

**THE INFLUENCE OF GAP-FILLING STRATEGY WITH PICTURES ON
STUDENTS' WRITING SKILLS AT TENTH GRADE STUDENTS OF
SMKN 1 JENANGAN**

THESIS



By

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ABSTRACT

ALFARIZI, SATRIO.2021.*The Influence of Gap-filling Strategy with Pictures on Students' Writing Skills at Tenth Grade Students of SMKN 1 Jenangan.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute for Islamic Studies of Ponorogo. Advisor: Ahmad Nadhif, M.Pd.

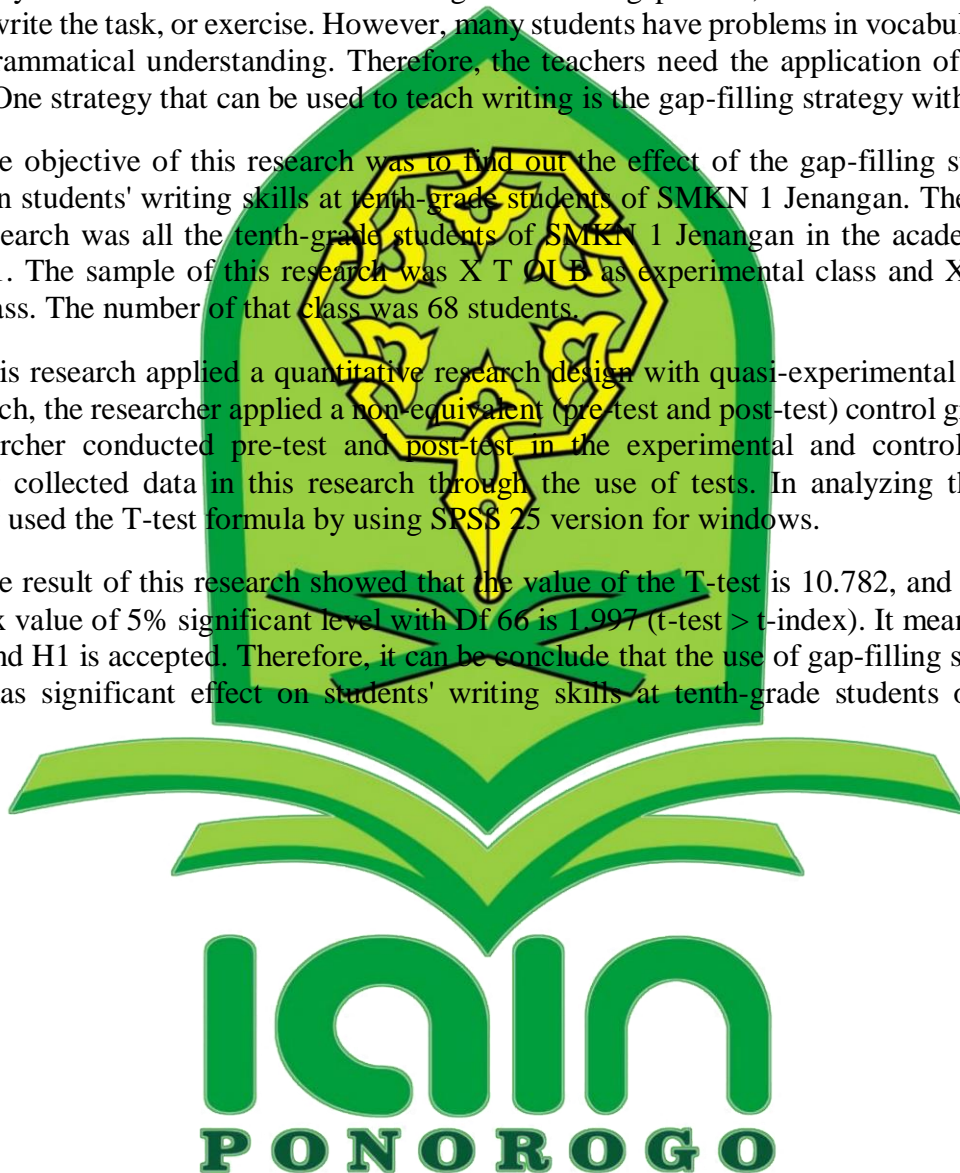
Keywords: *Gap-filling Strategy, Pictures, Students' Writing Skills.*

Writing is one of the important skills in English. Based on the urgency, writing should be mastered by the students because in teaching and learning process, students need to write the material, write the task, or exercise. However, many students have problems in vocabulary mastery and the grammatical understanding. Therefore, the teachers need the application of appropriate learning. One strategy that can be used to teach writing is the gap-filling strategy with pictures.

The objective of this research was to find out the effect of the gap-filling strategy with pictures on students' writing skills at tenth-grade students of SMKN 1 Jenangan. The population of this research was all the tenth-grade students of SMKN 1 Jenangan in the academic year of 2020/2021. The sample of this research was X T O I B as experimental class and X T O I A as control class. The number of that class was 68 students.

This research applied a quantitative research design with quasi-experimental research. In this research, the researcher applied a non-equivalent (pre-test and post-test) control group design. The researcher conducted pre-test and post-test in the experimental and control class. The researcher collected data in this research through the use of tests. In analyzing the data, the researcher used the T-test formula by using SPSS 25 version for windows.

The result of this research showed that the value of the T-test is 10.782, and the result of the t-index value of 5% significant level with Df 66 is 1.997 ($t\text{-test} > t\text{-index}$). It means that H₀ is rejected and H₁ is accepted. Therefore, it can be conclude that the use of gap-filling strategy with pictures has significant effect on students' writing skills at tenth-grade students of SMKN 1 Jenangan.





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CHAPTER 1

INTRODUCTION

This chapter discussed several points to introduce this thesis, including; background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study and organization of the thesis.

A. Background of the Study

Writing is one of main skills in English. David Nunan states that writing is a scientific activity that aims to generate concepts and calculate how to convey them to readers so that a statement and clusters of sentences are easy to understand.¹ Writing is a skill that serves as the provider of abilities regarding configuration, grammatical, and provisions that needed in doing effective writing, which is designed systematically.² It is important for peoples to have good writing skills; most of them start their regular writing when they start to school.

Writing is one of English skills that play a vital role in improving students' English skills. Writing is also an important component for expressing other English skills. Based on the urgency, writing should be mastered by the students because in teaching and learning process, students need to write the material, write the task, or exercise. Writing has several benefits, there are: it can describe someone's feeling, build communications, improving thinking skills, giving and receiving feedback, and one of something to be preparing in the school.³ In daily life, writing is a kind of communication that is very mportant for people, especially for school instiutions, but writing is one of English

¹David Nunan, *Practical English Language Teaching*, (New York, McGraw-Hill Companies, inc., 2003), 88.

²Diana Hanbury King, *Writing Skills 2nd Edition*, (Cambridge, EDUCATORS PUBLISHING SERVICE, 2004), 2.

³Blanka Frydrychova Klimova, "The Importance of Writing", *Journal of Research*, 2, (Januari 2013), 9.

language skills that are difficult to be mastered.⁴ Moses and Mohamad state that almost all students whose native language is not English, experienced several difficulties, those are the poor of vocabulary, lack of grammatically, irregular spelling, the low alertness of students, and low desire to reading.⁵ Without a strong desire and high motivation, writing will be a job that looks difficult to learn and it will affect to several aspects in English academic skills.

Teachers need the application of appropriate learning. Teachers as controllers of teaching and learning activities should have skills in preparing the material. In a well-structured and exciting material, students will be interested in teaching and learning activities. In writing practice, teacher should know how to provide facilities of students' writing skills. Students also hoped to realize that. Therefore, students need teachers to guide them, and students should work together to create good atmosphere in teaching and learning activities. Joanna state that to create a sense of success from students in writing, it begins by providing the doctrine that writing is a means of thinking to realize goals.⁶

The researcher researched SMKN 1 Jenangan because many students may have various characters that can support this research. SMKN 1 Jenangan is one of the schools in Ponorogo district, which holds the status of international standard school because of many achievements made in the international arena. However, although it has many achievements in the international arena, it does not mean that this school does not have problems in the teaching and learning process, especially in English. In observations made by the researcher, several common problems were found there. First is the lack of interest in learning English, which affects to their learning outcomes especially in writing, and the

⁴ Dorothy E. Zemach, Carlos Islam, *Paragraph Writing: From Sentences to Paragraph*, (Oxford: MacMillan, 2005), iv.

⁵Moses, R.N., & Mohamad, M. (2019). Challenges Faced by Students and teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10, 3385-3391.

⁶ Joanna pawliczak, "Creative Writing as a Best Way to Improve Writing Skills of Students", *English Teaching*, 12 (May 2015), 348.

lessons delivered by the teacher seem monotonous so that students are not interested in teaching and learning process⁷.

Based on the problems above, the researcher tried to apply creative learning strategies to test the level of effectiveness in teaching and learning activities. Students will like and feel comfortable with the material provided if the teacher has innovation in delivering the subject matter.⁸ One way that can be done is through a creative approach strategy. There are many creative strategies to increase students' interest in writing and to get effective English teaching. However, creative strategies do not necessarily have a significant effect on student learning outcomes. Therefore, the researcher tried to apply these creative learning strategies and tried to prove whether these strategies can give a significant effect or not. One of strategy that can be used to teaching writing is gap-filling strategy with pictures.

Gap-filling is a form of assessment toward student learning outcomes. Usually this assessment contains material that has been studied. The technique of this strategy is to fill the gaps in a sentence. Even though the material has been conveyed clearly, sometimes the students still have difficulty filling it out. The researcher tried to use pictures as a supporting medium in this gap-filling strategy to help students understand the meaning of sentences. Based on Ferit's explanation, gap-filling is a form of exercise in which students are given several gaps in sentences to complete⁹. But in the use of gap-filling exercise is less effective in increasing students' learning scores when it compared to the use of multiple choice¹⁰. The teachers need a solution to make the students not only have a good

⁷ Observation in SMKN 1 Jenangan, at 08.00 am, 01 February 2021.

⁸ Sri Hapsari, "Creative Learning Strategy to Improve Students' Ability in English Learning", English Language Teaching, Vol.5 (2019), 96.

⁹ Ferit Kilickaya, "Assessing L2 Vocabulary through Multiple-choice, Matching, Gap-fill, and Word Formation Items", Lublin Studies No. 3 (2019), 157.

¹⁰Ibid, 162.

achievement in multiple choice, but also in other exercises especially in gap-filling exercises. One of the solutions is using multiple models as the teaching media.

The application of the combined learning model is still not widely done in teaching and learning activities. The application of the combined learning model requires careful preparation and fundamental knowledge in teaching and learning models that will be applied. To solve the challenges regarding the lack of one learning model, it can be done by applying several learning models at once in one subject matter. Arrends state that the use of multiple models means that teachers take several teaching models and choose different approaches depending on the learning objectives¹¹. It also means that they are able to relate and use different models in tandem during the lesson sessions¹². In this case, the application of the combined learning model can be done by applying the gap-filling learning model and using pictures in teaching writing.

Based on Umu Kulsum in her thesis under the title "The Effectiveness of Using Pictures in Teaching Writing of Descriptive Text at The Eighth Grade Students of MTs N Purworejo in The Academic Year of 2015/2016". Several problems are faced by students. Firstly, the students are not interested in learning English. Second, they don't have more motivation in learning English, because they think that learning English was difficult. This research uses pictures to improve students' writing skills in descriptive text. The use of pictures has a significant effect on the students' writing skills.¹³

On the other hand, based on Muhammad Nur Fajar Mursal in his research under the title "The Use of Picture Series as Media in Increasing Students' Writing Skill at The First Grade Students of SMA Negeri 1 Gowa". Students faced two factors that made them have some difficulties in learning English. First is an internal factor. This is arising from within the

¹¹Richard I. Arrends, *Learning to Teach* (New York, McGraw-Hill Companies, inc., 2012), 465.

