

The Effectiveness of Picture and picture Cooperative Learning Models of Writing Instructions Skills in Class VIII Students of SMP Negeri 2 Sui Ambawang

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Abstract—This study aims to determine the effectiveness of picture and picture cooperative learning models of writing instructions skill in class VIII students of SMP Negeri 2 Sui Ambawang. This study used a pre-experimental design with a one-group pretest-posttest study design. The population in this study were all VIII students of SMP Negeri 2 Sui Ambawang. While the sample is class VIII A students who are selected using purposive sampling techniques. The research instrument consisted of essay questions. The data collection technique in this study used a test. This study concludes that: (1) The results of the research data analysis were obtained that the calculation of the normality test using the chi square formula and homogeneity with the F-test formula on pretest and post-test states that the data are normally distributed and homogeneous, (2) hypothesis testing using *T*-test parametric statistics obtained that *T*-count is greater than *T*-table. The value of students before treatment is still low, while after being given treatment has a significant increase. (3) From the results of the *T*-test it can be concluded that there are differences between the groups taking the learning to write instructions using the picture and picture cooperative learning models with groups that do not use the picture and picture cooperative learning models, and there is effectiveness in using the picture and picture cooperative learning models type of writing instruction skills in class VIII students of SMP Negeri 2 Sui Ambawang.

Keywords—*skill in writing instructions, cooperative learning, picture and picture models*

I. INTRODUCTION

Learning Indonesian is a process of language interaction between learners and educators and learning resources in a learning environment. Language learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastery of proficiency and character, and the formation of attitudes and beliefs in language skills in students. In other words, learning Indonesian is a process to help students learn well.

Indonesian language learning is oriented towards developing four language skills, namely listening, speaking, reading and writing skills. Writing is one of the four skills that must be mastered by students in addition to listening, speaking and reading skills. [1] in the context of learning, writing is the most appropriate way to see each student's

understanding in understanding the material itself. Writing is an individual's creative process in expressing ideas in every learning process [2], [3]. Writing skills have an important role for students, namely, facilitating students to think critically and deepen students' responsiveness or perception.

There are four classes of VIII SMPN 2 Sui Ambawang, namely grades VIII A, VIII B, VIIC and VIII D. The material for writing instructions is one of the writing competencies contained in the Curriculum of SMPN 2 Sui Ambawang class VIII semester 1 Indonesian Language in the aspect of writing. [4] writing instructions is an instruction that provides direction or guidance on how to do something or an action. As good instructions must be communicative and easy to understand, and in writing good instruction sentences must use effective sentences. Procedural instructions such as recipes and referrals are related to telling someone how to do something. For this reason, procedural text usually begins with the purpose of the task, which is usually stated as a heading, then the text is followed by a sequence of steps that determine how the goal must be achieved with an effective sentence. Effective sentences are communicative sentences, namely text that is able to convey messages, ideas, feelings, or notifications in accordance with the intent of the reader or writer [5],[6].

In SMP Negeri 2 Sui Ambawang still uses the KTSP curriculum. Competency Standards (SK) write in the Education Unit Level Curriculum (KTSP) learning Indonesian Language and Literature VIII grade of SMP Negeri 2 Sui Ambawang is disclosing information in the form of reports, official letters, and instructions. Basic Competency writing instructions (KD 4.1) that is writing instructions for doing things in the right order and using effective language. The indicators to be achieved are. (1) able to record the order of doing something and (2) able to write instructions using effective language.

Based on the results of interviews that the researchers did, the resource person revealed the existence of problems in the aspect of writing students, especially writing instructions in the standard of competence, namely writing to do things in the right order and using effective language.

