



**THE EFFECT OF USING MOVIE POSTER ON STUDENTS'
WRITING ACHIEVEMENT IN DESCRIPTIVE
PARAGRAPH AT GRADE EIGHT OF SMP
AL-WASHLIYAH 1 MEDAN**

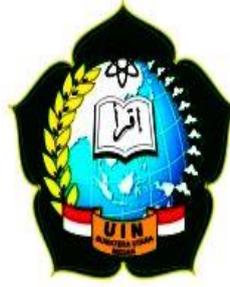
THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera (UINSU) Medan as Partial Fulfillment of the Requirements for the Degree of (S1) in the English Education Department

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MEDAN
2020**



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PARAGRAPH AT GRADE EIGHT OF SMP
AL-WASHLIYAH 1 MEDAN**

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SURAT PENGESAHAN

Skripsi ini yang berjudul "THE EFFECT OF USING MOVIE POSTER ON STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE PARAGRAPH AT GRADE EIGHT OF SMP AL-WASHLIYAH 1 MEDAN" yang disusun oleh Rizka Khairunnisa dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

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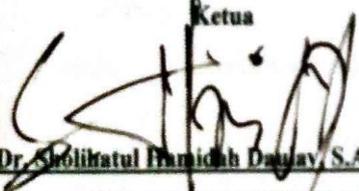
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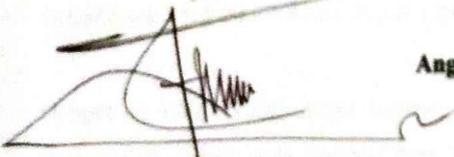
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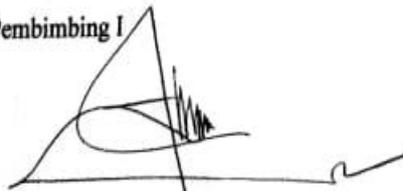
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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT

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Thesis Title : **The Effect of Using Movie Poster on Students' Writing Achievement in Descriptive Paragraph at Grade Eight of SMP Al-Washliyah 1 Medan**

(Keywords: Movie Poster, Effects, Writing, Achievement)

This research aimed to determine whether there was a significant effect of using movie poster on students' writing achievement in Descriptive Paragraph. This research was conducted using quantitative methods, exactly experimental research. It was carried out in the eighth grade of SMP Al-Washliyah 1 Medan under academic year 2019/2020. The sample used was two classes, namely class VIII-1 consisting of 26 students as the experimental class and VIII-2 consisting of 20 students as the control class. The data collection instrument with written test consisted of pre-test and post-test. The data analysis in this study used SPSS 20. The result were significant with the experimental class mean score of 9.17 for the pre-test and 15.50 for the post-test, while the mean score for the controlled class was 8.30 for pre-test and 11.00 for post-test. The result of Lavene-Independent Sample statistical calculations from the t-test Sig. (2-tailed) indicates that the group significant value is 0.000 and the significant level is 0.05. This means that the significant value is smaller than the level of significant {0.000<0.05}. So that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there was an effect between the writing achievement of students who were taught using movie poster media and students who were not. In addition, the learning process using movie poster media could make students more enthusiastic and active in class.

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Alhamdulillah all praise and thanks to Allah SWT, because of His mercy and blessing the writer could finish this thesis entitled **“The Effect of Using Movie Poster on Students’ Writing Achievement at Grade Eight Students of SMP Al-Washliyah 1 Medan”**.

Greeting and blessing to the prophet Muhammad SAW, his family and his close friends who have guided Muslims on right path. The writer realizes this thesis might not be completed on time without the help from many people around her, therefore the writer would like to express her sincere gratitude to:

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The writer realizes that this thesis is far from perfections. Therefore, suggestions and criticism from the advisors and the readers are expected for making this thesis better. The writer hopes this thesis could be useful for the writer, the readers and also for the advancement of education in the future. Aamiin.

Medan, 18th August 2020

Rizka Khairunnisa
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CHAPTER I

INTRODUCTION

A. The Background of The Study

Basically, language is a tool that people use as a communication medium.¹ As we know that English is an international language. This means that learning English can be beneficial for various purposes in daily life such as in business, travel, education, etc.

In language there are four skills. These four skills in language have many benefits and goals, including students will get support, freedom in creation, as a place to exchange definite information, evidence of their own learning abilities and especially about self-confidence.²

Among the four skills, the skills that are considered as the most difficult skill to be learnt for English Learners is writing. Xhuavant says that writing is an activity to get ideas out of your head through a pen or interpreting a picture be a meaning. So, people who have writing skills always succeed in expressing themselves. Writing skills are a form of "hard copy" of the level of someone's intelligence or the level of ability to express oneself. Therefore, the writing process is taught in schools or colleges.³

Many students need a long time to master writing skills, because the writing process always involves thinking skills and creative skills. Mastering vocabulary is the key in getting good writing. We must choose the right

¹Anca Sirbu, (2015), The Significance Of Language As A Tool Of Communication, *PROQUEST SciTech Journals*, Vol. 18, Issue 2, p: 405.

²Aleksander Xhuavant, (2015), The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, *European Journal of Language and Literature Studies*, Vol.1, Nr.1, p: 29.

³*Ibid.*, p: 31.

vocabularies to arrange words into sentences and develop them into paragraphs. Another definition of writing skill is additionally characterized by Jacobs & L and Corridor, they state writing is frequently considered as it were as portion of the instructing and learning of linguistic use and language structure, which thus thinks little of the nature and significance of composing, and impacts its development.⁴

If we look at what happens in the world of education in general, especially English, then we will see a lack of student achievement in learning English in class, especially in writing skills. The researcher saw many students who have not been able to convey ideas or information from their minds. Therefore, this research is planned to improve their writing skills by using guided writing. The above situation seems to cause the most important problem in language learning that students still have low writing skills. All skills must be learned by English students to master it, but in this study, researcher will only focus on improving students' writing achievement.

Therefore, the researcher also found the same problem in SMP Al-Washliyah 1 Medan. The researcher observed that most junior high school students cannot write descriptive paragraphs well. The writer found that students' writing ability was very low. That's because of several factors such as: lack of vocabularies, difficulty in composing sentences with grammar, and limited knowledge about writing techniques. When they write paragraphs, they write everything without paying attention to the focus on coherence, unity and

⁴Muhammad Fareed., et al, (2016), ESL Learners Writing Skills: Problems, Factors, Suggestions. NED University of Engineering and Technology, Karachi, *Journal of Education and Social Sciences*. Vol. 4(2): 1, p:81.

completeness that make up good paragraphs. Often they make several sentences that do not focus on the main idea. They do not know that a good paragraph must have one main idea, which is explained in a few sentences in one paragraph. On the other hand, the writing skills of students in EFL classes should be able to demonstrate their awareness of their communicative goals, readers, and their own writing context.⁵

Discussing about improving students' abilities, instructional media or guided writing in learning to write such as pictures has a role to motivate students in improving their writing skills. By using instructional media or guided writing, this research is expected that the teaching and learning process in writing will not make students bored and can provide important stimuli to students in learning the material because it can make students use one of their five senses, especially the sense of sight. So they can write and present their ideas in their minds about the images they see directly.

The media used in this research is a poster. Posters are a medium for sharing information and are also very important for several things such as conferences, seminars, exhibitions and others. The use of posters is as a medium for presenting material from information, therefore information must be well organized, easy to understand and presented in a way that attracts readers.⁶ There are various kinds of posters. In this research, movie posters will be used as a medium in teaching writing descriptive paragraph. This research focuses on the

⁵Abdel Hamid Ahmed, (2010), Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives, *Helwan Faculty of Education: Literacy Information and Computer Education Journal (LICEJ)*, Volume 1, Issue 4, p: 211.

⁶Özlem Öztürk, (2017), Using Poster Presentations To Facilitate Preservice Efl Teacher Learnin, *International Journal of Language Academy*, Vol. 5, p: 401-415.

use of movie posters in writing descriptive paragraphs, for example: Frozen, Spiderman etc. Based on the explanation above, by using a movie poster the researcher hopes it will help the teacher to transfer material for students. In addition, students will be interested in writing if they see a poster provided by the teacher and students can imagine what they should write.

In this research, the researcher used movie poster that was applied in improving students writing achievement under the title “**The Effect of Using Movie Poster on Students’ Writing Achievement at Grade Eight Students of SMP Al-Washliyah 1 Medan**”.

B. Identification of Study

Based on the background of the research above, this research is identified with the problem of the study as follow:

1. Students feel difficult to visualize their idea to written form.
2. Students lack of interest in learning writing.
3. The teachers do not use current media and interest strategy in teaching writing so the learning process becomes monotonous.
4. Students have limited vocabulary to write a text.
5. Most students do not know the elements in descriptive text.
6. Students often do not know how to make a good paragraph.

C. The Formulation of Study

Based on the research about issues above, the researcher defined the issue into a inquire about address as take after: “Is there any significant effect of using

Movie Poster on students' achievement in writing descriptive paragraph at grade eight of SMP Al-Washliyah 1 Medan?"

D. The Objective of Study

In line with the problem formulation above, the objective of the study is to find out the significant effect of using Movie Poster on students' achievement in writing descriptive paragraph at grade eight of SMP Al-Washliyah 1 Medan.

E. The Significance of Study

The researcher expected the result of this study can provide significances. There are two critical of this consider. They are hypothetically and for all intents and purposes, as follow:

1. Theoretical Significance

Theoretically, it is anticipated the result of this researcher about can give valuable data and broad information for the readers, particularly around the impact of the effect of using Movie Posters on students' reading achievement in writing descriptive text.

2. Practical Significance

a. For Students

The result of this study is anticipated can provide a parcel of advantageous commitment to the eight grade of students of SMP Al-Washliyah 1 Medan.

b. For Teachers

Hopefully, this study can cultivate teachers' understanding in making inventive instructing media and methodology. Besides, on the off chance that

Movie Poster is successful to make strides students' composing accomplishment, the instructors can utilize this guided composing in their instructing learning prepare.

c. Researchers

It is expected that the result of this study can give valuable data and references for another analysts who need to conduct any encourage considers within the same field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Nature of Writing

a. The Definition of Writing

Writing is an expression of language in the form of letters, symbols or words. Writing can also be interpreted as an activity to express ideas, feelings, and opinions. The purpose of writing is to produce or produce a written message, meaning that writing is the process of changing what we think by hand. Writing can be categorized as one of the productive language skills which is very important in language learning. Written text is the result of the writing process. In writing, there are three micro skills, namely: how to creat thoughts, how to precise thoughts into rectify sentences or passage, and how to organize sections into a great organization.⁷

And there is also an explanation of writing that Allah explains in the Al-Qur'an verse Al-A'raf verse 154:

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَاحَ ۗ وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ هُمْ
لِرَبِّهِمْ يَرْهَبُونَ

Meaning: *And after Moses' anger subsided, he took (back) the lauh-aluh (Torah); and in his writings there are guidance and mercy for those who fear their Lord. *154⁸*

⁷Emrah Ozdemir, (2015), *The Effect of Blogging on EFL Writing Achievement*, Procedia-Social and Behaviour Source 199: Turkey, p: 372-380.

⁸Abdullah Yusuf Ali, (2016), *The Holy Qur'an Translation in English with Arabic Text*, Islamic Propagation Centre International: Durban, South Africa, p: 564.

In Surah Al-A'raf, verse 154 explains that Allah gives instructions to and His mercy to humans through writing. This can be interpreted that useful writing can provide knowledge and understanding to the reader to be a guide to be on the right path and not get lost. So, by writing we can provide useful information and can spread the religion of Allah SWT anywhere.⁹

Based on the surah over, writing is the method of provide knowledge and understanding. It's not as straight forward as envision since we are continuously more able to talk than compose. When we type in we have a reason for why we type in it, the writer's reason is additionally required and put it down so that the writing gets to be clear. Each time we type in, we require clear objectives to direct you and the reader.

In expressing ideas into a good sentences and paragraph, teacher must pay special attention to proper grammar, expressing complete thoughts in sentence structure, choosing or developing a voice, and how to focus on making the finished piece engaging, enjoyable and informative to read are all elements in good writing. It can make the student express the idea in writing so they can make a good sentences and good paragraph. Teacher should know if writing is way to express the intellect, feelings and emotions. So the teacher must use an attractive learning for the students, so they will enjoy the learning of writing.

⁹Muhammad Nasib Ar-Rifa'i, (2000), *Ringkasan Tafsir Ibnu Tafsir Jilid 4*, Jakarta: Gema Insani Press, p: 773.

In communication thoughts into a great sentences and section, instructor must pay uncommon consideration to legitimate linguistic use, communicating total considerations in sentence structure, choosing or creating a voice, and how to canter on making the wrapped up piece locks in, pleasant and instructive to examined are all components in great composing. It can make the understudy express the thought in composing so they can make a great sentences and great passage. Educator ought to know on the off chance that composing is way to precise the judgment skills, sentiments and feelings. So the instructor must utilize an appealing learning for the understudies, so they will appreciate the learning of composing.

Based on the explanation of the previous verse, Allah tells us that writing using a pen is used to record in human memory. And Allah also taught humans that writing is an activity of providing information in written form relating to the three components, namely the mind, heart and hands.

The hadith was narrated by Abu Huraira:

حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللَّهِ، قَالَ حَدَّثَنَا سُفْيَانُ، قَالَ حَدَّثَنَا عَمْرُو، قَالَ أَخْبَرَنِي وَهْبُ بْنُ مُنَبِّهٍ، عَنْ أَخِيهِ، قَالَ سَمِعْتُ أَبَاهُ رَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ، تَابَعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنْ أَبِي هُرَيْرَةَ

Meaning : He told us' Ali bin 'Abdullah said he had narrated to us Sufyan said, told us' said Amru, having told me, Wahhab bin Munabbih from his brother said, I heard Abu Hurairah say, None among the companions The

prophet who has narrated more hadiths than me except 'Abdallah bin Amr (bin Al-'As) used to write it and I never did the same, Ma'mar also narrated from Hammam from Abu Hurairah. (HR. Al-Bukhari: 113).¹⁰

Every writer has a writing process that is not much different. Writing ideas can be obtained from many sources. Words are arranged in various forms (on paper, on a computer, or in their minds) or what is called a draft, then revised the writing, namely the process of changing, adding, or subtracting to clarify the meaning of the writing. After that, there is an editing process to cover capitalization, punctuation, grammar, sentence typing, and spelling. And the final stage is to publish it. And this is the same as in the writing process in learning English.

b. The Process of Writing

Oshima and Hogue state that the process of writing is such a difficult process because cognitive abilities in recognizing several segments of language are needed in writing to produce a good quality in writing. There are two stages in the writing process, namely exploring ideas and processing ideas into readable text.¹¹

As the holy Quran, there are also processes and stages in writing it, as explained in the Hadits Ahmad No.399 | Musnad Utsman bin 'Affan Radliyallahu 'anhu.

