Improving Students' Writing Skills
by Using Picture and Picture Method
at Junior High School

Natalia Widya Pasca Tarigan[1],Esra Elisabeth Panjaitan[2] Peronika Simbolon[3]
Johannes Fikki Damanik[4]
panjaitanesra12@gmail.com
Universitas Prima Indonesia

Abstract

This study aims to investigate the improvement of students writing skill by using picture and picture method in SMP 21 Simalingkar B. The rational of this study to improve the writing lack on the descriptive text in SMP 21 Simalingkar B. This method of this study was Class Action Research and was carried out in cycle 1&2 in 25 students OF VIII B Medan. The writer collecting data using writing test, documentation, observation and interview. The data was analyzed by using qualitative and descriptive techniques. Based on the recapitulation in the cycle 1 and cycles 2 shown the improvement of students' writing skill. The percentages in cycle 1 and cycles 2, were 44,8% for pretest, 48,8% for posttest in the cycle 1 and 71,84% for pretest, 81,44% for posttest in cycle 2. Based on the result of this study, the using of picture and picture method can improve students skills and classroom situation in writing text

Keyword*: picture and picture method; class action research; writing skills*

Introduction

Language is one of the communication tools used by humans to communicate and interact with one another. Language is a system of meaningful and articulated sound symbols that have an arbitrary and conventional character, used as a means of communication by a group of people to generate feelings and thoughts (Wibowo, 2001). The use of language must not English.

English is a foreign language. English is also an international language in communication. English is very important in the aspects of education, work, economy, social, arts, as well as culture and politics. Sometimes students have difficulty mastering English Because English is not our native language. One of the languages used by humans to interact and communicate is writing

Writing is a linguistic activity that is very important in human life. Writing is one of the skills that students must master. By doing writing activities students can express thoughts, ideas through writing. However, writing activities cannot be mastered only through theory, but must do exercises and also practice so that they can produce good writing (Meyers, 2005). Similar to Brown (2001:335) said that the process of writing can be through   thinking, drafting, and revising procedure that requires specialized skills. According to Elbow (1973:14-16) in Brown (2001:336) said that writing is a two steps process

Writing is generally   considered one of the most difficult that other skills for foreign language students (Juan Javed & Nazli (2013:130). A student sometimes has difficulty writing to convey ideas through good and correct language. Nugriyantoro (2001: 296) argues that writing is an activity that expresses ideas through language media and writing is one of the most recent language skills mastered after listening, reading, and speaking.

Most of the students are fluent in English but do not have a definite understanding of writing. There are still many students who often make mistakes in writing, this is because students are less interested in writing skills, less focused on learning, and consider writing skills easy.

Researchers made observations at SMP   21 MEDAN. The problems found by the researchers there were some problems of students related to the success of student writing skills. Based on the observation at SMP 21 Simalingkar B in Medan researcher found several problems there are problems related to, self student ,   self teacher   and   teaching process   . Based on the observation at SMP 21 Simalingkar B in Medan there are many students have problems in writing caused they don't have any idea to express, there is no motivation ,and most of the students

have a lack in grammar, vocabulary   and so on . On the self teacher, the teacher not been able to teach their students profesionally and totally. The teacher just teaches and ask the student to write but the teacher unable to write properly and correctly. In the other hand, the teacher doesn't master the lessons. In the learning process, the teacher just asks students to write what they know about something, there is no method or media is used to support writing process.

One way that can be done to improve students' writing skills is that teachers must use a variety of teaching methods that do not cause the class to feel bored, and students are asked to be more active in the teaching and learning process. By using the picture and picture method. Picture and picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc. The picture can be a good stimulus for writing, but the picture must be based on the students' ability.

The picture and picture method is a model designed to encourage learners to find, query, execute and search for information, collect data, analyze data, and draw their conclusions. In this model, students can construct ideas and insights in class so that they can put them into practice. Problems such as difficulty in remembering topics (Starrett and Morcos, 2001); (Ravif Daniel, 2004); and (Athles and Ali, 2011). By using picture and picture students can practice their writing skills by conveying the ideas that they have in mind against the images they see. The researcher made class VIIIB SMP NEGERI 21 MEDAN as the sample of this study.

