INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 1 GIDO IN 2023/2024

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Writing is one of four basic skills which is used to communicate each other. In writing, people express the language through written form which is different with speaking that expresses the language orally. Writing is also about the skill of a writer to communicate the information to the reader or group of readers. Writing becomes an important aspect in language learning. By writing, the students can share information and ideas in the written text. They can share to each other about what they think and feel about people, ideas, issues, and events in the written text. Writing is also very important to learn in the school up to university. The students will write their assignments that may be one paragraph or several paragraphs, and they will also write the answers for tests and exams that may be a few sentences, a paragraph or two, or a complete essay in written form.

In writing process, students need strategies and background knowledge about linguistics such as structure or grammar and vocabulary and punctuation. Because they did not know how to made descriptive writing easily and they needed much time for made a text exactly. Moreover, the students had low motivation in descriptive writing and teaching media used by the teacher which was unattractive and monotonous. So, the students needed something to solve those problems.

In addition, Nunan (2019:275) states, "Writing can take many forms, including anything from a shopping list, acting as a memories, through letters, both formal and informal, to academic texts like this essay." Based on the statements, it can be concluded that each type of writing displays a variety of features which can be observed within the sentence at the level of grammar, and beyond the sentences at the level of text structure.

The importance of the writing skill has been show by government attention to the language skill, especially writing skill in the syllabus. the competence standard is expressing the meaning in short functional text and simple short essay in the form of descriptive and recounts to interact in daily life. While Basic competence is expressing the meaning on the simple short essay with using various

written texts accurately, fluently and can be accepted in daily life interaction in the form of descriptive and recount texts. The Minimum Competence Criterion (MCC) that has been decided at the eighth grade of SMP Negeri 1 Gido in Writing is 63.

In reality, based on researcher's observation in the field at the eighth grade of SMP Negeri 1 Gido, the researcher found some problems faced by students when teaching writing, namely: 1)The students' were unable to understand the generic structure in descriptive text. 2) The students' were unable to organize the ideas well, 3).The students were unable to comprehend and summarize the descriptive text.

There were several factors that make the students have problem in writing. The first, problem comes from the students themselves. The students were unable to write the concept of simple easy short text, generic structure in descriptive text (Identification and description) concept of text the students were unable to determine generic structure the concept in term of the text. In writing activity. The second, problem is the students have low ability in writing, it is some of the students often get difficulties in developing their idea it means they cannot information and feedback in teaching learning process. So, they not able to organized their ideas in writing class. And the students are lack motivation to study about descriptive text.

The factors above have become as the series problems and need more attention. In this case, the English teacher as educator and motivator has an important role to design teaching strategy which is interested, appropriate, and enjoyable for the students in teaching and learning processes. Based on those problems the researcher was applied the picture, as a method of in teaching writing to solve the problem. Picture is one of teaching method to increase the students' ability in writing skill especially writing descriptive text.

Hence, the researcher is inspired to apply Picture Strategy to increase the students' ability in writing skill. The researcher uses this strategy in order that the researcher can build the students' writing picture is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students. According to Wright (2018 : 2) that picture are not just an aspect of method but through their

2

representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with. Picture is a part of media in the teaching and learning process. Picture is extremely useful for a variety of communication activity, such as describe and draw activities. Meanwhile, Harmer (2018:135) Picture is extremely useful for a variety of communication activity, such as describe and draw activities. It can be concluded picture is a strategy it has important thing in teaching learning process. Picture also assumed has a positive effect toward the students' ability in memorized new vocabulary. Picture Strategy helps the students to comparehend the text, so they can share ideas and insights into their learning.

Regarding to the previous explanation, the researcher conducted Classroom Action Research (CAR) because the researcher wanted to increase the students' ability in writing. Classroom Action Research helped the researcher to find, organize, prove, and ensure classroom in teaching and the development of the students. It is supported by Pelton (2019:7) who says "Classroom Action Research is a model for teaching with high transparency that enables to determine student's achievements in a daily basis rather than waiting for the end of a quarter". The target of success in this research   students was able to achieve the MCC, the researcher terminated the research.

Therefore, the researcher is interested to solved the students' problem and propose the title "**Increasing the Students' Ability in Writing Descriptive Text by Using Picture Strategy at the Eighth Grade of SMP Negeri 1 Gido in 2023/2024**"

1.2 The Identification of the Problems

Based on the background above, there were some identification of the problems, as follows:

1. The students' were unable to understand the generic structure in descriptive text.
2. The students' were unable to organize the ideas well.
3. The students were unable to comprehend and summarize the descriptive text.

3

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limits herself to search about increasing the students' ability in writing descriptive text by using picture at the eighth grade of SMP Negeri1 Gido in 2023/2024 .

1.4 The Formulation of the Problem

Based on the limitation above, the researcher tries to formulate the problem, namely: "How does picture strategy increase the students' ability in writing descriptive text at the eighth grade of SMP Negeri 1 Gido in 2023/2024?"

1.5 The Purpose of the Research

The purpose of this research was to increase the students' ability through picture strategy in writing especially descriptive text by using picture strategy at the eighth grade of SMP Negeri 1 Gido in 20232024.

1.6 The Significances of the Research

There were some significances that can be taken from this research, namely:

1. The researcher, as a guideline and practice to teach writing descriptive text her teaching activity using picture strategy.
3. The English teacher, as contribution to increase the students' ability in writing descriptive text picture strategy in teaching learning process.
4. The readers as additional information that picture can be applied in teaching writing.

1.7 The Assumption of the Research

Some assumptions in this research were:

1. The teaching-learning process can be assessed by observation.
2. Writing is an important skill to interact with the other people in a more comprehendible access.
3. Picture strategy is an approach to enhance the students' experience into a way of expanding knowledge.

4

1.8 The Limitation of the Research

The limitation of the research as follows:

1. The subject of the research is the Eighth Grade of SMP Negeri 1 Gido in 2023/2024.
2. The object of the research is the students' ability in writing Descriptive Text.
3. In the research, the researcher would conduct Classroom Action Researcher (CAR).
4. The researcher focuses on Picture Strategy in Descriptive Text.

1.9 The Key Terms Definitions of the Research

To avoid the variety misunderstanding, the researcher gives the key terms definitions, as follows:

1. Writing is a process of thinking something to express ideas or thoughts in the written form. It is a language skill, which requires the certain instruction that should be organized well.
2. Picture Strategy is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Writing

2.1.1.1 Definition of Writing

Writing is one of the language strategy that should be mastered by students because from writing the students can convey their desire, believe and deliver the information to others directly through writing form. According Bazerman, et al, (2019:121),

> Writing is only one of the ways of representing messages".Moreover, writing activity involves the procedures of thinking process and making decision to produce written texts used for communication in daily activities.

In addition, English Language Arts Kindergarten Curriculum Guide (2018:108) states, "Writing is a powerful way to communicate ideas, document learning, and develop critical thinking skill".

Mucia in Wati (2018:39) defines writing is the production of the written word the result in a text but the text must be read and comprehended in order for communication to take place. Moreover, writing activity involves the procedures of thinking process and making decision to produce written texts used for communication in daily activities.

Of experts' opinion above, it is concluded that writing is a important skill to be mastered by the students to express their ideas by using written form to share to others, so the reader can understand and get the message easily.

2.1.1.2 Purpose of the Writing

Writing is an activity with purpose. As a human being wants to be active their knowledge of course has an activity to write something in their mind. In other word if someone tries to write of course he/she has some specific purpose.

Purves, et al. in confirms the purposes of writing, namely: to learn, to convey/signal, to inform, to convince/persuade, to entertain, to maintain friendly contact, to store information, and to help remember information.

Moreover, Reinking and Osten (2018:3) assert some purposes of writing are:

1) To inform, we all have our areas of expertise and often share that information with each other. A student in computer science could post a blog on a class instructional site on how to create a web page. A medical researcher shares her research in her publications with other doctors and other research professionals.
2) To persuade, you probably have strong views on many issues, and these feelings may sometimes impel you to try swaying your reader. In a letter to the editor, you may attack a proposal to establish a nearby chemical waste dump, or alarmed by a sharp jump in state unemployment, you might write to your state senator argue for a new job-training program.
3) To express yourself, when you text a friend, you choose words and phrases to show off who you are. By your topic, word choice, example, or turn of phrase, you display a bit of yourself whether in e-mails, journals, poetry, essays, or fiction.
4) To entertain, some writing merely entertains: some writing couples entertainment with a more serious purpose. A lighthearted approach can help your reader absorb dull or difficult material.

All in all, the main purpose should be recognized well by the students to avoid misinterpretation by the readers. In writing Descriptive text, the students must be able to consider about the writing purpose that is to inform the something of what has happened or what will happen to the readers.

2.1.1.3 Process of Writing

Everything is nothing without process. It is same with writing case. Before there is a product of writing, there are some stages of process must be passed by a writer.

According to Carrol (2019:15) stages of writing are:

1) Prewriting: analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
2) Drafting. It means making a case and structuring your evidence for that case.
3) Revising. It means putting yourself in the place of the reader, rethinking your approach, and making change that will improve your case.
4) Editing. In other words polishing the writing; fixing errors in grammar, spelling and mechanic.
5) Publishing. It means eliminating errors and improving the coherence and readability of your presentation.

Moreover, Birnie (2019:1) adds some several stages as the process of writing as follows:

1) Prewriting

This stage involves thinking about the writing ahead, perhaps choosing or narrowing topic; selecting a point of view, approach, or framework for presenting the subject; and even thinking about details, anecdotes, or images that will develop the subject. Activities that frequently occur during this stage are reading selections that contribute to the writer' grasp of the subject; viewing films, DVDs, or pictures that deal with the topic; jot-listing, clustering, or mapping ideas; and talking to other people about the ideas.

2) Planning

The planning stage, while still "prewriting" in the sense that it usually occurs before the actual writing, involves recording a plan for the finished piece. the plan may be as formal as an outline or as informal as a list, a diagram, or a map to guide the writing.

3) Drafting

In the drafting stage, the writer creates a flow of tought, connecting ideas into phrases or sentences on paper and perhaps, if the plan works, moving directly to paragraphs or even chapters. The writer is not preoccupied with correctness at this point; it is more important to get the ideas down on paper than to maintain adherence to the plan or to be concerned with mechanical aspects of writing such as spelling, punctuation, or capitalization.

4) Revising

By revising, the writer makes the piece better. Depending on the condition of the draft, this stage may require anything from Band-Aids (refining word choice, amplifying a detail or two, or combining sentences) to major surgery (reordering chunks of writing, filling gaps left by the drafting, or deleting whole sections). In this stage, the writer asks, "Does this pessage convey the intended meaning?" Reading the piece aloud, asking for responses from others, or leaving the passage alone for a time and then seeing it a fresh are techniques that aid revision.

5) Editing

By editing, the author (or editor) makes the writing mechanically correct. In this stage, attention turns to the details of variety in sentence length and structure and the conventions of language: Spelling, punctuation, capitalization, and standard usage.

6) Sharing

In this stage, the writing reaches it is intended audience. If the composition fulfills it is purpose this stage concludes the process. However, as pointed out earlier, sharing is not only thefinal stage; it may be useful as well when the author is prewriting, planning, and revising.

