to think.
- c) Improve the ability to speak well: When writing, it's important to know who audience will be reading it, sp writer can adapt it to the appropriate language. In this way, language skills will be even better.

C. *The Characteristic of Good Writing*

A good writing is a product of carefully thinking. There are several characteristic of a good writing. On the authority of Fred D. White (1986) ther are four characteristic of a good writing;

- a) The appeal to a target audience. It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the writers' desire.
- b) A coherent structure. It means that writing have organizational scheme or outline.
- c) A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.

- d) An appropriate, well articulate style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It's also means that a writer should avoid such as ambiguous sentences or unnecessary complicated wording.

As claimed by Pardiyo, M.Pd (2007) on his book "Teaching Genre Based Writing" said that to produce effective written text, a writer should :

- a) Have the knowledge of content and the nature of text, it includes the purpose of writing, the genre of writing, rhetorical structure, grammar and textual devices (cohesion and coherent). Cohesion is related to the use appropriate grammatical patterns; substitutions, elliptical construction, preposition, conjunction to relate among the clauses within paragraphs and references. While the coherent is relate to the topic flow or flow of thoughts the use of transition signals to establish interrelation among the sentences and paragraphs.
- b) Have the knowledge of basic sentences patterns.
- c) Have the knowledge about textual devices. It includes: linguistic realization. It means the sentences is grammatically correct and realized by cohesive devices. Topic flow, it means the sentences is realized by coherent devices.
- d) Identify the role of written text has meaning. From two roles can be concludes into three roles of functions or meaning. They are ideational mean, interpersonal meaning and textual meaning.

D. The Forms of Writing

Writing has several genre or forms. Based on the opinion of Robert Scholes and Nancy R. Comley (1985), the forms of writing fall into three categories. That are writer-oriented, reader oriented forms, and topic-oriented forms.

- a) Writer-oriented forms, it is means the forms of writing in which the writer is the center of attention. They are two forms of these categories, is expression and reflection.
 - 1) Expression. In this form the writer to express their feeling or thoughts.
 - 2) Reflection. In reflective writing, the writers' self is doubled. In reflection we look back that is our present, writing self look back upon some previous self and measures, in someway the distance between then and now. The Reflection allow us to discover significance in the events of our own lives
- b) Reader-oriented forms. They are two forms of writer-oriented writing. They are direction and persuasion.
 - 1) Direction; it provides information and arranges the information in the most useful and comprehensible order such as cook book and introduction book.
 - 2) Persuasion; it is designed to persuade or to motivate the reader to do something.
- c) Topic-oriented forms. The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis and synthesis.
 - 1) Narration is the writing form which shared to the reader about an event that happen in time.
 - 2) Description is to take a scene or an object and capture it in language.
 - 3) Classification is the form that puts a premium on organization. It uses category or subtopic.
 - 4) Argumentation differs form persuasion being more rational. It includes a thesis to be argued and the evidence to support the thesis.
 - 5) Analysis is both a way of observing and a way of writing about what writer have observed.
 - 6) Synthesis is the fullest and most complete form of academic writing.

E. The Process of Writing

Writing as a process consists of several stages. Tompkins (1994) outline outlines five stages of writing, namely: pre-writing, drafting, editing and publication.

- a) Prewriting: at this stage determines what will written, the purpose the writing, and the framework of writing, as well as a writing materials.
- b) Drafting: at this stage put the ideas, thought and feeling into rough draft.
- c) Repair: revises the draft that has complied.

- d) Publication: publish the writing to other to share information and get input, so the writing is perfect.

F. Descriptive Text

Descriptive text is a text which describe person, place or object. Kokasih (2006:26) is an essay that describes an object with the aim that the reader felt as if he sees the object depicted himself. According to Pardiono (2007), descriptive text comes from the Latin word which means to describe something. Pardiono then interprets it in easily digestible language as a form of essay that describes an actual condition or situation through the five senses. Tarigan, descriptive text is writing that can visualize a story that intends to encourage readers to be able to be interpret, expect and live up to the contents of the topic being agreed upon such as enthusiasm, work and others.