¹⁰M. Mukhsin Khan, (2009), *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English* Vol. 1, Book 3, Darussalam, Riyadh, Saudi Arabia, p. 121.

¹¹Alice Oshima and Ann Hogue, (2007), *Introduction to Academic Writing*, USA: Person Education Inc, p.2.

حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ حَدَّثَنَا عَوْفٌ حَدَّثَنَا يَزِيدُ يَعْنِي الْفَارِسِيَّ قَالَ أَبِي أَحْمَدُ
 بْنُ حَنْبَلٍ وَحَدَّثَنَا مُحَمَّدُ بْنُ جَعْفَرٍ حَدَّثَنَا عَوْفٌ عَنْ يَزِيدَ قَالَ قَالَ لَنَا ابْنُ
 عَبَّاسٍ: قَالَ عُثْمَانُ: إِنَّ رَسُولَ اللَّهِ ﷺ كَانَ مِمَّا يَأْتِي عَلَيْهِ الزَّمَانُ يَنْزِلُ
 عَلَيْهِ مِنْ اسْوَرِ ذَوَاتِ الْعَدَدِ، وَكَانَ إِذَا أَنْزَلَ عَلَيْهِ الشَّيْءُ يَدْعُو بَعْضَ مَنْ
 يَكْتُبُ عِنْدَهُ يَقُولُ: (ضَعُوا هَذَا فِي السُّورَةِ الَّتِي يَذْكُرُ فِيهَا كَذَا وَكَذَا).

*Meaning: Has told us Yahya Bin Sa'id Has told us' Auf Has told us Yazid
 namely Al Farisi. Have said my father Ahmad Bin Hanbal; and have told
 us Muhammad Bin Ja'far has told us 'Awf from Yazid Narrated from ibn
 Abbas, ra he said: Uthman said: "Rasulullah sallallahu 'alaihi wasallam,
 when a time came to him and came down to him a letter which had a large
 number of verses, and when it was revealed to him the revelation he called
 some people who wrote on his side, then he said: "Put by you this in the
 letter mentioned in it such and such".¹²*

In fact, the composing handel isn't a profoundly organized straight
 prepare, but or maybe a nonstop development between the disticstive steps
 of the composing show. There are numerous models of composing handle.
 The writing process may be an efficient approach to compose that
 incorporates prewriting, drafting, changing, altering, and distributing.¹³

Stage I: Prewriting

Indeed in spite of the fact that prewriting is the primary movement
 you are doing in creating thoughts is the movement that happens amid the

¹²Al-Imam bin Hanbal, Ahmad bin Muhammad bin Hanbal, Abu Abdullah, As-Saybaini, Al-Wa'ili, (2009), *Musnad Imam Ahmad bin Hanbal*, Beirut, Lebanon: Muasasah Risalah, p. 460.

¹³Utami Dewi, (2003), *How to Write*, Medan: La-Tansa Press, p.2.

writing prepare Carrol, J.A., Wilson, E & Forlini, G. state prewriting is the arrange in investigating unlimited topics, choosing points to writing around, and beginning to gather and orchestrate the subtle elements of writing rebellious some time recently writing.¹⁴

1) Choosing your topic and narrowing topic

The topic is not too general and not too specific so the writer needs to choose the right topic and narrow the topic.

2) Considering your audience and purpose

To ensure your writing is effective, consider two main elements: your audience, or the people you expect to read your writing and your purpose, the reason you write.

3) Gathering Details

As a writer, spending time gathering details that you will use in your writing gives you the opportunity to make a decision.

Stage II: Drafting

Draft in advance. A great exposition experiences a few modifications. Do not accept that your first concept is your best concept! Writing frequently includes going back and forward between arranging expositions, producing thoughts, organizing substance, and altering the results.

In the first draft, you try to capture the meaning of the essay and write it down on paper. In this way, you try to draw an essay concept. Use your first draft to:

¹⁴*Ibid.*, p.12.

- 1) Formulate a working introduction
- 2) Organize your ideas

The first draft is often the framework of the paper that contains the overall structure, but may not have themes, language, clear paragraph development, and transitional words and phrases.

Stage III: Revising

Revision is the key to successful records. Here you think more profoundly approximately the wants and desires of your readers. The reports gets to be centered on the reader.

You can make decision about revising your writing:

- 1) Revising your sentences revising overall structure
- 2) Revising your paragraph: evaluating coherence
- 3) Revising your words choice¹⁵

Stage IV: Editing and Proofreading

These are the broad categories for proofreading:

- 1) Check for such things as grammar, mechanics, and spelling.
- 2) Check the fact: if your writing includes details, be sure you have included the information correctly.
- 3) Confirm legibility: if you have written your final draft, make sure that each word is legible.

Stage V: Publishing

The final step of writing process is publishing. This means different

¹⁵*Ibid.*, p.12

things depending on the piece you're working on.

- 1) Bloggers need to upload, format and post their piece of completed work.
- 2) Students need to produce a final copy of their work, in the correct format.
- 3) Journalist need to submit their piece (usually called "copy") to an editor.
- 4) Fiction writers may be sending their story to a magazine or competition.¹⁶

c. The Kinds of Writing

In Al-Quran Allah explains about anything that is written as in Surah al-Qamar verse 53, as follows:

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَنْطَرٌ

Meaning: *And all (matters) small and large are written.* *53¹⁷

In Surah above Allah SWT says that all matters from small things to big things are all written. When viewed from an interpretive perspective, what is meant is all sins and deeds large and small written in lauh mahfuz. However, if viewed from the other side, this verse implies that we should write. Not only in the Koran, it turns out that writing is also recommended by the Prophet Muhammad. This can be proven by the actions of the Prophet Muhammad who had preached through letters. In addition, Rasulullah SAW also allowed and once ordered several friends to write.¹⁸

There are a few types of writing that can be separated into a few types as follows:

- 1) Example and Illustration

¹⁶*Ibid.*, p.2-23.

¹⁷Abdullah Yusuf Ali., *ibid*, p: 1395.

¹⁸Muhammad Saed Abdul Rahman, (2012), *The Quran With Tafsir Ibn Kathir Part 27 of 30: Az Zariyat 031 To Al Hadid 029*, London: MSA Publication, p: 83.

Illustration are maybe the most common organizational designs, is it appropriate whenever the reader could be tempted to inquire “for example?”, and outlines are amplified cases, regularly displayed within the shape of stories.

2) Narration

A paragraph narrative tells a story or part of a story. Narrative text are stories with complex or tricky occasions and it attempt to discover a determination to illuminate the issue.

3) Description

Description paragraph are outlines of person’s representation, put or protest utilizing concrete and particular subtle elements that are intrigued to one or more faculties, sounds, smells, taste, and touches.

4) Process

The paragraph Process is organized in chronological arrange. A writer can select this design to potray how something was made or done or clarify to the reader, step by step how to do something.

5) Comparison and Contrast

Comparing subjects is to draw consideration to their likenesses, in spite of the fact that the word compare too includes a boarding meaning that incorporates thought of contrasts.

6) Analogy

The analogy paragraph is a comparison between items that seem to have little in common.

7) Cause and Effect

Paragraphs are structured as cause and effect to explain the reason why something happened or the effect of something. A paragraph can move from cause and effect from form to effect.

8) Classification and Division

Classification is the gathering of things into categories according to a few standards. And division takes one thing and is divided into areas.

9) Definition

The definition passage embedded a word or concept into a common lesson and after that given sufficient subtle elements to distinguish it from other individuals within the same class.¹⁹

d. The Assessing of Writing

According to Heaton, there are five scoring scales namely content, organization, vocabulary, language use, and mechanics.²⁰

1) Content

Content assessment depends on the capacity of student to write in their thoughts and data in coherent sentence shape. The criteria of giving the scores are as the following:

Table 2.1: Scoring Scale of The Content of a Paragraph

Scoring Scale	Alternative Competence of Paragraph Content
30 – 27	Excellent to very good: knowledge, substantive

¹⁹Diana Hacker, (2007), *A Writer's References*, Boston, New York: Bedford/St. Martin's, p.26-31.

²⁰Heaton, J B, (1988), *Writing English Language Test*. USA: Longman, p: 146.

26 – 22	Good to average: some knowledge of subject, adequate range
21 – 17	Fair to poor: limited knowledge of subject, little substance
16 – 13	Very poor: does not show knowledge of subject, non-substantive

2) Organization

Organization alludes to the capacity of students to write their thoughts and data in such a great consistent arrange for a clearly expressed point and supporting sentence.²¹ The criteria of giving the score as the following:

Table 2.2: Scoring Scale of Organization of a Paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: fluent expression, ideas clearly stated
17 – 14	Good to average: somewhat choppy, loosely organized, but the main ideas stand out
13 – 10	Fair to poor: non-fluent, ideas confused, and disconnected.
9 – 7	Very poor: does not communicate, no organization or not enough to evaluate

3) Vocabulary

Vocabulary assessment depends on the ability of students to utilize words or expressions to precise thoughts logically. The criteria of scoring vocabulary are given below:

²¹*Ibid.*, p:146.

Table 2.3: Scoring Scale of Vocabulary of a Paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: sophisticated, effective word choice and usage
17 – 14	Good to average: adequate range, occasional error of words/idiom choice, usage but meaning not obscured
13 – 10	Fair to poor: limited range, frequent errors of words/idioms form, choice, and usage
9 – 7	Very poor: essential translation, little knowledge of

4) Language Use

The use of language refers to competence in writing both sentences in a simple manner. Complex or compound sentences are correct or logical. It also alludes to the capacity to utilize courses of action in sentences and a few other words such as: nouns, adjectives and time signals. The criteria for scoring the language use are given below:

Table 2.4: Scoring Scale of Language Use of a Paragraph

Scoring Scale	Alternative Competence of Paragraph Content
25 – 22	Excellent to very good: effective complex constructions, little mistake in appropriate word function word, article pronoun, preposition
21 – 18	Good to average: effective but simple instruction, a little mistake in appropriate word
17 – 11	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused

10- 5	Very poor: virtually no mastery of sentence construction rules, so many mistakes in sentences that is not communicatively, not enough to evaluate.
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5) Mechanics

Score for mechanics depend on students' competence to write spelling, punctuation, capital letters, paragraphs, and handwriting whether they can be read or not.²² The criteria of scoring the mechanic are given below:

Table 2.5: Scoring Scale of Mechanics of a Paragraph

Scoring Scale	Alternative Competence of Paragraph Content
5	Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured
3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and meaning not obscured
2	Very poor: no mastery of convention, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate

e. The Purposes of Writing

The purposes of writing adopted by Hugo Harting written by Tarigan are:²³

1. Assignment purpose

The reason of this assignment really has no reason at all. The

²²*Ibid.*, p:146.

²³HG. Tarigan, (2008), *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa, p.22.

author writes something since he is assigned, not on his own volition (eg students are assigned to summarize books, secretaries are assigned to make).

2. Altruistic purpose

The creator points to if you don't mind the reader, avoid the position of the reader, to assist the readers to get it, appreciate his feelings and reasons, to form the reader's life easier and more agreeable with his work. An individual cannot write accurately if he believes, both consciously and unconsciously, that the reader or experts of his work are "rivals" or "adversaries". Altruistic goals are the key to coherence of something written.

3. Persuasive purpose.

The article aims to convince the reader about the truth of the ideas distributed.

4. Informational purpose (Implementation Purpose)

Writing that aims to provide information or description to the readers.

5. Self-expressive purpose

Writings aimed at introducing or declaring the author to the reader.

6. Creative purpose

This purpose was closely related to the reason of self-statement. But inventive wants here exceed self-assertion and lock in him with the crave to achieve artistic standards, or perfect expressions,

the expressions of craftsmanship. This paper points to attain creative values or craftsmanship values.

7. Problem-solving purpose

According to Hipple, in this kind of writing the author needs to solve the issues experienced. The author wants to clarify, clear his own contemplations and concepts in arrange to be caught on and acknowledged by the readers.²⁴

Rasulullah also said which is written in the hadith about the importance of writing, as follows:

In the *Silsilah Ash-Shahiihah* no. 2026, Rasulullah *shallallahu ‘alaihi wa sallam* said:²⁵

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Tie science by writing it”

He even ordered some of his friends to write knowledge. One of them is Abdullah bin ‘Amru. He said to him in HR. Ahmad 2/164 & 192, Al-Haakim 1/105-106 shahih.

اَكْتُبْ، فَوَالَّذِي نَفْسِي بِيَدِهِ، مَا خَرَجَ مِنْهُ إِلَّا حَقٌّ

“Write it down. For the sake of the Essence that my soul is in His hands. It is not out of it but the truth”

The meaning of this hadits is about the important of writing. Human memory is weak and limited, so we are encouraged to record knowledge.

²⁴ *Ibid.*, p:23.

²⁵ Syaikh Salim bin ‘Ted al-Hilali, (2005), *Manajemen Qalbu Para Nabi menurut Al-Quran dan As-Sunnah*, Jakarta: Pustaka Imam As-Syafi’I, p: 188.

By recording knowledge when in the assembly, then we try to summarize what was heard and recorded it. This makes it more focused when attending the science council and makes memories stronger and more importantly this attitude shows our concern for science and glorifies this blessed religion.

f. Writing Achievement

Achievement is about activities performed successfully with abilities and skills. This relates to someone who studies seriously.²⁶ Basically put, accomplishment can be concluded as a result of acing what has been learned in a few instructive experiences.

According to Taxonomy Bloom, the aspects of learning achievement are divided into three, namely cognitive, affective, and psychomotor. Cognitive examines information understanding, application, examination, amalgamation, and evaluation.. This means that students are required to have knowledge in accordance with what they remember. Affective discusses the changes in a person's behavior that affect their attitude in doing something. Meanwhile, psychomotor discusses the skills that a person has in doing something based on physical, emotional, and self-control. Therefore, when these aspects must be included to measure the achievement of something.²⁷

So it can be concluded that, writing achievement is the ability to write or the result and progress of students after completing the learning process of

²⁶Hornby, (2000), *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford University.

²⁷TauadaSilalahi, (2017), *Strategi Pembelajaran*. Medan: Unimed Press. p. 16

writing, looking at writing test scores can also see writing skills.

