



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 8 Nomor 4, 2025  
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/11/2025  
 Reviewed : 01/12/2025  
 Accepted : 06/12/2025  
 Published : 20/12/2025

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## INCREASING STUDENTS' GRAMMAR SKILLS USING DESCRIPTIVE TEXT: CLASSROOM ACTION RESEARCH AT SMAN 1 PAITON

### Abstrak

Dengan menerapkan strategi pembelajaran yang menekankan teks deskriptif di kelas X SMAN 1 Paiton, penelitian ini bertujuan untuk meningkatkan keterampilan berbahasa siswa, khususnya kemampuan grammar. Pendekatan dua siklus yang digunakan dalam penelitian ini, yaitu Penelitian Tindakan Kelas, meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi di setiap siklus. Menggunakan teknik deskriptif dengan pendekatan kuantitatif dan kualitatif, data yang dikumpulkan melalui tes menulis, observasi, wawancara, dan dokumentasi dianalisis. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan berbahasa siswa. Dengan peningkatan otorisasi sebesar 31,4% menjadi 91,4%, nilai rata-rata siswa meningkat dari 65,8 pada pra - siklus menjadi 83,4 pada Siklus II. Siswa menjadi lebih aktif dan reflektif dalam proyek menulis mereka, sehingga mengembangkan sikap yang lebih positif terhadap pembelajaran. Dengan demikian, penerapan pembelajaran teks deskriptif telah terbukti cukup berhasil dalam meningkatkan kompetensi berbahasa kontekstual dan berkelanjutan siswa.

**Kata Kunci:** Tata Bahasa, Teks Deskriptif, Penelitian Tindakan Kelas

### Abstract

By implementing a learning strategy that emphasizes descriptive texts in class X at SMAN 1 Paiton, this study aims to improve students' skill English grammar. The two-cycle approach used in this study, namely Classroom Action Research, includes planning, implementing actions, observing, and reflecting in each cycle. Using descriptive techniques with quantitative and qualitative approaches, the data collected through writing tests, observations, interviews, and documentation were analyzed. The results of the study showed a significant improvement in students' language skills. With an increase in authorization from 31.4% to 91.4%, the average student score increased from 65.8 in the pre-cycle to 83.4 in Cycle II. Students became more active and reflective in their writing projects, thereby developing a more positive attitude towards learning. Thus, the application of descriptive text learning has proven to be quite successful in improving students' contextual and sustainable language competence.

**Keywords:** Grammar, Descriptive Texts, Classroom Action Research

### INTRODUCTION

English is the most widely used language and is very important for communication, education, and technology around the world. In Indonesia, English is taught as a compulsory subject in high school so that students can communicate effectively, both verbally and in writing. However, in reality, their English language skills often cause many problems, especially in their understanding of grammar rules. Because grammar is not taught properly in schools, students find it difficult to convey their ideas coherently and in an organized manner. Grammar is an important component of language proficiency. Therefore, especially at SMAN 1 Paiton, grammar must be taught properly so that high school students can master grammar thoroughly in order to write and speak English well.

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Based on initial observations, many students at SMAN 1 Paiton have difficulty applying the correct grammar when writing English essays, especially when writing descriptive texts. Many students are fluent in writing and have the capacity to express ideas well. However, their sentences still need improvement, especially in the use of tenses, subject-verb agreement, the use of adjectives, and the placement of adverbs in sentences. For example, students often write phrases such as “She very pretty,” which shows a lack of knowledge of simple grammar principles. This phenomenon is not only found at SMAN 1 Paiton but also at many other schools throughout Indonesia. Wulandari et al. (2025) found that some students still have difficulty using grammar correctly when writing descriptive texts (Wulandari et al., 2025).

Descriptive texts are texts that describe a person, place, or object in detail so that readers can clearly visualize the object being discussed. Because students must use correct and appropriate sentence structures when writing descriptive texts, these texts are very relevant for learning grammar. However, grammar teaching sometimes does not depend on the framework of language use. As a result, students find it more difficult to understand how grammar can be used in real-world contexts. A study also exposes that teaching grammar outside of context makes it difficult for students to apply their knowledge of grammar to their writing skills (Suparman et al., 2023). Therefore, grammar learning should be linked to relevant material, such as descriptive texts, so that students can use grammar rules naturally. Problems from other study shows students' low ability in writing descriptive texts, which is characterized by difficulties in grammar, sentence structure, and idea development studies (Homepage et al., n.d.). It is also stated that a learning approach that integrates aspects of grammar, vocabulary, and pronunciation in meaningful communicative activities has proven effective in comprehensively overcoming difficulties in learning English (Aspuri et al., 2025).

