

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF PADLET APPLICATION ON TEACHING WRITING
DESCRIPTIVE TEXT IN TEN THE GRADE AT SMA RK SERDANG MURNI
LUBUK PAKAM

A THESIS

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Dinyatakan Benar Telah Mengikuti Ujian Akhir Meja Hijau dan Telah
Memenuhi Syarat Dengan Hasil Nilai A dan Memperoleh gelar

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CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Teaching was about process how to share and transfer the knowledge for the people. Teaching writing skills provided an important focus of study to a significant extent. Learning activities in class were spent by the teacher in explaining the lesson, while the student's paid attention and listened to the teacher Chung (2011:18). This point of view was usually referred to as learning using the teacher-centered or approached or conventional approach. Pardjono (2002:172) said that it is clear contrast with the opinion that learning is a constructive process, where students construct knowledge actively and did not receive passively from the teacher. Therefore, teachers must choose and apply appropriate learning process. Specifically, determining what application to use in learning is important for teachers because the application is defined as a perspective on learning process. Applying the appropriate application could help and influence the success of teaching writing in school classes Fayed and al – zu (2013:30). So that with the suitability of the application use the teacher understood better in teaching writing especially writing descriptive text.

Writing was one of the most essential skills to achieve educational success. Writing was an activity that must be understood by every individual. Thus, one of the successes of writing skills education could have been achieved. Therefore, to be able to understand writing and process to make writing. Notwithstanding its importance,

writing skill is complex skill to master Tillema (2012:1). Writing is very different from other skills although they were the same as production skills. Many students said that writing is the most difficult skill in English because the students had to followed instructions in writing and they should thought correctly bout what they wanted to write. It is knew students often felt that that the learned system is less interested and monotonous because teachers only taught through available school booked without encouragement from other aspects such as digital media that was relevant to learned. This problem affect students to became demotivated and often results in their poor writing. This problem affect students to became demotivate and often result in their poor writing. This researched students to become demotivated and often results in their poor writing. In general, there are several obstacles that are often encountered by students when started to learn writing. First, lack of inspiration or ideas, it is often founded that students often had difficulty found adequate ideas or inspiration to included in their writing. This could happened because students lack of knew ledge or experience about certain topics, which made it difficult for them to design ideas that are relevant or interested. Second, lack of language skills, due to deficiencies in language skills, students was had difficulty conveying ideas or information clearly and effectively. Third, students are afraid of criticism or assessment, some students might Have Been afraid of received criticism or low grades, because of their feared of criticism, students was reluctant to explore creative ideas that they could actually improved. The next obstacle that students often encounter in writing is difficulty in organizing ideas. Some students may had their owned ideas or creativity in writing, but it is often founded that students often found it difficult to organize their ideas into logical ideas and developed into a good storyline because they have difficulty in organizing their ideas. The lasted common obstacle that often occurred among students in writing is a lack of self-

confidence. Some students may felt less confident in their writing abilities, because they are afraid that the writing they write was not be good or received criticism from the teacher, which can affect their creativity and expression in writing. Finally, many students are unable to worked on writing projects according to the writing indicators. Nowadays, students are not only asked to produced worked of good writing. But also have to saw how the student's process is to be able to produced writing that is in accordance with the existed writing components and indicators.

Descriptive texted was the typed that used when them wanted to told how something looked, smelled, felt, action, tasted, sounded. This meant that when described something, how it looked, felt, smelled in written formed was a texted with the typed of descriptive text. Basically, it provided details information about the characteristic of people, placed, and things. They added that there was two generic structures of descriptive text; that is, identification and description. In identification, students identified phenomena or subjects that explained. In description, students was described specific parted, qualities, and characteristic of an objected being explained. In addition, the taught process not only focuses on the text it self, but also focus on how to construct the new text, they were did not only explained the generic structure of descriptive text but also provided examples of descriptive text and explained how to compose or made descriptive text, because there is not much timed it was maked students overwhelmed in summarizing the explanation from the teacher. So it is important for the teacher to made a way out so that students could learned the lessons gave by the teacher anyway and any timed. There are several reasoned why researcher chose descriptive text for this researched. The first is that descriptive text provides a cleared picture. Descriptive text aimed to provide a cleared picture of a phenomenon or objected. In the context of researched on students' wrote abilities, used this type of text could helped researcher to

gained a deep understanding of the quality of students' writing. Second, descriptive text describes the thought process. By analyzing students' descriptive texts, researchers can describe how students planned, organized, and developed their ideas. This is important to understand students' thought processes in produced writing. Third, descriptive text supported comparative research, in comparative studies between schools, regions, or even countries, descriptive text can be a good tool for comparing students' writing abilities. This is because the format is clear and standard, allowing for easier comparison. Based on the interview conducted by researchers to the students and teachers at SMARK Serdang Murni Lubuk Pakam, students had several obstacles in their writing skills especially in descriptive texts. First, students could not develop ideas before writing well. Students often looked for supporting ideas for the main idea of their writing. Finally, there was a discrepancy in the paragraphs students wrote. Second, students had difficulty arranging content sequentially because students did not understand the generic structure of the texts they write. Third, students were unable to interpret some words, so the sentences they wrote became confused. This happened because students did not know much vocabulary in English. Students had difficulty memorizing a lot of vocabulary because they thought English was not the daily language that was easy to remember. Fourth, when writing sentences, students are still lazy about putting together lots of words because they had to adjust to corrected grammar while some students do not understand the grammar. Fifth, in writing, students rarely paid attention to the use of punctuation marks or the appropriate placement of capital letters. In the end, students did not finish their writing perfectly. That is the reason why researchers chose this senior high school to conduct this research.

Based on observation data that the researcher carefully examined students' writing skills in writing descriptive texts. The results looked liked the table below:

Tabel 1. Writing Descriptive Text Pre Test

No	Students	Content %	Organization%	Vocabulary %	Grammer%	Mechanis%	Total
1.	L	23	10	8	8	5	46
2.	CFP	12	7	7	5	3	34
3.	KPR	15	8	7	6	2	38
4.	NA	20	10	8	7	3	48
5.	NAS	13	7	7	5	2	34
6.	DDAS	13	7	6	5	2	33
7.	JCP	14	9	7	5	2	37
8.	MDS	24	7	7	7	5	50
9.	CAP	12	7	6	5	2	32
10.	ARS	11	6	7	5	2	31
11.	MAT	8	5	3	2	2	20
12.	AMZ	13	7	6	6	2	34
13.	GPHM	8	5	5	3	2	23
14.	CNB	11	8	8	8	4	39
Total	Total	197	103	96	77	38	499
	Average	14,07%	7,35%	6,85%	4,52%	2,71%	35,64%

Based on the results of the research conducted by the researcher above, below is the classification of grades used to measure the results of students' writing.

