



**THE EFFECT OF PICTURE MEDIA ON PARAGRAPH
WRITING MASTERY AT GRADE VIII
STUDENTS OF SMPN 1 SIPIROK**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S. Pd) in English*

Written By :

NURMA SARI
Reg. Num. 14 203 00104

**ENGLISH EDUCATION DEPARTMENT
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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidempuan as a
Partial Fulfillment of the Requirement for Degree of Education Scholar (S.Pd) in
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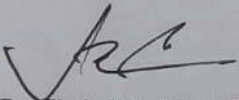
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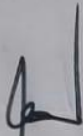


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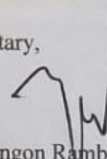
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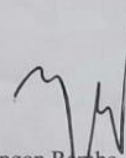


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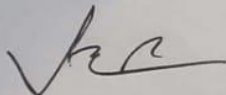
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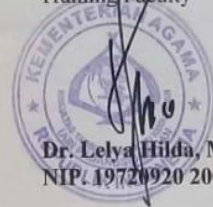
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ABSTRACT

This Research described about low mastery of students paragraph writing. It was solved by choosing Picture Media. The problems of students in Paragraph writing were: (1) lack of vocabulary (2) lack of knowledge in structure and grammar (3) able to develop the idea and difficult to connect one idea to others idea (4) feel the writing activity is bored. The purpose of this research is to know whether there is the effect of Picture Media on students' paragraph writing mastery at grade VIII SMPN 1 Sipirok.

The method that is used in this research was experimental research. Two classes were chosen randomly as the sample. They were VIII 1 as experimental class that consisted of 30 students and VIII 2 as control class that consisted of 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Picture Media was higher than control class. Mean score of experimental class before using picture media was 62.91 and mean score after using picture media was 66.89. The effect of picture media on students' paragraph writing mastery at grade VIII SMPN 1 Sipirok was 2.924 with t_{count} was higher than t_{table} ($2.924 > 1.67155$) it meant that H_a was accepted and H_o was rejected. There was the effect of Picture Media on students' paragraph writing mastery at grade VIII SMPN 1 Sipirok.

Key Words: *Picture Media, Paragraph Writing Mastery*

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ABSTRAK

Penelitian ini fokus pada penguasaan siswa yang rendah dalam menulis paragraf. Telah diatasi dengan picture media. Masalah siswa dalam penelitian ini adalah: (1) kekurangan kosakata (2) kekurangan pengetahuan dalam struktur dan tata bahasa (3) tidak mampu mengembangkan ide dan kesulitan menghubungkan satu ide ke ide yang lain (4) merasa kegiatan menulis membosankan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh media gambar terhadap penguasaan menulis paragraph siswa kelas VIII SMPN 1 Sipirok.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimen. Dua kelas dipilih secara acak sebagai sampel. Mereka adalah VIII-1 sebagai kelas eksperimen yang terdiri dari 30 siswa dan VIII-2 sebagai kelas kontrol yang terdiri dari 30 siswa. Sample tersebut diperoleh setelah menggunakan tes normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisa data, peneliti menggunakan rumus t-test.

Setelah menganalisis data, peneliti menemukan nilai rata-rata dari kelas eksperimen setelah menggunakan media gambar lebih tinggi dari kelas kontrol. Nilai rata-rata kelas eksperimen sebelum menggunakan media gambar adalah 62.91 dan nilai rata-rata setelah menggunakan media gambar adalah 66.89. Pengaruh media gambar terhadap penguasaan menulis paragraf siswa di SMPN 1 Sipirok kelas VIII adalah 2.924 dengan dengan t_{count} lebih tinggi dari t_{table} ($2.924 > 1.67155$). Itu memiliki arti bahwa H_a diterima dan H_o ditolak. Ada pengaruh media gambar terhadap penguasaan menulis paragraf siswa di SMPN 1 Sipirok kelas VIII.

Kata kunci: Media Gambar, Penguasaan Menulis Paragraf

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is an important language and becomes a popular language being used by world communities and is being recognized for global interaction. English also has been decided to be the first foreign language to be taught at Indonesian schools. The position English in the school curriculum, English as a compulsory subject since in the elementary schools up to universities.

Based on the English curriculum, there are four language skills namely; listening, speaking, reading and writing that should be mastered by students. Speaking and writing are the productive skills, while listening and reading are the receptive skills. Then, elements of language skills they are: grammar, vocabulary, pronunciation, and spelling.¹ Those four language skills have a relation each others.

Writing is one of the important skills in language learning besides listening, speaking, and reading. One of the reasons that is related to the students future. It need for occupational purpose for academic study or for personal communication. Writing is a communicative act, a way of sharing

¹ Djuwairah Ahmad, *Understanding the 2013 Curriculum of English of Teaching through the Teachers' and Policymaker' Perspectives: International journal of Enhanced Research in Educational Development (IJERED)*, ISSN: 2320-8708 Vol.2 / pdf, on 3 February 2019

observation, information, thoughts, or ideas with ourselves and other.² For students, it can provide the opportunity to express themselves through a written form. The following illustration will present some essential of writing for our life.

First, writing helps remember anything. By taking notes, people can make information permanent so they can access the information anytime without being afraid of being lost. Even someone can save the document in a soft-ware, it is not guarantee the availability of files in the long term.

Second, writing could be an aid to thinking, people can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thought could come anytime. In this case, writing activity is able to develop thinking.

The last, writing helps to communicate. In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, and social media) that make it possible to communicate orally with people in distance, the essential of writing is still there.³ People communicate by using media, but they have to pay attention to write the message.

² Cohen and Riel. *The Effect of Distance on Students' Writing* (American Education: 1982),p.143

³ Barras, Robert, *Students Must Write: A Guide to Better Writing in Coursework and Examinations (3 rd Ed)*, (Oxon Routledge: 2005),p. 124

In learning writing, there are some difficulties faced by students. Writing is the most difficult skills to learn, because it needs hard thinking in producing words, sentences, and paragraph at the same time. However, teaching writing skills especially paragraph still has many problems at SMPN 1 Sipirok. Based on interview English teacher Mrs. Hanna's said that: First, students confuse what would they say and write during learning process. Second, most of the students lack in vocabulary, lack of knowledge in structure grammar. Third, they can't develop the idea and difficult to connect one idea to others idea.⁴ So, it need a strategy to solve the problems.

Besides that, based on interview students SMPN 1 Sipirok at VIII grade, they find it difficult to arrange the sentence to others when write a paragraph. They feel difficult to relate one sentence to others, which the first, after it, and which the next sentence. They are bored of the technique that was used by the English teacher in teaching writing.⁵ So, they not interest to learn about writing.

One of the factors that make students still get difficulties in writing paragraph is the teacher do not know which strategy is better on teaching writing paragraph. Most of the teachers prefer to use textbooks in teaching

⁴ *Private Interview*, Hanna Leli Hutasuhut S.Pd. Recorded on October 11th 2018 in SMPN 1 Sipirok.

⁵ *Private Interview the students of SMPN 1 Sipirok*, Marini Manurung,(Sipirok: VIII SMPN 1Sipirok on February 3th2019 at 13.00 p.m)

writing without improvement.⁶ If the teacher only used drill method, the students will be bored in learning writing paragraph. A teacher should make strategy to students in learning writing paragraph through media. The teacher also gives concrete example to make student understand easily. Those all efforts applied when teaching and learning ongoing at the classroom.

Media is a tool for conveying teacher messages to students. Heinich and Rusell stated that media in general is a communication tool or between, that is what brings information between source and receiver.⁷ Therefore, it is necessary to have interesting learning media and can improve students' learning achievement. Because media can help clarifying, simplifying and making interesting learning message that will be conveyed by the teacher to students so that it can motivate the learning process to be more efficient.

There are many kinds of media that can be used in teaching learning process as photos, illustrations, flashcard, graphic, image cuts, picture, frame films, chart, diagram, poster, cartoon, maps, globes. In this section, the researcher want to discuss one of media above that is going to be used in this research. Picture is a modern media that is able to explore students' abilities in determining the content of ideas from composing activities. Students can see object with various picture of an event.

⁶ *Private Interview the students of SMPN 1 Sipirok*, Aldiansyah Siregar ,(Sipirok: VIII SMPN 1 Sipirok on February 3th2019 at 13.00 p.m)

⁷ Heinich & Rusell, *Instructional Media and Technologies Learning*, (Indiana University:1982),p. 37

Picture is an effective visual tool because can visually something that will clarified more concrete and realistic. Information sending understood and easy because the product can be a model and children achieve the material.⁸ According to Andrew Wright, Pictures are the most suitable known the language, Pictures contribute; Interest and motivation, a sense of the context of language, and specific references point and stimulus.⁹ Picture will attract students' attention in learning writing paragraph. The role of picture in teaching writing paragraph is the teachers show the students the pictures on it. Then, the students use picture to gain the idea. It is used as a starting point to create a paragraph.

Based on the illustration above, the researcher believes that the importance of conducting an experimental research which the purpose is to investigate the effect of picture media on students' paragraph writing mastery at grade VIII SMPN 1 Sipirok.

B. Identification of the Problem

Writing paragraph is the activity or the ability to write a few of sentence that talk about one single topic. As stated in the background of the problem above, the researcher identify there are many factors students paragraph writing result is low. as follow:

⁸ M. Basyiruddin Usman & H. Asnawir, *Media Pembelajaran*, (Jakarta: Delia Citra Utama 2002), P.47

⁹ Andrew Wright, *Picture for Language Learning*, (Cambridge: Cambridge University Press, 1989), p.2

1. The students are lack in vocabulary mastery
2. The students lack of knowledge in structure and grammar
3. The students do not able to develop the idea and difficult to connect one idea to others idea.
4. The students feel the writing activities is bored

C. Limitation of the Problem

As mention in the background problem, there are many factors paragraph writing result. They were, the students are lack in vocabulary mastery, the students lack of knowledge in structure and grammar, the students do not able to develop the idea and difficult to connect one idea to others idea, the students feel writing activities is bored. So, the researcher focused to low mastery of the students in writing a paragraph. It will be solved by choosing a media, it is picture media.

D. Formulation of the Problem

Based on the limitation of the problem above, there are two independent variables (Picture media and conventional strategy) which will effect to one independent variable (Paragraph writing mastery) which are to investigate. This research must find the different result of paragraph writing mastery caused by each strategy. So, this research can be formulated that as follow:

1. How is the students' paragraph writing mastery before using Picture Media at grade VIII SMPN 1 Sipirok?

2. How is the students' paragraph writing mastery after using Picture Media at grade VIII SMPN 1 Sipiok?
3. Is there any significant effect of Picture Media on students' paragraph writing mastery at grade VIII SMPN 1 Sipiok?

E. Objectives of the research

Based on the formulation of the problem above, the objectives research are:

1. To describe the result of students' paragraph writing mastery before using Picture Media at grade VIII SMPN 1 Sipiok.
2. To describe the result of students' paragraph writing mastery after using Picture Media at grade VIII SMPN 1 Sipiok.
3. To examine the effect of using Picture Media on students' paragraph writing mastery at grade VIII SMPN 1 Sipiok.

