THE EFFECT OF USING POSTER MEDIA TOWARD WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF MAS DARUL FALAH LANGGA PAYUNG LABUHAN BATU SELATAN

A THESIS

Written By:

NUR KARIMA
Reg. No. 18 203 00018

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Advisor II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term: Thesis
    a.n. Nur Karima
Item : 7 (seven) exemplars

Padangsidimpuan, 12 Agust 2022
To:
Dean Tarbiyah and Teacher Training
Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb

    After reading, studying and giving advice for necessary revision on thesis belongs to **Nur Karima** entitled **"The Effect of Using Poster Media toward Writing Descriptive Text at The Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan"**, we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.

    Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb

Advisor I

Advisor II

Fitri Rayani Siregar. M.Hum.
NIP. 19820731 200912 2 004

Sri Rahmadhani Siregar. M.Pd.
NIDN.2006058602

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	:Nur Karima
Registration Number	:18 203 00018
Faculty Department	;Tarbiyah and Teacher Training Faculty/TBI-3
The Tittle of the Thesis	: **The Effect of Using Poster toward Writing Descriptive Text at the Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan**

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Padangsidimpuan, 12 Agust 2022
Declaration Maker,

Nur Karima
Reg. No. 1820300018

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Registration Number	:18 203 00018
Faculty Department	;Tarbiyah and Teacher Training Faculty/TBI-3
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The Signed,

Nur Karima
Reg. No. 1820300018

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINITION

Name   :   NUR KARIMA

Reg. No   :   18 203 00018

Faculty/ Department :   Tarbiyah and Teacher Training Faculty/ English Education Department

Thesis   :   **"THE EFFECT OF USING POSTER MEDIA TOWARD WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF MAS DARUL FALAH LANGGA PAYUNG LABUHAN BATU SELATAN"**

Chief,   Secretary,

Fitri Rayani Siregar, M.Hum   Dr. Eka Sustri Harida, M.Pd.
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

                                                                Members,

Fitri Rayani Siregar, M.Hum   Dr. Eka Sustri Harida, M.Pd.
NIP. 19820731 200912 2 004   NIP. 19750917 200312 2 002

Dr. Hamka, M.Hum   Sri Rahmadhani Siregar, M.Pd.
NIP. 19840815 200912 1 005   NIDN. 2006058602

Proposed:
Place   : Padangsidimpuan
Date   : December, 6th 2022
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis	: The Effect of Using Poster Media toward Writing Descriptive Text at the Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan
Name	: Nur Karima
Reg. Num	: 18 203 00018
Faculty/ Department	: Tarbiyah and Teacher Training Faculty/ TBI

The Thesis has been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 10 November 2022.

Dean

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Name : Nur Karima
Reg. Number : 18 203 00018
Department : Tadris Bahasa Inggris
Title of Thesis : The Effect of Using Poster Media toward Writing Descriptive Text at the Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan

ABSTRACT

This research focused on the effect of using poster media on writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Kabupaten Labuhan Batu Selatan. The problems of the students were; 1) the students are difficult to create and write a text, 2) the students are low in mastering vocabulary and grammar, and 3) media that used by the teacher is limited.

The formulation of the problem in this research were: 1) How is the students' in writing descriptive text before learning by using poster media, 2) How is the student' ability in writing descriptive text after learning by using poster media, 3) Is there any significant effect of poster media to students' ability in writing descriptive text. The aim of this research were: 1) To know the information about the students' ability in writing descriptive text before learning descriptive text by using poster media, 2) To know the information about the students' ability in writing descriptive text after learning descriptive text by using poster media, 3) To examine the effect of using poster media on writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan.

The kind of this research was quantitative research with experimental method. The population were all of the students at the tenth grade MAS Darul Falah Langga Payung Labuhan Batu Selatan. The sample were tenth IPA as experimental class that consisted of 36 students and tenth AGAMA as control class that consisted of 36 students. The data were collected through pre-test and post-test in essay test form and analysed by using t test formula.

The Students' writing descriptive text ability before learning by using poster media with the mean score of control class was 63.16 in pre-test and the mean score of post-test was 68.77. It is enough categorized. Next, the students' writing descriptive text ability after learning descriptive text taught poster media in experimental class in pre-test was 63.16 and mean score of post-test was 75.41. It is good categorized. Finally, the result of t-test was found $t_{count} > t_{table}$ (3.47 > 1.994) which is Ha was accepted and Ho was rejected. It means, there is a significant effect of using poster media toward writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Labuha Batu Selatan.

Keywords: Poster Media, Writing Descriptive Text Ability

Name : **Nur Karima**
Reg. Number : **18 203 00018**
Department : **Tadris Bahasa Inggris**
Title of Thesis : **Pengaruh Penggunaan Media Poster Terhadap Penulisan Teks Deskriptif di Kelas 10 MAS Darul Falah Langga Payung Labuhan Batu Selatan**

ABSTRAK

Penelitian ini fokus pada pengaruh media Poster dalam menulis teks deskriptive pada siswa kelas 10 MAS Daru Falah Langga Payung Labuhan Batu Selatan. Ada beberapa masalah yang dihadapi siswa dalam menulis teks deskriptif diantaranya: 1) Siswa sulit dalam membuat dan menulis sebuah text, 2) Siswa lemah dalam penguasaan kosa-kata dan struktur, 3) Media yang digunakan terbatas.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan siswa dalam menulis teks deskripsi sebelum menggunakan media poster, 2) Bagaimana kemampuan siswa dalam menulis teks deskripsi sesudah menggunakan media poster, 3) Apakah ada pengaruh yang signifikan penggunaan media poster terhada siswa dalam menulis teks deskripsi. Tujuan dari penelitian ini adalah: 1) Untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks deskriptif sebelum mempelajari teks deskriptif dengan menggunakan media poster, 2) Untuk mengetahui informasi tentang kemampuan siswa dalam menulis teks deskriptif setelah mempelajari teks deskriptif dengan menggunakan media poster, 3) Untuk menguji pengaruh penggunaan media poster dalam menulis teks deskriptif pada siswa kelas X MAS Darul Falah Langga Payung Labuhan Batu Selatan.

Penelitian ini menggunakan metode kuantitatif eksperimen. Populasinya adalah keseluruhan murid kelas 10 MAS Darul Falah Langga Payung Labuhan Batu Selatan. Sampelnya adalah kelas X IPA sebagai kelas eksperimen yang terdiri dari 36 siswa dan 10 AGAMA sebagai kelas kontrol yang terdiri dari 36 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Kemampuan menulis teks deskriptif siswa sebelum pembelajaran menggunakan media poster dengan nilai rata-rata pre-test kelas kontrol 63,16 dan nilai rata-rata post-test 68,77. Dikategorikan cukup. Selanjutnya, kemampuan menulis teks deskriptif siswa setelah pembelajaran teks deskriptif yang diajarkan media poster di kelas eksperimen pada pre-test adalah 63,16 dan skor rata-rata post-test adalah 75,41. Itu dikategorikan baik. Akhirnya dari hasil uji-t diperoleh thitung > ttabel (3,47 > 1,994) yaitu Ha diterima dan Ho ditolak. Artinya, ada pengaruh yang signifikan penggunaan media poster terhadap penulisan teks deskriptif pada siswa kelas X MAS Darul Falah Langga Payung Labuha Batu Selatan.

Kata Kunci: *Media Poster, Kemampuan Menulis Teks Deskripsi*

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Padangsidimpuan, 06 December 2022
Researcher,

Nur Karima
Reg. No. 1820300018

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CHAPTER 1

INTRODUCTION

A. The Background of the Research

Learning English is very crucial, because English has become a global language that is spoken by most communities around the world, English is widely used as a second language worldwide. Since language is necessary for communication, it is not enough for students to learn words, phrases, and grammatical features if they want to use language in their daily activity. Teaching English with the media can help teacher to solve and to handle the problem while teaching and learning.

One of the English skills that students must learn is writing. It acquires the students to get enough writing practices. These practices are supposed to improve the students' skill in writing and explain thoughts in a good deliver. Without practicing, it is impossible to write well and effectively. Although most people find writing difficult, it is crucial to the learning process because it allows them to express their ideas and expertise to others. Writing can be considered a language ability that is used when face-to-face communication is not possible.

The most important skill that foreign language students need to develop is writing. It is the final stage in learning language after listening,

speaking, and reading. In other words, writing is a sign of whether the students have mastered all skills or not. Language is the most complex macro skill in language mastery where students can generate their ideas. Students should construct the ideas perfectly to make them so understandable so that other people can catch the meaning or the purpose of the messages or ideas[1]. So, Writing is a key of expressing one's ideas, thoughts, opinions, and attitudes. People can share their thoughts and feelings, as well as persuade and convince others, through writing.[2] Writing is very crucial to students because if students know the procedure for writing, they will know how to write a text, letter, instruction and so on.

The process of writing is involves developing text in accordance with what the author can reasonably think the reader knows and expects, and reading involves anticipating text in accordance with the reader's assumptions about the writer's intentions. Fundamentally, each purpose to the other's capacity for making sense. Because of this, written communication is based on what the writer and reader believe the other will do or has already done.

Media is a broad phrase that refers to television, radio, and newspaper considered as a whole and as method of entertaining or spreading news or information to a big number of people. In teaching, teaching materials which involve the use of different types of media like visual and

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[1]Linda Astuti Rangkuti, Nur Fadhillah Hasanah, and Hindun Sahara, 'Improving Student S ' Ability in Writing Narrative Text Through Dictogloss Technique', *PEDAGOGI : Jurnal Ilmiah Pendidikan*, 7.2 (2021), 9–17 <https://doi.org/10.47662/pedagogi.v7i2.8>.

[2] Ken Hayland, *Teaching and Researching Writing*, (New York: Routledge, 2016), p. 22

printed media are sometimes known as multimedia or mixed media[3]. All tools used in teaching and learning, such as computers, projectors, audio and video equipment, multimedia language labs, and film and video. Based on Raimes[4], for all English second language, writing teachers can find a valuable resource in pictures, drawing, photographs, posters, slides, cartoons, magazine advertisement, diagrams, graphs, tables, charts, and maps.

Posters are used as a visual aid to present any specific information in a concise way in academic environment. However, it is very popular and widely used in scientific projects.[5] Descriptive text is kind of the text which the content. It is a description of a case being described an object. In the text, the object can be a concrete or abstract object. It can be a person, an animal, a thing and place. It consists of two components identification and description. Why do the researcher choose poster as a media to teach writing skill, because prove students they can write and increase their knowledge in writing descriptive text with the poster.

Based on pre-research that the researcher has conducted at MAS Darul Falah Langga Payung, there are some barriers faced by students while they are studying. The English teacher faced[6], there are some obstacles in

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[3] Jack C. Richard and Richard Schmidt, *Dictionary of Language Teaching and Applied Limguistics-3rd* (UK: Pearson, 2002), p. 325

[4] Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1938), p. 27

[5] Sunjida Afrin Khan Samia Zerin, 'Poster- A Visual Stimulus for Active Learning', *GSTF Journal of Law and Social Sciences (JLSS)*, 3.1 (2013), 6 <https://doi.org/10.5176/2251-2853>.

[6] S. A, S. Pd, as an English Teacher at the Tenth Grade of MAS Darul Falah Langga Payung, Interview on October 27th 2020.

mastering writing. The first, students are difficult to create a text, caused of some factors; they less understand about the generic structures, the language features, and social function of a text. Then, low in mastering vocabulary and grammar. The second is the usage of media that used by teacher is limited, such us like English text book, whiteboard and board marker. It makes the students are lazy to follow the learning process. The third, English considering as one of the toughest subject in the school. English is not easy to be learned because is different from our mother tongue. Fourth, actually, even some of the students have a lot of ideas in their mind, but they are not confident, lack in motivation, they don't know how to write, and develop their idea in a good arrangement or text.

Based on the problem and explanation above, the researcher is interested and need to introduce this media in teaching with the title "The Effect of Using Poster Media toward Writing Descriptive Text at The Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan".

B. The Identification of the Problems

Based on the background of the problem above, it can be identified that students deal with some obstacles in writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung, are:

1. The students are difficult to write a text.
2. The students are low in mastering vocabulary and grammar.

3. Media that used by teacher is limited, such us English text book, white board and board marker.

C. The Limitation of Problems

Based on the obstacles above, the researcher limited to the students' difficulties in writing and it is focussed on using media for teaching. There are some media that can be used, such us book and white board in teaching writing. But the researcher focus on poster as a media for teaching descriptive text to students of MAS Darul Falah Langga Payung at the tenth grade.

D. The Formulation of the Research

Formulations of the problem are:

1. How is the students' ability in writing descriptive text before learning by using poster media at the tenth grade students of MAS Darul Falah Langga Payung?

2. How is the students' ability in writing descriptive text after learning by using poster media at the tenth grade students of MAS Darul Falah Langga Payung?

3. Is there any significant effect of poster media to students' ability in writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung?

E. The Objectives of the Research

Based on focus of the problem, the researcher determines that the objectives of this research are:

1. To know the information about the students' ability in writing descriptive text before learning descriptive text by using poster media at the tenth grade students of MAS Darul Falah Langga Payung.

2. To know the information about the students' ability in writing descriptive text after learning descriptive text by using poster media at the tenth grade students of MAS Darul Falah Langga Payung.

3. To examine whether there is significant effect of using poster media to students' ability in writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung.

F. The Significances of the Research

The significances of the research are:

1. For students, are:

   a. To help the students more understand about descriptive text easily.

   b. To increase the feeling of pleasure, motivation and their confidence to learn about descriptive text.

2. For the English teacher, are:

   a. It is expected can be useful as a reference how to make students' learning and teaching process enjoyable and attractive.

   b. Help to improve the quality of teacher professionalism as an educator.

3. For the researchers: To give more information and input for the next researcher when they are writing on the same topic, especially about poster and descriptive text.

G. The Definition of Operational Variables

1. Poster Media

   Poster is a pictorial device designed to attract attention and communicate a story, an idea, or an image rapidly and clearly. It is usually pictorial or decorative to convey a message and defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons and other visual arts on a placard.

2. Descriptive Text

   Descriptive is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object and containing two components, identification and description by which a writer describes a person, or an animal, or a house as his topic. The identification the object to describes and description describes parts, qualities and characteristics of the parts of the object.

H. The Outline of the Research

   Outline of this script divided, into five chapters. Chapter one consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, significances of the research, definition of operational variables, and outline of the research.

Chapter two consist of the theoretical description. It is divided into subchapters which consist of nature of writing, poster media, descriptive text, and procedures of teaching by using poste, teacher's media, related finding, conceptual framework and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter; the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data.

Chapter four consists of the data description, hypothesis testing, discussion and the threats of the research. Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTON

A. **Theoretical Description**

1. **Nature of Writing**

a. **Definition of Writing**

Writing is a productive skill in the written formulation. It is more difficult than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way[7]. Writing is also a complicated process that most people find challenging. Writing, whether it be hieroglyphics inscribed on parchment or an e-mail message typed on a computer, is the physical act of committing a word or concept to a medium. Writing, on the other hand, is the mental process of creating ideas, considering how to convey them, and structuring them into sentences and paragraphs that are understandable to a reader.

