



**THE EFFECT OF USING PICTURES TOWARD WRITING
DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS
OF MAN TAPANULI SELATAN**

A THESIS

Submitted to State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Educational Scholar (S.Pd) in English

Written By:

SAHDUAN SINAGA
Reg. No: 17 203 00070

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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To :Dean
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to SAHDUAN SINAGA, entitle "*The Effect of Using Pictures toward Writing Descriptive Text at Tenth Grade Students of MAN Tapanuli Selatan*", advisors assume that the thesis has been acceptable to complete the assignment and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis could be examined by the Thesis Examiner Team in Munaqosyah. That is all and thank you for the selection.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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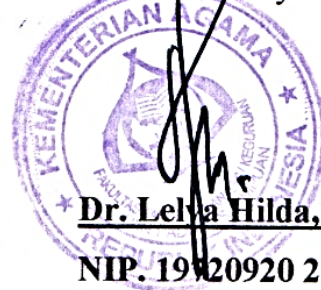
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ABSTRACK

This research is intended to investigate the effect of using pictures toward writing descriptive text at tenth grade students of MAN Tapanuli Selatan. The problems that faced by the students in writing descriptive text were: 1) most of students lack of vocabulary mastery, 2) Most of students lack of understanding tenses, 3) Most of students lack of understanding descriptive text, 4) Most of students did not know that there was a media can help them in learning about descriptive text.

The formulation of the problem in this research were: 1) How is students' writing descriptive text skills before learning by using media, 2) How is students' writing descriptive text skills after learning by using media, 3) Is there any significant effect of using pictures media to students' writing descriptive text skills. The purpose of this research was to answer the formulation of the problem in this research.

This research uses experimental quantitative method with pre-test and post-test design. The populations were all of the students at thenth grade of MAN Tapanuli Selatan. The sample were two classes, MIA-1 as an experimental class that consists of 20 students and MIA-2 as a control class that consists of 20 students. The data were collected through pre-test and post-test in essay test form and analyzed by using Statistical Formula by Sugiyono with T-test.

The result of the research showed that the mean score of experimental class was higher than mean score of conrol class after using pictures media. The mean score of experimental class in pre-test was 53.65 and the mean score of control class in pre test was 50.6. Meanwhile, the mean score of experimental class in post-test after doing the treatment by using pictures media was 72.95 and the mean score of control class in post test was 65.9. Therefore, alternative hypothesis (H_a) of this research was accepted and the null hypothesis (H_o) of this research was rejected. It can be concluded that there was a significant effect of using pictures toward writing descriptive text at thenth grade students of MAN Tapanuli Selatan.

Key Words : *Pictures Media, Writing Descriptive Text.*

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ABSTRAK

Penelitian ini fokus pada pengaruh penggunaan gambar untuk meningkatkan menulis teks deskriptif pada siswa kelas sepuluh MAN Tapanuli Selatan. Ada beberapa masalah yang dihadapi siswa dalam menulis teks deskriptif diantaranya: 1) kebanyakan siswa kurang menguasai kosa-kata, 2) kebanyakan siswa kurang memahami tenses, 3) kebanyakan siswa kurang memahami deskriptif teks, 4) kebanyakan siswa tidak tau bahwa ada media yang bisa membantu mereka dalam belajar tentang teks deskriptif.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana kemampuan menulis teks deskriptif siswa sebelum belajar dengan menggunakan media gambar, 2) Bagaimana kemampuan menulis teks deskriptif siswa setelah belajar dengan menggunakan media gambar, 3) apakah ada pengaruh yang signifikan pada kemampuan siswa dalam menulis deskriptif teks. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah seluruh siswa kelas sepuluh MAN Tapanuli Selatan. Sampelnya adalah kelas MIA-1 Sebagai kelas eksperimen yang terdiri dari 20 siswa dan MIA-2 sebagai kelas kontrol yang terdiri dari 20 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal essay dan dianalisis menggunakan rumus dari sugiyono dengan T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas kontrol sesudah menggunakan media gambar. Rata-rata dari kelas eksperimen di pre-test adalah 63.65 dan rata-rata kelas kontrol di pre-test adalah 50.6. Sedangkan skor rata-rata kelas eksperimen di post-test setelah melakukan treatment menggunakan media gambar adalah 72.95 dan skor rata-rata kelas kontrol adalah 65.9. Oleh karena itu, hipotesis alternative (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan media gambar terhadap kemampuan menulis siswa pada kelas sepuluh MAN Tapanuli Selatan.

Kata kunci: Media Gambar, Menulis Teks Deskriptif

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Padangsidimpuan, 2021
Researcher,

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CHAPTER I INTRODUCTION

A. Background of the problem

English consists of four language skills must be known, they are listening, speaking, reading, and writing. Heaton stated that:

The four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. In many situation where English is taught for general purposes, these skills should be carefully integrated and used to perform as many genuinely communicative tasks as possible.¹

Writing is one of way to express the students' thinking, feeling, writing, experince, ideas or opinion. Writing is the most difficult to learn because it need more effort to manage the ideas dan arrange the word. According to Jack C. Richard and Willy A. Renandya, writing is the most difficult skills for second language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into redable text.² So, students need to know about how to master writing skills better.

Writing is called as a productive skill. It means that writing is a process of write to produce something that contains about writer's feelings or ideas. Writing is important for students to learn because writing teach the students how to think critically and creatively. Writing also improve the student's ability in which the students can think concisely and clearly. Student learn how to inform the students' writing.

¹ J.B. Heaton, *Writing English Language Tests* (LONDON AND NEW YORK, 1988), p.8

² Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002), p.303

According to Edith N. Wagner, informational writing is a process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that you understand and are able to use this information for a variety of rhetorical purposes.³ Many students said that writing is one of the difficult problems in English skills. One of the reasons, because in learning writing the students have to try to elaborate their idea. They do not get understood how to apply the grammar and use the correct vocabulary.

One of the parts in learning writing is about writing descriptive text. In teaching and learning writing especially for writing descriptive text, the teacher should pay attention to make students interested in learning writing descriptive text. The goal is to make students more easily and more interesting to understand about descriptive text. The students need some ways to support them to understand about writing descriptive text. One of the ways that the teacher can apply in the teaching and learning process is using pictures.

According to Ann Raimes, a picture can be the basis not just for one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogues, letters, reports, or essays.⁴ So, it means that pictures have a great effect for students in their writing skills such as how to arrange the words or sentences.

³ Edith N. Wagner, *Express Yourself* (NEW YORK, 2002), p. 2

⁴ Ann Raimes, *Techniques in Teaching Writing* (USA, 1983), p. 27

Using picture as a topic for several writing gives us the opportunity to develop not merely a wide variety of tasks but also a sequences of tasks, carefully selected so that students move from one level of difficulty to another, gathering more vocabulary, knowledge of idiom and sentence of structure, and organizational skill as they proceed.⁵ So, picture can be used as a refence for making a task for students.

Michael Newall stated that a picture is an a kind of representation. It arouses in the viewer the thought of some other, typically absent, and item of picture's subject matter. Many things besides pictures represent, it can be words, sentences, maps, diagrams, codes, sculptures, insignia and so on.⁶ Furthermore, it appear the students' motivation in learning descriptive text. Picture is a two dimensional work of art that serves to explain something. Picture is used for students to help students more easier in learning about decriptive text. Picture help students to imagine what can be happened from the picture. It make students more creatively in choosing the best sentencee. In addition, by using media picture students can pay more attention to the lesson.

Based on an interview of the reseacrher in MAN Tapanuli Selatan located in Sipagimbar, students have some problems in learning about writing descriptive text. First, most of students lack of vocabulary. Second, most of students get the difficulties in organizing the ideas. Third, most of

⁵ Ann Raimes, p. 34

⁶ Michael Newall, *What Is A Picture?*, First edit (UK: PALGRAVE MACMILLAN, 2011), p.01

students have low ability in writing sentence. Fourth, most of students still confused in grammar of descriptive text.⁷

From the observation and interview in MAN Tapanuli Selatan located Sipagimbar, the teacher said that almost all of students get a low score in learning about descriptive text. The problem comes from the lack of vocabulary mastery, lack of understanding of the tenses used, and lack of understanding about descriptive text.⁸

From the reasons above, the researcher would like to use the picture in teaching about descriptive text to attract the students in learning. The use of picture here is to make students more easier in learning about descriptive text. Using picture on students writing skills make the teaching and learning more interesting and effective. This is make students more actively in learning English, especially for learn writing. Therefore, the researcher only focused on “The Effectiveness of Picture to Students Writing Skills on Descriptive Text”.

B. Identification of the Problem

Based on the explanation above, the problem of this research can be formulated as follow:

1. Most of student lack of vocabulary mastery.
2. Most of students lack of understanding the tenses.
3. Most of students lack of understanding the descriptive text.

⁷ *Private Interview with the some of students in MAN Tapanuli Selatan (Sipagimbar: MAN Tapanuli Selatan on October, 5th 2020)*

⁸ *Derminayanti Hutahut, Private Interview with the English teacher in MAN Tapanuli Selatan (Sipagimbar: MAN Tapanuli Selatan on October, 6th 2020)*

4. Most of studentss did not know that there was a media can help them in learning about descriptive text.

C. Limitation of the Problem

The researcher limit the research only for students in learning descriptive text writing. The aim of this study is to teach students about descriptive text writing by using picture. The kind of picture in this research is a picture of individual object.

D. Formulation of the Problem

Based on the background of the study, the problem of the study can be formulated as follows:

1. How is students' writing descriptive text skills before learning by using picture media?
2. How is students' writing descriptive text skills after learning by using picture media?
3. Is there any significant effect of using pictures media to students' writing descriptive text skills?

E. Objectives of the Research

Considering the formulation of the problems above, the objectives of this research can be formulated to know the effectiveness of pictures to students writing skills on descriptive text at MAN Tapanuli Selatan located in Sipagimbar which is described as follow:

1. To find out students' writing descriptive text skills before learning by using picture media.

2. To find out students' writing descriptive text skills after learning by using pictures media.
3. To identify whether there is a significant effect of using pictures media to students' writing descriptive text skills.

F. Significances of the Research

Based on the title "the effectiveness of picture to students writing skills on descriptive text", the research intended to be useful for:

1. Headmaster

For the Headmaster, this study has a function to motivate the English teacher to teach English in a good way.

2. Teacher

It is to develop teaching English especially in teaching writing. It also help the teacher make the learning process more interesting.

3. Another Researcher

For the researcher, it will be useful as a references in teaching and learning process in the future. It will increase the researchers' competence also.

G. Defenition of Operational Variables

To avoid misunderstanding in assumning the title of this research, the researcher need to clasify some variables of this research as follows:

1. Picture

A picture is a visual media that produced from photograph.

It is everything that made into two dimensions. In this research,

picture means a tool used in order to know the effectiveness of that to students writing skills on descriptive text at X MAN Tapanuli Selatan located in Sipagimbar.

2. Writing Descriptive Text

Writing is one of many ways to express the thinking and feeling by using written technique. Writing does not come naturally, so it needs more hard thinking. Writing has many aims to inform, to amuse, to persuade, or to satirize. Writing descriptive text is a kind of text that describe something clearly, like things, place, person, or events

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Concept of Picture

a. Definition of Picture

A picture is something form drawing, photo, or image of person, place, things, or events. Everyone can have a picture because picture can be taken by a camera or can be drawn by a pencil. There are some specialist that has given some meaning of picture. According to Andrew Wright, pictures are the representation of places, objects, peoples and essential part of experiences.¹ Moreover, picture make the students more easier to get understood in learning because it make the situation of learning become more interesting. The interestings' learning make the students more actively in the class and creatively in written text.

According to Raimes, picture can bring the outside world into the classroom in vividly concrete way.² Everything that has taken by camera or draw by pencil can be used as a media in teaching and learning in the class. It exercises the students ability and ask them to imagine something from the picture. This means that they think critically about their interpretation

¹ Andrew Wright, *Pictures for Language Learning* (United Kingdom, 1989), p.2

² Ann Raimes, *Techniques in Teaching Writing*, p.27

and write their imagination in written form with the good sentence.

According to Marianne and Sharon, picture can be also used in various configurations to enhance learning and practice.³ So, it means that picture is also one of the solutions that can help the teacher in teaching learning especially for writing. A picture is an illustration of something that made in two dimensional. It means that picture is one of media that can show something such as place, person, things, or events that are far from us.

From the explanation above, the researcher takes the conclusion that picture is manipulation of something that took by a camera or draw with a pencil which have an object or situation. Furthermore, picture always tells about a story or event of something that happened.

b. Advantages and Disadvantages of picture

According to Sharon K. Zanger in Maylia Suryani, there are some several the advantages and disadvantages of picture media.

1) The advantages

- a) Can stimulate and motivate students to become more observant and express themselves.

³ Marianne Celce-Murcia and Sharon Hills, *Techniques and Resources in Teaching Grammar* (Los Angeles, 1987), p. 73.

- b) It is inexpensive, may even be free, and fairly easy to locate.
- c) Can be used in individual or in groups.
- d) Can be displayed for as long as necessary so pupils can work at their own rate.
- e) It is up-to-date and can bring reality into the classroom.
- f) Can be used to introduce, supplement, or summarize a unit.
- g) Enriches reading and can help clarify misunderstanding.

2) Disadvantage

- a) If not unique, can seem uninteresting to pupils.
- b) Depicting a specific purpose might be difficult to locate.
- c) Uneven use of the photo for children and less effective in sight.⁴

But on the other hand, there are also some of disadvantages of using picture in writing descriptive text. First, student are not able to use an oral language skill effectively. It Means that students find the difficulties to present their ideas into writing. They can not express their ideas fluently and communicatively. So, teacher should give a chance for students who still not understand about the using of picture in their lesson. Second, the teacher does not have an enough time to teach and evaluate the students' writing. It means that the teacher only give some roles when they organize the picture into writing. The teacher does not have an enough time to guide students well.

⁴ Maylia Suryani, "The Implementation Of Using Picture Media To Improve Students Writing Performance In Descriptive Text Of MTs Aswaja Tenggara In The Academic Year of 2015/2016," 2016, 73, <http://e-repository.perpus.iainsalatiga.ac.id>.

According to the advantages and disadvantages of picture above, the teacher must be find a good picture and related to the lesson to make the students more interested to learning.

c. Functions of Picture

According to Jeremy Harmer, pictures are really useful to prompt students into writing stories.⁵ So, it means that picture can improve students writing and make their writing ability more better because picture can give the students about the idea and arrange their world or sentences from the pictures.

Marianne Celce and Sharon Hilles also give the explanation of the effect of using picture in learning process as follows:

Picture can also be used in various configuration to enhance learning and practice. They introduce a great deal of variety in classroom. A picture may focus on specific object, such as a house, or on an event, such as a boy jumping a fence; alternatively, a picture may evoke an entire story.⁶

According to Ann Raimes also, the function of picture to students writing skills on descriptive text is:

With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So pictures are valuable, too, in that they provide for the use of a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled composition, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of

⁵ Jeremy Harmer, *How To Teach Writing*, (Malaysia: Longman, 2004), p.69

⁶⁶ Marianne Celce-Murcia and Sharon Hilles, *Techniques and Resources in Teaching Grammar* (Los Angeles, 1987), p.73

one picture. Finally, because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.⁷

According to the explanation above, using picture in learning process is a significant way for learners especially in learning writing descriptive text, because picture is one of interesting tools to increase students ability. It make the students easily to accept and apply the lesson and it increase their skills in writing.

d. Criteria of Pictures

Others than picture as a media to push students writing skills on descriptive text, picture can also be used to test students' knowledge. Before picture used as a tool of learning process in the classroom, the teacher must be considered about some of criteria of a good picture that the teacher can use in the classroom. According to Wright, there are five criteria of a good picture to be used such as easy to prepare, easy to organize, interesting, meaningful and authentic, and sufficient amount of language.⁸

1) Easy to prepare.

It means picture should be easy to get or to prepare to be used in teaching and learning process.

2) Easy to organize.

⁷ Ann Raimes, *Techniques in Teaching Writing*, p. 27

⁸ Andrew Wright, p. 3

It means that picture could be organized by students. The students get some ideas of picture when they look at the picture.

3) Interesting.

It means that picture should be interesting to make the students more antusias, active, and creative in teaching and learning process.

4) Meaningful and authentic.

It means that picture should be included to the lesson. Picture must have meaning so students can express their ideas.

5) Sufficient amount of language.

It means that picture must have a sufficient amount of language in the classroom.

