

**THE INFLUENCE OF STUDENTS' PARAGRAPH WRITING SKILL
USING PICTURE COMPOSITION AT SMP NEGERI 1 KARANGREJA,
PURBALINGGA, JAWA TENGAH**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)
Degree**

By:

IKFI SITATUN NISA

1717404058

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

Here with I,

Name : Ikfi Sitatun Nisa

Student Number/S.N : 1717404058

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I wrote with the title, **“The Influence of Students’ Paragraph Writing Skill Using Picture Composition at SMP Negeri 1 Karangreja, Purbalingga, Jawa Tengah”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Ikfi Sitatun Nisa
S.N. 1717404058

ABSTRACT

THE INFLUENCE OF STUDENTS' PARAGRAPH WRITING SKILL USING PICTURE COMPOSITION AT SMP NEGERI 1 KARANGREJA, PURBALINGGA, JAWA TENGAH

Ikfi Sitatun Nisa
1717404058

Abstract: Writing skills are one of the language skills that need to be possessed by students who are studying from elementary to tertiary education levels. The higher the grade level, the more the ability to write it increases. The purpose of this study is to describe the influence of the writing skills of grade VIII students on the use of picture composition in English subjects at SMP N 1 Karangreja. Researchers use experimental methods. Grade VIII consisted of 205 students, then 2 classes were selected as control classes and experimental classes by purposive sampling. Data were collected from the pretest and posttest scores of both classes, which were then analyzed using IBM SPSS V 25. The experimental class was treated using picture media, while the control class was not treated. The results of data analysis show that probability value (significance) is 0.005. Because the significance value is $0.005 < 0.05$, H_0 is rejected. This proves that the use of picture media has an influence on the paragraph writing skills of grade VIII students.

Keywords: Writing Skill, Picture Composition

APPROVAL SHEET

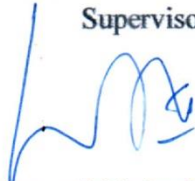
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Written by Ikfi Sitatun Nisa (Student Number. 1717404058) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on April 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

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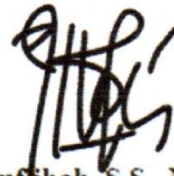
Approved by:

Examiner I/Head of Examiners/
Supervisor,



Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212150180120003

Examiner II/ Secretary,



Muffihah, S.S., M.Pd.
NIP. 197209232000032001

The Main Examiner



Yulian Purnama, S.Pd., M.Hum.
NIP. 1976071020080110030

Legalized by:

The Head of Education Department,



Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

To
The Head of Education Department
Faculty of Tarbiya and Theacher Training
State Islamic University
Prof. K.H Saifuddin Zuhri Purwokerto
In
Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, I Covery that:

Name : Ikfi Sitatun Nisa
Student Number : 1717404058
Department : Education
Study Program : English Education
Faculty : Tarbiya and Teacher Training
Title : THE INFLUENCE OF STUDENTS' PARAGRAPH
WRITING SKILL USING PICTURE COMPOSITION
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JAWA TENGAH

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 04 April 2024

Supervisor,

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212150180120003

MOTTO

“And I have never been disappointed in praying to You, Ya Rabb.”

Surah Maryam verse 4



DEDICATION

The thesis is dedicated to:

My beloved father (Musliman Abdul Hamid) and my beloved mother (Halimah)

My Husband (Awal Firdaus)

Everyone who always gives their support and prayers

And for myself have fought this fear.



PREFACE

First of all, the researcher would like to thanks almighty god, Allah SWT, the most merciful and the most gracious who has given mercies and blessing that the researcher could finish this thesis entitled "*The Influence Of Students' Paragraph Writing Skill Using Picture Composition At SMP Negeri 1 Karangreja Purbalingga Jawa Tengah*" as a final assignment in achieving Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, peace and salutation always be upon to our beloved prophet Muhammad SAW, his family and his companion who guide the way of life for us.

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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, 04 April 2024

The Researcher



Ikfi Sitatun Nisa

1717404058



PROF. KH. SAIFUDDIN ZUHRI

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CHAPTER I INTRODUCTION

This chapter will explain the background of the research, the clarification of key terms, the research questions, the aims and significances of study, and the organization of the paper.

A. Background of Study

In this globalization era, English is needed to communicate with people globally. English is one of the subjects that is required for Indonesian students to graduate from junior and senior high school. Junior High School graduates in Indonesia are expected to reach functional level of English. In this case, they are expected to be able to communicate or participate in their creation of text in spoken and written in their daily life. They have to be able to produce many kinds of functional text and monologue in the form of procedure, descriptive, recount, narrative, and report (Depdiknas, 2006:124). To write well, students must have good capabilities in writing. They need to know how to write an essay, paragraph, how to write a letter, invitation, memos and how to reply to the letters. Before starting to write, they have to know the elements of writing. They are: unity, cohesiveness, coherence (organization), grammar, vocabulary, spelling and punctuation. As what has been stated above, there are many forms of writing, such as: description, recount, narration, exposition, and argumentation.

Writing is one of the skills taught at every level of education; besides, writing is also included in how to communicate, whether indirectly or face-to-face. Writing is deriving or painting graphic symbols that describe a language that is understood by someone so that others can read the graph (Tarigan & Guntur, 2009). Writing is an activity to create a note or media information

using characters. Writing is usually done on paper using tools such as a pen or pencil. At the beginning of its history, writing was done using pictures, for example, hieroglyphs in ancient Egypt. Writing activities have grown rapidly since the invention of printing techniques, which causes people to be more active in writing because their works are easy to publish. According to Hendry Guntur Tarigan, writing is deriving or painting graphic symbols that describe a language understood by someone so that others can read the graphic symbols (Guntur, 2009). If a person can understand the language and the graphics, then they can also understand the purpose of the message conveyed.

Meanwhile, according to Sabarti Akgift, writing is the process of someone expressing their thoughts, ideas, feelings, and opinions (Akhadiah, 2001). In addition, writing is an indirect communication tool. Writing can be defined as the activity of delivering messages using writing as a medium. A message is the content contained in a writing. In addition, according to Atar Semi, writing is the transfer of thoughts or feelings into language symbols (Semi, 2003). According to the opinion of Atar Semi, writing is the result of a thought process in the form of ideas or ideas in the form of writing symbols.

To resolve the problem, the researcher proposed the use of picture in the experimental class focusing on teaching writing. Pictures are aids for teaching learning. Gerngross (1992: 3) states that the uses of pictures make communication in the foreign language class more lively, natural, and stimulating. He recommended that pictures can be used to offer ideas to train language skill. The use of pictures can generate the productive skills namely speaking and writing skills. Related to this point, Jacobs in Genesee and Upshur (1996: 207) states that students' writing skill refers to the students' competence in applying the components of writing including content,

organization, vocabulary, language use (grammar), and mechanism (spelling and punctuation). According to Wright (1989: 17) picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop learner's writing and organization skill as well. According to Raimes (1983: 27), with a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. It can help students improve their language use when writing (grammar and vocabulary). In addition, Raimes states that picture can be the basic for not just one task but many, such as sequence of sentences to the writing of original dialogues, letters, reports, or essays. This is very helpful to improve students using conjunctions in their writing and writing in logical order. Furthermore, she states, because everybody likes to look at picture, their use in the classroom provides a stimulating focus for the students' attention. A picture brings the outside world into the classroom in a vividly concrete way. This helps students gain ideas for their writing. Finally, a picture is a valuable resource as it provides (1) a shared experience in the classroom, (2) a need for common language forms to use in the classroom, (3) a variety of task, and (4) a focus of interest for students. Besides, there are some roles of pictures in improving writing class situation: 1. Pictures can motivate the students and make them want to pay attention and want to take part. Pictures can contribute to the context in which in the language is being used. They bring the world into the classroom (a street scene or a particular object); 2. The picture can be described in an objective way; 3. Picture can cue responses to questions or cue substitutions through controlled practice; 4. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling (Wright, 1989: 17).

Picture is a means by which everything is realized by illustrating into two-dimensional form as an outpouring or thinking in various forms (Hamalik, 2013). Pictures are media that are often used; Pictures can be called a common language that can be understood and enjoyed anywhere (Sardiman, 2018). From the above understanding, Pictures are the actualization of the outpouring of thoughts or imagination visualized into two-dimensional form so that they can be understood and understood by others. Pictures usually serve to make it easier for students to learn or retell a condition that is happening.

SMP N 1 Kerangreja is one of the schools in Purbalingga. In the teaching and learning process, the school employed the 13 curriculum. The 2013 curriculum is a student-centered curriculum. Students must be more active and inventive. This school also offers English classes. English is taught twice a week at this school by a teacher. Each meeting will last 45 minutes. Students in junior high school are required to study for English skills. Listening, reading, speaking, and writing are the four skills, particularly in writing.

Learning English in junior high school aims to give students the ability to master the basic knowledge skills of English to support the achievement of competency in the expertise program. In accordance with the mandate of the 2013 curriculum, English learning of texts, namely long functional texts in the form of narrative, descriptive, and recount, Conversation as well as texts with various themes The 2013 curriculum focuses on developing student character traits such as love for Indonesia's nature and appreciation for important national figures. This is expected to inspire students to behave positively. In the next stage, learning English also aims to apply the mastery of English language skills and abilities to communication both orally and in writing at the

intermediate level. So that, in the end, it maximally supports the competence of students in their special areas of expertise. The student will be able to communicate their expertise and product of expertise to interested parties. English equips students with the ability to communicate in daily life according to global demands. And equip students to develop communication to a higher level.

According to the National Curriculum, writing is one of the four aspects of language skills that must be taught to junior high school students. In addition, in the 2013 curriculum, there was a shift in mindset, such as “from personal learning activity to collaborative effort.” It means that students must collaborate with classmates to complete activities, since the government believes that superior students will assist lower-level students and that they will interact to solve the problem (Depdiknas 2013).

Based on the previous paragraph, descriptive text is one of the writing genres. Writing descriptive text is one of the materials that is taught in junior high school at SMP N 1 Karangreja. Based on the syllabus of curriculum 2013, writing descriptive text has a purpose, an analysis of social function, text structure, and elements of language. Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs. Based on the above function, the teacher instructs the student. Students are expected to be able to compile learning objectives based on the aims outlined in Curriculum 2013.

Based on the preliminary research, the researchers found that most of the students in the eighth grade at SMP N 1 Karangreja still have difficulties with writing. The researcher found some phenomena, as follows:

1. Some of the students are not able to write the ideas paragraph.

2. Some students are not able to write the ideas paragraph based on the organization structure correctly.
3. Some students are not able to use appropriate vocabulary in paragraph writing.
4. Some students are not able to write paragraphs; they just use example sentences.
5. Some students are not interested in English; they find it difficult.

Based on the description above, the research used picture composition to increase the writing skills of the eighth grade students at Junior High School 1 in Karangreja. The researcher is interested in investigating the problem in a research study entitled “The Influence Of Students’ Paragraph Writing Skill Using Picture Composition at SMP N 1 Karangreja, Purbalingga, Jawa Tengah”.

