VISUALIZATION PROCESS OF DESCRIPTIVE TEXT TO FOSTER STUDENTS` WRITING SKILL

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VISUALIZATION PROCESS OF DESCRIPTIVE TEXT TO FOSTER STUDENTS` WRITING SKILL

Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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DEDICATION

My beloved father, Alm. Syafi`i

My beloved mother, Alm. Saleha

MOTTOS

“DO NOT GRIEVE OVER WHAT HAS PASSED UNLESS IT MAKES YOU WORK HARDER FOR WHAT IS ABOUT TO COME.”

[Umar Bin Khattab]

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ABSTRACT

Nurul Husna, 2022. Visualization Process of Descriptive Text To Foster Students` Writing Skil.

Supervisor (1) Cut Intan Meutia, MA **(2)**Wahidah, M.Ed

This research aimed to find out whether visualizing process improve the students` writing skill of descriptive text or not. This research was conducted at SMP N 1 Langsa. The researcher applied quasi experimental study in nonequivalent group design with quantitative approach.The population of this research was the second grade students of SMP N 1 Langsa. The total number of population was 279 students and the sample was 61 students. Writing test was the instrument of this research in gathering data. The result of the pretest showed that the students score was still low. The mean score of the students' pretest in experimental class was 54.6. After the students of the experimental class taught by using picture media there was a significant improvement on the mean score in posttest that was 76.9. The result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of the computation of t-test value (43.10) with the degree of freedom (df) = N-1= 30 – 1 = 29 for a level of significance 5% (2-tailed) = 2.045. It showed that there is a significance difference score on the students' writing descriptive text achievement before and after being taught by using picture media. It means that the alternative hypothesis (Ha) is accepeted and the null hypothesis (H0) is rejected. It can be stated picture media can improve students` writing descriptive text skill at the second grade students of SMP N 1 Langsa. Based on the finding above, it can be concluded that students who taught by using picture media have better imrovement in writing descriptive text. This media is suitable to be applied to improve the students` writing descriptive text skill.

Keywords: *Interest, Descriptive Text, and Learning English*

CHAPTER I

INTRODUCTION

A. Background of the Study

As a productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate. Asiah et.al argue that improving writing skills is crucially needed because the students can express their feeling, knowledge, and ideas in a piece of writing.[1] In line with that, Ningsih claims that writing is one activity that transfers the knowledge in the human brain into written form.[2]

When the students have ideas or knowledge in their minds, they can use writing to express their ideas. Perhaps, the writer able to communicate and express their ideas with readers. Therefore, the learners need to consider the readers' understanding of the text and get the main point or ideas clearly from their text. Moreover, writing can be a complex activity because the students convey the ideas into written form and notice several aspects of writing, such as good grammar, spelling, clear point, etc.

The use and choice of appropriate media is important things in reconditioning process of educational, because the use of media can make the students more interested in teaching and learning process.The teacher is also

[1]N. Asiah, E. Ardian, and S. Amri, "A study on the student's factor difficulty in writing narrative text ar VII grade of MTS Sabilal Muthadin Tembilahan". *(J-Shelves of Indragiri (JSI)*, 1(2), 84–97. 2020).

[2]S. Ningsih, "Guided Writing to Improve the Students' Writing Ability of Junior High School Students." *Efl Journal, 1(2), 129–140. https://doi.org/10.21462/eflj.v1i2.12.* (2016).

required more creative in giving explanation using appropriate media. One of the ways to make the students are interested in teaching English is by using media. It can help the students understand the materials given by the teacher easily in teaching English. Media can be devided into three parts, audio, visual, and audiovisual. Visual media is term applied to include teaching aids which depend on the use visual communication channel. Simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material, according Levie and Lenzt in Nurul Jannah. Visual media are able to make easily understanding and unifying of remembering.[3]

The materials should be easily understood by the students. The materials are contextual to the students' life. In delivering those materials, it is better to use appropriate method or strategy to improve the students' comprehension. According to Brown stated that : "we also fully understand the difficulty of learning to write well in any language, even in our own native language".[4] From that statement above it can be said that writing is difficult, and the difficulty of learning to write well in any language is needed in native language. To make the students easy to get ideas, the teacher should give some media, as tool of helping the students develop their creative in arrangement a paragraph. By using visual media, it is hoped that the students are able to get ideas to make a simple paragraph from various text genres and able to make the students more interesting. By this research, it will be known about the teaching writing, the

[3]Nurul Jannah, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Perkasa, 2013). p. 192

[4]H. Douglas Brown, *Language Assessment: Principle and Classroom Practice.* (New York : Pearson Education Company, 2004). P.218.

application of teaching writing by visual media. It is very useful not only for the students but also for the teacher.