From the explanations above, the criteria of picture is really essential in teaching English, especially in writing descriptive text. It can help the teacher to selected some of picture to used in the classroom.

e. Types of Picture

According to Finnochiaro and Banono on Istimamah, an up to date picture file reflecting authentic aspects of culture is also essential. There are three kinds of picture based on the statement of Finnochiaro and Banono above, such as:

- 1) Picture of individual person or individual object. This picture is show a person or an object in close detail.
- 2) Picture of situations. Means that person doing something. It not only about the person who do something, but it can be defenite as whether is doing something, it can be a person or animals.
- 3) A series picture. Means there are many picture in one chart.⁹

According to Oemar Hamalik in Irana Dewi, the types of ficture in detail as follows:

- 1) Sketch: A painting or preliminary of product whether is it complete or incomplete.
- 2) Draft: A combination of lines or writing and picture arranged logically to show off relation between the fact or real ideas.
- 3) Graphs: A giving information, numbers, important relationship within the information.
- 4) Comics: Series of picture or painting which forms of a story.

⁹ Istimah, "The Influence of Using Picture Media Toward Students ' Writing Descriptive Text of the Eight Grade of MTs Ma ' Arif 11 Seputih Banyak Central Lampung," 2017, p. 16–17, <http://repository.iain>.

- 5) Posters: A picture or painting which explain an intention or idea of something made.
- 6) Cartoon: A picture, a painting or a sketch which is used to entertain, to critic or to suggest an idea with the unique imagination.
- 7) Diagram: The combination of lines and picture which is showed an internal relationship.
- 8) Map: A picture which is described a real situation of world.¹⁰

Everyone can get pictures anywhere. It can be in the school, in the home, in the park, in the beach or in the library. It can be a large and a small size. We get it around us. According to Andrew Wright, picture media have many types such as:

- 1) Check chart of picture.
- 2) Picture of single objects.
- 3) Picture of one person.
- 4) Picture of several person.
- 5) Picture of people in action
- 6) Picture of the news.
- 7) Picture of fantasies, etc.¹¹

Based on the several types of picture above that have been explained by some experts, the researcher choose one of them

¹⁰ Irana Dewi, "The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The Eighth Grade in MTs Roudlotul Khuffadz)", p. 27-28, <http://repository.iain>.

¹¹ Andrew Wright, *Pictures for Language Learning*, p. 193-202

to be used in this research. The selected text type comes from Finnochiaro and Banono. The types choosed is a series picture.

f. The Procedure of Using Picture in Teaching Writing.

The researcher will apply the procedures of using picture according to Roberta and Sharon. The researcher modified this procedures into writing descriptive text. The procedures are:

- a) Collect pictures that are related to the curriculum, unit, or lesson you are teaching. It means that the teacher select the pictures that is connected with the curriculum.
- b) Show the students one of the pictures and guide students through a mental imagery exercise by introducing the topic of the picture and then asking them to look closely at the picture and use all of their sense to imagine what the picture tells them about the topic you are teaching. It means that the teacher asks the students to think more imaginative about the picture.
- c) Next, ask the students to pretend either that they are in the picture or that they look the picture. Then ask them to imagine that they are showing this picture to someone. What would they say? What memories do they have? How do they feel? What made them take the picture?. It means that the teacher asks the students to imagine that they are on the picture. They are the subject on the picture. It purpose to make students more easier in imagine about the picture.
- d) Finally, ask the students to record their thoughts and feelings in a journal or an essay.¹²

Based on the explanation above, the procedure of using picture in teaching writing can be devided into four steps, those are: selecting of the picture, showing/looking of the picture, imagination of the picture, and write a result of the picture.

¹²Roberta L. Sejnost And Sharon M. Thiese, *Building Content Literacy*, ed. Cathy Hernandez (USA: Corwin, 2010), P.147-148

2. Concept of Writing Descriptive Text

a. Definition of Writing

In learning English, there are four skills that must be mastered by students, they are listening, speaking, reading, and writing. Among the four skills, the writing skills is the most difficult to be mastered because it needs more thinking. Rise B. Axelrod and Charles R. Coopers' stated that writing is

The very act of writing encourages you to be creative as well as organized and logical in your thinking.¹³

According to Rayendriani Fahmei Lubis, writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the ideas will change to scientific.¹⁴ In addition, students needs more energy to make their writing well. Students must be choosed a good word, and arrange it into a good paragraph.

According to Sri Rahmadhani Siregar, writing is the process of finding where the writer can express them into a result of writing through sentences, paragraphs or text. The writing itself can be found as several kind of text such as

¹³ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing* (NewYork), p.1

¹⁴ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02 (2014), <http://jurnal.iain-padangsidempuan.ac.id>.

narrative, descriptive, procedure, recount, spoof, etc.¹⁵ So, students need to get ideas to create a writing. Students did not able to create a writing without an idea because the idea is the main tool to be able to compose the sentence or arrange events to be written.

Based on the explanation above, it can be concluded that writing is one of basic skills in learning English that used by people to share their through, their feeling, and their ideas into written form. Writing is also can increase the creativity of the students in written form. So, it is a way to remembering and thinking the ideas. Writing is not easy because it needs more hard work or more hard feeling. Because of that, in writing we have to produce words, phrase, sentence and paragraph at the sime time.

b. The Process of Writing

In teaching and learning about writing, there are some of process in writing that should be mastered by teachers because it help the teachers and students to understand in writing. According to Caroline T. Line , there are some steps of the writing. These steps is very good in implementation of writing process such as:

¹⁵ Sri Rahmadhani Siregar, "Students ' Descriptive Text Writing in Experiential Function Realization" 09, no. 01 (2021): p. 63–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.

a) Pre-Write

In this important first step, students are given an opportunity to prepare to write and collect their thoughts and ideas. If done properly, it can ease children into writing without any hesitation or worry.

b) Write

Students write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

c) Revise

The initial piece of writing is examined and reworked so that the ideas are logical and flow together.

d) Edite

Learners (with the help of their teachers, caragivers, or classmates) proof read their work to make sure that there are not any content errors or grammatical or spelling errors.

e) Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on aa computer so that it can be displayed or shared.¹⁶

Based on the stages of the writing above, so writers need to master all of the process of writing. It has an purpose to make them become a good writer. A good writer is a writer that make the reader interest to read their witten text. a good written text can be seen from the unique ideas, good on grammatical, good on spell of words, and good on arrange the paragraph.

c. The Component of Writing

In writing skill, there are some component which must be considered. According to Heaton, there are five significant components of writing, they are content, organization, vocabulary, language use, and mechanic.¹⁷

¹⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ed. David Nunan (New York: McGraw- Hill Companies, 2005), p.102

¹⁷ J.B. Heaton, "Writing English Language Tests.", p. 146

1) Content

Content is the part of topic that the writer want to write. Content of writing should be understandable. Its purpose is to make the readers can understand the message of the text and the reader can get the information from it also.

2) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

3) Vocabulary

Vocabulary is a collection of words that a person has. It is a list of words that used as an important component in speaking or writing. One of effect of vocabulary for students is spelling. Students can spell the words and they know how to write it also.

4) Language Use

Language use is the material that regulates about the constructions. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

5) Mechanic

Mechanics is refers to the appropriate of words, to how they are spelled or arranged on paper. Mechanics consists of

capitalization, spelling and punctuation. In addition, mechanic is the part to regulate the procedures for good writing.

This component of writing is suitable with the indicator of writing test. Like content is refers to the selected idea, organization is refers to the structure of text, or language use is refers to the grammar. This indicator of text is suitable to the senior high school, because the students in senior high school have learned early about the grammar and vocabulary than the students in junior high school. So, the students in senior high is more easy to accept the material of learning.

The indicator of writing test can be seen on the tanle below

Table 1
The Indicators of Writing Test¹⁸

Criteria	Score 4	Score 3	Score 2	Score 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
structure text and content: 1. Identification 2. Description	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

¹⁸ Nur Hasanah, Mahrukh Bashir, and Sonya Sinyanyuri, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2014).

	content of the text is very easy to understand.			
Grammar: 1. Pronoun 2. Nouns 3. Noun Phrases 4. Adjectives 5. Prepositions 6. Adverbs 7. Linking Verbs 8. Present Tense 9. Attribute Has and Have	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Vocabulary	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

d. Defenition of Descriptive Text

Based on the English book at senior high schol by Linawati Setiadi and Risuli Hutauruk stated that the explanation of descriptive text devided into some subtitle, they are: defenition, communicative purpose, examples of descriptive text, text organization, and language features.¹⁹

Descriptive text is a piece of writing that lists the characteristics of person, place or thing. It describe living and non living things such as animals, towns, buildings, etc. It means that descriptive text is one of kinds text in English that

¹⁹ Linawati Setiadi, Risuli Hutauruk, Teguh Santoso, dan Josephine Sari Kustanti, Bahasa Inggris SMA/MAN, p. 39.

focus to describe something specifically. It can be about peoples, animals, places, or things.

To support the definition of descriptive text in the book above, there are some definitions of experts that explain about the definition of descriptive text such as below:

According to Susan, description is writing that creates a clear and vivid impression of the topic.²⁰ It means that description is a part of text that gives an explanation of something clearly. The description here must be clear and include the object or topic.

Gayle and Lawrence also stated that effective description creates images in the readers' mind by using specific details.²¹ When the reader reads about description, they can imagine the illustration of the text or they can imagine something happening on the description. It helps the reader to describe something.

Based on the explanation above, it can be concluded that descriptive text is a kind of text in English that has a purpose to describe something clearly. From the descriptive text, the reader gets an information about something that they have not known before.

²⁰ Susan Anker, *Real Writing with Readings Paragraphs and Essays for College, Work, and Everyday Life*, Fifth Edit (NEW YORK, 2004), p. 155

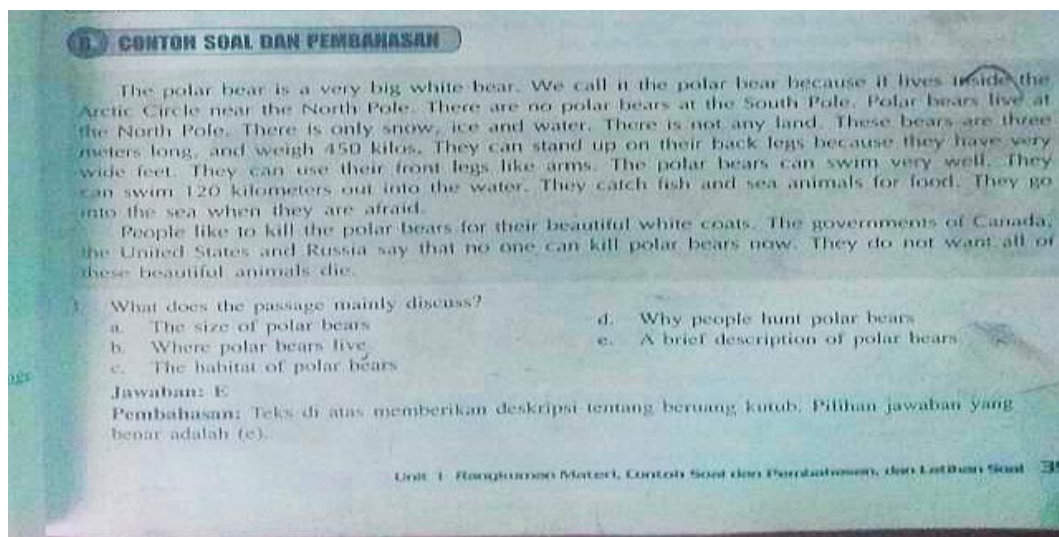
²¹ Gayle F. Checkett and Lawrence Checkett, *The Write Start*, ed. Janine Tangney, Fourth Edi (USA: Wadsworth, 2010).

e. Communicative Purpose of Descriptive Text

Based on the book above, the communicative purpose of descriptive text is to describe a particular person, place or things.²² It means that descriptive text is an activity in writing process to describe something. It can be person, place or thing. How it is looks like or what they are characteristics, it has to tell in this text.

f. Material of Descriptive Text

The Polar Bear²³



g. Generic Structure of Descriptive Text

There are two generic structures of descriptive text based on the book above, they are: Identification and Description.²⁴

1) Identification

²² Linawati Setiadi, Risuli Hutauruk, Teguh Santoso, dan Josephine Sari Kustanti, Bahasa Inggris SMA/MAN, p. 39.

²³ Linawati Setiadi, Risuli Hutauruk, Teguh Santoso, dan Josephine Sari Kustanti, Bahasa Inggris SMA/MAN, p. 39.

²⁴ Linawati Setiadi, Risuli Hutauruk, Teguh Santoso, dan Josephine Sari Kustanti, Bahasa Inggris SMA/MAN, p. 39.

Identification is a part of descriptive text that introduces who, where or what is being described. It means that identification has an activity just to introduce something by the name, the address or the cover.

2) Description

Description is a part of descriptive text that describes about the characteristics, parts and qualities of the subject being described. It means that description is an activity in descriptive text that tell something about the characteristics and the qualities of something specifically.

From the explanation above, it can be concluded that the generic structure must be there in descriptive text. Identification is part to introduce the subject shortly, and description is a part to tell about the subject specially about the characteristics of subject. It has a purpose to support the writer in writing a good descriptive text.

h. Language Features of Descriptive Text

There are some language features of descriptive text based on the book above such as pronouns, nouns, noun phrases, adjectives, prepositions, adverbs, linking verbs, presents tense, attribute have/has.²⁵

1) Pronouns

²⁵ Linawati Setiadi, Risuli Hutauruk, Teguh Santoso, dan Josephine Sari Kustanti, Bahasa Inggris SMA/MAN, p. 39.

Pronoun is a word that can function by itself as a noun phrase and that refers either to the participants in the discourse. Examples: mine, it, your, her, his, our, and their.

2) Nouns

Noun is a word used to name any of a class of people, places, or things. Examples: food, stomach, skin, table, book, etc.

3) Noun phrases

Noun phrase is a word or group that functions in a sentence as subject, object or prepositional object. It has more than one words but one meaning. Examples: polar bears, white coats, milk protein, etc.

4) Adjectives

Adjectives is a word or phrase naming an attribute, added to or gramatically related to noun to modify or describe it. Examples: important, beautiful, excellent, etc.

5) Prepositions

Preposition is a word or group of words used before noun, pronoun, or noun phrase to show direction, time, place, location, or to introduce an object. Examples: of, for, on, in, at, etc.

6) Adverbs

Adverb is used to explain or giving an addition of information about verb, adjectives or adverb. In commonly, adverbs used an addition -ly in the end of the word. Examples: generally, slightly, etc.

7) Linking verbs

Linking verb is used to connect between words in the sentence. It will connect the subject with the description or subject complement. Subject complement can be noun, pronoun, adjectives or verbs. For example be (is, am, are, was, were).

8) Present tense

Present tense is a tense to tell about the action or events that occur at this time or the action that related to the habit. it always used verb 1. Example: the polar bear **lives** inside the Arctic Circle near the north pole.

9) Attribute has and have

Example: polar bear **have** very wide feet.

i. The Procedure of Using Picture in Teaching Writing Descriptive Text.

The researcher applied the procedure of Roberta and Sharon above. The procedure were:

- 1) The teacher collect the picture that are related to the curriculum, unit, or lesson you are teaching.
- 2) The teacher show the students one of the picture and asking them to look closely at the picture and use all of their sense to imagine what the picture tells them about the topic you are teaching.
- 3) The teacher ask the students to pretended either that they are in the picture or they look the picture. Then, ask them them to imagine that they are showing this picture to someone. What would they say? What memories do they have? How did they feel? What made them take the picture?.
- 4) The teacher ask the students to record their thoughts and feeling in the journal or an essay.²⁶

B. Review and Related Findings

According to the title of this research, there were some researcher which have done the research that related to this title as follows:

The first research was conducted by Hidayanti, Apriliaswati, and Wardah stated in their research that they concluded, Personal photograph could help students to develop ideas, organize their sentence into good order, improve their vocabulary and accuracy in grammar use. Thus, it makes their writing better. This fact could be

²⁶ Roberta L. Sejnost And Sharon M. Thiese, *Building Content Literacy*, p.147-148

seen through the mean score of the students' post-test result that is 56.52, which was higher than the result of students' pre-test that is 33.91. The classification of students' writing changed from poor to average. It means that students' achievement have been effective. The significant different of this achievement could be also proven by t-test that is 3.29 was higher than t-table that is 2.074. This score categorized as moderate effect; it means that this media is good for seventh grade students in MTsN Jongkong.²⁷

The second, the research done by Suryani that the aim of her research are to find out the improvement in using picture media to students' ability in writing descriptive text of the Eight Grade MTs ASWAJA Tengeran and to find out to what extent of the use picture media to improve students' writing performance in writing descriptive text of Eight Grade MTs ASWAJA Tengeran. The result of her research shows that there is the improvement of the students' writing performance in descriptive text using picture media.²⁸

The third, the research was conducted by Hidayatul et al that the purpose of the research were to describe the implementation of teaching writing descriptive text by using picture to find out the students responses teaching writing descriptive text by using pictures.

The research used descriptive qualitative. The subject of the research

²⁷ Reski Hidayanti, et. al "The Use of Personal Photograph in Teachhing Writing Descriptive Text Writing to MTsN," 2016, p. 1–10, <https://jurnal.untan.ac.id>.