B. Clarification of Key Terms

In order to get clear information, there are several definitions related to this study that become guidelines and will be used as a guide to conduct this research. Among them are:

1. Paragraph

In a piece of writing or essay, there is usually a part that protrudes slightly inward. The part that is physically visible because of the indented mark is called a paragraph.

2. Writing

Writing is a means of expressing opinions or hearts that are applied in writing in the form of words or paragraphs that can be understood by others. Writing can also be interpreted as one of the indirect communication tools because it conveys the intention of the author to the reader.

3. Picture

Picture is a means by which everything is realized by illustrating into two-dimensional form as an outpouring or thinking in various forms (Hamalik, 2013).

C. Research Question

Based on the identification of the problem mentioned above, the researcher has a question to be answered later. Question formulation research (grand tour question) in this research “*Is there any influence of picture composition on paragraph writing skills in SMP N 1 Karangreja students’?*”

D. Aims and Significances of Study

1. Aim of the Study

Referring to the problem above, the objectives of the research are mentioned below:

To find out how influential the use of pictures is on English learning, especially paragraph writing for students at SMP N 1 Karangreja.

2. Significances of the Study

Through this research, it’s expected that the following benefits can be obtained:

a. Theoretical significances

The results of the study are expected to benefit education, especially English lessons, by the influence of students’ paragraph writing skill using picture composition.

b. Practical significances

The results of this study are expected to provide benefits for all parties involved in this research, including:

- 1) For teachers of SMP N 1 Karangreja facilitates the delivery of material and the learning methods used, as well as the selection of learning media.

- 2) For students to easily understand English learning, especially writing, and make it easier for students to assemble their creativity.
- 3) For researchers, it is hoped that this research can be useful for practicing science in universities. By conducting research to complement education and provide knowledge to researchers about The Influence Of Students' Paragraph Writing Skill Using Picture Composition.

E. Organization of the Paper

To get a clear picture in writing this research report, the researcher divided the discussion into five chapters, and each chapter was equipped with several sub-chapters as described as follows:

Chapter I, begins with an introduction, which consists of the background of the problem, operational definition, problem formulation, objectives and uses of research, and systematics of writing.

Chapter II, beginning with the theoretical foundation, consists of the theoretical framework, literature review and related research, thinking framework, and hypothesis formulation.

Chapter III, begins with Research Methodology, consisting of Type of Research, Place and Time of Research, Population and Research Sample, Research Variables and Indicators, Data Collection Techniques, and Data Analysis Techniques.

Chapter IV, begins with research results and discussion, consisting of data presentation and analysis.

Chapter V, begins with a conclusion, consisting of conclusions, research limitations, and suggestions.

CHAPTER II

LITEARTURE REVIEW

This chapter covers the theoretical framework, previous research, conceptual framework, and hypothesis of this research.

A. Theoretical Framework

1. Nature of Writing

a. The Nature of Writing

Writing is an activity carried out to produce writing. We often do writing activities that produce writing, for example, recording messages or writing memos for friends. A writer who understands well the meaning of the word will really care about the clarity of what will be written, the power of writing in influencing others, and the authenticity of the thoughts to be expressed in writing, choosing, and processing words. We often do writing activities that produce writing, for example recording messages or writing memos for friends. A writer who understands well the meaning of the word will really care about the clarity of what will be written, the power of writing in influencing others, and the authenticity of the thoughts to be expressed in writing, choosing, and processing words. A writer who understands very well the consequences of writing will definitely consider the response he will get if his writing is read by others (Resmini, 2006). The ability to write is not an ability that is inherited from generation to generation but is the result of the process and perseverance of practicing writing.

b. Understanding Writing

Writing is an activity to create a note or media information using characters. Writing is usually done on paper using tools such as a pen or pencil. At the beginning of its history, writing was done using pictures, for example, hieroglyphs in ancient Egypt. Writing activities have grown rapidly since the invention of printing techniques, which causes people to be more active in writing because their works are easy to publish. According to Hendry Guntur Tarigan, writing is deriving or painting graphic symbols that describe a language understood by someone so that others can read the graphic symbols (Guntur, 2009). If a person can understand the language and the graphics, then they can also understand the purpose of the message conveyed.

Meanwhile, according to Sabarti Akgift, writing is the process of someone expressing their thoughts, ideas, feelings, and opinions (Akhadiyah, 2001). In addition, writing is an indirect communication tool. Writing can be defined as the activity of delivering messages using writing as a medium. A message is the content contained in a writing. In addition, according to Atar Semi, writing is the transfer of thoughts or feelings into language symbols (Semi, 2003). According to the opinion of Atar Semi, writing is the result of a thought process in the form of ideas or ideas in the form of writing symbols.

Based on the above understanding, it can be concluded that writing is a language skill to communicate thoughts, ideas, feelings, and opinions using writing as a medium.

c. Understanding Writing Skills

Writing skills are one type of language skills that students must master. Many experts have put forward the notion of writing. According to Saleh Abbas (2006: 125), writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and spelling use. According to Ahmad Rofi'uddin and Darmiyati Zuhdi (1999: 159), writing skills are skills to express thoughts, ideas, opinions about something, responses to a statement of desire, or expression of feelings using written discussion.

According to Henry Guntur Tarigan (2008: 3), writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with other parties. Meanwhile, according to Byrne (Haryadi and Zamzani, 1996: 77), the skill of writing essays or composing is to pour thoughts into written language through sentences that are assembled as a whole and clearly so that they can be communicated to readers successfully.

In the opinion of Burhan Nurgiyantoro (2001: 273), writing is the activity of expressing ideas through language media. Writing is a productive and expressive activity so that writers must have the ability to use vocabulary, grammar, and language structure.

Atar Semi (1993: 47) defines writing skills as the act of transferring thoughts and feelings into written language using symbols. In line with this opinion, according to Harris (Ahmad

Rofi'uddin and Darmiyati Zuhdi, 1999: 276), writing skills are defined as the ability to use language to express ideas, thoughts, or feelings to others by using written language. Writing is the activity of expressing ideas, thoughts, or feelings into linguistic symbols. Meanwhile, according to Suparno and Mohammad Yunus (2008: 1.3), writing is an activity to convey messages (communication) by using written language as a medium or tool. In written communication, there are at least four elements involved: (1) the writer as the conveyor of the message; (2) the content of the writing or message; (3) the channel or medium in the form of writing; and (4) the reader as the recipient of the message.

Based on some of the opinions above, it can be stated that writing skills are skills to express ideas, ideas, feelings in the form of written language so that other people who read can understand the content of the writing well.

d. Purpose of Writing

The ability to write is one of the language skills that is increasingly important for a person to master. What is meant by the purpose of writing is that the response or answer expected by the author will be obtained from the reader. According to Tarigan, writing has several purposes: (a) to inform or teach, (b) to convince or urge, (c) to entertain or please or contain aesthetic purposes, and (d) to express strong feelings and emotions (Guntur, 2009).

Meanwhile, according to Hartig, the purpose of writing is as follows:

1) Assignment Purpose

The author writes something not of his own volition; for example, students who are assigned by the teacher to summarize the book.

2) Altruistic Purpose

Writers who aim to please readers, avoid the position of readers, want to help readers understand and appreciate their feelings and reasoning, and want to make readers' lives easier and more enjoyable with their work.

3) Persuasive Purpose

The author aims to convince readers of the truth of the ideas expressed.

4) Informational Purpose

Writing that aims to provide information to the reader. For example, a writer disseminates information through his writing, like a newspaper reporter. The writing in print media often contains information about events or.

5) Self-Expressive Purpose

Writing that aims to introduce or express the author to the readers.

6) Creative Purpose

This goal is closely related to the purpose of self-assertion but on the basis of a creative desire beyond self-assertion and involves itself with the desire to achieve artistic norms.

7) Problem-Solving Purpose

In writing like this, the author wants to solve the problem at hand. Writers who want to explain, clarify, explore, and carefully examine their thoughts and ideas

so that they can be understood and accepted by their readers(Guntur, 2009).

It can be concluded that writing has many purposes, including helping students develop various ideas and become accustomed to thinking and speaking well and correctly. Learning to write aims to improve thinking skills and the ability to expand horizons. In addition, it is also directed to sharpen the sensitivity of students' feelings. Students are not only able to understand the information conveyed directly but also delivered indirectly.

e. Type of Writing

A text is a collection of phrases that have a specific meaning. According to Anderson, there are several types of written text, as follows:(Colipah, 2014)

1) Narrative Text

The type of text used to tell a story. The goal is to entertain the listener from a unique point of view.

2) Recount Text

A text that recounts past events in general chronologically. The goal is to give the reader a text that recounts past events in general chronologically. The goal is to give the reader an idea of what has happened in the past.

3) Procedure Text

Text that contains instructions to do a certain activity. The goal is to show how things can happen.

4) Descriptive Text

Text describing living or inanimate objects. The goal is to describe people, things, animals, or places to the reader.

5) Information Report

Literary works that convey data on a particular topic.

This text generally provides information about the subject, such as facts, descriptions, and details about its parts, behavior, and attributes. Its purpose is to categorize, describe, or display information on all topics.

f. Writing Process

According to (Oshiman & Ann, 2006), there are four writing processes: generating ideas, compiling, drafting, editing, and revising them.

1) Prewriting

In writing, the first stage is to choose a topic and gather information about what will be written. Writing is the activity of exchanging ideas with those who will write freely about a topic to produce written works. One thought will lead to another while you're writing. The goal of writing is to develop as many ideas as possible and write them down without regard to conformity, syntax, spelling, logic, or structure. Here is some writing text:

- a) Write the topic at the top of your paper.
- b) Write as much as you can about the topic until you run out of ideas. Include help objects such

as facts, details, and incoming examples about the subject.

c) Once you have exhausted ideas, re-read your paper and circle the main idea you want to convey to develop.

d) Take each main idea and rewrite it.

2) Planning

You prepare the concepts into an outline in Step 2 of the writing process, the developing plans step. A define is a well thought-out blueprint for a paragraph. The following are some stages to creating an outline:

a) Divide the ideas in the problems list into sub lists

b) Cross out any items that do not belong or that are not useable

c) Finally, write a topic sentence.

3) Writing a Rough Draft

The rough draft is written in stage 2 of the writing procedure. Don't bother about grammar, punctuation, or spelling; just follow your definition as closely as possible. A rough draft isn't meant to be flawless. You could have current thoughts while writing that aren't on your brainstorming list or blueprint. At any point during the writing process, you may add or remove ideas. Make sure that any new ideas you have are relevant. Following is a preliminary copy written by the student based on her outline. Sharpening what you've written is the final stage in the writing procedure. This procedure

is also known as revising and editing. Polishing is most effective when done in two phases. First and foremost, address the major issue of content material and structure (revising). Then concentrate on the minor grammatical and punctuation errors (editing). Some polishing process:

- a) For a broad summary, read through your paragraph carefully. Concentrate on the paper's general components and make notes within the margins on rewriting the components that need to be enhanced.
- b) Check to see that you have achieved your stated purpose
- c) Check for general coherence and logic. Your target audience should be able to follow your thoughts and comprehend what you've written without difficulty.
- d) Make certain that your paragraph has a topic phrase with a primary (major) focus.
- e) Make sure everything is in order. Remove any sentences that aren't related to the topic.
- f) Check to see if the topic phrase is well-developed and has enough supporting elements.

