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

By Poniria Waruwu

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the four basic abilities used to communicate with one another. Writing allows people to convey their language in written form, as opposed to speaking, which expresses it vocally. Writing also refers to the ability of a writer to deliver information to a reader or group of readers. Writing becomes a crucial part of language learning. Writing allows pupils to share facts and thoughts through written text. They can communicate with one another about their thoughts and feelings about individuals, ideas, situations, and events in written texts. Writing is also highly important to learn in school and at university.

. Students will write their assignments, which can be one or many paragraphs, as well as their answers for tests and exams, which can be a few phrases, a paragraph or two, or a comprehensive essay in written form. Students require linguistic skills and background knowledge during the writing process, such as structure, grammar, vocabulary, and punctuation. Because they did not know how to write descriptively readily and required a significant amount of time to create a text. Furthermore, the pupils were unmotivated to write descriptively, and the teacher's instructional methods were unappealing and monotonous. So, the pupils required something to solve these challenges.

In addition, Nunan (2019:275) states, "Writing can take many forms, ranging from a shopping list to memories, formal and informal communications, and scholarly publications like this article." Based on the above, it is possible to conclude that each form of writing exhibits a variety of traits that may be detected within the sentence at the grammatical level, as well as outside the sentence at the structural level.

The government has demonstrated the value of writing skills by emphasizing language skills, particularly writing skills, in the syllabus. The competency standard is to express meaning in short functional language and simple short essays in the form of descriptive and recounting to interact in daily life. While basic competency is the ability to express meaning in a simple short essay

utilizing various written texts in a correct and fluent manner that may be accepted in everyday life interactions in the form of descriptive and recount texts. SMP Negeri 1 Gido's eighth grade Minimum Competence Criterion (MCC) in Writing is 63.The government's emphasis on language skills, particularly writing skills, has demonstrated the value of writing.

In actuality, based on the researcher's observations in the field at the eighth grade of SMP Negeri 1 Gido, the researcher discovered various challenges encountered by students when teaching writing, namely: 1)The students' inability to understand the generic structure in descriptive prose. 2) The students were unable to organize their ideas effectively, 3).The children were unable to understand and summarize the descriptive material.

Several variables contributed to the kids' difficulties with writing. The first problem stems from the students themselves. The students were unable to write the notion of simple, easy short text, generic structure in descriptive writing (identification and description), and the concept of content. In a writing activity. The second issue is that students have limited writing capacity; certain students frequently struggle to develop their ideas, which means they are unable to provide information and comments during the teaching learning process. So they were unable to organize their thoughts in writing class. Furthermore, the students lack incentive to study descriptive text.

The factors listed above have become series problems that require further attention. In this scenario, the English teacher, as an educator and motivator, plays a significant role in developing teaching strategies that are engaging, suitable, and pleasurable for students during the teaching and learning process. Based on these issues, the researcher used the picture as a technique of teaching writing to address the issue. Picture is one of the educational methods to help pupils improve their writing skills, particularly when 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 pictures that are appropriate for students.

According to Wright (2018: 2), pictures are an essential part of the overall experiences that the teacher must assist the students in coping with.

. Pictures are a type of media used in the teaching and learning process. A picture is incredibly beneficial for a wide range of communication activities, including describing and drawing. Meanwhile, Harmer (2018:135) notes that pictures are particularly effective for a number of communication activities, including describing and drawing. It may be concluded that pictures are a tactic that plays a significant role in the teaching and learning process. The picture is also thought to have a good effect on kids' capacity to memorize new language.

According to the prior description, the researcher did Classroom Action Research (CAR) to improve the students' writing skills. Classroom Action Research assisted the researcher in identifying, organizing, proving, and ensuring classroom teaching and student development. Pelton (2019:7) backs this up by stating "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" . When the students achieved the MCC, the researcher terminated the research.

As a result, the researcher is interested in solving the students' difficulty and proposes 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 backdrop above, some of the concerns were identified, as follows:

1. Students struggled with understanding general organization in descriptive literature.
2. The Students struggled to effectively organize their ideas.
3. Students struggled to comprehend and summarize the descriptive text.

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1.3 The Limitation of the Problem

Based on the diagnosis of the problem above, the researcher restricts her search to improving the students' capacity to write descriptive language using pictures in the eighth grade of SMP Negeri1 Gido in 2023/2024.

1.4 The Formulation of the Problem

Based on the limitations stated above, the researcher attempts to construct the problem, which is: "How does the picture strategy improve the students' ability to write descriptive text in the eighth grade of SMP Negeri 1 Gido in 2023/2024?"

1.5 The Purpose of the Research

The goal of this study was to improve students' ability to write descriptive prose using picture strategies in eighth grade at SMP Negeri 1 Gido in 20232024.

1.6 The Significances of the Research

There were certain implications that can be drawn from this study, namely:

1. The researcher, as a guideline and practice to teach writing descriptive text, her teaching activity using the image technique
.2. The English teacher, as contribution to increase the students' ability in writing descriptive text picture strategy in teaching learning process..
4. Readers can learn more about how to use pictures to teach writing.