One way to help students improve their grammar is through a genre-based approach, often referred to as text-based learning. This strategy emphasizes the need to know how texts are structured in relation to communication. According to Wicaksono et al. (2022) through their study entitled *Genre-Based Approach to Improve Students' Writing Skills: Genre-Based Approach* state that learning can help students recognize linguistic patterns in texts and use them to compose better texts. Students in descriptive writing are expected to examine text organization, which includes identification and description, use of adjectives, and application of correct grammar in their own descriptions. In addition to focusing on text, the use of learning media can inspire students to improve their grades. For example, YouTube videos can improve students' knowledge of grammar and clarify the points being explained, thereby strengthening their understanding. Another research by Wulandari et al. (n.d) shows that the use of videos as learning tools not only makes learning more interesting but also improves grammar knowledge because students can learn in a real visual environment (Septian Wulandari et al., n.d.).

Observations made by researchers at SMAN 1 Paiton revealed that grammar teaching mostly emphasized the role of teachers. Teachers only explained grammar rules without giving students exercises and assigning group tasks so that students can exchange knowledge and correct mistakes. A research reveals that the group discussion method has been proven effective in improving students' grammar skills (Sherly Gaspersz, 2022). This reduced students' understanding of grammar teaching. Given this situation, grammar learning must be more participatory, reflective, and contextual to help students improve their grammar skills. Classroom Action Research is one of the best ways to overcome this. This Classroom Action Research was conducted by researchers acting as teachers in class X at SMAN 1 Paiton to systematically improve the learning process and outcomes. Kemmis and McTaggart created a Classroom Action Research Model with two cycles. Each cycle has four phases: planning, action, observation, and reflection. After these four phases, teachers can design appropriate activities, implement the learning process, record the results achieved, and reflect on weaknesses for improvement in the next cycle. Researchers must create a Lesson Plan at the planning stage that connects grammar elements with descriptive writing activities. The implementation stage is to apply learning that emphasizes text and provides feedback on grammar mistakes made by students. The observation stage is carried out by closely observing student activities and their academic success rates. The last stage is the reflection stage, which aims to analyze shortcomings and make improvements.

The research questions in this study are: (1) How can the use of descriptive texts improve students' grammar skills? (2) To what extent do students' grammar skills improve after using the descriptive text-based learning method through Classroom Action Research? Therefore, this study aims to: (1) use text-based learning techniques to help students better understand linguistic structures; (2) determine the extent to which students' grammar skills improve after being taught using the descriptive text-based learning method.

Theoretically, with the development of technology, several studies show that digital learning resources can increase students' motivation, engagement, and academic achievement, including in the application of grammar and descriptive writing. Research by Evita et al. (2025a) found that videos on YouTube can help students understand vocabulary, grammar, and text structure (Evita et al., 2025a). In this context, this includes how their descriptions are structured and their word choice, which in turn can improve their writing. Students can see real examples in the learning process using YouTube and then apply grammar within the framework of descriptive texts. Therefore, the use of media such as YouTube videos can be incorporated into the Action Method to help improve students' grammar. Another study by Nugroho et al. (2024a) the use of traditional Indonesian cartoon media culture in teaching descriptive text writing shows that this can increase student engagement and motivation (Nugroho et al., 2024a). This situation further highlights the importance of interventions in genre-based and contextual grammar learning. Classroom Action Research is consistently applied to address specific learning problems in schools. In relation to descriptive text learning, CAR studies show an increase in writing scores after several action cycles, including improved text cohesion and reduced grammar errors (Ikhlas et al., 2024). This method also allows for adjustments to be made based on continuous observation and reflection.

This classroom action research aims to improve the quality of English language learning at SMAN 1 Paiton, particularly in grammar, through the use of descriptive texts. It is hoped that students' grammar skills will improve, as seen from the comparison of pre-test and post-test scores after several learning cycles. The goal is to help students understand English grammar rules in a more meaningful and applicable way, as well as to reduce repeated errors in grammar.

