THE INFLUENCE OF STUDENTS' IMAGINATION TOWARD THEIR WRITING SKILL OF DESCRIPTIVE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining The Degree of Bachelor
in English Language Education

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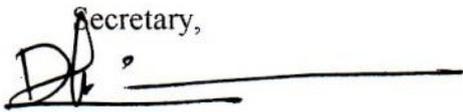
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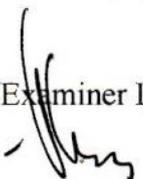
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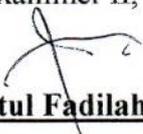
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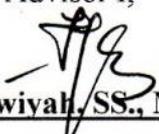
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iii

ADVISOR NOTE

To;
The Dean of Education and Teacher Training Faculty
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Assalamu'alaikum wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Tittle	:	**The Influence Students' Imagination toward Their Writing Skill of Descriptive Text**
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at munaqosyah session.

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ABSTRACT

Title : The Influence of Students' Imagination toward Their Writing Skill of Descriptive Text
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The objective of this study was to find out the relationship between students' imagination toward their writing skill of descriptive text. The population of this study encompassed all students of MTs NU 01 Tarub especially the eighth grade students in the academic year of 2017/2018. The writer took 15% from all population. The researcher took VIII B in the academic year of 2017/2018 as the sample of research. The data were analysed by using one predicator regression. The finding arrived at conclusion that statistically there was a significant relationship between students' imagination toward their writing skill of descriptive text at value r = 0,5199511838 it means significant and hypothesis is accepted, because r_{xy}= 0,5199511838 >r_{table}(0,329) at level of significance 5% and r_{table} (0,424) at level of significance 1%. This data result indicated that students' imagination has moderate correlation toward their writing skill of descriptive text with F_{count} (regression) = 12,643 while F_{table} for df 1 : 34 (quantifier = 1; denominator = 34) at level of significance 5% = 4,13, it means that F_{count}>F_{table}, so that there was functional relation that was significant between variable of students' imagination and writing skill of descriptive text.

Keywords: imagination, regression, descriptive text

MOTTO

"Work with heart because we are human rather than a cow"
(Zona Nyaman – Fourtwnty)

DEDICATION

I dedicate this thesis for:

1. My beloved father and mother (Mr. Machfudz Choliq and Mrs.Saidah) who always understand and support me. The first person who always give me best smile and hear my complaints patiently.

2. My wonderful family (Rifatul Umroh, M. Iqbal Nata Atmaja, Bayu Nabilatul Azami) who always inspire and support me.

3. My great roommates (Dina MilatiAzka, Lutfiatu Dzikriyah, Khilyatus Sa'adah, Nurfitriatun Khasanah, Nurmita Fitriani) who always give best words and motivation

ACKNOWLEDGEMENT

<p align="center">بسم الله الر حمن الر حيم</p>

First and foremost I do thank to Allah who has given me insight and strength to finish this research completely untitled "THE INFLUENCE OF STUDENTS' IMAGINATION TOWARD THEIR WRITING SKILL OF DESCRIPTVE TEXT". Sholawat and Salam always are given to the Prophet Muhammad who brings us from the darkness to the brightness.

The researcher realized that there are many people who helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express gratitude for all them.

1. Dr. H. Raharjo, M.Ed the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.

2. Dr. H. Ikhrom, M.Ag. as the chief of English Language Education Department UIN Walisongo Semarang

3. Siti Tarwiyah, SS., M. Hum. as my advisor for the hospitality and giving great motivation, helpful corrections and suggestion to improve this thesis during the consultation.

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9. My dearest friends for the colorful days of laugh, jokes, tears, and togetherness," Moly, Ubay, Ella, Lina, Ulfa,Mawar,Hima, Risma, Mala and Afwah" who always support and understand me.

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12. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, the researcher realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better.

Semarang,

The Researcher

<u>Naelil Izzati</u>

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LIST OF CONTENT

LIST OF TABLE

List of Figures

List of appendices

CHAPTER 1
INTRODUCTION

A. Background of Study

Language skill is one of important point that students need to master. Language skills is integrative, it means that fourth of language skills are interconnected. Those skills they are listening, speaking, reading and writing. One of skills that must be controlled in language aspect is writing.[1] English Language is the system of communication accessing interpersonal communication, exchanging information and enjoying aesthetic culture. As we know English subject has been studied since in elementary level. It is because English language is one of official international language and to be primary language that is used in the international affair.

One part which is studied in English is writing. People who want to communicate perfectly should master writing skill. Writing is used to inform ideas and concept to others in written form. Writing skill could make people able to gather or obtain information, see connections between ideas, organize ideas into an explainable concept, absorb and process information and activate learning particularly in written form. Nowadays, writing skill becomes very important for the global particular community in education both in second- and foreign- language learning. With writing, we are demanded to develop ideas to show our composition. When we develop ideas, we need creative ideas to make our essay more qualified. According to Yoris Sebastian, creative different with Intelligence Quotient (IQ), it is because IQ has been being since we born and can not be changed when we become an adult, while creative is a skill that can still be sharpened and developed. Yoris declares that creative idea like a little point. It has a revolution, growing to be great something because doing a long process, and we can try our self to be a creative person.[2]

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[1]Yossi Idris, et al, "*Peningkatan Ketrampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang"*, Jurnal Bahasa, Sastra dan Pembelajaran, (Vol.2, No.3, October/2014), p.15

[2]Yoris Sebastian. 2013. *Oh My Goodness! Buku Pintar Seorang Creative Junkies*. Jakarta: PT Gramedia Pustaka Utama

Creativity is a blend of intellectual element, imagination and motoric in person. This skill builds unique creativity that is manifested in various forms. Start from art and literature, technology, language, culture, science, logical thinking, and motoric intelligence.[3] Creativity is someone special ability that is dominated by the power of imagination and motion to create. While talent is potential or special ability that "exist" and "owned" by human since he was born. Skill is the potential and special ability that innate naturally while creativity is not. Creativity is not the special potential that is inherited through genetic cross-breeding but it is the potential that grows through experience process: learning, imagination, and human thought. The creativity consists of elements, they are: art, beauty, combining pattern, combining form, composition of color and the uniqueness of imagination in real form. The elements that creativity possess are unattached by a pattern or should follow a systematic procedure of scientific knowledge, but they blend between imagination (theory) and reality (practice). Creativity has "free" character, because sometimes this character has abnormal and unique character but interest.[4]Taken as part of the human potential, imagination exists as the individual's innate resource, impenetrable, secret and unquestionable and for these reasons, must be tamed.[5]

Creative writing is writing activity to express thought and feeling in imagination, spontaneity and real. A composition is called creative if the composition has original, spontaneous, and imaginative characteristics.[6] According to Adele Ramet, creative writing is having the power to create an imagination, original literary production or composition and can be applied to every broad spectrum of writing genres.[7] Learnt due to imagination and cognitive effort, is a privileged means to express dreams, fantasies and mental representations.

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[3]Jasa Ungguh Muliawan, *Mengembangkan Imajinasi dan Kreatifitas Anak*, (Yogyakarta: Penerbit Gava Media)p.xiii

[4]Jasa Ungguh Muliawan, *Mengembangkan Imajinasi dan Kreatifitas Anak*, (Yogyakarta: Penerbit Gava Media) p. 3-4

[5]Colello, Silvia M. Gasparian. *"Imagination in children's writing: How high can fiction fly." Notandum* (Vol.10, No.14, 2007), p.5.

[6]Rahmat Aziz. "Karakteristik Pribadi Kreatif dan Kemampuan Menulis Kreatif." *Jurnal Anima: Indonesian Psychogical Journal* (Vol.24, No. 2, 2009), p.116.

[7]Adele Ramet, *Creative Writing How to Unlock Your Imagination, Develop Your Writing Skills- and Get Published*. (Oxford: How to Content A Division of How To Books Ltd, 2007) p. xi

In terms of English learning process, imagination is important and has several effects, this term gives influence how they learn to write and make good writing. According Kate Granvile writing requires some imagination and creativity, it means writing is cognitive activity that requiring imagination. The beautiful writing can be dull without dialogue, action or interaction to liven them up. When writing, we do imagination process then it is necessarily an activity that is other-oriented, one interested in forging or extending relations between the writing self and other or otherness.[8] As we know that descriptive text has purpose for reader as if seeing thing which is told. Descriptive text uses subjective pattern but the writer also improve opinion or impression in an object that was being explained. Based on explanation about the purpose of descriptive text, it shows that imagination working on the text description.

As we know that in national education curriculum, descriptive text has been thought since in junior high school level. It makes descriptive text becomes one of skill in writing that should be mastered by students. Based on this case and problem above the writer feel interested to investigate there is significant influence between students' imagination toward their writing skill of descriptive text. This researcher was entitled **"The Influence of Students' Imagination toward Their Writing Skill of Descriptive Text"**.

B. Research Problem

In this research, the writer tries to find the influence students imagination toward their writing descriptive text. So the research problem is formulated as follows:

Is there significant influence of students' imagination toward their writing skill of descriptive text?

C. Objective of the Research

Based on formulation above, the objective of the research is to find the influence of Students' Imagination toward Their Writing Skill of Descriptive Text

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[8] Anne Surma, *Public and professional writing: Ethics, Imagination and rhetoric*, (New York: Palgrave Mac Millian, 2005) p..30

D. Reason for choosing the topic

1. Writing is the most important thing in English skill that every people ought to have.

2. The writer want to know one of the factors that influence in writing descriptive text

3. The result of this study can support the teachers and students in teaching learning process

E. Pedagogical Significance

The researcher hopes this research has many benefits in the field of knowledge and who to be a part of education institution. Besides, this research has contributions for all participants:

1. For Teacher

   To discover factor that influences in student writing especially in writing descriptive text.

2. For student

   Student develops more about their imagination to write descriptive text better. The Researcher hopes students would be interested to write.

3. For Researcher

The researcher gets much knowledge that can not be obtained in the lecture and new experience outside of lecture

4

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

1. Gokli Sinaga (Kode, Jurnal Bahasa, vol,1, no. 2) conducted a research by title "Pengaruh Penerapan Strategi Imajinasi terhadap Kemampuan Menulis Puisi oleh Siswa kelas VII SMP Negeri 2 Tarutung Tahun Pembelajaran 2012/2013"

The research aim is to discover the influence of applying strategy of imagination toward writing skill of poetry. In this research, the population of the research is all students at VII grade of SMPN 2 Turutung, the sample is conducted by random sample method.

This study shows *pre-test* normality experiment getting $L_0 = 0,125$. It appears $L_0 < L_t$ $0,26 < 0,161$. It shows that the data of the result of learning writing poem with using imagination strategy have normal distribution. *Post-test* gets $L_0 = 0,141$. It appears $L_0 < L_t$ there $0,141 < 0,161$ and it proves that the data of learning result of writing poem with using imagination strategy have normal distribution. The result above proves that the variance population is homogeneous. The Result of calculation "t" test gets t_0 larger than t_{table}, $6,38 > 2,04$. The calculation of nil hypotheses test (H_0) is rejected and alternative hypothesis is accepted.

Based on this research, strategy of imagination is one of the active learning method. Active learning is the eway teacher for activate student in learning process in class. Everyone has the ability to imagine and the point that distinguishes it is the sharpness of person in seeing and interpreting the reality of life in surrounding. With the power of imagination, the writer is able to explore various experience of human mind. The writer is also able to show various reality and an imaginative life experience although the writer has no direct experience about what he wrote. In this journal the writer less to discuss about the benefit of using imagination strategy in writing Poem, the writer just discuss more about the purpose of using imagination strategy.

Students' ability will be better after getting imagination strategy treatment than before getting imagination strategy treatment. This strategy has significant influence in student ability writing poem. There is similarity and difference between this previous study and my current study. The similarity between this

previous study and this study is that previous study same tries to find out the influence students' imagination toward writing skill and the differences between this previous study and this study is that previous study tries to find out the influence imagination toward writing poetry but in this study finds the influence imagination toward writing descriptive text.

2. The final project was conducted by Ugik Yulianti with title "*Pengaruh Kecakapan Imajinasi dan Lisan terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas III*"

   The research aim is to discover the influence of imagination skill and oral proficiency in Indonesian learning. In this research, population of the research is all students at 3rd grade of SD Muhammadiyah 16 Karangasem. The ability of imagination is an ability that is owned by an individual to respons or give reaction. This research uses quantitative methods. The correlation coefficient value that is obtained by this research for X_1 (efficiency of imagination) has 1,240, for X_2 (efficiency of oral) has 0,270, and for the constant has 2,956, it means that X_1 and X_2 have positive influence that proportional to improve student learning outcomes. while in research design using experiment research.

   Based on this research imagination skill is ability that is had by individual to give respons or give reaction to aware or unaware something. Imagination skill needs oral skill to deliver what is known by student and to communicate. The skill of oral is ability to relate directly. The indicator of oral skill, They are choosing exact topic, mastering material, understanding the material, understanding situation and formulating exact purpose. In this research, the purpose and the aim of research are not described clearly by the writer, the writer does not explain well. Researcher also finds explanation that is not described clearly in this research.