Table 2. Table of classification of the student's achievement

Value	Grade	Level of achievement
80 – 100	A	Excellent
66 – 79	B	Good
56 – 65	C	Sufficient
40 – 55	D	Fairly sufficient
< 39	E	Poor

The results of the researched tested above showed that the wrote skills, especially wrote descriptive texted, of students at SMARK Serdang Murni Lubuk Pakam was still relatively poor because the total results obtained was 35,64%. Based on the results of the descriptive texted wrote tested conducted by the researcher, one student, named NA, received a score of 20 in the Content aspect. This score attributed to his struggled in developed the given topic and his notable deficiency in vocabulary, resulting in

inadequate wrote. In terms of Organization, he received a score of 10 due to the confused nature of his writing, with disjointed sections that did not flow cohesively. In the Vocabulary aspect, NA scored an 8, indicating his limited vocabulary skills that hindered effective communication of his ideas. His Grammar score was 7, reflected the pervasive errors in grammar throughout his writing, with little demonstration of proper grammatical usage. Lastly, in the Mechanics aspect, NA received a score of 3, primarily due to numerous incorrect capitalizations and instances where the intended meaning was unclear. Consequently, when considering the cumulative scores across all aspects, NA achieved a total score of 48. The purpose of this study was to find out if the Padlet application could increase the average score of students, which was initially 35.64%, to be on target, worthy of use by teachers and students in the learning process. This could also provide students with the opportunity to make the best use of the technological media found on their cellphones. So, the researcher chose the title "SMA RK SERDANG MURNI LUBUK PAKAM" by using the Padlet application. Students motivated to learn English well and could make student learning more enjoyable. This research intended to depict the teaching of writing descriptive text by utilizing a digital tool called Padlet. Therefore, the reason why the researcher chose the Padlet application in learning to write, specifically for descriptive text, was because in the Padlet application there were many features that could build student motivation in learning to write, in the Padlet application students can provide ideas with text features, learn videos, images and also audio and on the Padlet application students can browse to YouTube, Spotify etc. That is the reason why she chose the Padlet application in learning to write specifically in descriptive text.

As in the last two years, teachers really needed an application that can be used even though the place of teachers and students was different. There were several

applications that are used in distance taught, such as Quiz, Kahoot, Google Classroom, and etc. There are also various technologies that can be applied in language taught. Initially, teachers usually only use books in classroom or language laboratory. However, because of technological development as seen today, teachers got easy access to use new technology and apply it in practiced classes. On the other hand, by applying technology in the classroom, students can be more independent and enthusiastic in learning the target language. Sidabutar (2021:4015) stated that some online system had several advantages when applied in the classroom. The development of this technology, students are more flexible in learning language and students were more independent in learning, and they had more flexible time and place because it can be accessed easily and anywhere. One of the free modern online media that can be used by English teachers at teaching writing is Padlet as the researcher said above. Today, the Padlet application is one of the modern technologies available to teachers.

In a classroom setting, Padlet had created a better learning environment and improved the learner's language. As a result, students had more time and motivation to practice writing through this application. Padlet is a web-based online wall display that can be used to study together. On the wall, ideas can be arranged via virtual posts from users. This tool offered a variety of benefits to users without having a special account. As long as the user has a Google email they can use the Padlet application. Users can create their walls that can be used freely. However, this application also provided various features but only premium users can access them. Besides that, Padlet is also able to invite other users to collaborate on their walls. Definitely, this Padlet is one of the most useful learning media because of the various features available.

1.2 The Problem of the Study

Based on the research background above, the researcher formulates the research problem as follows : Does Padlet application significancy affect in teaching writing descriptive text in Ten grade at SMA RK SERDANG MURNI LUBUK PAKAM?

1.3 The Objective of The Study

Relating to the problem statement above, the research states that the objective of the study is to: To find out whether Padlet Application significancy is effective in teaching writing in Ten Grade at SMA RK SERDANG MURNI LUBUK PAKAM or not.

1.4 The Scope of the Study

There was some application used by students in the taught learned process namely Quiz Kahoot, Google classroom, and Padlet. In this researched, the researcher only focuses on the Padlet application on students wrote ability. There was several genres of wrote stated by Gerot and Wignell (1995:192) they are narrative, descriptive, recounted, explanatory, argumentation, reported, news item, anecdote, procedure, hortatory, discussion, and reviews. Then in this researched the researcher was focus on writing descriptive texted by used the Padlet Application because from analyzing students' descriptive texted, researchers could described how students planned, organize and developed their ideas. This was important to understood students' thought processes in produced writing. Descriptive text supported comparative research, in comparative studied between schools, regions, or even countries, descriptive text could have been a good tool for compared students' writing abilities. This was because the format is cleared and standard, made comparisons easier. Meanwhile the reasoned why researcher chose the Padlet application in learned to write, specifically for descriptive text, is because in the Padlet application there are many features that can built student motivation in

learned to write, in the Padlet application students can provided ideas with text features, learned videos, images and also audio and on the Padlet. Padlet application students can browse to YouTube, Spotify etc. That is my reasoned why she chose the Padlet application in learning to write specifically in descriptive text. Researcher and than chose the placed to have done this research is SMA RK SERDANG MURNI LUBUK PAKAM .The reason why the researcher chose to conduct research at this school is because based on the results of observations made by the researcher, the researcher sawed that students had several obstacles in their writing skills, especially in descriptive text. This happened because students did not know much of the vocabulary in English. Students also had difficulty memorizing a lot of vocabulary because students thought English is the day language that is easy to remember. In writing, students rarely pay attention to the use of punctuation marked or the appropriate placement of capital letters. In the ended, students did not complet their writing perfectly and the population of this research is X1 and X2.

1.5 The Significances of the Study

This is significancy to conduct this research for both theoretically and practically contribution as follows;

1.5.1 Theoretically

1. For the readers

The finding of this study us expected to the user to enrich their knowledge about descriptive text

2. For the learners

To provide information about effect of Padlet application on writing skills

1.5.2 Practically

1. For the teacher

The result of this research is expected to help teachers to find out the proper application for teaching descriptive text in order to improve students learning achievement and utilization of the learning applications to follow 5.0.

2. For students

The result of this research may assist then in writing descriptive paragraph correctly with an interesting way and not boring in learning process.

3. For the Students

The result of this research can be used as one of the references or guidelines for future research related to subject. Then, the research is better and more successful.

4. For the school

The result of this study hopes is valuable for school to develop and encourage the student's ability in writing descriptive text by using Padlet.

1.6 The Hypothesis

A hypothesis is needed to show the researcher thinking about what outcome of the research was . The research hypothesis is formulated as follows:

Ha : There is significantly effect of using Padlet application on students writing
Descriptive text.

Ho : There is no significantly effect of using Padlet application on students writing
Descriptive text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presented a review of the literature on the theoretical ordered and described the related material to provided clearer concepts and ideas for this researched. In compiling this researched, the researcher needed theories to explained the relationship between terms in this research. It served to provided a limited concept that had a special meant in a particular context. Needed to explained theoretically to avoided them between the researcher and reader.