1.7 The Assumption of the Research

Some assumptions in this research were:

1. The teaching-learning process can be measured through observation.]
2. The teaching-learning procedureWriting is a crucial ability for interacting with other people in a more understandable manner.ess can be assessed through observation.
3. Picture strategy is a method for transforming pupils' experiences into a means of expanding knowledge.

1.8 The Limitation of the Research

The limitations of the research are as follows:

1. The research focuses on the eighth grade of SMP Negeri 1 Gido in 2023/2024.
2. The research focuses on students' capacity to write 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

2.1.1Writing

2.1.1.1 Definition of Writing

Writing is one of the language strategies that students should master since it allows them to express their desires, beliefs, and facts to others directly. According Bazerman, et al, (2019:121) Writing is merely one method of conveying messages."Furthermore, writing activity entails the processes of thinking and making decisions in order to produce written texts 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.

According to the experts' opinions, writing is a crucial talent for students to master in order to express their ideas in written form and share them with others, allowing the reader to easily understand and receive the message.

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. corroborate the functions of writing, which are to learn, convey/signal, inform, convince/persuade, entertain, keep friendly contact, store information, and aid remember information.

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Furthermore, Reinking and Osten (2018:3) suggest that some goals of writing are:

1) To clarify, we each have our own areas of expertise and frequently exchange that knowledge with one another. A computer science student could write a blog on a class website about how to create a web page. A medical researcher publishes her research alongside other doctors and research specialists.

2) To persuade, you most likely have strong opinions on many matters, and these feelings may occasionally drive you to try to sway your reader. In a letter to the editor, you may protest a proposal to create a nearby chemical waste dump, or disturbed by a sudden increase in state unemployment, you might write to your state senator and push for a new job-training program.

3) When you text a friend, you use words and phrases that reflect your personality. In e-mails, journals, poetry, essays, or fiction, you can express yourself through your topic, word choice, example, or turn of phrase.

4) When texting a friend, you utilize words and phrases that reflect your personality. You can express yourself through e-mails, journals, poetry, essays, or fiction by selecting a specific topic, wording, example, or phrase.Overall, the fundamental aim should be well understood by the pupils in order to avoid misinterpretation by the readers. When writing descriptive prose, students must consider the writing aim, which is to inform the readers about something that has happened or will happen to them.

2.1.1.3 Process of Writing

Everything is meaningless without process. It's the same with writing cases. A writer must go through several stages of the writing process before he or she can produce a finished work.

According to Carroll (2019:15), the stages of writing are:

1) Prewriting entails understanding your audience, identifying your objective in writing, restricting the scope of what you will discuss, and developing prospective content.

2) Drafting. It entails developing a case and organizing your evidence for that case.

3) Revising. It entails placing yourself in the shoes of the reader, reconsidering your approach, and implementing changes that will strengthen your argument.

4) Editing. In other words, polishing the work by correcting faults in language, spelling, and mechanics.

5) Publishing. It entails correcting faults and increasing the consistency and readability of your presentation.

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

1) Prewriting

This step entails planning the writing ahead of time, such as selecting or narrowing a topic, deciding on a point of view, style, or framework for presenting the issue, and even considering details, stories, or images that will develop the subject. Reading selections that contribute to the writer's understanding of the issue; seeing videos, DVDs, or images on the topic; jotting down, grouping, or mapping thoughts; and discussing the ideas with others are all common activities during this stage.

2) Planning

The planning step, while still considered "prewriting" in the sense that it usually occurs before to actual writing, entails recording a strategy for the completed composition. The strategy might be as rigorous as an outline or as casual as a list, graphic, or map to guide the writing.

3) Drafting

During the writing stage, the writer establishes a flow of thought, connecting thoughts into phrases or sentences on paper and, if the plan works, going directly to paragraphs or chapters. The writer is not concerned with correctness at this time; it is more crucial to get the ideas down on paper than to stick to the plan or to worry about mechanical features of writing like spelling, grammar, or capitalization.

4) Revising

By reworking, the writer improves the piece. Depending on the state of the draft, this stage may necessitate anything from Band-Aids (refining word choice, enhancing a detail or two, or combining phrases) to extensive surgery (rearranging chunks of writing, filling holes left by the drafting, or eliminating entire parts). In this stage, the writer inquires, "Does this message convey the intended meaning?" Reading the work aloud, asking for responses from others, or letting the passage alone for a while and then viewing it afresh are approaches that benefit in revision.

5) Editing

The author (or editor) edits the writing to make it mechanically correct. At this point, the focus is on the specifics of sentence length and structure, as well as linguistic conventions: Spelling, punctuation, capitalization, and proper usage

6) Sharing

During this stage, the writing reaches its intended audience. If the composition achieves its goal, this stage closes the process. However, as previously stated, sharing is not just the end stage; it may also be valuable when the author is prewriting, preparing, and revising.

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

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 include the most significant aspect of the message, the piece's subject matter, the central theme, and all details that support and enhance that topic.

2) Organization refers to the internal order and pattern of a piece of literature as long as it supports the major concept.

3) Voice; the writer's personal engagement with the topic, the way he communicates, and what sets him apart from others.

