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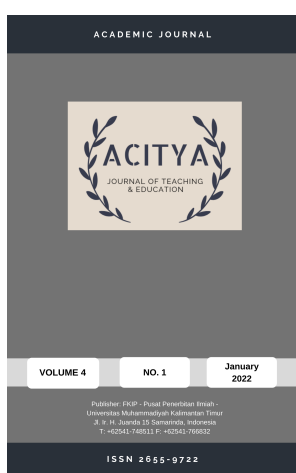Mohammad Romadhoni, National Dong Hwa University, TW, Republic of China

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TENTH GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT USING MAGIC CARD

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ABSTRACT

English language teachers nowadays are challenged to present interesting and innovative ways of teaching English to motivate their students to learn. Magic card can be used as an alternative learning medium toward the students' ability to write a descriptive text. The present study attempts to figure out students' ability in writing descriptive text utilizing magic card and to describe the students' perceptions about the use of magic card in writing descriptive text. Therefore, a quantitative descriptive research design was applied. Furthermore, to obtain the data needed, a set of tests and questionnaires were administered to 36 participants (29 females and 7 males) of the tenth-grade students. The findings revealed that the total mean of students' ability was categorized into good criteria (84%). It means that the students' ability in writing descriptive text is significantly improved. Moreover, the results of the questionnaire showed that students like using magic card because magic card is an interesting medium that would make students enjoy studying, be active in writing, and be creative in thinking. Besides, magic card can enrich students' vocabulary as it promotes students' creativity.

Keywords: ability, descriptive text, magic card, perception, writing.

1. INTRODUCTION

1.1. Introduction

Writing is a potential way to develop students' ideas. To develop students' ideas, they must have good writing skills. Teachers need to stimulate students' writing skills to be able to express their ideas creatively (Turnip *et al.,* 2019). Therefore, teachers' roles are necessary for the teaching and learning process to develop students' ideas and thought (Farizi & Fauzyah, 2019; Sartika & Nurdin, 2019; Fitriani *et al.,* 2017).

According to Jayanti (2019), students will gain writing skills if they have ample writing practice. By having good writing skills, the messages in the written texts can be easily understood by others. Apart from reading, listening, and speaking, writing as one of the English language skills is necessary for students to master because it enables them to pour down their ideas, opinions, and knowledge into a written language (Adeani, 2020; Samsudin & Sukarismanti, 2020; Fitriani *et al.,* 2019).

English plays an important role and has been widely used as a medium of international communication in all over the world (Nurfidoh & Kareviati, 2021; Rahayu *et al.,* 2021; Rahmawati & Utami, 2019; Brumfit, 2001). In Indonesia, English has become one of the mandatory subjects learned by students both in the secondary and tertiary levels. It is in line with Brown (2000, p. 232), who states that the four language skills, namely reading, speaking, writing, and listening as of paramount crucial to be learned. According to Adeani (2020, p. 1), writing skill as a productive skill has an important role in the teaching and learning process and the skills are related to each other.

Lesnussa, *et al.,* (2018) state that writing is one of the important aspects of learning English. Meanwhile, Gebhardt, *et al.,* (1989) claim that possessing good writing skills will greatly affect a person's level of success in school both in terms of writing reports, writing proposals, and doing work at school.

Writing is a skill that expects the students to generate a written text. According to Mayer's (2005) writing is one of the ways to generate the language that naturally when you converse and as a part of talent will increase by practice. It is an interactive process of thinking, inventing ideas, putting a message into statements or paragraph to express the ideas and that is why writing is one of the language skills that should be mastered in English language acquisition (Syarofi *et al.,* 2018). To be able to write a good paragraph, students need to know and understand vocabulary, grammar, sentence connection, and sentence structure (Kristina (2020); Zulaikah *et al.,* (2018).

We acknowledge that there are many types of texts that students can learn. One of them is descriptive text. Descriptive text is a text which functions to picture something in a written form (Kurnia & Kareviati, 2021; Husna, & Rozimela, 2013). Meanwhile, Royani & Sadiah (2019), state that descriptive text has its characteristics or language features, including adjectives, compound adjectives, and using the simple present tense. According to Nurfidoh & Kareviati (2021), the descriptive text has two main parts, first, introduction; introduction of person, place, animal, or object will be described, and second, description of something such as animal, things, place, or person by describing its features, forms, colors, or anything to what the writer described.