   Imagination skill makes students able to give response or give reaction toward something either consciously or unconsciously. Indonesian lesson needs oral skill to deliver that want to know by students and to communicate. This previous study and this study are same to discover the influence of mastering imagination in study language. The differences between this previous study and this study, they are: (1) this previous study is not only discovering the influence of mastering imagination toward study in language but also researching the influence of mastering oral toward study in language. (2) this previous study uses experiment research but in this research uses simple regression research (3) this

previous research discovers the influence imagination in indonesia language study but this research discover the influence imagination in writing descriptive text.

3. The final project was conducted by Sri Handayani with title "The Influence of Roundtable Technique and Students's Intelligence on Students's Writing Skill" (An Experimental Research on Descriptive to The Tenth Grade Students of SMA Negeri 1 Ngaglik Sleman Yogyakarta in The Academic Year of 2011/2012)

The research aims tries to discover whether roundtable technique is more effective than direct instruction in teaching writing and to discover interaction between teaching techniques and students's intelligence to teach writing. This research uses quantitative methods, while in research design uses experiment research. The researcher analyzes the data or the variance using ANOVA. The conclusion of this study student who is taught using Roundtable Technique has better writing skill than those who are taught using direct instruction. Second, student who has high intelligence has better writing skill than those who has low intelligence. Third, there is no interaction between teaching techniques and students's intelligence level in teaching writing.

In this study is explained that Roundtable technique is used to brainstorm or to stimulate ideas by taking turns and writing the ideas/solutions before passing The paper to the others. Roundtable technique in cooperative Teaching writing needs theme/title, a piece of paper and writing tools, and a dictionary (Electronic/book)

Roundtable Technique is more effective than Direct instruction for teaching students' writing skill at the tenth grade students of SMAN 1 Ngaglik Sleman. The similiarity between this previous study and my current study is both this previous study and my study discuss about the influence factor in writing descriptive text. The differences between this previous study and my study, they are: (1) in this previous study discusses 2 factors that influence in writing descriptive text but in my study just discuss one factor (2) this previous study uses experiment research but in this study use simple regression.

B. Literature review

The theoretical framework presents three points. The first topic discusses students' imagination containing definition of imagination and the ability to imagine. The second topic is considered about writing descriptive text containing definition of writing, writing skill and descriptive text.

1. Students' imagination

   a. Definition of imagination

   Imagination is more important than knowledge. Knowledge is limited to all we know and understand, while imagination embraces the entire world and all there ever will be to know and understand. Most of people give means creativity with special intelligence that not only trade on in the ability brain work but also combining between motoric and imagination. According to *Jeanne Ac* imagination is a mechanism of communication among changing in perception, emotion, and body.[1]

   Imagination is a cognitive process that is the complex of mental activity when the elements in the mental activity are lost from the sensory sensation. Imagination involves synthetic that combining aspects from remembrance, memories or experience to be a mental construction that different from past event or to be new reality in right now.[2] children who develop imagination skill and play with full imagination tend to be happier and more stable in learning. Imagination is the way to think that need introspection. Imagination involves the senses like the lens eyes focused on the image.[3] Imagination can be classified into two kind, they are conscious imagination and unconscious imagination. Conscious imagination is deliberate imagination and any effort from the subject to entry in imaginary world. This imagination can be classified again into 2 kind, they are active and passive imagination. Active imagination is handled by thought and desires while passive imagination is not handled. Furthermore two kind of this imagination, both active and passive can be abstract, determine or

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[1]Lane Longino Waas, *Imagine That! (Ayo, Berkhayallah): Cara Baru nan Jitu Mengembangkan Beragam Kecerdasan Lewat Kemampuan Berimajinasi*, (Bandung: Penerbit MLC, 2005), p. 62

[2]Faisal Afiff, "Berfikir Imajinatif", *http://sbm.binus.ac.id/_files/_2013/05/_ARTIKEL-BERFIKIR-IMAJINATIF.pdf*, accessed in 21 Agustus 2017.

[3]Lane Longino Wass, *Imagine That! (Ayo, Berkhayallah): Cara Baru nan Jitu Mengembangkan Beragam Kecerdasan Lewat Kemampuan Berimajinasi*. p.69

8

combine. The imagination is abstract when in imagination any parts that are omitted. Imagination is determine when imagining the certain scheme already exist, and then filled with other illustration. Imagination is combined when combining parts of one response with other response.[4]

b. The ability to imagine

The ability to imagine has first place as the basic element in creativity formation. The ability to imagine in formal term, splits into two, they are rational imagination and fictitious imagination. Rational imagination is the imagination that has scientific characteristics. The imagination based on the justification and the truth of common sense logic. Scientific imagination can be justified for the righteousness through the series experiment in field.[5] Imagination of fictitious is the imagination that has no scientific characteristics and can not be justified for the righteousness empirically. The Imagination of fictitious is pure in area the power of imagination and human imagination, abstract and never shown to or can be evidenced its existence as a reality fact in the real world.

c. Students' Imagination

Imagination develops with human ability in speech and language together. Imagination world is so close with student world. Students' imagination is media to explore and learn the understanding of reality their self. Parents and teacher can develop students' imagination with stimulating the growth and the development of potential and student's imagination ability to be expressed effectively.

The ability of student's imagination is the part of brain activity in right area that has benefit for the intelligence. Imagining is able to make student develop creative ideas. Students' imagination arises from the result of imitate, imitating comes from impressions that is watched or the influence of fairy tale that is heard. The imagination could appear naturally and originally from the deep of heart as result of process and utilize the surplus and the ability of the brain that is bestowed by God. Potential and ability of students' imagination are the first process of the growth and the development of creativity. The ability of

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[4]Sumadi Suryabarata, *Psikologi Pendidikan,* (Jakarta: PT Rajagrafindo Persada, 2015), p.

[5]Jasa Ungguh Muliawan, *Mengembangkan Imajinasi dan Kreatifitas Anak*, (Yogyakarta: Penerbit Gava Media, 2016), p.21

students' imagination will produce interesting and utilizing creation for the development of personality and the brain.[6]

2. Writing Skill of Descriptive Text

a. Definition of writing

One part that should be mastered by student in language is writing ability. Writing is decided to be two kinds, simple writing and creative writing. Simple writing consist of writing factually, functionally and expository. While creative writing is an activity that creates writing contains imagination and utilizing intelligence in its creation.

Definition of writing is a process in which its activities are not produced immediately. The writer should think first about the topic, tries to know the topic and finds some information about the topic. Raimes declares that writing is a skill in which we express the ideas, feeling, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.[7]According to oxford dictionary writing is an activity of writing; written or printed words. According to *Nicholas Highman*, writing is not simply a task to be done once research or other preparation is completed - it can be an integral part of the work progress.[8]

In writing, students have learned and internalized many vocabulary and structure through writing. For many students, especially that are grouped in introvert and cognitive students, writing may be suitable learning method. For teacher who has eclectic character, writing gives physical and activity changes and throw the boredom from intensif oral activity. Harmer declares that some technique in writing teaching, they are: *relaying instruction, writing report and advertisement, co-operative writing, exchanging letters,* and *writing journal*[9]

b. The purpose of writing

Purpose is the reason or reason why a person composes a particular piece of writing. The purposes of writing are listed below:

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[6]Andri Wicaksono, *Menulis Kreatif Sastra: dan Beberapa Model Pembelajarannya*, (Yogyakarta: Penerbit Garudhawaca,), p.1-3

[7]Imelda Wardani, et al, "Improving the Ability in Writing Descriptive Text Through Guided-Questions Technique", e-journal of English language teaching society, (Vol. 2, No.1, 2014

[8]Adrian Wallwork, *English for Writing Research Papers,* (New York: Springer Science+Business Media, 2011) P.4

[9]M. Akmansyah "Teknik Pengajaran Keterampilan Berbahasa." *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, (Vol.2, No.1, 2011).

1) **Express**. In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page. Expressive writing is personal writing. We are often just writing for ourselves or for close friends, usually, expressive writing is informal, not intended for other readers.

2) **Describe**. Descriptive writing portrays, people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.

3) **Explore/learn**. In exploratory writing, the writer's purpose is to ask key question and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answer.

4) **Entertain**. As a purpose or goal of writing, entertaining is often used with some other purpose; to explain, argue, or inform in a humorous way. Entertaining may take the form of a brief joke, but its goal is to relax our audience and share some story of human foibles or surprising actions.

5) **Inform**. The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible.

6) **Explain**. Explaining the whos, whats, hows, whys, and wherefores requires that the writer analyses the subject and show the relationship of those parts.[10]

c. Writing skill

Weigle declares that Writing skill has become crucial due to both educational and non-educational reasons, therefore writing instruction has gained major significance in second and foreign language education. Writing skill is very challenging for both native and non-native speakers, and what is undeniable is the influence of rich vocabulary knowledge as one of the characteristics of written language, on the skill of writing.[11] Writing is a productive skill, i.e., it is not received but produced. Writing in mental processes is quite closely to the other productive skill, speaking. In both cases, students are required to encode

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[10]https://unmtaosenglish.files.wordpress.com/2012/11/writing-context. pdf

[11]Zahra Kheradmand Saadi, *"Effect of Glossary on Iranian Efl Learners' English Writing Skill"*, Modern Journal of Language Teaching Methods, (Vol.5, No.3, September/2015), p.265

messages which carry their thoughts for true communication.[12] Language skill is divided into productive skill and receptive skill. KTSP(2008), the curriculum of junior high school , explains that receptive skills cover listening skill and reading skill while productive skill covers speaking and writing skill. In writing, many learners might express their ideas, feelings, thoughts, desires and experiences written to the readers, but there are also the leaners who cannot express them in written form. This is caused by the leaners who still get difficult to develop all of them.[13]

d. Descriptive text

Among the language skills, writing seems to be the most difficult one in the sense that needs a long process starting from brainstorming up to final product. In addition, long process involves some writing elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization, and spelling.

Description comes from the word of Latin language *describer that has means* describing or telling something. In mean word, description is a paragraph form that describes things according to the actual situation so that the readers can imagine (seeing, hearing, smelling, and feeling). Descriptive text is a kind of text that describes an object (place, things or person) the readers seems looking, listening, touching, feeling or seeing everything which is being described.[14] Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind.[15]

The generic structures of descriptive text consist of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what the subject is. In other hand description of an object consisting of several parts usually mentions

[12] Mojdeh Shirvani and Massoud Tajadini, "*Using Illustrative Devices and EFL Learners' Writing Skill"*, Modern Journal of Language Teaching Methods, (Vol.4, No.3, September/2014), p. 234

[13] Nurfiryalianti, et al, *Improving Writing Skill by Using Free Writing Technique*, e-journal of English language teaching society, (Vol.2, No.3, 2014), p.1

[14] Idris, et al, "*Peningkatan Ketrampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang"*, p.17.

[15] Alice Oshima, *Introduction to Academic Writing,* (New York: Edison Wisley Longman) p. 50

the part and its properties in a single piece of text. The basic properties we are looking for shape, color, size, are all described by words with a direct physical relation or with a simple mental association.[16] The generic structure of descriptive text above can be described in the following example:

Title	Spring Garden Apartment
Identification	The spring garden apartment complex, offers you and your family country living at its best.
Description	surrounded by beautiful woods and hill, Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.
	Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome
	In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.

According to Semi descriptive text has many characteristics, they are: (1) showing the detail or subsection about the object more. It means to produce good description text, the writer must be able to show an object in detail and more subsection. (2) has sensitive character and creates reader imagination. It means reader feels about the object that describes and reader feel that object that describes like can be felt with imagination. (3) Descriptive text is showed by interest style and election inspires word. It means diction in the descriptive text can inspire the feeling of the reader after reading descriptive text, the imagination of reader will be provoked. (4) The most of the content descriptive text showing about something that can be listened, seen and felt. The basic objects of descriptive text are things, nature, color, and human. (5) Organization of delivering use more spatial order. It means composition that describe about a place, ya space, etc. [17]

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[16]James R. Cowie, "Automatic analysis of descriptive texts." *Proceedings of the first conference on Applied natural language processing*. Association for Computational Linguistics, 1983.

[17]Yossi Idris, et al, "*Peningkatan Ketrampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA*

e. Grammatical features of descriptive text

Knapp and Watkins declare that descriptive text has grammatical feature as follow:

1) The present tense in predominately used when describing things from technical or factual point of view. Although present tense may be used in literary descriptions, it is past tense that tends to dominate, i.e. had, was, enjoyed, seemed, sparkled

2) Relational verb are used when classifying and describing appearance/ qualities and parts/ function of phenomena (is, are, has, have)

3) Action verbs are used when describing behaviors or uses, i.e. the queen ant lays the eggs. Ants live in colonies.

4) In literary in commonsense description, action verbs are used metaphorically to create effect, i.e. Declan smashed the record.

5) Mental verbs are used when describing feeling in literary descriptions, i.e. she felt unhappy.

6) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text, i.e. possums are nocturnal. Adjectives can be used on their own, as above, or as a part of a noun group, i.e. turtles are covered with a hard, box-like shell.

