

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON  
THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT  
OF THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN  
ACADEMIC YEAR OF 2022/2023**

**By:**

**LAILY NURUL HOLIVAH**  
Student Number. 1901050023



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO**

**1444 H/2023**

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Peresanted as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By:**

LAILY NURUL HOLIVAH  
Student Number. 1901050023

Sponsor: Linda Septiyana, M.Pd

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO**

**1444 H/2023**



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)


**APPROVAL PAGE**

Title : The Influence of Send a Prolem Technique on Students' Writing Skill  
of Descriptive Text at the Tenth Grade at SMAN 1 Gunung Agung in  
Academic Year of 2022/2023.  
Name : Laily Nurul Holivah  
Students Number : 1901050023  
Department : English Education  
Faculty : Tarbiyah and Teacher Training


**APPROVED BY:**

To bediscussed in the munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies  
(IAIN) of Metro.

The Headof English Education Department

  
Andianto, M.Pd  
NIP. 198711021915031004

Metro, 21 Mei 2023  
Sponsor

  
Linda Septivana, M.Pd  
NIDN. 201609901



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the Munaqosyah Laily Nurul Holivah**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*


We have given guidance and enough improvement to thesis which is written by:

Name : Laily Nurul Holivah  
Students Number : 1901050023  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : The Influence of Send a Prolem Technique on Students' Writing Skill of  
Descriptive Text at the Tenth Grade at SMAN 1 Gunung Agung in  
academic Year Of 2022/2023)

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher  
Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalmu'alaikum, Wr. Wb*

The Head of English Education Department

  
**Andianto, M.Pd**  
NIP. 1987102201503 1 004

Metro, 26 Mei 2023  
Sponsor

  
**Linda Septiyana, M.Pd**  
NIDN. 201609901



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon di Munaqosahkan  
Laily Nurul Holivah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum, Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Laily Nurul Holivah  
Students Number : 1901050023  
Judul Skripsi : The Influence of Send a Prolem Technique on Students' Writing Skill of Descriptive Text at the Tenth Grade at SMAN 1 Gunung Agung in academic Year Of 2022/2023.


Sudah kami dapat setuju dan dapat di ajukan untuk di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalmu'alaikum, Wr. Wb*

The Headof English Education Department

  
**Andianto, M.Pd**  
NIP. 19871022015031004

Metro, 26 Mei 2023  
Sponsor

  
**Linda Septivana, M.Pd**  
NIDN. 201609901



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

*B-3134/17.20.110/PP-00.9/06/2023*

An Undergraduate thesis entitled: THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT OF THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG Written by: Laily Nurul Holivah, Student Number 1901050023, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 6<sup>th</sup>, 2023 at 10.00 –12:00 P.m

**BOARD OF EXAMINERS:**

Chairperson	: Linda Septiyana, M.Pd	.....)
Examiner I	: Drs. Kuryani, M.Pd	.....)
Examiner II	: Yeni Suprihatin, M.Pd	.....)
Secretary	: Rika Dartiara, M.Pd	.....)



The Dean of Tarbiyah and Teacher Training Faculty



*Choirulhaini, M.Pd*  
NIP. 19620612 198903 1 006

# **THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON THE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT OF THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2022/2023**

## **ABSTRACT**

By : Laily Nurul Holivah

The purpose of this research was to investigate the influence of Send a Problem Technique on the students' writing skill of descriptive text of the tenth grade at SMAN 1 Gunung Agung. This research was conducted on the basis that the pre-survey results showing that 80% of students were classified as incomplete in their writing skill. Therefore, the researcher decided to use Send a Problem Technique that allows students to think critically.

This research used a quantitative research. The data was collected by using tests and documentation. The population of this research was the tenth grade students. A sample of 60 students' established through the clustering sampling technique. The subjects of this study were class X. 5 as the control class and X. 4 as the experimental class. This study used t-test to analyze the data.

The result of this research indicated that independent sample t-test pointed out by obtained that sig. (2-tailed) was 0.00 that was lower than 0.05. It means that there is a positive and significant influence of using Send a Problem Technique on students' writing skill of descriptive text of the tenth grade of SMAN 1 Gunung Agung. In addition, t-observed of this research is 3,885 that is higher than f-table 0.2542 and 0.3301. It means that there was any positive and significant the influence of Send a Problem Technique on the students' writing skill of descriptive text of the tenth grade at SMAN 1 Gunung Agung.

*Keyword: Descriptive Text, Send a Problem Technique, Writing Skill*

**PENGARUH TEKNIK SEND A PROBLEM TERHADAP  
KEMAMPUAN MENULIS SISWA DESCRIPTIF TEXT KELAS  
SEPULUH SMAN 1 GUNUNG AGUNG TAHUN AJARAN  
2022/2023**

**ABSTRAK**

Oleh : Laily Nurul Holivah

Tujuan penelitian ini adalah untuk melihat pengaruh teknik Send a Problem terhadap keterampilan menulis teks deskriptif siswa kelas sepuluh SMAN 1 Gunung Agung. Menulis itu penting karena menulis merupakan salah satu keterampilan berbahasa yang harus dimiliki sejak sekolah dasar. Menulis bisa menjadi alat komunikasi. Dalam proses belajar mengajar, guru harus mampu menciptakan atau memilih teknik yang cocok dan baik. Teknik Send a Problem membuat siswa dapat berfikir kritis.

Penelitian ini adalah penelitian kuantitatif. Pengumpulan data dilakukan dengan menggunakan tes dan dokumentasi. Populasi dalam penelitian ini adalah siswa kelas sepuluh. Sampel sebanyak 60 siswa ditetapkan melalui teknik clustering sampling. Subjek penelitian ini adalah kelas X IPA 5 sebagai kelas kontrol dan X IPA 4 sebagai kelas eksperimen. Penelitian ini menggunakan uji-t untuk menganalisis data.

Hasil penelitian ini menunjukkan bahwa idependen sample t- test menunjukan bahwa di peroleh hasil sig (2-tailed) lebih rendah dari pada 0,05, artinya ada pengaruh positif dan signifikan Send a Problem technique terhadap keterampilan menulis siswa teks deskriptif pada kelas sepuluh SMAN 1 Gunung Agung. Selain itu t-observed penelitian ini adalah 3,885 yang lebih tinggi dari f-table 0,2542 dan 0,3301. Artinya adapengaruh positif dan signifikan Send a Problem technique terhadap keterampilan menulis siswa kelas sepuluh SMAN 1 Gunung Agung.

*Kata kunci: Deskriptif Teks, Penulisan, Teknik Send a Problem*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : LAILY NURUL HOLIVAH  
Student Number : 1901050023  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain part which are excepted from bibliographies mentioned.

Metro, 12<sup>nd</sup> June 2023

The Researcher



Laily Nurul Holivah  
St. 1901050023

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : LAILY NURUL HOLIVAH

NPM : 1901050023

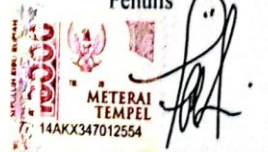
Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2023

Penulis



Laily Nurul Holivah  
NPM. 1901050023

**MOTO**

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship [will be] ease”

(Q.S Al-Insyirah : 6)

## **DEDICATION PAGE**

The Undergraduate Thesis is dedicated for:

My beloved parents (Mr. Sumarto and Mrs. Rumiani) who keep on  
praying and support me. I love you so much.♥♥

My beloved brother and my sister (Ahmad Ainul Fuad and Nurvi  
Suhainifah) always support me.

My beloved friends help during who always suport and always help  
during lectures and thesis preparation.

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Praise be Allah SWT for his taufik and guidance. So that the researcher can complete the preparation on this thesis. This writing requirements to complete is as one of the requirements to complete the education program Strata One (S1) Faculty of Tarbiyah and Teacher Training IAIN Metro I order to obtain an S.Pd.

This an undergraduate thesis end title *The Influence of Send a Problem Technique on the Students' Writing Skill of Descriptive Text of the Tenth Grade at SMAN 1 Gunung Agung in Academic 2022/2023.*

The reseacher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that reseacher could not mention one by one, her big thanks to:

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3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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7. All of friends in IAIN Metro, thaks for everything in helping to finish this undergraduate thesis.

Finnaly the researcher welcomes any suggestion and critic for the improvement this undergraduate thesis and hopefully this paper can contribute something to the betterment of English teachingand learning in general and useful for her and the readers.

Metro, 12 juni 2023

**Laily Nurul Holivah**  
**NPM. 1901050023**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing is the process of writing a language in such a way that the message conveyed by the researcher can be understood by the reader.<sup>1</sup> Writing is usually done by writing on paper using tools such as pencils and pens, but by the development of technology and media. Writing activities have progressed rapidly. Writing is also an attempt to explain a thought and feeling in the form of symbols. The symbols used here are symbols of the written language system.

Moreover, writing is generally intended to guide, explain, narrate, summarize and persuade the reader through the text. Readers can get some clues by writing in the form of instructions, ideas, or information. Writing is also intended to report what happened in the form of written information. This activity also creates new ideas, shows an objective attitude towards others, helps oneself to solve problems in written form, and a person is more active in speaking information when reading the writing in a text.

There are many advantages of writing, such as a place to increase creativity, a place to express, a good learning tool, good language skills, a good communication tool, and even make money. In addition, from a

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<sup>1</sup> J.B Heaton. *Writing English Language Test*. (London: Longman Grup, 1990), 135.

medical point of view, writing has many health benefits, including stress relief, body work support, entertainment and memory performance enhancement. Another advantage is that writing provides a lot of information to the reader about the content to be conveyed through writing.

In line with the description above, the researcher had conducted a pre-survey on November, 11<sup>th</sup> 2022 in the tenth grade of SMAN 1 Gunung Agung by obtaining an archive of grades and assignments for English subjects related to the relationship by writing skill. The researcher got the score from the English subject teacher in the class, namely the general writing score. The result of the survey related to the students' abilities in writing skill is illustrated in the following table.

**Table 1**  
**The Pre-Survey Result**  
**The Students' Writing Skill of cthe Tenth Grade**  
**at SMAN 1 Gunung Agung**

<b>No</b>	<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Criteria</b>
<b>1</b>	<b>≥ 70</b>	<b>6 the students</b>	<b>20 %</b>	<b>Complete</b>
<b>2</b>	<b>&lt; 70</b>	<b>24 the students</b>	<b>80 %</b>	<b>Incomplate</b>
	<b>Total</b>	<b>30 the students</b>	<b>100 %</b>	

*(Source: pre-survey the student writing skill of the tenth grade class 4)*

Based on the result of the pre-survey from the table above, it can be seen that the students' writing skill are classified as low, even the percentage of the students' abilities is dominated by try he Incomplate category on the passing grade. Many the students only study English by out paying attention to their writing skill. It can be seen from the percentage of the students who do not achieve the passing grade is 80%.

In the pre-survey process, the researcher also conducted interview by English teachers to find out the problems faced by the students, especially those related to writing skill. Based on the result of interview, the researcher obtained information that the students had difficulty in writing paragraphs in English, that it when asked to write paragraphs or texts in English. This is because the vocabulary that the students have is limited, besides that low grammar is one of the obstacles in the writing process. Another obstacle is the difficulty of the students developing their ideas according to the topic. Teacher teach using discussion and lecture techniques, so students need new innovation in learning.

In line with the students problem in writing skill, what it is necessary for the English teacher to apply appropriate teaching techniques. Appropriate instructional techniques include instructional steps that can help achieve the researcher's literacy goals. Therefore, choosing the right Teaching method is very important theref ore, the students are motivated and interested in learning to write. Many some technique applied by the teacher are related to writing technique..

One of the writing teaching techniques is the Send a Problem technique. Send a Problem is cooperative learning strategy that encourages group interdependence in using think skills, including synthesis and

evaluation.<sup>2</sup> Send a Problem is one of the many out of the interactive technique. The teacher didn't apply yet.

The Send a Problem Technique is done by means of the students being formed in heterogeneous groups or grouped by the level of student ability that is evenly distributed in each group. There are many benefits of learning, including a group division system that can make the students more active in student collaboration by good cooperation they can also continue to solve problems. In addition, to the benefits of the send a problem technique group, it also has many benefits in terms of writing, such as the ability to improve the students' thinking patterns and make the students think critically.

Moreover, Send a Problem is also very helpful for teachers in providing new methods in teaching writing, especially for high school level. The students do not feel bored only by the technique of writing monotonous English texts, and can make the students not think writing in English texts is boring, increasing cooperation between the students in solving a problem in the topic of writing. In addition, the Send a Problem Technique can also increase the students' creativity in critical thinking.

Based on the result of the pre-survey above, it can be seen that the students experience problems in writing skill. This is proven by the result of English assignments and interview by English teachers. In addressing

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<sup>2</sup> Wasiam N Bender and Laura Waller, *The Teaching Revolution*. (California: Corwin, 2011), 127.

these problems, it is necessary to make efforts by educators to have a positive influence on writing skill therefore, writing skill become better.

Based on all the descriptions above, the researcher intends to make efforts to positively influence the students' writing skill by conducting quantitative research. In this case, the researcher applied the teaching technique that was used to teach writing skill. The teaching technique that was applied by the researcher is the Send a Problem Technique. Therefore, the researcher compiles an undergraduate thesis entitled *The Influence of Send a Problem Technique on the Students' Writing Skill of Descriptive Text of the Tenth Grade at SMAN 1 Gunung Agung in Academic Year of 2022/2023*.