F. Significant of the research

The significant of research are as follow:

1. Theoretically
 - a. The result of this study is useful for teachers to get information and can be used to motivate teacher to get success to teach paragraph writing in the schools.
 - b. It can be improved the students mastery in learning writing paragraph, picture media can motivated students and will surely attract the students' attention to study.

- c. This result of this study can be used as reference for another researcher who has the same research.
2. Practically
 - a. For the head master, this research will help to guide and give instruction to the teachers on organizing the learning process to increase the learning quality.
 - b. For the English teacher, this research can be a source of teaching. The teacher will know how students paragraph writing mastery and their problem in writing paragraph.
 - c. For the reader especially the English learners' will get information about the use of picture media in learning process.

G. Definition of Operational Variable

The Definition of Operational variable are as follow:

1. Pictures are a visual tool to visualize something that will be clarified more concrete and realistic.
2. Writing paragraph is the activity or the ability to write a few of sentence that talk about one single topic which consist of between five and ten sentences long.

H. The Outline of the Thesis

The systematic of this research is divided in to five chapters consist of many sub chapters with detail as follow:

Chapter one discuss about introduction. Consist of background of the problem, identification of the problem, limitation of the research, formulation of the problem, objective of the research, theoretically practically and the outline of the thesis.

Chapter two is about theoretical descriptions. It explains about concept of writing, writing paragraph, picture media, Review of related finding, conceptual framework and hypothesis.

Chapter three is about methodology of the research. It consist of place and schedule of the research, research design, population and sample, the instrument of collecting data, technique of collecting data and technique of analyzing data.

Chapter four is about the result of the research and data analyzing consist of description of data, discussion of the research and limitation of the research.

Chapter five, It consist of conclusion of about the result of this research and suggestions what were given by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In arranging the research, theories are very important to explain some concept or terms applied in research concerned. The terms are follows:

1. Concept of Writing

a. Definition of Writing

Writing is an important form of communication in day to day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include in their writing, and each culture its own style for organizing academic writing.¹ It means writing has important in high schools and also one of the most difficult skills mastered by students.

According to Cohen and Riel, writing is a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others. Then, Writing is usually directed to others for a specific purpose. Writing also very interesting to be learned, because many learners considered that writing as the most difficult as other skills

¹ Dorothy E Zemach & Carlos Islam, *Paragraph Writing from Sentences to Paragraph*(MacMillan),p.4

and also writing is the hardest among other skills.² It means writing is a communicative act, a way of sharing observation, information, thoughts, or ideas.

Writing means the activity or the ability to share information in order to express idea and feeling in written form.³ Edelstein says on Sandra's thesis "Writing is the way of discovering who you are and what you think, in other words, by or through writing readers will be able to know your character and what you think and have on your mind."⁴ David Nunan stated that:

Writing is both physical and mental act the most basic level. On the other hand writing is the mental work of inventing of ideas. Thinking about how to express them and organizing into statements and paragraph that will be clear to a reader. It also both a process and a product the writers imagines, organizes, drafts, edits, and reads.⁵ It means that writing is the mental work of inventing of ideas and the way to express them into statements.

From all of statements above, the researcher can summarize that writing is the way of sharing about what people think such as:

² Cohen and Riel. *The Effect of Distance on Students Writing* (American Education: 1982),p.143

³ Wren & Martin. *High School English Grammar and Composition* (S.Chano & Company LTD: Ram Nagar.1991),p.71

⁴ Sandra " The Effect of Picture Sequence to Students' Writing Skills in Procedure text at grade X SMKN 1 Panyabungan".(*Unpublished Thesis*) IAIN Padangsidimpuan, 2015.

⁵ David Nunan. *Practical English Language Teaching* (New York:McGraw-Hill,2003),p.88

information, Observations, thought or ideas and organize them into statement and paragraph that can be read and understood by the readers.

b. Purpose of Writing

In learning writing, an important point to remember is that students writing ability may vary considerably depending on the purpose. Purpose is the reason why students write, for what purposes students asked to write. This will also help students aware the audience for which they are writing.

According to Michael O'Malley there are at least three purposes in writing: informative writing, expressive writing, and persuasive writing as follow:⁶

1) informative writing

Writers use informative writing to share knowledge and give information, directions or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. This type of writing could include a biography about a well-known person or someone from the writer life.

⁶Michael O. Malley and Friends, *Authentic Assessment for English Language Learners*,(Wesley publishing Company, 1996),p.137-138

2) Expressive writing

Expressive writing is a personal or imaginative in which the writer produces stories or essays. This type of writing is often based on observation of people, object, and place and may include creative speculation and interpretation. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life.

3) Persuasive writing

In persuasive writing, writers attempt to influence other and initiate action or change. This type of writing is often based on background information, facts, and example the writers use to support the view expressed. This type of writing may include evaluation of a book, a movie, a consumer product, or a controversial issue or problem.

From the explanations above, researcher can conclude that purposes of writing is to share knowledge and give information, to express personal or imaginative in which the writer produces stories or essays, and to influence other and initiate action or change.

c. Process of Writing

A process is a sequence of actions by which something is done. In writing, writers need to know the process correctly. Writing process refers to everything a writer does from the he or she starts thinking about

what to write until the final copy is complete.⁷ Its means process writing is a sequence of actions that writers need to know correctly refers to everything that writer want to write.

According to Hedge Writing Process is an approach to teach writing that allows students to write their own ideas with their own process. The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence.⁸ It means writing process is an approach to teach writing that allows students to write their own ideas with their own process.

David Nunan states that process approach or writing process encourages brainstorming, drafting, writing, feedback, revising and editing in a cyclical fashion as follow: ⁹

1. Brainstorming

In a brainstorming session, students list all the ideas they can think related to a topic, either in writing or aloud, quickly and without much planning. If no topic is given, then the students can brainstorm possible topic.

⁷ *Ibid*, p.138

⁸ Tricia Hedge, *Writing: Resource Books for Teachers* (Oxford University Press, 1988), p. 20-22.

⁹ *Ibid*, p.96-99

2. Drafting

After students have developed their topic and ideas, it is time for them to write their first draft.

3. Writing

After drafting student's should be reminded that at this point, they need to focus on the development of ideas and the organization of those ideas more than development of perfect grammar, punctuation, or spelling.

4. Feedback

After writing is handed in, the teachers or instructor can make comment as a feedback. But only in keeping with the instructions gave to students. Make a comment more on the ideas and the organization than on the grammar and spelling.

5. Revising and Editing

After students have received feedback, they then begin the process of revising and editing their papers. Note the students often mistake the idea of revision with correcting mistakes. So, the teachers should spend time to talking about the process of reorganization, developing ideas, and so forth, as separate from editing for grammar and spelling.

To encourage process writing, teachers can model the selection of topic or the writing process itself. Three the stages of writing are: ¹⁰

- (1) *Prewriting*, in the prewriting stage students might use graphic organizers as an idea to clarify the concepts they will use in writing.
- (2) *Writing*, which take place in the classroom or at home so students can rely on both teacher and other students for feedback and support and during the writing process, opportunities should be provided for students to edit and revise their work, share their ideas with other students on how to improve their writing, or review the criteria against which the work will be evaluated with an eye toward improvement.
- (3) *Post writing*, in which students share their writing with others, read aloud what they have written, or exchange writing with other students.

An important component of process writing instruction is *Conferencing*, teachers meet with students individually and ask questions about the processes they use in writing. The question reflect the stage process writing and might focus on how the writes select the topic, plans the writing, composes, the written pieces, and edits and revises the

¹⁰ *Ibid*, p.138

product afterwards.¹¹ From all of the explanations above, researcher conclude that process of writing can be divided into five criteria: Brainstorming, Drafting, Writing, feedback, and Revising and editing.

d. Writing Paragraph

Writing paragraph is the activity or the ability to write a few of sentence that talk about one single topic.

1) Definition of paragraph

A paragraph is a basic unit of organization writing in which a group of related sentences develops one main idea. In a paragraph some sentences relate each other. In academic writing, a paragraph is often between five and ten sentences long. But it can be longer or shorter, depending on the topic.¹² It means a paragraph is a group of related sentences that develops one main idea can be longer or shorter depending on the topic.

Paragraph is also is a number of sentences grouped together and relating to one topic; or a group of related sentences that develop a single point. These definitions show that the paragraphs of composition are not more arbitrary divisions. A paragraph may consist of a single sentence, or of many sentences.¹³ It can be conclude that paragraph is a number of sentences grouped together or a group of

¹¹ *Ibid*,p.101

¹² Dorothy E Zemach& Carlos Islam. *Paragraph Writing from Sentences to Paragraph....*,p.4

¹³ Wren & Martin. *High School English Grammar and Composition.....*, p.166

related sentences that develop a single topic. From all paragraph definition above, researcher summarize that paragraph is a number of sentences grouped together that develops one main idea. It can be longer or shorter, depending on the topic.

2) Types of Paragraph

According to Adele Fireder there are three types of Paragraph, as follow:

1. Descriptive Paragraph

A descriptive paragraph gives a clear picture of person, place object ,event, or idea. Details for descriptive paragraph come from the writer's sense such as smell, taste, touch, hearing, and sight. These are known as sensory details. Example :

Gadriel Hopkins (Gilly) is the main character in The great Gilly Hopkins by Katherine Peterson. Gilly is shabby-looking foster child who doesn't want to make herself pretty. Her hair is uncombed and usually has gum in it. She also makes weird noises with her gum while she is chewing it.

(Source : Adele Fireder)¹⁴

¹⁴ Adele Fireder.*Paragraph Power* (Scholastic Inc: 2002),p.17

2. Narrative Paragraph

A narrative Paragraph gives the details of an experience or event in the order which they happened. Example:

Soon my new second-grade teacher came over to us and said a polite hello to my mother.” I am Mrs. Ames,” my teacher said to my mother and me. I finished saying goodbye to my mother and I began to bite my nails as I shifted my weight from side to side, having absolutely no idea of what to do.

(Source : Adele Fireder)

3. Expository Paragraph

An expository paragraph give directions or uses facts and details to explain information.¹⁵

From the explanation above, the researcher concludes that there are three types of Paragraph, they are Descriptive paragraph, Narrative paragraph, and expository paragraph. Descriptive paragraph uses details to describe a person, place, object, event, or idea. Narrative paragraph gives details of an event in the order they happened. Expository paragraph uses facts to explain something. At this time the researcher focused on students’ descriptive paragraph. Descriptive paragraph is a types paragraph that is going to be test in this research.

¹⁵ *Ibid*, p. 17

e. Descriptive Paragraph

1) Definition of Descriptive Paragraph

Descriptive paragraph is a paragraph in which a writer tries to picture out an object with written language to his reader. The object can be anything. It can be a concrete object such as a person, or an animal, or a car etc. It can also be an abstract object such as an opinion, or idea, or plan, or love, or hate, or belief, etc.¹⁶ It means descriptive paragraph is paragraph in which a writer tries to picture out an object.

