



**THE EFFECTS OF USING VISUAL DICTIONARY ON STUDENTS'  
WRITING ABILITY**

(An Experimental Research at the Ten Graders of SMA Negeri 1 Pagerbarang in  
Academic Year 2023/2024)

**RESEARCH PROJECT**

**The Effects of Using Visual Dictionary on Students' Writing Ability**

*Sarjana Pendidikan in English Education*

**By:**

**ALMANDA TIARA MAHDANI**

**NPM 1620600017**

**ENGLISH EDUCATION PROGRAM**

**TEACHER TRAINING AND EDUCATION FACULTY**

**PANCASAKTI UNIVERSITY TEGAL**

**2024**

## AGREEMENT

This research project entitled **“The Effects of Using Visual Dictionary on Students’ Writing Ability (An Experimental Research at the Ten Graders of SMA Negeri 1 Pagerbarang)”** which is proposed by:

Name : Almada Tiara Mahdani

Reg.No : 1620600017

Has been approved by the advisors to be examined further.

Tegal, 18 July 2024

First advisor



Dr. Taufiqulloh, M.Hum

NIDN. 0615087802

Second advisor



H. Sumartono, M.Pd

NIDN. 062708690

## APPROVAL

The research project proposal entitled “**The Effects of Using Visual Dictionary on Students' Writing Ability (An Experimental Research at the Ten Graders of SMA Negeri 1 Pagerbarang)**” which is proposed by:

Name : Almanda Tiara Mahdani

Reg.No : 1620600017

Study Program : English Education Program

has been examined and decided acceptable by the board of examiners of English Education Program of Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

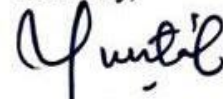
Tegal, 12 August 2024

Chairperson,



Dr. Hanung Sudibyo, M.Pd.  
NIDN. 0609088301

Secretary,



Yuvita, M.Pd.  
NIDN. 0601077705

The Board of Examiners,  
First Examiner,



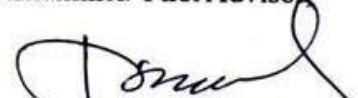
Yuvita, M.Pd.  
NIDN. 0601077705

Second Examiner/Second Advisor,



H. Sumartono, M.Pd.  
NIDN. 0627086901

Third Examiner/ First Advisor



Dr. Taufiqulloh, M.Hum.  
NIDN. 0615087802

Approved by,  
The Dean of Teacher Training and Education Faculty,



## STATEMENT OF ORIGINALITY

I state that my research project entitled **“The Effects of Using Visual Dictionary on Students’ Writing Ability (An Experimental Research at the Ten Graders of SMA Negeri 1 Pagerbarang in Academic Year 2023/2024)”** is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, 12 August 2024

The researcher,



Almanda Tiara Mahdani

## **MOTTO AND DEDICATION**

### **MOTTO**

“Never forget how you get new opportunities, every time you feel tired, how difficult it is for you to start. (Yang Chan-Mi, 2521)”

“No one cares about your fate, fight until you are destroyed, disappear and win”

### **DEDICATION**

- ❖ Allah SWT, "perhaps life is a long prayer" Allah knows how I always pray for smoothness in all the best things. I strive for myself, whatever it is, to be the winner of all the stories in this one life
- ❖ To my parents, Bapak Ujang Tohari and Alm. Ibu Komisah, thank you for always fighting for the writer life until now, providing a decent life and throughout her life always giving extraordinary prayers, always pouring out endless love for the writer life until this process.
- ❖ To my 3rd sister, Nila Talia Tri Ananda A.Md.Keb, thank you for being a surrogate mother at home and being the sandwich generation in the family, thank you for fighting hard all this time so that the writer was able to complete this research thanks to her enthusiasm and never giving up , and thank you for being my sister.
- ❖ To my sister Linda Viola Wati and Lita Dwi Julianti who never stop sending words of encouragement to the writer and never stop sending powerful prayers to the writer, so that the writer can complete this research easily.
- ❖ To my best friends Izatul Ganasih, and Zalza Fina Oktafiana who have become

friends, companions and always accompanied the writer during the collage process. thank you for the hands that always reach out, ears that are ready to listen, and sweet, soothing words.

- ❖ To class A PBI<sup>20</sup> as well as several people I have met and admired, "If people come and go is real" thank you, at least you have been a pleasant figure and a witness to the journey in several phases of the writer life.
- ❖ To my favorite singer, Taylor Swift and Olivia Rodrigo whose songs have accompanied the writer in the process of working on the thesis.
- ❖ Last, to my self, Thank you for choosing to survive until this point, my body knows how hard I have tried, because only I know my efforts and who knows how much I suffer, only myself and everything I do is a process of growth.

## **PREFACE**

First of all, I would like to thank Allah SWT, who has given me grace, guidance, and strenght me in completing this final project. All praise and gratittude is only to Him who has given me health, opportunity, and the ability to face all challenges during the research and writing this process. May all the efforts and hard work that have been done get the pleasure and blessings of Allah SWT and be useful for me and others. Aamiin.

The success in writing this thesis is certainly inseparable from various parties' assistance. Therefore, the writer would like to thank:

1. Dr. Taufiqulloh M.Hum as the Rector of University of Pancasakti Tegal.
2. Dr. Yoga Prihatin, M.Pd as the Dean of Teacher Training and Education Faculty, Pancasakti University Tegal.
3. Yuvita M.Pd as the Head of English Department, Teacher Training and Education Faculty of Pancasakti University Tegal.
4. Dr. Taufiqulloh M.Hum as the first advisor who has patiently given advice, guidance, and encourangement to the researcher finishing this research.
5. Hj. Sumartono, M.Pd as the second advisor who has given correction, suggestions in writing this research project.
6. Drs. Akhmad Toibin, M.Pd Headmaster SMA Negeri 1 Pagerbarang.
7. Mr Takhori, S.Pd who help me to do my research
8. All teachers and staff of SMA Negeri 1 Pagerbarang who have been helpful and friendly during my research
9. My self, thank you for being strong and hardwork.

10. My parents, who always support me during my research.
11. All my friends in English Department who has become a part of my life.
12. All my people cannot mention one by one, who have been suport and help me.



## ABSTRACT

**MAHDANI, ALMANDA TIARA. 2024.** The Effects of Using Visual Dictionary on Students' Writing ability at SMA Negeri 1 Pagerbarang (An Experimental Research at the Ten Graders of SMA Negeri 1 Pagerbarang in Academic Year 2023/2024). Research Project. English Department. Faculty Training and Education. Universitas Pancasakti Tegal.

First Advisor : Dr. Taufiqulloh, M.Hum.

Second Advisor : H. Sumartono, M.Pd.

**Key words:** *Writing Ability, Visual Dictionary Application, quantitative Research.*

The aim of this research is to determine the effect of knowing the use of visual dictionary application media as an English language learning strategy in improving students' writing skills. As well as the differences between students who are taught using a visual dictionary application as a medium and those who are not.

This research uses quantitative research methods with a true experimental design. The population of this research is the ten grade students with 25 experimental class students and 25 control class students. By processing the data using SPSS 22 and collecting this data through two instruments, namely pre-test, treatment and post-test which were carried out from 14 May 2024 to 7 June 2024 at SMA Negeri 1 Pagerbarang.

The research results showed that the average posttest result for the experimental class was 55.85, outperforming the control class at 40.60. Based on the results of the Paired Sample t Test, it shows a significance value of 0.000, which means less than ( $<$ ) 0.05. It can be concluded that there are significant differences between the experimental class and the control class.

In conclusion, the use of the visual dictionary application as a learning medium. has a positive influence on students' vocabulary mastery. This research suggests students practice comprehension by using media such as visual dictionary applications. Teachers are also advised to use appropriate media to support students' learning to write English.

## ABSTRAK

**MAHDANI, ALMANDA TIARA. 2024.** Pengaruh Penggunaan Kamus Visual terhadap Kemampuan Menulis Siswa di SMA Negeri 1 Pagerbarang (Penelitian Eksperimental pada Siswa Kelas Sepuluh SMA Negeri 1 Pagerbarang Tahun Ajaran 2023/2024). Proyek Penelitian. Departemen Inggris. Fakultas Pelatihan dan Pendidikan. Universitas Pancasakti Tegal.

