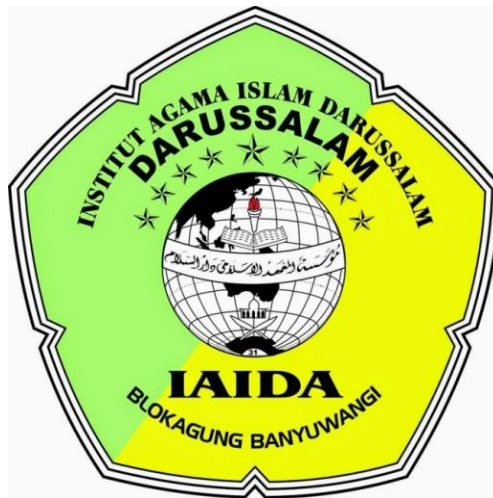


THESIS

**THE EFFECT OF USING PICTURE MEDIA IN
TEACHING WRITING OF DESCRIPTIVE TEXT AT THE
TENTH GRADE STUDENTS AK 1 OF SMK
DARUSSALAM BLOKAGUNG BANYUWANGI IN
ACADEMIC YEAR 2019/2020.**



By:

ULFATUL LASIYATI

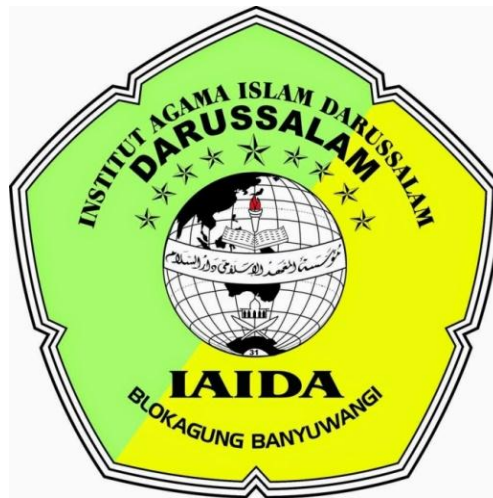
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
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BANYUWANGI IN ACADEMIC YEAR 2019/2020.**

THESIS

Presented to the Faculty of Education and Teacher Training in a Partial
Fulfillment of the Requirement for the Degree of Strata 1 in English Education
Department

By:

ULFATUL LASIYATI

NIM : 16112210025

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

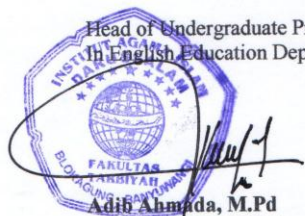
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APROVAL SHEET

This is certifying that sarjana's thesis of **ULFATUL LASIYATI** has been approved by thesis advisor for further approval by the board of examiners.

Banyuwangi, 19th July 2020

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In English Education Department



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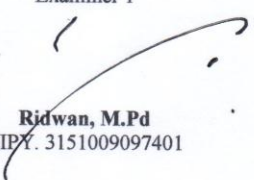
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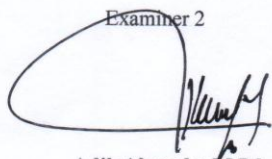
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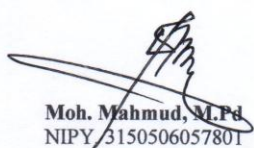
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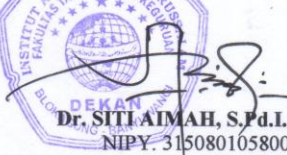
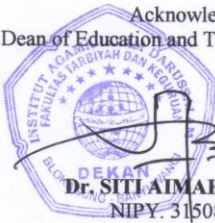
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

By calling on the name Allah, the all merciful, the all merciful
(Qs. Al-fatihah : 1)

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Actually after that difficulty there is ease.

(Qs. Al-insyiroh : 6)

*The wind does not blow to shake the trees, but tests the
strenght of the roots.*

(Ali bin abi Thalib)

DEDICATION

With all my love and thanks, this thesis is presented:

1. To Allah SWT who has given grace, taufiq, and guidance to us all.
2. To the entire board of caretakers of the Dagongsalam Blokagung boarding school that I always hoped for the blessing and blessing of his knowledge.
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9. For my prospective imam, someone who is still faithful to accompany me in my prayers and Fatihah and repay with the kindness of my prayers also may your name and my name be destined together in His Lauhul mahfudz.
10. Thanks to All all layers of personnel who have helped in the preparation of this thesis.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include. Without due acknowledgement, the work of any other person
- 3) If a later time it is found that the thesis is product of plagiarism, Iam willing to accept any legal consequences that imposed to me.

Banyuwangi, 19 Juli 2020
Declator

Ulfatul Lasiyati

ABSTRACT

Lasiyati, Ulfatul. 2020. The Effect Of Using Picture Media In Teaching Writing Of Descriptive Text At Tenth Grade Of Smk Darussalam Blokagung In Academic Year 2019/2020. Thesis, English Education Department, Faculty Of Education And Teacher Training, Islamic Institute Of Darussalam. Advisor : Moh. Mahmud M.Pd

Key Words : Effect, Teaching, Writing, Media, Picture, Descriptive Text

Media is everything that can be used to convey messages from senders and recipients so that they can stimulate thoughts, feelings, interests and concerns in such a way that learning occurs. Picture is a kind of visual teaching material that can be used more effectively to develop language skills and teaching.

Picture media is a visual media that can only be seen, but does not have an audio or sound element. The objective of study is to find out the effect of using media picture in teaching writing of descriptive text at the tenth grade students AK 1 of SMK Darussalam Blokagung Banyuwangi in academic year 2019/2020.

In order to achieve the research objectives, researchers conducted experimental research. This experimental research was held at SMK Darussalam Blokagung. This research is not true-experimental, but quasi-experimental. Quasi-experimental is used because researchers do not search research subjects randomly. Researchers will use groups like classes. Researchers used the initial design test and the final test in a study. Then, the test results are made an assessment of the impact of the experiment. The population in this study were all grade 1 students of SMK Darussalam Blokagung Surakarta in the academic year 2019/2020. The total number of students was 127. Researchers used cluster random sampling technique to determine the research class. The subjects of this study were class X AK 1 and X KS 1. There were 45 students in each class. The author conducted research in two classes. The first class X KS 1 as a control class and the second class X AK 1 as an experimental class. The experimental class was taught to write descriptive text using image media, while the control class was taught to write descriptive text using the lecture method / worksheets. In analyzing the data, researchers used quantitative measurements to find the results. Where the research data collection techniques using tests. And the data analysis technique used the t-test hypothesis test.

The results of the research that have been done are the value of the t count hypothesis test of 1,98 and the value of the t table of 1,67 it means, the value of t count is greater than t table. Thus, it shows the significance between picture media (X) on descriptive text writing (Y).

Based on the results of the research above, it can be concluded that there is an effect of picture media on teaching writing descriptive text at X AK 1 SMK Darussalam Blokagung and it is suggested that using picture media can be used by teachers to improve students' ability in writing descriptive text. This can be

applied in the teaching and learning process of English as a medium in teaching and learning activities.

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In the preparation of this thesis, the author realizes wholeheartedly that the preparation of this thesis is not only on the ability of the writer alone but also thanks to the help of all parties. So on this occasion, the authors express their deepest gratitude to the honorable:

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The author realizes that there are still many shortcomings and are far from perfect. Therefore, with all humility, the authors hope for constructive suggestions and criticism. Finally, to Allah SWT, the author returns everything with a hope that this thesis will be arranged with the pleasure of Allah SWT, and can provide benefits for all. Amin

Banyuwangi, 19 Juli 2020

The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a very important means of communication in human daily life. Human beings use language both in written and spoken forms to express their ideas. Communication is an essential need for human beings. Language is an important tool for people to communicate such as in schools, companies, organizations, groups, homes etc. Language for the community tells a lot about that society, so it can be emphasized that language and society cannot be separated. In society, language has many functions for the community, including the following expressions of thought, politics, administration, education, social, religion, legislation and so on. Language is a complex and specialized skill that develops in a child spontaneously without conscious effort or formal instruction, is used without awareness of the underlying logic, is qualitatively the same in every individual, and differs from the more general ability to process information or behave intelligently (Brown, 2000: 5).

There are many languages in the world. One of them is English. English is one of the international languages used in countries around the world, including Indonesia. As an international language, English is very important because it is needed as a communication bridge. In Indonesia, English is considered the first foreign language. There are four basic skills that must be mastered by English learners in learning English, namely listening, speaking, reading, and writing. Four of them must be mastered by someone who teaches and learns English

because that is the key to interacting with people in the world. One of them is difficult to understand is writing (Suja'i 126:5)

(Kay in Westwood 2004:100) states that As one of the most important English skills, writing is the most difficult skill experienced by high school students because it has a close relationship with English grammar and vocabulary. For the high school level, it starts by introducing dialogue texts (Interaction and Transactional). This will be followed by studying the types of texts, for example, descriptive, procedures, recalculation, narration, and report texts.

In teaching writing, especially for high school students, teachers must pay attention not only to how they can apply the right technique but also about how the technique is accepted by students. The goal is that teaching and learning processes can be understood, interesting, and motivated so that students' writing skills are one of the visual learning media. The teacher must choose the right media in the teaching and learning process (Harmer, 2002:255).

According to the analysis of researchers, the low learning outcomes of writing descriptive text at tenth grade students of SMK Darussalam Blokagung are caused by inaccurate methods and media used by the teacher. The method used by the teacher in teaching descriptive text writing is the lecture method. While the media used by the teacher are only using LKS books, the teacher does not use more varied media. Although this method is not always convenient, if this method is used continuously without any variation, learning English will be saturated. Therefore, it is needed something active and innovative media that involves students' mental, physical and emotional activities in learning to write descriptive text.

The researcher applies picture media to teaching writing descriptive text. As research know, pictures have an important role in helping students improve their descriptive writing skills, because by using media images, students can see the relationship between concepts, events, and characters in the lesson and students can see the relationship between the components of the material or content lessons taught. With the help of picture media, the teacher will more easily overcome the disturbances that will hinder the learning process and take over the attention of students in the class. Thus students will be more motivated to find and develop ideas in the form of systematic and meaningful texts.

From these problems, researcher try to overcome the difficulties experienced by students in writing descriptive text. Learning to write descriptive text with picture media is expected to be able to attract, motivate, and introduce and demonstrate to students. so that students teaching writing in descriptive text for SMK Darussalam Blokagung will be better. I wrote this thesis emphasized / inspired by several theses that have been successfully done in place likes Sofia Winda Nur Fitriani with her title *The Effectiveness of Using Images in Writing Descriptive Texts (Case Study in Class VIII Students of SMP Negeri 26 Semarang Academic Year 2008-2009)* and Tentrenm Wiji Asih with his title *The Effectiveness of Using Image Sequence in Teaching Narrative Texts to Improve Students' Writing Abilities in Class XI of MAN Kutowinangun in Academic Year 2012/2013* .

B. Identification Of The Problem

1. Students have different intelligence, low motivation, bad vocabulary, and difficulty with sentence structure or grammar.

2. Students still have difficulty remembering spelling, punctuation rules, and organizing ideas.

3. The teachers still have difficulty in determining the appropriate learning media for students in the learning process of English.

C. Limitation Of The Problem

In this study, researcher will focus on the effective use of picture in teaching writing descriptive texts. The researcher wants to conduct research at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020.

D. Research Problem

Is there the effect of using picture media on students writing skill of descriptive text at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020 ?

E. Research Objective

To find out The effect of using picture media on students writing skill of descriptive text at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020.

F. Significance Of The Problem

1) For Researcher

Can add knowledge or insight and have new learning innovations so that it can be used as a means of improving the process of learning English in SMK

Darussalam Blokagung by using picture media so as to improve the skills of writing descriptive texts

2) For Teachers

The results of this study are expected to be an alternative medium for teachers to create meaningful and interesting teaching processes.

3) For Students

- a. Improve student learning outcomes in writing
- b. Students can more easily and enthusiastically understand the learning material
- c. Students will not be bored with interesting learning

4) For Institutions / Schools

Schools can more easily obtain teaching writing, the use of teaching writing in schools, and schools do not have to pay a large enough cost to provide props, because props can be made from the surrounding environment and can also come from students themselves.

G. Previous Study

Researcher take several previous studies as inspiration and consideration for conducting research. There have been a number of studies on teaching using media and teaching writing that have been carried out so far and have been an inspiration. The first study was entitled "The Effectiveness of Using Images in Writing Descriptive Texts (Case Study in Class VIII Students of SMP Negeri 26 Semarang Academic Year 2008-2009)" written by Sofia Winda Nur Fitriani.

This study has differences with previous studies. In a study conducted by Sofia Winda Nur Fitriani, the difference was in the subjects studied, for Sofia, the subjects were MTS students, while the research subjects were SMK Darussalam Blokagung Vocational School and the equation was the same using image media on descriptive text authorship.

The results show that the t-test obtained was 4,816. while the t-table is 2,000 for $\alpha = 5\%$. T-test value is higher than t-table ($4,816 > 2,000$). Based on these results, the effective image as a medium in improving descriptive writing skills at SMP N 26 Semarang.