2.2 Writing

2.2.1 The Definition of Writing

To made a good paragraph, people had to understood the nature of the wrote. This section discusses about the meant of wrote, the typed of writing the process of writing, and the purpose of writing. Writing was one of the English skills Basonggo, Said, and Dewi (2016:1). Writing was one of the most important skills in learned English. Nunan (2003:88) writing as mental worked instilling ideas thought about how expressed them and organize them into statements and paragraphs that cleared to the reader. This meant that students must been able to expressed their ideas into written formed and apply the writing ruled of a language which must been in accordance with the grammar. (Wardani, Basri, and a. 2017:1) stated that among language skills, writing is the most difficult in the sensed that it took a longed process from brainstorming to the final product. In addition, it involves several elements of writing such as content, grammatical functions, vocabulary, and mechanisms such as punctuation, capital letters, and spelled. The main objective of taught English is to

supported students to communicate both orally and in writing, and to understand English texts. Students could learn all language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, and vocabulary). This could have been due to their inadequate vocabulary and practice time at school which is less or even less effective so it did not provide opportunities for students to write down every idea that is in each student's mind in class. Nunan (2003:88) said that writing can be defined as a series of choices. This means it is a physical and mental act, the goal is to express the ideas that were in the mind of the researcher. It is a process and the product of writing is a medium for communication between the researcher and the reader. Then, the writing must be understandable so that the reader understands what the meaning of the text is. Kern (2000) stated that writing is a functional communication, enabling students to create a world of imagination in their own design. Writing is a technique of pouring ideas or the contents of the researcher's thoughts into written form. In this case, the idea must be expressed by applying it according to the rules in writing, namely capital letters, punctuation, and grammar so that it can form a sentence, then form a paragraph. Thus, the writer can convey information. Besides, whenever a researcher wanted to write, they had to know the audience or readers, which helped in achieving the goal of communicating clearly and effectively. From all the opinions above, it can be concluded that there are many factors that influence writing to be good such as grammar, vocabulary, punctuation, and spelling knowledge that must be integrated into a paragraph.

The researcher concludes that writing is more than just a medium of communication. This is a way of remembering and ways of thought. None of us can write well without reading, observing, thinking, and experimenting. So, it can be said that writing is not an easy thing. In writing, people must produce words, phrases, sentences, and paragraphs at a time.

2.2.2. The Purpose of Writing

All skills in English have a goal to achieve the specified target. In writing, providing good information in written form is one of the goals of writing. Apart from that, another purpose of writing is to entertain the reader and also convince the reader of something. Hugo Harting (Tarigan, 1994: 24-25) classifies some of the purposes of writing, are as follows.

a. Assignment purpose

The purpose of this assignment means writing has no purpose at all. The researcher writes because he is assigned, not on a purpose be it to entertain or otherwise.

b. Altruistic goals

The researcher aims to please the reader, by avoiding reader grief. The researcher wants to help the reader understands, and appreciate his feelings and reasoning, The researcher wants to make the reader's life easier and more fun with his work.

c. The purpose of persuasion

The researcher goal is to convince the reader that the truth of the ideas expressed.

d. Informational purpose

The researcher purpose is to provide information or explanation for the readers.

e. Self-expressive purpose

The researcher purpose is to state or introduce themselves to the reader.

f. Creative purpose

The researcher goal is to achieve artistic values and artistic values.

g. Problem-solving purpose

The researcher goal is to solve the problem. The researcher wants to explain, clarify, explore, and research carefully the researcher own thoughts and ideas in order to be understood and accepted by the reader, So, from the explanation above, the researcher is not careless in pouring out their thoughts. However, when writing they have a specific purpose as described above.

2.2.3 The Process of Writing

Writing is a skill that requires several processes to make the results of writing conveyed well. There are several stages in the writing process. Several stages in the writing process are discovering ideas, pre-writing, organizing, drafting, revising, and editing.

1. Pre-Writing

Researcher should explore their ideas, and write them in an organized order. The researcher must also recognize the subject, purpose, and audience for their writing. The researcher needs ideas in creating a text. With these ideas, the researcher can create a sentence. Pre-writing is the stage where researchers generate their ideas using strategies and information they have Abas and Abd Aziz (2018:1818). This stage is the longest stage in the writing process. In this stage, the researcher must go through three stages in forming the idea into the composition of the text. Below are strategies that can be use in the pre-writing stage:

a. Brainstorming

Brainstorming is useful how to start or generate new ideas. Brainstorming is a strategy to increase creativity and productivity to gather ideas. This strategy is recommended to be done twice or more in order to get relevant ideas and can be done by interacting with friends or can be done alone. In this case, the researcher writes the results of their thoughts on the subject that they find themselves or the findings of the discussions carried out. This activity can be done in about fifteen minutes. Then the researcher can try to figure out the ideas. So, that the researcher is easier to understand in the preparation of sentences. Therefore, the ideas listed in the paper can help the researcher to connect each idea and see the topic from a different perspective.

b. Clustering

Clustering is an activity developed and named by Rico (1983) for frequently accessing that state of consciousness called the right side of the brain where we make patterns, designing, linking, and handling complex drawings. Riko defines clustering as "a generative, open, nonlinear structuring of ideas, events, feelings. Meyers (2005) stated that this strategy is beneficial for those who like to gather their ideas visually. In this technique, the researcher writes under the subject in the center of the paper and then circles it. Furthermore, researcher should write more ideas related to their chosen subject. Next, circle and connect it to the main subject with a connector line. It can be seen that the researcher ideas can relate to each other in this technique through visual form.

c. Free-writing

The last stage is freewriting. Free writing helps students to understand that not all the writing they do is equally good and not all posts have to be saved. In this activity, the researcher must be able to sort out which ideas should be used and which ones should be discarded. In writing, ideas often come that lead them to imaginative new directions. Because students do not focus on a theme, they take risks in free writing without realizing it. This can lead to discovering something new, maybe a new idea, skill, or insight (Saskatchewan Education, 1997).

2. Organizing

After the pre-writing stage, then proceed with the organizing stage. In this stage, the researcher sorts and organizes the ideas found from the results of the discussions carried out or the results of his own thoughts. Return to pre-writing and do the following: Underline the best ideas in the brainstorming list. Remove the ideas that are not related to choices. Choose the part of the clustering diagram that has the best ideas. Circle or highlight the best part of the pre-writing and make an informal outline (Mayers, 2005).

3. Drafting

Writing activities begin in real terms at the writing stage, namely drafting. Drafting is done as soon as students are fluent in expressing their experiences orally. They were immediately asked to start writing down. The situation that should be built is a free situation without pressure, namely a situation that allows students to make mistakes. Mistakes are not considered taboo but as part of the learning process. Mistakes are not punishment but as a form of tolerance which was seen at a later stage. The draft writing stage as a tentative activity, meaning that the writing of the first draft was continue

and change with the writing of the second draft and so on. Draft writing was developed depending on the experience and reflections of the researcher. At this stage the researcher had the opportunity to have a dialogue with himself while reading draft after the draft he wrote. In group writing, dialogue can occur with other group members. The focus of the dialogue at this stage is the content or meaning of the writing. Like the free writing technique at the pre-writing stage, draft writing should be done without stopping and without correction (Temple, et al., 1988:213) or write and keep writing. This is intended so that the disclosure of the meaning and content of the essay runs smoothly without being disturbed by technical matters.

4. Revising

Revising is an activity to return and modify or improve the draft (Calderonello & Edward, 1986:11). The essence of the activities at the revising stage is correcting and perfecting the writing or finding errors in the written draft. The activity is to get writing that is in accordance with the meaning possessed by the researcher. The main concern at the refinement stage is about the content of the writing. Improvements can be made through rereading the researcher own writing or through brainstorming and conferences with others (friends or teachers). At this stage, the researcher gets the opportunity to rethink his ideas, thoughts, feelings, and experiences. Everything that writer wrote could be added, subtracted, refined, and rearranged according to his needs. Activities at this stage are rereading the draft, completing the draft in the conference group, and the sections that require feedback.