Method

This research is class action research (CAR). In this research researcher will involve student's writing skills. The purpose is the improvement of students' writing process will expose. According to Kemmis and Mc Taggart (2002:24) action research is form of collective self–reflection enquiry undertaken by participants in social or educational practice, as well as their understanding of these practices and the situation in which these practices are carried out. Based on Latief (2011: 144). Action research is about finding ways to improve your practice, so it is about creating knowledge (Mcniff & Whitehead ,2010:7). Kemmis and McTaggart (1998) in Burn (2010:8) proposed a model of a classical action research . There some action research by others' researcher such as Kurt and lewin (1946),Elliot (1991), Mc Kernan (1991) and   Ebbut (1985) but researcher decided to using Kemmis and Taggart model as a process of this research   because writer realized that this model too effective and inflexsible .

The source of data will be used   in this research is SMP 21 Simalingkar B the subject is eight grade and researchers only choose one class it is VIIIB.

The procedure of the research will be adopted from Kemmis and Taggart model. There are four steps in action research and 2 cycles minimal (Burn,2010:8). There are : planning, acting, observing and reflecting . Planning ,in this stage the

researchers will prepare the material ,observation sheet and a sheet of test. Acting, all of the plans have been designed will be applied in this stage the researchers will ask the students to choose the cards and ask them to describe in writing. Observing, in this will be carried simultaneously with the acting stage. There are some ethics will be designed by the researchers to see the students' activity. Reflecting ,the researchers will observe whether the using picture and picture method can improve students' writing skills or not.

The population of this study is the eight grade of the SMP 21 Simalingkar B,Bunga Rampai 8-Medan data about the subject can been seen below.

Table.1 *Data of the subject of the study*

No	Class	Sex		Total
		Male	Female	
1	**VIII-B**	**10**	**15**	**25**

Based on the data above,there are 10 male and 15 female students in the eight graders. Total of the subject are 25 students.   And the researchers want to elaborate the learning by using picture and picture method. Researcher choose the eight grade because based on writer observation that most of students low in English learning especially in writing skills.

There are some ways used to collect data by researcher. The data are from test, Observation sheet, interview sheet and documentation. There are qualitative and quantitative instruments. Qualitative instrument is observation sheet and documentation. Quantitative is writing test.

Test is an important measuring tool in action research. Test is a set of stimuli that will be given to someone with the intention to getting answers that used to determine the score (Hamzah B ,Uno, dkk, 2011:104). Test will be divided into two part namely pre-test and post-test. Pretest and post test will show the student's scores with mean and standard deviation .Observation sheet will use to see writer or researcher to record all activities in research process. According to Suharsimini Arikunto (2010:199) "In the meaning of psychological observation   or is also called

observation includes loading activities on an object   with using all the sense organs. Documentation refers on students' writing process on classroom. Documentation will be used to observe student's progress on teaching learning process. Documentation is one part of observation.

Collected data were analyzed in descriptive techniques and statistical techniques. Descriptive techniques used to collect the information during the teaching-learning process. The from is in the sentences that provide an overview of students' expression about the level of students' success in writing skills, students' attitudes, attention, enthusiasm in the learning process. Descriptive techniques will use to collect data about the students' activity and students' scores by using numbers. The data will be analyzed statistically by calculating students' total scores in completing tests in cycle I and cycles II

To test the hypothesis, namely to find out the increase in activities through picture and picture method by comparing the total activity of cycle I and cycles II, if there are an increase then the hypothesis are accepted.

The formula is:

$$\% \text{A} = \frac{AS}{TS} \times 100\%$$

To find out the percentage of students activity individually will   be analyzed using the formula:

$$\%\text{P} = \frac{ST}{MS} \times 100\%$$

(Zainal, 2008:40)

Then to find out the average of the students' activity scores in classroom will be analyzed using the formula :

$$\text{X}_n = \frac{\sum A}{TS} \times 100$$

a. **Analysis students scores**

To test the hypothesis to know the improvement of students writing skill in SMP 21 Simalingkar B, Medan by using picture and picture method will analyze by processing data have been determined by researchers.