G. The Structure of Descriptive Text

The structure of descriptive text consists of three structures, namely identification, description, and conclusions or impressions. The explanation of the three structures is as follows:

- a) Title of the descriptive paragraph must contain at least three aspects is relevant, provocative or interesting and also short. The title of the essay represents the story which is an implied summary of the entire writing. The title has a function as an attraction and a promotional name.
- b) Identification : determination of the identify of person, object and other object.
- c) Classification: a constituent element with a system of a group according to predetermined rules and standard.
- d) Description: contains descriptions or explanation about the object or thing discussed in the text.
- e) Conclusion: the conclusion is an affirmation of what is considered important. Conclusion can be included or not.

H. Figurative Languages

Language style is a way of linguistic expression in expressing the mind of a writer through language in a special way which shows the soul and personality of the author. According to Sayuti (2010) figurative language is a type of expression that has another meaning with meaning literally, which can be a word, phrase or a boarder syntactic unit.

Panuti Sujiman (in Jabrohim 2009:42), figurative language is language that uses words whose order and meaning are deliberately deviated from the usual order and meaning with the aim of getting freshness and power of expression. So figurative language is a kind of expression has another meaning with its literal meaning to get freshness and strength expression.

Thus, it can be concluded that the meaning of figurative language style is a way of linguistic expression in expressing the thoughts of a writer use expression that have different meaning than the literal meaning for get the freshness and power of expression that show the soul and author's personality.

I. Kinds of Figurative Languages

a) Simile

Simile is an explicit comparison, meaning that it will directly state something similar or the same as another, as opinion of Nugriyanto (2017) and Keraf (2010). In a simile, there a supposition that comes from a comparison of two things that are logically very different. Simile is a link that compares two things that are literally different, but then considered to have almost the same meaning, and is stated explicitly by using words "like" and "as". Example "As cool as cucumber". Used to describe someone who does not get easily stressed out. They remain calm even when under pressure.

b) Metaphor

Metaphor is a form of figurative language which paints a clear picture through comparison or contrast. Gorys Keraf defines metaphor as a kind of analogy that compares two things directly, but in a short form. In other words, metaphor can also be interpreted as a figurative language that compares certain object with other object with similar or perhaps the same characteristic. Example "His heart was made of gold" gold is used to indicate abundance and generosity

c) Personification

In general, personification is a style of language in literary works that given human characteristic to inanimate objects or living things that are not human, so that they can act as if they behave like humans. Example "The flowers danced to the wind".

d) Onomatopoeia

According to standard figurative language definition, this literary device suggests that sounds and noises are embodied by word that consist of similar sounds. Usually, one can easily understand what a word means without knowing the term, just listening to it, as these words are pretty self-explanatory and imitate real sounds. Yet this example of figurative language should be translated carefully as different languages use different phonological contexts. Example "the bees buzzed loudly".

e) Allegory

Nurgiantoro explained the meaning of allegorical figure of speech as a figurative story that has a hidden meaning in a literal sense thus, it contains two meanings at once in a text. Keraf defines an allegory as a story in a short form that contains figure of speech. In the allegory, the name of the performer is an abstract trait like a talking animal to represent to real cast.

f) Hyperbole

Nurgiantoro (2005, 300) and Keraf (2010, 135) said that hyperbole is a style of language that exaggerates the actual reality. For example: His tears flow like a river.

g) Litotes

Litotes is a figure of speech that expresses a word humbly and gently. The use of this figure of speech is aimed at reducing or downplaying the actual reality with the aim of humiliating oneself. The use of this figure of speech can be seen from the following sentence. Example : "That wasn't half bad" uses negative phrasing to indicate that something was actually very good.

h) Idiom

An idiom is a group of words that, when put together, mean something not deducible from meanings of the individual words. Example : A piece of cake: This expression means that something is easy to do.