Is there enough information in each paragraph for the reader to recognize the main idea? Make notes in the margin such as "upload larger" or "upload an example" if the key component is lacking in facts.

- g) Check your use of transition signals.
- h) Finally, do you have or do you need a conclusion sentence in your paragraph? Is your very last comment relevant to the topic? Rewrite your paragraph after that, integrating all of the changes. This is the second draft of your essay

g. Writing Assessment

According to Djiwadono (2010), there are various components that must be taught in order to achieve writing success. There are several:

1) Content

The ability of students to recognize and formulate the primary idea as well as some supporting ideas is included in the content assessment. In this example, the students' ability to choose and formulate a main idea and supporting thought into a paragraph is assessed in terms of content.

2) Organization

The main idea and supporting main ideas must be effectively organized by the students. In this scenario, the thoughts are rationally organized in order for the readers to understand them readily.

3) Vocabulary

This term is used to describe the process of quantifying vocabulary. The vocabulary chosen in writing should be appropriate for the substance and meaning of the sentence.

4) Grammar

In paragraph writing, the sentences constructed and the words assembled should be clear and unambiguous. Aside from that, it must meet the grammatical criteria. As a result, this issue falls under the category of grammar.

2. Picture Composition

Pictures are a medium that is often used everywhere. Pictures are one type of language that allows communication and is expressed through signs and symbols. Pictures are a common language. Which can be understood and enjoyed everywhere. Pouring ideas into a picture requires paying attention to the order of the parts to be displayed. The order of the section must be able to display pictures that are understandable, readable, and can attract attention so that it is able to convey the desired message.(Hastuti, 1996)

According to Edgar Dale (Hastuti, 1996), pictures can shift the learning experience from a level of learning with words to a more concrete level. For example, the teacher will explain the mountains to students who have never seen mountains by showing them pictures. This method is more effective so that students can understand how the mountains are than if they only hear the teacher's description verbally. Pictures are used by the teacher to give an idea of people, places, or things so that the teacher's explanation is more concrete than just described in words. Through pictures, people can translate abstract ideas into a more realistic form.

In the teaching and learning of languages, pictures are frequently used. Teachers use photographs to develop a variety of 18 activities and to engage pupils in learning. Picture compositions are defined by (Harmut & Breitkreuz, 1972) as including all those texts

which are composed in response to one picture or a "series of three to nine pictures, normally depicting logical or continuous actions, situations, thoughts or scenes in the form of sketches or drawings". These pictures may be presented in the form of wall pictures (produced commercially or through the concerted efforts of teacher and learners), or stenciled so that each student has a copy, or an overhead projected transparency. According to (Harmer, 2001), teachers have always utilized visuals to aid learning, whether they are drawn, borrowed from books, newspapers, and magazines, or photographs. Furthermore, according to (Andrew, 1989), photographs are not merely a characteristic of method, but they are a crucial aspect of experience that we must assist students deal with because of their portrayal of locations, things, and people. In language instruction, visuals may serve as a motivator, a feeling of the language's context, and a distinctive reference point or stimulus, according to Wright.

Based on the previous explanation, it is clear that graphics assist the instructor in conveying the lesson. In teaching and learning writing, pictures, particularly picture series, are extremely useful for both teachers and students. Pictures, according to (Ann, 1983), can be useful tools for teaching writing in ESL classes. Pictures may serve four purposes. The first is as a shared classroom experience that leads to a wide range of linguistic exercises. The second reason is that there is a requirement for common language forms and terminology in the classroom. Finally, there are a number of challenges ranging from fairly mechanical controlled compositions, sentence-combining exercises, to sentence sequencing. Fourth, because everyone enjoys looking at photographs, and photos can bring the outside world inside

the classroom in a very concrete way, they may serve as a focal point for students' interests.

In (Arga, 2016) Picture Composition is one type of guide. The researcher should be extremely careful while teaching picture composition since the student must first acquire the talent of observation, after which they must arrange their thoughts in a logical order using appropriate terminology and construct grammatically accurate sentences (Patel & Jain, 2008). The authors concluded in their edition based on picture composition that picture composition, as defined by Edu (2012), is an exercise in which you describe a picture by writing meaningful phrases. As a result, picture composition entails composing a few significant phrases or a paragraph about a particular picture. It allows you to create your own phrases and stories. Writing phrases based on a given or group of photos is known as picture composition. A picture composition necessitates the writer's careful observation of the provided picture and the use of appropriate language to explain it in a tale or composition.

According to (Akbari, 2008), a picture can encourage pupils, and motivation is a crucial aspect in learning everything nowadays. Pictures are also contextual in the sense that a teacher might use them to depict a certain circumstance. In a tangible sense, pictures bring the outside world into the classroom. They can improve students' stimulation because, after viewing the picture, they will require the vocabulary, idioms, and sentence structures to discuss or explain what they have seen. According to Dils (2009), it is intriguing to open a well-drawn and nicely written book. The balance of textual and visual elements will be able to inspire and delight readers. It is possible to conclude that pictures also help to motivating and entertaining.

There are two kinds of pictures on which a composition:

1. A single picture with many elements

Picture 2. 1



2. Many pictures having a common element

Picture 2. 2



Picture 2. 3



Picture 2. 4



Before beginning writing picture composition a paragraph, we need to:

1. Carefully observe the picture.
2. Ask questions and note down the answers or observations to these question.
3. Arrange the observations as points in a logical order.
4. Write meaningful sentences to form a composition.

5. Write a title to the composition based on the main theme of the picture.
6. Begin the paragraph away from the margin.
7. Remember to write picture composition in past tense.

3. Paragraph

A piece of writing certainly uses paragraphs. Without a paragraph, the writer will have serious difficulties organizing his thoughts. Writers will also have difficulty sorting through the ideas poured into writing. A paragraph is part of an essay whose function is to combine one main idea. In addition, paragraphs can also beautify an essay and make it easier for readers to understand the essay.

a. Nature of Paragraphs

A paragraph is a unit (or unit) characterized by the presence of certain types of "slots," (Guntur, 2009), namely:

- 1) The slot (or gap) that introduces a title.
- 2) The slot (or gap) that restricts the title.
- 3) A slot (or loophole) that outlines or develops a title that has been restricted to it.

The three gaps have to do with the component parts of the disclosure writing that have been described in the earlier introduction according to the essay, which states the subject of writing that is limited to a scope that can be worked on, closely related to the gaps in the title paragraph and restrictions: the content of the writing, where to present it, supporting ideas, and those that are explanatory or analogical with the gap in the description in the disclosure paragraph. While (Enre & Ambo, 1988) argues that paragraphs are generally a series of several sentences that together develop an idea or thought, it can be a

whole essay that stands alone as a single paragraph. There are even times when a paragraph consisting of one sentence is needed.

(Akhadiah & Arsjad, 1991) say that paragraphs are the core of the reflection of thoughts in an essay. A paragraph contains one unit of thought that is supported by all sentences in the paragraph, ranging from introductory sentences, topic sentences, and explanatory sentences to the closing sentence. This set of sentences is interrelated in a series to form an idea.

The Indonesian Language and Literature Study Group (Kelompok Studi Bahasa, 1991) argues that paragraphs are the smallest unity of mind in an essay. This is in line with Sakri's opinion (Adjat, 1992) which says that paragraphs are also called paragraphs. According to him, paragraphs are the smallest unit of an essay. The contents form a unit of thought as part of the message conveyed by the author in the essay.

(Hasan & Soedjito, 1991) who said that paragraphs are part of an essay consisting of sentences that are related as a whole and cohesive and are a unity of thought this is in line with my opinion. (Mustakim, 1994) argues that paragraphs are a form of expressing ideas that are intertwined in a series of several sentences.

(Suriamiharja et al., 1996) argues that a paragraph is a language unit that contains one theme of its development. Meanwhile, (Ramlan, 1996) explained that paragraphs are part of an essay or speech consisting of a number of sentences that express units of information with the main idea as the control. In the Big Dictionary of Indonesian (2003: 82), a paragraph is

a chapter in an essay that usually contains one main idea and the writing begins with a new line.

In addition to the opinions above, (Widjono, n.d.) said that paragraphs have several meanings. (1) Paragraphs are mini-essays. That is, all the elements of a long essay are in paragraphs; (2) A paragraph is a unit of written language consisting of several sentences arranged in a coherent, logical manner, in a unity of ideas that are arranged completely, intact, and cohesively; (3) A paragraph is part of an essay consisting of a number of sentences that express a unit of information with the main mind as the control and the explanatory mind as the support; (4) A paragraph consisting of one sentence does not indicate completeness or perfection.

From some of the expert opinions that have been stated above, it can be concluded that paragraphs are the main ideas contained in a series of sentences in a unified whole. The relationship between the sentences expresses the unity bound by the structure of language and the logical unity. In addition, paragraphs can also be interpreted as part of an essay or piece of writing consisting of a number of sentences that express information with the main ideas as their basis. In the paragraph, the main idea is expressed and implied. A paragraph can also be described as the shortest essay.

b. Paragraph Formation Requirements

A good paragraph must have two provisions, namely paragraph unity and paragraph completeness.

1) Paragraph Unity

In a paragraph, there is only one point of thought. Therefore, the sentences that make up the paragraph need to be arranged carefully so that there is not a single sentence that deviates from the main idea of the paragraph.

2) Paragraph Completeness.

The completeness of paragraphs can be seen through logical sentence arrangement and through hook expressions between sentences. The logical order will be seen in the sentences in that paragraph. In that paragraph, there are no sentences that contribute to or come out of the problem discussed (Rahardi, 2009).

A good paragraph should meet two requirements: unity and unity. The criterion of unity concerns the closeness of the relationship of meaning between ideas in a paragraph. While the cohesiveness criterion concerns the closeness of the relationship between sentences in paragraphs in terms of form or structure (Mustakim, 1994).

c. Paragraph Elements

Like language in general, which has a hierarchy and elements (sentences, phrases, words, etc.) and is non-external (meaning or intent), The author conceived the whole soul of the paragraph outwardly, especially non-narrative paragraphs, which are usually composed of paragraphs:

- 1) Topic sentence or main sentence
- 2) Developer sentences or explanatory sentences
- 3) Affirmative sentences

4) Transition words

The outward elements of the paragraph must be cohesive; the non-external elements of the paragraph must also be one. The outward cohesiveness of paragraphs is called coherence, and the non-outward unity of paragraphs is called cohesion (Rahardi, 2009).