Pembimbing I : Dr. Taufiqulloh, M.Hum.

Pembimbing II : H. Sumartono, M.Pd.

**Kata kunci:** *Kemampuan Menulis, Penerapan Kamus Visual, Penelitian Kuantitatif.*

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan media aplikasi kamus visual sebagai strategi pembelajaran bahasa Inggris dalam meningkatkan keterampilan menulis siswa di. Serta perbedaan antara siswa yang diajar menggunakan aplikasi kamus visual sebagai medianya dan yang tidak.

Penelitian ini menggunakan metode penelitian kuantitatif dengan desain true eksperimen, Populasi penelitian ini adalah siswa kelas sepuluh dengan jumlah siswa kelas eksperimen sebanyak 25 orang dan kelas kontrol berjumlah 25 siswa. Dengan pengolahan data menggunakan SPSS 22 dan pengumpulan data ini melalui dua instrumen yaitu pre-test, treatment dan post-test yang dilaksanakan pada 14 mei 2024 sampai 7 juni 2024 di SMA Negeri 1 Pagerbarang.

Hasil penelitian menunjukkan rata-rata hasil posttest kelas eksperimen sebesar 55,85 mengungguli kelas kontrol sebesar 40,60. Berdasarkan hasil Uji Paired Sample t Test menunjukkan nilai signifikansi sebesar 0,000 yang berarti kurang dari ( $<$ ) 0,05. Dapat disimpulkan terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol.

Kesimpulannya, penggunaan aplikasi kamus visual sebagai media pembelajaran. mempunyai pengaruh positif terhadap penguasaan kosa kata siswa. Penelitian ini menyarankan siswa untuk berlatih pemahaman dengan menggunakan media seperti aplikasi kamus visual. Guru juga disarankan menggunakan media yang tepat untuk mendukung pembelajaran siswa menulis bahasa Inggris.

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>AGREEMENT .....</b>	<b>ii</b>
<b>MOTTO AND DEDICATION .....</b>	<b>iii</b>
<b>PREFACE .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>ABSTRAK.....</b>	<b>ix</b>
<b>TABLE OF CONTENT .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF PICTURES.....</b>	<b>xii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Problems .....	1
1.2 Identification of the Problems .....	5
1.3 Limitation of the Problems.....	6
1.4 Statement of the Problems .....	6
1.5 Objective of the Problems.....	7
1.6 Significances of the Problems .....	7
<b>CHAPTER II .....</b>	<b>9</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
2.1 Previous Studies .....	9
2.2 Review of Related Theories .....	12
2.3 Theoretical Framework.....	32
2.4 Hypothesis.....	34
<b>CHAPTER III.....</b>	<b>35</b>
<b>RESEARCH METHOD .....</b>	<b>35</b>
3.1 Approach, Type and Design of the Research.....	35
3.2. Population, Sample, and Technique of Sampling .....	37
3.3. Research Variables .....	39
3.4. Data Collecting Technique.....	39
3.5. Research Timeline .....	41
3.6. Research Instrument .....	43
<b>CHAPTER IV .....</b>	<b>47</b>
<b>RESEARCH RESULTH AND DISCUSSION.....</b>	<b>47</b>
4.1 Research Result .....	47
4.2 Discussion .....	59
<b>BAB V.....</b>	<b>63</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>63</b>
5.1 Conclusion.....	63
5.2 Suggestions .....	64
<b>REFERENCES .....</b>	<b>66</b>
<b>APPENDICES.....</b>	<b>70</b>

## LIST OF TABLES

Table 2. 1 Theoretical Framework .....	33
Table 3. 1 Pretest-Posttest Control Group Design.....	36
Table 3. 2 population of elevent grades .....	37
Table 3. 3 Independent and Dependent.....	39
Table 3. 4 Research Procedure .....	42
Table 3. 5 Scoring rubric of writing.....	43
Table 4. 1 Tests of Normality .....	53
Table 4. 2 Test of Homogeneity of Variances.....	55
Table 4. 3 Descriptive Statistics .....	52
Table 4. 4 Paired Samples Test .....	56
Table 4. 5 Independent Samples Test .....	59

## LIST OF PICTURES

Figure 2. 1 Visual Dictionary Application .....	15
Figure 2. 2 Front View menu of Visual Dictionary .....	16
Figure 2. 3 Menu on the next step .....	17
Figure 2. 4 Menu on the next step .....	18
Figure 2. 5 Next step to chosing “girl” .....	19

## LIST OF APPENDICES

Appendix 1 Lesson Plan .....	71
Appendix 2 Teaching Materials .....	126
Appendix 3 Link Presentation .....	136
Appendix 4 Validity.....	137
Appendix 5 Instrument.....	140
Appendix 6 The Result of Instrument.....	141
Appendix 7 Attendance list of Students Experimental Class.....	143
Appendix 8 Score Pre-Test Experiment Class .....	145
Appendix 9 Score Post-Test Experiment Class.....	146
Appendix 10 Score Pre-Test Control Class.....	147
Appendix 11 Score Post-Test Control Class .....	148
Appendix 12 Research Permission Letter.....	149
Appendix 13 Completion of Research Letter.....	150
Appendix 14 Documentation.....	151
Appendix 15 Result Similarity .....	155

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the research presents background of the problems, identification of the problems, limitation of the problems, statement of the problems, objective of the problems, and significances of the problems.

#### **1.1 Background of the Problems**

The English language encompasses four fundamental skills, namely speaking, reading, writing, and listening (Andini, 2023). Writing is a student's ability to communicate through writing. Currently, writing has a big influence on students in learning English. Students' needs in accessing information and knowledge can be met because of their writing skills, writing is a skill in which express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand (Hakim, 2021).

Mualiffah (2019) states that the purpose of writing is to convey ideas and messages. The process of learning English in writing skills is an activity for students to think critically and creatively. Therefore, in the process of learning English in writing skills, a teacher must be more innovative and creative in the learning process. As it is now, with the times, the process of learning English is increasingly developing along with technology, digital, media and digital media. Digital media in digital literacy offers significant advantages for technology advancements in language teaching (Anggeraini, 2020)

According to Suganda (2022) Learning English in writing skills involves digital media as a tool to utilize current technology. With technology as a learning media tool, a teacher should create a pleasant learning atmosphere, utilize these facilities so that it attracts students' interest in learning English in writing skills. Current technology can have a good influence on teachers and students in today's learning process. century need a technology-based education to survive in a technological world (Daggett, 2019). Technological advances provide an opportunity for a teacher to make the process of learning English in writing skills a forum for students to imagine, think critically and be more creative through writing, so that the learning process is more monotonous because it involves technology as a digital learning media tool (Tafani, 2009).

Based on previous researchers, the writer used a visual dictionary application as an English learning medium to improve vocabulary skills (O'grady et al, 2021). In this study, researchers found that students learned new vocabulary more easily and could remember words easily, and this visual dictionary application gave a more interesting impression because it contained direct and spelling visuals which gave an interesting and different impression. With these answers, the next researchers can then prove the importance of this visual dictionary application as a medium for learning English in writing skills. skills related to writing the process is vocabulary retention (Fitriyani, 2021)

With the results of previous research, the writer made changes to the previous research object, namely the visual dictionary application which includes various features such as pictures, spelling, vocabulary which can help



students imagine, critically think, be creative through the features available in the application so that students can describe through a writing. Sekyi Joseph Amonoo (2022) Writing ability is the student's ability to arrange word by word into a sentence, then the sentence becomes a paragraph where the paragraph contains the writer argument and forms a text. In this way, this research selects texts to be used as research material. Sayid Wijaya (2022) there are thirteen genres. These are reports, narratives, spoofs, expositions (analytical exposition and hortatory exposition), discussions, explanations, procedures, reviews, descriptions, recounts, news and anecdotes.