According to Bahri (2016), there are three types of learning media. They are auditory media which students learn by listening and verbalizing, visual media which students learn through seeing, and audio-visual media which can cover both the first and the second learning. Magic card as visual media can be used to promote students' understanding of writing descriptive text. It is a kind of card made of a thick sheet of paper or thin rectangular cardboard. On the cardboard, there is a picture that is presented with an attractive and unique appearance.

Teachers, in their teaching sessions, should utilize interesting media to deliver instructional materials (Muhith *et al.,* 2020). Furthermore, media will bring the instructional purpose of massages and information of learning. Meanwhile, Sanaky (2013) states that media is one of the tools to facilitate teaching and learning activities which help both teachers and students to comprehend the materials and to create a fun atmosphere.

The utilization of an interesting learning medium like magic card to teach English, especially in teaching and learning descriptive writing is damn necessary nowadays. The interesting and appropriate media will bring joyful and fun teaching and learning (Larasati & Suhartono, 2016). Moreover, the learning media will make students participate in the class and teachers will be more creative in delivering the subject during the teaching and learning process. In addition, the existence of interesting learning medium like magic card helps students to generate ideas and thoughts so that they can arrange words into sentences and a good paragraph.

Indeed, teachers, need to present some teaching innovations and be more creative to teach their students in this 21st-century era. Teachers need to put more effort into their teaching tasks and jobs. There is no other way to make students active and motivated to learn English then to find interesting and appropriate media and use them accordingly so that students will become more active and creative as they know about how to write and what to write.

One of the interesting learning media which can be used in teaching descriptive writing is the magic card. The magic card can be in the form of a circle and rectangle. In this present study, the researchers modified the magic card and presented it online to the students. To assess the students' ability in writing descriptive text, the researchers use a rubric as proposed by Brown (2007). Meanwhile, Brown (2007), states that we can use a rubric to assess students' writing do use the rubric because it is very suitable to assess students' writing ability as it provides several indicators such as content, organization, grammar, vocabulary, and mechanics.

Several studies have been conducted to examine students' ability in writing descriptive text. For instance, Sibuan (2013). She conducted research entitled "Improving Students' Achievement on Writing Descriptive Text through Think Pair Share". The previous research was

to know what students' achievement on writing descriptive text through Think Pair Share. The result of the study revealed that the students' achievement is improved when they were taught by using Think Pair Share (TPS) Method.

Another study has been carried out by Sartika & Nurdin (2019). They carried out a study entitled "Students' ability in writing Descriptive Text based on its Generic Structure at the Tenth Grade Students of Vocational High School". The objectives are to find out the students' ability in writing descriptive text and to find out whether or students can write a descriptive text. The findings showed that most of the students' paragraphs are well-organized.

The most recent study was conducted by Kristina (2020). The purpose of the study is to examine the improvements in tenth-grade students' skills in writing descriptive text using magic card as a medium of learning English using the Classroom Action Research (CAR) method. The findings revealed that the magic card is very helpful to scaffold them writing descriptive text. In addition, students are very happy, more enthusiastic, and motivated to write.

In Indonesia's schools, especially at the secondary level, students are learning several types of texts, namely narrative text, descriptive text, recount text, and procedure (Siahaan, 2013). The 2013 curriculum insists that tenth-grade students master descriptive text. In learning descriptive text, there are basic competencies to possess, such as; analysis of the generic structure, the social function and the language of a person, places, and famous historical places based on the context. Furthermore, each type of text has its characteristics and language features (Kirana *et al.,* 2018).

Based on the researchers' preliminary observation and interview with two English teachers and five students at the tenth grade of SMA N 1 Wedi in Klaten, it is found out that teachers and students both encountered several problems in the teaching and learning process, especially in writing descriptive text. In the teachers' side, it was found out that they hardly utilize an interesting learning medium in teaching their students, especially writing subjects. In addition, they used a monotonous approach in the teaching and learning process.

