

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. It consists of the background of the research, setting of the research, limitation of the research, and formulation of the research. This research also discusses the purpose of the research, the significance of the research, and the definition of key terms.

A. Background of the Problem

Writing was a way to convey ideas and emotions. In writing, thoughts, ideas, information, views, and feelings are all expressed in written form. According to Harmer (2004), writing is expressing thoughts and opinions by telling stories that are either made up or the product of our imagination. These ideas and opinions are then grouped in concise paragraphs using simple words.

Writing descriptive writing was included as a requirement for the SMP syllabus in the 2013 Indonesian curriculum. However, many students continued to need help with writing in general and descriptive texts in particular. Early in January 2023, the researcher observed classes and conducted interviews with instructors and students to learn more about the challenges in teaching and learning writing skills in the seventh-grade SMP Negeri 4 Ujungbatu. Several variables impact their writing abilities. To study, convey their views, and share information about their experiences or noteworthy occurrences, many pupils wished to be able to write writings. However, when students write in learnt activities, they encounter some issues.

In the teaching and learning process, some things could have been improved in writing: first, Students had low motivation to write English because they thought learning English bored them. They did not understand, so they were less interested in learning English. Second, Students found it difficult to know the vocabulary in writing sentences and even a text, for example, a descriptive text. Thirty In the learning process, teachers still found it difficult to identify the learned styles possessed by students.

Learning styles have an important role in the learning process. When teachers understand students' learned styles, they will find it easier to carry out the learned process. In addition, teachers must use various methods to provide opportunities for students to understand the subject matter more easily. Students so that they could more easily understand the subject matter, used their learned styles, and helped them toward their writing skills.

Learning style based on modalities, according to the grinder in Nihayah (2011:1), could be classified into three kinds, namely visual learned style (more sensitive to the sense of sight), auditory learned style (more sensitive against the sense of hearing), and kinesthetic learned style (more sensitive with moved, worked, and touched) In this case, the researcher only focuses on one of the learning styles that will be studied, namely visual learning style. That will be studied, namely the visual learning style. Visual learning is a learning style where learners find it easier to put ideas or experiences in a text based on the images they see. Visual learners learn best by looking at illustrations. They tend to get it

best if it is made clear using graphs, movies, or pictures. They will learn it if they feel interested.

The characteristics of the visual learning style are as follows: 1) likes to talk to others and the frequency of speech is very high/ fast when talking; 2) when receiving the information is more likely to use their vision, then understand the meaning contained in it; 3) in addition, to receiving information by looking at pictures and so on, and the students can also receive information through the gestures of others, and 4) students who have a visual learning style are more likely to like things related to the imagination when the student sees something, then they imagine something and get their understanding that is different from the opinions of others.

This research was conducted in one of the junior high schools in Ujungbatu. This was the visual learning style in class seventh of SMP Negeri 4 Ujungbatu. Based on the description above, the researcher would conduct a study titled "Using Visual Learning Style Toward Students' Writing Skill In Descriptive Text At The Seventh Grade Of SMP Negeri 4 Ujungbatu".

B. The Setting of the Problem

Based on the background of the problems stated above, the researcher identified the problems found in writing skill as follows: First, students had low motivation to write English because they thought learning English made them feel bored and did not understand, so they were less interested in learning English. Second, students found it difficult to know the vocabulary in writing sentences

and even a text, for example, a descriptive text. Third, in the learning process, teachers still needed help to identify the learned styles possessed by students.

C. Limitation of the Problem

Based on the problem background above, researchers need to limit the Problem. Researchers only focus on "Using Visual Learning Style Toward Students' Writing Skill In Descriptive Text At The Seventh Grade Of SMP Negeri 4 Ujungbatu".

D. Formulation of the Problem

The research formulation can be formulated as the following question. "Is there any significant effect of "Using Visual Learning Style Toward Students' Writing Skill In Descriptive Text At The Seventh Grade Of SMP Negeri 4 Ujungbatu?"

E. Purpose of the Research

Based on this formulation, this research aims to determine whether the use of visual learning style towards the students' writing skill in the descriptive text had a significant visual learning style in writing skill in the seventh grade of SMP.N.4 Ujungbatu.

F. Significance of the Research

The importance of the research can be classified into some parts as follows:

1. To Students.

To provide motivation and assist them in improving their writing skills, especially in descriptive texts, and to make students' writing skills more structured.

2. To Teacher.

This research can provide an additional contribution to English teachers to develop their learning by teaching writing skills using visual learning styles that are interesting to students, and this research can improve teachers' abilities by visual learning style model in students' writing skills.

3. To Research

From the results of this study, researchers can develop written experiences related to their knowledge in research on English language education and learning, especially for writing skills.

4. To School.

This study's results can be used to improve students' writing skills at school. The results of this study can be used as information and a reference for further researchers related to this field.

5. To Reader.

This study's results motivate readers that the theory of visual learning style and other indicators is very useful to be applied in English learning style to create a conducive atmosphere for effective learning.