It serves to both impress and convey. Typically, writers have two masters: readers, also known as the audience, and themselves, and their own desires to express an idea or feeling, who need to have

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[7]Dian Reftya Wati, 'Improving the Students ' Descriptive Text Writing Ability Through the Implementation of Clustering Technique At the Tenth Grade of Man 1 Metro', *English Education: Jurnal Tadris Bahasa Inggris p-ISSN*, 11.1 (2018), 129–43 <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/3492>.

ideas expressed in certain ways[8]. Writing is a personal act in which writers take ideas or prompts and transform them into initiated topic[9]. The writer draws on background knowledge and complex mental process in developing new insight.

Lubis stated 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 idea will change to scientific[10]. Writing is a kind of communication where the writer expresses their intentions based on their experiences in written form.

For a specific goal, a writer can use writing to express his or her ideas, experiences, thoughts, and feelings. Man Aim of writing is to give opportunity to express the ideas,share the information, and transfer the knowledge.

b. Component of Good Writing

When students or writers start their writing, they must be aware of the writing characteristics that are crucial to make the result is good. Some of the experts give their opinion about the characteristic of writing. These characteristic as following below:

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[8]David Nunan, *Practice English Language Teaching-1ˢᵗ* (New York: Mc. Graw Hill, 2003), p. 87

[9]J. Michael O,Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: 1996), p. 136

[10]Rayendriani Fahmei Lubis, 'Writing Narrative Text', *English Education,* Vol.2, No.1, 2014, p.61. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/115/104>.

1) Vocabulary builder

Vocabulary is a part or elemnt of language proficiency and becomes the most important things in order to providing everybody to be a good writer in writing perform. In language instruction, vocabulary is crucial. It indicates that when we learn a language, of course we learn the vocabulary of the language.

2) Writing focus

In English, writing requires organization as well as the defining qualities of coherence, cohesion, and unity.

3) Structure and mechanics

Mechanics are very important part in writing. Good mechanics make a text easy to read and that will attract more readers. Mechanics in writing includes punctuation and writing conventions[11].

As a result of the explanation, the researcher has come to the conclusion that a good piece of writing should include the three elements listed above, which all of the sentences should link to in order for the reader to comprehend the text more easily.

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[11]Cynthia A. Boardmen and Jiya Pridenberg, *Writing to Communicate Paragraph and Essay – 3 rd* (Amerika: Pearson Longman, 2008), p. 17-28

c. Process of Writing

Process of writing has been replaced in recent times by an emphasis on the process of the writing rather than the end-product[12]. The development of a piece of writing should receive far more attention under a process approach, or process writing, as it is also known, because writing is a process that requires thinking and holding meaning rather than just the instructor eliciting a product.

There are three main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

1) Prewriting is a proscess of entails selecting and narrowing a topic as well as brainstorming, discussion, and concept development.

2) Choosing and narrowing a topic is a process to choose from the general topic into specific topic.

3) Brainstorming is a step to generate an idea. There are three classification of brainstorming, are:

a) Listing is a brainstorming technique involves thinking about your subject and quickly making a list of any words or phrases that spring to mind.

b) Freewriting is a brainstorming exercise when you write freely about a subject in search of a particular focus.

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[12] Judith Graham and Alison Kelly, *Writing under Control* (Britain: Routledge, 1941), p. 7

    c) Clustering is another brainstorming exercise you may use to create ideas.

4) Planning (Outlining) is a process include the making sublist, writing the topic sentence and outlining.

5) Writing and rivising draft is a stage that can be done in a classroom or at home so that students can rely on both instructors and fellow students for feedback and assistance. They can also go back and modify the initial copy to make it more compelling and well-organized[13].

    According to Langan[14], process of writing are prewriting, writing a first draft, revising and editing. In conclusion, the processes that writers must go through sequentially in order to generate the result of writing in written form are referred to as the writing process.

    The order of the phases should be from first to last in chronological order. The writer should hold the objective of writing after learning the elements of effective writing and the writing process in order for the reader to readily understand what they are reading.

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[13]Alice Oshima and Ann Hoguee, *Writing academic English-3rd* (NY: Addison Wesley Longman, 1998), p. 3-10

[14]Jhon Langan, *College Writing Skills with Readings-7th* (New York: McGraw-Hill, 2008), p. 24-37

d. Purpose of Writing

There are so many goals or purposes for writing. Writing can be done for a variety of reasons, including to encourage readers, convey new information or ideas, or to reproduce something that was someone else's idea. It can also be done to investigate a process. According to Edwards and friends in Hasibuan[15], the purpose of writing is may be persuasion (to convince, defend, or argue an opinion) or exposition (to explain, analyze, or examine a concept or process). Besides that, the purpose of writing could be into three categories, they are:

1) To inform

In giving information, writing generally explains or describes an idea, a process, an information, an event, a belief, a person, a place, or things while providing information. Additionally, the author provides details and discusses its causes.

2) To persuade

There is little doubt that the vocabulary used in this category differs from that used in the previous category. In this category, a writer makes an effort to alter their audience or their behavior.

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[15] Nur Khoiriah Hasibuan, 'The Effect of Using Picture Sequences Media on Students' Writing Procedure Text Ability at Grade XI MAS NU Sibuhuan' (State Institute for Islamic Studies (IAIN) Padangsidimpuan, 2020) <http://etd.iain-padangsidimpuan.ac.id/id/eprint/6241>.

3) To entertain

A written document has a distinct language style. The author makes an effort to entertain, captivate, surprise, or even enrage the readers. To make the reader pleased while reading the material is what it means. It means to make the reader happy when they read the text.

There are at least three purpose of in writing: informative writing, expressive/narrative writing, and persuasive writing. According to Lonfknife and Sullivan, categorizes the purpose of witing are:

1) To inform. It means to share your knowledge of information, direction or ideas with the readers by using narration (a story) and description.

2) To explain. It makes a more specific point and help your readers understand what you are disscuse about, by using process, comparison and cause and effect.

3) To persuade (Argument). That is the present a position and convince your readers[16].

The researcher comes to the conclusion that writing should have three purposes: to inform, convince and entertain. Additionally,

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[16]Ann Lonfknife and K.D Sullivan, *Easy Writing Skill Step by Step,* (New York: Mc Grow Hill, 2012), p. 3-4

it provides the reader with deeper insight into the author's viewpoint, concept, and emotion.

e. Writing Assesment

One approach to look at writing evaluation is through various testing grids or checklists that can help students identify their areas of strength and weakness and, in many cases, are scoring using taxonomies. Writing assessment are very important to use especially in learning process. The assessment criteria must be more valid and obvious in order to evaluate students' writing. In this study, the researcher took from English Text Book MA/SMA/SMK Kelas X[17] to assess students' writing they are as follow:

1) Contents: Idea or topic.

2) Organization: Identification and description.

3) Grammar: Tenses and Subject Verb-Agreement.

4) Paragraphing: Paragraph Unity.

5) Mechanics: Spelling and Punctuation.

The final assessment of a composition serves only as guidance for the learner's subsequent production. The teacher will be easier to give the value of students' writing product.

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[17] Utami Widiati, Zuliati Rohma and Furaidah, *Bahasa Inggris Kelas X*, (Jakarta:Pusat Kurikulum dan Pembukuan Kemendikbud, 2017), p. 48

2. **Poster Media**

a. **Definition of Media**

There are many different kinds of media that can be used for education. The researcher used both small and visual media in this investigation. Visual material can only be understood by the sense of sight. Written and printed small media are used as research media. Posters, which are considered visual media, are the primary source of the research's media. The use of educational media in teaching and learning enables teachers to share material with students that is of interest to them as well.

Media is anything that can be utilized to spread a message in order to arouse students' emotions, thoughts, willingness, and attention and promote learning is referred to as media. Learning media can be defined as a tool in the form of a physical and non-physical use teacher in conveying material to students to be more effective and efficient. The utilization of learning media is anticipated to increase student learning materials' speed of acceptance and draw students into the learning process[18]. Goal of learning media is expected to make the learning process more effective and efficient.

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[18]Yanuari Dwi Puspitarini and Muhammad Hanif, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education E-*, 4.2 (2019), 53–60 <http://www.e-aje.net/>.

Therefore, the learning media can be seen as a piece of hardware or software that teachers utilize to transmit or implement the materials to students during the teaching and learning process. Especially to writing skill.

b. **Definition of Poster**

Poster is a bill or placard often posted in a public place and that is decorative or pictorial[19]. Students who have a visual learning style are very effective in using poster, especially if they are formed with a combination of text, image and colour to attract student interest.

Visual can motivate learners by attracting their attention, holding their attention and generating emotional responses. There are some students who understand lesson visually. Furthermore, visual could make students easy to understand the information even the difficult one. The use of visual aid such as posters is commonly applied in learning process because with posters, students are expected to increase their attention to the learning process.

Posters can be used as learning media for student because poster could simplify message and understandable by seeing the poster. In this way, not only students feel facilitated, but teachers also because posters ensure the effectiveness and the efficiency at

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[19]Merriam-Webster's, *Collegiate Dictionary* (New York: Webster, 1993), p. 907

the time[20]. The main reason the researcher chooses poster because posters have powerful message that could get the students' attention and communicate the message quickly

Although most posters are appealing, not all of them are useful teaching aids. The following traits will be present in some or all of a poster that encourages learning. The learning poster will: encourage students to learn, pique interest in the subject, effectively illustrate a concept or skill, and provide the teacher with guidance on how to use the poster. It will also provide reproducible for student use, directions for hands-on activities, and suggestions for additional educational activities.

The poster itself should meet these requirements as well as being appealing, readable, well-organized, and well-designed. The most effective learning posters express ideas clearly, capturing and holding students' interest[21]. Many people believe that posters are the most effective tool for communication and efforts in educational areas.

Posters are mounted pictures or photographs accompanied by textual cues or captions. The purpose of the posters is to encourage student participation and provide controlled practice in a given

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[20] Muhammad Yaumi, *Media dan Teknologi Pembelajaran* (Jakarta: Prendamedia Group, 2008), p. 123

[21]Justina O. Osa and Linda R. Musser, 'The Role of Posters in Teacher Education Programs', *Education Libraries*, 27.1 (2017), 16 <https://doi.org/10.26443/el.v27i1.196>.

English structure or concept. Posters can be displayed in variety of ways, to ensure they have maximum effect. Displaying posters in your classroom are able have variety of benefits. They can make a room more colourful and inviting, helping students to settle in and feel at home[22]. Posters can also help students to learn, displaying concepts in

age catching ways, and viewing the posters on a regular basis will have the child to learn and remember the concept.

Figure I
Example of Poster

Example of Poster based on Ruis, et.al[23]. Poster above related to the idol in football. It is Critiano Ronaldo in 7 number from Argentina.

[22] Farisha Andi Baso and Reskiwati Amelia, 'Using Practice Posters To Improve Students' Speaking Skill', *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3.1 (2014), 29 <https://doi.org/10.26618/ejpbi.v3i1.801>.

[23] Nuhung Ruis, Muhyidin and Tri Waluyo, *Instructional Media* (Jakarta Selatan: Bermutu, 2009), p.8

c. Procedures of Teaching by Using Poster

Poster is a work of art or graphic design that contains the composition of the image and letter on large paper. Poster can be used to learn as an example or model in managing messages effectively. The procedures of using poster in teaching that use by researcher are based on two theories. First, based on Heinich[24] they are following below:

1) The teacher prepares one poster and show up to the students.

2) The teacher gives the students the stimulus about what will they learn and how the poster is work.

3) To make the class be active and creative, usually teacher chooses the interesting one, with image, text, and colour full.

4) The poster post on the white board and give to the students.

5) Asks students to have a learning process base on the lesson give to students regarding learning activities about that lesson.

6) Finally, the teacher gives addition, resolution, or explanation how to create a text and give appreciate

7) Posters are made by drawing and printed on the computer.

8) In every poster usually have moral lesson and depend on the message that wants to convey. It makes the learning be effective by using visual media like poster.

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[24] Sharon E. Heinich, Robert Russel and James D. Smaldino, *Instructional Technology and Media for Learning* (8th Edition), (Ohio: Pearson, 2004), p.82.

The second theories for the procedures of teaching by using poster media are based on Fatikasari[25] as follows:

1) The teacher divides the students into a group. Than give the instruction about the process of learning.

2) After grouping the students, the teacher gives an example of media (poster) to the students in each group.

3) The teacher tells to the students how the poster work is.

4) Teacher and students follow the lesson by using poster based on their material.

Teaching writing by using poster as a media has rules or procedures based on expert or theory to make sure that's media has correlation to teaching writing in the class.

Based on theories above, the researcher chooses the first theories for the procedures in teaching by using poster media.

d. **Advantages of Using Poster**

There are some advantages of using poster media, they are:

1) To motivate

Using poster media, teachers can inspire their students to learn more or to want to know more about the course subject. This media could be the additional media for teaching in writing class.

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[25]Ainun Fatikasari, 'The Effects Of Posters in Enhancing Students' Ability to Write Descriptive Text Using Direct Instruction Model at The Second Grade of Junior High School' (Makassar Muhammadiyah University,2021) <https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/45>.

2) As a state of consciousness.

The suitable message it is hoped that by making students aware of the appropriate message presented in the poster, their behavior will change over time and develop into a habit.

3) Experiential learning

The use of poster medium can inspire imaginative engagement and learning[26]. Using a poster as a learning tool, students will have the chance to share what they have learned. In other words, posters give students experiences that inspire them to be imaginative while they learn.

Students handling a poster take a greater role in their learning because they can make choices about which cues to use and even how to help their classmates.

3. **Descriptive Text**

   a. **Definition of Descriptive Text**

   A descriptive text is a piece of writing that aims to provide the reader an image and a sense of meaning through sensory details[27]. Additionally, descriptive text is a paragraph that is defined as a set of sentences that are closely related in idea and that serve a single function. It is frequently used to describe how

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[26] Nuriana Wanti, 'The Effectiveness of Poster Media in Teaching Comparative Degree of Adjective At SMP N 1 Kauman Ponorogo' (State Institute of Islamic Studies Ponorogo, 2022) <http://etheses.iainponorogo.ac.id/19526/1/204180123-NURIANA WANTI-TBI>.

[27] Tiuh Asih Siburian, "Improving Student's Achievement on Writing Descriptive Text Thorough Think Pair Share", International Journal of Language Learning and Applied Linguistics World (IJLLALW) , Vol. 3 July 2013, p. 33

someone seems and behaves, how a place appears, and how an object appears.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing. Description is also considered as a text. The writer tries to pictures out an object to his readers. The object can be anything. It can be an abstract or concrete[28]. In this case as a product of writing, the text functions to reflect what is being described to the readers.

So, the researcher concludes, that descriptive text is kind of text in genre that gives description about thing (include sense, sight, sound, smell, taste and touch) and have purpose to describe people, animals, place and things itself. Descriptive text describe much about information like an object, where the information is about part, or qualities, characteristic of the object is describe.

b. Generic Structure of Descriptive Text

The generic structure of descriptive text consist of two generic structure, they are

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[28]Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p. 119

1) Identification: Identifies phenomenon to be described or explained an object.

2) Description: Describes parts, qualities, characteristics, emotions, etc[29].

Descriptive text follows the generic structure as a rules to write the good text based on the topic, identification and description.

c. **Grammatical Features of English Descriptive Text**

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant grammatical features are:

1) Focus on specific participants

2) Use of Simple Present Tense

3) Use of descriptive adjectives

4) Use of figurative language

5) Use of adverbials to give additional information about behaviour[30].