Based on the statement above the researcher concludes in teaching and learning process in the classroom, the teacher must pay attention to the process of

writing above in writing composition well, because of writing or writing rarely gets attention on writing activities can train students to think coherently, and to develop creativity and rhyming, in order the students understand easily to write composition essay through every step of the process of writing and get a good result in writing.

2.1.1.4 Elements of Writing

According to Tahvildar and Zade (2020:3), some elements of writing that must be understood by the students as writers as follows.

1) Ideas; the most important part of the message, the subject matter of the piece, the central theme, pluss all details that supplement and develop that theme.
2) Organization; the internal arrangement and pattern of a piece of writing so long as fits the central idea.
3) Voice; the writer's personal engagement with the topic, the way he communicates and what makes him different from others.
4) Word choice; the use of affluent, vivid, accurate language that communicates not just in a functional way, but also in a way that moves and informs the reader. Strong word choice is typified not so much by a special vocabulary that impresses the reader, but more by the skill to use everyday words well.
5) Sentence fluency; the flow of the language, the sound of the word patterns, the way in which the writing plays to the ear, not just to the eye. How does it echo when read aloud? That is the test. Smooth and flowing writing has power, rhythm, and movement. It is free of awkward word patterns that illustrate the reader is advancement. Sentences fluctuate in length and style, and are so well manipulated that the writer moves through the piece with ease.
6) Conventions; the mechanical accuracy of the piece-spelling, grammar and usage, paragraphing, use of capitals, and punctuation. Writing that is strong in principles has been proofread and edited with care.

Furthermore, Barger (2019:13) states several elements of writing as the follows:

1) Ideas; the message along with the main theme and details.
2) Organization; the internal connecting structure.
3) Voice; the unique expression of common and ideas.
4) Word choice; finding the right words to express ideas clearly, concisely, and creatively.
5) Sentence fluency; connecting strings of sentences with rhythm, flow and logic.

6) Conventions; grammar, spelling, punctuation, and everything else us nitpickers love to pick over.

Both of two theories from different experts have the similar ideas in explaining the elements of writing. To sum up, ideas, organization, voice, word choice, sentence fluency and coventions are the really crucial parts concerned in writing. In writing an announcement, the students should consider about the aforementioned elements of writing to make their writing coherent and orderly.

2.1.1.5 The Ability of writing

Ability of writing is a creative act of someone or a writer to arrange his/her experience. According to Crews (2018:2)

"Ability is possesion of the quality required to do something or get something done". In other words the ability is that writers can develop their idea or thought that have in their brain to convey it into a text of essay in writing form and have result that is satisfying.

Then that there are some qualities of good writing namely: idea is relevant to the topic, organization (coherence and unity), words choice (refers to phrase) and sentence fluency. In other words, the writer must be able to pay attention to some ability above because without paying attention to it, the result of writing does not get success.

So, the researcher concludes that the writers should have capability to do something well, and must be able to pay attention in some qualities of writing. Because without having ability or capability in writing strategy, someone cannot do something, make the readers confused and unsatisfied about our idea, feeling or opinion through written form.

2.1.1.6 The Teaching of Writing

Teaching writing is helping students understand that writing is very important to develope because the students are able to increase their creativity in writing text. As a good English teacher, one should master in English because he/she can tell the students the he/she can tell the students the true one how to begin and end the writing. That's why as a teacher, she or he should be resposible to make the students able to write English well.

Brown (2018:343) divides five major categories of classroom writing performance,as follows:

1) Imitate or writing down
   Imitate has the meaning like dictation. The students write the words that the teachers read.
2) Intensive or controlled
   Writing is sometimes used as a production model of learning, reinforcing, or testing grammatical concepts. This writing is typically in controlled, writing grammar exercises.
3) Self-writing
   Self-writing is a note taking, where the students take note during a lecture for the purpose of later recall.
4) Display writing
   Short answer exercises, essay examination from students and and ever research reports will involve an element of display.
5) Real writing
   In teaching learning writing process there are four categories, they are:
   a) Summary (a synopsis).
   b) Description (observation of external or intrinsic properties).
   c) Evaluation (assesment of quality or effectiveness).
   d) Analysis (discussion and interpretation of underlying ideas).

In essence, the researcher concludes that the teacher should have a good basic knowledge or strategy to teach the students in teaching learning process, in other word the teacher prepares before teaching the students in the class, gives motivation to the students to make them interesting and able to create their ability in writing.

2.1.1.7. The Assessment of Writing Descriptive Text

To creates good writing, the writer should pay more attention to several aspects. Therefore, Brown (2004) in Sa"adah (2020) states an effective composition should meet the qualities in some terms such as content, organization, vocabulary, language use, and mechanic. Moreover, scoring rubric adapted from Brown (2007) in Yokie, dkk (2021) including the content, grammar, organization, vocabulary and mechanic. The criteria can be seen as follow:

TABLE 1
SCORING RUBLIC BASED ON BROWN 2007

Aspect	Score	Recount Performance
Content 30%	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	he topic is not clear and the details are not relating to the topic
Grammar 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Organization 20%	4	Identification is complete and description are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and description are arranged with few misuse of connectives
	1	Identification is not complete and description are arranged with misuse of connectives
Vocabulary 15%	4	Effective choice of words and words forms
	3	Few misuse of vocabularies, word form but not change the meaning
	2	Limited range confusing words and words form
	1	Very poor knowledge of words , word forms, and not understandable
Mechanics 15%	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by eror of spelling, punctuation and capitalization

Formula: Score= $\dfrac{3C+2G+2O+1{,}5V+1{,}5M}{40}$ = x 100

2.1.1.8. The Syllabus of Writing of SMP Negeri 1 Gidoat the Eighth Grade

In the syllabus of K13 in English of the eighth grade students in SMP Negeri 1 Gido in 2032/2024. The competence standard that should be reached by the students is comprehending the meaning of written functional text and simple short essay in descriptive related to the environment. Also, in basic competence states that responding the meaning of short functional, accurately, fluently, to interact with daily life context. Furthermore, in indicator states that the students should read the descriptive clearly, identifying the meaning of descriptive, identifying the communicative purpose of descriptive. Ideally, the students should reach the competence standard that is provided in the syllabus, the minimum competence standard in the school is 70. The students need to find out certain information which may be related to their lesson, especially information which may not be presented by the teacher in classroom. The information that is provided may be related to the students, daily activity. In other words, the syllabus hopes that the students' ability in reading skill should raise the students' ability in understanding the meaning of the text by relating it to the environs.

Based on the syllabus of SMP Negeri 1 Gido at the eighth grade students, learned by the students as the learning material, they are descriptive text.

2.1.2 Descriptive Text
2.1.2.1 The Definition of Descriptive Text

According to Stanley, et al., (2018:91) that descriptive text is to describe objects or persons in which the writer is interested. Dorothy, et al., (2018:25) say, "Descriptive text explains how someone or something looks or feels". It can be said that descriptive text tell something (person, place, or thing) that someone looks and feels based on the fact and conveyed by words, in order the readers get information, feel, and beliefs the reality about the writers describe.

Furthermore, Perrin (2018:76) says, "Descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text." In other words descriptive text make the readers interested and want to come directly on the field based on the writers describe.

13

Based on the theories above, it is concluded that descriptive text is to describe something such as person, place, and thing aimed to the readers until the readers interested and comfortable to read.

2.1.2.2 Kinds of Descriptive Text

According to Stanley, et al., (2018:96), there are three kinds of descriptive text that will are discussed, namely:

a) Describing a person
   Composition in describing a person consists of:
   (1) An introduction, it means that giving brief information about who/how you meet him/her, how you hear about him/her, etc.
   (2) A main body includes such thing as physical appearance, personality /behavior, manner or detail of the person life and life style.
   (3) A conclusion includes comment on why the person is of interest.

b) Describing a place/building
   Composition in describing a place/building consists of:
   (1) An introduction, giving brief information about the name and location of the place/building and stating the reason for choosing to write about it (what is famous for, what makes it so special, etc).
   (2) A main body, giving both general and specific detail about the place/building usually moving from the general feature to specific one.
   (3) A conclusion, you express your feeling or opinion concerning the subject or giving a recommendation.

c) Describing a thing
   Composition in describing a thing consists of:
   (1) An introduction, giving brief information about the name and location of the thing.
   (2) A main body, giving both general and specific detail about the thing.
   (3) A conclusion, express your feeling or opinion concerning the subject or giving a recommendation.

So, it can be drawn that writing composition in descriptive paragraph should consist of: an introduction, a main body, and a conclusion. In other words the readers understand more easily and clear about the information and explanation they can get from the paragraph. In the research, the researcher is going to focus on writing a thing.

2.1.2.3 The Structure of Descriptive Text

14

Shrier (2019:2) divides the generic structure of descriptive text into two parts, on the next page:

1) Identification (The identification part where writers of descriptive text identifies phenomenon to be described).

2) The description (describes parts, qualities, and characteristics).

2.1.2.4 The Language Characteristics of Descriptive Text

According to Shrier (2019:2) descriptive text has some languages characteristics, they are:

1) Use of noun phrases.

2) Use of adverbial phrases of time and place.

3) Use of simple present tense.

4) Use of adjective phrases.

Example of Descriptive Text

Monas National Monument

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945.

The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations.The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.Go early to beat the crowds and the haze. It is easy for the less physically

able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

2.1.3 Picture Strategy
2.1.3.1 Defenition Picture Strategy

Picture Strategy is one of the strategies that can be used by the English teacher to solve the students' problems in writing, especially in descriptive text. Picture is one of the varieties of teaching aid which is used to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

According to Campbell and Gonzales (2018 : 686), the use of picture is very useful in the teaching process. Picture contribute to improve the students' interest and motivation in the teaching learning process. It helps the students in developing ideas to write a text. Ahmad (2018 : 18) states that picture is part of visual media that can use tool in teaching learning English. Picture is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students.

According to Sulaiman (2018 : 26) picture is one of visual aid that can be used by the teacher. Picture is the important visual aid and easy to be gotten. Picture made people receivers some idea and information on it clearly. Beside that, picture can be used as education media and have a value of education for pupils and could they study effectively in the school .

Based on the experts' opinion above, it can be concluded that picture is a learning strategy that uses images and paired/ sorted into a logical sequence. By preparing pictures, the teacher can determine the ability of students to understand

the main problem concept and trained students to think logically and systematically.

2.13.2 The Procedures of Implementing the Picture Strategy

According to Suprijono (2018:125) the procedure of implementing the Picture Strategy as follows:

a. The educators convey the competencies to be achieved.
b. The educator presents the material as an introduction.
c. The educator shows an image related to the material.
d. The educators invite or call students to take turns installing or sorting images to be more logical.
e. The educator asks the reason or rationale for the image.
f. From these reasons the educator begins to provide concepts in accordance with the material competencies to be achieved.
g. conclusion and summary.