In addition to having a direct impact on students, this study will provide structured learning guidelines for English teachers. Research by Utomo et al. (2024) reveals that classroom action research has been proven effective in improving teaching quality and student learning outcomes (Utomo et al., 2024). Researchers who wish to study improvements in student learning are advised to use the classroom action research method. The results of this study include a descriptive text-based learning model, a lesson plan, and an assessment rubric that can be widely used. This study is also expected to contribute to the development of educational research in English language teaching and provide a basis for innovation in this field.

From the students' perspective, this research is intended to improve their writing skills and confidence in English. By focusing on descriptive writing exercises, students can learn to construct good sentences and expand their vocabulary. It is hoped that the results of this study will improve the quality of teaching and learning, students' language skills, and contribute to English language teaching in secondary education as a whole. This research also focuses on developing active learning attitudes and understanding the meaning of language use.

## METHOD

This observation uses the classroom action research method, as this method can address learning problems that occur in the classroom in a reflective manner. This classroom action research was conducted in two cycles, each cycle consisting of four stages, namely planning, action, observation, and reflection. The research was conducted to improve students' grammar skills using descriptive texts. The research population consisted of all tenth-grade students at SMAN 1 Paiton during the odd semester of the 2025/2026 academic year. A total of 35 students were selected as part of the sample. The research subjects were all tenth-grade students. To assist in observing the learning process, the researcher acted as both a teacher and a researcher, supported by an English teacher from SMAN 1 Paiton.

Several techniques were used to collect data: (1) tests, which were pre-tests and post-tests focusing on grammar components in descriptive texts; (2) observation, which was conducted by

observing the learning process, including observation sheets of teacher and student activities to evaluate the implementation of actions; (3) interviews, conducted briefly with a small group of students to investigate grammar issues; (4) documentation of student work in the form of descriptive text assignments for analysis. Research (Fauzi et al., 2024) Reveals that Classroom Action Research focusing on game-based grammar helps students improve their grammar skills. Another study by Marsevani (2023) also revealed that Classroom Action Research using group work methods for intermediate-level grammar, which involved two cycles as well as qualitative and quantitative analysis, can also improve students' grammar skills (Marsevani, 2023).

The instruments used were grammar test worksheets with grammar descriptions and 15 multiple-choice questions. In addition, there were observation sheets for learning activities that included teacher activities, student engagement, target vocabulary, and semi-structured interview guidelines. Furthermore, the materials used were instructional content that mostly focused on grammar, including descriptive texts. Among them were learning tools such as PowerPoint presentations, individual and group worksheets, and examples of descriptive texts with grammar corrections. The data analysis method was applied using a qualitative and quantitative data design. Quantitative data included pre- and post-cycle I and II grammar test results, score growth, and the percentage of minimum competency achievement. Qualitative data included observations, interviews, and thematic analysis documentation conducted through the following stages: (1) data reduction, (2) data representation, (3) conclusion drawing. Marsevani (2023) studies Classroom Action Research in grammar classes in Batam and finds that two cycles experienced an increase from “average” to “good” (Marsevani, 2023).

At the implementation stage, the researcher ran two cycles over eight weeks. Each cycle consisted of four phases: planning, action, observation, and reflection. This research was conducted in class X.3 at SMAN 1 Paiton. The researcher acted as an active teacher in the classroom, providing materials, carrying out grammar instruction using descriptive texts, observing, and encouraging student participation. From the planning stage to data analysis, this observation must clearly describe how students' grammar competence improved with the reflective use of descriptive materials.

## RESULT AND DISCUSSION

### A. Result

This classroom action research was conducted in two cycles to improve the grammar skills of 10th-grade students at SMAN 1 Paiton using a descriptive text-based learning approach. Based on the test results before the cycle, cycle I, and cycle II, both the average score and the percentage of students who passed showed significant increases.

#### 1. Quantitative Data Results

Table 1 shows the results of the increase in the average score and the percentage of student mastery at each stage.