7) Adverbs are used to add extra information to verbs to provide more detailed description, i.e. turtles swim slowly

8) Adverbial phrases are used in descriptions to add more information about the manner, place or time, i.e. walruses have hair on their lips.

9) Sentences and paragraphs are thematically linked to the topic of description, i.e. it is grey and brown.

10) Technical descriptions generally deal with classes of things, rather than individual things, i.e. snails, turtles, volcanoes.[18]

3. Assessing the Writing Skill

Three types of rating scales generally used in scoring writing are holistic, primary trait and analytic scoring.

2011/2012 Universitas Ekasakti Padang", Jurnal Bahasa, Sastra dan Pembelajaran, (Vol.2, No.3, October/2014), p.17-19.

[18] Peter Knapp and Morgan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing.* (Sydney: University of South Wales Press Ltd, 2005) p. 98-100

The first is holistic Scoring. *Holistic scoring* uses a variety of criteria to produce a single score. The specific criteria selected depend on local instructional programs and language arts objectives. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Holistic scoring rubric for example contains with idea development/organization, fluency/structure, word choice and mechanics.

The second is primary trait. This type of scoring focuses on whether or not each paper shows evidence of the particular trait or feature you want students to demonstrate in writing. The trait could be a language-based feature emphasizing any one or more of criteria for holistic scoring indicated above, such as idea development/organization or sentence fluency/structure.

The third is analytic scoring. *Analytic scales* separate the features of a composition into components that are scored separately. The separate components are sometimes given different weights to reflect their importance in instruction. Two limitations of analytic scoring are that teachers sometimes do not agree with the weights given to the separate components and that they may have to spend more time completing the scoring. The components of scoring for example composing, style, sentence formation, usage and mechanics. Scoring for each component is based on the degree of control the student's paper exhibits for that components.[19]

C. Hypothesis

A hypothesis is a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about what you expect to happen in your study.

Based on the statement of problems above, the hypothesis that will be tested in this study can be formulated as follow: There is significant influence of students' imagination toward their writing of descriptive text

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[19] J. Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners,* (United States of America: Longman, 1996) p. 142

CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

Research is a process of steps posing a question, collecting data to answer the question and presenting an answer to the question that is used to collect and to analyze information in increasing our understanding of a topic or issue.[1] There are two approaches of research included qualitative and quantitative research. The quantitative study is a process to discover knowledge by using numerical data as instrument to analyse information about what we want to know.[2] Scientific way is used to obtain data by considering the aim and certain purpose. Qualitative study is research method which is based on the philosophy of post-positivism which can be used to natural object. The result of qualitative research is describing on students' imagination and their writing descriptive text. This is quantitative research where statistical analysis is used to calculate the numeral data and to analyze them by using regression analysis.

B. Research Setting

The writer conducted research at MTs NU 01 Tarub Kab. Tegal. The writer choses this setting because the geographical location was near from the writer to reach. It was about 2 KM from her home stay. The students came from different region, characteristic and social background. Some of them were santri at Islamic boarding school which one foundation with school. The researcher took 2 week to do experiment, where first week was used to collect the questionnaire and in last week to collect the data of descriptive text test.

C. Population and Sample

1. Population

Moh. Kasiram said that Population is all of the target that must be researched and in this population, the result of research is obtained.[3] The population of this

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[1] Creswell, John W. , *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative research*, (Boston: Pearson Education, Inc,) p.3

[2] Kasiram, *Metodologi Penelitian Kualitatif-Kuantitatif,* (Malang: UIN Press) p.149

[3] Moh. Kasiram *Metodologi Penelitian Kualitatif-Kuantitatif*, (Malang: UIN-Malang Press) 2008, p.222

study was students of MTs NU 01 Tarub Kabupaten Tegal with total of students was about 839 especially the 8th grade of students in the academic year of 2017/2018. In this school there were six classes and each class had at least 36 - 38 students.

2. Sample

Sample is smaller group or subset of the total population in such a way that the knowledge gained[4]. The writer used simple random sampling, in simple random sampling each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.[5] The writer took 15% from all population and VIII B in the academic year of 2017/2018 as the sample of research. The total of sample that the writer took was 36 students.

D. Variable and Indicator

1. Variable of research h

Kerlinger declares that variable is constructs or character that will be learned[6]

a. Independent variable is an input variable that which causes in part or in total, a particular outcome; it is a stimulus that influences a response an antecedent or a factor which may be modified to affect an outcome.[7] Independent variable in this research was students' imagination

b. Dependent variable is variable which is influenced or caused by independent variable.[8] Dependent variable in this research was writing skill of descriptive text

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[4]Kasiram, Moh, *Metodologi Penelitian Kualitatif-Kuantitatif,* (Malang: UIN-Malang Press) p.223

[5]Louise Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education,* (New York: Routledge) p.110

[6]Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta) p.38

[7]Louise Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education,* p.504

[8]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta) p.39

2. Indicator of research

Table 3.1
Indicator of Variable

No	Variable	Sub Variable	Indicator
1.	Student Imagination (X)	1. Visual imagination	1.1 Ability to imagine things in the surrounding environment
		2. Audio imagination	1.2 Ability to listen sound in the surrounding environment
2.	Writing Skill of descriptive text (Y)	1. The result of test descriptive text	2.1 Ability to describe something based on the instruction by paying attention to grammar, diction, and generic structure.

E. Data Collection Technique

1. Questionnaire

According to Sugiyono Questionnaire is data collection technique that is carried out by giving a set of questions or statements to respondent to answer.[9] Questionnaire is data collection technique that is efficient if the researcher knows variable that was measured and knew what could be expected from respondent. Questionnaire in this research was developed from the book written by Yoris Sebastian with title *Oh My Goodness Buku Pintar Seorang Creative Junkies* and *Memory Skills in Business* which was written by Madelyn Burney and Allen .The questionnaire measured the extent of your imagination ability. Researcher chose instrument which dimension of the variable based on discussion about characteristics of visual memorizers and auditory memorizers according to a

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[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* (Bandung:Alfabeta, 2011) p. 142

psychologist F.C. Bartlett. Psychologists agree that most individual are either better at visual or auditory memorization.[10]

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Table 3.2

Lattice of Students' Imagination Instrument
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Research variable	definition	Sub variable	Indicator	Number of question item	Measuring instrument	Score
Student Imagination (X)	Media to explore and learn the understanding of reality their self	1.Visual imagination	1.1 The ability to imagine things in the surrounding environment	1, 3, 5, 8, 9, 11, 13, 15, 17	Extremely clear Clear Fairly clear Unclear Very unclear	4 3 2 1 0
		2. Audio imagination	1.2 The ability to listen sound in the surrounding environment	2, 4, 6, 7, 10, 12, 14, 16, 18	Extremely clear Clear Fairly clear Unclear Very unclear	4 3 2 1 0

All questions in questionnaire discuss about how powerful the power of students' imagination and each question consist of 5 answers that were scored as follows:

Score:

Extremely clear　　: 4

Clear　　　　　　: 3

Fairly clear　　　: 2

Unclear　　　　　: 1

Very unclear　　　: 0

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[10] Madelyn Burley and Allen, *Memory Skills in Business,* (California: Crisp Publication, Inc, 1988) p.23

Table 3.3
Rating scale of imagination:

Scale	Description
60 or more	you have a very well-developed power of imagery
31 to 51	imagery techniques is useful to you
30 or less	imagery technique won't be highly useful without special imaginary training

F. Research Instrument

The research instrument that was used in this research was test. The explanation about the test was discussed in detail as follows.

1. Test of students' imagination

The writer used questionnaire that refers to mental image questionnaire that was created by psychologist Arnold Lazarus in book of *memory skills in business*. The questionnaire was divided into 2 parts: visual and audio imagination.

2. Test of writing descriptive text skill

The test of writing descriptive text skill had purpose to find out the ability students in writing descriptive text. The writer gave topic "my class" for arranging descriptive text. The compositions should have at least 10 sentences. The participants were given 40 minutes to write, edit and revise their compositions.

Table 3.4
Lattice of Descriptive Text

Variable	Indicator	Question
Writing descriptive text skill	Develop the topic of descriptive text well	Please make a text of descriptive text with theme "my class", the length of writing at least 10 sentences
	The text is coherence and the coherence are correct	
	Use correct and structure grammar of descriptive text	
	The descriptive text words are use effectively	
	The compositions uses correct punctuation, spelling and capitalization	

3. Assessing descriptive text

The result of arranging descriptive text was scored through an adapted holistic scoring and the range scale was started from 1 to 5. Each indicator had 5 scales to assessing descriptive text; the scales were explained detail as follow:

Table 3.5
Rubric for assessing descriptive text

Developing ideas	
Point	Description
5	The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfill all criteria well
4	The descriptive text give paragraph unity (topic, state good topic sentence) but one of the criteria is weak.
3	The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak
2	The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak
1	The descriptive text still give topic but all criteria are weak
Organizing ideas	
The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeats key words.	
The descriptive text is coherence and the coherences are correct. The text using chronological order	
The descriptive text is coherence and some criteria are appropriate enough	
The descriptive text is coherence but the coherences among sentences are weak	
The descriptive text is not coherence	
Grammar	
Use present tense correctly, use relational verb and adjective words correctly	
Use present tense, use relational verb but do not use adjective words correctly	
Make errors of tenses, use relational words and use adjective words	
Make errors of tenses, do not use relational verbs correctly, and use adjective words	
Make errors of tenses, relational verbs and adjective	

	words
	Vocabulary
	All or almost all of the descriptive text words are used effectively
	Use many descriptive words effectively
	Use some descriptive words
	There are some mistakes in using descriptive words
	Do not use the descriptive words correctly
	Mechanics
	The descriptive text uses correct punctuation, spelling and capitalization. It f ulfill all criteria
	The descriptive text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak
	The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak
2	The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak
1	The descriptive texts do not use correct punctuation, spelling and capitalization.

G. Technique of Data Analysis

Kerlinger declares that analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answer to research question. In quantitative analysis the main aim of data analysis is to sum up data ineasy form, to understand and to interpret.[11]

1. Introductory analysis

The first analysis was obtained from the result of questionnaire for each variable in research. The researcher used questionnaire and documentation to obtain data then process the data through statistical analysis. Researcher gave questionnaire about imagination for student based on daily events and common place. The score of questionnaire was set based on whether student can imagine what was commanded with real and clearly.

2. Hypothesis analysis

The researcher used one predicator regression analysis, while the steps were following:

a. The test of instrument validity

Valid instrument is a measure that is used to get valid data (survey). Valid means the data can be used to measuree what can be measured. The validity of

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[11]Kasiram, Moh, Metodologi Penelitian Kualitatif – Kuntitatif, (Malang: UIN-Malang Press) p.301

questionnaire that was used in this research was concurrent validity. Concurrent validity is the validity that has relation with other measurer that is viewed as criterion and reference in determining the high and low validity. The criterion is in the same times with measurer that is being tested for the validity.[12] The researcher chose basic instrument to measure mental image of person. The instrument was developed by Arnold Lazarus that has same purpose in measure. The next validity testing was done by correlating score. This validity has purpose to determine the reliability test level. Product moment correlation is used to determine the level of validity items by correlating the score that is obtained by students on an item with the total score.[13]

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

r$_{xy}$ = index number of correlation "r" Product Moment

N = Number of Cases

X = Result of use imagination instrument

Y = Result of use mental image exercise

b. The test of reliability

Reliability is a measure that states the degree of consistency of a test question. Researcher used internal reliability and used Spearman Brown formula. For this utility, so the items of instruments were divided to two groups, they were odd numbers group and even numbers group.