i) Allusion

The list of figurative language does not end with this device but knowing the described ones will enhance one's eloquence and grasp of the language. Allusion will also motivate your audience to use more outside research since this strategy implies referring to a specific situation, person, or event. Example : "I feel sad seeing your life like Cinderella". The speaker's intention is to express his pity to the interlocutor for the actions carried out by his family. This action is very similar to the Cinderella story.

j) Synecdoche

This definition of figurative language device is two-dimensional since it can represent the whole of some concept or thing referring to its part or vice versa, using a part to represent the whole. Example : "This stunning attraction attracts the attention of thousands of pairs of eyes". Thousands of pairs of eyes is just a figure of speech. The real meaning is that many people are watching.

k) Irony

Irony (from Ancient Greek εἰρωνεία *eirōneía*, via Dutch *ironie*) is a type of figure of speech in the form of satire by hiding true facts and saying the opposite of those facts or expressing subtle innuendo. Example : “That film was so good, you could fall asleep while watching it.

3. METHOD

In this study, the researcher used the Classroom Action Research (CAR) method. According to Suharsimi Arikunto (2010) classroom action research is a research activity carried out on a number of targeted subjects, namely students, aimed at improving the learning situation in the classroom so that there is an increase in the quality of learning. In language, Classroom Action Research consists of three words, namely Research, Action, and Class. Research is an activity of observing a certain object using certain procedures to find and with the aim of improving quality.

In this classroom action research, the researcher used the model design proposed by Kemmis and McTaggart which is the development of the basic concept introduced by Kurt Lewin as previously stated. The implementation of this classroom action research would consist of two cycles. In the first cycle, there are four activities, namely planning, action, observation and reflection. The results in the first cycle were as expected, the second cycle still be carried out to strengthen the results obtained from the first cycle.

The data collecting technique used by researcher are test, interview, observation, documentation, and field note. In this study, researcher used qualitative and quantitative data analysis. Quantitative data analysis is used to determine the improvement of the learning process in the form of notes, observations, and documents to be analyze. Furthermore, the data that had been obtained to collect and report in the form of descriptions, and quantitative techniques were used to determine the improvement in learning outcomes as the effect of each action taken. According to Miles and Huberman in Saleh (2017) there are three stages in qualitative data analysis activities, namely data reduction, data display, and conclusion or verification.

In the first stage, namely reducing data, the researcher summarized and simplified the data-obtained from the research results and then entered to the second stage, namely displaying the data. At this stage the researcher displayed the data in the form of tables and graphs to facilitate concluding at the last stage. To analyze data in the form of writing assignments carried out by the students, the researcher used a writing rubric adapted by Brown (2007), as follows:

$$\text{Score} = (3c + 2o + 2g + 1.5v + 1.5m) / T \times 100\%$$

Where : C is content, O is observation, G is grammar, V is vocabulary, and M is mechanics. While T is the total number of students.

The researcher apply the following formula to find out the average student scores for each cycle as show in below:

$$P = (R) / T \times 100 \text{ (Arikunto, 2013:315)}$$

Where P is the percentage of those who getting score, R is the number of students' getting score, and T is the total number of students.

4. RESULT AND DISCUSSION

A. The Results of Pre-Test

Before the Classroom Action Research (CAR) activity started, the researcher gave a pre-test activity to the students to find out how far their knowledge of the descriptive text was and also to identify the problems students faced when doing writing activities, the test given was that the researcher gives orders to students to make an example of descriptive text with the title Sei Deli River which describes the condition of the river.

No.	Category	Value Range	Frequency	%
1	Very Good	80-100	4	16
2	Good	75-79	2	8
3	Sufficient	60-74	2	8
4	Poor	50-59	1	4
5	Very Poor	0-49	16	64
	Total		25	100

Table 1. Percentage of Pre-Test

From the table 1 above, it can be seen that from the 25 students who were in the very good category there were 4 students (16%), and only 2 students (8%) have the ability to write descriptive text in the good category. While those in the sufficient category amounted to 2 students (8%). While in the poor category there were 1 students (4%), and in the very poor category there were 16 students (64%). These results also show an increase in students' skills in writing descriptive text. From the test results it can be concluded as follows:

- 1) Students' ability to write descriptive text is still not good, especially in text structure,
- 2) Students still have difficulty determining the content of the material with a predetermined theme.
- 3) Many students are still not interested in writing descriptive text.