Mrs. Adriana Rohani, S.Pd as teacher of Indonesian language revealed the writing writing skills of Grade VIII students of SMP 2 Sui Ambawang were still low, there were still many values of students who had not yet reached KKM, 70. Furthermore, based on the results of pre-observations the researchers did some problems that have been faced by teachers in writing writing material for class VIII SMP Negeri 2 Sui Ambawang. The problem is caused by a lack of student skills in writing instructions, a lack of active students to engage in learning to write instructions, inadequate school facilities, and students paying less attention when the teacher explains the material writing instructions. These factors can be caused by the inaccuracy of teachers in choosing learning models, the use of instructional media is not maximal, and teacher teaching techniques that are less varied. Based on these three factors, the factors that most influence the low writing skills of students' instructions are the selection factors of the learning model. In general, teachers are still not able to use the existing learning model and are only fixated on the lecture method. Saturation that appears in students often makes students less motivated to follow the learning process.

Starting from the above phenomenon, specifically related to the lack of learning models used by teachers in delivering learning material, then efforts can be made to help teachers clarify the material or content of the lesson and facilitate students' mastery of the material provided, student learning outcomes in aspects reading skills, and in writing instructions is to use an active and not boring learning model.

Efforts were made to find out whether there was any influence in student learning outcomes on aspects of writing skills in learning to write instructions using the Cooperative type learning model *picture and picture* which was a learning activity carried out by students in groups to conduct investigations. Learning by using this model focuses on images as a medium for planting a particular concept. The images presented or given are the main factors in the learning process because students will learn to understand a concept or fact by describing and telling pictures given based on their ideas / ideas. In the learning process the use of picture media can provide opportunities for students to be active, creative and find themselves with the help of teachers of the material being studied.

The use of the Cooperative learning model *picture and picture* type is expected to improve the teaching and learning process and provide a good influence on the learning outcomes, especially on Indonesian subjects with material writing instructions. Through the use of cooperative learning models the *picture and picture* type can develop students' creativity in groups in writing instructions and making students conduct learning activities directly by making observations to find things that are the topic of writing instructions. Based on this explanation, we realize that a teacher needs to have the right learning model to teach writing material.

For this reason, researchers consider the need to do research on the writing skills of instruction using the Cooperative type learning model *picture and picture*. The cooperative learning model *picture and picture* has never

been used in any research in this school type cooperative learning model *picture and picture* is one of the applications of PAIKEM learning namely Active, Innovative, Creative, Effective, and Fun Learning [7]. *Picture and picture* are a learning model that relies on drawing aid which is a major factor in the learning process [8]. Thus, the use of the model is *Picture and picture* expected to improve the teaching and learning process as well as provide influence both in learning outcomes, helping students in solving problems, and fostering students' interest in learning through images [9]. Furthermore, the objective expected in this study is to find out whether there is effectiveness in the use of type cooperative learning models' *picture and picture* on the writing instructions skills of students in grade VIII of SM

The rest of this paper is organized as follow: Section II describes the proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. RESEARCH METHOD

This section presents the proposed research method.

A. Research Design

Researchers need a method to achieve a goal, so that researchers can be directed to solve problems in research, a method that is appropriate to the problem and the objectives of the researcher is needed. In a study determining the method as a way of answering the problem statement. The choice of method is largely determined by the purpose of the study. The method is a method, path, instruction, implementation, or practical guidance of a study conducted [10]. The method used in this paper is the experimental method. The experimental method is a research method used to obtain information about causal relationships between variables under controlled conditions [11].

Research is a quantitative study with approach Pre-Experimental design (non-design). The experimental design was in the form of One Group Pretest-Posttest Design, which was a research design involving one group that was given a pre-test, given a treatment, and given a post-test. The success of the treatment was determined by comparing the values pre-test and post-test [10]. Research design can be described as follows (see in Table I).

TABLE I. STUDY DESIGN ONE-GROUP PRE-TEST POST-TEST DESIGN

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

Description:

- O1 = Value pre-test (before treatment)
- X = Treatment (cooperative learning model *picture and picture*)
- O2 = Value post-test (after treatment)

B. Population and sample

This Design is an experimental design that uses only one subject group. In this study measurements were carried out before and after giving treatment to one group of subjects so that the results of the treatment can be known more

accurately. Because to be able to compare with the situation before being treated.