The score of items were summed to produce total score. Furthermore the total score between odd and even groups was searched for the correlation. The coefficient of correlation was obtained after calculating the correlation 0,661645. At the next step the coefficient of correlation was included in Spearman Brown formula.

$$r_1 = \frac{2r_b}{1 + r_b}$$

[12]Anas Sudijono, *Pengantar Evaluasi Pendidikan,* (Jakarta: Raja Grafindo, 2012), p.177-178

[13]Asep Jihad dan Abdul Haris, *Evaluasi Pembelajaran,* (Yogyakarta: Multi Presindo, 2013), p.179-180

Where:

r₁ = reliability of instrument

r_b = correlation of product moment between first and second split

$$r_1 = \frac{2r_b}{1 + r_b} = \frac{2(0,661645)}{1 + 0,661645} = 0,7964$$

Based on the calculation above, the reliability of students' imagination instrument = 0,7964

c. Final analysis

1. Simple regression analysis

In this research the writer used simple regression analysis technique. In this case, students' imagination was as (X) variable and the ability writing skill of descriptive text was as (Y) variable. The equality for simple regression was searched by using

$\widehat{Y}$= a + bX

Where:

$\widehat{Y}$ = subject in dependent variable that was predicated

a = the value of Y when the value X = 0 (constant)

b = regression coefficient that indicate number of increasing or decreasing dependent variable based on the change independent variable

X = subject in independent variabel that has certain value

From the similarity above need to discover coefficients of regression a and b with formula:

$$a = \frac{\sum X^2 - \sum X \sum (XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum (XY) - \sum X \sum Y}{n \sum X^2 - (\sum X)^2}^{14}$$

There are steps to answer simple regression:

1) Making Ha and Ho in sentence form

2) Making Ha and Ho in statistics

3) Making table help to calculate numeral statistics

4) Adding statistics numbers from table aid with formulas:

[14]Susetyo, Budi, Statistika untuk Analisis Data Penelitian, p.132

$$a = \frac{\sum X^2 - \sum X \sum (XY)}{n\sum X^2 - (\sum X)^2} \qquad b = \frac{n\sum (XY) - \sum X \sum Y}{n\sum X^2 - (\sum X)^2}$$

5) Looking for the sum of regression quadrate $JK_{Reg[a]}$ with formula:

$$JK_{Reg[a]} = \frac{(\sum Y)^2}{n}$$

6) Looking for the sum of regression quadrate $JK_{Reg[b/a]}$ with formula:

$$JK_{Reg\left[\frac{b}{a}\right]} = b.\left\{\sum XY - \frac{(\sum X)(\sum Y)}{n}\right\}$$

7) Looking for the sum of regression quadrate (JK_{Res}) with formula:

$$JK_{Res} = \sum Y^2 - JK_{Reg\left[\frac{b}{a}\right]} - JK_{Reg[a]}$$

8) Looking for the average number of quadrate of regression ($RJK_{Reg[a]}$) with formula:

$$RJK_{Reg[a]} = JK_{Reg[a]}$$

9) Looking for the average number of quadrate of regression ($RJK_{Reg[b/a]}$) with formula:

$$RJK_{Reg[b/a]} = JK_{Reg[b/a]}$$

10) Looking for the average number of quadrate of residue (RJK_{Res}) with formula:

$$RJK_{Res} = \frac{JK_{Re}}{n - 2}$$

11) Testing the significance with formula:

$$F_{hitung} = \frac{RJK_{Reg\left[\frac{b}{a}\right]}}{RJK_{Res}}$$

The rule of significance testing:

If $F_{calculate} \geq F_{table}$ it means significance

If $F_{calculate} \leq F_{table}$ it means not significance

12) Making conclusion of the calculations that had been done

a. Significance test analysis

This analysis is used to make further interpretations with checking the significance from F_{Reg} with comparing F_{Reg} in F_{table} at significance level 5% or 1%.

If F_{Reg} is higher than F_{table} the hypothesis is significant. It means there is positive influence of students' imagination toward their writing skill of descriptive text

But if F_{Reg} is lower than F_{table} the hypothesis is not significant. It means there is not positive influence of students' imagination toward their writing skill of descriptive text.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. The Profile of School

MTs NU 01 Tarub was built in 1986 with name MTs Hasyim Asy'ari Tarub and was changed the identity become MTs NU 01 Tarub in 2003. MTs NU 01 Tarub had location in Karangjati street no.25 Tarub Tegal. MTs NU 01 Tarub has A for accreditation. MTs NU 01 Tarub had total students 839 and 22 class room. For teacher MTs NU 01 Tarub had 44 teachers and 10 administration staff.

During its establishment until now MTs NU 01 Tarub has five head master, they are:

1. Drs. H. Sofwan Badrun
2. Drs. H. Farikhi MN.
3. Drs. H. Abdul Azis
4. Drs. H. Moh. Sholeh
5. H. Tajudin, S.IP.M.Pd.I.

Vision of MTs NU 01 Tarub

1. Excellent in score of National Examination
2. Excellent in discipline
3. Excellent in competence for continuing next level education
4. Excellent in religious and social concern activity

Mission of MTs NU 01 Tarub

1. implementing learning and guidance effectively, so that every student can develop optimally
2. Making full and total comprehension toward Islamic education teaching and nation culture so that to be wisdom source in act
3. Increasing discipline to all citizen by obeying school rules that are spelled out in potential points
4. Growing spirit of excellence intensively toward all residents of the school.
5. Creating relation of harmonious working system that harmonious and professional based on the spirit of relationship

B. Final Analysis

Based on data that was obtained from research, this chapter was discussed about description of data, processing of data and decisions of research result test. Data collection in this research used questionnaire and the result of arranging descriptive text

1. Validity test

Data of validity test was given for student MTs NU 01 Tarub, validity test was used to know the items of questionnaire was valid or not. The result of analysis of item validity calculation was consulted with r product moment, at significant level 5% and 1% with N= 36. If r calculate > r table it means the items of questionnaire is valid. And if r calculate < r table, it means the items of questionnaire was not valid. Researcher used concurrent validity to validate the questionnaire. Based on the result of validity of questionnaire was obtained the data as follow:

$$r_{xy} \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2 (N \sum Y^2 - (\sum Y)^2))}}$$

$$r_{xy} = \frac{36(114504) - (2031)(1980)}{\sqrt{(36(117653) - (2031)^2)(36(111416) - (1980)^2)}}$$

$$r_{xy} = \frac{84564}{\sqrt{(110547)(905476)}}$$

$$r_{xy} = 0,84$$

From the result of correlation measure, it could be seen that correlation between both of score was 0,84. Where N = 36 and α = 5% and got r table 0,329. It showed that the questionnaire was valid. All of the question items that researcher tested were valid and took 18 of 36 questions. (Appendix 2)

2. Reliability Analysis

After doing validity analysis the next step was doing reliability analysis on instrument. Reliability analysis is used to know the consistency level of the questionnaire.

Value r_{11} that was obtained then consulted with r table of product moment with level significant 5%. The questionnaire was called reliable if $r_{11} > r_{table.}$ Based on calculating, the coefficient of correlation was obtained 0,667. At the next step the coefficient of correlation was included in Spearman Brown formula.

$$r_1 = \frac{2r_b}{1 + r_b}$$

Where:

r_1 = reliability of instrument

r_b = correlation of product moment between first and second split (Appendix 2)

$$r_1 = \frac{2r_b}{1 + r_b} = \frac{2(0,661645)}{1+0,661645} = 0,7964$$

Based on the measuring above, the reliability of students's imagination instrument = 0,7964, and r_{table} of product moment with level significant 5% with N=36 was obtained r_{table}= 0,329. The instrument of students' imagination is reliable because $r_{calculate} > r_{table}$. (Appendix 2)

3. Data of research result

This research data was obtained from questionnaire that given for students of MTs NU 01 Tarub especially for grade VIII B and the result of arranging descriptive text with theme "my class".

The Score of Students' Imagination (X) and Their Writing Skill of Descriptive Text (Y)

No	X	Y	XY	X^2	Y^2
1	57	70	3990	3249	4900
2	55	88	4840	3025	7744
3	55	68	3740	3025	4624
4	54	64	3456	2916	4096
5	64	70	4480	4096	4900
6	53	68	3604	2809	4624
7	51	70	3570	2601	4900
8	61	64	3904	3721	4096
9	45	56	2520	2025	3136
10	63	64	4032	3969	4096
11	56	68	3808	3136	4624
12	53	52	2756	2809	2704
13	55	72	3960	3025	5184
14	35	56	1960	1225	3136
15	38	50	1900	1444	2500
16	65	64	4160	4225	4096
17	45	52	2340	2025	2704
18	42	52	2184	1764	2704
19	38	52	1976	1444	2704
20	34	64	2176	1156	4096
21	36	50	1800	1296	2500

22	55	60	3300	3025	3600
23	41	60	2460	1681	3600
24	58	56	3248	3364	3136
25	53	56	2968	2809	3136
26	44	56	2464	1936	3136
27	63	56	3528	3969	3136
28	59	70	4130	3481	4900
29	51	60	3060	2601	3600
30	42	52	2184	1764	2704
31	40	52	2080	1600	2704
32	44	56	2464	1936	3136
33	61	60	3660	3721	3600
34	60	60	3600	3600	3600
35	48	56	2688	2304	3136
36	52	60	3120	2704	3600
∑	1826	2184	112110	95480	134792

Explanation:

$\sum X$	1826
$\sum Y$	2184
$\sum XY$	112110
$\sum X^2$	95480
$\sum Y^2$	134792

C. Hypothesis testing

This analysis was used to prove the hypothesis is accepted or not. The hypothesis that was proposed by researcher as follow:

"There was influence of students' imagination toward their writing of descriptive text"

Researcher used regression one predicator with score deviation that was obtained from the data above to prove the hypothesis. They are basic steps in regression one predicator with this deviation score:

1. Looking for relation between predicator (X) and criterion (Y)

The correlation between predicator X and criterion Y was searched with technique:

Product moment correlation, with formula:

$$r_{xy} = \frac{(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

30

Need steps to solve this formula, they are:

a. $\sum xy = \sum XY - \frac{(\sum X)(\sum Y)}{N}$

$\sum xy = 112110 - \frac{(1826)(2184)}{36}$

$\sum xy = 112110 - 110777,33$

$\sum xy = 1332,67$

b. $\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$

$\sum x^2 = 95480 - \frac{(1826)^2}{36}$

$\sum x^2 = 95480 - 92618,8$

$\sum x^2 = 2861,2$

c. $\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$

$\sum y^2 = 134792 - \frac{(2184)^2}{36}$

$\sum y^2 = 134792 - 132496$

$\sum y^2 = 2296$

Based on the calculation above, furthermore was included into correlation of product moment formula:

$r_{xy} = \frac{(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$

$r_{xy} = \frac{1332,67}{\sqrt{(2861,2)(2296)}}$

$r_{xy} = \frac{1332,67}{\sqrt{6569315,2}}$

$r_{xy} = \frac{1332,67}{2563,067}$

$r_{xy} = 0,5199511838$

Based on correlation above was obtained index of correlation $r_{xy}= 0$,5199511838

2. Testing the significant of relationship

After doing correlation test with product moment correlation the result that was obtained consulted with r_{table} at level significant 5% and 1% with assumption:

a. If $r_{xy} > r_{table}$ it means significant and hypothesis is accepted

b. If $r_{xy} < r_{table}$ it means not significant and hypothesis is rejected

From the result of product moment correlation test was known that r_{xy} = 0,5199511838 it means significant and hypothesis was accepted, because r_{xy} = 0,5199511838 > r_{table} (0,329) at level significant 5% and r_{table} (0,424) at level significant 1%.

The criterion of interpretation toward correlation coefficient value r_{xy}:

$0,80 < r_{xy} \leq 1,00$= Very strong

$0,60 < r_{xy} \leq 0,80$= Strong

$0,40 < r_{xy} \leq 0,60$ = Moderate

$0,20 < r_{xy} \leq 0,40$= Weak

$r_{xy} \leq 0,20$ = Very Weak

Based on calculation above, the researcher conclude that the correlation between variable X and variable Y with score 0,5199511838 was categorized moderate correlation

If the result of calculating r_{xy} was formulated into percent (%):

$$K_p = r_{xy}{}^2. 100\%$$
$$= (0,519)^2. 100\%$$
$$= 0,270 . 100\%$$
$$= 27,034 \text{ or } 27\%$$

In this case was explained that there was influence of students' imagination toward their writing skill of descriptive text about 27% and its residue of 73% was likely to be influenced by something else.

3. Looking for regression equation

To find this regression equation was used formula:

$\widehat{Y} = a + bX$ with the following steps:

1. $b = \dfrac{n\sum(XY) - \sum X \sum Y}{n\sum X^2 - (\sum X)^2}$

$b = \dfrac{36(112110) - (1826)(2184)}{36(95480) - (1826)^2}$

$b = \dfrac{4035960 - 3987984}{3437280 - 3334276}$

$b = \dfrac{47976}{103004} = 0,466$

$b = 0,46576831968$

2. $a = \dfrac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$

$a = \dfrac{(2184)(95480) - (1826\,)(112110)}{36(95480) - (1826)^2}$

$a = \dfrac{208528320 - 204712860}{3437280 - 3334276}$

$a = \dfrac{3815460}{103004}$

$a = 37,0418624519$

After getting a and b and then including into formula of regression equation:

$\widehat{Y} = a + bX$

$\widehat{Y} = 37,042 + 0,466X$

4. Analysis of variance of regression line

This analysis was used to search relation between criterion with predicator that was used formula of regression one predictor deviation score.