According to Shoimin (2019:123) the procedure of implementing the Picture Strategy as follows:

a. Educators convey the competencies to be achieved, in this step, it is hoped that it can convey the basic competencies of the subjects presented so that students can be measured how far the material must be mastered.
b. Presenting the material as an introduction in the sense that the material becomes an introduction to something important, educators provide momentum for the initiation of learning so that success in learning can begin and provide the motivation that attracts the attention of students.
c. The educator shows a picture or shows pictures of activities related to the material.
d. Educators point or call students, in turn, to install or sort images to be more logical and correct, at this stage educators must be able to motivate because the direct appointment is sometimes less effective and makes students feel punished and one of them is by drawing so that students know how to carry out the tasks that have been given.
e. The educator asks the reason or rationale for the picture to invite students to include the storyline or KD demands with the indicators to be achieved.
f. Educators begin to embed concepts or material by the competencies achieved by the process of discussion and reading images, educators must emphasize the competencies achieved by repeating, writing, or other forms of student goals that are important in achieving KD indicators that are have been established.
g. Conclusion and summary, at this stage, carried out with students and educators to help in the process of making conclusions so that students better understand the material that has been given.

Based on the both theories above, the researcher modified the ways to make Picture Strategy, as follows:

1) The researcher introduced the materials about descriptive text to the students.
2) The researcher recalled the background knowledge of the students.
3) The researcher explained how to use the Picture Strategy Technique in writing descriptive text to the students.
4) The researcher prepares the picture and real object.
5) The researcher explained about the picture.
6) The researcher showing about the pictures to the students.
7) The researcher give a test related a picture.
8) And the last, the researcher take a conclusion.

2.1.3.3 The Advantages and Disadvantages of Picture Strategy

According to Wright (2018: 4), there are some advantages of implementing Picture Strategy as follows:

a. Picture can motivate students and make him or her want to pay attention and take apart.
b. Picture contribute to the context in which language is being used.
c. Picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

Of the theories, it can be concluded that Picture strategy is a strategy that empowers the researcher to increase the students' ability in reading writing. So, the advantages of the strategy helps the students get the information from a descriptive text in achieving inferential level of writing.

Besides that, there are some disadvantages of Picture Strategy as Arsyad (2018: 3), they are:

a. Students pay attention on the picture more than on learned material.
b. It takes time and costs much to provide attractive pictures.
c. Small and unclear picture may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

Regarding to the experts' opinion above, the researcher conclude that the advantages of Picture strategy are to help the learners more interested in doing writing activities and help the teacher to know the students' background knowledge because it involves the students directly to use their mind in thinking.

2.2 Conceptual Framework

In conducting the research, writing is choosed to search. In syllabus of K-13 there are competence standard, basic competence, indicator and MCC that should be achieved by the students in writing. But the students cannot achived because there are some problems that influence the students ability in writing. So, the researcher applies one strategy namely Picture Strategy. To increase the students ability in writing, the researcher uses " Descriptive Text". To resultof the research, the researcher conduct essay test to students. The researcher uses Classroom Action Research (CAR) to implement the procedure of Picture Strategy. To make easy undestand, the researcher make a framework on the next page.

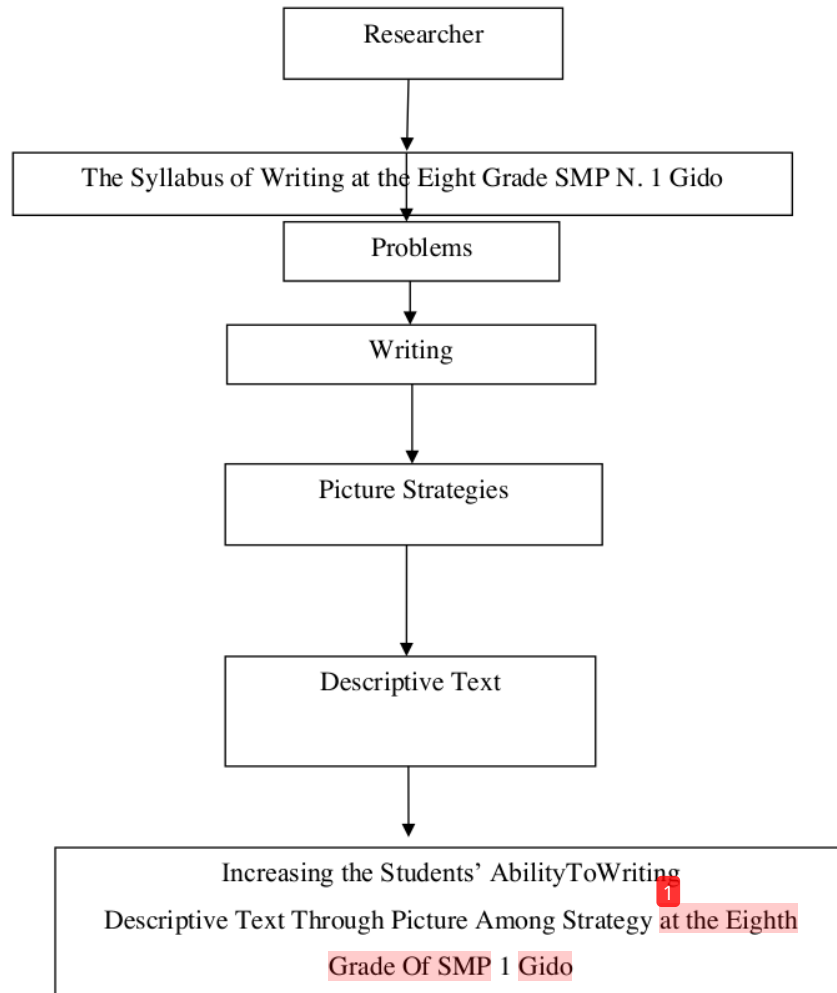For more clearly, the figure will be described as follows:

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│  The Syllabus of Writing at the Eight Grade SMP N. 1 Gido  │
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┌─────────────────────────────┐
│          Problems           │
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┌─────────────────────────────┐
│           Writing           │
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┌─────────────────────────────┐
│       Picture Strategies    │
└─────────────────────────────┘
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│       Descriptive Text      │
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│      Increasing the Students' AbilityToWriting      │
│  Descriptive Text Through Picture Among Strategy at the Eighth │
│            Grade Of SMP 1 Gido                       │
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Figure1. The Conceptual Framework to Research

CHAPTER III
RESEARCH METHOD

3.1 The Type of Research

The purpose of the research focuses on increasing the students' ability in writing especially descriptive text through Picture Strategy. So, the researcher was conducted Classroom Action Research (CAR) to solve the students' problem in writing descriptive text with expectation; the purpose of the research could be achieved that was to increase the students' ability in writing descriptive text. A simple way to understand action research is take a look at the term itself and separate its parts. Action means pretty much what you might think it would. In term of action research, the action what you do as a professional teacher in the classroom. There are some significant and recommended activities will do by the researcher such as creating learning environment, interacting with the students, developing lesson plan, assigning homework, and almost everything will do in daily routine of teaching constitutes the "action" of action research, while research refers to the methods, habits, and attitudes.

Mc Niff (2019: 2) as quoted by Kemmis, "Classroom Action Research is a form of self – reflective enquiry undertaken by participant (teacher, students) in social situation in order to increasing the rationality and justice of : 1. their own social or educational practice, 2. their understanding of these practices and 3. The situation (institution) in which this practices are carried out. In other word, CAR has a purpose in increasing the educational practice or in teaching – learning process. And then, Watts (2018: 118) says that Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In other words, the goal of Action Research is to increase one's teaching practice.

Based on the opinions above, it can be concluded that CAR is used to assess and increase the quality of the classroom activities in the educational field. So, the researcher will use CAR to overcome the problem of the research. The researcher tries to search about increasing the students' ability in writing through Picture Strategy at the eighth grade of SMP Negeri 1 Gido in 2022/2023.

Therefore, the researcher needs help of the English teacher of the eighth grade of Negeri 1 Gido in as the teacher-collaborator to observe the students and the researcher's activities during teaching learning process as requirement to do CAR. The object of the research is the students' ability in writing through Picture Strategy. The object of the action is to increase the students' ability in writing, especially in descriptive text, by using Picture Strategy.
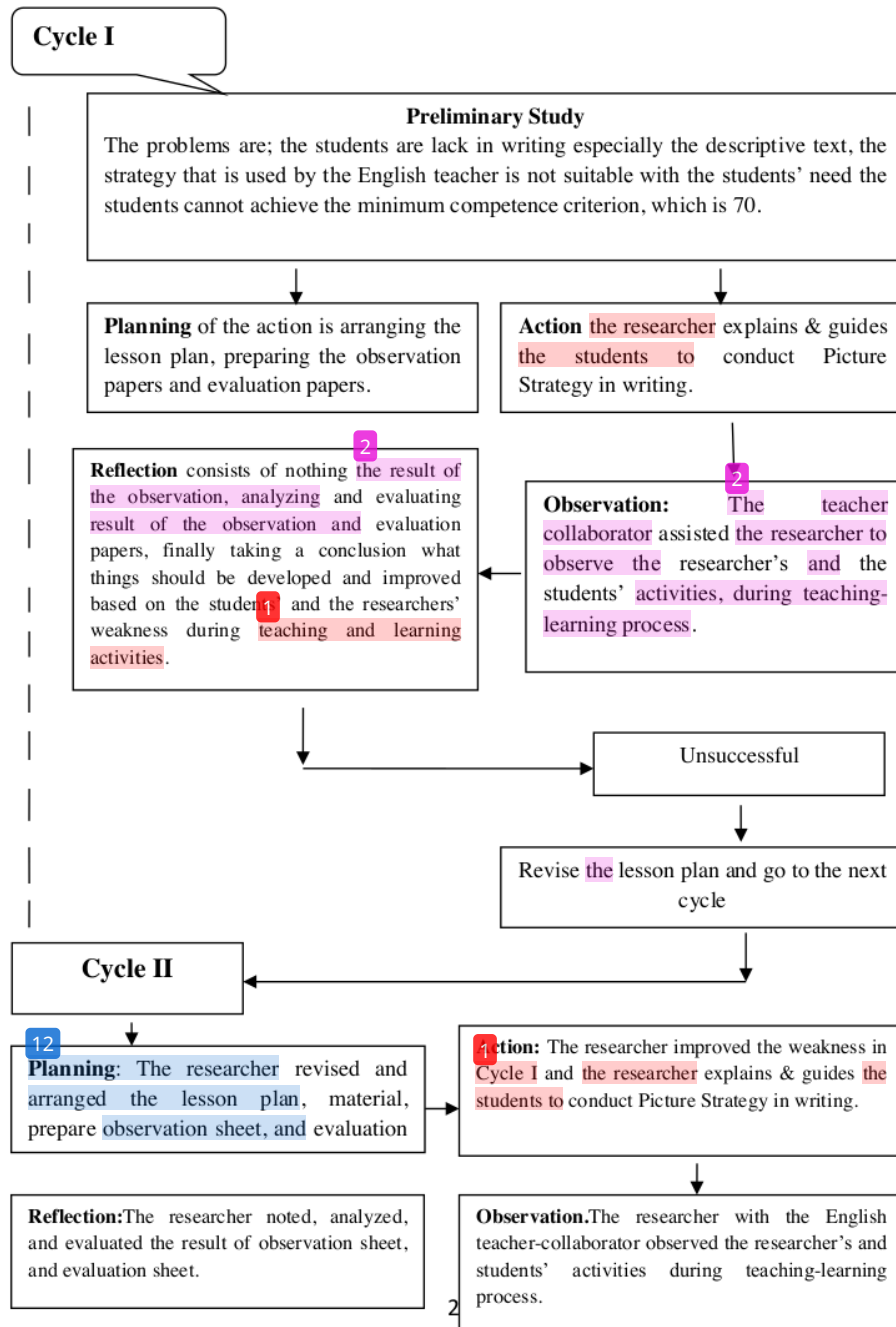
3.2 Procedure of Research

In doing the research, the researcher uses the Classroom Action Research (CAR). It will be done in one or more cycles, it is depended on how the students' achievement whether they can achieve the Minimum Competence Criterion that is decided by implementing Picture Strategy in descriptive text. If Cycle I is successful, the researcher will stop to do the research. But the researcher will continue to the next cycle if the students cannot achieve the Minimum Competence Criterion that has been decided in that school. Each cycle consists of two meetings. The schedule of each meeting is 2x40 minutes. In teaching writing by using Picture Strategy, the researcher uses descriptive text to increasing the students' ability in learning writing.
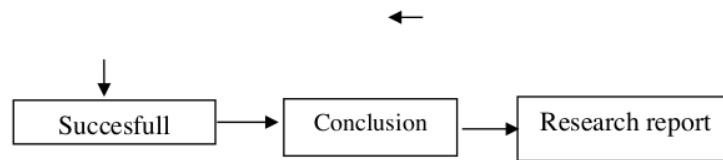
According to Ferrance (2018: 9), the procedure for action research can be described as a cycle in four stages such as below:

1. Planning is a process to prepare everything, which is needed during doing this research such as lesson plan, materials, observation paper, evaluation paper and field notes.