Meanwhile, in the independent curriculum for grades 10 high school, descriptive text is included in the learning that must be mastered. Asma (2022) Descriptive text is text that describes the characteristics of a person, thing, or particular place. Therefore, the writer chooses descriptive text as the object of learning English for writing skills. In descriptive text the writer can clearly imagine or visualize the subject matter that will be explained. So, the visual referred to in this case is that the visual dictionary application can provide images to students as a tool to help them imagine, and form words, sentences and paragraphs. In this case, the writer give students time to think to explore new things from using technology as a learning medium.

Based on the writer personal experience who has implemented PLP for two months at SMA Negeri 3 Brebes class X1 F-5 with a total of 35 students and taught English in chapters 2-3 including descriptive text learning. The writer sees that simply focusing students on textbooks is not enough to open

students' way of thinking more critically, so the writer wants to make changes to students at SMA 1 Pagerbarang class X-2 by utilizing technology as a tool to help students in learning English, especially proficiency write descriptive text using the visual dictionary application. Indrilla Ciptaningrum (2018) Writing skill is defined as the ability to effectively express ideas, views, and feelings to individuals or external groups using written language.

In this case, it can be concluded that the process of learning English in writing skills requires a new strategy for a teacher by giving students the opportunity that a descriptive text can be easily done if students have ideas, imagination to think critically through visuals in the visual dictionary application. Apart from that, there are several other features such as vocabulary that can help students when they are stuck in playing new words, so that technology can participate in the English learning process, especially writing skills. The presence of technology in the learning process attracts students' interest in learning rather than just relying on books and teacher explanations, but with the presence of visual dictionary media containing words, pictures, spellings and sounds, it adds to the attractiveness of today's Students learn the visual lexicon by integrating visual words in pairs (Winn, 2019).

In the learning process, students use the visual dictionary application. Students are asked to explain an image directly in the application and without realizing it, by looking at an image and then describing the image, students can create descriptive text. The writer provides wide space for students to imagine an object and then describe the object in text form, and with that students are

able to complete their assignments which involve visual media as an intermediary tool. The writer hopes to complete this research by using a visual dictionary as a tool to help the English learning process, especially for the ability to write descriptive text. Fowler (2018) States that writing is a way of life. Apart from that, the writer changed the object of research from class XI students of SMA Negeri 3 Brebes to class X SMA Negeri 1 Pagerbarang.

So, it can be concluded that the background of this research is that the writer wants to make changes to the visual dictionary media from previous researchers to develop it more broadly in the English learning process to improve vocabulary skills as an English learning medium, changing it to an English learning process in the ability to write texts. descriptive so as to provide more opportunities for students that the digital visual dictionary application can help students in learning English, especially in writing skills. Writing proficiency has emerged as an important skill in the process of creating written results (Hamid, 2023).

## **1.2 Identification of the Problems**

Based on the background of the problem above, the problems experienced by students is writing could be identified as follows:

1. Sudents need new innovations in learning English for writing skills
2. Students need visuals to write descriptive text because students have difficulty in thinking critically

3. Students struggle with vocabulary in English, particularly when writing descriptive text
4. The visual dictionary application has never been used in the English learning process at the SMA Negeri 1 Pagerbarang

Following the identification of those problems, the writer focuses on the impact of employing a visual dictionary application on students' writing abilities.

### **1.3 Limitation of the Problems**

Based on the explanation of problem identification above, the writer needs to limit certain problems and focus on the research topic so that the achievements in this research can be well directed. So this research is limited to find out "The effect of using a visual dictionary on students' writing abilities in class XI SMA 1 Pagerbarang", Tegal in the 2023/2024 academic year.

### **1.4 Statement of the Problems**

Based on the statement of the problems in this research, the writer aims to find out "The effect of using a visual dictionary on students' writing abilities in class X SMA 1 Pagerbarang" Tegal in the 2023/2024 academic year. To address this research problems, this research provides several questions as follows:

1. Does the use of Visual Dictionary give positive effect on students' writing ability?
2. Is there a significant difference in achievement of writing ability between student taught by using Visual Dictionary and those who are not?

### **1.5 Objective of the Problems**

Based on the objective of the problems in this research, the main objective of this research is to determine "The effect of using a visual dictionary on students' writing abilities in class XI SMA 1 Pagerbarang" Tegal in the 2023/2024 academic year. The writer formulates the problem as follows:

1. To find out whether the use of Visual Dictionary gives a positive effect on students' writing ability.
2. To find out whether there is a significant difference in achievement of writing ability between student taught by using Visual Dictionary and those who are not.

### **1.6 Significances of the Problems**

The significance of the research refers to contribution and impact on research field, the writer hopes to make a contribution both from a significant and theoretical perspective. The research objective refers to future researchers who will research the same theme. It is hoped that the results of this research will provide useful information and contribute to the development of educational guidelines. The writer hope that this research can provide benefits both theoretically and practically for teachers, students and readers.

Theoretically, the writer hopes that the research results can contribute to the development of the teaching and learning process and find appropriate techniques, such as learning media using visual dictionary applications, especially to improve writing skills. And from the Practical Significance, in

terms of practical meaning. The writer hopes to make a contribution in terms of practicality, therefore the writer hopes that this research can provide practical benefits for teachers, students, and future researchers. First, for teachers, it is hoped that this research can make a contribution to English teachers, because visual dictionary media is an alternative learning process in learning English, especially in writing skills through experimental studies of problems found during the English language learning process. Second, for students, the results of this research are useful for students to improve their writing skills, learning English using visual dictionary media can motivate students to be more interested and easier to understand objects using technology. And finally, for future researchers, it is hoped that the results of their research can be used as a reference, this research is expected to provide information, models, developments for further research, and this research hopes that other researchers can provide assessments, revise, reconstruct, or modify this research.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

In this chapter the research presents previous studies, review of related theories, theoretical framework and hypothesis,

#### **2.1 Previous Studies**

There are several previous studies that related to this research using visual dictionary to on students' writing ability.

First, Hayati U (2019) in the research entitled "Using Visual Dictionary in Teaching Students to Improve Vocabulary" This research aimed finding out the effectiveness using Visual Dictionary App to improve the students' vocabularies. Umi Hayati conducted this research in SMP Negeri 1 Sungguminasa with method Pre-Experimental Research study as quantitive research. The study's findings demonstrate that using a visual dictionary to teach vocabulary to seventh-grade students at SMP Negeri 1 Sungguminasa leads to good accomplishment. The study's outcome. The pre-test mean scores were 67.00, while the post-test mean scores were 79.13. The researcher separated into five categories based on means in the interim. First, the pre-test score was 81.75, and the post-test score was 90.08. Second, pre-test pronunciation scores were 80.33 and post-test scores were 90.08. Third, pre-test word meaning was 75.71, while post-test word meaning was 83.46. Fourth, verb and noun parts of speech scored 50.13 on the pretest and 79.79 on the posttest. The final results for basic

sentences were 82.04 (post-test) and 60.96 (pre-test). The research's hypothesis test yielded a sig. (2-tailed) 0.00 result. According to the t-test, sig.  $0.00 < 0.05$ .

Second, Hayati A (2020) in the research entitled “Improving Students’ Writing Ability by Using Flower Writing Strategy” explain the challenge how to use a flower writing strategy was effectively improve the students writing achievement in learning English. In order to conduct this research, Maya Ainul Hayati used the classroom action research method at MTs Pancasila Bengkulu.

The study's findings demonstrate that the "Flower writing strategy" aids students in refining their ideas and aids teachers in maintaining control. This is because the number of subjects passing ( $KKM \geq 70$ ) increased from 58.35 in the pre-assessment to 63.94 in cycle I and 78.15 in cycle II.

Third, Asma K (2023) in the research entitled “The Experimental Research of Using Quizizz for Developing Students’ Writing Ability in Descriptive Text” elucidate how the use of media in ICT can help students in the process of teaching and learning how to write. This study was carried out in MAN 2 Kampar by Khairani Asma using methodology The research design used in this study was qualitative (quasi-experimental). The study's findings indicate that, when comparing students' writing abilities for descriptive texts written without and with Quizizz as a medium, data analysis revealed a significant difference. If Sig (2-tailed) 0.001 has a value less than 0.05, then  $H_a$  is accepted and  $H_o$  is rejected.