On the students' side, they have very poor writing skills and lack of motivation to learn. Besides, they found it hard to arrange words into sentences, as well as how to make them into a good paragraph because they wrote a very limited sentence as they lack vocabulary. Students have very limited chances to explore their ideas in the teaching and learning process. For that accounts, an interesting learning medium must be provided to promote students' motivations to learn how to write. Moreover, the use of an interesting learning medium like magic card is necessary to

promote students' understanding of writing descriptive text. In addition, it enhances students' motivation and participation to write in English class.

To meet the nature of the present study, the researchers modified magic card into magic card online. Therefore, the magic card was given to students online and it consists of several themes; pictures of person, place, and word clues. The researchers believe that the magic card can enhance students' ability in writing descriptive text, as well as promote students' motivation to write, especially in writing descriptive text. Therefore, it is worth conducting this study because it will provide a significant contribution to the existing body of knowledge on the text types, especially writing descriptive text.

Despite the plethora of studies carried out in the field of writing, a specific study about utilizing magic card to improve students' writing skills and learning motivations, especially in writing descriptive text are still limited in numbers. The discrepancy that might be bridged by the present study is the fact that the previous study mostly applied observation as the main instrument to gather the data. Meanwhile, the present study utilized a test to find out the students' ability in writing descriptive tests, as well as a questionnaire to further explore the students' perceptions of using magic card as a medium of learning English descriptive text.

To find out the student's ability in writing descriptive text, the researchers in the present study utilized magic card as an interesting learning medium. Several reasons for using magic card as a medium of learning are as follows; 1) magic card is an interesting medium of learning that can help students pour their ideas in written form; 2) magic card is a very unique and interesting object; and 3) magic card provides a real object for students which make possible for students to be creative in writing as they can imagine a view of an object or people like the original ones.

To fill in the gaps, the present study attempts to investigate the students' ability in writing descriptive text, as well as their perceptions of using magic card as a medium of learning English descriptive text. For the grounds, this study attempts to answer the following research questions; 1) What is the students' ability in writing descriptive text using a magic card as a learning medium? 2) What are the students' perceptions of using magic card toward their ability in writing the descriptive text?

The present study focuses on visual media because the simulation of visual media, fortunately, gives students results of teaching and learning more effective and efficient because they will understand and remember easily. The visual media used as a medium of learning English in this present study is the magic card. Magic card is a learning medium made of a sheet of thick

paper or thin rectangular cardboard. There is an image that is presented with an attractive and unique appearance on the cardboard (Kristina, 2020).

2. METHOD

2.1. Research Design

A quantitative descriptive research design was applied in the present study. To gather the data, the researchers administered a set of tests and questionnaires as the research instruments. The test was used to find out the students' ability in writing descriptive text using magic card which was distributed online through the WhatsApp group. It was given online because the research was conducted at the time of the Covid-19 pandemic.

The researchers asked students to write a descriptive text using magic card with two themes, namely place "My house" and person "My favorite teacher". The students were given 90 minutes to write a descriptive text and then the students' work was corrected by the researchers to find out the students' ability in writing descriptive text using magic card. After doing the test, the researchers distributed a questionnaire for students. The questionnaire was used to describe the students' perceptions about using magic card in writing descriptive text and distributed online through Google Form.

2.2. Subject of Research

The research participants were the second-semester students of tenth-grade students of SMAN 1 Wedi, Klaten in the academic year 2020/2021. The total numbers of research participants were 36 (29 females and 7 males). The main reason why the researchers picked the participants out was because they had been previously taught descriptive text.

2.3. Instrument

The instruments used in the present study include a set of tests and a questionnaire. The test is used to assess the students' works in writing descriptive text using magic card. Meanwhile, questionnaire was applied to further explore the students' perceptions about using magic card toward the ability in writing descriptive text.

2.4. Data Gathering

The data needed in the present study were obtained from the test and questionnaire. Furthermore, the researchers administered the test to know the scores of participants' learning outcomes and provide a questionnaire to further explore the participants' perceptions about using magic card.