## **B. Identification of the Problem**

Based on the problems that the researcher get from the result of the pre-survey, the result of the identification of problems are as follows:

1. The students have low English writing skill.
2. The students have limited English vocabulary.
3. The students have low mastery of grammar.
4. The students have difficulty developing writing according to writing topics



### **C. Problem Limitation**

Based on the problems identified, the researcher limits the problems of this research by only focusing on the low writing skill of the tenth grade at SMAN 1 Gunung Agung. To address the lowness of the students' writing skill, especially in students vocabulary is very low, with a lack of vocab making it difficult to writer in English, the researcher applied the Send a Problem Technique through the application of quantitative methods. Therefore, the researcher prepares an undergraduate thesis entitled *The Influence of Send a Problem Technique on the Students' Writing Skill of Descriptive Text of the Tenth Grade at SMAN 1 Gunung Agung in Academic Year of 2022/2023*.

### **D. Problem Formulation**

The problem formulation of this research is constructed as: Is there any positive and significant influence of Send a Problem Technique on the students' writing skill of descriptive text of the tenth grade at SMAN 1 Gunung Agung?

### **E. Objective and Benefits of the Study**

#### **1. Objective of the Study**

The objective of this research is order to know whether there is positive and significant influence of Send a Problem Technique on the

students' writing skill of descriptive text of the tenth grade at SMAN 1 Gunung Agung?

## **2. Benefits of the Study**

### **a. For the students**

Hopefully, this research is meaningful for the students by providing them by information related to their English language skills, especially those related to writing skill. he students can also improve their writing skill and the students can practice good cooperation between groups to solve problems, and the students can carry out good cooperation between groups. in order to solve the problems that exist in the given topic.

### **b. For the Teacher**

This research is expected to be useful for teachers, especially English teachers, by providing information related to the students' English skills, especially those related to writing skill. In addition, the teacher obtains information about alternative writing techniques, namely the Send a Problem Technique. Through the application of this teaching method, teachers can motivate the students to participate more actively in the process of learning writing skill, so it is hoped that the students' writing skill can be better.

c. For the Other Researcher

This research is expected to be useful for other researchers by not only providing information on theories related to writing skill and teaching techniques but also to think critically in writing skill. Through this research, other researchers obtain detailed information about the steps and research result related to the application of the Send a Problem Technique in teaching writing skill. It is hoped that the other researchers can follow up this research by developing in other research.

## F. Prior Research

This research was carried out by considering several relevant studies. The first relevant research was conducted by Noermanza, Abdi, and Aprika.<sup>3</sup> The research location was at SMAN 4 Lubuklinggau in 2018. The research method they used was a quantitative research method by a quasi-experimental type of study by examining grade XI students at SMAN 4 Lubuklinggau. The purpose of their research is to determine whether there is an influence of the Send a Problem Technique on the ability to write a bibliography. Thus, the result of class XI learning activities at SMAN 4 Lubuklinggau in writing a bibliography after the technique of sending a problem were significantly completed.

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<sup>3</sup> Noermanzah, Syaiful Abid, and Epa Aprika, "The Effect of the Send a Problem Technique on Writing the Bibliography of a the Students in Class XI SMAN 4 Lubuklinggau," *Lubuklinggau: Journal of Language Studies, Literature and Teaching*, no 2 (2018), 1.

This research and relevant research have similarities and differences. The similarity is on the research topics, especially the use of the Send a Problem Technique in teaching writing. Although another similarity is in the research methodology, it is because these two studies used quantitative research methods. While the difference in the sample that it was held because the related research examined the students of SMAN 4 Lubuklinggau while this study examined the students of SMAN 1 Gunung Agung. Another difference is in the purpose of the study, because this study aims to test whether there is a positive and significant effect of using the Send a Problem Technique on the ability to write texts in English or not. Meanwhile, relevant research looks at the effect of using problem-posing techniques in the bibliography.

The second relevant research was conducted by Amiliay, and Sisbiyanto.<sup>4</sup> The research location is the eleventh grade the students of SMAN 8 Semarang in the academic year 2015/2016 in 2016. The research method is a quantitative research method by the type of experimental study by examining 11th grade the students of SMAN 8 Semarang. The aim of their research The aim of the study is to find out whether teaching writing analytical exposition text by using Send a Problem Technique is effective or not for Senior High School the students. Their result showed that The independent sample t-test used by the researcher showed that there was a

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<sup>4</sup>Intan Kris Amilia and Amir Sisbiyanto, "The Effectiveness of Sending a Problem Technique of Writing an Analytical Exposition Text", Semarang: Journal of English Language Teaching, no 2 (2015),3.

significant difference between the post-test of control group and experimental group.

This research and related research have similarities and differences. The similarity is on the research topics, especially the use of the Send a Problem Technique in teaching writing. Although another similarity is in the research methodology, it is because these two studies used quantitative research methods. The difference is in the sample of the research because the sample is related research examines the students of SMAN 8 Semarang. While this study examines the students of SMAN 1 Gunung Agung. While another difference is in the purpose of the study, because this study aims to test whether there is a positive and significant effect of using the Send a Problem Technique on the ability to write texts in English or not. Meanwhile, the relevant research is to find out whether teaching writing analytical exposition text using Send a Problem is effective or not for high school the students.

The third relevant research was conducted by Pujiani.<sup>5</sup> The research location was at SMPN 2 Banyumas in 2019. The research method they used was a quantitative research method by examining the students at SMPN 2 Semarang. The purpose of this relevant research is his study aims to examine the effectiveness of Send a Problem Technique for teaching writing of junior high school the students. Their research result shows that Send a Problem is more effective than guided writing for teaching writing

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<sup>5</sup> Tri Pujiani, "The Effectiveness of Send a Problem Technique to Teach Writing on the Eighth Grade of SMP N 2 Banyumas", Yogyakarta: Journal of Law, English, and Economics, no 1 (2019), 36.

of junior high school. In conclusion, Send a Problem is an effective junior high school the students.

This research and related research have similarities and differences. The similarity is on the research topics, especially the use of the Send a Problem Technique in teaching writing, and has the same goal, namely to test whether there is a positive and significant effect of using the problem-posing technique on the ability to write texts in English. Although another similarity is in the research methodology, it is because both of these studies used quantitative research methods. While the difference is in the sample that was held because the research concerned examined the students of SMPN 2 Semarang, while this study examined the students of SMAN 1 Gunung Agung.

The novelty of this research is the use of supporting media in the form of envelopes which the researcher used to present problem statements to each group by using the Send a Problem Technique in the envelope, so that they can take turns solving all the problem in the envelope.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Writing Skill

##### 1. Definition of Writing Skill

Writing is a recursive process, meaning that the researcher revises the entire process, often moving back and forth between stages.<sup>6</sup> In writing there are parts that must be considered carefully therefore, the resulting paragraphs can meet the correct writing standards in English. In addition, checking the writing that has been made must be done in order to get the perfect writing.

Furthermore, Hermer says that writing as a skill, is basic language skill just important as speaking, listening, and reading.<sup>7</sup> In the other words, the beautiful written need the knowled which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation.

Writing is a complex and demanding skill. If the students are to become confident and competent researcher, they require explicit instruction and many opportunities to write.<sup>8</sup> Moreover, to produce

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<sup>6</sup> Vicky Urquhart and Monetter Mclver, *Teaching Writing in the Content Area*. (Alexandria: ASCD, 2005), 5.

<sup>7</sup> Jeremy Hermer, *How to Teach English*, (London: Person Longman, 2007), 79.

<sup>8</sup> Peter Westwood, *What Teacher Need to Know About : Reading and Writing Difficulties*. (Camberwell : Acer Press, 2008), 69.

perfect English writing, it is necessary to do continuous practice. By repeated writing practice, the teacher knows where the students lack in writing and can provide solutions to problems that occur.

The writing skill is complex and something difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental element.<sup>9</sup> To be able to teach writing skill a teacher must really have good writing skill therefore, the students also get the appropriate material and direction. Therefore, there are no errors when writing.

Writing is a skill that is improved with time if the writers can act on the feedback.<sup>10</sup> If the writers receive good feedback, the level of ability increases very quickly, so that writing in English is in accordance with applicable regulations, so that it is good and correct.

In addition, Ana Munoz et al says “writing is an essential highly valued as a powerful means of self expression as well support for future learning”.<sup>11</sup> Based on the explanation above, it means that writing is a way to channel all the down so they can be enjoyed by readers. The purpose of this is to convey thoughts, ideas or extraordinary things that we have so that others people find out through writing.

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<sup>9</sup> J.B Heaton. *Writing English Language Test*. (London: Longman Grup, 1990), 135.

<sup>10</sup> Bella Ross, *Writing Skill for Social Work Student*.(London: Red Globe Press, 2021),

<sup>11</sup> Ana Munoz et al, *Guidelines for Teaching and Assessing Writin*.(Medellin,2006), 25.



Writing is a process of brainstorming, composing, revising, having your work read by others, and then revising again.<sup>12</sup> Having our work corrected by other people makes us know which parts are wrong and incomplete, so the researcher can fix them so that they become sentences that are appropriate to the provisions of the English.

## 2. Process of Writing Skill

There are several main processes, including the following:

### a. Prewriting

The writers plan what they will write. Before they start writing, they try and determine what they will write. The writer must be thinking they must consider the purpose of their writing, the language they use, and the information they choose.

### b. Drafting

The writer can refer to the first version of writing as a concept. When the writing process becomes edited, a number of drafts can be produced.

### c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel.

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<sup>12</sup> Cheryl E. Ball and Drew M. Lowe, *Bad Ideas About Writing*. (London: WVU Libraries, 2017), 19.

d. Edditing

Next, the writer makes a draft, usually, the writer reads rhat they have written to see if there are confusing writings. This is the stage where errors in grammar, spelling, and punctuation are corrected.<sup>13</sup>

### 3. Assessment of Writing Skill

Assessment of students' progress in school has been an imprortant part of education which affects students, parents, teachers, administrators and even education policy makers.

Language assessment is the practice of evaluating the extent to which learning and teaching have been successful, focusing on what learners can do with the language, on their strengths rather that their weknesses.<sup>14</sup>

**Tabel 2**  
**Assessment of Writing Skill**

No	Aspect	Grade	Levels	Standardization
1	Content	30-27	Excellent	Essay addresses the certain topic the ideas are concrete and thoroughly developed, no irrelevant material, essay reflect thoughts.
		26-22	Good	Essay addresses the issues but misses some points, ideas could be more fully developed, some irrelevant materials are present.
		21-17	Fair	Development of ideas is not compleate, pargraphs are not divided exactly righ.

<sup>13</sup> Vicky Urquhart and Monetter McIver .*Teaching Writing in the Content Area*. (Alexandria: ASCD, 2005), 11

<sup>14</sup>Dina Tagari et al., *Handbook of Assessment for Language Teachers*.(Nikosia: Project Coordinator and Patners TALE Project. 2017), 184.

		16-13	Poor	Ideas incomplete, essay does not reflect careful thinking or was hurriedly written, less effort in area of content.
2	Organization	20-18	Excellent	Appropriate title, effective introductory, topic is stated, leads to body, transitional expression used, supporting evidence is existed, conclusion logical and complete.
		17-14	Good	Enough title, introduction, body and conclusion is acceptable, but lack of evidence and the idea not developed well, sequence is logical but transitional expression is missed.
		13-10	Fair	Less of introduction and conclusion, problems with the ideas of the body, not supported evidence.
		9-7	Poor	Minimally introduction, full problems of ideas and organization, not evidence and illogical conclusion.
3	Vocabulary	20-18	Excellent	Appropriate vocabulary usage use of parallel structures, brief.
		17-14	Good	Good vocabulary and not wordy.
		13-10	Fair	Some of vocabulary missused and too wordy.
		9-7	Poor	Problem in vocabulary and lack of variety structure.
4	Language use	25-22	Excellent	Fluency grammar, correct of clauses, preposition, articles, verb forms, modals, tense sequencing.
		21-19	Good	Advance in grammar although the reader anware it.

		17-11	Fair	The readers get the ideas but the grammar are in the problem.
		10-5	Poor	Much problems of grammar appears so as to make the readers difficult to read.
5	Mechanics	5	Excellent	No errors of spelling and correct punctuation usage.
		4	Good	Some problem of punctuation and error spelling.
		3	Fair	Spelling problems distrubs the reader and puncuation errors distrubs the ideas.
		2	Poor	Serious problems of punctuation in sentence and spelling <sup>15</sup>

(Source: Rubric Assessment by J.B Heanton)

## B. Concept of Send a Problem Technique

### 1. Definition of Send a Problem Technique

Send a Problem is teching technique that encourages group interdependence in using think skills, including synthesis and evaluation. Send a Problem is one of the problem based cooperative learning techniques.<sup>16</sup> Sending problems to the topics that makes the students practice thinking skills in writing an article in English.

Send a problem is a teaching technique that guide the groups of the students each receive a problem, try to solve it, and then pass the

<sup>15</sup> J.B Heaton. *Writing English Language Test*. (London: Longman Grup, 1990), 146.

<sup>16</sup> William N Bender and Laura Waller, *The Teaching Revolution*.(California: Corwin, 2011), 127.

problem and solution to a nearby group.<sup>17</sup> After finding the problem and sending the problem to the nearest group, the solution is solved by writing paragraphs. This paper is useful for improving the students' writing skill.