¹² Ibid, 466.

¹³Umu Kulsum, "The Effectiveness of Using Pictures in Teaching Writing of Descriptive Text at The Eighth Grade Students of MTs N Purworejo in The Academic Year of 2015/2016", *Universitas Muhammadiyah Purworejo*, 2016.

student itself, for example students do not have sufficient vocabulary. Second is external factor. This is arising from the teacher itself such as: The teacher does not provide process of writing for students, so there are no stages that can help students in making their writing. Based on the problem above, the use of picture series as media has a positive impact to increasing students' writing skills.¹⁴

Therefore, the researcher would like to apply gap-filling strategy with pictures to help the students improve their motivation in learning English especially in writing. The implementation of this strategy in teaching writing is the teacher asks the students to make some group. And then, the teacher asks the students to analyze the missing sentences by using pictures as the clue in descriptive text. If the students not understand about the meaning of sentences or paragraph, they can ask the teacher. So, students will be active in learning activities. After that, to find out the level of students' understanding, the teacher gives some test with the other text individually. After they work together, they will work individually. Therefore, there will be an atmosphere of competition to get the best score. The students feel enjoy with the strategy given by the teacher so that they will more active in teaching and learning process, and also their learning motivation is increased.

Based on the explanation and problem above, the goal of this research can be state to find out whether gap-filling strategy with pictures can have a significant effect on students' writing results or not. Therefore, the researcher conducted research entitled **“THE INFLUENCE OF GAP-FILLING STRATEGY WITH PICTURES ON STUDENTS’ WRITING SKILLS AT TENTH GRADE STUDENTS OF SMKN 1 JENANGAN”**.

B. Identification of The Problem

¹⁴ MuhammadNur Fajar Mursal, "The Use of Picture Series as Media in Increasing Students' Writing Skill at The First Grade Students of SMA Negeri 1 Gowa", *Universitas Muhammadiyah Makassar*, 2019.

Based on the background of the study, the researcher identified the following problems:

1. The lack of students' motivation in learning English
2. The lessons delivered by the teacher seem monotonous so that students are not interested in teaching and learning process.
3. The researcher tries to applied Gap-filling strategy with pictures to improve students' writing skills.

C. Limitation of the Study

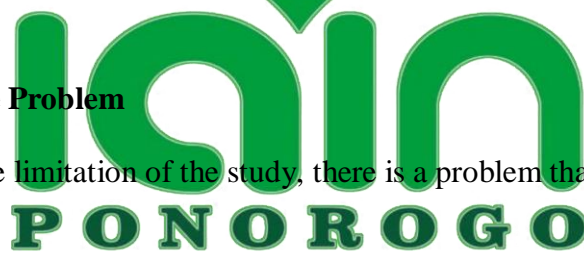
Based on the identification of the problem, the researcher focused on the main things as follow:

1. The subject of this study is at tenth grade students of SMKN 1 Jenangan in academic years 2020/2021.
2. The object of this study is gap-filling strategy with pictures to improve student's writing skills.
3. The researcher will focus on improving student's learning abilities regarding descriptive text by using gap-filling strategy with pictures.

D. Statement of the Problem

Based on the limitation of the study, there is a problem that can be formulated as follows:

Is there any significant effect between student's writing skills who are taught by using gap-filling strategy with pictures and those who are not taught by using gap-filling strategy with pictures at tenth grade students of SMKN 1 Jenangan in academic years 2020/2021?.



E. Objective of the Study

The objective of this study is to find out effect of gap-filling strategy with pictures on student's writing skills at tenth grade students of SMKN 1 Jenangan in academic years 2020/2021.

F. Significance of the Study

1. Theoretical Significance

Theoretically, this research is expected to be able to be used as a principle to improve student's writing skills, especially in writing descriptive text.

2. Practical Significance

The researcher hopes that this study can be useful to have a positive impact on the parties involved, especially for:

a. Students

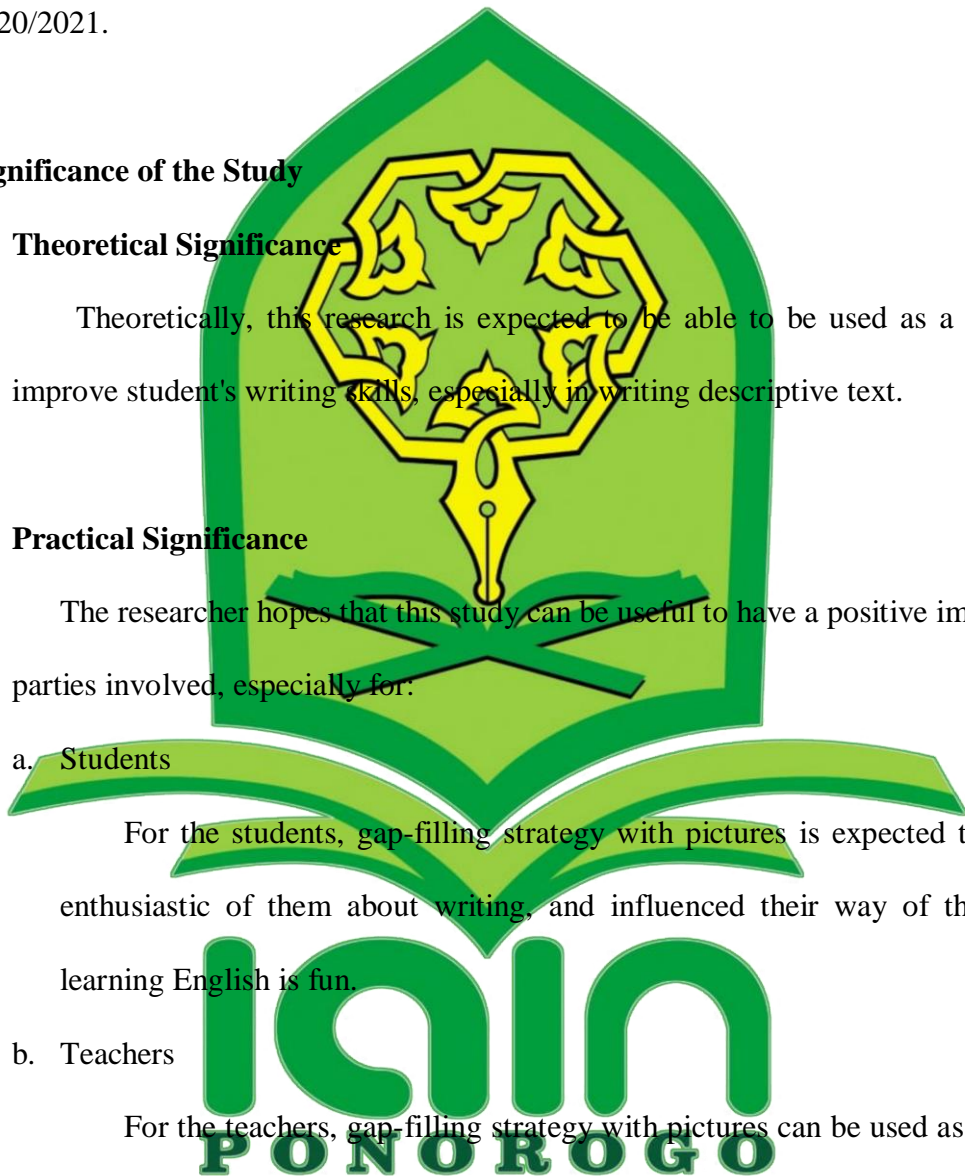
For the students, gap-filling strategy with pictures is expected to make the enthusiastic of them about writing, and influenced their way of thinking that learning English is fun.

b. Teachers

For the teachers, gap-filling strategy with pictures can be used as a reference for teaching the students when class conditions are not too good.

c. Readers

For the readers, this study is expected to help them to be used as a reference in their research or journals that are deemed relevant.



G. Organization of the Thesis

Based on the rules, the researcher writes this thesis into five chapters to make it easier for readers to understand. Every chapter is written in a related way. The organization of the thesis are:

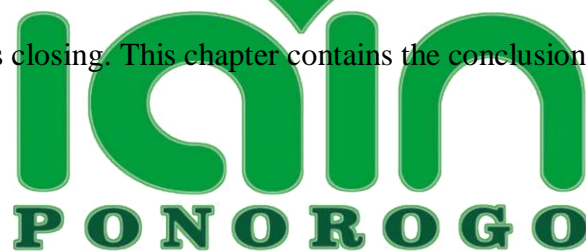
Chapter I explain about introduction. This chapter consist of the background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of the thesis.

Chapter II is review of related literature. This chapter explain about theories that relevant with the variable of this research, then, there is previous research finding, theoretical background, theoretical framework, and the hypothesis.

Chapter III is research methodology. This chapter discuss about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV is result of research. This chapter shows about the result of this study. It loads of the process of analyzing data and interpretation of this study.

Chapter V is closing. This chapter contains the conclusion and suggestion.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explain some review of related literature, including; previous research findings, theoretical background, theoretical framework and hypothesis.

A. Theoretical Background

In collecting theoretical background, the researcher used relevant theories. Those are explained clearly in the discussion below.

1. The Scope of Writing

The definition of writing, process of writing, types of writing, and writing assessment are explained as follows:

a. Definition of writing

Writing is the language skills that are used to communicate indirectly and face to face with other people. Writing is an activity that has a purpose to convey messages to the readers through a depiction. Swick stated that writing is the important things in English because without writing, someone can never read. The rules that should be understood in good writing are the understanding of grammar, mastery of vocabulary and how to use tense.¹⁵ In conveying the meaning, writing is an activity that requires the ability in expressing the ideas and imaginations, and ability to convey opinions and knowledge in a straightforward manner.

Wagner (2002:27) stated in his book that “Writing is the way for someone to make a thinking visible to the world”.¹⁶ Writing consists of scratches that containing

¹⁵Ed Swick, *Writing Better English*, (The Mcgraw-Hill Companies, Inc., 2009). Vii.

¹⁶Edith N. Wagner, *Express Yourself: Writing Skills for High School* (New York, LLC, 2002), 27.

alphabets, numbers, and codes. . Based on Harmer's explanation, in the language used and speech, whether in foreign or local languages, writing has an irreplaceable role.¹⁷ It means that everyone should be able to write to form a good sentence with an implied message. Ramet said that to get good writing, someone should have discipline and high commitment; it can be shown by writing anything every day.¹⁸ With good writing based on rules, the readers will not feel confused about the meaning of the writing so that the message that the writer want to convey is conveyed properly.

Based on the explanation above, it can conclude that writing is the English skills that should be mastered almost by all people. Writing is the most important element in writing to help someone convey their message. Without good writing, people can't convey their message.

b. Process of writing

Every writer should have some process for writing. Some process will occur naturally in writing activities. Being aware of the writing process is essential to realizing a good writing. In the preparation of good sentences, there are several stages or process that should be mastered by someone in writing. Sometimes someone just writes carelessly, so the writing is unable to convey a meaning and is said to be failure. Therefore, it needs a writing process to convey the message.

Based on Harmer's explanation, there are four processes in writing, as follows¹⁹:

- 1) planning

In writing, the writer should design the ideas that will be applied to their work.

In planning writing, someone can think about three main things. The first is to

¹⁷Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited, 2004), 4.

¹⁸Adele Ramet, *Creative Writing 7th Edition: How to Unlock Your Imagination, Develop Your Writing Skills - and Get Published*, (Oxford, How to Content, 2007), 1.