Writing descriptive text must base on grammatical feature, generic structure and grammar to find out the best writing of descriptive text.

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[29] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta; Graha Ilmu, 2008), p. 89

[30] Mulyono and Ari Widayanti, English Alive 1 Senior High School Grade X (Jakarta Timur: Yudhistira, 2010), p.98

d. Example of Descriptive Text

Below is the example of descriptive text. The title is Cuban Rondo Waterfall.

Cuban Rondo Waterfall

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfall soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfall, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God. The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. **(Identification)**

The water in the lake and stream crystal is clear and icy cold. The wind that blows the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets cover the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the scenery is breath-taking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettable about the beautiful Cuban Rondo Waterfall[31]. **(Description)**

4. The Procedures of Teaching Descriptive Text by Using Poster

In conducting the research, the procedure of using poster media in teaching writing descriptive text that use by the researcher is based on Sharon[32] they are:

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[31] Utami Widiati, Zuliati Rohma and Furaidah, *Buku Siswa Bahasa Inggris MA/SMK/SMA Kelas X,* (Jakarta:Pusat Kurikulum dan Pembukuan Kemendikbud, 2017), p. 65

[32] Sharon, p.82

a. Pre-Teaching

1) Teacher comes to the class by saying salam or greeting.

2) Teacher asks the students to pray before starting the lesson.

3) The teacher checks the students' attendance list and asking their condition.

4) Teacher asks the students to prepare their self to study as comfortable as possible.

5) The teacher mentions the goal of the study and ask the students to be focus while teaching and learning.

6) The teacher involves the lesson to the students by using brainstorming activities to know the students' background knowledge.

7) The teacher chooses the material which relates to descriptive text.

8) The teacher explains the descriptive text based on the topic (generic structure, language features and social function).

b. While Teaching

1) The teacher prepares one poster and show up to the students.

2) The teacher gives the students the stimulus about what will they learn and how the poster is work.

3) To make the class be active and creative, usually teacher choose the interesting one, with image, text, and colour full.

4) The poster post on the white board and give to the students.

5) The teacher asks students to make a descriptive text in the form of an essay with simple words base on the topic give to students regarding learning activities about describing something.

6) Finally, the teacher gives addition, resolution, or explanation how to create a descriptive text and give appreciate to the students.

    c. Post- Teaching

1) The teacher and the students conclude the lesson that has been learnt.

2) The teacher informs the topic lesson for next meeting.

3) The teacher gives feedback to students' performance and informs the next topic.

4) The teacher asks the students to convey their feeling while learning process.

5) Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam.

B. Review of Related Findings

There are related findings in this research. The first is from Elfiza's research. The kind of this research is quasi-experimental research. The purpose of the study is to test whether Smaricalition Poster give significant effect on students' writing skill or not. The population of this research was the 11th grade students of SMAN 2 Tanjungpinang. The sample of this study was XI Science 3 and XI science 4. XI Science 3 was the experimental

group, whereas XI Science 4 was the control group. The result of this research was students' writing skill that were taught by using Smaricalition Poster was better than students' speaking skill who weren't taught by Smaricalition Poster. It can be concluded that Smaricalition Poster gave significant effect toward students' writing skill at SMAN 2 Tanjungpinang[33].

The second is from Siregar and Dongoran. The aim of this research was to find out the students' ability in writing descriptive text at grade VII SMP N 11 Padangsidimpuan. This research was descriptive quantitative method that was conducted at SMP N 11 Padangsidimpuan. The population of this research was the grade VII students of SMPN 11 Padangsidimpuan consist of 70 students from 3 classes as the sample of the research. The data were collected from students' writing test. In writing test, there are generic structure and language features. The mean score of the students' writing descriptive text mastery was 78.5. The result of this research showed the students writing descriptive text mastery in good category[34].

The third is Khairunnisa's research[35]. The data collection instrument with written test consisted of pre-test and post-test. The data analysis in this

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[33] Ratna Rona Elfiza, 'The Effect of Using "SMARICALITION" Poster on Students' Writng Skill at SMA N2 TanjungPinang', *J-SHMIC : Journal of English for Academic*, 7.1 (2020), 66–76 <https://doi.org/10.25299/jshmic.2020.vol7(2).5390>.

[34] Sri Rahmadhani Siregar and Nursahara Dongoran, 'Students ' Ability in Writing Descriptive Text Institut Agama Islam Negeri (IAIN) Padangsidimpuan', *English Education: English Journal for Teaching and Learning*, 08.01 (2020), 88–90 <http://194.31.53.129/index.php/EEJ/article/view/2683/2073%0Ahttps://scholar.google.com/scholar?oi=bibs&cluster=17461154325444838052&btnI=1&hl=id>.

[35] Rizka Khairunnisa, 'The Effect of Using Movie Poster on Students' Writing Achievement in Descriptive Paragraph at Grade Eight of SMP Al- Washliyah 1 Medan' (State Islamic University

study used SPSS 20. The result were significant with the experimental class mean score of 9.17 for the pre-test and 15.50 for the post-test, while the mean score for the controlled class was 8.30 for pre-test and 11.00 for post-test. The result of Lavene-Independent Sample statistical calculations from the t-test Sig. (2-tailed) indicates that the group significant value is 0.000 and the significant level is 0.05. This means that the significant value is smaller than the level of significant {0.000<0.05}. So that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

The fourth is from Limbong's research[36]. This research aimed to find out the effect of using poster on students' achievement in writing descriptive text. The population of this research was 205 students consist of 5 classes. The sample was the first grade of senior high school X TKJ 2 and X TKJ 3 at SMKS TI Muhammadiyah 11 Sibuluan, Tapanuli Tengah. After giving pre-test and post-test, the result showed that the mean from experimental group was 57.89 (pre-test) and 86.51 (post-test). For the control group was 56, 53 (pre-test) and 69.07 (post-test). The data of test showed normal and homogeneous. In the hypothesis testing, the researcher used t-test and it showed t_{count} (34.86) > t_{table} (1.67) which Ha accepted and Ho rejected. Therefore, the use of Poster affected students writing achievement in writing descriptive text.

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of North Sumatera (UIN   SU).,2020) <http://jurnal.uinsu.ac.id/index.php/inspiration/article/view/11796>.

[36] Zumarni Septania Limbong, "The Effect Of Using Poster On The Student Achievement In Writing Descriptive Text" (State Islamic University of North Sumatera, 2020), http://repository.uinsu.ac.id/id/eprint/9812.

The fifth is Putra's research[37]. This research used quasi-experimental method with two group's pre-test and post-test design. There were two variables in this research; they were independent variable and dependent variable. The instrument that used in this research was Essay test. The mean score of post-test (4.82) in experimental class it was classified better than the mean score of post-test (3.8) in controlled class. Therefore, the mean score of experimental class was greater than the mean score of controlled class. From t-test, the researcher found that the value of t-test (4.453) was greater than t-table (2.00) because the t-test 4.453 is higher than the t-table, 2.00 (4.453>2.00)

Next, this research get mean score of control class in post-test before treatment was 68.77. Meanwhile, the mean score of experimental class in post-test after doing treatment by using poster media was 75.41. The mean score of experimental class in pre-test was 63.16 and the mean score of control class in pre-test was 61.83. The result of research shows that the mean score of experimental class was higher than the mean score of control class after using poster media. In addition, after doing t-test, the researcher found that t count > t table (3.47 > 1.994). Therefore, alternative hypothesis (Ha) of this research was accepted and hypothesis (H0) was rejected.

The aim of this research is to find out the students' ability in writing descriptive text at the tenth grade students of MAS Darul falah Langga

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[37] Aswin Arisandy Putra, "The Use of Poster Comment in Increasing Students' Ability to Write Descriptive Text at the Second Grade of SMKN 8 Bulukumba" (Islamic State University of Alauddin Makassar, 2018), http://repositori.uin-alauddin.ac.id/id/eprint/11716.

Payung by using poster as a media in learning and teaching. This research is descriptive quantitative method that conducted at MAS Darul Falah Langga Payung.

C. **Conceptual Framework**

By the concepts of poster media is to make easier the writers in creating the text and expressing their idea. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorize in to main ways to receptive competence and productive competence. The effect of poster media on students' writing descriptive text ability can be seen as picture follows:

Figure II

Conceptual Framework

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┌─────────────────────────────────────────────────────┐
│ The students are not able to create a text, difficult│
│ to develop the idea, lack of vocabulary and limeted  │
│ of media for learning.                               │
└─────────────────────────────────────────────────────┘
                          │
                     ┌─────────┐
                     │ Pre-Test│
                     └─────────┘
        ┌─────────────────┴─────────────────┐
┌──────────────────┐              ┌──────────────────────┐
│ Eksperimental    │              │ Control class usually│
│ class using      │              │ use media such us    │
│ Poster media.    │              │ text book, marker    │
│                  │              │ and white board.     │
└──────────────────┘              └──────────────────────┘
              ┌─────────┐
              │Post-test│
              └─────────┘
                   │
              ┌──────────┐
              │Hypothesis│
              └──────────┘
          ┌──────────┴──────────┐
     ┌────────┐            ┌────────┐
     │   Ha   │            │   Ho   │
     └────────┘            └────────┘
```
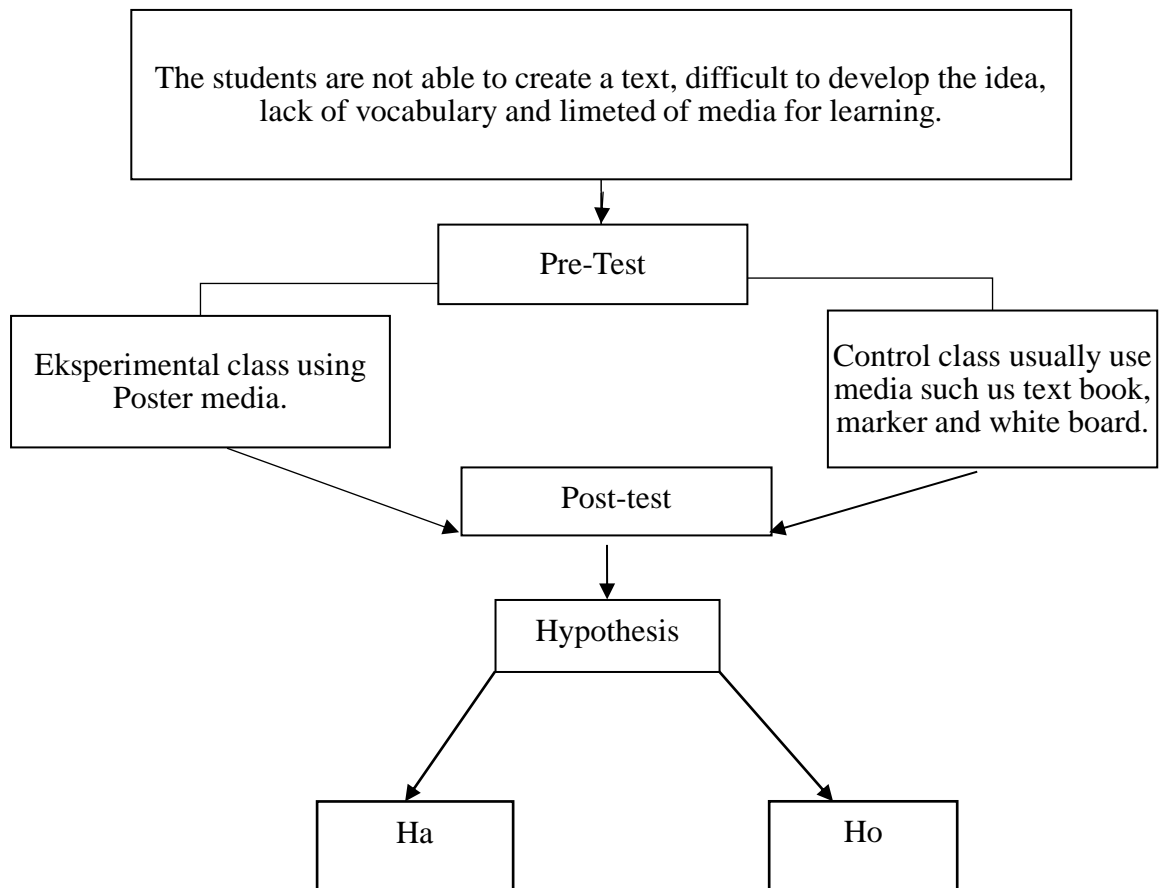
Based on the conceptual framework above, poster media is a teaching media that use by the researcher to teach writing. Poster media is one of the media that can make the students easier and will solve their problem in writing. First, the researcher gives pre-test to know the students' writing descriptive text ability before treatment. Then, researcher gives treatment with poster media for experimental class and teacher's media for control class. The last, researcher gave post-test to find out the effect of

using poster media toward students' writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung.

D. Hypothesis

Hypothesis of this research stated that:

1. Ha: there is a significant effect of poster media toward students' ability in writing descriptive text at the tenth grade students MAS Darul Falah Langga Payung.

2. H_0: There is no significant effect of using poster media toward students' ability in writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research has conducted at MAS Darul Falah Langga Payung. It is located at Jl. Lintas Sumatera, Desa Martapotan, Langga Payung, Kec. Sungai Kanan, Kab. Labuhan Batu Selatan. The subject of this research is the tenth grade students of MAS Darul Falah Langga Payung. The researcher is interesting to choose this school for the research about the students' writing descriptive text by using poster media. This research began in December 2021 and finish in December 2022.

B. Research Design

This research is category of quantitative research with experimental method. The design based on true-experimental research in order to figure out the effectiveness of using posters on students' writing skill of descriptive text. In this research, the researcher uses two classes, as an experimental class and control class in post-test and pre-test. The experimental class is the class that teach by using poster media. Meanwhile the control class is the class that teach by using teacher's media such as English text book.

Table 1
Table of Design Instrument

Class	Pre test	Treatment	Post test
Experimental Class	√	√ Poster Media	√
Control Class	√	×	√

C. **Population and Sample**

1. **Population**

In this research, all of students of MAS Darul Falah Langga Payung at the tenth grade are population. The total population are 110 students. It means that population is participation of the research that is very important in doing research. This research implement in MAS Darul Falah Langga Payung in 3 classes. It can be seen in the following table:

Table 2

Population of the grade X MAS Darul Falah Langga Payung

No.	Class	Total of Students
1.	IPA	36
2.	IPS	38
3.	Agama	36
	TOTAL	**110**

2. **Sample**

The research's sample is IPA and AGAMA at the tenth grade students of MAS Darul Falah Langga Payung. The researcher choose the sample by using random sampling technique to decide the sample. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample. Random sampling use by lottery technique. It means that in this research the sample takes class IPA = 36 students and Agama = 36 students. So total of sample of this research is 72 students. It can be seen from the table follow:

Table 3

Sample of Research

No.	Class	Total of Students
1.	Experimental class (IPA)	36
2.	Control class (Agama)	36
TOTAL		**72**

D. Instrument of the Research

Essay test is an instrument for this research. Essay test is attest that demand a tester to give some answer in essay form or the sentences that arranged by his word. This test is to explore student's ability in writing descriptive text. The test is made base on the topic that have been learn by the students which customized with their book, lesson plan and syllabus.

Tabel 4
Scoring of Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 1. Idea 2. Topic	5	Excellent	
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	6 x
Organization (O) 1. Identification 2. Description	5	Excellent	
	4	Very Good	
	3	Good to Average	
	2	Fair to poor Performance Description	
	1	Very poor	4 x
Grammar (G) 1. Tenses 2. Subject Verb-Agreement	5	Excellent	
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	5x

	1	Very poor	

Paragraphing (P)
  1. Paragraph
       Unity
	5	Excellent	

	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	4x

Mechanics (M)
  1. Spelling
  2. Punctuation
	5	Excellent	

	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	1 x

Giving scoring adapted from English Text Book[38] of writing descriptive text.

E. Validity and Reliability of Instrument

1. Validity

Validity is important in all forms of research and all types of tests and measures and is best thought of in terms of degree: highly valid, moderately valid, and generally invalid. Validation begins with an understanding of the interpretation (s) to be made from the selected tests or instruments. It then requires the collection of sources of evidence to support the desired interpretation.

A good test must have validity. So the test can use to measure the aspects that will be measure. In this case, the researcher uses construct validity. In this research, the researcher uses construct validity to get the validity of

[38]Utami Widiati, Zuliati Rohma and Furaidah, *Bahasa Inggris Kelas X*, (Jakarta:Pusat Kurikulum dan Pembukuan Kemendikbud, 2017), p. 48

instrumentation. Construct validity is a part of the test as a totality to measure the test by content. To make it sure, the researcher validated the test to the English teacher. There are 2 valid essay tests that give by the researcher. One question for pre-test and one question for post-test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

2. Reliability

Reliability means the result of the test has similarity. A research instrument say to have a high reliability value, if the tests make to have consistent results in a measure that would be measure.

Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving, or maybe the instrument is failed to use. The researcher used essay test to test the students' writing descriptive text ability. In this research, scoring criteria is based on five aspects of writing assessment; content, organization, grammar, paragraph and mechanics.

F. Procedures of the Research

Procedure of the researcher is shared writing test to find out whether there was any significant effect of students' writing descriptive text ability after apply the poster media. There are two kind of test, pre-test and post-test. The process collecting the data as follow:

1. Pre-test

The pre-test conducts to find out the homogeneity and normality of the sample. It gives for both classes before doing the treatment to the students

(experimental and control class) to know the students basic ability in writing descriptive text. The researcher applies some steps in giving pre-test as follows:

a. The researcher prepared the test.

b. The researcher distributed the test paper to both class; experiment and control class.

c. The researcher explained what students need to do.

d. The researcher gave the time for do the test.

e. The students answered the questions.

f. The researcher collected the test.

g. Then, the researcher checked and gave the score.

2. Treatment

Treatment is *the act or manner or an instance of treating something*. The researcher gave a treatment to students who are in the experimental class by showing a poster media in front of the students. The teacher put it on the whiteboard and asked the students to made a descriptive text from that poster. While the control class teaches by conventional media. The researcher has some procedure to handle the class.

3. Post-test

The post-test gives for both classes (experimental class and control class) after implementing poster media for the experimental class and teacher's media for control class in order to know the students' ability in writing descriptive text after doing the treatment. This post-test is the final test in the research, especially measuring the treatment, whether there is a significant or not. There are some procedure for give the test, are:

a. The researcher prepared an instruction of essay test.

b. The researcher distributed the paper of the test to students of experimental class and control class.

c. The researcher explained what the students need to do.

d. The researcher gives the time to the students to answer the question.

e. The researcher collects the test paper.

f. The researcher checks the answer of students.

g. Las part is counts the students' score.

G. Technique of Data Analysis

Experimental design, the research pattern is being do toward experimental class and control class. After experimental process, the technique of the data analysis that is use in this research is T-test formula of two classes are test with using technique of data analysis as follow:

1. Requirement test

   a. Normality test

      To know the normality, the researcher uses Chi-Quadrate formula[39] the formula is as follow:

$$x^2 = \sum \frac{(f0 - fh)}{(fh)}$$

Where:

X^2 = Chi -Quadrate

F_0 =Frequency is gotten from the sample/result of observation.

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

[39]Ahmad Nizar Rangkuti, S*tatistik Untuk Penelitian Pendidikan, First Edi*t (Medan: Perdana Publishing, 2015), p.121

b. Homogeneity

Homogeneity test is use to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be call homogeneous. Homogeneity is the similarity of variance of the group will be compare. So, the homogeneity test has function to find out whether the data homogeny or not. It uses Harley test[40], as follow:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

Where:

$n_{1=}$ Total of the data that bigger variant

$n_{2=}$ Total of the data that smaller variant.

2. Testing Hypothesis

To know the difference between experimental and control class the data will be analysing by using t-test formula,[41] as follow:

$$T_t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)\,S\,\frac{1}{2} + (n_2 - 1)\,S\,\frac{1}{2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

T_t : The value which the statistical significance

X_1 : The average score of the experimental class.

X_2 : The average score of the control class.

S_{1^2} : Derivational of experimental class.

S_{2^2} : Derivational of control class.

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[40]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya,* (Jakarta: Kencana Prenada Media Group, 2003), p. 276

[41]Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV. Afabeta, 2006), p.135

n_1 : Number of experimental.

n_2 : Number of control class.

The result of t-table can find after calculating the data by using t-test formula. The hypothesis test was two criteria. First, if $t_{count} < t_{table}$, H0 is accepted and if $t_{count} > t_{table}$, Ha is accepted.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to find out the effect of using poster media toward writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' writing descriptive text ability before giving the treatment and post-test to know the students' writing descriptive text ability after giving the treatment by using poster media. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. The Description of Data of Control Class

a. Score of Pre-Test

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "waterfall"

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre - test was 2.225, mean was 61.83, median was 61.44, modus was 61.72, variant was 3932.175, and standard deviation was 60.70. The researcher got the highest score was 90 and the lowest score was 40.

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

Table 7
The Score of control Class in Pre-Test

No.	Description	Result
1.	Total Score	2.225
2.	Highest score	90
3.	Lowest score	40
4.	Mean	61.83
5.	Median	61.44
6.	Modus	61.72
7.	Range	50
8.	Interval	7
9	Variants	3932.175
10.	Standard Deviation	60.70

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval between 35 – 42 was 1 students (2.77 %), interval class between 43-50 was 4 students (11.11 %), interval class between 51 - 58 was 7 students (19.4%), interval class between 59 - 66 was 14 students (38.8%), interval class between 67-74 was 6 students 9 (16.6 %), interval class between 75-

82 was 3 students (8.3%), interval class between 83-90 was 1 student (2.77%).

Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

Table 8

Frequency Distribution of Students' Score

