The Effect of Describing Picture Strategy in Teaching Writing of The Descriptive Text at Tenth Grade in MA Hidayatut Tauhid Labuhan Haji 2022/2023

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Abstract: The aims of this research are to improve the students writing ability of tenth grade of MA Hidayatut Tauhid by applying describing picture strategy. The research method used is pre-experiment with one group pretest and posttest design, The population of this study is grade 10 MA Hidayatut Tauhid, and the research sample is 22 grade 10 students of MA Hidayatut Tauhid, The sampling technique used is total sampling. The data inference methods used are pretest and posttest, before being given a posttest, students are given treatment for 3 times using the describing picture strategy in learning to write descriptive text. The results of this study showed that the posttest score was greater than the pretest value (85.55>68.23) and the t-test value was greater than the t-table value (1.721). In addition, the Sig.1- and 2-sided value of 0.01 was smaller than 0.05 (0.01<0.05) This shows that there is a difference in the mean score between the pretest and the posttest. So, it can be concluded that Ha is accepted and H0 is rejected, in other words describing picture strategy has a significant effect toward student's writing descriptive text at MA Hidayatut Tauhid Labuhan Haji.

Keywords: Describing picture strategy, descriptive text, writing.

INTRODUCTION

According to Melia et al (2017) in learning English, students must master four skills, namely listening, speaking, reading and writing. Syarif & Sumarno (2009) stated that writing is one of the skills that must be mastered by students because it is related to each other. Learning to write is usually one of the most difficult tasks a foreign language student has to cope with Lazaro (1997:89). It is complained by students and many people like students and students.Writing is like any other language skill, to create good writing needs continuous practice. The knowledge of writing such as concepts, principles, and things related to writing also needs to be known as a provision for writing. According to Tarigan in (Syari et al, 2009: 5) that Writing is a express in writing ideas,ideas, opinions, or thoughts and feelings.From the above opinion it can be concluded that, Writing is an activity of expressing ideas, ideas and opinions through writing. According to Mukarto in Akim (2017) Descriptive texs is a kind of texts to describe something, someone, or place, it can be defined that descriptive text is a text that describes an object, place, and person so that the reader can see and feel according to the author's description.

Based on observations at *MA Hidayatut Tauhid Labuhan Haji*. Students have difficulties in writing, especially in writing descriptive texts.They master vocabulary but they are not yet proficient in arranging words to become a sentence. Students need strategies that can attract them to enjoy the lesson in order to enjoy the learning process. Based on the students' problems in writing descriptive texts. Researchers tried to use desribing picture strategy in improving students' ability in writing descriptive texts. According to Vanesa and Setiawati (2019) state that picture carries culture, artistics and historical information. Therefore, students will get a lot of ideas and information through pictures. Based on the opinion above, it can be concluded that pictures are one of the effective media in teaching descriptive texts in improving students'writingskills because by using pictures students will get a lot of ideas and information. So that, the writer interested to conducted a research entitled "the effect of describing picture strategy in teaching writing of the descriptive

text at tenth grade in MA hidayatut Tauhid labuhan haji 2022/2023".

METHODS

This research is quantitative research. According to Kuntojo (2009) Quantitative research is a process of searching for knowledge using numerical data as a tool for analyzing data or information. The design of this research is the Pre-Experimental method with One – Group Pre-test and Post-test design.

Scame of the Research

$O_1 \, X \, O_2$

This study is conducted at *MA Hidayatut Tauhid Labuhan Haji*. The institution is located at Jalan. Raya Esot – Gelumpang Labuhan Haji, Kec, Labuhan Haji. The population of the research is the tenth grade students of *MA Hidayatut Tauhid Labuhan Haji*. There is one class (X IPS) consists of 22 students. And the sample of this research is all student in tenth grade. Researchers took 22 students as research samples. This sample was taken using total sampling technique. Total sampling is a sampling method in which the number of samples is equal to the number of existing populations. The reason the researcher used total sampling was because the number of populations was too small because the 10th grade at MA Hidayatut Tauhid had 1 class with 22 students. According to Sugiyono (2017), total sampling is a sampling method that is really in accordance with the entire object. In addition, Arikunto (2013) revealed that if the subject is less than 100, **it is better to take all**, on the other hand, if it is greater than 100, it can be taken 10-15% or 20-25%". Data collection used pretest and posttest. But before the students given posttest, the researchers give them treatment 3 times. And the data analyze using SPPS 29 version.

FINDINGS AND DISCUSSION

Findings

In this section, the data is displayed in the form of a table containing the results of the pretest and posttest of tenth grade of MA Hidayatut tauhid before and after being given treatment using describing picture strategy.