2.5. Data Analysis Procedure

To analyze and assess the students' ability in writing descriptive text, the researchers used the scoring rubric that was adapted from (Brown, 2007). According to Brown (2007), the scoring rubric has five indicators of writing: (1) Content; generate ideas and provide supporting details, (2) Organization; expressing ideas effectively, clearly, and cohesively and well-organized, (3) Grammar; using correct grammar, (4) Vocabulary; use the effective word, (5). Mechanics; using correct English writing such as correct spelling, capitalization, and paragraphing. The scoring rubric of the present study is presented in Table 1 as follows:

Table 1. The Scoring Rubric

Aspect	Score	Performance Description	Weighting
Content (C) -Topic -Details	4	The topic is comprehensive, obvious, and the details are related to the topic	3x
	3	The topic is comprehensive, obvious, but the details are almost related to the topic	
	2	The topic is comprehensive, and obvious, but the details are not related to the topic	
	1	The topic is not obvious, and the details are not related to the topic	
Organization (O) -Identification -Description	4	Identification is comprehensive and descriptions are arranged with appropriate connectives	2x
	3	Identification is almost comprehensive and descriptions are arranged with almost appropriate connectives	
	2	Identification is not comprehensive and descriptions are arranged with few misappropriation connectives	
	1	Identification is not comprehensive and descriptions are arranged with misappropriation connectives	
Grammar (G) -Use Present Tense -Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but do not affect the meaning	
	2	Many numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V)	4	Effective choice of words and word forms	1,5x
	3	Few misappropriation vocabularies, word forms, but do not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and do not understandable	
Mechanics (M) -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

The descriptive writing test score is calculated by using a formula as follows:

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

After knowing the students' scores, the researchers summed up the scores and calculate the mean score of the student's ability. The mean score is calculated by using a formula from (Nurgiyantoro, 1988) as follows:

$$\text{Mean} = \frac{EX}{N}$$

Explanation:
M   : Mean
EX : Sum
N : The number of participants

To percentage the ability, the researchers used formula index assessment according to (Nurgiyantoro, 1988) as follows:

$$\text{Rating Index} = \frac{M}{Skor\ Maks} \times 100\ \%$$

Explanation:

M   : Mean

Skor Maks : Maximum score

To find out the students' ability in writing descriptive text using magic card, the results of the mean score and rating index calculation are then converted to the scoring grade adapted from (Nurgiyantoro, 1988) as follows:

Table 2. Scoring Grade

Interval Percentage	Criteria
85-100	Excellent
75-84	Good
60-74	Enough
40-59	Less
0-39	Bad

In analysing the questionnaire, the researchers calculated the questionnaire data was adapted from (Riduwan & Sunarto, 2013), using a formula as follows:

$$\frac{f}{n} \times 100\% \qquad \text{where } f = \text{the frequency of the answer}$$

$$n = \text{total number of respondent}$$

3. FINDINGS AND DISCUSSION

3.1. Findings

Students' ability in writing descriptive text using magic card

The present study attempts to find out the students' ability in writing descriptive text, as well as their perceptions of using magic card as a medium of learning English descriptive text. The scores of participants' writing were obtained from five aspects, namely Content (C), Organization

(O), Grammar (G), Vocabulary (V), and Mechanics (M). The students' scores are presented in Table 3 as follows:

Table 3. The Results of Students' Score

NO	NAME	C	O	G	V	M	TEST SCORE
1.	ATR	4	4	3	3	3	8.7
2.	AGM	4	4	2	4	3	8.6
3.	ARP	3	4	3	3	2	7.6
4.	AI	4	4	3	4	3	9.1
5.	AKS	4	4	2	4	2	8.2
6.	ASML	4	4	2	4	4	9
7.	AP	4	3	2	4	4	8.5
8.	AR	4	4	2	3	3	8.2
9.	CAPF	3	4	2	3	3	7.5
10.	DRW	4	4	2	3	3	8.2
11.	DW	4	4	3	4	3	9.1
12.	DAI	4	3	3	3	3	8.2
13.	DFA	4	4	2	3	3	8.2
14.	DDA	3	2	3	4	2	7
15.	EF	4	3	4	3	2	8.3
16.	FNW	4	4	3	3	3	8.7
17.	FP	4	3	4	4	3	9.1
18.	GBAP	4	4	2	3	3	8.2
19.	HCM	4	4	3	4	3	9.1
20.	IDA	4	3	3	4	3	8.6
21.	JS	3	2	3	3	2	6.6
22.	L	4	2	2	4	2	7.2
23.	NTA	4	4	3	4	3	9.1
24.	NAR	4	3	4	3	3	8.7
25.	NTZ	4	4	3	4	3	9.1
26.	NF	4	4	3	3	3	8.7
27.	NM	4	4	3	4	4	9.5
28.	RJ	4	3	3	2	3	7.8
29.	SN	3	4	3	3	3	8
30.	SW	4	4	3	4	4	9.5
31.	SA	4	4	3	4	4	9.5
32.	TO	4	4	3	4	3	9.1
33.	VK	3	2	3	3	2	6.6
34.	VAS	4	4	3	4	4	9.5
35.	VFHA	3	2	3	3	2	6.6