G. Definition of Key Terms

There are some terms in this research that will be classified to avoid misunderstanding the terms can be seen as follows :

1) Writing.

According to Oshima & Hogue (2006), writing is creating, organizing, writing, and polishing. In the first step of the process, a student creates ideas. In the second step, they recognize the ideas. In the third step, they write a rough draft. Furthermore, in the final step, they polish their rough draft by editing it and making revisions.

2) Visual Learning Style.

According to (Priyatna, 2013), visual learning style can be defined as the students will get information by seeing and reading. And every person has different ways of receiving information depending on their perspective.

3) Descriptive Text

Anderson and Anderson (2003:26) state that descriptive text describes a particular person, place, or thing. It means that descriptive text is designed especially about a person, a place, or something. They also stated descriptive text to tell about the subject by describing its features without including personal opinions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the related theories where the researcher puts the opinion from the expert. It also describes the review of related findings and the conceptual framework used by the researcher as the literature review. The researcher puts some theories related to the title of this research to support this research.

A. Review of Related Theories.

1) Writing

1.1 The Nature of Writing

Writing is one of the four foreign language skills of speaking, listening, and reading, which are considered basic skills for students to learn and develop. Writing is an activity or process to express ideas or opinions. (Agdia & Syafei, 2020) Said that writing is defined as a process of conveying ideas in written form. It is often considered a creative way of communication where ideas can be organised into good paragraphs.

Writing skills are becoming increasingly important in the global community, especially in education, both in second and foreign language learning (Weigle, 2002). This is because many aspects are regulated in writing, such as structure, vocabulary, punctuation, and spelling. Nunan (2003: 88) defines it as "As a physical and mental act. Its purpose is to express and impress. Writing is both a process and a product." At the most basic level, writing is considered a physical activity in which the actor writes letters to form words, as people do on paper, a

text message typed into a mobile phone, or an email message typed into a computer.

The research concludes that writing is a process of forming words in a structured and organised manner that is easy to understand and aims to express ideas, opinions, and experiences and share stories through handwriting.

1.2 Type of Writing

There are many different forms of writing. According to Morin (2011), there are four forms of writing: narrative, descriptive, expository, and persuasive. The following is an explanation of each type:

1) Narrative

Narrative writing is used to tell a tale. It is typically used for young students learning to write. Novels and short tales are two examples. People also utilize narrative to tell stories from the past.

2) Descriptive

A place, a person, or something can all be described in a descriptive piece of writing. Usually, descriptive writing is mono-focused. A place, person, or object is described in a descriptive text using particular details. Smell, taste, touch, and sound are examples of specific details.

3) Exposition

Writing that explains, informs, or clarifies topics based on facts is known as exposition. Alternatively, shed light on problems through facts.

4) Persuasive

Persuasive writing is used to express thoughts or ideas. Persuasive writing is intended to promote, influence, and persuade readers. Alternatively, explain concerns with facts.

Based on these theories, the researched conclude that the teaching of writing skills should be well organised. The types of writing activities to be applied in writing instruction are based on students' level and capacity in writing practice. The types of writing activities that we can do to produce good and structured descriptive writing are that students need to be exposed to descriptive texts through the selection of topics that are interesting and also enjoyable for students, stimulated with exercises to express ideas, and guided in the writing process that is appropriate to their level. In addition, they also need to be supported by providing quality and easy-to-understand feedback.

1.3 Components of Writing

Jacobs et al. (1981: 31) identify five essential writing components. The components are content, organization, vocabulary, language use, and mechanics.

1. The content.

Content is the process of planning, writing, and editing to make text clear and intelligible to readers. Furthermore, the information must be well-organized and full to generate a decent writing text. An excellent paragraph should have unity, each discussing only one primary theme. The paragraph's supporting phrases should be closely connected to the primary subject.

2. Organization.

When composing the text, the researcher pondered how he organized and arranged ideas chronologically. The thoughts are presented chronologically from beginning to conclusion.

3. Vocabulary

When producing texts, students constantly consider how to grammatically and creatively group words into phrases, which group sentences into paragraphs. Additionally, the content may result in writing that is simple to grasp.

4. Use of language

The use of language in writing presumes adherence to grammar or usage norms. It emphasizes agreement, verbs, and nouns. Stronger verbs and more specialized nouns help the reader visualize the description.

5. Mechanics.

Writing mechanics refer to the correct use of capitalization, punctuation, and spelling. This component is critical in leading the reader to grasp or recognize the writer's meaning accurately. Mechanics in writing help readers comprehend the purpose of transmitting the message or information stated in the writing.

The researchers concluded that content, organs, vocabulary, language use, and mechanics are components of students' writing skills. These components help us to make a text understandable and structured. Furthermore, these components will

become an assessment matrix to measure the achievement of students' writing skills. Each component has a score to evaluate students' writing skills, and the scores will then be collected as research data.