5. Editing

The last stage in process of writing is editing. Meyers (2005), the researcher was have to go back to their writing and have to start making changes in organization, punctuation, grammar, word choice, verb form, and spelling. The researchers need to examine those things carefully to come up with great writing. After the researcher changed the organization, punctuation, grammar, and adjustments in their writing, they must start proofreading. Proofreading means the researcher has to reread their writing because researchers need to check the words they choose. sentences, sentence meanings, and even more grammar. This stage is also known as the refinement stage. This stage is the last stage in the writing process. So, at this stage, the researcher must be careful with all aspects before the results of the writing are published.

2.3 Teaching Writing

Teaching is a scientific process, and its main components are content, communication and input Isola (2019:6). Where between the two parties communicate with each other on a topic of discussion that concerns learning material. One of the materials is writing. Writing is not merely issuing thoughts into written form without following guidelines in writing. The ability to write in English is important for both professional and academic needs. Professionally, the need to write in English has become important in today's global community as it supports citizens of different cultures to communicate through letters, emails, business reports, web pages, etc. Academically, being written effectively in English is highly valued for the possibilities it offers teachers, students, and researcher to expand their intellectual property to the international community.

The teaching of writing is about guiding, conveying, teaching, or providing guidance in writing or transferring knowledge about how to write well and how to produce good writing. Research on second language writing lately has focus on the approach to teaching writing. These approaches include: First, a product approach that recognizes the need to concentrate on the final part of the writing. This approach directs teachers and students to recognize that the planning phase begins and ends in the initial drafting period. Teachers measure writing by the criteria of "vocabulary use, use of grammar, and considerations such as spelling and punctuation." As well as "content and organization" Wicaksana (2016:8). Therefore, it is seen as a product that is built from the researcher grammatical and lexical commands, and development is seen as the result of imitating and manipulating the model provided by the teacher Hyland, 2003:3 cited in Shen, Silva, and Matsuda (2002). The product approach has been criticized for the actual processes use by students. Process approach identify the stages in writing: (1) prewriting, (2) organizing, (3) drafting. (3) revising, and (4) Editing. Awareness of the plurality of writing styles creeps into conventional theories that recognize the influence of genre on writing. Therefore, this approach emphasizes the importance of certain genres that students produce (letters, essays, biographies, reports, etc.). According to Cope and Kalantzis (1993) cited in (Wicaksana 2016), there are three stages in this approach: (1) modeling of the target genre for students, (2) construction of the text by the teacher and students together, and (3) construction of the text by each student individually. The genre approach is also questioned because it fails to appreciate the process required to produce a text and views students as passive. The EAFIT Language Center does not strictly adopt a single approach in writing classes Wicaksana (2016:8). Researcher believe that a combination of approaches that emphasize process, product, and genre can greatly help students develop their writing skills by considering (1) the personal processes students go through when writing such as drafting, revising, and editing; (2) the accuracy of the language

use as reflected in the mastery of grammar, vocabulary, mechanics, and coherence and cohesion; and (3) the purpose of writing as determined by the mode of discourse and genre.

2.4 Descriptive Text

One part of the text is descriptive text. In this section discuss about the definition of the description text and the generic structure of this text with the example of the text. Descriptive is a written English text in which the researcher describes an object (Sipayung et al. 2016).

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Siahaan 2013: 115). Descriptive text has a social function to describe people, things and places in detail and specifically. Meanwhile, the thematic structure of descriptive text is identification and description. Identification is the introduction of the object to be described along with the phenomena to be described related to the object.

Description is a description of the characteristics of the object being described the characteristics of the object can be seen from the physical characteristics, quality, and character of the object to be described. In writing this descriptive text, the language features that can be used by the researcher include the involvement of specific participants, the use of the tense Suparyanto dan Rosad (2020:5). Descriptive writing appeals to the senses, so that it tells how something looks, feels, smell, taste, or sounds. A good description is a word picture; readers can imagine an object, place, or person in their minds. A description usually follows the pattern of organization we call spatial order. Spatial planning is the arrangement

of things in space. When people read the model paragraph, notice how the description moves from the bottom of the ladder to the top. Also notice how the description of women moves from far to near. Supporting sentences are the "meat" of a paragraph. They are not only providing details that prove the truth of your topic sentence, but they also make you writes rich and interesting (Hogue and Hosima 2007: 61). This means that a good sentence must be accompanied by supporting sentences to clarify what is being discussed. So that the recipient of the writing can read well and can imagine what is meant in the writing. Thus, the reader was also understand the style of the text he reads. Description is writing that uses clear details to capture a scene, setting, person, or moment. Effective descriptive writing includes:

- a. Sensory details-sight, sound, smell, taste, and physical sensations
- b. Clear and precise language.
- c. Figurative or comparative language
- d. Adjectives and adverbs that describe the picture of the word.
- e. Organization according to the subject.

Syahputri and Masita (2018:18), descriptive writing was chosen to offer specific information, pictures, accompanying it such writings in magazines and newspapers are equally important in conveying certain ideas.

Generic structure is systematics in a flow that is presented in a text. When writing descriptive text, there are some generic structures for our writing to be true.

The arrangement is;

- a. General classification: Contains the identification of the thing/a to be described.
- b. Description: Contains an explanation/description of the thing/person mentioned some properties.

Example of Descriptive Text

(Identification)

My Beloved Mother Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now and here is my mother.

(Description)

My mother's name is Bunga. She was born 52 years ago. She is short, but not too short. She is skinny and she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that has taught me to be a kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2.5 Padlet

One of the applications used in the learning process is the Padlet application. In this section discuss about the meaning of the Padlet application, the advantages of the Padlet application and the procedure for using the Padlet.

2.5.1 Definition of Padlet

Padlet is a tool that can be used in the teaching and learning process, Padlet has an online wall that can be filled with student writing. Various ideas that participants have can be expressed in the application. The virtual wall can be used in teaching students to write. This tool can be used by everyone and has various benefits to users without having to special account. As long as the user has google email, they can use Padlet. In this application, there are provided 3 free walls. However, for users who want more features, the premium part can be used. In this application, we can collaborate with other people. We can invite them to join our wall and vice versa.

In a class setting, Padlet works well with activities such as brainstorming, discussion, and project work. Students can learn through Padlet anytime, anywhere, with internet-enabled devices such as smartphones, tablets, and computers with an internet connection (Haris, Yunus, and Badusah. 2017: 784). So, the researcher concludes that this application is very suitable for teachers to use as a place for distance learning. Because the application is also equipped with many features. Creators can modify their posts before they are seen by others. Fill the wall permanently unless the wall is removed using the code sent to the user account or our own.

According to Ika Mustika, Latifah (2020: 282-283) Another feature of Padlet is that a researcher can post comments or upload files simultaneously. Posts on the Padlet wall were seen in real-time. Like other web tools, activity on Padlet requires an internet connection. Writing is considered the most important skill because it is the basis for communication however that is also considered a difficult skill for students in detail. Limited time to build items English writing web tools like Padlet can be an alternative solution for the teacher. Contrary to web tools like PADLET also requires various internal elements of students, confidence, openness, self-esteem, external factors; connectivity, alternative links, and others. To see how PADLET can help teachers in anticipating the writing process, this problem then research interest arises to see students' point of view on the use of these web tools in a writing activity.