4) Word choice refers to the use of wealthy, vivid, and correct language that communicates not only functionally, but also emotionally and informatively. Strong word choice is defined not by a unique vocabulary that impresses the reader, but rather by the ability to employ everyday words effectively.

5) Sentence flow, the sound of word patterns, and the way the writing plays to the ear as well as the eye. How does it sound when read aloud? That's the test. Smooth and flowing writing exudes power, rhythm, and movement. It is clear of cumbersome word patterns that demonstrate the reader's advancement. Sentences vary in length and style, and are so cleverly handled that the author glides through the work with ease.

6) Conventions include mechanical precision of the piece's spelling, grammar and usage, paragraphing, capitalization, and punctuation. Strongly principled writing has been carefully proofread and corrected.

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 theories, developed by different specialists, share comparable principles for explaining the parts of writing. To summarize, the most important aspects of writing include ideas, structure, voice, word choice, sentence flow, and conventions. When writing an announcement, students should examine the aforementioned writing aspects to ensure that their writing is coherent and organized.

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 the possession of the qualities required to do or get something done." In other words, the skill is that authors can develop their concept or thinking that they have in their brain and communicate it into a text of essay in writing form with a gratifying conclusion.

Then there are some elements of good writing, such as thought relevance to the issue, organization (coherence and unity), word choice (refers to phrases), and sentence fluency. In other words, the writer must be able to pay attention to some of the aforementioned abilities since without them, the writing will not be successful.

As a result, the researcher thinks that authors must be capable of doing something well and pay attention to certain aspects of writing. Because without the talent or capability in writing strategy, one cannot perform something that will confuse and dissatisfy the readers about our idea, feeling, or opinion in written form.

2.1.1.6 The Teaching of Writing

Teaching writing helps students understand that writing is an important skill to learn since it allows them to be more creative when composing text. As an effective English teacher, one must be fluent in the language so that he or she can instruct students on how to begin and end their work. That is why, as a teacher, she or he should be responsible for ensuring that students can write English correctly.

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 model for learning, reinforcing, or testing grammatical ideas. This writing is often in controlled settings, writing grammar tasks.

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 questions, essay exams for students, and research projects will all have some form 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).

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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 the teaching learning process; that is, the teacher should prepare before teaching the students in the class, motivate the students to make them interesting, and be able to develop their writing ability.

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. Students should be able to comprehend the meaning of written functional text and a simple short descriptive essay on the environment. In addition, basic competency states that reacting to the meaning of brief functional, accurately, and smoothly interacts with the daily life setting. Furthermore, the indication indicates that students should read the descriptive clearly, identify the meaning of the descriptive, and identify the communicative aim of the descriptive.

. Ideally, students should meet the competence standard specified in the syllabus; the minimal competence requirement in the institution is 70. Students must seek out material that is relevant to their lesson, particularly knowledge that the teacher may not present in the classroom. The information provided may be relevant to the students' daily activities. In other words, the syllabus believes that

students' reading skills will improve their ability to perceive the content of the text by linking it to the surrounding environment.

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), descriptive language is used to describe objects or people in which the author is interested. According to Dorothy et al. (2018:25), descriptive language "explains how someone or something looks or feels." It may be claimed that descriptive text tell something (person, place, or object) that someone looks and feels based on the facts and delivered by words, in order for the readers to obtain knowledge, feel, and beliefs the reality about the writers describe.

Furthermore, Perrin (2018:76) states that "descriptive text is to give information to readers by making them see, hear, feel, etc. what is described in the text." In other words, descriptive prose piques readers' curiosity and makes them want to go directly to the field described by the writer.

Based on the theories presented above, it is concluded that descriptive language is used to describe something, such as a person, location, or item, in order to keep the readers interested and comfortable while reading.

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

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).

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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, often known as "Monas," is one of the monuments created during Sukarno's era of ardent nationalism. Freedom Square is located at the top of the National Monument (Monas). It represents the people's commitment to gain freedom, which culminated in the Proclamation of Independence in August 1945.

   The 137-meter-tall marble obelisk is capped by a flame covered in 35 kg of gold. The base features a historical museum and a meditation hall.The monument is open to the public, and tourists can take the lift to the top for a bird's-eye view over the city and sea.Go early to avoid the throng and haze. Lifts transport visitors to the summit, making it easier for the physically challenged. The diorama show in the basement presents a false perspective of Indonesian history.

   This massive obelisk is Jakarta's most recognizable landmark. Construction began in 1961 under President Soekarno and was not completed until 1975 under President Soeharto. The monument contains a couple of museums. The Freedom Hall portrays Indonesia's struggle for independence

through a series of dioramas, while the Hall of Contemplation shows the original Declaration of Independence document and a recording of the speech.

2.1.3 Picture Strategy
2.1.3.1Defenition Picture Strategy

Picture Strategy is one of the tactics that English teachers can employ to help students with their writing challenges, particularly in descriptive texts. A picture is one type of teaching aid that can be used to clarify language meaning and construction, engage pupils in a topic, or serve as the foundation for an entire activity.