No.	Interval	Midpoint	Frequency	Percentages
1.	35 – 42	38.5	1	2.77 %
2.	43 – 50	46.5	4	11.11 %
3.	51 – 58	54.5	7	19.4 %
4.	59 – 66	62.5	14	38.38%
5.	67 – 74	70.5	6	16.6 %
6.	75 – 82	78.5	3	8.3%
7.	83 – 90	86.5	1	2.77%
		437.5	**36**	100 %

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram 4

Description Data Pre-Test of Control Class

Frequency
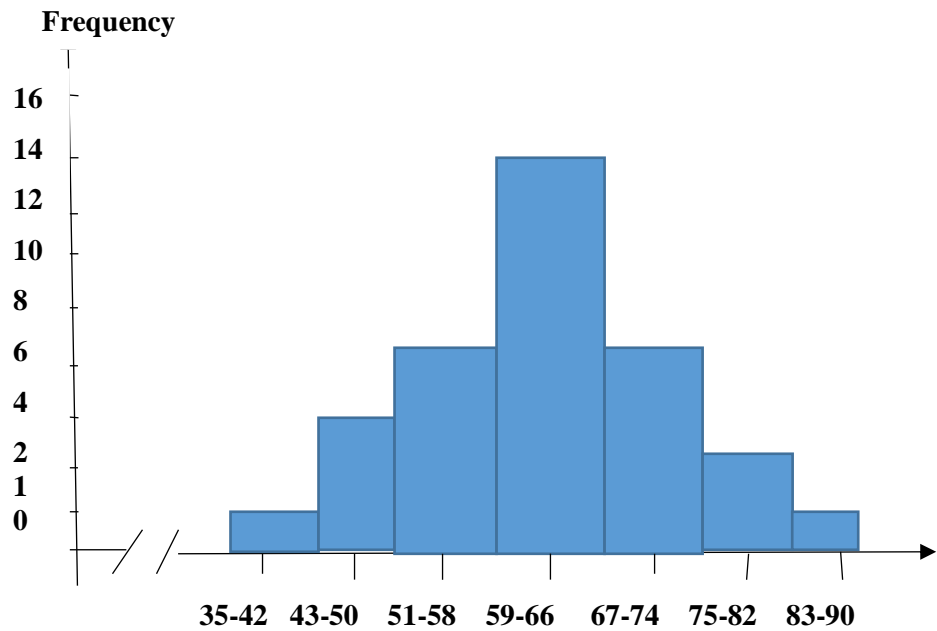
Score of Pre-test in Control Class

The diagram 4 above described the students' score based in the mid score. It can be seen the comparison between the lowest and the highest score. The highest score was shown in the diagram. From the diagram of the students' score of experimental class in post-test shown that the lowest interval 35–42 was 1 student in mid - point 38.5 and the highest interval 83 – 90 was 1 students in mid-point 86.5.

b. Score of Post – Test

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "Messi".

After getting the students' score of control class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in post-test was 2.488, mean was 68.72 median was 67, modus was 58.39, range was 40, interval was 6, variants was 5014.35 and standard deviation was 70.81. The researcher got the highest score was 90 and the lowest score was 50. The score of post-test control class can be seen in the following table:

Table 11

The Score of Control Class in Post-Test

No.	Description	Result
1.	Total Score	2.488
2.	Highest score	90
3.	Lowest score	50
4.	Mean	68.77
5.	Median	67
6.	Modus	58.39
7.	Range	40
8.	Interval	6
9.	Variants	5014.35
10.	Standard Deviation	70.81

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining

midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 50 – 56 was 7 student (19.44 %), interval class between 57-63 was 10 students (27.77%), interval class between 64 – 70 was 2 students (5.55%), interval class between 71-77 was 6 students (16.66%), interval class between 78-85 was 7 student (19.44%), and interval class between 86-92 was 4 student (11.11 %).

Then, the computed of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No.	Interval	Mid-Point	Frequency	Percentages
1.	50 – 56	53	7	19.44%
2.	57 – 63	60	10	27.77%
3.	64 – 70	67	2	5.55%
4.	71 – 77	74	6	16.66%
5.	78 – 85	81.5	7	19.44%
6.	86 – 92	89	4	11.11%
	$i = 7$		36	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram 6
Description Data Post-Test of Control Class

Frequency

Score of Post-test in Control Class
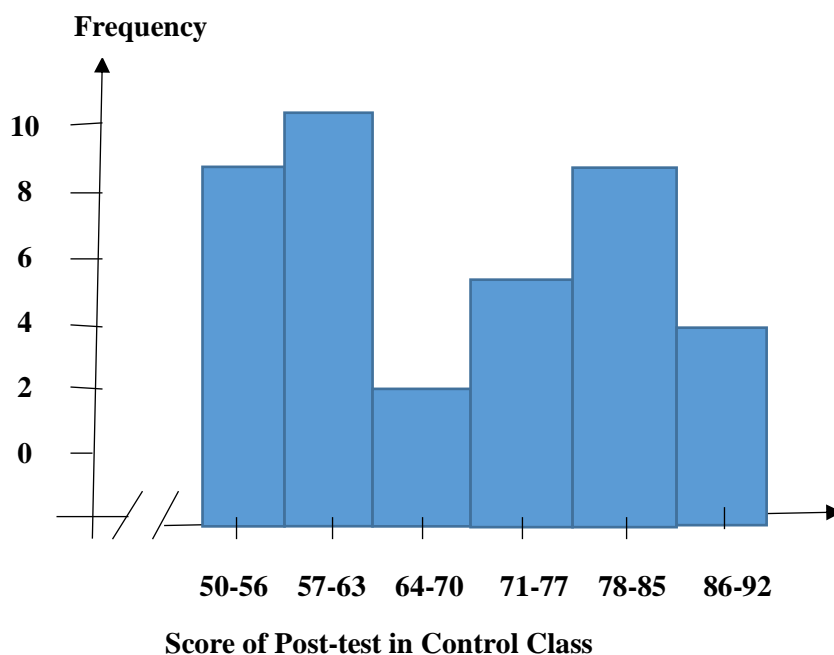
The diagram 6 above described the students' score based on the mid-point. It can be seen the comparison between the lowest score and the highest score. From the diagram of the students' score of control class in post-test shown that the lowest interval 50– 56 was 7 student in mid-point 53 and the highest interval 86 – 92 was 4 student in mid-point 89.

2. The Description of Data in Experimental Class

a. Score of Pre-Test

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "Waterfall"

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on Statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 2. 217, mean was 63. 16, median was 66.3, modus was 73.25 range was 61, interval was 11, variants was 4318.44 and standard deviation was 65.71. The researcher got the highest score was 88 and the lowest score was 27.

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

Table 5
The Score of Experimental Class in Pre-Test

No.	Description	Result
1.	Total Score	2.217
2.	Highest score	88
3.	Lowest score	27
4.	Mean	63.16
5.	Median	66.3
6.	Modus	73.25
7.	Range	61
8.	Interval	11
9.	Variants	4318.44
10.	Standard Deviation	65.71

After getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 27 – 37 was 4 students (11.11 %), interval class between 38-48 was 6 students (16.66 %), interval class between 49-59 was 3 students (8.3%), interval class between 60 – 70 was 8 students (22.2 %), interval class between 71 – 81 was 9 students (25 %), and the last interval class between 82 – 92 was 6 students (25 %).

The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

b. Table 6
Frequency Distribution of Students' Score

No.	Interval	Mid-point	Frequency	Percentages
1.	27-37	32	4	11.11%
2.	38-48	43	6	16.66 %
3.	49-59	54	3	8.3%
4.	60-70	65	8	22.2%
5.	71-81	76	9	25 %
6.	82-92	87	6	25%
	i=11	357	36	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below;

Diagram 3
Description Data Pre-Test of Experimental Class

Frequency

27-37   38-48   49-59   60-70   71 – 81   82-92

mid-point.
highest
am. From
est shown

Score of Pre-test in Experimental class

The diagram 3 above described the students'score based on the mid-point. It can be seen the comparison between the lowest score and the high score. Besides, the hightest score was shown in the diagram. From the diagram of the students' score of experimental class in pre-test shown that lowest interval 27-37 was 4 students in mid-point 32 and the highest interval 82-92 was 6 students in mid-point 87.

b. Pre-Test

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave them the test about "Messi".

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic

formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 2.712, mean was 75.41, median was 74.08, modus was 72.3, range was 30, interval was 5, variants was 5751.16 and standard deviation was 75.83. The researcher got the highest score was 95 and the lowest score was 60.

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

Table 9
The Score of Experimental Class in Post-Test

No.	Description	Result
1.	Total Score	3.712
2.	Highest score	90
3.	Lowest score	60
4.	Mean	75.41
5.	Median	74.08
6.	Modus	73.2
7.	Range	30
8.	Interval	5
9.	Variants	5751.16
10.	Standard Deviation	75.83

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 60 – 64 was 4 students (11.11 %), interval class between 65-69 was 3 students (8.33 %), interval class between 70-74 was 12 students (33.33 %), interval class between 75 - 79 was 5 students (13.88 %), and interval class between 80-84 was 6 students (16.66 %) and interval class between 85-90 was 6 (16.66%)
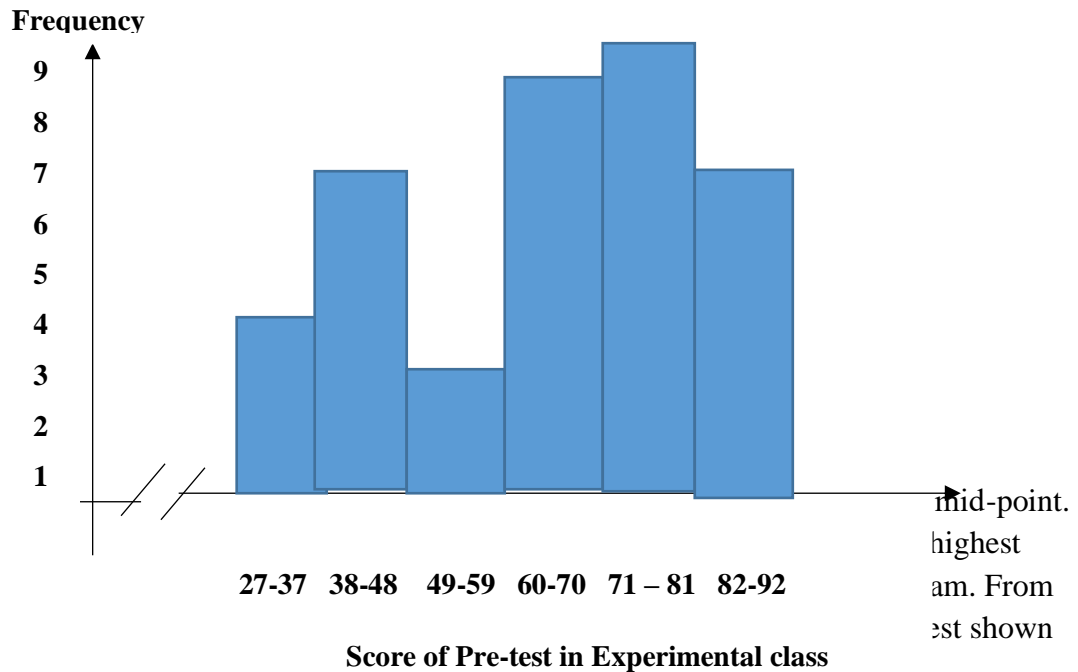
Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No.	Interval Class	Mid-Point	Frequency	Percentages
1	60-64	62	4	11.11%
2	65-69	67	3	8.33%
3	70-74	72	12	33.33%
4	75-79	77	5	13.88%
5	80-84	82	6	16.66%
6	85-90	87.5	6	16.66%
	i=5	447.5	36	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

Diagram 5
Description Data Post-Test of Experimental Class
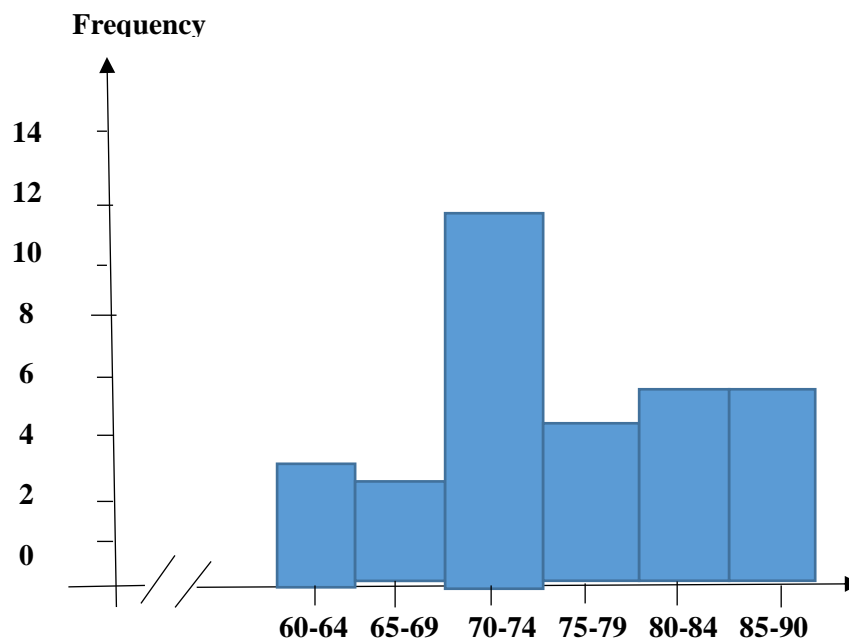
The diagram 5 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest

score. Besides, the highest score was shown in the highest diagram. From the diagram of the students' score of experimental class in post-test shown that the lowest interval 60 – 64 was 4 students in mid-point 62 and the highest interval 85 – 90 was 6 students in mid-point 87.5.

3. **Description of Comparison Score of Pre-Test and Post-Test**

   a. **Comparison Score of Pre-Test and Post-Test in Experimental Class**

   After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

   The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 13

The Comparison Data of Experimental Class in Pre-test and Post test

Description	Pre –Test	Post-Test
Total Score	2.217	3.712
Highest score	88	90
Lowest score	27	60
Mean	63.16	75.41
Median	66.3	74.08
Modus	73.25	73.2
Range	61	30
Interval	11	5
Variants	4318.44	5751.16
Standard Deviation	65.71	75.83

Based on the table 13 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 36 students (IPA). The lowest score in pre-test was 27 and the highest score

was 88. But, in post-test, the lowest score was 60 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test was higher than the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

Diagram 7
The Comparison Data of Students' score
in Experimental Class (Pre-test & Post-test)
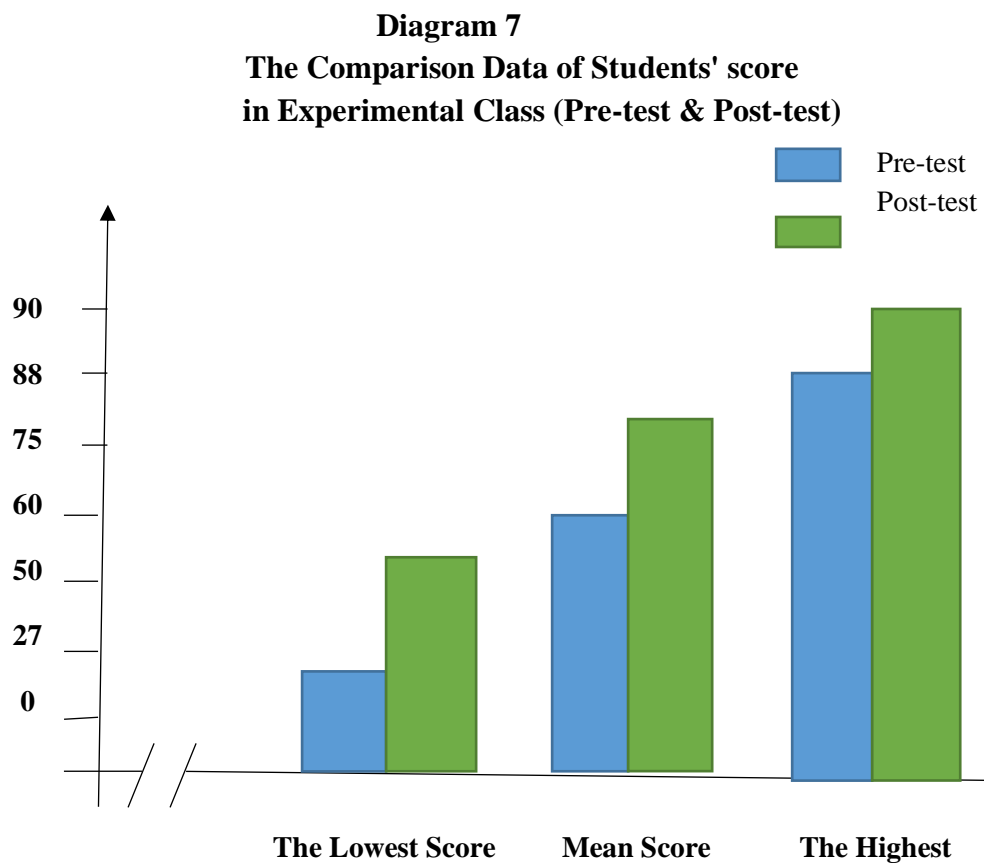
From histogram above, in control class of pre-test and post-test the lowest score is 27 and 60, mean score is 63.16 and 75.41 and highest score is 88 and 90.

b. Comparison Score of Pre-Test and Post-Test in Control Class

After getting the result of control class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score,

mean, median, modus, range, interval, variants, and standard deviation. The comparison Score between pre-test and post-test of experimental class can be seen in following table:

Table 14

The Comparison Data of Control Class in Pre-test and Post-test

Description	Pre –Test	Post-Test
Total Score	2.225	2.488
Highest score	90	90
Lowest score	40	50
Mean	61.83	68.77
Median	61.44	67
Modus	61.72	58.39
Range	50	40
Interval	7	6
Variants	3932.17	5014.35
Standard Deviation	60.70	70.81

Based on the table 14, the researcher found that most of the students got low score in pre-test. Control class consisted of 36 students (AGAMA). The lowest score in pre-test was 40 and the highest score was 90. But, in post-test, the lowest score was 50 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test increased slightly from the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below;

Diagram 8

**The Comparison Data of Students' score
in Control Class (Pre-test & Post-test)**
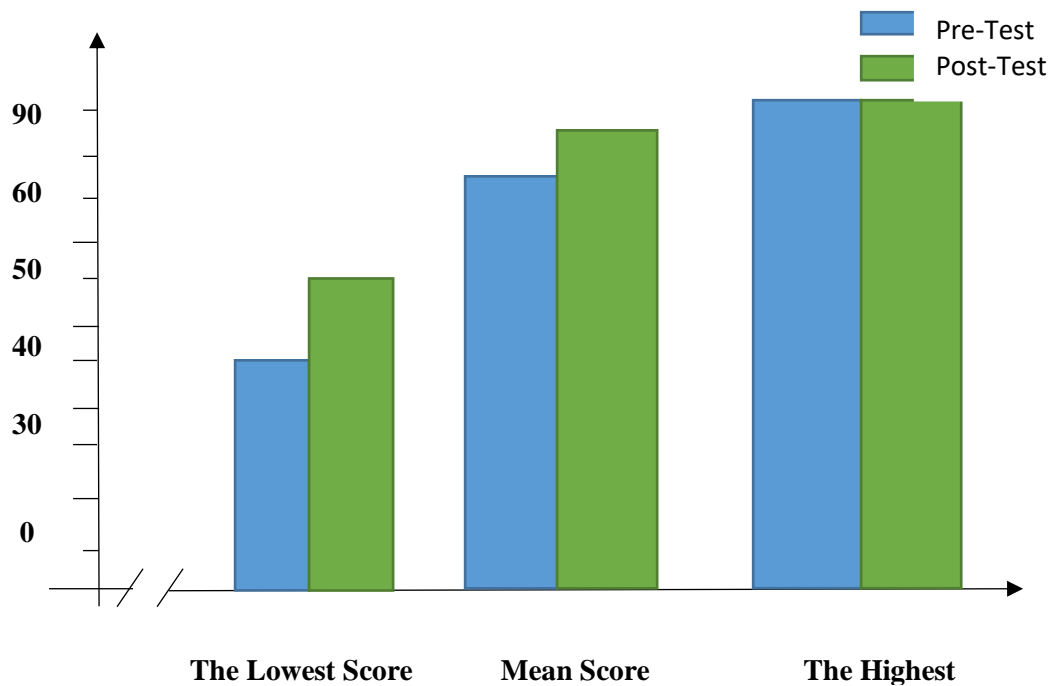
From histogram above, in control class of pre-test and post-test the lowest score is 40 and 50, mean score is 61.83 and 68.77 and highest score is 90 and 90.

B. Data Analysis

1. Requirement Test

a. Normality of Experimental Class and Control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found $x_2$count, meanwhile $x_2$table was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in pre-test were distributed normal, the researcher calculated the homogeneity test by $f_{formula}$ to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

Table 15
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	$x^2{}_{count}$	$x^2{}_{table}$	f_{count}	f_{table}
Experimental Class	-74.232	11.070	$1.09 < 4.17$	
Control Class	-112.68	11.070		

Based on the table 17, the score of experimental class x^2 count = - 74.232 $< x^2$ table = 11.070 with n = 36 and control class x^2 count = -112.68 $< x^2$ table = 11.070 with n = 36, and real level α 0.05. Cause x^2 count $< x^2$ table in the both class, so, Ha was accepted. It means that experimental class and control class were distributed normal.

The coefficient on F_{Count}= 1.09 was compared with F_{table}. Where F_{table} was determined at the real level α 0.05, and the different numerator dk = n-1 = 36-1 = 35 and denominator dk = n-1 = 36-1 = 35. So, by using the list of critical value at $f_{distribution}$ is got $f_{0,05}$ = 4.17. It showed that F_{count} 1.09 < F_{table} 4.17. Therefore, the researcher concluded that the variant from the data of the Students' writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung by experimental class and control class in pre-test was homogenous. The calculation can be seen on the appendix 13.

b. **Normality of Experimental Class and Control Class in Post Test**

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found x^2 count, meanwhile x^2 table was found based on

the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by $f_{formula}$ to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

Table 16
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	-263.402	9.488		
Control Class	-227.31	9.488	$1.14 < 4.17$	

Based on the table 18, the score of experimental class x^2count = -263.402 < x^2table = 9.488 with n = 36 and control class x^2count = -227.31 < x^2table = 9.488 with n = 36, and real level α 0.05. Cause x^2count < x^2table in the both class, so, Ha was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 14.

The coefficient on $f_{formula}$ = 1.14 was compared with f_{table}. Where f-table was determined at the real level α 0.05, and the different numerator dk = n-1 = 36-1 = 35 and denominator dk = n-1 = 36-1 = 35. So, by using the list of critical value at $f_{distribution}$ is got $f_{0,05}$ = 4.17. It showed that f-count 1.14 < f_{table} 4.17. Therefore, the researcher concluded that the variant from the data of the Students' writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung by experimental class and control class in post-test was homogenous. The calculation can be seen on the appendix 14.

2. **Hypothesis Test**

The researcher used parametric test by using T-test to analyse the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogenous. Hypothesis of the research was-there is the effect of using poster media toward students' writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung.

The result of t table was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if $t_{count} < t_{table}$, H0 is accepted and if $t_{count} > t_{table}$, Ha is accepted. Based on the researcher calculation in pre-test, the researcher found that t_{count} 0.074 while t_{table} 1.994 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = n1 + n2 − 2 = 70. Cause $t_{count} < t_{table}$ (0.074 < 1.994), it means that hypothesis Ha was rejected and H0 was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t-count 3.47 while t-table 1.994 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = n1 + n2 − 2 = 70. Cause $t_{count} > t_{table}$ (3.47 > 1.994), it means that the hypothesis Ha was accepted and H0 was rejected.

Table 17

Result of Hypothesis

Pre-Test		Post-Test	
t-count	t-table	t-count	t-table
0.074 < 1.994		3.47 > 1.994	

In this case, the mean score of experimental class by using poster media was 75.41 and mean score of control class was 68.77 that was taught by using

that the teacher usually used like book, whiteboard and marker. So, there was the effect of using poster media toward writing descriptive text at the tenth grade students of MAS Darul Falah Langg Payung Labuhan Batu Selatan.