According to George E. Wishon and Julia M. Burks, description give sense impression the feel, sound, taste, smell, feeling, and look of things. Emotions may be described too-feelings such as happiness, fear, loneliness, gloom, sadness, and joy. Description help the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion by written language.¹⁷ It means descriptive paragraph is about sense impression.

Based on the definition descriptive paragraph above, it can be concluded that descriptive paragraph is paragraph that describe anything. It can describe something concrete and abstract. Concrete

¹⁶ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008),p.119

¹⁷ George E. Wishon and Julia M. Burks, *Let's Write English* (United States of America: Litton Educational Publishing International, 1980),p. 128

objects like person, animals and things. Abstract objects like happiness and sadness.

2) Kinds of Descriptive Paragraph

There are many kinds of description as follow:¹⁸

a. Description of a person, place, or thing

Description of a person, place, or thing contain sensory details that bring to life actual people, places, and things. It describe all of the characteristics of the object.

b. Observations

Observations describe an event the writer has witnessed. Often, the event takes place over an extended period.

c. Travel brochures

Travel brochures contains information as well as persuasive language to encourage tourism.

d. Character sketches

Character sketches describe fictional characters their appearances, personalities, hopes, and dreams.

¹⁸ Joy Armstrong Carroll, Edward E.Wilson, and Garry Forlini. *Writing and Grammar Communication in Actions*(United States of America: Printice Hall, 2001),p. 101

3) Characteristic of Descriptive Paragraph

Descriptive paragraph has characteristic, like generic structure and language features. According to Otong Setiawan Djuhari, to write descriptive paragraph there are two generic structures as follow:¹⁹

a) Identification: it is introducing subject or something that will be described.

b) Description : it is informing the characteristic of subject.

Examples behavior, quality, colour, form and other.

Language features of descriptive paragraph, are:²⁰

a) Specific noun, for examples: father, school, my cat, etc.

b) Simple present tense, example: she cooks water

c) Detailed noun phrase to give information about a subject.

Example: an intelligent tall students.

d) Various adjective which are describing, numbering, classifying.

Example: three tall buildings.

e) Relating verb to give information about a subject such as my dad is really cool.

f) Thinking verb, such as our new puppy bites our shoes.

g) Adverbs to give additional information about manner, such fast, at the tree house, gradually, and others.

¹⁹ Otong Setiawan Djuhari, *Book 3 Essay Writing*(Bandung: Wrama Widya, 2009),p.153-154

²⁰ *Ibid*,p.156

- h) Figurative language is using figurative language such as simile, methapore to gives illustration example: Agung is white as chalk, my throat is as dry as a dessert.
- i) Relational process is using verb which describe the participant. Example: my home has six doors.

Good description usually have three important qualities they are specific details, a clearly recognizable mood, and logical development.²¹

1. Dominant impression

The first sentence or even the first words of a description may establish the dominant impression. Succeding sentences will then reinforce and expand it by supplying further information and filling in details. In order words, the sentence which establish the dominant impression usually, serves as the topic sentence of the paragraph.

2. Mood

A mood is feeling that goes beyond measurable physical appearances. Feeling and emotions such as joy, happiness, fear, and anxiety evoke or create moods.

²¹ George E.Wishon and Julia M.Burks, *Let's Write English.....*,p.128-129

3. Logical development

A good piece of descriptive writing has some logical plan of development. The writers try to give a picture or impression of a person, place, or thing; but, unlike the photographer or the painter, who has chemicals or pigments to work with, the writer has only words to use. Therefore, to be effective, written descriptions should have an efficient, sensible, carefully thought out, logical plan. The writers must have a vantage point from which he/she views what is being described.

Based on the explanation above, it can be concluded that to write a good description there are three important quality: should establish dominant impression, should have a mood (feeling), have some logical plan of development.

4) Example of Descriptive Paragraph

Table 1 Example of Descriptive Paragraph

| My friend | |
|----------------|---|
| Identification | “My best friend has many different hobbies, such as skiing, cooking, and playing the piano, and she is very good at all of these activities. |
| Description | For example, she had played the piano for ten years and has won three piano competitions. She also likes to spend time travelling, and she has been to many different countries in the world. She grew up speaking Spanish and English, but now she can also speak French and Italian. I like my friend very much.” (Source: Dorothy & Lisa A Rumisek) ²² |

The researcher interest to choose the paragraph above with the tittle “ My Friend” it because the researcher thinks that students have best friend, so they easy to understand this paragraph.

5) Process of Writing Paragraph

A paragraph can be viewed from its writing process. It is seen from the result of inventing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main

²² Dorothy & Lisa A Rumisek, *Academic Writing from Paragraph to Essay*(Macmillan),p. 13

topic and controlling idea. In addition to that, there are some steps of writing a paragraph as follows:²³

- 1) Invent the main topic of the paragraph. Then, select any topic from the world of his or her experience. It can be a concrete topic, such a person, animal, a plant, or an object such as mountain, a city, a car, a book, a house, a history, an object. Etc.
- 2) Invent the controlling idea of the paragraph by which view the main topic of the paragraph. The idea can be of experience or the exploitation of mind. It is usually the condition of the topic, so the common words used to express the idea is by using an adjective.
- 3) Formulate the topic sentence of paragraph. This formulation must be able to signals the overall organization of the paragraph. In addition to that, it can signal the type of support for the topic sentence in elaborating the paragraph.
- 4) Collect the support. Commonly they are called the data of the paragraph.
- 5) Formulate the concluding paragraph.
- 6) Write the draft of the paragraph.
- 7) Revise the draft.

So, writing a paragraph from the view point of its process involves seven steps all together.

²³ Sanggam Siahaan . *The English Paragraph*.....p.11-12

2. Concept of Picture

a. Definition of Picture

One of visual media that is going to be used in this research is picture. Picture is a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface.²⁴ According to Andrew Wright, Pictures are the most suitable known the language, Pictures contribute; Interest and motivation, a sense of the context of language, and specific references point and stimulus.²⁵ It means picture is image painted, drawn, photographed, or otherwise rendered on a flat surface.

According to Basyiruddin Usman and Asnawir said picture is a media reproduction original from two dimensions; picture is that the effective visual tool because can be visualized something that will be clarified more concrete and realistic. Information sending can be understood easily because the product can be a model more approach the fact though picture that visualized to the children and outcomes that receipt by the children will be same.²⁶ It can be conclude that picture effective visual tool because can be visualized something.

²⁴ Arief Sadiman. *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatan*, (Jakarta: Grafindo pers, 1993) ,p.29

²⁵ Andrew Wright, *Picture for Language Learning* ,(Cambridge: Cambridge University Press, 1989),p.2

²⁶ Basyiruddin Usman, *Media Pembelajaran*(Jakarta: Ciputat Pers,2002)p.47

Picture is one of the visual aids that are used by the teacher in teaching and learning process. There are some kinds of pictures that are used by the teacher such as picture, picture series, and so on. Point out that if properly used picture, maps, chart, will certainly make the writing lesson more interesting, more colorful, more effective.

Harmer said: teachers have always used pictures or graphic whether drawn, taken from books, newspaper and magazine, or photograph to facilitate learning. Picture can be in the form of flashcard (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs, or illustration (typically in a text book). Many teacher use projected slides, images from and overhead projector. Teachers also draw picture on the board to help with explanation and language work.²⁷ It means teachers have always used pictures to facilitate learning and can be made in various media.

From the description above, the researcher concluded that pictures are defined as a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface and also effective visual tool because can be visualized something that will be clarified more concrete and realistic. Picture is one of visual media that is going to be used in this research because many interpretations can be made in

²⁷ Jeremy Harmer, *The Practice English Language Teaching.....*, p.134

pictures. It can be an excellent tool to teach paragraph writing. It is also used to add interest of the topic for the students.

b. Kinds of pictures

There are many kinds of picture can be used as a visual aids and help the teacher bring the material easier for the students understand. The students will able to imagine how the things looked like trough the pictures. According to Andre Wright there are many kinds of pictures can be found such as: Picture maps, pairs of pictures, pictures and text, sequence of pictures single simulating pictures, etc. The explanation of the items as follow:²⁸

1) Random picture story

The teachers display ten to twenty pictures on the wall of the classroom. He or she then invents a story which makes reference to each picture. The pictures can be taken in any other. The teacher can point to the appropriate pictures or leave the students to guess what pictures referring to. It is advisable to give each pictures number. As they listen, the students note down the sequence pictures they think the teacher has chosen.

²⁸ *Ibid*, p. 175-201

2) Pictures in the main

The teachers describe people, place or object in the term of appearance and behavior. The students listen and they tell each other what they were or draw then describe it.

3) Pictures of maps

Pictures of symbol can be found in road traffic booklet, holiday brochures, etc.

4) Pairs of picture

Pairs of pictures are always useful (two copies of the same issues of a magazine will provide pairs of picture). Pictures with are similar rather than identical, can be also used in matching activities. The students must describe the differences between them.

5) Picture and text

Some pictures have captions or article accompanying them; cartoons, newspaper, advertisement, pictures cut out of old book, etc, it is a shame to throw the text a way. Even if the text is above the productive level of the students it could be used for reading for gist. Consider retaining the text and sticking them on a separate piece of card.

6) Sequence of pictures

Carton strips and instruction strips of pictures are potentially useful. Experience will show the teachers strips are the most useful.

The strips can be kept as they are and used to contextualize a story or description of a process. First of all the teachers can ask the questions to help the students grasp the meaning of the strips. Intermediate and advanced level students can discuss the technique of the cartoonist in his/her drawing and the words.

7) Related pictures

Pictures which are related to each other can be treated as separate pictures and used in mini dialogues. However, they can also be kept together and provide a basis for topic work involving a variety of skills. Themes might include; advertising, fashion, holiday, and the culture of the foreign country. Related pictures can also be used in various grouping activities, and in ordering activities.

8) Single stimulating pictures

Some photographs show images of people in their environment with great sensitivity, which can stimulate speculation and the expression of experiences and feeling. This can lead to storytelling.

From the descriptions above, the researcher sees that many kinds of pictures that can be divided according to the form, usage and function. Kinds of picture that is going to be used in this research is single stimulating pictures. A photograph show images of people. Using picture is visual materials that give many contributions to the teaching

and learning language process, such as make the class interesting and teaching process more effective.

c. The advantages and Disadvantages of pictures

Picture is media more general or used individual study. Picture media is easy to getting, easy to show to students. It can give students information after look the picture. But, there are some advantages and disadvantages of picture. According to Hackbarrth in Nurani “Picture can help teachers teach the material to students” The advantages of picture in teaching learning process are as follow:²⁹

- 1) Pictures can attract students’ attention because they like seeing pictures.
- 2) Pictures are making clear the description of abstract things.
- 3) Pictures can illustrate the process of something.
- 4) Picture can be gotten easily from sources such us from the books, newspapers, magazines.
- 5) The teacher just need a little of money to get the pictures.
- 6) Picture can give concrete description about the object.