2. Descriptive Text

a. The Definition of Descriptive Text

Etymologically, descriptive comes from the word 'explain'. Explaining can also be interpreted as drawing, illustrating, or describing an object, place, person and others so that it can describe the visual appearance of the object. Descriptive text can moreover portray a person's point of view or thoughts to deliver a visual appearance. In composition, portrayal is additionally considered as content. It is about the content that the author tries to depict approximately as a picture to the reader. Objects are usually anything in the form of concrete objects such as animals, plants, objects, humans and others.²⁸

In descriptive text writing, there are several things that should be understood as a following:

1. Social Function

The social function of descriptive text was to describe a particular person, place, thing, or animal.

2. Generic Structure

Tabel 2.6. Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identifies phenomenon that will be described.

²⁸Jeremy Harmer, (2001), *The Practice of English Language Teaching (Third Edition)*, UK: Longman, p. 260.

Description	Describes about parts, qualities, characteristics of something or someone in skill.
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3. Grammatical Features

In descriptive text use:²⁹

- a) Specific Nouns, e.g. my car, my new house etc.
- b) Simple Present tense, e.g. I live in a simple house; the house is very beautiful, it has a wonderful park.
- c) Detailed Noun Phrase to give information about subject e.g. I have white skinned girlfriend.
- d) Some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs, etc.
- e) Relating verbs to give information about subject, e.g. my mum was really cool: it has very thick fur, etc.
- f) Thinking verb or feeling verb to express personal writer view about subject, e.g. police believed the suspect armed, I think it is a clever animal, etc.
- g) Action verb e.g. our new puppy bites our shoes, my cat eats mouse, etc.
- h) Adverbials to give addition information about its behavior, e.g. fast, at tree house, etc

b. The Language Feature of Descriptive Text

- a) The linguistic feature in this text was focused on specific

²⁹Alexander Mongot Jaya, (2008), *English Revolution*, Jepara: Mawwaas Press. p. 14.

participants, the use of attributive and identifying process, the frequent.

b) Use of epithets and classifier in nominal groups, at and the use simple present tense.³⁰

3. Media of Learning and Guided Writing

Teaching aids or teaching media in teaching and learning are resources and equipment to complement the learning process in the classroom³¹ This is very helpful for teachers and students in better understanding English material. In particular, learning at the junior high school level will be more interesting if it uses media. That includes to learning media are videos, pictures, films, computers, or learning in nature.³²

In Islam, using media is one of way in teaching learning process. It is stated in Al-Qur'an surah Al-Maidah verse 16:

يَهْدِي بِهِ اللَّهُ مَنِ اتَّبَعَ رِضْوَانَهُ سُبُلَ السَّلَامِ وَيُخْرِجُهُم مِّنَ الظُّلُمَاتِ إِلَى النُّورِ
بِإِذْنِهِ وَيَهْدِيهِمْ إِلَى صِرَاطٍ مُسْتَقِيمٍ ١٦

Meaning:

(5:16) *Wherewith God direct all who look for His great joy to ways of peace and security and leadeth them out of obscurity by His Will unto the light direct them to a Way that's Straight. *16³³*

With the Quran, God guides those who follow His pleasure to the right path, and with the Quran also Allah brings people out of darkness into light

³⁰*Ibid.*, p:14.

³¹Spratt, M., Pulverness, A. and Williams, M, (2005), *The Teaching Knowledge Test Course*, Cambridge: Cambridge University Press, p:110.

³²*Ibid.*, p:81.

³³Abdullah Yusuf Ali., *ibid.*, p: 38.

by His power and guides them to the straight path. Allah explained about his power that He had sent a prophet namely Rasulullah SAW with all religious regulations to all creatures on earth. He sent Muhammad with concrete evidence. In short, with the permission of Allah Al-Quran brings safety and prosperity to humans. (Al-Maidah: 16)³⁴

From the verse over, Allah notices three sorts of employments the Qur'an. Usually when associating with the media in instruction. We are going know that there are at slightest three conditions that must be had by a media so that the apparatus or protest in address can truly be utilized as a learning medium. These three viewpoints are: (1) The media must be able to supply enlightening (understanding) to understudies who pay consideration to the teacher's clarification and get it the medium. In brief, the media must be able to speak to each teacher's considerations so that they can more effortlessly get it the fabric. (2) In Al Maraguh's Tafsir states that the Qur'an as God's medium utilized by disciples of haziness will issue the symbols of Aqeedah. This data implies that any media utilized by the instructor must be able to encourage understudies to memorize something, and (3) the media must be able to coordinate students towards learning objectives and instructive objectives within the sense of residence. The media utilized must reflect the least (depict) fabric instructed.

4. Movie Poster

³⁴Muhammad Nasib Ar-Rifa'i, *ibid.*.

a. The Definition of Movie Poster

Posters are tools used to provide certain information or ideas and to implement the message content so that it can attract the attention of the viewer. In her book, Wina Sanjaya also defines the meaning of a poster as a visual medium containing simple images and messages. For example: posters advertising a product, posters about a campaign, and others. Posters usually contain elements of pictures and verbal sentences.³⁵ Movie poster could be a blurb that compares to the story of film, the characters, the subject as well as being engaging to its group of onlookers to create them need to go to the cinema to observe the film. The purpose of using it is to stimulate and increase the students' creativity. So, the students can be motivated to express their idea orally or by written on the paper about movie poster.

b. Characteristic of Good Learning Poster

Good poster must have the following characteristics:

- 1) Easy to remember, that is to say those who we will not be easy to forget the content of the message.
- 2) In one poster contains only a single message, which describes in a simple and striking.
- 3) It can be attached or installed anywhere, especially strategic place that is easy to remember.
- 4) Easy to read in a very short period of time. Poster is well marked

³⁵Wina Sanjaya, (2012), *Media Komunikasi Pembelajaran*, (Jakarta: Kencana Prenada Media Group, p. 162.

with the ease of capturing the content of the message. With only a cursory look at it, people are able to understand the intent and purpose.³⁶

B. Conceptual Framework

Writing is an aspect that is very important in learning English. Many factors influence in learning writing, one of them is teacher's strategy in learning writing. There are materials that can be used in learning writing with media, this researcher use descriptive text. Descriptive text is good materials that make the students active.

The theoretical frameworks of this research are: input, process, and output. The input of this research is teaching descriptive paragraph through movie poster as media in experimental class and teaching media in control class. The process of this research is the students learn writing the descriptive paragraph. The output of this research is the result of the movie poster as media in teaching descriptive paragraph.

C. Related Studies

There are merely some studies which are related with this research found by the researcher. The first related study is "The Effect of Using Real Objects or Realia on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at SMP Argopuro 2 Suci Panti Jember in 2013/2014 Academic Year"³⁷, it's a scientific journal written by Maharani Riezqi Awaliya, Musli

³⁶*Ibid.*, p. 163.

³⁷Maharani Riezqi Awaliya, et al, (2014), *The Effect of Using Real Objects or Realia on the Eighth Grade Students' Descriptive Paragraph Writing Achievement at*

Ariani, Made Adi Andayani T from Universitas Jember (UNEJ). There are some differences and similarities between this study and thier study. Thier study was about teaching writing descriptive paragraph by using Using Real Objects or Realia while this research use movie poster as the teaching media. And the same is this research do in junior high school at grade eight to teach writing achievement in descriptive text. This research used Quasi-Experimental Design. The researcher would like to find out whether this teaching by media on students' writing achievement real object or realia is effective or not, and by this research proved there was a significant effect of using real objects or realia as the teaching media on the students' descriptive paragraph writing achievement. From the result of the Independent Sample T-test, it showed that the Lavene's variance value was 0.114 that was higher than 0.05. It meant that the variance was equal. On Equal Variances Assumed, it showed that the sig. (2-tailed) value was 0.000. It meant that it was lower than 0.05. Therefore, it meant there was a statistically different between the two classes.

The second related study is a scientific journal by Indah Nur Santi "*The Use of Idol Poster to Improve Students' Writing Skill in Organizing Descriptive Text of the Tenth- year Students of MA Darussalam Wonosegoro in the Academic Year of 2018/2019*"³⁸ This thesis and this research have some differences. In this thesis, the researcher also used guided writing such as media, but in that research, the researcher used Idol Poster to Improve Students' Writing

SMP Argopuro 2 Suci Panti Jember in 2013/2014 Academic Year, Jember: Artikel Ilmiah Mahasiswa Universitas Jember (UNEJ).

³⁸Indah Nur Santi, (2018), *A Thesis: The Use of Idol Poster to Improve Students' Writing Skill in Organizing Descriptive Text of the Tenth- year Students of MA Darussalam Wonosegoro in the Academic Year of 2018/2019*, Salatiga: State Institute for Islamic Studies (IAIN Salatiga).

Skill in Organizing Descriptive Text and the participants in that research are tenth grade of high school students while in this research the participants are the eighth grade of junior high school students. While in this research, the researcher uses movie poster as media toward students' writing achievement. And the methodology of the research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps. The subject of the research was tenth social class, which consists of 25 students. The researcher used observation checklist, test, and documentation to collect the data. The result of the research shows that (1) implementing idol poster could be applied by following some steps. They were preparing, implementing, and evaluating step. (2) There was an improvement of students' writing skill in organizing descriptive text by using idol poster. Thus, it can be said that using idol poster is effective in improving students' writing skill in organizing descriptive text for the tenth-year students of MA Darussalam Wonosegoro.

D. Hypothesis

The hypothesis of this research is stated as following:

Ha: There is a significant effect of the students' achievement in writing descriptive paragraph by using Movie Poster at grade eight of SMP Al-Wasliyah 1 Medan.

Ho: There is not a significant effect of the students' achievement in writing descriptive paragraph by using Movie Poster grade eight of SMP Al-Wasliyah 1 Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted by utilizing quantitative research method. The research was planned with a pre-test and post-test as the instruments, and the participants were divided into two class, experimental and control class. The basic purpose of an experimental research design is to test the effect of using movie poster on students' achievement in writing descriptive text.

Experimental research seeks to determine whether a treatment affects certain outcomes or not. To assess this, the researcher gave special treatment to a group or class and then compared the results with other groups.³⁹ From the definition above it can be said that the reason of experimental research is to see into cause and impact connection. In actualizing the experimental research, the researcher analyzed whether subjects who will be given the treatment (experimental group) perform in an unexpected way from those who will not be given (control group).

The experimental group received treatment from the researcher by using movie poster as the media. Meanwhile, the control group received treatment from the researcher without movie poster as the media and use the classic method. Afterwards, the post-test was given for both experiment class and control class in order to know the effect of movie poster on students' achievement in.

³⁹John Creswell, (2014), *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches (4th Edition)*, California: SAGE Publications, p. 42.

The design can be figured as:

Table 3.1: Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental class	O_1	X	O_2
Control class	O_1	-	O_2

O = Measurement

X = Treatment (Movie Poster Media)

Table 3.1 shows that research has two variables, independent and dependent variables. Movie Poster is the independent variable and students' achievement in writing descriptive paragraph is dependent variable.

B. Research Setting

This research was conducted at SMP Al-Washliyah 1 Medan in Jl. Ismailiyah No. 82 Medan. The research was done for 6 meetings for both in experimental and controlled groups. In the first meeting was used for the pre test, the last meeting was be used to do the post test and the other two meetings were used to do the treatment in each class, both in experimental and controlled.

C. Population and Sample

1. Population

According to Donald Ary, population is a collection of people in a large group to be generalized, it could be in the form of the overall subject, level, situation or event as well as the object to be addressed.⁴⁰ In this study, the researcher conducted the research in SMP Al-Washliyah 1 Medan

⁴⁰Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. (2010). *Introduction to Research in Education*^{8th} edition, USA : Wadsworth Cengage Learning. p. 316.

under academic year 2020/2021. The population which is chosen by the researcher is the students in the eighth grade. The populations of this research were only two classes. The researcher ought to purposive population sampling method. Both of these classes were utilized as the samples. VIII- 1 consists of 22 students and VIII-2 consists of 21 students, so in add up to there were 43 students as the samples of this research as well as the population.

2. Sample

Samples are people who are selected and collected from a certain population in a limited number. Sample is also defined as the value or score that is determined, or events that are recorded or observed in an event.⁴¹

In this chance, the researcher divide the population into two classes by using cluster random sampling, namely:

- a. Experimental class; a group of students who was taught descriptive paragraph by using Movie Poster as the media.
- b. Control class; a group of students who was taught descriptive paragraph without using Movie Poster as the media.

In this research, the researcher needed to use two classes which were divided into experimental class and control class. Therefore, VIII-2 became the control class and VIII-1 as the experimental class. The researcher intentionally choose VIII-1 as the experimental class because as the teacher said that this class is better in studying with a media so that the research would run well as expected, so the researcher chose this class to be taught by

⁴¹Gusti Ngurah Agung (2003) *Statistika Penerapan Metode Analisis untuk Tabulasi Sempurna dan Tak Sempurna*. Jakarta: PT RajA Grafindo Persada, p.2.

using Movie Poster. Meanwhile VIII-2 was chosen as the control class since this class was quite silent so it's suitable to do not use the media.

D. Instrument of The Study

Donald Ary state instrument is a tool used to measure phenomena to collect data in research.⁴² To collect data the researcher used a test as the instrument. There was a written test to degree the writing ability that centering on the descriptive text. There was the pre-test in the starting of the meeting, and post-test within the conclusion of meeting. Pre-test and post-test were used to know the score of students' writing ability.

The students were given a test before the treatment to measure their achievements in writing descriptive paragraph before they get treatment, and after the treatment the students were given a post test to see the effect of using Movie Poster as a media in improving the students' achievement. Writing descriptive text is one of the points which learnt in the eighth grade of junior high school. So, the researcher intended to discover a better approach in teaching descriptive text so that the students in this grade eight can learn with fun.

E. Technique of Data Collecting

The techniques which used by the researcher to collect the data are:

1. Pre-Test

The pre-test is managed before treatment. The same pre-test was given to both experimental group and control group in order to explore the

⁴²Donald Ary, Ibid. p. 154.

students' ability in writing. Both experimental and control group were asked to write descriptive paragraph. The students' writing was collected in arrange to pick up the scores for the pre-test data.

2. Treatment

The implementation by using movie poster in the experimental class was conducted in four meetings. In order to find the effect of task based learning in teaching short paragraph, the experimental group was taught by using movie poster as media and the control group was taught without movie poster as media. The main activities applied were Communicative Language Teaching method with Four-Stages Technique: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joining Construction of Text (JCOT), and Independent Construction of Text. In the BKOF stage, students were stimulated to recall their basic knowledge about related topic. In MOT stage, students were given a brief explanation about descriptive text. Then in the JCOT stage, they were asked to do some exercises related to the topic. In the JCOT, the movie poster as the media was given to motivate the students writing. The last was ICOT stage, they were asked to work individually to write a descriptive paragraph.