The second study entitled "The Effectiveness of Using Image Sequence in Teaching Narrative Texts to Improve Students' Writing Abilities in Class XI of MAN Kutowinangun in Academic Year 2012/2013" written by Tentrem Wiji Asih. while the research conducted by Tentrem Wiji Asih contained in the method used is to use class action research, and research conducted by the author that uses quantitative experimental methods, Tentrem Wiji Asih uses the narrative writing of texts while for writers using descriptive text.

The results showed that the t value obtained was 4,526, while the t-table was 2,000. T value is higher than t-table ($4,526 > 2,000$). So, it can be stated that the hypothesis "the use of image sequences in teaching narrative texts to improve students' writing abilities in the eleventh grade of MAN Kutowinangun in the 2012/2013 academic year is effective" is accepted.

H. Definition of Key Term

1) Effect

WJS.Poerwardaminta argues that effect is the power that exists or arises from something, both people and objects and so on who is in power or who has power and effect on others (Poerwardaminta: 731).

2) Teaching

Teaching is the process of interaction between students and teachers and learning resources in a learning environment (Suja 'i, 2012: 25).

3) Writing

Writing is one of the language skills besides speaking, listening and reading. Writing always occupies a place in most English language courses (Fauziawati, 2010: 45).

4) Media

Media is everything that can be used to convey messages from senders and recipients so that they can stimulate thoughts, feelings, interests and concerns in such a way that learning occurs (Sadiman, 2005: 6).

5) Picture

(Munadi, 2008: 89) states that a picture can show its meaning clearly. The use of images is more efficient and more practical than words, easier to remember and remember than words. A creative person the teacher will be able to make techniques using pictures in teaching and learning activities.

6) Descriptive text

According to Hartono (2005: 6), descriptive texts are texts that describe a particular place, person, or thing. The purpose of a descriptive is to tell about the subject by describing its features without including personal opinions.

I. Hypothesis

The hypothesis is a temporary answer about the problem statement (Sugiyono, 2012: 96). The hypothesis to be tested is called the alternative working hypothesis (H_a) while the opposite is the null hypothesis (H_0). Hypothesis is a formal statement about the expected relationship between two or more variables that can be tried through experiments (Arikunto, 2010: 110). Therefore, in this study, researchers want to formulate a hypothesis as follows:

1. Alternative Hypothesis (H_a) : Using picture media is effective for teaching writing of descriptive text at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020.
2. Null Hypothesis (H_0) : Using picture media is no effective for teaching writing of descriptive text at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Effect

a. Definition of Effect

The following will explain the meaning of the word effect. According to the second edition of the Big Indonesian Dictionary (1997: 747), the word effect is "the power that exists or arises from something (person or thing) that helps shape the character of one's beliefs and deeds".

effect is "the power that exists or arises from something (person or thing) that helps shape the character of one's beliefs and actions" (Depdikbud, 2001: 845).

WJS.Poerwardaminta argues that effect is the power that exists or arises from something, both people and objects and so on who is in power or who has power and effect on others (Poerwardaminta: 731).

When viewed from the above understanding, it can be concluded that the effect is as a power that exists or arises from a thing that has a result or results and impacts that exists.

2.Learning and Teaching

a. Learning

Sanjaya (2006: 112) states that learning is the process in which an activity originates or is changed through training procedures (either in the laboratory or in the natural environment) as distinguished from changes by factors not caused by training.

According to Richard (2010: 328), learning is a process in which changes in behavior, knowledge, skills, etc., arise through practice, instruction or experience and the results of the process.

In addition, Brown (2007: 7-8) states that learning is gaining or gaining knowledge about a subject or skill by learning, experience, or instruction. Brown (2007: 91) also states that learning as a process of obtaining material as a separate and relatively isolated entity that is related to cognitive structure only in an arbitrary manner and verbatim, does not allow the formation of relationships. Learning involves mental storage of items that have little or no chance of existing cognitive structures.

Based on the above definition, researchers can conclude that learning is a process of activities to get something new to be better.

b. Teaching

Teaching According to Sanjaya (2011: 96), teaching is the process of providing information or knowledge from teachers to students. This process is believed to be the process of transferring knowledge.

Hamalik (2011: 7) says that teaching or teaching is a teaching process that is directed towards goals which are more or less planned in advance. In teaching, formulating goals is the most important and every teaching process is expected to achieve the goal.

According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling students to learn, setting conditions for learning.

Brown (2007: 7-8) says, teaching shows or helps someone to learn how to do something, give instructions, guide in learning something, give knowledge, cause to know or understand.

Teaching is the process of interaction between students and teachers and learning resources in a learning environment (Suja 'i, 2012: 25).

From the above definition, the researcher concludes that teaching is a process for someone to provide students with experience about something.

c. Teaching and learning process

According to Harmer (2006: 25), elements in language classes to help students learn effectively are involved, learning and active. The details of these elements are as follows:

1) Get involved

Involved is the point in the teaching sequence where the teacher tries to arouse students' interests, thus engaging their emotions. Activities and materials that often involve students include: games, music,

discussions, images that are stimulating, dramatic, stories, funny anecdotes, etc. The teacher can also ask students what they think about the topic before asking them to read it. When students are involved, they study well than when they are partly fully released.

2) Study

Learning activities are activities where students are asked to focus on language on information and how it is constructed. Students can learn in a variety of different styles, such as: teachers can explain grammar, they can study language evidence to find grammar for themselves, and they can work in groups studying reading texts or vocabulary. Learning means every stage where language construction is the main focus.

3) Active

This element describes exercises and activities designed to make students use the language as freely and communicatively as they can. Active exercises offer students the opportunity to try to use real language with little or no restrictions such as exercises for the real world, typical active exercises include role playing, ad design, debate and discussion, drawing and drawing, writing stories and poetry, writing in groups, etc. .

The teaching and learning process is very influential to achieve educational goals. The third element such as engaging, learning and being active will help students learn effectively. As the subject of the learning process, teachers and students must carry out their responsibilities. Good teachers keep records of their students' achievements so they are always aware of how they can progress. Only if teachers keep records of such

progress can they begin to see when teaching and learning have or have not been successful.

2. General concept of writing

a. Definition of Writing

Writing is one of the language skills besides speaking, listening and reading. Writing always occupies a place in most English language courses (Fauziawati, 2010: 45). In writing, the teacher needs a concept to start writing. Writing is seen as communicative. Kirby and Crovitz (2013: 6) state that writing is an act of creation, which makes writing instructions uniquely different from many other types of teaching. Writing teachers give students knowledge, but they also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. When they do all this well, their students can assess new situations and ask their skills to really create something new that is fully fulfilled hope.

Writing is the activity of skill to express some ideas or even feelings into the words and it is the process of moving some senses to get the ideas (Prastiyo: 2018). Raimes (1983: 76) states “Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand”. According to Harmer (2007: 112) “writing for writing, in the other hand, writing is directed at developing the students skill as writers”. Meanwhile based on Brown (2001:331) writing is a thinking process, writing can be planned and given many revision before the work release. Writing can not be produced once, it must be followed by some

steps that beginning from prewriting, drafting, revising, editing and the last release the work.

Based on the theory of writing, it can be concluded that writing is an activity to express ideas in written form.

b. Writing skills

Writing skills are known as the ability to write information or stories. Writing skills are used to communicate our ideas into written text so that readers will understand and know the purpose of our writing. Brown (2004: 218) states that writing skills are a necessary condition for achieving work in many areas of life and are just taken for granted in literary culture.

Good writing skills will not appear at once. According to Harmer (2004: 4-5), the process of writing is the stages that the writer goes through to produce something in the form of his final writing. However, not every writing assignment passes every step. Williams (2003: 106) states that in some situations, an author may not be responsible for editing. However, these stages are believed to reflect broadly how successful writing develops.

1. Pre-writing

Pre-writing is generating ideas, and information for writing assignments given. Pre-writing activities are carried out before starting the first concept.

2. Planning

Reflect on the material produced during pre-writing to develop a plan to achieve the objectives of this paper. Planning involves considering rhetorical attitudes, rhetorical objectives, the main purpose of the text, how

these factors are unrelated, and how they are connected with information generated during pre-writing.

3. Drafting

Drafting produces words on a computer or on paper that matches (more or less) the original plan for the job. Compilation occurs over time, successful writers rarely try to produce the whole text in one sitting or even in one day.

4. Stop for a moment

Pausing is a time when writers do not write but instead reflect what they have produced and how well they fit in with their plans, usually including reading. Pauses occur between successful and unsuccessful writers, but they use them in different ways.

5. Reading

Reading is a time during a pause when writers read what they have written and compare it with their plans. Reading and writing are interrelated activities. The reading that occurs during writing is very important for the reflection process during the break.

6. Revise

Revising literally "looking back" at the text with the aim of making large-scale changes so that the text and plan match. Revising occurred after they completed their first draft. This involves making changes that increase the compatibility between the plan and the text.

7. Editing

Focuses on sentence level attention, such as punctuation, sentence length, spelling, subject approval, predicate and style. Editing occurred after revising. The aim is to give our paper a professional appearance.

8. Publishing

The publication shares our final text with the intended audience. Publishing is not limited to getting text printed in a journal. This includes submitting paper to the teacher.

If students have good writing skills, they can develop their ideas into good paragraphs. For example, they can make letters, stories, descriptive paragraphs, etc.

c. Writing Genre

There are many types of writing according to Brown (2004: 219), namely:

1. Academic writing

This is used for formal writing, such as papers, essays, journals, technical reports, theses, and dissertations.

2. Writing related to work

This is related to work activities, such as messages, letters or emails, memos, job evaluations, schedules, labels, advertisements, project reports and announcements.

3. Personal writing

This is used for personal things, such as greeting cards, invitations, notes, financial documents, medical reports, diaries, personal journals, short stories and poems.

According to Meer (2011: 20), the types of writing are as follows:

1) Expository Writing

The main purpose of expository writing is to explain. This is a subject-oriented writing style, where writers tell about focusing on a particular topic or subject without voicing their personal opinions. The type of essay or article provides some relevant facts and figures but do not include their opinions. This is one of the most common types of writing.

2) Descriptive Writing

The main purpose of descriptive writing is to describe. This is a writing style that focuses on describing characters, events, or places in great detail. This can be poetic when the writer takes the time to be very specific in his description.

3) Persuasive writing

The main purpose of persuasive writing is convincing. Unlike expository writing, persuasive writing contains the opinions and biases of the writer. To convince others to agree with the author's point of view, persuasive writing contains justification and reason. These are often used in complaint letters, advertisements or advertisements, affiliate marketing promotions, cover letters, and newspaper opinions and editorial pieces.

4) Narrative Writing

The main purpose of narrative writing is to tell a story. The writer will make a different character and tell you what happened to him (sometimes the writer writes from the perspective of one of the characters - this is known as a first-person narrative). Novels, short stories, novels, poems, and biographies

can all fall in narrative writing style. Simply put, narrative writing answers the question: "What happened next?"

d. The Concept of Writing Teaching

According to Harmer (2007: 41) when helping students to become better writers, the teacher has a number of important tasks to do. Among the tasks teachers must do before, during and after students write are as follows:

1) Demonstration

Students need to be aware of writing conventions and genre restrictions in certain types of writing; teachers must be able to draw these features in order to be noticed.

2) Motivate and provoke

Students often find themselves 'lost for words' especially in creative writing assignments. This is where the teacher can help, provoke students to have ideas, get them excited about the value of the assignment, and convince them how fun it is.

3) Support

Students need a lot of help and certainty after they start, both with ideas and the means to carry them out. The teacher must be very supportive when students write in class, always available (except during the writing test of course), and ready to help students overcome difficulties.

4) Respond

When responding, they react to the content and construction of the work in a supportive manner and often (but not always) provide suggestions for improvement.

5) Evaluate

When they want to evaluate student work, tell them and them how well they have done. When evaluating students' writing for test purposes, they can show where they write well and where they make mistakes, and they can give grades, but even though test scores are different from responding, they can still use them not only to assess students as well as opportunities learn.

According to Brown (2004: 222), limited variations of tasks are usually used to assess a person's ability to produce writing such as the following:

1. Copying

There is something innovative or modern about directing testers to copy words.

2. Listen to the cloze selection task

These tasks combine dictation with script writers which have a relatively frequent erasure ratio (every fourth or fifth word, maybe). The test sheet provides a list of missing words from which the test taker must choose.

Separation

this stage is not to test spelling but to provide practice in writing, to increase the difficulty, the list of words can be deleted, but then spelling may become a hindrance.

3. Picture-cued assignments

The familiar picture is displayed, and the examinee is asked to write the word represented by the picture. Assuming there is no ambiguity in identifying images (cats, hats, chairs, tables, etc.), no trust is made in the aural understanding of successful task completion.

4. Form a completion task

A variation on images is the use of simple forms (registration, applications, etc.) that are for names, addresses, telephone numbers and other data. Assuming, of course, that class instruction had previously been focused on filling out such forms, this test was an appropriate assessment of simple tasks such as writing one's name and address.