In addition Amir³⁰ also stated that there are five advantages of Picture as media in language teaching, they are:

²⁹ Nurani Yuliani. *Strategy Pembelajaran*(Jakarta: Pusat Universitas Terbuka,2003),p.10-17.

³⁰ Muhajir Amir. *Practical guide for teaching English*(FKKG. IKIP: Bandung, 1974),p.75

- 1) It is very useful and can create the classroom became interesting, and can represent the situation which will be impossible to create in order, meant many object could be brought into the classroom, and many action could be demonstrated in the classroom.
- 2) Picture could be useful to introduce the unfamiliar culture to the students was like would be easier for the teacher to show the students how to do shopping at supermarket by showing the picture of supermarket and then explained in the word.
- 3) By using picture, the teacher can change the new situations only and easily in a drill, since the students' goal in new language; to use that language for communication in a variety of situation.
- 4) Picture can provide a stimulus for the students to use language. If a picture is interesting, the students want to talk or write about what happen next in the story left in finish.
- 5) Pictures provide the decoration for the classroom. Picture of the scene helped to explain the cultural setting of new language. It could stimulate the interest of the students as well as help to make the classroom more cheerful.

Beside had advantages, Picture also have disadvantages in teaching learning process. There are some disadvantages of picture sequence description are:³¹

- 1) They are not useful for a large audience during a lecture.
- 2) Pictures are limitation in form, so in the large classroom not suitable in using because not all of students can to see the object.
- 3) They can be easily stolen or destroyed. Pictures were easily destroyed because it was small things.
- 4) They are hard to stolen in good condition over long periods. In over long periods the pictures are bad in using.
- 5) You need artistic to produce good quality ones.

Based on the explanation above, the researcher can conclude the advantages and disadvantages of picture media. Picture media is useful resource in teaching English. By using picture media teacher can get the students attention in the class because picture will stimulate the students to develop and use their imagination so that they will be able to write well. Students can construct their knowledge during writing a paragraph easily by using media. Disadvantages of picture they are not useful for a large audience during a lecture, pictures are limitation in form, so in the large classroom not suitable in using because not all of students can to see the object.

³¹ *Ibid.*, p.90

d. Teaching Writing Using Picture

Picture is a kind good of media, which can be used in teaching writing. The students will be more interested in learning writing if the teacher teaches by using picture. Students can express his taught, ideas and feeling. It also provides information for his readers, even to persuade them. Directly, the picture has procedures to use. Before us using picture, we follow the procedures about picture. There are the procedures using to teach writing using picture as table below:³²

Table 2 Teaching Writing Using Picture

| The Teacher | Prcedures | The Students |
|--|---|--|
| 1. Make the picture interest the students | The teacher shows some pictures to students related to the descriptive paragraph | The students take attention to the picture that shown by the teacher. |
| 2. Help to translate meaning of the pictures | The teacher help the students to translate the meaning of picture by asking the students what the pictures about. | Try to understand the meaning of the pictures. |
| 3. The teacher give a context for language and for the students activity | The teacher explain context language descriptive paragraph and explain what the students activity. | The students listen to what the teacher explain about the context of language and for the students activity |
| 4. The teacher contribute to search for specific information in the picture and help the students to | The teacher contribute to search for specific information in the picture and help the students to demonstrate none verbally at s/he found information and | The students search specific information about the picture that shown by teacher and demonstrate none verbally but they write on the paper that given. |

³² Edinburgh Gate, Harlow, 1000+ *Picture for Teacher*,(England: 1984),p.128

| | | |
|---|---|--|
| demonstrate none verbally at s/he found that information and understood it has a personal response to offer about it. | the teacher guide the students to write on descriptive paragraph. | |
|---|---|--|

According to Andrew Wright³³ there are some roles for pictures in writing, as below:

1. Picture can motivate the students and make him/her want to pay attention and want to take a part.
2. Picture contribute to the context in which the language is being used. They bring the world into the classroom(a street scene or a particular object, for example a train).
3. The pictures can described in an objective way(‘ This is a train) or interpreted (it’s probably a local train) or responded to subjectively(I like travelling by train).
4. Picture can cue responses to question or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. For example:

³³*Ibid*, p.17



Pussy is a house cat. He is an adorable cat. He has an orange fur with white spots. I like to cuddle him because his fur feels soft. Every morning I give milk. Pussy does not like rice, so I give him cat food. Pussy is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. Pussy usually sleep on the sofa in the living room.³⁴

Based on the explanation above, the most useful contribution a picture can make is to contribute to the students understanding of a more general context ravish may be made up of pictures, the teachers actions, the students actions, sound effect and words. In this research, picture will be used as the main media on students writing paragraph ability. An appropriate media in teaching writing can help students achieve their writing skill.

³⁴Cici Melati, "Descriptive Paragraph of Cat" retrived <https://www.scribd.com/doc/141628794/Descriptive-Text-of-Cat> on Monday july 8th 2019.

I. Review of Related Finding

Actually, there are some researchers who have conducted almost the same research, most of them giving evidences the implementation of using picture in teaching learning activity.

First, Nuraisyah,³⁵ she used picture as technique to improve students' writing ability. It was proved that the students' writing ability improved by using picture. It can be seen from the first cycle and the second cycle. The students got 50.50 on the first cycle and the students got 77.94 on the second cycle. Based on the statements, it can be concluded that by using picture was an effective technique used to improve writing skill of the students. Then, hypothesis was accepted.

Second, Faten Muhammad Qishta,³⁶ he used Pictures methods on developing sentence writing skills for the seventh grade. He said that there were statistically differences in the seventh grades' achievement level of English sentence writing skills due to using picture in learning. It can be seen from the result of table indicate that the T- computed value of concluding sentence skills mean score at the degree of freedom 66 and significant level $(0.1) = (5.053)$ which is larger than T- critical value in the post-test, this

³⁵ Nuraisyah "Improving Students Writing Ability Trough Pictures at Seventh Grade SMPN 5 Padangsidempuan, (*Unpublished Thesis*), STAIN Padangsidempuan, 2012.

³⁶ Faten Muhammad Qishta " The Effectiveness of Using Pictures on Developing Sentence Writing Skills for the Seventh Grades in the Governmental School in Rafah" retrived [http://www.alazar.edu .ps/ Library/ attached File.asp?id_no=0050566](http://www.alazar.edu.ps/Library/attached/File.asp?id_no=0050566) on Wednesday 16 January, 2019

research means indicated that there are statistically significant differences at ($\alpha \leq 0.05$) between the main score of the students who learn writing paragraph by using picture in developing writing sentence skills and other who learn by traditional method in favor of students who learn writing paragraph by using pictures.

Third, Dwi Ariningsih,³⁷ that used picture series as media to improve writing skill students. She said that the use of picture series is more effective for the high motivated students and can help teaching and learning process run well. It can be seen from the first cycle and the second cycle. The students got 71.7 on the first cycle using translation method and the students got 80.5 on the second cycle taught using picture series. Based on the statements, it can be conclude that by using picture series is more effective on teaching writing paragraph students. Then, hypothesis was accepted.

Fourth, Nuri Yanni,³⁸ that used picture Sequences as strategy on students' writing procedure text ability. She said that the used of picture sequences on students' writing procedure text it more effective. It can be seen from the result mean score of the application of picture sequence was 3.25 it was very good. Value before using picture sequences strategy was 65.5, it was categorize enough. Based on the statements, it can be conclude that by using picture sequence is more effective on teaching writing procedure text.

³⁷ Dwi Ariningsih "The Effectiveness of Using Picture Series to Improve the Students' Writing Skill Viewed from Their Learning Motivation" retrieved in <https://digilib.uns.ac.id>, on Monday 26 September, 2018.

³⁸ Nuri Yanni "The Effect of Picture Sequences Strategy on Students' Writing ProcedureText Ability" retrived in <https://garuda.ristekdikti.go.id>, on Tuesday 29 July, 2019.

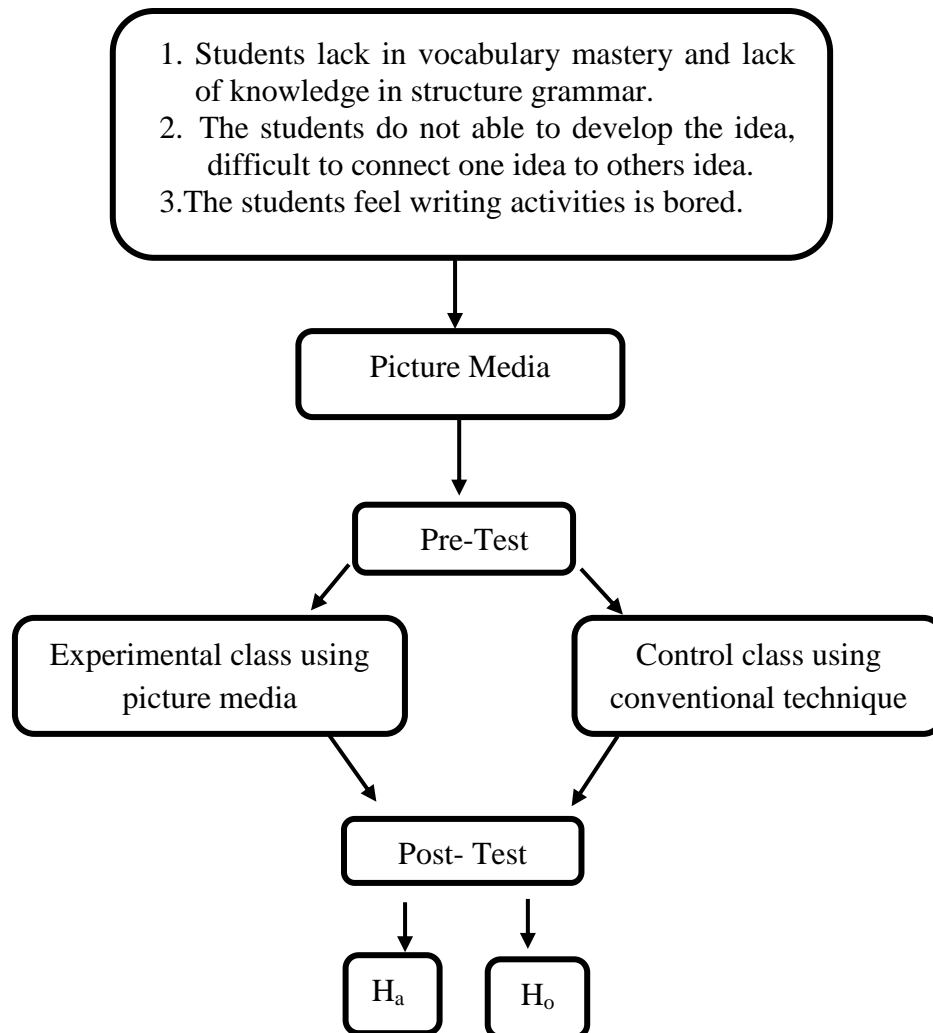
The last, Handayani,³⁹ that used pictures series as media on students' achievement in writing narrative text. She said that the used of picture media on students' achievement in writing narrative text was good. The finding showed that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level significant 0.05 with the degree freedom (df) 58 , t- observed value 3.006 > t-table value 2.000. Based on the statements, it indicated that using picture series media significantly affected the students' writing achievement.