1.4 Process of Writing.

We naturally have a variety of writing methods. According to (Faraj, 2015), there are five writing processes. The first is prewriting, during which the author designs the idea for his writing or chooses the topic, readership, and venue before beginning the actual writing activity. The second is drafting, during which the author begins to write down all the ideas without worrying about errors. Revising is the third. The fourth stage is editing, where authors start to make revisions or look for faults in their text. The final step is publishing, during which the writer makes flawless adjustments to his or her writing. The writing is finished at this last step, after which it will be published.

According to (Hermilinda, 2018), the writing process also consists of five stages: prewriting, planning, drafting, pausing and reading, revising, and editing. (Table 1)

Table 1
Processes of Writing

Process	Description
Pre-write	Conversational writing, free writing, sketching, listing.
Planning	Think about readers and organising, think about pre-write list and organizing.
Drafting	Writing Introduction, Body and Conclusion.
Pausing and reading	Reading Pausing to read what has been written and to think of further ideas, Pausing when you run out of ideas
Revision and editing	Immediately correcting by adding and deleting ideas.

2) Visual Learning Style

2.1 Definition of Visual Learning Style

Visual learners use their eyesight to retrieve information and have a visual learning style: learning via sight. Neil Fleming initially proposed the three learning modalities known as the visual learning style to describe people's preferences for learning by sight (visual), sound (auditory), and touch (kinesthetic). Students who prefer visual learning have several traits, including retaining information presented through visual media, like PowerPoint presentations with movies, images, diagrams, and graphs. Students who learn using a visual learning style prioritize vision, such as by looking at symbols, graphs, or other items that can be seen directly with the eyes, according to the description of the visual learning style given by (Norton, 2015). Because they

want to see things clearly, the information presented during learning is more easily grasped.

Visual learning style (Syakir, 2014) teaches children to focus more on their vision by looking at photos or evidence they can trust. So, a visual learning style is a method of learning that relies heavily on vision to acquire and comprehend information during the learning process. Furthermore, it is corroborated by other specialists, where pupils with a visual learning style focus on their eyes rather than their hearing.

The researcher concludes that the visual learning style involves looking at something in front of him, such as images or other visuals, and then reflecting on the material it contains.

2.2 Characteristics of Visual Learning Style.

Features of the visual learning style Deporter (1992, p. 116) lists the following criteria of visual style: Students and learners frequently appear well-groomed, speak quickly, use pictures to help them remember or process information, struggle to remember visual instructions unless they are written down, and frequently ask someone else to repeat what they say. They also read quickly and diligently, preferring to read aloud to having someone else read for them.

Specifics of visual learning preferences there are various traits of visual learning styles, among them the following, according to several experts, one of them is (Rieger et al., 2016).

- a) Students with a visual learning style typically speak more when conversing with others.

- b) They use their eyes more when receiving information, what they see with their eyes typically affects the information they receive.
- c) Students receive more information because of the sight/eye factor.
- d) In addition to using their eyes more frequently to receive information, students can also pick up information from gestures.

Furthermore, according to Fleming (2001), students with a visual learning style model will be more interested and understand if they see firsthand what information is conveyed by others. For example, when looking at pictures, students will begin to imagine the picture to get information, then look at visual aids such as diagrams and the like.

From the above statement, the research, it can be concluded that the characteristics of a visual learning style are: when students are asked to imagine or draw something and then explain something, they can do it well because students who have a visual learning style can describe something in their minds which cannot be done by others.

2.3 Implementation of Visual Learning In Learning English

Dunn (2012) mentions how to incorporate visual learning styles in the classroom by describing many learning processes that teachers may utilize to fulfil the requirements of students with diverse learning styles. Implementing the visual learning technique in English class entails the following steps:

1. Making Use of Small Group Techniques.

The small group technique is a "circle of knowledge" in which students sit together and collectively debate a topic, exactly like any other approach. The teacher splits the class into small groups of 3-5 students.

2. Applying the multimodal resource paradigm (visual, aural, and kinesthetic) to teaching and learning.

The teacher uses graphics and movies in the small group approach. The teacher then invites students to deliver the assignments to the class. Following is an explanation of each point:

- a. Pictures.

Images have a significant role in the educational process. Flashcards, enormous wall paintings, cue cards, photographs, or sketches are examples of the many kinds of visuals, according to Harmer in Wulansari (2016). Teachers should employ images, PowerPoint, or an overhead projector (OHP) to grab students' attention throughout the teaching and learning process. Images can aid in the material's visual assimilation by students.

- b. Video

The benefit of using videos in class is that students can see and hear the content. Additionally, watching movies is a fun exercise that enables kids to take note of the plot, characters, surroundings, and more. Additionally, watching videos will be beneficial for aural and visual learners alike.

- c. Role Play According to Huda in Wulansari (2016), role play is a means to introduce real-world scenarios into the classroom.