5. Convert numbers and word abbreviations

Some tests have a section where numbers are written, for example hours a day, dates or schedules and test participants are directed to write down numbers.

3. Media

a. Definition of Media

According to Sanjaya (2008: 204), the word "media" comes from Latin and is a plural form of the word medium which has a meaning of delivery or mediator.

Media is everything that can be used to convey messages from senders and recipients so that they can stimulate thoughts, feelings, interests and concerns in such a way that learning occurs (Sadiman, 2005: 6).

Levie and Lentz in Arsyad, (2009: 16-17) argued that there are four functions in learning media, especially visual media whose functions are as follows:

1. The attention function is an abstract form, meaning that the visual media attracts and directs the attention of students to concentrate on lessons related to visual goals that emerge or participate in the subject matter.

2. Affective functions are visual media that can be seen from the level of ease of students when studying (or reading) texts that illustrate images or visual symbols can trigger emotions and attitudes of students, for example information that involves social and racial issues.

3. Cognitive function is a visual medium that arises from research findings which state that symbols or visual images are accelerated

Achievement goal is to understand and remember the information or message contained in the image.

4. Compensation function, learning media that emerged from research products that visual media that provide context for understanding texts help students who are less read to the organization in the form of texts and remember them. In other words, learning media has a function to accommodate students who are less and late in receiving and understanding learning content that is presented with text or presented as verbal.

Sanjaya (2006: 170) states that the media can be classified as follows:

1) Audio media: media that can be heard or only have an audio element and is recorded.

2) Visual media: media that can be watched and does not have sound elements such as photo transpiration, printing images.

3) Audio visual media: media that not only have sound but also have visual elements that can be watched such as recorded videos, films and television.

The media serves various roles in education. Their main role is to facilitate student learning. So, the researcher concludes that the media are all components that can be used to transfer information from the sender to the

recipient, so that it can create a thought stimulus, reason, attention and willingness that can make an effective learning process.

4. Picture

a. Definition of picture

According to Wright (2004: 2), drawing is not only an aspect of a method but through their representation of places, objects and their people is an important part of our overall experience must help our students to overcome them.

As quoted by Mansourzadeh (2005: 47), Hill (1990: 1) states that images are one of the valuable tools that bring "images of reality to the world of unnatural language classes".

According to Arsyad (2011: 91), pictures are a kind of visual aids that can facilitate understanding and strengthen memory. Visual assistance can also increase student interest and provide connections between the content of subject matter and the real world.

Harmer (2001: 134) states that teachers always use pictures or graphics either taken, taken from books, newspapers and magazines, or photos to facilitate learning. Images can be in the form of flash cards (small cards that we can hold for students to see), sign cards (small cards that students use in pair or group work), photos, or illustrations (usually taken from textbooks).

Munadi (2008: 89) states that a picture can show its meaning clearly. The use of images is more efficient and more practical than words, easier to

remember and remember than words. A creative person the teacher will be able to make techniques using pictures in teaching and learning activities.

From the definition of the picture above, the researcher concludes that the image is a kind of visual teaching material that can be used more effectively to develop language skills and teaching.

b. Some Roles for picture in Writing

Drawing has been suggested as a teaching aid in class and is also used to help students understand various aspects of foreign languages. There are several pictures to write (Wright, 2004: 17):

1. Images can motivate students and make them want to pay attention and want to take part.
2. People contribute to the context in which language is used. They bring the world to the classroom.
3. Pictures can be described objectively or interpreted or responded to subjectively.
4. Images can respond to questions or give cues through controlled practice.
5. Images can be stimulating and provide information to be referred in conversations, discussions and storytelling.

Images can also be used to test student knowledge. However, before drawing is applied in class the teacher must consider several criteria for how they are used in teaching and

learning process. There are five criteria chosen by Wright (2004: 3) as follows:

- 1) Easy to prepare. The pictures must be easily prepared for use by the teacher in the teaching and learning process.
- 2) Easy to set up. The teacher must decide whether or not the effort to organize the picture is complicated.
- 3) Interesting. The pictures as the material provided must be interesting for students and teachers.
- 4) Meaningful and authentic. Images must be meaningful and authentic when used to learn a new language.
- 5) Sufficient number of languages. This activity raises a sufficient number of languages in language learning.

From the explanation above, it can be assumed that the role of images is very important in teaching English. It can be said later, the role of using images is quite appropriate in teaching writing.

c. Type of picture

There are twelve types of pictures as quoted by Wright (2004: 193) including pictures of single objects, pictures of one person, pictures of famous people, pictures of several people, pictures of people in action, pictures of places, pictures from history, pictures with lots of information, pictures news, fantasy images, map images and symbols and picture pairs.

1. Draw a single object

Picture of single objects depict common things such as food, clothing, cars, animals and gifts.

2. Picture one person

Pictures of people invite us to speculate who they are (their age, family, work and caring) and what they think and fulfill.

3. Pictures of famous people

It talks about identifying (reasons for fame, achievement, evaluation of what they have done / done / will do), character (background, physicality, description, likes / dislikes / admire), and do you want to be that person? (playing the role of that person, pretending to interview that person).

4. Picture Some People

It talks about speech and thought bubbles cut from sticky paper can stick to pictures. Students imagine what people say and think.

5. Pictures of people in action

General things to talk about daily activities, sports, hobbies, entertainment, work, travel and transportation, and situations.

6. Picture of place

This may include home or abroad, views, city views, single buildings and views.

7. Pictures from history

Images depicting scenes, costumes, objects from history can be used like other images but have additional qualities to invite the use of past forms.

8. Picture with lots of information

Some pictures are full of information. There may be many people doing different things, or maybe a landscape or city landscape that shows a lot of objects, buildings etc.

9. Picture news

News pictures invite identification of incidents, what happened, where, when and to whom. They are usually associated with captions and articles, and it's usually a good idea to maintain text events if they won't be read in detail.

10. Picture of fantasy

Fantasy images can be cut from all children's books. They often describe daily activities, for example, eating, sleeping, running etc., if the character comes from the word fantasy.

11. Map images and symbols

This can be found in road traffic books, holiday brochures.

12. Pair for picture

They are useful. Two copies of the same edition from a magazine will provide a pair of pictures.

There are three types of drawings as quoted by Arsyad (2011: 113) including paintings, photographs and sketches. The main purpose of presenting all types of picture is to visualize the concepts that will be conveyed to students. There are many types of images used for the learning process, such as composite drawings, individual drawings and series drawings.

Composite images are images that are built electronically using multiple layers to hope to produce convincing fake images. This technique is a computer version using scissors to cut parts of one image to be pasted into another picture. This is effectively an electronic version of campus building. Composites are used to complete reconstruction wherever authentic visual material is not available Arsyad (2011:114)

Meanwhile, an individual image is a single picture of a person, subject or activity. Individual drawings usually teach vocabulary to introduce words Wright (2004:3)

According to Harmer (2011 :45) A picture series is a series of images that are interrelated to form a series sequence. Series drawings are usually used to help teach current writing subjects, because series drawings describe student

activities from beginning to end. It is like a story, presented in chronological order.

d. Source of picture

There are many picture that can be used as material and are easy to find at least in some free or inexpensive drawing materials. The choice of picture really depends on the subject and needs. There are several sources of images such as those mentioned by Wright (2004: 182-187):

1) Newspaper

picture in the newspaper are not reproduced very well. However, used newspapers are available everywhere and in some countries there are sources of free drawing material. The pictures in a newspaper are usually small and too clear to use with the whole class, but they are usually topical and related to the text, which can lead to certain activities.

2) Magazines

These are the main source of useful high quality drawing materials, although they are rarely free. Full-page images are large enough to be used in class, while others are more suitable for individual work.

3) Advertising and publicity

This includes direct letter flyers and advertisements in magazines and newspapers. Size varies, there are two features that make image ads special:

images are intended to persuade us to buy products and advertising images are almost always accompanied which provide authentic material for reading.

4) Catalog

Catalogs are an incredibly rich source of drawing material. There are also special catalogs, for example toys, cars or gifts, and a charity catalog that might be a source of images.

5) Calendar

Calendars are usually illustrated and, furthermore, pictures are usually large enough for class use. Sometimes it might be an advantage to maintain a calendar.

6) Greeting card

Most of the greeting cards are illustrated. It is often appropriate to bring together text and images.

7) Postcards

Every subject that might be illustrated on a postcard. Postcards are related to writing and thus postcards are unfair taking pictures. Two advantages of postcards are cards made of cards and all postcards of the same size.

8) Art reproduction

Paintings, drawings and art photographs are reproduced on postcards, greeting cards, calendars, in books and as separate reproductions available in stores and galleries.

9) Poster

Posters are designed to be large enough to see distance and are therefore ideal for use in class. Posters can be advertisements or only intended for decoration. Large posters can show one object or may represent a lot of information.

10) Wall charts

Wall charts are produced by several institutions to explain what is done at or by institutions. These wall graphics are often free or relatively inexpensive.

11) Instructions

Instructions for carrying out processes such as cooking or wearing a lifejacket are often illustrated. They can be used in sorting activities.

12) Old books

Older children's books are good sources of illustrations that can often captivate older students. Old school books are often too old or outdated to maintain but they may contain unique illustrations.

13) Comics and cartoons

This is very illustrated. They are a sequence of images that are closely related to narrative text.

14) Stamps

Most stamps have images. The most obvious way to use istoo stamps is to talk about them as stamps: where they came from, why the design was chosen, how much it was worth, etc.

15) Playing cards

Many playing cards have illustrations. Cards can be used for their original purpose and students are asked to play the game in the target language. However, the card can also be used for the images inside.

16) Wrapping paper

Wrapping paper is often decorated with pictures. Repetition of Designmeans that image pairs are available.

17) Textbooks

Usually there are illustrations in textbooks. This illustration can often be used in a way that is not recommended by the author.

18) picture of the teacher and students themselves

Picture can be drawn on a whiteboard, overhead projector, large paper, flash card, group game card, leaflet, or lecture sheet.

19) Photocopy

Picture can be photocopied but if copyrighted only with permission.

Based on the opinion above, it can be said that the choice of picture depends on the subject, needs, and objectives of the teaching and learning process. Therefore, in this study in conducting techniques using picture the author uses picture from many sources as teaching aids to make students more easily understand writing lessons.

e. Using Picture in Teaching of Writing

Teaching writing skills are recommended in high school because writing is very important. Writing is closely related to the structure of grammar and vocabulary that we have taught our students. When people start writing, they become very involved with new languages, efforts to express ideas, hands and brain are different ways to strengthen learning. They often find something new in their ideas. They find a real need to find the right words and the right sentences. That the relationship between writing and thinking makes writing a valuable part of a language course.

Davidson and Dowson (2003: 149) state that teachers must be able to explain and justify the function and position of writing activities in the order of lessons or work schemes, often the emphasis is on the use of speaking, listening or reading to help develop achievement in writing, but writing must be used to help develop the skills of other students.

The similarities between various media products mean that to achieve 'the only consistent investigation'. Masterman in Davidson and Dowson (2003: 191), conceptual frameworks, rather than content or text are more examination specifications to regulate their media in teaching English. The educational aspects of media in providing comprehensive are useful for media and English.

Students can more easily learn and write when they are stimulated by showing picture as media. By using pictures, it is easy to explain the lesson and students will receive the lesson, not only imagining for students can also expand their writing skills when they find it interesting and easy to do by following the steps of the drawing (Fauziawati, 2010:67)

Teaching writing using pictures is useful because it is one of the interesting educational media. Can help serving things that cannot be presented or seen in classrooms. Images can also guide students to write descriptions and narratives. By writing, students can also get more new vocabulary based on pictures. In presenting lessons, teachers are highly expected to be able to motivate and support students so that they have readiness and confidence in learning English. Therefore, teaching writing by applying simple and effective drawings, but needs to be taught carefully and with good preparation (Sugiyono, 2012:78)

5. Genre of text

According to Harmer (2001: 27), researchers can describe various types of writing (eg films, noirs, animated cartoons, teen horror films) as different genres.

Hartono (2005: 4) explains that genres are certain types of texts, not for traditional literary varieties. It is defined as a social process that is goal oriented and whose purpose is in stages or steps. This is manifested differently in different cultures. People in different cultures use certain genres to realize their different social goals. The ways in which goods and services, values and experiences are expressed, differ in different ways in different cultures. Therefore, all cultures have distinctive patterns in specific ways to realize their goals.

There are many types of certain types of texts in English. However, they are categorized into two types, namely; literary texts and factual texts (Anderson, 2002: 1). Each text has a common and ordinary language.

Hartono (2005: 6) defines genre into two parts namely story genre and factual genre. The story genre includes the following sections:

1. Narrative

Narrative text is a type of text that entertains and entertains the reader. This relates to actual experience or a variety of different ways.

2. Anecdotes

Anecdotal texts are texts that share accounts about unusual or funny events.

4. Narrate

Recount text is text that retells events for the purpose of informing or entertaining.