According to Campbell and Gonzales (2018: 686), the usage of pictures is extremely beneficial in the teaching process. Pictures help to increase students' interest and motivation in the teaching-learning process. It assists pupils in formulating ideas for writing a text. According to Ahmad (2018: 18), pictures are a type of visual media that can be used as a technique in teaching and learning English. Picture is an exciting media for pupils since it can accurately recognize the image. This means that the teacher should present and select photographs that are appropriate for the children.

According to Sulaiman (2018: 26), pictures are one type of visual assistance that teachers might employ. The picture is the most significant visual assistance and is easily obtained. The image provided visitors with a clear notion and information about it. Furthermore, pictures can be used as educational media, adding value to students' education and allowing them to learn more effectively in school.

Based on the experts' opinions, it is possible to conclude that picture is a learning approach in which images are paired/sorted into a logical sequence. By creating visuals, the teacher can assess pupils' capacity to understand the core problem concept and train them to think rationally 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. Educators communicate the competencies to be obtained.

b. The educator offers the subject as an introduction.

a. The educator shows an image related to the material.

b. The educators invite or call students to take turns installing or sorting images to be more logical.

c. The educator asks the reason or rationale for the image.

d. From these reasons the educator begins to provide concepts in accordance with the material competencies to be achieved.

e. 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

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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.

According to the experts' opinions above, the advantages of the Picture strategy are to help learners become more interested in doing writing activities and to help the teacher learn about the students' background knowledge because it directly engages the students in thinking.

2.2 Conceptual Framework

Writing was chosen as a search method during the investigation. The K-13 syllabus includes competence standards, fundamental competence, indicators, and MCCs that students must meet in writing. However, the pupils are unable to achieve their goals due to a number of issues that affect their writing abilities. So the researcher employs one approach, the Picture approach. The researcher employs "Descriptive Text" to improve the pupils' writing abilities. As a result of the investigation, the researcher administered essay tests to the students. The researcher implements the Picture Strategy approach through Classroom Action Research (CAR). To make things easier to understand, the researcher created a framework on the next page.

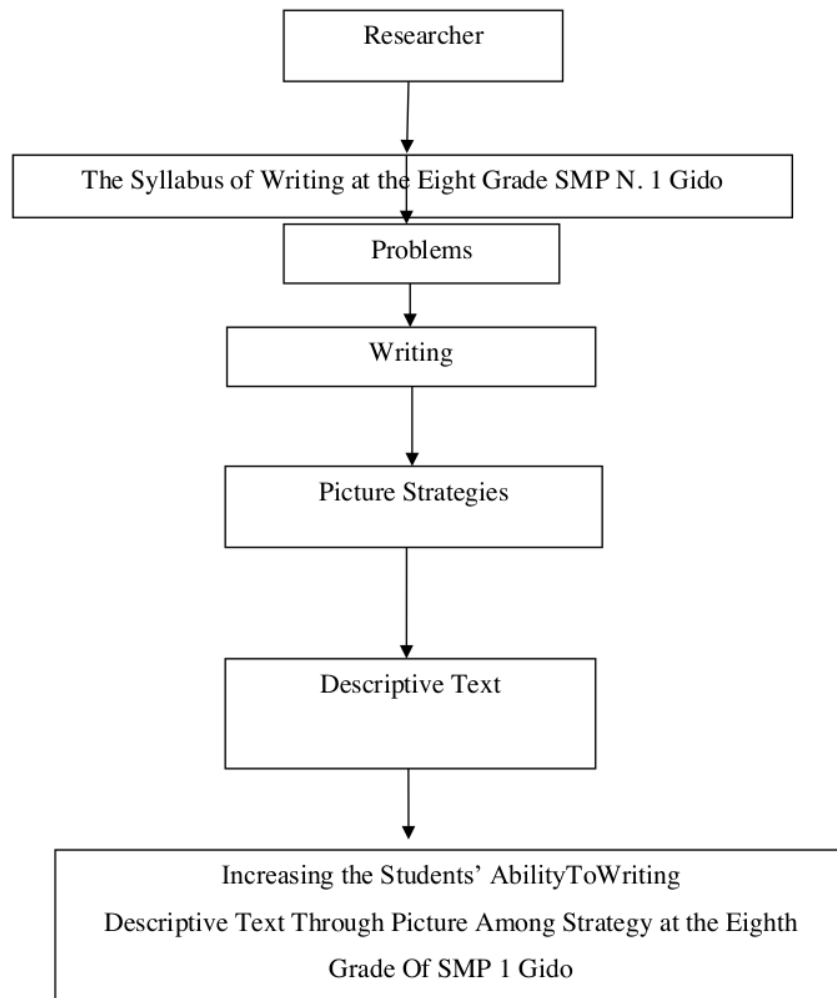For more clearly, the figure will be described as follows:

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                    │     Descriptive Text    │
                    └─────────────────────────┘
                                 │
                                 ▼
┌────────────────────────────────────────────────────────────┐
│      Increasing the Students' AbilityToWriting             │
│  Descriptive Text Through Picture Among Strategy at the Eighth│
│              Grade Of SMP 1 Gido                            │
└────────────────────────────────────────────────────────────┘
```

Figure1. The Conceptual Framework to Research

CHAPTER III
RESEARCH METHOD

3.1 The Type of Research

The study's goal is to improve students' capacity to write descriptive literature, namely through the use of Picture Strategy. So, the researcher did Classroom Action Research (CAR) to solve the students' problem in writing descriptive text with the assumption that the objective of the research would be fulfilled, which was to improve the students' capacity to write descriptive text. A simple method to comprehend action research is to look at the term itself and separate its components.

.Action means very much what you could expect. In terms of action research, it refers to what you do as a professional teacher in the classroom. Some significant and recommended activities performed by the researcher include creating a learning environment, interacting with students, developing lesson plans, assigning homework, and almost everything else done in the daily routine of teaching, which constitutes the "action" of action research, whereas research refers to methods, habits, and attitudes.

Mc Niff (2019: 2) as quoted by Kemmis, ""Classroom Action Research is a type of self-reflective inquiry conducted by participants (teachers, students) in a social situation to improve 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 these practices are carried out." In other words, CAR serves the objective of improving educational practice or the teaching-learning process. Watts (2018: 118) defines Action Research as a process in which participants deliberately and carefully assess their own educational practice using research tools. In other words, the purpose of Action Research is to improve one's teaching skills.

Based on the thoughts expressed above, it can be concluded that CAR is used to evaluate and improve the quality of classroom activities in the educational sphere. So the researcher will employ CAR to solve the research challenge. In 2022/2023, the researcher seeks to improve the writing abilities of eighth-grade students at SMP Negeri 1 Gido using Picture Strategy.

. 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.
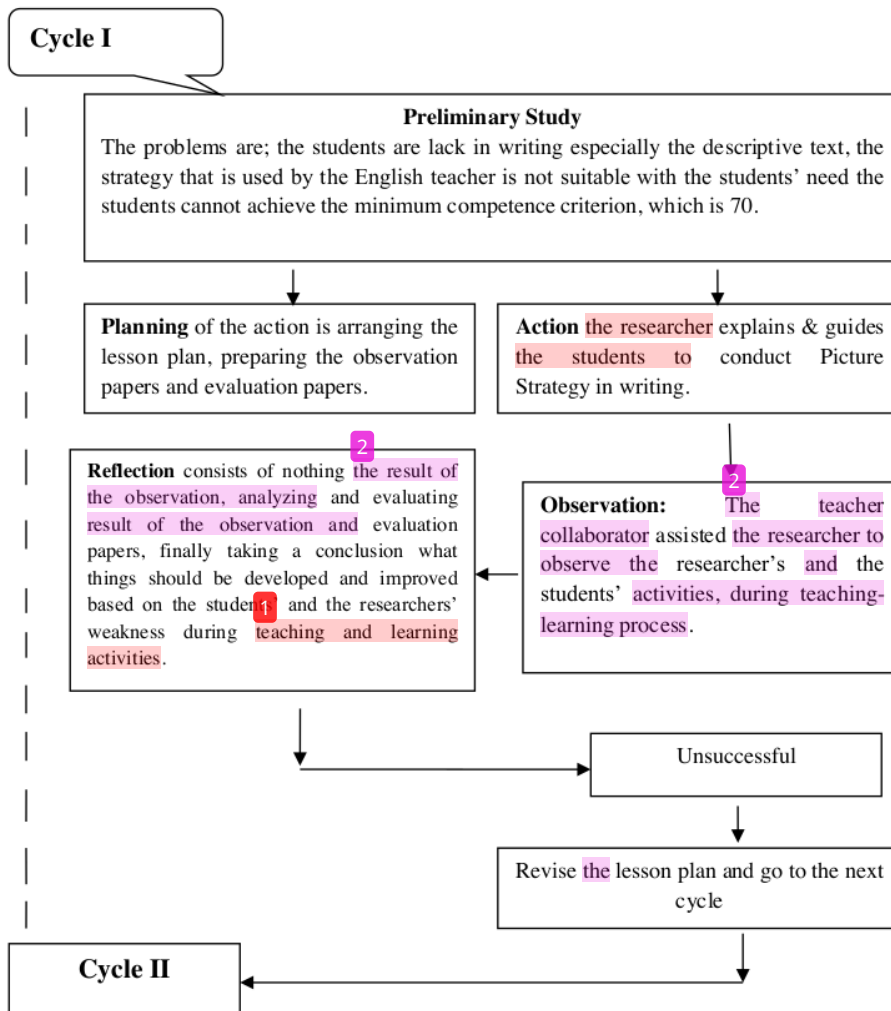
According to Ferrance (2018: 9), the procedure for action research can be described as a cycle in four stages such as below:
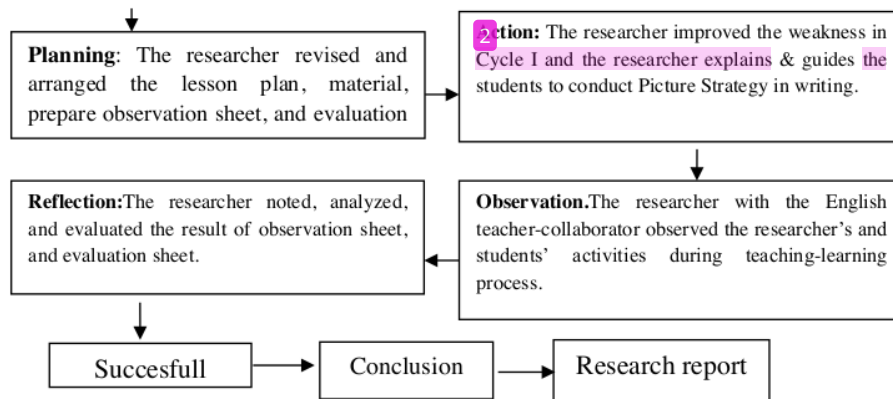
1. Planning is a process to prepare everything, which is needed during doing this research such as lesson plan, materials, observation paper, evaluation paper and field notes.

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

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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 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    │        │ Action: The researcher      │
│ revised and arranged the    │───────▶│ improved the weakness in    │
│ lesson plan, material,      │        │ Cycle I and the researcher  │
│ prepare observation sheet,  │        │ explains & guides the       │
│ and evaluation              │        │ students to conduct Picture │
└─────────────────────────────┘        │ Strategy in writing.        │
                                       └─────────────────────────────┘
                                                     │
                                                     ▼
┌─────────────────────────────┐        ┌─────────────────────────────┐
│ Reflection:The researcher   │        │ Observation.The researcher  │
│ noted, analyzed, and        │        │ with the English teacher-   │
│ evaluated the result of     │◀───────│ collaborator observed the   │
│ observation sheet, and      │        │ researcher's and students'  │
│ evaluation sheet.           │        │ activities during teaching- │
└─────────────────────────────┘        │ learning process.           │
                                       └─────────────────────────────┘
          │
          ▼
┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│  Succesfull  │─────▶│  Conclusion  │─────▶│ Research report  │
└──────────────┘      └──────────────┘      └──────────────────┘
```