¹⁹Harmer, op. cit, 11.

establish the purpose of writing which contains the use of the selected language and information. The second is to think about who will accept the writing so that this can affect to the use of language, both formal and informal. The third is a structured arrangement of content that containing the facts, ideas, and arguments that want to include.

2) drafting

In order to make writing more easily, drafting needs to be done in making writing concept with the assumption that the design can be changed one day before going into editing.

3) editing

After completing the design, the writer can check whether the writing is appropriate or not, and then the writer can replace the new writing. Sometimes in editing the writing, these can come from readers' reactions and suggestions which will lead to reflecting and revising.

4) final Version

Final version is the culmination of the writing process. Although many changes have occurred in the process, but the core and purpose are still conveyed to the readers.

c. Types of writing

There are some types of writing²⁰.

1) expository

Expository is the result of informative writing. Based on the purpose, expository is writing that aims to inform or explain something to the reader.

Expository explains a topic that using facts, statistics, and examples. An

²⁰Lusine Avagyan, *Different Types of Essays* (Yerevan, AUA Writing Center), 2.

expository writing never uses personal comments, thoughts and ideas. It uses only facts.

Examples of expository writing are news in the media, tips, textbooks, recipes, and scientific writing.

2) narrative

Narrative is writing that contains stories or narratives from the author about real or fictitious occurrences. Narrative writing is usually written in the first person (me) because this type of writing refers to an existing composition whose story is told from a defined point of view. In forming the framework of writing, the writer concentrates on his/her memory, life stories and thoughts.

Examples of narrative writing including: novels, short stories, anecdotes, and poetry.

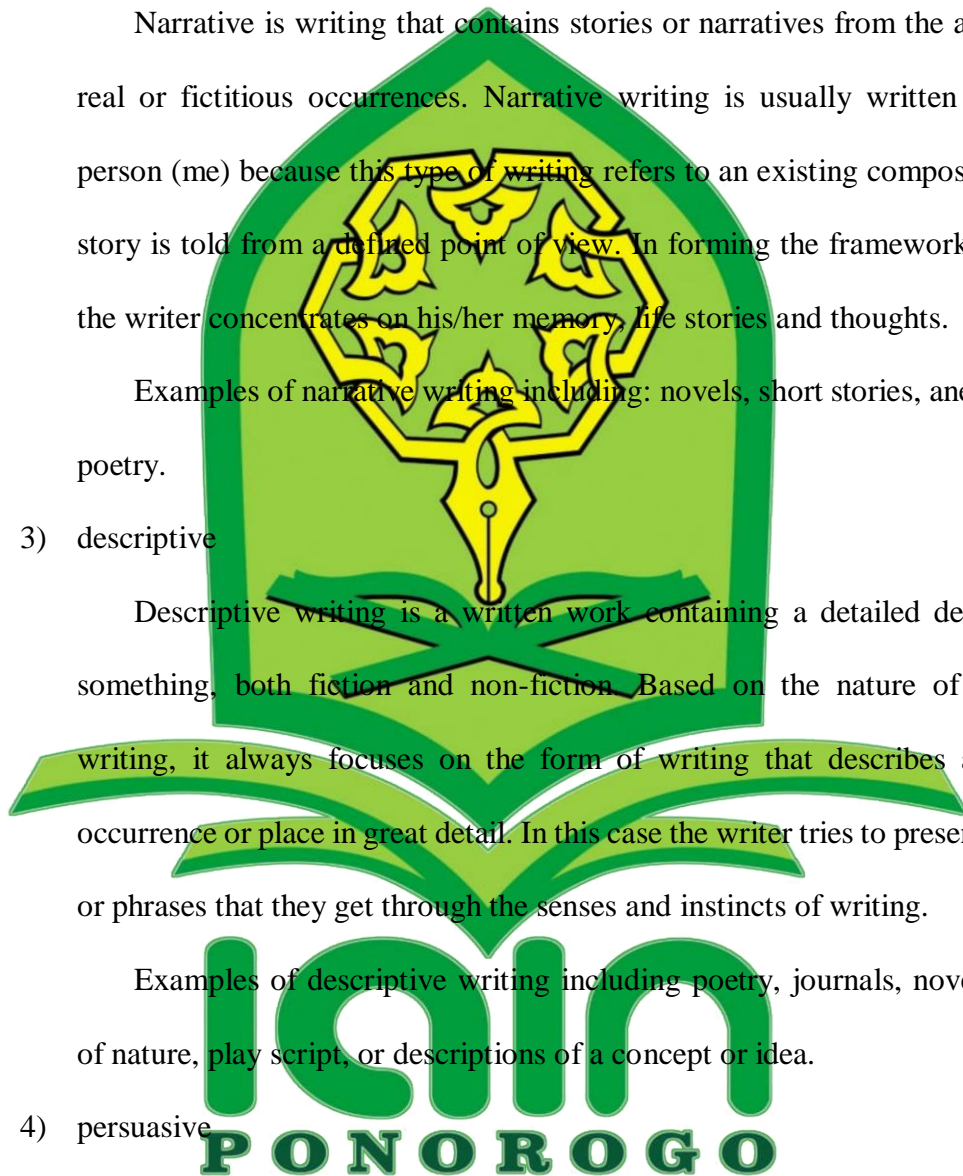
3) descriptive

Descriptive writing is a written work containing a detailed description of something, both fiction and non-fiction. Based on the nature of descriptive writing, it always focuses on the form of writing that describes a character, occurrence or place in great detail. In this case the writer tries to present the words or phrases that they get through the senses and instincts of writing.

Examples of descriptive writing including poetry, journals, novels, pictures of nature, play script, or descriptions of a concept or idea.

4) persuasive

Persuasive writing contains the opinion of the author in order to influence, convince, and invite the reader to do something. Persuasive is subjective writing because the author tries to give justify and reason to make someone understand a problem from their point of view.



Examples of persuasive writing including: editorials (editors), product/service reviews, advertisements/advertorials.

2. Descriptive text

There are several explanations about descriptive text:

a. Definition of Descriptive Text

Descriptive text is a text that contains a description of the properties of the object being described. Kane stated in his book that "description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception".²¹ Descriptive text is the text that used to give detailed information (description) about a particular object. It describes particular object like things, animals, persons or places, for instance: pets or persons we know well.

Literally, descriptive text serves to describe an object that is used as a topic. Specifically, descriptive text explains information about a particular object by describing its characteristics and features, describing physical attributes, behavior, functions, etc.

b. Language Features

Descriptive often uses 'be' and 'have' Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features²²:

²¹Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000), p. 351.

²²Artono Wardiman, et. al, *English in Focus: for Grade VII Junior High School (MTs/SMP)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p.133.

- 1) Focus on specific participants: in descriptive text, the focus of discussion throughout the topic is the specific noun.

(My English teacher, Andini's cat, my favorite place)

- 2) Using Simple Present Tense: descriptive text uses the simple present tense because descriptive text tells a fact about the object being described

(My office has 22 floors, Queen is pretty)

- 3) Using descriptive adjectives: in explaining something, an adjective is needed to specify the condition of the object.

(Strong legs, white fangs)

- 4) Using detailed Noun Phrase: detailed noun phrases are needed to give information about the subject.

(Very beautiful scenery, a sweet young lady, very thick fur)

- 5) Using action verbs: using a verb that shows an activity that can be seen.

(We slow down, it runs fast)

- 6) Using adverbials: the use of adverbials is to give additional information about behavior.

(Fast, at tree house)

- 7) Using Figurative language: in describing something, descriptive text using a metaphor to illustrate to the reader.(John is as white as chalk.)

c. Generic Structures

Based on husein and pulungan's explanations, generic structures of descriptive

text consist of two parts they are²³:

²³Rahmad Husein and Anni Holila Pulungan, *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris BAB VIII Description*, Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan, 2017, Ch. VIII, P. 1.

- a) identification; identification, that is the statement that consist of one topic to be describe.
- b) description, which consists of the details description about the object that is identified in identification.

d. Example of 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 crops.

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.²⁴

3. Gap-filling strategy with pictures

There is some review of literature which are related with gap-filling strategy with pictures composed of definition of gap-filling, definition of pictures, types of pictures, advantages of pictures, and procedure of applying gap-filling strategy with pictures in classroom.



²⁴M. Mursyid P.W, *English Learning Handout for Grade VIII: Learning Descriptive Text*, (Pekalongan: 2009), 4-5.

a. Definition of Gap-filling

Based on Ferit's explanation, gap-filling is a form of exercise in which students are given several gaps in sentences to complete.²⁵ Gap-filling questions are usually in student textbooks. Apart from books, gap-filling questions are also often found in articles, posts and even quizzes on smartphones. Gap-filling questions seem pretty easy to make. With this type of question, someone doesn't have to think about the answer choices as they did for multiple choice questions.

In teaching and learning activities, there is an assessment that aims to measure the level of students' understanding. There are many types of assessment strategies that teachers can be used to do this. Gap-filling is a form of assessment toward student learning outcomes; usually this assessment contains material that has been studied. The technique of this strategy is to fill the gaps in sentences. Gap-filling questions are a common type of question because of their ease of creation and use in classrooms across the curriculum. They are considered objective questions because there is only one possible correct answer.

Wlosowicz argues that gap-filling is a form of text construction. Even though the participants didn't write the entire text themselves, they had to fill in the blanks with the sentences they had chosen.²⁶ Yuniar argue in his journal that gap filling exercise is different from multiple choice tests, gap filling test is thought to work well in tests of grammar instead of multiple choice, it also known as rational cloze

²⁵Ferit Kilickaya, "Assessing L2 Vocabulary through Multiple-choice, Matching, Gap-fill, and Word Formation Items", *Lublin Studies* No. 3 (2019), 157.

²⁶Teresa Wlosowicz, "Gap-Filling in English as L2 a Form of Text Construction Using Contextual Cues", *University of Economics and Humanities, Bielsko-Biała* (17 April 2019), 173-174.

technique.²⁷ In this type of test, the teacher will delete several words from the passage but not to distort the meaning or mislead the students.

Example of gap-filling exercise:

(a) dog/cat (b) eyes/mouth (c) furs/claws (d) hair/tail

My lovely pet

I have a pet _____. Its name is Megi. Its furs is white and grey. It has lovely blue _____'. Teeth and his _____ is very sharp. Its long _____. It's very soft. It looks cute.

b. The Use of Pictures as teaching Media

Picture is a kind of media that contain the view of visual object. Pictures is something that is realized visually in two-dimensional form as thoughts and expressions²⁸. In teaching and learning activities, pictures are very useful for teachers as a supporting tool in conveying material. Raimes stated that using picture media will help students in composing sentences, writing dialogues, letters, reports, or essays. all these activities can be generated using pictures as the sources because everyone likes to see pictures, the use of pictures in class provides a focus to stimulate students' motor nerves.²⁹

In realizing learning achievement, picture can be used as a facility that helps smooth of the process, supported by the suggestion that these image can help improve

²⁷Astri Yuniar Sri Utari, "The Usage of Multiple Choice and Gap Filling in Measuring Grade-Schoolers' Understanding of Grammar", *ELTIN Journal*. Volume 1/1, (October 2013), 70.

²⁸Dwi Pratiwi, "Improving The Tenth Grade Students' Writing Skill by Using Picture Series", *Journal of English Language and Education* Vol 2. No. 1, (June 2016), 13.

²⁹Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), 27.

students' learning abilities³⁰. Many students prefer pictures as media of learning rather than writing, therefore pictures will be very useful to increase students' motivation.