3. Post-Test

After the treatment had conducted, the post-test was managed to both experimental and controlled class. The results of both groups were evaluated to find out the effect of applying writing descriptive paragraph with poster as media.

F. Technique of Data Analysis

1. Validity and Reliability of Data

The writing test ability instrument employed content validity. According to Wiersma and Jurs content validity is the process of how the test establishes the representativeness of the items in a certain domain of the skills, task, knowledge, and other aspects that are being measured.⁴³ It means that the test was developed in reference to the Standard of Competency and Basic Competence of Junior High School year VIII of the second semester.⁴⁴

Table 3.2: The Basic Competence based on the School-Based Curriculum of Junior High School in the Grade VIII of the English Subject

Describe Standard of The Competence	Basic Competence	Indicators
6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and recount in the context of daily life.	6.1. Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	a. Students are able to activate the previous knowledge of descriptive text. b. Students are able to identify the organization of the recount text correctly by answering the questions. c. Students are able to identify the language features used in descriptive text. d. Students are able to complete a descriptive text correctly. e. Students are able to arrange jumbled sentences to make descriptive text. f. Students are able to construct a descriptive text based on some

⁴³ Wiersma, W. and Jurs, S, (2009), *Research Methods in Education*. United States: Pearson Education, Inc, p. 355.

⁴⁴Departemen Pendidikan Nasional, (2006), *Kurikulum SMP Mata Pelajaran Bahasa Inggris*, p: 290.

		<p>situations.</p> <p>g. Students are able to write a descriptive text in a group.</p> <p>h. Students are able to write a descriptive text individual</p>
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This validity is used to test whether the test has a representation that is consistent with the theory underlying the material provided or not. The assessment of students' writing tests was carried out by the researcher. This refers to the evaluation category of student writing adapted from Anderson.⁴⁵

There are six aspects to be scored in students' writing ability, namely ideas and development, organization, vocabulary, sentence structure, capitalization, punctuation, and spelling. The following was representing the assessment.

Table 3.3: Model of Scoring a Composition

No	The Writing Aspects	The Maximum Score
1	Ideas and development	1-4
2	Organization	1-4
3	Vocabulary	1-4
4	Capitalization	1-4
5	Sentence structure	1-4
6	Spelling	1-4
Total		6-24

⁴⁵ Anderson, Lorin. W, (2003). *Classroom Assesment*. Bloomington: Lawrence Elbaum Associates, Inc, p: 93).

The formula that used to measure the reliability is Person Product-Moment Correlation Formula.⁴⁶ It is employed by Bivarrate Correlation of SPSS 20.

A measure of the consistency between the evaluation or values to an property that is being evaluated or observed, was more often than not communicated the rate of agreement between two raters (observers or as a coefficient of understanding which may then be expressed as probability). Using this kind of reliability, the researcher as the primary rater and the expert (the teacher) as the moment or maybe examined the same data repeatedly. At that point the comes about compared. When there is a high degree of understanding, the strategy can be considered reliable. To creat the categorization of the scores of the students' writing achievement, the perfect cruel score (Mi), and the perfect standard deviation score (SDi) ought to be found first. The perfect cruel score is sixty percent of the ideal maximum score is one fourth of the ideal mean score.

Table 3.4: Value of the Reliability Coefficient⁴⁷

Reliability Coefficient	Reliability Category
0.800-1.000	Very high
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Low

⁴⁶Tuckman, B. W, (1998) *Conducting Educational Research* (3rd Edition). Florida: Harcout Brace Jovanovich Publishers, p: 275.

⁴⁷Suharto, G, (2006), *Pengukuran dan Penilaian Hasil Belajar Bahasa Inggris*. Yogyakarta: Pusat Pelayanan dan Pengembangan Bahasa, p: 84.

0.000-0199	Very low
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2. Descriptive Analysis

A descriptive analysis incorporates central propensity and variability measure on the base of ideal standard deviation value, and utilized the ideal mean value and ideal standard deviation value. Both values are decided by utilizing score-distribution in the following table:

Table 3.5. Scoring Categories

Score	Categories
21.00-23.99	Excellent
18.00-20.99	Very good
15.00-17.99	Good
12.00-14.99	Fair
9.00-11.99	Poor
6.00-8.99	Very poor

This research applied with Empirical Mean Value and ideal SD to know students' achievement. It uses SPSS version 20 and Ms. Excel program in the windows computer program.

3. Preliminary Analysis

a. Normality Test

This test is pointed at finding whether the dispersion of the reactions in the population meets the normal distribution requirement or not. It was gained from the scores of pre-test and post-test to determine the level of significance, the researcher uses One Sample Kolmogorov-Smirnov in the significance level: 0.05 from SPSS version 20 of windows computer program.

b. Homogeneity Test

This test is utilized to analyze whether the sample variance is homogenous or not. In this study, the test of homogeneity used the Levene-Test of One Way Computation program of SPSS version 20 in windows computer program. The test is considered homogenous if the level of significance is more than 0.05.

4. Hypothesis Test

The independent sample t-test was employed based on the test of normality and the test of homogeneity. To uncover the hypothesis which says “there is a significant difference in the students’ writing achievement between students who are taught using media media movie poster and those who are taught using traditional technique”, the t-test was drained in both groups. The hypothesis is separated within the null H_0 and alternate hypothesis (H_a) listed in the form as:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Notes:

H_0 = null hypothesis

H_a = alternate hypothesis

μ_1 = the mean score of experimental group

μ_2 = the mean score of control group

In arrange to test the hypothesis, the t-test was used with respect to the following formula which was done by using the SPSS version 20 for windows computer program. The data were gained by employing Independent Samples test of t-test. It was applied since there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different. Theoretically, the hypothesis is accepted if the value of the significant level is lower than 0.05.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Descriptive Analysis

The descriptive analysis showed the teaching-learning process of writing in the experimental and control group and the result of the students' writing test. In the experimental group, the researcher used media movie poster as the treatment. The researcher used as a technique in the four stages technique. Main activities that were chosen are Communicative Language Teaching method called Four-Stages Technique: Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the researcher stimulated students' experience about related topic. The next stage was MOT stage where the researcher gave a brief explanation about kinds of descriptive paragraph: human, places, or things. Then, in the JCOT stage, the researcher asked the students to do some exercises based on the topic. Last but not least, in the ICOT stage, the researcher asked the students to work individually to write a descriptive paragraph. The movie poster was applied in the JCOT stages. The implementation of the picture based on the exercise given.

In addition, the descriptive analysis provides some calculations including the highest score, the lowest score, the mean score and the standard deviation for both classes. The detail explanation will be presented below.

1. Experimental Class

The data of experimental class was divided into three sections, i.e. the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the experimental class are explained as follows:

a. The Data of the Pre-Test Scores of the Experimental Class

Based on the result of statistic calculation using SPSS 20.0 for windows computer program, the mean score was 9.17 with the standard deviation 2.35. The maximum score was 14 and the minimum score was 6. The statistical data can be seen in Table 4.1 and the data analysis in appendix 3.

Table 4.1: Descriptive Analysis of the Pre-Test of the Experimental Class

Data	Pre-Test of the Experimental Class
Number of Cases	26
Mean	9,17
SD	2,35

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.2 and the diagram in appendix 3.

Table 4.2: Frequency Distribution of the Pre-test Scores on Students' Writing Achievement of the Experimental Class

		Pretest_Exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0.0	0.0	0.0
	Very Good	0	0.0	0.0	0.0
	Good	0	0.0	0.0	0.0
	Fair	5	19.2	19.2	19.2
	Poor	9	34.6	34.6	53.8

Very Poor	12	49.2	46.2	100.0
Total	26	26	100.0	

Table 4.2 shows that there was no student classified into *excellent*, *very good*, and *good* category. There were 5 students (19.2%) in *fair* category, 9 students (34.6%) in *poor* category, and 12 students (46.2%) in *very poor* category. It can be concluded that the majority of the students belonged to very poor category in the pre-test or before they were given a treatment using movie poster as the media.

b. The Data of the Post-Test Scores of the Experimental Class

Based on the result of statistic calculation using SPSS 20.0 for windows computer program, the mean score was 15.50 with the standard deviation 4.20. The maximum score for the pre-test of the experimental group was 23 and the minimum score was 7. The statistical data can be seen in Table 4.3 and the data analysis in appendix 3.

Table 4.3: Descriptive Analysis of the Post-Test of the Experimental Class

Data	Post-Test of the Experimental Class
Number of Cases	26
Mean	15,50
SD	4,20

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.4 and the diagram in appendix 3.

Table 4.4: Frequency Distribution of the Post-test Scores on Students' Writing Achievement of the Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	7.7	7.7	7.7
	Very Good	8	30.8	30.8	38.5
	Good	4	15.4	15.4	53.9
	Fair	9	34.6	34.6	88.5
	Poor	2	7.7	7.7	96.2
	Very Poor	1	3.8	3.8	100.0
	Total	26	26	100.0	

Table 4.4 shows that there were 2 students (7.7%) classified into *excellent* category. There were 8 students (30.8%) in *very good* category, 4 students (15.4%) in *good* category, 9 students (34.6%) in *fair* category, 2 students (7.7%) in *poor* category and 1 student (3.8%) in *very poor* category. It can be concluded that all the students is improved in the very poor category on the post-test or after they were given treatment using movie poster as the media.

c. Comparison between the Pre-Test and Post Scores of the Experimental Class

Table 4.5 contains the difference between the pre-test and post-test scores of the experimental class in writing achievement. Based on Table 4.5 the mean value of the pre-test of experimental class was 9 which classified into *poor* category. Meanwhile, the mean of the post-test was 15 which classified into *good* category. The data show that the mean score of post-test was higher than that of pre-test core. It can be seen from the improvement of the scoring categorization from *poor* to *good* category. It means that the writing achievement of the

experimental class significantly improved after being treated using movie poster as the media.

Table 4.5: Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	26	26	
Mean	9,17	15,50	6,33
SD	2	4	
Poor Category of Frequency	34,6%	7,7%	
Very Poor Category of Frequency	45,2%	3,8%	

In addition, the standard deviation (SD) for the pre-test was 2, while the post-test was 4. It shows that the SD of the post-test was higher than that of the pre-test. Then, it can be interpreted that the students' writing achievement of the experimental class based on the pre-test and post-test scores was not homogenous.

2. Controlled Class

The data of the control class cover three important points: the data of the pre- test scores, the data of the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the control class is explained as follows:

a. Data of the Pre-test Scores of the Control Class

Based on the result of statistic calculation using SPSS 20 for windows computer program, the mean score was 8.30 with the standard

deviation 2.49. The maximum score 15 and the minimum score was 6. The statistical data can be seen in Table 4.6 and the data analysis in appendix 3.

Table 4.6: Descriptive Analysis of the Pre-Test Scores of the Control Class

Data	Pre-Test of the Control Class
Number of Cases	20
Mean	8,30
SD	2,49

Meanwhile, the frequency distribution of the pre-test score on the control group is presented in Table 4.7 and the diagram in appendix 3.

Table 4.7: Frequency Distribution of the Pre-Test Scores on Students Writing Achievement of the Control Class

		Pretest_Con			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0,0	0,0	0,0
	Very Good	0	0,0	0,0	0,0
	Good	1	3,8	5,0	5,0
	Fair	0	0,0	0,0	5,0
	Poor	8	30,8	40,0	45,0
	Very Poor	11	42,3	55,0	100,0
Total		20	76,9	100,0	
Missing	System	6	23,1		
	Total	26	100,0		

Table 4.7 shows that there was no student classified into *excellent and very good* category. There was 1 student (5.0%) in *good* category, no student in *fair* category, 8 students (40.0%) in *poor* category and 11 students (55.0%) in *very poor* category. It can be concluded that the majority of the students belonged to very low category on the pre-test or after they were given treatment using a traditional technique.

b. Data of the Post-Test Scores of the Control Class

Based on the result of statistic calculation using SPSS 20 for windows computer program, the mean score was 11.00 with the standard deviation 2.34. The maximum score for the post-test of the control group was 16 and the minimum score was 10. The statistical data can be seen in Table 4.8 and the data analysis in appendix 3.

Table 4.8: Descriptive Analysis of the Post-test of the Control Class

Data	Post-Test of the Control Class
Number of Cases	20
Mean	11,00
SD	2,34

Meanwhile, the frequency distribution of the post-test score on the control group is presented in Table 4.9 and the diagram in appendix 3.

Table 4.9: Frequency Distribution of the Post-test Scores of the Students' Writing Achievement of the Control Class

		Posttest_Con			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0.0	0.0	0.0
	Very Good	0	0.0	0.0	0.0
	Good	2	7.7	10.0	10.0
	Fair	5	19.2	25.0	35.0
	Poor	12	46.2	60.0	95.0
	Very Poor	1	3.8	5.0	100
	Total	20	76.9	100.0	
Missing	System	6	23.1		
	Total	26	100.0		

Table 4.9 shows that there was no student classified into *excellent* and *very good* category. There were 2 students (10.0%) in *good* category,

5 students (25.0%) in *fair* category, 12 students (60.0%) into *poor* category, and 1 student (5.0%) in *very poor* category. It can be concluded that the majority of the students belonged to low category on the post-test or after they were given treatment using a traditional technique.

c. Comparison between the Pre-Test and Post-Test Scores of the Control Class

Table 4.10 contains the difference between the pre-test and post-test scores of the control class in writing ability. Based on Table 4.10 the mean value of the pre-test of control class was 8,30 which were classified into *very poor* category. Meanwhile, the mean of the post-test was 11,00 which were classified into *poor* category. Thus, the mean score of post-test was higher than that of pre-test score. Besides the improvement of the mean value, there was an improvement of the scoring categorization from *very poor* to *poor* category. It means that the writing ability of the control class improved slightly after being treated using a traditional technique.

Table 4.10: Statistical Data of the Pre-Test and Post-Test Scores of the Control Class

Data	Pre-Test	Post-	Gain
Number of Cases	20	20	
Mean	8,30	11,00	2,7
SD	2,49	2,34	
Poor Category of	40,0%	60,0%	20,0%
Very Poor Category of	55,0%	5,0%	

In addition, the standard deviation (SD) for the pre-test was 2.49 while the post-test was 2.34. Thus, the SD of the post-test is lower than

that of the pre-test. Then, it can be interpreted that the students' writing achievement of the control class based on the pre-test and post-test scores was homogenous.