Item analysis	Score	Criterion scoring
Content	30-27	Excellent :knowledgeable-substantive
	26-22	Good :some knowledge of subject-adequate range
	21-17	Fair :limited knowledge of subject-little substance
	16-13	Very poor : does not show knowledge
Organization	20-18	Excellent: fluent expression-ideas clearly stated

	17-14	Good: somewhat choopy-loosely organized but main ideas stand out
	13-10	Fair :not fluent-ideas confused or disconnected
	9-7	Very poor : does not communicate nor organization
Vocabulary	20-18	Excellent :sophisticated range-effective words/idiom form
	17-14	Good: adequate range-occasional errors of word/idiom
		Fair: imitated range-frequent errors of word/idiom ,choice, usage
	13-10	Very poor: essentially translation-little knowledge of English
	9-7	vocabulary

Grammar / language use	25-22	Excellent :effective complex construction ,few errors of agreement
	21-18	Good : effective but simple constructive in grammar
	17-11	Fair :limited range-frequent errors of words /idioms form,
	10-5	choice ,usage
		Very poor :virtually no mastery of sentence construction rules
Mechanic	5	Excellent :demonstrates mastery of conventions
	4	Good: occasional errors of spelling, punctuation, capitalization.
	3	Fair :frequent errors of spelling, punctuation, capitalization .
	2	Very poor :no mastery of conventions, dominated by errors of spelling , punctuation
Total of score		100

Table 1. Scoring and criterion adopted from C. Teribble (1996:130)

To determine students scores individually using the formula:

$$SS = \frac{\sum S}{MS} \times 100$$

To determine percentage   students' writing skill using the formula

$$WS = \frac{\sum TS}{\sum MS} \times 100\%$$

Individually , students are said to success in learning if the learning results are ≥70% or the scores is 70. Furthermore ,To find out the overall completeness will be formulated as follows :

$$D = \frac{X}{N} \times 100\%$$

Then to find out students who are not complete in larning as

whole, it will be formulated as follows:

$$D = \frac{Xp}{N} \times 100\%$$

a. Analyzing sudents' behavior

When the researchers conduct the research ,researcher also observe student behavior . To know the criterion of students behavior ,it will be analyzed with the formula:

$$SA = \frac{\sum KA}{TS}$$

Result

This research conducted in SMP 21 Simalingkar B .The school was located in Jln.Bunga Rampai VIII, Simalingkar B ,Medan .The finding of this research through in cycle 1 and cycle 2 that consist of pretest and posttest .Based on the research result, it is known that there has been an increase in students writing skills by using picture and picture method. The result of this research indicate that students' writing skills in SMP 21 has improved. The increase can be seen from :

Achievement of Students' Activity

During the writer do this research ,the writer observes the students' activity in the class room . The activity level of student can be seen in this table.

Table 3.1. Students' activity recapitulation in cycle 1

No	Name	Students' activity							Scores	%	Description
		1	2	3	4	5	6	7			
1	Students 1	2	2	3	1	3	2	1	14	50%	Less active
2	Students 2	3	4	4	3	4	4	3	21	75%	Active
3	Students 3	3	3	4	4	3	3	3	23	89%	Very Active
4	Students 4	4	2	3	1	2	3	3	18	64%	Quite Active
5	Students 5	3	3	1	2	2	4	4	19	67%	Quite Active

6	Students 6	2	3	1	4	4	2	2	18	64%	Quite Active
7	Students 7	2	1	2	3	3	2	1	14	50%	Less Active
8	Students 8	4	3	4	4	4	3	4	26	92%	Very Active
9	Students 9	3	2	3	3	3	4	4	22	78%	Active
10	Students 10	2	3	4	4	4	4	3	24	85%	Very Active
11	Students 11	1	3	2	4	4	3	2	19	67%	Quite Active
12	Students 12	1	3	4	4	2	3	3	20	71%	Active
13	Students 13	3	2	1	4	2	2	4	18	64%	Quite Active
14	Students 14	4	4	3	4	3	3	4	25	89%	Very Active
15	Students 15	2	3	3	4	3	1	1	17	60%	Less Active
16	Students 16	4	2	2	3	4	2	2	19	67%	Quite Active
17	Students 17	2	3	3	1	1	2	2	14	50%	Less Active
18	Students 18	1	2	2	2	3	1	2	13	46%	Less Active
19	Students 19	1	1	2	1	1	1	1	8	28%	Not Active
20	Students 20	3	4	4	4	4	4	4	26	92%	Very Active
21	Students	1	1	0	0	2	1	1	6	21	Not Active