²⁸ Maylia Suryani, "The Implementation Of Using Picture Media To Improve Students Writing Performance In Descriptive Text Of MTs Aswaja Tengeran In The Academic Year of 2015/2016."

was the eight grade students of SMP 2 Buduran Sidoarjo. The result of the study showed that pictures were implemented well in the writing descriptive text and the students responses in teaching writing descriptive by using pictures were higher.²⁹

The last, the research was conducted by Ratminingsih. She stated in her research that personal photograph could help the students to develop the ideas, organize their sentence into good order, improve their vocabulary, accuracy in grammar use, and convection. Thus, it made their writing better. Besides, working cooperatively in completing the project, it also gave them opportunities to share and solve their problems in writing by interacting and discussing. Thus, English teacher are recommended to use PBL strategy and personal photograph as another alternative to improve students' ability to write.³⁰

From the conclusion of their research above, picture is the significant tool as media of teaching and learning in writing descriptive text. It can be seen from the result of the using picture in teaching about descriptive text such as to improve students' writing performance, to develop students' ideas, to organize their sentence, to improve their vocabulary, acccury the students' grammar use, and make the students more responses to writing about descriptive text.

²⁹ Nur Hidayatul Ilmiah, "JournE Volume 2 Number 2 English Education Study Program" 2, no. 2 (n.d.).

³⁰ Ni Made Ratminingsih, "The Use of Personal Photographs in Writinh in Project- Based Language Learning : A Case Study," n.d., 102–18, <http://www.assumptionjournal.au.edu>.

But there is also difference between this research with the related finding above. While the subject and place of this research will be conducted at the tenth grade MAN Tapanuli Selatan located in Sipagimbar.

C. The Conceptual Framework

Based on this research, There are two variables that has been known. They are the independent variables and the dependent variables. The independent variables is about the picture as media in this research. Then, the dependent is about the students writing about descriptive text.

Picture is one of kinds media in teaching English that can be used to help students more easier in learning about writing descriptive text. Picture make students more effectively in develop and sustain motivating to produce their great ideas. By using picture, especially in writing descriptive text, it is very usefull because picture is the real concept. It make the students easy to produce their ideas and write it into a text. Furthermore, there are still the students' problem in writing descriptive text.

The effects of Pictures to students writing skills on descriptive text can be seen as picture below:

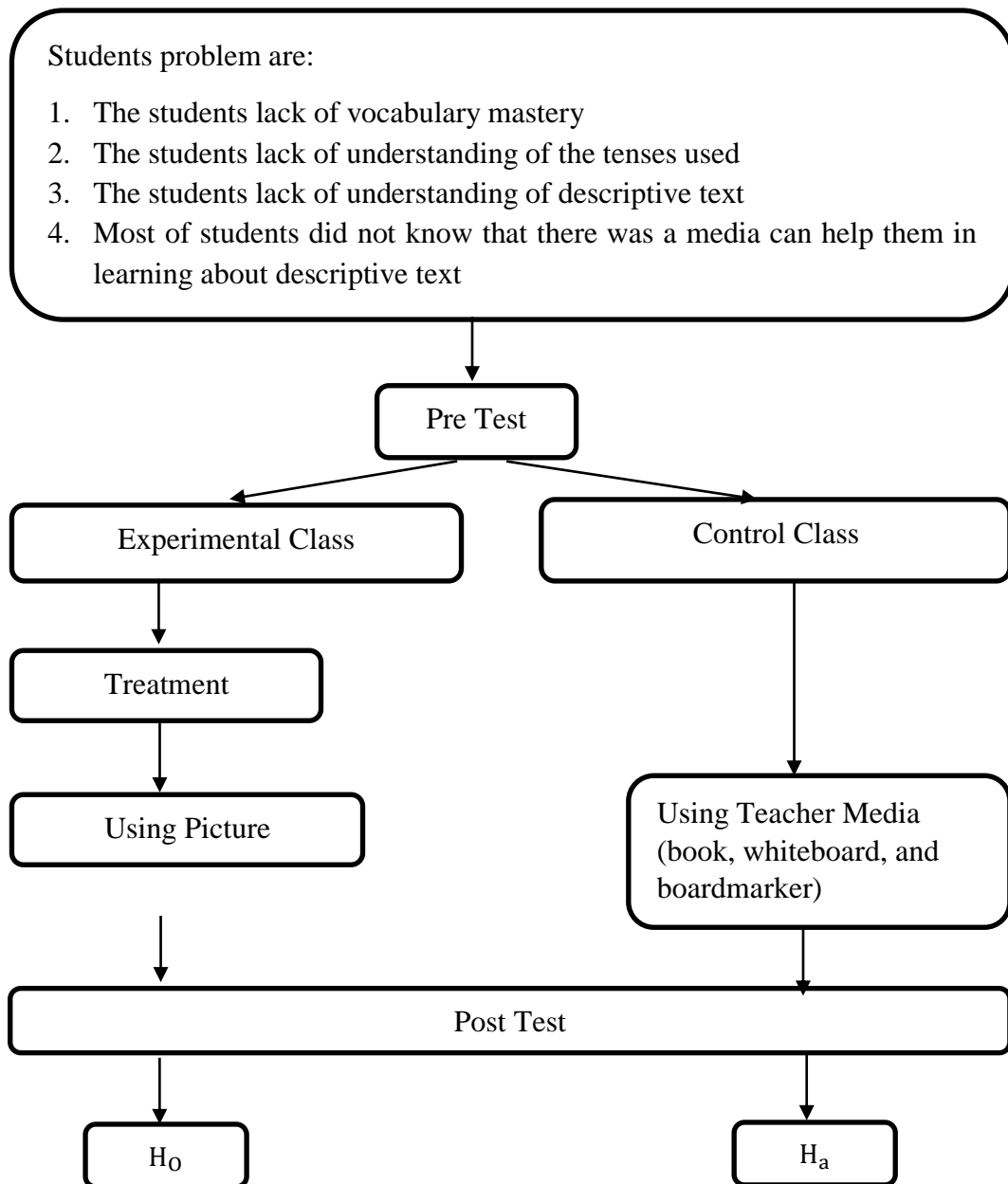


Figure 1: Conceptual framework

Based on picture above, picture is a media used by the teacher to teach writing descriptive text. Picture helped the students easily in writing about descriptive text. Teacher gave the pre-test to know the students writing skill before doing treatment. Then, after giving the

treatment teacher gave the treatment with picture for experimental class and teacher strategy for control class. After giving the treatment, the researcher gave a post-test to know the significant effects of picture to students writing skill on descriptive text at X grade MAN Tapanuli Selatan.

D. Hypothesis

The hypothesis of this research are:

1. Alternative hypothesis (H_a): there is a significant effect of using picture for students writing skills on descriptive text at the X Grade of MAN Tapanuli Selatan.
2. Null hypothesis (H_0): there is no significant effect of using picture for students writing skills on descriptive text at the X Grade MAN Tapanuli Selatan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in MAN Tapanuli Selatan. It is located in Sipagimbar, Kab. Saipar Dolok Hole. This research is done from arranging proposal until finishing the thesis. This research have been done on April 2021 until March 2022.

B. Research Design

The kinds of this research is quantitative research. Where the quantitative research is based on collecting and numerical the data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instrument. This research used Pre-Test Post-Test Control Group Design. This research used two classes, as an experimental class and as control class. The experimental class is the class that taught by using picture and the control class is the class that taught without using picture.

Table 2
Table of Design Instrument

Sample	Pre-test	Treatment	Post-test
Experimental Class	✓	✓ Teaching writing descriptive text by using picture	✓
Control Class	✓	×	✓

C. Population and Sample

a. Population

The population of this research is all of the students at X grade of MAN Tapanuli Selatan located in Sipagimbar. It consists of classes. The population number is shown in the table below:

Table 3
The Population of the X Grade MAN Tapanuli Selatan
located in Sipagimbar

No	Class	Students
1	MIA- 1	40
2	MIA- 2	39
3	IIS- 1	41
Total Population		120

b. Sample

This research used concret sampling for taking the sample of the research. The researcher choosed only two classes as sample in this research. It is class MIA- 1 and class MIA- 2. Class MIA- 1 consists of 40 students and MIA- 2 consists of 39 students as a sample for this research. They are as an experimental class and control class. So, the total of samples in this research is 79 students.

Table 4
The sample of students MAN Tapanuli Selatan located in Sipagimbar

No	Class	Students
1	Experimental Class (MIA – 1)	40
2	Control Class (MIA – 2)	39
Total		79

D. Instrument of Collecting Data

It is very important for the researcher to collect the data of the research. It has a purpose to make the research more sistematically and easier. In this research, the test used as an instrument of this research. The type of test is essay test. The test for pre-test is only one question. It asks the students to write a descriptive text based on their own mind before doing a treatment. Then, the test in the post test is asks the students to write descriptive text based on the picture. The function of

test here is to get the data of this research. So, from the test the researcher give pre-test and post-test. Before gives the test, the reseacher would like to give some material that consist to writing about descriptive text that will be taught by using picture.

To know the students' writing skill, there are some categories that must be measured in writing test, they are: content, mechanics, language use, vocabulary and organization. All of that are the correct indicators of writing test but the researcher limit the indicators based on the students need in mastering writing test in Senior High School. Based on the teacher's book in permendikbud k13 version, the indicators of writing test are: The selected idea, Organization/structure text and context, Grammar, and Vocabulary. It can be seen on the table below:

Table 5
The Indicators of Writing Test¹

Criteria	Score 4	Score 3	Score 2	Score 1
The selected idea	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
structure text and content: a. Identification b. Description	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Grammar: a. Pronoun b. Nouns c. Noun Phrases d. Adjectives e. Prepositions f. Adverbs g. Linking Verbs h. Present Tense i. Attribute Has and Have	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Vocabulary	Effective word or idiom	Only fulfill three of the	Only fulfill two	Only fulfill one or does

¹ Nur Hasanah, Mahrukh Bashir, and Sonya Sinyanyuri, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2014).

	choice and usage.	four conditions set.	of the four conditions set.	not fulfill the four conditions set.
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E. Validity and Reliability of Instrument

1. Validity

The test in this research used writing test. A good test must be have validity. A valid instrument refer to the extent to which an instrument measures what is supposed measure. In this research, the researcher used construct validity to valid the test. Construct validity means how well you can translated or transfomed a concept, idea or behaviour that construct into a functioning and operating reality.

The researcher gave the form of construct validity to the English teacher in MAN Tapanuli Selatan. In form of construct validity, the researcher asked the English teacher to answer some of question. The question was refers to the suitable of test to students in MAN Tapanuli Selatan. The answer was only two, If the researcher test was suitable to Students so the English techer gave the agreement (✓) and if the researcher test was not suitable to students so the English teacher gave the unagreement (x).

2. Reliability

Reliability is the consistency of the measurement. It means that reability is the consistency and accuracy in scoring that would

have come from one measure which is investigated. Reliability is one of aspect in good test.

F. The Procedure of Collecting Data

To get the data of the research, the researcher gave some steps. It consists of pre-test, treatment and post test.

a. Pre- test

Pre- test sould be done to find out the homogeneity of the sample. It has a function to get the mean score of the sample, experimental and control class. The pre- test is given to the both of sample of the research. To know the students basic ability before applying teaching writing about descriptive text by using picture, the researcher gave the test of writing with some steps as follows:

1. The researcher prepared the test.
2. The researcher distributed the test to the students on experimental and control class.
3. The researcher gave the explanation or instruction of the test.
4. The researcher gave the time to do the test.
5. The students does the test by their own answer.
6. The researcher collected the sheet paper.
7. The researcher checked the sheet paper of students and find out th mean score of both of class.

b. Treatment

In this case, the researcher gave the treatment for the experimental class about writing descriptive text by using picture. The treatment in experimental class is giving the example of the test and gave the students an explanation about how to apply picture in writing descriptive text.

c. Post- test

After giving the treatment to the students with a picture, the researcher gave a post- test with the same topic in the pre- test. The procedure of post test is same with pre- test. In this part, the students asked to write a descriptive text. It aimed to find out there is significant effect of the treatment or not. This test is to know the effectiveness of using picture in writing about descriptive text in experimental class.

G. Technique of Analyzing Data

To find out the students' ability especially for writing about descriptive text, the researcher should be analyzed the students' test by using descriptive statistic analysis. The descriptive statistic are the ways of presenting the data analyzed by the following data:

1. Mean (Avarage)

The formula used is:

$$M_x = \frac{\sum fx}{N}$$

Description:

M_x = Mean (average)

$\sum f x$ = The sum of multiplication

N = Number of students

2. Median

The formula used is:

$$\mathbf{Me} : L + \frac{\left(\frac{1}{2}n - f_{kb}\right)}{f_i} \cdot i$$

Description:

L = lower limit of the real containing median score

f_{kb} = cumulative frequency lies below the median score containing

f_i = Original frequency (frequency of score containing median)

i = Class interval

N : Number of students

3. Modus

The formula used is:

$$\mathbf{M_o} = L + \frac{(fa)}{fa+fb} \cdot i$$

Description:

M_o = Modus

L = Lower limit of the interval containing the real – mode

fa = Frequency located at the interval that contains the mode

fb = Frequency located at below the interval containing mode

i = Class interval

H. Hypothesis Test

Hypothesis test used to know the truth of the provisional answer of the research. This research used statistical hypothesis. Statistical hypothesis is a statement that can be tested statistically about the relationship between two or more variables. The formula used is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Description:

Md = Mean of gain

$\sum x^2 d$ = The sum of quadrate of deviation

N = Number of students.²

² Sugiono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), p.80

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter tells about the result of the research. It tells about the effect of using pictures towards writing descriptive text at tenth grade students of MAN Tapanuli Selatan Located in Sipagimbar. The researcher has calculated the data of pre-test and post-test. The researcher would like to presents the result of the research based on the data collection that had been gotten by the researcher in pre-test and post-test. The pre-test is to know the students' writing descriptive text ability before giving the treatment. The post-test is to know the students' writing descriptive text ability after giving the treatment by using pictures.

After getting the data, the researcher used the statistical formula to test the hypothesis. The aim of hypothesis is to know whether there is a significant effect of using pictures toward writing descriptive at tenth grade students or there is no a significant effect of using pictures toward writing descriptive text at tenth grade students.. Then, the researcher described the data that had found by the researcher as follows:

A. Description of Data

1. The Description of Data in Pre-Test

a. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering writing test. The researcher gave them the test about "The Mosque (especially where you stay) and Your School". Then, the

researcher asked the students to choose one of topics. They choosed the topic about “Your School).

After giving the pre-test and getting students’ score, the researcher arranged students’ score from the low score until the high score. After getting the students’ score, the researcher caounted it to get the total score of students’ experimental class. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median, modus, range, interval, variants, and standard deviation.

The score of experimental class in pre-test can be seen in the table below:

Table 6

The Score of Pre-Test in Experimental Class

Description	Statistic
Total score	1076
Highest score	81
Lowest score	25
Mean	53.65
Median	54.5
Modus	57.5
Range	56
Interval	9
Variants	249,852
Standard Deviation	10,6

Based on the table above, it can be concluded that the total score of experimental class in pre-test was 1076, mean was 53.65, median was 54.5, modus was 57.5, range was 56, interval class was

9, variants was 249.852 and standard deviation was 10.6. The highest in experimentl class was 81 and the lowest score was 25.

