

**THE IMPLEMENTATION OF TEACHING WRITING DESCRIPTIVE
PARAGRAPH THROUGH PICTURE MEDIA**

THESIS

**Presented to
University of Muhammadiyah Gresik
In Partial Fulfilments of the Requirements
for the Degree of *Sarjana* in English Language Education**

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2014**

STATEMENT OF ORIGINALITY

Bismillahirrohmanirrohim

I signed below:

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These states actually that the study I wrote this really was the result of his own works, is not the takeover of writings or thoughts of others who I admit as a result of my own writings or thoughts.

When expressed yesterday proved or can be proven this results of the study of allusion, then I am willing to accept sanctions over such a feat.

Gresik, August 28th, 2014

Best Regard

Siti Nur Azizah

MOTTO AND DEDICATION

MOTTO:

PATIENT'S IS LIFE

By: Mario teguh

**Life doesn't Rewarding Stuff anything to People without Working
Hard**

“Sesungguhnya sesudah Kesulitan itu ada Kemudahan”

(Q.S. Al-Insyiriah ayat 6)

DEDICATION:

To My Parents,

My beloved Mother and Father

**You are always beside me and support me tirelessly with your love, your
care, your motivation, and your prayer**

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APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of *Siti Nur Azizah. The Implementation of Teaching Writing Descriptive Paragraph through Picture Media* has been approved by the thesis advisors for further approval by Board of Examiners.

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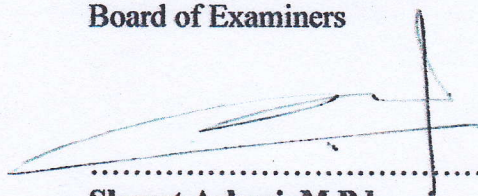


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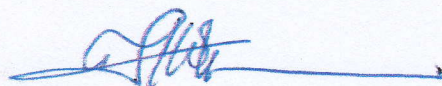
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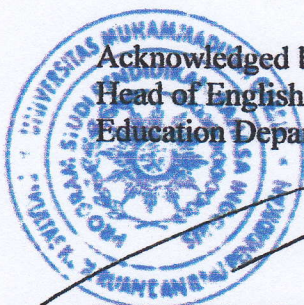
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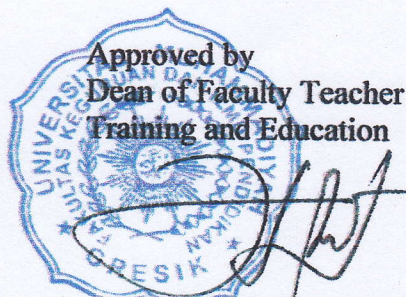
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ABSTRACT

Azizah, Siti Nur. 2014. *The Implementation of Teaching Writing Descriptive Paragraaph through Picture media*. Thesis, English Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor (1) Dr. Yudhi Arifani, M.Pd (2) Ulfatul Ma'rifah, M.Pd.

Kata kunci: Media gambar dan Menulis Paragraf Deskriptif

Penelitian ini bertujuan untuk mengetahui penampilan guru dan langkah-langkah dalam mengajar menulis paragraf deskriptif melalui media gambar dan untuk mengetahui hasil belajar siswa setelah proses belajar mengajar dalam menulis paragraf deskriptif melalui media gambar. Tujuan dari penelitian ini adalah mendeskripsikan penggunaan media gambar dalam kemampuan menulis deskripsi dan hasil belajar siswa di tiga sekolah, yaitu SMP Islam, MTS Miftahul jannah, dan Mts Al-Mubarak.

Jenis penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah guru bahasa inggris kelas 7 dan siswa kelas 7 di tiga sekolah, yaitu SMP Islam, MTS Miftahul Jannah, dan MTS Al-Mubarak. Penelitian ini dilakukan tiga kali selama proses belajar mengajar berlangsung. Media yang digunakan guru dalam mengajar menulis paragraf deskriptif yaitu media gambar. Teknik pengumpulan data berupa observasi selama guru sedang mengajar, dokumen siswa yang dimiliki guru, dan interview guru. Dalam penelitian ini, penulis menganalisis data, dengan cara pengamatan ketika proses belajar mengajar, melihat dokumen dari siswa hasil belajar dan wawancara kepada guru bahasa inggris kelas 7 dalam pelaksanaan pembelajaran menulis paragraf deskriptif melalui media gambar.