Table 1 Percentage of Mastery

Stage	Average Score	Percentage of Mastery	Description
Pre-cycle	65,8	31,4%	Most students have not yet reached the minimum passing grade (KKM)
Cycle I	74,2	68,6%	There was an increase in grammar skills after implementing learning using descriptive texts in the initial phase.
Cycle II	83,4	91,4%	Almost all students achieved the minimum passing grade, indicating the effectiveness of the learning.

The average score increased from 65.8 to 83.4, showing an increase of 17.6 points. Furthermore, the success rate increased from 31.4% to 91.4%, indicating a 60% increase in the number of students who achieved the Minimum Passing Grade (KKM) after two cycles of action.

## 2. Graph Analysis

Figure 1 shows the increase in the average score of students in each cycle.

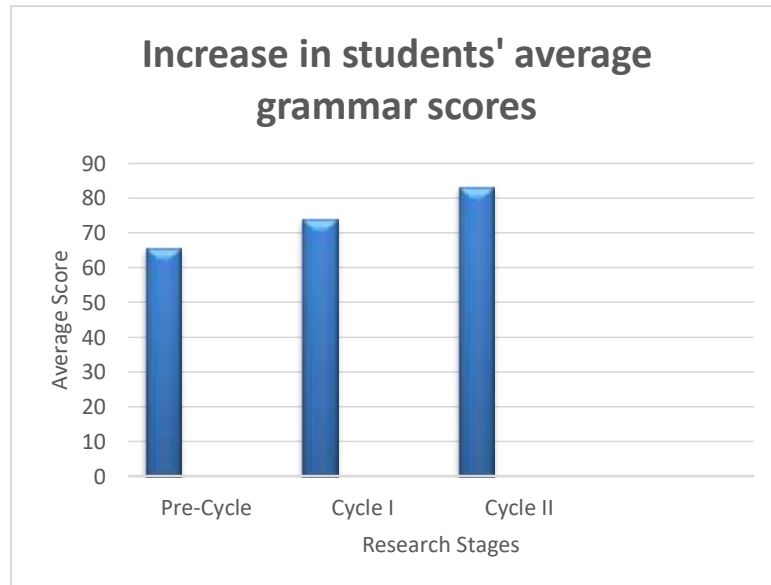


Figure 1 Students' Average Score on Grammar

The graph above shows a consistent increase from the pre-cycle phase to cycle I, then to cycle II. This indicates that each intervention had a positive effect on improving students' ability to understand and use grammar rules.

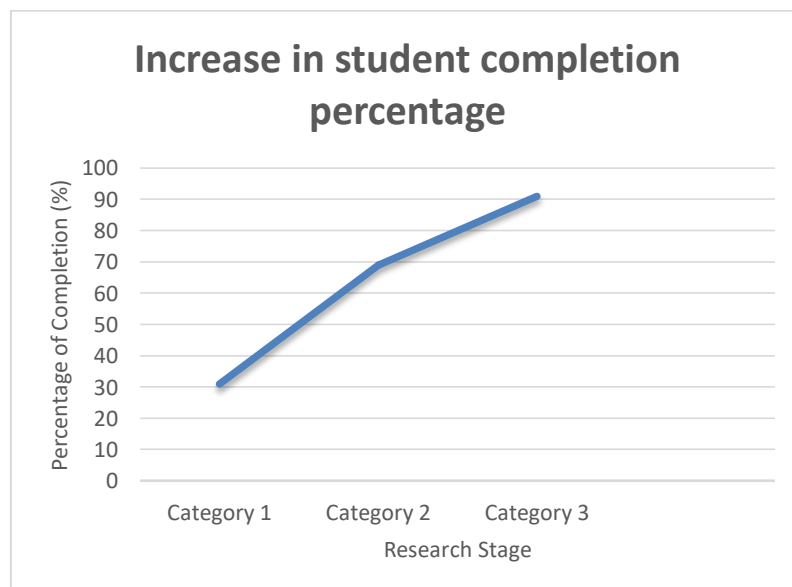


Figure 2: Increase in Student Mastery Percentage

The line graph in Figure 2 shows an upward trend in learning completion. The largest increase was 37.2% between the pre-cycle and Cycle I period. This indicates that students benefited greatly from the use of descriptive writing-focused methods, in which grammar rules were applied in real-world writing situations. From Cycle I to Cycle II, the subsequent increase of 22.8% shows consistent and continuous improvement after reflection and correction in learning from the previous cycle.

