
CHAPTER I

A. BACKGROUND OF THE PROBLEM

Writing is one of the important language skills. In addition, writing is a skill to uses ideas and opinions as a tool to convey information and communication tools. This means writer who writes more uses minds to generate ideas and information.

Apsari (2017) stated that writing is important for our lives. This can be a great tool to help us discover more about the way we think because it can strengthen ideas and thoughts, and help us to learn how to form language, how to spell, how to plan, and how to make logical arguments or how to persuade, especially through writing. In general, writing is very important so that communication can be channeled through writing from all other types of media.

So students need effective writing skills to meet their academic needs and requirements and workplace. Students must improve their writing skills, which must be motivated by the teacher so students can have good writing skills, by giving instructions in the writing process and writing rules, such as grammar rules and writing practice.

The difficulty of learning to write English in middle school students is how to write in English and how to build their ideas into meaningful writing. The difficulty factor for them is the lack of vocabulary and their time in thinking about their ideas and opinions. They spend a lot of time thinking about ideas so they get bored quickly. The idea is the most important thing and also the key to writing, without ideas students do not know what they have to do to write and they cannot write anything. The ideas conveyed by the writer in good sentences will be easily understood by the reader. The next factor is the lack of vocabulary owned by students so that they do not understand how to write in English.

Therefore teachers must have a strategy that makes students comfortable with learning to write English, making students happy to learn English. Teachers need strategy to help students learn to write English. One strategy is to use images. According to Joklova, (2009, in Qishta, 2017) states that the use of pictures in education increases and sharpens students' visual perception. The pictures are applied to support student learning. Pictures are part of the most efficient and cheapest teaching media. Based on the problem above teachers could use picture as interesting media in teaching. Using pictures in learning English writing can increase students' ability especially in writing skill because with using pictures the students can imagine the things that related to the pictures.

B. IDENTIFICATION OF THE PROBLEM

Based on the background, the researcher identifies the problem thusly: The students not interested in learning English writing because they thought that English is difficult subject to learn. The students seem not to understand how to write in English because they have less vocabulary. The teachers can improve students writing skills by using pictures

C. LIMITATION OF THE PROBLEM

It is important for researcher to limit the research. This study will focus on using pictures to improve students writing skills at students VII 1 in SMP N 3 Sungai Pua The reason of why researcher chooses it is because the use of pictures in the learning process makes students fun and allows students to contribute actively and can make students become more creative

D. RESEARCH QUESTIONS

1. What are the problems encountered by the seventh grade students of in writing skills with using pictures?
2. How does the use of pictures can improve students writing skills at seventh grade students in SMP N 3 Sungai Pua ?

E. THE FORMULATION OF THE PROBLEM

Based on the limitation of the problem, the researcher formulates the problem is “How are the using pictures to improve students writing skills at SMP N 3 Sungai Pua”

F. PURPOSES OF THE RESEARCH

The purposes of this research:

1. To find out of the problem students writing skill with using pictures at seventh grade students
2. To understand how to using pictures to improve students writing skills at seventh grade students

G. THE SIGNIFICANCE OF THE STUDY

The significance of the study will be useful for:

1. For English teachers, the results of this study are expected to provide the teachers with alternative techniques for teaching writing. It is also expected to motivate teachers to be more creative so students will be more enthusiastic about learning English in class.
2. researchers, the results of this study can develop their experience related to his knowledge in research on education and teaching English, especially for writing

3. students, the results of this study are expected to give them new experiences in learning English, especially in learning to write so they can more motivated to develop their abilities.

H. DEFINITION OF KEY TERM

To avoid ambiguity and mistake in understanding about key terms used in this research, the definition of the key terms are as follow:

1. Writing is form of communication that uses to convey ideas and opinion into a paper.
2. Picture is a visual media or illustrations that can make students imagine the objects that have relation with the subject matter.

CHAPTER 2

REVIEW OF RELATED THEORY

A. Writing skill

Writing is a form of communication that allows students to put their feelings and ideas on paper to shape their knowledge and opinions into convincing arguments and to convey meaning through writing they form into meaningful texts. According to Meyers (2005 in Suryaman 2018) writing is the act of writing in which the action must go through finding and organizing ideas, putting them on paper and revising the writing.