Fourth, Azkiya N (2022) in the research entitled “The Influence of Using Close Reading Strategy Towards Students’ Comprehension in Descriptive



Text” Describe the research's objectives, which were to determine whether or not applying the close reading method had a substantial impact on students' comprehension of descriptive texts. This study was carried out by Nurika Azkiya at MTs Al-Hikmah Bandar Lampung, using a quasi-experimental design methodology using a quantitative approach and experimental methodology. The study's findings indicate that students' comprehension of descriptive texts in the seventh grade at MTs Al-Hikmah Bandar Lampung is significantly impacted by the use of close reading strategies.

Fifth, Muallifah D (2019) in the research entitled “The Influence of Using Dialogue Journals Towards Students’ Writing Ability in Descriptive Text” Describe the methodology used in the study to determine whether using dialogue journals had a substantial impact on students' ability to write descriptive texts. This study was carried out at MTs Al-Hikmah by Dessy Muallifah using a quasi-experimental design methodology. The use of dialogue journals has been found to have an impact on students' descriptive text writing abilities at MTs Al-Hikmah Kedaton Bandar Lampung in the first semester of the eighth grade during the 2019–2020 academic year.

Based on the research above, it can be concluded that this research and previous research have similarities and differences. The similarities between the researchers are that in the first research, Hayati U (2019) focused on the digital media used. Second, Maya Ainul Hayati (2020) focused on developing students' writing skills, while in the second research. Third, Asma K (2023) focused in media which can support students in the process of teaching

and learning how to write, Fourth, Azkiya N (2022) focused in descriptive text the same object as the writer, Fifth, Muallifah D (2019) focused in descriptive text also used quantitative research as a research method.

The differences between the research and previous research, the writer used media visual dictionary application as teaching material for students in learning English, in the first research, Hayati U (2019) focused in teaching students to improve vocabulary. Second, Maya Ainul Hayati (2020) focused using flower writing strategy on developing students' writing skills, while in the second research. Third, Asma K (2023) focused using quizz for developing students. Fourth, Azkiya N (2022) focused using close reading strategy towards students. Fifth, Muallifah D (2019) focused using dialogue journals towards students.

With the previous research above, this research focuses on the use of media visual dictionary application which can be used up to high school level. This media can also be developed with other English language skills such as writing skills. Therefore, researchers are interested in conducting research entitled "The Effect of Using Visual Dictionaries on Students' Writing Ability"

## **2.2 Review of Related Theories**

### **2.2.1 Visual Dictionary**

#### **A. Definition of Visual Dictionary**

A visual dictionary is a reference tool that presents a collection of terms and their meanings through visual representation, not just through textual descriptions. Typically includes detailed illustrations, photos,

diagrams, or other visual aids in addition to brief explanations or definitions of each term. Wigan (2009) communicate content visually to imaginative, distinctive and high reproduction personal way while solving problems, decorating, entertain, decorate, comment, inform, inspire, explains, educates, provokes, beguiles, fascinates and tell stories. Visual dictionaries are designed to help users easily identify and understand objects, concepts, or terms by visually associating them with appropriate descriptions or labels. They are often used to improve understanding, especially in areas that require precise visualization, such as anatomy, technology, or specialized industries.

#### **B. The Concept of visual Dictionary**

According Aisami (2015) Visuals can be pictures, symbols, signs, maps, charts, graphs, diagrams, photographs, and models, among other things. Visual communication is nonverbal. It can be a visual representation, such as a picture. On the other hand, A visual dictionary is a book with a list of words with accompanying illustrations.

According wigan, Wigan (2009) Students will find it simpler to identify, recall, and incorporate the real thing into their mental images by looking at the Visual Dictionary. Visual illustration facilitates pupils' word comprehension. Using visuals can improve students' ability to communicate and convey their thoughts accurately. Words and noises, when paired with images, can elicit emotions, shift attitudes, and drive actions. The

impressions that are generated by the mix of images and words, Viewers retain sounds more effectively than when they are simply heard or read.

### **C. The Advantages of Visual Dictionary**

Using visual dictionary to teach writing has several benefits, such as improving students' long-term memory processes, facilitating students with different levels of English proficiency, and making language learning fun and interesting, thereby improving speaking, writing, and listening skill. The advantages of using a visual dictionary is enhanced comprehension since visual dictionaries frequently display words in context by using intricate images to convey their meaning, which helps students understand words faster and retain information more effectively. Besides that, vocabulary development since visual dictionaries offer a more thorough understanding of words, their use, and their links with other words, making them great tools for developing a rich vocabulary. Finally, Enhanced Linguistic Proficiency: Students can enhance their comprehension of words in many situations and improve their reading, writing, and speaking abilities by integrating visual signals with words.

### **D. The Disadvantages of Visual Dictionary**

The disadvantages of using a visual dictionary include limited scope, visual dictionaries may not cover as many words as traditional dictionaries, which can limit their usefulness for comprehensive writing development. Then, dependence on visual aids: Students may become overly dependent on visual aids and have difficulty understanding words without visual aids,

potentially hindering their ability to learn independently. And the last part, limited accessibility, visual dictionaries may not be as widely available or accessible as traditional dictionaries, especially for students in rural or underfunded schools, which may limit their access to this learning resource.

### 2.2.2 The Procedures of using Visual Dictionary Application

**Step 1:** Students are asked to download the visual dictionary application via the app store, or via the link below.

<https://play.google.com/store/apps/details?id=com.fibogame.englishdictionarypro>



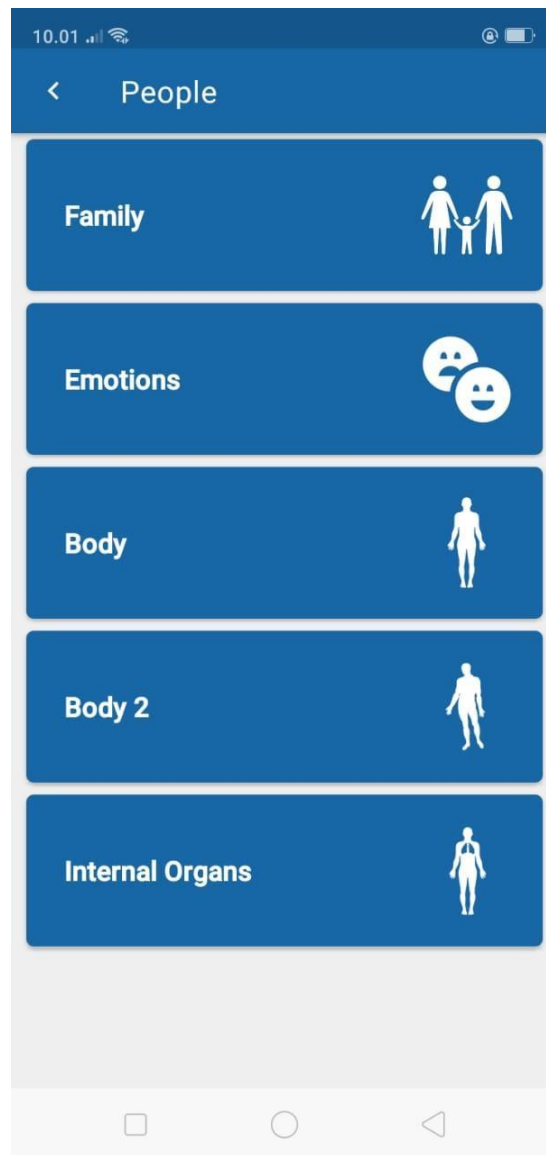
**Figure 2. 1 Visual Dictionary Application**

**Step 2:** After completing downloading and installing the visual dictionary application, students are asked to look at the main page menu. In this case, students understand what features are available in the application.