Hasil penelitian ini dapat dilihat pada analisis data yang menunjukkan bahwa pengajaran menulis paragraf deskriptif melalui media gambar baik dilaksanakan melalui beberapa cara dalam pelaksanaannya. Mereka meliputi tiga tahap, yaitu: pre-teaching, whilst teaching, dan post teaching. Untuk sementara ini, penulis mendapatkan hasil dalam observasi dari ketiga guru tersebut menerapkan media gambar dalam mengajar menulis paragraf deskriptif yaitu pada saat pre teaching, dengan cara menampilkan media gambar sebelum diskusi, yaitu memberikan siswa sebuah gambar yang mereka dapat mendeskripsikan gambar tersebut untuk menjadi sebuah paragraf deskriptif, karena ini dapat memancing pengetahuan siswa. Dengan penggunaan media gambar dapat membuat siswa lebih antusias, focus, mereka merasa menarik, dan membuat mereka lebih termotivasi dalam belajar. Dalam hasil belajar siswa, penulis dapat melihat dari dokumen yang dimiliki oleh guru. Penulis dapat melihat bahwa hasil belajar mereka juga baik karena sudah banyak yang melampaui KKM yang sudah ditentukan oleh guru.

Dengan demikian dapat disimpulkan bahwa penggunaan media itu sangat berpengaruh terhadap hasil belajar siswa dan dengan menggunakan media gambar dapat membantu siswa untuk mengembangkan ide, meningkatkan minat dan

motivasi siswa, membuat siswa lebih antusias dan focus sehingga siswa tidak merasa bosan, serta membuat kelas lebih aktif dan hidup untuk belajar lebih tinggi dari sebelumnya.

Oleh karena itu, guru harus lebih interaktif dalam mengajar menggunakan media gambar, supaya siswa bisa lebih bersemangat lagi dalam belajar, khususnya dalam menulis paragraf deskriptif. Guru harus memilih media dan bahan-bahan yang sesuai dengan kebutuhan dan pengalaman siswa sehingga suasana kelas menjadi menyenangkan dan menarik.

ABSTRACT

Azizah, Siti Nur. 2014. *The Implementation of Teaching Writing Descriptive Paragraph through Picture Media*. Thesis, English Department, Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor (1) Dr. Yudhi Arifani, M.Pd (2) Ullfatul Ma'rifah, M.Pd.

Keywords: Picture Media and Write Descriptive Paragraph

This study aims to know the appearance of teachers and measures in teaching writing descriptive paragraph through picture media and to know the students learning outcomes after the teaching and learning process in writing descriptive paragraphs through picture media. The purpose of this study is to describe the use of picture media in the ability to write descriptions and the student learning outcomes in the three schools, namely SMP Islam, MTS Miftahul jannah, and Mts Al-Mubarak.

The type of this study is descriptive qualitative. The subject in this study is English teachers 7th grade and the students 7th grade at three schools, namely SMP Islam, MTS Miftahul Jannah, and MTS Al-Mubarak. This research was done three times during the process of teaching and learning takes place. Media used in teaching by the teachers to write a descriptive paragraph that picture media. Data collection techniques of observation during the teachers were teaching, documents owned by the teachers, and teacher interview. In this study, the writer analyzed the data, by means of observations when teaching and learning, sees the documents from the student learning outcomes, and interviews to 7th grade English teacher in the implementation of teaching writing descriptive paragraphs through picture media.

The results of this study can be seen in the analysis of the data shows that the implemented of teaching writing descriptive paragraph through picture media either through some way in its implementation. They comprise three stages, namely: pre-teaching writing, whilst teaching writing, and post teaching writing. The writer get the results in a third of the teachers observations that apply picture media in teaching writing descriptive paragraph in pre-teaching, in a manner showing picture media before discussion, which gives students a picture they can describe the picture to be a descriptive paragraph, because this could lure students' knowledge. With the use of picture media can make the students more enthusiastic, focus, they found interesting, and makes them more motivated in learning. In student learning outcomes, the writer can see from the documents owned by the teacher. The writer can see that their learning results is also good because there have been many that go beyond the KKM is already determined by the teacher.

Thus, it can be concluded that the use of the media is very influential on the student learning outcomes and by using picture media can help the students to develop ideas, enhance the interest and motivation of the students, making the

students more enthusiastic and focus so that the students do not feel bored, as well as make more active and lively classroom for higher learning than ever before.

Therefore, the teachers should be more interactive in teaching using picture media, so that the students can be more upbeat again in learning, particularly in the writing descriptive paragraph. The teachers should select media and materials to suit the needs and experiences of the students so that the atmosphere of the class to be fun and exciting.