2.5.2 The Advantages and Disadvantages of Padlet Application

Currently, there are many learning media used in modern times online learning includes Padlet. According to Fuchs (2014: 7-9) Padlet is a -based learning platform web and applications that can be used by teachers and students in 2 versions, namely: free and paid. The learning model of this platform uses an online system. Padlet allow teachers and

students to carry out activities online learning with text and audio-visual media at one time the same one. Padlet provide virtual walls and collaborative spaces that can be accessed from any supported device with internet access. The advantage of this Padlet application is that a student is required to create an account to provide comments or feedback on topics that have been presented, besides that the advantages of this application are that it can communicate remotely and can download and view materials, however, this Padlet application also has several disadvantages that is. The first is Capacity Limit, where Padlet has a capacity limit on the amount of content that can be added to the free bulletin board. If users reach the limit, they was have to upgrade to the paid version or remove existing content. Second, Limited Privacy Settings, where in the Padlet application, the free version of Padlet has limitations on privacy settings. Users can only choose between bulletin boards accessible to everyone or by invitation only. More detailed privacy settings options are only available on the paid version. Third Limitation of Collaboration Functionality: Although Padlet allows collaboration, collaboration functionality is limited to certain types of content. For example, users cannot edit content added by other users to a bulletin board. fourth, namely Dependence on Internet Connection: Using Padlet requires a stable internet connection. If problems occur with your internet connection, access and interaction with Padlet may be hampered.

people can only create a very limited number of Padlet or whiteboard files, and most people have problems with the internet network when accessing the Padlet. Regarding learning, some of the advantages of Padlet as a platform learning is:

1. Available for free version.
2. The application does not need to be downloaded so it is memory friendly.

3. Padlet is able to create a real class atmosphere (social presence and teaching presence) because educators and students are at the same time.
4. Everyone can convey ideas and ideas using text, audio or videos.
5. Educators can present learning tools, teaching materials, attendance lists, assessments directly in the Padlet column or using a link from the web and google forms that have been prepared previously. Padlet provides features with complete link.
6. Educators can arrange the online Padlet whiteboard as attractively as possible.
7. Educators can organize more varied learning activities based on tasks or projects individually, in pairs or in groups.
8. Educators and students can change roles freely.

By using the Padlet platform, interactive learning can also be achieved even though the learning is still screen-to-screen. The existence of a Padlet platform can be an option for educators in implementing online learning. Further, the use of Padlet in learning can be used as a forum for collaboration between good teachers and fellow students subject teachers and between other subjects.

2.5.3 The steps of using Padlet Application

The following steps for using Padlet as a learning platform online include:

1. Register or log in to the application or the web with a personal account.



Picture 2.1 Login to Padlet.

If we use a Google account, we can sign in with single sign-on (SSO) without have to register again

2. After registering, you will arrive at the first page or Padlet homepage.



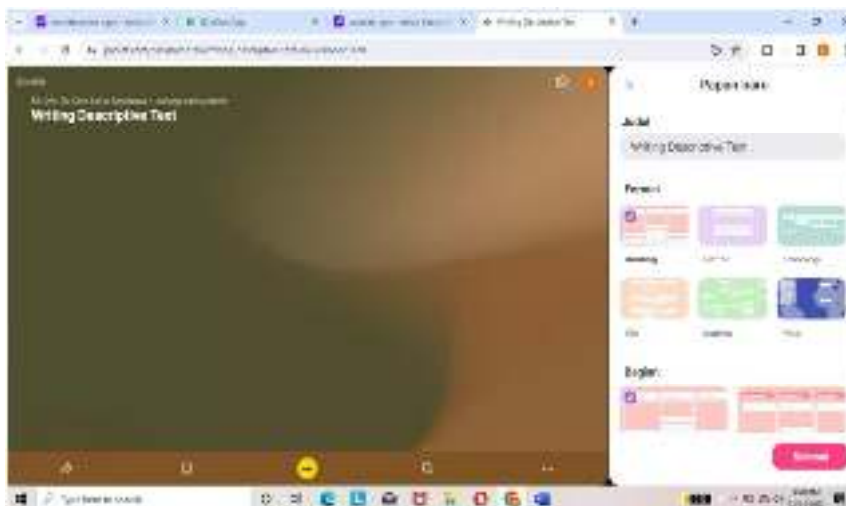
Picture 2.2 Homepage of Padlet

3. Select the make a Padlet menu, then select the model Padlet to be used.



Picture 2.3 Menu Padlet

4. After determining the desired background then continue to fill the online wall. Online wall can be filled with various forms. Such as writing , videos, records, links from YouTube and so on. First, click plus sign below.



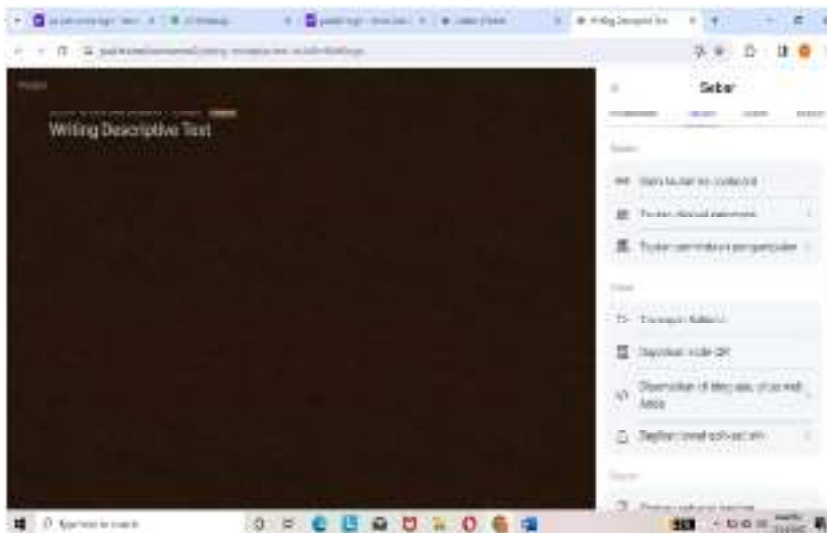
Picture 2.4 Background Padlet after join.

Second, write the material in wall. People can add material by using various available features such as the one in the pictures.



Picture 2.5 Features of Padlet

5. Save the result of assignment, discussions or topics in the three dot icon section and select share or embed or export.



Picture 2.6 Ikon to save or share result

6. Close or lock the Padlet so that no one can access it when it is time it is finished and select on the share or embed menu or no export, then click on the charger privacy (Fisher 2017).



Picture 2.7 Menu close of Padlet

2.5.4 Procedures of Padlet Applications

To affect the learning experience in my writing class, researcher decided to incorporate Padlet, a versatile digital platform, into my teaching methodology. After introducing the topic, students were engage with relevant YouTube videos, giving them a multimedia perspective on the course material. This multimedia approach aims to cater to diverse learning styles and stimulate interest in the writing process.

After viewing the video, students was actively participate in the learning process via Padlet. They were presented with a virtual wall where researcher post thought-provoking questions related to the content discussed in the video. One of Padlet's unique features is that it allows students to personalize their experience. In this case, they have the freedom to choose a wall color that suits them, thereby adding an element of creativity to the learning environment.