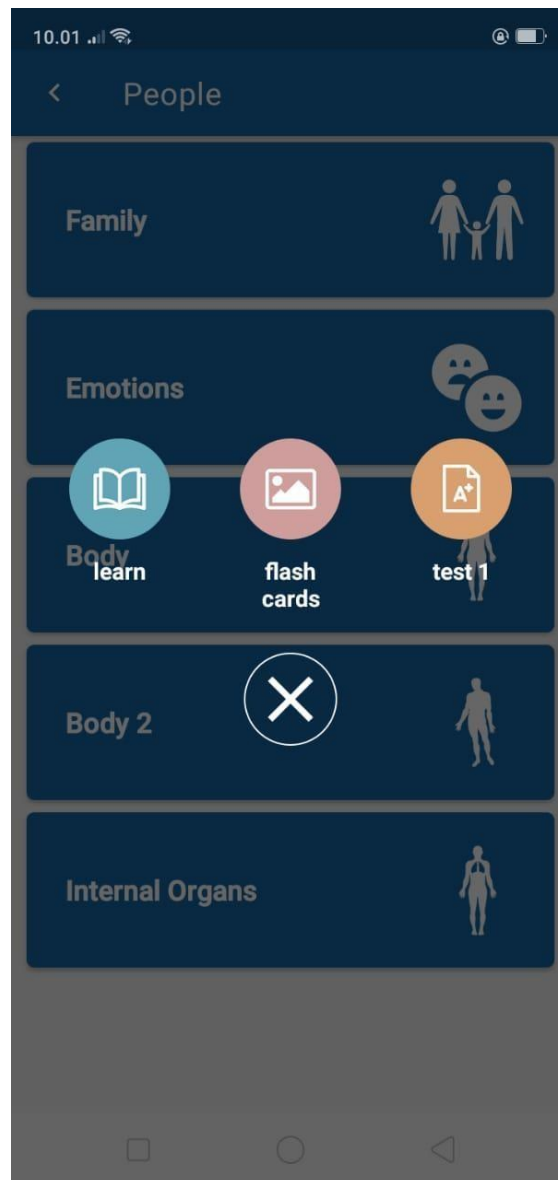
**Figure 2. 2 Front View menu of Visual Dictionary**

**Step 3:** After that, students are asked to click on the first part, namely (people) then click (family). In this case, students understand that the application can help their writing skills.



**Figure 2. 3 Menu on the next step**

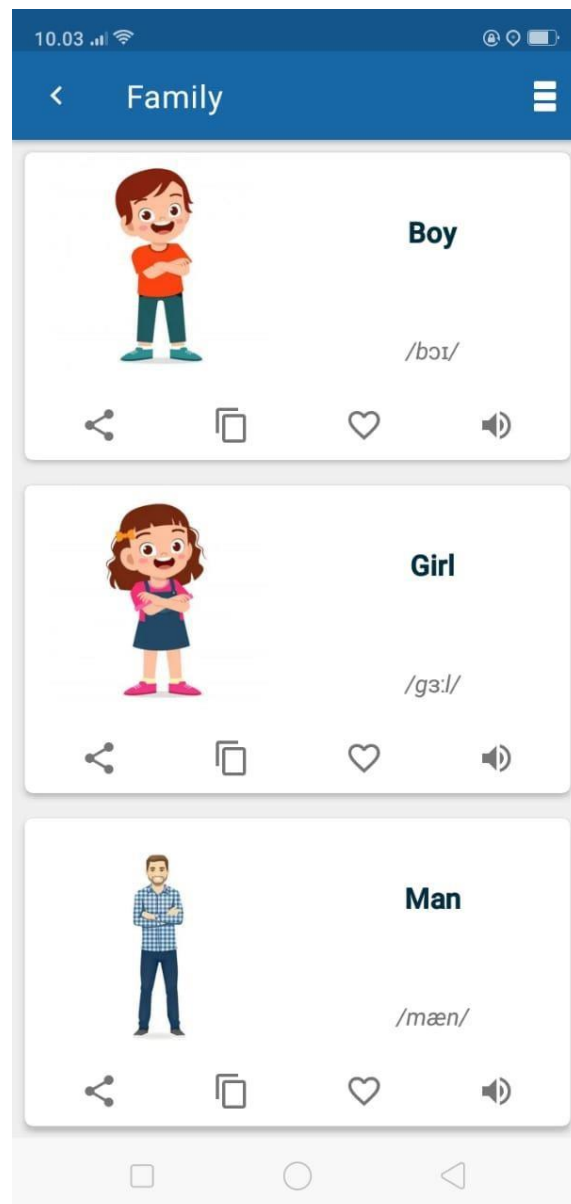
**Step 4:** After that, students are asked to click (learn). In this case, students understand that the application will be a tool to help students learn.



**Figure 2. 4 Menu on the next step**



**Step 5:** After that, students are asked to choose one of the characters in the picture above, for example: (woman). In this case, students understand that there are direct visuals displayed in the application that can help students think critically when they get stuck.



**Figure 2. 5** Next step to choosing “girl”

**Step 5:** In the next step, students are asked to return to the initial menu, then students are asked to return to the initial process, namely selecting the image character on the menu as in the initial step. In this case, students understand that the application is used as a learning medium by displaying visuals.

**Step 6:** After that, students are asked to select each image on the menu, then students can arrange word by word from the vocabulary they already know in the visual dictionary application menu.

**Step 7:** After that, students are asked to explain word by word to make sentences in descriptive text paragraphs. In this case, students understand the use of the visual dictionary application as an aid to vocabulary and writing skills.

### **2.2.3 Writing**

#### **A. Definition of Writing**

According to Yuniasih (2019) writing skills need to be taught and practiced. Pranoto stated that writing is the act of confiding in oneself to write or convey messages to other people through writing. Writing is a means of sharing knowledge with others and creating reams of stories that can be read over and over again, but creating reams of material requires time.

Writing is a skill that must be learned and practiced, not just acquired. This demonstrates how writing is considered an indirect, active-

productive, written language talent that needs time for practice and study. Jannah (2018) declared that writing serves as a tool for more than mere communication. It means that writing in addition to employing tools, this entails putting down ideas or emotions through the use of graphology, linguistic structure, and vocabulary using symbols, all of which allow the ideas to be understood as they are represented by already-existing symbols.

Writing is also useful for determining what a person knows and needs to learn. When people speak, they frequently forget what they have said, making it difficult for them to draw lessons from it. However, the act of writing forces them to acquire better skills.

Drawing from diverse perspectives regarding the definition of writing, one can deduce that writing is the process of transferring ideas, information, or thoughts onto paper for the purpose of understanding by others. It takes time and is structured, according to multiple research findings involving writing comprehension. Students' writing process involves encouraging them to write more critically and helping them to write more critically about things that happen in their environment. Students will be encouraged to write about their observations and become more critical observers of the world around them.

## **B. The Process of Writing**

Lunenburg (2014) is present here explain Prewriting, drafting, revising, editing, and publishing or sharing are the five main steps of writing that must be included in a class assignment. For each stage, the function of

each activity will be explained which can support the learning of writing skills. Teachers can help students with writing skills with the stages below.

### 1. Prewriting

Dwi (2019) is present Creating ideas is the aim here. List-making, idea-generating, planning, and quiet thought, conversations with neighbors, these are the ways to generate ideas. Prewriting, Often referred to as planning, this writing activity encourages and inspires students to write, due to the fact that it encourages kids to write. To provide students with writing experiences that will help them learn, writing exercises like brainstorming and others must be provided.

### 2. Drafting

Nelson (2001) is present that writer's initial attempt at putting Writing thoughts down is called drafting. In this case, number takes precedence over quality. If written correctly, the draft is a jumbled, wandering collection of concepts. These first two steps are all that are needed for the majority of writing assignments in the classroom. The only drafts that should move on to the next phase are those that students deem valuable or fascinating.

At this stage, students will concentrate on writing fluency and will not be overly concerned with accuracy in their work. Students pay close attention to the writing's meaning and content as they write. Students can also be encouraged to communicate with a variety of audiences, including classmates and peers.