Pictures are a valuable resource as it provides:

- 1) a shared experience in the classroom;
- 2) a need for common language forms to use in the classroom;
- 3) a variety of task;
- 4) A focus of interest for students

c. Types of Pictures

Based on Wright's statement in his book, there are twenty types of picture can be used in teaching and learning process.³¹

- 1) pictures of a single object

Many of activities described in the use of pictures as the single object. For example: food, clothes, cars, animals, gifts, everyday objects, and many others.

- 2) pictures of one person

Pictures of one person invite us to speculate who they are, what sort of one people they are (age, family, work, concerns), and what they are thinking and feeling.

- 3) pictures of famous people

General things to talk about identify the fame or achievement and character (background, physical description).

- 4) pictures of several people

³⁰Almira Amir, "Penggunaan Media Gambar dalam Pembelajaran Matematika", Jurnal Eksakta Vol. 2, No. 1, (2016), 35.

³¹Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 193.

Identify what the the people do. For example: picture of the peoples' speech.

5) pictures of places

Pictures of place might include: home or abroad; landscapes; townscapes; single buildings; views.

6) pictures from history

The function of pictures to illustrating scenes, costumes and objects from history.

7) picture with a lot of information

Some pictures are full of information. There may be a lot of people doing different things, or it may be a landscape or cityscape showing lots of objects, buildings, etc.

8) pictures of the news

News picture invite identification of the incident, what happened, where, when, and to whom.

9) pictures of fantasies

Fantasy pictures can be cut out from children's books. It often illustrate everyday activities, for example, sleeping, eating, running, and etc.

10) pictures of maps and symbols

Pictures of map can be seen on the atlas or in the road sign. Pictures of symbols can be found in road traffic booklets, holiday brochures, etc.

11) sequence of picture (picture series)

The kind of sequence pictures is cartoon strips, or instruction strips of pictures

12) related pictures

Pictures which are related to each other can be treated as separate pictures



and used in mini dialogues. For example: pictures of advertising, fashion, or the culture of foreign country.

13) explanatory pictures

Explanatory pictures is taken from specialist publications or old school books that often explain a process. For example is the pictures from educational wallcharts.

d. Advantages of Pictures

In Wright's book, *Pictures for Language Learning*, he wrote some advantages of pictures:

- 1) easy to prepare
- 2) easy to organize
- 3) interesting.
- 4) meaningful and authentic
- 5) sufficient amount of language.

Besides the five advantages above, Wright also said that picture can be used for teachers and students in whatever syllabus they are following.³²

e. Procedure of Applying Gap-filling Strategy with Pictures in Classroom

In learning language skills, especially in writing, teacher can apply writing learning methods so that students do not feel lazy in participated a learning strategy. The teacher must create good relationships with students and be able to provide solutions to teaching problems in the form of innovative learning strategies³³.

³² Ibid, 44.

³³Shegay, et. al, "Possible Writing Technique While Teaching for Students whose English is a Foreign Language", *European Journal of Research and Reflection in Educational Sciences*, Vol. 8 No. 6, (2020),

Among learning media, picture is the most commonly used media. This is because students prefer pictures to writing, especially if the pictures are made and presented in accordance with good requirements, it will increase the enthusiasm of students in following the process of learning.³⁴ The thing that is in concern is when students do not like the gap-filling method by only inserting sentences. They can just do it at random answer because they feel bored. Gap-filling strategy with pictures is the creative strategy that can help students to raise their high motivation in learning English.

The procedures of gap-filling strategy with pictures in classroom are presented below:

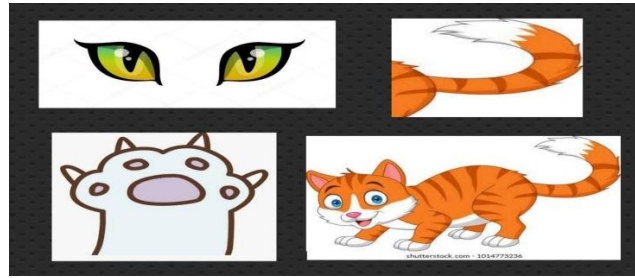
- 1) in pre-writing step, the teacher provides a picture and then students are asked to identify the meaning of the pictures
- 2) the teacher handout the task sheet to students regarding gap-filling exercises
- 3) students are asked to gap filling of the sentences by identifying the existing pictures, then students can translate the meaning of the pictures

For example:

Identify the pictures below then find what the meaning. If you already find the meaning, matched with the sentence that has a gap below!



³⁴Yuswanti, "Pengunaan Media Gambar untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran IPS di Kelas IV", Jurnal Kreatif Tadulako Online Vol. 3 No. 4, 193.



My lovely pet

I have a pet _____. Its name is Megi. Its fur is white and grey. It has lovely blue _____'. Teeth and his _____ is very sharp. Its long _____. It's very soft. It looks cute.

- 4) the number of score obtained based on how many correct answers.

Based on the explanation above, Gap-filling strategy with pictures is a type of media used by teachers because of their benefits as supporting material. In addition, this strategy can help increase students' enthusiasm in understanding the material. Students will also be made active in identifying an answer.

B. Previous Research Findings

There are some previous research findings that have a relation to this research. The first previous research was conducted by Umu Kulsum, entitled *"The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at The Eighth Grade Students of MTs N Purworejo in The Academic Year of 2015/2016"*. The objectives of this research was to find out whether using picture as media to improve the writing ability of descriptive text is effective or not at the eighth grade students of MTs Negeri Purworejo in the academic year of 2015/2016. The research method was pre experimental research by using one group pretest-posttest design.

Based on the computation, the mean score of pre-test is 70.50 and the mean of post-test 80.54. The result of hypothesis test showed that t-value was -5.989, and t-index was -2.05. it

means that t-value higher than t-index ($-5.989 < -2.05$). Based on the result finding, it can be conclude that there is an effectiveness of using picture series towards students' writing ability in descriptive text.³⁵

The similarities of this thesis with the thesis from Umu Kulsum above is the use of pictures as the media, and the use of the same subject matter (descriptive text). The weakness of her thesis compared to the thesis that carried out by the researcher is the use of pre-experimental research design because this design is recommended for practice research, not for thesis research, dissertation or research whose the result are used for scientific development.

The second previous research was conducted by Muhammad Nur Fajar Mursal, entitled "*The Use of Picture Series as Media in Increasing Students' Writing Skill at The First Grade Students of SMA Negeri 1 Gowa*". The objective of this study was to find out whether or not the use of picture series increases the students' writing skill. The research method was pre-experimental design with one group pre-test and post-test.

The research findings indicated that using Picture Series could improve the students writing ability in terms of content and language use especially in writing narrative text. It was proved by the students' mean score in pre-test was 65.68 and post-test was 82.77. The result of hypothesis test showed that t-value higher than t-index ($25.53 > 2.03$), it means that hypothesis is accepted.³⁶

The similarities of this thesis with the thesis from Muhammad Nur Fajar Mursal is the use of pictures as the media in teaching. The weakness of his thesis compared to the thesis that carried out by the researcher is the use of pre-experimental design.

The third previous research was conducted by Irana Dewi, entitled "*The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The*

³⁵ Ibid Umu Kulsum

³⁶ Ibid Muhammad Nur Fajar Mursal

Eighth Grade in MTs Roudlotul Khuffadz)". The objective of this research was to find out whether or not the use picture effective in writing skill descriptive text. The research method was pre-experimental research by using one group pretest-posttest design.

The result of this study indicate that the pre-test mean was 54,42 and the mean post-test was 70,54. The result of wilcoxon statistical hypothesis test showed that the value was 0.000. because the value of 0.000 is smaller than 0.05, Ho was rejece while Ha was accepted. It means that using picture is effective in teaching writing of descriptive text at the eighth grade in MTs Roudlotul Khuffadz.³⁷

The similarities of this thesis with the thesis from Irana Dewi is the use of pictures as the media in teaching descriptive text. The weakness of her thesis compared to the thesis that carried out by the researcher is the use of pre-experimental design.

The Fourth previous research was conducted by Febriyanti Nur Shalihah, entitled "*The Use of Series Picture in Improving Students' Writing Skill*". The objectives of this study was to find out how are the procedures of teaching writing by using series picture, to find out what are the students' result in teaching writing series picture, and to find out how are the students' response in improving writing skill using series picture. The research method was pre-experimental research. The writer used One Group Pre-test Post-test Design.

The results of this research can be seen by the mean of pre-test score 59.3 and the post-test score 74.6, so the improvement is 15.3. based on the resut, It means that the use of picture can improve students' writing skills.³⁸

The similarities of this thesis with the thesis from Febriyanti Nur Shalihah is the use of pictures as the media in teaching. There are several weakness of her thesis compared to the

³⁷Irana Dewi, entitled "*The Effectiveness of Teaching Using Picture on Student Skill in Writing Descriptive Text (A Case Study at The Eighth Grade in MTs Roudlotul Khuffadz)*", *STAIN Sorong*, 2019.

³⁸Febriyanti Nur Shalihah, entitled "*The Use of Series Picture in Improving Students' Writing Skill*", *Universitas Pasundan Bandung*, 2015.

thesis that carried out by the researcher. Firstly, is the use of pre-experimental design that shouldn't be done in real research. Second, is that she didn't use hypothesis test in determining the effectiveness of the strategy, she only compared the pre-test and post test scores.

The differences this research with previous studies:

1. The different of teaching strategy that using pictures as the media

The researcher using gap-filling strategy with pictures in teaching writing. Gap-filling strategy with pictures is a different type of strategy from previous research findings that use pictures as media. Gap-filling strategy with pictures is a strategy that has never been used in research by anyone.

2. The different of research design

This research was used quasi-experimental design by applied non-equivalent (pre-test and post-test) control group design.

3. The novelty of the research

This research focuses more on the use of gap-filling strategy with pictures rather than pictures itself, whereas previous research finding almost always used the same strategy in using pictures as the media. In research design, the researcher applied quasi experimental design while all the previous research finding was used pre-experimental design, which this design is not recommended in real research. Based on this explanation, it can be concluded that this research is still relatively new and has not been done by other researcher.



C. Theoretical Framework

Writing is the important skills for students. Students need writing skills both at school and in the community. One of the writing skills taught in secondary schools is writing descriptive text. The importance of writing descriptive texts for students is that it can increase

intelligence, develop imagination and creativity, foster courage in expressing ideas or feelings, and encourage skills and willingness to collect information.

Learning English, especially descriptive text writing skills in class X T OI B SMK Negeri 1 Jenangan is still very low. Based on these circumstances, the researcher will use image media in an effort to provide innovation to children's skills in writing descriptive texts, especially for students of class X T OI B SMK Negeri 1 Jenangan. This is because the method used by the teacher only uses the lecture and assignment method, the media used by the teacher is less varied, so students are passive and less enthusiastic during the learning process to write descriptive text. In addition, students are less able to express their ideas, thoughts, feelings in their own language and their words in writing.

Based on the existing problems, the author chooses the use of the right media so that it can achieve a learning goal. One of the media used by the researcher to help students' skills of writing descriptive texts is to use gap-filling strategy with pictures as the media. By using pictures as the media, students will not feel bored, because students are invited to see and observe pictures which are can make it easier for students to find ideas and increase students' imagination power. Therefore, what students feel and observe can be stated in written form which is then assembled into words, to form a sentence, which will become a descriptive text. The use of gap-filling strategy with pictures in learning process is expected to make students confident and able to express ideas, can develop writing skills, students' creativity and imagination, which are indispensable in literary learning activities, especially in writing descriptive texts.



D. Hypothesis

The submission of the hypothesis used is learning using gap-filling strategy with pictures starting with the making of RPP and test instruments. Based on the above framework, the hypotheses in this study are follows:

Ho: The use of gap-filling strategy with pictures has no effect on students' writing skills in class X T OI B students at SMK Negeri 1 Jenangan.