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.

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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 :
   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.

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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 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.

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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

3.9.2.1 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:

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

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

4.1. Research Findings

4.1.1 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 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.

4.1.2. 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 22 th, 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.

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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 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.

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:

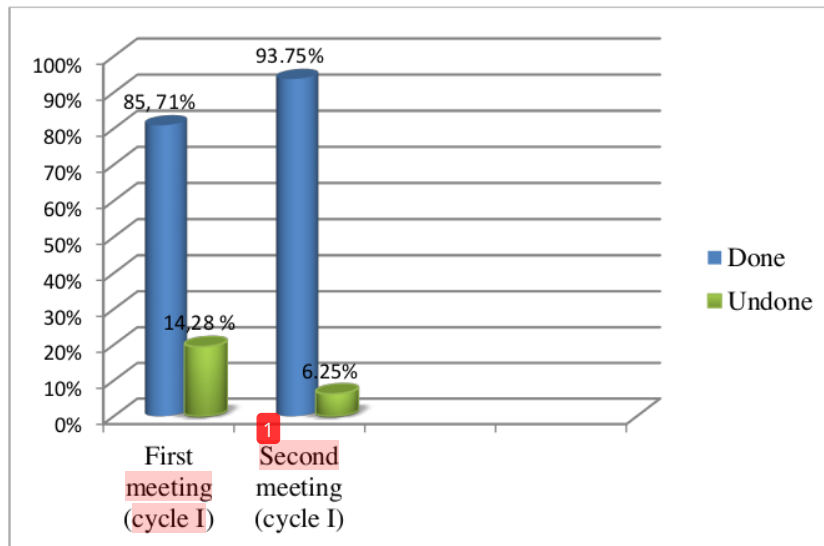(1) Observation sheet for the Researcher's Activities

  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:

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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:
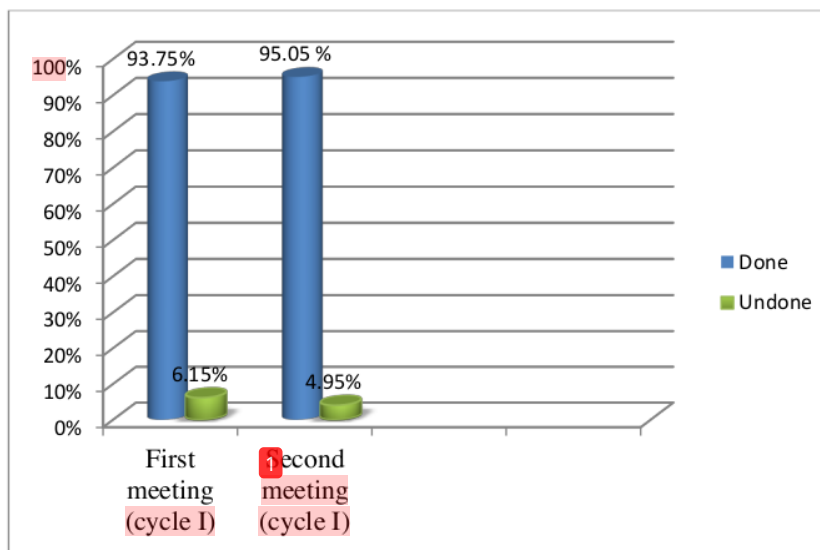
Graphic 2: The percentage of the students' activities in Cycle I