### 3. Revising

In revising, the blob is shaped by adding, removing, adding, and continuously molding and modifying elements. Students analyze and retest texts to determine how effectively the author has communicated his ideas to the reader. Editing involves more than just proofreading; it also involves fixing flaws in content and idea organization so that the reader understands the author's point of view.

### 4. Editing

Grammar, spelling, and punctuation mistakes are fixed at this point. At this point, students concentrate on organizing their work for the teacher's evaluation of the final draft. Students' primary tasks at this point are to modify their errors in sentences, diction, grammar, spelling, punctuation, and other areas..

### 5. Publishing

Here, students present their writing to a readership. This is where writing comes to life and becomes real. Publishing can take many different forms: class books, writing collections, periodicals, newspapers, and/or exhibits of brief writing samples in the hallway or public spaces.

The conclusion from the writing process is that it is a dynamic process. The arrangement of the stages cannot be separated since it functions as a wheel. Writing can be learned; with work and perseverance, anyone can enhance their writing abilities.

### **C. The Important of Writing**

Composing is essential to learning English. Students learn better when they write. Writing is more than merely scribbling ink onto a page; writing has advantages that will become apparent later on. There is some reasons why do we need to write. It has numerous advantages since it facilitates personality expression, communication, the development of critical thinking abilities, the ability to present and receive constructive criticism, and preparation for both the workplace and education.

Writing is significant since it is commonly employed in everyday life, higher education, and the job. Students who do not understand their writing expectations cannot communicate effectively with teachers, lecturers, employees, coworkers, and others. Because there are many professional communications is carried out in writing; assignments, proposals, memos, reports, applications, interviews, and other parts of education, and the workplace.

In conclusion, writing is not just an activity, but an important skill that empowers us to communicate effectively, deepen understanding, and influence the world around.

### **D. The Purpose of Writing**

Writing for information, writing for persuasion, and writing for entertainment were the three written objectives:

Writing that is instructive or explanatory comes first. The author imparts knowledge and offers guidance, ideas, and information. Describe

events or experiences, analyze them conceptually, make cause-and-effect assumptions, and come up with original ideas are some examples of informative writing. Biographies of well-known individuals or those from the author's own life can fall under this category of writing.

Writing that is emotive or narrative is the second. This is a kind of creative or intimate writing that comes from a narrative or essay writer. This kind of writing is often done for enjoyment, amusement, learning, or just because it's fun to write poetry and short plays.

The third type of writing is persuasive writing, in which the author seeks to persuade readers to take action or make a difference. This kind of writing frequently draws from context, facts, and instances that the author provides to bolster their points of view. This kind of writing can address contentious topics or problems, movies, consumer goods, or book reviews. Authors may also bolster their opinions with anecdotes from their own lives or a strong emotional connection to protest.

## **E. Writing Ability**

Writing skills are special abilities, namely abilities that help students or the writer expresses ideas, emotions, and thoughts down on paper while adhering to linguistic standards and employing symbols. Being independent is being able to write in one's own language whatever one can understand or say without needing help from others. To be comprehensible is to be integrated and capable of being comprehended. Seeing longer words and

sentences as a whole helps with fluency, which helps with reading and writing more quickly.

A learner who masters these skills will be able to write in a way that is understandable to speakers of other languages in addition to being able to read what they write. The grade that students receive for their writing skills is determined by a teacher-prepared exam. A person who has good writing skills also has them good critical thinking.

#### **F. Improving Students Writing Ability**

According to the Oxford Learners Pocket Dictionary, improvement is the act of changing into or producing something better. Students include those enrolled in high schools, colleges, and universities, as well as those who are simply interested in a certain subject. Enhancing students' writing abilities can be accomplished with appropriate tool preparation, which enables teachers to design an effective language learning environment where student involvement is paramount. Students' knowledge and abilities can therefore be enhanced. Students' writing skills might be affected by a number of things, including a limited vocabulary, difficulty arranging their thoughts to write about Something.

### **2.2.4 Teaching and Learning Writing**

#### **A. The Role of Teacher in Writing**

“Knowledge pedagogical content” Understand how to deliver and integrate new and existing material in a way that is relevant and accessible



to students. Recognizing your responsibility in guiding students to become independent, competent, and confident writers can make the effort easier. This function includes two major responsibilities include providing a conducive climate for good writing and understanding how your personal writing practices impact writing in your class.

The role of the teacher in the process of writing and learning to write are:

1. Motivator

To motivate students to complete writing tasks, teachers should create a positive learning environment, convince them of the activity's value, and encourage them to put out their best effort.

2. Resources

Teachers must be prepared to give students with the necessary material and terminology for broader writing projects. The teacher should reassure students that they will receive constructive guidance and suggestions. During the approval process, teachers can support students' writing by offering input or stimulus.

3. Feedback provider

As a feedback provider, teachers must respond positively to students' writing. Feedback should be tailored to students' specific needs and level of study. The conclusion is Teachers guide and facilitate student writing by providing motivation, resources, and feedback, which is crucial for their success.

## **B. Teaching Strategy in Writing**

There are numerous strategies that can be employed while teaching writing. A proper writing instruction technique is required. Students can simply understand what is taught. A teacher's approach include the structure, system, methods, procedures, and processes they utilize when teaching. Effective teaching tactics enhance student learning and achieve learning objectives.

## **C. The Problems of Writing**

Writing is the hardwork, because in writing the writers can take one ours even more in one paragraf. As a result, the teachers and students encounter numerous issues. There are 3 categories problems that make writing skill becom difficult to master based on Gebhard.

### **1. Less proficient writer**

Less competent authors often forgo prewriting procedures to develop ideas. Students may take a long time to jot down their ideas. A suggestion to address this issue, teachers should teach less proficient writers about the writing process. Teachers should offer students their full attention and demonstrate prewriting techniques to help them plan their writing.

### **2. I can't write English**

Students frequently give up on writing and believe they cannot write. The solution is for teachers to use the writing process with children.

Teachers can guide students through pre-writing, drafting, and revision activities.

### 3. Teacher response

Writing teachers often spend hours reading and grading students' writings. To address this issue, teachers might facilitate student-to-student conferences to help pupils improve their writing skills.

## **D. Writing for Senior High School**

In Indonesia, teaching English as a foreign language prioritizes writing abilities over other linguistic proficiency. Writing is now part of the senior high school English curriculum. In senior high school, Writing is taught along with other abilities. Writing aims to improve students' ability to articulate brief and basic messages in numerous genres, including descriptive, process, recount, narrative, and report texts.

### **2.2.5 Descriptive text**

#### **A. Definition of Descriptive Text**

According to Apendi Mulyani (2020) Texts that describe a certain location, person, or object are referred to as descriptive texts. A descriptive essay's objective is to inform the reader about the subject by outlining its characteristics without expressing an opinion. One kind of text with an informational goal is descriptive text. This text's context describes an object, person, or animal that we are familiar with—for example, our family members or pets.

According to Basri Syamsia (2020) A descriptive text is written with the intention of giving the reader specifics about the subject matter in order to evoke strong sentiments in them, such as seeing, hearing, or experiencing what the writer is trying to say. A writer attempts to give the reader the sense of close observation and emotion toward an item.

Based on Fitriarningsih (2023) descriptive text is a type of paragraph that explains an object, whether an object, event, situation or person. With this paragraph the reader can feel and that he is in the atmosphere that we have written. Writing descriptive text is one of the available materials taught in schools, especially in high schools throughout Indonesia.

According to Repelita Waty Kembaren (2024) students struggle with translating their ideas into written form when writing descriptive texts. Additionally, children struggle with writing organization. They didn't make the list They don't plan their ideas before writing them down. The author aims to educate descriptive writing through Instagram. Descriptive writing tries to provide an accurate description of items, environment, and sentiments, so establishing a profound feeling for the reader (Asma, 2022)

## **B. The Generic Structure of Descriptive Text**

According to Bamanti Oktaviani (2011:50) the generic structure is descriptive text is divides into two parts, there are:

### 1) Identification

This is the introductory part of the text where the object or person being described is introduced. It may include general information about objects or people.

### 2) Description

This is the main part of the text where the object or person is described in detail. This may include information about the object or person's appearance, characteristics, and other relevant details.