According to Hyland (2009) writing is learned, not taught, but gives providing space for writers to make their own meaning through the environment and positive things. Furthermore, Kern (2000, in Suryaman, 2018) proposed that writing in functional communication allows learner to make words and opinions from their own minds. Writing is the results of thinking, composing, and generating ideas. After generate the ideas and how to write it down be a good sentences, how to arrange them coherently, how to use punctuation, how to revise texts for clearer meaning. So that will help them to develop and improve their skills, especially in writing skills Brown (2013).In addition, Wallace (2004, in Fasya 2015) stated that writing is the final result after students learn some previous writing stages. The stages are

recording, identifying ideas, describing, compiling, and editing. This means that writing is a complex skill. This includes many sub skills that must be passed before produce good writing. Writing seems very complicated but actually it can be learned with fun.

Writing is part of human culture because it can be used to preserve ideas and opinions. From this explanation it can be concluded that writing is a way to convey what we want to convey in written language. Writing is the most complex skill to develop it plays an important role in modern society. (Ramelan, 1992 in Faizah, 2015).

Furthermore Durga&Rao (2018) stated that in general, writing is very important so that communication is conveyed more through writing than other types of media. Students must improve their writing skills, where teachers must motivate them to have good writing skills, by giving instructions in the writing process and writing rules, such as grammar rules and writing practice. Another reason the importance of writing skills is for students is to write homework given by the teacher. Second is finding and get a job. Third is making presentations and reports. Fourth is improving communication skills. The fifth is to increase creativity, exploration, and essential for self-understanding.

Walsh (2010 in Klimova, 2013) stated that writing is important because it is used generally in the world of education and the world of work. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, business people, coworkers, or about anyone. According to Pertiwi (2016, in Wening, 2016) students have some difficulties in writing. They said that writing is the most difficult skill in learning English. Those difficulties are poor organization, unstructured content, incorrect grammar, word choice, and mechanics, such as spelling, capitalization, and punctuation. So, teaching writing is not an easy matter, especially when the students' English competence is not well developed. Thus, it demands the care and attention of English teachers.

In addition, Rao (2017) stated that there was no doubt that learning writing skills for foreign or second language students was not an easy task. It requires a lot of patience and a lot of time because writing is considered the most difficult of the four language skills. Therefore English teachers must devote more time to it. Furthermore, teachers must make students understand English writing techniques and show them by giving some important and interesting topics as examples. Next, teachers must apply various strategies and approaches in their teaching to make difficult tasks simple. When students feel that the given task is longer, the teachers immediately have to make the assignment into several parts and then ask students to complete it.

Orinda and Rosa (2013) proposed that teaching writing to help the students to understanding how generate ideas and develop it into a good writing. The teacher expected to be able to comprehend and share information, thought and feeling and developed the knowledge. Teaching writing is process of helping the students to convey information communicatively in written form. Therefore teachers must have creative and innovative writing teaching media so as to increase student enthusiasm in learning to write using picture media.

Writing is an activity in conveying opinions and ideas through writing on a paper. In junior high school learning process, writing becomes one of the skills that difficult for students to do. Therefore teacher must have strategy to find out students problem in English writing process. So that they can express their opinions and ideas in writing English correctly.

B. Pictures

According to Ansley (in Sa'diyah, 2008) Learning media helps add elements of reality, for example, including print pictures or computer simulations that are very involved in a lecture. He further stated that the media could be used to support one or more of the following teaching activities. First is getting attention. Second, the media can be used to help students remember what they learned in the last class so that new material can be explained

clearly. Third is to present the learning objectives to students. The fourth is presenting new content through media such as text, film or video. The fifth is to support learning through examples from visual media. The sixth is to get student responses. The use of media can help present information to students and ask questions to them, getting them involved in answering questions. Seventh is giving feedback to students in the form of tests or exercises. Media is the best way to ask assessment questions to be answered by students, or students can send mediated presentations as class projects. Therefore the use pictures have many advantages to improve students learning. The use of media in the learning process strongly supports students and inspires students to find creative things and positive ideas, so students become more active in each learning process. The media used in the learning process, especially in writing, greatly affects students in writing their ideas and opinions, for example the media are pictures.