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	63-74	Enough	2	10%
	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 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:

44
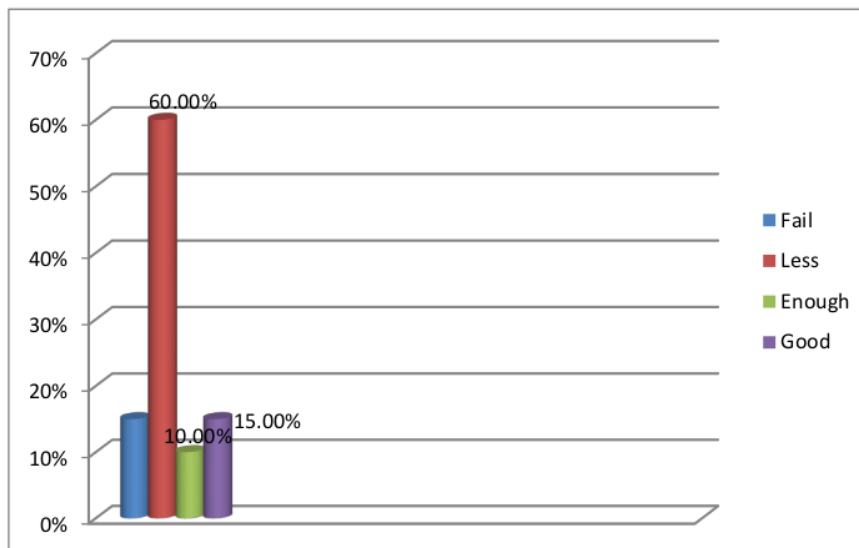
Graphic 3: The Students' Ability in Writing by Using Picture Strategy in Cycle I

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 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:

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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

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:

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 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

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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

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:

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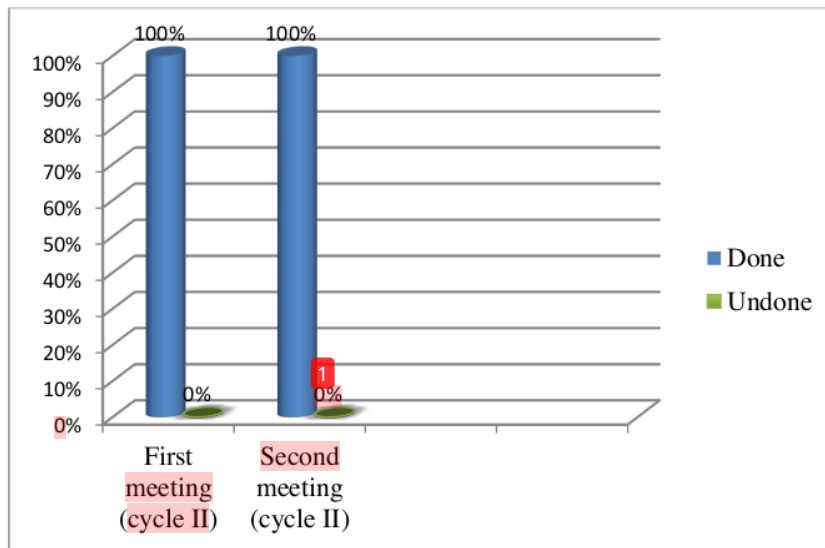
Graphic 4: The Percentage of the Researcher' Activities in Cycle II

(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:
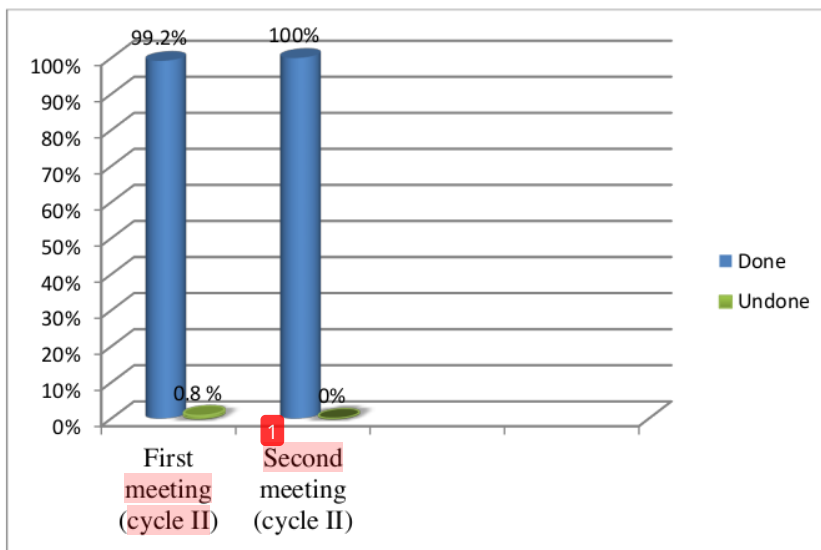
Graphic 5: The Precentage of the Students' Activities in the Cycle II