As the population in this study was all eighth grade students of SMP Negeri 2 Sui Ambawang which consisted of four classes, namely class VIII A, VIII B, VIII C and VIII D which totaled 85 students. Sampling in this study using Nonprobability sampling method is class VIII A of SMP Negeri 2 Sui Ambawang which consists of 20 students consisting of 11 male students and 9 female students who will be made into the experimental group. Data collection instruments in this study are tests. The test used in this study is a test in the form of a description or essay test. The test was carried out twice as long as before treatment (pre-test) and after treatment (post-test).

C. Research Instruments

The instruments in this study used techniques measurement, namely the results of writing instructions on the final test by giving essay-shaped tests. The data collection instrument in this study was a test. By using the test, the data source can be clearly identified and the results will be fixed. The test used in this study is a test in the form of a test description or essay, namely the ability to write instructions. By using essay test questions the teacher can see students' thinking processes more clearly and find out where the mistakes made by students are in solving the problem.

The manual writing test is validated in advance so that the test is truly valid and can be used in research. Before conducting the research, the test was validated by two validator lecturers, namely Mr. Muhammad Thamimi, S.Pd. and Mrs. Rini Agustina, M.Pd. with several repairs. After being validated, the test was tested on samples of class VIII D.

Furthermore, the validity of the items was carried out, the essay-shaped test was tested to class VIII in order to get a feasibility assessment to be used as a research test. The results of the trial are as follows in the Tables II and III below.

TABLE II. CRITERIA FOR EVALUATING INSTRUMENT VALIDITY

No	Instrum ent	Results Calculation	Category	r-Table	Validity
1	Aspect 1	0.82	High	0.338	Valid
2	Aspect 2	0.59	Sufficient	0.338	Valid
3	Aspect 3	0.83	High	0.338	Valid
4	Aspect 4	0.81	High	0.338	Valid
5	Aspect 5	0.79	High	0.338	Valid
6	Aspect 6	0.61	High	0.338	Valid

TABLE III. RELIABILITY OF QUESTIONS

No	Instrument	Results Calculation	Category	r-Table
1	0.99	29.10	0.84	Height
2	1.30			
3	1.66			
4	1.82			
5	1.85			
6	1.08			
Σ	8.73			

Validated instruments were then tested to class VIII D students to see the results of reliability. Class VIII D was chosen because the class was equivalent to class VIII A. The reliability results showed that the tests made could be continued into research. From the existing categories, it can be concluded that the results of the test reliability with a value of 0.83 stated very high can be seen in the table above.

TABLE IV. DIFFERENT QUESTIONS POWER

No	n	SA	SB	SA-SB	Educational Power	
					Indeks	Descripti on
1	24	46	26	20	0.28	Enough
2	24	44	32	12	0.21	Enough
3	24	49	23	26	0.36	Good
4	24	47	27	20	0.28	Enough
5	24	52	26	26	0.36	Good
6	24	48	31	17	0.24	Enough

TABLE V. DIFFICULTY LEVEL

Number of students A1-A24	Number Problem						Scores
	5 1	5 2	5 3	5 4	5 5	5 6	
Number of true answer	72	76	72	74	78	79	450
Levels of interest	0.5 0	0.5 3	0.5 0	0.5 1	0.5 4	0.5 5	
Average	Av era ge	Av era ge	Av era ge	Av era ge	Av era ge	Av era ge	

Based on the Tables IV and V above, test questions given to students should not be too difficult, because it can hinder the enthusiasm of students to try again. Besides the test questions, it should also not be too easy so that the students' efforts to think higher. The researcher looked for the difficulty level of the problem usinghelp Microsoft Excel. can be seen in the table above.