According to Purna & Fadhilawati (2019) Picture is one of the media that allows students to imagine and clarify the objects. And the picture is the most realistic images show the subject than verbal media. The picture is a fun interesting illustration that makes students inspired to find their ideas related to their subject matter. A Picture is a visual tool which can facilitate understanding and strengthen memory. Visual assistance can also increase

student interest and provide relationships between the contents of the subject matter and the real world Arsyad (2011 in Kulsum 2016).

According to Werff (2019 in Khafidhoh & Carolina, 2019) picture have many functions. With using pictures, teachers and students can practice structure grammatical, practice listening comprehension, doing writing, doing speaking practices such as problem solving activities, role plays, discussions, etc. practicing, or reviewing new vocabulary.

In addition, Brown (2014) state that A familiar picture is displayed, and students are asked to write the word represented by the picture. Assuming there is no ambiguity in identifying pictures (cats, hats, chairs, tables, etc.). Pictures are supporting facilities in the teaching and learning process that have many uses that can help students find creative ideas and make students more fun in the learning process.

The use of media in process of learning English is important to support subject matter, so that lessons more enjoyable for students to follow. One of the media is picture. Picture is illustration objects that have variety of shapes, color and size.

C. The Use of Picture in Teaching Writing Skill

Using pictures are one of interesting strategies to improve students enthusiastic especially on writing skill. According to Pratiwi (2016) pictures

are one solution to overcome problems in teaching writing. The pictures are one of the communications media that can show people, places and things far from us. The use of pictures as a learning media is the right thing to support learning facilities so that students can have more fun and their curiosity increases after seeing an interesting picture in their opinion.

Furthermore, Ministry of Education and Culture (2003 in Elpis, 2017) stated that the use of pictures media in learning aims, first, teaching will attract students so can lead to learning motivation. Second, teaching material will be clearer its meaning, so it can be understood the student. Third, the teaching method uses media pictures do not just communicate verbally through the teacher's words so students do not get bored. Fourth, with the use of this pictures students are expected to carry out learning activities, because not only listen. Last with the use of pictures students are expected to carry out learning activities, because not only listen to the teacher's description. Also other activities like observing, do, and etc.

The conclusion is teaching English writing is not easy specially for seven grade students in junior high school that is the new experience that they have, most of the students still not understand how to write. Most the students do not understand about the vocabulary and it makes them confuse how to make form the statements in English and how to write it down. less the vocabulary as one of the factors that make students not know how to

communicate the message or what the students wants to convey through their writing and the lack of vocabulary makes it difficult for students to understand English lessons. So that they seem not interesting learning English. The teachers should have a method to improve students are interest in learning English especially in writing skill. Pictures can generate students' enthusiasm to writing and they can be fun after look at the pictures itself, also it can improve their writing skill because the visual of the pictures that look likes interesting media that can make the students interest for writing, even though they do not really know how to arrange the words become to good sentences. However with the interesting pictures they can be enjoy to writing because pictures can increase students' curiosity and they can be more active and creative in writing.

D. Review of Related Finding

The researcher found some researches that related to this research. First, through research conducted by Pratiwi (2016) at SMA N 1 Sedayu especially class X IIS 3 .The research to know to describe the improvement of students' writing skill through recount text using picture series to analyze the students' interests in writing skill through recount text using picture series and to find out how far the improvement of the students using picture series in writing skill through recount text.. Afterwards, the researcher conducted the next treatment, then did post-test and the mean of the students' score was

increased into 77, 7. Besides, students also showed different interest in their learning English especially English writing skill.