Based on all the research above, this research has similarity with both of the research before. From the results of research above stated that by using picture could improve students' writing mastery. Therefore, the researcher hopes this research can complete and gives some knowledge in language teaching, especially in teaching vocabulary mastery.

J. Conceptual Framework

Writing is the most difficult activities among the four skills. To solve the problem teachers should be able to find the right media in teaching writing. So, the researchers believe that using picture media will has a significant effect to student's paragraph writing mastery. Because picture media can motivate students to write as it gains students interest. So, the researcher conduct a research based on the framework below:

³⁹ Handayani "The Effect of Picture Series Media on Students' achievement in Writing Narrative Text Ability" retrived in <https://digilib.unimed.ac.id>, on Tuesday 29 July, 2019.



K. Hypothesis

The hypothesis is not a final answer of the research. Hypothesis needs testing. An established the nature of the problem and give direction to the data gathering process it will be accepted if the data finding suitable with the hypothesis unless it will be rejected if the data not suitable with hypothesis. So, based on the above related of the study and theoretical framework the researcher formulated hypothesis as follow:

1. H_a : There is significant effect of Picture media on students' paragraph writing mastery at VIII grade students of SMPN 1 Sipirok.
2. H_0 : There is no significant effect of Picture media on students' paragraph writing mastery at VIII grade students of SMPN 1 Sipirok.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the research

The location of this research is at SMPN 1 Sipirok. It is located at Simangambat streets Sipirok. The subject of this research is the second grade of students in SMPN 1 Sipirok. The schedule of this research was done from 27 April 2018 up to 06 July 2019.

B. Research Design

This Research has a purpose to know or to find the effect of picture media to student's paragraph writing mastery. For those reason, the researcher applied Experimental study with a quantitative approach.

The present research, the researcher used two clauses, as an experimental class and as a control class. The experimental class is a class taught with Picture media as a treatment. Meanwhile the control class taught with using conventional method without treatment. It can be seen from the table below:

Table 3 Randomize group pre- test and post- test.

| Class | Test | Treatment | Test |
|--------------------|-----------|---|------------|
| Experimental class | Pre-test | Teaching paragraph writing by using picture media | Post- test |
| Control class | Pre- test | Teaching paragraph writing by using conventional method | Post-test |

C. Population and sample

1. Population

The populations in this research include all eight grade students of the SMPN 1 Sipirok in the academic year 2018-2019. There are as a population and for observation the sample are only 60 students consists of 2 classes namely experimental class and control class SMPN 1 Sipirok. It can be seen for the table below:

Table 4 Populations of Grade VIII SMPN 1 Sipirok

| No | Class | Male | Female | Total Students |
|--------------|--------|------|--------|----------------|
| 1 | VIII-1 | 14 | 16 | 30 |
| 2 | VIII-2 | 13 | 17 | 30 |
| 3 | VIII-3 | 13 | 16 | 29 |
| 4 | VIII-4 | 16 | 12 | 28 |
| 5 | VIII-5 | 15 | 15 | 30 |
| 6 | VIII-6 | 13 | 15 | 28 |
| 7 | VIII-7 | 10 | 12 | 28 |
| Total | | 94 | 109 | 203 |

Source: School administration Data of SMPN 1 Sipirok¹

2. Sample

Sample is a part of population and used as the respondents of subject research. Parts of population that has characteristic or particular circumstances will be investigated. In the taking of sample, the researcher used cluster random sampling technique to the total of population. Cluster

¹ School Administration Data of SMPN 1 Sipirok. Retrived on February 3th 2019.

random sampling in taking sample used if the number of population is large enough.

In a random sampling, all individual either individually or jointly is given equal opportunity to be selected as members of the research sample. The sample can be seen on the table below:

Table 5 Sample of Experimental and Control Class

| Class | Experimental class | Control class | Total Students |
|--------------|---------------------------|----------------------|-----------------------|
| VIII- 1 | 30 | - | 30 |
| VIII- 6 | - | 30 | 30 |
| Total | | | 60 Students |

After that, the researcher used normality and homogeneity test. Normality test is test that used to find out whether the data is normal or not. In this research the researcher used normality test using Chi-quadrade formula, as follow:²

$$x^2 = \sum \left(\frac{f_0 - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f^o = Frequency is gotten from the sample/ result of observation
(questioner)

² Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003),p.85

f^h = Frequency is gotten from the sample as image from frequency is hoped from the population.

Homogeneity test is used to know whether control class and experimental class have a same variant or not if the both are the classes same it can be said homogeneous.³ The researcher uses Harley test, it can be seen as follow:

$$F = \frac{\text{The biggest Variant}}{\text{The smallest variant}}$$

Where: n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

H_a : The distribution of class is homogenous

H_0 : The distribution of class is not homogenous

The hypothesis H_a was accepted and H_0 was rejected. The researcher found that t_{count} 2.924 while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$.

³ Anas Sudijono, *Pengantar Statistik pendidikan*, (Jakarta: PT.Raja Grafindo persada, 2005), p.28

Hypothesis is rejected if $F \leq F_{\frac{1}{2}\alpha}(n_1-1, n_2-1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determine with significant level 5% (0.05) and dk numerator is (n_1-1) , while dkdetominators is (n_2-1) .⁴

D. Instrument of Collecting Data

Instrument of collecting data is very important to support the research. In this research, the researcher used writing test type controlled observation to gather data regarded to students' writing paragraph mastery. The test is used to know the students paragraph writing mastery before and after being given treatment. Whether they have better achievement or vice versa.

The instrument is a test, from of the test is essay test. Because the test was paragraph descriptive, the researcher divided the score into two criteria. Which were the score of identification and description. It could be describe about the score as follow:

Table 6 Indicator of Descriptive Paragraph

| | | | |
|--|----------------|---|--|
| | 25 – 30 | Very high : Introducing subject or something is effective. The identification is relevant and the sentences are arranged suitable. | |
| | 19 – 24 | High : Introducing subject or something is good. The identification is relevant and the sentences are arranged almost suitable. | |
| | 13 – 18 | Enough : Introducing subject or | |

⁴Agus Irianto. *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departemen Pendidikan Nasional, 2003), p. 276

| | | | |
|-----------------------|----------------|--|------------------|
| Identification | | something is enough. The identification is relevant and the sentences are arranged confused. | 30 scores |
| | 7 – 12 | Low : Introducing subject or something is low. The identification is not relevant and the sentences are arranged difficult to understand. | |
| | 1 – 6 | Very low: Introducing subject or something is very low. The identification is not clear and the sentences are arranged fault. ⁵ | |
| Description | 57 – 70 | Very high : The description is effective and very consistent with the topic. Dominant impression are very suitable, specific details, clearly recognizable mood, and logical development. | 70 score |
| | 43 – 56 | High : The description is good, consistent with the topic, dominant impression are good, specific details, clearly recognizable mood almost clear, and logical development. | |
| | 29 – 42 | Enough : The description is enough, consistent with the topic, dominant impression are enough, less details, recognizable mood and logical are enough. | |
| | 15 – 28 | Low : The description is enough, not consistent with the topic, dominant impression are less and not details, recognizable mood and logical are less. | |

⁵ Pardiyono. *Pasti Bisa ! Teaching Genre Based Writing*. (Yogyakarta: Andi Offset, 2007),p.123.

| | | | |
|--------------------|---------------|---|------------|
| | 1 – 14 | Very low: The description is not clear. ⁶ | |
| Total Score | | | 100 |

The way to measure the success of students in studying from the mean score that the researcher the qualitative interpretation.⁷ As follow:

Table 7 Interpretation of mean score

| Number of Score | Predicate |
|------------------------|------------------|
| 80 and above | Very good |
| 66 – 79 | Good |
| 56 – 65 | Enough |
| 46 – 55 | Less |
| 45 down | Failed |

E. Validity and Reliability instrument

1. Validity of Instrument

Validity is the most important characteristic a test or measuring instrument can possess. It is concerned with the appropriateness made from test scores. When we test, we test from the purpose. In this research, researcher used essay test to test students' writing ability in paragraph descriptive. To make the test became valid so the researchers applied construct validity expert judgement by the English teacher.

⁶ George E. Wishon and Julia M. Burks, *Let's Write English* (United States of America: Litton Educational Publishing International, 1980),p. 128

⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*(Jakarta: Pt Raja Grafindo Persada,2013),p.35

2. Reliability of instrument

Reliability is the degree to which a test consistently measures whatever it measures. It is necessary characteristic a good test. The test can be said reliable if the test can be believable to collect data because the instrument is good.

F. Procedure of the Research

In collecting data to determine the result of the research, the researcher uses test to students. The test is divided into two kinds: pre-test and post- test as follow:

a. Pre- test

In this research, the pre-test was given to both of class before doing treatment. In this case, the researcher did not apply media or using treatment to control class and experimental class. It was done to know the homogeneity of the sample whether they paragraph writing mastery in the same level or not. The pre-test was used to find out means score of control and experimental class before giving treatment too. The step in pre-test are below:

1. The researcher prepared the test into one item.
2. The researcher distributed the paper of test and asked the students to choose one of the pictures on the item that will be answer by students.
3. The researcher explained what would be done by students.

4. The researcher gave the students time to do the test.
5. The students answered the test.
6. The researcher collected students' paper test.
7. The researcher calculated the mean score of students' test result.

b. Treatment

The experimental class taught by Picture Media, while the control class taught by conventional method. The researcher has some procedures in treatment class. They are:

1. For the beginning, researcher opened the learning activity with greeting. Then researcher asked the students to take a pray. Next, researcher explained indicator and gave them motivation.
2. The researcher showed some picture to the students related to the material
3. The researcher explained context language of descriptive paragraph and explain what the students activity
4. The researcher contributed to search for specific information in the picture and help the students to demonstrate none verbally at s/he found information and the teacher guided the students to write on descriptive paragraph.

c. Post-test

Post test was given to both of class after giving treatment. The researcher conducted a post-test which the different test with the pre-test

and has not been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment. Whether is an effect or not. After conducting the post-test, the researcher analyzed the data. Then, the researcher found out the effect of using picture media in experimental class. The researcher has some procedures, they are:

1. The researcher prepared the test into one item.
2. The researcher distributed the paper of the test and asked the students to choose one of the pictures on the item that will be answered by students'.
3. The researcher explained what would be done by students.
4. The researcher gave the students time to do the test.
5. The students answered the test.
6. The researcher collected students' paper test .
7. The researcher calculated the mean score of students' test result.