B. Preliminary Analysis

1. Pre-testing Analysis

The pre-testing analysis was done before the researcher drew a hypothesis. It consists of two tests, i.e. the normality and the homogeneity tests. Normality test was done to test whether the data show normal distribution or not, and the homogeneity test was done to test whether the sample's variance was homogenous or not. The results are explained below.

a. Normality Test

The normality test was done to find out whether the data of the scores show the normal distribution. One Sample-Kormogorov Smirnov was employed to gain the normality test value. The distribution is considered normal if the probability value (p value) is greater than 0.05. In contrast, if it is below 0.05, the data are considered to deviate from normal. The following table is the result of the normality test of the students' writing achievement.

Table 4.11: The Normality Test of the Students' Achievement Test in the Pre-Test and Post-Test for both Experimental and Control Class.

C	p	α	Statement
Writing Test (Pre-test Experimental)	0.642	0.0	Test distribution is normal
Writing Test (Post-test	0.225	0.0	Test distribution is normal

Writing Test (Pre-test Control)	0.168	0.0	Test distribution is normal
Writing Test (Post-test Control)	0.119	0.0	Test distribution is normal

Based on Table 4.11 the results are presented as follows:

- 1) The p value or the pre-test for the experimental group (0.642) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
- 2) The p value or the post-test for the experimental group (0.225) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
- 3) The p value or the pre-test for the control group (0.168) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
- 4) The p value or the post-test for the control group (0.119) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

All of the scores of p value were greater than the significant level of 0.05. In conclusion, it could be stated that the data distribution of students' achievement ability were normal.

b. Homogeneity Test

Homogeneity test was aimed at finding out whether the sample variance is homogenous or not. The Levene-Test of One Way computation program of SPSS for windows 20.0 was employed to test the

homogeneity of the writing ability data for pre-test and post-test. The data can be considered homogenous if the significant value is greater than the significance level 0.05. The results are presented in Table 4.12 and the complete computation is enclosed in Appendix 3.

Table 4.12: Result of Homogeneity Test in Pre-Test and Post-Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre_Test	.103	1	44	.750
Post_Test	9.098	1	44	.004

Table 4.12 shows that the value of p (*Sig.*) of the pre-test (0.750) was greater than 0.05. It means that the sample of variance was homogenous. And then, it should use non-parametric analysis from Mann-Whitney.

Table 4.13: Mann-Whitney U

Test Statistics ^a		
	Pre_Test	Post_Test
Mann-Whitney U	203.000	99.000
Wilcoxon W	413.000	309.000
Z	-1.284	-3.587
Asymp. Sig. (2-tailed)	.199	.000

a. Grouping Variable: Responden

From non-parametric analysis that uses Mann-Whitney, it was asymp. Sig. (2-tailed) was (0.000). It means that the sample of variance was homogenous.

2. Hypothesis Testing

The hypothesis testing was used to reveal whether there is significant difference between students' writing achievement taught using media movie poster and those taught not using media movie poster. Firstly, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis was rejected or accepted. Therefore, the null hypothesis (H_0) is "There no is significant difference between students' writing achievement taught using media movie poster and those taught not using media movie poster".

The hypothesis testing between experimental and control class can be seen from Null Hypothesis (H_0) and Alternative Hypothesis (H_a). Null Hypothesis means there is no significant difference between the result of experimental group and control group while Alternative Hypothesis (H_a) mean that there is a significant difference between the result of pre-test of experimental and control groups.

In this case, the researcher used SPSS for windows 20 computer program. The data were gained by employing Independent Samples test of t-test. It was applied because there were two variables in this research and the scores for both pre-test-and post-test and the mean score were different.

Theoretically, the hypothesis is accepted if the value of the significant level is lower than 0.05.

The result of hypothesis test is presented in Table 4.14 below:

Table 4.14: The Result of Hypothesis Testing

Variables	t	df	Sig. (2-tailed)	Interpretation
Writing achievement using movie poster	3.535	19	.000	Hypothesis accepted

Based on Table 4.14 it can be identified that the Sign. (2-tailed) reveals the significance point 0.00. There was a significant effect of writing achievement in the post- test. The value of Sig. (2-tailed) was lower than significant level ($0.00 < 0.05$), then H_a was accepted and H_o was rejected. In other words, “There is significant difference between students’ writing achievement taught using movie poster and those taught not using movie poster”. The complete print out of the analysis can be seen in Appendix 4.

C. Discussion

Regarding to the research which was done in SMP Al Washliyah 1 Medan, it was considered that there is significant difference between students’ writing achievement taught using media movie poster and those taught not using media. The absolute gained scores of the mean and the standard deviation of both classes emphasize on the significant difference of the students’ writing achievement.

Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 15.50 while that of the control

class was 11.00. It can be interpreted that the mean score of the experimental class taught using movie poster was higher than that of the control group taught using a conventional or traditional technique.

In other words, movie poster as media is helpful and it can be seen from the improvement gained by the experimental class. The frequency distribution shows that in the experimental class of post-test, there was 1 student (3.8%) in *very poor* category, 2 students (7.7%) in *poor* category, 9 students (34.6%) in *fair* category, 4 students (15.4%) in *good* category, 8 students (30.8%) in *very good* category and 2 students (7.7%) in *excellent* category. It means that all the students were categorized in *good* category. On the other side, based on the scores of the control class, there was 1 student (5.0%) in *very poor* category, 12 students (60.0%) in *poor* category, 5 students (25.5%) in *fair* category, 2 students (10.0%) in *good* category and there were 0 students (0.0%) in *very good* category and 0 students (0.0%) in *excellent* category. Overall, from the comparison between both classes, it can be concluded that the findings showed that the students' writing scores taught using movie poster as media was higher than those who were not.

In addition, from the gained test score, the absolute gain score of the mean of the experimental class was 6.33. It is higher than that of score of mean of control class 2.7. In conclusion, based on the absolute gain score of mean from both classes, teaching writing using games was more effective than that of without using games.

Lastly, based on the statistic calculation of Lavene-Independent Samples of t-test using SPSS 20 for computer program, the result of Sig. (2-tailed) showed that the significant value of the group was 0.000. It was less than the significance level of 0.05 so that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Statistically, there is a significant difference when the significant level of Independent Sample of t-test is higher than the significance level of 0.05.

It has been discussed in Chapter II, Spratt (2005) stated that teaching media or teaching aids are resources and equipment available for the learning process in class, as well as resources that we can bring to class. This will help teachers and students understand English material well. In addition, junior high school students will be more interested in classrooms if the learning process uses media. Learning media can be in the form of pictures, videos, films, computers, or learning in nature. With using this kind of media, the researcher thought that this can help the students to compose a descriptive paragraph.

In conclusion, the use of movie poster as a media in the teaching-learning process of writing can make a significant improvement in the students' score. Therefore, it could be stated that the use of media in teaching writing can be used to solve the students' writing problem and increase the students' writing achievement. Finally, the hypothesis proposed in this research which says "There is significant difference between students' writing achievement taught with using media movie poster and those who taught without using media movie poster" is accepted.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

1. The pre-test results of the experimental class show the mean score of 9.17 in the low category. While the post test results obtained the mean score of 15.50, including in the fair category. It can be concluded that the writing achievement of the experimental group students increased significantly from the mean score of 9.17 to 15.50. This increases 6.33 points.
2. The pre-test result of the control class shows the mean score of 8.30 is in the very low category. While the post-test mean score is 11.00 which is included in the low category. It can be concluded that the writing achievement of the control group students increased from the mean score of 8.30 to 11.00. It only increases 2.70 points.
3. The post-test results show that mean score of the experimental class is higher than the control class. The mean score of the experimental group in the post-test was 15.50 while the control group was 11.00. This means that in learning writing, students who are taught using film poster media have higher scores than those who are not.

Based on the results of the study it can be concluded that there is a significant difference between the learning outcomes of students in class VIII SMP Al-Washliyah 1 Medan who are taught using film poster media and students who are not taught using film poster media. This can be seen in Table 4.13. This shows that the significance value is 0.000 and lower than 0.005.

Therefore, the hypothesis: "There is a significant difference between students' achievement score who are taught using film poster media and those who teach without using film poster media" is accepted.

B. Implication

This could be inferred that the use of movie poster media as a technique in learning to write can be an elective solution to overcome student challenges in writing. This strengthens the hypothesis of teaching writing that it is vital to use fitting precedures in learning writing related to students' writing problems.

In axpansion, this study suggests that movie poster media can be used to improve students' writing achievement. This is evidenced by the students' scores before and after the treatment. Hence, the use of other media as a technique is considered successful to be chosen by English teachers in learning writing.

C. Suggestion

Based on the conclusions and implications of the research above, the researcher proposes a few suggestions to the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching writing, an English teacher needs to be selective in applying the right techniques so that it can increase motivation and a pleasant learning atmosphere for students in the classroom. The technique chosen must be able to overcome students' difficulties in writing and build students' writing skills.

Apart from that, it should motivate, stimulate and improve students' writing achievement.

2. Students of English Language Education Department

It is hoped that students of the English Education Department can enhance their knowledge about the use of media related to images such as movie posters as a fun educating strategy within in the teaching and learning process of writing. It also aims to motivate them to learn various other techniques in the teaching and learning process of writing.

3. Other Researchers

This study as aims to determine the noteworthiness of film poster media on the teaching and learning process of writing. Further research is needed in the frame of activity research studies as an effort to move forward students' writing achievement.

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APPENDIX 1

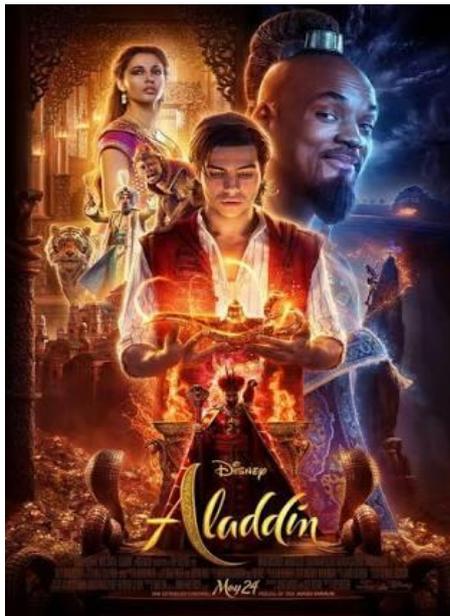
RESEARCH INSTRUMENT PRE-TEST AND POST-TEST

A. PRE-TEST

Direction:

1. Imagine about one thing (person, animal, object or etc).
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

B. POST-TEST



Direction:

1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

KEY ANSWER

The example of a good paragraph related to the movie poster:

Aladdin

The title of this film is Aladdin. This film tells the life of Aladdin. He is a poor young man who is in love with Princess Jasmine. He has a friend who is a wish-fulfilling genie named Genie whom he meets from a magic lamp. He also has a pet that he loves and is also loyal named Abu. In this story there is an evil character named Jafar.

APPENDIX 2

RELIABILITY OF THE INSTRUMENT

Reliability

Case Processing Summary

		N	%
Valid		4	57.1
Cases Excluded ^a		3	42.9
Total		7	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
1.000	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ID	12.50	41.667	1.000	1.000
O	12.50	41.667	1.000	1.000
V	12.50	41.667	1.000	1.000
SS	12.50	41.667	1.000	1.000
CP	12.50	41.667	1.000	1.000
S	12.50	41.667	1.000	1.000

APPENDIX 3

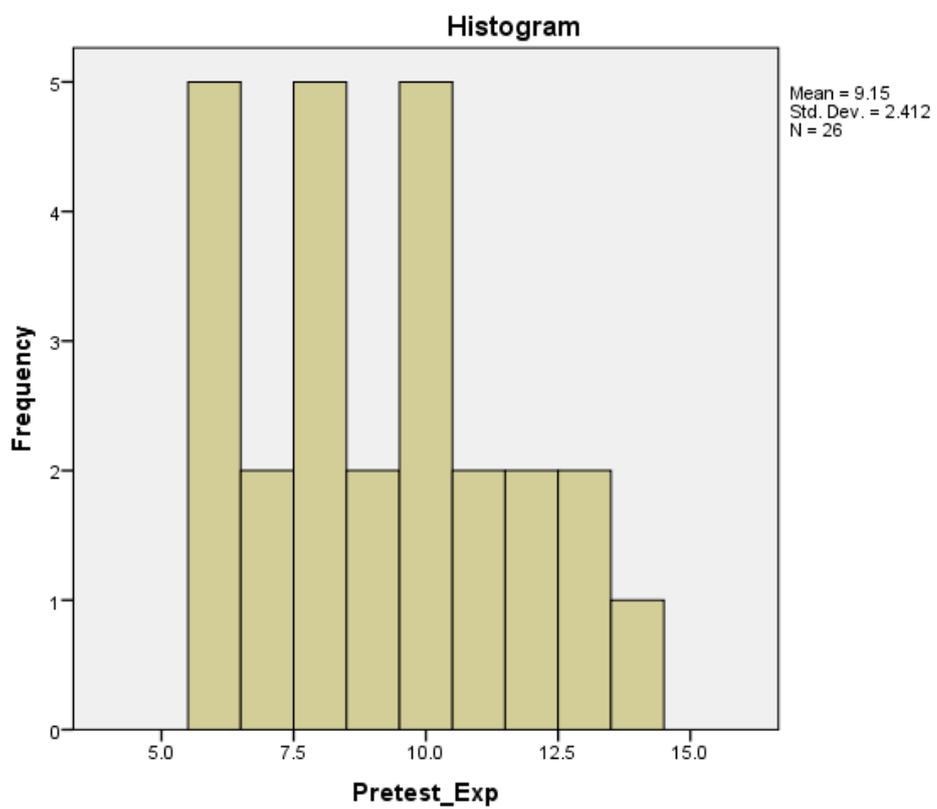
DATA ANALYSIS

1. PRE TEST EXPERIMENT CLASS

Statistics

Pretest_Exp		
N	Valid	26
	Missing	0
Mean		9.15
Median		9.00
Mode		6 ^a
Std. Deviation		2.412
Range		8
Minimum		6
Maximum		14
Sum		238