3. Spoof

Spoof text is text that retells an event with a funny twist.

While the factual genre includes the following sections:

1. Procedure

The procedure text explains how something is achieved through a series of actions or steps.

2. Explanation

The explanatory text describes the processes involved in the formation or workings of natural or socio-cultural phenomena.

3. Report

The text of the report describes the situation, with reference to regulating or natural, human-made and social phenomena in our environment.

4. Analytical Exposition

Analytic Exposition Texts are texts that convince the reader or listener that something is happening.

5. Hortatory Exposition

Hortatory Exposition text is text that convinces the reader or listener that something must or may not happen.

6. Discussion

The discussion text presents at least two points of view about an issue.

7. Description

Description text is text that describes a certain person, place, or object.

8. Review

Review texts used to criticize works of art or events for a public audience.

6. Descriptive text

A. Definition of Descriptive Text

Descriptive text is text that says what a person or thing looks like. Its purpose is to describe or reveal a particular person, place or thing.

One type of text that high school students must learn is descriptive writing. Descriptive writing is a skill that needs extra attention (Soejatmiko and Taloko, 2003: 62). Descriptive writing is used to create a clear picture of a person, place, or thing. Tompkins (2001: 111) states that descriptive writing is painting pictures with words, meaning that in writing descriptive paragraphs, a writer must try to visualize something or someone uses living words to show a good picture of what he is describing. .

According to Anderson and Anderson (2001:126) that a description or description describes a certain person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinion. In addition, a word description of two words; scribe meaning "to write" and de

meaning "down" or "about". There are hints in describing you will follow the outline of an object visually and then write it down or "draw" it in words.

Related to Anderson's (2001:132) statement regarding the definition of description, Karim and Rachmadie argue that description is a verbal description of a person, place, or object. So, a descriptive essay is an essay that describes a person, place, or object. Another expert, Plooger (2000:97) suggested that descriptive is used to add details about something that is physical; a person, place, or thing. This method uses the language of the senses, namely words that are of interest to the five senses, such as sight, hearing, smell, taste, and touch. From some of the definitions above, experts have the same concept or concept of descriptive itself, they say that descriptive is describing something like a person, place, or thing.

There are several characteristics in the descriptive which we must take seriously, namely; features in the construction description. A typical description has an opening paragraph of the introduction to the subject description, followed by a series of paragraphs each explaining one feature of the subject. There can also be a part of the conclusion that signifies the end or description or on the other hand there is identification and description in descriptive text. Identification of descriptive text is usually the main idea or supporting detail for general statements.

Another feature is the grammatical feature of a description. Factual descriptions usually include the following grammatical features; (a) a verb in its present tense, (b) an adjective to describe the features of the subject, and (c) a

topic sentence to start a paragraph and organize various aspects of the description (Anderson).

1. Type of descriptive text

As we know that descriptive is describing something, such as a person, place, or thing. Usually when people want to describe something, for example in describing people, they often describe each person in terms of age, nationality, clothing, hair, face, etc. Therefore, based on this statement it can be seen that descriptive has three types or types:

a) Description of a place

When we start writing anything in the description, it should be clear. As suggested by Sandra McKay that the best way to describe a place is to show someone the real place or to take a picture or just give the characteristics of the place. For example, if the place is a house or room, it is important to provide a clear picture of the size and arrangement of the space. Therefore, in describing a place it is necessary to consider (a) the location of the object in a place must be clear, (b) the details must be arranged logically and systematically so that it makes it easier for the reader to imagine the object. their minds, and (c) controlling ideas, this is the most important in the writing process, because if we have a strong controlling idea can make the paragraph focus.

The grammar used in describing a place is subject-verb agreement and as a note, because selection describes an area that now exists, all of these verbs are in the present tense.

b) Someone's description

If you write a description of someone, you gather informative details about that person and then ask yourself what these details were added to. In describing a person, there are many ways such as his face, hair color, clothes, skin, body shape, etc. In describing a person, you are not obliged to provide every detail about the person's appearance. . You can focus on one or two of its striking features convey something about the person's character.

Details in descriptive paragraphs are arranged spatially to give readers a clear picture, clarifying spatial relationships helps us achieve paragraph coherence.

2. Function and purpose of descriptive writing

Some definitions of descriptive text have been put forward by some experts who have similar concepts to one another, after we know about descriptive concepts and also have to know the functions and purposes of descriptive, here the authors want to provide several functions. and descriptive objectives taken from several books, namely:

According to Hartono (2005:147) descriptive writing has a social function, namely describing certain people, places, or objects, for example a description of a building, certain animals, a certain place, and a certain person. Its function is almost the same as the descriptive concept itself, whereas, the purpose of description as stated by Lila Fink (2000:45) is to present the reader with an image of a person, subject, or setting. Therefore, as description readers, we should pay attention to the following elements of description:

- a. Concrete detail, concrete detail is a specific description that supports, reflects, or extends the author's attitude or goals.

b. Image, image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).

c. Similes, simile is a comparison, using like or as, between two objects. Comparison between two things which are fundamentally different but similar in one aspect.

3. The characteristics of descriptive text

Descriptive text only serves to describe an object. There are several characteristics of descriptive texts. Following are the characteristics of descriptive text such as:

a. Figurative use (see, hear, taste, smell, touch). This way the description will appear lively and interesting.

b. Using vivid images is to make descriptions clear and realistic.

c. Use variations of words. This means using a variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings.

d. Using any details. If anyone wants to describe an object. They should not describe only his physical features but also his habits, characteristics and relationships.

e. Using a simple present tense.

f. Use adjectives to describe the features of the subject.

4. Descriptive linguistic characteristics

Descriptive paragraphs usually include the following linguistic features (Anderson 2001:65):

- a. Verb in the present tense
- b. Adjective to describe the features of the subject
- c. A topic sentence to start a paragraph and organize various aspects of the description.

Linguistic characteristics play an important role to sustain in producing a good description. For example, through a particular participant, this tells the reader exactly the participant. Furthermore, the use of relative adjectives is needed to describe the features and phenomena in order to obtain a more vivid image. Therefore, all linguistic features are driven to construct clear descriptions.

5. Semantic structure of description

The semantic structure of descriptive paragraphs consists of identification and description. Identification mentions the phenomenon that will be described, while the description describes the parts, quality, and characteristics that have been described by Pardiyo (2007).

In addition, Anderson and Anderson stated that to compile a description usually use an opening paragraph that introduces the subject of the description, followed by a series of paragraphs, each of which describes one feature of the subject. There may also be an ending section that marks the end of the description.

6. The Example of Descriptive text

Maudy Ayunda

MaudyAyunda is my favorite artist. She very is beautiful and
smart. She make me fall in love with her since first I saw her at TV. }

My first time see her is when she promote a beauty product on a TV's advertisement. Since then, she play movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it. Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is an orientation in research activity to found out data effectively, efficient and aimed. Margono in his book *Metodologi Penelitian Pendidikan* said “ how the research design determination will be chosen in a research is very dependent on that design aim done” (2015:102).

The research design in this research is experimental research, because the objective is to know the effect of using picture in teaching writing of descriptive text at the tenth grade of SMK Darussalam Blokagung Banyuwangi in academic year 2019/2020. The experimental research is a study to know what happens to the subject after we give a certain treatment or we try something to those groups (Freankle in istiyani, 2003:20). Quasi Experimental had been chosen as the design in this research. It was intended to knowthe effect of using media picture in teaching writing of descriptive text at tenth grade of SMK Darussalam Blokagung Banyuwangi. Moreover, it is used in order to avoid a differential drop out of subjects from the group (Moore, 1983:172, in Mulyati, 2005:21)

Post test	Pretest	Group
y_1	x_1	Eksperimen group
y_2	x_2	Control group

Information :

X1 = student who write descriptive text using picture media

X2 = student who write descriptive text with the conventional method

Y1 = writing descriptive text for experimental group

Y2 = writing descriptive text for control group

B. Population and Sample

1. Population

Arikunto (2010: 173) says that the population is the whole subject in the study. Meanwhile, Sugiyono (2012: 61) defines that the population is a general area that contains objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then concluded.

Derived from the explanation above, the study population was Grade X students of SMK Darussalam Blokagung which consisted of 272 students.

2. Samples

Creswell (2012: 142) states that the sample is a subgroup of the target population that will be examined by researchers to generalize about the target situation. In this study, the sample is class X TKR2, X AK 1 consisting of 90 students.

C. Place and Time of Research

Research has been conducted at Darussalam Vocational School Blokagung. Located on JL.Blokagung, Karangdoro, Tegalsari.

This research was conducted from 20 November to 21 Desember 2019. The first activity was observation, the second was giving a test. This research was conducted to determine whether the use of picture media is effective in teaching writing or not in class X AK 1 and X KS 1 students of SMK Darussalam Blokagung in academic year 2019/2020.

Table 3.1

Research Schedule

No	day, and date	Class	lesson hours	type of activity
1	Monday, 28 nov 2019	X AK 1	To 1 and 2	pre test
2	Wed, 30 nov 2019	X KS 1	To 1 and 2	pre test
3	Monday, 3 Dec 2019	X AK 1	To 1 and 2	giving treatment with image media
4	Wed, 5 Dec 2019	X KS 1	To 1 and 2	giving material with descriptive text material with the lecture method
5	Monday, 10 Dec 2019	X AK1	To 1 and 2	giving treatment with image media
6	Wed, 12 Dec 2019	X KS 1	To 1 and 2	giving material with descriptive text material with the lecture method
5	Monday, 17 Dec 2019	X AK1	To 1 and 2	post test
6	Wed, 19 Dec 2019	X KS 1	To 1 and 2	post test

D. Data Source

What is meant by data sources in research are subjects from which data can be obtained (Arikunto 2010: 129) in this study the author uses two data sources namely:

- a. Primary data sources, data that is directly collected by the researcher (or his officer) from his first source. The primary data sources in this study are the principal, teachers and students of SMK Darussalam Blokagung.

- b. Secondary data sources, namely data directly collected by researchers as a support from the first source. It can also be said that the data is arranged in the form of documents. In this study, observation, test and documentation are secondary data sources.

E. Research Instrument

The research instrument is a tool used to measure both natural and social phenomena observed. Specifically all these phenomena are called research variables (sugiyono, 2015:102). Research instrument in a research is very important, because the data collected is the material of hypothesis testing that has been planned.

So the research instrument should be able to support the data in accordance with the required for conclusion with drawal can be accurate. Post-test will be use as instrument to collect data in this research. Post-test is a test conducted after a treatment in experimental group, then the effect of treatment is analyzed by test.

F. Validity And Reliability Test

1. Validity Test

According to Sugiyono (2015:228) to test the validity of the test used the correlation Product Moment formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

Information :

r_{xy} = Correlation index number "r" product moment

N = number of samples / population

X = first score, in this case, X is the scores on the item I that will be tested for validity.

Y = Second score, in this case, Y is the total score obtained by each respondent.

$\sum X$ = number of results of the X value

$\sum Y$ = number of results Y

$\sum XY$ = Number of multiplications of the first score with the second score

$\sum X^2$ = number of results of the first square of the score

$\sum Y^2$ = number of results of the first square of the score

The results of the calculation of the consultation and consultation with the price of critical product moment r with the determination $r_{xy} > r_{tabel}$ then the problem is said to be valid with a significant level of 5%. After getting the price of r_{xy} then consult the criteria.

Table 3.2

Coefficient Interval	Relationship Level
0,80-1,00	Very strong
0,60-0,799	Strong
0,40-0,599	Strong enough
0,20-0,399	Low
0,00-0,199	Very low

2. Reliability Test

Reliability refers to an understanding that an instrument can be trusted to be used as a data collection tool because the instrument is already good (arikunto, 2013: 221).

This reliability testing will be used by Sugiyono's formula with internal consistency, carried out by trying only one instrument, then those obtained are analyzed with certain techniques. The results of the analysis can be used to predict the reliability of the instrument. This reliability test will be tested using the formula KR 20 (Kuder Richardson) (Sugiyono, 359: 2015).

$$r_i = \frac{k}{k-1} \left(\frac{s_t^2 - \sum p_i q_i}{s_t^2} \right)$$

Where:

k = number of items in the instrument

p_i = proportion of the number of subjects answering item 1

$$q_i = 1 - p_i$$

s_t^2 = total variance

G. Data Collection Technique

In the research process, data is very important. With that data, the researcher can answer the problem, find something that is the purpose of the study and can prove the research hypothesis. To be able to obtain objective and accountable data, data collection methods are needed that are relevant to the exact needs of the research object and research subject. Data collection is used as follows:

1) Observation

Observation as a data collection technique is done through observation, accompanied by records of the state or behavior of the target object (Abdurrahman, 2006: 104). While margono defines observation as a practice of systematic recording and recording of symptoms that appear on the object of research (2007: 158)

Some opinions above can be concluded that observation is a research method to look directly at the symptoms that appear on objects carefully and systematically by using the eye without the help of other standard tools.