	21									%	
22	Students 22	2	1	3	4	4	3	3	20	71 %	Active
23	Students 23	1	1	0	1	2	1	1	7	25 %	Not Active
24	Students 24	2	1	2	2	1	2	3	13	46 %	Less Active

25	Students 25	3		2	2	2	4	4	2	19	67%	Quite Active
Students ' activity average									17,72		Less Active	
Percentage of students' activity level									36%		Less active	

Table 3.2 . Students' activity recapitulation in cycles 2

No	Name	Students' activity							Scores	%	Description
		1	**2**	**3**	**4**	**5**	**6**	**7**			
1	dents 1	4	3	3	2	3	3	3	20	71 %	Quite Active
2	Students 2	3	4	4	4	4	4	4	27	96 %	Very Active
3	Students 3	3	3	4	4	3	4	4	25	89 %	Very Active
4	Students 4	4	2	3	3	2	3	3	20	71 %	Active
5	Students 5	4	3	2	3	3	4	4	23	67 %	Quite Active
6	Students 6	3	3	4	4	4	4	4	26	82 %	Active
7	Students 7	3	3	4	4	4	4	4	26	82 %	Active
8	Students 8	4	3	4	4	4	4	4	27	96 %	Very Active
9	Students 9	3	4	3	4	3	4	4	25	89 %	Very Active

10	Students 10	4	3	4	4	4	4	3	26	93 %	Very Active
11	Students 11	3	3	2	4	4	3	3	22	78 %	Active
12	Students 12	1	3	4	4	2	3	3	26	82 %	Active
13	Students 13	3	4	4	4	4	4	4	27	96 %	Very Active
14	Students 14	4	4	4	4	4	3	4	27	96 %	Very Active
15	Students 15	2	4	3	4	3	4	3	23	82 %	Active
16	Students 16	4	4	4	3	4	4	4	27	82 %	Active
17	Students 17	3	4	3	4	2	3	3	22	78 %	Quite Active
18	Students 18	2	4	2	4	3	3	3	21	75 %	Active
19	Students 19	2	2	2	3	4	3	4	20	71 %	Active
20	Students 20	4	4	4	4	4	4	4	28	100 %	Very Active
21	Students 21	2	2	2	2	2	2	3	15	53 %	Less Active

22	Students 22	2	4	4	4	4	3	4	25	89%	Very Active
23	Students 23	1	1	0	3	2	1	3	11	25%	Not Active
24	Students 24	2	2	2	2	3	2	3	16	39%	Less Active
25	Students	3	2	4	4	4	4	3	24	85%	Very

										Active
25										Active
Students ' activity average									23,16	Active
Percentage of students' activity level									76%	Active

from the result of the observation sheet on students' activity in cycle 1 and cycles 2 that the average of students' activity increased from cycle 1 17,72 was included in the Less Active to 23,16 that was include in the Active criteria in the cycles 2.The percentage of students' activity level in cycle 1 cant be declared active   because there was only 7 students (36%) that included in active criteria, but in the cycles 2 there was an increase   because the percentage of students' activity level consist of 19 students (76%).who are categorizes as Active .