$\widehat{Y} = a + bX$

Table 4.6
ANAVA table of simple linear regression

Sumber Variasi	dk	JK	KT	F
Total	N	$\sum Y^2$	$\sum Y^2$	-
Coefficient (a)	1	$JK\,(a)$	$JK\,(a)$	
Regression ($b\vert a$)	1	$JK\,(b\vert a)$	$S_{reg}^2 = JK\,(b\mid a)$	$\dfrac{S_{reg}^2}{S_{sis}^2}$
Residue	n-2	JK (S)	$S_{sis}^2 = \dfrac{JK\,(S)}{n-2}$	
Linearity deviation	k-2	JK (TC)	$S_{TC}^2 = \dfrac{JK\,(TC)}{k-2}$	$\dfrac{S_{TC}^2}{S_G^2}$
Error	n-k	JK (G)	$S_G^2 = \dfrac{JK\,(G)}{n-k}$	

Hypothesis:

1) Meaningful test

H_0: the coefficient of regression direction is not meaningful [$b = 0$]

H_1: the coefficient of regression direction is meaningful [$b \neq$]

2) Linearity test

   H_0 : regression of linearity

   H_1 : regression of non- linear

With regression equation $\widehat{Y} = a + bX$

JK(T) $= \sum Y^2 = 134792$

JK(a) $= \frac{(\sum Y)^2}{n} = \frac{(2184)^2}{36} = 132496$

JK(b|a)$= b\left\{\sum XY - \frac{(\sum X)(\sum Y)}{n}\right\}$

$= 0,466\{112110 - \frac{(1826).(2184)}{36}\}$

$= 622,355$

JK(S) $= JK(T) - JK(a) - JK(b|a)$

$= 134792 - 132496 - 622,355$

$= 1673,645$

JK(G) $= \sum\left\{\sum Y^2 - \frac{(\sum Y)^2}{n}\right\}$

$= 476$

JK(TC) $= JK\ (S) - JK\ (G)$

$= 1673,645 - 476$

$= 1197,645$

Calculate the degree of freedom

dk(a) $= 1$

dk(b|a) $= 1$ (sum of predictor)

$S^2_{reg} = JK\ (b\mid a) = 622,355$

$S^2_{sis} = \frac{JK\ (S)}{n-2} = \frac{1673,645}{34} = 49,2248529412$

$S^2_G = \frac{JK\ (G)}{n-k} = \frac{476}{12} = 39,7$

$S^2_{TC} = \frac{JK\ (TC)}{k-2} = \frac{1197,645}{22} = 54,4384$

$F = \frac{S^2_{reg}}{S^2_{sis}} = \frac{622,355}{49,2248529412} = 12,64311$

$\frac{S^2_{TC}}{S^2_G} = \frac{54,4384}{39,7} = 1,3712445615$

34

Table 4.7
ANAVA table of X and Y

Source of variance	df	SS	MS	F
Total	36	134792		
Coefficient (a)	1	132496		
Regression (b/a)	1	622,355		12,643067547
Residue	34	1673,645	49,2248529412	
Linearity deviation	22	1197,645	54,4384090909	1,3712445615
Error	12	476	39,7	

5. Prediction

The rules to take decision: if F_{count} (regression) > F_{table} at level significant 5% (α = 0,05), so that F_{count} (regression) is significant, it means that coefficient of regression is meaningful. In this case, F_{count} (regression) = 12,643 while F_{table} for df 1 : 34 (quantifier = 1; denominator = 34) at significance level 5% = 4,13. It means F_{count} > F_{table}, so that any functional relation that significant between variable of students' imagination and writing skill of descriptive text.

If F_{count} (linearity deviation) < F_{table}, so that F calculate (linearity deviation) is not significant, it means that nil hypothesis is accepted and alternative hypothesis is rejected, and regression of Y for X is linear. In this case, F_{count} (linearity deviation) = 1,371, when F_{table} for significance level 5% = 2,54 (F linearity deviation < F table), it means , H0 was accepted and F linearity deviation was not significant. Therefore the relation between variable of students' imagination and writing skill of descriptive text is linear.

6. Discussion the result of research

This research was conducted based on problem that there was any students do not pay attention their imagination when writing descriptive text.

Imagination is a cognitive process that is the complex of mental activity when the elements in the mental activity are lost from the sensory sensation. Imagination involves synthetic that combining aspects from remembrance,

memories or experience to be a mental construction that different from past event or to be new reality in right now.[1]

Descriptive text is a kind of text that describes an object (place, things or person) the readers seems looking, listening, touching, feeling or seeing everything which is being described.[2] Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind.[3]

According to hypothesis above, it could be proved that the influence of students' imagination toward their writing skill of descriptive text at significance level 5% showed significant result. The hypothesis that researcher submitted "there was influence of students' imagination toward their writing skill of descriptive text" is accepted. This case was proved by the value of R_{count} that was higher than R_{table} (N=36).

It could be seen that level of students' imagination persuades their writing skill of descriptive text. It means, if students' imagination grows stronger then writing skill of descriptive text is also getting better. And for instead if students' imagination gets weaker then writing skill of descriptive text is also less good.

In book titled *Memory Skills in Business* that is written by Madelyn Burley – Allen is explained that psychologist agree that most individuals are either better at visual or auditory memorizers. For that the researcher took questionnaire with composition visual and auditory memorizers. The questionnaire was developed from book written by Yoris Sebastian entitled *Oh My Goodness Buku Pintar Seorang Creative Junkies* and *Memory Skills in Business* which was written by Madelyn Burney and Allen.

There are two variables in this research, independent variable and dependent variable. Independent variable (X) in this research is students' imagination and dependent variable (Y) is writing skill of descriptive text. From the coefficient test

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[1]Faisal Afiff, "Berfikir Imajinatif", *http://sbm.binus.ac.id/ files/ 2013/05/ ARTIKEL-BERFIKIR-IMAJINATIF.pdf,* accessed in 21 Agustus 2017.

[2] Idris, et al, "*Peningkatan Ketrampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidikan dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang"*, p.17.

[3] Alice Oshima, *Introduction to Academic Writing,* (New York: Edison Wisley Longman) p. 50

above, it could be known that $r_{xy} = 0,5199511838$. Because $r_{xy} = 0,5199511838 > r_t$ (5%) = 0,329 and $r_{xy} = 0,5199511838 > r_t$ (1%) = 0,424, it means that the influence is significant. If the result of calculate r_{xy} is formulated into percent calculate (%) it is become 27%. In this case, it means any relation between student's imagination toward their writing skill of descriptive text about 27,034 or 27%. It shows that the correlation between students' imagination toward their writing skill of descriptive text is medium correlation. For F_{reg} calculate = 12,643 > F_{table} = 4,13 at level significant 5%. It can be seen that there is influence about 12,643 between students' imagination toward their writing skill of descriptive text.

7. Limitation of research

This research far from perfect, because in this research that researcher did there are many limitation:

a. Limitation of research place

The research that researcher did was limited to one place in MTs NU 01 Tarub. When any research result that different in other place, the possible result is not different from previous research.

b. Limitation of research time

This research is only conducted during thesis. The limited time was one of factors that narrow the space of research, so that could influence the result of research that researcher conducted.

c. Limitation of research object

In this research, the researcher was only researching about influence of students' imagination toward their writing skill of descriptive text. Although researcher faced problems and limitations when was doing this research, researcher has been grateful this research could be finished smoothly.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After conducting statistical calculation of correlation regression and regression analysis, there is correlation between students' imagination (X) toward their writing skill of descriptive text (Y). It is showed by correlation coefficient r_{xy}= 0,5199511838. Because r_{xy} = 0,5199511838 > r_t (5%) = 0,329 and r_{xy} = 0,5199511838 > r_t (1%) = 0,424, it means significant. If the result of calculate r_{xy} is formulated into percent calculation (%) then $K_p = r_{xy}^2 . 100 = (0,519)^2 . 100 = 27,034$ or 27%. It shows that the correlation between students' imagination toward their writing skill of descriptive text is moderate correlation. For F_{reg} calculate = 12,643 > F_{table} = 4,13 at level significant 5%. It can be concluded that there is positive influence between students' imagination toward their writing skill of descriptive text.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions that go to:

1. Students

   Not all students' imagination ability have positive influence to their writing skill of descriptive text but also the ability can be applied in real life, therefore they should train it so that can be realized well. And they may have attainment not only academically in writing but also in other aspects of life.

2. Teacher

   For all teachers will be better to train students accustomed to imagine when creating their composition. And teachers must support students when have interest in writing in order that can write paragraph good and accurately.

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Appendix 1

LIST OF NAME OF RESPONDENT

NO	NAME
R1	Sulfika
R2	Nandita Riza Vanissa
R3	Adeliyah Putri
R4	Rahmawati Nurliza
R5	Dimas Syarif
R6	Yudha Bayu Setiawan
R7	Sukma Nabila
R8	Chilyah Roudhotul G
R9	Hanie Khoirunnisa
R10	Bima Prasetia
R11	Sindi Permata Anggraeni
R12	Aliyah Ardiyanti
R13	Tiyo Lulu Nurbaeti Yulianti
R14	Intan Amalia
R15	Lulu Kuwayyis Tammiz
R16	Tegar Faturakhman
R17	Siti Nuranisah
R18	Anggun Ayu Lestari
R19	M. Lukmanul Hakim
R20	Jakaria
R21	Putri Nur Vita Sari
R22	M. Rakhiman
R23	M. Nunu Riyadi
R24	Ade Ivan Maulana
R25	M. Ade Saputra
R26	Akbar Maulana
R27	Lukman Maulana Ishak
R28	Ulil Azmi Al-Muksin
R29	Seliya Rahayanti
R30	Aji Jaya
R31	Munajad
R32	Yoga Fahreza
R33	Siti Khusnul Putriana

R34	M. Andrian Ramadhani
R35	Tengku Dafa Rabani
R36	Silvia Khan Evanda

Appendix 2

A. Data of Questionnaire Validity

NO	X	Y	XY	X^2	Y^2
1	60	56	3360	3600	3136
2	63	71	4473	3969	5041
3	48	47	2256	2304	2209
4	61	54	3294	3721	2916
5	66	65	4290	4356	4225
6	59	58	3422	3481	3364
7	57	59	3363	3249	3481
8	63	59	3717	3969	3481
9	55	56	3080	3025	3136
10	61	56	3416	3721	3136
11	46	41	1886	2116	1681
12	61	62	3782	3721	3844
13	65	50	3250	4225	2500
14	66	63	4158	4356	3969
15	60	63	3780	3600	3969
16	53	53	2809	2809	2809
17	60	55	3300	3600	3025
18	57	52	2964	3249	2704
19	50	43	2150	2500	1849
20	56	54	3024	3136	2916
21	42	38	1596	1764	1444
22	61	57	3477	3721	3249
23	53	54	2862	2809	2916
24	55	57	3135	3025	3249
25	59	60	3540	3481	3600
26	69	64	4416	4761	4096
27	67	66	4422	4489	4356
28	70	63	4410	4900	3969
29	63	58	3654	3969	3364
30	29	37	1073	841	1369
31	43	48	2064	1849	2304
32	52	53	2756	2704	2809
33	37	35	1295	1369	1225

34	44	57	2508	1936	3249
35	52	51	2652	2704	2601
36	68	65	4420	4624	4225
∑	2031	1980	114054	117653	111416

Explanation:

$\sum X$ = 1826

$\sum Y$ = 2184

$\sum XY$ = 112110

$\sum X^2$ = 95480

$\sum Y^2$ = 134792

Valid Items Questionnaire of Students' Imagination Used
in Data Collection

No of item	Validity		Explanation
	$r_{calculate}$	r_{table} 5%	
1	0,434	0,329	Valid
2	0,399	0,329	Valid
3	0,555	0,329	Valid
4	0,513	0,329	Valid
5	0,559	0,329	Valid
6	0,665	0,329	Valid
7	0,328	0,329	Valid
8	0,350	0,329	Valid
9	0,500	0,329	Valid
10	0,500	0,329	Valid
11	0,352	0,329	Valid
12	0,518	0,329	Valid
13	0,458	0,329	Valid
14	0,692	0,329	Valid
15	0,696	0,329	Valid
16	0,491	0,329	Valid
17	0,532	0,329	Valid

18	0,518	0,329	Valid

B. Reliability Test

Table of odd items

No resp	No of items									Total score
	1	3	5	7	9	11	13	15	17	
1	4	3	4	3	4	4	3	4	3	32
2	4	4	3	4	0	3	4	4	4	30
3	4	2	2	3	4	4	3	2	2	26
4	4	3	4	4	3	0	4	4	2	28
5	3	4	4	4	4	0	3	4	4	30
6	3	4	4	4	3	2	3	3	4	30
7	3	4	3	3	3	2	2	3	3	26
8	4	4	3	3	3	3	4	3	3	30
9	3	3	3	3	4	4	3	3	2	28
10	3	3	3	3	4	4	4	3	2	29
11	0	0	1	1	3	4	2	2	4	17
12	4	4	4	4	3	3	4	3	4	33
13	4	3	3	4	4	4	4	3	3	32
14	4	3	4	4	4	2	3	4	2	30
15	3	2	4	4	2	4	4	4	4	31
16	2	3	4	4	4	4	3	1	4	29
17	3	3	3	3	3	2	3	2	2	24
18	3	2	4	2	4	2	3	3	4	27
19	4	4	2	1	3	4	3	2	4	27
20	4	2	3	2	3	4	2	3	4	27
21	3	3	3	1	1	1	3	2	2	19
22	4	3	4	4	4	2	3	2	2	28
23	4	3	3	4	3	2	3	2	3	27
24	2	4	0	4	4	4	4	3	2	27
25	4	3	4	4	3	3	3	2	2	28
26	4	4	4	4	4	4	4	4	4	36
27	4	3	4	4	4	3	4	4	3	33
28	4	4	4	4	4	4	4	3	4	35
29	4	4	4	4	4	4	2	2	3	31
30	1	3	1	2	3	1	2	1	0	14
31	4	0	1	1	4	3	3	0	2	18
32	3	2	4	4	4	1	2	4	4	28