2. Action is the realization of theory and teaching strategy. It is aimed to increase the students' ability.

3. Observation is collecting the data and information that can be used as the input in doing reflection toward what have been done in action. The object of observation is the students and the researcher. Observation refers to the instruments that have been arranged.

4. Reflection is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation of what have been done in the action. In reflection, the researcher takes the conclusion whether the problem has been overcome or not and whether the research should be continued to the

22

next cycle or not. But if it has been overcome the researcher will stop doing the next action.

The procedure that the researcher will conduct planned in the cycles as follow:

Cycle I

Preliminary Study
The problems are; the students are lack in writing especially the descriptive text, the strategy that is used by the English teacher is not suitable with the students' need the students cannot achieve the minimum competence criterion, which is 70.

Planning of the action is arranging the lesson plan, preparing the observation papers and evaluation papers.

Action the researcher explains & guides the students to conduct Picture Strategy in writing.

Reflection consists of nothing the result of the observation, analyzing and evaluating result of the observation and evaluation papers, finally taking a conclusion what things should be developed and improved based on the student and the researchers' weakness during teaching and learning activities.

Observation: The teacher collaborator assisted the researcher to observe the researcher's and the students' activities, during teaching-learning process.

Unsuccessful

Revise the lesson plan and go to the next cycle

Cycle II

Planning: The researcher revised and arranged the lesson plan, material, prepare observation sheet, and evaluation

Action: The researcher improved the weakness in Cycle I and the researcher explains & guides the students to conduct Picture Strategy in writing.

Reflection: The researcher noted, analyzed, and evaluated the result of observation sheet, and evaluation sheet.

Observation. The researcher with the English teacher-collaborator observed the researcher's and students' activities during teaching-learning process.

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      ┌──────────────┐     ┌──────────────┐     ┌──────────────┐
      │  Succesfull  │ ──→ │  Conclusion  │ ──→ │Research report│
      └──────────────┘     └──────────────┘     └──────────────┘
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Figure 2 : The Researcher Procedure of Increasing the Students' Ability
in   Writing by Using Picture Strategy

Based on the figure above, the researcher conducts the research for one cycle that consists of two meetings. In that cycle, the researcher does the research by planning, implementing, observing, and reflecting. Supposed the result of the reflection in that cycle is unsuccessful, so, the researcher will go to the next cycle by re-planning the Action.

The cycle consists of two meetings which will be held at the eighth grade of SMP Negeri 1 Gido especially VIII-1 class which consists of 20 students. The procedure of implementing the action in cycle as the researcher explanation as follows:

1) Cycle 1

In the first meeting, the researcher does the procedure of CAR, namely planning, action, observation, and reflection. process of the research in the first meeting as follows:

a. Planning

In planning, the researcher will prepare some things, such as:

a.   Lesson plan.

1) Material.

2) Observation sheet of both the students' activities and the researcher' activities.

3) Evaluation sheet for students.

4) Field notes of both the students' activities and the researcher' activities.

b. Action

In the action, the teaching and learning process in the classroom by using Picture Strategy, as follows:

1. Pre Teaching-Learning Activities :

24

a) The researcher greets the students.

b) The researcher introduces himself to the students.

c) The researcher checks the students' present list.

d) The researcher introduces the material to the students.

2. Whilst Teaching-Learning Activities

   a) The researcher explains the definition and the characteristics of descriptive text to the students and gives an example.

   b) The researcher gives a text about descriptive text.

   c) The researcher shows to the students a picture.

   d) The researcher asks the about the picture that give.

3. Post Teaching-Learning Activities):

   a) The researcher asks the students' difficulties in writing a descriptive text by following the Picture Strategy procedures.

   b) The researcher concludes the material discussed.

   c) The researcher closes the meeting by greeting the students.

4. Observation

   This phase, the teacher collaborator helps the researcher to observe the researcher's and the students' activities during the teaching-learning process such as:

   a) Observing the researcher's activities during teaching-learning process.

   b) Observing the students' activities during teaching-learning process.

   c) Observing the students' weaknesses in writing.

   d) Observing the improvement of students' ability in writing by applying Picture Strategy.

5. Reflection

   In the phase, the researcher will do some activities as follows:

   a) Noting the result of observation about the students' and the researcher's activities.

   b) Analyzing and evaluating the result of the observation about the students' and the researcher's activities.

   c) Analyzing the material that has been taught to the students.

   d) Analyzing and noting the things will be increasing in the next meeting.

2) Cycle 2

In the second meeting, the researcher continues the activities from the first meeting that is to evaluate the students' ability in writing a descriptive text. The activities that have been done by the researcher are: planning, action, observation, and reflection.

a. Planning

In planning phase, there are some things that must be prepared by the researcher in conducting the action in the classroom, such as:

1) Lesson plan.
2) Material.
3) Observation sheet of both the students' activities and researcher's activities
4) Evaluation sheet for students.
   5) Field note of both the students' activities and researcher's activities.

b. Action

In the phase, there were some things that will be done by the researcher as follows:

1. Pre Teaching-Learning Activities
   a) The researcher enters the classroom and greets the students as well as asks their condition
   b) The researcher checks the students' present list.
   c) The researcher reviews the students about the last material.
2. Whilst Teaching-Learning Activities
   a) Reviewing the students about the last material by giving some questions concerned with the previous material.
   b) The researcher explain how to make descriptive text easily by using Picture strategy
   c) The researcher distributes evaluation paper to the students as the final test in Essay Test.

d) The researcher gives times to the students to answer the questions individually and write the answer in evaluation paper provided by the researcher.

e) The researcher collects the students' evaluation papers.

f) The researcher tells the right answers to the students.

g) The researcher asks the students' difficulties about the material.

h) Post Teaching-Learning Activities

i) The researcher concludes the material that had been discussed.

j) The researcher closes the meeting by greeting the students.

3. Observation

The teacher collaborator helps the researcher to observe the students' and the researcher's activities during teaching-learning process, observing the ability of students during teaching-learning process, and observing the weaknesses of the students during teaching-learning process.

d. Reflection

In the phase, there were some activities that will be done by the researcher as follows:

a) Noting the result of observation about the students' and the researcher's activities.

b) Analyzing and evaluating the result of the observation about the students' and the researcher's activities.

c) Analyzing and evaluating the students' evaluation paper in essay test form to know the students' ability in writing after doing the action.

d) Analyzing the material that has been taught to the students

If the result or score of the students in writing is lower than the Minimum Competence Criterion that has decided in the cycle, the researcher continues the research to the next cycle by considering the weaknesses in the Cycle until all the students can pass from the Minimum Competence Criterion decided.

There were two kinds of the data in the research to be collected; they are qualitative and quantitative data. Qualitative data is the data that described the students' behavior and attitudes during teaching-learning process, while the

27

quantitative data is the data that indicates the students' ability in writing especially in descriptive text.

The instruments that will be used by the researcher in collecting the data of the research as follows:

1) Observation sheet

Observation sheet is used to note the students' and the researcher's activities during teaching-learning process (the weaknesses and advantages). In doing the observation, the researcher cooperates with the English teacher as the teacher collaborator to observe these activities. The result of the observation paper is used as the source of qualitative data.

2) Field notes

It is a piece of blank paper used by the teacher-collaborator to know the weakness, strength and improvement during teaching-learning process or all social events happen.

3) Evaluation sheet

Evaluation sheet is used to observe the ability of the students in writing especially in write the descriptive text based on the steps in applying Picture Strategy. In the evaluation sheet, the researcher uses essay test to know the students' in writing the descriptive text. This paper is distributed to the students in cycle itself. The information that is gathered from this paper is analyzed to prove whether strategy used is able to increase the students' ability in writing or not. The result of this paper is used as the source of the quantitative data.

3.3 Setting and Schedule of the Research

The setting of the research is in SMP Negeri 1 Gido. It is located at Hiliweto Gido village, Gido sub district and Nias regency.In this study, researcher will collaborate with an English teacher who teaches at the eightgrade. This research will be conducted for two months. Which will be carried out from April and May based on the educational calendar used at SMP Negeri1 Gido.

3.4 The Subject of the Research

The location of the research was at SMP Negeri 1 Gido.There are 70 teachers in this school, and 3 of them were English teacher. This school consists of 27 classes, which 9 classes are seven grade, 9 classes are eighth grade and 9 classes grade are nine of whole 906 students. The subject of the research was the VIII-I which consisted of 20 students.

The researcher chose this subject, because the students' ability in writing was still lack as the information from the English teacher of the eighth grade of SMP Negeri 1 Gido.

TABLE 2

THE TOTAL NUMBER AT SMP NEGERI 1 GIDO

No	Class	Total
1	VIII	20
Total		20

3.5 Variable of the Research

There were two variables in this research, namely bound or dependent variables and independent variables. The variables are as follows:

a. The dependent variable is variables that appear in the teaching of writing, in research as a direct result of the manipulation and influence of the independent variables. The dependent variable in this study is that students will be taught to write descriptive text.

b. An independent variable is a variable that is influenced by the keyword method or the cause of other variables. The independent variable in this study is the use of Picture strategy.

3.6 Instrumen of the Research

The data collects in the research is qualitative and quantitative collects by using research instruments, observation sheet, field notes and evaluation sheet.

Qualitative data is a kind of data that refer to all the researcher's and the students' activities and attitudes during the teaching and learning process.While quantitative data is a data about the inrease the students achievement in writing descriptive text.

The researcher used research instruments incollecting the data as follows:

a. Observation sheet

The observation sheet is used to observe the process of student activity.

b. Field notes

Field notes contain all the activities or even that did not note in observation sheet during the teaching-learning process conducted by the researcher in the classroom.

b. Test/Evaluation sheet

This test/evaluation sheet will be used to find out the results of the teaching and learning process that has been carried out using the picture strategy.

c. Documentation

Documentation is also used in this study, to provide a concrete description of the research implementation, how the learning process took place and to strenghten the data obtained during the research implementation.