The Send a Problem Technique is especially well suited for building these learning transfer skills.<sup>18</sup> In this case it can make the students think more actively therefore, they can train the brain's working power in solving the given problem. The teachers can also find out the ability of the students in solving problems that have been given using the technique of sending problems. Therefore, the researcher can determine the ability of the students in solving problems that have been given by using problem delivery techniques.

## **2. Benefits of Send a Problem Technique**

The benefits of the Send a Problem Technique are as follows:

- a. Providing the students by an opportunity to practice together and learn from each other the thinking skills required for effective problem solving.
- b. Helping the students learn to compare and discriminate among multiple solutions.

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<sup>17</sup> Elizabeth F Barkley, *Student Engagement Techniques*. (San Francisco: Jossey Base, 2010),267.

<sup>18</sup> Barbara J Millis, *Cooperative Learning in Higher Education*. (Virginia: Stylus Publishing.LLC, 2010),162.

- c. Helping the students practice writing spontaneous thoughts that have been discussed.<sup>19</sup>

### 3. The Strengths and Weaknesses

#### a. The Strengths

- 1) This technique is quick and requires little planning.
- 2) This technique provides opportunities for students to work together with other students, thus increasing their interaction with each other.
- 3) This technique prevents the group from relying on one classmate because students do not know who they will discuss with and work together.

#### b. The Weaknesses

- 1) The teacher cannot control which students work with which students.
- 2) The teacher needs to tell students that students have the right to work together fairly.<sup>20</sup>

### 4. The Procedure of Using Send a Problem Technique

The steps of the Send a Problem Technique are as follows:

- a. The teacher determine the number of problems to be solved by all group of students working simultaneously.
- b. The teacher decides the way to present the problem.

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<sup>19</sup> Elizabeth F Barkley, *Student Engagement Techniques*, 267.

<sup>20</sup> *Ibid.*,

- c. The students are divided to be several groups of 4-6 members, listen the teacher's instruction, and ask the questions to the teacher.
- d. The students are in group receiving the problem from the teacher, discuss the problem, generate possible solutions choose the best solution, record and place their response in the envelope.
- e. The students are in group pass the problem in envelope when they listen "Time" said by the teacher. Upon receiving new problems, the students again brainstorm responses and record result until time is called and they again pass the problem to a new group.
- f. The students are evaluating the responses to the problem, adding any additional information they wish.
- g. The students are in the final, their group concludes responses in the envelope. As groups report out, add any points that groups missed and reinforce correct processes and solutions.<sup>21</sup>

### **C. Descriptive Text**

#### **1. Definition of Descriptive Text**

According to Marck Anderson, Descriptive writing appeals to the senses, so it tells how something look, feels, smells, tastes, and or

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<sup>21</sup> Ibid.,267-268.

sound. A good descriptive is a word picture, the reader can imagine the object, place, or person in his or her mind.<sup>22</sup>

Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

## 2. The Structure and Descriptive Text

Certainly, every text has a structure that is defined as a web of meaning relationships which relate the sentence to each other, give direction to the text and make it hold together.<sup>23</sup> It means that structure stands as a direction to write a text with a good coherence or meaning relationship.

There are two general structures of descriptive text namely:

### a. Identification

Identification is about introducing subject or thing that will be described.

### b. Description

Description is brief details about who, or what of the subject.<sup>24</sup>

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<sup>22</sup> Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Sydney: MacMillan, 1998), 20.

<sup>23</sup> Artono Wardiman, et. al., *English in Focus: for grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 113

<sup>24</sup> Imelda Wardani, Hasan Basri, and Abdul Waris, "Journal of English Language Technique Society (ELST)" 2 (2014):2.



Relatet to the statment above, there are two structure in descriptive text namely general identification and description. Below is the example of the text structure that is applicated in descriptive text:

### **Mr. Kartolo, the farmer**

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.<sup>25</sup>

### **3. The Language Feacture of Descriptive Text**

There are several feature of descriptive text concluded by noprianto which can be organized as follow:<sup>26</sup>

- a. Focuses on specific participants as the main character.
- b. Use present tense as dominant tenses.

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<sup>25</sup> Artono Wardiman, et. al., *English in Focus: for grade VII Junior High School(SMP/MTs)* p. 113

<sup>26</sup> Noprianto E. "Studentsive's Descriptive Text Writing SFL Prespective," IJELTAL (Indonesia Journal of English Language Teachingand Applied Linguistics) 2 (2017) 67.

- c. Use thinking verbs or relational process frequently (is, are, has, have, belongs to) in order to and classify describe appearance or qualities and parts or function of the participant).
- d. Use actions verbs or material process and behavioral process in giving additional description regarding action and behaviour done by the participants in text.
- e. Use mental verb or mental process when describing feeling.
- f. Use adjective and adverbs to add information to nouns (participant) and add information to verb (actions) to provide more detailed description about the topic.
- g. Use adverbial phrase to add more information about manner, place, or time and sometimes realized in embedded clause which function as circumstances.

## **D. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

In research there are various research methods, including quantitative, classroom action, research and development. Quantitative research is an approach for testing objective theories by examining the relationship among variables.<sup>27</sup> In this case the researcher to examine the influence of using the Send a Problem Technique on students' writing skill. To find out whether there is a positive and significant

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<sup>27</sup> John W. Creswell. *Research Design: and Mixed Methods Approaches* (California: SAGE Publications, 2014),33.

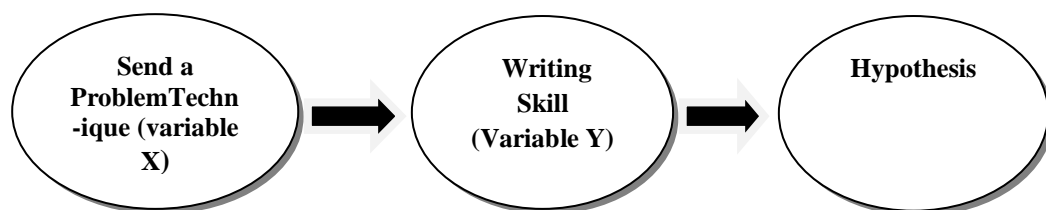
influence of using the Send a Problem Technique on writing skill. Therefore, the researcher chose to use quantitative research method.

The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variable in this research, they are independent variable (X) is Send a Problem Technique and dependent variable (Y) is writing skill. Therefore the explanation for Send a Problem Technique is a technique to influence writing skill.

The theoretical framework in this research is if Send a Problem Technique is applied perfectly for the proses of English teching learning, so the writing skill is good. If Send a Problem is not applied perfectly towards proses of the teaching and learning, so writing skill is bad.

## 2. Paradigm

The researcher describes the paradigm as follows:



**Figure 1:** Paradigm of the Influence of variable X and Y on the Hypothesis

Based on the figure above, Send a Problem is given the influence for the writing skill. The researcher assumes that there are

positive and significant influence of Send a Problem Technique on writing skill.

## E. Hypothesis

Based on theoretical framework and paradigm, there are two kinds of hypothesis on this research as follow:

### 1. Hypothesis Formulation

Hypothesis is a proposition to be tested or a tentative statement of a relationship between two variables.<sup>28</sup> it means that hypothesis of the research are the statement about the distribution of variables that is researched. The hypothesis of this research can be describe as follow:

#### a. Alternative Hypothesis (Ha)

Alternative hypothesis is the hypothesis there was a difference based on based on results from past research or an explanation or theory reported in the literature.<sup>29</sup> It means that there are positive and significant influence after giving the treatment.

**(Ha):** There is a positive and significant *The Influence of Send a Problem Technique on the Students' Writing Skill of Descriptive*

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<sup>28</sup> Elizabeth Depoyan and Laura N.Gitlin, *Introduction to Research Understanding and Applying Multiple Strategie: Fifth Edition* (Missouri: Elsevair, 2016), 103.

<sup>29</sup> John W. Creswell, *Educational Research: Planning, Coconducting and Evaluating Quantitative and Qualitative Researc: Fourth Edition* (Washington: Pearson Educational Limited, 2014), 143.

*Text of the Tenth Grade at SMAN 1 Gunung Agung in Academic Year of 2022/2023.*

b. Null Hypothesis (Ho)

Null hypothesis is state that no significant different between the variables is expected after the treatment is applied.<sup>30</sup>

**(Ho):** There is a not positive and significant *The Influence of Send a Problem Technique on the Students' Writing Skill of Descriptive Text of the Tenth Grade at SMAN 1 Gunung Agung in Academic Year of 2022/2023..*

## 2. Statistical Hypothesis

In determining the level of statistical significance the researcher determines the statistical hypothesis as follows:

If  $T_o \geq t_{table}$ , then (Ho) is rejected, (Ha) is accepted.

If  $T_o < t_{table}$ , theb (Ho) is accepted, (Ha) is rejected.

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<sup>30</sup> Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research: From Theory to Practice* (Washington: Jossey-Bass A Wasey Imprint, 2006) 182.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design of this research was quasi experiment research. There are two classes including of experimental and control class. The researcher administrated pre-test and post-test to those experimental and control class. Moreover, in the quantitative research contain studies that make use of statistical analyses to get their findings. Main feature combine the use of statistic and formal statistics measurement.<sup>31</sup> The researcher asked the students to do pre-test. The pre-test was intended to find out the students` writing skill before giving the treatment, while the post-test was intended to find out the significant influence of the students` writing learning through Send a Problem Technique after the treatment has been given.

**Table 3**  
**Pre-Test and Post-Test Control Treatment Group Design.**

Group	Pre-tets	Treatment	Post-test
<b>A</b>	<b>0</b>	<b>X</b>	<b>0</b>
<b>B</b>	<b>0</b>		<b>0</b>

(Source: *Quantitative Research John W. Creswell, Research Quantitative*)

The research was conducted by using quantitative research. In quantitative research, the researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. The

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<sup>31</sup> Geoffrey Marczky, David DeMatteo, and David Festinger. *Essential of Research Design and Methodology*, (Canada: Jhon Wiley&Sons, Inc, 1964), 17.

researcher conducted the research of the tenth grade at SMAN 1 Gunung Agung in academic year of 2022/2023.

## **B. Operational Definition of Variable**

### **1. Independent Variable**

The independent variable was very influenced on the final result. The independent variable in this study is Send a Problem Technique. Send a Problem Tecnique is a teaching technique that guides each group of the students to accept a problem, try to solve it, and then forward the problem and its solution to the group in written.

Indicator in the independent variable, among others:

- a. The students was hoped could understand this technique in writing activity.
- b. The students was hoped could to work together or intract with other.<sup>32</sup>

### **2. Dependent Variable**

The dependent variable is a variable that depends on the independent variable. The dependent variable in this study is writing skill. In addition, based on the explanation above, in this study the researcher used the Send a Problem Technique to treat class X the students of SMAN 1 Gunung Agung in the academic year of

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<sup>32</sup> Elizabeth F Barkley, *Student Engagement Teachniques*. (San Francisco: Jossey Base, 2010).267-268.

2022/2023. In addition, the researcher collected data using a writing test.

- a. The students are able to understand the problem statement given by teacher.
- b. The students are able to determine the solutions provided by the teacher in written form.
- c. The students are able to actively repeat the problem solving process with different topics <sup>33</sup>.

### **C. Population, Sample and Sampling Technique**

#### **1. Population**

Population is all individuals of interest to the researcher. For example, a researcher maybe interested in studying anxiety among lawyers <sup>34</sup>. In this example, the population is the number of students in class X. The population of this study is all student of SMAN 1 Gunung Agung which consists of five classes. The numbers of students in the tenth grade are 160 students.

#### **2. Sample**

The sample is composed of the set of individuals selected for he study. <sup>35</sup> The sample of this study includes two classes namely the experimental class and the control class. The experimental class is the

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<sup>33</sup> J.B Heaton. *Writing English Language Test*. (London: Longman Grup, 1990), 146.

<sup>34</sup> *Ibid.*, 8.

<sup>35</sup> Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*.(USA, 2016), 191.



tenth grade of class five and the control class is the tenth grade of class four. Therefore, the total numbers of students as the sample are 60 students.

### **3. Sampling Technique**

The researcher used cluster random sampling technique in this research. This technique used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In the other words, each member of the population in this research has an opportunity to become a sample. This research is a quasy-experimental study, so samples in this research are the class of the experimental class and the class of control group.

### **D. Data Collection Technique**

In the data collecting procedure, there are three steps that have to follow in this research:

#### **1. Test**

Test is usually performed by using that element of the survey and determining how it works. There are two tests used in this research as follows:

a. Pre-test

Pre-test was given before giving treatment to measure the students' writing skill. The pre-test was in the form of writing test by asking the students to do the write a paragraph.

b. Post-test

After giving the treatment, the researcher administrates the post test to find out the result of the treatment whether the use of Send a Problem Technique effective or not to teach the students' writing skill. The post-test is in the form of writing test by asking the students to do paragraph writing on a given topic.

## 2. Documentation

Documentation is one of many processes a companying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit<sup>36</sup>. The instruments used for documentation method is history, organization sturcture, students and other. The researcher used the documentation method to get some information about:

- a. The history of SMAN 1 Gunung Agung.
- b. The condition teachers and officials employes in SMAN 1 Gunung Agung.
- c. The quantity of the students of SMAN 1 Gunung Agung.
- d. Organization structure of SMAN 1 Gunung Agung.