The second previous research conducted by Suryaman (2018) improving students' ability in writing recount text using diary at one of junior high school in Campaka – Cianjur. Type of the research the writer uses in this research is Classroom Action Research (CAR). This aim of this research is improving students' ability in writing recount text using diary. The result of the research through using diary in writing recount text indicated that there was an increase in students' motivated the students to improve their ability in writing recount text. In conclusion, this research was successful in improving the students' ability in writing recount text by using diary. In addition, the students were more active and participated in the teaching learning process of writing recount text. Therefore, diary can be alternative media for teacher in teaching writing recount text.

This research is different from other research. This study is to know the improving of students writing skills with using pictures. The use of pictures in the teaching and learning process is a learning media that can be used by teachers to support teaching and learning activities. Furthermore, researcher wants to discover using the pictures can effective as a learning media and that can improve students writing skills.

E. Conceptual Framework

Writing in English is one of the skills that must be mastered by students. In English writing there are provisions such as the use of punctuation, capital letters, word arrangement, organizing of words and others. This becomes one of the factors of students' difficulties in writing English. For that the teacher must have a strategy in the process of learning English, especially writing skills to facilitate students in writing English.

In this research, researcher will to know about student improvement in writing by using pictures as learning media. The pictures shown are expected to improve student writing by translating the pictures into written form. Finally these researches want to know about improved students writing English with using pictures.

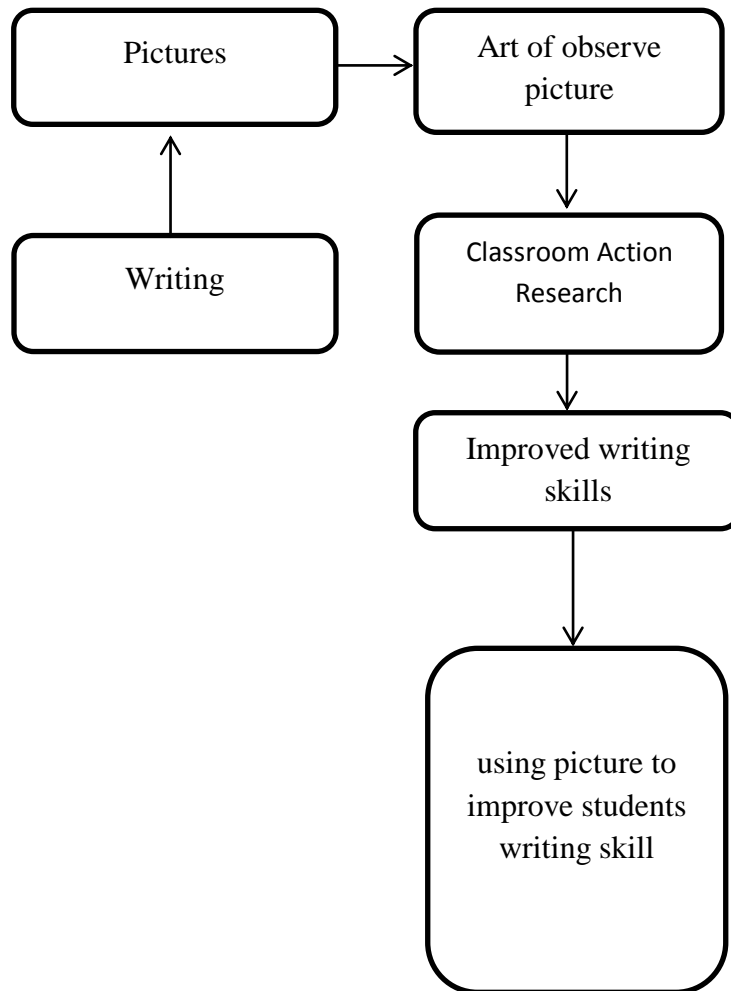


Figure 2.1 Conceptual Framework

CHAPTER 3

RESEARCH METHODS

A. Research Design

This study is intended to know students improvement in writing skills by using Qualitative research. Qualitative research is an approach to explore and understand the meaning of individuals or groups relating to social or human problems Creswell (2014). In this research, the researcher used classroom action research (CAR). Related to problems faced by students, use of pictures as to improve writing right on classroom action research design. According to Arikunto (2010 in Purrohman, 2011) methodology of this research stands from three words, classroom, action and research. So there are three term can be explained. Research is an activity to observe research objects using methods and methodologies with information or data to improve the quality of things that are interesting and important to the teacher. Action is the point for an activity carried out for a particular purpose. Class is defined as groups of students at certain times and certain teachings from the same teacher. According to Mattetal(2015) The purpose of CAR is to improve your own teaching