H1: The use of using gap-filling strategy with pictures has an effect on students' writing skills in class X T OI B students at SMK Negeri 1 Jenangan.



BAB III

RESEARCH METHOD

This chapter explains how the research is conducted. It involves research design, research setting, population and sample, research variable and operational definition, technique and instrument of data collection, validity and reliability, and technique of data analysis.

A. Research Design

The research design below is divided into two points, namely; research approach and type of research.

1. Research Approach

This is a quantitative research with quasi-experimental research design. The use of quantitative approach in this research is to collecting and analyzing numerical data.

2. Type of Research

In this research, the researcher applied non-equivalent (pre-test and post-test) control group design. The researcher conducted pre-test and post-test in experimental and control class. The researcher only gave treatment to the experimental class. The researcher teaches the students of experimental class by using gap-filling strategy with pictures. For the control class, the researcher teaches by conventional teaching.

The following is a summary of the research design used in the field of education:

Experimental group	O1	X	O2
Control group	O3		O4

Where:

Experimental group : The class who is taught using gap-filling strategy with pictures.

Control group : The class who is taught without using gap-filling strategy with

pictures.

- O1 : Pre-test for experimental group
 O2 : Post-test for experimental group
 X : Treatment
 O3 : Pre-test for control group
 O4 : Post-test for control group

The step of Gap-filling strategy with pictures is:

1. Pre Writing

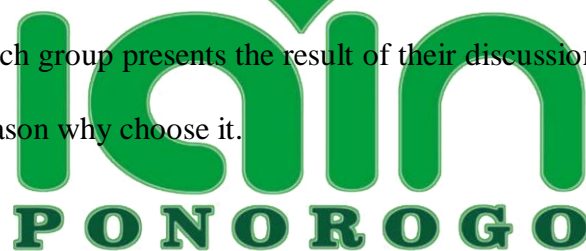
- The teacher explains about descriptive text, including the kinds, generic structure, and language features.
- The teacher introduces the concept and explains about gap-filling strategy with pictures.
- Then, the teacher shows the examples of gap-filling strategy with pictures

2. Whilst Writing

- The teacher divides students into some groups.
- The teacher asks the students to do the assignment to gap filling in the sentences with pictures.

3. Post Writing

- Each group presents the result of their discussion about the answer and the reason why choose it.



B. Research Setting

The following is a description of the place and time of this research:

1. Research Place

This research was conducted at SMKN 1 Jenangan Ponorogo, which is located in jl. Niken Gandini 98 Setono, Jenangan, Kabupaten Ponorogo.

2. Research Time

The schedule of this research is shown in the table below:

Table 3.1 Experimental Class

Date	Activity
September, 8 th 2021	Pre-test
September, 15 th 2021	First Treatment
January, 18 th 2022	Second Treatment
January, 19 th 2022	Post-test

Table 3.2 Control Class

Date	Activity
September, 8 th 2021	Pre-test
September, 15 th 2021	First Treatment
January, 18 th 2022	Second Treatment
January, 19 th 2022	Post-test

C. Population and Sample

In this study, the researcher collected population and the sample as follows:



1. Population

The population of this research is all the tenth grade students of SMKN 1 Jenangan in the academic year of 2020/2021 which is located in jl. Niken Gandini 98 Setono, Jenangan, Kabupaten Ponorogo. The total number of population is 678 students.

2. Sample

The sample of this research is X T OI B as experimental class and X T OI A as control class. This study is conducted in SMK Negeri 1 Jenangan academic year of 2020/2021 in the first semester. The number of sample of those classes is 68 students.

In this research, the techniques used are cluster random sampling. The researcher uses this sampling technique because the number of samples in SMK Negeri 1 Jenangan very large. It is impossible for researcher to conduct the research to all populations.

The sampling steps in this research are:

1. The researcher did a drawing by using lottery to all the tenth class of SMK Negeri 1 Jenangan which would be taken only two classes.
2. The two classes that have been taken are X T OI B and X T OI A.
3. The two classes that have been chosen would be lot again to determine the experimental and control class.
4. Based on the lottery, X T OI B class was chosen as experimental class and X T OI A as control class.

D. Operational Definition of Research Variable

In this research, the researcher presents operational definitions. The operational definition provides a concrete description of the variables. The definitions of each session are offered to give the information related to the title of this research. The following is an operational definition of this research:

1. Gap-filling strategy with pictures (variable x)

Gap-filling strategy with pictures is one of strategies to help the students improve their writing ability. The indicator is: describing pictures, discussion, and asking the question.

2. Students' writing skills (variable y)

Writing is one of English skills that should be mastered by all students. Writing ability refers to the skill of the students communicate or say anything and transferring their ideas in the form of writing.

E. Technique and Instrument of Data Collection

The researcher collected data in this study through the use of tests. Through structured stages, the test will be used to collect factual data.

1. Test

1. Pre-test

Before the treatment, the researcher administered a pre-test to the students to check the extent of students' similarity, especially their competency in doing the task for descriptive text. In this test, students were asked to do the task about descriptive text without gap-filling strategy with pictures in experimental and control class.

2. Treatment

After conduct the pre-test, the researcher treated the experimental class, instructing them to complete the task including descriptive text utilizing gap-filling approach with pictures. The following are the activities by the researcher.

Table 3.3 Activities of Experimental Class and Control Class

No.	The Activities	Experimental Class	Control Class
1.	First Meeting (pre-test and first treatment)	a. Greeting b. Introducing self c. Checking the students' attendance	a. Greeting b. Introducing self c. Checking the students' attendance

		<ul style="list-style-type: none"> d. Asking students to do the pre-test individually e. asking students to listen the explanation of the material about descriptive text by using gap-filling strategy with pictures f. asking students to form some groups to finish the task about my mother by using gap-filling strategy with pictures. 	<ul style="list-style-type: none"> d. Asking students to do the pre-test individually e. Asking students to listen the explanation of the material about descriptive text f. Giving them an example of descriptive text g. The researcher gave the task h. Discussing the task together.
2.	Second Meeting (second treatment)	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance c. Asking students to form some groups d. Students are given a descriptive text about wild animals e. Students match the existing pictures into the empty gaps in the test f. Asking them to submit the task. 	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance c. Explaining students how to make a descriptive text d. Asking students to make a descriptive text about people e. Asking them to submit the task.
3.	Third Meeting (third treatment)	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance c. The researcher asks students to read an example of a descriptive text about avengers d. The researcher provides a pictures in whiteboard e. The students asked to identify the meaning of the pictures. 	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance c. Asking students to make a descriptive text about superheroes d. Asking them to submit the task.
4.	Fourth Meeting	<ul style="list-style-type: none"> a. Greeting 	<ul style="list-style-type: none"> a. Greeting

(fourth treatment and post-test)		b. Checking the students' attendance c. Review the material about descriptive text d. Asking students to answer the gap sentences together about my house e. Asking students to do the post-test individually f. Closing the teaching learning process.	b. Checking the students' attendance c. Review the material about descriptive text d. Asking students to do the post-test individually e. Closing the teaching learning process.
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3. Post-test

After the treatment, the researcher administered post-test to the students to see the students' growing score in experimental and control class and compare it. In this research, the instrument of data collection is a worksheet related to students' writing skills. The researcher will obtain the data from the result of students' test and then it will be analyzed. To determine how much grades that students got, the scoring rubric for writing is also needed.

Table 3.4 scoring rubric for students' test

Question Numbers	Answer Keys	Score
1.	School	10
2.	Tall	10
3.	Two siblings	10
4.	Reading	10
5.	Novel	10
6.	football	10
7.	The field	10

8.	Sandwich	10
9.	Park	10
10.	Police	10
Maximum score		100

F. Validity and Reliability

After obtaining student's score from the items given by the researcher, it is important to ensure that the instrument has the two qualities required, that is validity and reliability.

1. Validity

Validity is a measurement of a test material which is expected to have a good accuracy towards the function. To find a high level of validity, a test material must create a weighing result in accordance with the objective of the test material itself.³⁹

In weighing validity, the researcher using SPSS 23 for windows. SPSS is a calculation tools in statistic in the form of application that is often used to analyze data by almost all university in a study.⁴⁰

Decisions taken on this validity test is using r_{table} constraint with a 0,05 significance level for product moment. If $r_{calculated}$ higher than 0,334, the items in this research are considered sufficient and worthy to further analyzed.

The calculation of the items validity instrument could be shown in table 3.3 as follows:

Table 3.5 The Result of Validity Calculation

Item	"r"	r"	Criteria
------	-----	----	----------

³⁹Zulkifli Matondang, "Validitas dan Reabilitas Suatu Instrumen Penelitian", JURNAL TABULASARA PPS UNIMED, Vol.6 No.1 (Juni 2009), 89.

⁴⁰Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, (London: British Library Catalog in Public Data, 2004), 85.

	Calculated	Table	
1	0.557	0.334	Valid
2	0.337	0.334	Valid
3	0.498	0.334	Valid
4	0.453	0.334	Valid
5	0.411	0.334	Valid
6	0.431	0.334	Valid
7	0.619	0.334	Valid
8	0.375	0.334	Valid
9	0.359	0.334	Valid
10	0.459	0.334	Valid

2. Reliability

Reliability is an observation of the measurement results. A measurement result can be categorized as trust worthy if in weighing an object there is no change in the results and the aspects being weighed.⁴¹

In this study, the researcher used Cronbach Alpha coefficient to analyze the reliability of the research instrument. To counting the reliability, the researcher used program of SPSS 25 for windows.

The criteria for this reliability testing are if the alpha value more than 0.632, it means that the items of test is reliable. If the alpha value is less than 0.632, it means that the items of test are not reliable. The calculation of the reliability using SPSS program as follows:

Table 3.6 The Result of Reliability Test

⁴¹Matondang, "Validitas dan Reabilitas Suatu Instrumen Penelitian", 93

Cronbach's Alpha	N of Items
.669	10

G. Technique of Data Analysis

In this research, the technique of data analysis was assumption test and hypothesis test.

1. Assumption test

In the process after collecting the data, the researcher must analyze the data by apply assumption test and hypothesis test. It aims to prove that the data is normally distributed and homogeneous, and to find out whether it is in accordance with problem statement in this research.

a. Normality Test

In testing the data, there is a process that implemented in order to determine whether the data born from population can circulate normally or not, this process is called normality test.⁴² The normality can be conducted in SPSS Explorer produce.

b. Homogeneity Test

After testing the data that is normally distributed, the next step is testing the data to see wether the data has a homogenous variance. Homogeneity test can be defined as the statistical test process that useful for showing how two or more data clusters in a sample of the population have the same distribution of data.⁴³

2. T-test

T-test is a test that is absolutely regulated as a tool to test whether 2 means that born from 2 different samples can be calculated in SPSS easily.⁴⁴ The researcher will use SPSS

⁴²Nuryadi, Et. Al., *Dasar-Dasar Statistik Penelitian*, (Yogyakarta: SIBUKU MEDIA, 2017), 79.

⁴³Ibid., 89.

⁴⁴Daniel, *Doing Quantitative Research in Education with SPSS*, 131.

25 program for windows to analyze the T-test. The criteria of testing hypothesis is H_0 : if $t\text{-test} < t\text{-table}$ in significant degree 5%, and H_a : if $t\text{-test} > t\text{-table}$ in significant degree 5%.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explain how the data description, data analysis, discussion and interpretation of the data were obtained.