B. Previous Studies

Several studies have indicated that using picture composition may help students enhance their writing skills. It makes studying more enjoyable for the students. This indicates that learning media such as picture composition have a significant impact on society and the development of student skills

1. Research conducted by (Dasril, 2021). Improve the skill of writing description texts with a scientific approach and the MindMap method using photo media in grade VII A students of SMPN 8 Batanghari for the 2018–2019 learning year. This research aims to describe the improvement in writing description text skills of students of VII A SMPN 8 Batanghari after participating in learning to write description text using a scientific approach through the mind mapping method with photo media. The results of the study concluded that there was a significant increase in students' skills. In the first cycle, the average score of students on the skill test reached 74.4. The result of the skill test in cycle II was 81.9. The percentage of completeness also increased from 65.6% in cycle I to 81.9% in cycle II, which was 21.9%. The difference between the research conducted by Dasril and the research conducted by the author lies in the approach used. Dasril uses a scientific approach and mind mapping method using photo media, while the author directly uses picture media in improving paragraph writing.

2. Research conducted by (Ningsih, 2022). Improving Students' Ability to Write Paragraphs through Picture Composition at SMK Tigama Pekanbaru. The main purpose of this study was to determine whether there was a significant difference in students' abilities before being taught using picture composition and after being taught using picture composition. The method used in this study was a pre-experimental design. Researchers used a pretest and a posttest with a total sample of 27 students. The results of data analysis conducted by researchers showed that after being taught to use picture composition (83.70), it was higher than before being taught to use picture composition (69.56). It can be concluded that there is a significant difference in the skills of students to write paragraphs before and after being taught using picture composition in grade X students of SMK Tigama Pekanbaru. The difference between the research conducted by Ningsih and the author lies in the research method used.
3. Research conducted by (Wiranto & Angraini, 2021). The ability to write description text based on picture media in grade VII students of SMP N 13 Bandar Lampung. This study aims to determine and describe the selection of titles, the suitability of content with pictures, the use of spelling and grammar, and the accuracy of word choices in student description texts that have been written based on picture media. This research uses a qualitative description method, namely, by revealing the data as it is, the data is described and described in detail. Based on the data obtained, Based on the results of the study, it was concluded that the ability to write description texts based on picture media in grade VII students of SMP N 13 Bandar Lampung for the 2021–2022 academic year was quite good. The content of the description text written by students is appropriate for the pictures

presented. It's just that spelling, writing, and word choice are still not good. There are still some student errors in writing spelling and word choice in description text caused by a lack of accuracy when writing, such as punctuation errors, while word selection errors are caused by students due to a lack of knowledge about the usefulness of each word. The difference between the research conducted by Wiranto & Anggraini and that of the author is in the research method used; the researcher uses a qualitative description research method, while the author uses a quantitative research method.

C. Conceptual Framework

The skill of writing paragraph descriptions of grade VIII D and VIII E SMP N 1 Karangreja students who were the subjects of this study had low writing skills. Low writing skills appear in the low score obtained because of the difficulty in distinguishing paragraph types and difficulty in composing good and correct English sentences. To improve the writing comprehension of grade VIII D and VIII E SMP N 1 Karangreja students, the author uses picture media as a means to assist students in conveying abstract information. Students can write something in the picture using good and appropriate sentences so that the writing can be understood by students.

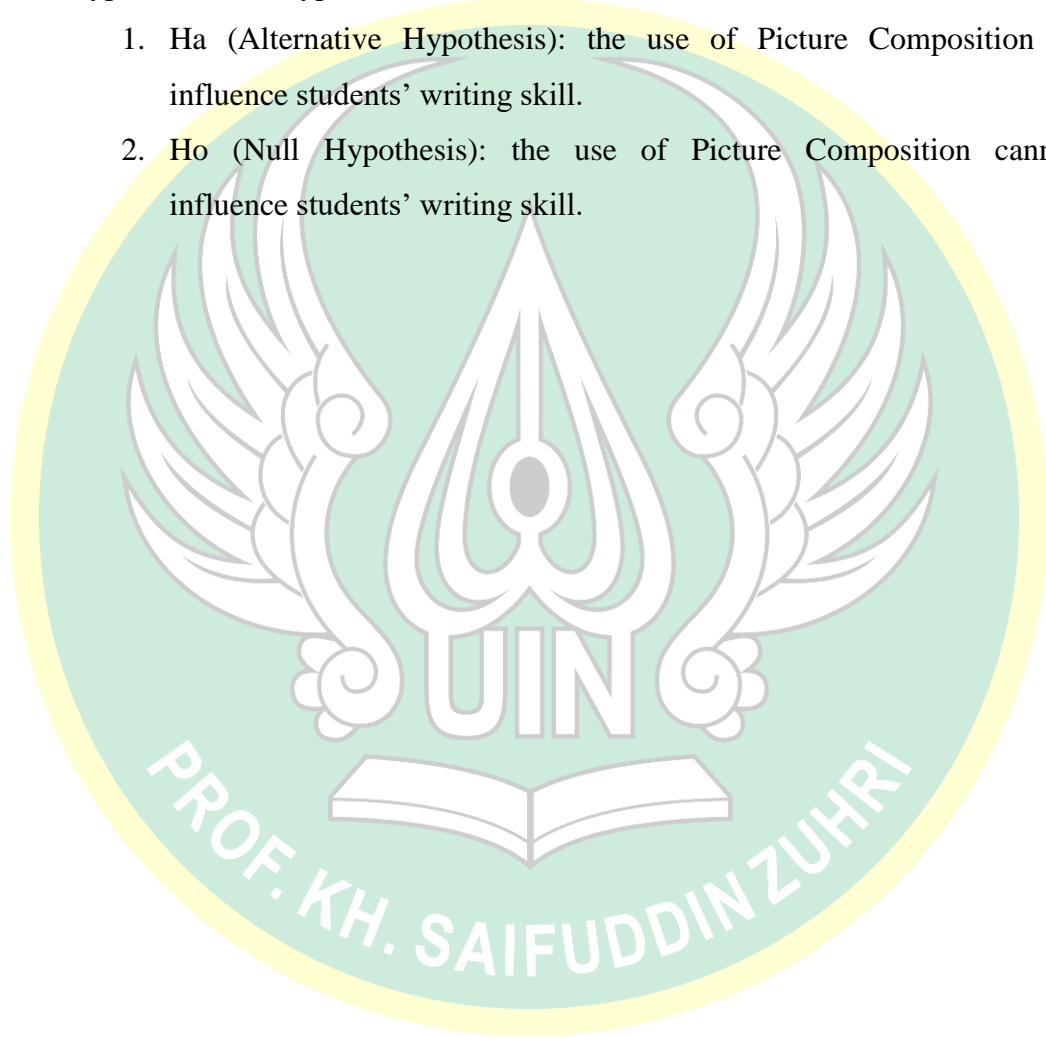
Learning to write with picture media is highly recommended by experts. Pictures that look good still say a lot to those who are sensitive and full of imagination. The selection of pictures should be precise, interesting, and stimulating to students. By being equipped with picture media, students can freely check ideas with picture references, so they are freer to express everything they see in the picture and translate the picture in the form of words or sentences. Picture media is also widely used by teachers because it is more practical and easy to use. Pictures are used by teachers to give an idea of people, animals, places, and everything so that the teacher's explanation is

more concrete than just being described in words. Through drawings, students can express ideas in a more realistic form.

D. Hypothesis

The hypothesis of this research can be mastered alternative and null hypothesis. The hypothesis of the research as follow:

1. Ha (Alternative Hypothesis): the use of Picture Composition in influence students' writing skill.
2. Ho (Null Hypothesis): the use of Picture Composition cannot influence students' writing skill.



CHAPTER III METHODOLOGY

In this chapter, research design, research location and participants, population and sample, research variables and indicators, data collection techniques, and data analysis will be presented.

A. Research Design

This research uses quantitative research, which is research that emphasizes data depth and can record as much data as possible from a wide population.¹ Quantitative research is one type of research activity whose specifications are systematic, planned, and clearly structured from the beginning to the making of research designs.² This study used quasi-experiments with non-equivalent control group design techniques. In this design, there were two groups; the first group was given treatment, and the other group was not treated. The treated group is called the experimental group, and the untreated group is called the control group. The reason researchers choose the design of quasi-experimental design with nonequivalent control group design research techniques is because researchers consider this model appropriate and can help them carry out research.

The design of the Nonequivalent Control Group can be seen in the following table:³

Table 3.1
Research Design Table

Group	Pre-Test	Treatment	Post-Test
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¹ Masyhuri dan Zainuddin, Metodologi Penelitian Pendekatan Praktis Dan Aplikatif, (Bandung: Refika Aditama, 2011), Hal. 19

² Sugiyono, Statistic Nonparametris Untuk Penelitian, (Bandung: Alfabeta: 2015), Hal. 13

³ Sugiono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2016), h. 116

Experiment	O1	X	O2
Control	O3	-	O4

Descriptions:

O1 : Pre-Test Experiment Class

O2 : Post-Test Experiment Class

O3 : Pre-Test Control Class

O4 : Post-Test Control Class

X : Treatment in experimental classes using picture media

Before being given treatment, the experimental group and control group will be given an initial test (pre-test) to determine the ability of narrative writing skills in the class that has been given the act (X1). The treatment given is in the form of the use of picture media as learning media.

B. Population and Sample

1) Population

A population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions from.⁴ So the population is not only a person but also a learned person, and it includes all the characteristics or traits possessed by that subject. The population in this study was the entire class VIII students of SMP N 1 Karangreja, with a population of 205 students.

2) Sample

The sample is the part of the population that is expected to be representative of the population. If the population is large and it is not possible for the researcher to study everything in the population, such as limited funds, energy, and time, then the researcher can use samples

⁴ Sugiyono

taken from that population.⁵ Thus, it can be concluded that the sample is a source of data taken from the population and is expected to describe the nature of the population concerned

The samples in this study were 30 people from class VIII D and 32 people from class VIII E. The sample viewing technique used by researchers was purposive sampling. Purposive sampling aims to determine sampling intentionally, where the selected class has the same initial ability and is not based on the same strata or religion.⁶ Researchers chose classes VIII D and VIII E because they were recommended by English teachers and did not use picture media, so students did not understand the material presented.

C. Variable and Indicators of the Research

There are 2 variables used in this study, namely the independent variable and dependent variable:

1. Independent Variable : for this research the independent variable is *“Picture Composition”*
2. Dependent Variable : for this research the dependent variable is *“Student’s Paragraph Writing Skill”*

D. Data Collection Techniques

In this research, the researcher conducted a test to assess the students' capacity to write recount text. The researcher collected data using writing test (a pre-test and a post-test). The pre-test was distributed to know students' ability in writing recount text before doing treatment. For 90 minutes, students produced a recount paragraph based on the topic in the pre-test. Following

⁵ sugiyono

⁶ Nurul Hanifah, Perbedaan Hasil Belajar Materi Elastisitas Melalui Metode Pembelajaran Kooperatif Tipe Jigsaw dan Student Archievement Division (STAD) Siswa Kelas X SMA Negeri 5 Banda Aceh, Jurnal Ilmiah Mahasiswa (JIM) Pendidikan Fisika, Vol. 1 No. 3 Juli 2016, h. 69.

that, the researcher began the therapy by employing Picture Composition in teaching writing recount text and giving a writing exercise. During the most recent meeting, the researchers conducted a post-test to the students.