a. Multiple modes exist. The smallest value is shown



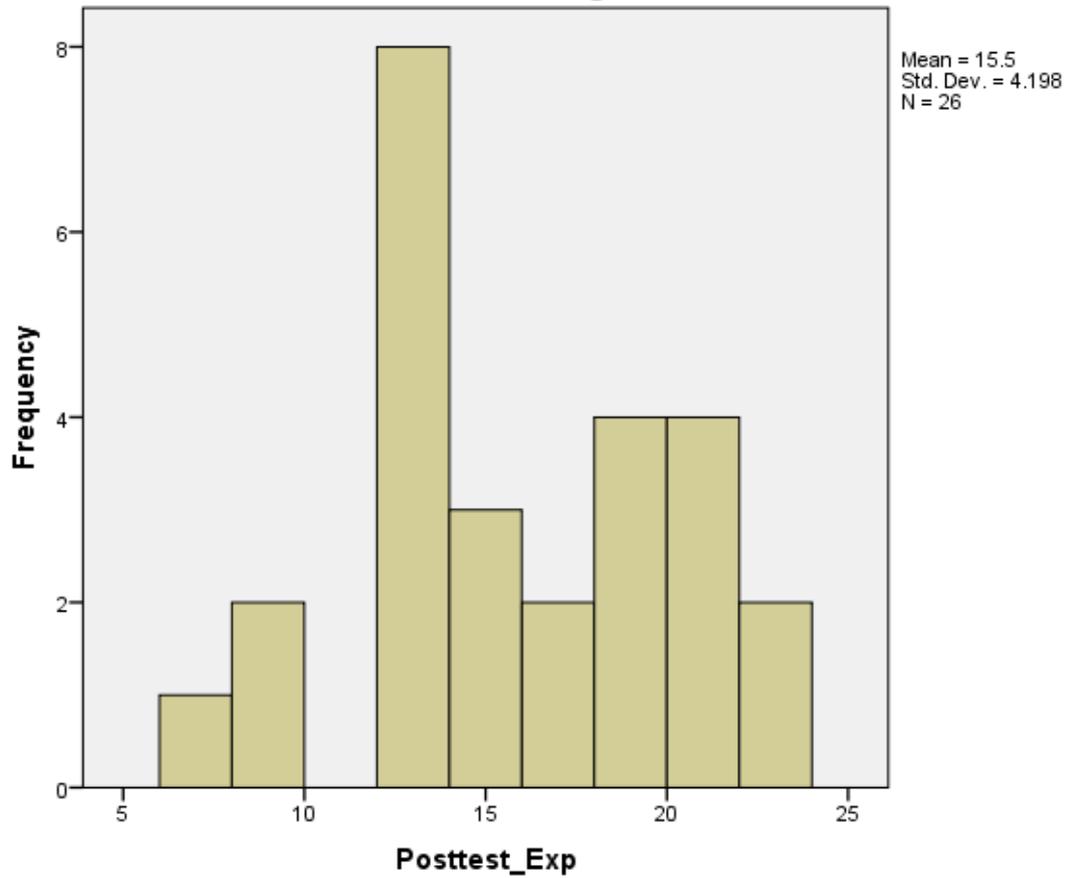
2. POST TEST EXPERIMENT CLASS

Statistics

Posttest_Exp

N	Valid	26
	Missing	0
Mean		15.50
Median		15.00
Mode		13
Std. Deviation		4.198
Range		16
Minimum		7
Maximum		23
Sum		403

Histogram

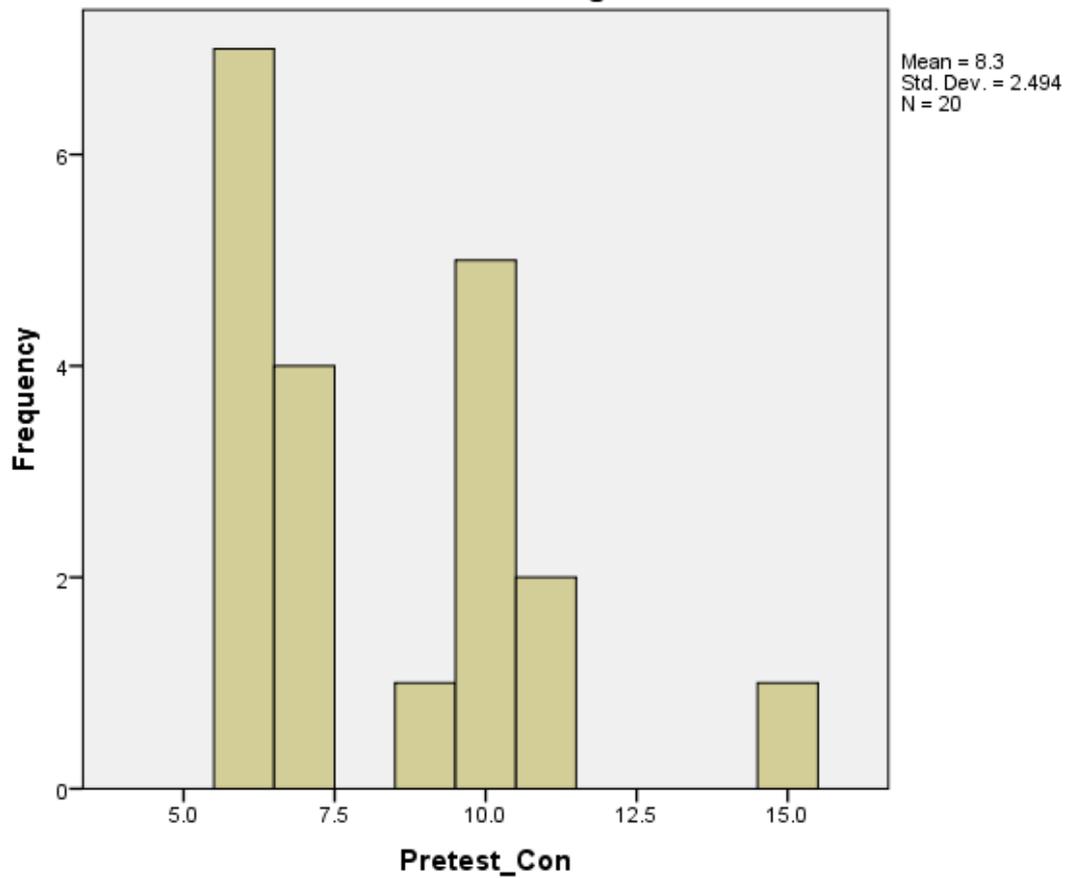


3. PRE TEST CONTROL CLASS

Statistics

Pretest_Con		
N	Valid	20
	Missing	6
Mean		8.30
Median		7.00
Mode		6
Std. Deviation		2.494
Range		9
Minimum		6
Maximum		15
Sum		166

Histogram

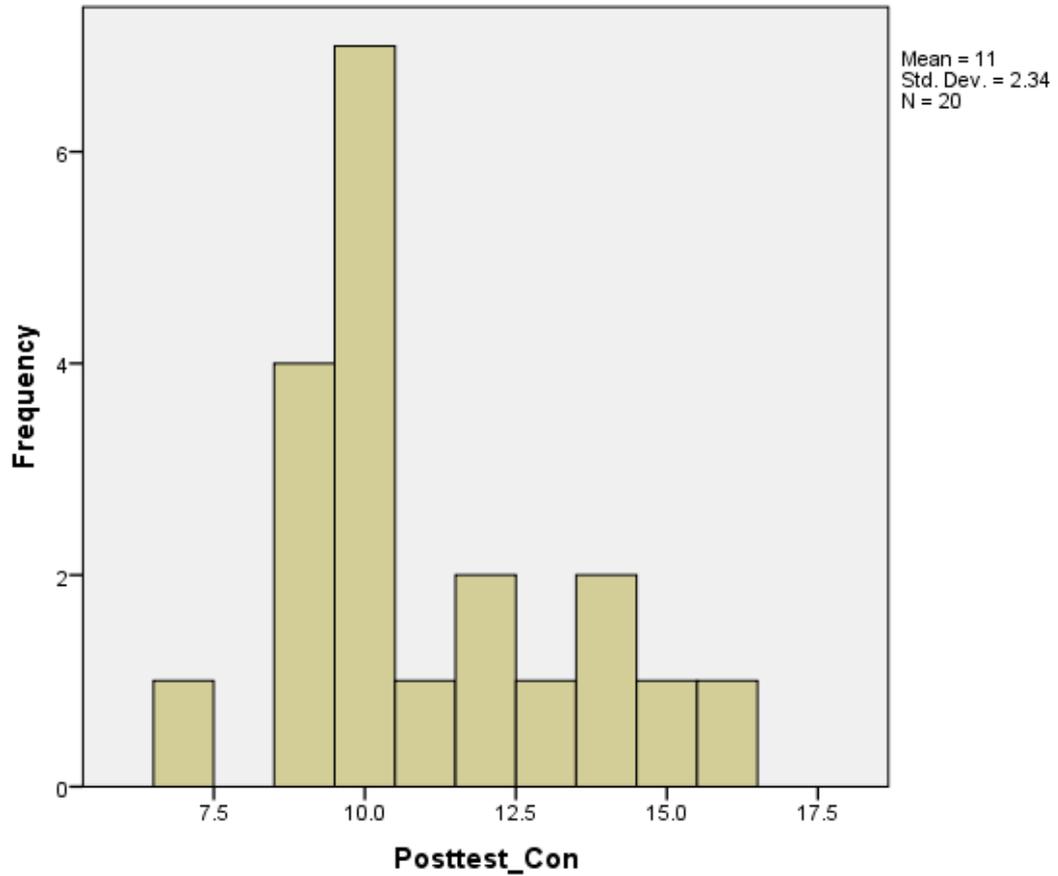


4. POST TEST CONTROL CLASS

Statistics

Posttest_Con		
N	Valid	20
	Missing	6
Mean		11.00
Median		10.00
Mode		10
Std. Deviation		2.340
Range		9
Minimum		7
Maximum		16
Sum		220

Histogram



Descriptive Analysis

1. Experiment Class

Pre-Test Experiment Class

		Pretest_Exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0.0	0.0	0.0
	Very Good	0	0.0	0.0	0.0
	Good	0	0.0	0.0	0.0
	Fair	5	19.2	19.2	19.2
	Poor	9	34.6	34.6	53.8
	Very Poor	12	49.2	46.2	100.0
	Total	26	26	100.0	

Post-Test Experiment Class

		Posttest_Exp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	7.7	7.7	7.7
	Very Good	8	30.8	30.8	38.5
	Good	4	15.4	15.4	53.9
	Fair	9	34.6	34.6	88.5
	Poor	2	7.7	7.7	96.2
	Very Poor	1	3.8	3.8	100.0
	Total	26	26	100.0	

2. Control Class

Pre-Test Control Class

		Pretest_Con			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0,0	0,0	0,0
	Very Good	0	0,0	0,0	0,0
	Good	1	3,8	5,0	5,0
	Fair	0	0,0	0,0	5,0
	Poor	8	30,8	40,0	45,0

	Very Poor	11	42,3	55,0	100,0
	Total	20	76,9	100,0	
Missing	System	6	23,1		
	Total	26	100,0		

Post-Test Control Class

Posttest_Con

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	0	0.0	0.0	0.0
	Very Good	0	0.0	0.0	0.0
	Good	2	7.7	10.0	10.0
	Fair	5	19.2	25.0	35.0
	Poor	12	46.2	60.0	95.0
	Very Poor	1	3.8	5.0	100
	Total	20	76.9	100.0	
Missing	System	6	23.1		
	Total	26	100.0		

Result of Data Analysis
Frequencies

Statistics

		Pretest_Exp	Posttest_Exp	Pretest_Con	Posttest_Con
N	Valid	26	26	20	20
	Missing	0	0	6	6
Mean		9.15	15.50	8.30	11.00
Median		9.00	15.00	7.00	10.00
Mode		6 ^a	13	6	10
Std. Deviation		2.412	4.198	2.494	2.340
Range		8	16	9	9
Minimum		6	7	6	7
Maximum		14	23	15	16
Sum		238	403	166	220

a. Multiple modes exist. The smallest value is shown

A. Inferential Analysis

1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Pretest_Exp	Posttest_Exp	Pretest_Con	Posttest_Con
N		26	26	20	20
Normal Parameters ^{a,b}	Mean	9.15	15.50	8.30	11.00
	Std. Deviation	2.412	4.198	2.494	2.340
Most Extreme Differences	Absolute	.145	.147	.249	.265
	Positive	.145	.147	.249	.265
	Negative	-.099	-.109	-.178	-.146
Kolmogorov-Smirnov Z		.741	.751	1.113	1.187
Asymp. Sig. (2-tailed)		.642	.625	.168	.119

a. Test distribution is Normal.

b. Calculated from data.

2. Homogeneity

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre_Test	.103	1	44	.750
Post_Test	9.098	1	44	.004

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pre_Test	Between Groups	8.241	1	8.241	1.376	.247
	Within Groups	263.585	44	5.991		
	Total	271.826	45			
Post_Test	Between Groups	228.913	1	228.913	18.498	.000
	Within Groups	544.500	44	12.375		
	Total	773.413	45			

Mann-Whitney Test

Ranks

		Responden	N	Mean Rank	Sum of Ranks
Pre_Test	1		26	25.69	668.00
	2		20	20.65	413.00
	Total		46		
Post_Test	1		26	29.69	772.00

2	20	15.45	309.00
Total	46		

Test Statistics^a

	Pre_Test	Post_Test
Mann-Whitney U	203.000	99.000
Wilcoxon W	413.000	309.000
Z	-1.284	-3.587
Asymp. Sig. (2-tailed)	.199	.000

a. Grouping Variable: Responden

3. Hypothesis Test

THE RESULT OF T-TEST (THE COMPARISON BETWEEN PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Exp	9.15	26	2.412	.473
	Posttest_Exp	15.50	26	4.198	.823

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Exp & Posttest_Exp	26	.439	.025

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest_Exp - Posttest_Exp	-6.346	3.815	.748	-7.887	-4.805	-8.482	25	.000

**THE RESULT OF T-TEST
(THE COMPARISON BETWEEN PRE-TEST AND POST-TEST IN
CONTROL CLASS)**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Con	8.30	20	2.494	.558
	Posttest_Con	11.00	20	2.340	.523

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Con & Posttest_Con	20	-.108	.650

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_Con - Posttest_Con	-2.700	3.600	.805	-4.385	-1.015	-3.354	19	.003

**THE RESULT OF T-TEST
(THE COMPARISON OF PRE-TEST BETWEEN
EXPERIMENTAL CLASS AND CONTROL CLASS)**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Exp	9.15	20	2.641	.591
	Pretest_Con	8.30	20	2.494	.558

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Exp & Pretest_Con	20	.017	.944

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest_Exp - Pretest_Con	.850	3.602	.805	-.836	2.536	1.055	19	.305