These interactive activities serve multiple purposes. First, encourage students to reflect on the video content and express their understanding through written responses. Padlet's visual and collaborative nature facilitates a dynamic exchange of ideas among

students. Additionally, the ability to choose your preferred wall color provides a sense of ownership and personalization, fostering a positive and inviting atmosphere.

When students contribute their responses to the Padlet wall, it creates a virtual mosaic of thoughts and perspectives. This not only encourages collaboration, but also allows researcher as an educator to gauge collective understanding of the material. Padlet becomes a digital canvas where each student's input takes the form of unique brushstrokes, contributing to the overall understanding and discussion of the writing topic.

In short, integrating Padlet into post-video activities enhances the learning experience for writing class students. This encourages active engagement, personalization, and collaborative exploration of the course material. This innovative use of technology not only aligns with modern teaching methods but also provides valuable insights into students' understanding and thought processes.

2.6 Previous Research

The first from Manirah Haris, Melor Md Yunus, and Jamaludin Hj Badusah (Haris, Yunus, and Badusah. 2017) with entitled "*The Effectiveness of Using Padlet in Esl*". They collected by the means of pre & post-tests and questionnaire survey. The data was analyz using both descriptive experimental and inferential analysis. The result from pre-post tests indicated a significant improvement in students" performance. The result from survey also showed high preference and participants" positive attitude towards using Padlet as a means for learning grammar. The findings indicated that the use of Padlet is effective in enhancing students" performance in language learning. It means that Padlet can give a contribution to students' descriptive text writing, it was effective for students writing. So, the similarities of our research is

media that we use. The media is Padlet application. The differences of our research is place that people use. Thus it can be concluded that the student's desire to learn is strongly influenced by the teacher's technique in teaching. There are many ways that can be use to promote creativity in teaching. One way that people can see through the research above is by using a Padlet application. As a result learning can be resolved under any conditions. Then, the teacher can learn more about creativity in teaching in the class room. This research also contributes to the researcher's research because the themes in this research are closely related to the researcher's research theme or topic, so that it can provide in-depth understanding and relevant insights. Also, the supporting data or findings in this research produce data or findings that can support or strengthen the arguments or hypothesis in our research.

The second from Abbad M Alabbad and Hadeel Saad Bin Huwamel (2020) with entitled " *The Effect of Using Padlet as a Vocabulary Knowledge Enhancement Application on Saudi EFL Female Learners, and their attitudes toward its value in Learning* ". This study aimed to investigate the effects of using the digital learning tool Padlet to teach English vocabulary to Saudi females learning English as a Foreign Language (EFL) within the context of Communicative Language Teaching (CLT). Specifically, it examined the attitudes and thoughts of these females toward the application and the effectiveness of using it as a learning platform. The similarity this research with this research is media that we use, the media is padlet application. the differences This research focuses on investigating whether the use of the Padlet application can influence the vocabulary skills of Saudi Arabian female EFL learners. While this research focuses on analyzing the use of Padlet in writing, especially descriptive text. This research has a contribution to the researcher's research because the research methods in this research are relevant or innovative, which can be an

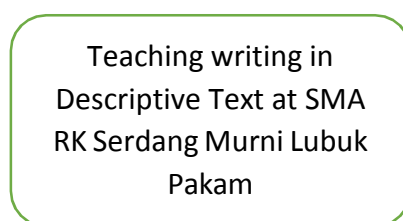
inspiration or guide in designing the researcher's own research methodology. Also, the literature and references in this research present literature or references that enrich the theoretical framework of the researcher's research.

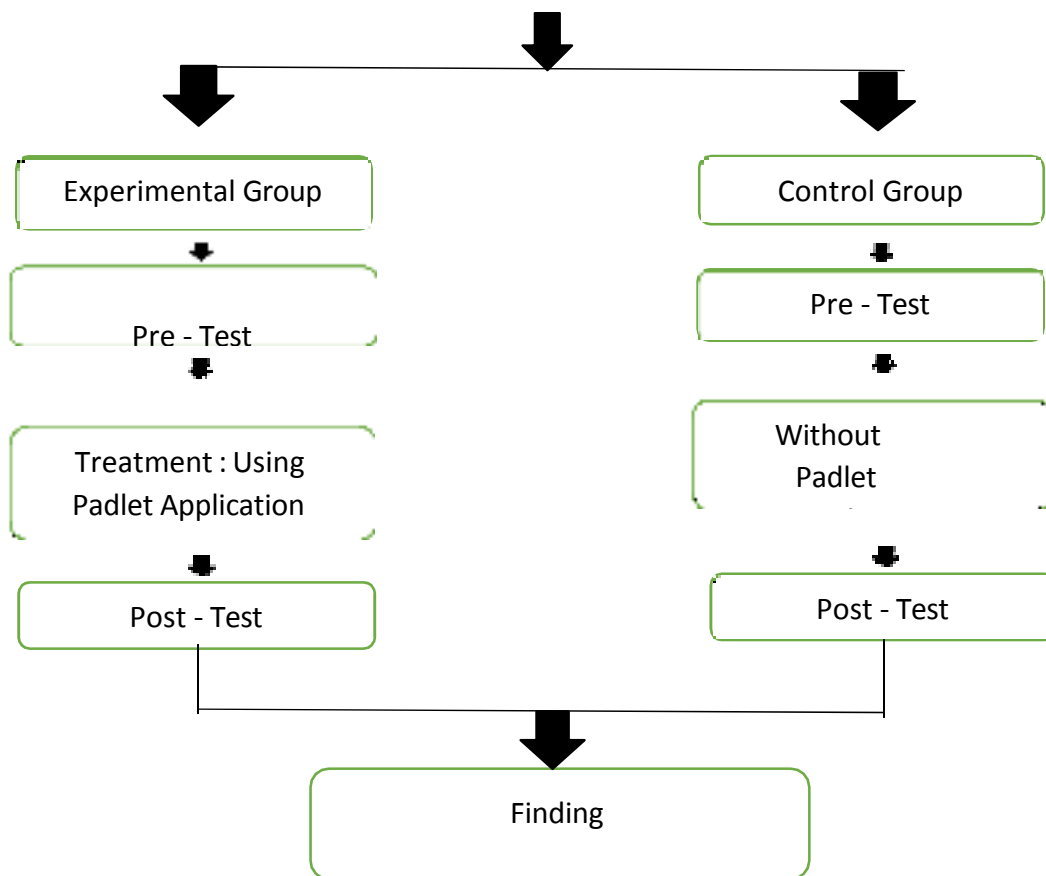
The third from Ayu Sinta Ramadhani, Utami Dewi, Mufida Syahnaz, Jimmy Ezekiel Kihwele with entitled “ *The Effectiveness of Using Padlet in Collaborative Writing Based on Students’ Perceptions*” This study was used Padlet as a digital tool that may be used in a writing class to pique kids’ interest in learning English, especially in a writing class. Additionally, this study intends to promote the use of collaborative writing to make it simpler for elementary school pupils to use Padlet in writing lessons. Through the use of qualitative research techniques, this study set out to learn more about how elementary school kids perceived using Padlet for group writing projects. A total of 52 elementary school kids in grades 4 and 5 participated in this study. The third is from Ayu Sinta Ramadhani, Utami Dewi, Mufida Syahnaz, Jimmy Ezekiel Kihwele with the title "Effectiveness of Using Padlet in Collaborative Writing Based on Student Perceptions" This research was used Padlet as a digital tool that can be used in writing classes to arouse children's interest in learning languages English, especially in writing classes. Apart from that, this research intends to encourage the use of Collaborative Writing to make it easier for elementary school students to use Padlet in learning to write. Through the use of qualitative research techniques, this research aims to learn more about how elementary school children perceive the use of Padlet for group writing projects. A total of 52 elementary school children in grades 4 and 5 participated in this research. The similarities of our research is the media that researchers use, the media is Padlet application. The difference in our research is place that both of the researchers use, and this researcher used the method qualitative but in the researcher research use quantitative.