In SMP N 1 Langsa, there are some students still low in writing descriptive text. They felt difficult to express their idea and make a good sentence because they were lack vocabulary and difficulty in using the right grammar. Besides, the most difficult thing in writing is how to arrange the part of the text because they are rarely practice. Based on the both of statements of the students it can be concluded that writing descriptive text is not automatically can be mastered by the students because they rarely practice lack vocabulary and difficult in using right grammar so they cannot easily express their ideas in writing.

In conclusion, based on those discussion above, the researcher look for the alternative solution for the problem that have faced the second grade students of SMPN 1 Langsa to foster the students` writing skill of descriptive text by using visualizing process. Regarding to the phenomenons, it inspire to the researcher to conduct a research entitled ***"Visualization Process of Descriptive Text To Foster Students` Writing Skill."***

B. Problem of the Study

Based on the background above, the problem of the research can be formulated in the following question. "Does visualizing process improve the students` writing skill of descriptive text ?"

C. Objective of the Study

The objective of this study is to find out whether visualizing process improve the students` writing skill of descriptive text or not.

D. Scope of the Study

The researcher limited this study on fostering the students` writing skill of descriptive text by visual media specifically through picture at the second grade students' of SMP Negeri 1 Langsa. This study applied quantitative research method. The researcher choose the sample by using simple random sampling in lottery technique.

E. Significance of the Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. In theoretically, the results of this research are expected to be useful for readers, to enrich their insights into English learning theory. The results of this research are also expected to be useful for researchers for further studies.
2. In practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
3. For the English teacher, this study is to foster the students` writing skill of descriptive text.

4. For the students, significances of this study is expected to foster the students` writing skill of descriptive text.
5. For the researcher, this study is expected to increase knowledge fostering the students` writing skill of descriptive text.

F. Terminology

To have some interpretation of these key terms, here the researcher provided the meaning below :

1. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition.[5]
2. Visual media is term applied to include teaching aids which depend on the use visual communication channel. Simulation of visual media fortunately give students result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material, according Levie and Lenzt in Nurul Jannah. Visual media are able to make easily understanding and unifying of remembering
3. Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

[5]M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press. 2000), p. 142

Descriptive text stretch out many information about certain people, things, and place clearly and detail.[6]

G. Research Hypothesis

Ho : Visualization process of descriptive text do not improve to foster students` writing skill at the second grade of SMP N 1 Langsa.

Ha : Visualization process of descriptive text improves to foster students` writng skill at the second grade of SMP N 1 Langsa.

[6]Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005). p.15

CHAPTER IV

RESEARCH FINDING DISCUSSION

A. Findings

To find out the answer to the research question in the previous chapter, the researcher gave the test. The test was writing the descriptive text that was given twice namely pre-test and post-test. In the treatment process, the researcher took five meetings in teaching writing descriptive text by using picture media. During the treatment, the researcher did it by following the steps in using picture media. The researcher gave pre-test and post-test which aims to know the answer to problems statement: "Does visualizing process improve the students` writing skill of descriptive text ?"

This research was encountered by experimental research with one group pre-test and post-test design which one started on June, 1st – June, 23rd 2022. Before giving five times treatment, the students were gathered to determine their writing descriptive text in the pre-test.

After doing five meetings in teaching writing descriptive text by using picture media, the researcher encountered a post-test to know whether teaching writing descriptive text by using picture media was able to improve students' writing descriptive text skill.