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<sup>36</sup> Henning Kagermann etc al., *Internal Audit Handbook*, (Germany 2008) 432.

- e. The regulation of SMAN 1 Gunung Agung.

## **E. Research Instrument**

An instrument is the means of research which is used in each method technique. Futhemore, the research instrument involves:

### **1. Instrument Blueprint**

Instrument blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be measured, collecting data to be used as a basic for testing hypothesis, and analyzing the results.<sup>37</sup> It is the instrument that consist of some basic concepts to manage the target learning out come. The construct of the instrument blueprint that is used to develop the tests.

The step of instrument blueprint:

- c. The teacher determine the learning objectives based on the syllabus.
- d. The teacher determine type of material that is tested to the students.
- e. The students have to do the writing test based on the material given by the teacher.

### **2. Instrumen Calibration**

Calibration is the process of checking and adjusting the accuracy of measuring instrument by combining them with standards or benchmarks. It was needed to ensure that the measurement result are

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<sup>37</sup> Ranjit Kumar, *Research Methodogy: A Step by Step Guide for Beginners* (Rochor: Sage Publications, 2011), 95.

accurate and consistent with other instrument.<sup>38</sup> Therefore, the researcher used validity and reliability. Validity is the development of sound evidence to demonstrate that the test interpretation of scores about the concept or construct that the test was assumed to measure matches was thesis. Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. In addition, reliability is the consistency or stability of test scores.<sup>39</sup> Research reliability was present when the same results would be obtained if the study were conducted again.

a. Writing skill test

To identify the students' writing skill of the tenth grade of SMAN 1 Gunung Agung, the researcher applied writing skill test. The test measures the ability of the students about the topic of writing.

The test consists of pre-test and post-test in this research is a writing test that asks the students to write paragraphs in English.

b. Documentation sheet

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as the students' name list and teacher's name.

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<sup>38</sup> Chung Chow Chan et al., *Analytical Method Validation and Instrument Performance Verification* (Ottawa: Wiley Interscience, 2004), 14.

<sup>39</sup> Jon W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research: Fourth Edition* (Washington: Pearson Educational Limited, 2014), 159.

In the technical writing skill instrument must be valid, in determining the validity of this test instrument the researcher uses construct validity. Construct validity is establishing the validity (in the most general scientific terms) of the underlying construct on which the test is based.<sup>40</sup> So that in this validity there must be fundamental validity so that it can be based again to find out where the data is valid or not.

In testing the validity of the writing test instrument, construct validity is used to measure whether the writing instrument can measure learning abilities in writing skill.<sup>41</sup>

If the instrument is declared valid the researcher test the reliability. In determining the reliability test of the test instrument in this writing, the researcher used the inter rater. Inter rater reliability is a measure of the consistency from rater to rater, rather than from time to time or even from test to test.<sup>42</sup> The measure of consistency that was carried out by researcher for both classes, both the control class and the experimental class, must be based on judgment to judgment because this is done to see the results of the comparison.

This means that in determining the writing of this test instrument the researcher used two raters and the results of the assessment of these raters was calculated using Cronbach's alpha, this is because according

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<sup>40</sup> Neil J Salkind, *Exploring Research* (Boston:Pearson,2012), 125.

<sup>41</sup> Jyi-yeon Y, "Defining Writing Ability for Classroom Writing Assessment in High Schools," *Chongsin University: Pan-Pacific Association of Applied Linguistics* 13, n0.2 (2009): 53-69.

<sup>42</sup> Neil J Salkind, *Exploring Research*. 121.

to Ronald D. Yockey, states that in interreter reliability the calculation can use Cronbach's alpha, Cronbach's alpha is the coefficient alpha which on the other hand is not calculated on one part of the measure but is mathematically equivalent to the mean of all possible separations that can be drawn from that measurement.

## **F. Data Analysis Technique**

To answer the question "can the Send a Problem Technique have an effect on the students in teaching writing skill of descriptive text of the tenth grade of SMAN 1 Gunung Agung." The researcher applied inferential statistics to determine the significant difference between pre-test and post-test in group experiments. In testing the effect of one variable on other variables SPSS (Statistical Package for the Social Science) is the original way outside the computer to this effect. In this case, in investigating the effect of variable x on variable y in pre-experimental research, the researcher used SPSS 23.0.

To get the accurate results, the researcher had to do some test such as normality test and homogeneity test before the analysis the data.

### **1. Normality test**

Test for normality calculate the probability that the sample was draw from the normal population. The researcher used SPSS version 23 to analysis normality test.

**Ha:** if the significance value  $> 0.05$ , the data was normal

**Ho:** If the significance value  $< 0,05$ , the data was not normal

The criteria of acceptance or rejection of normality test as following:

**Ha** was accepted if  $\text{sig} > \alpha = 0,05$

**Ho** was accepted if  $\text{sig} < \alpha = 0,05$

## 2. Homogeneity

The homogeneity test was performed to determine two or more of the data samples come from the population has variants the same (homogeneity). In this research, the researcher used statistical computations by using SPSS version 23.

The hypothesis for the homogeneity test as following:

**Ha** = The variance of the data was homogeneous

**Ho** = The variance of the data was not homogeneous

The criteria of acceptance or rejection of normality test as following:

**Ha** was accepted if  $\text{sig} > \alpha = 0,05$

**Ho** was accepted if  $\text{sig} < \alpha = 0,05$

T - test is used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:<sup>43</sup>

- a. Opening SPSS 23.0 applications for windows
- b. Loading the excel file by all the data
- c. Opening Show data view
- d. Copying the grades of pre - test and post - test in the data view

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<sup>43</sup>Alan Bryman & Duncan Cramer, *Quantitative Data Analysis By SPSS 12 and 13* ( New York : Routledge , 2005),186.

- e. Opening variable view by changing VAR . 1 to be pre - test and VAR - 2 to be post - test
- f. Editing label VAR.1 to be pre - test and VAR.2 to be post - test
- g. Selecting analyze , compare means , paired sample T - Test
- h. Moving pre - test and post - test to the right
- i. Selecting OK

Independent Sample T - Test Guidelines:

- a. If the probability or Sig.  $< \alpha$  ( 0.05 ), then the alternative hypothesis ( $H_a$ ) is accepted.
- b. If the probability or Sig.  $> \alpha$  ( 0.05 ), then the null hypothesis ( $H_0$ ) is rejected.



## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research**

##### **1. The Profile of SMAN 1 Gunung Agung**

SMAN 1 Gunung Agung is located in the village of Tunas Jaya, Gunung Agung district, west Tulang Bawang Barat, Lampung. It was first established July 2004 with the initial name of SMAN 1 Gunung Terang, Tulang Bawang district education office, then there was a division of the district from Tulang Bawang into Tulang Bawang Barat and the name changed to SMAN 1 Gunung Agung, Tulang Bawang Barat district with a handle Lampung provincial education office in 2008. SMAN 1 Gunung Agung is a growing school because at the beginning of operation it did not have a location and building SMAN 1 Gunung Agung had been led by:

- Dra. Erpina S.Pd 2004 – 2019
- Ahmad Sambudi M.Pd 2020
- Hendra Setiawan S.Pd 2021
- Sodik Adi Suryanto, S.Or. 2022 - Until now.

SMAN 1 Gunung Agung has a School Structure among others handmaster teacher, school administration, and janitors. There are 23 teacher, 6 school administration, 1 library staf, 2 cleaning staff and anoher.

SMAN 1 Gunung Agung uses merdeka curriculum type, but not all of them clearly get merdeka curriculum, only tenth grade use their merdeka curriculum, eleventh and twelfth grade still use the K13 curriculum, this is done because they are still testing whether SMAN 1 Gunung Agung has able to implement the merdeka curriculum or not.

From the result obtained by the researcher from the documentation of SMAN 1 Gunung Agung has a total of 379 students with details, tenth grade students as many as 160 students in the form of 75 male and 85 female. Eleventh grade 116 students in the form of 48 male and 68 female. Twelfth grade 103 students in the form of 51 male and 52 female. In this case it is divided into several classes with an equal number of male and female.

SMAN 1 Gunung Agung has a strategic school location with a very large area, the location is on the main road and is located in the city district so it is easy to reach from any direction. SMAN 1 Gunung Agung has several rooms for support the teaching learning process. Facilities owned by SMAN 1 Gunung Agung among other, 1 headmaster room, 1 teacher office room, 1 school administration room, 12 Class room, 3 laboratory room, 1 library room, 1 computer lab room, 1 medical room, 1 canteen, 4 canteen, 1 basketball court, 2 volleyball field, 1 kitchen, and 4 Toilet. All facilities at the SMAN 1 Gunung Agung function properly and are cared for by janitors and school members.

## **2. Description of Research Data**

The data from this research were obtained from the researcher efforts to collect data by conducting tests and documentation. Before the researcher conducting the research, the researcher tested validity and reability of the items. The description of the results from the data explained below:

### **a. Validity and Reability Test**

#### **1) Validity Test**

The validity test of writing instrument was done by giving to non sample of research. In testing the validity of the writing, the researcher tested the validity of the written test questions, which the main supporting elements, such as the syllabus, question papers, and explanations from experts. In this case, the researcher carried out construct validity by asking for expert judgment from the lecture charge of the writing course, namely Dr Dedi Irwansyah, M.Hum. from the result of the construct validity of the expert judstment it stated that the validity of the construct validity of writing test is valid.

#### **2) Reability Test**

After conducting the validity test, the researcher conducted a reliablility test on the test items by carrying out the Cronbach alpha test with the following steps (Anlyse-Scale-Reliability analysis, Copy- Items- Statistics- Scale if item deleted- None-

Continue- Ok). The results of the Cronbach alpha test are illustrated in the following table:

**Table 4**  
**The Result of Reabilitas Test by Using SPSS**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,996	2

Based on the information above, it is known that the Cronbach alpha coefficient is 0.966. This means that the Cronbach alpha coefficient is more than 0.7, so the test items are declared reliable with regard to this is due to the Cronbach alpha value resulting from this reliability more than 0.7. The value of the test is stated to be reliable.

**b. Pre-Test of Experimental and Control Class**

After knowing the validity and reliability of the test instrument, the researcher continued by conducting a pre-test in experimental class and the control class. The pre-test was conducted to determine students' ability in writing skill before treatment was carried out. The pre-test was carried out in the experimental class on February 24<sup>th</sup>, 2023 and the pre-test in control class on February 21<sup>st</sup>, 2023.

The results of the pre-test in the experimental class and control class presented in the following table:

**Tabel 5**  
**Pre-test Score of the Experimental Class**

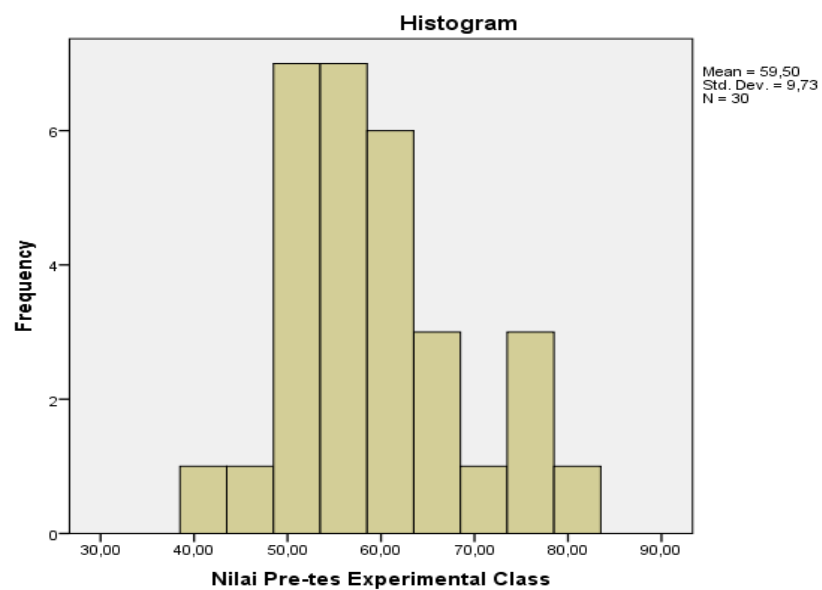
<b>No</b>	<b>Name of Students</b>	<b>Grade</b>	<b>Criteria</b>
1	AGSS	62	Low
2	AP	58	Low
3	AF	49	Low
4	AW	48	Low
5	BDF	58	Low
6	BA	76	High
7	BAL	78	High
8	CLK	80	High
9	DAF	41	Low
10	DDT	57	Low
11	DA	64	Low
12	DA	53	Low
13	FAK	53	Low
14	FR	56	Low
15	GSI	52	Low
16	HRL	54	Low
17	LW	72	High
18	MAC	61	Low
19	MFA	60	Low
20	MSS	62	Low
21	NH	51	Low
22	NRP	64	Low
23	NJTJP	60	Low
24	NPSEY	69	Average
25	RHS	55	Low
26	RNU	78	High
27	SN	61	Low
28	YJ	50	Low
29	YIA	54	Low
30	ZA	50	Low
<b>Total</b>		<b>1.806</b>	
<b>Average</b>		<b>60</b>	<b>Incomplete</b>

*(Source: The results of Pre-test Score of the Experimental Class)*

Based on table above, it can be seen on the table frequency distribution of pre test chart bellow:

**Table 6**  
**The Table of Frequency Distribution of Pre-Test Score (Experimental Class)**

No	Interval Class	Frequency	Percentage
1	70-79	5	16,6%
2	60-69	9	30,1%
3	50-59	13	43,4%
4	40-49	3	9,9%
Total		30	100%



**Figure 2 : Histogram Pre-test Experimental Class**

Futhermore, based on the frequency distribution table above, it is concluded that of the 30 students as a sample study. The data show that 3 students got an intermadiate score 40-49 or by 9,9%. There were 13 students who got intermediate score 50-59 or in other word as much as 43.4%. Meanwile, there were 9

students who score 60-69 or as many as 30,1%. The last, there are 5 students who have score between 70-79 or as much as possible as 16,6%.