A. Data Description

The objective of this research is to find out the effect of gap-filling strategy with pictures on student's writing skills at tenth grade students of SMKN 1 Jenangan. To testing the description of this data, the researcher collecting the answers from respondents, with a sample of 68 students who were divided into a control class and an experimental class at SMKN 1 Jenangan. The testing is carried out by using the Statistical Program and Service Solutions series 25.0.

1. Research Procedures

In the experimental class (X TOI B), the researcher taught students using Gap-filling strategy with pictures. The teaching procedures using Gap-filling strategy with pictures as follows:

In the first meeting, the researcher gave a pre-test to the experimental class (X TOI B) to test their ability's level in receiving the material. The form of the test is a question filled in descriptive text about public figures. After completing a pre-test, the researcher explained the definition of descriptive text and how to use gap-filling strategy with pictures in descriptive text. Then students are asked to form a group to do a descriptive text assignment about my mother.

In the second meeting, the researcher gave a little review of what had been learned at the first meeting. Then the students were asked to form groups to be given a descriptive

text about wild animals. Students are asked to match pictures into the blank space and then write down the meaning.

In the third meeting, the researcher asked the students to read the descriptive text about the avengers. Then the researcher provided a picture on the whiteboard. The students were asked to identify the meaning of the pictures and then match it with the missing sentences. Students work on assignments individually.

In the last meeting, the researcher reviewed the material about descriptive text and how to use gap-filling strategy with pictures in descriptive text. Then the students are given a post-test. Form of the test is a filling the gap sentences about friends. The researcher gave a post-test to find out whether the strategy applied during the treatment had a significant impact or not.

For the control class (X TOI A), the researcher used the same approach. The differences between the control class and the experimental class are the media used in the treatment. After pre-test, the researcher taught the control class (X TOI A) using conventional teaching methods. After that, the researcher also gave a post-test to this class. The materials and tests used are the same; the difference is the teaching strategy.

2. The result of student's test score in experimental class

The following are the results of student's tests for the experimental class:

- a. The table below showed the students' writing results before the students were taught by using gap-filling strategy with pictures. The students' scores were:

Table 4.1 Result of Student's Pre-Test Score in Experimental Class

NO	NAMA SISWA	PRE-TEST
1.	MID	70
2.	MRT	60

3.	MRS	40
4.	MYA	30
5.	MZAA	40
6.	NSHW	40
7.	NEYS	50
8.	OZNA	70
9.	PP	70
10.	PWKK	80
11.	RAA	20
12.	RDRAF	20
13.	RFFO	20
14.	RDS	20
15.	RSP	20
16.	RRM	60
17.	RWS	50
18.	RAH	20
19.	RA	50
20.	RPW	20
21.	RWS	50
22.	RAR	20
23.	SAG	60
24.	SOSN	60
25.	SN	60
26.	SCW	70
27.	TRW	30
28.	TWFP	20
29.	TA	70
30.	VAWK	20
31.	WA	60

32.	YOR	10
33.	YR	40
34.	YHDPP	20

According to table 4.1, the highest pre-test score is 80, while the lowest pre-test score is 10. The total score is 1440, with a mean score of pre-test is 42,35.

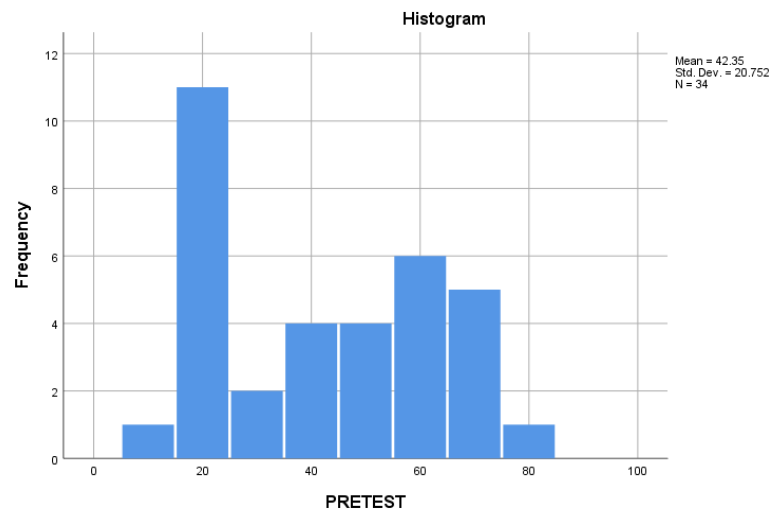
Table 4.2 Frequency Distribution of Pre-test in Experimental Class

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	2.9	2.9	2.9
	20	11	32.4	32.4	35.3
	30	2	5.9	5.9	41.2
	40	4	11.8	11.8	52.9
	50	4	11.8	11.8	64.7
	60	6	17.6	17.6	82.4
	70	5	14.7	14.7	97.1
	80	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

The value in table 4.2 above is the students' pre-test score in X T OI B. The table shows that 1 student gained score 10 (2.9%), 11 students gained score 20 (32.4%), 2 students gained score 30 (5.9%), 4 students gained score 40 (11.8%), 4 students gained score 50 (11.8%), 6 students gained score 60 (17.6%), 5 students gained score 70 (14.7%), 1 student gained score 80 (2.9%). The histogram below can show the data in more detail:

Figures 4.1 Histogram of Pre-Test in Experimental Class



From the figure 4.1, it can be seen that $M = 42.35$ and $SD = 20.752$. To determine the category of students' writing skills was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($42.35 + 20.752 = 63.102$) was categorized into good.
2. Between $M - 1.SD$ ($42.35 - 20.752 = 21.598$) to $M + 1.SD$ ($42.35 + 20.752 = 63.102$) was categorized as medium.
3. Less than $M - 1.SD$ ($42.35 - 20.752 = 21.598$) was categorized as low.

Thus, it can be seen that the scores which are more than 63.102 was considered into good, the score between 22 - 63 was categorized into medium, while the score is less than 22 was categorized into low. That categorization can be seen clearly in the following table:

Table 4.3 The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Criteria
1	More than 63	6	17.65%	Good
2	Between 22 - 63	16	47.05%	Medium

3	Less than 22	12	35.30%	Low
Total		34	100%	

From the table above, it could be seen that the score of students' writing of experimental class in pre-test showed that 17.65% in the good category, 47.05% in the medium category, and 35.30% in the low category.

- b. The table below showed the student's writing results after the students were taught by using gap-filling strategy with pictures. The student's scores were:

Table 4.4 Result of Student's Post-Test Score in Experimental Class

NO	NAMA SISWA	POST-TEST
1.	MID	90
2.	MRT	80
3.	MRS	90
4.	MYA	90
5.	MZAA	80
6.	NSHW	70
7.	NEYS	90
8.	OZNA	80
9.	PP	80
10.	PWKK	90
11.	RAA	90
12.	RDPAF	90
13.	RFFO	80
14.	RDS	90
15.	RSP	90
16.	RRM	90

17.	RWS	90
18.	RAH	70
19.	RA	100
20.	RPW	70
21.	RWS	90
22.	RAR	70
23.	SAG	90
24.	SOSN	80
25.	SN	80
26.	SCW	90
27.	TRW	80
28.	TWFP	80
29.	TA	100
30.	VAWK	90
31.	WA	90
32.	YOR	60
33.	YR	80
34.	YHDPP	80

According to table 4.4, the highest post-test score is 100, while the lowest post-test score is 60. The total score is 2860, with a mean score of post-test is 84,11.

Table 4.5 Frequency Distribution of Post-test in Experimental Class

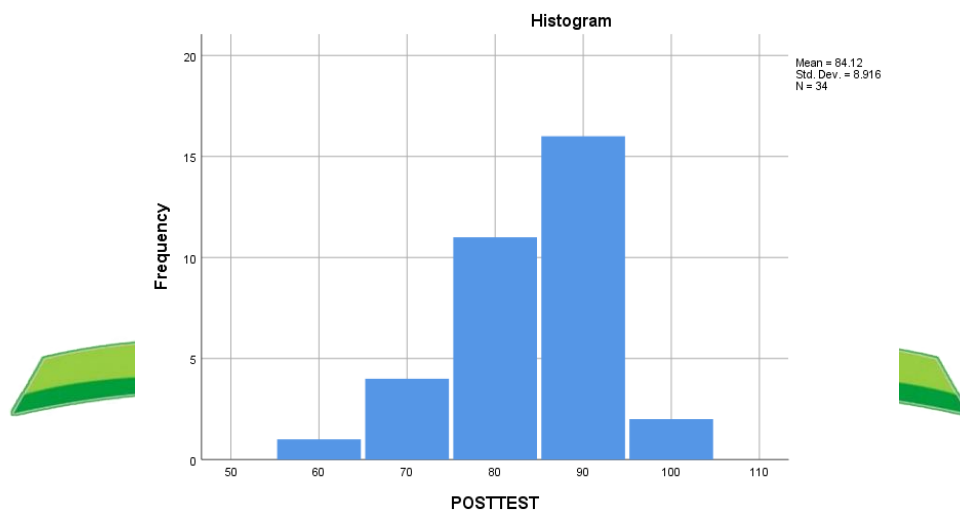
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.9	2.9	2.9
	70	4	11.8	11.8	14.7
	80	11	32.4	32.4	47.1

90	16	47.1	47.1	94.1
100	2	5.9	5.9	100.0
Total	34	100.0	100.0	

The values in table 4.5 above are the students' post-test score in X T OI B.

The table shows that 1 student gained score 60 (2.9%), 4 students gained score 70 (11.8%), 11 students gained score 80 (32.4%), 16 students gained score 90 (47.1%), 2 students gained score 100 (5.9%). The histogram below can show the data in more detail:

Figures 4.2 Histogram of Post-Test in Experimental Class



From the figure 4.2, it can be seen that $M = 84.12$ and $SD = 8.916$. To determine the category of students' writing skills was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($84.12 + 8.916 = 93.036$) was categorized into good.
2. Between $M - 1.SD$ ($84.12 - 8.916 = 75.204$) to $M + 1.SD$ ($84.12 + 8.916 = 93.036$) was categorized as medium.
3. Less than $M - 1.SD$ ($84.12 - 8.916 = 75.204$) was categorized as low.

Thus, it can be seen that the scores which are more than 93.036 was considered into good, the score between 75 - 93 was categorized into medium, while the score is less than 75 was categorized into low. That categorization can be seen clearly in the following table:

Table 4.6 The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Criteria
1	More than 93	2	5.90%	Good
2	Between 75 - 93	27	79.50%	Medium
3	Less than 75	5	14.60%	Low
Total		34	100%	

From the table above, it could be seen that the score of students' writing of experimental class in post-test showed that 5.90% in the good category, 79.50% in the medium category, and 14.60% in the low category.

3. The result of student's test score in control class

The following are the results of student tests for the control class:

- The table below showed the students' pre-test results in control class. The students' scores were

Table 4.7 Result of Student's Pre-Test Score in Control Class.

NO	NAMA SISWA	PRE-TEST
1.	AZS	40

2.	AEP	50
3.	AAM	50
4.	AM	30
5.	ADCS	50
6.	AE	40
7.	AFA	60
8.	AWP	50
9.	AYR	40
10.	BDA	30
11.	DK	20
12.	DMKP	30
13.	DAS	40
14.	DDN	50
15.	DP	50
16.	DFNF	60
17.	DMDS	30
18.	DPAP	30
19.	DH	30
20.	ER	60
21.	FDA	40
22.	FA	50
23.	GSB	50
24.	GTM	60
25.	KF	50
26.	KRDF	40
27.	LAN	70
28.	MDG	50
29.	MIF	60
30.	MAA	30

31.	MES	20
32.	MFNH	40
33.	MFDS	30
34.	MFIM	30

According to table 4.7, the highest pre-test score is 60, while the lowest pre-test score is 20. The total score is 1460, with a mean score of pre-test is 42,94.