Role play is an engaging and efficient learning method that allows students to test their skills during the learning process. Students with kinesthetic learning styles can also exhibit their physical capabilities via role-playing.

2.4 The Advantages of Visual Learning Style

A teacher may assist students in maximizing their learning styles in various ways. First, explain to them (students) that everyone learns differently and that all methods are equally effective. Each method has its strengths. It also assists pupils in recognizing their learning methods. Once students understand their learning preferences, please share the advice from De Porter and Hernacki in Nihayah (2011: 11): Visual Educator Encourage visual learners to include as many symbols and visuals as possible in their notes. Tables and graphs will help students grasp mathematics and natural science. Mind maps may be an excellent tool for visual learners in any topic since they learn best when they begin with "the big picture" or a basic overview of the subject.

3) Descriptive Text

3.1 Definition of Descriptive Text

Anderson (2003:26) defines descriptive text as describing a person, place, or object. That is, descriptive prose is written particularly to describe a person, location, or thing. They also claim that descriptive language conveys information about a subject by summarizing its characteristics without incorporating personal judgments. Furthermore, according to Pardiyono (2007:33), descriptive prose offers readers a description of live or inanimate objects. In other words, this text might describe a living or dead item.

Barbara (2004:142) adds that description gives an important point of view since it alters our sentiments and broadens our experience. That is, a description informs about something or someone, particularly one that alters the reader's view and broadens the reader's understanding.

Furthermore, the researcher finds that a description text is a text that informs about locations, items, and other objects in depth based on information held without expressing any personal viewpoint.

3.2 The generic structure of a descriptive text

According to Bamanti and Oktaviani (2011:50), the descriptive text's general structure is separated into two parts:

1. Recognition It is a general paragraph element that introduces or identifies the character.
2. It is a section of the paragraph that explains the character.

3.3 Language features of descriptive text

- 1) Adjectives, counting, and categorizing are frequently used in descriptive writing. For example, it is extremely chilly and has extremely thick fur.
- 2) Tense, which is frequently employed as the basic present tense. However, if the described object no longer exists, it will use the past tense: go, fly, and cook.
- 3) Thinking verbs (believe, think.) and feeling verbs (feel.) are used in descriptive writing.
- 4) Adverbs are also used in descriptive text.

B. Review of Related Findings

Several other previous studies exist :

Firstly, Jumrah (2022), a dissertation from the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammaadiyah Makassar, supervised by Muhammad Arif Paturusi and Maharida, entitled "Students' Learning Styles Using Neil Fleming's VAK Model." This research discussed the language learning style of Neheri 3 Bontomarannu Junior High School students. The kind of research is descriptive-quantitative. It was found that the visual learning style is the most dominant language learning style, and the visual learning style is the most dominant in performance.

Second, Hasanah Huswatun (2020), with the title: Analysing the visual learning styles used by 2nd-year English students. This study aims to determine the type and dominant visual learning style used by the second-semester students of English Language Education at FKIP UIR. The visual learning style is a way of thinking and analysis of information by focusing on vision and drawing conclusions from what is seen. Those who learn using a visual learning style generally concentrate more on their vision, looking at symbols, diagrams, or other directly visible things. The most common visual learning styles are Divergent, Assimilative, Extroverted, Sensing, Intuitive, Sensing & Divergent, Intuitive & Divergent, and Intuitive & Divergent.

Thirdly, entitled is Students' Learning Style on English Learner Performance at Somba Opu High School by Indah Triana Putri (2019). The thesis. University of

Muhammadiyah Makassar's Faculty of Teacher Training and Education offers courses in English language education. The purpose of this study is to identify the learning preferences of grade XI students at Somba Opu High School and the link between those preferences and English language learning achievement. The findings demonstrated that the most predominate students' choose auditory learning, which indicated that the student's learning style was acoustic. Additionally, the r analysis, which ranges from 0.20 to 0.399, was shown to be 0.334, indicating a poor correlation. In summary, the relationship between a student's learning style and academic success is weak.

Fourth, Rasmawati (2019) titled, "The use of visual-auditory kinesthetic (VAK) learning model for improving lexical knowledge of pupils (pre-experimental research on 7th grade of MT's Aisyiyah Sungguminasa)". This study aims to determine the effectiveness of using the visual auditory kinesthetic (VAK) learning model to teach English vocabulary in the form of nouns and verbs to grade seven students of MTs Aisyiyah Sungguminasa in the 2018/2019 school year. The researcher used pre-experimental research. Two tests, namely pre-test and post-test, were conducted by the researcher. The research results show that using Visual Auditory Kinesthetic (VAK) learning can improve the students' vocabulary.