## **C. Language Features of Descriptive Text**

### 1) Adjectives

Descriptive texts often use adjectives to describe the object, person, or place being described. These adjectives help to provide more detail and clarity about the subject.

### 2) Use simple present tense

Descriptive texts sometimes use past tense if the thing to be described doesn't exist anymore for example; go, fly, cook and ect.

### 3) Active Verbs

Descriptive texts often use active verbs to describe actions or behaviors related to the subject, helping to create a more dynamic and engaging description.

#### 4) Adverbs

Descriptive texts may use adverbs to modify verbs, helping to describe the manner in which an action is performed or a behavior is exhibited.

### **D. The Purpose of Descriptive Text**

According to Febriani Azkiya (2022) The purpose of descriptive text is to engage the reader's imagination in the narrative so they can learn and have fun. The main purpose of descriptive text is to specifically describe an object, person, location, animal or plant.

According to Azkiya (2022) the goal of description is to let the reader visualize a person, thing, or place it is permissible to use an image so that the reader may see it.

## **2.3 Theoretical Framework**

It cannot be denied that writing is important for achieving good English proficiency. A teacher should use media that makes students interested in learning. In previous research, the media used was to help improve understanding, students only found little use for the media in English learning training. Therefore, researchers will use visual media in teaching the use of writing skills.

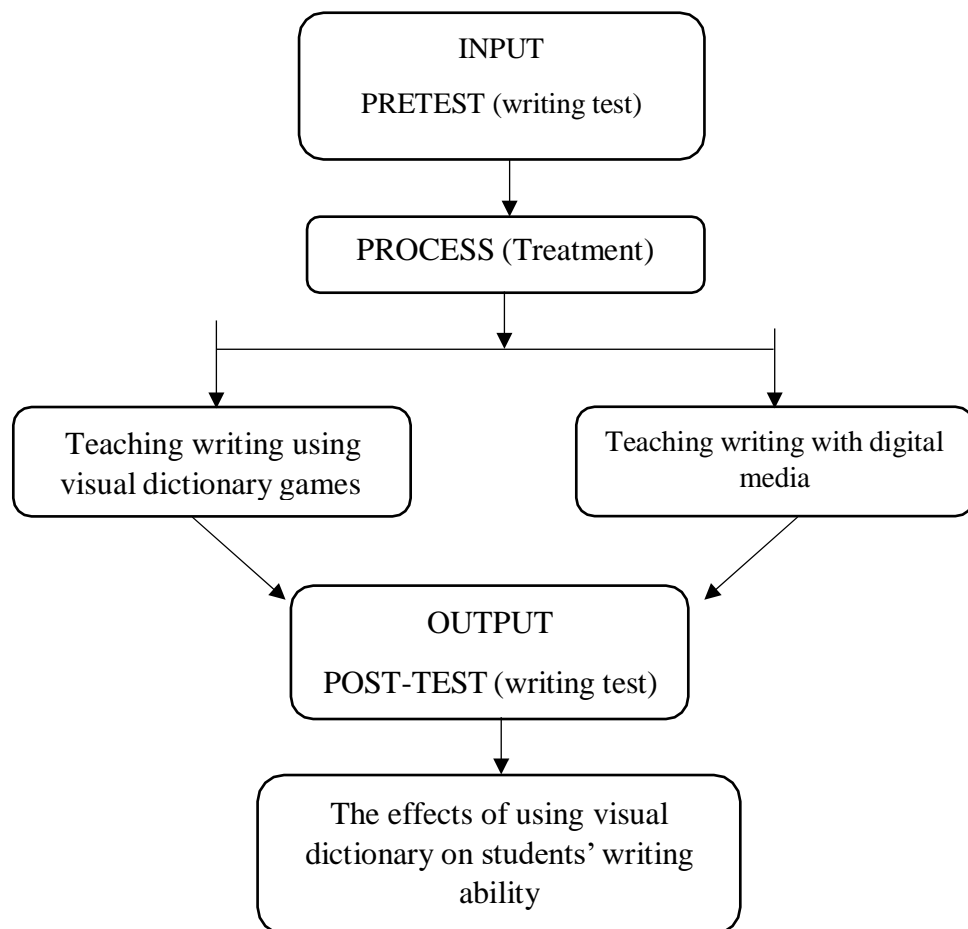
Researchers will teach writing to students using visual media, teaching writing must occur in certain situations. Researchers not only controlled students' writing skills in class, but also continued it in their lives and outside

of school. Because Writing has an important role in achieving good English proficiency. Teachers should be able to utilize current technology as a learning medium. It was explained above that the visual dictionary media is very influential on students' writing abilities.

Based on the theory used in previous research, researchers can create a thinking frame as follows:

1. Using visual dictionary can be used for writing ability on students
2. Using visual dictionary as well as preparing students into a vocabulary, the more vocabulary that can make it easier for students to writing.

**Table 2. 1 Theoritical Framework**



## 2.4 Hypothesis

Based on the theoretical above, the writer will take the hypothesis such as;

$H_0$  : There is no significant effect of using Visual Dictionary on Students' Writing Ability Ten Grades Students' of SMA Negeri 1 Pagerbarang in the academic year of 2023/2024.

$H_1$  : There is significant effect of using Visual Dictionary on Students' Writing Ability Ten Grades Students' of SMA Negeri 1 Pagerbarang in the academic year of 2023/2024.



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the research presents approach (type and design of the research), population (sample, and technique of sampling), research variables, data collecting technique, research instrument, and technique of analyzing data.

#### **3.1 Approach, Type and Design of the Research**

##### **A. Approach of the Research**

This research used quantitative research in measuring the effect of using visual dictionary on student writing ability. Nasir Sukmawati (2023) In order to validate or test the ideas put out in the research, quantitative research methods rely on objective measurements and mathematical (statistical) analysis of surveys, tests, or other research instruments.

##### **B. Type of the Research**

This research used experimental research, Experimental research is a research method that uses two variables, namely the dependent variable (dependent variable) and the dependent variable (independent variable). In this method, the researcher controls the dependent variable and manipulates the dependent variable, then measures or observes the behavior or effects produced by the dependent variable. This method is used to explain the relationship between two variables and collect data that can be used to make decisions based on facts. According Astri (2022) divides the various types

experimental research design into four namely Pre-experimental, True Experimental, Quasi Experimental, and Factorial Experimental.

### C. Design of the Research

This research used true experimental with pretest and pro-test control group design. According Sugiono (2019) said that This design involves the random selection of two groups, followed by a pretest to determine whether there was an initial difference between the experimental and control groups. The sample population for this study was divided into two groups or classes by the writer . While the second group functioned as a control and received instructions without the use of visual dictionary media, the first group was the experimental group, directed to use visual dictionary media in the learning process.

The writer used visual dictionary media to treat the experimental group, while the control group received just traditional treatment. The same post-test administered to both groups following therapy. After administering a post-test to both groups, the researcher gathered data using the same research tool, the writing score rubric. Based on the outcomes of data collection, post-test scores (final scores) were generated for the capacity of the experimental and control groups to compose descriptive texts.

**Table 3. 1 Pretest-Posttest Control Group Design**

<b>R</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
<b>R</b>	<b>O<sub>3</sub></b>		<b>O<sub>4</sub></b>

Explanation:

X = Treatment (using visual dictionary for experimental group)

O1 = pretest

O2 = posttest

O3 = pretest

O4 = posttest

R = Random

### 3.2. Population, Sample, and Technique of Sampling

#### A. Population

According Wiersma (1991) Population is the total number or a whole element, subject or member which has one or more characteristics from which the research subjects are taken. The population of this study was taken from class X students of SMA Negeri 1 Pagerbarang for the 2023/2024 academic year. The school location is Jl. Raya Utara Pagerbarang, Pagerbarang, District. Pagerbarang, Tegal Regency, Central Java 52462.

Population of ten grade students of SMAN 1 Pagerbarang.

**Table 3. 2 population of Ten grades**

Class	Total of Ten Grades
10-2	25
10-4	25
Total	50

### **A. Sampel**

The researcher used a sample group from the population itself which can be used by the writer if the population is too large to study. The samples used in this research were class X-4 as the control class and class X-2 as the experimental class.