2) Test

Test is the components of question or practicing with the tool that is used to measure the skill, intelligent knowledge, ability or talent they have by

individual or collective (Arikunto, 2006:150). This method is done to find out the result of pre test and post-test of student to reading skill by using picture media.

The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Hughes (2006:146):

Table 3.3

The scoring of Writing

Component	Score	Criteria
Content	100-90 Excellent to very good	Knowledge, substantive, etc.
	90-80 Good to average	Sure knowledge of subject, adequate range, etc.
	80-70 Fair to poor	Limited knowledge of subject, substance, etc. little
Organization	100-90 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	90-80 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	80-70 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
Vocabulary	100-90 Excellent to very good	Sophisticated range, effective word/idiom choice and usage, etc.
	90-80 Good to average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
	80-70 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
Language use	100-90 Excellent to very good	Effective complex constructions, etc.

	90-80 Good to average	Effective but simple construction, etc.
	80-70 Fair to poor	Major problems In simple/complex constructions, etc.
Mechanics	100-90 Excellent to very good	Demonstrates mastery of conventions, etc.
	90-80 Good to average	Occasional errors of spelling, punctuation, etc.
	80-70 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.

3) Documentation

Documentation comes from the word document which means written goods. So the documentation method is a method used to obtain data in the form of documents or written data (Arikunto, 2006: 158). While bungin interpreted, "the documentation method is a method used to trace historical data (2005: 144) therefore documentation can be interpreted as a research method to obtain information or information from records of events that have occurred and have been documented.

H. Data Analysis Technique

A study is not complete if it is not accompanied by data analysis. This is because analyzing the data means processing the data by weighing, filtering, and organizing and clarifying the data. In this study to analyze data, the authors use statistical analysis.

Data analysis is a process of organizing and sorting data into basic categories and description units so that patterns, themes that can be formulated as working hypotheses can be found. The first thing to do in data analysis is to organize data in the form of organizing, sorting, grouping, coding, and

categorizing it. The purpose of organizing and processing data is to test the hypothesis that has been proposed.

1. Homogeneity test

The sample homogeneity test is used to find out which sample groups come from the same population. To find homogeneity, the formula F is used

$$F = \frac{S_{besar}}{S_{kecil}}$$

Before seeking the F value, we find out the value of variance in groups, namely:

$$s_1^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1} \quad s_2^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1}$$

Then, we define the value with the value F, by:

$$F = \frac{S_{besar}}{S_{kecil}}$$

Then, f_{hitung} balanced with f_{table} with the following conditions:

- If f_{count} is smaller than f_{table} , then the variants of the two groups are homogeneous.
- If f_{count} is greater than f_{table} , then the variance of the two groups is not homogeneous

2. T test

T test is used to test the importance of constants and dependent variables.

T test (T test) is one of the statistical tests used to test the truth or falseness of the null hypothesis which states that between the two sample means taken randomly from the same population, there is no significant difference (Sudjiono, 2010).

The t test hypothesis was developed statistically as follows:

$$H_a : p_{xy} = 0$$

$$H_o : p_{xy} \neq 0$$

Sentence hypothesis:

Ha: the use of picture media is very effectin teaching writing of descriptive text

Ho: the use of picture media has no effect in teaching writing of descriptive text

Under the following conditions:

1. If f_{count} is greater or equal to f_{table} , then a significant meaning is accepted and rejected.
2. If f_{count} is less than or equal to f_{table} then reject and before the meaning is not significant

Below are the results of testing the hypothesis using the t-test using manual formulas:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

\bar{x}_1 = average evaluation results of writing descriptive text using image media

\bar{x}_2 = average evaluation results of writing descriptive text by not using image media

s_1^2 = Standard deviation of the sub-sample of the experimental group

s_2^2 = Standard deviation of the control group sub-sample

n_1 = number of students in the experimental group

n_2 = number of control group students

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Brief History of its Establishment

Darussalam Vocational High School Blokagung is a vocational school that was established on July 16, 1986, and is an educational unit under the auspices of the Darussalam Block Islamic Boarding School Foundation. in the first period led by Drs. Abdul Kholik in 1986 where there were still 2 majors, namely Accounting, Automotive (TKR) and along with the initial direction there were only 2 majors now, now 4, namely Accounting, Automotive, Clothing, and Health which is currently led by Mr. Agus Priyadi MT

Based on the board meeting of the Darussalam Islamic Boarding School Foundation and the entire board of teachers of SMK Darussalam Blokagung on October 30, 2010, which was originally accredited B has now been accredited A (very good).

Besides that now SMK Darussalam Blokagung in the fashion department has a batik program for its circles. The establishment of this vocational school is also motivated by the existence of thoughts that are characterized by Islamic character education for high school level vocational schools in Karangdoro village, Tegalsari Banyuwangi District.

2. Vision and Mission

1. Vision

The realization of a school that excels in creating and preparing middle-class workforce candidates who are skilled believers and have achievements following their field of expertise.

2. Mission

- Implement learning and guidance effectively so that each student can develop optimally following their potential
- Encourage and help each student to recognize their potential, so they can be developed more optimally.
- Foster a spirit of excellence intensively for all school residents.

3. Identity of The School

IDENTITAS SMK					
1.	Nama	SMK DARUSSALAM BLOKAGUNG			
	NSS – NPSN	342052522015	20525598		
	Status-TahunBerdiri	Swasta	1986		
	No-Tgl.SK.Pendirian	302/34.B.86	1986		
	Akreditasi	200/BAP-S/M/SK/X/2016	2016		
2.	- Kompt Keahlian - Status Akreditasi - Tahun Akreditasi	1.	Akuntansi Manajemen	A	2016
		2.	TeknikKendaraanRingan	A	2016
		3.	Tata Busana	A	2016
		4.	TeknikKomputerdanJaringan	A	2016
		5.	Keperawatan	A	2017
	Unit ProduksidanPelayananJasa				
	Unit Usaha yang	1. KursusMengemudi			

	telah dilakukan	2. Mematik (Tulis dan Cap)		
		3. Cek Kesehatan dan Bekam		
	Usulan Bantuan	1. RuangKelasBaru		
		2. RuangPraktik		
		3. Peralatan		
3.	Alamat Kampus	JL. Ponpes Darussalam Blokagung Tegalsari Banyuwangi		
	E-mail	smkdblokagung@yahoo.co.id		
	Telp/Fax - Website	(0333) 5823247	www.smkblockagung.sch.id	
4.	KepalaSekolah	MOH. IMRON DIMYATHI	HP	085 236 777 679
5.	LembagaPendiri	YAYASAN PONDOK PESANTREN DARUSSALAM		
	Alamat	Jl. Ponpes Darussalam BlokagungTegalsariBanyuwangi		
	KetuaYayasan	KH. AHMAD HISYAM SYAFA' AT, S.Sos.I, MH		
6.	NamaPesantren	PP. DARUSSALAM BLOKAGUNG		
	NSP Pesantren	512035100012	24 Juni 2015	
	Pendiri-Pengasuh	KH. MUKHTAR SYAFA' AT	KH. AHMAD HISYAM SYAFA' AT	
	Alamat Pesantren	JL. Ponpes Darussalam Blokagung Tegalsari Banyuwangi		
7.	LPS – BNSP	LSP-P2 Pusat Pendidikan Maarif Jtm (LSP P2MJ)		
8.	Status Tanah	MilikYayasan		
9.	LuasLahan	47.0 ² (4,7 Hektar)		

4. Total Students

Table : 4.1
Data on the number of student in the school year

NO	CLASS	MAN	WOMEN	TOTAL
1	X	160	112	272
2	XI	188	130	318
3	XII	126	113	239
TOTAL		474	355	829

B. Data Description

1. Analysis of Research Instrument

a. Validity test

According to Sugiyono (2015:228) to test the validity of the test used the correlation Product Moment formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

Information :

r_{xy} = Correlation index number "r" product moment

N = number of samples / population

X = first score, in this case, X is the scores on the item I that will be tested for validity.

Y = Second score, in this case, Y is the total score obtained by each respondent.

$\sum X$ = number of results of the X value

$\sum Y$ = number of results Y

$\sum XY$ = Number of multiplications of the first score with the second score

$\sum X^2$ = number of results of the first square of the score

$\sum Y^2$ = number of results of the first square of the score

Question No. 1

$$\begin{aligned} & \frac{\left(\begin{array}{c} 40 \times \\ 7.000 \end{array} \right) - (737 \times 3669)}{\sqrt{(40 \times 13.9 - 041369)(40 \times 30.419 - 13461061)}} \\ &= \frac{2722725 - 2704053}{\sqrt{42686 \times 57294}} \\ &= \frac{18672}{49453,531} = 0,377 \end{aligned}$$

Question No. 2

$$\begin{aligned} r_{xy} &= \frac{(45 \times 60454) - (735 \times 3669)}{\sqrt{(45 \times 12791 - 540225)(45 \times 300419 - 13461561)}} \\ &= \frac{2720430 - 2696715}{\sqrt{35370 \times 57294}} \\ &= \frac{23715}{45263,361} \\ &= 0,524 \end{aligned}$$

Question No. 3

$$\begin{aligned}
 r_{xy} &= \frac{(45 \times 60162) - (725 \times 3669)}{\sqrt{(45 \times 12859 - 525625)(45 \times 300419 - 13461561)}} \\
 &= \frac{2707290 - 2660025}{\sqrt{53030 \times 57294}} \\
 &= \frac{47265}{55120,78} = 0,86
 \end{aligned}$$

Question No.4

$$\begin{aligned}
 r_{xy} &= \frac{(45 \times 60659) - (729 \times 3669)}{\sqrt{(45 \times 12529 - 531441)(45 \times 300419 - 13461561)}} \\
 &= \frac{2729655 - 2674701}{\sqrt{32364 \times 57294}} \\
 &= \frac{54954}{43061,154} = 1,00
 \end{aligned}$$

Question No. 5

$$\begin{aligned}
 r_{xy} &= \frac{(45 \times 60875) - (743 \times 3669)}{\sqrt{(45 \times 13029 - 552049)(45 \times 300419 - 13461561)}} \\
 &= \frac{2739375 - 2726067}{\sqrt{34256 \times 57294}} \\
 &= \frac{13308}{44301,955} = 0,300
 \end{aligned}$$

The criteria in this trial are:

1. If $L_o < L_{tabel}$ or L_o is negative, then the instrument or question items do not significantly correlate to the total score (declared invalid).
2. If $L_o > L_{tabel}$ or L_o is positive, then the question items correlate significantly to the total score (declared invalid).

So, from the answers above, it can be concluded that:

- a) Problem no 1 at 5% significance level, that is $0.377 > 0.294$, then the problem is declared valid.
- b) Problem number 2 at the 5% significance level that is $0.524 > 0.294$ then the problem is declared valid.
- c) Problem number 3 at the 5% significance level that is $0.86 > 0.294$ then the problem is declared valid.

- d) Problem number 4 at the 5% significance level is $1.00 > 0.294$, then the problem is declared valid.
- e) Problem number 5 at the 5% significance level that is $0.300 > 0.294$ then the problem is declared valid.
- b. In this study using reliability analysis refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is already good (Arikunto, 2013: 221). Reliability means being trustworthy is also reliable. So that if repeated several times the results will remain the same (consistent) (Riduwan and Sunarto, 2015: 348).

As for said reliability when the item meets the following criteria:

Reliability sought r_{11}

$0,81 \leq r_{11} \leq 1,00 =$ Very High

$0,61 \leq r_{11} \leq 0,80 =$ Height

$0,41 \leq r_{11} \leq 0,60 =$ Enough

$0,21 \leq r_{11} \leq 0,40 =$ Low

$0.01 \leq r_{11} \leq 0.20 =$ Very Low

Below are the results of reliability using the manual formula

$$r_i = \frac{k}{k-1} \left(\frac{s_t^2 - \sum p_i q_i}{s_t^2} \right)$$

Before entering the crowd, we must first calculate the total variance, by:

$$s_t^2 = \frac{\sum x_t^2 - \frac{(x_t)^2}{n}}{n}$$

$$s_t^2 = \frac{300419 - \frac{(3669)^2}{45}}{45}$$

$$= 28,29$$

Next, we enter the price into the formula KR 20:

$$r_i = \frac{k}{k-1} \left(\frac{s_t^2 - \sum p_i q_i}{s_t^2} \right)$$

$$r_i = \frac{45}{44} \left(\frac{28,29 - 0,977}{28,29} \right)$$

$$= 0,987$$

From the results of reliability testing using the formula KR 20, we can see, the value of r_i is 0,987. When compared to the reliability category above lies in the very high category. Thus, it can be concluded that the item is reliable.

2. Pre test and Post test Result

To find out how the level of writing quality of class X students for class X AK 1 and X KS 1 the following data displays the writing value of descriptive text in class X KS 1 students (lecture method) as well as the writing value of descriptive text of class X AK 1 students before and after using the media the picture through the results of the pretest and posttest at SMK Darussalam Blokagung. Descriptive text authorship data for class X KS 1 and X AK 1 write descriptive text for pre test results. The following is the data writing descriptive text.