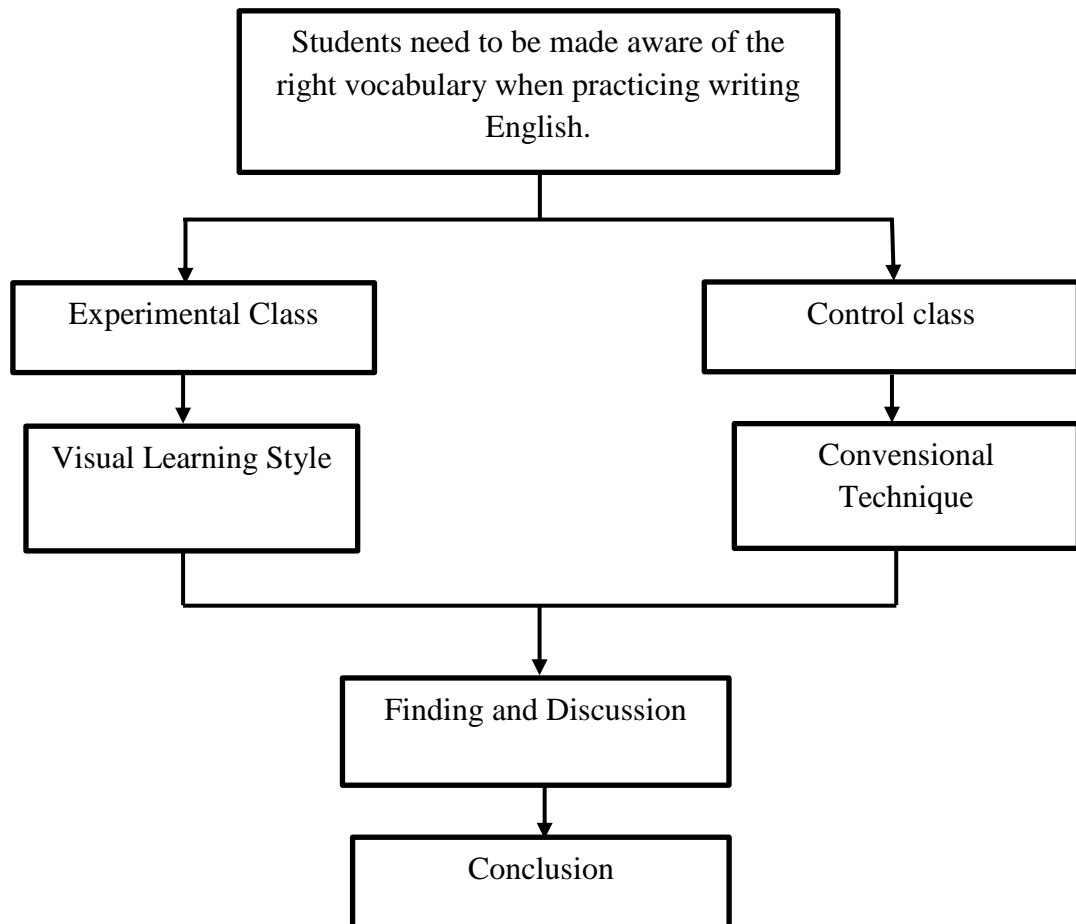
The last study is by Asakita Maga (2020), titled "The Relation of Pupil's Visual Learning Styles and Pupil's Readability in Class VIII SMP N 9 Pekanbaru". In class VIII SMP N 9 Pekanbaru, this study seeks to ascertain whether there is a substantial link between students' preferences for visual learning styles and their

reading comprehension. The issue was divided into two study issues that would be addressed with quantitative methods. After that, pupils took a 25-question test to gauge their level of reading comprehension. Based on the research findings, the Pearson correlation values indicate that the likelihood level is 0.000. This indicates that while H_0 is acceptable, H_a is not. As a result, in class VIII SMP, there is a substantial correlation between students' visual learning preferences and reading comprehension.

The researcher concluded that various visual learning styles are applied in senior high school and junior high school with various instruments used. This observation aims to determine whether visual learning styles can improve the writing skills of seventh-grade students at SMPN 4 Ujungbatu.

C. Conceptual Frame Work

Figure 1 Conceptual Frame Work.



A conceptual framework is a concept that researchers use in research. The conceptual framework is an analytical tool with several variations and contexts. For this study, the researcher wants to know the effect of visual learning style on students' writing skills. That is, the concept of this study is the use of conventional techniques and visual learning styles in learning to write in descriptive text. Visual learning styles are presented uniquely, with new themes accompanied by images that can stimulate students to think creatively and develop ideas for thinking and writing descriptive text.

D. Hypothesis

The hypothesis is the focus that predicts an answer to the research question. The hypothesis, which is still a temporary answer, will be verified numerically. (Sugiyono 2017: 31). A good work hypothesis is half the answer to the research question. The hypothesis is not a true assumption about the result of the research and is still in that position until valid data is collected. Based on the explanation above, the hypothesis of this study can be forwarded as follows:

- 1) The Alternative Hypothesis (H_1) : There is a significant effect of using visual as a learning style in writing skill in the seventh grade of SMPN 4 Ujungbatu.
- 2) The Null Hypothesis (H_0) : There is no significant effect of using visual as a learning style in writing skill in the seventh grade of SMPN 4 Ujungbatu.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research method, which consists of the research design, object, and instruments. This chapter also discusses the technique of collecting the data and the technique of analyzing the data.