**Tabel 7**  
**Pre-test Score of the Control Class**

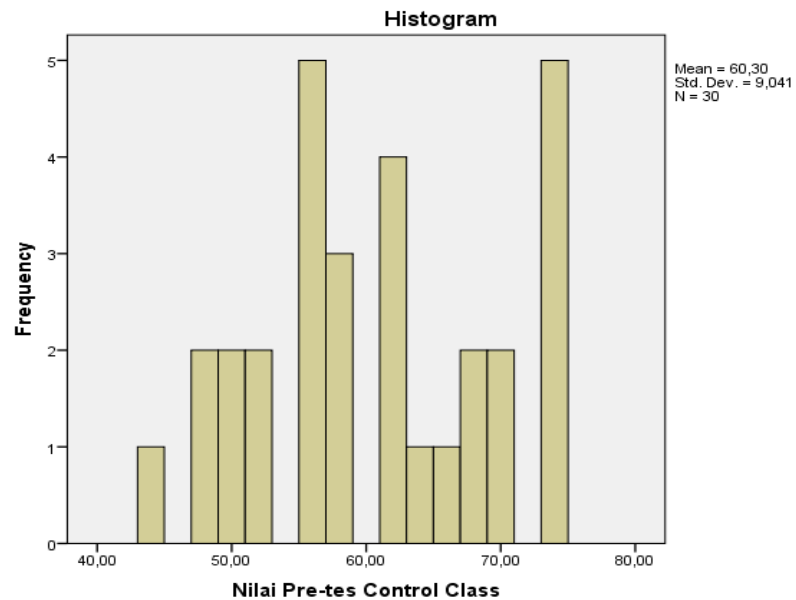
<b>No</b>	<b>Name of Students</b>	<b>Grade</b>	<b>Criteria</b>
1	AFD	65	Average
2	AF	61	Low
3	ANR	70	High
4	AAA	61	Low
5	CM	63	Low
6	DFO	74	High
7	DR	67	Average
8	DLS	73	High
9	DYS	62	Low
10	ER	55	Low
11	EA	57	Low
12	FR	57	Low
13	KD	56	Low
14	LAS	47	Low
15	MWA	50	Low
16	MD	58	Low
17	MK	62	Low
18	NWAP	52	Low
19	NDO	56	Low
20	RPA	70	High
21	RA	74	High
22	RRD	74	High
23	RF	52	Low
24	SM	56	Low
25	SN	44	Low
26	TN	49	Low
27	VS	74	High
28	WHP	68	Average
29	YP	55	Low
30	YA	47	Low
<b>Total</b>		<b>1802</b>	
<b>Average</b>		<b>60</b>	<b>Incomplete</b>

*(Source: The results of Pre-test Score of the Control Class)*

Based on table above, it can be seen on the table frequency distribution of pre test chart bellow:

**Table 8**  
**The Table of Frequency Distribution of Pre-Test Score ( Control Class)**

No	Interval Class	Frequency	Percentage
1	70-79	7	23,3%
2	60-69	8	26,6%
3	50-59	11	36,7%
4	40-49	4	13,4%
Total		30	100%



**Figure 3 : Results Pre-test Control Class**

Futhermore, based on the frequency distribution table above, it is concluded that of the 30 students as a sample study. The data show that 4 students got an intermadiate score 40-49 or by 13,4%. There were 11 students who got intermediate score 50-59 or in other word as much as 36,7%. Meanwile, there were 8



students who score 60-69 or as many as 26,6%. The last, there were 7 students who got the score between 70-79 as many as 23,3%.

**c. Treatment in Experiment Class**

After carrying out the pre-test in experimental class and control class, the researcher continued with conducting the treatment in the experimental class 3 times.

**1) First Treatment**

The first treatment was held on Friday, March 3<sup>rd</sup>, 2023. Each treatment lasted for 60 minute. The researcher conducted the treatment with the help of an English teacher at school. In the first treatment students greeted and introduced themselves. The teacher explained the material to students. The material were about descriptive text. The teacher explained about the Send a Problem Technique. After that the teacher makes the group into 6 groups with each group consisting of 5 students. The teacher shows a picture with the topic Nature Tourism in Lampung. The teacher gives envelopes to each group with a breakdown of a different main topic in each envelope. Students discuss to solve the problems in the envelope in the form of written descriptive text within 10 minutes. The teacher gave a sign with the word "time" which indicates the time is over. Students are asked to replace the reservoir and

return to solving the problems contained in the envelope in the form of descriptive writing. This is done continuously until all groups get all the envelopes. After the treatment was completed, students, researcher and teachers discussed descriptive texts, then all students were asked to write descriptive texts.

## 2) The Second Treatment

In the second treatment, the researcher conducted on Friday, March 10<sup>th</sup>, 2023. In the second treatment same with the previous treatment in each treatment lasted for 60 minutes. Mean while, in the second treatment was better that before because the students active in teaching process through Send a Problem. The procedure was same with the previous treatments. The topic given in the second treatment is fruits. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task. After the procedure in teaching have finished. The researcher, teacher and students discussed about the topic descriptive text. Then, the students try to make a descriptive text.

## 3) The Third Treatment

In the third treatment, the researcher conducted on Friday, March 17<sup>th</sup>, 2023. In the third treatment same with

the previous treatment in each treatment lasted for 60 minutes. Mean while, the third treatment was much better that before because students are used to learning by using Send a Problem Technique and are increasingly active in the learning process. The procedure was same with the previous treatments. The teacher displays a picture with the topic school. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task. After the procedure in teaching have finished. The researcher, teacher and students discussed about the topic descriptive text. Then, the students make a descriptive text.

d. Post-Test of Experimental and Control Class

After analyzing the weakness and understanding of students writing skill, the researcher conducted the treatment to help the students in writing descriptive text. After the students has been given the treatment the researcher gave the post-test to measure the writing skill of the students. The researcher conducted a post-test in the experimental calss and control class. The post-test was carried out in the experimental class on March 24<sup>th</sup>, 2023 and the pre-test in control class on March 21<sup>st</sup>, 2023.

The post-test test was carried out in order to intend the students' writing skill after treatment. The result of post-test can be identified as follow:

**Tabel 9**  
**Post-test Score of the Experimental Class**

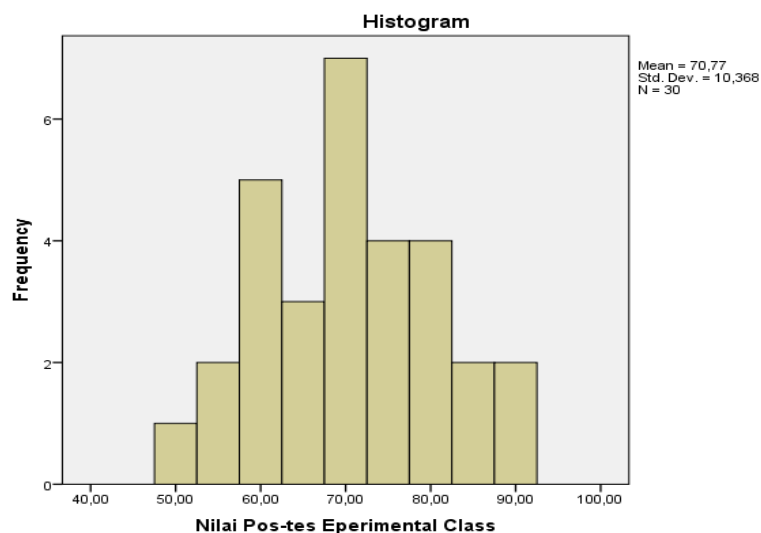
No	Name of Students	Grade	Criteria
1	AGSS	81	High
2	AP	70	High
3	AF	80	High
4	AW	70	High
5	BDF	63	Low
6	BA	57	Low
7	BAL	73	High
8	CLK	76	High
9	DAF	75	High
10	DDT	85	High
11	DA	90	High
12	DA	65	Average
13	FAK	60	Low
14	FR	55	Low
15	GSI	50	Low
16	HRL	89	High
17	LW	60	Low
18	MAC	70	High
19	MFA	72	High
20	MSS	62	Low
21	NH	72	High
22	NRP	85	High
23	NJTJP	58	Low
24	NPSEY	70	High
25	RHS	66	Average
26	RNU	70	High
27	SN	62	Low
28	YJ	75	High
29	YIA	82	High
30	ZA	80	High
<b>Total</b>		<b>2123</b>	
<b>Average</b>		<b>71</b>	<b>Complete</b>

*(Source: The results of Post-test Score of the Eperimental Class)*

Based on table above, it can be seen on the table frequency distribution of post test chart bellow:

**Table 10**  
**The Table of Frequency Distribution of Post-Test Score ( Experimental Class)**

No	Interval Class	Frequency	Percentage
1	80-90	8	26,6%
2	70-79	11	36,7%
3	60-69	7	23,3%
4	50-59	4	13,4%
5	40-49	0	0%
Total		30	100%



**Figure 4:** Results Post-test Experimental Class

Futhermore, based on the frequency distribution table above, it is concluded that of the 30 students as a sample study. The data show that 0 students got an intermadiate score 40-49 or by 0%. There were 4 students who got intermediate score 50-59 or in other word as much as 13,4%. Meanwile, there were 7 students who score 60-69 or as many as 23,3%. Based that, there are 11 students who score between 70-79 or as much as possible as

36,7%. The last, there were 8 students who got the score between 80-90 as many as 26,6%.

**Tabel 11**  
**Post-test Score of the Control Class**

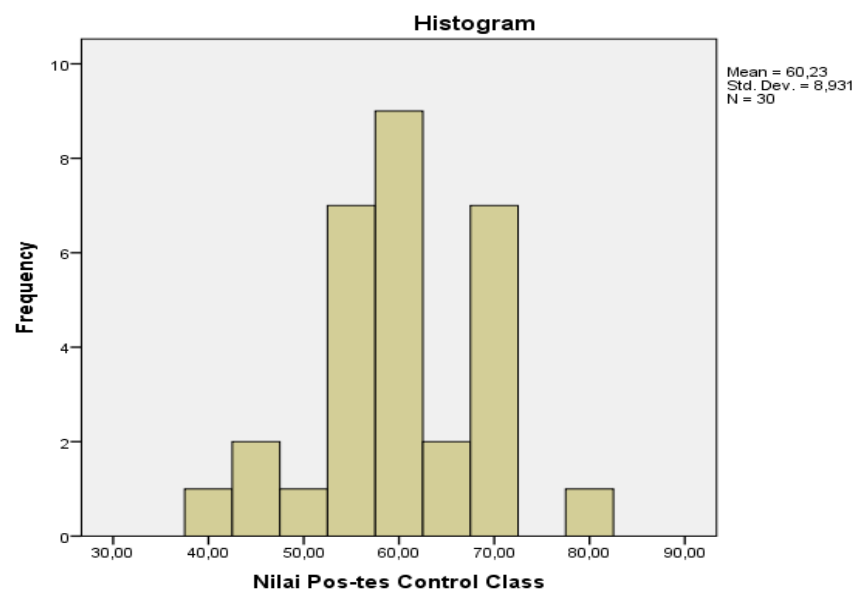
No	Name of Students	Grade	Criteria
1	AFD	67	Average
2	AF	60	Low
3	ANR	71	High
4	AAA	61	Low
5	CM	55	Low
6	DFO	45	Low
7	DR	60	Low
8	DLS	70	High
9	DYS	69	Average
10	ER	78	High
11	EA	70	High
12	FR	55	Low
13	KD	50	Low
14	LAS	45	Low
15	MWA	40	Low
16	MD	55	Low
17	MK	60	Low
18	NWAP	60	Low
19	NDO	62	Low
20	RPA	53	Low
21	RA	61	Low
22	RRD	70	High
23	RF	53	Low
24	SM	59	Low
25	SN	56	Low
26	TN	60	Low
27	VS	55	Low
28	WHP	65	Low
29	YP	72	High
30	YA	70	High
<b>Total</b>		<b>1726</b>	
<b>Average</b>		<b>58</b>	<b>Incomplete</b>

*(Source: The results of Post -test Score of the Control Class)*

Based on table above, it can be seen on the table frequency distribution of post- test chart bellow:

**Table 12**  
**The Table of Frequency Distribution of Post-Test Score ( Control Class)**

No	Interval Class	Frequency	Percentage
1	70-79	7	23,5%
2	60-69	11	36,6%
3	50-59	9	29,9%
4	40-49	3	10,0%
Total		30	100%



**Figure 5 : Results Post-tes Control Class**

Futhermore, based on the frequency distribution table above, it is concluded that of the 30 students as a sample study. The data show that 3 students got an intermadiate score 40-49 or by 10,0%. There were 9 students who got intermediate score 50-59 or in other word as much as 29,9%. Meanwile, there were 11

students who score 60-69 or as many as 36,6%. The last, there are 7 students who score between 70-79 or as much as possible as 23,2%.