3.7 Data Collecting Technique

Data collection techniques are the steps that will be taken in collecting data and information during the research. The researcher analyzes the data in the form of observation sheets, field notes and student test/evaluatin sheet.

1. Observation

Observation activities are carried out by observing all activites that take place during learning.

2. Field notes

Field notes will be prepared by the researcher during the process of implementing learning activities, to record what activities occur during the learning process.
3. Test/evaluation sheet

Given in the form of written questions to measure and determine the ability of students after implementing the teaching and learning process using the picture strategy.

3.8 Indicators of the Research

Indicators are information that shows a change. Success in this research will be marked by an increase in students' ability to write descriptive texts through picture strategy, the success of learning activities can be seen from how to solve problems in research. This research is an observation. It is used in research and has been planned as a research data collection if it has criteria such as observation of the object under study. Presentation of success scores is that students can achieve or pass the Minimum Competency Criteria (MCC).

3.9 Data Analysis Technique

The data analyzed in the research was qualitative data and quantitative data. After the data collected, the researcher analyzed it. The data sourced from observation sheet and evaluation sheet.

3.9.1 Analyzing the Qualitative Data

There were some steps to analyze the qualitative data, as follows:
a. The Reduction of the Data

The researcher evaluated the data include reflection, setting focus, simplifying making abstractions, and transforming data during observation (e.g. field note).

b. The Display of the Data

The next steps after the researcher reduction the data is displayed the data. The researcher displayed the data by organizing and making the summary of the data that make researcher easier to take conclusions.

c. The Drawing conclusions

The last step to analyze the qualitative data was to make drawing a conclusion. The researcher will draw the conclusion based on the data.

The sources of the data above will explain more clearly. The observation sheet will analyze and evaluate by using formula as suggested by Tuckman Nurgiyantoro (1975: 2875) as follow

$$PD\ (\%) = \frac{F}{TA} \text{ x } 100\%$$

In which:

PD   : Percentage degree

F   : Frequency the research"s and the students" activities have been   already done.

TA   : Whole activities of the research and the students

100%   : Constant and maximal number of percentage

3.9.2 Analyzing the Quantitative Data

Besides qualitative data, there is quantitative data that should be analyzed by researcher. The quantitative data is getting from the writing test of the students. After getting the students" scores, the researcher will determine the percentage of the students" skill in writing descriptive text especially in describe person. The researcher used the formula by Brown (1996: 8), as follows:

$$Value = \frac{Obtained\ Score}{Maimum\ Score} \text{ x } 100\%$$

After getting the value, the researcher classified the value according to degree of ability such as presented below:

0 – 42 was classified as very poor

43 – 62 was classified as poor.

63 – 74 was classified as average.

74 – 44 was classified as good.

85 – 100 was classified as excellent.

The formulas above are very important as guidelines for the researcher to get the students' mark and in learning writing by using Picture Strategy. The indicator that the researcher uses to determine the students' success in learning writing is the Minimum Competence Criterion (MCC) decided in SMP Negeri1 Gido in writing skill. The Minimum Competence Criterion is 63. Consequently, the students who get the mark ≥ 63 are successful and the students who get the mark ≤ 63 are unsuccessful.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

1. Research Findings

1.1 Research Setting

The location of the research is SMP Negeri 1 Gido, which was located at Hiliweto Gido. This school consists of some rooms, there were, a headmaster's room, a teachers' room, an administration room, a library room, a laboratory room, and 8 classes. It has one court of sport such as a badminton court. Other than that the school has a quiet atmosphere because it is surrounded by many trees, flowers, and plants that support the teaching and learning process.

SMP Negeri 1 Gido consisted of three levels of the students, they are: the seventh grade consists of 3 (three) classes, the eighth grade consisted of 3 (three) classes, and the ninth grade consists of 3 (three) classes. The total number of the teachers consists of 34 (thirty-four) persons, 6 (two) persons of them were English teachers.

The subject of the research was the students in the eighth grade of SMP Negeri 1 Gido in 2023/2024. However, in the research, the researcher chose the students at the eighth grade because the students at the eighth grade on the school had weakness in reading especially in comprehending of descriptive text, which the total number of the students was 20 students as her subject in doing his research; they were 4 boys and 16 the girls.

The researcher researched by the agreement of the headmaster of SMP Negeri 1 Gido. In doing the research, there were some procedures, which were: (a) planning, (b) action, (c) observation, and (d) reflection. During the

34

implementation of the research, the researcher was helped by the English teacher of SMP Negeri 1 Gido as the teacher-collaborator to observed the students' and the researcher's activities during the teaching-learning process so that the activities of the researcher and the students could run well and the result could be valid. During conducting this research, all the students were always present.

2. The Students' Writing by Using Picture Strategy

a. Cycle I

Cycle I consisted of two meetings as designed in the lesson plan. The first meeting was done on Monday, 22th May and the second meeting was on Wednesday, 24 th May 2023. The two meetings were held at the eighth grade of SMP Negeri 1 Gido with the total number of students 20 persons and all the students were present. The duration time in Cycle I was 4 x 40 minutes for two meetings.

1) First Meeting

The first meeting was done on Monday 22th May 2023. It ran in 2x40 minutes. The meeting was started from the pre-teaching-learning activities, then continued with the whilst teaching-learning activities and post teaching-learning activities. The procedures of each that the researcher applied such as bellow:

a) Planning

In doing the first meeting the researcher prepared many things, such as; lesson plan, material, students' attendance list, two pieces of observation sheet for the researcher's and the students, and preparing field notes.

b) Action

After planning, the researcher conducted the action in the classroom. The researcher entered the classroom together with the teacher-collaborator. The first meeting was performed on Monday, March 22th, 2023. The meeting was done in 2×40 minutes. The teaching-learning process consisted of the pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities.

The researcher began the teaching-learning process by greeted the students and all of them gave their responses. Then, the researcher introduced herself to the students. Next, in the whilst-teaching-learning activities; the researcher recalled and rebuilt the students' prior knowledge. Then, the researcher distributed the material (describing a people of descriptive text) that has been already prepared, and then she gave information about describing the person and descriptive text. After that, the researcher introduced and explained about Picture Strategy. The researcher explained how to make descriptive text by using picture strategy.

Furthermore, the researcher introduced the material that learned by the students. Before the researcher continued to explain the material to the students, the researcher asked the students' prior knowledge related to the topic. Some of the students gave opinion and then the researcher concluded

36

their opinion by explaining the definition, the generic structure and language features of descriptive text. Then, the researcher distributed the material to the students and the students took the material. After that, the researcher elaborated the students about the definition, types, the generic structure and language features of descriptive text and the students paid attention to the researcher's explanation. Next, the researcher gave the example about descriptive text.

In implementing the procedure of Picture Strategy, the researcher asked the students to share their experience through the picture that prepared by researcher, particularly about their school. The researcher asked the students to write their idea into sentence. The students might put words on their sentence. After that, the researcher asked the students to compose their sentence based on the picture, the researcher checked the progress of students' composition based on their sentence.

At last, in the post-teaching-learning activities, the researcher gave time for the students to ask for a reflection. The researcher and the students discussed the question together. She concluded the material and greeted the students to close the teaching-learning process. In the first meeting of Cycle I, the researcher did not have enough time to finish all activities. So, it was continued in the second meeting. Finally, the researcher took the conclusion of the material and then closed the teaching-learning process by greeting the students.

To evaluated the students' ability in writing the descriptive text especially in writing was done in the second meeting because the time in the first meeting was not enough.

c) Observation

The observation was done by the English teacher (teacher-collaborator) during the researcher implementing the actions in the classroom. The teacher-collaborator observed all of the activities happening in the teaching-learning process; involved the student's and the researcher's activities.

In the meeting, the researcher found the weaknesses of the students in doing the activities, they were:

1) Some students did not know how to write information by picture.

2) There were some students did not share information about picture.

3) Many students did not comprehend the conclusion from the researcher.

Based on result of two pieces of observation sheet, the researcher found some strength in doing the first meeting of Cycle I as follows:

1) Some of the students listened researcher's explanation about the material.

2) Some of the students were really enthusiasm with picture descriptive text.

3) Some of the students develop and write information about picture.

Based on the result of the researcher's activities in the first meeting of Cycle I, the researcher found weaknesses as follows:

1) The researcher did not asked the students difficulties in the teaching-learning activities by using the procedures of Picture Strategy.

2). The researcher did not guide them to write the list get the picture

3) The researcher did not improve the students' mistakes.

38

4) The researcher did not motivated the students.

Based on the observation sheet the researcher explains some strength of the researcher's activities in the first meeting, as follows:

1) The researcher decided the topic that would be learned.

2) The researcher asked the students to be active in the teaching-learning process.

d) Reflection

In the first meeting, the researcher did not have enough time to evaluated the students' comprehension in comprehending descriptive texts. The researcher just asked some questions that were related to the material that they have learnt in the discussion section.

By seeing all the weaknesses in the meeting as the researcher revealed in the observation above, the researcher should improve the planning of the teaching activities in order that to make the students get the development in writing. The researcher should do some improvements in the next meeting, such as:

a) The researcher asked the students to listen the researcher's explanation about descriptive texts.

b) The researcher asked the students to more comprehend about concept of Pictutre Strategy.

c) The researcher should explain clearly the procedure of Picture Strategy to avoid the students' confusion.

d) The researcher should build the students comprehension with the descriptive text.

e) The researcher drew the conclusion from the students' opinion and response concerning to the teaching material.

f) The researcher improved the students' mistakes.

2). Second Meeting

In the second meeting, the researcher continued the activities from the first meeting because of the limitation of the time in the first meeting. The researcher did some activities in the second meeting, it was conducted on Wednesday, 24th of May 2023. The time allocation in the meeting was 2x40 minutes.

a) Planning

In the second meeting of Cycle I, the researcher continued the activities from the first meeting. The researcher rearranges the lesson plan, reading text (descriptive text), the observation papers of the students' activities, the observation sheet of the researcher's activities, and the evaluation papers and field notes.

b) Action

After planning, the researcher conducted the action in the classroom. The second meeting was held on Wednesday, March 24th 2021. The teaching and learning processes consisted of pre teaching-learning process, whilst teaching-learning process and post teaching-learning process. The meeting was done in 2x40. The researcher entered the class with the teacher-collaborator and greeted the students and all of the students responded it. Then, the reseacher checked the students' attendance list. All the students were present. The researcher reminded the students about the previous material in the first

meeting. They responded it by gave their ideas about the researchers' question. The researcher gave a short explanation about the last material and then she asked the students to read a reading text (descriptive text).

Furthermore, the researcher gave the chance for the students to asked about the last material (descriptive text) and the researcher gave explanation for them clearly. After the discussion was finish, the researcher distributed the material and the evaluation sheet to the students in essay test questions. The researcher gave the instruction to the students how to do the test. The researcher asked the students to answer the questions individually. The researcher walked around the classroom to make sure that all of the students did the task. Sometimes, there were some students who asked questions to the researcher and the researcher gave them the explanation.