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
63	85-100	Very good	2	10%
	74-84	Good	6	30%
	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 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
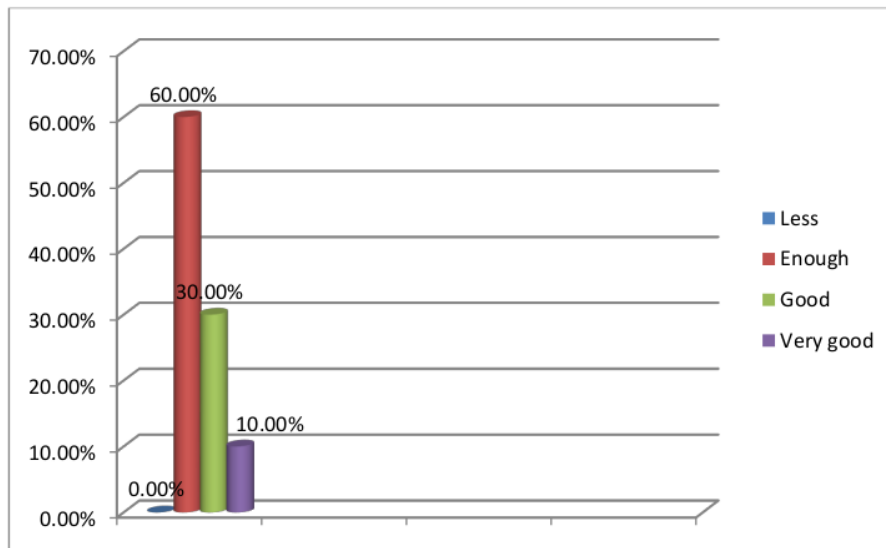
Graphic 6: The Students' Ability in Writing by Using Picture Strategy in Cycle II

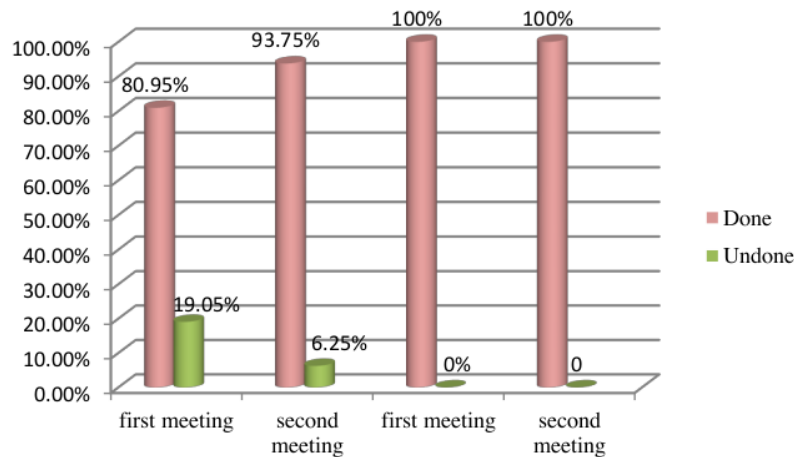**3. The Researcher' and the Students' Activities in All Cycles**

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	-

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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:

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	-		

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.

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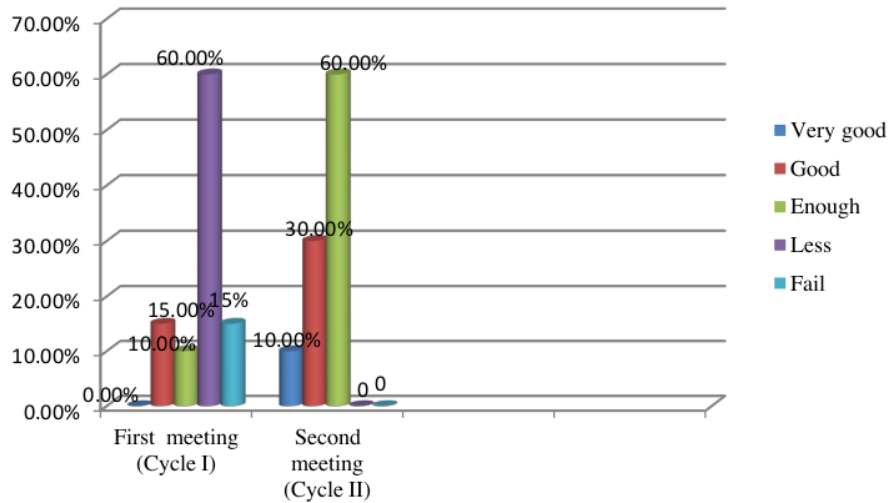
Graphic 8. The Students' Ability in All Cycles

4.2 Discussions

4.2.1. 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.

4.2.2 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.

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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.

4.2.3. 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.

4.2.4. 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.

4.2.5. 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.

4.2.6 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 RECOMMENDATION

5.1 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.

5.2 Recommendation

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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