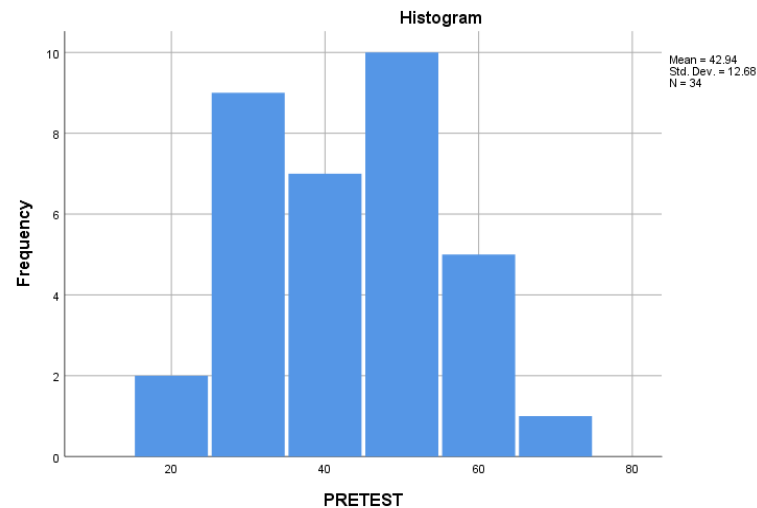
Table 4.8 Frequency Distribution of Pre-test in Control Class

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20	2	5.9	5.9	5.9
30	9	26.5	26.5	32.4
40	7	20.6	20.6	52.9
50	10	29.4	29.4	82.4
60	5	14.7	14.7	97.1
70	1	2.9	2.9	100.0
Total	34	100.0	100.0	

The values in table 4.8 above are the students' pre-test score in X T OI A. The table shows that 2 students gained score 20 (5.9%), 9 students gained score 30 (26.5%), 7 students gained score 40 (20.6%), 10 students gained score 50 (29.4%), 5 students gained score 60 (14.7%), 1 students gained score 70 (2.9%). The histogram below can show the data in more detail:

Figures 4.3 Histogram of Pre-Test in Control Class



From the figure 4.3, it can be seen that $M = 42.94$ and $SD = 12.68$. To determine the category of students' writing skills was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($42.94 + 12.68 = 55.62$) was categorized into good.
2. Between $M - 1.SD$ ($42.94 - 12.68 = 30.26$) to $M + 1.SD$ ($42.94 + 12.68 = 55.62$) was categorized as medium.
3. Less than $M - 1.SD$ ($42.94 - 12.88 = 30.06$) was categorized as low.

Thus, it can be seen that the scores which are more than 55.62 was considered into good, the score between 30.26 - 55.62 was categorized into medium, while the score is less than 30.06 was categorized into low. That categorization can be seen clearly in the following table:

Table 4.9 The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Criteria
1	More than 56	6	17.60%	Good

2	Between 30 – 56	26	76.50%	Medium
3	Less than 30	2	23.50%	Low
Total		34	100%	

From the table above, it could be seen that the score of students' writing of experimental class in post-test showed that 17.60% in the good category, 76.50% in the medium category, and 5.90% in the low category.

- b. The table below showed the students' post-test results in control class. The students' scores were:

Table 4.10 Result of Student's Post-Test Score in Control Class

NO	NAMA SISWA	POST-TEST
1.	AZS	50
2.	AEP	50
3.	AAM	50
4.	AM	50
5.	ADCS	50
6.	AE	30
7.	AFA	40
8.	AWP	40
9.	AYR	50
10.	BDA	40
11.	DK	40
12.	DMKP	30
13.	DAS	20
14.	DDN	40
15.	DP	40

16.	DFNF	50
17.	DMDS	40
18.	DPAP	30
19.	DH	40
20.	ER	30
21.	FDA	30
22.	FA	40
23.	GSB	50
24.	GTM	60
25.	KF	40
26.	KRDF	40
27.	LAN	60
28.	MDG	50
29.	MIF	50
30.	MAA	40
31.	MES	30
32.	MFNH	40
33.	MFDS	20
34.	MFIM	40

According to table 4.4, the highest post-test score is 60, while the lowest post-test score is 20. The total score is 1400, with a mean score of post-test is 41,17.

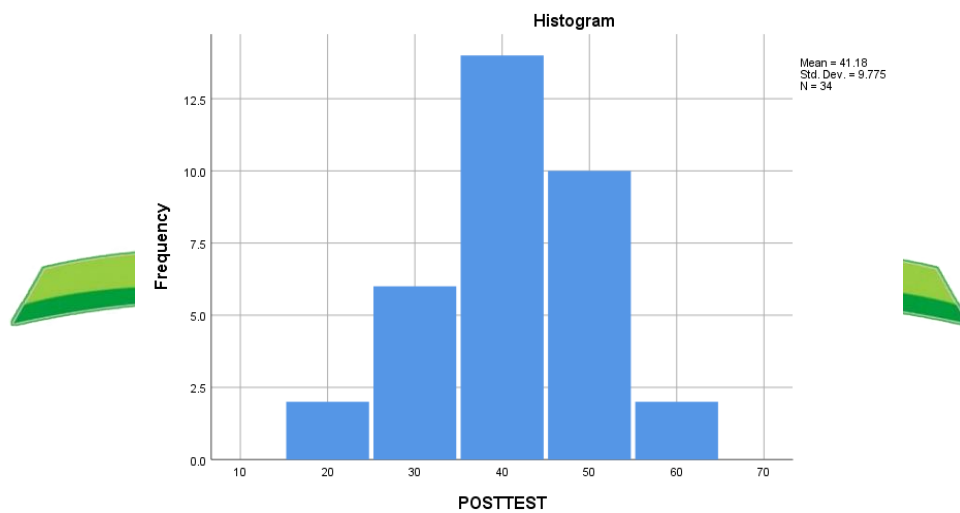
Table 4.11 Frequency Distribution of Post-test in Control Class

POSTTEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	5.9	5.9	5.9

30	6	17.6	17.6	23.5
40	14	41.2	41.2	64.7
50	10	29.4	29.4	94.1
60	2	5.9	5.9	100.0
Total	34	100.0	100.0	

The values in table 4.8 above are the students' post-test score in X T OI A. The table shows that 2 students gained score 20 (5.9%), 6 students gained score 30 (17.6%), 14 students gained score 40 (41.2%), 10 students gained score 50 (29.4%), 2 students gained score 60 (5.9%). The histogram below can show the data in more detail:

Figures 4.4 Histogram of Post-Test in Control Class



From the figure 4.4, it can be seen that $M = 41.18$ and $SD = 9.775$. To determine the category of students' writing skills was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($41.18 + 9.775 = 50.955$) was categorized into good.
2. Between $M - 1.SD$ ($41.18 - 9.775 = 31.405$) to $M + 1.SD$ ($41.18 + 9.775 = 50.955$) was categorized as medium.
3. Less than $M - 1.SD$ ($41.18 - 9.775 = 31.405$) was categorized as low.

Thus, it can be seen that the scores which are more than 50.955 was considered into good, the score between 42 - 60 was categorized into medium, while the score is less than 41.55 was categorized into low. That categorization can be seen clearly in the following table:

Table 4.12 The Categorization of Students' Pre-test in Experimental Class

No	Score	Frequency	Percentage	Criteria
1	More than	2	5.90%	Good
2	Between	24	70.60%	Medium
3	Less than	8	23.50%	Low
	Total	34	100%	

From the table above, it could be seen that the score of students' writing of experimental class in post-test showed that 5.90% in the good category, 70.60% in the medium category, and 23.50% in the low category.

B. Inferential Statistic

Before testing the hypothesis, the researcher must analyze the data by using assumption test.

1. Assumption Test

Assumption test consists of normality and reliability.

a. Normality

The normality test aims to state whether the data from students' test score about descriptive text for experimental class (X T OI B) and control class (X T OI

A) from the population is normally distributed. In this research, to test whether the data is normal or not is using Kolmogorov Smirnov formula.

Theoretically, the data is declared normally distributed if the value of sig. from each class more than 0,05. If the value of sig. less than 0,05, the data is not normally distributed. The results of the normality test are as follows:

1. Normality Test of Experimental Class

Table 4.13
Normality Test of Experimental Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.15389800
Most Extreme Differences	Absolute	.105
	Positive	.105
	Negative	-.090
Test Statistic		.105
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table 4.9, it showed that sig. 2 tailed of the class was 0.200. It can be concluding that the data from experimental class (X T OI B) was normally distributed because the value was higher than 0.05 ($0.200 > 0.05$).

2. Normality Test of Control Class

Table 4.14
Normality Test of Control Class
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.41301021
Most Extreme Differences	Absolute	.149
	Positive	.063
	Negative	-.149
Test Statistic		.149
Asymp. Sig. (2-tailed)		.053 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.



Based on the table 4.9, it showed that sig. 2 tailed of the class was 0.053.

It can be concluding that the data from control class (X T O I A) was normally distributed because the value was higher than 0.05 ($0.053 > 0.05$).

b. Homogeneity

Homogeneity test was conducted to determine whether the variant of data distribution on students' test scores from the two groups for each experimental class and control class were homogenous or not. In this research, the researcher used SPSS 25 version program to calculate the data of homogeneity test.

Table 4.15
Homogeneity Test of Experimental and Control Class
Test of Homogeneity of Variances

		Levene			
		Statistic	df1	df2	Sig.
students' test	Based on Mean	.000	1	66	1.000
scores	Based on Median	.000	1	66	1.000
	Based on Median and	.000	1	64.228	1.000
	with adjusted df				
	Based on trimmed	.001	1	66	.969
	mean				

According to the table of homogeneity test above, the result of data was 0.969. It means that the calculation of students' test scores is greater than 0.05 ($0.969 > 0.05$), it can be concluding that the data in this study has a homogeneous variance.

2. Hypothesis test

The testing of hypothesis was carried out after the normality and homogeneity tests showed the appropriate results. The researcher applied the T-test using SPSS 25 in analyzing the data. The result of the data calculation as follows:

Table 4.16
Mean Score of Experimental and Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	experimental class	84.12	34	8.916	1.529

control class	41.18	34	9.775	1.676
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Based on the results of the table above, it was known that the number of students in the experimental and control classes was 68 with 34 students in each class. The mean for the experimental class was 84.12, while the mean for the control class was 41.18. Based on the mean results, there were differences values between the experimental and control class. The score of experimental class was higher than control class. However, the acquisition of students' test scores in the experimental class needs to be analyzed by using Independent Sample Test to see whether the scores from the experimental class are significant or not.

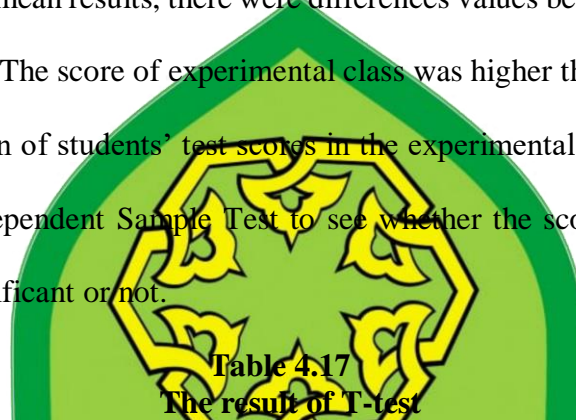


Table 4.17
The result of T-test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
students' test score	Equal variances assumed	38.64	.000	10.782	66	.000	41.76	3.874	34.03	49.49
	Equal variances not assumed			10.782	44	.000	41.76	3.874	33.96	49.56

Based on the result of independent sample test above, it is obtained that the value of T-test was 10.782 with the degree of freedom (df) was 66, and the value of t-table on significance 5% is 1.997. The result of independent sample test showed that the

value of T-test is higher than the value of t-table on significance 5% ($10.782 > 1.997$). It means that the use of gap-filling strategy with pictures has an effect on students' writing skills in class X T OI B students at SMKN 1 Jenangan. H_0 was rejected, but H_1 was acceptable

C. Discussion

Based on the research that has been done, the data obtained have shown that there is a significant effect of applying the gap-filling strategy with pictures on students' writing skills at X T OI B (experimental) class of SMKN 1 Jenangan, compared to the use of conventional teaching approach in X T OI A (control) class.