The researcher collected the students' answer sheets after making sure that they had finished answering it. The researcher made disscusion with the students about the answer of the questions. The students gave their opinion about the answer of the questions. The researcher took the conclusion and closes the meeting by greeting the students.

c) Observation

The results of the observation during the teaching-learning process in the second meeting of Cycle I were as follows:

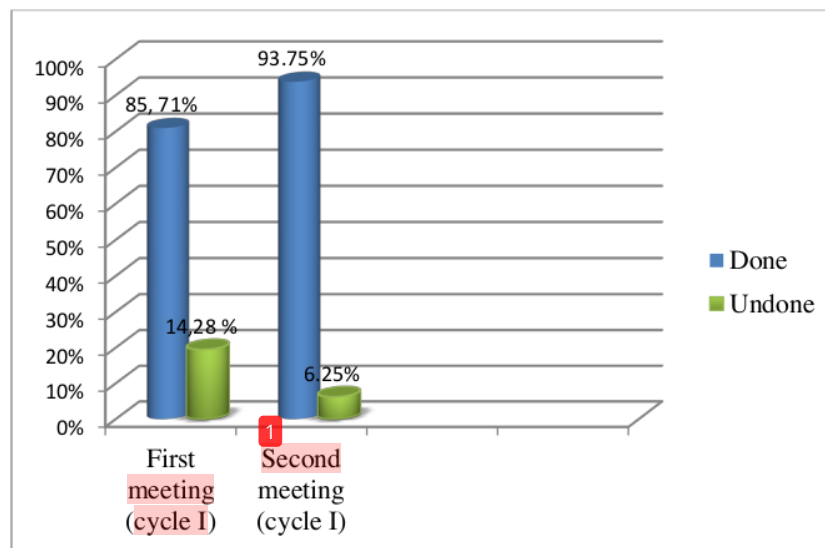(1) Observation sheet for the Researcher's Activities

Based on the result of the observation of the researcher's activities, the activities which were done and undone during the teaching-learning process could be described as follows

Table 3
THE PERCENTAGE OF RESEARCHER' ACTIVITY

Cycle I		
Meeting I	Done	18 activities (85.71%) from 21 activities
	Undone	3 activities (14.28%) from 21 activities
Meeting II	Done	15 activities (93.75%) from 16 activities
	Undone	1 activities (6, 25%) from 16 activities

Based on the activities result above, the researcher's teaching level in the first meeting could be categorized in "the good" level while in the second meeting could be categorize in "the very good" level.

Clearly, the activities done and undone by the researcher during the teaching-learning process in Cycle I could be seen in Graphic 1 as follows on the next page:

Graphic 1: The percentage of researcher' activities in Cycle I

(2) Observation sheet for the Students' Activities

Based on the result of the observation of the students' activities, the activities which were done and undone during the teaching-learning process can be described as follows in Cycle I can be seen in Graphic 2 below on the next page:
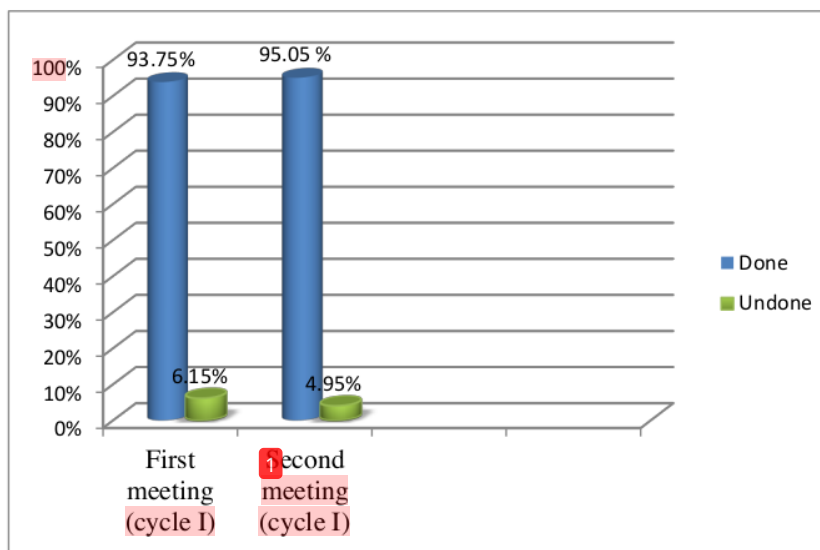
Graphic 2: The percentage of the students' activities in Cycle I

The researcher found weaknesses of the students' activities as follows:

1) Some of the students did not pay attention to the researcher's instruction.

2) The students were still afraid make mistake when they determine a best answers based question from her.

3) Many students did not have the motivation in the teaching-learning process.

4) Some of the students forgot material based they learn in the first meeting.

There were also some strength as follows:

1) The researcher known the students' ability in writing by Picture Strategy

by giving the students the evaluation.

2) Some of students could give best information about picture.

3) Some of the students were easy to get information from the text.

d) Reflection

In the second meeting in Cycle I, the researcher examined the students' writing ability by using Picture Strategy. The result of their evaluation is explained in Table 2, can be viewed were:

Table 2

THE STUDENTS' ABILITY IN WRITING BY USING
PICTURE STRATEGY IN CYCLE I

MCC	The Students' Value	Level	Frequency	Percentage
	85-100	Very good	0	0%
	74-84	Good	3	15%
	63-74	Enough	2	10%
63	43-62	Less	12	60%
	0-42	Fail	3	15%
	Total		**20**	**100%**

The data from the table above explains that the students' ability in reading comprehension through the implementing Picture Strategy in Cycle I was fail. The explanation from the table above showed that there were 3 students (15%) in fail level, 12 students (60%) less level, 2 students (10%) in the enough level, 3 students (15%) in the good level and 0 student in the very good level. The average of the students' value was 52.5. This result showed that the students were unsuccessful in comprehending the text by using Picture

44

[1]
Strategy for first cycle because most of the students' values were in very less level or under the MCC as the target of the research. The result of the students' ability in Cycle I could be viewed in the graphic below on the next page:
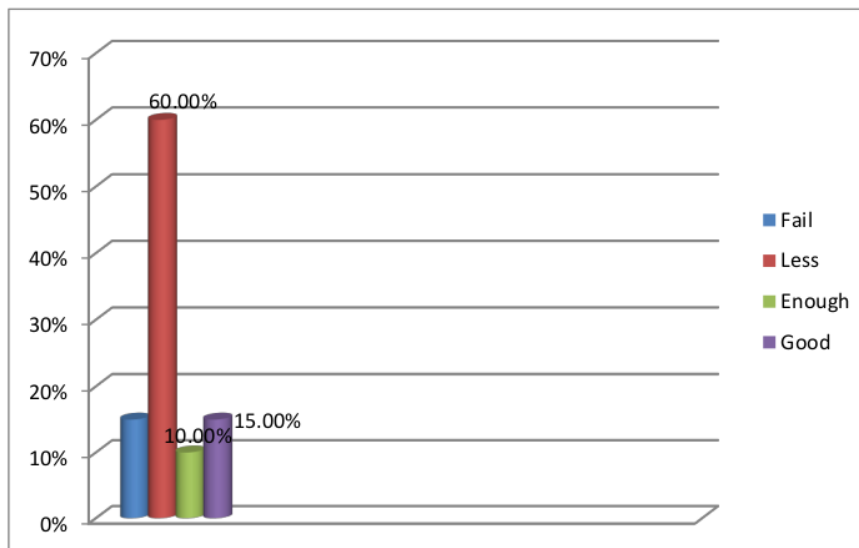
[1]
Graphic 3: The Students' Ability in Writing by Using Picture Strategy in Cycle I

Therefore, to make the students get development in learning descriptive text, the researcher improved the planning of the teaching-learning activities. The researcher was done some improvements [1] such as:

1) The researcher would asked the students to follow the researcher's instruction to write the text.

2) The researcher would conduct the Picture Strategy for the students to understand the question in the text.

Based on the result of the students' ability in writing by Picture Strategy in Cycle I, most of the students did not achieved the MCC of the target of the research. So, the research continued in the next cycle.

b. Cycle II

In conducting Cycle II, the researcher took two meetings. The first meeting was done on Monday, 5th June 2023 and the second meeting was done on Wednesday, 7th June 2023. Clearly, the researcher gave the explanation about the activities that have been done by the researcher in each meeting from the cycle II, as follows:

1) First Meeting

In conducting the first meeting, the researcher did it on Tuesday Monday, 5th June 2023 by the following steps:

a) Re-Planning

Based on the result of reflection in Cycle I, the researcher tried to improved the weaknesses by doing good preparation before conducting the action. The researcher prepared many things, such as: lesson plan, reading text, observation papers for the researcher, observation papers for the students and field notes.

b) Action

After planning, the researcher conducted the action in the classroom that was held on Monday, 5th June 2023. The researcher entered the classroom together with the teacher-collaborator. The teaching-learning process consisted of the pre-teaching-learning activities. The researcher began

the teaching-learning process by greeting the students. Then she checked the students' attendance. All of the students were present at that meeting.

The researcher told the students about the result of their evaluation sheet that was still low. The researcher explained to the students what made them fail. The researcher informed the students that they would comprehend a new concept by applying Picture Strategy. The researcher explained more about the procedures of Picture Strategy and the definition of descriptive text to the students. The researcher asked the students' difficulties in doing Picture Strategy.

The researcher continued the activity by distributing the new concept about of Picture Strategy to the students. The researcher guided the students to apply Picture Strategy and guide the students wrote in the categories columns. Firstly, The researcher asked the students about picture. Then, the researcher asked the students logical a list of all the things they already know about the topic they will be studying, writing the items. After that, the researcher asked the students complete Picture and share with write in the whiteboard in the class. Before closed the class, some of the students posted their questions related to the material. The researcher felt happy because the students were so enthusiastic to ask their questions. The researcher answered the questions and then concluded the material. Finally, the researcher closed the class by greeting the students and reminding them about the next meeting in order that they would study hard at home.

c) Observation

47

The observation was done by the English teacher (teacher-collaborator) during the researcher was implementing the actions in the classroom. The teacher-collaborator observes all of the activities happening in the teaching-learning process; involving the students' and the researcher's activities.

In the meeting, the researcher finds the weaknesses of the students in doing the activities, they were:

1) Some of the students did not keep conducive situation.

2) Some of the students was unable to write their information from the picture.

4) Some of students just copy their friend.

Nevertheless, the researcher finds some strength of her activities based on the observation papers that is reported by the teacher collaborator, as follows:

1). All the students were able to write their information about picture.

2). All the students had real logical idea about they would learn.

3). All the students had been easy to comprehend and get information from the picture by the text.

4). The researcher had made students to learn individually.

d) Reflection

In the first meeting of Cycle II, the researcher did not evaluate the students. The researcher just focuses on the teaching of the material by using Picture Strategy to the students. However, there are some improvements to be done by the researcher in the further meeting based on the results of the meeting as follows:

48

1). The researcher asked the students to answer the researcher's question.

2). The researcher gave more clear explanation to avoid the students' misunderstanding.

3). The researcher reminds the students to be brave in giving their ideas or response for others.

4). The researcher asked the students about the difficulties in following Picture Strategy

5). The researcher asked the students to learn individually.

6). The researcher would motivate to make conducive situation.