1. Pretest

According to Creswell, (2012) pretest provides a measure on some attribute or characteristic that you asses for participants in an experiment before they receive the treatment. Pre-test is used to collect the data about paragraph writing to the students taught before using Picture Composition for experimental class.

The researcher gave a writing test to students. The researcher asked the students to choose their favorite place in the pictures. Afterward, the students were asked the questions. After answering the questions, students were asked to make the sentences from their answers. The researcher gave the students 90 minutes to complete the pretest. It was completed at the first meeting.

2. Post-Test

According to Gay et al., (2012) post-test score are compared to determine the effectiveness of the treatment. So that the score of post-tests was compared to know the effect of the treatment. Post-test gave to the students. Post-test was given to students after they were given treatment using Picture Composition for the experimental class. That is to find out their ability to write using Picture Composition. The researcher gave a writing test to students. The researcher asked the students to choose their favorite place in the pictures. Afterward, the students were asked the questions. After answering the questions, students were asked to make the sentences from their answers. The researcher gave the students 90 minutes to complete the post-test it was completed at the last meeting.

E. Data Analysis

The researcher employed a writing exam as a tool to collect data. The exam is broken into two sections: the pretest and the posttest. The pretest is provided to the students prior to the treatment in order to determine the students' prior knowledge in writing recount text, while the posttest is given after the treatment to determine the students' improvement in writing recount text. If the pupils are given the same test as a pre-test and a post-test. They are given a variety of themes. In the pretest, students are given a topic that is separated into two parts: great experience and negative experience, but in the posttest, they are given themes regarding personal experience and vacation. Thus, the students are asked to choose one of the topics to be constructed in recount text. The teacher analyzed and scored the data by using the following criteria. Assessment rubric used in this paper is based on (Jacobs et al., 1981, as cited in Akhid Lutfian, 2011). The writing assessment rubric is shown below:

Table 3.2

Table Jacobs et al. Scoring Profile, (1981)

Aspect	Level	Criteria
Writing Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic

	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate
Organization Vocabulary	20-18	Excellent to very good: fluent expressions, ideas clearly stated/supported, succinct, well-organized, logical, sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, OR not enough to evaluate
	20-18	Excellent to very good: sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate

Language Use	25-22	Excellent to very good: effective complex construction, few error of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	Good to average: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition, but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confused or obscured
	10-15	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling,

		punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, OR not enough to evaluate

The data gathered from the research results students' tests were quantitatively analyzed. The quantitative analysis was carried out using statistics, which is known as statistical analysis. This technique used to find the significant difference on students' writing skill before after being taught using Picture Composition. The data was collected from students' pretest and posttest scores. The researcher in this study used paired sample T-test as SPSS 25.0 to determine the significant difference on students' writing skill before after being taught using Picture Composition.

1. Test data analysis prerequisites

To obtain a research hypothesis from the previously obtained data, an analysis of the prerequisite test of the data obtained was first carried out. The prerequisite analysis tests used are normality tests and homogeneity tests, and then research hypothesis tests are carried out.

a. Normality Test

Normality test is a test carried out to determine whether the distribution of data obtained is normally distributed or not. The normality test is carried out using the formula of Kolmogorov Simonov. Normality tests were performed on pretest and posttest scores for experimental and control

classes. Process calculations with the help of SPSS V26. The interpretation of the normality test is as follows:

- 1) If the value of sig (2-tailed) is greater than the alpha level of 5% ($\text{sig}(2\text{-tailed}) > 0.05$), it can be concluded that the data comes from a population that is actually normally distributed data.
- 2) If the value of sig (2-tailed) is less than the alpha level of 5% ($\text{sig}(2\text{-tailed}) < 0.05$), it can be concluded that the data comes from a population for which the data is actually not normally distributed.

b. Homogeneity Test

The homogeneity test is performed when the two samples are declared to be normally distributed. The homogeneity test is performed to test the similarity of several parts of the sample, i.e. whether the sample variants taken from the same population are uniform or not. The test of homogeneity of variances uses the help of SPSS V 26 with a statistical test (test of homogeneity variances).

The homogeneity testing criteria are as follows:

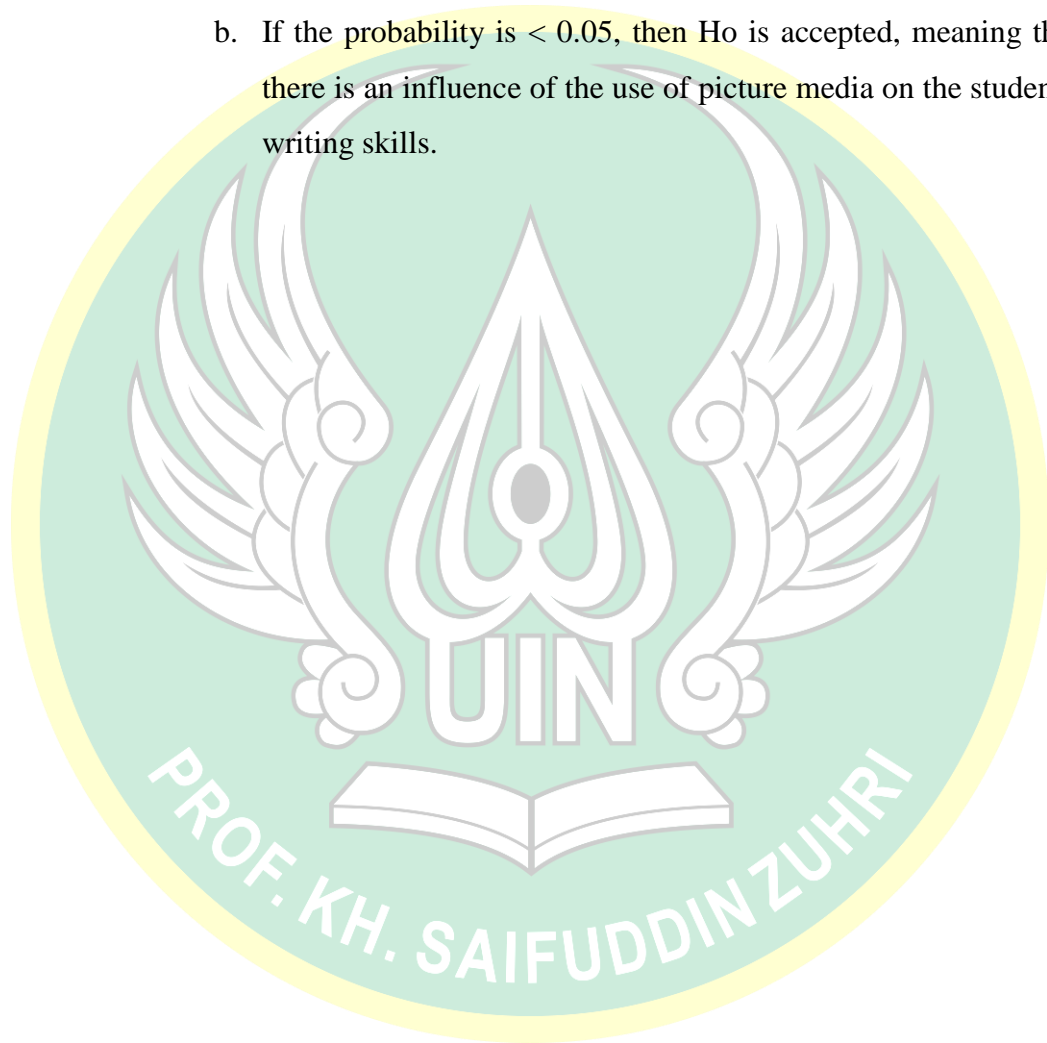
- 1) If the probability > 0.05 then the variance is declared homogeneous.
- 2) If the probability < 0.05 then the variance is expressed as inhomogeneous.

2. Test the hypothesis

After performing the prerequisite test, the next step is to test the hypothesis using the t-test. This t test is used to test whether the average score of the two classes has a difference or not. In this study,

researchers used a t-test with a paired sample T test with the help of SPSS V26. The criteria for hypothesis testing are as follows:

- a. If the probability > 0.05 , then H_0 is accepted, meaning that there is no effect of the use of picture media on students' writing skills.
- b. If the probability is < 0.05 , then H_0 is accepted, meaning that there is an influence of the use of picture media on the student's writing skills.



CHAPTER IV FINDING AND DISCUSSION

This chapter describes the findings and discussion. The findings section contains data descriptions and inferential statistics. And the discussion section will discuss the results of the data.

A. Findings

1. Data Description

Before the research activity was carried out, the researcher asked permission from the school and consulted with the English teacher about the development of grade VIII D and VIII E in English lessons. Data was collected during SMP N 1 Karangreja research with students of VIII D and VIII E. Data was collected through a posttest and pretest given to all students in classes VIII D and VIII E to see the level of paragraph writing skill when using picture composition. This chapter contains research data.

a. Data Description Pretest Experimental Class and Control Class

Learning actions are very important initial actions. This is because the analysis of these learning outcomes will be used as a reflection for researchers on the next learning action. Research activities were carried out in one meeting with an allocation of 2 x 25 minutes. The experimental class is a class that is given treatment using picture media during the writing learning process. The control class is a class that is in the process of learning to write using conventional methods. Before both classes are given writing lessons, both are given an initial test (pretest) first. To find out the initial writing skills of grade VIII D and grade VIII E students. The data obtained to

determine students' writing skills is by using the SPSS V26 program. The summary of the results of pretest data processing for the two classes can be seen in the following table:

Table 3.3
Statistical Data of Pretest Scores of Experimental Class and Control Class

Statistics			Statistics		
Experiment Class			Control Class		
N	Valid	32	N	Valid	30
	Missing	0		Missing	0
Mean		67.13	Mean		65.33
Median		70.00	Median		67.50
Std. Deviation		8.300	Std. Deviation		7.317
Minimum		50	Minimum		50
Maximum		81	Maximum		79

From the table above, it can be seen that the pretest score in the experimental class with 32 students, has a maximum score obtained is 81, a minimum score of 50, an average score of 67.13, while the median is 70.00 and a standard deviation is 8,300.

The control class consists of 30 students, has a maximum score of 79, a minimum score of 50, and has an average score of 65.33, while the median score is 67.50 and a standard deviation score of 7.317.