33	1	4	4	0	3	0	4	1	0	17
34	4	2	3	4	3	0	0	2	3	21
35	4	4	4	2	3	3	4	1	2	27
36	4	4	3	3	4	4	4	3	4	33

Table of even items

No resp	No of items									Total score
	2	4	6	8	10	12	14	16	18	
1	4	3	3	3	3	3	3	3	3	28
2	4	3	4	4	4	3	4	3	4	33
3	2	0	2	4	2	4	2	2	4	22
4	4	3	4	4	4	2	4	4	4	33
5	4	4	4	4	4	4	4	4	4	36
6	3	3	3	3	3	3	3	3	4	28
7	4	3	4	4	4	3	3	4	4	33
8	4	4	4	4	4	4	3	4	4	35
9	3	3	3	2	4	4	3	3	4	29
10	3	3	4	2	4	4	3	3	4	30
11	4	2	1	4	4	4	3	3	4	29
12	3	4	3	3	4	3	3	1	4	28
13	4	4	3	3	4	4	2	4	4	32
14	4	4	4	4	4	4	4	4	4	36
15	4	3	4	3	3	4	2	4	2	29
16	3	3	4	3	3	3	3	1	3	26
17	4	4	4	4	4	4	4	4	4	36
18	4	3	2	4	4	3	4	3	4	31
19	4	2	2	4	2	2	2	3	3	24
20	4	3	4	4	3	3	3	2	3	29
21	3	4	3	2	3	1	1	3	4	24
22	4	4	3	2	4	3	4	3	4	31
23	4	2	3	4	3	2	3	2	4	27
24	2	3	4	4	4	3	2	4	4	30
25	4	4	4	2	4	3	2	2	4	29
26	4	4	4	4	2	4	3	4	4	33
27	4	4	4	3	4	4	3	4	4	34
28	4	4	4	4	4	4	3	4	4	35
29	4	4	4	4	4	4	2	2	4	32
30	3	2	1	3	2	3	1	0	1	16
31	4	0	4	4	4	3	0	2	4	25
32	0	4	1	4	4	1	3	4	4	25

33	3	4	3	2	1	2	0	3	2	20
34	0	1	4	4	4	2	0	4	4	23
35	3	4	3	4	2	4	1	0	4	25
36	4	4	4	4	4	4	3	4	4	35

Appendix 3
The calculate of simple regression equation between *X* and *Y*

NO	X	Y	XY	X^2	Y^2
1	60	56	3360	3600	3136
2	63	71	4473	3969	5041
3	48	47	2256	2304	2209
4	61	54	3294	3721	2916
5	66	65	4290	4356	4225
6	59	58	3422	3481	3364
7	57	59	3363	3249	3481
8	63	59	3717	3969	3481
9	55	56	3080	3025	3136
10	61	56	3416	3721	3136
11	46	41	1886	2116	1681
12	61	62	3782	3721	3844
13	65	50	3250	4225	2500
14	66	63	4158	4356	3969
15	60	63	3780	3600	3969
16	53	53	2809	2809	2809
17	60	55	3300	3600	3025
18	57	52	2964	3249	2704
19	50	43	2150	2500	1849
20	56	54	3024	3136	2916
21	42	38	1596	1764	1444
22	61	57	3477	3721	3249
23	53	54	2862	2809	2916
24	55	57	3135	3025	3249
25	59	60	3540	3481	3600
26	69	64	4416	4761	4096
27	67	66	4422	4489	4356
28	70	63	4410	4900	3969
29	63	58	3654	3969	3364

30	29	37	1073	841	1369
31	43	48	2064	1849	2304
32	52	53	2756	2704	2809
33	37	35	1295	1369	1225
34	44	57	2508	1936	3249
35	52	51	2652	2704	2601
36	68	65	4420	4624	4225
$\sum$	2031	1980	114054	117653	111416
Rata-rata	60	56			

Explanation:

$\sum X \qquad = 1826$

$\sum Y \qquad = 2184$

$\sum XY \qquad = 112110$

$\sum X^2 \qquad = 95480$

$\sum Y^2 \qquad = 134792$

$$r_{xy} = \frac{(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Need steps to solve this formula, they are:

1. $\sum xy = \sum XY - \frac{(\sum X)(\sum Y)}{N}$

$\sum xy = 112110 - \frac{(1826)(2184)}{36}$

$\sum xy = 112110 - 110777{,}33$

$\sum xy = 1332{,}67$

2. $\sum X = \sum X^2 - \frac{(\sum X)^2}{N}$

$\sum X = 95480 - \frac{(1826)^2}{36}$

$$\sum X = 95480 - 92618,8$$

$$\sum X = 2861,2$$

3. $\sum Y = \sum Y^2 - \dfrac{(\sum Y)^2}{N}$

$$\sum Y = 134792 - \dfrac{(2184)^2}{36}$$

$$\sum Y = 134792 - 132496$$

$$\sum Y = 2296$$

Based on the calculating above and then including into correlation of product moment formula:

$$r_{xy} = \dfrac{(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \dfrac{1332,67}{\sqrt{(2861,2)(2296)}}$$

$$r_{xy} = \dfrac{1332,67}{\sqrt{6569315,2}}$$

$$r_{xy} = \dfrac{1332,67}{2563,067}$$

$$r_{xy} = 0,5199511838$$

If the result of calculating r_{xy} is formulated into percent (%)

$$K_p = r_{xy}{}^2 . 100\%$$

$$= (0,519)^2 . 100\%$$

$$= 0,270 . 100\% = 27,034 \text{ or } 27\%$$

Appendix

THE CALCULATE OF MEANINGFUL AND LINEARITY TEST *X*
TOWARD *Y*
TABLE AID TO SOLVE
The X data is organized by small data until big data, and

then followed by Y data

No	X	Group	Ni	Y
1	34	1	1	70
2	35	2	1	88
3	36	3	1	68
4	38	4	2	64
5	38			70
6	40	5	1	68
7	41	6	1	70
8	42	7	2	64
9	42			56
10	44	8	2	64
11	44			68
12	45	9	2	52
13	45			72
14	48	10	1	56
15	51	11	2	50
16	51			64
17	52	12	1	52
18	53	13	3	52
19	53			52
20	53			64
21	54	14	1	50
22	55	15	4	60
23	55			60
24	55			56

25	55			56
26	56	16	1	56
27	57	17	1	56
28	58	18	1	70
29	59	19	1	60
30	60	20	1	52
31	61	21	2	52
32	61			56
33	63	22	2	60
34	63			60
35	64	23	1	56
36	65	24	1	60

To find this regression equation is used by formula:

$\widehat{Y} = a + bX$ with the following steps:

1. $b = \frac{n\sum(XY) - \sum X \sum Y}{n\sum X^2 - (\sum X)^2}$

$$b = \frac{36(112110) - (1826)(2184)}{36(95480) - (1826)^2}$$

$$b = \frac{4035960 - 3987984}{3437280 - 3334276}$$

$$b = \frac{47976}{103004} = 0,466$$

$$b = 0,46576831968$$

2. $a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$

$$a = \frac{(2184)(95480) - (1826)(112110)}{36(95480) - (1826)^2}$$

$$a = \frac{208528320 - 204712860}{3437280 - 3334276}$$

$$a = \frac{3815460}{103004}$$

$$a = 37{,}0418624519$$

After getting a and b and then including into formula of regression equation:

$$\widehat{Y} = a + bX$$

$$\widehat{Y} = 37{,}042 + 0{,}466X$$

The calculate of meaningful test and linearity X toward Y

Sumber Variasi	df	SS	MS	F
Total	N	ΣY^2	ΣY^2	-
Koefisien (a)	1	$JK\ (a)$	$JK\ (a)$	
Regresi ($b|a$)	1	$JK\ (b|a)$	$S^2_{reg} = JK\ (b\ |\ a)$	$\dfrac{S^2_{reg}}{S^2_{sis}}$
Residu / sisa	n-2	$JK\ (S)$	$S^2_{sis} = \dfrac{JK\ (S)}{n-2}$	-
Tuna cocok	k-2	$JK\ (TC)$	$S^2_{TC} = \dfrac{JK\ (TC)}{k-2}$	$\dfrac{S^2_{TC}}{S^2_G}$
Galat	n-k	$JK(G)$	$S^2_G = \dfrac{JK\ (G)}{n-k}$	

Hypothesis:

1) Meaningful test

H_0 : the coefficient of regression direction is not meaningful [$b = 0$]

H_1 : the coefficient of regression direction is meaningful [$b \neq$]

2) Linearity test

   H_0 : regression of linearity

   H_1 : regression of not linearity

   With regression equation $\hat{Y} = a + bX$

   JK(T) $= \sum Y^2 = 134792$

   JK(a) $= \dfrac{(\sum Y)^2}{n} = \dfrac{(2184)^2}{36} = 132496$

   JK(b|a) $= b\left\{\sum XY - \dfrac{(\sum X)(\sum Y)}{n}\right\}$

   $= 0,466\left\{112110 - \dfrac{(1826).(2184)}{36}\right\}$

   $= 622,355$

   JK(S) $= JK(T) - JK(a) - JK(b|a)$

   $= 134792 - 132496 - 622,355$

   $= 1673,645$

   JK(G) $= \sum\left\{\sum Y^2 - \dfrac{(\sum Y)^2}{n}\right\}$

   $= 476$

   JK(TC) $=$ JK (S) $-$ JK (G)

   $= 1673,645 - 476$

   $= 1197,645$

   Calculate the degree of freedom

   dk(a) $= 1$

   dk(b|a) $= 1$ (sum of predictor)

   S^2_{reg} $= JK\ (b\mid a) = 622,355$

   S^2_{sis} $= \dfrac{JK\ (S)}{n-2} = \dfrac{1673,645}{34} = 49,2248529412$

$$S_G^2 \qquad = \frac{JK\ (G)}{n-k} = \frac{476}{12} = 39{,}7$$

$$S_{TC}^2 \qquad = \frac{JK\ (TC)}{k-2} = \frac{1197{,}645}{22} = 54{,}4384$$

$$F \qquad = \frac{S_{reg}^2}{S_{sis}^2} = \frac{622{,}355}{49{,}2248529412} = 12{,}64311$$

$$\frac{S_{TC}^2}{S_G^2} \qquad = \frac{54{,}4384}{39{,}7} = 1{,}3712445615$$

Source of variance	df	SS	MS	F
Total	36	134792		
Koefisien (a)	1	132496		12,643067547
Regression (b/a)	1	622,355		
Residu / sisa	34	1673,645	49,2248529412	
Linearity deviation	22	1197,645	54,4384090909	1,3712445615
Error	12	476	39,7	

1. Meaningful test

   this case, $F_{calculate}$ (regression) = 12,643 while F_{table} for df 1 : 34 (quantifier = 1; denominator = 34) at significant level 5% = 4,13. It means $F_{calculate} > F_{table}$, so that any functional relation that significant between variable of students' imagination and writing skill of descriptive text.

2. Linearity test

In this case, $F_{calculate}$ (linearity deviation) = 1,371, when F_{table} for ksignificant level 5% = 2,54 (F linearity deviation < F table), it means , H0 is accepted and F linearity deviation is not significant. Therefore the relation between variable of students' imagination and writing skill of descriptive text is linear.