## 3. Qualitative Data Results

In addition to improved scores, observations, interviews, and document collection showed positive changes in students' learning habits. During the pre-cycle phase, students were often passive, waiting for teacher instructions, and still had difficulty using grammar in descriptive texts. Students became more enthusiastic about asking questions, writing basic texts, and participating in group discussions after the text-based learning sessions in Cycle I.

Students in cycle II showed a significant increase in participation. They were able to write descriptive texts with better sentence structure variation, pay attention to the appropriateness of topics and verbs, choose the right adjectives, and construct more organized sentences. Teachers also paid more attention to how learning activities were organized, especially in responding to students' grammatical errors.

## **B. Discussion**

Based on the findings of the action research conducted in class X at SMAN 1 Paiton, the use of descriptive language helps students improve their grammar skills. This development stems from the fact that descriptive writing provides a clear framework that integrates grammar rules with actual written communication practices. Students not only learn grammar principles independently during the learning process, but also directly apply them to accurately characterize people, places, or objects. This makes learning more meaningful. In addition, through writing, debating, revising, and peer editing, students become more engaged and develop their own use of language, thereby increasing their awareness of sentence construction, word choice, spelling, and punctuation.

From a success perspective, the progress achieved is quite significant. With an increase of 17.6 points, the average student score rose from 65.8 in the pre-cycle to 83.4 after cycle II. In addition, the students' learning success rate also increased from 31.4% to 91.4%, proving that almost all students in the class succeeded in their learning. Therefore, this study proves that the use of appropriate descriptive texts helps students understand grammar in a more meaningful context. This finding is in line with a study. (Wulandari et al., 2025), which emphasizes that the use of descriptive texts can help students understand grammar better through relevant writing examples. The change is not only seen in the numbers, but also in how well students can construct more structured sentences, use adjectives and adverbs more appropriately, and increase their confidence in writing. Therefore, the approach of using descriptive language in this classroom study not only improves grammar but also develops students' language awareness and interest.

This observation uses a genre-based approach (descriptive text) that has a significant influence on students' understanding of text structure and the grammar rules they find within it. Research by Suparman et al. (2023) supports this by showing that genre-focused learning can significantly improve the coherence and cohesion of students' writing (Suparman et al., 2023). In addition, the use of tools such as YouTube videos during the action phase helps students engage and understand information better. Evita et al. (2025) also argues that digital media can help students correct grammatical errors by providing real examples in the context of descriptive writing (Evita et al., 2025).

These observations support the research conclusions of Wulandari et al. (2025), which shows that students' writing skills develop when descriptive texts teach grammar rules in context (Wulandari et al., 2025). This research is in line with the study by Nugroho et al. (2024b) which used local cultural media (traditional cartoons) in descriptive text learning, and observed a significant improvement in students' sentence construction ) (Nugroho et al., 2024b).

## **CONCLUSION**

After conducting classroom action research in class X at SMAN 1 Paiton, it can be concluded that descriptive text-based learning has successfully improved students' grammar

skills. Not only did the measured scores indicate this success, but so did the changes in attitude and learning processes that occurred in the classroom.

Student achievement showed remarkable quantitative progress. After cycle II was implemented, the average score increased by 17.6 points from 65.8 in the pre-cycle condition to 83.4. In addition, the percentage of learning completeness increased significantly from 31.4 percent to 91.4 percent. This shows that almost all students can now achieve the minimum standards set. More important than the numbers is the fact that this study successfully documented profound qualitative progress. Students not only showed improvement in their ability to choose appropriate adjectives and adverbs, but they also showed increased confidence in expressing their ideas. Students became more active, critical, and reflective in using their own language through writing activities, discussions, and peer correction of each other's work.

From a teaching perspective, this approach encourages teachers to produce more contextual and responsive learning. By connecting grammar rules with real communication practices through descriptive texts, learning becomes more meaningful and interesting for students. Essentially, this research shows that reading descriptive texts improves language skills and enhances language awareness and learning independence. The results not only provide practical contributions in the form of useful learning models but also emphasize the importance of genre-based approaches in teaching English at the secondary level.

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