in your school own class and class action research results can be added with knowledge base. Class action research is study to improve the quality of participants in educational practice. Classroom Action Research (CAR) is research conducted by the teacher (educator) in the classroom or place where the teacher teaches which is focused on improving the learning process. Classroom Action Research functions as a tool to solve problems that arise in the classroom where the teacher uses new skills and methods. Based on the explanation above, the researcher concludes that action research conducted by the teacher and the purpose of this study is also for teachers in order to improve teaching and learning. By combining the three words above, reflection on classroom action research becomes deliberate activity in class. Here it is Researchers used Classroom Action Research (CAR) designed by Kemmis and Mc Taggart's model (in Armasita,2017) consists of four steps namely, planning, acting, observing, and reflect. Correction of the problem in this study was caused by a series of cycles. The number below:

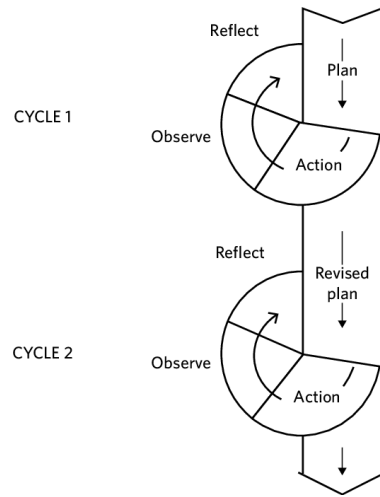


Figure 3.1 Action Research Spiral, Model from Kemmis and Mc Taggart

B. Research Site and Participants

In the collecting the data, this study will take place at SMP N 3 Sungai Pua. Seventh grade students are chosen as the participants based on some considerations. First, researcher wants to explore students writing skills improvement with using pictures. Second, the participants are chosen because the researcher interesting with students writing skills ability at seventh grade students. Third, researcher wants to know about students writing skill with using pictures.

The participants are 15 students at seventh grade in SMP N 3 Sungai Pua. In this research, researcher will uses purposive sampling, It because availability of time and teacher's suggestion. According to Maxwell (1996, Taherdoost, 2016) purposive sampling is a strategy in which people or events are deliberately chosen to provide important information that cannot be obtained from others. The aim of purposive

sampling is to focus on certain characteristics of a population that will allow you to answer your research questions.

C. Technique of Data Collections

To collect data, researcher uses three instruments to explain the use of pictures as a learning media to improve students writing skills that provides assistance for them in learning English and students' responses to the use of pictures in Junior High School. The instruments use is classroom observation, pretest, and posttest and document analysis. Each technique will be explained below.

1. Classroom observations

Classroom observations are find out to determine students' interest in learning English and how their ability to write English , how they deal with the responsibilities given to them through assignments given by the teacher and how to improve student writing by using pictures as learning media.

Here are the points that researcher design to use classroom observation:

No	Field Problem	Code
1	The students did not always pay attention during the writing class	S
2	The students did not have interest in writing class	S
3	The students could not always writing in good writing	S
4	The teacher did not always use several of interesting material.	T
5.	The teacher used good strategy and method in writing class	T
6.	The class activities were boring	Met
7.	The media were uninteresting	Med

Table 3.1: Students classroom observations.

2. Interview

The interview is an important data collection technique that involves verbal communication between the researcher and the subject. Interviews are commonly used in survey design and in exploratory and descriptive studies(Fox,2000).Interview is the process of obtaining

information by means of questions and answers between researchers and respondents.

3. Writing Test

Writing tests were conducted two times. The first test was conducted before implementing the actions. The second test was conducted after implementing the actions. The writing test is used as a reference to determine the improvement of students' abilities in writing English.