C. Discussion

Based on the result that of this research, the researcher has proved what had been stated by an expert Ruis, et.al[42], that poster as the learning media can improve the learning environment very well. That theory stated that poster is an appropriate media for writing descriptive text not only to help them in writing text but also they feel enjoy and interested, and in this research, the researcher found that the mean score of students' writing descriptive text ability before using poster media was 63.16 and after using poster media was 75.41. It means that there was the effect of using poster media on students' writing descriptive text ability.

The result above supported by the previous research by some researchers. First, Limbong[43]. After giving pre-test and post-test, the result showed that the mean from experimental group was 57.89 (pre-test) and 86.51 (post-test). For the control group was 56.53 (pre-test) and 69.07 (post-test). The data of test showed normal and homogeneous. In the hypothesis testing, the researcher used t-test and it showed t count (34.86) > t table (1.67) which Ha accepted and Ho rejected. Therefore, the use of Poster affected students writing achievement in writing descriptive text. Second is Putra.[44] The mean score of post-test (4.82) in experimental class it was classified better than the

[42] Nuhung Ruis, Muhyidin, and Tri Waluyo, Intructional Media (Jakarta Selatan:Bermutu, 2009), P. 9

[43] Zumarni Septania Limbong, 'The Effect Of Using Poster On The Student Achievement In Writing Descriptive Text' (State Islamic Univwesity of North Sumatera, 2020) <http://repository.uinsu.ac.id/id/eprint/9812>.

[44] Aswin Arisandy Putra, 'The Use of Poster Comment in Increasing Students' Ability to Write Descriptive Text at the Second Grade of SMKN 8 Bulukumba' (Islamic State University of Alauddin Makassar, 2018) <http://repositori.uin-alauddin.ac.id/id/eprint/11716>.

mean score of post-test (3.8) in controlled class. Therefore, the mean score of experimental class was greater than the mean score of controlled class. From t-test, the researcher found that the value of t-test (4.453) was greater than t-table (2.00) because the t-test 4.453 is higher than the t-table, 2.00 (4.453>2.00).

Based on the result, the researcher got mean score in post-test was higher than mean score in pre-test (63.16 > 75.41) and also t-count was higher that t-table (3.47 > 1.994). It can be concluded that there was significant effect of using poster media toward writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan.

After the researcher doing the research, the theory and also other researchers' result proved that poster media is very useful for helping students in writing. This media is good to be used as innovation and it is recommended for teaching writing descriptive text. This media can help the students to develop their ideas in written form. Therefore, the researcher suggest to other researcher to do Classroom Action Research (CAR) method to prove deeply that this media is very good to apply in teaching writing especially in teaching descriptive text.

D. Threats of the Research

There were some threats that faced by the researcher when conducting this research, one of them is due to condition, such as pandemic and time. Because of the pandemic of covid-19, the students and the teacher had to keep the distance to avoid the spread of the corona virus. Besides, the time spent in teaching learning process was minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were as follows:

1. Some of the students were not serious in answering the pre-test and post. Some of them were cheating and help each other. It made the answer of the test was not too pure because some of them did not do it by themselves.

2. Some of the students were noisy while the learning process. They were not concentrating in following the learning process. And also some of them talked to their friends in outside of the topic lesson that given by the teacher.

3. Learning application was not too effective because of the limit time.

4. The researcher couldn't explain the material by using English fully because some of the students didn't understand English well. Some of them were difficult to understand the material if the teacher used English fully.

CPAHTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are following:

1. The Students' writing descriptive text ability at the tenth grade MAS Darul Falah Langga Payung Labuhan Batu Selatan before learning by using poster media with the mean score of control class was 63.16 in pre-test and the mean score of post-test was 68.77. It is enough categorized.

2. The students' writing descriptive text ability at the tenth grade MAS Darul Falah Langga Payung Labuhan Batu Selatan after learning descriptive text taught poster media in experimental class in pre-test was 63.16 and mean score of post-test was 75.41. It is good categorized.

3. There is a significant effect of using poster media toward writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan. It can be seen from the result of t-test. The result of t-test was found $t_{count} > t_{table}$ (3.47 > 1.994) which means Ha was accepted and Ho was rejected.

B. Suggestion

The researcher got many information and knowledge in English teaching and learning after finishing this research. From this research, the researcher saw some things need to be improved. It makes the researcher gives some suggestions, as follow:

1. For the head master of MAS Darul Falah Langga Payung Labuhan Batu Selatan, it is hoped to inform he English teacher in the school to use poster media in teaching writing. The researcher and other proved that poster media was effective to be applied in classroom.

2. For the English teacher, it is hoped to use this media while teaching writing especially descriptive text because this media had been proved and can help the students in understanding and writing the descriptive text.

3. For the students, it is hoped can be useful to improve their writing ability after using the poster media.

4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this researches to another research with the similar variables or factors.

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APPENDIX 1

Instrument for Pre-Test

A. Introduction

1. The instrument is use to find out the students" ability in writing descriptive text.

2. Your answer will not influence your position in this school.

3. Your answer will be kept for it's confident.

B. Guideline

1. Read the question carefully!

2. If you have a question, ask to the researcher!

C. Answer the following question

1. Write a description of "Waterfall"

Validator,

Syafrida Ariani, S.Pd

APPENDIX 2

Instrument for Post-Test

A. Introduction

The purpose of this is to know students' ability in writing descriptive text at tenth

grade students of MAS Darul Falah Langga Payung.

B. Guideline

1. Read the question carefully!

2. If you have a question, ask to the researcher!

C. Answer the following question

1. Write a description of poster below!

Validator,

Syafrida Ariani, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL CLASS)

Satuan Pendidikan   : MAS Darul Falah Langga Payung
Mata Pelajaran   : Bahasa Inggris
 Kelas/Semester   : X/2
Tema/Subtema   : Descriptive Text
Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4   Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4   Teks deskriptif

4.4.1   Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2   Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks deskriptif dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menentukan (menyebutkan/memilih) secara lisan maupun tulisan:

        a. Menyelesaikan pekerjaan secara lengkap dan sistematis,

        b. Pembaca tertarik untuk membaca teks

        c. Manfaat yang dapat diambil dari teks

2. Unsur Kebahasaan

        a. Focus on specific participants

        b. Use of Simple Present Tense

        c. Verbs of being and having

        d. Use of descriptive adjectives

        e. Use of figurative language

        f. Use of adverbials to give additional information about behaviour.

3. Struktur Teks

        a. Identification : Identifies phenomenon to be described.

        b. Description   : Describes parts, qualities, characteristics.

D. Tujuan Pembelajaran

1. Mengindentifikasi makna, fungsi social, struktur teks dan unsur kebhasaan pada teks deskriptif sederhana lisan dan tulisan tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunan.

2. Menjelaskan issi deskripsi lisan dan tulisan tentang tempat wisata dan bangunan bersejarah dengan memperlihatkan tujuan komunikasi, struktur teks dan unsur kebahsaan teks deskriptif sesuai konteks pengunaan.

3. Mendeskripsikan secara lisan dan tulisan tempat wisata atau bangunan bersejarah dengan memperlihatkan fungsi social, struktur teks dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.

E. Materi Pembelejaran

1. The definition of descriptive text
2. The purpose of descriptive text
3. The generic structure of descriptive text
4. The language features of descriptive text
5. Example of descriptive text.

F. Alat dan Sumber Pembelajaran

1. Media/Alat   : Poster Media, papan tulis, spidol, text book
2. Sumber   : Buku guru dan buku siswa kelas X bahasa Inggris, internet.

G. Metode Pembelajaran

1. Metode/media : Poster Media
2. Teknik   : Ceramah, diskusi, tanya jawab, pemberian tugas.

H. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Poster Media	Student's Activities
Pre- Teaching		
1. Teacher comes to the class by saying salam or greeting. 2. Teacher asks the students to pray before starting the lesson. 3. The teacher checks the students' attendance list and asking their condition. 4. Teacher asks the students to prepare their self to study as comfortable as possible. 5. The teacher mentions the goal of the study. 6. The teacher involves the lesson to the students by using brainstorming activities to know the students' background knowledge		1. Students answer salam together. 2. Students pray on their beliefs. 3. Students listen and raise their hand depends on their name. 4. Students prepare their selves to study. 5. Students listen to the goal of study. 6. Students respond toteacher question based on the topic.
While Teaching		
1. The teacher makes the students into groups 2. The teacher gives a short explanation about poster and descriptive text 3. The teacher shares one poster of each group 4. The teacher leads the students to discuss the poster	1. The teacher divides the students into groups. A group consists of four to five students. 2. The teacher gives the students the stimulus about what will they	1. The students sit based on their group. 2. The students listen to teacher instruction. 3. The students hold the poster that given by the teacher. 4. The students discuss the poster and make

5. The teacher asks one of each group to write down their result 6. The teacher and the students discuss it together 7. The teacher gives addition and appreciates their work	learn and how poster is work. 3. The teacher spares the poster. Example group number one hold the first poster then it continued until the end of group will hold one poster. 4. The teacher orders the students to discuss what happening on the poster that they have and make a sentence based on the poster. 5. Ask a volunteer of each group to write down the discussion result on the white board or it can be typed on computer. 6. After that the teacher and the students will discuss the text that has been written on the white board together. 7. Finally, the teacher gives addition, resolution, or	into a sentence based on the poster. 5. One students of each group write down their discussion on the white board. 6. The students respond to the teacher question about their work. 7. The students listen to teacher's addition or reviewing.

	explanation how to make a text using picture sequences and Give appreciate for all groups' work.	
Post- Teaching		
1. Teacher reviews the lesson and ask the students to conclude the lesson. 2. The teacher gives feedback to students'performance and informs the next topic. 3. The teacher asks the students to convey their feeling while learning process. 4. Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam		1. Students listen to the teacher's review and some of them conclude the lesson by guiding the teacher. 2. Students listen to the teacher's feedback. 3. Students express their feeling about the learning process. 4. Students pray after learning and answer the teacher's greeting/salam.

I. Penilaian

Teknik   : Tes tertulis

Bentuk   : Menyusun teks descriptive

Instrument   :Write the descriptive text

J. Pedoman Penilaian

Indicators of Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 3. Idea 4. Topic	5	Excellent	
	4	Very Good	
	3	Good to Average	6 x

	2	Fair to poor limited	
	1	Very poor	
Organization (O) 3. Identification 4. Description	5	Excellent	4 x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor Performance Description	
	1	Very poor	
Grammar (G) 3. Tenses 4. Subject Verb- Agreement	5	Excellent	5x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	
Paragraphing (P) 2. Paragraph Unity	5	Excellent	4x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) 3. Spelling 4. Punctuation	5	Excellent	1 x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	

Score $= C + O + V + S + M =$……..

Langga Payung, January 2022

Mengetahui,
English Teacher   Researcher

Syafrida Ariani, S.Pd   Nur Karima

NIP: Reg. No.18 203 00018