36	ZJ	4	4	2	4	4	9
			TOTAL				302.6
			MEAN				8.4

Table 3 shows that the total score is 302.6, while the total of mean score is 8.4. Of thirty-six students, three students reached 6.6 as the lowest scores and four students reached 9.5 as the highest scores. Furthermore, there is one student obtained score 7, one student obtained 7.2. Moreover, the results of computation showed that one student obtained 7.5, 7.6, and 7.8. Meanwhile, one student obtained 8, six students obtained 8.2, one student obtained score 8.3, and one student obtained 8.5. The score 8.6 was obtained by two students, and score 8.7 was obtained by four students. In addition, there were two students reached score 9, seven students reached score 9.1, and there were four students reached 9.5 as the highest scores.

From the results the computation, it can be seen that the lowest score is 6.6, and the highest score is 9.5. Meanwhile, the total scores of tenth grade students were 302.6. The mean score was obtained through the formula from Nurgiyantoro (1988). The calculation can be seen as follows:

$$\text{Mean} = \frac{EX}{N}$$

$$\text{Mean} = \frac{302,6}{36}$$

$$= 8,4$$

After knowing the total scores and mean score, the researchers used the rating index formula from Nurgiyantoro (1988). The calculation can be seen as follows:

$$\text{Rating Index} = \frac{M}{\text{Skor Maks}} \times 100\ \%$$

$$\text{Rating Index} = \frac{8,4}{10} \times 100\ \%$$

$$= 84\%$$

Based on the calculation above, the researchers can find out the percentage of rating index is 84%. According to the scoring grade from Nurgiyantoro (1988), the interval percentage 84% was categorized into good criteria. It can be concluded that the participants' ability in writing descriptive text are categorized into good criteria as correspond to the scoring grade as seen in Table 4 as follows:

Table 4. The scoring grades

Interval Percentage	Criteria
85-100	Excellent
75-84	Good
60-74	Enough
40-59	Less
0-39	Bad

The students' perceptions of using magic card toward their ability in writing descriptive text.

To find out the students' perceptions of using magic card as a medium of learning English writing descriptive text, researchers administered a questionnaire to 36 students of SMA N 1 Wedi. The results of the questionnaire can be seen in Table 5 as follows:

Table 5. The Results of Students' Questionnaire

No	ITEMS	SA (5)		A (4)		N (3)		D (2)		VD (1)	
		F	%	F	%	F	%	F	%	F	%
1.	Item 1	17	47,2%	14	38,9%	4	11,1%	1	2,8%	0	0
2.	Item 2	19	52,8%	14	38,9%	3	8,3%	0	0	0	0
3.	Item 3	12	33,3%	18	50%	6	16,7%	0	0	0	0
4.	Item 4	13	36,1%	18	50%	5	13,9%	0	0	0	0
5.	Item 5	19	52,8%	14	38,9%	3	8,3%	0	0	0	0
6.	Item 6	12	33,3%	19	52,8%	4	11,1%	1	2,8	0	0
7.	Item 7	12	33,3%	19	52,8%	5	13,9%	0	0	0	0
8.	Item 8	9	25%	10	27,8%	15	41,7%	2	5,5%	0	0
9.	Item 9	16	44,5%	8	22,2%	12	33,3%	0	0	0	0
10.	Item 10	19	52,8%	12	33,3%	5	13,9%	0	0	0	0

Explanation:
SA   : Strongly agree
A   : Agree
N   : Neutral
D   : Disagree
VD   : Very Disagree

Table 5 shows the results of the questionnaire of the students' perceptions in using magic card toward the ability in writing descriptive text. The followings are students' perceptions based on the items (items 1 – 10) asked in the questionnaire.