After getting the final score of students' score above, the researher made it into the frequency distribution to see the dominants score that had been gotten by students. Then, the calculation of the frequency distribution of the students' score can be seen on the table below:

Table 7

Distribution Frequency of Pre-Test Experimental Class

Interval Class	Mid Point	Frequency	Percentages
25 – 33	29	2	10%
34 – 42	38	3	15%
43 – 51	47	3	15%
52 – 60	56	6	30%
61 – 69	65	3	15%
70 – 78	74	2	10%
79 – 87	83	1	5%
i= 9		20	100%

Based on the table above, it can be concluded that the students' score in class interval between 25 – 33 was 2 students (10%), interval class between 34 – 42 was 3 students (15%), interval class between 43 – 51 was 3 students (15%), interval class between 52 – 60 was 6 students (30%), interval class between 61 – 69 was 3 students (15%), interval class between 70 – 78 was 2 students (10%) and the last interval class between 79 – 87 was 1 students (5%).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following figure below:

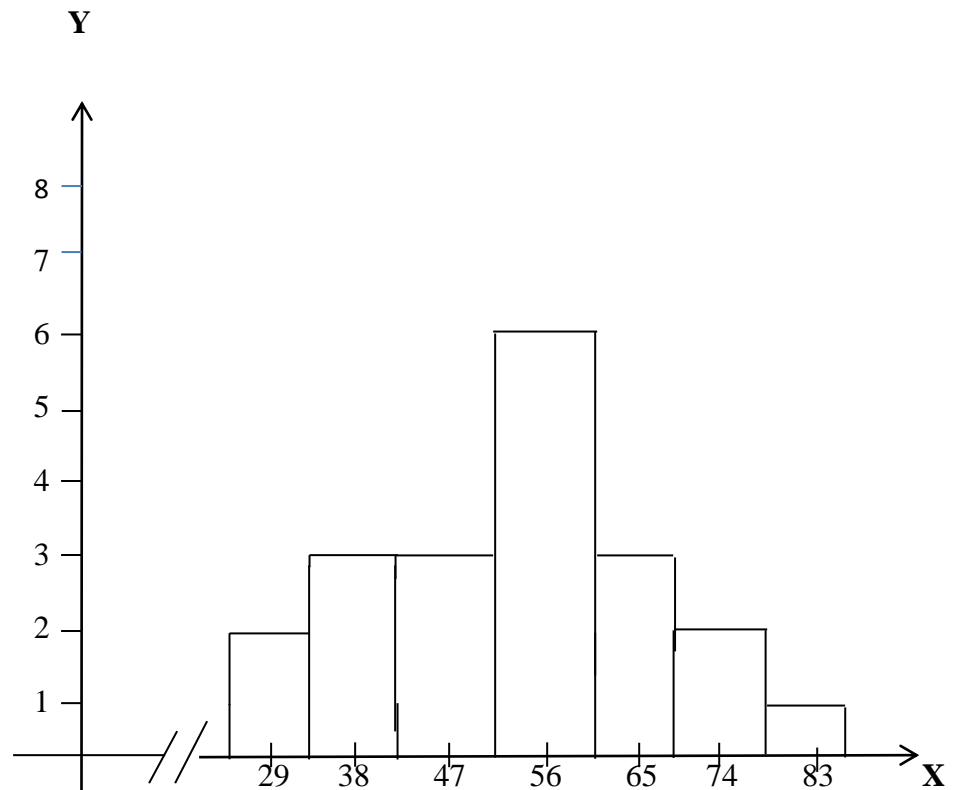


Figure 1: Data Description of Students' Writing Descriptive Text in Experimental Class (Pre-Test)

From the histogram above, the data was normal

b. Score of Pre-Test in Control Class

In pre test of control class, the researcher calculated the result that had been gotten by the students in answering writing test. The researcher gave them the test about "The Mosque (especially where you stay) and Your School". Then, the researcher asked the

students to choose one of the topics. So, they choosed the topic about “Your School).

After giving pre-test and getting the students’ score, the researcher arranged it from the low score until the high score. after getting the students score, tthe researcher counted it to get the total score of students’ control class. Then, the researcher calculated it by using statistic formula to get the final result such as mean score, median , modus, range, interval, variants and standard deviation.

The score of control class in pre- test can be seen in the following table below:

Table 8

The Score of Pre-Test in Control Class

Description	Statistic
Total Score	1.032
Highest Score	75
Lowest Score	25
Mean	50.6
Median	50
Modus	49.25
Range	50
Interval	9
Variants	217.51
Standard Deviation	10,56

Based on the table above, it can be concluded that the total score in pre-test of control class was 1032, mean was 50.6, median was 50, modus was 49.25, range was 50, interval was 9, variants was 217.51 and standard deviation was 10.56. The highest score in experimental class was 75 and the lowest score was 25.

After getting the final result of the students' score above, the researcher made it into the frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score can be seen on the table below:

Table 9

Distribution frequency of Pre-Test in Control Class

Interval Class	Mid Point	Frequency	Persentages
25 – 33	29	2	10%
34 – 42	38	1	5%
43 – 51	47	5	25%
52 – 60	56	6	30%
61 – 69	65	4	20%
70 – 78	74	2	10%
=		20	100%

Based on the table above, it can be concluded that the students' score in interval class between 25 – 33 was 2 students (10%), interval class between 34 – 42 was 1 students (5%), interval class between 43 – 51 was 5 students (25%), interval class between 52 – 60 was 6 students (30%), interval class between 61 – 69 was 4 students (20%) and the last interval class between 70 – 78 was 2 students (10%).

In order to get the description of the data clearly and completely, The researcher presented it into histogram on the following figure below:

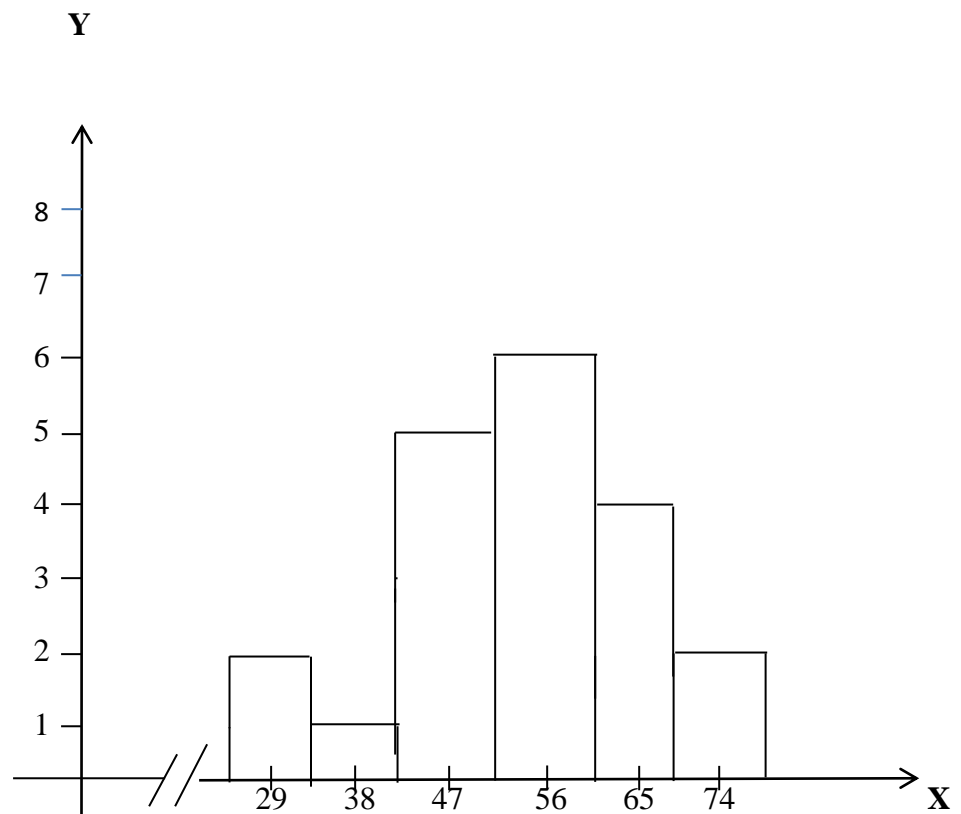


Figure 2 : Data Description of Students' Writing Descriptive Text in Control Class (Pre-Test)

From the histogram above, the data was normal.

2. The Description of Data in Post-Test

a. Score of Post- Test in Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by students in answering writing test. The researcher gave them the test about "Syahrur Nur Mosque and The Grape" completed with the picture of syahrur nur mosque and the grape. The researcher asked the students to choose one of the picture. So, the choosed the topic about "Syahrur Nur Mosque).

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score. Then, the researcher counted it to get the total score of students' post test in experimental classes. Then, the researcher calculated it by using statistic formula to get the final result such as mean, median, modus, range, interval, variants and standard deviation.

The score of post-test in experimental class can be seen in the following table below:

Table 10
The Score of Post-Test in Experimental Class

Description	Statistic
Total Score	1491
Highest Score	94
Lowest Score	50
Mean	72,95
Median	74
Modus	77,5
Range	44
Interval	7
Variants	174.57
Standard Deviation	8,96

Based on the table above, it can be concluded that the total score of experimental class in post-test was 1491, mean was 72.95, median was 74, modus was 77.5, range was 44, interval was 7, variants was 174.57 and standard deviation was 8.96. The highest score in experimental class was 94 and the lowest score was 50.

After getting the final result of the students' score above, the researcher made it into frequency distribution to see the dominant score that had been gotten by students. Then, the calculation of distribution frequency of the students' score as follows:

Table 11

Distribution Frequency of Post-Test in Experimental Class

Interval Class	Mid Point	Frequency	Percentages
50 – 56	53	3	15%
57 – 63	60	3	15%
64 – 70	67	2	10%
71 – 77	74	4	20%
78 – 84	81	2	10%
85 – 91	88	4	20%
92 – 98	95	2	10%
$i = 7$		20	100%

Based on the table above, it can be concluded that the students' score in interval class between 50 – 56 was 3 students (15%), interval class between 57 – 63 was 3 students (15%), interval class between 64 – 70 was 2 students (10%), interval class between 71 – 77 was 4 students (20%), interval class between 78 – 84 was 2 students (10%), interval class between 85 – 91 4 was students (20%) and the last interval class between 92 – 98 was 2 students (10%). In order to get the description of the data clearly and completely, the researcher presented it into histogram on following figure below:

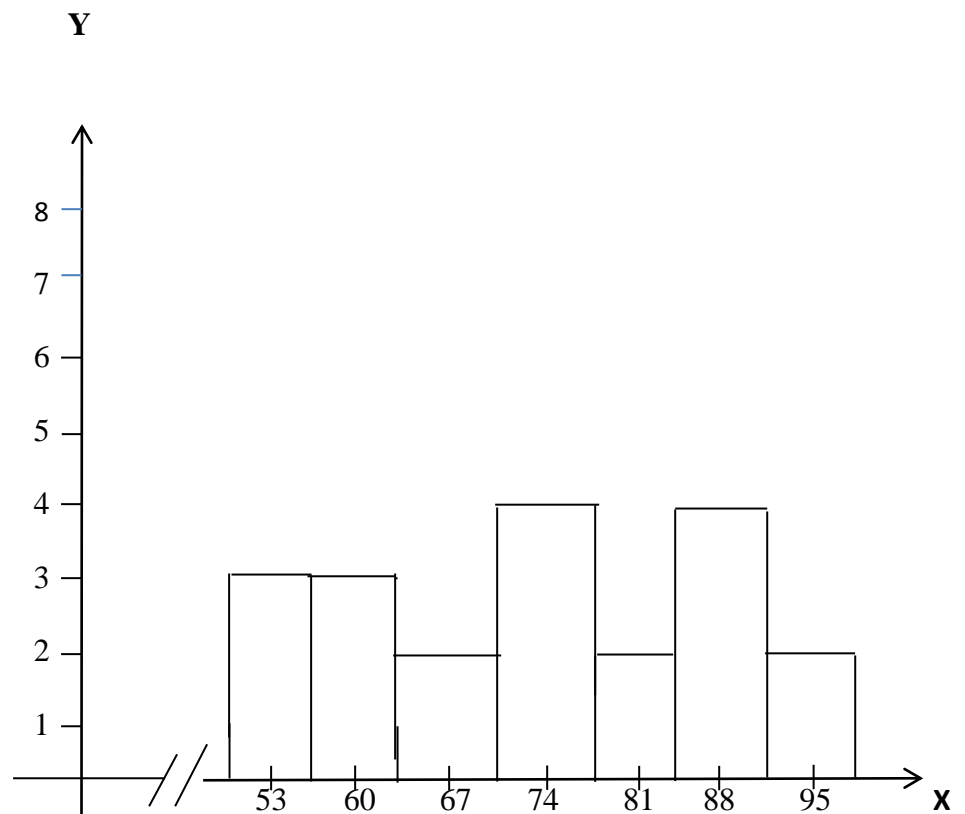


Figure 3: Data Description of Students' Writing Descriptive

Text in Experimental Class (Post – Test)

From the histogram above, the data was normal

b. Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by students in answering writing test. The researcher gave them the test about “Syahrur Nur Mosque and The Grape” without using picture. The researcher asked the students to choose one of the topics. So, they choosed the topic about “Syahrur Nur Mosque”

After getting the student' score of control class in post-test, the researcher arranged it from the low score until the high score. Then, the researcher counted it to get the total score of students post-test in control class. Next, the researcher calculated it by using statistic formula to get the final result such as mean, median, modus, range, interval, variants and standard dominants.

The score of post-test in control class can be seen in the following table below:

Table 12

The Score of Post-Test in Control Class

Description	Statistics
Total Score	1.327
Highest Score	88
Lowest Score	44
Mean	65.9
Median	67.5
Modus	69.5
Range	44
Interval	7
Variants	149,60
Standard Deviation	8,73

Based on the table above, it can be concluded that the total score of control class in post-test was 1327, mean was 65.9, median was 67.5, modus was 69.5, range was 44, interval was 7, variants was 149.60 and standard deviation was 8.73. The researcher got the highest score was 88 and the lowest score was 44.

After getting the final result of the students' score above, the researcher made it into distribution frequency to see the dominants

that had been gotten by students. Then, The calculation of distribution frequency of the students' score as follows:

Table 13

Distribution Frequency of Post-Test in Control Class

Interval Class	Mid Point	Frequency	Persentages
44 – 50	47	3	15%
51 – 57	54	3	15%
58 – 64	61	2	10%
65 – 71	68	5	25%
72 – 78	75	4	20%
79 – 85	82	2	10%
86 – 92	89	1	5%
$i=7$		20	100%

Based on the table above, it can be concluded that the students' score in interval class between 44 - 50 was 3 students (15%), interval class between 51 – 57 was 3 students (15%), interval class between 58 – 64 was 2 students (10%), interval class between 65 – 71 was 5 students (25%), interval class between 72 – 78 was 4 students (20%), interval class between 79 – 85 was 2 students (10%) and the last interval class between 86 - 92 was 1 students (5%). In order to get the description of data clearly and completely, the researcher made it into histogram on the following figure below:

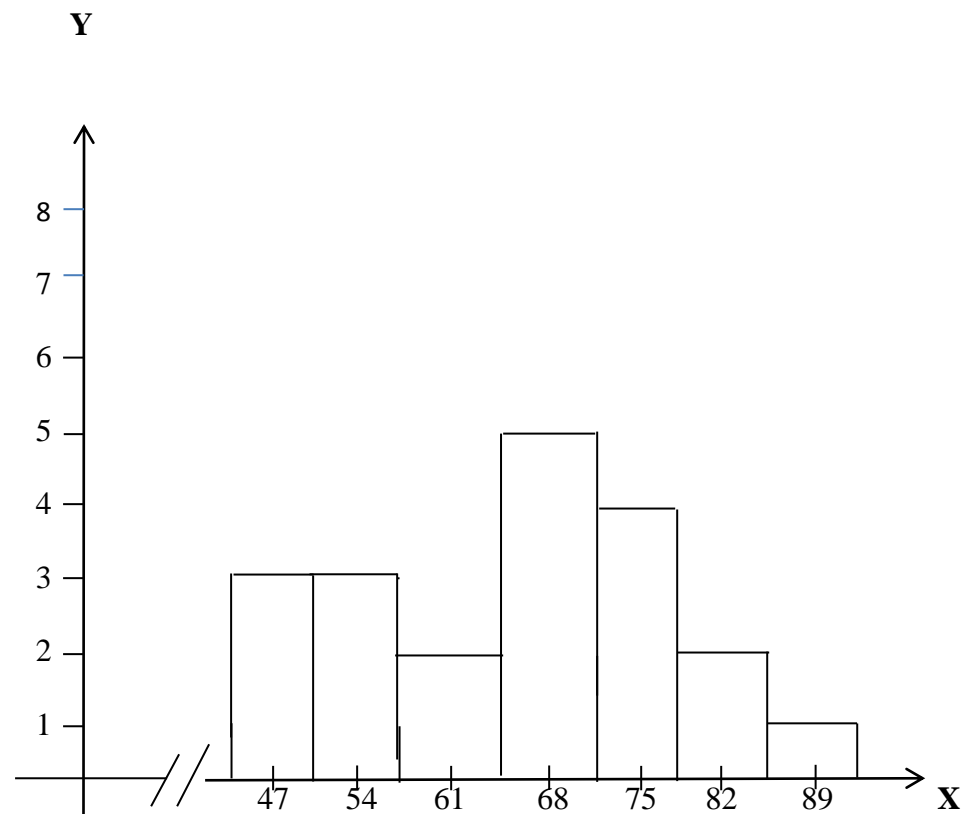


Figure 4 : Data Description of Students' Writing Descriptive Text in Post-Test of MIA-2 (Control Class)

from the histogram above, the data was normal

3. Gain Score of Experimental Class and Control Class

The gain score of experimental class and control class can be seen in the following table below:

Table 14

Gain Score of Experimental Class and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain Score
Experimental	53.65	72.95	19.3	4

Control	50.6	65.9	15.3	
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Based on the table above, the researcher found that the mean score of experimental class in pre-test was 53.65 and mean score in post-test was 72.95. The Enhancement of pre-test and post-tet of experimental class was 19.3. Then, the mean score of control class in pre-test was 50.6 and mean score of post-test was 65.9. The enhancement of pre-test and post-test of control class was 15.3. So, the gain score of students in experimental class and control class was 4.