Data analysis techniques consist of prerequisites for analysis and testing hypotheses that are carried out manually and assisted by *Microsoft Office Excel 2007*. In the analysis prerequisite stage, the data distribution normality test (chi squared) is used with the formula.

$$X^2 = \sum \frac{O_i - E_i}{E_i} \tag{1}$$

After that the homogeneity analysis is done with the formula:

$$F = \frac{\text{Biggest Varians}}{\text{Smallest Varians}} \tag{2}$$

Then proceed with the T-test of one group to test the hypothesis, the T-test formula used is a follows [11].

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}} \tag{3}$$

III. RESULT AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

To determine the effectiveness of cooperative learning types picture and picture on the writing skills of class VIII students of SMP 2 Sui Ambawang, an analysis prerequisite test was calculated. After all data has been obtained, the next step is to analyze the data. Data were analyzed by the following steps: first calculating the average value (Mean) of the results of the *pre-test* and *post-test* data, followed by the normality test data distribution *pre-test* and *post-test* with the chi-square formula of a single sample. After obtaining the results of the average value of the *pre-test* and *post-test* and based on the normality test of the normally distributed data, the hypothesis testing will be carried out using parametric (*statistics inferential*). In this case, to calculate the hypothesis is to use the *T*-test to find the effect of using the cooperative learning type model picture and picture with a significance level of 0.05. The calculation of the researchers do it manually and use the help of the calculator, as follows in the Table VI below.

TABLE VI. NORMALITY TEST RESULT OF PRE-TEST AND POST-TEST DESIGN

Value	χ^2 Count	χ^2 Table
<i>Pre-test</i>	6,41	7,81
<i>Post-test</i>	2,51	7,81

- Determine the value X^2 of the table $\alpha = 5\%$ or 0.05.
- If $X^2_{count} < X^2_{table}$ the population is normally distributed.
- If $X^2_{count} > X^2_{table}$ the population is not normally distributed.
- Then the data is declared to be normally distributed.

After testing for normality, it will be followed by a homogeneity test, If $F_{counts} < F_{table}$ then the data is homogeneous, but if $F_{counts} > F_{table}$ then the data is not homogeneous. These results can be seen as follows.

TABLE VII. HOMOGENEITY TEST RESULTS OF ONE GROUP PRE-TEST AND POST-TEST DESIGN

Sample Variance Value	Pre-test	Post-test
S	280.62	347.03
N	20	20

$$F = \frac{\text{Biggest Varians}}{\text{Smallest Varians}} = \frac{347,03}{280,62} = 1.24 \quad (4)$$

Based on the Table VII above, results of data homogeneity calculation, obtained $F_{counts} = 1.24$. The value of F_{table} with *df* numerator $20-1 = 19$, *df* denominator $20-1 = 19$ and $\alpha = 0.05$ is 2.17. If $F_{counts} < F_{table}$, then the data is declared homogeneous. From the calculation results, it can be concluded that $F_{counts} < F_{table}$ ($1.24 < 2.17$), then the data is declared Homogeneous.

TABLE VIII. T-TEST AND T-TABLE RESULT DATA

t_{count}	db	t_{table}	Significant Level
11.70	14,85	1.72	5%

Based on the Table VIII above, calculation of the normality test at pre-test and post-test, the data is normally

distributed, then hypothesis testing using parametric statistics *t*-test was obtained t_{count} for 11.70 and t_{table} ($\alpha = 5\%$ and $dk = 19$) of 1.729. $t_{count} 11.70 > t_{table}$ (1.72), this means that H_a is accepted or there is effectiveness in the use of type cooperative learning models picture and picture on the learning outcomes of writing instructions for the VIII students of SMP Negeri 2 Sui Ambawang.