2). Second Meeting

The second meeting was held on Wednesday, 7th of June 2023. The time allocation used at the second meeting was 2x40 minutes. The learning material was same with the first meeting that was descriptive text.

The procedures of the second meeting as follows:

a) Re-Planning

There were some preparation that the researcher prepares before doing the action in the second meeting of Cycle II. The researcher prepares the lesson plan, evaluation sheet, students' answer sheet, observation sheets for the researcher, observation sheets for the students and field notes.

b) Action

The second meeting of Cycle II was held on Wednesday, 7th of Junel 2023. The researcher did the action after making sure that everything had been prepared well. The researcher and the teacher-collaborator entered the

49

classroom to continue to teach the students in reading comprehension by using Picture Strategy. Then, the researcher reminded the students about the last material. In the pre-teaching-learning-activities, the researcher started her teaching by greeting the students and all of them gave good responses. Then the researcher checked the students' attendance list. Then, she reminded the students about the last material and took the conclusion based on the students' responses about the last material and motivated the students by saying "we did not come to fear the future, we come to here to shape it, if you were often fail so you try again until you got a successful value.

The students followed the researcher instruction. After the discusssion is finished, the researcher distributed the evaluation papers to the students and students' answer sheet. The researcher asked the students to answer the questions individually. The researcher walked around the class to make sure that the students did their task individually. There were some students who asked questions to the researcher about the questions and the researcher gave them the explanation.

After they have finished answering the questions, the researcher collected the students' answer sheets. Then, the researcher made a discussion with the students about the answer to the questions. The researcher did not forget to ask the students difficulties about with the material. After taking the conclusion, the researcher ended the class by greeting the students.

c) **Observation**

50

The results of the observation during the teaching-learning process in the second meeting of Cycle II, the weaknesses were found in the meeting such as:

(1) Observation Sheets for the Researchers' Activities

Based on the result of the observation of the researcher's activities, the activities which were done and undone during the teaching-learning process can be described as follows:

Table 3

THE PERCENTAGE OF RESEARCHER' ACTIVITY IN CYCLE II

Cycle II		
Meeting I	Done	27 activities (100%) from 27 activities
	Undone	0 activities (0 %) from 27 activities
Meeting II	Done	17 activities (100%) from 17 activities
	Undone	0 activities (0%) from 17 activities

Based on the activities result above, the researcher's teaching level in the first meeting could be categorized in "the good" level while in the second meeting could be categorize in "the very good" level.

Clearly, the activities are done and undone by the researcher during the teaching-learning process is seen in Graphic 4 as follows:
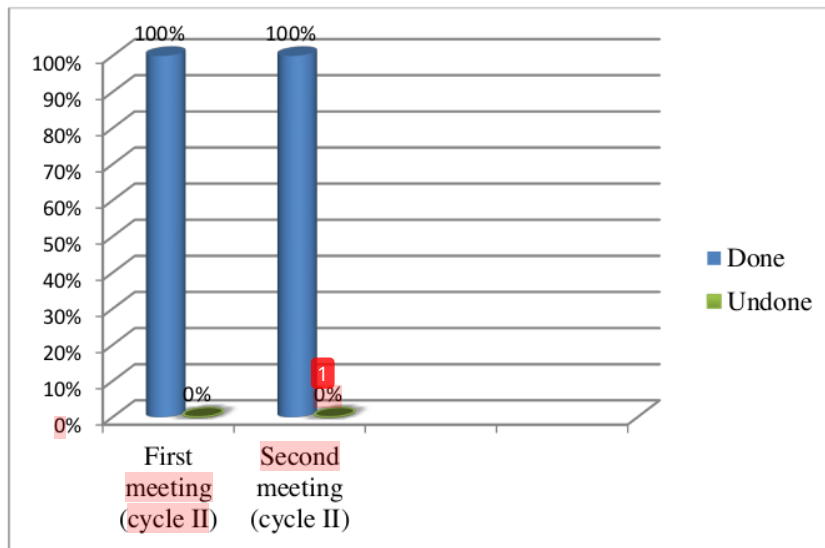
Graphic 4: The Percentage of the Researcher' Activities in Cycle II

(2) Observation sheets for the Students' Activities

Based on the result of the observation of the students' activities, the activities which are done and undone in Cycle II during the teaching-learning process is described follows the next page:
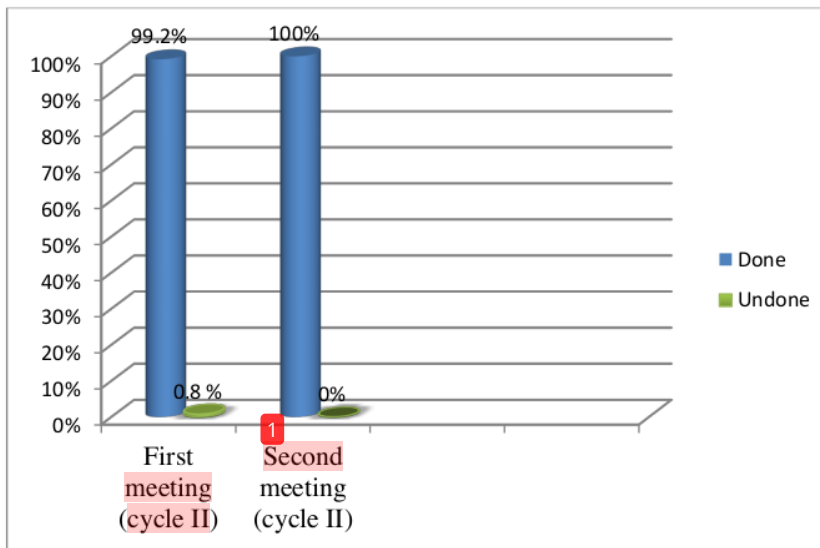
Graphic 5: The Precentage of the Students' Activities in the Cycle II

In the meeting, almost students do the activities during the teaching learning process, but the researcher still found the weaknesses in the meeting namely there is a student who has less motivation in teaching learning process, there are two students who do not tell the difficulties and make discussion about the answer of the test. Especially for the researcher, the researcher was done all the activities. So, the researcher does not have weaknesses in the second meeting of Cycle II. Based on the graphics, it can be concluded that in the meeting the activities of the students and researcher in the teaching learning process increases.

There is some strength found in the second meeting of Cycle II as follows:

1) All students were present in the class.

2) All the students were able to comprehend Picture Strategy based on the researcher question.

3) All the students were able to give answer the researcher's question.

4) All the students were able to comprehend descriptive text especially in describing people in descriptive text.

5) All the students were able to convey some questions based on the text.

6) All the students were easy to get information from the text.

7) All the students were condolence to write their list information from the text.

8) The students encouraged their background knowledge.

In the meeting, as the teacher collaborator reports in the researcher's observation sheet, all the activities have been done during the teaching learning process in the classroom by the researcher. There is no one of activities, it did not do. All the activities have been done by the researcher. In this case, the researcher's teaching level is categorized in the very good level since the whole activities are done by the researcher (100%).

Table 4

THE STUDENTS' ABILITY IN WRITING BY USING PICTURE STRATEGY
IN CYCLE II

MCC	The Students' Value	Level	Frequency	Percentage
	85-100	Very good	2	10%
	74-84	Good	6	30%
63	63-74	Enough	12	60%
	43-62	Less	-	-
	0-42	Fail	-	-
	Total		20	100%

The data from the table above explains that the students were able to comprehend the reading text, especially the descriptive text through Picture Strategy. The students can pass the MCC, as stated at the school is 63. The

54

explanation from the table above showed that there are 12 students (60 %) in the enough level, 6 students (30%) in the good level, and 2 students (10%) in the very good level. The average of the students' value is 74.5. This result showed that the students were successful in comprehending the text by Picture Strategy for the second cycle because most of the students' values are in the good level or pass the MCC as the target of the research. The result of the students' ability in Cycle II can be viewed in the Graphic 6 in the next page
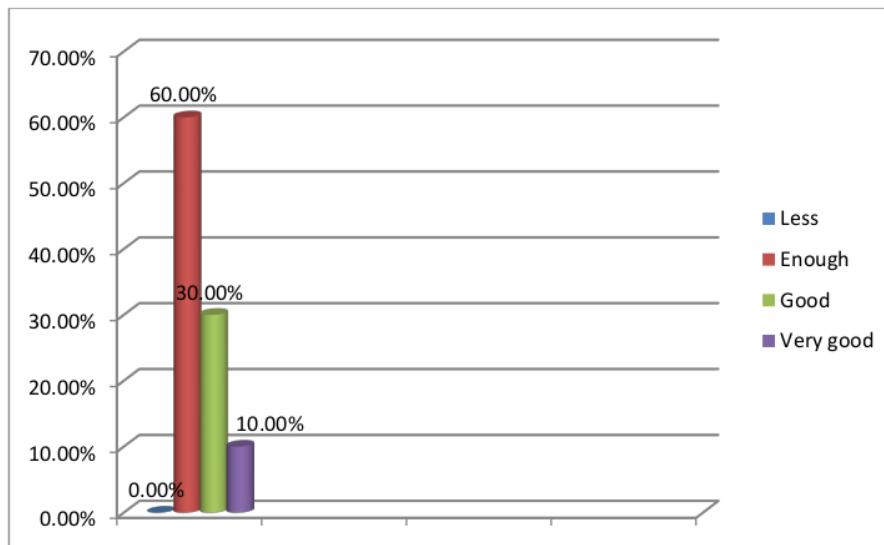
Graphic 6: The Students' Ability in Writing by Using Picture Strategy in Cycle II

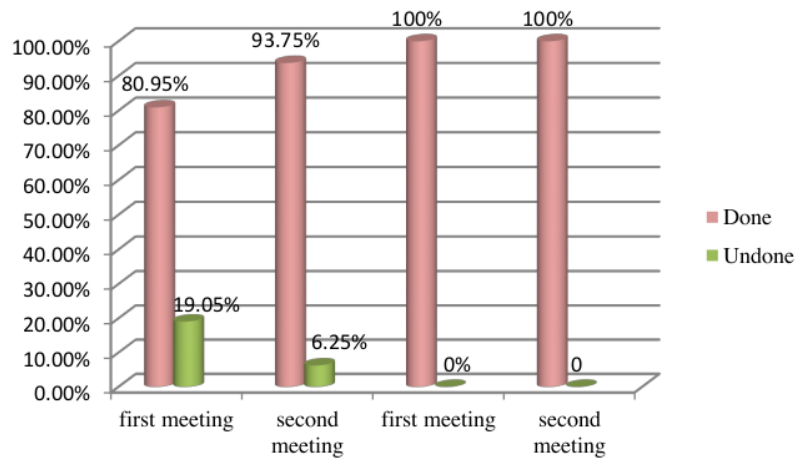## 3. The Researcher' and the Students' Activities in All Cycles

55

The result of the researcher' activities in all cycles in the research could be seen in this following table in the next page:

Table 5
THE RESEARCHER'S ACTVITIES IN ALL CYCLES

No	Cycle	Meeting	Criterion	Frequency of Activities	%
1	I	1st	Done	18	85.71%
			Undone	3	14.28%
		2nd	Done	15	93.75%
			Undone	1	6.25%
2	II	1st	Done	27	100%
			Undone	0	-
		2nd	Done	17	100%
			Undone	17	-

The table above explains that in Cycle I of the first meeting, there were 17 activities (80.95%) that had been done by the researcher and four activities (19.05%) that had not been done at all by the researcher. In the second meeting, there were fifteen activities (93.75%) that have been done by the researcher and one activities (6.25%) that had not been done by the researcher. While in the Cycle II of the first meeting, there were 27 activities (100%) that had been done by the researcher. In the last meeting, there were 10 activities (100%) that have been done by the researcher and there is no activity (0%) that has not been done by the researcher. Looking at this result, it also indicates that the researcher got improvement in each meeting.