Chart 3.3. Percentage of students' activity level in cycle 1 and cycles 2
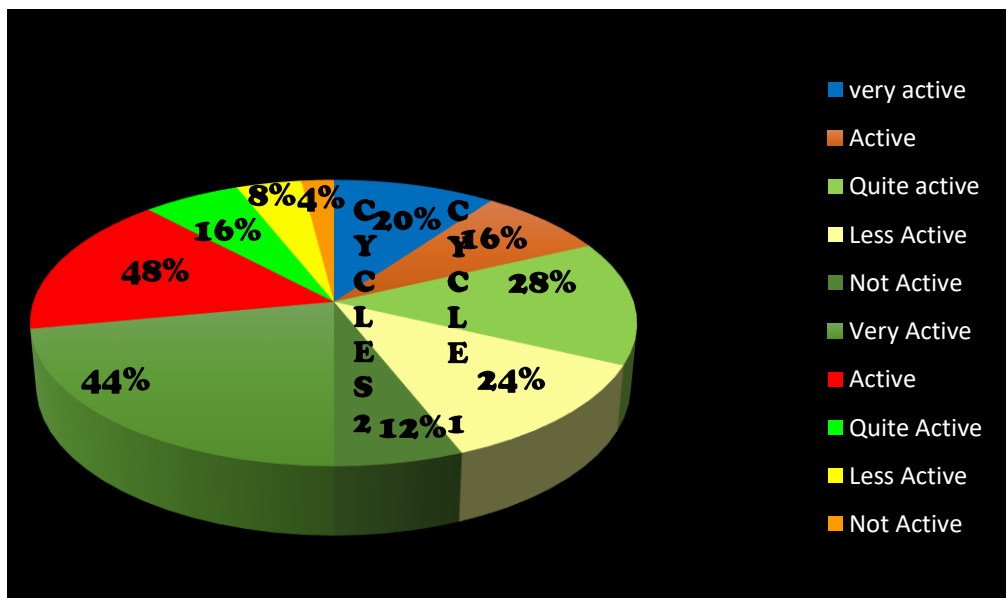
Achievement Students' scores

The result of improvement students' writing skill in SMP 21 Simalingkar by using picture and picture method analyzed appropriate to data analyzing   by writer. The achievement of students' scores depend on the pretest and posttest that was given by writer The result of improvement students' writing skill in SMP 21 Simalingkar by using picture and picture method analyzed appropriate to data analyzing   by writer. The achievement of students' scores depend on the pretest and posttest that was given by writer   in cycle 1 and cycle 2.The benchmarks of students success in learning ,the student who declared has completely learned if the learning result are ≥70% or the scores is ≥70. And the class declared has completely learned if the class scores are ≥70and the class percentage ≥70%.The students pre

test and posttest was assessed based on the content ,organization ,vocabulary ,grammar/vocabulary use and mechanic. All of the criteria has been decided by writer in research methodology .

The students score in cycle 1 and cycles 2 is presented in this table .

Table 3.4 students score in cycle 1

No	Nama	PRE TEST 1			POST TEST 1		
		Scores	Percentage students' writing	Description	Scores	Percentage students' writing	Description
1	ents 1	25	25%	Failed	30	30%	Failed
2	Students 2	50	50%	Failed	55	55%	Failed
3	Students 3	45	45%	Failed	50	50%	Failed
4	Students 4	65	65%	Failed	40	40%	Failed
5	Students 5	60	60%	Failed	75	75%	Passed
6	Students 6	40	40%	Failed	45	45%	Failed
7	Students 7	30	30%	Failed	35	35%	Failed
8	Students 8	30	30%	Failed	35	35%	Failed
9	Students 9	25	25%	Failed	30	30%	Failed
10	Students 10	60	60%	Failed	65	65%	Failed
11	Students 11	70	70%	Passed	65	65%	Failed
12	Students 12	50	50%	Failed	65	65%	Failed
13	Students 13	45	45%	Failed	60	60%	Failed
14	Students 14	65	65%	Failed	50	50%	Failed
15	Students 15	75	75%	Passed	70	70%	Passed

1 6	Students 16	70	70%	Passed	75	75%	Passed
1 7	Students 17	20	20%	Failed	25	25%	Failed
1 8	Students 18	30	30%	Failed	35	35%	Failed
1 9	Students 19	20	20%	Failed	30	30%	Failed
2 0	Students 20	25	25%	Failed	30	30%	Failed
2 1	Students 21	35	35%	Failed	40	40%	Failed
2 2	Students 22	30	30%	Failed	35	35%	Failed
2 3	Students 23	45	45%	Failed	55	55%	Failed
2 4	Students 24	50	50%	Failed	55	55%	Failed
2 5	Students 25	60	60%	Failed	70	70%	Passed
Total scores		1120			1220		
		44,8%		**Failed**	48,8%		**Failed**
Percentage		**46,8%**					