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Satuan Pendidikan   : MAS Darul Falah Langga Payung
Mata Pelajaran   : Bahasa Inggris
 Kelas/Semester   : X/2
Tema/Subtema   : Descriptive Text
Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianut.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4   Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

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4.4.2   Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

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    b. Pembaca tertarik untuk membaca teks

    c. Manfaat yang dapat diambil dari teks

2. Unsur Kebahasaan

    a. Focus on specific participants

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D. Tujuan Pembelajaran

1. Mengindentifikasi makna, fungsi social, struktur teks dan unsur kebhasaan pada teks deskriptif sederhana lisan dan tulisan tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunan.

2. Menjelaskan issi deskripsi lisan dan tulisan tentang tempat wisata dan bangunan bersejarah dengan memperlihatkan tujuan komunikasi, struktur teks dan unsur kebahsaan teks deskriptif sesuai konteks pengunaan.

3. Mendeskripsikan secara lisan dan tulisan tempat wisata atau bangunan bersejarah dengan memperlihatkan fungsi social, struktur teks dan unsur kebahasaan teks deskripsi secara benar sesuai konteks penggunaan.

E. Materi Pembelejaran

1. The definition of descriptive text
2. The purpose of descriptive text
3. The generic structure of descriptive text
4. The language features of descriptive text
5. Example of descriptive text.

F. Alat dan Sumber Pembelajaran

Media/Alat   : Papan tulis, spidol, text book

Sumber   : Buku guru dan buku siswa kelas X bahasa Inggris, internet.

G. Metode Pembelajaran

Metode/media : Conventional Media

Teknik   : Ceramah, diskusi, tanya jawab, pemberian tugas.

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru memulai kegiatan dengan salam. 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai. 3. Guru menanyakan kabar siswa sekaligus mengabsen siswa. 4. Menyiapkan suasana belajar yang kondusif 5. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan	**10 Menit**
Kegiatan Inti	**Mengamati** 1. Guru memberikan contoh teks deskriptive 2. Guru bersama siswa menganalisis fungsi social, unsur kebahasaan, dan generic structure yang ada di dalam teks. **Menanya** 1. Guru membimbing siswa untuk menanyakan informasi yang terdapat dalam teks deskriptive tersebut terkait dengan fungsi social, generic structure dan language features. 2. Siswa merespon pertanyaan yang berkaitan dengan teks secara lisan. **Mengeksplorasi** 1. Dengan bimbingan guru, siswa dibagi menjadi beberapa kelompok untuk mendiskusikan deskriptive teks yang diberikan oleh guru. **Mengasosiasi** 1. Guru mengamati dan merespon siswa selama proses pembelajaran/diskusi berlangsung. 2. Siswa menyusun teks deksriptive.	**60 Menit**

	Mengkomunikasi	
	1. Siswa dapat mempresentasikan kepada teman sekelasnya tentang is teks deskriptive yang mereka susun dalam situasi nyata. 2. Guru mengamati dan menilai presentasi siswa dari aspek keterampilan.	
Penutup	1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan feedback (umpan balik) kepada siswa tentang pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 5. Guru menutup pembelajaran dengan salam.	**10 Menit**

I. Penilaian

Jenis/Teknik

Tes tertulis dan tes kinerja

Instrument   : Tes tertulis

J. Pedoman Penilaian

Indicators of Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 5. Idea 6. Topic	5	Excellent	
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	6 x
Organization (O) 5. Identification	5	Excellent	
	4	Very Good	

6. Description	3	Good to Average	4 x
	2	Fair to poor Performance Description	
	1	Very poor	
Grammar (G) 5. Tenses 6. Subject Verb- Agreement	5	Excellent	5x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	
Paragraphing (P) 3. Paragraph Unity	5	Excellent	4x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	
Mechanics (M) 5. Spelling 6. Punctuation	5	Excellent	1 x
	4	Very Good	
	3	Good to Average	
	2	Fair to poor limited	
	1	Very poor	

Score = C + O + V + G + M =…….

Langga Payung, January 2022

Mengetahui,
English Teacher   Researcher

Syafrida Ariani, S.Pd   Nur Karima
NIP: Reg. No.18 203 00018

APPENDIX 5

Score of Experimental Class in Pre-test

No.	The Name of Students (n)	Pre-Test
1	Ade Irma Suriani Hrp	63
2	Adelia Putri Melani	82
3	Al Habib	75
4	Anggi Sakila Siregar	63
5	Aula Hutmatu Shipa Nst	51
6	Bulan Azahra Siregar	60
7	Danil Syaputra Hasibuan	52
8	Dwi Nur Hafizah Rani	74
9	Epa Febrida Siregar	82
10	Evan Ferdiansyah	64
11	Fahri Julianto	82
12	Fitri Fayana Hasibuan	75
13	Gusnita Amanda Harahap	31
14	Irhali Yandi	44
15	Juli Ainun Habiby Harahap	42
16	Lilis Amanda Siregar	76
17	Linda Afri Ynti	60
18	Lukman Hakim Siregar	82
19	Muhammad Arifin Ilham Siregar	51
20	Musa Chatami	76
21	Nada Sepriza Harahap	78
22	Novia Mardiana	88
23	Novita Adelya Harahap	86
24	Rizki R. Tambak	27
25	Rodiatul Ubdiyah	35

26	Rohadatul Aisi Harahap	40
27	Saima Putri Harahap	40
28	Sefo Ulandika	63
29	Shafa Tania Putri	75
30	Sirin Fitri Fayana Hsb	61
31	Syariah Tanjung	73
32	Wafiq Habib Harahap	78
33	Wika Mayanti	45
34	Yoga Pratama	46
35	Zaini Malik Nst	46
36	Zul Ilmi Hrp	35
	TOTAL	**2.201**

APPENDIX 6

Score of Control Class in Pre-test

No.	The Name of Students (n)	Pre-test
1	Ahmd Rafi Dasopang	68
2	Amna Nurahmadani	75
3	Alda Mulida Nst	59
4	Aldi Zulha Nuddin	55
5	Bayu Pratama	64
6	Dwi Puji Lestari	59
7	Fadil Utama Siregar	59
8	Ismail Akbar Nst	55
9	Ismed Ahmadi Sagala	73
10	M. Fahmi	50
11	Melly Agustina	76
12	Minta Ito Hrp	60
13	Muhammda Arif	56
14	Muhammad Arsil Hrp	68
15	Anggi Agri Fina	57
16	Muhammad Syuhada Ritonga	65
17	Nabila	64
18	Naila Pujiannum	70
19	Nur Anisah	66
20	Nur Janah Hrp	70
21	Nurul Hanifah Nst	60
22	Okta Ramadani Siregar	90
23	Putra Halomoan	57
24	Putri Heriyani Nst	65

25	Rahmat Surya Nst	46
26	Rizki Ariani	55
27	Riana Hrp	70
28	Rizki Hariansyah Hsb	57
29	Robert Hari Pratama	46
30	Said Al Sukri Nst	60
31	Saipul Reja	45
32	Sofia Khairani	60
33	Syahril Habibi	60
34	Vina Juniyanti	57
35	Vinkran Sink Tambak	40
36	Ridho Romadon	64
		2.225

APPENDIX 7

Score of Experimental Class in Post – Test

No.	The Name of Students (n)	Post-test
1	Ade Irma Suriani Hrp	60
2	Adelia Putri Melani	74
3	Al Habib	70
4	Anggi Sakila Siregar	86
5	Aula Hutmatu Shipa Nst	75
6	Bulan Azahra Siregar	68
7	Danil Syaputra Hasibuan	68
8	Dwi Nur Hafizah Rani	75
9	Epa Febrida Siregar	84
10	Evan Ferdiansyah	70
11	Fahri Julianto	74
12	Fitri Fayana Hasibuan	68
13	Gusnita Amanda Harahap	73
14	Irhali Yandi	84
15	Juli Ainun Habiby Harahap	74
16	Lilis Amanda Siregar	75
17	Linda Afri Ynti	86
18	Lukman Hakim Siregar	75
19	Muhammad Arifin Ilham Siregar	70
20	Musa Chatami	82
21	Nada Sepriza Harahap	88
22	Novia Mardiana	90
23	Novita Adelya Harahap	73
24	Rizki R. Tambak	64

25	Rodiatul Ubdiyah	73
26	Rohadatul Aisi Harahap	82
27	Saima Putri Harahap	88
28	Sefo Ulandika	73
29	Shafa Tania Putri	60
30	Sirin Fitri Fayana Hsb	70
31	Syariah Tanjung	82
32	Wafiq Habib Harahap	88
33	Wika Mayanti	82
34	Yoga Pratama	60
35	Zaini Malik Nst	70
36	Zul Ilmi Hrp	78
	TOTAL	**2.712**

No.	The Name of Students (n)	Post-test
1	Ahmd Rafi Dasopang	50
2	Amna Nurahmadani	60
3	Alda Mulida Nst	74
4	Aldi Zulha Nuddin	84
5	Bayu Pratama	50
6	Dwi Puji Lestari	61
7	Fadil Utama Siregar	75
8	Ismail Akbar Nst	85
9	Ismed Ahmadi Sagala	50
10	M. Fahmi	61
11	Melly Agustina	75
12	Minta Ito Hrp	88
13	Muhammda Arif	55
14	Muhammad Arsil Hrp	61
15	Anggi Agri Fina	75
16	Muhammad Syuhada Ritonga	88
17	Nabila	89
18	Naila Pujiannum	55
19	Nur Anisah	61
20	Nur Janah Hrp	76
21	Nurul Hanifah Nst	90
22	Okta Ramadani Siregar	55
23	Putra Halomoan	62

24	Putri Heriyani Nst	78
25	Rahmat Surya Nst	56
26	Rizki Ariani	63
27	Riana Hrp	78
28	Rizki Hariansyah Hsb	60
29	Robert Hari Pratama	64
30	Said Al Sukri Nst	82
31	Saipul Reja	60
32	Sofia Khairani	69
33	Syahril Habibi	82
34	Vina Juniyanti	60
35	Vinkran Sink Tambak	73
36	Ridho Romadon	83
	TOTAL	**2. 488**

APPENDIX 8

Score of Control Class in Post-Test

APPENDIX 9

The Score of Pre-Test and Post-Test at Experimental Class

No.	The Name of Students (n)	Pre-test	Post -test
1	Ade Irma Suriani Hrp	63	60
2	Adelia Putri Melani	82	74
3	Al Habib	75	70
4	Anggi Sakila Siregar	63	86
5	Aula Hutmatu Shipa Nst	51	75
6	Bulan Azahra Siregar	60	68
7	Danil Syaputra Hasibuan	52	68
8	Dwi Nur Hafizah Rani	74	75
9	Epa Febrida Siregar	82	84
10	Evan Ferdiansyah	64	70
11	Fahri Julianto	82	74
12	Fitri Fayana Hasibuan	75	68
13	Gusnita Amanda Harahap	31	73
14	Irhali Yandi	44	84
15	Juli Ainun Habiby Harahap	42	74
16	Lilis Amanda Siregar	76	75
17	Linda Afri Ynti	60	86
18	Lukman Hakim Siregar	82	75
19	Muhammad Arifin Ilham Siregar	51	70
20	Musa Chatami	76	82
21	Nada Sepriza Harahap	78	88
22	Novia Mardiana	88	90
23	Novita Adelya Harahap	86	73
24	Rizki R. Tambak	27	64

25	Rodiatul Ubdiyah	35	73
26	Rohadatul Aisi Harahap	40	82
27	Saima Putri Harahap	40	88
28	Sefo Ulandika	63	73
29	Shafa Tania Putri	75	60
30	Sirin Fitri Fayana Hsb	61	70
31	Syariah Tanjung	73	82
32	Wafiq Habib Harahap	78	88
33	Wika Mayanti	45	82
34	Yoga Pratama	46	60
35	Zaini Malik Nst	46	70
36	Zul Ilmi Hrp	35	78
	TOTAL	**2.201**	**2.712**

APPENDIX 10

The Score of Pre-Test and Post-Test at Control Class

No.	The Name of Students (n)	Pre-test	Post-test
1	Ahmd Rafi Dasopang	68	50
2	Amna Nurahmadani	75	60
3	Alda Mulida Nst	59	74
4	Aldi Zulha Nuddin	55	84
5	Bayu Pratama	64	50
6	Dwi Puji Lestari	59	61
7	Fadil Utama Siregar	59	75
8	Ismail Akbar Nst	55	85
9	Ismed Ahmadi Sagala	73	50
10	M. Fahmi	50	61
11	Melly Agustina	76	75
12	Minta Ito Hrp	60	88
13	Muhammda Arif	56	55
14	Muhammad Arsil Hrp	68	61
15	Anggi Agri Fina	57	75
16	Muhammad Syuhada Ritonga	65	88
17	Nabila	64	89
18	Naila Pujiannum	70	55
19	Nur Anisah	66	61
20	Nur Janah Hrp	70	76
21	Nurul Hanifah Nst	60	90
22	Okta Ramadani Siregar	90	55
23	Putra Halomoan	57	62
24	Putri Heriyani Nst	65	78

25	Rahmat Surya Nst	46	56
26	Rizki Ariani	55	63
27	Riana Hrp	70	78
28	Rizki Hariansyah Hsb	57	60
29	Robert Hari Pratama	46	64
30	Said Al Sukri Nst	60	82
31	Saipul Reja	45	60
32	Sofia Khairani	60	69
33	Syahril Habibi	60	82
34	Vina Juniyanti	57	60
35	Vinkran Sink Tambak	40	73
36	Ridho Romadon	64	83
	TOTAL	**2.225**	**2. 488**

APPENDIX 11

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (X-AIPA)

1. The score of X IPA class in pre-test from low to high score:

27	31	35	35	40	40	42	44
45	46	51	51	52	60	61	62
63	63	63	64	60	73	74	75
75	75	76	76	78	78	82	82
82	82	86	88				

2. Range (R) =high score – low score

$= 88 - 27$

$= 61$

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

$= 1 + 3.3 \log (36)$

$= 1 + 3.3 (1.5)$

$= 1 + 4.95$

$= 5.95 \rightarrow 6$

4. Length of Classes $= \dfrac{range}{total\ classes}$

$= \dfrac{61}{6}$

$= 10, 16 \rightarrow 11$

Interval Class	f_i	f_k	x_i	$f_i \cdot x_i$	xi^2	$f_i \cdot xi^2$
27 - 37	4	4	32	128	1024	4096
38 - 48	6	10	42	258	1849	11094
49 - 59	3	13	54	162	2916	8748
60 - 70	8	21	65	520	4225	33800
71 - 81	9	30	76	684	5776	51984
82 - 92	6	36	87	522	7569	45414
P= 11	36		357	2.274	23.359	15.5136

5. Mean

$$\overline{X} = \frac{\sum Fi \cdot Xi}{\sum Fi} = \frac{2.274}{36} = 63.16$$

6. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2} n - f_k}{fi} \right)$$

$$= 59.5 + 11 \left(\frac{\frac{1}{2} \cdot 36 - 13}{8} \right)$$

$$= 59.5 + 11 \frac{(18 - 13)}{8}$$

$$= 59.5 + 11 \left(\frac{5}{8} \right)$$

$$= 59.5 + 11 \, (0.62)$$

$$= 59.5 + 6.82$$

$$= 66.3$$

7. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 70.5 + 11 \left(\frac{1}{1+3} \right)$$

$$= 70.5 + 11 \left(\frac{1}{14}\right)$$

$$= 70.5 + 11 \, (0.25)$$

$$= 70.5 + 2.75$$

$$= 73.25$$

8. Variant

$s^2 = 4318.44$

9. Standard Deviation

$S = 65.71$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	f_e	f_o	$(f_o \cdot f_e)^2$
27 – 37	26.5	- 0.55	0.29116	-0.05711	-2.05	4	36.67
38 – 48	37.5	-0.39	0.34827	-0.06467	-2.32	6	69.35
49 – 59	48.5	-0.22	0.41294	-0.06712	-2.41	3	29.33
60 – 70	59.5	-0.05	0.48006	0.06712	2.41	8	31.17
71 – 81	70.5	0.11	0.0438	0.43626	15.70	9	44.96
82 – 92	81.5	0.27	0.1064	-0.0626	-2.25	6	68.12

$$x^2 = \Sigma(f_o - f_e)^2 / f_e$$

$$= \left(\frac{36,67}{-2,05}\right) + \left(\frac{69,35}{-2,32}\right) + \left(\frac{29,33}{-2,41}\right) + \left(\frac{31,17}{2,41}\right) + \left(\frac{44,96}{15,70}\right) + \left(\frac{68,12}{-2,25}\right)$$

$$= -74.232$$

Based on the table above, the researcher found that $x^2 count = -74.232$, while $x^2 table = 11.070$, cause $x^2 count < x^2 table$ (-74.232 < 11.070), with

degree of freedom (dk) = 6-1 = 5 and significant level α=5%. So, distribution of experimental class in pre-test was normal.

B. Result of Normality Test of Control Class (AGAMA)

1. The Score of X AGAMA class in pre-test from low to high score;

40	45	46	46	50	55	55	55	56
57	57	57	59	59	59	60	60	60
60	64	64	64	65	65	66	66	68
68	70	70	70	73	75	75	76	90

2. Range (R) = high score- low score

= 90-40

= 50

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (36)

= 1 + 3.3 (1.55)

= 1 + 5.115

= 6.115

= 7

4. Length of Classes = $\frac{range}{totl\ of\ classes}$

= $\frac{50}{7}$

= 7.14

Interval Class	f_i	f_k	x_i	$f_i \cdot x_i$	xi^2	$f_i \cdot xi^2$
35 – 42	1	1	38.5	38.5	1.482.25	1.482.25

43 – 50	4	5	46.5	186	2.162.25	8.649
51 – 58	7	12	54.5	381.5	2.970.25	2.0791.75
59 – 66	14	26	62.5	875	3.906.25	54.687.5
67 – 74	6	32	70.5	423	4.970.25	29.821.5
75 – 82	3	35	78.5	235.5	6.162.25	18.486.75
83 – 90	1	36	86.5	86.5	7.482.25	74.82.25
P=7	**36**	**147**	**437.5**	**2226**	**29.135.75**	**14.1401**

5. Mean

$$\bar{X} = \frac{\sum Fi \cdot Xi}{\sum Fi} = \frac{2.226}{36} = 61.83$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2} n - f_k}{fi} \right)$$

$$= 58.5 + 7 \left(\frac{\frac{1}{2} \cdot 36 - 12}{14} \right)$$