Table 4.2

Evaluation of result writing descriptive text X KS 1 in SMK
Darussalam Blokagung (Control Group for Pre Test)

No	Name	Score
1	LULUB HAVIDZATU NAZARIE	75
2	NIHAYATUL WAFIROH	81
3	UMI NADIROH	80
4	ANNISA ARSY LESTARI	76
5	LUTFIAH YASMIN	82
6	MAFRUDATUL HASANAH	81
7	NYOMAN YAQUTTUN NAFIS	78
8	RINA FEBRIANTI DWI LESTARI	75
9	ARINA FADILATUN NISA`	82
10	YUYUN NAILUL LUTFIAH	85
11	HILDA ARDIA DEWI	82
12	NURFAIDA	76
13	PUTRI DIAH AYU	82
14	VINA YULIANTI	85
15	VINA KURNIAWATI	86
16	ELOK FAIQOTUL HASANAH	81
17	INTAN QUR`ANI	87
18	MAULIDA SIFA`UL QULUB	86
19	PUTRI NUR DIANINGSIH	85
20	PUTRI WAHYU LESTARI	75
21	NAILATUL SAADAH	75
22	NAURA HANUM SALSABILA	84
23	HOLIFATUS SADIYAH	82
24	VINDA DAMAYANTI	79
25	ZUHAIROTUN NABILA	76
26	DWI NABILATUL ISTIQOMAH	84
27	NAFIQOTUL LULUINISA	86
28	UUT MUJIYATI	75
29	FITRI AULIA	82
30	YENSI KURNIA SARI	82

31	LATIFANI AZ ZAHRA	76
32	PATU HATUNNAJAH	80
33	ZARINA FADIA ZAHRA	75
34	DWI MARIA ULFA	80
35	ALYA FITRI PURNAMITA	85
36	NENGAH HANI HANIFAH	80
37	NISWA ALFRIZA AULIA	75
38	ANA NABILA MUFTATYA	75
39	RIZKI ROUDHOTUL JANNAH	78
40	HIMATUN NAFIAH	75
41	GISTA PERMATA KUSUMA	78
42	DINNY AZIZAH	76
43	NIKEN NURSAHRI SADEWI	84
44	KHUMA AYU FAJAR	80
45	MILATUL MUNIFAH	76
Total		3566

From the test results, I got the highest score of 86 and the lowest of 75. For a more comprehensive explanation, the students' scores were grouped into three categories: low, medium, and high. Class calculation is based on class interval calculation as follows:

Find range = highest score-lowest score

$$= 86-75 = 11$$

$$JK = 3$$

$$\text{Inner layer} = \frac{\text{range}}{jk}$$

$$= \frac{11}{3}$$

$$= 3,6 = 4$$

Therefore, the number of interval categories is 4, for further clarification, see the table below:

Table 4.3

Category writing descriptive text X KS 1 using lecture method

Percentage	Frequenci	Class	Category
48,89%	22	78-75	low
40%	18	82-79	medium
11,11%	5	86-83	high
100%	45	Σ	total

Based on the category data and descriptive text authorship distribution, three categories were obtained, namely low 22 people with 48.89%, middle class 18 people with 40%, and high category 5 people with 11.11%.

Therefore, we can conclude that the majority of the authorship of descriptive text in class X KS 1 students at SMK Darussalam Blokagung is low with a percentage of 48.89%.

Meanwhile, for the authorship of descriptive text in X AK 1 students obtained from the pre-test results, it can be seen in the following table:

Table 4.4

Evaluation of result writing descriptive text X AK 1 in SMK Darussalam

Blokgung (Experimental Class For Pre test)

No	Name	Score
1	AURA MUDHIROTUL HIMMA	82
2	DESTI AYU SALSABILA	86
3	DWI SITI YULIANA	88
4	IFATUNNISA	87
5	INGGRID RIFDHATUL NINGTYAS	78
6	LUTFI MUSYAROFAH	82
7	MIRA ANTIKA	89
8	MUNIROTUL LAILI	81
9	NADA AULIA ARSY	85
10	NAILIL MAFIROH	85
11	NUR HIDAYATI	84
12	NURUL AFIFAH	79
13	PUTRI YULIA NASIDAH	80
14	RIA PUSPITA	82
15	RIZKA AMELIA	87
16	SITI SUNDARI	80
17	TASYA AYU NABILA ROSA	80
18	TUTUT APRILIA PRATIWI	84
19	VIKA YANTI AGUSTIN	83
20	WINDA SAFITRI	82
21	YUYUN NURAINI	84
22	AULA JANATI	85
23	DIANA PRETI SINTA	80
24	DILA ANISA	88
25	DWI RETNO NOVANTI	81
26	ELSA LILIS ISTIQOWATI	81
27	FAHIRA AINUN NASIHA	81
28	FIBRI QURROTUL ANI	83
29	FINA APRILIA	70
30	HUMAIROH PERMADANI	83
31	ISTILAWATI	84
32	JULIYANA NAILA PUTRI	93
33	KANIA MAHARANI SETYO WATI	83
34	KHARISMA DIANA PUTRI	80
35	LAILATUL MASRUROH	83

36	LAILI ZULFIA ROSADI	72
37	LINDA NOVIA DEWI	85
38	LINDA PUSPITA SARI	78
39	NANIK ISNAINI	80
40	NILAM ANGGUN SETYOWATI	85
41	NOVA NILAM AFHIRA	70
42	NOVIA FITRIAH	84
43	NUR LAILATUL JANNAH	81
44	NURISMA FAIZATI	72
45	PUTRI WAHYU ISNAINI	87
Total		3697

From the test results, I got the highest score of 92 and the lowest of 78. For a more comprehensive explanation, students' scores were grouped into three categories: low, medium and high. Class calculation is based on class interval calculation as follows:

Find the range = highest score - lowest score

$$= 92 - 78 = 14$$

$$JK = 3$$

$$\text{Inner layer} = \frac{\text{range}}{jk}$$

$$= \frac{14}{3} = 4,6 = 5$$

Therefore, the number of interval categories is 4. For further clarification, see the table below:

Table 4.4

Category writing descriptive text X AK 1 using media picture

Percentage	Frequenci	Interval	Category
40%	18	82-78	low
51,1%	23	87-83	medium
8,9%	4	92-88	high
100%	45	Σ	total

Based on the category data and descriptive text authorship in class X AK 1 above the three categories obtained were as low as 18 people with 40%, middle class as many as 23 people with 51.1%, and a higher class of 4 people with a percentage of 8.9 %.

Therefore, we can conclude that the majority of descriptive text writing results in X AK 1 SMK Darussalam Blockagung averaged 51.5%.

Data from the authorship of descriptive text with, using the lecture method in class X KS 1 and media images on X AK 1 generated from the next test.

The following is the authorship of descriptive text data in class X KS 1 using the lecture method:

Table 4.5

Evaluation of result writing descriptive text X KS 1 in SMK Darussalam

Blokagung (Control Group for Post Test)

No	Name	Score
1	LULUB HAVIDZATU NAZARIE	78
2	NIHAYATUL WAFIROH	82
3	UMI NADIROH	79
4	ANNISA ARSY LESTARI	94
5	LUTFIAH YASMIN	78
6	MAFRUDATUL HASANAH	82
7	NYOMAN YAQUTTUN NAFIS	89
8	RINA FEBRIANTI DWI LESTARI	81
9	ARINA FADILATUN NISA`	85
10	YUYUN NAILUL LUTFIAH	84
11	HILDA ARDIA DEWI	79
12	NURFAIDA	80
13	PUTRI DIAH AYU	82
14	VINA YULIANTI	87
15	VINA KURNIAWATI	87
16	ELOK FAIQOTUL HASANAH	80
17	INTAN QUR`ANI	80
18	MAULIDA SIFA`UL QULUB	84
19	PUTRI NUR DIANINGSIH	83
20	PUTRI WAHYU LESTARI	82
21	NAILATUL SAADAH	84
22	NAURA HANUM SALSABILA	85
23	HOLIFATUS SADIYAH	80
24	VINDA DAMAYANTI	88
25	ZUHAIROTUN NABILA	81
26	DWI NABILATUL ISTIQOMAH	81
27	NAFIQOTUL LULUINISA	81
28	UUT MUJIYATI	83
29	FITRI AULIA	70
30	YENSI KURNIA SARI	83
31	LATIFANI AZ ZAHRA	84
32	PATU HATUNNAJAH	93
33	ZARINA FADIA ZAHRA	83
34	DWI MARIA ULFA	80
35	ALYA FITRI PURNAMITA	83

36	NENGAH HANI HANIFAH	72
37	NISWA ALFRIZA AULIA	85
38	ANA NABILA MUFTATYA	78
39	RIZKI ROUDHOTUL JANNAH	80
40	HIMATUN NAFIAH	85
41	GISTA PERMATA KUSUMA	70
42	DINNY AZIZAH	84
43	NIKEN NURSAHRI SADEWI	81
44	KHUMA AYU FAJAR	72
45	MILATUL MUNIFAH	87
Total		3687

From the test results, I got the highest score of 94 and the lowest of 74. For a more comprehensive explanation, the students' X KS 1 scores were grouped into three categories: low, medium and high.

Class calculations are based on the interval calculation as follows:

Find the range = highest score - lowest score

$$= 94 - 74 = 20$$

$$JK = 3$$

$$\text{Inner layer} = \frac{\text{range}}{jk}$$

$$= \frac{20}{3} = 6,6 = 7$$

Therefore, the number of interval categories is 7. For further illustrations, see the table below.

Table 4.6

Category writing descriptive text X KS 1 using lecture media

Percentage	Frequenci	Interval	Category
44,4%	20	80-74	low
37,7%	17	87-81	medium
17,7%	8	94-88	high
100%	45	Σ	total

Based on the category data and descriptive text authorship above the three categories obtained were as low as 20 people with 44.4%, middle class as many as 17 people with 37.7%, and high 8 people with a percentage of 17.7%. Therefore, it can be concluded that the majority of descriptive text writing results in class X KS 1 SMK Darussalam Blockagung decreased by 44.4%. The following is the authorship of descriptive text data in class X AK 1 using image media:

Table 4.7

Evaluation of result writing descriptive text X AK 1 in SMK Darussalam

Blokagung (experimental group)

No	Name	Score
1	AURA MUDHIROTUL HIMMA	84
2	DESTI AYU SALSABILA	89
3	DWI SITI YULIANA	89
4	IFATUNNISA	84
5	INGGRID RIFDHATUL NINGTYAS	87

6	LUTFI MUSYAROFAH	95
7	MIRA ANTIKA	87
8	MUNIROTUL LAILI	92
9	NADA AULIA ARSY	84
10	NAILIL MAFIROH	92
11	NUR HIDAYATI	92
12	NURUL AFIFAH	97
13	PUTRI YULIA NASIDAH	82
14	RIA PUSPITA	84
15	RIZKA AMELIA	89
16	SITI SUNDARI	79
17	TASYA AYU NABILA ROSA	97
18	TUTUT APRILIA PRATIWI	87
19	VIKA YANTI AGUSTIN	97
20	WINDA SAFITRI	84
21	YUYUN NURAINI	95
22	AULA JANATI	84
23	DIANA PRETI SINTA	97
24	DILA ANISA	98
25	DWI RETNO NOVANTI	89
26	ELSA LILIS ISTIQOWATI	89
27	FAHIRA AINUN NASIHA	87
28	FIBRI QURROTUL ANI	89
29	FINA APRILIA	87
30	HUMAIROH PERMADANI	94
31	ISTILAWATI	95
32	JULIYANA NAILA PUTRI	95
33	KANIA MAHARANI SETYO WATI	89
34	KHARISMA DIANA PUTRI	92
35	LAILATUL MASRUROH	97
36	LAILI ZULFIA ROSADI	97
37	LINDA NOVIA DEWI	92
38	LINDA PUSPITA SARI	95
39	NANIK ISNAINI	98
40	NILAM ANGGUN SETYOWATI	78
41	NOVA NILAM AFHIRA	92
42	NOVIA FITRIAH	92
43	NUR LAILATUL JANNAH	95
44	NURISMA FAIZATI	97
45	PUTRI WAHYU ISNAINI	92
Total		4076

From the test results, researcher got the highest score of 96 and the lowest of 76. For a more comprehensive explanation, the X AK 1 student scores were grouped into three categories: low, medium, and high. Class calculations are based on class interval calculations as follows:

Find the range = highest score - the lowest score

$$= 99 - 76 = 23$$

$$JK = 3$$

$$i = \frac{range}{JK}$$

$$= \frac{23}{3} = 7,6 = 8$$

Therefore, the number of interval categories is 8. For further illustrations, see the table below:

Table 4.8

Writing descriptive text with score after testing media picture for
X AK 1 in SMK Darussalam Blokagung

Percentage	Frequenci	Class	Category
28,89 %	13	83-76	low
55,56%	25	91-84	medium
15,56%	7	99-92	high
100%	45	Σ	total

Based on the recurring category and distribution data on descriptive text writing in the above table, it can be seen that the effect of the image method on

writing descriptive text is based on three categories, namely less than 13 people with a percentage of 28.89%, the number of moderate people reaching 25 people with 55, 56% and good up to 7 people with a rate of 15.56%

Therefore, we can conclude that the application of the use of image media in writing a descriptive text on X AK 1 SMK Darussalam Blockagung is moderate at 55.56%. This means that in the teaching and learning process, students are enthusiastic and can accept the learning process by applying image media. The percentage of the above size also means that in the process of learning to write descriptive text using image media is more effective and efficient because students of X AK 1 are more interested in the material presented in learning English than now. Furthermore, X AK 1 students can think systematically, logically, and critically so that students can improve the results of writing descriptive text through the use of this image media.