### **3. Hypothesis Test**

#### **a. Normality Test**

The researcher tested normality test after got score of the students in writing skill at experimental class and control class. Normality test was a test that conducted to determine whether the distribution of data was normality distributed or not. In order get the data about normality test the researcher used SPSS 23.0 by windows with:

Ha : The data that has been collected was normally distributed.

Ho : The data that has been collected was abnormally distributed.

- 1) If the probability or Sig.  $> \alpha(0.05)$ , then the null hypothesis (Ha) is accepted.
- 2) If the probability or Sig.  $< \alpha(0.05)$ , then the null hypothesis (Ho) is rejected

In carrying out the data normally test, the steps that the reseacher took where (Analyze-Descriptive Statistic- Explore- Dependent List- Factore List- Statistics- Descriptives- Plots- factor levels together- Steam and leaf- Histogram- Normality Plots with Tests- Continue- Ok). After carrying out the normality test



researcher get the results of the data normality test contained in the following table:

**Table 13**  
**The Result of Normality using SPSS.**

Tests of Normality							
	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	"ExperimentalClasses"	,110	30	,200*	,970	30	,547
	ControlClass"	,156	30	,060	,976	30	,702

\*. a. This is a lower bound of the true significance.

Based on table, it can be seen that Sig. (p value) in the table of Kolmogrof-Smimova in experimental class was 0.200 that in control class was 0.06 and standard sig value is  $> \alpha = 0.05$ . it means that Sig. (p value) in both of classes was bigger than sig value. Therefore, based on the data, it is concluded that the data was normal distribution.

b. Homogeneity Test

After carrying out the normality test, the researcher continued testing the data with a homogeneity test. The homogeneity test was carried out using the SPSS 23.0 for windows, with:

Ha : Data homogenous

Ho : Data did not homogenous

Homogeneity Test Guidelines:

- 1)  $H_a$  : The variance of the data is homogeneous when  $\text{sig} > \alpha = 0.05$
- 2)  $H_o$  : The variance of the data is not homogeneous when  $\text{sig} < \alpha = 0.05$

The steps that researcher took in carrying out the this homogeneity test included (Anlyze- Compare means- One way ANOVA- Copy- dependent List- Factore- options- Homogeneity of variance test- Continue- Ok). The results of the homogeneity test can be seen from the following table:

**Table 14**  
**The Result of Homogeneity using SPSS**

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
,000	1	58	,985

Based on the table it could be concluded that based on mean the Sig. Number  $0.985 > 0.05$ . it means that that the  $H_o$  is rejected and the  $H_a$  is accepted. It means that the data was homogeneity.

c. Independent Sample T-test

After the researcher obtained the results that the research data were normally distributed and homogeneous, the researcher continued data processing with parametric tests, namely by applying an independent sample T test.

The requirements in applying the independent sample T test parametric test are if the data is normally distributed and homogeneous, while the steps in SPSS processing to carry out the independent sample T test are (Anlyze- Compare means- Independen Sample T-test – Rater 1 – Test Variable- Rater 2- Grouping Variable- Define Groups- Group 1- 1- Group 2- 2- Countinue- Ok), and according to Andy Field, if the sig 2 teild values are  $< 0.05$ , it is proven that there is a positive and significant effect from the use of variable X on variable Y. The following is a table of results from the SPSS independent sample T-test.

**Table 15**  
**The Result of Independent Sample T-test using SPSS**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,000	,985	3,885	58	,000	8,933	2,299	13,536	4,331
	Equal variances not assumed			3,885	57,907	,000	8,933	2,299	13,536	4,331

Based on these results, the results of sig 2 tailed are 0.000 and 0.000. This means that the results of the independent sample T-test  $< 0.05$  indicate that there is a positive and significant influence of Send a Problem Technique on students' writing skill of descriptive text at the tenth grade at SMAN 1 Gunung Agung in academic year of 2022/2023.

To know the critical value of t-test ( $t_{table}$ ), the researcher firstly counted df, df was degree of freedom. The formulation of  $df = N-2$ . N is the number of research sample:

$$\begin{aligned} Df &= N-2 \\ &= 60-2 \\ &= 58 \end{aligned}$$

After considering the t-test table by using df 58, so it can found that:

**Table 16**  
**Critical Value of T-table**

Level of significant	5%	1%
<i>Df</i>	0.2542	0.3301

- 1) The critical value of t-test (t table) for the 5% level is 0.2542
- 2) The critical value of t-test (t table) for the 1% level is 0.3301

From all the data analysis above, it can be that:

- a. t-observed = 3,885
- b. t-table level of significant 5% = 0.2542

c. t-table level of significant 1% = 0.3301

It means that t-observed is higher than t-table or it can be written as  $0.2542 < 3,885 > 0.3301$ . It means that from the value there was any positive and significant influence of Send a Problem Technique toward the students writing skill at the tenth grade of SMAN 1 Gunung Agung. It can be seen from the result of the students pre-test and post-test.

## **B. Discussion**

The data can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is significant influence of Send a Problem Technique on students' writing skill of descriptive text at the tenth grade at SMAN 1 Gunung Agung. The started of the research, the researcher described several procedures used to collect data such as pre-test and post test. At first held on march 3<sup>rd</sup>, 2023. The second Treatment was conducted on March 10<sup>th</sup>, 2023. The trird treatment on march 17<sup>th</sup>, 2023.

Furthermore, the result of the students pre-test and post test score show a graph of improvement students' post-test was higher that the pre-test. Based on data analysis, score of t-test by independent sample t-test is 0.000 was smaller that  $\alpha = 0.05$ . Therefore, there was a significant difference in result of learning process between in the experimental class and control class. It means that the use of Send a Problem Technique has

positive influence on the learning process of writing, especially in the descriptive text. In addition, the Send a Problem Technique influence to students' writing skill especially in descriptive text. Students practice retaining meaningful phrase of whole sentences before writing them down. It means that the Send a Problem Technique makes students' improve their memory in the process of learning writing. Students got new challenges in learning languages, especially in the learning foreign languages, because with this technique, the students were required to focus on learning process. Furthermore, the Send a Problem Technique makes students understand much more about the material being taught of writing because students would pay more attention to what is conveyed by the teacher. Therefore, the students were interested in the learning process because with Send a Problem Technique students are asked to think creatively about what they know about topics provided before writing it down. Finally, the mean score of post-test in experimental class was 71 and the mean score of post-test in control class was 58. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Based on the result of data analysis, the researcher concluded that Send a Problem Technique was effective to teach students' descriptive text in writing skill at the tenth grade of SMAN 1 Gunung Agung.

The result of this study is in line with the results of another researcher namely Amilia and Sisbiyanto in the journal "*The Effectiveness of Send a Problem Technique for Teaching an Analytical Exposition Text*

(a *Quasi-Experimental Study of the Eleventh Grade Students of SMAN 8 Semarang in the Academic Year 2015/1016*)”<sup>44</sup> which also conducted research to test whether there is a positive and significant effect of using the Send a Problem Technique in teaching English, especially in writing skill. From the results of Amilia and Sisbiyanto research, it is known that the Send a Problem Technique has a positive and significant influence on writing skill. That is because through quantitative research and statistical test results, it is known that the significant value is less than 0.05 which indicates the result of a sig 2 tailed value of 0.000. In this case, the results of the statistical test between the two studies have the same results. Send a Problem Technique can influence writing skill because it can develop ideas through topics given in English. This also happens in research conducted by the researcher. The students in the treatment process using the Send a Problem Technique are highly motivated to develop ideas and critical thinking to solve problems in a particular topic through group discussion.

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<sup>44</sup> Intan Kris Amilia and Amir Sisbiyanto, "The Effectiveness of Sending a Problem Technique of Writing an Analytical Exposition Text", Semarang: Journal of English Language Teaching, no 2 (2015), 3.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research, Send a Problem Technique has influence on the students' writing skill. The students got low score pre-test, after treatment giving, the students can writing easily by using Send a Problem Technique. It is proved by result of pre-test and post test of the students.

The students post-test scores are higher thet their pre-test score. It can be seen by the result of Independent sample T-test. Sig. 2 tailed of post test is 0.00 that is lower than 0.05. It means that there is a positive and significant influence of Send a Problem Technique on students' writing skill of descriptive text at the tenth grade at SMAN 1 Gunung Agung. In addition, t-observed of this research is 3,885 that is higher than t-table 0.2542 and 0.3301. It means that there was any positive and significant influence of Send a Problem Techniquer on students writing skill of descriptive text at the tenth grade at SMAN 1 Gunung Agung.

This quantitative research was succesful viewed from indicator of success because the mean score of post-test in experimental class was 71 of 63% or 19 of the total students already passed the criteria by the passing grade score at least 70.



## **B. Suggestion**

Based on the explanation above, the researcher suggests some points as follows:

### 1. For the Teachers

The teacher should choose the suitable technique in teaching English especially in writing class in order that the student can understand the material delivered by the teacher, because by an interesting technique in teaching learning, it can automatically improved the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

### 2. For the students

Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher. The students are suggested to improve their descriptive writing.

### 3. For the headmaster

The headmaster has to convey to the teachers that they should know the students' problem in order to reach learning process effectively. The students are suggested to improve their descriptive writing.

### 4. For the next researcher

It is recommended that future researchers use this technique to improve other English learning.

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# APENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4110/In.28/J/TL.01/09/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMA NEGERI 1  
GUNUNG AGUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **LAILY NURUL HOLIVAH**  
NPM : 1901050023  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON  
STUDENTS' WRITING SKILL OF THE TENTH GRADE AT  
SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF  
2021/2022

untuk melakukan prasurvey di SMA NEGERI 1 GUNUNG AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 September 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 GUNUNG AGUNG**  
**TERAKREDITASI B NPSN 10809289**



Jl. Diponegoro No 65 Trivuh Tunas Jaya Kec. Gunung Agung Kab. Tuhuba Kode Pos 34683  
e-mail : smansagunungagung@yahoo.co.id, smansagunungagung@gmail.com

Nomor : 011 /420/112.13/UM/SMAN 1/GA/TBB/XI/2022  
Lam : -  
Hal : Rekomendasi Prasurvey

Kepada Yth. Dekan Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan.

Di-  
Jalan Ki.Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Dengan hormat,

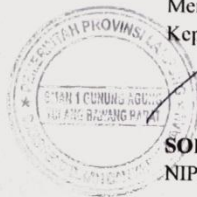
Menindaklanjuti surat dari Saudara nomor : B-4110/In.28/J/TL.01/09/2022 tanggal 07 /11/2022. Perihal Izin melaksanakan Prasurvey, dengan ini Kepala SMAN 1 Gunung Agung Kabupaten Tulang Bawang Barat memberikan izin Prasurvey kepada:


Nama : LAILY NURUL HOLIVAH  
NPM : 1901050023  
Semester : VII ( Tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2021/2022

Untuk melaksanakan Prasurvey di SMAN 1 Gunung Agung. Data hasil Prasurve tersebut akan dipergunakan untuk penyusunan menyelesaikan Tugas Akhir/ Skripsi.

Demikian surat rekomendasi ini diberikan dan untuk dipergunakan sebagaimana mestinya.

Gunung Agung, 14 November 2022  
Mengetahui,  
Kepala SMAN 1 Gunung Agung



  
**SODIK ADI SURYANTO, S.Or**  
NIP. 19820309 200902 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0665/In.28.1/J/TL.00/02/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Linda Septiyana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LAILY NURUL HOLIVAH**  
NPM : 1901050023  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2022/2023**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Februari 2023  
Ketua Jurusan,



**Andianto M.Pd**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0753/In.28/D.1/TL.00/02/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 GUNUNG AGUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0752/In.28/D.1/TL.01/02/2023,  
tanggal 16 Februari 2023 atas nama saudara:

Nama : **LAILY NURUL HOLIVAH**  
NPM : 1901050023  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 GUNUNG AGUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2022/2023".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Februari 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMA NEGERI 1 GUNUNG AGUNG**  
**TERAKREDITASI B NPSN 10809289**



Jl. Diponegoro No 65, Tiyuh Tunas Jaya Kec. Gunung Agung Kab. TUBABA Kode Pos 34684  
E-mail : smansagunungagung@yahoo.co.id, smansagunungagung@gmail.com

Nomor : 027/420/112.13/UM/SMAN 1/GA/TBB/ II/2023  
Lam : -  
Hal : Rekomendasi Penelitian

Kepada Yth. Dekan Institut Agama Islam Negeri Metro

Di-  
Jl.Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Dengan hormat,

Memindaklanjuti surat dari saudara nomor : B.0752/In.28/D.1/TL.01/02/2023 tanggal 16 Februari 2023.  
Tentang Permohonan Mengadakan observasi/survey, dengan ini Kepala SMAN 1 Gunung Agung  
Kabupaten Tulang Bawang Barat memberikan Izin Mengadakan observasi/survey kepada:

Nama : LAHLY NURUL HOLIVAH  
NPM : 1901050023  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk melakukan kegiatan mengadakan observasi/survey di SMAN 1 Gunung Agung. pengambilan sampel data digunakan untuk Menyusun Proposal Skripsi.