**THE RESULT OF T-TEST
(THE COMPARISON OF POST-TEST BETWEEN
EXPERIMENTAL CLASS AND CONTROL CLASS)**

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest_Exp	14.80	20	4.188	.936
Posttest_Con	11.00	20	2.340	.523

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttest_Exp & Posttest_Con	20	-.005	.982

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest_Exp - Posttest_Con	3.800	4.808	1.075	1.550	6.050	3.535	19	.002

APPENDIX 4**STUDENTS' SCORE OF THE TEST
PRE-TEST EXPERIMENTAL CLASS**

No	NAME	SCORE						TOTAL
		ID	O	V	SS	CP	S	
1	Afriza Hamdawi	2	1	1	1	1	1	7
2	Devi Kurniati Sari	2	1	2	1	1	1	8
3	Dika Abhinawa	3	2	3	2	2	2	14
4	Dwi Anggara	1	1	1	1	1	1	6
5	Elvina Safitri	2	1	2	3	2	2	12
6	Farrel Abimayu	2	2	2	2	1	2	11
7	Febrina Saskia	2	2	2	2	2	3	13
8	Hafiza May Zaara	2	1	2	1	2	2	10
9	Indah Rahmadani	2	1	2	1	2	2	10
10	Layundari Siregar	1	1	1	1	1	1	6
11	M. Ghofur Malik Nst	2	1	2	1	1	2	9
12	M. Guntur Prayatna	1	1	1	1	1	1	6
13	Mhd Fiki Alfianda	1	1	1	1	1	1	6
14	Muhammad Idhamsyah	2	1	2	1	2	2	10
15	M. Rifaldi Rizki	2	1	1	1	1	1	7
16	Mutiara Salza	1	1	1	1	1	1	6
17	Nayla Putri Daniha	2	2	2	2	1	2	11
18	Nazwa Pohan	2	1	2	2	1	2	10
19	Rizky Aditya Sinaga	2	1	1	1	2	1	8
20	Thasya Afini Bancin	2	2	2	2	2	3	13
21	Ulfa Chairunnisa	2	1	2	2	3	2	12
22	Zahra Nasution	1	1	2	1	1	2	8
23	Zahra Salsabila	2	1	2	1	1	2	9
24	Zahtza Saritza	1	1	2	1	2	3	10
25	Zakly Kurniawan	1	1	2	1	2	1	8
26	Zhaky Saputra	1	1	2	1	1	2	8

POST-TEST EXPERIMENTAL CLASS

No	NAME	SCORE						TOTAL
		ID	O	V	SS	CP	S	
1	Afriza Hamdawi	3	3	3	3	4	3	19
2	Devi Kurniati Sari	3	4	3	2	4	2	18
3	Dika Abhinawa	4	4	4	4	4	3	23
4	Dwi Anggara	2	2	2	1	1	1	9
5	Elvina Safitri	3	2	3	2	3	3	17
6	Farrel Abimayu	3	2	3	2	1	2	13
7	Febrina Saskia	2	3	2	2	2	1	12
8	Hafiza May Zaara	3	4	3	3	4	3	20
9	Indah Rahmadani	4	4	4	3	2	2	19
10	Layundari Siregar	3	3	3	2	2	2	15
11	M. Ghofur Malik Nst	2	1	1	1	1	1	7
12	M. Guntur Prayatna	2	1	1	2	1	2	9
13	Mhd Fiki Alfianda	3	3	2	2	1	1	12
14	Muhammad Idhamsyah	3	2	2	3	1	1	13
15	M. Rifaldi Rizki	3	2	3	2	1	3	13
16	Mutiara Salza	3	2	3	2	2	3	15
17	Nayla Putri Daniha	3	2	1	2	2	2	13
18	Nazwa Pohan	3	3	3	3	2	2	16
19	Rizky Aditya Sinaga	3	3	2	2	1	2	13
20	Thasya Afini Bancin	4	3	3	4	2	4	20
21	Ulfa Chairunnisa	4	4	4	4	2	3	22
22	Zahra Nasution	4	4	3	3	3	3	20
23	Zahra Salsabila	3	2	3	2	1	2	13
24	Zahtza Saritza	3	4	4	4	2	3	20
25	Zakly Kurniawan	3	2	3	2	2	2	14
26	Zhaky Saputra	3	3	3	3	1	2	18

PRE-TEST CONTROL CLASS

No	NAME	SCORE						TOTAL
		ID	O	V	SS	CP	S	
1	Ahmad Zakaria	3	2	3	2	2	3	15
2	Ananda Prasetya	2	1	2	2	2	1	10
3	Andre Solin	1	1	1	1	1	1	6
4	Arifin Fikri	1	1	1	1	1	1	6
5	Dimas Fazar	2	2	2	1	1	2	10
6	Diva Febrina	2	2	2	1	1	2	10
7	Injan Ar Sofyan	2	1	1	1	1	1	7
8	Laila Fadilla Sembiring	2	1	1	1	1	1	7
9	Muhammad Andi Pratama	2	1	2	2	1	2	10
10	Muhammad Ridho Syahputra	2	1	1	1	1	1	7
11	Nadin Alya	2	1	2	1	1	2	9
12	Nazwa Azzahra	2	1	1	1	1	1	7
13	Nazwa Putri Hardiva	1	1	1	1	1	1	6
14	Nurul Hasanah	2	2	2	2	2	1	11
15	Padlan Khoiri	1	1	1	1	1	1	6
16	Putri Tiara Nst	1	1	1	1	1	1	6
17	Sahbana Putra Solin	2	1	2	1	2	2	10
18	Suci Amalia	1	1	1	1	1	1	6
19	Satria Putra Kurniawan	3	2	2	2	1	1	11
20	Yusra Fadli	1	1	1	1	1	1	6

POST-TEST CONTROL CLASS

No	NAME	SCORE						TOTAL
		ID	O	V	SS	CP	S	
1	Ahmad Zakaria	1	2	1	1	1	1	7
2	Ananda Prasetya	2	2	2	2	2	2	12
3	Andre Solin	3	3	2	2	1	2	13
4	Arifin Fikri	2	2	3	2	1	2	12
5	Diva Febrina	2	3	2	2	2	3	14
6	Dimas Fazar	2	1	2	2	1	3	11
7	Injan Ar Sofyan	1	1	2	1	2	3	10
8	Laila Fadilla Sembiring	2	1	2	2	1	1	9
9	Muhammad Andi Pratama	2	1	2	1	2	2	10
10	Muhammad Ridho Syahputra	3	2	2	3	2	2	14
11	Nadin Alya	2	2	2	2	1	1	10
12	Nazwa Azzahra	2	2	2	2	1	1	10
13	Nazwa Putri Hardiva	2	2	2	2	1	1	9
14	Nurul Hasanah	1	1	2	1	2	3	10
15	Padlan Khoiri	2	1	1	1	2	2	9
16	Putri Tiara Nst	2	2	2	3	3	3	15
17	Sahbana Putra Solin	2	1	2	1	2	2	10
18	Suci Amalia	2	2	2	1	2	1	10
19	Satria Putra Kurniawan	3	2	3	3	2	3	16
20	Yusra Fadli	2	3	1	1	1	1	9

APPENDIX 5

LESSON PLAN

(Experimental Class)

School	: SMP Al-Washliyah 1 Medan
Subject	: English
Class	: VIII-1 (Experimental-Class)
Topic	: Descriptive Text
Time Allocation	: 2 x 40 minutes

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyse, string up, modify, and make) and abstract (write, read, count, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

- 1.1. Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.
- 2.3. Demonstrate responsibility, care, cooperation, and peace-loving behavior in carrying out functional communication.
- 3.10. Applying text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.

- 4.11. Capture meaning in descriptive oral and written texts, short and simple.
- 4.12. Compose descriptive texts oral and written, short and simple, about people, animals, and objects, taking into account the social function, structure of the text, and the correct linguistic elements and context.

C. Indicator

- 3.10.1. Identifying the nature of objects
- 3.10.2. Describe objects
- 3.10.3. Write descriptive texts about people's descriptions, short and simple, according to the context of their use
- 4.11.1 Identify the structure and elements of language in the text
- 4.11.2 Find a general description of a text
- 4.11.3. Find certain information from a simple text
- 4.12.1. Stating verbally and physically the characteristics of people verbally accurately, fluently and acceptable
- 4.12.2. Complete simple descriptive text about objects
- 4.12.3. Compose simple descriptive text about objects

D. Learning Objectives

After participating in a series of learning activities, students can:

- 1) Observe and identify pictures of people shown by the teacher carefully
- 2) Respond to questions given by the teacher based on the picture orally
- 3) Identifying accurate information from descriptive text accurately
- 4) Identify the generic structure of descriptive text in pairs
- 5) Write a description of the image that exists individually
- 6) Make descriptive text individually

E. Learning Materials

1. Regular Material

Oral and written descriptive text, short and simple, about people, animals and things.

My Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

2. Remedial Material

Generic Structure Descriptive Text

- a. Identification is an introduction, in the form of a general description of a topic.
- b. Description (description) is to contain special characteristics possessed by the object, place, or person described

Descriptive Text Features

- a. Using simple present tense
- b. Use the verb attribute, like be (am, is, are)
- c. Easy to understand
- d. Describe
- e. Communicative
- f. Can make readers interested
- g. Describe the object specifically

3. Enrichment Materials

Make a descriptive description of the text about people, animals or objects according to the use of the structure of language.

F. Learning Method/Technique:

Approach : Scientific Approach
 Model : Project Based learning

G. Media, Tools and Learning Resources

- 1. Media: Movie Poster
- 2. Tools / Materials: LCD, Laptop, Board marker

H. Teaching Procedure

Opening	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks whether the students are ready for the lesson or not. • The teacher asks one of the students to lead a prayer. • The teacher checks the students' attendance. 	10 minutes
Core Activities Meeting 1	<ul style="list-style-type: none"> • The teacher explains in general about descriptive text. • The teacher shows some descriptive text to introduce the topic (contextualize) and asks the students related to the descriptive text. • The teacher asks some questions to the 	60 Minutes

	<p>students as the guidance for the students to understand the structure of the descriptive text.</p> <ul style="list-style-type: none"> • The teacher explains about the features contained in descriptive text. • The teacher shows several examples of descriptive text. • The teacher shows some examples of movie posters. • Students are asked to observe and verbally identify the movie poster shown by the teacher. • Students are asked to arrange jumble sentences into a good order related to the movie poster shown by the teacher. 	
Meeting 2	<ul style="list-style-type: none"> • The students are given an example of descriptive text. • Students analyze social functions, generic structures and language elements used in descriptive text together. • Students are asked to observe and identify the movie poster shown by the teacher. • Students respond to the questions related to picture verbally. • The students identify the descriptive text related to what they have learnt before • Students are asked to complete missing words into a complete descriptive text related to the movie poster shown by the teacher. 	
Meeting 3	<ul style="list-style-type: none"> • The teacher explains about using grammar, capital letters and punctuation in descriptive text. • The teacher shows descriptive examples and movie poster to be identified together. • Students are given examples of descriptive text and movie posters then they answer questions according to text and images. • The teacher introduces new words related to the picture. • The students write a descriptive text with the words provided by the teacher. 	

Meeting 4	<ul style="list-style-type: none"> • Students identify some words related to descriptive text through movie poster. • Students analyze grammar, punctuation and capitalization in a descriptive text and stick to the movie poster images provided. • The students write a descriptive text individually according to the random pictures provided by the teacher. 	
Closing	<ul style="list-style-type: none"> • The teacher and students summarize the whole lesson. • The teacher asks students about their difficulties in the lesson. • The teacher gives feedback to the students including the whole process and the result of teaching and learning. • The teacher ends the class and says good bye. 	10 Minutes

I. Learning Sources

1. Internet
2. Kementerian Pendidikan dan Kebudayaan. 2017. Bahasa Inggris kelas VIII, *When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif.

J. Assessment

- **Writing Assessment Rubric**

Categories for Evaluating Writing

Categorization	Description	
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence

Vocabulary	1	Poor or inappropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

Medan, Juny 2020

The English Teacher

The Researcher



Hery Susanto, S.Pd



Rizka Khairunnisa

LESSON PLAN

(Control Class)

School	: SMP Al-Washliyah 1 Medan
Subject	: English
Class	: VIII-2 (Control-Class)
Topic	: Descriptive Text
Time Allocation	: 2 x 40 minutes

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyse, string up, modify, and make) and abstract (write, read, count, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence

- 1.1. Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.
- 2.3. Demonstrate responsibility, care, cooperation, and peace-loving behavior in carrying out functional communication.
- 3.10. Applying text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals, and objects, short and simple, in accordance with the context of their use.
- 4.11. Capture meaning in descriptive oral and written texts, short and simple.

- 4.12. Compose descriptive texts oral and written, short and simple, about people, animals, and objects, taking into account the social function, structure of the text, and the correct linguistic elements and context.

C. Indicator

- 3.10.1. Identifying the nature of objects
- 3.10.2. Describe objects
- 3.10.3. Write descriptive texts about people's descriptions, short and simple, according to the context of their use
- 4.11.1 Identify the structure and elements of language in the text
- 4.11.2 Find a general description of a text
- 4.11.3. Find certain information from a simple text
- 4.12.1. Stating verbally and physically the characteristics of people verbally accurately, fluently and acceptable
- 4.12.2. Complete simple descriptive text about objects
- 4.12.3. Compose simple descriptive text about objects

D. Learning Objectives

After participating in a series of learning activities, students can:

- 1) Observe and identify pictures of people shown by the teacher carefully
- 2) Respond to questions given by the teacher based on the picture orally
- 3) Identifying accurate information from descriptive text accurately
- 4) Identify the generic structure of descriptive text in pairs
- 5) Write a description of the image that exists individually
- 6) Make descriptive text individually

E. Learning Materials

4. Regular Material

Oral and written descriptive text, short and simple, about people, animals and things.

My Friend

His name is Kevin Anggara, Kevin Anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

5. Remedial Material

Generic Structure Descriptive Text

- a. Identification is an introduction, in the form of a general description of a topic.
- b. Description (description) is to contain special characteristics possessed by the object, place, or person described

Descriptive Text Features

- a. Using simple present tense
- b. Use the verb attribute, like be (am, is, are)
- c. Easy to understand
- d. Describe
- e. Communicative
- f. Can make readers interested
- g. Describe the object specifically

6. Enrichment Materials

Make a descriptive description of the text about people, animals or objects according to the use of the structure of language.