G. Technique of Analyzing Data

In this research, the researcher used the technique of collecting data analysis as follow:

1. Hypothesis test

Hypothesis is the provisional result of the research. So, the researcher needs to analyze the data which have been divided into two

groups, experimental class and control class. The data has been analyzed by using *t-test* formula. The formula is:⁸

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : the value which the statistical significant
- X₁ : the average score of the experimental class
- X₂ : the average score of the control class
- s₁² : deviation of the experimental class
- s₂² : deviation of the control class
- n₁ : number of experimental
- n₂ : number of control class

⁸ Sugiyono, *Statistica Untuk Penelitian*, (Bandung: CV Alfabeta, 2006), P. !35

CHAPTER IV

RESEARCH RESULT

To analyze the data, the researcher has collected data through pre-test and post-test in the both of classes, experimental class and control class. To find out the effect of Picture Media on students' Paragraph Writing, the researcher has calculated the data by using quantitative analysis. Next, the researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Picture Media

a. Score of Pre-test Experimental Class

As the experimental class, the researcher took class VIII-1. Based on students' answer in pre-test, the researcher has calculated the students' score in appendix 6 and 7. The score of pre-test experimental class can be seen in the following table:

Table 8 The Score of Experimental Class in Pre-test

| | |
|--------------------|--------|
| Total | 1875 |
| Highest score | 77 |
| Lowest score | 38 |
| Mean | 62.91 |
| Median | 62.7 |
| Modus | 62.35 |
| Range | 39 |
| Interval | 7 |
| Standard deviation | 9.1 |
| Variants | 104.21 |

Based on the above table the total score of experimental class in pre-test was 1875, mean was 62.91, standard deviation was 9.1, variants was 104.21, median was 62.7, range was 39, modus was 62.35, interval was 7. The researcher got the highest score was 77 and the lowest score was 38. It can be seen on appendix 6. Then, the calculation of the frequency distribution of the students' score as follow:

Table 9 Frequency Distribution of Students' Score Experimental class pre-test

| No | Interval | Mid-Point | Frequency | Percentages |
|---------|----------|-----------|-----------|-------------|
| 1 | 38 – 44 | 41 | 1 | 3.34% |
| 2 | 45 – 51 | 48 | 3 | 10% |
| 3 | 52 – 58 | 55 | 5 | 16.66% |
| 4 | 59 – 65 | 62 | 10 | 33.34% |
| 5 | 66 – 72 | 69 | 6 | 20% |
| 6 | 73 – 79 | 76 | 5 | 16.66% |
| $i = 7$ | | - | 30 | 100% |

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

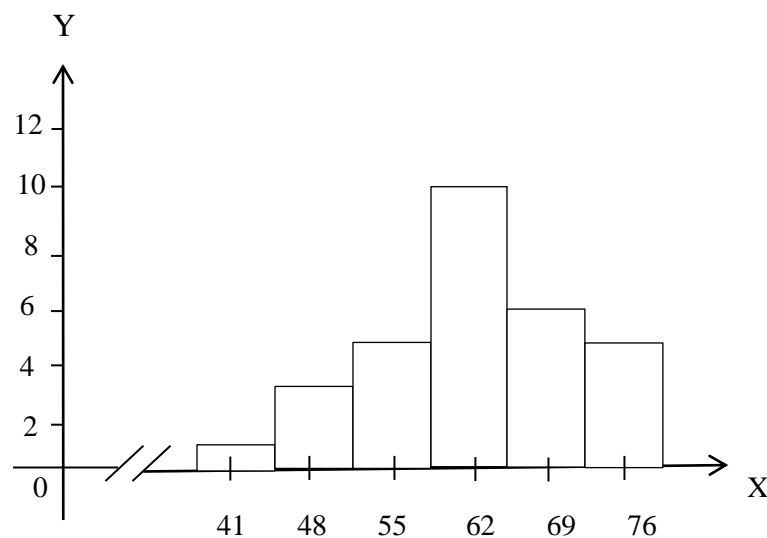


Figure 1: Description Data of Students' Writing Paragraph in Experimental Class (Pre-test)

From the table frequency distribution above shown that the students score is there in class interval between 38-44 was 1 students (3.34%), class interval 45-51 was 3 students (10%), class interval 52-58 was 5 students (16.66%), class interval 59-65 was 10 students (33.34%), class interval 66-72 was 6 students (20%), the last class interval 73-79 was 5 students (16.66%).

b. Score of Pre-Test Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the test. The score of pre-test control class can be seen in the following table:

Table 10 The Score of Control Class in Pre-test

| | |
|--------------------|--------|
| Total | 1745 |
| Highest score | 77 |
| Lowest score | 38 |
| Mean | 58.01 |
| Median | 57.1 |
| Modus | 55.5 |
| Range | 39 |
| Interval | 7 |
| Standard deviation | 9.8 |
| Variants | 104.21 |

Based on the above table the total score of Control class in pre-test was 1745, mean was 58.01, standard deviation was 9.8, variants was 104.21, median was 57.1, range was 39, modus was 55.5, interval was 7. The researcher got the highest score was 77 and the lowest score was 38.

It can be seen on appendix 6. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 11 Frequency Distribution of Students' Score Control Class Pre- test

| No | Interval | Mid-Point | Frequency | Percentages |
|---------|----------|-----------|-----------|-------------|
| 1 | 38 – 44 | 41 | 3 | 10% |
| 2 | 45 – 51 | 48 | 4 | 13.33% |
| 3 | 52 – 58 | 55 | 10 | 33.34% |
| 4 | 59 – 65 | 62 | 6 | 20% |
| 5 | 66 – 72 | 69 | 4 | 13.33% |
| 6 | 73 – 79 | 76 | 3 | 10% |
| $i = 7$ | | - | 30 | 100% |

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

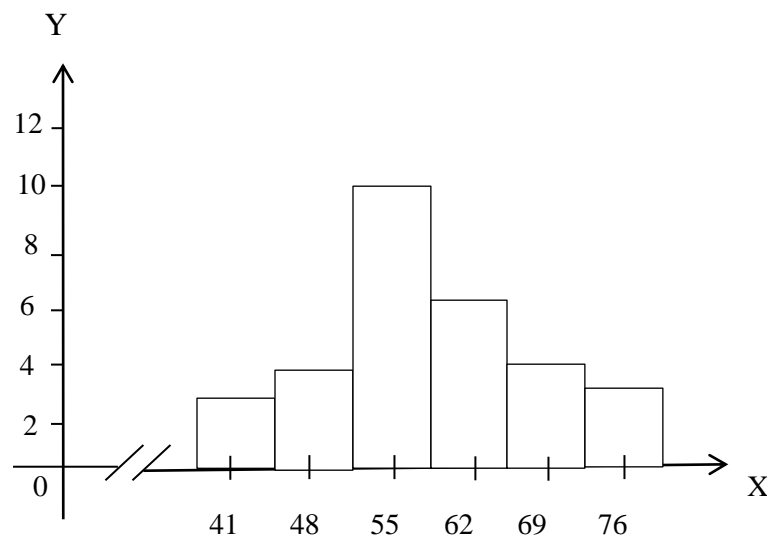


Figure 2 : Description Data of Students' Writing Paragraph in Control Class (Pre-test)

From the table frequency distribution above shown that the students score is there in class interval between 38-44 was 3 students (10%), class

interval 45-51 was 4 students (13.33%), class interval 52-58 was 10 students (33.34%), class interval 59-65 was 6 students (20%), class interval 66-72 was 4 students (13.33%), the last class interval 73-79 was 3 students (10%).

2. The Description of Data After Using Picture Media

a. Score of Post-Test Experimental Class

The calculation of the result that had been gotten by the students in answering the test after the researcher did the treatment by using Picture Media can be seen in the following table:

Table 12 The Score of Experimental Class in Post-test

| | |
|--------------------|--------|
| Total | 2210 |
| Highest score | 87 |
| Lowest score | 48 |
| Mean | 73.12 |
| Median | 73.4 |
| Modus | 73.12 |
| Range | 39 |
| Interval | 7 |
| Standard deviation | 9.17 |
| Variants | 77.850 |

Based on the above table the total score of experiment class in post-test was 2210, mean was 73.12, standard deviation was 9.17, variants was 77.850, median was 73.4, range was 39, modus was 73.12, interval was 7. The researcher got the highest score was 87 and the lowest score was 48. It can be seen on appendix 9. Then, the calculation of the frequency

distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

Table 13 Frequency Distribution of Students' Score Experimental Post-test

| No | Interval | Mid-Point | Frequency | Percentages |
|---------|----------|-----------|-----------|-------------|
| 1 | 48 – 54 | 51 | 1 | 3.34% |
| 2 | 55 – 61 | 58 | 2 | 6.66% |
| 3 | 62 – 68 | 65 | 5 | 16.66% |
| 4 | 69 – 75 | 72 | 9 | 30% |
| 5 | 76 – 82 | 79 | 7 | 23.34% |
| 6 | 83 – 89 | 86 | 6 | 20% |
| $i = 7$ | | - | 30 | 100% |

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

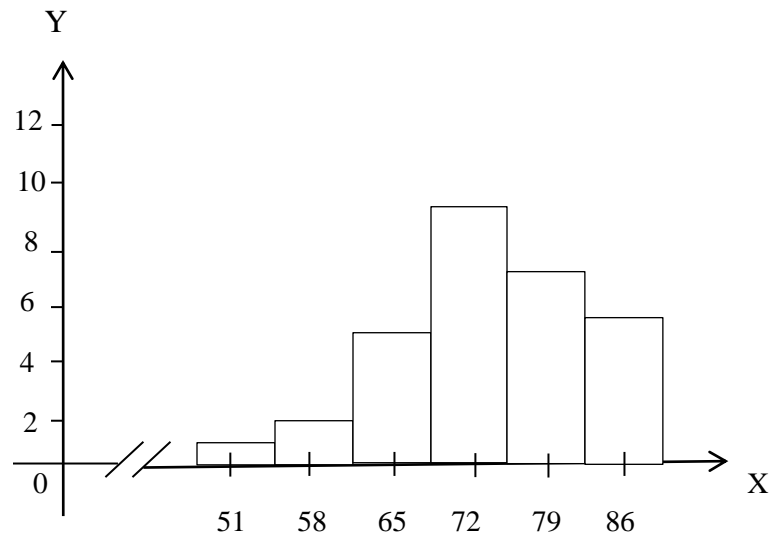


Figure 3 : Description Data of Students' Writing Paragraph in Experimental Class (Post-test)

From the table frequency distribution above shown that the students score is there in class interval between 48-54 was 1 students (3.34%), class interval 55-61 was 2 students (6.66%), class interval 62-68

was 5 students (16.66%), class interval 69-75 was 9 students (30%), class interval 76-82 was 7 students (23.34%), the last class interval 83-89 was 6 students (20%).