2.7 Conceptual framework

In this study, students experience difficulties in writing descriptive text. They also often make mistakes when make descriptive text. The researcher uses Padlet application in teaching writing skills. In this research used experimental. Because it uses two groups. One group as the control class and another group for the experimental class. Both classes was gave a pre-test to measure basic abilities before being give treatment. Furthermore, the researcher ware carried out the treatment. However, the treatment was only be carried out in the experimental class using Padlet application during the learning process and the control class was carried out as usual without the help of using the Padlet. The next stage, the researcher was do a post - test in both classes. Then the researcher makes a conclusion from the experiments carried out.

Figure 2.8 Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used True-experimental with posttest- only Controlled Group Design because the researcher was gave treatment in taught wrote and the simple was taken randomly. According to Gall and Brog in Icam Sutisna (2020) the experiment was the most powerful quantitative researched method for establishing caused and effect relationship between two variables. According to Sugiyono (2021: 112) True experiment is a real experiment because in this design, researcher could controlled all external variables that affect the course of the experiment. Posttest-Only Control Design is a group where two groups was each selected randomly. The first group was gave treatment or called the experimental group and the second group called the control group which is not gave any treatment. So, this studied divided into two different groups, namely the experimental group and the control group. The experimental group gave special treatment used a Padlet application. The control group give the conventional technique without Padlet application,

In this studied, the method chosen is an experimental with a quasi experimental design, which used a pre – tested and posted – tested design. This approached made it possible to measured the direct impact of the intervention of the Padlet application method on student's understood of wrote descriptive texted.

Table 3.1.1 Research Design of True Experimental Research

Class	Pre- Test	Treatment	Post- Test
Experimental	√	Using Padlet Application	√
Control	√	Using Conventional Method	√

3.2 Population and Sample

In this study, the researcher need population and sample population and sample in this study are as follows :

3.2.1 The Populations

The population was the whole Group of people from a subject or event that all had one or more characteristic in common and must defined more specifically and clearly as defined. Arikunto (2006: 130) “Populations was the whole of the studied researched if someone wanted to observed the elements in the researched area, so his or her research called research population “.

The population was Ten of grade in SMA RK SERDANG MURNI LUBUK PAKAM . It had four classes that conducted from X1, X2, X3 and X4 and consisted of 120 students from two major classes.

Table 3.2.1 Total of the students in the Ten Grade

No	Class	Total Member
1.	X1	30 Students
2.	X2	30 Students
3.	X3	30 Students
4.	X4	30 Students

3.2.2 The Sample

Arikunto (2006:131), the sample is a portion or representative of the research population. This research uses random sampling. The sample for this research was taken from the best class, that is Class Ten, that is 30 students from the Experiment Class (X1) and 30 other students from the Control Class (X2).

No	Class Ten of Grade	Control class
1.	Control class	30 students
2.	Experimental class	30 students
	TOTAL	60 Students

3.3 Research Variable

There are two variables in this research; independent variable and dependent variable. Wiersma and Jurs (2009 :34-35), independent variables can affect the dependent variable. While the dependent variable is a variable that dependent on the independent variable. In this study, the independent variable is the use of the Padlet application while the dependent variable is the Ten grade student's writing skills.

3.4 The Instruments of Collecting Data

The researcher used a tested as the instrument of collected data. The formed of the instrument was essay wrote tested. Test was gave for both groups with pre-test and post-test. The test would have been written in a formed of descriptive texted after the teacher explained how to wrote down descriptive texted by applying Padlet application. The researcher asked the students to write the corrected answered based on the questioned of the topic. The researched was did the pre-test, Treatment and post-test. Pre-Test was a kind of test gave to students in ordered to measured how far they understood in the writing experience. Pre-test is first gave by the researcher before giving treatment to the

experimental class. In this test, the researcher asked student to researcher a descriptive text and they had to completed the test in 45 minutes.

3.4.1 Treatment

The treatment was gave by the researcher after pre-test has done. In this study, the researcher applied the treatment. The experimental class gave the treatment by using Padlet application, while the control class learning process used conventional method in teaching.

Below, the researcher includes data collection procedures and student participation in the experimental class.

Table 3.4.2 Procedure of Collecting Data and Students in Experimental Class

No	Teacher activities	Students activities
1.	The teacher greeted the students and choose one of student to lead a prayer	The students gave the response for the teacher.
2.	The researcher explained about Padlet application as media, and how to use the media in writing descriptive text.	The students paid attention to the teacher explanations
3.	The researcher asked students about their experience related to the material	The students paid attention to the teacher explanation's
4.	The researcher gave an example of descriptive text using the Padlet application and explain the example	The students paid attention to the teacher explanation's
5.	The teacher asked some questions related to the topic to students	The students answered the teacher question
6.	The last, the teacher explained about the question from students	The students accepted the answer from teacher
7.	Closing the class with pray and it leaded by students	The students gave the response for the teacher

Meanwhile, in controlled class the researcher was taught descriptive text as usual without any help from an application like the one used in the experimental. Like in experimental class, the researcher included data collection procedures and student participation in the controlled class.

Table 3.4.3 Procedure of Collecting Data and Students in the Control Class

No	Teacher activities	Students activities
1.	The teacher greeted the students and choose one student to lead a prayer	The students gave the response for the teacher
2.	The teacher explained about descriptive text without using Padlet application	The students paid attention to the teacher explanation and discuss about descriptive text
3.	The teacher asked some questions related to the topic to students	The students answered the teacher question
4.	The last, the teacher asked the students to discuss together about the questions	The students accepted the answer from teacher
5.	Closing the class with pray and it lead by students	The students gave the response for the teacher

3.4.5 Post-test

After gave a treatment, the researcher conducted a post-test to measure their writing skills. This test asked the students to write descriptive text based on the question. They had to finish the test in 50 minutes.