A. Research Design

This study used an experimental research design. Suharsimi Arikunto (2000: 272) defines experimental research as research intended to determine whether there was a result of treatment on the investigated subject. The way to find out was to compare them or more experimental groups that were treated with one group and without treatment. Research focuses on a quantitative approach. This means that this study aims to see the effect of researched variables and measure the hypotheses of Eripuddin and Evi Kasyulita (2019). This study had variables x (independent variable) and y (dependent variable). The independent variable was the use of visuals. Furthermore, the dependent variable was writing skill.

The researcher used a quasi-experiment pretest-posttest controlled as the research design to see the effect of using a visual learned style toward students' writing skills. Batdal Niati (2014) stated that quasi-experiment research was researched that aims to investigate the cause and effect of the researched variable, observe the effect of treatments, and measure the hypothesis.

The researcher determines to select two intact classes. The first class was given a treatment called the experimental class, and the other class not been given a treatment called the controlled class. Then, both groups would be given a pre-

test to know the beginning condition; after the researcher was given a pre-test, the researcher began doing treatment, and the researcher tried to see the development of skill in writing. The last was administering post-test

Table 2.
Quasi-experimental Research Design

Class	Y1	X	Y2
Experimental Class	Pre-test	Visual Learning Style	Post-test
Control Class	Pre-test	-	Post-test

This research consisted of two independent variables (x) and the dependent (y). According to Creswell (2014), independent variables are variables that researchers regulate to test their influence on the dependent variable. In comparison, the dependent variable is the variable whose value is influenced or determined by the independent variable.

1. This research's independent variables (x) used a visual learning style.
2. The dependent variable (y) students' writing skill in descriptive text.

B. The setting of The Research.

The research was conducted on seventh-grade students at SMPN 4 Ujungbatu, Tengkrejo Street, Ujungbatu Timur sub-district, Rokan Hulu regency. This research was conducted from February 2023 until March 2023.

C. Population and sample

1. Population

According to Sugiyono (2019), the population is a generalization area consisting of objects/subjects with certain quantities and characteristics determined by researchers to study and then draw conclusions. The population is the totality of each element to be studied, which has the same characteristics, and it can be individuals from a group, events, or something to be studied (Handayani, 2020). The population of this research is all of the Seventh-grade of SMPN 4 Ujungbatu. The total population is two classes, and they are VII. A and VII. B. So, in this study, the total population is 50 students in two classes.

Table 3
Population of Research

No	Class	Male	Female	Total
1	VII A	11	15	26
2	VII B	12	12	24

2. Sample

According to Sugiyono (2016), samples represent a component of the population's size and characteristics. Samples are a subset of the population that is the data source in research, where the population is a subset of the population's characteristics (Sugiyono, 2017). Samples might save time in research because you don't have to investigate every portion. Another objective is to limit harm; therefore a lower sample size is preferable. So, in this study, the sample size was 50 students: 26 for the control group and 24 for the experimental group.

D. Instrument of the Research

The instruments used in this study used writing tests and interviews with several students. Suharsimi Arikunto (2010: 203) states that an "instrument is a tool that is selected and used by researchers in its activities collect data so that these activities become systematic and made easy. The writing test used was writing descriptive text and was assessed using a writing assessment rubric, and interviews were used to support the benefits of the strategies used in this research.

1) Written Test

The written test was utilized to determine the influence of the visual learning toward students' descriptive text writing skills in the seventh grade at SMP Negeri 4 Ujungbatu. In this study, the researcher employed a written test. The tool was a writing test designed to measure students' writing abilities. It also discovered student's writing abilities after using the visual learning style. The test consists of two parts: a pretest and a posttest. The students created descriptive texts. The researcher administered a descriptive text writing exam to assess the student's writing abilities. The students were given three subjects for the pretest and posttest, and they were allowed to pick one of them and develop it into a descriptive narrative.

The researcher investigated their writing ability on a particular writing test, ranging from poor to excellent, using a scoring rubric from Weigle (2016). A writing rubric is a tool used to evaluate a person's writing. A writing rubric comprises five standards: concept, organization, vocabulary, language use and mechanics. (Table 4)