Table 3.4

**List of Experimental Class and Control Class Pretest
Scores**

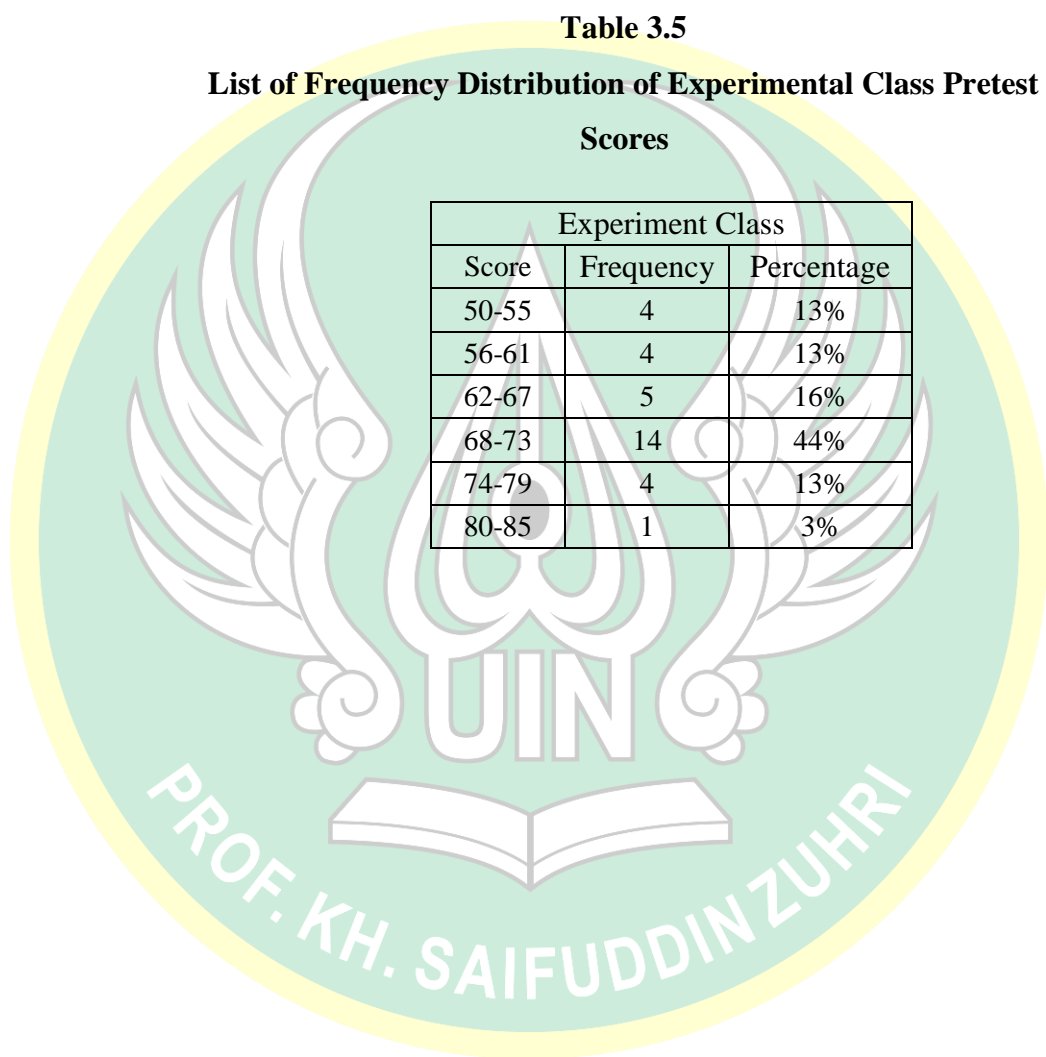
No	Experiment Class		Control Class	
	Name	Score	Name	Score
1	X1	60	Y1	58
2	X2	70	Y2	68
3	X3	74	Y3	71
4	X4	70	Y4	68
5	X5	55	Y5	53
6	X6	52	Y6	56
7	X7	69	Y7	67
8	X8	81	Y8	79
9	X9	72	Y9	70
10	X10	73	Y10	71
11	X11	67	Y11	65
12	X12	72	Y12	67
13	X13	73	Y13	73
14	X14	71	Y14	67
15	X15	69	Y15	69
16	X16	67	Y16	67
17	X17	64	Y17	63
18	X18	57	Y18	55
19	X19	69	Y19	69
20	X20	72	Y20	70
21	X21	76	Y21	74
22	X22	71	Y22	71
23	X23	50	Y23	51
24	X24	57	Y24	57
25	X25	57	Y25	59
26	X26	50	Y26	50
27	X27	71	Y27	68
28	X28	70	Y28	70
29	X29	72	Y29	72
30	X30	62	Y30	62

31	X31	77		
32	X32	78		
Sum		2148	Sum	1960
Mean		67.13	Mean	65.33

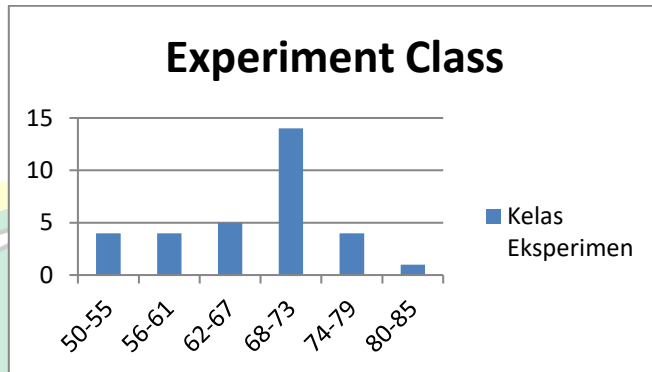
Table 3.5

List of Frequency Distribution of Experimental Class Pretest Scores

Experiment Class		
Score	Frequency	Percentage
50-55	4	13%
56-61	4	13%
62-67	5	16%
68-73	14	44%
74-79	4	13%
80-85	1	3%



The table above can also be presented in graphic form as follows:

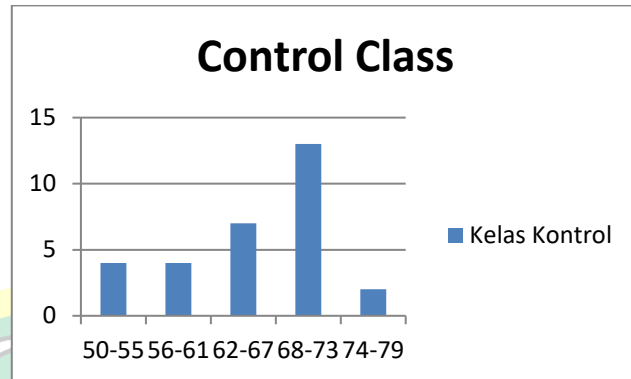


Based on the table and graph above, it can be seen that there are 4 students who score 50–55, 4 students who score 56–61, 5 students who score 62–67, 14 students who score 68–73, and students who score 74–79. There are 4 people, and for students who score 80–85, there is 1 person.

Table 3.6
Control Class Pretest Score Acquisition Frequency Distribution

Control Class		
Score	Frequency	Percentage
50-55	4	13%
56-61	4	13%
62-67	7	23%
68-73	13	43%
74-79	2	7%

The table above can also be presented in graphic form as follows:



Based on the table and graph above, it can be seen that there are 4 students who score 50–55, 4 students who score 56–61, 7 students who score 62–67, 13 students who score 68–73, and 7 students who score 74–79. There are 9 people.

b. Description of Experiment Class and Control Class Posttest Data

This learning action is a follow-up action based on the results of treatment for the learning action. The assessment instrument is made by the researcher himself and consists of the posttest questions. Other devices included are learning media, picture media, and English-source books. Posttest question sheets are made to determine the development of paragraph writing skills. In this study, researchers find out whether paragraph writing learning improves students' writing skills after being given treatment using picture media.

Table 3.7

**Summary of Posttest Value Statistical Data
Experiment Class and Control Class**

Statistics			Statistics		
Experiment Class			Control Class		
N	Valid	32	N	Valid	30
	Missing	0		Missing	0
Mean		79.56	Mean		66.93
Median		80.00	Median		69.00
Std. Deviation		4.508	Std. Deviation		6.690
Minimum		69	Minimum		54
Maximum		88	Maximum		77

From the table above, it can be seen that the pretest score in the experimental class with a total of 32 students, has a maximum score obtained is 88, a minimum score of 69, an average score of 79.56, while the median is 80.00 and a standard deviation is 4.508.

The control class consists of 30 students, has a maximum score of 77, a minimum score of 54, and has an average score of 66.93, while the median score is 69.00 and a standard deviation score of 6,690.

Table 3.8

List of Posttest Values of Experimental Class and Control Class

No	Experiment Class		Control Class	
	Name	Score	Name	Score
1	X1	76	Y1	61
2	X2	82	Y2	71
3	X3	82	Y3	75
4	X4	79	Y4	71
5	X5	76	Y5	57
6	X6	78	Y6	60
7	X7	78	Y7	69
8	X8	88	Y8	77
9	X9	70	Y9	72

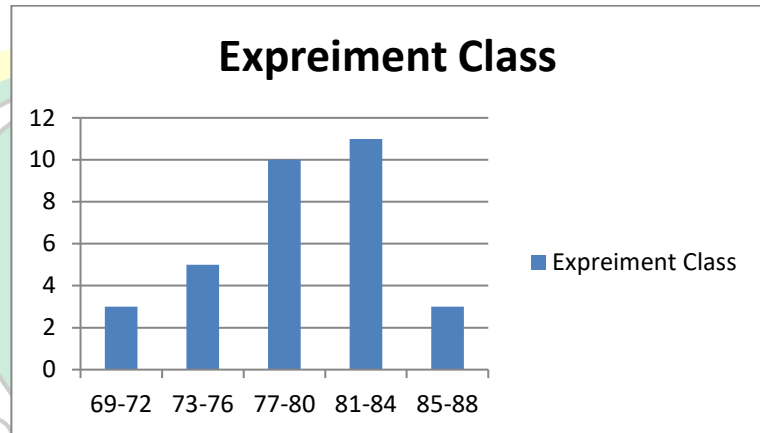
10	X10	80	Y10	73
11	X11	82	Y11	70
12	X12	76	Y12	67
13	X13	72	Y13	75
14	X14	83	Y14	70
15	X15	83	Y15	70
16	X16	80	Y16	69
17	X17	77	Y17	61
18	X18	78	Y18	54
19	X19	81	Y19	69
20	X20	82	Y20	71
21	X21	83	Y21	74
22	X22	84	Y22	74
23	X23	75	Y23	55
24	X24	77	Y24	58
25	X25	83	Y25	59
26	X26	85	Y26	57
27	X27	69	Y27	67
28	X28	80	Y28	69
29	X29	76	Y29	71
30	X30	88	Y30	62
31	X31	80		
32	X32	83		
Sum		2546	Sum	2008
Mean		79.56	Mean	66.93

Table 3.9
List of Frequency Distribution of Obtaining Experimental
Class Posttest Scores

Experiment Class		
Score	Frequency	Percentage
69-72	3	9%
73-76	5	16%
77-80	10	31%

81-84	11	34%
85-88	3	9%

The table above can also be presented in graphic form as follows:



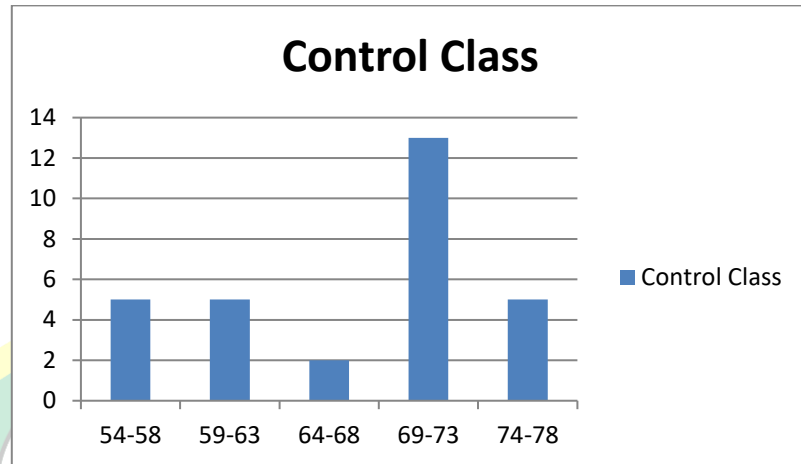
Based on the table and graph above, it can be seen that there are 3 students who score 69–72, 5 students who score 73–76, 10 students who score 77–80, 11 students who score 81–84, and students who score 85–88. There are 3 people.