Demikian surat rekomendasi ini diberikan dan untuk dipergunakan sebagaimana mestinya.

Gunung Agung, 21 Februari 2023

Mengetahui,

Kepala SMAN 1 Gunung Agung



**SODIK ADI SURYANTO, S.Or**

NIP: 19820309 200920 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-0752/In.28/D.1/TL.01/02/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **LAILY NURUL HOLIVAH**  
NPM : 1901050023  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 1 GUNUNG AGUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2022/2023".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 16 Februari 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

Mengetahui,  
Pejabat Setempat

**SODRIK ADI SURYANTO, S.O.**  
NIP. 19820309 200902 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jl. KI Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Tlp. (0725) 41507 Fax. (0725) 47296 Website.:www.metrouniv.ac.id e- mail : iain@metrouniv.ac.id

**SURAT KETERANGAN VALIDASI INSTRUMENT**

Yang bertandatangan di bawah ini:

Nama : Dr. Dedi Irwansyah, M.Hum.

Telah membaca instrumen penelitian yang berjudul "The Influence of Send a Problem Technique on Students' Writing Skill of Descriptive Text at the Tenth Grade at SMAN 1 Gunung Agung in Academic Year 2022/2023. Yang berkaitan dengan instrument test keterampilan menulis oleh:

Nama : Laily Nurul Holivah

NPM : 1901050023

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan kisi- kisi instrument, variabel, indikator dan butir pertanyaan, maka masukan untuk penelitian adalah:

.....  
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.....

*Sebaiknya peneliti mengubah objek tulisan menjadi: animal, pat, public figure atau favorite artist.*

Demikian keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Metro, 5 February 2023

Validator,

Dr. Dedi Irwansyah, M.Hum.  
NIP. 197912232006041001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-356/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : LAILY NURUL HOLIVAH  
NPM : 1901050023  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050023

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Mei 2023  
Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me  
NIP 19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Laily Nurul Holivah  
NPM : 1901050023

Jurusan : TBI  
Semester : 7

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, June, 9th 2022	Linda Septiyana M.Pd.	Outline research proposal	
2.	Tuesday, Nov 22nd 2022.	Linda Septiyana M.Pd.	Chapter 1-3	
3.	Tuesday Nov. 29th 2022	Linda Septiyana, M.Pd.	Chapter 1-3 & References.	
4.	Wednesday Dec, 14th 2022	Linda Septiyana, M.Pd.	Acc Proposal Seminar	

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP.1198711022015031004

Dosen Pembimbing

Linda Septiyana, M.Pd  
NIDN.201609901



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Laily Nurul Holivah  
NPM : 1901050023

Jurusan : TBI  
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday/ May, 2 <sup>nd</sup> 2023	Linda Septiyann	chapter 1-1.	
2.	Thursday/ May, 11 <sup>th</sup> 2023		chapter 4-5	
3.	Wednesday/ May, 17 <sup>th</sup> 2023		Abstract etc.	
4.	Monday, May, 22 <sup>nd</sup> 2023		Acc Munagasyah	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing

**Linda Sentiyana, M.Pd**  
NIDN. 201609901



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN APD MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Laily Nurul Holivah  
NPM : 1901050023

Jurusan : TBI  
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday / Feb 7th 2023	Linda Septiyana	APD	
2.	Tuesday / Feb. 14th 2023	Linda Septiyana	APD	

Mengetahui  
Ketua Jurusan TBI

**Andiarto, M.Pd**  
NIP. 119871102 201503 1 004

Dosen Pembimbing

**Linda Septiyana**  
NIDN. 201609901



## THE INFLUENCE OF SEND A PROBLEM TECHNIQUE ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE TENTH GRADE AT SMAN 1 GUNUNG AGUNG IN ACADEMIC YEAR OF 2022/2023

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## **Rencana Pelaksanaan Pembelajaran (RPP)**

### **Merdeka Belajar**

Sekolah : SMAN 1 Gunung Agung  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X.4/Genap  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 Menit (Pertemuan 1)  
Tahun Pelajaran : 2022/2023

#### **A. Tujuan Pembelajaran**

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi.
2. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks deskripsi.
3. Menganalisa makna tersurat dari teks deskripsi.
4. Menguraikan gagasan dan pendapat sederhana terhadap teks deskripsi.
5. Membuat teks deskripsi berdasarkan topik yang telah di tentukan.

#### **B. Kata Kunci**

1. Description problem of Nature tourism in Lampung, caption of a picture.
2. Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemonstrasikan, merancang, dan memproduksi.
3. Tulisan.

#### **C. Sarana dan Prasarana**

1. Media/Alat : Amplop, Kertas, dan stopwatch.

#### **D. Asesment**

1. Asesment Kelompok (Tertulis).

#### **E. Kegiatan Pembelajaran Utama**

1. Pengaturan Siswa : Kelompok (6 Orang)
2. Tehnik : Send a Problem Technique

#### **F. Materi Ajar, Alat dan Bahan**

1. Materi Pembelajaran : a. Deskripsi Wisata Alam di Lampung  
b. Deskripsi permasalahan dari Gambar

2. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA
3. Alat dan Bahan : Amplop, Kertas, Gambar

#### **G. Langkah- Langkah Pengajaran**

##### **1. Kegiatan Pendahuluan (15 Menit)**

- a. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran. (berdoa, absensi, dan menyiapkan sumber belajar.
- b. Guru menyampaikan topik yang akan di gunakan.
- c. Guru menampilkan gambar berdasarkan topik yaitu wisata alam di Lampung
- d. Guru memberikan pertanyaan terkait gambar topik yang di tunjukan sebagai topik utama.

##### **2. Kegiatan inti (65 Menit)**

- a. Guru membuat 5 kelompok yang masing-masing terdiri dari 6 siswa.
- b. Masing masing kelompok di berikan amplop yang di dalamnya sudah di berikan kertas dengan masalah yang berbeda beda berdasarkan topik gambar yang sudah perlihatkan di awal.
- c. Setiap kelompok berdiskusi untuk memecahkan masalah yang ada di dalam amplop dalam bentuk tulisan berupa teks deskripsi.
- d. Guru memberikan waktu 10 menit untuk kelompok berdiskusi, setelah waktu selesai guru akan mengucapkan kata “ Time” sebagi penanda.
- e. Setiap kelompok akan saling bertukar amplop untuk memecahkan masalah yang ada di amplop lain.
- f. Hal ini dilakukan berulang hingga semua kelompok memecahkan masalah di semua amplop.
- g. Secara bersama membahas permasalahan yang di berikan berdasarkan topik di awal.
- h. Masing masing siswa di setiap kelompok menulis teks deskripsi berdasarkan hasil diskusi.

##### **3. Kegiatan Penutup (10 Menit)**

- a. Guru mereview ulang materi yang telah di berikan.
- b. Guru menyampaikan agenda berikutnya.
- c. Guru menutup kelas dengan berdoa bersama.

## H. Penilaian Hasil Pembelajaran

### 1. Penilaian Aspek Pengetahuan :

Dengan tes tulis berbentuk soal terkait pengetahuan berdasarkan topik yang di berikan.

### 2. Penilaian Sikap:

Dengan observasi oleh guru dan penilaian teman saat berklompok.

### 3. Penilaian Keterampilan:


Dilakukan pada saat penilaian akhir pada tulisan yang telah di buat.

Gunung Agung, 21 Februari 2023

Guru Mata Pelajaran

  
Upit Sarimana, S.Pd.  
NIP.197708232006042004

Mahasiswa Peneliti

  
Laily Nurul Holivah  
NPM. 1901050023

Mengetahui,

Kepala SMAN 1 Gunung Agung

  
  
Sodik Adi Suryanto, S.Or.  
NIP. 198203092009021001

## **Rencana Pelaksanaan Pembelajaran (RPP)**

### **Merdeka Belajar**

Sekolah : SMAN 1 Gunung Agung  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X.4/Genap  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 Menit (Pertemuan 2)  
Tahun Pelajaran : 2022/2023

#### **A. Tujuan Pembelajaran**

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi.
2. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks deskripsi.
3. Menganalisa makna tersurat dari teks deskripsi.
4. Menguraikan gagasan dan pendapat sederhana terhadap teks deskripsi.
5. Membuat teks deskripsi berdasarkan topik yang telah di tentukan.

#### **B. Kata Kunci**

1. Description of school, caption of a picture.
2. Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemonstrasikan, merancang, dan memproduksi.
3. Tulisan.

#### **C. Sarana dan Prasarana**

1. Media/Alat : Amlop, Kertas, dan stopwatch.

#### **D. Asesment**

1. Asesment Kelompok (Tertulis).

#### **E. Kegiatan Pembelajaran Utama**

1. Pengaturan Siswa : Kelompok (6 Orang)
2. Tehnik : Send a Problem Technique

#### **F. Materi Ajar, Alat dan Bahan**

1. Materi Pembelajaran : a. Deskripsi tentang sekolah

2. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA
3. Alat dan Bahan : Amplop, Kertas, Gambar

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- c. Guru menampilkan gambar berdasarkan topik yaitu wisata alam di Lampung
- d. Guru memberikan pertanyaan terkait gambar topik yang di tunjukan sebagai topik utama.

##### **2. Kegiatan inti (65 Menit)**

- a. Guru membuat 5 kelompok yang masing-masing terdiri dari 6 siswa.
- b. Masing masing kelompok di berikan amplop yang di dalamnya sudah di berikan kertas dengan masalah yang berbeda beda berdasarkan topik gambar yang sudah perlihatkan di awal.
- c. Setiap kelompok berdiskusi untuk memecahkan masalah yang ada di dalam amplop dalam bentuk tulisan berupa teks deskripsi.
- d. Guru memberikan waktu 10 menit untuk kelompok berdiskusi, setelah waktu selesai guru akan mengucapkan kata “ Time” sebagi penanda.
- e. Setiap kelompok akan saling bertukar amplop untuk memecahkan masalah yang ada di amplop lain.
- f. Hal ini dilakukan berulang hingga semua kelompok memecahkan masalah di semua amplop.
- g. Secara bersama membahas permasalahan yang di berikan berdasarkan topik di awal.
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Gunung Agung, 21 Februari 2023

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NIP. 198203092009021001



## **Rencana Pelaksanaan Pembelajaran (RPP)**

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Sekolah : SMAN 1 Gunung Agung  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X.4/Genap  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 Menit (Pertemuan 3)  
Tahun Pelajaran : 2022/2023

#### **A. Tujuan Pembelajaran**

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks deskripsi.
2. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks deskripsi.
3. Menganalisa makna tersurat dari teks deskripsi.
4. Menguraikan gagasan dan pendapat sederhana terhadap teks deskripsi.
5. Membuat teks deskripsi berdasarkan topik yang telah di tentukan.

#### **B. Kata Kunci**

1. Description of fruits, caption problem of a picture.
2. Mengidentifikasi, menjelaskan, menganalisa, menguraikan, mendemonstrasikan, merancang, dan memproduksi.
3. Tulisan.

#### **C. Sarana dan Prasarana**

1. Media/Alat : Amlop, Kertas, dan stopwatch.

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1. Pengaturan Siswa : Kelompok (6 Orang)
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2. Sumber Belajar : Buku Siswa Bahasa Inggris Kelas X SMA

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NPM. 1901050023

Mengetahui,

Kepala SMAN 1 Gunung Agung

  
  
Sodik Adi Suryanto, S.Or.  
NIP. 198203092009021001

## **PRE-TEST AND POST-TEST INSTRUMENT**

### **1. Pre-Test**

#### **Direction:**

Write an essay in the form of the descriptive text in English consisting of 3 paragraphs in 60 minutes based on one of the following topics:

- a. Describing Animal
- b. Describing Pat

### **2. Post-Test**

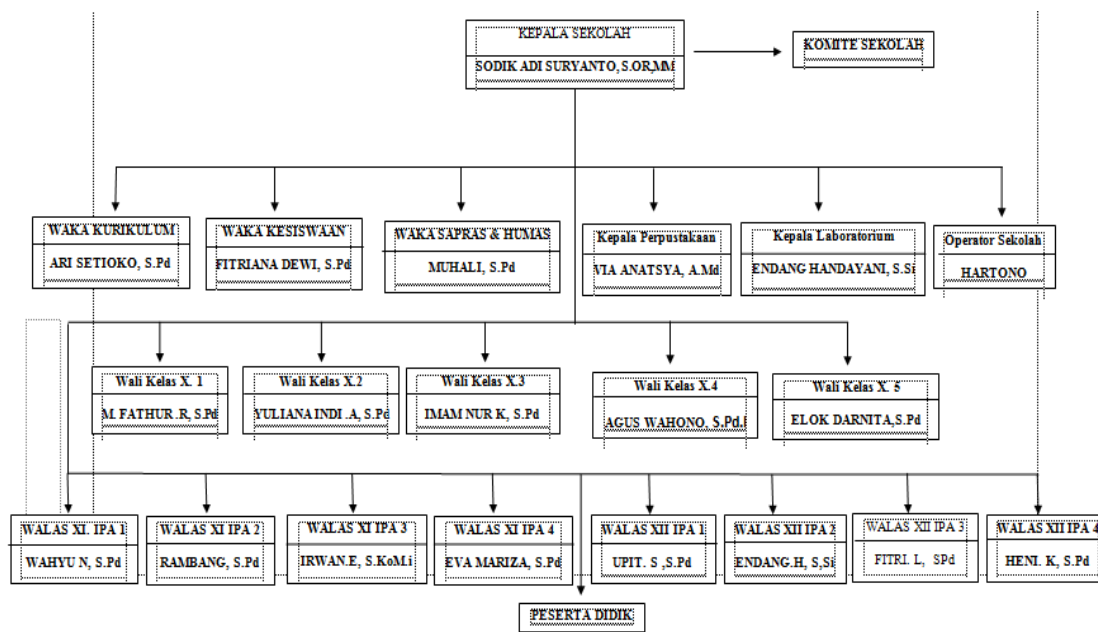
#### **Direction:**

Write an essay in the form of the descriptive text in English consisting of 3 paragraphs for 60 minutes based on one of the following topics:

- a. Describing Public Figure
- b. Describing Favorite Artist

## THE DOCUMENTATION OF LOCATION

### 1. The Organizational Structure of SMAN 1 Gunung Agung



(Source: Documentation of SMAN 1 Gunung Agung)

### 2. The Number of Teacher and Employers of SMAN 1 Gunung Agung.

No	Name	Sex	Occupation
1	Agus Wahono S.Pd.I	Male	Al-islam teacher
2	Ari Setioko S.Pd	Male	Sport teacher
3	Dewi Misriani A.Md	Female	School administration
4	Dwi Andrianto S.Pd	Male	Computer science engineering teaching
5	Dwijo Harsono S.Pd	Male	Mathematics
6	Eka Puspita Bahri S.Pd.I	Female	Mathematics
7	Elok Darnita S.Pd	Female	History teacher
8	Endang Handayani S.Si	Female	Chemistry teacher
9	Eva Mariza S.Pd	Female	Lampung and Indonesia teacher
10	Fitri Lestari S.Pd	Female	Indonesian teacher
11	Fitriana Dewi S.Pd	Female	Indonesian teacher

12	Hartono	Male	School administration
13	Heni Kurniawati S.Pd	Female	Pancasila and Civic Education teacher
14	Irwan Efendi S.Pd	Male	Anti corruption education
15	Khoirul Arifin	Male	Library staff
16	Muhali S.Pd	Male	School administration
17	Nita Ruswiyati	Female	School administration
18	Nova Lestari Siburian A.Md.T	Female	School administration
19	Puji Purnomo S.Sn.M.M	Female	Art and culture teacher
20	Rambang S.Pd	Male	History teacher
21	Ratna Wati S.Pd	Female	Counseling teacher
22	Rona Seta S.Pd	Male	Geography teacher
23	Sodik Adi Suryanto S.Or	Male	Headmaster
24	Sri Wahyuni S.Pd	Female	Physics teacher
25	Sriyasih Astuti S.Pd	Female	Biology teacher
26	Sumanto	Male	School administration
27	Upit Sarimana S.Pd	Female	English teacher
28	Via Anatasya S.Pd	Female	English teacher
29	Wahyu Ningsih S.Pd	Female	Physics teacher
30	Yuliana Indi Astuti S.Pd	Female	Prakarya teacher

(Source: Documentation of SMAN 1 Gunung Agung)

### 3. The Number of Students of SMAN 1 Gunung Agung

No	Class	Sex		Amount
		Male	Female	
1	X	74	84	160
2	XI	48	68	116
3	XII	51	52	103
<b>Total</b>		173	204	379

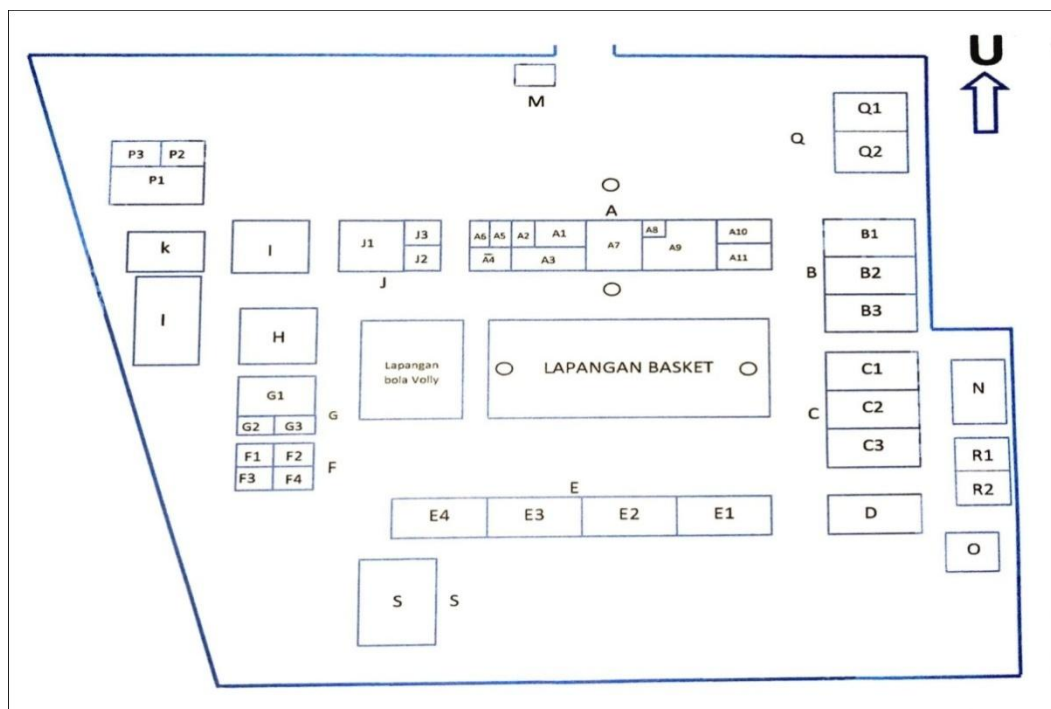
(Source: Documentation of SMAN 1 Gunung Agung)

4. The Infrastructure of SMAN 1 Gunung Agung

No	Name of Building	Total
1	The Haadmaster Room	1 Room
2	The Teacher office Room	1 Room
3	The School Administation Room	1 Room
4	The Classroom	12 Room
5	The Laboratory Room	3 Room
6	The Library Room	1 Room
7	The Computer Lab Room	1 Room
8	The Medical Room	1 Room
9	The Parking Area	1 Room
10	Canteen	4 Room
11	Basketball Court	1
12	Volleyball Field	2
13	Kitchen	1 Room
14	Toilet	4 Room

(Source: Documentation of SMAN 1 Gunung Agung)

5. The location Sketch of SMAN 1 Gunung Agung



(Source: Documentation of SMAN 1 Gunung Agung)

## THE DOCUMENTATION OF RESEACHER

### 1. Pre Test Experimental Class and Control Class

#### a. Experimental Class





b. Control Class



## 2. Treatment Exsperimental Class

### a. Treatment 1



b. Treatment 2



c. Treatment 3



### 3. Post-test Experimental Class and Control Class

#### a. Experimental Class



b. Control Class



## KELompok I

### ~~Para~~ Treatment I (A)

Sari Ringgung Beach, its beauty and excitement are not just hyperbole from words. But it has become a fact, and has become a tourist destination that the people of Lampung are proud of.

### Treatment I (B)

Having a unique design without a dome and a different interior from other Islamic centers, makes the Tulana Bawang Barat Islamic Center one of the grandest in Lampung.

### Treatment I (C)

Pahawang Island is famous for its beautiful beaches and underwater. Many have acknowledged its charm, both domestic tourists and local Lampung tourists.

### Treatment I (D)

Way Kambas National Park (TNWK) is an elephant protection national park located in the Lampung area, precisely in Labuhan Ratu district, east Lampung, Indonesia. Apart from way Kambas, Sumatran elephants (*Elephas maximus*) living in this area are decreasing in number.

### Treatment I (E)

The Bukit Barisan mountains area a series of mountain range that stretches 1,150 kilometers from the northern tip (Aceh) to the southern tip (Lampung) on the island of Sumatra.

Kelompok B.

Treatment 2, E

Grape is a purple fruit, a tropical plant that has benefits, preventing cancer improving memory, overcoming heart and blood vessel problems, preventing premature aging, reducing high blood pressure.  
The fruit is round or slightly oval

Treatment 2, D

Mango

Large oval tropical fruit having smooth skin, mango is one type of fruit that is in two pieces or dicotyledon with straight, large and strong stems and roots that go deep into the ground.

Treatment 2, C

Apple usually have ~~red~~ yellowish-red skin when ripe and (ready to eat), but can also have green skin. The skin of the fruit is rather soft and the flesh is hard. Apples have some seeds in them

Treatment 2, B

Banana is an elongated crescent-shaped yellow fruit with soft sweet flesh. This plant also belongs to the group of monocotyledonous or single-seeded plants.

Treatment 2, A

Guava fruit is round, slightly oval, and the flesh is white, some are red depending on the type. The fruit has a thin skin and the surface is smooth to rough. Ripe fruit has soft flesh, while unripe fruit has a hard and crunchy flesh.



## Kelompok I

## SCHOOL

### Treatment 3 (A)

Futsal is played between two teams of five players each, one of whom is the goalkeeper. Unlimited substitutions are permitted. Unlike some other forms of indoor soccer, it is played on a hard court surface marked by lines; walls or boards are not used.

### Treatment 3 (B)

A library in Computer Science is a collection of program routines that are used to build and develop software. Libraries generally contain program code and auxiliary data.

### Treatment 3 (D)

A laboratory assistant is a person whose job is to assist student or lecturer activities in the laboratory in carrying out educational, research and community service activities.

### Treatment 3 (C)

In object-oriented programming, classes are blueprints for creating objects. Class defines what an object has and what the object can do.

### Treatment 3 (B)

~~Office~~ Canteen is a designation for a place used for commerce or a company that is run on a regular basis.

12, 13, 12, 11 2 = 19 //

Answer Sheet

Pre-Test

Name of Student : Anggun februyanti

Number of Student : 03

Class : X4

Cat

My cat

I have a pet cat it's Name is winkie. Is white and gray in color. It has beautiful green eyes. It very soft and furry. - it eat fish and drink milk.

Cats are one of the animals that we often encounter ~~because~~ because cats have quite a large population. This is what becomes common when cats roam the community

this is the story of my cat, he is a very cute and adorable cat

15, 10, 12, 19, 3 => 50 //

**Answer Sheet**

**Pre-Test**

Name of Student : M. Widi ASTAMP

Number of Student : 19

Class : X<sup>F</sup>

Elephant Sumatra

Elephant have long trunk adult Elephant have ivory skin  
not much skin grows the skin is gray to black

Live Elephant in groups of Elephants are mammals that  
easily adapt to humans so that we can find Elephants  
as workers in zoos

Elephant are herbivores and eat all kinds of plants  
leaves and fruits have 4 legs and a long trunk

23.17.19.18.3 = 75 //

### Answer Sheet

#### Post-Test

Name of Student : Anggun Febriyanti

Number of Student : (3)

Class : X4

#### IR. Haji Joko Widodo

Ir. h Joko Widodo born twenty-first June 1961 is the President of Indonesia who took office on October 20 2014. Elected in the 2014 Presidential Election, Jokowi became the first Indonesian President who did not come from the Indonesian political or military elite. Jokowi is the 7th President of the Republic Indonesia, who took office on October 20, 2014.

Jokowi married Iriana in 1986. From this marriage Jokowi gave birth to three children consisting of two boys and one daughter. The first child was named Gibran Rakabuming Raka, the second child was named Kaikyang Ayu, and the third child was named Kaerang Langgeng.

Jokowi always tries to provide a sense of security and comfort to his younger siblings so that he becomes a role model for his three younger sisters. The sense of security and comfort is shown by being kind and protective of their younger siblings.

15, 10, 13, 10, 2 = 50 //

Answer Sheet

Post-Test

Name of Student : M. Widi ASTAMA

Number of Student : 14

Class : X<sup>c</sup>

Describe Prof. Dr. Ing. Ir. H. Bacharudin  
Yusuf Habibie, FEng.

Bacharuddin Yusuf Habibie was the third president of  
Indonesia from 1998 to 1999. He was born in Parepare  
South Sulawesi on June 25, 1963.

~~Better known as Habibie or Chang Habibie~~

He is fourth child of eight children, spouse Niwi  
Abdol Jalil Habibie and RA Tuti Marini Puspowarcbyo

bj. Habibie has 3 grandchildren

namet farah, farhan, and felica

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

## **CURRICULUM VITAE**



The name of researcher is Laily Nuru Holivah. She was born in Tunas Jaya, on June 30, 2001. She is the third daughter of Mr. Sumarto and Mrs. Rumiani. She lives in Tunas Jaya, Gunung Agung Subdistrict, Regency Tulang Bawang Barat.

She was enrolled her study in Kindergarten of TK Aisyah Gunung Agung on 2005 and graduated on 2007. She continued her study at SDN 3 Tunas Jaya on 2007 and graduated on 2013. In line with her focus on the study, she continued her study at SMPN 1 Gunung Agung on 2013 and graduated on 2016. She decided to continue her study at SMAN 1 Gunung Agung and graduated 2019. Then, at the same year in 2019 after graduate of SMA, she was registered as a S1 students of English Education Department of State of Islamic Studies (IAIN) of Metro