Seeing the results of these observations where all students were in the low category, the researchers decided to follow up in Cycle I, to make more efforts to improve students' ability to write descriptive texts using figurative language material.

B. The Results of Cycle I

No.	Category	Value range	Frequency	%
1	Very Good	80-100	7	28
2	Good	75-79	4	16
3	Sufficient	60-74	8	32
4	Poor	50-59	2	8
5	Very Poor	0-49	4	16
	Total		25	100

Table 2 The Percentage of Cycle I

Based on table 2 above, it can be seen that from the 25 students who were in the very good category there were 7 students (28%), and only 4 students (16%) have the ability to write descriptive text in the good category. While those in the sufficient category amounted to 8 students (32%). While in the poor category there were 2 students (8%), and in the very poor category there were 4 students (16%). These results also showed an increase in students' skills in writing descriptive text. From the test results, it could be concluded as followed:

- 1) The ability of students in writing descriptive text was still not good, especially in the structure of the text.
- 2) Students still have difficulty in understand the topic with a predetermined theme.
- 3) There were still quite a lot of students who were lazy to write and choose to play while the lesson was in progress, on the grounds that they were not interested in the specified theme and were confused.

Seeing the results of these observations where only 7 students (28%) were complete students, the researcher decided to follow up in Cycle II, in order to make more efforts to improve students' abilities in writing descriptive text by using figurative language material.

C. The Results of Cycle II

No.	Category	Vaue Range	Frequency	%
1	Very Good	80-100	9	36
2	Good	75-79	7	28
3	Sufficient	60-74	8	32
4	Poor	50-59	0	0
5	Very Poor	0-49	1	4

Table 3 The Percentace of Cycle II

Based on table 3 above, it can be seen that from 25 students, 9 (36%) students who were in the very good category, and 7 students (28%) who had the ability to write descriptive text were in the good category, while those in the sufficient category were as many as 8 students (32%). While in the poor category there were 0 students (0%), and 1 students (4%) were in the very poor category.

The following were the results obtained based on cycle II:

- 1) Students' ability to write descriptive texts has improved, seen from the grades they get based on an assessment of the structure of writing the text.
- 2) Students begin to get excited in determining the topic they choose with a specified theme to be used as their writing material.
- 3) Some of them, of course, were still lazing around, but not as much as in the previous cycle. In this cycle the students seemed to be more focused on learning and interested in the written theme that had been determined.

D. Data of Analysis

Improving students' skills in writing descriptive text in class X IPA - 2 SMA Sinar Husni Medan, obtained students a comparison of descriptive text writing skills in the activities of pre-cycle, cycle I and cycle III as follows:

No	Research	Category	Frequency	%
1	Pre-test	Complete	8	32
		Incomplete	17	68
2	Cycle I	Complete	19	76
		Incomplete	6	24
3	Cycle 2	Complete	24	96
		Incomplete	1	4

Table 4 The Comparison of Students' Skills in Writing Descriptive Text in Pre-Test, Cycle I and Cycle II

Based on the data in table 4.7, it can be seen that the percentage of student scores between pre-cycle, cycle I and cycle II has increased. In pre-cycle conditions, the percentage of students' completion scores was 20%. Which means students do not understand how to write descriptive text as explained by the researcher. In cycle I, the percentage of students with completeness scores increased to 76%, then in cycle II it increased significantly to 96%. When compared between students' writing skills in pre-cycle conditions and after implementing figurative language, there was an increase of 96%. Thus, this research confirms the success of using this method and it can be said that the use of figurative language materials can improve students' writing skills in descriptive texts.