3. Data analysis

a) Homogeneity Test

Homogeneity test serves to test the contrast homogeneously with the following analysis (Sokyono, 215:140) we compare with the following conditions:

- If it is f_{count} smaller than f_{table} , then the two variables of the group are homogeneous
- If it is f_{count} geater than f_{table} , then the two variables of the group are no homogeneous

Table 4.9

Help table for calculating variants of disaggregated data

(Experimental group)

NO	CLASS	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x - x)^2$
1	78-80	2	79	158	-11	130	260
2	81-83	0	82	0	-8	71	0
3	84-86	8	85	680	-5	29	233
4	87-89	11	88	968	-2	6	63
5	90-92	8	91	728	1	0	3
6	93-95	6	94	564	4	13	78
7	96-98	10	97	970	7	44	436
		45	616	4068	-17	292	1073

Table 4.10

Help table for calculating variants of disaggregated data

(Control group)

NO	CLASS	f_i	x_i	$f_i \cdot x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x - x)^2$
1	74-76	4	76	304	-6	30	121
2	77-79	13	78	1014	-4	12	159
3	80-82	11	81	891	-1	0	3
4	83-85	11	84	924	3	6	69
5	86-88	3	87	261	6	30	91
6	89-91	1	90	90	9	72	72
7	92-94	2	93	186	12	132	265
		45	589	3670	19	284	779

Next The result is homogeneity test using manual formula:

$$F = \frac{S_{besar}}{S_{kecil}}$$

$$s_1^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1}$$

$$s_1^2 = \frac{1.072,81}{\xi\xi} = 24,38$$

$$s_2^2 = \frac{\sum f_i(x_i - \bar{x})^2}{n - 1}$$

$$s_2^2 = \frac{779,20}{\xi\xi} = 17,71$$

$$F = \frac{S_{besar}}{S_{kecil}}$$

$$F = \frac{24,38}{17,71} = 1,37$$

Then this value is there compared to the numerator value (45-1=44) and denominator (45-1=44) based on this error 5% on f tabel = 1,66. Then you can see that f hitung smaller from f table (1,37 < 1,66) thus it can be said that the two data variables are homogeneous.

b) T Test

T test is used to test the importance of constants and dependent variables.

T test (T test) is one of the statistical tests used to test the truth or falseness of the

null hypothesis which states that between the two sample means taken randomly from the same population, there is no significant difference (Sudjiono, 2010).

The t test hypothesis was developed statistically as follows:

$$H_a : P_{xy} = 0$$

$$H_o : P_{xy} \neq 0$$

Sentence hypothesis:

H_a : the use of image media is very influential on the authorship of descriptive text

H_o : the use of image media has no effect on the authorship of descriptive text

Under the following conditions:

1. If t_{count} is greater or equal to t_{table} , then a significant meaning is accepted and rejected.
2. If t_{count} is less than or equal to t_{table} then reject and before the meaning is not significant

Below are the results of testing the hypothesis using the t-test using manual formulas:

a) T-test between image media and lecture method

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{90,8 - 81,0}{\sqrt{\frac{24,38^2}{40} + \frac{17,71^2}{40}}}$$

$$\frac{1,9}{\sqrt{2,17}} = \frac{1,9}{\xi, \xi 9} = 1,98$$

From the results of this t test, 1.98 values were obtained. Then we compare a value with a value

The results obtained, = $t_{count} > t_{table} = 1,98 > 1,67$. So the conclusion is that there is an effect on the use of picture media on the authorship of descriptive text in SMK Darussalam Blokagung.

C. Discussion and Interpretation

From the results of data processing, using picture media, it can be observed that the application of picture media for writing descriptive text in class X AK 1 SMK Darussalam Blokagung is in the middle class with a percentage of 55.56%. This means that in the teaching and learning process, students are enthusiastic and can accept the learning process by using picture images.

From the results of data processing, it can be seen that the writing of descriptive text in class X AK 1 SMK Darussalam Blokagung in the class before and after the application of picture media has increased. Before applying using media to write descriptive text in the middle class by 23 students with a percentage of 51.1%, after applying the picture media it became a high category with a percentage. Therefore, we can conclude that there is an increase in writing descriptive text for students of X AK 1 SMK Darussalam Blokagung.

In class X KS 1 used the lecture method, namely the results of writing descriptive text through an introductory test, the results were in classes as low as

22 students with a percentage of 48.89%, then after the test results writing descriptive text in the low category reached up to 20 students with a percentage of 44, 4% Therefore, we can conclude that writing descriptive text using the lecture method did not increase.

According to research conducted at Blokagung Darussalam Vocational School using quantitative methods, obtained by writing descriptive text, there is a significant influence, and this can be seen from the results of the calculation of $t = 1.98$ tests tested with a significant level of 5%. The calculation results show that $t_{\text{arithmetic}} > t_{\text{table}} = 1.98 > 1.67$. This means that the hypothesis can be accepted, and that there is a significant impact of writing descriptive text for students of class X AK 1 in SMK Darussalam Blokagung.

Finally, we can conclude that the use of image media has an important role, function, and influence in writing descriptive text for class X AK 1 students at SMK Darussalam Blokagung.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of research conducted on writing descriptive text using image media, it can be concluded that:

1. The application of the use of image media to write descriptive text in class X SMK Darussalam Blockagung is moderate at 55.56%. This means that in the teaching and learning process, students are enthusiastic and can accept the learning process by applying the use of media images.

2. Increase the writing of descriptive text for students of X AK 1 in Block Darussalam SMK. Before applying the use of image media to write descriptive text is moderate, intervals 83-87 of 51.5%. After applying the use of image media to write descriptive text 92-98 interval height of 53.33%, and there was no increase in writing descriptive text for students X KS 1 SMK Darussalam Blockagung. Based on pre-test scores, descriptive text writing was low, intervals of 75-78 at 48.89%. After the test, the authorship of descriptive text was low at intervals of 74-80 with a percentage of 44.4%.

3. Based on the results of research using the t test on the results of the descriptive text writing test, there is a big influence between the use of image media and the lecture method in writing descriptive text, and this is evident from the results of the hypothesis test using the t test which shows that $t = 1.98 > 1,67$ therefore, the conclusion is that there is an effect of using image media on the authorship of descriptive text for students of X AK 1 SMK Darussalam Blockagung

B. Suggestions

After obtaining the results of research that prove that learning to use image media in descriptive text authorship gives good results, on this occasion the authors make suggestions that are considered as intellectual contributions, including the following:

1. As for related institutions, it is important to first increase the activity of writing descriptive text by writing easy vocabulary.
2. The teacher uses picture media to pay more attention to students in the writing of descriptive text in accordance with the spelling rules and teach it as much as necessary to support their writing skills.
3. Teachers who teach must have the desire to write descriptive text with correct spelling and structure so that there will be an increase in authorship of descriptive text.

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Appendix 1

Table 3.2
The scoring of writing

Component	Score	Criteria
Content	100-90 Excellent to very good	Knowledge, substantive, etc.
	90-80 Good to average	Sure knowledge of subject, adequate range, etc.
	80-70 Fair to poor	Limited knowledge of subject, substance, etc. little
Organization	100-90 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	90-80 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	80-70 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
Vocabulary	100-90 Excellent to very good	Sophisticated range, effective word/idiom choice and usage, etc.
	90-80 Good to average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
	80-70 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
Language use	100-90 Excellent to very good	Effective complex constructions, etc.
	90-80 Good to average	Effective but simple construction, etc.
	80-70 Fair to poor	Major problems in simple/complex constructions, etc.
Mechanics	100-90 Excellent to very good	Demonstrates mastery of conventions, etc.
	90-80 Good to average	Occasional errors of spelling, punctuation, etc.
	80-70 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.

Appendix 2

Table 3.1
Research Schedule

No	Type of activity	Month	
		Nov	Des
1	Proposal Preparation	✓	
2	preparation of research instruments	✓	
3	instrument testing	✓	
4	determination of the experimental class and control class		✓
5	implementation of the pre test		✓
6	giving treatment		✓
7	implementation of the post test		✓
8	analyze data		✓

Schedule for face to face research

No	day, and date	Class	lesson hours	type of activity
1	Monday, 28 nov 2019	X AK 1	To 1 and 2	pre test
2	Wed, 30 nov 2019	X KS 1	To 1 and 2	pre test
3	Monday, 3 Dec 2019	X AK 1	To 1 and 2	giving treatment with image media
4	Wed, 5 Dec 2019	X KS 1	To 1 and 2	giving material with descriptive text material with the lecture method
5	Monday, 10 Dec 2019	X AK1	To 1 and 2	giving treatment with image media
6	Wed, 12 Dec 2019	X KS 1	To 1 and 2	giving material with descriptive text material with the lecture method
5	Monday, 17 Dec 2019	X AK1	To 1 and 2	post test
6	Wed, 19 Dec 2019	X KS 1	To 1 and 2	post test

Appendix 3

Instrument of Pre-Test

Subject	: English
Sub Matter	: Writing
Class/Semester	: X/II
Time Allocation	: 45 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

1. Write a descriptive text that consists of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of the three topics given below:
 - a. **Joko Widodo**
 - b. **Bumi Kedaton Zoo**
 - c. **Train**

Appendix 4

Instrument of Post-Test (Control Group)

Subject	: English
Sub Matter	: Writing
Class/Semester	: X/II
Time Allocation	: 65 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

1. Write a descriptive text that consists of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text about “**JOKOWI**”

Appendix 5



Instrument of Post-Test (Experimen Group)

Subject : English
Sub Matter : Writing
Class/Semester : X/II
Time Allocation : 65 Minutes

Instructions:

- Write your name and your class clearly on the paper.
- Use your time effectively.
- Work individually.

Directions:

1. Write a descriptive text that consists of 100 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text about “**JOKOWI**”!

Appendix 6

Pretest of Control Group

No	Name	content	organization	vocabulary	language use	mechanic	Score
1	LULUB HAVIDZATU NAZARIE	70	75	75	85	70	75
2	NIHAYATUL WAFIROH	75	85	90	75	80	81
3	UMI NADIROH	70	75	80	85	90	80
4	ANNISA ARSY LESTARI	85	70	85	70	70	76
5	LUTFIAH YASMIN	70	80	80	90	90	82
6	MAFRUDATUL HASANAH	85	90	90	70	70	81
7	NYOMAN YAQUTTUN NAFIS	70	70	80	80	90	78
8	RINA FEBRIANTI DWI LESTARI	70	70	70	75	90	75
9	ARINA FADILATUN NISA`	85	85	80	70	90	82
10	YUYUN NAILUL LUTFIAH	85	85	95	80	80	85
11	HILDA ARDIA DEWI	80	70	90	80	90	82
12	NURFAIDA	75	75	75	70	85	76
13	PUTRI DIAH AYU	90	80	80	80	80	82
14	VINA YULIANTI	95	80	85	70	95	85
15	VINA KURNIAWATI	90	90	80	80	90	86
16	ELOK FAIQOTUL HASANAH	75	70	90	80	90	81
17	INTAN QUR`ANI	85	80	90	90	90	87
18	MAULIDA SIFA`UL QULUB	80	80	90	90	90	86
19	PUTRI NUR DIANINGSIH	85	85	90	85	80	85
20	PUTRI WAHYU LESTARI	80	70	75	80	70	75
21	NAILATUL SAADAH	70	70	70	80	85	75
22	NAURA HANUM SALSABILA	80	90	80	85	85	84
23	HOLIFATUS SADIYAH	70	80	85	80	95	82
24	VINDA DAMAYANTI	70	75	80	75	95	79
25	ZUHAIROTUN NABILA	90	70	70	75	75	76
26	DWI NABILATUL ISTIQOMAH	80	80	80	90	90	84
27	NAFIQOTUL LULUINISA	90	90	95	80	75	86
28	UUT MUJIYATI	70	70	80	75	80	75
29	FITRI AULIA	90	90	85	75	70	82
30	YENSI KURNIA SARI	90	80	75	85	80	82
31	LATIFANI AZ ZAHRA	85	80	70	75	70	76
32	PATU HATUNNAJAH	85	90	75	80	70	80
33	ZARINA FADIA ZAHRA	80	70	70	85	70	75
34	DWI MARIA ULFA	75	80	80	80	85	80
35	ALYA FITRI PURNAMITA	90	75	80	85	95	85
36	NENGAH HANI HANIFAH	90	70	70	80	90	80
37	NISWA ALFRIZA AULIA	70	70	70	80	85	75
38	ANA NABILA MUFTATYA	80	80	70	70	75	75
39	RIZKI ROUDHOTUL JANNAH	80	70	70	75	95	78
40	HIMATUN NAFIAH	70	70	70	70	95	75
41	GISTA PERMATA KUSUMA	75	75	80	80	80	78
42	DINNY AZIZAH	75	80	70	70	85	76
43	NIKEN NURSAHRI SADEWI	70	70	90	95	95	84
44	KHUMA AYU FAJAR	90	85	70	85	70	80
45	MILATUL MUNIFAH	80	70	70	70	90	76
Total							3566