4. Hypothesis Test

After calculating the data of post-test, the researcher found that the result of post-test in experiment and control class was normal and homogenous. Based on the result, the researcher used statistical hypothesis to analyze the hypothesis. Alternative hypothesis (H_a) of the research was “There was the significant effect of using pictures for students writing skills on descriptive text at thenth grade students of MAN Tapanuli Selatan”. The calculation of hypothesis test can be seen on appendix 17. The result of t-test can be seen on the table below:

Table 15

Result of T-test from the post- experimental class

Post –Test	
t-count	t-table
5.71	2.021

The hypothesis was 2 criteria. They are if $t\text{-count} < t\text{-table}$ means it was rejected and if $t\text{-count} > t\text{-table}$ means it was accepted. Based on the calculation of the researcher in post-test, the researcher found that $t\text{-count}$ more higher than $t\text{-table}$ with opportunity $(1-\alpha) = 1 - 7\% = 93\%$ and $dk = n_1 + n_2 = 40$. So it means that the hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using pictures media in writing ability at the tenth grade students of MAN Tapanuli Selatan Located in Sipagimbar.

In this case, the mean score of experimental class by using pictures media was 72.95 and mean score of control class without using pictures media was 65.9. So, it means that the mean score in experimental by using pictures media was higher than mean score in control class without using pictures media. The gain score both of class was 4. The calculation can be seen on the table 13 above.

Based on the explanation above, the researcher concluded that the hypothesis alternative (H_a) of this research was accepted where there was a significant effect of using pictures toward students writing ability on descriptive text and the null hypothesis (H_0) of this research was rejected where there was no a significant effect of using pictures toward students writing ability on descriptive text.

B. Discussion

Based on the data analysis that had found by the researcher, it shown that there was significant effect of using pictures on writing descriptive

text at tenth grade students of MAN Tapanuli Selatan, where the result of mean score in experimental class was higher than mean score in control class. In pre-test, the mean score of experimental class was 53.65 and mean score of pre-test in control class was 50.6. Then in post-test, the mean score in experimental class was 72.95 and mean score in control class was 65.9. It means that the theory of Ann Raimess about picture can be the basis not just for one task but many, ranging from fairly mechanical controlled compositions, sentences-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essay was significant to this research. It means that there was a significant effect of using picture on writing descriptive text at tenth grade students of MAN Tapanuli Selatan. There are some discussion or previous study about the effect of using picture on writing ability such as:

The first is conducted by Harry Alder, where this statement is suitable with this research. Pictures can help you do more with your time and generally get organized. People who tend to plan what they do achieve more than those who don't. That may well just tell us about people who plan on paper. However, as some people plan things in their mind before dropping off to sleep and don't consider that planning. Nonetheless, simple shapes and picture can help you.¹

The second is Simon Franklin, where pictures are letters for the unlettered, an alternative or complementary writing, a poor but useful

¹ Harry Alder, *Say It With Picture*, ed. Diana Brueton, First Edit (United Kingdom: How To Books Ltd, Oxford OX4 1RE, 2001), P.46

substitute with a cognitive or educative function, valid as means of conveying write to those who lack direct access to it. Picture can supplement written (spoken) instruction hardly needs proof in any age, let alone in an age of multimedia lectures theatres and virtual campuses on CD-ROM and the internet.²

The third is Jeremy Harmer, where pictures can be used for creative language use, whether they are in a book, cue cards, flashcards, or wall pictures. We might ask students to write a description of a picture; we might ask them to invent the conversation taking place between two people in a picture, or in a particular role-play activity, ask them to answer questions as if they were the characters in a famous painting. The most important thing for pictures in the end is that they should be visible. They have to be big enough so that all our students – taking into account where they will be sitting – can see the necessary detail.³

The fourth is conducted by Monica Lolita Meity, the use of using picture was effective to improve students writing ability on descriptive text. It can be seen from t-test which was 8.23 and t-table was 2.063, t-test > t-table (8.23>2.063). So, it can be concluded that there is a significant effect of using picture to students writing descriptive text.⁴

² Simon Franklin, *Writing, Society and Culture in Early Rus, C. 950 - 1300* (United Kingdom: The Press Syndicate of the University of Cambridge United Kingdom, 2004), p. 136 <http://www.cambridge.org>.

³ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, United Kingdom: longman, 2001), p.136, www.longman.com.

⁴ Monica Lolita Meity, "The Use of Picture Media to Improve Students' Ability in Writing Descriptive Text for The Tenth Grade of SMK Perintis 29 Ungaran in the Academic Year of 2017/2018," 2018, p.78, <http://e-repository.perpus.iainsalatiga.ac.id>.

The last is conducted by Mayla Suryani. In his research based on the data that had found, the data had been analyze by t-test whether there is a significant effect of using picture to students writing ability on descriptive text or not. The result of his research obtained that t-table is lower than t-count ($2.14 < 2.52$). The null hypothesis (H_0) was rejected and the hypothesis (H_a) was accepted. So, it means that there is a significant effect of using pictures toward students writing ability on descriptive text.⁵

All of the discussion above is statements that support (pro) to this research, where they have in common that pictures have an significant effect on students' ability in writing about descriptive text. On the other hand, there are several discussions that do not support (contra) to this research. The contra discusses about the weakness of using pictures in learning english especially writing.

One of weakness is conducted by Olwa, where there are some weakness of using pictures in learning process such as:

- a) Once a picture is printed it will be difficult to make corrections or adaptions. It is therefore less flexible when compared to apresentation that can be modified any time.
- b) A picture must attract attention. Especially when being presented at a picture fair. It has to complete with many others pictures.
- c) Preparing a picture can take just as much time as when writing a speech. However, practice makes perfect.

⁵ Maylia Suryani, "The Implementation Of Using Picture Media To Improve Students Writing Performance In Descriptive Text Of MTs Aswaja Tenggara In The Academic Year of 2015/2016," 2016, p.73, <http://e-repository.perpus.iainsalatiga.ac.id>.

- d) Pictures generally require reduced content as well as getting to the point. Selecting what has to be included or omitted is not always easy.⁶

For the students, they still have problems in learning about English especially in learning about descriptive text so it made some of them got low score in testing of the research. Besides they less mastery in English well, some of problem came from the situation of the classes. Where the classes was near to the canteen. It made students were not focus on learning process because it distrubbed them by the noisy so that the researcher got the difficulties in explanating of the matreial.

However, based on the discussion above, it can be concluded that the significant effect of using pictures in teaching about descriptive text was more bigger than the weakness of using pictures in teaching about dscriptive text. It means that the using of pictures in teaching and learning about descriptive text was helpful for the students. It also can be seen from the students' score in the pre-test and the post-test. There was an improvement score in post-test after learning by using pictures. It also can be seen from t-table of the research and t-test of the research, where the t-test of the research is higher than t-table of the research. So, it means that research was success. The alternative hypothesis (H_a)

⁶ Yudha Prasetyo, "English Teachers Creativity in Using Picture as a Media at Muhammadiyah 2 Senior High School Bandar Lampung," 2020, 15–16, <http://e-repositoryp.iain>.

was accepted, and the null hypothesis (H_0) of the research was rejected.

C. Threats of the Research

The researcher found the threats of the research as follows:

1. Some of the students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because some of them did not do it by themselves.
2. The learning implementation was not too effective because the was limited.
3. Some of students were noisy while the learning process. They were not concentrating in th following learning process. some of them still talked to their friends in outside of the topic lesson that had given by the researcher.
4. Some of them were not interested in learning process and give the impact to their answer.
5. The researcher did not explain the material by using English fully because some of the students did not understand about English well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the researcher made the conclusions of this research such as:

1. The students' writing descriptive text ability at thenth grade students of MAN Tapanuli Selatan before learning by using pictures media, the mean score of pre-test in experimental class was 53.75, while in control class was 50.6.
2. The students' writing descriptive text ability at thenth grade students of MAN Tapanuli Selatan after learning by using pictures media, the mean score of post-test in experimental class was 72. 95, while in control class was 65.9
3. There was significant effect of using pictures on writing descriptive text at thenth grade students of MAN Tapanuli Selatan. It can be seen from t-test was higher than t-table, where t-test was 5.71 and t-table was 2.021 ($5.71 > 2.021$). It means that H_a was accepted, so there was significant effect using pictures media to students writing ability at the tenth grade students of MAN Tapanuli Selatan.

B. Suggestions

After finishing the research, the researcher got many information in English teaching and learning. One of information is it better for the teacher to use the media in teaching and learning process. Beside the

information that had been gotten by the researcher after finishing the research, however the researcher has some suggestion after finishing this research.

This suggestion made as an addition or information for headmaster, teacher, students and the next researcher in teaching and learning about writing especially in writing about descriptive text. The suggestions are:

1. For the headmaster of MAN Tapanuli Selatan, it hoped to inform the English teacher in this school to use pictures media in teaching writing. The researcher and others proved the pictures media was effective to be used in learning process. it helped students more easier to understand about the writing ability especially for writing descriptive text.
2. For the English teacher of MAN Tapanuli Selatan, it hoped to use pictures media in teaching writing about descriptive text. The researcher and others proved that the pictures was effective to be used in learning process because this media can help students more easier in understanding about descriptive text.
3. For the students of MAN Tapanuli Selatan, pictures hoped can be useful to improve their ability in writing about descriptive text.
4. For the next researcher, this research hoped can be as a referention to apply in their research. This research can help them to conduct further research in the same topic. Eventought, there is a difference between this research with the next research on the variable or skills but same

on the media. So, the other researcher hoped can get many information from this research.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

Sekolah	: MAN Tapanuli Selatan
Mata Pelajaran	: Bahasa Inggris
Topik	: Menulis teks deskriptif
Kelas/Semester	: X/Genap
Alokasi Waktu	: 2x45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuaan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar: memahami text yang sedang dipelajari dengan benar
2. Indikator:
 - a. Memahami descriptive text dari segi defenisi, struktur, dan unsur kebahasaannya.

- b. Mampu menuliskan contoh descriptive text.
- c. Mampu menjawab pertanyaan seputar topik descriptive text.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa diharapkan mampu memahami descriptive text dengan baik dari segi defenisi, sruktur umum, dan unsur kebahasaanya.
2. Siswa diharapkan mampu menulis sebuah teks yang berbentuk descriptive.
3. Siswa diharapkan mampu menjawab pertanyaan seputar tentang descriptive text.

D. Materi Pembelajaran

1. Descriptive adalah teks yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan maupun benda mati.
2. Generic structure/ciri-ciri descriptive teks: Identification and Description.
 - a. Identification: in this paragraph the writer tells about who is in the story, when it is happening, where it is happening and what is going on.
 - b. Description: this the part tells the characteristics, parts and qualities of the subject being described.
3. Language Features
 - a. The use of pronouns
 - b. The use of nouns
 - c. The use of noun phrases
 - d. The use of adjectives
 - e. The use of prepositions
 - f. The use of adverbs
 - g. The use of linking verb
 - h. The use of present tense

- i. The use of attribute has and have

4. The example of Descriptive Text



B. CONTOH SOAL DAN PEMBAHASAN

The polar bear is a very big white bear. We call it the polar bear because it lives inside the Arctic Circle near the North Pole. There are no polar bears at the South Pole. Polar bears live at the North Pole. There is only snow, ice and water. There is not any land. These bears are three meters long, and weigh 450 kilos. They can stand up on their back legs because they have very wide feet. They can use their front legs like arms. The polar bears can swim very well. They can swim 120 kilometers out into the water. They catch fish and sea animals for food. They go into the sea when they are afraid.

People like to kill the polar bears for their beautiful white coats. The governments of Canada, the United States and Russia say that no one can kill polar bears now. They do not want all of these beautiful animals die.

1. What does the passage mainly discuss?

- a. The size of polar bears
- b. Where polar bears live
- c. The habitat of polar bears
- d. Why people hunt polar bears
- e. A brief description of polar bears

Jawaban: E
Pembahasan: Teks di atas memberikan deskripsi tentang beruang kutub. Pilihan jawaban yang benar adalah (e).

Unit 1: Rangkuman Materi, Contoh Soal dan Pembahasan, dan Latihan Soal 35

E. Metode Pembelajaran

-Metode Pembelajaran: Using Media

F. Media pembelajaran

1. Media

-fokopi materi pembelajaran

-worksheet siswa

2. Alat/Bahan

-Spidol dan papan tulis

G. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
<ol style="list-style-type: none">a. Greeting (salam dan tegur sapa)b. Berdoac. Guru memeriksa kehadiran siswad. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan dalam kelas.e. Guru menjelaskan seputar tentang descriptive text and fungsi penggunaan picture..
Kegiatan Pembelajaran /Kegiatan Inti
<ol style="list-style-type: none">a. Guru menyiapkan picture yang sesuai dengan pelajaran.b. Guru menunjukkan kepada siswa gambar kemudian meminta siswa untuk melihat lebih dekat dengan gambar. Kemudian guru meminta siswa memilih gambar dan menebak apa topik yang cocok untuk gambar tersebut.c. Guru meminta siswa untuk membayangkan ketika mereka ada dalam gambar tersebut atau ketika mereka menunjukkan gambar tersebut kepada orang lain, apa yang akan mereka lakukan atau pikirkan tentang gambar tersebut?d. Guru meminta siswa untuk meluapkan pikiran dan perasaan mereka dalam bentuk tulisan.
Penutup

<ul style="list-style-type: none"> a. Guru memberikan pertanyaan kepada siswa apakah mereka sudah paham terhadap materi yang sudah dipelajari.. b. Guru bertanya kepada siswa tentang kesulitan mereka selama proses belajar mengajar. c. Guru dan siswa mengakhiri pelajaran. d. Guru mengingatkan siswa kembali untuk belajar di rumah. e. Salam
Pertemuan Ke-2 (2 x45)
Kegiatan Pendahuluan
<ul style="list-style-type: none"> a. Guru memberi salam b. Berdoa c. Guru memeriksa kehadiran siswa d. Guru memberi motivasi belajar siswa secara kontekstual
Kegiatan Inti
<ul style="list-style-type: none"> 1. Guru menanyakan kembali tentang materi pada pertemuan pertama 2. Guru memberikan pertanyaan kepada siswa 3. Siswa diberikan waktu untuk menjawab pertanyaan
Kegiatan Penutup
<ul style="list-style-type: none"> a. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan. b. Siswa dan guru menutup pembelajaran dengan membaca do'a.

H. Penilaian:

I. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text descriptive dengan memperhatikan fungsi sosial,	Tes tertulis	Tugas individu	Write a descriptive text 2-3 paragraph based on this picture consist of identification and description about.

strukturr umu, dan usur kebahasaan secara benar dan sesuai konteks.			
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Padangsidimpuan, 2021

Mengetahui

Peneliti

Validator

Derminayanti Hutasuhut, S.Pd

Sahduan Sinaga

NIM. 1720300070

APPENDIX 2

LESSON PLAN (CONTROL CLASS)

Sekolah : MAN Tapanuli Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Alokasi Waktu : 2x45

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	IPK
3.1 Menerapkan fungsi sosial, struktur teks, dan	3.1.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks

<p>unsur kebahasaan teks deskriptif lisan dan tulis tentang orang, tempat wisata, atau bangunan terkenal secara sederhana dan sesuai dengan konteks penggunaannya.</p>	<p>deskriptif tentang orang, tempat wisata, atau bangunan terkenal.</p> <p>3.1.2 Menangkap makna teks deskriptif lisan dan tulis.</p>
<p>4.1 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, atau bangunan terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.1.1 Menuliskan teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan terkenal.</p>

C. Tujuan Pembelajaran

Setelah melalui serangkaian proses pembelajaran peserta didik diharapkan mampu untuk menuliskan dan mendemonstrasikan teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan terkenal yang benar dan sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

Defenition: Descriptive text is a text describes a particular object like a place, thing or person.

Sosial Function: Describing or presenting information about a particular object like a place, thing or person.

Generic Structure

- Opening Paragraph (Identification): Opening the statement to introduce the subject of the text.

- A Series of Paragraph (Description): Supporting paragraph that described the subject.

Language Features:

- Vocabulary: words related to the text.
- Grammar: simple present tense, adjectives, and noun phrase.

Metode Pembelajaran : Discussion

Media Pembelajaran

- Lembar kerja siswa
- Lembar penelitian
- Bahan ajar

Alat/Bahan

- Papan tulis
- Buku ajar
- Spidol

Sumber Belajar

Kementrian Pendidikan dan Kebudayaan. 2017. Buku Mata Pelajaran Bahasa Inggris Kelas X. Jakarta: Kementrian Pendidikan dan Kebudayaan.