Clearly, it can be viewed in Graphic 7 on the next page:

56

Graphic 7. The Researcher' Activities in All Cycles.

4. The Result of the Students' Ability in All Cycles

The result of the students' ability in reading comprehension by Using Picture Strategy could be on the next page:

Table 6

THE STUDENTS' ABILITY IN WRITING
BY USING PICTURE STRATEGY

No	Cycle	Level	Quantity	%	Classification
1	I	Very Good	0	0%	Successful
		Good	3	15%	
		Enough	2	10%	Unsuccessful
		Less	11	55%	
		Fail	4	20%	Unsuccessful
2	II	Very Good	2	10%	Successful
		Good	6	30%	
		Enough	12	60%	
		Less	-		Unsuccessful
		Fail	-		

57

The table above in the previous page explains that in Cycle I, there were 4 students (20%) categorized in the fail level, 11 students (55%) categorized into the less level, 2 students (10%) categorized into the enough level, 3 students (15%) categorized into the good level. While in Cycle II, there were no students categorized into the less and fail level, there were 12 students (60%) categorized into enough level, 6 students (30%) categorized into the good level, and 2 students (10%) categorized into the very good level.

From the data, it showed that the students' ability in reading comprehension in Cycle II is better than in Cycle I. All students pass from the Minimum Competence Criterion in Cycle II is 63.

The result could be viewed in Graphic 8 below:
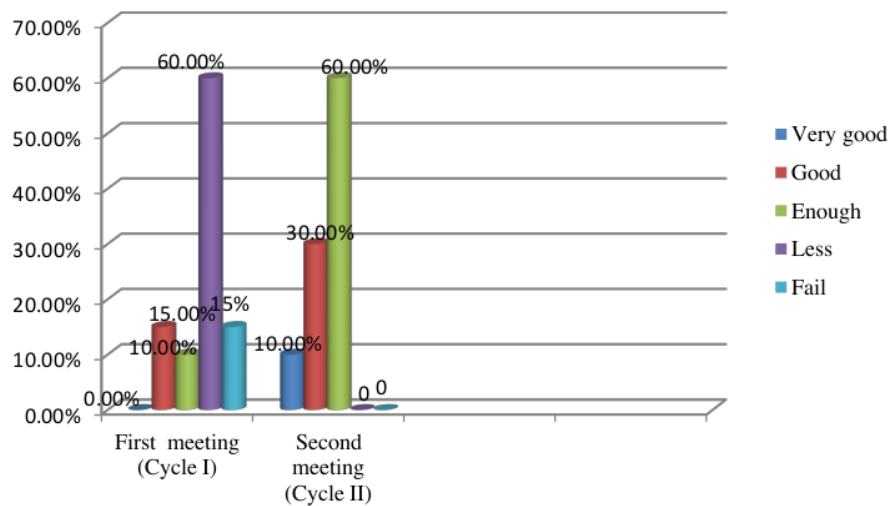
Graphic 8. The Students' Ability in All Cycles

B. Discussions

1. The Common Response of the Research Problem

The object of the research was the students' ability in reading comprehension by Using picture Strategy. The problem of the research was "How does Picture Strategy increases the students' ability in writing?" The common response in the research is Picture Strategy increase the students' ability in writing by implementing the procedures of Picture Strategy in writing, especially descriptive text at the eighth grade of SMP Negeri 1 Gido.

Picture Strategy gave the chances for the students the information from the text what they would learn.

The research was done in two cycles. In Cycle I, the average of the students' ability in writing is 52.5 and in Cycle II is 73.5. From the average of the students' ability in each cycle, it can be found the improve of the students' ability in writing. Even though, the average of the students value shows that they had passed the Minimum Competence Criterion that had been stated in that school was 63. Therefore, the researcher concludes that Picture Strategy increase the students' ability in writing, especially descriptive text.

2. The Analysis and Interpretation of the Research Findings

The interpretation of the research finding based on the result of the observation sheet and evaluation sheet would be explained in the part. The researcher did the research in two cycles. There was the improvement of the students' ability in reading comprehension from Cycle I until Cycle II.

In Cycle I, the result of the students' evaluation, there were 4 students (20%) in the fail level, 11 students (55%) in the less level, 2 students (10%) in the enough level and 3 students (15%) in the good level. The average of the students' value is 52.5. The students still were unable to writing and to get information or content in the text. This result was poor but comprehensible, because this strategy never taught to the students before, it was the first time for them to learn it.

The students also got difficulties, such as there were some of the students got difficulties in translating their responses in the student's response sheets, they wrote down their response in Indonesian, some of the students still felt afraid to answer the researcher's questions and their friends' questions because they were shy if their answers were wrong, the students were lack to master grammar and vocabulary.

So that the students depended on their friend's and the teacher's help or to the dictionary to find the meaning of the certain words (difficult words), the motivation of the students in reading was low, some of the students were not serious when they were reading the text, the students did not respect their friends' opinion, the researcher's explanation was so fast and incomplete, it made the students confused to follow the instructions, the students who were clever still dominated the class, some of the students still made a noisy in teaching and learning process, the students were still be afraid in asking questions to the researcher.

To overcome those weaknesses, the researcher was done some improvements such as, the researcher would motivate the students to be brave

in responding the researcher's questions and the researcher would remind the students that in this process they had a right to write down everything what they want to write, they had a right to express anything in the students' response sheets, the researcher would motivate the students to pay attention when the researcher explains Picture strategy, the researcher would give more clearly explanation to avoid the students' confusion and build the students' vocabulary by asking them to bring the dictionary. Based on the result above, the MCC could not be achieved, and then the researcher continued the research.

In Cycle II, the result of the students' evaluation paper there were no students in the fail level and less level anymore. There are 2 students (10%) in the good level and 6 students (30%) in the very good level and 12 students (60%) in enough level. The average of the students' value is 73.5. All of the students are able to get information and writing content from the text.

They could choose and determine the best answers based on the researcher's question in the evaluation sheet. This result could be reached because of the students' willingness to study English. A part of it, the improvement of both the students' and the researcher's weaknesses and repetition of explaining Picture from Context Strategy procedures supported and increased the students' ability in reading comprehension.

Finally, all of the identification of the problems had been finished by using Picture Strategy. Based on the exposure of the researchers, it can be concluded that Picture Strategy could be used in writing especially in writing for students' and so easy to conduct. The strategy could help students and

encourage student's predictions list give and get so it is easy to understand the text that will be gave by the teacher.

3. The Research Findings versus the Latest Related Research

The using of Picture in writing had been ever investigated by Muyasaroh (2017). Her research had a different location of the research, level of the students to be investigated, the year of the research, the material and the kind of the research. In her research, she applied the approach by using the same procedures of Picture at the Eight Grade of the students on the SMP Karya Bakti Sukadana Lampung.

In Kurontu's research findings, she examined the effect of Picture to the students, examined the effects when using the narrative text, and examined the effect to investigate the students' performance on the pretest and posttest reading comprehend assessments when the assessment consisted of narrative text with essay test.

Briefly, from the latest related research previously, there were differences with this research: stated from the research design and material. This research design was Classroom Action Research (CAR) and material of the research was descriptive text, and especially describing person reading comprehension skill.

However, they had relationship which were used Picture and subject of the research is the eighth grade of SMP Negeri 1 Gido. Meanwhile, in conducting the research, the researcher found the students could explore their critical thinking, about what they predicted and though, so the students were

easy to comprehend content from the text and after she gave the test, all of the students had passed the MCC which the average was 73.5.

4. The Research Findings versus Theory

The findings of the research showed that the students' ability in Increasing the Students' ability in Reading Comprehension by Using Picture Strategy. According to Sulaiman (2018 : 26) Picture is one of visual aid that can be used by the teacher. Picture is the important visual aid and easy to be gotten. Picture made people receivers some idea and information on it clearly. Beside that, picture can be used as education media and have a value of education for pupils and could they study effectively in the school .

The theory above has the difference with the research findings. When implementing the Picture Strategy, the researcher conducted the strategy in skill reading especially in reading comprehension. She conducted the strategy which satisfied and it has satisfied value. All students can be easy to comprehend and get information from the text with well and they get a good score.

Therefore, it is concluded that Picture Strategy can be used on the other skill. It is not only one skill, but it can be modified in other skills.

5. The Research Findings Implication

Based on the result of the research findings, the researcher found the implication of the research, as follows:

a. Picture Strategy is a fun approach to encourage the students learn to get involved in writing descriptive text.

b. By implementing Picture Strategy the students were able develop their a new information.

c. By implementing Picture Strategy is to encourage the students to brainstorm idea.

d. The students can explore their critical thinking.

6. The Research Findings Limitation

During conducted the researcher, there were some limitation of analysis the research finding, namely:

a. The researcher as the beginner needs more preparation how to apply the Picture Strategy.

b. The researcher was limited by the time and media.

c. The researcher was limited by the weakness of the students in prior knowledge.

d. The researcher was limited by the weakness of the students" ability in memorizing the idea.

e. The researcher was limited by the uncontrolled situation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis of the research, the students' achievement in Cycle I showed the highest mark was 80 and the lowest mark was 40. The average of the students' marks in Cycle I was 52.5. While the Minimum Competence Criterion has been decided as 63. It means that the students could not pass the MCC. So, the researcher continues to Cycle II.

The students' achievement in Cycle II showed the highest mark was 90 and the lowest mark was 65. The average of the students' marks in Cycle II was 73.5. So, all of the students pass on the MCC, or students' ability in Cycle II in writing was an increase. As the result, the researcher does not continued in the next cycle. The students' achievement in cycle is higher.

In addition, the average of the students' score shows that the students of SMP N 1 Gido at the eighth year were able to writing text especially in descriptive text to achieve writing level. The students' average score is higher than the MCC that is 63 points. It can be said that the students are successful. Therefore this research is stopped by the researcher in this cycle.

Based on the explanation above, the researcher could conclude that the Picture Strategy can increase the students' ability in writing, especially in the descriptive text at the eighth grade of SMP Negeri 1 Gido.

B. Suggestions

There were some suggestions from the researcher after doing the research as follows:

1. The researcher suggests the teacher in SMP Negeri 1 Gido to teaching the learning process especially in increasing the students' ability in reading comprehension to implement Picture Strategy to make it easy for students to comprehend what they will learn.

2. The researcher suggests to the students to be confidence to convey their text list brainstorming idea if the teacher implement Picture Strategy in teaching comprehension.

3. The researcher suggests all the school should accommodate the new strategy to increase the student's ability especially prior-knowledge and prediction.

4. Finally, the researcher suggests all readers especially to the next researchers to explore how to easy to find main idea of the text that had not been explored by the researcher in the research.

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INCREASING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT BY USING PICTURE STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 1 GIDO IN 2023/2024

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