Appendix 5

MEANINGFUL TEST OF COEFFICIENT CORRELATION X AND Y

H_o : coefficient correlation is not significant

H_a : coefficient correlation is significant

H_o is rejected if $t_{calculate} > t_{table}$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0{,}5199511838\sqrt{36-2}}{\sqrt{1-(0{,}5199511838\ )^2}}$$

$$t = \frac{3{,}0318103404}{0{,}8547742392}$$

$$t = 3{,}5469135608$$

Based on the calculate $t_{calculate}$= 3,547 for *X and Y*. this value is consulted with *dk* =34 and significant level 5% is obtained t_{table}= 2,03224, because $t_{calculate} > t_{table}$ so H_o is rejected. It means any significant correlation between students' imagination (X) toward their writing skill of descriptive text(Y)

Appendix 6

The Score of Descriptive Text

No	Name of Student	Point				
		Developing ideas	Organizing idea	Grammar	Vocabulary	Mechanics
1.	Sulfika	3,5	3	3	4	4
2.	Nandita Riza Vanissa	5	4	4	5	4
3.	Adeliyah Putri	3	3,5	3	3,5	4
4.	Rahmawati Nurliza	3	3,5	2	3,5	4
5.	Dimas Syarif	3	3	3	4	3
6.	Yudha Bayu Setiawan	4	3,5	2,5	3,5	3,5
7.	Sukma Nabila	4	3	3	4	3,5
8.	Chilyah Roudhotul G	3,5	3	2,5	3	3
9.	Hanie Khoirunnisa	3	3	3	3	2
10.	Bima Prasetia	3	3	2,5	3,5	4
11.	Sindi Permata Anggraeni	3,5	3,5	3	3	4
12.	Aliyah Ardiyanti	3	2,5	2	3	2
13.	Tiyo Lulu Nurbaeti Yulianti	4	4	3	4	3
14.	Intan Amalia	3	3	2	3	3
15.	Lulu Kuwayyis Tammiz	2,5	2	2	3	3

No.	Nama					
16.	Tegar Faturakhman	3	3,5	3	3,5	3
17.	Siti Nuranisah	2,5	2,5	3	3	2,5
18.	Anggun Ayu Lestari	2,5	3	3	2,5	2
19.	M. Lukmanul Hakim	3	2,5	2,5	2,5	2,5
20.	Jakaria	3,5	3,5	2	3,5	3,5
21.	Putri Nur Vita Sari	2,5	2,5	2	3	2,5
22.	M. Rakhiman	3,5	3,5	2	3	3
23.	M. Nunu Riyadi	3,5	2,5	3	3,5	2,5
24.	Ade Ivan Maulana	3,5	2,5	2	3,5	2,5
25.	M. Ade Saputra	3,5	2,5	2	3,5	2,5
26.	Akbar Maulana	2,5	2,5	2,5	3,5	3
27.	Lukman Maulana Ishak	2,5	2,5	2	3	3
28.	Ulil Azmi Al-Muksin	4	3	3	4	3,5
29.	Seliya Rahayanti	3	3	2,5	3	2,5
30.	Aji Jaya	2,5	2,5	2,5	2,5	3
31.	Munajad	2	3	2	3	3
32.	Yoga Fahreza	2	3	2	3	3
33.	Siti Khusnul Putriana	3,5	3,5	3	4	4

No.	Nama					
34.	M. Andrian Ramadhani	3	3	3	3	3
35.	Tengku Dafa Rabani	3,5	2	2	3,5	3
36.	Silvia Khan Evanda	3	3	2	4	3

Appendix 7

PENELITI	: **Naelil Izzati**
NIM	: **133411055**
JURUSAN	: **Pendidikan Bahasa Inggris**
JUDUL	: **THE INFLUENCE OF STUDENTS' IMAGINATION TOWARD THEIR WRITING SKILL OF DESCRIPTIVE TEXT**

HIPOTESIS :

a. Hipotesis Korelasi:

H_0 : Tidak ada hubungan yang signifikan antara imajinasi siswa terhadap kemampuan menulis.

H_1 : Ada hubungan yang signifikan antara imajinasi siswa terhadap kemampuan menulis.

b. Hipotesis Model Regresi

H_0 : Model regresi tidak signifikan

H_1 : Model regresi signifikan

c. Hipotesis Koefisien Regresi

H_0 : Koofisien regresi tidak signifikan

H_1 : Koofisien regresi signifikan

HASIL DAN ANALISIS DATA

Descriptive Statistics

	Mean	Std. Deviation	N
kemampuan menulis	60.6667	8.09938	36
imaginasi	50.7222	9.04153	36

Correlations

		kemampuan menulis	imaginasi
Pearson Correlation	kemampuan menulis	1.000	.520
	imaginasi	.520	1.000
Sig. (1-tailed)	kemampuan menulis	.	.001
	imaginasi	.001	.
N	kemampuan menulis	36	36
	imaginasi	36	36

Keterangan:

Sig. = 0,001 < 0,05, maka H_0 ditolak artinya terdapat hubungan yang signifikan antara imajinasi siswa terhadap kemampuan menulis.

1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520ᵃ	.270	.249	7.01948

a. Predictors: (Constant), imaginasi

Keterangan:
R = 0,520 artinya hubungan antara imajinasi siswa terhadap kemampuan menulis **Cukup** karena $0,400 \leq R \leq 0,699$, dan kontribusi imajinasi siswa dalam mempengaruhi kemampuan menulis sebesar 27,0% (R square).

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	620.714	1	620.714	12.597	.001ᵃ
	Residual	1675.286	34	49.273		
	Total	2296.000	35			

a. Predictors: (Constant), imaginasi

b. Dependent Variable: kemampuan menulis

Keterangan:
Sig. = 0,001 < 0,05 maka H_0 ditolak,
artinya model regresi Y = 0,466 + 37,042X **SIGNIFIKAN**

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.042	6.758		5.481	.000
	imaginasi	.466	.131	.520	3.549	.001

a. Dependent Variable: kemampuan menulis

Keterangan:
Persamaan Regresi adalah Y = 0,466 + 37,042X
Uji koefisien varaibel (X) (37,042) : Sig. = 0,000 < 0,05, maka H_0 ditolak, artinya koefisien variabel X **SIGNIFIKAN** (dalam mempengaruhi variabel Y).

2

LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

Uji konstanta (0,466) : Sig. = 0,001 < 0,05, maka H_0 ditolak, artinya konstanta **SIGNIFIKAN** (dalam mempengaruhi variabel Y).

Semarang, 27 Oktober 2017
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri

3

Appendix 8

Documentation of Research

Students were arranging text of descriptive text

Students were understanding the questionnaire

Students were filling questionnaire
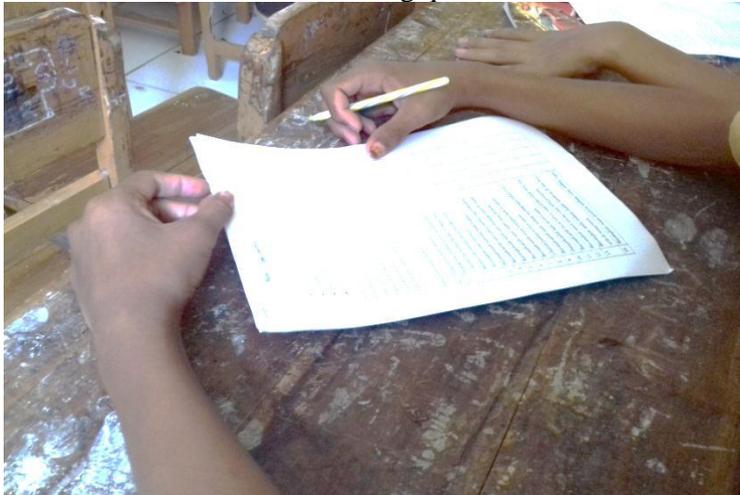
Appendix 9   Sample of students' questionnaire

Nama : Sulfika ①
Kelas : Ūₘ

Mental Images

- Bacalah doa sebelum mengerjakan quiz
- Pahamilah soal baik-baik dan Bayangkan yang diperintahkan
- Berilah tanda centang didalam kolom skor yang telah ditentukan
- Selamat mengerjakan

Score :

Extremely clear (sangat jelas) .   : 4
Clear (jelas)   : 3
Fairly Clear (cukup jelas)   : 2
Unclear (tidak jelas)   : 1
Very Unclear (sangat tidak jelas)   : 0

Yang harus anda lakukan:

No	Yang harus anda lakukan	4	3	2	1	0
1.	Berpikirlah tentang teman terdekat anda: Lihatlah dia sedang berdiri di depan anda	✓				
2.	Berpikirlah tentang teman terdekat anda: Bayangkan suara tawanya		✓			
3.	Bayangkanlah sepiring buah-buahan	✓				
4.	Bayangkanlah suara pintu mobil yang terbanting		✓			
5.	Bayangkanlah salah satu orangtua anda di rumah			✓		
6.	Bayangkanlah suara mobil yang distarter	✓				
7.	Bayangkanlah suara orangtua anda di rumah		✓			
8.	Lihatlah putihnya pasir pantai			✓		
9.	Bayangkanlah anda sedang melihat kaca etalase toko			✓		
10.	Dengarkanlah lagu favorit anda		✓			
11.	Bayangkanlah layar telvisi yang gelap (tidak menyala)	✓				
12.	Bayangkan suara anjing yang menggonggong				✓	
13.	Bayangkan anda sedang duduk sendirian di atas kursi sofa di ruang tamu	✓				
14.	Bayangkan suara pesawat terbang yang sedang lepas			✓		

No.		C1	C2	C3	C4	C5
	landas					
15.	Bayangkanlah diri anda sedang duduk di kantin	✓				
16.	Bayangkan suara traktor yang sedang meratakan jalan			✓		
17.	Bayangkanlah sekuntum bunga di taman	✓				
18.	Bayangkanlah suara pistol yang ditembakan	✓				
19.	Berpikirlah tentang teman sebangku anda: Lihatlah dia sedang brdiri di depan anda			✓		
20.	Berpikirlah tentang teman sebangku anda: Bayangkan suara tawanya			✓		
21.	Bayangkanlah bunga-bunga di vas		✓			
22.	Bayangkanlah suara pintu kelas yang terbanting			✓		
23.	Bayangkanlah guru favorit anda mengajar di kelas	✓				
24.	Bayangkanlah suara motor yang distarter	✓				
25.	Bayangkan suara guru favorit anda		✓			
26.	Lihatlah putihnya awan di langit	✓				
27.	Bayangkan anda sedang melihat lemari baju		✓			
28.	Dengarkanlah musik favorit anda		✓			
29.	Bayangkanlah layar komputer yang gelap (tidak menyala)	✓				
30.	Bayangkan suara kucing mengeong	✓				
31.	Bayangkan anda sedang duduk sendirian diatas kursi di dalam kelas	✓				
32.	Bayangkan suara helikopter yang lepas landas			✓		
33.	Bayangkan diri anda sedang duduk di kantin sekolah	✓				
34.	Bayangkan suara traktor yang sedang meratakan tanah di sawah		✓			
35.	Bayangkan sebatang pohon di taman	✓				
36.	Bayangkan suara petasan yang meledak	✓				

Mental Images

- Bacalah doa sebelum mengerjakan quiz
- Pahamilah soal baik-baik dan Bayangkan yang diperintahkan
- Berilah tanda centang didalam kolom skor yang telah ditentukan
- Selamat mengerjakan

Score :

Extremely clear (sangat jelas)   : 4

Clear (jelas)   : 3

Fairly Clear (cukup jelas)   : 2

Unclear (tidak jelas)   : 1

Very Unclear (sangat tidak jelas) : 0

Yang harus anda lakukan:

No	Yang harus anda lakukan	4	3	2	1	0
1.	Berpikirlah tentang teman terdekat anda: Lihatlah dia sedang berdiri di depan anda	✓				
2.	Berpikirlah tentang teman terdekat anda: Bayangkan suara tawanya		✓			
3.	Bayangkanlah sepiring buah-buahan		✓			
4.	Bayangkanlah suara pintu mobil yang terbanting	✓				
5.	Bayangkanlah salah satu orangtua anda di rumah	✓				
6.	Bayangkanlah suara mobil yang distarter		✓			
7.	Bayangkanlah suara orangtua anda di rumah	✓				
8.	Lihatlah putihnya pasir pantai			✓		
9.	Bayangkanlah anda sedang melihat kaca etalase toko	✓				
10.	Dengarkanlah lagu favorit anda		✓			
11.	Bayangkanlah layar telvisi yang gelap (tidak menyala)			✓		
12.	Bayangkan suara anjing yang menggonggong		✓			
13.	Bayangkan anda sedang duduk sendirian di atas kursi sofa di ruang tamu		✓			
14.	Bayangkan suara pesawat terbang yang sedang lepas			✓		

No.		1	2	3	4	5
	landas					
15.	Bayangkanlah diri anda sedang duduk di kantin				✓	
16.	Bayangkan suara traktor yang sedang meratakan jalan		✓			
17.	Bayangkanlah sekuntum bunga di taman			✓		
18.	Bayangkanlah suara pistol yang ditembakkan				✓	
19.	Berpikirlah tentang teman sebangku anda: Lihatlah dia sedang brdiri di depan anda	✓				
20.	Berpikirlah tentang teman sebangku anda: Bayangkan suara tawanya		✓			
21.	Bayangkanlah bunga-bunga di vas			✓		
22.	Bayangkanlah suara pintu kelas yang terbanting	✓				
23.	Bayangkanlah guru favorit anda mengajar di kelas	✓				
24.	Bayangkanlah suara motor yang distarter	✓				
25.	Bayangkan suara guru favorit anda		✓			
26.	Lihatlah putihnya awan di langit		✓			
27.	Bayangkan anda sedang melihat lemari baju	✓				
28.	Dengarkanlah musik favorit anda		✓			
29.	Bayangkanlah layar komputer yang gelap (tidak menyala)		✓			
30.	Bayangkan suara kucing mengeong		✓			
31.	Bayangkan anda sedang duduk sendirian diatas kursi di dalam kelas	✓				
32.	Bayangkan suara helikopter yang lepas landas			✓		
33.	Bayangkan diri anda sedang duduk di kantin sekolah					✓
34.	Bayangkan suara traktor yang sedang meratakan tanah di sawah		✓			
35.	Bayangkan sebatang pohon di taman			✓		
36.	Bayangkan suara petasan yang meledak	✓				

Nama : Tiyo Lulu Nurbaeti Yulianti
kelas : VIII B
Mapel : Bhs. Inggris

Mental Images

- Bacalah doa sebelum mengerjakan quiz
- Pahamilah soal baik-baik dan Bayangkan yang diperintahkan
- Berilah tanda centang didalam kolom skor yang telah ditentukan
- Selamat mengerjakan

Score :

Extremely clear (sangat jelas) : 4
Clear (jelas) : 3
Fairly Clear (cukup jelas) : 2
Unclear (tidak jelas) : 1
Very Unclear (sangat tidak jelas) : 0