Langkah-Langkah Pembelajaran

Pendahuluan (10')	<ul style="list-style-type: none"> • Guru memberi salam (greeting) • Guru bersama siswa berdoa sebelum memulai kegiatan pembelajaran. • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran • Guru memberi motivasi belajar siswa. • Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.
Kegiatan Inti (60')	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik memperhatikan percakapan antara guru dan peserta didik lainnya. • Peserta didik memahami makna tentang deskriptif teks seputar tentang fungsi sosial, struktur teks, dan unsur kebahasaannya yang telah dijelaskan oleh guru.

	<p>Menanyakan</p> <ul style="list-style-type: none"> • Peserta didik menanyakan terkait fungsi social, struktur teks, dan unsur kebahasaan dalam teks deskriptif yang masih belum dimengerti. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Secara individu peserta didik diminta menganalisis teks deskriptif yang diberikan oleh guru untuk menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks tersebut. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mengumpulkan informasi tentang tempat wisata di tempat tinggal masing-masing dari berbagai sumber. • Peserta didik menganalisis tentang tempat wisata di tempat tinggal masing-masing dari berbagai sumber dan menyampaikan hasilnya dalam bentuk tulisan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan teks deskriptif yang telah dibuat tentang tempat wisata di tempat tinggal masing-masing.
Kegiatan Penutup (10')	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi pembelajaran • Peserta didik memberikan rangkuman/kesimpulan terhadap kegiatan pembelajaran. • Guru memberitahukan materi pertemuan berikutnya. • Guru dan peserta didik berdoa dan mengucapkan salam perpisahan.

Pertemuan Ke-2 (2 x45)
Kegiatan Pendahuluan
<ol style="list-style-type: none"> Guru memberi salam Berdoa Guru memeriksa kehadiran siswa Guru memberi motivasi belajar siswa secara kontekstual Guru menanyakan kembali terkait pemahaman siswa terhadap materi pada pertemuan pertama
Kegiatan Inti
<ol style="list-style-type: none"> Mengingat kembali materi/teks yang sudah dipelajari dipertemuan

<p>pertama.</p> <p>b. Guru memberikan pertanyaan kepada siswa</p> <p>c. Guru memberikan waktu kepada siswa untuk menjawab pertanyaan.</p>
Kegiatan Penutup
<p>a. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahai topic</p> <p>b. Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan.</p> <p>c. Siswa dan guru menutup pembelajaran dengan membaca do'a</p>

E. Penilaian:

1. Indikator, Teknik, Bentuk, dan Contoh Soal

Indicator	Teknik	Bentuk	Contoh soal
Membuat text descriptive dengan memperhatikan fungsi sosial, struktur umum, dan unsur kebahasaan secara benar dan sesuai konteks.	Tes tertulis	Tugas individu	Write a descriptive text 2-3 paragraph consist identification and description about.

Padangsidempuan, 2021

Mengetahui

Peneliti

Validator

Derminayanti Hutasuhut, S.Pd

Sahduan Sinaga

NIM. 1720300070

APPENDIX 3

(Students' Pre-test Experimental Class)

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a descriptive text 2-3 paragraphs consist of identification and description. Choose one of this topic to be described!
 - a. The mosque (especially where you stay)
 - b. Your school
2. You have 60 minutes to do your task

Mengetahui,

Validator

Derminayanti Hutasuhut, S.Pd

APPENDIX 4

(Students' Pre-test Control Class)

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a descriptive text 2-3 paragraphs consist of identification and description. Choose one of this topic:
 - a. the mosque (especially where you stay)
 - b. your school
2. You have 60 minutes to do your task.

Mengetahui,

Validator

Derminayanti Hutasuhut, S.Pd

APPEDIX 5

Form of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X/ II
Penelaah : Derminayanti Hutasuhut, S.Pd

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Matery Test (Pre-Test)

No.	Aspek	Ya	Tidak	Catatan
1.	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester II?			
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah alokasi waktu sudah cukup?			

Mengetahui,
Validator

Derminayanti Hutasuhut, S.Pd

APPENDIX 6

Students Post Test Experimental Class

Writing test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a descriptive text 2-3 paragraphs consist of identification and description. Choose one of this picture below!

a. The Dates



b. Syahrul Nur Mosque



2. You have 60 minutes to do your task!

Mengetahui,

Validator

Derminayanti Hutasuhut, S.P

APPENDIX 7

Students' Post Test Control Class

Writing Test

Mata Pelajaran :

Nama :

Kelas/ Semester :

Hari/ Tanggal :

Soal

Read these instructions before doing the test!

1. Write a descriptive text 2-3 paragraphs consist of oidentification and description. Choose one of this topic to be described!
 1. Dates
 2. Syahrin Nur Mosque
3. You have 60 minutes to do your task!

Mengetahui,

Validator

Derminayanti Hutasuhut, S.Pd

Appendix 8

Score of Pre-Test in Experimental Class

No	Name	Score
1.	Abdul Hamid Ritonga	69
2.	Agus Salim Rambe	56
3.	Ana Sari Dalimunte	38
4.	Asrin Rambe	44
5.	Eva Deliana Ritonga	56
6.	Fadila Rizky Utari	75
7.	Intan Alawiyah Gultom	81
8.	Lisme Siregar	44
9.	Multiana Sipahutar	38
10.	Novi Hartati Pane	75
11.	Nur Intan Siregar	56
12.	Rahmad Harahap	38
13.	Rifki Dongoran	69
14.	Saife Sihombing	25
15.	Saiman Ritonga	56
16.	Selvi Mariska Pane	56
17.	Siti Aulia Siregar	69
18.	Syahdan Fauzan Daulay	44
19.	Tukang Rambe	31
20.	Yunus Siregar	56
	Total	1076

Appendix 9

Score of Pre-Test in Control Class

No	Name	Score
1.	Aida Rizky Utami	56
2.	Asmadi Sihombing	44
3.	Afriani Rambe	50
4.	Ardiansyah Pohan	44
5.	Enjelina Simbolon	31
6.	Fahmi Adzka Pohan	69
7.	Harun Arrasyid	75
8.	Intan Rambe	69
9.	Juni Ati Dongoran	50
10.	Mara SutaHarahap	38
11.	Muhammad Darwis	56
12.	Nova Amalia	56
13.	Palit Ritonga	50
14.	Perdi Rambe	31
15.	Roby Ansyah Ritonga	25
16.	Romadon Siregar	38
17.	Sarmia Simamora	56
18.	Susi Susanti Ritonga	69
19.	Todung Siregar	50
20	Wiwi Hartati	75
Total		1032

Appendix 10

Score of Post-Test in Experimental Class

No	Name	Score
1.	Abdul Hamid Ritonga	75
2.	Agus Salim Rambe	88
3.	Ana Sari Dalimunte	63
4.	Asrin Rambe	69
5.	Eva Deliana Ritonga	56
6.	Fadila Rizky Utari	88
7.	Intan Alawiyah Gultom	94
8.	Lisme Siregar	81
9.	Multiana Sipahutar	56
10.	Novi Hartati Pane	94
11.	Nur Intan Siregar	75
12.	Rahmad Harahap	50
13.	Rifki Dongoran	88
14.	Saife Sihombing	63
15.	Saiman Ritonga	69
16.	Selvi Mariska Pane	88
17.	Siti Aulia Siregar	81
18.	Syahdan Fauzan Daulay	75
19.	Tukang Rambe	63
20	Yunus Siregar	75
Total		1491

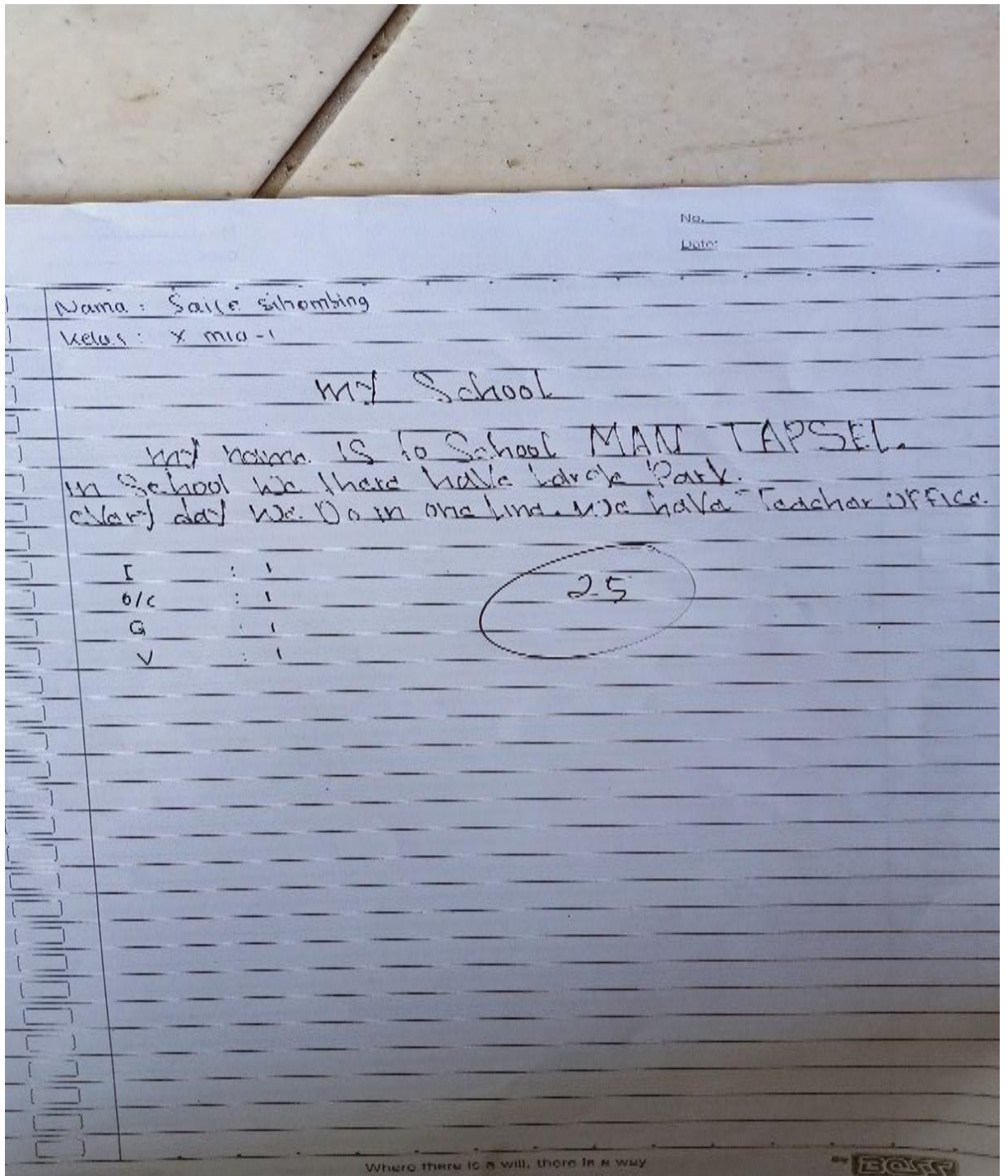
Appendix 11

Score of Post-Test in Control Class

No	Name	Score
1.	Aida Rizky Utami	69
2.	Asmadi Sihombing	56
3.	Afriani Rambe	81
4.	Ardiansyah Pohan	63
5.	Enjelina Simbolon	69
6.	Fahmi Adzka Pohan	75
7.	Harun Arrasyid	75
8.	Intan Rambe	75
9.	Juni Ati Dongoran	69
10.	Mara Sutan Harahap	50
11.	Muhammad Darwis	69
12.	Nova Amalia	44
13.	Palit Ritonga	75
14.	Perdi Rambe	56
15.	Roby Ansyah Ritonga	44
16.	Romadon Siregar	69
17.	Sarmia Simamora	63
18.	Susi Susanti Ritonga	88
19.	Todung Siregar	56
20	Wiwi Hartati	81
Total		1327

Appendix 12

a. Students' Lowest Score (Pre-Test Experimental Class)



b. Students' Lowest Score (Pre-Test Control Class)

No. _____
Date : _____

Bidang Study : Bhs . Inggris
Nama : Roby ~~Arif~~ Ansyah Pitonga
Kis / Semester = X mia 2
Hari / tanggal = Jum'at 19 / 11 / 21
School.

~~They~~ School. please study about knowledge like
every day they just study still some school
to day Monday the ceremony plate in park.
School together teacher " extra end student "
with they feel proud to they. many that not do
every day amount that not enter school 08 '0
clock there student that not enter to prof school
many that get knowledge.

25

I : 1
o/c : 1
G : 1
V : 1

c. Students' Highest Score (Pre-Test Experimental Class)

No. _____
Date _____

Nama : Intan Alaraiyah Gutten
Kelas : X mra - 1

My School

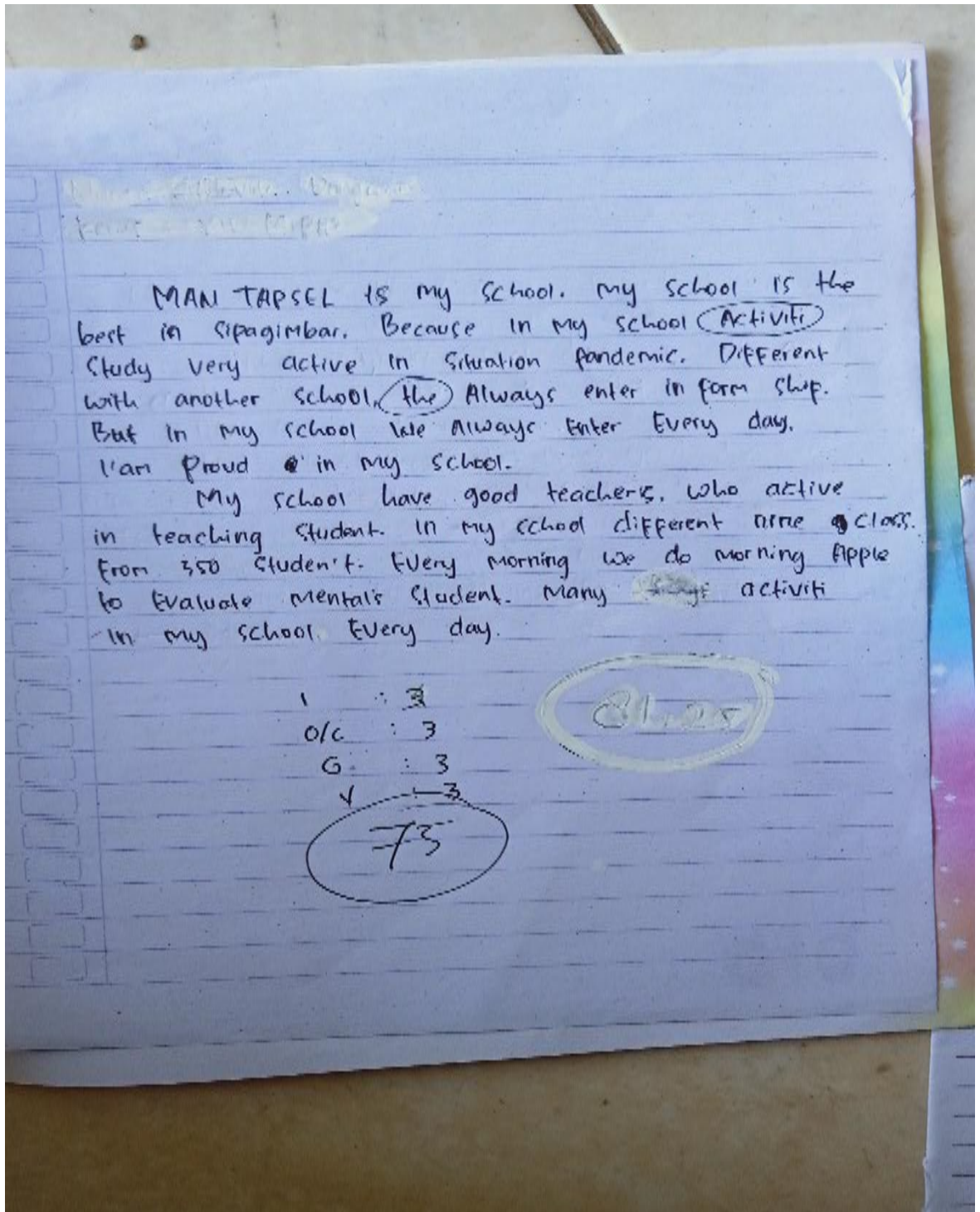
My name school is MAN TAPSEL
Location Sipinjar, Have large park,
Count from nine class room, one teacher
office, dictionary and lab room.
Teachers amount more or less twenty nine.
Every morning we in one line, in my
school there is no WC. Don't have
computers, others. ~~Here~~
we ~~here~~ don't allowed late, have to
orderly and followed ~~is~~ rules.
we ~~are~~ don't allowed wear shoes about
negligent, others.