Table 4
Rubric Assessment

Level	Score	Criteria
Content	30-27	Excellent To Very Good. Through the development of paragraph unity relevant to the topic, topic sentence, and concluding sentence.
	26 – 22	Good To Average. Limited development of paragraph unity, mostly relevant to the topic, but lacks detail.
	21 – 17	Fair To Poor. Limited knowledge of paragraph, inadequate development of the topic
	16 – 13	Very Poor. It does not show knowledge of the paragraph and is not enough to evaluate
Organization	20 – 18	Excellent To Very Good. Ideas and arguments are logically organized, and the text is cohesive and coherent based on the context.
	17 – 14	Good To Average. Limited supported idea logical but incomplete sequencing and text cohesive enough based on the context.
	13 – 10	Fair To Poor. Less cohesive and coherent text, so the text is difficult to understand.
	9 – 7	Very Poor. It does not use components of cohesion and coherence so that the text cannot be understood.
Vocabulary	20 – 18	Excellent To Very Good. Effective word usage, word form mastery
	17 – 14	Good To Average. Adequate range error of word form
	13 – 10	Fair To Poor. Limited range of frequent errors in word form
	9 – 7	Very Poor. Essentially translation, little knowledge of English, and vocabulary errors in word form.
Language Use	25 – 22	Excellent To Very Good. Effective complex constructions. Few errors in agreement, tenses, number, word order/function, article, pronoun prepositions
	21 – 18	Good To Average. Effective but simple construction. Several errors in agreement tense, articles, pronouns, and

		prepositions, but the meaning is seldom obscured.
	17 – 11	Fair To Poor. Simple frequent errors of tense, word function, articles, pronouns, prepositions, and meaning confused.
	10 – 5	Very Poor. No mastery of constructions dominated by errors does not communicate and is not enough to evaluate
Mechanics	5	Excellent To Very Good. Mastery of conventions, few errors in spelling, punctuation, and also capitalization
	4	Good To Average. Occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	Fair To Poor. Frequent errors in spelling, punctuation, capitalization, paragraphing, and meaning are confusing.
	2	Very Poor. No mastery of conventions, dominated by errors, and not enough to evaluate

2) Documentation

Documentation is one way to collect data in books, learning activity forms, regulations, pictures, and video files. Research documentation is a review of research results. In this documentary, the researcher also attaches a lesson plan.

3) Interview

This interview was conducted with several students who experienced an increase after the researcher conducted treatment. Sugiyono (2009) explains that this research can be used (in quantitative research) if the researcher wants to conduct a preliminary study to find the problem to be studied and if the researcher wants to know things from the respondent in more depth and the number of respondents is small. The interview was conducted to find out the effect of the strategy used by the researcher. This interview uses Indonesian language, which is

everyday language, so it is easier for students to answer and explain some of the questions during the interview.

Table 5
Interview Questions

No	Question	Answer
1.	Do you like learning English or not, if you use the visual learning style?	
2	What do you think about the visual learning style in English lessons, especially in English writing skills?	
3	What makes you dislike learning English by using this visual learning style? So you get a low score compared to other friends.	
4	What made you like learning English by using this visual learning style? So you get a high score compared to other friends.	

E. The procedure of The Research

1. The procedure of research for control class

1. Pre-test

The researcher gave the pre-test to the control class. Pre-test is given to know the previous students' writing skill. In pre-test, the students wrote and chose one of several topics given by the researcher. It is similar with pre-test in the experimental class. The topic about descriptive text are my plan, food and game/sport.

2. No Treatment

There are no treatment in control class. Students learnt essays by conventional teaching. In other word, control class did not use visual learning style. The topic of learning material were the control class as same in experimental class. The students wrote descriptive text about my plan, food and game/sport.

3. Post-test

The post-test is done after the pre-test. it is purposed to know if there is significant effect. The researcher gave the writing test items as same in the post test of experimental class. The topic are goals, animal and movie/Film.

2. The procedure of Research for Experimental Class

1) Pre-test

The researcher will gives pre-test to experimental class to measure students' writing skill before getting treatment. The learning process using in this class is visual learning style model. The student will practice write and choose one of several topics given by researcher about recount text. It is similar with pre-test in the post-test. The topic about goals, animal and movie/film

2). Treatment (Visual Learning Style)

The treatment that the researcher will use the experimental class is visual learning style model. The students will learn recount text by using this learning style. The topic of learning material in experimental class is same as in control class. The topic is recount text about goals, animal and movie/film.

3). Post-test

The post-test is done after applying the visual learning style, it purposes to know if there significant effect or not. The researcher gives the writing test as same in the post-test of control class. the topic is descriptive text about goals, animal and movie/film.

Table 6.
Teacher Activities at Seventh Grade

No	Control Class	Experimental Class
1.	Pre-Activities <ul style="list-style-type: none">- The researcher checked the students' attendance.- The researcher will give a pre-test about writing skills.	Pre-Activities <ul style="list-style-type: none">- The researcher checked the students' attendance- The researcher will give a pre-test about writing skills.
2.	Whilst-Activities <ul style="list-style-type: none">- The teacher opened the class by greeting the students and explaining in brief what they were going to do in the meeting.- The teacher gives the material- The teacher explains the material.-The teacher gives an example of material-The teacher explains the example of the material	Whilst-Activities <ul style="list-style-type: none">-The teacher opened the class by greeting the students and explaining in brief what they were going to do in the meeting.- The teacher gives the material descriptive text.- The teacher gives the example of material, model, and instruction.-Teacher tries to use visual as learning style. Step 1: The teacher explained about social function, generic structure, and language feature of descriptive text.