4. Documents analysis

Document analysis is a systematic procedure for reviewing or evaluating documents such as printed and electronic materials (computer and internet based). Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to gain meaning, gain understanding, and develop knowledge Corbin & Strauss (2008 in Bowen 2009). Therefore, researcher will collect data from students' writing assignment using pictures. In this research, there are several activities in collecting data. First, the teacher will teach in class according to the learning material to be delivered. Second, students will be given writing assignment using pictures as learning media. Finally, each student's written assignment will be collected as data. Based on the data, the researcher

will analyze the students' written assignment to find out the students writing improvement with using pictures.

D. Research Procedure

In this action research, each procedure took some steps that form one cycle. The procedures of action research in this research as follows:

1. Identifying the problem

The problems were identified first before planning the action. In this step, the researcher identified the problems occurring in the class. The problems refer to the factors causing the students difficult to improve their writing skill. To identify the problem, the researcher observed the teaching learning process and interviews.

2. Implementation action research

This research was conducted in three cycles. Each cycle uses pictures as a teaching media in writing activities. Based on Kemmis and Mc Taggart, action research takes place through dynamics and complementary processes, which consist of four essential 'moments': planning, action, observation and reflection. These are the fundamental steps in the spiral process in which participants in an action research group perform:

a) Planning

In planning phase, researcher and teachers share information. Researchers identify and diagnose problems in student writing that occur in class by interviewing the teacher. That includes determining techniques, designing lesson plans, and organizing success criteria. In determining the technique, it refers to students' problems. In the cases, the main problem for students are that they are difficult generates their ideas, or find out their ideas when they start writing. Therefore, researchers think that by giving them such a technique with using pictures can increase students' improvement in writing skills. Designing lesson plans aims to provide teachers with teaching guidelines and Learning Activities. Researches make lesson plans based on syllabus which is a reference for teachers in making learning plans.

b) Action

In this phase, researchers take action plans. In this phase lesson plans discussed, will be implemented by the researcher. In implementing actions, researchers act as An English teacher who teaches writing by using pictures and observing students' writing activities. Meanwhile, the researcher acts as a collaborator who monitors and observes during the teaching and learning process. This phase is hope can solve student problems.

c) Observations

In that phase, researchers observe the classroom action research process of learning writing skills using pictures. An important aspect of observation is data sources, instruments will be used in data collection and data collection techniques. When observing, the observer made the note in the classroom. Then, the collaborator observed the situation, students' response, and researcher's performance during the implementing the action.

d) Reflection

English researchers and teachers who act as observers, analyze and evaluate the learning process in cycle one. The reflection phase is the last phase in the cycle. The purpose of this phase is to reflect data from the implementation of actions successfully or not by achieving criteria success. Whereas if the results the action does not reach the success criteria, so the next cycle must be completed. That should move to the next cycle about re-plan, re-action, and observe again.

e) Data analysis

After the three cycles present, the data will collect and analyze. Then, they connect to the relevant literature. The data connect to each other to see reliability and validity by doing triangulation process.

f) Presenting the result of the study

The result of the study present in Chapter 4

E. Techniques of Data Analyze

1. Analysis of Observing

In this research, researcher will do observe students activity in the clasroom, especially in their writing activities. When researchers make field notes about the behavior and activities of individuals at the study site Creswell (2014).The observation was also intended to find out how pictures can improve students' English writing. The researcher observes all activities carried out by the participants during the lesson including the nature of students' attention to the teacher's explanation, assignments using pictures as a learning media and student discussion of the assignments given by the teacher. The results are described descriptively and supported by some evidence to strengthen the results.

2. Analysis Interview

After conducting the interview, the researcher transcribed the interview result. Then, it was code into several themes. Those themes lead into description of few students' opinion relate to teaching learning process in the class. Interview improves the description since it gave more detail information of students' attitude toward the learning process.