B. Data Description of Test

The data were collected from students' pre-test and post-test at the second grade of SMP Negeri 1 Langsa as the sample of this research. As the explanation in chapter III, the student was taught writing descriptive text skills by using picture media. The result of the data can be described as the following:

1. Normality Test

In analyzing the normality test of posttest score in the experimental and control class, Shapiro-Wilk test sample was applied because each class less than 100 sample. The total sample of experimental class only 30 students` and 31 for control class. The result to calculated the normality test such as below :

Table 4.1

Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	,526	30	,025	,197	30	,048
Control Class	,524	31	,020	,195	31	,037

a. Lilliefors Significance Correction

Based on table 4.1 above, data of the posttest of the experimental class in the Shapiro-Wilk column was written with a significance of 0.048, then data of the posttest of control class in the Shapiro-Wilk column is written with a significance 0.37. The basis for making decision in the first Shapiro-Wilk normality test, if the significance value is > 0.05, the data is normally distributed, then the second is if the significance value is < 0.05, the data was not normally distributed. The data obtained on the experimental and control class shown in

table 4.1 above, it can be seen that the experimental and control class have a significance value more than 0.05. It showed that the data of the experimental and control class are normally distributed the requirements of the normality test.

2. Homogeneity Test

Homogeneity test was applied to measure the scores obtained whether it was homogeneous or not. In measuring homogeneity test, Levene Statistics found in SPSS is applied. The homogeneity test is applied to measure students` posttest score in experimental and control class. The result of the homogeneity test of posttest in experimental and control class can be seen in the table below :

Table 4.2

Homogeneity Test

Test of Homogeneity of Variances

Hasil Belajar

Levene Statistic	df1	df2	Sig.
3,505	1	61	,067

Based on the result of analyzing the data of posttest in experimental and control class, it was found that the p-output was 0.067, it means that the students` posttest in experimental and control class was homogen because p-output was higher than 0.05.

3. The Students' Score in Pre-Test for Experimental Class

The pre-test had done before giving the treatment. It was conducted on Thursday, June 02nd, 2022. The students were given a pre-test, the researcher

found out the result of students' writing skills in pre-test based on the aspects of writing which was content, organization, vocabulary, language use, as well as mechanics, which were analyzed and resulted in the information as shown in the appendix 3

After knowing the students' score in pre-test based on aspects of writing, the following was the process of calculation to found out the mean score of the pre-test.

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{n} = \frac{1638}{30} = 54.6$$

Thus, the mean score (X_1) of the pre-test is 54.6

4. The Students' Score in Post-Test for Experimental Class

After the researcher gave treatment to the students by using picture media, the researcher gave a post-test. The aim of post-test is to find out students' achievement in writing descriptive text and to know the result of treatment. The result was shown in the appendix 4.

The students' score in the post-test based on aspects of writing. The following was the process of calculation to found out the mean score of the post-test.

Mean score of the post-test:

$$\bar{X} = \frac{\sum x}{n} = \frac{2307}{30} = 76.9$$

Thus, the mean score (X2) of post-test is 76.9

5. The Rating Percentage of The Frequency of Pre-Test and Post-Test

The following table showed the percentage of the frequency of pre-test and post-test.

Table 4.3

The Rate Percentage of The Frequency of Pre-Test and Post-Test

No	Classification	Score	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80 – 100	0	15	0%	50%
2	Good	66 – 79	5	11	16.6%	36.6%
3	Fair	56 – 65	9	4	30%	13.3%
4	Poor	40 – 55	12	0	40%	0%
5	Very Poor	<39	4	0	26.6%	0%
Total			30	30	100%	100%

The data of the table above indicate that the rate percentage of pre-test was mostly students got poor score namely 12 students (40%) and only 5 students (16.6%) who were in good score. It means that the students' writing descriptive text was still low. While the rate percentage of the post-test indicate that there was improvement percentage of the students in writing descriptive text because none of students got very poor and poor score. Besides, It can be seen that was mostly students got very good score namely 15 students (50%) and also there were 11 students got very good score (36.6%). It showed that students were able to improve their writing descriptive text after doing treatment by using picture media.