		<p>Step 2: The teacher introduced about visual learning style to the students.</p> <p>Step 3: The teacher used visual learning style to explanation about the topic descriptive text.</p> <p>Step 4: The teacher explained about simple present tense, which is one language feature descriptive text.</p> <p>Step 5: The teacher asked students to make a descriptive text. The teacher gave a topic and students choose one of them from the topic.</p>
3.	<p>Post-Activities</p> <ul style="list-style-type: none"> - The researcher checked students' attendance. - The researcher will give a post-test about test writing skills. - The researcher evaluated the result of the test 	<p>Post-Activities</p> <ul style="list-style-type: none"> - The researcher checked students' attendance. - The researcher will give a post-test about test writing skills. - The researcher evaluated the result of the test

F. The technique of Collecting Data.

This study gathered data using pretest and posttest written tests given to students. The data collecting methodologies employed in the present research on the influence of using a visual learning style on the writing skills of SMP Negeri 4 Ujungbatu students in the seventh grade. Widoyo stated that (2012: 33) to collect

the data researcher could use many methods, including questionnaires, interviews, observations, and testing.

The researcher will conduct five times: a pretest in the first meeting, three times for the treatment, the last meeting posttest. The researcher conducted a written test to measure the visual learning style of the seventh-grade students of SMP Negeri 4 Ujungbatu. The researcher used the technique of writing descriptive texts based on topics chosen by the students. The written tests also include exercises and tests, including pre-tests and post-tests. In this research, the data collection method is through the use of tests. To identify the problems in this study, the test will be administered before and after the treatment: the students will be given a pre-test before they are given the antidote, after the students have been given the treatment using the visual learning style, the students will be given a post-test task to measure the extent to which the students can be effective in their writing skills by using the visual learning style, to find out if there is a significant effect on writing skills using a visual learning style, the results can be known by giving the pre-test and post-test scores.

G. The technique of Data Analysis

Data analysis is about giving meaning to data. The data is analyzed and processed after the researchers have received the data from the pre-test and post-test. The technique of data analysis will be statistical analysis, which is descriptive analysis. The data analysis technique will be statistical analysis, which is descriptive analysis. The range score can be seen as follows:

Table 7.
The Score for Writing Skill

Range of the Score	The level of the Skill
80-100	Very Good
70-79	Good
60-69	Fair
55-59	Poor
0-54	Very Poor

(Dirgeyasa, 2018)

1) Normality Data

According to Niati and Annajmi (2020), the normality test is aimed to see whether the data normality is distributed or not.

Statistical Hypothesis:

H₀ = The data of pre-test and post-test in the experiment class and control class are normally distributed.

H_a = The data of pre-test and post-test in the experiment class and control class are not normally distributed.

This uses to determine the slope formula. If $\text{sig} \geq 0,05$, the data is normal, and H₀ is accepted. However, if $\text{sig} \leq$, the data is not normal, and H₀ is rejected.

2) Homogeneity Data

According to Niati and Annajmi (2020), the homogeneity test is used to see whether two sets of data have a homogeneous variance or not.

Statistical Hypothesis:

H_0 = Both variance is homogeneous

H_a = Both variance is not homogeneous

If both the samples are normal, then continue to the second test of homogeneity of variance. If $\text{sig} \geq 0,05$, the data is homogeneous, and H_0 is accepted. However, if $\text{sig} \leq 0,05$, the data is not homogeneous, and H_0 is rejected.

3) T- Test

To analyze the data, use it to examine the significant effect of the using visual learning style in the post-test. The researcher will use the independent sample T-test to measure the data—provisions $\text{sig.} \geq 0.05 = H_0$ was accepted, and H_a was rejected, and if $\text{sig.} \leq 0.05 = H_a$ was accepted and H_0 was rejected or $t\text{-value} > t\text{-table} = H_a$ was accepted and H_0 was rejected. However, if $t\text{-value} < t\text{-table} = H_0$ was accepted and H_a was rejected.

A hypothesis test uses to determine whether there is a significant effect of visual learning style on students' teaching writing skills at SMPN 4 Ujungbatu.

H_a = There is a significant effect of visual learning style on students' teaching writing skills at SMPN 4 Ujungbatu.

H_0 = There is no significant effect of visual learning style on students' teaching writing skills at SMPN 4 Ujungbatu.

If the sample is normally distributed with homogeneous variance, then use a t-test with the formula:

$$t_0 = \frac{x_1 - x_2}{S_D \sqrt{\frac{n_1 + n_2}{n_1 n_2}}}$$

With :

$$S_D = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Explanation:

t_0 = The value of t-score.

x_1 = The mean score/average of students' experiment class.

x_2 = the mean score/average of students control class.

n_1 = number of students in the experimental class.

n_2 = number of students in the control class.

s_1^2 = variance of experimental class.

s_2^2 = variance of control class.