Table 2. Descriptive statistic

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	22	21	56	77	1501	68.23	1.301	6.102	37.232
Posttest	22	12	80	92	1882	85.55	.802	3.764	14.165
Valid N (listwise)	22								

Table 2 shows that the number of research samples is 22 students. The minimum score in the pretest is 56 and the posttest is 80, and the maximum score in the pretest is 77 and the postest score is 92 so that the average score in the pretest is 68.23 and has increased in the posttest is 85.55. This shows that there is an increase in student scores from pretest to posttest. Before conducting a paired sample t-test, data from the pretest and posttest must be distributed normally because this is one of the requirements for conducting a paired sample t-test. The following are the results of the normality test.

Table 3. normality test

Students score	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.148	22	.200[*]	.939	22	.189
Posttest	.114	22	.200[*]	.948	22	.290

Table 3 shows that the results of the normality test using Kolmogorov Smirnov show normal, namely the value of sig. in the pretest 200 and the sig value in the posttest 200, while the results of the normality test using Shapiro Wilk showed that the sig value. in pretest 189 and in posttest 290. The results of the normality test show that the value of sig. in pretest and posttest it is normally distributed because it is greater than 0.05 (sig > 0.05).

Table 4. paired sample t-test

| | | Paired Differences | | | | | | | Significance | |
| | | | | | 95% Confidence Interval of the Difference | | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pretest – Posttest	-17.318	7.882	1.681	-20.813	-13.823	-10.305	21	.001	.001

Table 4 shows that the value of sig. One and two sided are .001 (less than .005) .001<.005 (.001 is smaller than .005), which proves that there is a difference in the average of students before and after being given treatment using the describing picture strategy. And from the table above it can be seen that the t-test value is 10,305 and the t-table value is 1,721, this proves that the t-test value is greater than the t-table value, meaning that Ha is accepted and H0 is rejected, in other words, describing picture strategy has a significant effect toward student's writing descriptive text at MA Hidayatut Tauhid Labuhan Haji. The results of the t-table can be seen in the attachment section.

Discussion

Describing picture strategy is a strategy that is very suitable for use in learning descriptive text, and can develop students' ability to write because of the presence of pictures. According to Ajunge elyas (2019), state that there was increase in skill of students to write down descriptive text after using describing picture strategy. This proves that Describiing picture strategy can improve students' ability to write descriptive text. In addition, Hermanto 2013 stated that the describiing picture strategy is a very effective strategy and suitable for use in learning descriptive text because it can motivate students in writing. This can be proven from the students' pre-test and post-test scores, in the pre-test, the average score is 68.23 while the post-test result is 85.55, this shows that the average score of the post-test is greater than the pre-test, that is, students have increased in the post-test (after being given treatment using the describiing picture strategy)

The results of the paired sample t-test showed that the significant value of 2 tailed (0.01) was smaller than 0.05 (0.01<0.05), which proved that there was a difference in the average score of the pre-test and post-test. The student experienced an increase in score after being given treatment for 3 times. In addition, the t-test score of 10.305 was greater than the t-table value of 1.721 (10.305>1.721), which showed that H0 was rejected and Ha was accepted. In other words, describing picture strategy has a significant effect toward student's writing descriptive text at MA Hidayatut Tauhid Labuhan Haji

CONCLUSION

Based on the results of research that has been carried out during 5 meetings, ranging from pretest, treatment to posttest, it shows that the describing picture strategy can improve students' ability in writing descriptive text and provide encouragement because of the images they see when writing descriptive text. This is evidenced based on the results of the average score of the posttest is greater than the pretest (85.55>68.23), the results of the paired sample t-test also show that the sig (0.01<0.05) means that there is an average difference between the pretest and the posttest (before and after the treatment is given using the describing picture strategy), In addition, the T-test value is also greater than T-Table (T-Test value is 10.305 and

the T-Table value is 1.721), this proves that the Describing Picture Strategy is effective and can improve students' ability in writing descriptive text. So that H0 is rejected and Ha is accepted, in other words describing picture strategy has a significant effect toward student's writing descriptive text at MA Hidayatut Tauhid Labuhan Haji. Based on the researcher's experience during his research at MA Hidayatut Tauhid, the researcher wants to provide suggestions to students, teachers and the next researcher. The suggestions are as follows:

1. For teachers
   As we know that teachers are facilitators in the classroom so teachers have an important role in teaching. When teaching, teachers must apply strategies so that the learning process is not boring. The strategy that is suitable for descriptive text lessons is the describing picture strategy, not only that, but teachers must also be able to find other strategies to be applied in the classroom so that students are more enthusiastic about learning

2. For students
   Students must also be active in asking questions when they have difficulty writing descriptive texts, students must also focus on the images that have been shared, must not go out of topic, students must also have the courage to move forward when asked by the teacher to write on the whiteboard

3. For the next researcher
   The next researcher should take a describing picture strategy in learning to write descriptive text, they can also develop it so that it can be an innovative strategy

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