F. Learning Method/Technique:

Approach : Scientific Approach
 Model : Project Based learning

G. Media, Tools and Learning Resources

- 1. Media: Text Book
- 2. Tools / Materials: LCD, Laptop, Board marker

H. Teaching Procedure

Opening	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks whether the students are ready for the lesson or not. • The teacher asks one of the students to lead a prayer. • The teacher checks the students' attendance. 	10 minutes
Core Activities	<ul style="list-style-type: none"> • The teacher explains in general about descriptive text. • The teacher shows some descriptive text to introduce the topic 	60 Minutes

<p>Meeting 1</p>	<p>(contextualize) and asks the students related to the descriptive text.</p> <ul style="list-style-type: none"> • The teacher asks some questions to the students as the guidance for the students to understand the structure of the descriptive text. • The teacher explains about the features contained in descriptive text. • The teacher shows several examples of descriptive text. • Students are asked to arrange jumble sentences into a good order. 	
<p>Meeting 2</p>	<ul style="list-style-type: none"> • The students are given an example of descriptive text. • Students respond to the questions related to example orally. • Students analyze social functions, generic structures and language elements used in descriptive text together. • The students identify the descriptive text related to what they have learnt before. • Students are asked to complete missing words into a complete descriptive text provided by the teacher. 	
<p>Meeting 3</p>	<ul style="list-style-type: none"> • The teacher explains about using grammar, capital letters and punctuation in descriptive text. • The teacher shows descriptive examples to be identified together. • Students are given examples of descriptive text then they answer questions according to text. • The teacher introduces new words related to the picture. • The students write a descriptive text with the words provided by the teacher. 	

Meeting 4	<ul style="list-style-type: none"> • Students identify some words related to descriptive text. • Students analyze grammar, punctuation and capitalization in a descriptive text. • The students write a descriptive text individually. 	
Closing	<ul style="list-style-type: none"> • The teacher and students summarize the whole lesson. • The teacher asks students about their difficulties in the lesson. • The teacher gives feedback to the students including the whole process and the result of teaching and learning. • The teacher ends the class and says good bye. 	10 Minutes

I. Learning Sources

1. Internet
2. Kementerian Pendidikan dan Kebudayaan. 2017. Bahasa Inggris kelas VIII, *When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif.

J. Assessment

- **Writing Assessment Rubric**

Categories for Evaluating Writing

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Ideas and development	1	Weak development of topic
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Organization	1	Not organized
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	4	Completely organized, smooth flow with strong

Vocabulary	1	Poor or inappropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of
Sentence structure	1	Poor, many errors
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Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

Medan, June 2020

The English Teacher



Hery Susanto, S.Pd

The Researcher



Rizka Khairunnisa

APPENDIX 6

THE STUDENTS' ANSWER SHEETS

ID = 2
 O = 2
 V = 2
 SS = 2
 CP = 1
 S = 2 1

 !!

Name: Nasya putri Daniha **PRE-TEST**
Class: VIII-1

Direction:
 1. Imagine about one movie that you like
 2. Describe it based on your knowledge.
 3. Write some sentences in one paragraph

~~Acting Anggada dan Nasya Daniha~~
 London love story

London love story one of the Indonesia movie.
 their names are misthel and dimas anggara.
 He is handsome and beautiful, romantic boy.
 he has girlfriend named michel zudit.

ID = 2
 O = 2
 V = 2
 SS = 2
 CP = 2
 S = 3 1

 13

Name: Febrina saskia **PRE-TEST**
Class: VIII-1

Direction:
 1. Imagine about one movie that you like
 2. Describe it based on your knowledge.
 3. Write some sentences in one paragraph

Nadia & Nathan

Nadia dan nathan is one of the Indonesia movie. He is a handsome and romantic boy.
 He has girlfriend named Nadia.

PRE-TEST

Name: Indah Rahmadani
Class: V(11)-1

Direction:

1. Imagine about one movie that you like
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

Tb : 2
 O : 1
 V : 2
 SS : 1
 CP : 2
 S : 2

10

Kisah cinta anak tri

Kisah cinta anak tri is one of the Indonesia sinetron

He is a handsome and romantic boy. he has girlfriend named Diandra

PRE-TEST

Name: Indah Rahmadani
Class: V(11)-1

Direction:

1. Imagine about one movie that you like
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

Tb : 2
 O : 1
 V : 2
 SS : 1
 CP : 2
 S : 2

10

Kisah cinta anak tri

Kisah cinta anak tri is one of the Indonesia sinetron

He is a handsome and romantic boy. he has girlfriend named Diandra

PRE-TEST

Name: Ananda Prasetta
Class: Viii 2

Direction:

1. Imagine about one movie that you like
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

$$\begin{array}{r}
 ID = 2 \\
 O = 1 \\
 V = 2 \\
 SS = 2 \\
 CP = 2 \\
 S = 1 \\
 \hline
 10
 \end{array}$$

Upin dan Ipin

Upin dan Ipin adalah film dari Malaysia yang menceritakan dua anak kembar yang ditinggal oleh orang tua nya untuk selama-lamanya dan mereka di urus oleh Nenek dan kakaknya.

Upin and Ipin of Malaysia movie The characters of this movie are upin and Ipin. They have left by their parents and live with their grand mother and their sister.

PRE-TEST

Name: AHMAD ZAKARIA
Class: Viii-2.

Direction:

1. Imagine about one movie that you like.
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

$$\begin{array}{r}
 ID = 3 \\
 O = 2 \\
 V = 3 \\
 SS = 2 \\
 CP = 2 \\
 S = 3 \\
 \hline
 15
 \end{array}$$

Avengers

Avengers adalah film superhero yang berasal dari Amerika. Anggota Avengers adalah Iron Man, Thor, Hulk, Captain Amerika, Clint, Spider man, Ant man, dan black Panther. Film ini menceritakan superhero yang melawan penjahat seperti loki dan Thanos.

Avengers is Movie superhero in America. Avengers member is Iron man, Thor, Hulk, Captain America, Clint, Spider man, Ant man, and black Panther. This movie tells about superhero that againts their enemy loki and Thanos.

PRE-TEST

Name: SATRIA Puera
Class: VIII - 2

Direction:

1. Imagine about one movie that you like.
2. Describe it based on your knowledge.
3. Write some sentences in one paragraph

avenger end game

avenger is a action movie. it tells about superhero story with iron man, thos, captain america, black panther, doctor strange, ant man, captain marvel and enemy is thanos. iron man is ambitious, with captain america is very strong and thos with thunder power.

ID = 3
 O = 2
 V = 2
 SS = 2
 CP = 1
 S = 1

11

Post-Test

Name: Ananda Prasetha
class: VIII 2

write Down a descriptive paragraph!

Upin dan ipin

Upin dan ipin adalah anak yatim piatu ia mempunyai teman bernama mail, garjit, Ehsan, Raju, Fizi, Zul, ~~gat~~, susanti, devi, dan mei. Mereka tinggal di kampung yang sama yaitu di kampung dunian runtuh. upin dan ipin tinggal sama neneknya dan kakaknya.

Upin and ipin is an orphan. They have friend named mail, garjit, Ehsan, Raju, Fizi, Zul, gat, susanti, devi and mei-mei. They lived in a hillarie named kampung dunian runtuh. They lived with ~~their~~ their grand mother and sister.

ID = 2
 O = 2
 V = 2
 SS = 2
 CP = 2
 S = 2

12

Nama : Suci Amalia
Kls : VIII-2

Post-test

Write Down a descriptive Paragraph!

Judul BES

Ramp master adalah ganteng, imut dan tinggi, dia pandai bahasa Korea.
dan dia pandai dance - dia pandai nyanyi Korea. dia punya teman yang bernama
Ma V, Jimin, Suga, Jin, Jungkook.
= Rmds handsome, ate and tall, he can speak Korean. and he can speak
= dance - he can speak Korean. he can speak friend named V, Jimin,
= Jin, Suga, Jungkook.

ID: 2
O: 2
V: 2
SS: 1
CP: 2
S: 1 +

10

Post-test

Name : Putri Tiara rst
class : VIII-2

Write Down a descriptive paragraph!

Judul

my friends Diva

Divia is a tall, cute, funny, and a good girl, she is a girl.
She likes to eat samyang and orange juices, daughter of
aunt and!

ID: 2
O: 2
V: 2
SS: 3
CP: 3
S: 3 +

15

NAME : SAETIA PUTRA.K

class : VIII-2

charlie's angels

charlie's angels is a action movie. charlie's tells about some girl and some boss.
charlie's angels have competence in fight. charlie's angels also have skills sophisticated for war or fight ~~enemy~~ with enemy

ID = 3
O = 2
V = 3
SS = 3
CP = 2
S = 3 +

16

Written Test

Nama : Zahra Saicabita
kelas : VIII-1



Aladin

aladin is poor young man. he is a handsome and he is in love with Princess Jasmine. aladdin find magic lamp, and find genie as his friend

ID = 3
O = 2
V = 3
SS = 2
CP = 1
S = 2 +

13

Direction:

1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

Written Test

Zahra Nasution
VIII I

ID = 4
 O = 4
 V = 3
 SS = 3
 CP = 3
 S = 3 +

 20



the title of this film is Aladdin
 this film tells the life of
 Aladdin. He is a poor young man
 who is in love with princess
 Jasmine. He has a friend who is
 a wish fulfilling genie named
 Genie whom he meets from a
 magic lamp. He also has
 a pet that he loves and
 is also loyal named Abu. In
 this story there is an
 evil character named Jafar.

Direction:

1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

Written Test

Jedih Rahmadan
kelas VIII-1



ID = 4
 O = 4
 V = 4
 SS = 3
 CP = 2
 S = 3 +

 20

Direction:

1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

Aladdin is a poor man. He has a friend in magic lamp his name is
 Genie. And Aladdin has a monkey his name is Abu. One day Aladdin
 to meet a princess her name is Princess Jasmine and he likes
 she. His friend from magic lamp help he to conquer ~~for~~ she likes him
~~the day~~ ~~Jafar~~ Jafar don't like Aladdin because he likes Princess Jasmine. Jafar
 like Princess ~~Aladdin~~ Jasmine ~~Jafar is a~~

NAMA: Diva Abhinawa

Kelas: VIII-1



ID = 4
 O = 4
 V = 4
 SS = 4
 CP = 4
 S = 3 +

 23

Direction:

1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

Aladdin is film Produced by Disney Animation. Aladdin ~~the story~~ is a poor man and have a pet. Aladdin found a magic lamp and meet a ^{Genie} ~~Genie~~. Aladdin meet a girl and He Fall in love with ~~she~~ ^{that girl}. And He Start adventure with genie to make a girl fall inlove to aladdin too.

NAMA: PABLO ADITYA SINGGA
 KIS VIII-1



ID = 3
 O = 3
 V = 2
 SS = 2
 CP = 1
 S = 2 +

 13

Direction:

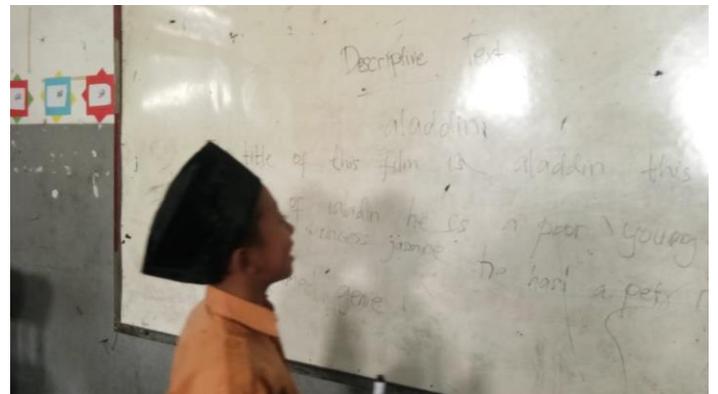
1. Look at the movie poster carefully
2. Describe the movie by using the movie poster

Aladdin is film Directed by Disney animation. Aladdin is a poor man and have a pet. Aladdin find a magic lamp and Aladdin meet a girl and he fall in love with that girl and he start an adventure with genie to make a girl fall in love to Aladdin.

APPENDIX 7

DOCUMENTATIONS





APPENDIX 7

RESEARCH PERMITS

**PERGURUAN YAYASAN AMAL DAN SOSIAL AL WASHLIYAH**
SMP SWASTA AL WASHLIYAH -1
NSS : 204076001085 NDS : 2007120009 NPSN : 10259972
AKREDITASI : A (UNGGUL)
Jln. Ismailiyah No. 82 Telp (061) 7365442 Kecamatan Medan Area Kota Medan 20215

SURAT KETERANGAN
Nomor: 880/I05.1/SMP/AW-1/C/2020

Sekolah Menengah Pertama Yayasan Amal dan Sosial Al-Washliyah 1 Medan, dengan ini menyatakan bahwa:

Nama : RIZKA KHAIRUNNISA
Tempat/T.Lahir : Medan, 23 November 1998
NIM : 0304162092
Sem/Jurusan : VIII/ Pendidikan Bahasa Inggris

Benar nama diatas telah melakukan Riset/Penelitian mulai dari tanggal 4 Maret s/d 23 Maret 2020 di SMP Al-Washliyah 1 Medan untuk keperluan penyusunan skripsi S1 yang bersangkutan dengan judul:

“THE EFFECT OF USING MOVIE POSTER ON STUDENTS’ WRITING ACHIEVEMENT IN DESCRIPTIVE PARAGRAPH AT GRADE EIGHT OF SMP AL-WASHLIYAH 1 MEDAN”.

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Maret 2020
Kepala Sekolah,


M. Lisdianto



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-8466/ITK/ITK.V.3/PP.00.9/07/2020
 Lampiran : -
 Hal : **Izin Riset**

08 Agustus 2020

Yth. Bapak/Ibu Kepala SMP Al-Washliyah 1 Medan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Rizka Khairunnisa
NIM	: 0304162092
Tempat/Tanggal Lahir	: Medan, 23 November 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JALAN SANTUN UJUNG NO 162B Kelurahan Sudirejo 1 Kecamatan Medan Kota

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Al-Washliyah 1 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The effect of Using Movie Poster on Students' Writing Achievement in Descriptive Paragraph at Grade Eight of SMP Al-Washliyah 1 Medan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 08 Agustus 2020
 a.n. DEKAN
 Wakil Dekan Bidang Akademik dan
 Kelembagaan



Digitally Signed

Drs. RUSTAM, MA
 NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silakan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

CURRICULUM VITAE

Data Pribadi

Nama : Rizka Khairunnisa
NIM : 0304162092
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SD : SD Negeri 066650 (2004-2010)
SMP : SMP Negeri 6 Medan (2010-2013)
SMA : MAN 2 Model Medan (2013-2016)
Perguruan Tinggi : Universitas Islam Negeri Sumatera Utara (2016-2020)