E. Finding

In this finding, the researcher can conclude that there was an improvement in the descriptive text writing skill. This can be seen from the pre-cycle, in cycle I and cycle II, students' descriptive text writing skill were complete and incomplete.

1. In the pre-cycle activity, from 25 students, the researcher found 4 students (16%) were in the very good category. 2 students (8%) had the ability to write descriptive texts in the good category. 2 students (8%) were in the sufficient category, and in the poor category there were 1 students (4%). While 16 students (64 %) in the very poor category. In the pre- cycle activity percentage, there was 32% students who were complete and 68% who were incomplete in writing an descriptive text.
2. At the activity stage in cycle I, the researcher tried to overcome the problems found in the previous activity, where the problems were more focused on students' interest in learning to write descriptive text. Then, from 25 students, the researchers found that there were 7 students in the very good category (8%), and only 4 students (16%) had the ability to write descriptive text in the good category. Meanwhile, there were 8 students in the sufficient category (32%). Meanwhile, in the poor category there were 2 students (8%), and in the very poor category there were 4 students (16%). In the percentage of activity in cycle I, there were 76% of students who had completed and 24% of students who had not completed writing descriptive text.

3. In this cycle, it was found that there was a good increase in students' interest in practicing their ability to write descriptive texts. Then, from 25 students, the researcher found that 9 (36%) students were in the very good category, and 7 students (28%) who had the ability to write descriptive text were in the good category, while 8 students were in the sufficient category. (32%). Meanwhile, in the poor category there were 0 students (0%), and 1 students (4%) were in the very poor category. In the percentage of activity in cycle II. There were 96% of students who completed and 4% who did not complete in writing descriptive text. It was agreed that there was a good improvement in students' skills in writing descriptive texts in cycle II after implementing the use of figurative language.

F. Interpretation of Data

In classroom action research, researcher should not only rely on one data but must look at various data sources to support research results. The data source used in this research is triangulation. Which was used to find out and check whether the results of each instrument were in accordance with the results of other instruments. So that it can produce the validity of the data and can be seen clearly in accordance with the results of the study.

a) Interview

The quantitative data above is reinforced with qualitative data taken from meetings and interviews. Interviews were conducted before carrying out the first cycle. Teachers find problems in teaching English, especially in improving students' writing skills. During the interviews, researchers also found that students were still less interested or did not like writing texts in English. This can be seen from the results of interviews with English teachers as follows:

"Some students are less interested in learning English, especially when it comes to writing texts. This may be due to most of them playing on gadgets and social media instead of studying at home, and most of them have difficulty writing English texts or learning English, which causes their lack of interest in writing. They need learning tips or methods to grow their interest in learning." English teacher.

From the results of interviews with English teachers above, it shows that students' writing skills are still low. Most students are interested in learning English. This can be seen from the results of interviews with students as follows:

"Actually, I like listening to people communicate in English, but sometimes I get bored of learning it because I don't know where to start learning from." Student 1.

"I am not interested in learning English, because English is difficult, writing and reading it are different. So it is difficult for me to learn English, especially in writing skills." Student 2.

"I like English, but I don't understand how to write well and we really need tips or methods to make learning English easy and fun." Student 3.

After the researcher gave treatment to the students, the researcher conducted another interview with the English teacher. Following are the results of the interview:

"The use of Figurative Language makes my students more active in the learning process, they are also able to convey their writing in descriptive text through the use of figurative language. The use of figurative language seems to be able to increase students' interest in learning. It also becomes easier for them to learn, especially writing English texts, they seem more enthusiastic about attending class." English teacher.

From the results of the interview with the English teacher above, it is known that the method applied during treatment had a significant and positive impact on students. The following are the results of interviews with students.

“Learning this time was really fun because we did it as a group, so we could exchange ideas and it was easier to write descriptive text because of the creative ideas of our group friends.” Student 1.

“I think the use of figures of figurative languages me the freedom to convey what is on my mind and also makes it easier for us to express our own imaginations.” Student 2.