3.5 The Assessment of Writing

To evaluate students' mastery of writing skills, the teacher must have an appropriate writing assessment. This researcher gave the score to the writing test papers of the students. There were some aspects of writing like content, organization, vocabulary, grammar, mechanics. In measuring the students' skill, the researcher used the marking scheme by Brown (2004:244)

As follow:

Table 3.5.1 Assessment of Writing

No	Assesment Aspect	Catagories	Score	Criteria
1.	Content (C) -Topic -Details	Excellent	27 - 30	The topic is complete and clear and the details are relating to the topic
		Good	22 – 26	The topic is complete and clear but the details almost relating to the topic.
		Fair	17 – 21	The topic is complete and clear and the details are not relating to the topic
		Poor	13 - 16	The topic is complete and clear and the details are not relating to the topic
2.	Organization (O) - Identification - Description	Excellent	18 - 20	Identification is complete and description are arranged with proper connective
		Good	14 – 17	Identification is almost complete and description are arranged with almost proper connective
		Fair	10 – 13	Identification is not complete and description are arranged with few misuse of connective
		Poor	7 - 9	Identification is not complete and description are arranged with misuse of connective
3.	Grammar(G) -Use present tense -Agreement	Excellent	18 – 20	Very few grammatical or agreement inaccuracies
		Good	14 - 17	Few grammatical or agreement inaccuracies but not affect on meaning
		Fair	10 - 13	Numerous grammatical or agreement inaccuracies

Table 3.5.1 Assessment of Writing

		Poor	7 - 9	Frequent grammatical or agreement inaccuracies
4.	Vocabulary (V)	Excellent	18 - 20	Effective choice of words and word forms
		Good	14 - 17	Few misuse of vocabularies, word forms, but not change the meaning
		Fair	17 - 21	Limited range confusing words and word forms
		Poor	13 - 16	Very pool knowledge of words, word forms and not understandable
5.	Mechanic -Spelling -Punctuation -Capitalization	Excellent	5	It uses correct spelling, punctuation and capitalization
		Good	4	It has occasional errors of spelling punctuation, and capitalization
		Fair	3	It has frequent errors of spelling, punctuation and capitalization
		Poor	2	It is dominated by errors of spelling punctuation and capitalization

3.6 Validity of The Test

Validity was the most important consideration in developed and evaluating measured instruments. According to arikunto (2006: 168), “validity was a measured that indicates the leveled of validity of the instrument”. There was three typed of validity: content validity, criterion-related validity, and construct validity. In this researched, the writer was chose to used content validity. This validity is a typed of validity that depended on a careful analysis of the language being tested. The content of the tested is a representative sample of language skills, structures and other. The researcher used this studied to evaluate students’ performance in created tested. This validation could have been seen as followed:

Table Of Content Validity

Competence	Form Of Test	Indicators
Making a Text Paragraph	Written Test	1. Students was able to understand the short story of Descriptive Text 2. Students was able to choose a suitable topic title to write and develop their descriptive text.

3.7 The Reliability of The Test

One of the characteristic of good tested was reliability. This result was the same even if it is exercised many timed. According to Taherdoost (2018:33), reliability as the degree to which a measurement of a phenomenon produced stable and consistent results is referred to as its reliability. Repeatability is another aspect of reliability. A scale or tested with considered reliable if repeated measurements obtained under constant conditions yielded the same result. Testing for reliability is important because it referred to the consistency of the parted of the measured instrument.

To found out whether the test was reliable or not, the formula the kuder Richardson, formula 21 (KR 21) is used as seen below :

$$r = \left(\frac{K}{n-1} \right) \left(\frac{\sum (x_i - M)^2}{\sum x_i^2} \right)$$

Where :

r = the reliability of the test

K = the reliability of the best

M = the average of the score

V_t = the standard deviation of the test score

The standard deviation should be counted to determine the test's reliability. The correlation's value is as follows :

Score	Level
0.21 – 0.4	Low
0.41 – 0.6	Fair
0.61 – 0.8	High
0.81 – 1.0	Very high
0.0 – 0.2	Very low

3.8 The Technique of Analysis Data

The data analysis technique used in this hypothesis was the t-tested. In this studied, the t tested used to determine differences in the achievement of wrote skills in class X students. The experimental class (X1) used the Padlet implementation strategy, while the controlled class (X2) did not. Before obtained the T test valued, the researched analysis prerequisite tests was first carried out, namely the normality test and homogeneity test.

1. First, an analytical framework for evaluating students' descriptive wrote developed. Researcher then use an analytical assessment rubric to determine students' writing scores. The characteristics of the errors examined in the texted was outlined here
2. The data from the written exam results are then tested for normality by the researcher. Once the data is completed, a normality test is ran. The aimed is to ensured whether researched data is distributed in an orderly manner. In both the experimental and controlled groups, the normality of the data was checked. Normality test by using Liliefors test, the stepped

consisted of: (Sudjana, 2005) Observing X_1, X_2, \dots, X_n should be raw numbers Z_1, Z_2, \dots, Z_n by using this formula:

$$Z_i = \frac{X_i - \bar{X}}{s}$$

Where :

X_i : skor yang di peroleh siswa ke- i

\bar{X} : skor rata-rata

s : standard deviation

b. Calculate the oppurtunity $F(z_1) = P(Z \leq Z_1)$ by using list of the standart normal distribution.

c. Calculate $F(z_1) - S(z_1)$ and determine the absolute value.

d. Calculate $F(z_1) - S(z_1)$ and determine the absolute value.

e. To receive and reject the normal distribution in this research, it can be compared with t_{α} and criticon t_{α} that taken from table of t-distribution test with $\alpha = 0.05$ and the distribution of testing t_{α} and t_{α} .

4. The next researcher is expected to carry out a homogeneity test. After carrying out the normality test, the researcher assesses the comparability of certain sample components where the samples are the experimental class and the control class, namely whether or not the sample variance is taken from the same population. One of the requirements for the independent sample t test carried out is the homogeneity test. To decide the data is homogen or not, use variant homogeneity test by using Bartlett's Test as following. (Sudjana, 2005)

$$\chi^2 = \ln 10 \{ B - \sum (n_i - 1) \log S_i^2 \}$$

Criteria of testing :

If $\chi^2_{control} < \chi^2_{critical}$ It proved that the variance of population was homogen

Data are analyzed using the T test (pair sample t-test). The test is calculated using the following test formula:

This study use quantitative data. To determine the differences in the mean two groups, the t-test formula was used :

1. Collecting the data of the students writing test the result.
2. Tabulating the data for the control group and experimental group.
3. Calculating the mean score of the students answer, the main is collected by totaling data of all individuals in the group and then that data is divided by the number individuals that group. The formula is as follows :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

M = the mean of students

Ex = the total score

N = the number of students

4. Calculating the standard deviation of each other.
5. Analyzing the data by using a t-test

T-test in this research is used to prove the hypothesis that state “is there a significant influence of students' ability to write descriptive texts in SMA RK SERDANG MURNI LUBUK PAKAM “. The formula of the test is :

$$t = \frac{M_x - M_y}{\sqrt{\frac{D_x^2 + D_y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where :

t : The effect

Mx : The mean of experimental group

My : The mean of control group

Dx : Standard deviation of experimental group

Dy : Standard deviation of control group

Nx : The total sample of experimental group

3.9. Statistical Hypothesis

Hypothesis testing, used t-test formula by Arikunto, namely:

$$t_{count} = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

~~Standard error difference between the two groups~~

Where :

t_{ij} : t observation

M_1 : Mean post-test

M_2 : Mean pre-test

$SE_{M_1 - M_2}$: Standard error difference between the two groups

~~Standard error difference between the two groups~~

of distribution $t_{dk} = (n-1)$ with the rule $t_{count} > t_{table}$. H_a is accepted and H_0 is

rejected if $t_{count} < t_{table}$.