Appendix7

Pretest of Experiment Group

No	Name	content	organization	vocabulary	language use	mechanic	Score
1	AURA MUDHIROTUL HIMMA	80	80	80	90	80	82
2	DESTI AYU SALSABILA	80	90	90	90	80	86
3	DWI SITI YULIANA	90	90	80	85	95	88
4	IFATUNNISA	85	90	85	90	85	87
5	INGGRID RIFDHATUL NINGTYAS	70	80	80	85	75	78
6	LUTFI MUSYAROFAH	90	90	90	70	70	82
7	MIRA ANTIKA	90	90	85	85	95	89
8	MUNIROTUL LAILI	70	70	90	80	95	81
9	NADA AULIA ARSY	85	90	90	70	90	85
10	NAILIL MAFIROH	85	85	95	80	80	85
11	NUR HIDAYATI	80	70	90	90	90	84
12	NURUL AFIFAH	75	75	75	85	85	79
13	PUTRI YULIA NASIDAH	90	80	80	70	80	80
14	RIA PUSPITA	80	80	85	70	95	82
15	RIZKA AMELIA	90	90	80	85	90	87
16	SITI SUNDARI	75	70	90	80	85	80
17	TASYA AYU NABILA ROSA	85	85	70	70	90	80
18	TUTUT APRILIA PRATIWI	70	80	90	90	90	84
19	VIKA YANTI AGUSTIN	90	70	90	85	80	83
20	WINDA SAFITRI	90	90	80	80	70	82
21	YUYUN NURAINI	75	90	90	80	85	84
22	AULA JANATI	85	90	80	85	85	85
23	DIANA PRETI SINTA	70	80	75	80	95	80
24	DILA ANISA	85	90	80	90	95	88
25	DWI RETNO NOVANTI	90	90	75	75	75	81
26	ELSA LILIS ISTIQOWATI	80	80	75	80	90	81
27	FAHIRA AINUN NASIHA	90	90	70	80	75	81
28	FIBRI QURROTUL ANI	80	90	85	80	80	83
29	FINA APRILIA	70	70	70	70	70	70
30	HUMAIROH PERMADANI	90	80	75	85	85	83
31	ISTILAWATI	85	80	90	75	90	84
32	JULIYANA NAILA PUTRI	90	95	95	90	95	93
33	KANIA MAHARANI SETYO WATI	80	80	85	85	85	83
34	KHARISMA DIANA PUTRI	75	80	80	80	85	80
35	LAILATUL MASRUROH	90	75	80	85	85	83
36	LAILI ZULFIA ROSADI	75	70	70	75	70	72
37	LINDA NOVIA DEWI	85	80	85	85	90	85
38	LINDA PUSPITA SARI	90	85	70	70	75	78
39	NANIK ISNAINI	80	70	80	75	95	80
40	NILAM ANGGUN SETYOWATI	70	90	95	75	95	85
41	NOVA NILAM AFHIRA	70	70	70	70	70	70
42	NOVIA FITRIAH	75	90	90	80	85	84
43	NUR LAILATUL JANNAH	70	70	90	95	80	81
44	NURISMA FAIZATI	75	75	70	70	70	72
45	PUTRI WAHYU ISNAINI	90	95	85	75	90	87
JUMLAH							3697

Appendix 8

Post test of Control Group

No	Name	content	organization	vocabulary	language use	mechanic	Score
1	LULUB HAVIDZATU NAZARIE	80	80	80	70	80	78
2	NIHAYATUL WAFIROH	80	90	90	70	80	82
3	UMI NADIROH	70	80	70	80	95	79
4	ANNISA ARSY LESTARI	85	100	95	95	95	94
5	LUTFIAH YASMIN	70	80	80	85	75	78
6	MAFRUDATUL HASANAH	90	90	90	70	70	82
7	NYOMAN YAQUTTUN NAFIS	90	90	85	85	95	89
8	RINA FEBRIANTI DWI LESTARI	70	70	90	80	95	81
9	ARINA FADILATUN NISA`	85	90	90	70	90	85
10	YUYUN NAILUL LUTFIAH	85	85	95	80	80	85
11	HILDA ARDIA DEWI	80	70	90	90	90	84
12	NURFAIDA	75	75	75	85	85	79
13	PUTRI DIAH AYU	90	80	80	70	80	80
14	VINA YULIANTI	80	80	85	70	95	82
15	VINA KURNIAWATI	90	90	80	85	90	87
16	ELOK FAIQOTUL HASANAH	75	70	90	80	85	80
17	INTAN QUR'ANI	85	85	70	70	90	80
18	MAULIDA SIFA`UL QULUB	70	80	90	90	90	84
19	PUTRI NUR DIANINGSIH	90	70	90	85	80	83
20	PUTRI WAHYU LESTARI	90	90	80	80	70	82
21	NAILATUL SAADAH	75	90	90	80	85	84
22	NAURA HANUM SALSABILA	85	90	80	85	85	85
23	HOLIFATUS SADIYAH	70	80	75	80	95	80
24	VINDA DAMAYANTI	85	90	80	90	95	88
25	ZUHAIRIOTUN NABILA	90	90	75	75	75	81
26	DWI NABILATUL ISTIQOMAH	80	80	75	80	90	81
27	NAFIQOTUL LULUINISA	90	90	70	80	75	81
28	UUT MUJIYATI	80	90	85	80	80	83
29	FITRI AULIA	70	70	70	70	70	70
30	YENSI KURNIA SARI	90	80	75	85	85	83
31	LATIFANI AZ ZAHRA	85	80	90	75	90	84
32	PATU HATUNNAJAH	90	95	95	90	95	93
33	ZARINA FADIA ZAHRA	80	80	85	85	85	83
34	DWI MARIA ULFA	75	80	80	80	85	80
35	ALYA FITRI PURNAMITA	90	75	80	85	85	83
36	NENGAH HANI HANIFAH	75	70	70	75	70	72
37	NISWA ALFRIZA AULIA	85	80	85	85	90	85
38	ANA NABILA MUFTATYA	90	85	70	70	75	78
39	RIZKI ROUDHOTUL JANNAH	80	70	80	75	95	80
40	HIMATUN NAFIAH	70	90	95	75	95	85
41	GISTA PERMATA KUSUMA	70	70	70	70	70	70
42	DINNY AZIZAH	75	90	90	80	85	84
43	NIKEN NURSAHRI SADEWI	70	70	90	95	80	81
44	KHUMA AYU FAJAR	75	75	70	70	70	72
45	MILATUL MUNIFAH	90	95	85	75	90	87
JUMLAH							3687

Appendix 9

Post test of Experiment Group

No	Name	content	organization	vocabulary	language use	mechanic	Score
1	AURA MUDHIROTUL HIMMA	80	80	80	90	90	84
2	DESTI AYU SALSABILA	80	95	90	90	90	89
3	DWI SITI YULIANA	90	90	90	80	95	89
4	IFATUNNISA	85	80	80	80	95	84
5	INGGRID RIFDHATUL NINGTYAS	90	90	80	85	90	87
6	LUTFI MUSYAROFAH	95	95	95	95	95	95
7	MIRA ANTIKA	90	90	85	85	85	87
8	MUNIROTUL LAILI	90	90	90	95	95	92
9	NADA AULIA ARSY	85	90	90	70	85	84
10	NAILIL MAFIROH	85	90	100	90	95	92
11	NUR HIDAYATI	80	90	95	95	100	92
12	NURUL AFIFAH	100	95	90	100	100	97
13	PUTRI YULIA NASIDAH	90	80	80	70	90	82
14	RIA PUSPITA	80	80	85	80	95	84
15	RIZKA AMELIA	90	90	85	90	90	89
16	SITI SUNDARI	75	70	85	80	85	79
17	TASYA AYU NABILA ROSA	95	95	100	95	100	97
18	TUTUT APRILIA PRATIWI	90	75	90	90	90	87
19	VIKA YANTI AGUSTIN	95	95	100	95	100	97
20	WINDA SAFITRI	95	95	80	80	70	84
21	YUYUN NURAINI	100	95	95	95	90	95
22	AULA JANATI	85	90	80	85	80	84
23	DIANA PRETI SINTA	100	95	100	95	95	97
24	DILA ANISA	100	100	100	95	95	98
25	DWI RETNO NOVANTI	90	90	90	90	85	89
26	ELSA LILIS ISTIQOWATI	85	90	95	95	80	89
27	FAHIRA AINUN NASIHA	100	80	100	80	75	87
28	FIBRI QURROTUL ANI	80	90	95	90	90	89
29	FINA APRILIA	70	80	90	100	95	87
30	HUMAIROH PERMADANI	90	80	80	85	85	94
31	ISTILAWATI	95	100	90	100	90	95
32	JULIYANA NAILA PUTRI	95	95	95	95	95	95
33	KANIA MAHARANI SETYO WATI	95	85	90	90	85	89
34	KHARISMA DIANA PUTRI	75	90	95	100	100	92
35	LAILATUL MASRUROH	100	100	90	95	100	97
36	LAILI ZULFIA ROSADI	75	70	70	100	70	97
37	LINDA NOVIA DEWI	80	100	90	100	90	92
38	LINDA PUSPITA SARI	95	90	100	95	95	95
39	NANIK ISNAINI	100	90	100	100	100	98
40	NILAM ANGGUN SETYOWATI	70	85	80	70	85	78
41	NOVA NILAM AFHIRA	90	100	80	90	100	92
42	NOVIA FITRIAH	95	90	90	90	95	92
43	NUR LAILATUL JANNAH	90	95	95	95	100	95
44	NURISMA FAIZATI	100	90	100	100	95	97
45	PUTRI WAHYU ISNAINI	90	95	90	95	90	92
JUMLAH							4076

Appendix 10

Documentation



Explain the structure of Descriptive text



Application using picture media in teaching writing descriptive text.



INSTITUT AGAMA ISLAM DARUSSALAM
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Nomor : 31.5/166.21 /FTK/IAIDA/C.3/VII/2020
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala SMK Darussalam
Blokagung, Tegalsari, Banyuwangi

Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **ULFATUL LASIYATI**
TTL : Banyuwangi, 07 Desember 1997
NIM / NIMKO : 16112210025 / 2016.4.071.0147.1.000021
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Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Karangharjo - Glenmore - Banyuwangi - Jawa Timur
HP : 0
Dosen Pembimbing : Moh. Mahmud, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

"The effect of using picture media in teaching writing of descriptive text at tenth grade of SMK Darussalam Blokagung in academic year 2019/2020"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 22 Juli 2020



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THESIS THE EFFECT OF USING PICTURE MEDIA **IN TEACHING WRITING** OF DESCRIPTIVE TEXT AT TENTH GRADE OF SMK DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2019/2020. _ By: ULFATUL LASIYATI NIM : 16112210025 ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2020

CHAPTER I A. Background of the research Language is a very important means of communication in human daily life. Human beings uses language both in written and spoken forms to express their idea. Communication is an essential need for human being. Language as an important tool **for people to communicate** such as in schools, companies, organizations, groups, homes etc.

Language for the community tells a lot about that society, so it can be emphasized that language and society cannot be separated. In society, language has many functions for the community, including the following expressions of thought, politics, administration, education, social, religion, legislation and so on.

Language is a complex and specialized skill that develops in a child spontaneously **without conscious effort or formal instruction**, is used without awareness of the **underlying logic**, is qualitatively the same in every individual, **and** differs from the more general ability **to process information or** behave. intelligently (Brown, 2000: 5). There are many languages in the world. One of them is English.

English **is one of the** international languages used in countries around the world, including Indonesia. As an international language, English is very important because it is needed as a communication bridge.

Appendix 11

BIOGRAPHY



Ulfatul lasiyati was born in Banyuwangi on 7 Decembe 1997, the eldest of two siblings, Mr Paijo and Mrs. Sariyati, domiciled in Krajan hamlet, RT / RW: 05/01, Karang Harjo village, Glenmore sub-district, Banyuwangi district, East Java province. .

Basic education is taken in the yard. Elementary school at Tegalharjo Elementary School 7 graduated in 2009, in the same year she continued her education at Glenmore 1 Middle School for three years, in 2012 she continued her education at Raudlatut Thullab Glenmore High School. In 2015 she continued her education at the Darussalam Boarding School in Blokagung, after restarting for one year she resumed her education namely in 2016 at the Faculty of Tarbiyah and Teaching majoring in English Tadris English Institute of Religion in Islam Darussalam Blockagung Banyuwangi Tegalsari.