b. Score of Post-Test Control Class

As the control class, the researcher took class VIII-2. The result that had been gotten by the students in answering the test after the researcher taught the writing paragraph by using conventional method can be seen in the following table:

Table 14 The Score of Control class in Post-test

| | |
|--------------------|--------|
| Total | 1957 |
| Highest score | 87 |
| Lowest score | 48 |
| Mean | 65.42 |
| Median | 65 |
| Modus | 65 |
| Range | 39 |
| Interval | 7 |
| Standard deviation | 10.01 |
| Variants | 120.25 |

Based on the above table the total score of control class in post-test was 1957, mean was 65.42, standard deviation was 10.01, variants was 120.25, median was 65, range was 39, modus was 65, interval was 7. The researcher got the highest score was 87 and the lowest score was 48. It can be seen on appendix 9. Then, the calculation of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 15 Frequency Distribution of Students' Score Control Class Post-test

| No | Interval | Mid-Point | Frequency | Percentages |
|---------|----------|-----------|-----------|-------------|
| 1 | 48 – 54 | 51 | 5 | 16.66% |
| 2 | 55 – 61 | 58 | 6 | 20% |
| 3 | 62 – 68 | 65 | 8 | 26.67% |
| 4 | 69 – 75 | 72 | 6 | 20% |
| 5 | 76 – 82 | 79 | 3 | 10% |
| 6 | 83 – 89 | 86 | 2 | 6.67% |
| $i = 7$ | | - | 30 | 100% |

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

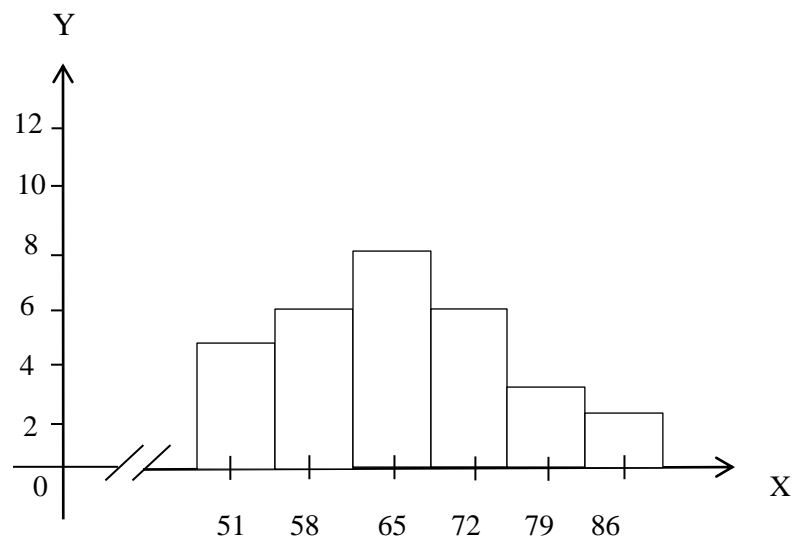


Figure 4 : Description Data of Students' Writing Paragraph in Control Class (Post-test)

From the table frequency distribution above shown that the students score is there in class interval between 48-54 was 5 students (16.66%), class interval 55-61 was 6 students (20%), class interval 62-68

was 8 students (26.67%), class interval 69-75 was 6 students (20%), class interval 76-82 was 3 students (10%), the last class interval 83-89 was 2 students (6.67%).

B. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "Picture Media has effect on students' Paragraph Writing at grade VIII SMPN 1 Sipirok". The calculation can be seen on the appendix 11 and 12. The result of t-test was as follow:

Table 18 Result of T-test from the Both Averages

| Pre-test | | Post-test | |
|-------------|-------------|-------------|-------------|
| t_{count} | t_{table} | t_{count} | t_{table} |
| 0.208 | 1.67155 | 2.924 | 1.67155 |

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} 0.208 while t_{table} 1.67155 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Cause $t_{count} < t_{table}$ (0.208 < 1.67155), it meant that hypothesis H_a was rejected and H_0 was accepted. It can be concluded that there is the significant effect of picture media on paragraph writing at grade VIII students of SMPN 1 Sipirok.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 62.91 and in post-test was 66.89 The improving was 3.98. Then, the mean score of control class in pre-test was 58.01 and in post-test was 60.12. The improving was 2.11. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Picture Media had the effect on students' Paragraph writing.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Andrew Wright, Pictures are the most suitable known the language, Pictures contribute; Interest and motivation, a sense of the context of language, and specific references point and stimulus.¹ Then, Picture Media provides a structure to help teachers and students succeed in helping all students became a good writer.

Based on the related findings, Thesis by Nur Aisyah said that picture technique was effective to use in teaching writing. It can be seen from the gain score of experimental class that was taught by using picture technique was higher (77.94) than of control class (63.60).² So, it was same with the result of this thesis that the implication of picture media was suitable to teach students'

¹ Andrew Wright, *Picture for Language Learning*, (Cambridge: Cambridge University Press, 1989), p.2

² Nuraisyah "Improving students writing ability through Pictures at Seventh Grade SMPN 5 Padangsidempuan, (Unpublished Thesis), STAIN Padangsidempuan, 2012.

paragraph writing and give a positive effect on students' paragraph writing. It can be seen from the mean score of experimental in pre-test was 62.91 and in post-test was 66.89. The improving was 3.98. Then, the mean score of control class in pre-test was 58.01 and in post-test was 60.12. The improving was 2.11.

Next, Faten Muhammad Qishta said that Picture Method gave a significant effect on writing skills. It can be seen from the result of Table indicate that T-computed value of freedom 66 and significant level $(0.1) = (5.053)$ which is larger than T- critical value in the post-test, this research means indicated that there are statistically significant differences at $(\alpha \leq 0.05)$ between the main score of the students who learn writing paragraph by using picture in developing writing sentence skills and other who learn by traditional method in favor of students who learn writing paragraph by using pictures..³ It meant that the Picture Media suitable to teach students' paragraph Writing.

Then, Amir said that the used of Picture is suitable to teach English Language Learning like Paragraph Writing. There are some advantages of Picture media. Picture create the classroom became interesting, picture can attract students attention and can provide a stimulus for the students to use language.⁴ So, Picture media can be applied to decrease inactivity in learning

³ Faten Muhammad Qishta “ The Effectiveness of Using Pictures on Developing Sentence Writing Skills for the Seventh Grades in the Governmental School in Rafah” retrived [http://www.alazar.edu .ps/ Library/ attached File.asp?id_no=0050566](http://www.alazar.edu.ps/Library/attached/File.asp?id_no=0050566) on Wednesday 16 January, 2019

⁴ Muhajir Amir. *Practical guide for teaching English*(FKKG. IKIP: Bandung, 1974),p.75

process and lack of courage in expressing ideas, so they can find the better understanding about their paragraph writing.

This proofs show that Picture Media is suitable in teaching paragraph writing and provide interest and motivation to students. So, Picture media has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings.

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. Picture media has not used in writing a paragraph in the classroom before. It make students still confuse to write paragraph. Researcher should explain more about learning material. It made longer time. Some students slept in the classroom.
2. The students did not know the meaning of the picture. So, they did not answer the test seriously. It made noisy and distrubed others.
3. The students also possibility that the score of pre-test and post-test would not influence to their score in the school. So, they were not too serious in answering it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using Picture Media, Students' writing paragraph mastery was enough. The mean score of pre-test for the experimental class was 62.91 and the mean score of pre-test for control class was 58.01
2. After using Picture Media, the mean score of experimental class was higher than before using Picture Media. The students' writing paragraph is good. The mean score of post-test for the experimental class was 66.89 and the mean score of post-test for control class taught by conventional method was 60.12.
3. The researcher found the research result of t-test where t_0 was higher than t_t was 2.924 and t_t was 1.67155 ($2.924 > 1.67155$). It meant that H_a was accepted, so there was significant effect of Picture Media on students' paragraph writing mastery at grade VIII SMPN 1 Sipirok.

B. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. Therefore, from that experience, the researcher show some things need to be improved. It makes the researcher give some suggestion, as follow:

1. From the research result it can be seen that the students' score were unsatisfied. So, the researcher hopes to the English teacher of SMPN 1 Sipirok to apply various interest media in English teaching. Interested media will support learning process. Besides it, it is also important for the students to follow learning process seriously, because the success of learning is students' result.
2. From the second conclusion, it can be seen that the experimental class which was taught by Picture media got the improvement on mean score from 62.91 to 66.89, meanwhile the control class which was taught by got the improvement of mean score from 58.01 to 60.12. So, the researcher suggest to the English teacher of SMPN 1 Sipirok to use these media in teaching English, because the students will be more active in learning English.
3. From the third conclusion, it can be seen that score of experimental class was higher than control class. The researcher suggest to use Picture media to another classes or in different grade, even in another schools, because the improvement that has been made by using this media. Beside, the teacher and the other researcher who wants to apply this media are hoped to manage the class well during te application Picture media so the students ca be follow the rule of Picture media.

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CURRICULUM VITAE



A. Identity

Name : Nurma Sari
Reg. No. : 14 203 00104
Place/ Birth : Gunung Manaon/ March, 22nd 1997
Sex : Female
Religion : Islam
Address : Gunung Manaon Kecamatan Arse

B. Parents

Father's Name : Bakti Simatupang
Mother's Name : Robina Rambe

C. Educational Background

1. Elementary School : SD Negeri 100410 Arse (2008)
2. Junior High School : SMP Negeri 2 Arse (2011)
3. Senior High School : SMA Negeri 1 Arse (2014)
4. Institute : IAIN Padangsidempuan (2019)

Appendix 1

LESSON PLAN (Experimental Class)

Nama Sekolah : SMPN 1 Sipirok
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ II (Dua)
Alokasi Waktu : 2 x 45 menit (2 JP)

- A. Standar Kompetensi** : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive paragraph* yang berkaitan dengan lingkungan sekitar.
- B. Kompetensi Dasar** : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive paragraph*.
- C. Jenis Teks** : *Descriptive Paragraph*
- D. Aspek/ Skill** : Menulis

E. Indikator : - Monolog pendek dan sederhana dalam bentuk descriptive paragraph.
- Karakteristik descriptive paragraph.

F. Tujuan Pembelajaran :

Pada akhir pembelajaran diharapkan:

- Siswa mampu memahami dan menulis descriptive paragraph.
- Memahami karakteristik descriptive paragraph.

G. Materi Pembelajaran : Monolog fungsional berbentuk paragraph descriptive .

H. Metode Pembelajaran : Picture Media

I. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan :

- Memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris.
- Memotivasi siswa dan bertanya tentang descriptive paragraph.
- Menjelaskan tentang tujuan dan pentingnya materi yang akan dipelajari.