Based on Ferit's explanation, gap-filling is a form of exercise in which students are given several gaps in sentences to complete.⁴⁵ Gap-filling questions are usually in student textbooks. Apart from books, gap-filling questions are also often found in articles, posts and even quizzes on smartphones. Wlosowicz argues that gap-filling is a form of text construction. Even though the participants didn't write the entire text themselves, they had to fill in the blanks with the sentences they had chosen.⁴⁶ The implementation of this strategy in teaching writing is the teacher asks the students to make some group. And then, the teacher asks the students to analyze the missing sentences by using pictures as the clue in descriptive text. If the students not understand about the meaning of sentences or paragraph, they can ask the teacher. So, students will be active in learning activities. After that, to find out the level of students' understanding, the teacher gives some test with the other text individually. After they work together, they will work individually. Therefore, there will be an atmosphere of competition to get the best score. The students feel enjoy

⁴⁵Ibid Ferit Kilickaya.

⁴⁶Ibid Teresa Wlosowicz.

with the strategy given by the teacher so that they will more active in teaching and learning process, and also their learning motivation is increased.

Based on the data analyze, it can be seen from the average value of the experimental class (84.12) was greater than the average value of the control class (41.18). The two class of the experimental class and the control class are derived from the population which is normally distributed with a level of significance for the experimental class (0.200) and the control class (0.053) is more than 0.05 and has a homogeneous variance ($0.969 > 0.05$).

The result of hypothesis test (t_0) by using independent sample test showed the coefficient value of students who were taught by gap-filling strategy with pictures and students who were not taught by gap-filling strategy with pictures is 10.782. The computation of the test above compared to the t index (t_t) as presented below:

- a. If $t_0 \geq t_t$ H_0 was rejected. This indicates that the use of gap-filling strategy with pictures has no effect on students' writing skills.
- b. If $t_0 \leq t_t$ H_1 was accepted. This indicates that the use of gap-filling strategy with pictures has an effect on students' writing skills.

$$\begin{aligned} Df &= n_1 + n_2 - 2 \\ &= 34 + 34 - 2 \\ &= 66 \end{aligned}$$

The degree of freedom (Df) showed that the value is 66. The value of t index at the level of significance 5% is 1.997. Based on the test results in the experimental class by using independent sample test, the coefficient value is higher than t index ($10.782 > 1.997$). It means that H_0 is accepted and H_1 is rejected.

Based on the interpretation of the hypothesis test above, there was a significant improvement on students' learning outcomes when given the gap-filling strategy with pictures learning method than those who are not. It means that there is a significant

influence of gap-filling strategy with pictures on students' writing skills at tenth grade students of SMKN 1 Jenangan in academic year 2020/2021.



CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusions and recommendations as the closing of this research.

A. Conclusions



Based on the research that has been done, it can be conclude that the use of gap-filling strategy with pictures has a significant effect on students' writing skills at the tenth grade students of SMKN 1 Jenangan. To enable the students' enthusiasm in learning writing, teachers should provide materials, wish are suitable with the students and also appropriate with the curriculum. In this case, the use of creative teaching strategy is needed to help students to improve their motivation in learning process, so this will affect to their learning outcomes. One of creative strategies used to increase students' motivation is gap-filling strategy with pictures because this strategy can make students always feel curious about the meaning implied in the pictures, so they feel challenged to find the answers. The results of data analysis showed that the post-test average values in the experimental class are 84.12, while the post-test average values in the control class is 41.18. The results of post-test showed that the average value of the experimental class that was given treatment using the gap-filling strategy with pictures was higher than the control class who was taught by using conventional teaching ($84.12 > 41.18$), it means that there is significant increase on exerimental class scores compared to control class scores. The results of the hypothesis test also showed that t value is higher than the t index ($10.782 > 1.997$). Based on the test results, it can be assumed that H_0 is accepted while H_1 is rejected.

B. Recommendations

The researcher provides some recommendation based on the relationships in this research, which are explained as follows:

1. For Teachers

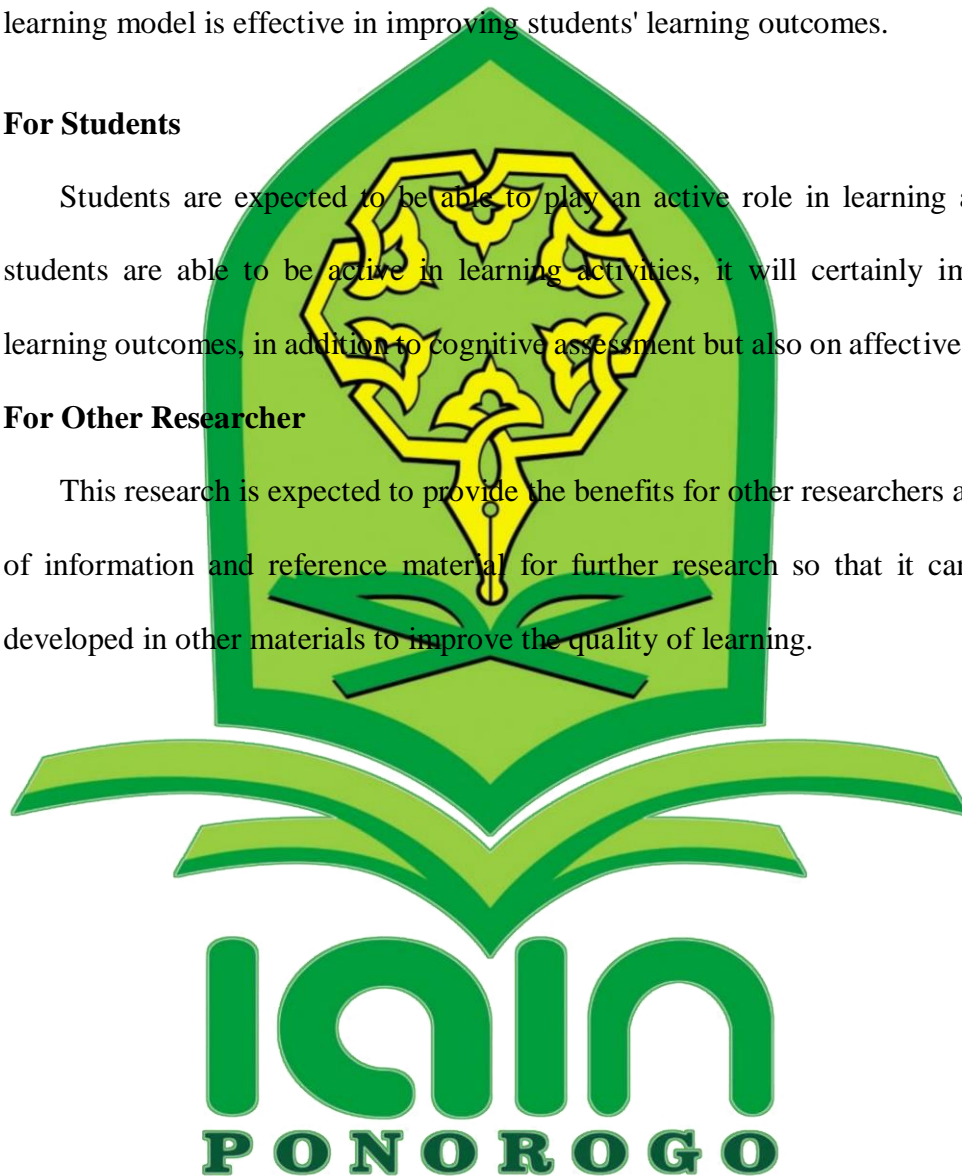
This research is expected to be a reference for the teachers to apply creative learning models, especially the gap-filling strategy with pictures learning model, because this learning model is effective in improving students' learning outcomes.

2. For Students

Students are expected to be able to play an active role in learning activities. If students are able to be active in learning activities, it will certainly improve their learning outcomes, in addition to cognitive assessment but also on affective assessment.

3. For Other Researcher

This research is expected to provide the benefits for other researchers as the source of information and reference material for further research so that it can be further developed in other materials to improve the quality of learning.



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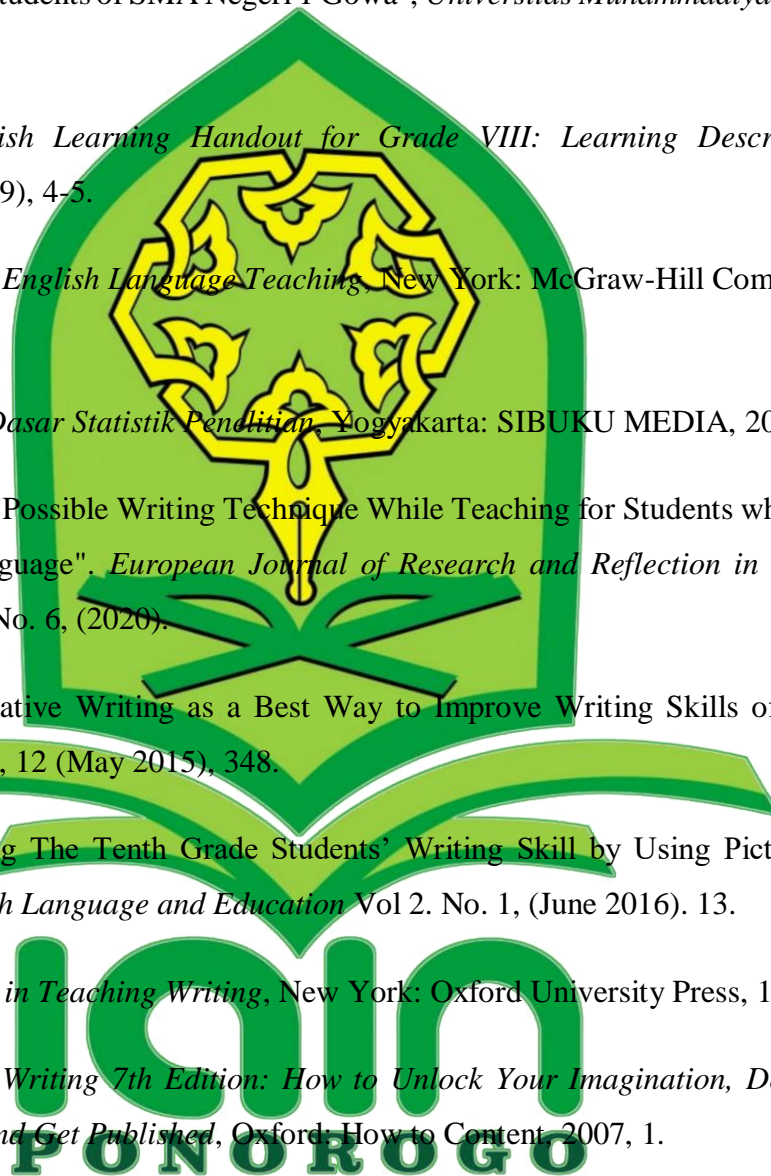
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