“Learning to use figurative languages trains me to think more critically, especially in writing descriptive text, because after reading my friend’s writing, I try to imagine what the picture looks like, because the writing uses figurative language. This is quite challenging for me to continue to learn more in the future.” Student 3.

Based on the results of interviews with students above, students experienced significant progress. It can be seen that students are enthusiastic about writing since the teacher applies figurative language and the teaching and learning process of writing skills becomes more advanced.

b) Data of Observation

The data were obtained from the first observation before the classroom action research (CAR) and during the CAR. In observations before CAR starts, learning activities or techniques used by teachers to teach students to write, especially to write descriptive text, look less attractive, teachers only teach in a monotonous way and cause students to feel bored and not interested in following the ongoing learning process. This problem causes students to not understand the lesson delivered by the teacher and even completely do not understand how to write a text and what were the contents of the text they will write.

However, after the application of figurative language were used in the students’ writing learning process, especially descriptive texts, the students became more interested in practicing their writing skills to be better. This can be seen from their participation in the learning process to write descriptive texts, the students who previously looked lazy became more interested in the lesson.

c) The Test of Data

Based on the results of students’ ability scores in writing descriptive texts, it was found that students’ writing scores increased. This shows that the authentic benefits of material as a medium can improve and motivate students to continue to improve their writing skills. Most of the students got good grades at the end of each cycle. The average score of students in the preliminary study was 32% in the pre-cycle, and the average score in the first cycle was 76% and in the second cycle was 96%.

d) Discussion

This section includes a discussion of teaching writing descriptive text using figurative language. The discussion is based on how figurative language can improve students’ ability to write descriptive texts. Research proves that the use of figurative language can improve students’ ability to write descriptive text. This can be seen from the increase in student scores.

According to Purwanto in Apriana, 2020. The quality of learning can be seen in terms of the process and results of the learning process. In terms of process. Learning is said to be of quality if all or at least the majority (75%) of students are actively involved, physically, mentally and socially, in the learning process and show a high enthusiasm for learning. Meanwhile, in terms of learning outcomes and processes, it is said to be successful if there is a positive change in behavior in the students as a whole or at least the majority (75%). In this case, the used of

figurative language has been effective both in terms of the process and the results of the learning process. Because of the results from the data obtained above 75%

The results of this research are also relevant to previous research conducted by Markus Deli Girik Allo (2022) "Why Do Lectures Use Figurative Language in Class? EFL Lecture Case" "This research aims to reveal the reasons for lectures using figurative language in EFL classes. Based on the results of data analysis, there is an increase in students' interest in learning, this shows that using figurative language can increase students' interest in learning, especially in writing descriptive texts. Students' activities change from not being able to write descriptive text to being able to.

The similarity of this research with previous research is that it can improve students' abilities, but this research focuses on improving students' writing skills in descriptive texts, while previous research focuses on the purpose of using figurative language in EFL classes.

5. CONCLUSION

To see how the use of figurative language can improve students' writing skills in descriptive text, it can be seen from the results of implementing the use of figurative language for 2 cycles. Previously the researcher gave a pre-test as a comparison, from In pre-test I, there were 4 students who were successful with a percentage of 16% and 16 students who were unsuccessful with a percentage of 64%, and in cycle I there were 7 students who were successful. With a percentage of 28% and 4 students were unsuccessful with a percentage of 16% then in cycle II there were 9 students who were successful with a percentage of 36% and 1 students were unsuccessful with a percentage of 4% in cycle II.

Based on this data, the ability to write descriptive text is still low and after using figurative language in writing descriptive text it becomes good. This data is also supported by observation results, in cycle I students were still not active in group activities because some students did not really understand figurative language. In cycle II, all students were happy and interested in learning using figurative language. This shows that students already understand figurative language. Students become active in learning activities and most students state that the use of figurative language can increase students' interest and ability in writing descriptive text. This is also supported by the results of interviews with English teachers which show that teachers give positive responses after using figurative language in teaching descriptive text because this can be an alternative technique to use in the teaching and learning process of descriptive text.

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