TABLE IX. STUDY DESIGN ONE-GROUP PRE-TEST POST-TEST DESIGN

Score Value	Score Pre-test	Score Post-test
Total value graders	1255	1552
Average	62.75	77.60
SD	7.16	6.48
Total students completed	5	18
Number of students don't complete	15	2

TABLE X. SCORE CATEGORY

Score Range (Average)	Values	Category
80-100	A	Very Good
75-79	B	Good
65-74	C	Enough
60-64	D	Less

B. Discussion

Based on the Tables IX and X above, assessment indicator to write the student's instructions discussed earlier, the results of learning to write student instructions before using the cooperative learning model picture and picture is an average of 62,75 with the total number of students who complete 5 students or 25%, and the incomplete as many as 15 students or 75% Table IX. This ability is below the value of the KKM that has been established in Sui Ambawang Secondary Secondary School, which is 70. Therefore, the study is carried out by providing an accurate learning model to test how much changes in student values. The model used is the cooperative learning model picture and picture.

The cooperative learning model is an activity process that gives students time and procedures to analyze how well they are in groups so students can prioritize groups consciously and systematically in honing mutual interactions, mutual love, and helping one another. This makes all group members maintain the effectiveness of cooperative relationships between members in carrying out any activity [13]. The main goal in implementing cooperative learning is so that students can learn in groups with their friends by respecting opinions and giving other people the opportunity to express their ideas by expressing their opinions in groups. This means that the purpose of cooperative learning is not only focused on individual success, but success in groups. Through cooperative learning, the success of a group is largely determined by the success of each individual member [14].

Therefore, each group member is expected to be able to share responsibilities and ensure that each group member has mastered the skills being studied, so that the ultimate goal of learning will lead to group success. Group members who have first mastered the skills learned are expected to help group members who are slow in mastering skills.

This picture and picture cooperative type learning model is a learning model that relies on images which are the main factors in the learning process. picture and picture as a learning method that uses media images that are paired or sorted into logical sequences. Image media is the most commonly used media, understandable. The cooperative learning model picture and picture is a learning activity carried out by students in groups to conduct investigations [15]. In the learning process using a cooperative model type picture and picture, which must be done Previously, the teacher had prepared various kinds of images that would be displayed in front of the class during the learning process using a model picture and picture, both in the form of cards and in the form of large images in large cardboard [16]. Very important images are used to clarify understanding. Through images, students know things that have never been seen, with images as learning media, it will be a fun learning atmosphere that can attract students to understand the teaching material that the teacher delivered in the classroom. Images can help teachers achieve instructional goals because they are cheap and easy to obtain media, can also increase student activity. In addition, students' knowledge and understanding are broader, clearer, and not easily forgotten.

Learning by using this model focuses on images as a medium for planting a particular concept. The images presented or given are the main factors in the learning process because students will learn to understand a concept or fact by describing and telling pictures given based on their ideas / ideas. The steps in applying the cooperative learning model type picture and picture to the writing material of instructions can be elaborated through several steps. the steps of cooperative learning type picture and picture, namely, 1) the teacher conveys the competencies he wants to achieve, 2) presents the material as an introduction, 3) the teacher shows or shows pictures of activities related to the material, 4) the teacher designates or calls students alternately installing or sorting the pictures into logical sequences, 5) The teacher asks the reason or rationale for the sequence of images, 6) From the basis of the sequence of images the teacher starts planting the concept or material in accordance with the competencies to be achieved, and 7) Conclusions and summaries . Thus, the use of the model picture and picture aims to assist students in solving problems, learning through images of students to know things they have never seen before.

In this case the treatment is the implementation of the type of cooperative learning method Picture and picture in the form of group formation for students consisting of 4-5 students and randomized based on heterogeneous abilities, in this group students are assigned to draw random instructions. After that the students sort the steps to write the instructions correctly, then write the language of the instructions to do something according to the pictures provided. This treatment was carried out twice, after being given two treatments the students were then given a *post-test*. Based on Table X from the results of the calculation of the average score obtained in the final test is 77,60 with good categories. From the results of the data can be seen the difference in the average score in the *pre-test* and *post-test*.