In responding to item 1, *"Students like teacher to use magic card as a medium of learning in teaching descriptive text"* the findings revealed that there are 17 students or 47.2% of 36 who strongly agree that they like magic card as a learning medium that teacher used to teach descriptive text, 14 students or 38.9% are agree, and 4 students or 11.1% are in a neutral and only 1 student or 2.8% disagree. It indicates that many students feel strongly agree with the statement that students like magic card as learning medium that the teacher used.

In responding to item 2 *"Magic card make it possible for students to write decriptive text"* of thirty-six students, 19 students or 52.8 % are strongly agree that magic card can make student easier to write descriptive text. Furthermore, 14 students or 38.9% agreed and 3 students or 8.3 % are in a neutral position. It indicates that most of the students are strongly agree with the statement that the magic card can make students easier to write descriptive text.

Furthermore, in responding to item 3*"Magic card can make students to become more creative, antusiasm, and interest to write descriptive text"* the findings showed that there are 12

students or 33.3% of 36 students who are strongly agree that a magic card can make students more creative, enthusiastic, and interested in writing descriptive text, 18 or 50% agreed and 6 students or 16.7% are in a neutral position. It indicates that many students agree with the statement that the magic card can make students more creative, enthusiastic, and interested in writing descriptive text.

Moreover, in responding to item 4 "*Magic card is an interesting and enjoyable medium of learning*" the results showed that there are 13 students or 36.1% of 36 students are strongly agree that the magic card is a learning medium that is interesting and doesn't make students feel bored. There are 18 students or 50% agreed and 5 students or 13.9% are in neutral perception. It indicates that most of the students were agree with the statement that a magic card is a learning medium that is interesting and doesn't make students feel bored.

In responding to item 5 "*Magic card can improve students ability to write descriptive text*" the results showed that there are19 students or 52.8% of 36 students who strongly agreed that a magic card can improve the students' ability in writing descriptive text. Moreover, there are 14 students, or 38.9% agreed about the statement, and 3 students or 8.3% are in a neutral position. It indicates that most of the students are strongly agree with the statement that magic card can improve the students' ability in writing descriptive text.

In responding to item 6 "*learning materials delivered by teachers make it possible for students to write the descriptive text*" the finding revealed that there are 12 students or 33.3% of 36 students who strongly agree that learning material that the teacher gave can make students easier to write a descriptive text. Furthermore, 19 students, or 52.8% agreed about the statement, and 4 students, or 11.1% are in a neutral position. Meanwhile, 1 student or 2.8% is disagree about the statement. It indicates that most of the students are agree with the statement that the learning material that the teacher gives can make students easier to write a descriptive text.

In responding to item *7 "learning medium applied by teachers can increase students' vocabulary so that they can write the descriptive text*" the results showed that there are 12 students or 33.3% of 36 students who strongly agree that the learning medium that teacher gave can enrich students' vocabularies, so it can make students easier to write a descriptive text. In addition, there are 19 students, or 52.8% agreed about the statement, and 5 students, or 13.9% are in a neutral position. It indicates that most of the students are agree with the statement that the learning medium that the teacher gave can enrich students' vocabularies, so it can make students easier for students to write a descriptive text.

In responding to item 8 "In students' opinion, learning English is not difficult" the findings showed that there are 9 students or 25% of 36 students who strongly agree that learning English is not difficult to understand. Furthermore, there are 10 students or 27.8% agreed and 15 students or 41.7% are in a neutral position, and 2 students or 5.5% disagree about the statement. It can be said that several students feel neutral with the statement and according to students learning English is not difficult to understand.