Table 4.1

Control Class Posttest Frequency Distribution List

Control Class		
Score	Frequency	Percentage
54-58	5	17%
59-63	5	17%
64-68	2	7%
69-73	13	43%
74-78	5	17%

The table above can also be presented in graphic form as follows:



Based on the table and graph above, it can be seen that there are 5 students who score 54–58, 5 students who score 59–63, 2 students who score 64–68, 13 students who score 69–73, and 5 students who score 74–78.

2. Data Testing Data Analysis Requirements

Based on the results of the research obtained, the data will be processed by conducting a hypothesis test, before the hypothesis test is carried out, it will first test the prerequisites for data analysis, namely normality and homogeneity tests.

a. Pretest and posttest normality tests

In the normality test to find out whether the data obtained from the results of the pretest and posttest values are normally distributed or not, by using the help of SPSS V26 in calculating the normality test, a sig (2-tailed) was produced on Kolmogrov Sminorv, which can show whether or not the data distribution is normal. A requirement for normally distributed data if the significance obtained from the calculation results is greater than the alpha level of 5% (significance > 0.05).

The results of the normality test of the distribution of pretest-posttest data on writing ability from both samples can be presented in the table as follows:

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Pargraph Writing	Pre-Test Eksperimental	.136	32	.143	.915	32	.015
	Post Test Eksperimental	.104	32	.200*	.966	32	.393
	Pre Test Kontrol	.127	30	.200*	.975	30	.676
	Post Test Kontrol	.150	30	.081	.968	30	.478

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table of Kolmogorov Simonov above, it shows that the significance value of the pretest in the experimental class is 0.143 and the significant value of the pretest in the control class is 0.200. This proves that both significance values in both the control class and the experimental class are greater than 0.05. Because the significant values of both classes are greater than the alpha value of 0.05, the data of the two classes are normally distributed. And the table above shows that the posttest significant value in the experimental class is 0.200 and the significant value in the control class is 0.081. Because the significant values of both classes are greater than the alpha value of 0.05, the data of the two classes are normally distributed.

b. Pretest and Posttest Homogeneity Test

After performing the normality test and both classes of samples are declared normally distributed, then next look for the homogeneity values of pretest and posttest variances of the

two classes. Homogeneity test using SPSS V26. The homogeneity test criteria are as follows:

- 1) If the probability > 0.05 , then H_0 is accepted, meaning that the variance is declared homogeneous.
- 2) If the probability < 0.05 , then H_0 is rejected, meaning that variance is declared homogeneous.

The results of the calculation of the data variance homogeneity test can be presented with the following table:

Table 4.2
Test Results of Pretest Experimental Class and Control Class

		Levene Statistic	df1	df2	Sig.
Hasil Pargraph Writing	Based on Mean	.135	1	60	.715
	Based on Median	.455	1	60	.503
	Based on Median and with adjusted df	.455	1	59.191	.503
	Based on trimmed mean	.163	1	60	.688

Based on the Test of Homogeneity of Variance table shows that the value of Significance (Sig) Based on Mean is $0.715 > 0.05$, it can be concluded that H_0 is accepted, this proves that both samples from the experimental class and the control class come from a homogeneous class.

Table 4.3
Test Results of Pretest Experimental Class and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Paragraph Writing	Based on Mean	.048	1	60	.827
	Based on Median	.064	1	60	.800
	Based on Median and with adjusted df	.064	1	59.994	.800
	Based on trimmed mean	.045	1	60	.832

Based on the Test of Homogeneity of Variance table shows that the value of Significance (Sig) Based on Mean is $0.827 > 0.05$, it can be concluded that H_0 is accepted, this proves that both samples from the experimental class and the control class come from a homogeneous class.

It can be concluded that the sample class both pretest and posttest has a probability of > 0.05 , meaning that the variance of the two samples is declared homogeneous.

3. Hypothesis Testing

Based on the results of the normality and homogeneity test, it shows that the data obtained are normally distributed and both the experimental class and the control class are homogeneous or have the same variance. Furthermore, hypothesis testing can be carried out using the help of SPSS V26. Test the hypothesis of posttest data for experimental classes and control classes to determine the effect of using picture media on paragraph writing skills in students. The criteria for hypothesis testing are as follows:

- a) If the probability > 0.05 , then H_0 is accepted, meaning that there is no effect of the use of picture media on paragraph writing skills in grade VIII students.
- b) If the probability < 0.05 , then H_0 is rejected, meaning that there is an effect of the use of picture media on paragraph writing skills in grade VIII students.

Table 4.4
Hypothesis Test Results of the Experimental Class and
Control Class

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Pargraph Writing	Equal variances assumed	.135	.715	2.942	60	.005	5.535	1.882	1.771	9.300
	Equal variances not assumed			2.959	59.227	.004	5.535	1.871	1.792	9.279

Based on the table above, the probability value (significance) is 0.005. Because the significance value is $0.005 < 0.05$, H_0 is rejected. This proves that the use of picture media has an influence has an influence on the paragraph writing skills of grade VIII students.

B. Discussion

The use of picture media can improve writing skills in grade VIII students of SMP N 1 Karangreja when learning English. From this research, learning using picture media was able to improve the writing skills of grade VIII students in English language learning. Students who have low writing skills can be seen in their attitude during the learning process. Students seem to pay less attention when learning, and they are also less involved in the learning process. They still look less enthusiastic and lazy about learning to write. When starting to write, they tend to just write without trying to understand how the writing is made. Students do not ask questions when it is difficult to determine the theme and express ideas for making essays. They are more likely to write while chatting and lazing around. This is evident when teachers give writing assignments with word choices. Most of them do not do it because they are confused about determining themes and pouring ideas into

writing. The attitude they show is an expression of their feelings of lack of interest in the process of learning English.

After testing, it was found that there was a difference between the results of paragraph writing skills using picture media that was higher or better than the results of students' paragraph writing skills with conventional learning. Based on the data obtained, it shows that the values of the experimental class and the control class are different. The final average score of the experimental class was 79.56, which was higher than the average score of the control class of 66.93. In addition, based on the calculation results, the hypothesis test shows that the probability value (significance) is 0.005. Because the significance value is $0.005 < 0.05$, H_0 is rejected. This proves that the use of picture media influences paragraph writing skills in class VIII.

This study proves that the use of picture media affects the results of students' paragraph writing skills. This is due to the suitability of implementation procedures starting from planning and conducting research. In the planning process, paragraph writing skills using picture media are to develop ideas or ideas that have been described and write them into a word, then into sentences and couplets, until it becomes a paragraph. This certainly can make students follow learning by using picture media in writing paragraphs effectively.

When learning takes place, the learning system used is picture media. By using picture media, students are expected to be able to find ideas so that they can write paragraphs. Learning is also student-centered, with teachers only providing facilitation for students in writing paragraphs. Broadly speaking, the conditions for implementing the learning process using picture media begin with learning the understanding and elements of writing. Then the students read the pictures that had been given by the teacher. Teachers act as facilitators when students carry out learning activities in class. At the end

of the core learning activity, the teacher provides material reinforcement, briefs, and conducts evaluations.

Learning in the control class is carried out through conventional learning. The methods used are lectures, questions and answers, and assignments. In conventional learning, the teacher explains the material, and then students are given the opportunity to write paragraphs based on their experience. Then the teacher gives the student worksheets, writing down his experiences. The teacher gives students the opportunity to ask questions about things that are not yet understood. Learning with a conventional approach makes students just sit quietly, listening to the teacher's explanation, so that students become inactive in the learning process. This results in students being less able to accept the material taught, which affects learning outcomes that are less than optimal.

Based on the research, researchers carried out an average pretest score of 67.13 for the experimental class and 65.33 for the control class. After being given treatment and doing a posttest, the final result of the experimental class was 79.56, which was higher than the control class's result of 69.93. By looking at the average scores of the pretest and posttest, the results of the study showed an increase in the final score of writing skills in students using picture media.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions, limitations, and some recommendations based on the following results:

A. Conclusion

This research was done in order to investigate the significant difference in students' writing skill of paragraph writing before and after being taught by using picture composition and also to investigate the effect of using picture composition on students' writing paragraph of students VIII D and VIII E at SMP N 1 Karangreja. Based on the data presentation and data analysis in the previous chapter, finally the researcher provided the conclusions as follows:

1. The students' paragraph writing skill before being taught by using picture composition of students VIII D and VIII E at SMP N 1 Karangreja was categorized as low level.
2. The students' paragraph writing skill after being taught by using picture composition of students VIII D and VIII E at SMP N 1 Karangreja was categorized as high level.
3. There was a significant difference in students' writing skill before and after being taught by using picture composition of students VIII D and VIII E at SMP N 1 Karangreja,

B. Limitation of Study

From this study, there are several limitations that cause interference and a lack of results. The limitations contained in this study include the following:

1. There is limited literature from previous studies that researchers still lack. As a result, this research has many weaknesses, both in terms of research results and analysis.

2. Limited time, cost, and energy make this research less than optimal.
3. The author's limited knowledge in making and compiling this paper means it needs to be tested again for reliability in the future.
4. The limited data used in this study makes the results less than optimal.
5. This research is far from perfect, so for the next research it is expected to be better than before.

C. Suggestion

Based on the research conclusion above, the researcher would like to give some suggestion especially to the teacher, students and other researcher as follows:

1. The suggestion for the teachers
 - a. This media is recommended to be using by the teachers in teaching and learning process, especially in teaching writing.
 - b. The teachers should construct a creative and comfortable learning for students in teaching and learning process because this condition will become one important thing to carry the success of material taught.
2. The suggestion for the students
 - a. The researcher recommend that the students must increase their writing skill in learning English by doing some efforts, such as, the students visit the library to find English book and summarize the book and always write experiences on the diary.
 - b. Students should pay more attention to the teacher's explanation of the lesson, try to always write in English, and enjoy studying English with the teacher's assistance.
3. The suggestion for the other researcher

- a. The researchers are expected to develop a new strategy, method, or approach to make learning English, especially writing, easier and more enjoyable for students.
- b. The researchers are always checking up on the evolution of education.
- c. The researchers are forced to respond as transformational leaders in the field of education.



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dan Sastra Indonesia).