This proves that there is a difference in average scores after giving twice the treatment.

Based on the calculation of the normality test at the *pre-test* and *post-test* in Table VI, the data is normally distributed. Furthermore, in Table VII continued the homogeneity test with the results of $F_{counts} < F_{table}$ ($1.24 < 2,17$), then the data is declared Homogeneous. Based on Table VIII, then the hypothesis testing uses parametric statistics of the *t-test* obtained t_{count} at 11.70 and t_{table} ($\alpha = 5\%$ and $dk = 19$) at 1.729. Because t_{count} (11.70) $>$ t_{table} (1.72). This means that H_a is accepted or there is effectiveness in the use of the cooperative learning model picture and picture on the learning outcomes of writing instructions for the VIII grade students of SMP Negeri 2 Sui Ambawang.

It can be seen that at the time of the first data collection for the test writing skills before using the cooperative learning method picture and picture the students' abilities tend to be low, while in the second data retrieval the final test of students' skills can be categorized as good with the students' scores after the treatment ie the average 77,60 with the total number of students completing 18 students or 90%, and those who did not complete were 2 students or 10%. Based on the results of the data analysis it can be concluded that the ability to write instructions and after using the cooperative learning model picture and picture type on class VIII Sui Ambawang State Junior High School 2 has a significant influence.

Furthermore, the calculation is done to determine the effect of cooperative learning model type picture and picture which can be seen from the results using the *test size effect*. The results of the calculation of the *effect size* based on the above criteria indicate that the resulting value is classified as moderate, ie 2.30. From the above criteria, it can be concluded that the use of the cooperative learning type picture and picture type is very useful and has a major influence on Indonesian language subjects, especially in the instruction writing material for class VIII Sui Ambawang 2 nd grade students.

It is known that the average *pre-test* result is 62.75, while the results *post-test* are 77.60. In connection with sub-problems one and two, namely how to write instruction skills in class VIII Sui Ambawang State Junior High School 2 before and after using cooperative learning methods picture and picture, the calculation of the data above can answer the following sub-problems (1) instructions writing skills in class VIII of SMP Negeri 2 Ambawang before using the cooperative learning method picture and picture with an average score of 62.75 and can be categorized as lacking, then (2) instruction writing skills in class VIII students of SMP Negeri 2 Ambawang after using cooperative learning model type picture and picture with an average score of 77.60. and can be a good category in Table X.

This effectiveness is inseparable from the selection of type cooperative learning models picture and picture that match the material for writing instructions. As the characteristics of writing instructions are required to be clear in their intentions, not confusing and easily followed by the choice of words or languages used, using effective sentences as well as demanding descriptions, using sequential numbers

to distinguish one step from another, the order of explanation must be logical, do not overlap in doing or making something, the order of explanation must relate in a practical and logical manner, so that it will not lead to missteps, and brief, ie only include important things [16]. The characteristics of writing the instructions are in line with the type cooperative model learning process picture and picture which provides opportunities for students to be active, creative and find their own material learned with the help of the images presented.

IV. CONCLUSION

Based on the results of the statistical calculation of the results of data analysis that is done manually, it can be concluded that the writing skills of the class VIII students of SMP 2 Sui Ambawang before using the cooperative learning model picture and picture with an average score of 62.75 and can be categorized low. The skill to write instructions for grade VIII students of SMP 2 Sui Ambawang after using the cooperative learning model picture and picture with an average score of 77.60 and can be categorized as good and has reached the KKM. Furthermore, based on the results of the analysis of the study using the t test stated that H_a was accepted, namely the use of type cooperative learning models picture and picture on the writing skills of the class VIII students of SMP Negeri 2 Sui Ambawang effective with a significance level of 0.05, namely: $t_{count} 11.70 > 1.72 t_{table}$.

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