I	: 4
O/c	: 3
G	: 3
V	: 3

81

TANAKI

d. Students' Highest Score (Pre-Test Control Class)



20

20

Nama = Wiwi Hastuti
Kelas = X mda 2

School MAN TAPSEL

My school is Man Tapsel and ^{my} school very good. and i like study in school. and school (in) have Park, fast ball, and Park Volly.

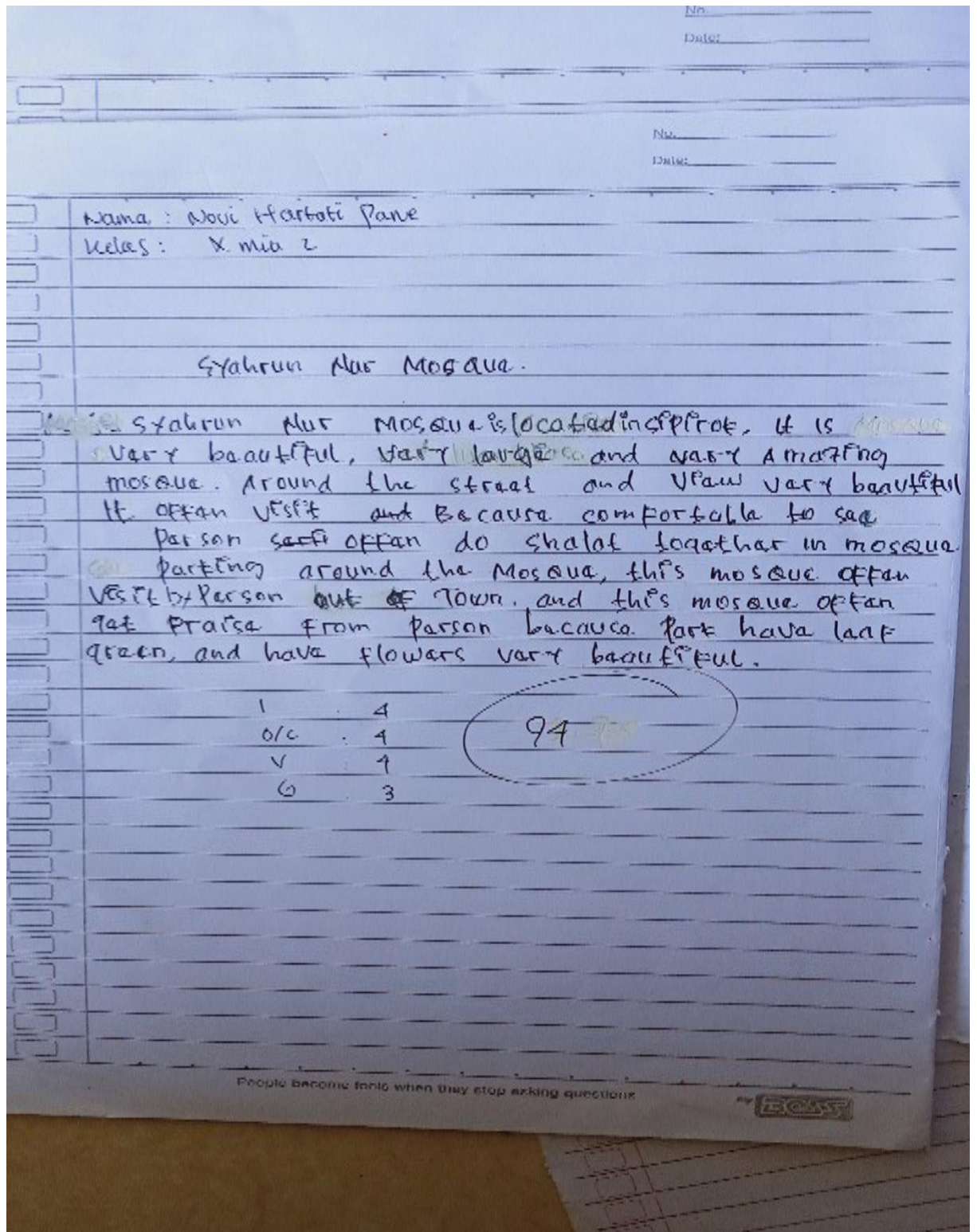
Every day we still enter for get knowledge. we feel happy in school because teachers his very good. and we do homework every day Monday and amount class in school (we) (study) class.

Our school have class (with) very good. like white, green. And our student in school pretty for man. I proud can enter in school

I : 5
O/c : 3
G : 3
Y : 3

75

e. Students' Highest Score (Post Test Experimental Class)



6

7

No.

Date

 Nama : Intan Alawiyah Gultom

 kelas : X mia 1

Syahrin Nur Mosque.

Syahrin Nur mosque is the big one in TAPSEL, located in SPTOP, have view is beautiful, very large, many many (25) flowers. every day many is visitors.

Building is very beautiful, around the street, have (25) parking that large.

There (25) many building with towers tall. This mosque is very amazing with park large, green, and very beautiful.

I : 4

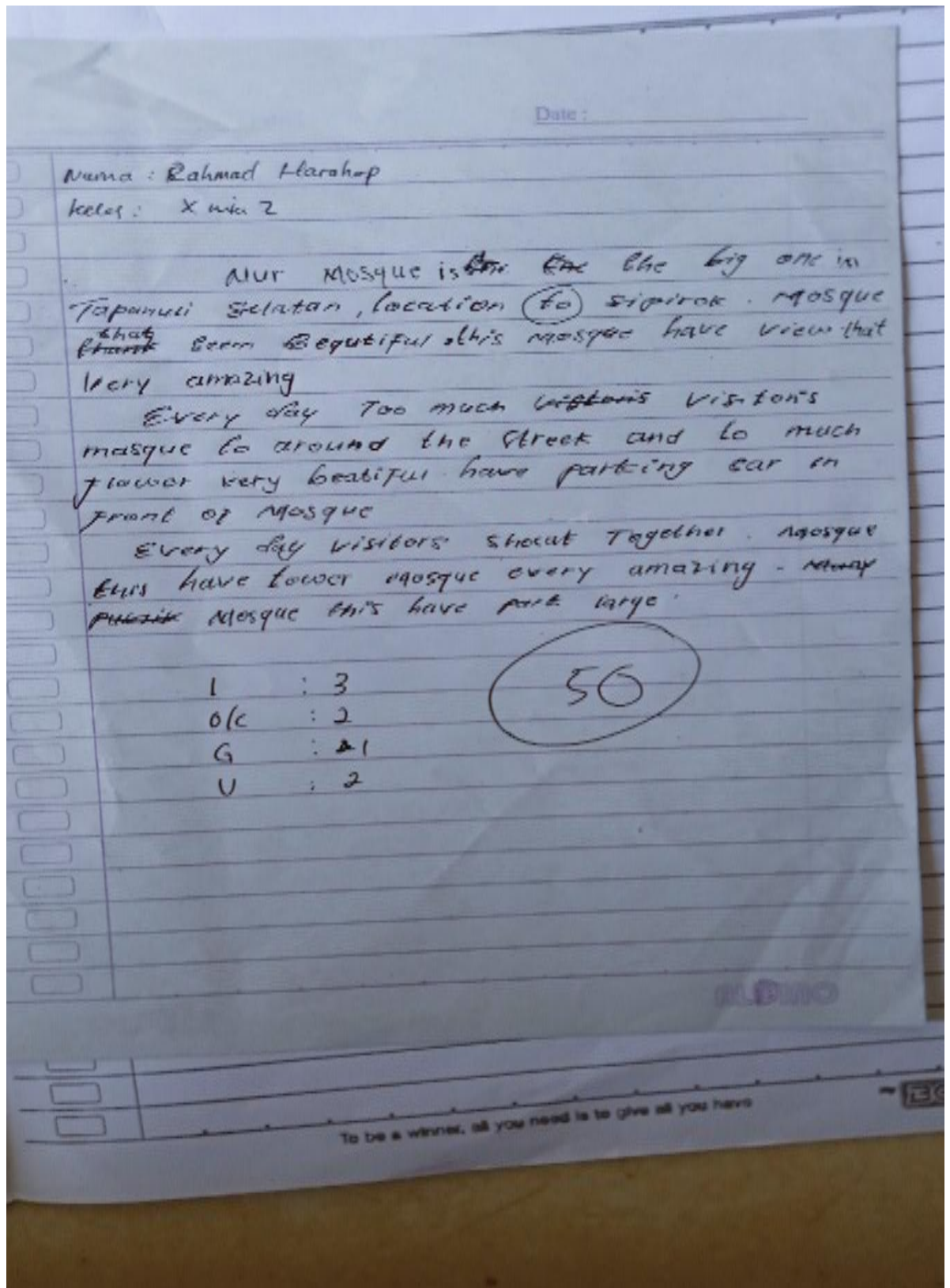
O/C : 4

G : 3

J : 4

94

f. Students' Lowest Score (Post-Test Experimental Class)



g. Students' Highest Score (Post-Test Control Class)

Date:

Mata Pelajaran : Bhs. Inggris
Nama : SUSI SUSANTI PIRONGA
Kelas / Semester : X. IPA 2
Hari / tanggal :

Answer :

Syahrin Nur Mosque

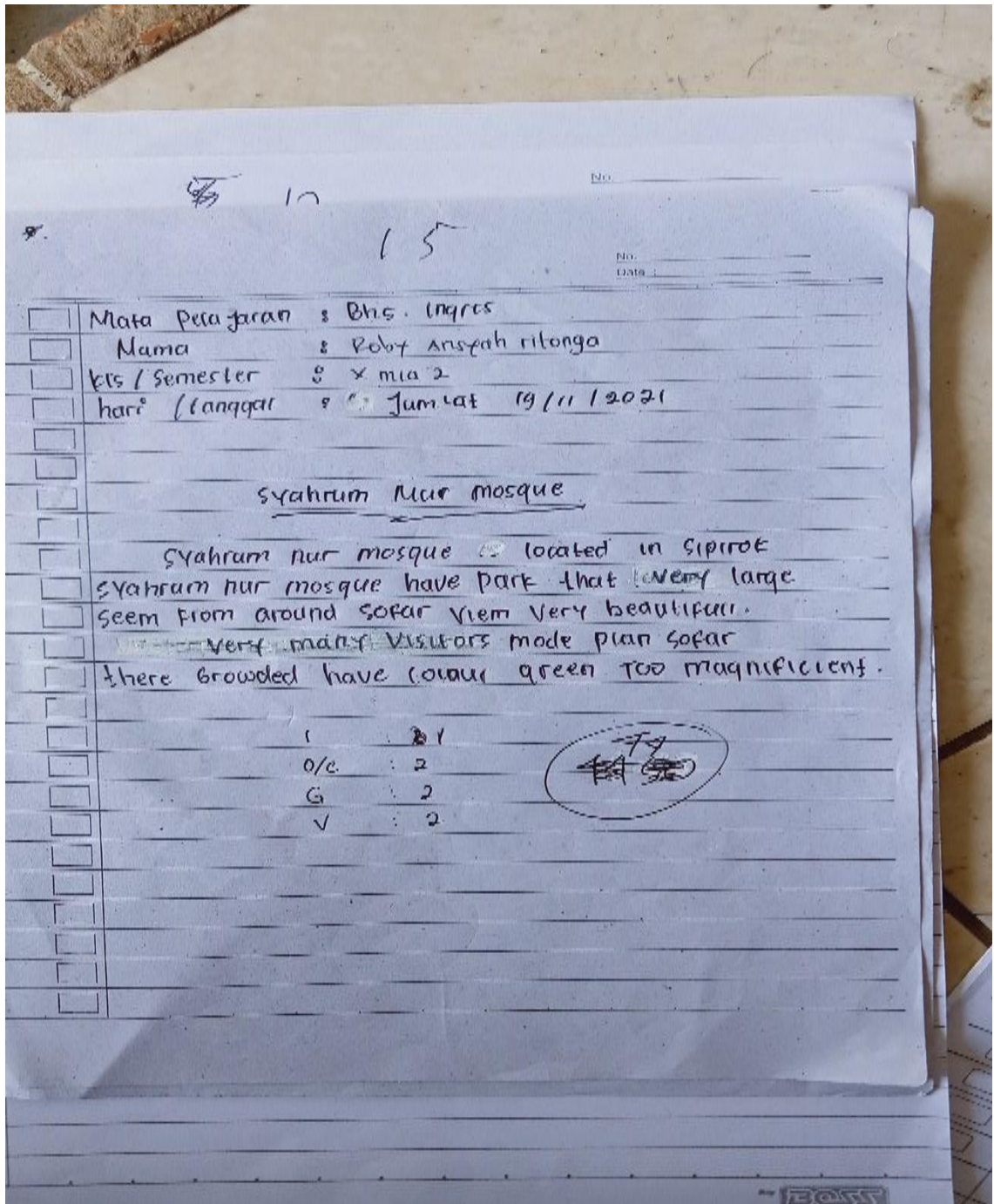
Syahrin Nur Mosque is a Mosque located in Sipirok, Tapanuli Selatan. This mosque has a beautiful view, like a large park with many colorful flowers. The mosque is very big, has a white color, and is magnificent.

Every Eid Mubarak I see the mosque is very crowded. The visitors are very happy to come to the mosque because the mosque is very beautiful.

I	: 3
O/C	: 4
G	: 3
V	: 4

88

h. Students' Lowest Score (Post-Test Control Class)



Mata Pelajaran : P. Inggris
 Nama : Nova Amalia
 kelas / semester : X. MA 2
 Hari / Tanggal : Jumat / 19-11-2021

Mosque syahran nur located in sipitok.
 Mosque have view very beautiful. Mosque have colour
 white and green. Park very large and the park is
 green. Around many mosque park flower.

Mosque ~~have~~ too magnificent.

I : 1
 etc : 2
 G : 2
 V : 2

303-49

Appendix 13

Research Documentation

a. Pre-Test Control Class



b. Pre-Test Experimental Class



c. Post-Test Experimental Class



d. Post-Test Control Class



Appendix 16

RESULT OF TEST IN PRE-TEST

A. RESULT OF TEST IN PRE-TEST OF MIA-1 (Experimental Class)

1. The score of of X MIA-1(Experimental Class) in pre-test from the low score until the high score.

25	44	56	69
31	44	56	69
38	44	56	75
38	56	56	75
38	56	69	81

2. High score = 81

Low score = 25

Range = high score – low score = 81 – 25 = 56

3. Total of Classes = $1 + (3.3) \log n$
 $= 1 + (3.3) \log 20$
 $= 1 + (3.3) (1.3)$
 $= 1 + 4.29$
 $= 5,29 = 6$

4. Length of Classes = $\frac{range}{total\ of\ classes} = \frac{56}{6} = 9,33 = 9$

5. Mean

Interval Class	F	fcum	x	Fx	X	X ²	FX	FX ²
25 – 33	2	2	29	58	+3	9	6	18
34 – 42	3	5	38	114	+2	4	6	12
43 – 51	3	8	47	141	+1	1	3	3
52 – 60	6	14	56	336	0	0	0	0
61 – 69	3	17	65	195	-1	1	-3	3

70 – 78	2	19	74	148	-2	4	-4	8
79 – 87	1	20	83	83	-3	9	-3	9
<i>i</i> = 9	20		392	1075	-	-	5	53

$$M_x = \frac{\sum fx}{N}$$

$$M_x = \frac{1075}{20}$$

$$= 53,75$$

6. Median

Interval Class	f	fcum
25 – 33	2	2
34 – 42	3	5
43 – 51	3	8
52 – 60	6	14
61 – 69	3	17
70 – 78	2	19
79 – 87	1	20
<i>i</i> = 9	20	

$$Me = L + \frac{\left(\frac{1}{2}n - f_{kb}\right)}{F_i} \cdot i$$

$$= 51,5 + \frac{\frac{1}{2}20 - 8}{6} \cdot 9$$

$$= 51,5 + \frac{10 - 8}{6} \cdot 9$$

$$= 51,5 + \frac{2}{6} \cdot 9$$

$$= 51,5 + 3$$

$$= 54,7$$

7. Modus

Interval Class	f	fcum
25 – 33	2	2
34 – 42	3	5
43 – 51	3	8
52 – 60	6	14
61 – 69	3	17

70 – 78	2	19
79 – 87	1	20
$i = 9$	20	

$$\begin{aligned}
 \mathbf{Mo} &= L + \frac{(fa)}{fa+fb} \cdot i \\
 &= 51.5 + \frac{6}{(6+3)} \cdot 9 \\
 &= 51.5 + \frac{6}{9} \cdot 9 \\
 &= 51.5 + 6 \\
 &= 57,5
 \end{aligned}$$

8. Variants

No	Name	Xi	Xi ²
1.	Abdul Hamid Ritonga	69	4761
2.	Agus Salim Rambe	56	3136
3.	Ana Sari Dalimunte	38	1444
4.	Asrin Rambe	44	1936
5.	Eva Deliana Ritonga	56	3136
6.	Fadila Rizky Utari	75	5625
7.	Intan Alawiyah Gultom	81	6561
8.	Lisme Siregar	44	1936
9.	Multiana Sipahutar	38	1444
10.	Novi Hartati Pane	75	5625