3. Identifying Students' writing test

Identify student assignments with using pictures by assessing and calculating the results of the assignments collected. According to Arnold (2017) in the form of writing “quizzes”, were given once a week to monitor the students' progress. All quizzes were graded with the same rubric, which focused on spelling, punctuation, capitalization, vocabulary. The rubric focuses on four categories: capitalization, punctuation, spelling, vocabulary. The performance range for each category is measured in points. Without errors, students receive ten points, for errors one to two, students receive eight points, and for three to four errors, students receive six points. If there are five to eight errors in the category, students receive two point in a certain category, and there are no points if there are nine or more errors. Students can receive up to ten points for spelling, ten points for punctuation, ten points for capitalization and twenty points for vocabulary. A total of 50 points in all categories times of 2, then divided 100%, equaling grade of 100. Therefore, the class is the percentage of points

No	Name	Categorize				Total
		Spelling	Punctuation	Capitalization	Vocabulary	
1						
2						
3						
4						
5						

Table 3.2. Points of data using pictures

No	Name	Categorize				Total
		Spelling	Punctuation	Capitalization	Vocabulary	
1						
2						
3						
4						
5						

Table 3.3 Points of data without using pictures

4. Comparing Students writing test

Comparisons are making to find out the improvement in students writing using pictures.

No	Name	Pre-test 1	Post-test 2
1			
2			
3			
4			
5			

Table 3.4. Tasks with using pictures

No	Name	Pre-test 1	Post-test 2
1			
2			
3			
4			
5			

Table 3.5 Tasks without using pictures

5. Analyzing Students' writing test

The researcher will analyzed with collecting he students task to find out students improves in writing skill by using rubric quiz.

Categoriez	Scores	Criteria
Vocabulary	10	Excellent
	6	Good
	2	Poor
	0	Very Poor
Spelling	10	Excellent
	6	Good
	2	Poor
	0	Very Poor
Punctuation	10	Excellent
	6	Good
	2	Poor
	0	Very Poor
Capitalization	10	Excellent
	6	Good
	2	Poor
	0	Very Poor

Table 3.6 : Scoring Rubric for Writing

In analyzing numerical data, the writer found the mean score of the students write the score per action in one cycle. It uses a formula using

Formula : $\bar{X} = \frac{\sum X}{N}$

ΣX = Number of students achievement

N = Number of students

X = the average of student achievement

CHAPTER 5

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study uses pictures to improve students' writing skills. Usually carried out in two cycles consisting of two meetings in each cycle. In both Cycles, researchers apply pictures and other actions, such as making lists of difficult words and giving awards. The research started on August 3, 2020 and ended on August 10, 2020. Before the action was taken, students considered writing as a difficult lesson. English teachers always use LKPD as the main subject matter and most of them ask students to do assignments in LKPD. So, the students got bored during the teaching and learning process. It can be seen from the class observations made by researchers before taking action. As a result, students tended to be reluctant to get involved because they were told that they had never involved an interesting medium to use in writing skills. Considering this problem, the researcher formulates a strategy to overcome it by using pictures. The series of pictures were chosen to create a new atmosphere that required students to work collaboratively and individually. The hope is that students' interest in writing will increase with the application of a series of pictures.

Researchers use pictures to help students enter stimulate and generate their ideas into a good organization. Based on the results in the previous chapter it can be concluded that the use of pictures That improvement can be seen at several points. First, the use of pictures first helps to organize students' ideas well. Once they got their picture stimulated to write. Second, the use of images can be reduced students' problems in writing English in terms of grammar, vocabulary and punctuation with other supporting activities during implementation. Finally, students are actively involved in the teaching and learning process. Here, pictures can increase students' interest in writing. It can increase student involvement during the teaching and learning process. Moreover, the use of pictures creates a new atmosphere for the student community in the classroom. It could be seen in the test results.

C. Suggestions

After implementing a series of images, the researcher has several advice for English teachers and for further research to consider.

1. For English teachers

It is recommended for English teachers to use pictures learning to write in English because the results of the study show that the image is useful to help students generate ideas. Apart from that, the use of pictures also

promotes positive behavior during students teaching and learning process. Learning using pictures can be done to increase student interest and preferences in writing activities.

2. For other researchers

Research results are expected to encourage others researchers to conduct further studies related to writing skills or drawing skills for other skills. Further researchers are advised to use pictures at various levels of education levels such as junior high school / senior high school level to see the effectiveness of using pictures in writing English.

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