Yang harus anda lakukan:

No	Yang harus anda lakukan	4	3	2	1	0
1.	Berpikirlah tentang teman terdekat anda: Lihatlah dia sedang berdiri di depan anda	✓				
2.	Berpikirlah tentang teman terdekat anda: Bayangkan suara tawanya		✓			
3.	Bayangkanlah sepiring buah-buahan		✓			
4.	Bayangkanlah suara pintu mobil yang terbanting	✓				
5.	Bayangkanlah salah satu orangtua anda di rumah	✓				
6.	Bayangkanlah suara mobil yang distarter	✓				
7.	Bayangkanlah suara orangtua anda di rumah	✓				
8.	Lihatlah putihnya pasir pantai			✓		
9.	Bayangkanlah anda sedang melihat kaca etalase toko			✓	✓	
10.	Dengarkanlah lagu favorit anda		✓			
11.	Bayangkanlah layar telvisi yang gelap (tidak menyala)	✓				
12.	Bayangkan suara anjing yang menggonggong				✓	
13.	Bayangkan anda sedang duduk sendirian di atas kursi sofa di ruang tamu	✓				
14.	Bayangkan suara pesawat terbang yang sedang lepas					✓

No.	Item					
	landas					✓
15.	Bayangkanlah diri anda sedang duduk di kantin			✓		
16.	Bayangkan suara traktor yang sedang meratakan jalan		`		✓	
17.	Bayangkanlah sekuntum bunga di taman		✓			
18.	Bayangkanlah suara pistol yang ditembakan		✓			
19.	Berpikirlah tentang teman sebangku anda: Lihatlah dia sedang brdiri di depan anda		✓			
20.	Berpikirlah tentang teman sebangku anda: Bayangkan suara tawanya	✓				
21.	Bayangkanlah bunga-bunga di vas		✓			
22.	Bayangkanlah suara pintu kelas yang terbanting	✓				
23.	Bayangkanlah guru favorit anda mengajar di kelas			✓		
24.	Bayangkanlah suara motor yang distarter	✓				
25.	Bayangkan suara guru favorit anda			✓		
26.	Lihatlah putihnya awan di langit		✓			
27.	Bayangkan anda sedang melihat lemari baju		✓			
28.	Dengarkanlah musik favorit anda	✓				
29.	Bayangkanlah layar komputer yang gelap (tidak menyala)	✓				
30.	Bayangkan suara kucing mengeong	✓				
31.	Bayangkan anda sedang duduk sendirian diatas kursi di dalam kelas		✓			
32.	Bayangkan suara helikopter yang lepas landas				✓	
33.	Bayangkan diri anda sedang duduk di kantin sekolah					✓
34.	Bayangkan suara traktor yang sedang meratakan tanah di sawah					✓
35.	Bayangkan sebatang pohon di taman				✓	
36.	Bayangkan suara petasan yang meledak			✓		

Nama : Ulil Azmi Al-muksinin
Kelas : VIIIB   2g

Mental Images

- Bacalah doa sebelum mengerjakan quiz
- Pahamilah soal baik-baik dan Bayangkan yang diperintahkan
- Berilah tanda centang didalam kolom skor yang telah ditentukan
- Selamat mengerjakan

Score :

Extremely clear (sangat jelas)   : 4
Clear (jelas)   : 3
Fairly Clear (cukup jelas)   : 2
Unclear (tidak jelas)   : 1
Very Unclear (sangat tidak jelas)   : 0

Yang harus anda lakukan:

No	Yang harus anda lakukan	4	3	2	1	0
1.	Berpikirlah tentang teman terdekat anda: Lihatlah dia sedang berdiri di depan anda	✓				
2.	Berpikirlah tentang teman terdekat anda: Bayangkan suara tawanya		✓	✓		
3.	Bayangkanlah sepiring buah-buahan			✓		
4.	Bayangkanlah suara pintu mobil yang terbanting		✓			
5.	Bayangkanlah salah satu orangtua anda di rumah	✓				
6.	Bayangkanlah suara mobil yang distarter	✓				
7.	Bayangkanlah suara orangtua anda di rumah	✓				
8.	Lihatlah putihnya pasir pantai	✓				
9.	Bayangkanlah anda sedang melihat kaca etalase toko		✓			
10.	Dengarkanlah lagu favorit anda		✓			
11.	Bayangkanlah layar telvisi yang gelap (tidak menyala)	✓				
12.	Bayangkan suara anjing yang menggonggong		✓			
13.	Bayangkan anda sedang duduk sendirian di atas kursi sofa di ruang tamu		✓			
14.	Bayangkan suara pesawat terbang yang sedang lepas		✓			

No.		1	2	3	4	5
	landas					
15.	Bayangkanlah diri anda sedang duduk di kantin		✓			
16.	Bayangkan suara traktor yang sedang meratakan jalan		✓			
17.	Bayangkanlah sekuntum bunga di taman		✓			
18.	Bayangkanlah suara pistol yang ditembakan	✓				
19.	Berpikirlah tentang teman sebangku anda: Lihatlah dia sedang brdiri di depan anda			✓		
20.	Berpikirlah tentang teman sebangku anda: Bayangkan suara tawanya			✓		
21.	Bayangkanlah bunga-bunga di vas			✓		
22.	Bayangkanlah suara pintu kelas yang terbanting			✓		
23.	Bayangkanlah guru favorit anda mengajar di kelas	✓				
24.	Bayangkanlah suara motor yang distarter	✓				
25.	Bayangkan suara guru favorit anda	✓				
26.	Lihatlah putihnya awan di langit	✓				
27.	Bayangkan anda sedang melihat lemari baju	✓				
28.	Dengarkanlah musik favorit anda		✓			
29.	Bayangkanlah layar komputer yang gelap (tidak menyala)	✓				
30.	Bayangkan suara kucing mengeong	✓				
31.	Bayangkan anda sedang duduk sendirian diatas kursi di dalam kelas		✓			
32.	Bayangkan suara helikopter yang lepas landas		✓			
33.	Bayangkan diri anda sedang duduk di kantin sekolah		✓			
34.	Bayangkan suara traktor yang sedang meratakan tanah di sawah		✓			
35.	Bayangkan sebatang pohon di taman	✓				
36.	Bayangkan suara petasan yang meledak	✓				

$$= 36$$
$$5 \times 3 \quad 15$$
$$4 \times 2 \quad \frac{8}{55}$$

Appendix 10 Sample of students' descriptive text

Tes mengarang B. Inggris descriptive text

Waktu: 30 menit

Petunjuk umum:

1. Isilah dengan lengkap nama dan tanggal tes
2. Buatlah karangan berbentuk descriptive text dengan tema "My Class"
3. Panjang karangan atau tulisan minimal 10 kalimat
4. Tulislah dengan menggunakan present tense

1. Nama : Sulfika
   Tanggal : Sabtu, 16 September 2017.

   "MY Class"

2. I studied class 8b. the classroom was big and clean, in grade 8b lots of poster pictures, big blackboards, brooms, garbage, cans and other. class 8b the kids are cool and the class is very crowded, in grade 8b also has six windows and the room is bright.

lots of content
grammar → 73
kesesuaian isi → 60

bahasa → 70
kesesuaian bentuk → 65

Diction =

-Iza Vanissa.
16 September 2017.

Tes mengarang B. Inggris descriptive text

Waktu: 30 menit

Petunjuk umum:

1. Isilah dengan lengkap nama dan tanggal tes
2. Buatlah karangan berbentuk descriptive text dengan tema "My Class"
3. Panjang karangan atau tulisan minimal 10 kalimat
4. Tulislah dengan menggunakan present tense

MY CLASSROOM.

I learn in 8b class. It is a class with size about 20 m2 with white paint that covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large whiteboards. Above the whiteboard, there is pair of photos of president of Republic indonesia and pancasila symbol. Besides the photos of president, there are also so many heroes' pictures who stuck to the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to the cabinet, there is a teacher's desk which is covered with blue tablecloth. on the teacher's desk, there is a beautiful flower vase and a pile of books that ordered well. My classroom is a clean and comfortable class for learning. Even my classroom always wins the cleannes and competeness competition held in my school every year. The cleanliness in my school always maintain because we always hold a picket schedule. every morning my class is always cleaned before the lesson begins. Therefore, my class for teachers.

They are very fond of being in my class because the atmosphere which so comfortable.

, Lulu Nurbaeti yulianti

Tes mengarang B. Inggris descriptive text

Waktu: 30 menit

Petunjuk umum:

1. Isilah dengan lengkap nama dan tanggal tes
2. Buatlah karangan berbentuk descriptive text dengan tema "My Class"
3. Panjang karangan atau tulisan minimal 10 kalimat
4. Tulislah dengan menggunakan present tense

My Name is Tiyo Lulu Nurbaeti yulianti, 16 september 2017

"My class"

I'm learn in the class rom 8B. It is a class with 20 m₂ with white paint That covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large whiteboards. Above the white board, there is pair of Photos of President of Rebub Republic Indonesia and Pancasila symbol. Besides the photos of President. there are also so many photos of president and in the interic well have poster and slogan which can inspire rubber student.

9KV

...nggal 18 ~~sept~~ september 2017

Tes mengarang B. Inggris descriptive text

Waktu: 30 menit

Petunjuk umum:

1. Isilah dengan lengkap nama dan tanggal tes
2. Buatlah karangan berbentuk descriptive text dengan tema "My Class"
3. Panjang karangan atau tulisan minimal 10 kalimat
4. Tulislah dengan menggunakan present tense

1. my name is ulil Azmi Al-muksinin
2. I live in karangjati. I school in MTS Mu 01 torub. I tost in class eight B.
3. my classroom is verry clean and tidy, every morning there must be someone who swept. my class a lot of tables and chairs, and on the wall many posters-posters that nice. my classroom to be fourty student. my friends com from several different village.
4. my clas I like read book.

Nomor :B-3455/Un.10.3/D.1/TL.00/09/2017   Semarang, 7 September 2017

Lamp : -

Hal   : **Mohon Izin Riset**

     A.n : Naelil Izzati

     NIM : 133411055

Kepada Yth.
Kepala MTs NU 01 Tarub
di Tegal

Assalamu'alaikum Wr. Wb.

     Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama	: Naelil Izzati
NIM	: 133411055
Judul Skripsi	: The Influence of Students' Imagination toward Their Writing Skill of Descriptive Text
Pembimbing	: Siti Tarwiyah, S. S, M. Hum

     Mahasiswa tersebut membutuhkan data-data sesuai dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut di izinkan melaksanakan penelitian pada tanggal 11 September - 2 Oktober 2017.

     Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, kami sampaikan terimakasih.

Wassalamu'alaikumWr. Wb.

a.n Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M. Ag.
NIP.19681212 199403 1 003

Tembusan:

Dekan Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang.

Appendix 11

BADAN PELAKSANA PENDIDIKAN MAARIF NU
MADRASAH TSANAWIYAH NAHDLATUL ULAMA 01

MTs. NU 01 TARUB

STATUS TERAKREDITASI : A

Jalan Raya Karangjati No. 25 Tarub Kabupaten Tegal 52184 Telp. (0283) 3447913,
email : mtsnu01tarub@gmail.com, website : http://www.mtsnusata.blogspot.com

SURAT KETERANGAN
No : 153/Ts.02/KS/IX/2017

Yang bertanda tangan di bawah ini Kepala MTs Nahdlatul Ulama 01 Tarub Kecamatan Tarub Kabupaten Tegal menerangkan bahwa:

Nama	:	**Naelil Izzati**
Tempat, tanggal lahir	:	Tegal, 06 Februari 1996
Alamat	:	Ds. Grobog Kulon Rt. 01 / Rw. 03
		Kec. Pangkah – Kab. Tegal
Fakultas	:	Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Jurusan/Prodi	:	Pendidikan Bahasa Inggris
Pergurua Tinggi	:	UIN Walisongo Semarang
Judul Skripsi	:	The Influence of Students' Imagination toward Their Writing Skill of Descriptive Text

Telah melaksanakan Penelitian di sekolah kami pada tanggal 11 - 22 September 2017, dalam rangka penyusunan Skripsi untuk persyaratan memperoleh gelar Sarjana (S1) .

Demikian surat ini Kami buat untuk dapat dipergunakan seperlunya.

Tarub, 22 September 2017
Kepala Madrasah

H. TAJUDIN, S.IP. M.Pd.I.

CURRICULUM VITAE

A. Personal identity

1. Name : Naelil Izzati
2. Place and Date of Birth : Tegal, February 6th 1996
3. Address : Ds. Grobogkulon, Kec. Pangkah,
   Kab. Tegal
4. HP : 085741117305
5. Email : Naelil.izzati@gmail.com

B. Education Background

1. Formal Education
   a. SDN Grobogkulon 01 in 2007
   b. MTsN Model Babakan in 2010
   c. MA Nudia Semarang in 2013
   d. UIN Walisongo Semarang
2. Non-Formal Education
   a. Ponpes Al-Madani Semarang
   b. Ponpes Roudhoutut Tholibin Semarang