11.	Nur Intan Siregar	56	3136
12.	Rahmad Harahap	38	1444
13.	Rifki Dongoran	69	4761
14.	Saife Sihombing	25	625
15.	Saiman Ritonga	56	3136
16.	Selvi Mariska Pane	56	3136
17.	Siti Aulia Siregar	69	4761
18.	Syahdan Fauzan Daulay	44	1936
19.	Tukang Rambe	31	961
20	Yunus Siregar	56	3136
Total		1.076	62.636

$$n = 20$$

$$\sum x_i = 1076$$

$$\sum x_i^2 = 62636$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{20(62.636) - (1.076)^2}{20(20-1)} \\
 &= \frac{1.252.720 - 1.157.776}{380} \\
 &= \frac{94.944}{380} \\
 &= 249,852
 \end{aligned}$$

9. Standard Deviation

$$\begin{aligned}
 \text{SD} &= i \sqrt{\frac{\sum FX^2}{n} - \left(\frac{\sum FX^1}{n}\right)^2} \\
 &= 9 \sqrt{\frac{53}{20} - \left(\frac{5}{20}\right)^2} \\
 &= 9 \sqrt{2,65 - (0,25)^2} \\
 &= 9 \sqrt{2,65 - 0,0625} \\
 &= 9 \sqrt{2,5875} \\
 &= 9 + 1,60 \\
 &= 10,6
 \end{aligned}$$

B. RESULT OF TEST IN PRE-TEST OF MIA 2 (Control Class)

1. The score of Mia-2 (control class) in pre-test from the low score until the high score

25	50	56	69
31	50	56	69
38	50	56	69
44	50	56	75
44	56	63	75

2. The high score : 75

The low score : 25

Range : high score – low score = 75 – 25 = 50

3. Total of classes

$$\begin{aligned}
 &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 20 \\
 &= 1 + (3.3) (1.3) \\
 &= 1 + 4.29 \\
 &= 5.29 = 6
 \end{aligned}$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{50}{6} = 8.33 = 9$$

5. Mean

Interval Class	F	fcum	x	Fx	X	X ²	FX	FX ²
25 – 33	3	3	29	87	+3	9	9	27
34 – 42	2	5	38	76	+2	4	4	8
43 – 51	6	11	47	282	+1	1	6	6
52 – 60	4	15	56	224	0	0	0	0
61 – 69	3	18	65	195	-1	1	-3	3
70 – 78	2	20	74	148	-2	4	-8	8
<i>i</i> = 9	20		392	1012	-	-	8	52

$$\begin{aligned} \text{Mx} &= \frac{\sum fx}{N} \\ &= \frac{1012}{20} \\ &= 50.6 \end{aligned}$$

6. Median

Interval Class	F	fcum
25 – 33	3	3
34 – 42	2	5
43 – 51	6	11
52 – 60	4	15
61 – 69	3	18
70 – 78	2	20
<i>i</i> = 9	20	-

$$\begin{aligned} \text{Me} &= L + \frac{\left(\frac{1}{2}n - f_{kb}\right)}{F_i} \cdot i \\ &= 42.5 + \frac{\frac{1}{2}20 - 5}{6} \cdot 9 \\ &= 42.5 + \frac{10 - 5}{6} \cdot 9 \\ &= 42.5 + \frac{5}{6} \cdot 9 \\ &= 42.5 + 7.5 \end{aligned}$$

$$= 50$$

7. Modus

$$\begin{aligned} \mathbf{Mo} &= L + \frac{(fa)}{fa+fb} \cdot i \\ &= 42.5 + \frac{6}{6+2} \cdot 9 \\ &= 42.5 + \frac{6}{8} \cdot 9 \\ &= 42.5 + 6.75 \\ &= 49.25 \end{aligned}$$

8. Variants

No	Name	Xi	Xi ²
1.	Aida Rizky Utami	56	3136
2.	Asmadi Sihombing	44	1936
3.	Afriani Rambe	50	2500
4.	Ardiansyah Pohan	44	1936
5.	Enjelina Simbolon	31	961
6.	Fahmi Adzka Pohan	69	4761
7.	Harun Arrasyid	75	5625
8.	Intan Rambe	69	4761
9.	Juni Ati Dongoran	50	2500
10.	Mara Sutan Harahap	38	1444
11.	Muhammad Darwis	56	3136
12.	Nova Amalia	56	3136

13.	Palit Ritonga	50	2500
14.	Perdi Rambe	31	961
15.	Roby Ansyah Ritonga	25	625
16.	Romadon Siregar	38	1444
17.	Sarmia Simamora	56	3136
18.	Susi Susanti Ritonga	69	4761
19.	Todung Siregar	50	2500
20	Wiwi Hartati	75	5625
Total		1032	57384

$$n = 20$$

$$\sum x_i = 1032$$

$$\sum x_i^2 = 57384$$

So,

$$\begin{aligned}
 S^2 &= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{20(57384) - (1032)^2}{20(20-1)} \\
 &= \frac{20(57384) - 1.065.024}{20(19)} \\
 &= \frac{1.147.680 - 1.065.024}{380} \\
 &= \frac{82.656}{380}
 \end{aligned}$$

$$= 217.51$$

9. Standard Deviation

$$\begin{aligned}
 \text{SD} &= i \sqrt{\frac{\sum FX^2}{n} - \left(\frac{\sum FX^1}{n}\right)^2} \\
 &= 9 \sqrt{\frac{52}{20} - \left(\frac{8}{20}\right)^2} \\
 &= 9 \sqrt{(2,6) - (0,4)^2} \\
 &= 9 \sqrt{2,6 - 0,16} \\
 &= 9 \sqrt{2,44} \\
 &= 9 + 1,56 \\
 &= 10,56
 \end{aligned}$$

Appendix 17

RESULT OF POST-TEST

A. RESULT OF TEST IN POST TEST OF MIA-1 (EXPERIMENTAL CLASS)

1. The score of MIA-1 (Experimental Class) in post-test from the low score until the high score

50	63	75	88
56	69	75	88
56	69	81	88
63	75	81	94
63	75	88	94

2. The high score = 94

The low score = 50

Range = the high score – the low score = $94 - 50 = 44$

3. Total of Classes = $1 + 3.3 \log n$
 $= 1 + 3.3 \log 20$
 $= 1 + (3.3) (1.3)$
 $= 1 + 4.29$
 $= 5.29 = 6$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{44}{6} = 7,3 = 7$

5. Mean

Interval Class	F	fcum	x	Fx	X	X ²	FX	FX ²
50 – 56	3	3	53	159	+3	9	9	27

57 – 63	3	6	60	180	+2	4	6	12
64 – 70	2	8	67	134	+1	1	2	2
71 – 77	4	12	74	296	0	0	0	0
78 – 84	2	14	81	162	-1	1	-2	2
85 – 91	4	18	88	352	-2	4	-8	16
92 – 98	2	20	95	190	-3	9	-6	18
$i = 7$	20	-	518	1459	-	28	1	77

$$\begin{aligned} \mathbf{Mx} &= \frac{\sum fx}{N} \\ &= \frac{1459}{20} \\ &= \mathbf{72.95} \end{aligned}$$

6. Median

Interval Class	F	Fcum
50 – 56	3	3
57 – 63	3	6
64 – 70	2	8
71 – 77	4	12
78 – 84	2	14
85 – 91	4	18
92 – 98	2	20
$i = 7$	20	-

$$\begin{aligned} \mathbf{Me} &= L + \frac{\left(\frac{1}{2}n - f_{kb}\right)}{Fi} \cdot i \\ &= 70.5 + \frac{\frac{1}{2}20 - 8}{4} \cdot 7 \\ &= 70.5 + \frac{10 - 8}{4} \cdot 7 \\ &= 70.5 + \frac{2}{4} \cdot 7 \\ &= 70.5 + 3.5 \\ &= \mathbf{74} \end{aligned}$$

7. Modus

$$\mathbf{Mo} = L + \frac{(fa)}{fa+fb} \cdot i$$

$$= 70.5 + \frac{4}{4+2} \cdot 7$$

$$= 70.5 + \frac{6}{6} \cdot 7$$

$$= 70.5 + 7$$

$$= 77.5$$

8. Variants

No	Name	Xi	
1.	Abdul Hamid Ritonga	75	5625
2.	Agus Salim Rambe	88	7744
3.	Ana Sari Dalimunte	63	3969
4.	Asrin Rambe	69	4761
5.	Eva Deliana Ritonga	56	3136
6.	Fadila Rizky Utari	88	7744
7.	Intan Alawiyah Gultom	94	8836
8.	Lisme Siregar	81	6561
9.	Multiana Sipahutar	56	3136
10.	Novi Hartati Pane	94	8836
11.	Nur Intan Siregar	75	5625
12.	Rahmad Harahap	50	2500
13.	Rifki Dongoran	88	7744
14.	Saife Sihombing	63	3969
15.	Saiman Ritonga	69	4761

16.	Selvi Mariska Pane	88	7744
17.	Siti Aulia Siregar	81	6561
18.	Syahdan Fauzan Daulay	75	5625
19.	Tukang Rambe	63	3969
20	Yunus Siregar	75	5625
Total		1491	114.471

$$n = 20$$

$$\sum xi = 1491$$

$$\sum xi^2 = 114.471$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum X^2 - (\sum Xi)^2}{n(n-1)} \\
 &= \frac{20(114.471) - (1.491)^2}{20(20-1)} \\
 &= \frac{2.289.420 - 2.223.081}{380} \\
 &= \frac{66.3339}{380} \\
 &= 174.57
 \end{aligned}$$

9. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum FX^2}{n} - \left(\frac{\sum FX^1}{n}\right)^2} \\
 &= 7 \sqrt{\frac{77-}{20} - \left(\frac{1}{20}\right)^2} \\
 &= 7 \sqrt{(3,85) - (0,05)^2}
 \end{aligned}$$

$$\begin{aligned}
&= 7\sqrt{3,85 - 0,0025} \\
&= 7\sqrt{3,8475} \\
&= 7 + 1,96 \\
&= 8.96
\end{aligned}$$

B. RESULT OF TEST IN POST – TEST OF MIA-2 (CONTROL CLASS)

1. The score of MIA-2 (Control Class) in post – test from the high score until the low score

44	56	69	75
44	63	69	75
50	63	69	81
56	69	75	81
56	69	75	88

2. The high score = 88
The low score = 38

$$\text{Range} = \text{the high score} - \text{the low score} = 88 - 44 = 44$$

3. Total of Classes = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + (3.3) (1.3)$$

$$= 1 + 4.29$$

$$= 5.29 = 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{44}{6} = 7,3 = 7$

5. Mean

Interval Class	F	fcum	x	Fx	X	X ²	FX	FX ²
44 – 50	3	3	47	141	+3	9	9	27
51 – 57	3	6	54	162	+2	4	6	12
58 – 64	2	8	61	122	+1	1	2	2
65 – 71	5	13	68	340	0	0	0	0
72 – 78	4	17	75	300	-1	1	-4	4
79 – 85	2	19	82	164	-2	4	-4	8
86 – 92	1	20	89	89	-3	9	-3	9
<i>i</i> = 7	20	-	518	1318	-	-	6	62

$$\begin{aligned} \text{Mx} &= \frac{\sum fx}{N} \\ &= \frac{1318}{20} \\ &= \mathbf{65.9} \end{aligned}$$

6. Median

Interval Class	F	Fcum
44 – 50	3	3
51 – 57	3	6
58 – 64	2	8
65 – 71	5	13
72 – 78	4	17
79 – 85	2	19
86 – 92	1	20
<i>i</i> = 7	20	-

$$\begin{aligned} \text{Me} &= L + \frac{\left(\frac{1}{2}n - f_{kb}\right)}{F_i} \cdot i \\ &= 64.5 + \frac{\frac{1}{2}20 - 8}{5} \cdot 7 \\ &= 64.5 + \frac{10 - 8}{5} \cdot 7 \\ &= 64.5 + \frac{2}{5} \cdot 7 \\ &= 64.5 + 2.8 \\ &= \mathbf{67.5} \end{aligned}$$

7. Modus

$$\begin{aligned} \mathbf{Mo} &= L + \frac{(fa)}{fa+fb} \cdot i \\ &= 64.5 + \frac{5}{5+2} \cdot 7 \\ &= 64.5 + \frac{5}{7} \cdot 7 \\ &= 64.5 + 5 \\ &= 69.5 \end{aligned}$$

8. Variants

No	Name	Xi	Xi ²
1.	Aida Rizky Utami	69	4761
2.	Asmadi Sihombing	56	3136
3.	Afriani Rambe	81	6561
4.	Ardiansyah Pohan	63	3969
5.	Enjelina Simbolon	69	4761
6.	Fahmi Adzka Pohan	75	5625
7.	Harun Arrasyid	75	5625
8.	Intan Rambe	75	5625
9.	Juni Ati Dongoran	69	4761
10.	Mara Sutan Harahap	50	2500
11.	Muhammad Darwis	69	4761
12.	Nova Amalia	44	1936
13.	Palit Ritonga	75	5625

14.	Perdi Rambe	56	3136
15.	Roby Ansyah Ritonga	44	1936
16.	Romadon Siregar	69	4761
17.	Sarmia Simamora	63	3969
18.	Susi Susanti Ritonga	88	7744
19.	Todung Siregar	56	3136
20	Wiwi Hartati	81	6561
Total		1327	90889

$$n = 20$$

$$\sum x_i = 1.327$$

$$\sum x_i^2 = 90.889$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum X^2 - (\sum X)^2}{n(n-1)} \\
 &= \frac{20(90.889) - (1.327)^2}{20(20-1)} \\
 &= \frac{1.817.780 - 1.760.929}{380} \\
 &= \frac{56.851}{380} \\
 &= 149,60
 \end{aligned}$$

9. Standard deviation

$$SD = \sqrt{\frac{\sum FX^2}{n} - \left(\frac{\sum FX^1}{n}\right)^2}$$

$$= 7 \sqrt{\frac{62-}{20} \left(\frac{6}{20}\right)^2}$$

$$= 7 \sqrt{(3,1) - (0,3)^2}$$

$$= 7 \sqrt{3,1 - 0,09}$$

$$= 7 \sqrt{3,01}$$

$$= 7 + 1,73$$

$$= 8.73$$

Appendix 18

The Calculation of Hypothesis

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{4}{\sqrt{\frac{28(8.9)}{20(20-1)}}}$$

$$= \frac{4}{\sqrt{\frac{249.2}{380}}}$$

$$= \frac{4}{\sqrt{0.6}}$$

$$= \frac{4}{0.7}$$

$$= 5.71$$



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Nomor : B - 2293 /In.14/E.1/TL.00/11/2021

Hal : Izin Penelitian

Penyelesaian Skripsi.

9 November 2021

Yth. Kepala MAN Tapanuli Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sahduan Sinaga

NIM : 1720300070

Program Studi : Tadris/Pendidikan Bahasa Inggris

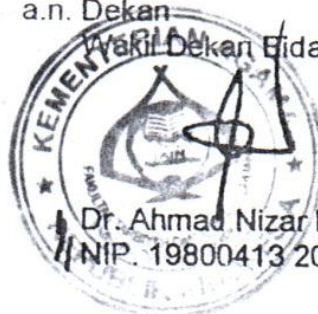
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi , dengan Judul "The Effect of Using Pictures Toward Writing Descriptive Text at Thenth Grade Students of MAN Tapanuli Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd. 4
NIP. 19800413 200604 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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MADRASAH ALIYAH NEGERI TAPANULI SELATAN.
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Jalan Simangambat Kelurahan Bungabondar Kecamatan Sipirok Kabupaten Tapanuli Selatan
e-mail : mansipirok@kemenag.go.id / man_sipirok@yahoo.com Kode POS 22742

SURAT KETERANGAN

Nomor : 8-279 /Ma.02.28/PP.006/11/2021

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri Tapanuli Selatan menerangkan
sebagai berikut:

Nama : SAHDUAN SINAGA
NIM : 1720300070
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Berdasarkan surat yang diterima dengan nomor surat: B-2293/In.14/E.1/TL.00/11/2021 perihal Izin
penelitian Penyelesaian Skripsi. Bahwa nama tersebut di atas kami beri izin penelitian di madrasah yang
kami pimpin dan sejauh pantau kami, telah selesai melakukan Penelitian sebagai tahapan dan
mekanisme penyusunan skripsi dengan judul "*The Effect of Using Pictures Toward Writing
descriptive Text at Thenth Grade Student of MAN Tapanuli Selatan*" dari tanggal 10-18 November
2021.

Demikianlah surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana
keperluannya.

Sipirok, 19 November 2021

Kepala Madrasah,



JUBAN SIREGAR, M.Pd

NIP.19780704 200501 1 004