$$= 58.5 + 7 \frac{(18 - 12)}{14}$$

$$= 58.5 + 7 \left(\frac{6}{14} \right)$$

$$= 58.5 + 7 (0.42)$$

$$= 58.5 + 2.94$$

$$= 61.44$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 58.5 + 8 \left(\frac{7}{7+8} \right)$$

$$= 58.5 + 7 \left(\frac{7}{15} \right)$$

$= 58.5 + 7 (0.46)$

$= 58.5 + 3.22$

$= 61.72$

8. Variant

$s^2 = 3932.17$

9. Standard Deviation

$S = 60.70$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	f_e	f_o	$(f_o \cdot f_e)^2$
35 – 42	34.5	-0.45	0.32636	-0.05192	-1.86	1	8.23
43 – 50	42.5	-0.31	0.37828	-0.0503	-1.81	4	33.76
51 – 58	50.5	-0.18	0.42858	-0.05148	-1.85	7	78.38
59 – 66	58.5	-0.05	0.48006	0.45216	16.27	14	5.18
67 – 74	66.5	0.07	0.0279	-0.45216	-16.27	6	496.29
75 – 82	74.5	0.20	0.0793	-0.0514	-1.85	3	23.52
83 – 90	82.5	0.34	0.1331	-0.0538	-1.93	1	8.62
	91.5	0.48	0.1844	-0.0513	-9.32	36	2053.9

$x^2 = \Sigma(f_o - f_e)^2 / f_e$

$= (\frac{8,23}{-1,86}) + (\frac{33,76}{-1,81}) + (\frac{78,38}{-1,85}) + \left(\frac{5,18}{16,27}\right) + \left(\frac{496,29}{-16,27}\right) + \left(\frac{23,52}{-1,85}\right) + (\frac{8,62}{-1,93})$

$= -112.68$

Based on the table above, the researcher found that $x^2 count = -112.68$ while $x^2 table = 11.070$ cause $x^2 count < x^2 table$ (-112.68 < 11.070), with

degree of freedom (dk) = 6 -1 = 5 and significant level α=5%. So, distribution of control class in pre-test was normal.

APPENDIX 12

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of Normality Test of Experimental Class (IPA)

1. The score of IPA class in post-test from high to low score:

60	60	60	64	68	68	68
70	70	70	73	73	75	75
75	78	82	82	84	84	86
86	88	88	88	90	70	70
75	82	82	73	73	74	74
74						

2. Range (R) = high score-lows core

$= 90 - 60$

$= 30$

3. Total of Classes (K) = 1 + 3.3 log (n)

$= 1 + 3.3 \log (36)$

$= 1 + 3.3 (1.5)$

$= 1 + 4.95$

$= 5.95 \rightarrow 6$

4. Length of Classes $= \dfrac{range}{total\ of\ classes}$

$= \dfrac{30}{6}$

$= 5$

Interval Class	f_i	f_k	x_i	$f_i . x_i$	xi^2	$f_i . xi^2$
60-64	4	4	62	248	3.844	15.376
65-69	3	7	67	201	4.489	13.467
70-74	12	19	72	864	5.184	62.208
75-79	5	24	77	385	5.929	29.645
80-84	6	30	82	492	6.724	40.344
85-90	6	36	87.5	525	7.656.25	45.937.5

5. Mean

$$\overline{X} = \frac{\sum Fi . Xi}{\sum Fi} = \frac{2,715}{36} = 75.41$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2} n - f_k}{fi} \right)$$

$$= 69.5 + 5 \left(\frac{\frac{1}{2} . 36 - 7}{12} \right)$$

$$= 69. 5 + 5 \frac{(18 - 17)}{12}$$

$$= 69.5 + 5 \left(\frac{11}{12} \right)$$

$$= 69.5 + 5 (0.91)$$

$$= 69.5 + 4.58$$

$$= 74.08$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 69.5 + 5 \left(\frac{9}{9+7} \right)$$

$$= 69.5 + 5 \left(\frac{9}{16} \right)$$

$= 69.5 + 5\ (0.56)$

$= 69.5 + 2.8$

$= 72.3$

8. Variant

$s^2 = 5751.16$

9. Standard Deviation

$S = 75.83$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z – Table	f_e	f_o	$(f_o \cdot f_e)^2$
60-64	59.5	-0.20	0.42074	-0.02359	-0.84	4	23.51
65-69	64.5	-0.14	0.44433	-0.02777	-0.99	3	15.99
70-74	69.5	-0.07	0.4721	-0.02391	-0.86	12	165.39
75-79	74.5	-0.01	0.49601	0.02391	0.86	5	17.13
80-84	79.5	0.05	0.0199	0.47611	17.13	6	124.09
85-90	84.5	0.11	0.0438	-0.0239	-0.86	6	47.06

$x^2 = \Sigma (f_o - f_e)^2 / f_e$

$= (\frac{23,51}{-0,84}) + (\frac{15,99}{-0,99}) + (\frac{165,39}{-0,86}) + \left(\frac{17,13}{0,86}\right) + \left(\frac{124,09}{17,13}\right) + \left(\frac{47,06}{-0,86}\right)$

$= -263.402$

Based on the table above, the researcher found that $x^2 count = -263.402$ while $x^2 table = 9.488$, cause $x^2 count < x^2 table$ (-263.402 < 9.488), with degree of freedom (dk) = 5-1 = 4 and significant level α=5%. So, distribution of experimental class in post-test was normal.

D. Result of Normality Test of Control Class (AGAMA)

1. The score of X Agama class in post-test from low score to high score:

50	50	50	55	55	55
56	60	60	60	60	61
61	61	61	62	63	64
69	73	74	75	75	75
76	78	78	82	82	83
84	85	88	88	89	90

2. Range (R) = high score-lows core

= 90 – 50

= 40

3. Total of Classes (K) = 1 + 3.3 log (n)

= 1 + 3.3 log (36)

= 1 + 3.3 (1.5)

= 1 + 4.95

= 5.95 → 6

4. Length of Classes = $\frac{range}{total\ of\ classes}$

= $\frac{40}{6}$

= 6.6 → 7

Interval Class	f_i	f_k	x_i	$f_i . x_i$	x^2	$f_i . x_i^2$
50-56	7	7	53	371	2.809	19.663
57-63	10	17	60	600	3.600	36.000
64-70	2	19	67	134	4.489	8.978

71-77	6	25	74	444	5.476	32.856
78-85	7	32	81.5	570.5	6.642.25	46.495.75
86-92	4	36	89	356	7. 921	31.684
	36		424.5	2.475.5	30.937.25	17.5676.8

5. Mean

$$\overline{X} = \frac{\sum Fi \cdot Xi}{\sum Fi} = \frac{2475,5}{36} = 68.77$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2} n - f_k}{fi} \right)$$

$$= 63.5 + 7 \left(\frac{\frac{1}{2} \cdot 36 - 17}{2} \right)$$

$$= 63.5 + 7 \frac{(18 - 17)}{2}$$

$$= 63.5 + 7 \left(\frac{1}{2} \right)$$

$$= 63.5 + 7 (0.5)$$

$$= 63.5 + 3.5$$

$$= 67$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 56.5 + 7 \left(\frac{3}{3+8} \right)$$

$$= 56.5 + 7 (\frac{3}{11})$$

$$= 56.5 + 7 (0.27)$$

$= 56.5 + 1.89$

$= 58.39$

8. Variant

$s^2 = 5014.357$

9. Standard Deviation

$S = 70.81$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	$Z-$ Score	Limit of Large of the Area	Large of $Z-$ Table	f_e	f_o	$(f_o \cdot f_e)^2$
50 - 56	49.5	-0.27	0.39358	-0.03893	-1.40	7	70.58
57 - 63	56.5	-0.17	0.43251	-0.03959	-1.42	10	130.53
64 - 70	63.5	-0.07	0.4721	0.4641	16.70	2	216.31
71 - 77	70.5	0.02	0.0080	-0.4641	-16.70	6	515.63
78 - 85	77.5	0.12	0.0517	-0.0437	-1.57	7	73.49
86 - 92	85.5	0.23	0.0910	-0.0393	-1.41	4	29.32

$x^2 = \Sigma (f_o - f_e)^2 / f_e$

$= (\frac{70,58}{-1,40}) + (\frac{130,53}{-1,42}) + (\frac{216,31}{16,70}) + \left(\frac{515,63}{-16,70}\right) + \left(\frac{73,49}{-1,57}\right) + \left(\frac{29,32}{-1,41}\right)$

$= -227.31$

Based on the table above, the researcher found that $x^2 count = -227,.31$ while $x^2 table = 9.488$, cause $x^2 count < x^2 table$ (-227.31 < 9.488), with degree of freedom (dk) = 5-1 = 4 and significant level α=5%. So, distribution of control class in post-test was normal.

APPENDIX 13

HOMOGEEITY TEST (PRE-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

      A. Variant of Experimental Class (IPA)

          1. Variant

$$s^2 = 4318.44$$

          2. Standard Deviation

      $S = 65.71$

      B. Variant of Control Class (X Agama)

          1. Variant

$$s^2 = 3932.175$$

          2. Standard Deviation

$S = 62.707$

      After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{4318,444}{3932,175}$$

$$= 1.09$$

After doing the calculation, the researcher found that Fcount = 1.09. It had been compared to Ftable with α 5% and dk numerator and dominator were (n1 = 36 dk = 36-1 = 35 and n2 = 36 dk = 36-1 = 35). From the distribution list F, the researcher found that Ftable = 4.17 so Fcount < Ftable (1.09 < 4.17). It could be concluded that there is no difference variant between the experimental class (IPA) and control class (AGAMA). It means that the variant in pre-test was homogenous.

APPENDIX 14

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

    A. Variant of Experimental Class (IPA)

        1. Variant

$$s^2 = 5751.167$$

        2. Standard Deviation

$$S = 75.83$$

    B. Variant of Control Class (AGAMA)
        1. Variant
$$s^2 = 5014.35$$

        2. Standard Deviation

$$S = 70.81$$

After getting the variants of experimental class and control class in pre- test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$= \frac{5751,167}{5014,357}$$

$$= 1.14$$

After doing the calculation, the researcher found that $F_{count} = 1.14$. It had been compared to F_{table} with α 5% and dk numerator and dominator were (n1 = 36 dk = 36-1 = 35 and n2 = 36 dk = 36-1 = 35). From the distribution list F, the researcher found that $F_{table} = 4.17$ so $F_{count} < F_{table}$ (1.14< 4.17). It could be concluded that there is no difference variant between the experimental class (IPA) and control class (AGAMA). It means that the variant in post-test was homogenous.

APPENDIX 15

T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S\frac{1}{2}+(n_2-1)S\frac{1}{2}}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{63,16-61,83}{\sqrt{\left(\frac{(36-1)65,71+(36-1)62,707}{36+36-2}\right)\left(\frac{1}{36}+\frac{1}{36}\right)}}$$

$$= \frac{1,33}{\sqrt{\left(\frac{35(65,71)+35(62,707)}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{1,33}{\sqrt{\left(\frac{2,299,85+2.194,745}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{1,33}{\sqrt{\left(\frac{4.424,60}{70}\right)(0,05)}}$$

$$= \frac{1,33}{\sqrt{(63,208,5)(0,05)}}$$

$$= \frac{1,33}{\sqrt{3,16}}$$

$$= \frac{1,33}{17,77}$$

$$= 0.074$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that t count = 0.074 with opportunity (1-α) = 1-5% = 95% and dk = n1 + n2 − 2 = 36 + 36 − 2 = 70, t table = 1.994. So, t count < t table (0.074 < 1.994). Caused t count < t table, so, H0 is accepted. It means no difference between the average of experimental class (IPA) and control class (AGAMA) in pre-test.

APPENDIX 16

T-test of Both Averages in Post-Test

The researcher used the both averages of experimental class and control class to analyse that there is difference between both classes. And also it could prove the hypothesis stated that there is significant effect of using picture sequences media after doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\text{Tt} = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S\frac{1}{2}+(n_2-1)S\frac{1}{2}}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{75,41-68,77}{\sqrt{\left(\frac{(36-1)75,83+(36-1)70,81}{36+36-2}\right)\left(\frac{1}{36}+\frac{1}{36}\right)}}$$

$$= \frac{6,64}{\sqrt{\left(\frac{35(75,83)+35(70,81)}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{6,64}{\sqrt{\left(\frac{2,654,05+2.478,35}{70}\right)\left(\frac{2}{36}\right)}}$$

$$= \frac{6,64}{\sqrt{\left(\frac{5.12,40}{70}\right)(0,05)}}$$

$$= \frac{6,64}{\sqrt{(73,32)(0,05)}}$$

$$= \frac{6,64}{\sqrt{3,66}}$$

$$= \frac{6,64}{1,9}$$

$$= 3.47$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that t count = 3, 47 with opportunity (1-α) = 1-5% = 95% and dk = n1 + n2 – 2 = 36+ 36 – 2 = 70, t table = 1,994. So, t count > t table (3, 47 > 1, 994). Caused t count > t table, so, Ha is accepted. It means that there is difference between the average of experimental class (IPA) and control class (AGAMA) in pre-test. It could be concluded that there is significant effect of using poster media toward students' writing descriptive text ability at the tenth grade students of MAS Darul Falah Langga Payung.

APPENDIXE 17

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIXE 18

T Distribution: Critical Values of *t*

Significance level

Degrees of freedom	Two-tailed test: One-tailed test:	10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310

| 600 | | 1.647 | 1.964 | 2.333 | 2.584 | 3.104 | 3.307 |
| ∞ | | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |

RESEARCH DOCUMENTATIONS

CURICULUM VITAE

A. Identity

Name	: Nur Karima
Registration Number	: 18 203 00018
Place/ Date of Birthday	: Padangsidimpuan, 06th April 2000
Gender	: Female
Religion	: Islam
Address	: HTI PT. PLP Langga Payung Kec. Sungai Kanan Kab. Labuhan Batu Selatan
Phone Number	: 0822258295827
Email	: nurkarima14@gmail.com

B. Parent

Father's Name	: Zupri Dalimunthe
Job	: Official Employee
Mother's Name	: Erna Siregar
Job	: Housewife

C. Educational Background

Elementary School	: SD N 112246 Langga Payung (2007-2012)
Junior High School	: MTsN 1 Padangsidimpuan (2013- 2015)
Senior High School	: MAS Darul Falah Langga Payung (2016 - 2018)
College	: IAIN Padangsidimpuan (2018-2022)

Nomor : B2372/In.14/E.1/PP.009/08/2022 // Agustus 2022

Lamp : -

Hal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:
1. Fitri Rayani Siregar, M. Hum.   (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi mahasiswa dibawah ini sebagai berikut:

Nama	:	Nur Karima
NIM	:	18 203 00018
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	The Effect of Using Poster Media toward Writing Descriptive Text at the Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami tunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu diucapkan terima kasih.

Mengetahui
Dekan

Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida, S.Psi., M.A
NIP. 19801224 200604 2 001

Ketua Program Studi TBI

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Nomor : B - *1026* /In.14/E.1/TL.00/04/2022

Hal : **Izin Penelitian**
Penyelesaian Skripsi

7 April 2022

Yth. Kepala MAS Carul Falah Langga Payung
Kabupaten Labuhan Batu Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Nur Karima

NIM   : 1820300018

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 Poster Media on Writing Descriptive Text at The Tenth Grade Students of MAS Darul Falah Langga Payung Kabupaten Labuhan Batu 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. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001

Nomor : 104 /MA/DF/LP/V/2022
Lamp : -
Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Bapak/Ibu Dekan
di **Institut Agama Islam Negeri Padangsidimpuan**

Menanggapi surat Dekan Institut Agama Islam Negeri Padangsidimpuan, bersama dengan ini kami menerangkan bahwa mahasiswa:

Nama	:	Nur Karima
NIM	:	1820300018
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Program Studi	:	Tadris Bahasa Inggris
Semester	:	VIII

Benar telah selesai melakukan penelitian di Madrasah Aliyah Swasta (MAS) Darul Falah dengan judul penelitian *'The Effect of Using Poster Media On Writing Descriptive Text At The Tenth Grade Students Of MAS DARUL FALAH Langgapayung Kabupaten Labuhanbatu Selatan"* pada tanggal 08 April 2020.

Demikianlah surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Langgapayung, 12 Mei 2022
Mengetahui,
Kepala Sekolah MAS

MASLIANA SIREGAR, S.Ag