### **B. Technique of sampling**

According Sugiono (2013) Probability sampling is carried out using cluster random sampling, where the population and sample are chosen randomly, where each population has an equal probability of being chosen as a sample for this study. When the objective of study is very large, such as the residents of a nation, province, or district, cluster random sampling is a geographic sampling method used to determine the sample (Sugiyono, 2012).

In this research, the researcher chose two classes of students from class X-4 and X-2 of SMA Negeri 1 Pagerbarang as samples. then the two classes used as samples were classified into experimental and control classes, the first class was class X-4 as the control class and the second class X-2 as the experimental class. the experimental group will give treatment using visual dictionary media, and the control class will not, but used conventional teaching and learning methods.

### 3.3. Research Variables

According to Sugiyono (2016) explain the meaning of variables, namely: "The research variables are an attribute or nature or value of person, or Researchers have identified specific variations of an object or activity to be examined and conclusions drawn from. Independent and dependent variables are the two categories into which the variables in this study are divided. There is an effect between the independent and dependent variables. Although the independent variables influence the dependent variable, the dependent variable is also influenced by the independent factors.

In the research concept, the relationship between one variable and another variable can be divided into (Sari, 2021)

**Table 3. 3 Independent and Dependent**

The dependent variable (Y)	The effects of using visual dictionary
The dependent variable (Y)	Student writing ability

### 3.4. Data Collecting Technique

Data collection methods are procedures for collecting, measuring and analyzing appropriate insights to conduct effective research with the help of standardized, validated techniques. Because of that, the writer collect data using several steps:

### **A. Pre-Test**

When using visual dictionary media in the process of learning English writing skills. The researcher gave a pretest, this pretest was intended to show students' basic writing skills, especially writing descriptive text. students in the experimental and control groups were given a visual dictionary pre-test. The test used is a written test where respondents are asked to create a descriptive text, such as describing a visual using the general structure and linguistic characteristics of a descriptive text consisting of three paragraphs +/- 200 words. The test is completed within 65 minutes. The pre-test was given offline so respondents needed to use the telephone as a tool to use the visual dictionary media.

### **B. Treatment**

In the treatment, the writer gave treatment to the experimental group using a visual dictionary, while the customary approaches were followed by the control group. The writer developed a lesson plan that uses visual dictionary media to teach students how to compose descriptive texts. The researcher used a method of creating descriptive text using a visual dictionary which was only carried out in the experimental group and was carried out offline so it was necessary to use a cell phone as an intermediary between the descriptive text and the visual dictionary.

This treatment aims to see whether the use of visual dictionary media has an impact on substantial improvements in descriptive writing. The experimental class received treatment for eight meetings, each lasting 2x45 minutes. In the control group, the writer taught descriptive text without using a visual dictionary but using conventional methods.

### **C. Post-Test**

The writer used a post-test as the second test after using visual dictionary media to teach writing.

Post-test is used to determine students' grades or achievements. Students in the experimental and control groups were given a visual dictionary post-test. Students are given a visual dictionary to describe someone as a medium in this exam. The test carried out is in the form of a written descriptive text exam, for example describing a visual using the general structure and linguistic characteristics of a descriptive text consisting of three paragraphs +/- 200 words. The test is completed within 65 minutes. The pre-test was given offline so respondents needed to use the telephone as a tool to use the visual dictionary media.

### **3.5. Research Timeline**

The research procedure applied in this research consists of several stages designed to collect accurate and valid data. These stages include preparation, implementation and data analysis, all of which are designed to

answer research questions in a systematic and structured manner. The following steps are carried out:

**Table 3. 4 Research Timeline**

<b>Time</b>	<b>Activity</b>
7 <sup>th</sup> March 2024	Permission to observation the school
18 <sup>th</sup> April 2024	Asking permission and dealing with school
19 <sup>th</sup> April 2024	Observation with the teacher
2 <sup>nd</sup> May 2024	Asking permission to starts the research
Tuesday, May 14 <sup>th</sup> 2024	Pre-test in the experimental and control class
15 <sup>th</sup> until 17 <sup>th</sup> May 2024	Treatment, teaching writing using Visual Dictionary in experimental class, and conventional method in control class.
20 <sup>th</sup> until 31 <sup>th</sup> May 2024	Students Exam
3 <sup>th</sup> until 13 <sup>th</sup> June 2024	Treatment, teaching writing using Visual Dictionary in experimental class, and conventional method in control class.
Friday, June 14 <sup>th</sup> 2024	Post-test in the experimental and control class



### 3.6. Research Instrument

This study will use a writing test as its instrument. Writing test were used in this study to gather data for the pre- and post-tests. Information on the effects of using Visual Dictionary media in descriptive writing was gathered using the data instrument.

Adapted from Andayani (2015), the following criteria may be used to evaluate students' writing:

- a) Examples of content include the written text, expressed concepts, and frameworks.
- b) Grammar includes syntactic structures, grammatical forms, and past tenses.
- c) The organization has a general structure and contents.
- d) Vocabulary is built through word choice.
- e) The mechanical component is a component that includes the use of capital letters, punctuation and spelling.

**Table 3. 5 Scoring rubric of writing**

No.	The Elements of Writing	Score
1.	Content	1-30
2.	Grammar	1-25
3.	Organization	1-20
4	Vocabulary	1-20
5	Mechanic	1-5
Total Score		100

Validity and reliability When evaluating a research instrument, there are two things that need to be considered. the following is the explanation:

### 1) Validity

The validity test is used to test whether the instrument used is valid. This means that the instrument can be used to measure what it actually measures. The results of the instrument are said to be valid if the data collected is in accordance with the data that actually occurs on the object under study. In this research, the writer used content validity.

#### a) Content Validity

Content validity is validation carried out through testing appropriateness or relevance of the test content to competent or expert judgment. This research is specifically for SMA Negeri 1 pagerbarang, this validity determines whether the instrument is truly valid or not. The writer checked with the ten grade English instructor at SMA Negeri 1 Pagerbarang to determine whether the instrument was valid or not based on the school curriculum.

### 2) Reliability

The writer will use the scoring rubric developed by Brown and Bailey (2004) to measure writing skills. A good research tool must be valid and reliable. Reliability is used to assess the stability of a research tool. Some factors influence reliability, including:

- (1) administration techniques and conditions,
- (2) the clarity of the rubric explaining the many talents that the exams are

intended to achieve,

(3) the scoring technique.

### **3.7. Technique of Analyzing Data**

The data was analyzed using a t-test on the SPSS 22 Program. The procedures are outlined below:

#### **1. Analyzing Descriptive Statistics**

The writer will use descriptive statistics to display the total sample size (N), mean, standard deviation, and lowest and highest scores. These statistically descriptive data were constructed using the pre-test and post-test writing scores of the two groups respectively.

#### **2. Analyzing Normality Test**

The normality test will use to verify whether the data obtained is normally distributed or not. In this investigation, the Kolmogorov-Smirnov test was used at a significance level of  $\alpha=0.05$ . If the score is greater than  $\alpha=0.05$ , then the data is distributed regularly, according to the requirements. However, the data distribution is not normal if the score is less than 0.05.

#### **3. Analyzing Homogeneity Test**

The writer employed a homogeneity test to ensure that the results were consistent and homogeneous. In this study, the writer employed the SPSS program's Levene Statistics to perform the homogeneity test at  $\alpha=0.05$ . If the score is greater than or equal to 0.05, the data are

homogeneous and have equal variance. However, the data is not homogeneous if the score is less than 0.05.

#### 4. Analyzing Paired-sample T-test

After determining that the data was normally distributed, the writer used a paired sample t-test to examine if the means of the two paired samples different. This study used a t-test to evaluate if the issue statement and hypothesis were accepted or rejected.

#### 5. Independent Sample T-test

After determining that the data was normally distributed, the writer conducted an independent sample t-test to see if the means of two unpaired samples differed. The independent sample t-test addresses the issue mentioned in this study.