Table 3.5 students score in cycle 2

No	Nama	PRE TEST 2			POST TEST 2		
		Scores	**Percentage students' writing**	**Description**	**Scores**	**Percentage students' writing**	**Description**
1	ents 1	70	70%		80	80%	Passed
2	Students 2	65	65%	Failed	75	75%	Passed
3	Students	75	75%	Passed	85	85%	Passed

	3						
4	Students 4	70	70%	Passed	80	80%	Passed
5	Students 5	75	75%	Passed	80	80%	Passed
6	Students 6	60	60%	Failed	65	65%	Failed
7	Students 7	50	50%	Failed	60	60%	Failed
8	Students 8	75	75%	Passed	85	85%	Passed
9	Students 9	60	60%	Failed	75	75%	Passed
10	Students 10	75	75%	Passed	90	90%	Passed
11	Students 11	80	80%	Passed	95	95%	Passed
12	Students 12	80	80%	Passed	95	95%	Passed
13	Students 13	70	70%	Passed	80	80%	Passed
14	Students 14	75	75%	Passed	85	85%	Passed
15	Students 15	80	80%	Passed	95	95%	Passed
16	Students 16	86	86%	Passed	90	90%	Passed
17	Students 17	75	75%	Passed	86	86%	Passed
18	Students 18	70	70%	Passed	75	75%	Passed

19	Students 19	60	60%	Failed	73	73%	Passed
20	Students 20	70	70%	Passed	75	75%	Passed
21	Students 21	75	75%	Passed	82	82%	Passed
22	Students 22	80	80%	Passed	92	92%	Passed
23	Students 23	75	75%	Passed	83	83%	Passed
24	Students 24	70	70%	Passed	75	75%	Passed
25	Students 25	75	75%	Passed	80	80%	Passed
Total scores		1.796			2.036		
		71,84%		**Success**	81,44%		**Success**
Percentage		**76,64%**					

Based on the table above ,it is clearly seen that the increase of students' writing skill. In cycle 1 , the total scores of pretest and posttest are 1240 and percentage of students' writing skills are 46,8% which is category failed . In cycles 2 the total scores 3.832 and the percentage of students writing skill in cycles 2 are 76,64% which is category success in learning . in cycle 1 was declared failed because didn't reach the standard deviation, then the writer continued to cycles 2 .In cycles 2 there were an increase students scores and the cycles 2 was declared success .Based on the table in cycle 1 and cycles 2 shows a significant deference. To make it clearly ,the data was presented in this chart.

Chart 3.6 percentage students' writing skills in cycle 1 and cycle 2
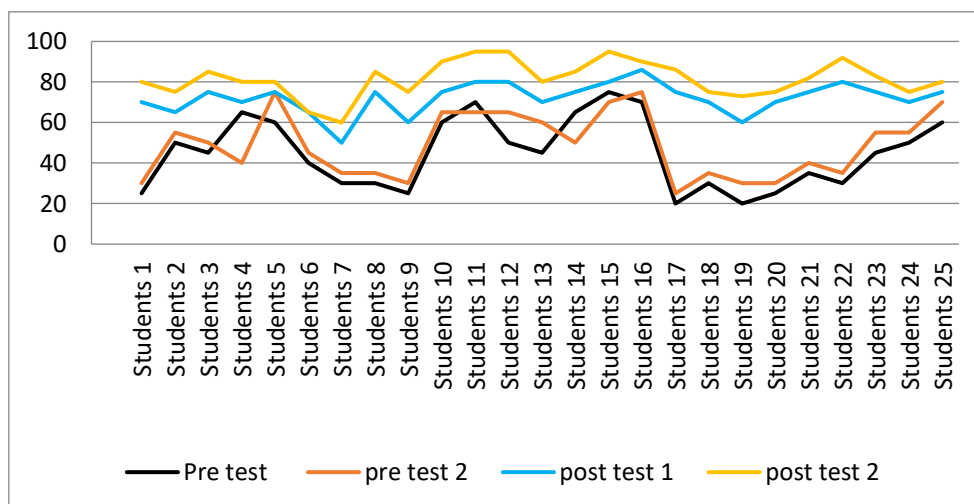
Achievement Students Behavior