6. T-test Value

In the other to see the students' score, the following t-test was statistically applied:

Find out $\overline{D}$

$$\overline{D} = \frac{\sum D}{n} = \frac{874}{30} = 29.13$$

The calculation of the t-test value

$$t = \frac{\overline{D} - \sum D_{(hy)}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n\,(n-1)}}}$$

$$t = \frac{29{,}13 - 0}{\sqrt{\frac{2863 - \frac{874}{31}}{31\,(31-1)}}}$$

$$t = \frac{29{,}13}{\sqrt{\frac{2863 - 24.641{,}16}{31\,(30)}}}$$

$$t = \frac{29{,}13}{\sqrt{\frac{399}{930}}}$$

$$t = \frac{29{,}13}{\sqrt{0{,}429}}$$

$$t = \frac{29{,}13}{0{,}654}$$

$$t = 44.54$$

Thus, the t-test value is 44.54

7. Test of Significant

To find out the degree of freedom (df) the researcher applied the following formula:

Df : N – 1

: 30 – 1 = 29

The T-test of hypothesis showed that there was a significant difference to improvement of fostering students` writing skill in visualizing process generating a descriptive text at the second grade students of SMP N 1 Langsa.The t-table with 5% significance (2-tailed) of degree freedom (df) is 2.045 and the result of the t-test is 44.54, which means there was significant improvement because the t-test was higger than t-table. Therefore, the researcher can conclude that picture media can improve students' writing descriptive text skill.

C. Discussion

The objective of this research did to find out whether visualizing process improve the students` writing skill of descriptive text or not. To prove it, the researcher applied writing descriptive text tests as an instrument. Based on the description of the test, it showed that students' writing descriptive text skill can be enhanced by using picture media after giving treatment. The students' score after treatment was higher than before the treatment.

Before giving the students treatment, the mean score of the pre-test was 54.6 and post-test was 76.9. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of the computation of t-test value (43.10) with the degree of freedom (df) = N-1= 30 – 1 = 29 for a level of significance 5% (2-tailed) = 2.045. It showed that there is a significance difference score on the students' writing descriptive text achievement before and after being taught by using picture media. It means that the alternative hypothesis (Ha) is accepeted and the null hypothesis (H0) is rejected.

The test of writing descriptive text is scored by some components such as content, organization, language use, vocabulary, and mechanics. Whereas, in the pretest, the researcher found a common mistake on the content. The content of the text mostly not related to the topic and lack of the topic. In another component of the organization, some sentences cannot support the main idea. Besides that, the students are lack of vocabulary and difficulty in using the appropriate word. The students mostly did mistakes in language use, especially in grammar. The students are difficulty in word order and using the simple present tense. In the other mistake that students ignored on the mechanic namely punctuation, capitalization and error spelling.

After the students passed the treatment, the result showed that there was an improvement in the component of writing a descriptive text. The improvement of writing descriptive text included content, organization, vocabulary, language use, and mechanic. Based on the writing test as an instrument that has been carried out by the researcher, the following are the conclusions summarized by the researcher regarding the improvement and difficulties experienced by students after receiving treatment.The students' writing descriptive text content became larger, understandable and relevant to the topic. On organization, the students mostly made sentences which can support the main idea. The students' vocabulary was increasing even though there are some students still use inadequate vocabulary. The use of simple present tense was arranged in the right order even there are some students still having difficulty in there. Their mechanic was getting better. The students can use punctuation and capitalization correctly and their spelling

errors have decreased. Picture media can improve the students' wiring descriptive text score, it also gives positive change in the teaching and learning process.

Based on the explanation above, picture media can be an alternative strategy in teaching English, especially in writing. This strategy allowed the students to develop their skills and creativity during writing. It can also make the students more creative to find a new idea because this strategy focuses on students and the teacher act as a monitor and facilitator if the students found difficulty during the learning and teaching process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research that was carried out at SMP N 1 Langsa in the academic year of 2022/2023, the researcher might draw a conclusion as follow: In the previous chapter, researcher has analyzed the data statistically. Based on statistical analysis, there is an improvement of fostering students` writing skill in visualizing process generating a descriptive text at the second grade students of SMP N 1 Langsa.This research was conducted in quasi experimental research.

The results of the research showed that there was an improvement of fostering students` writing skill in visualizing process generating a descriptive text in the experimental class after being treated by using picture media. There is a significant difference in students' writing descriptive text skill before and after being taught through picture media at the second grade students of SMP Negeri 1 Langsa.

B. Suggestions

From the findings presented earlier in chapter four, there were some suggestions that can be taken. The first, for the teacher is expected to be more creative and innovative in finding the suitable strategy, interesting method, technique and media in teaching English, especially in teaching writing and to innovate the students to learn . The second, for the students is expected to realize

the importance of learning writing descriptive text for their future and motivate their selves to learn it, practice more and more to develop their ideas to became habit.