In responding to item 9 *"Learning English will make students often write descriptive text"* the results showed that there are 16 students or 44.5% of 36 students who strongly agree that learning English makes students practice writing English more often, especially descriptive text. There are 8 students or 22.2% agreed and 12 students or 33.3% are in a neutral. It can be said that several students strongly agree with the statement that learning English makes students practice writing English more often, especially descriptive text.

In responding to item 10 *"Teachers can deliver learning materials in a sequence of their grading"* the findings showed that there are 19 or 52.8% of 36 students who strongly agree that the teacher can convey the material coherently, master the material, and make students understand the learning material. In addition, there are 12 students, or 33.3% agreed about the statement, and 5 students, or 13.9% are in a neutral position. It can be claimed that most of the students are strongly agree with the statement teacher can convey the material coherently, master the material and make students understand the learning material.

3.2. Discussion

Based on the results of the present study, there are several similarities and differences from the previous study's findings. The present findings showed that the students' mean score was categorized into good criteria (84%). In addition, most of the students obtained higher scores and the results of the questionnaire showed that students like magic card because magic card is an interesting learning medium, create a fun learning atmosphere, and enrich students' mastery of vocabulary. The findings support the previous findings of Atiek (2018), who states that the students' mean score was categorized into good criteria (84.4%), and most students obtained higher scores and students became enthusiastic and creative in using magic card.

Furthermore, the present findings are in line with the previous findings of Fajariani (2018), who found out that the students have positive perceptions about the use of magic card and flashcards to improve their ability in writing descriptive text. She went on to say that the use of magic card facilitates the students to write descriptive text and can be used to measure the students'

writing ability. In addition, the findings of Kristina's (2020) showed that there were significant improvements in students' writing after using the magic card as a writing learning medium. Laraswati & Suhartono (2016) confirms that the application of visual media in teaching writing can help both teacher's and students' activities during the teaching and learning process in the classroom.

Magic card can facilitate students' learning in writing descriptive text by seeing the pictures and they can write their ideas into simple sentences and the last make a paragraph. The learning media can help teachers explain the materials easily. They can stimulate students' attention and creativity by showing some interesting and unique cards during the teaching and learning process. It is in line with Muhith's *et al.,* (2020) that media is one of the tools which can be used to facilitate activities of learning and teaching. Furthermore, Kristina (2020) affirms that using magic card in teaching writing can improve students' ability in writing descriptive text. She went on to say that students are very enthusiastic and motivated because it creates more fun and exciting atmosphere.

Jayanti (2019) states that writing activities can develop students' knowledge, writing ability, improve their grammar and vocabulary. Writing is believed to be the most difficult skill for L2 learners because learners need to generate, organize, and translate their ideas into readable text (Richard & Renandya (2002). The statements are supported by Fitriani's *et al.,* (2019) who confirm that writing as one of the language skills is still difficult to master by students because they should know the content, grammar, vocabulary, and writing mechanics.

The findings of the present study revealed that students' ability in writing descriptive text has been improved significantly, and students using like magic card during the teaching and learning process because magic card would make them enjoy studying, be active in writing and be creative in thinking. Besides, magic card help them comprehend the topic given. In addition, the magic card can enrich students' vocabulary and enable them to write a descriptive text. Indeed, magic card can improve their ability in writing descriptive text and create fun learning activities:

4. CONCLUSIONS

4.1. Conclusion

Magic card is an interesting learning medium that can be used by both teachers and students in teaching and learning, especially in writing descriptive text. The findings revealed that the students' ability is significantly improved. It can be known from the calculation of their total score is 302.6 and the mean score of students' tests is 8.4. In addition, the interval percentage is categorized into good criteria as it reaches the score of 84%. The results of the questionnaire

revealed that most students strongly agree that magic card is an interesting learning medium that can improve their ability in writing descriptive, create a fun learning atmosphere, and enrich students' mastery of vocabulary. In short, magic card brings a positive effect on students' ability in writing English descriptive text.

4.2. Suggestions

Future research may conduct an in-depth study to further explore students' perceptions by including more respondents in different levels of education. Since the present study was conducted in the COVID-19 outbreak, the next researchers must perform face-to-face interviews and classroom observation to find out what they perceive about using both visual media and audio-visual in teaching and learning descriptive text to cope with the shortcomings of the presents study.

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