2. Kegiatan Inti

:

- Menjelaskan materi tentang menulis descriptive paragraph.
- Menjelaskan ciri kebahasaan descriptive paragraph.
- Menunjukkan beberapa gambar yang berbeda kepada siswa dan membantu siswa mengartikan makna gambar tersebut.
- Membagikan beberapa gambar yang berbeda kepada siswa dan menyuruh siswa menemukan informasi dari salah satu gambar tersebut
- Memberikan tugas kepada siswa untuk menulis sebuah descriptive paragraph berdasarkan gambar yang telah dipilih oleh masing masing siswa.

3. Kegiatan Penutup

:

- Bersama sama dengan peserta didik/ sendiri membuat rangkuman atau kesimpulan pelajaran.
- Menutup kelas.

J. Sumber Belajar

:

- Buku teks yang relevan
- Gambar-gambar yang relevan

K. Penilaian :

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrument | Instrument Soal |
|--|-------------------------|--------------------------|--|
| 1. Menulis descriptive paragraph. 2. Mengidentifikasi characteristic descriptive paragraph. | Test Tertulis | Essay test | Write a descriptive paragraph based on the picture that given. |

1. Pedoman Penilaian :

- a. Jawaban benar : 100
- b. Jawaban salah : 0

2. Rubrik Penilaian :

L. Indikator

| No | Indicator | Scores |
|---------------------|----------------------------------|---------------|
| 1 | Understanding the Identification | 30 |
| 2 | Understanding the Description | 70 |
| Total scores | | 100 |

Criteria of value

| No | Number of score | Predicate |
|-----------|------------------------|------------------|
| 1 | 80 and above | Very good |
| 2 | 66 – 79 | Good |
| 3 | 56 – 65 | Enough |
| 4 | 46 – 55 | Less |

| | | |
|---|---------|--------|
| 5 | 45 down | Failed |
|---|---------|--------|

Mengetahui,
Validator

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Padangsidempuan,

Researcher

2019

Nurma Sari
NIM. 14 203 00104

Appendix 2

LESSON PLAN (Control Class)

Nama Sekolah : SMPN 1 Sipirok
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ II (Dua)
Alokasi Waktu : 2 x 45 menit (2 JP)

- M. Standar Kompetensi** : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive Paragraph* yang berkaitan dengan lingkungan sekitar.
- N. Kompetensi Dasar** : Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive paragraph*.
- O. Jenis Teks** : *Descriptive Paragraph*
- P. Aspek/ Skill** : Menulis

Q. Indikator : - Monolog pendek dan sederhana dalam bentuk descriptive paragraph.
- Karakteristik descriptive paragraph.

R. Tujuan Pembelajaran :

Pada akhir pembelajaran diharapkan:

- Siswa mampu memahami dan menulis descriptive paragraph.
- Memahami karakteristik descriptive paragraph.

S. Materi Pembelajaran : Monolog fungsional berbentuk paragraph descriptive

T. Metode Pembelajaran : Conventional method

U. Langkah-langkah Kegiatan

4. Kegiatan Pendahuluan :

- Memasuki kelas dengan mengucapkan salam dan menyapa siswa dengan bahasa Inggris.
- Memotivasi siswa dan bertanya tentang descriptive paragraph.
- Menjelaskan tentang tujuan dan pentingnya materi yang akan dipelajari.

5. Kegiatan Inti :

- Menjelaskan materi tentang menulis sebuah descriptive paragraph.

- Menjelaskan ciri kebahasaan descriptive paragraph dan memberikan contoh.
- Memberikan tugas kepada siswa untuk menulis sebuah descriptive paragraph.

6. Kegiatan Penutup :

- Bersama sama dengan peserta didik/ sendiri membuat rangkuman atau kesimpulan pelajaran.
- Menutup kelas.

V. Sumber Belajar :

- English book for second grade
- Dictionary

W. Penilaian :

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrument | Instrument Soal |
|--|-----------------------------|------------------------------|--|
| Menulis sebuah descriptive paragraph | Test Tertulis | Essay test | <i>Write down descriptive paragraph based on</i> <i>a. The topics that given</i> <i>b. The story that you have ever read</i> |

3. Pedoman Penilaian :

c. Jawaban benar : 100

d. Jawaban salah : 0

4. Rubrik Penilaian :

| Uraian | Skor |
|-------------------------------------|------|
| Isi benar, tata bahasa benar | 3 |
| Isi benar, tata bahasa kurang tepat | 2 |
| Isi dan tata bahasa kurang tepat | 1 |
| Tidak menjawab | 0 |

Padangsidempuan, 2019

Mengetahui,
Kepala Sekolah SMPN 1 Sipirok

Researcher,

Drs. BAKIR HARAHAHAP
NIP : 19610815 198502 1 002

Nurma Sari
NIM. 1420300104

Appendix 3

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE PARAGRAPH

(Pre-Test)

Nama :

Kelas :

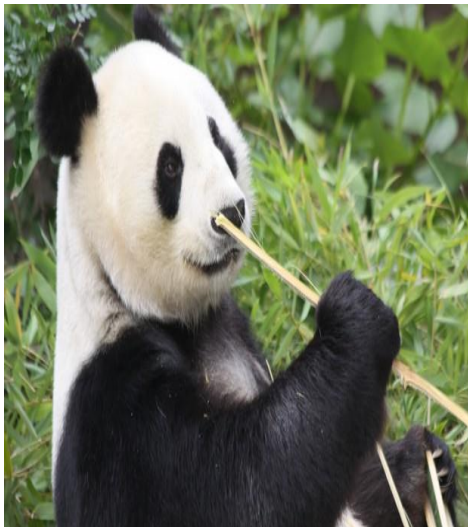
A. Pengantar

1. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan menulis paragraph. Oleh karena itu, jawablah sesuai kemampuan anda.
2. Jawaban anda tidak akan mempengaruhi nilai anda disekolah.

B. Petunjuk

1. Choose one of the topics based on the pictures below.

Picture 1



Picture 2



Picture 3



Picture 4



2. Write down a descriptive paragraph!

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Mengetahui,
Validator

Padangsidempuan, 2019
Researcher

Hanna Leli Hutasuhut SPd
NIP: 196202081985012001

Nurma Sari
NIM: 14 203 00104

Appendix 4

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE PARAGRAPH

(Post-Test)

Nama :

Kelas :

C. Pengantar

3. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan menulis paragraph. Oleh karena itu, jawablah sesuai kemampuan anda.

4. Jawaban anda tidak akan mempengaruhi nilai anda disekolah.

D. Petunjuk

3. Choose one of the topics based on the pictures below.

Picture 1



Picture 2



Picture 3



Picture 4



4. Write down a descriptive paragraph!

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.....
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.....

Mengetahui,
Validator

Padangsidempuan, 2019
Researcher

Hanna Leli Hutasuhut SPd
NIP: 196202081985012001

Nurma Sari
NIM: 14 203 00104

Appendix 5

Score of Experimental Class and Control Class on Pre-Test

1. Score of Experimental Class on Pre-Test

| No | The Name of Students | Score of Pre-Test |
|--------------|----------------------|-------------------|
| 1 | ADS | 60 |
| 2 | ASH | 68 |
| 3 | AS | 60 |
| 4 | ANH | 58 |
| 5 | AAR | 77 |
| 6 | AKP | 65 |
| 7 | AZMN | 75 |
| 8 | ARL | 65 |
| 9 | F | 38 |
| 10 | FHR | 60 |
| 11 | GNKH | 70 |
| 12 | IAS | 45 |
| 13 | IM | 55 |
| 14 | IAH | 75 |
| 15 | MAS | 42 |
| 16 | NIS | 60 |
| 17 | NAS | 65 |
| 18 | NSS | 55 |
| 19 | PSW | 68 |
| 20 | RD | 50 |
| 21 | RAH | 77 |
| 22 | RAS | 65 |
| 23 | RH | 58 |
| 24 | RZ | 75 |
| 25 | SFL | 55 |
| 26 | SH | 60 |
| 27 | THP | 70 |
| 28 | VMP | 68 |
| 29 | YES | 68 |
| 30 | ZAS | 50 |
| Total | | 1857 |

2. Score of Control Class on Pre-Test

| No | The Name of Students | Score of Pre-Test |
|--------------|----------------------|-------------------|
| 1 | AKP | 58 |
| 2 | ACK | 62 |
| 3 | APA | 65 |
| 4 | AP | 50 |
| 5 | BSA | 75 |
| 6 | CSH | 58 |
| 7 | EFA | 70 |
| 8 | HD | 60 |
| 9 | IY | 65 |
| 10 | IIS | 70 |
| 11 | JMV | 48 |
| 12 | KN | 65 |
| 13 | MM | 55 |
| 14 | MNTA | 65 |
| 15 | MR | 60 |
| 16 | NH | 50 |
| 17 | PJ | 58 |
| 18 | RS | 69 |
| 19 | RF | 75 |
| 20 | RR | 35 |
| 21 | RKS | 65 |
| 22 | RAS | 70 |
| 23 | RTI | 60 |
| 24 | RAH | 42 |
| 25 | SAY | 60 |
| 26 | SCS | 55 |
| 27 | SRSS | 50 |
| 28 | TJS | 65 |
| 29 | WAS | 62 |
| 30 | YHH | 58 |
| Total | | 1745 |

Appendix 15

DOCUMENTATION









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

Jalan T. Rizal Nurdin Km. 4,5 Sihlang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - /89 /In.14/E/TL.00/02/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

/5 Februari 2019

Yth. Kepala SMA N 1 Sipirok
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nurma Sari
NIM : 14 203 00104
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Tadris Bahasa Inggris
Alamat : Jl. Simangambat Kec. Arse Desa Gunung Manaon

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Picture Media on Student's Paragraph Writing at Grade VIII SMPN 1 Sipirok".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerjasama yang baik diucapkan terimakasih.



M. Si.
NIP. 19720202000032002



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 SIPIROK

Jalan Simangambat No. 13 Telp.(0634) 41120 Kodepos 22742



atas : A

NSS : 201271012001

NPSN : 10207129

Kode POS : 22742

SURAT KETERANGAN
Nomor : 024/422/SMP N.1/2019

bertanda tangan dibawah ini Kepala SMP Negeri 1 Sipirok Kabupaten Tapanuli Selatan
di Sumatera Utara menerangkan bahwa :

Nama : Drs.BAKIR HARAHAP

NIP : 19610815 198502 1 002

Pangkat/Gol.Ruang : Pembina TK.I, IV/b

Kelembagaan : SMP Negeri 1 Sipirok

ini menerangkan bahwa :

Nama : NURMA SARI

NPM : 14203 00104

Program Studi : Tadris/Pendidikan Bahasa Inggris

Strata : Strata Satu (S1)

sebut diatas benar telah melaksanakan Penelitian pada SMP Negeri 1 Sipirok sejak
tanggal 21 Februari 2019 dengan judul " THE EFFECT OF PICTURE MEDIA ON
PARAGRAPH WRITING AT GRADE VIII SMP NEGERI 1 SIPIROK ".

Surat Keterangan ini kami perbuat untuk dapat dipergunakan seperlunya dan
terima kasih,