APPENDICES

Appendice 1 Letter of Completing The Research

**PEMERINTAH KABUPATEN PURBALINGGA**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KARANGREJA
Jalan Raya Karangreja Nomor : 17 Telpon 08282914996
KARANGREJA 53357

SURAT KETERANGAN
Nomor : 800 / 136 / 2024

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Karangreja Kabupaten Purbalingga menerangkan bahwa :

Nama	: IKFI SITATUN NISA
Tempat, Tanggal Lahir	: Purbalingga, 14 Februari 1997
Pendidikan/Jurusan	: Tadris Bahasa Inggris / UIN SAIZU
Alamat	: Purbasari Rt 07 Rw 02, Kec. Karangreja Kab. Purbalingga

Adalah benar – benar telah melakukan Penelitian untuk penyusunan Pendahuluan Skripsi dari tanggal 16 April – 17 April 2024.

Demikian Surat Keterangan ini dibuat dengan sebenar – benarnya untuk dapat dipergunakan Sebagaimana mestinya.

Karangreja, 18 April 2024
An., Kepala Sekolah


Suwanto
NIP. 19720501 200701 1 011



Appendices 2 Pretest and Posttest

PRE TEST



Instruction

1. Pilih salah satu gambar favorite mu diatas!
2. Tulislah draf dengan menjawab pertanyaan dibawah ini!
3. Buatlah teks berdasarkan draft yang telah Anda tulis!
4. Tulislah setidaknya dalam 10 kalimat!

Question

1. What is the name of the place?
2. Have you ever been to this place before?
3. Is it an interesting place? Why?
4. Please describe the picture at least ten sentences or in 2 paragraph!

POST TEST



Instruction

5. Pilih salah satu gambar favorite mu diatas!
6. Tulislah draf dengan menjawab pertanyaan dibawah ini!
7. Buatlah teks berdasarkan draft yang telah Anda tulis!
8. Tulislah setidaknya dalam 10 kalimat!

Question

5. What is the name of the place?
6. Have you ever been to this place before?
7. Is it an interesting place? Why?
8. Please describe the picture at least ten sentences or in 2 paragraph!

PRE TEST



Instruction

1. Pilih salah satu gambar favorite mu diatas!
2. Tulislah draf dengan menjawab pertanyaan dibawah ini!
3. Buatlah teks berdasarkan draft yang telah Anda tulis!
4. Tulislah setidaknya dalam 10 kalimat!

Question

1. What is the name of the place?
2. Have you ever been to this place before?
3. Is it an interesting place? Why?
4. Please describe the picture at least ten sentences or in 2 paragraph!

Mengetahui

Desi wijayanti Ma'rufah, M.Pd

Moflikah, S.S., M.Pd.

POST TEST



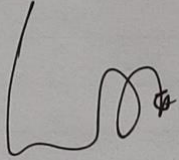
Instruction

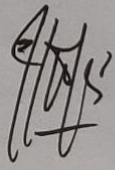
5. Pilih salah satu gambar favorite mu diatas!
6. Tulislah draf dengan menjawab pertanyaan dibawah ini!
7. Buatlah teks berdasarkan draft yang telah Anda tulis!
8. Tulislah setidaknya dalam 10 kalimat!

Question

5. What is the name of the place?
6. Have you ever been to this place before?
7. Is it an interesting place? Why?
8. Please describe the picture at least ten sentences or in 2 paragraph!

Mengetahui


Desi Widayanti Ma'rupah


Murni Han S.S.M.B.

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Influence Students' Pharagraph Writing Through Picture Composition at SMP N 1 Karangreja"** yang dibuat oleh:

Nama : Ikfi Sitatun Nisa

NIM : 1717404058

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

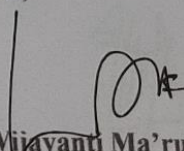
Catatan (bila perlu)

.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 5 April 2024

Validator,


Desi Wijayanti Ma'rufah, M.Pd.

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Muflihah, S.S, M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **“The Influence Students’ Pharagraph Writing Through Picture Composition at SMP N 1 Karangreja”** yang dibuat oleh:

Nama : Ikfi Sitatun Nisa

NIM : 1717404058

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

Layak digunakan

Layak digunakan dengan revisi

Tidak layak digunakan

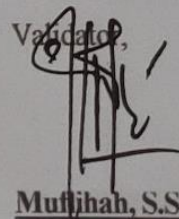
Catatan (bila perlu)

.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 5 April 2024

Validator,



Muflihah, S.S, M.Pd.

Appendices 3 Research Documentation



...KH. SAIFUDDIN...

Appendices 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

SIKLUS I

- Nama Sekolah : SMP Negeri 1 Karangreja
- Mata Pelajaran : Bahasa Inggris
- Kelas Smester : VIII/1
- Alokasi Waktu : 2x 35 menit (2 jam pelajaran)
- Standar Kompetensi : Mengungkapkan pikiran, perasaan, informasi, dan pengalaman secara tertulis dalam bentuk karangan
- Kompetensi Dasar : Menulis Karangan
- Indikator : Mampu menulis paragraf deskripsi dengan tema bebas
- Tujuan Pembelajaran : Siswa dapat menulis paragraf deskripsi dengan tema bebas
- Materi Pembelajaran : Menyusun paragraf deskripsi dengan tema bebas
- Metode Pembelajaran :
- Ceramah
 - Tanya Jawab
 - Pemberian Tugas

1. Langkah-Langkah Pembelajaran

A. Kegiatan awal

- Meminta siswa untuk berdoa
- Mengisi daftar hadir siswa
- Menjelaskan tujuan pembelajaran yang akan dicapai
- Apersepsi (berbentuk pertanyaan lisan)

B. Kegiatan Inti

1. Eksplorasi

- Guru menjelaskan pengertian paragraph deskripsi, ciri-ciri paragraf deskripsi, serta bahan ajar yang akan digunakan.
- Guru memberikan pengarahan kepada siswa untuk membuat paragraf deskripsi dengan tema bebas.
- Siswa bersama guru membahas langkah-langkah menulis paragraf deskripsi.

2. Elaborasi

- Guru memberikan contoh menulis paragraph deskripsi dengan tema bebas.
- Setelah selesai mengerjakan tugas, siswa menampilkan di depan kelas.
- Siswa lain memberikan masukan.
- Guru memberikan penguatan terhadap hasil karangan siswa.

3. Konfirmasi

- Setelah mengumpulkan tugas hasil menulis paragraf deskripsi guru memberikan nilai dan kalimat positif serta penguatan dalam bentuk lisan, tulisan dan hadiah.
- Mengulas kembali materi yang baru saja dibahas guna memperdalam pengalaman belajar yang telah dilakukan.
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai cara.

C. Penutup

- Guru memberikan kesempatan pada siswa untuk bertanya
- Guru memberikan penguatan materi dengan cara bertanya (dengan lisan) tentang materi pelajaran yang telah mereka dapatkan
- Bersama-sama membuat kesimpulan
- Menutup kegiatan pembelajaran dengan doa penutup

2. Alat dan Sumber Belajar

- Buku paket Bahasa Inggris untuk kelas VIII SMP

3. Penilaian

- Test Tertulis
- Test Urutan
- Soal
 - 1) Buatlah sebuah paragraf deskripsi dengan tema bebas minimal dua kalimat

Mengetahui

Kepala Sekolah SMP Negeri 1 Karangreja

Guru Kelas

(Trianti Sulistyarningsih, S.Pd.,M.H.)

RENCANA PELAKSANAAN PEMBELAJARAN

SIKLUS II

- Nama Sekolah : SMP Negeri 1 Karangreja
- Mata Pelajaran : Bahasa Inggris
- Kelas Smester : VIII/1
- Alokasi Waktu : 2x 35 menit (2 jam pelajaran)
- Standar Kompetensi : Mengungkapkan pikiran, perasaan, informasi, dan pengalaman secara tertulis dalam bentuk karangan
- Kompetensi Dasar : Menulis Karangan
- Indikator : Mampu menulis paragraf deskripsi dengan tema bebas
- Tujuan Pembelajaran : Siswa dapat menulis paragraf deskripsi berdasarkan gambar
- Materi Pembelajaran : Paragraf Deskripsi
- Menentukan tema berdasarkan gambar yang ditentukan oleh guru
 - Menyusun paragraph deskripsi berdasarkan gambar tersebut
- Metode Pembelajaran :
- Ceramah
 - Tanya Jawab
 - Pemberian Tugas

A. Langkah-Langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru mengkondisikan siswa dan mempersiapkan materi.
- b. Guru menanyakan kesulitan-kesulitan yang dihadapi siswa pada kegiatan pembelajaran sebelumnya.
- c. Guru menyampaikan tujuan dan manfaat pembelajaran yang akan dilaksanakan.

2. Kegiatan Inti

- a. Guru bersama siswa membahas materi menulis paragraf deskripsi pada pertemuan sebelumnya.
- b. Guru menyampaikan kesalahan-kesalahan siswa dalam menulis paragraf deskripsi pada pertemuan sebelumnya.
- c. Guru membagikan gambar pada setiap siswa, sama seperti pertemuan sebelumnya.
- d. Masing-masing siswa mencermati gambar yang telah ia terima, kemudian secara individu siswa menuliskannya dalam bentuk paragraf deskripsi.
- e. Setelah selesai mengerjakan, beberapa siswa menampilkan hasil pekerjaannya di depan kelas
- f. Siswa yang lain memberikan masukan
- g. Pekerjaan masing-masing siswa dikumpulkan.
- h. Guru memberikan penguatan terhadap hasil karangan masing-masing siswa.

3. Penutup

- a. Guru bersama siswa merefleksi hasil pembelajaran menulis paragraf deskripsi pada hari itu.
- b. Siswa dibantu guru menyimpulkan materi menulis paragraf deskripsi yang telah diajarkan.

- c. Guru menutup pembelajaran.

B. Media Pembelajaran

- Gambar
- Contoh paragraf deskripsi

C. Sumber Pembelajaran

- Buku Paket Bahasa Inggris Kelas VIII SMP
- LKS Bahasa Inggris SMP Kelas VIII SMP

D. Penilaian

- Test Tertulis
- Test Urian
- Soal
 1. Buatlah sebuah paragraf deskripsi berdasarkan gambar minimal dua kalimat.
 2. Kembangkan dengan Bahasa yang baik dan benar.

Mengetahui

Kepala Sekolah SMP Negeri 1 Karangreja

Guru Kelas

(Trianti Sulistyarningsih, S.Pd.,M.H.)

BIOGRAPHY

A. Profile

1. Name : Ikfi Sitatun Nisa
2. Student Number : 1717404058
3. Date of Birth : 14 February 1997
4. Address : Purbasari RT 07 /02, Karangjambu, Purbalingga
5. Name of Father : Musliman
6. Name of Mother : Halimah

B. Educational Background

1. MI Ma'arif NU 2 Purbasari (2009)
2. SMP N 1 Karangreja (2012)
3. SMK Muhammadiyah Bobotsari (2016)
4. UIN Prof. K. H. Saifuddin Zuhri Purwokerto, of entry :(2017)

C. Organizational Experience

1. Muslim Art Festival as Secretary (2018)
2. World Cleanup Day as Membar (2019)