To make research process success , the writer set some rules in the classroom. The rules consist of 6 point which every single point has scores . The writer observed all of the students in the classroom to take an affective scores .After analyzing student behavior in cycle 1 and cycles 2 obtained an increase from the cycle 1 to cycle2. The data will be shown in this table below:

Cycle	Total scores	Average	Description
I	49	1,96	Enough (C)
II	84	3,36	Very good (A)

In the first language the students' had not enough interested in the class ,the total score only about 1,96 which is category enough (C).In the cycles 2 the students more interactive in the class, the total scores obtained by students are 3,36   which is category very good (A). By this progress ,picture and picture method can improve students' writing skill and can also encouraged enthusiasm in learning .With the variety of picture can attracted the attention of students. They can express their idea clearly and more concentrate during learning process.

Discussion

Based on the observation sheet, writing test and also interview in this study, it was found that picture and picture method can improve students' writing skill in English learning process. To encourage students learning motivation, the teacher needs to use a media so that it can help students to support their ideas. Beside of the using of method in writing learning process, the teacher made a lesson plan. The process of this research will be explained as below:

In the first cycle, the writer observed the students' ability in writing and writer seen that more of students not active. The writer asked the several questions no one could answer the questions and they look confused about the questions. They can't express their idea and opinion because they had lack in the vocabulary and media. The percentage students' activity level in the cycle 1 were 36% , it shows that students very inactive in class. The percentage of students scores in cycle 1 were 46,8% ,it shows study ability in writing was low. The scores of students behavior in classroom were 1,96 ,which was qualified category Enough (C). Based on the data students achievement in the previous chapter shown that learning process need method. In the study, the writer applied an interesting method it was picture and picture method.

In the second cycle showed there was an increase students' writing skill. The students more active than in the first cycle. Absolutely ,there was an increase in the percentage of students' writing skills. In this cycle ,all of students trying to express their ideas clearly and quickly. By using that was in accordance with lesson ,it has made it easier for students to understand the lesson and be able to answer the writing test. The students' activity level in the second cycle were 76% the students more active in the classroom. The percentage of student's scores were 81,44%, the students successfully answered the writing test well. There was a significant differences scores in the first cycle with second cycle. The percentage of students' behavior were 3,36 which was qualified category very good (A)

Based on the finding above have shown that picture and picture method play important role in the writing learning process especially in descriptive text. The students' scores achievement in the first failed but in the second cycle succes.

Conclusion

Based on the result of data analysis   and discussion ,there was a significant differences students' writing skill in after using picture and picture method .The media can helped, improved and developed skill for making a descriptive text that consist of elements such as content, organization ,vocabulary ,grammar/language use and mechanic. First the result showed student activity in the classroom ,the average students' writing skill in the cycle 1 was   17,71(36%) and the scores in the cycle 2 was 23,16 (76%). There is   a significant students' writing sill in the cycle 1

and the cycles 2.The second , the students' writing scores in the cycle 1 and cycles 2. The percentage of students; scores in the cycle 1 is 46,8% and in the cycles 2 is 76,64%. The third is students affective in the classroom . The student behavior in the cycle 1 was enough (C) and in the cycle 2 was very good (A).Because picture and picture method can improve students' writing skill in SMP 21 Simalingkar B, the research   hypothesis can accepted. Based on the finding and discussion above, the writer concludes that picture and picture method able to improve students writing skill in SMP 21 Simalingkar B.

Based on the conclusion above, the writer would like to propose some suggestions that useful for teacher and next researcher.
1.Teacher: To help the student difficulties in the writing, the teacher should using the appropriate   media ,strategy or method to support learning teaching process. The teacher can using variety of picture to open student minded so that they can express their idea clearly and quickly. By this study, the researcher hope the teacher can useful for teachers/lecturers. The teacher consider a better way to writing mastery especially in descriptive text.
2.Next researcher :The writer hope the next researcher can use this research as a reference to support their research who wants to using similar strategy in this research. There are many aspects of writing skills and some skill in English teaching and the result of the research as a early references.

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