THE USE OF PICTURE CUE TO IMPROVE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT IN SMA AL-KAUTSAR

(Undergraduate Thesis)

By

M. Aptarizq Eka Putra

2013042051

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

2024

ABSTRACT

THE USE OF PICTURE CUE TO IMPROVE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT IN SMA AL-KAUTSAR

By

M. Aptarizq Eka Putra

The research was carried out to see whether there is a significant improvement in students' writing ability after students were taught through picture cue in descriptive text. This was a quantitative study with one group pre-test and post-test design. The sample was thirty-one students in class X.10 at senior high school Al-Kautsar Bandar Lampung in the 2023/2024 academic year. This study used test in the form of making a descriptive text as the instrument. The data were collected through pre-test and post-test in the form of written tests. Data results were analyzed using SPSS Version 26, then using a paired sample t-test significant level of 0.05. After researcher analyzed the data, there was significant improvement based on students result in pre-test and post-test. Proven by students pre-test mean score was 68.26, while post-test was 78.45. The gain between pre-test and post-test was 10.19. Moreover, the value of two-tailed signficance was 0.000<0 05, T-value which is -7.693 > T-table 2.042. It means that, H^0 is rejected and H^1 is accepted. The results showed that there was a significant improvement in students writing ability after being taught through picture cue in descriptive text. Therefore, it can be concluded that picture cue is effective to improve students' ability in writing descriptive text.

Keywords: Picture Cue, Descriptive Text, Writing Ability, Organize Ideas, Creativity.

THE USE OF PICTURE CUE TO IMPROVE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT IN SMA AL-KAUTSAR

By

M. Aptarizq Eka Putra

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

**In
The Language and Arts Departement of
Faculty of Teacher Training and Education**

**ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF
LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2024**

Research Title : **THE USE OF PICTURE CUE TO IMPROVE STUDENTS' ABILITY IN WRITING A DESCRIPTIVE TEXT IN SMA AL-KAUTSAR**

Student's Name : **M. Aptarizq Eka Putra**

Student's Number : **2013042051**

Study Program : **English Education**

Faculty : **Teacher Training an Education**

APPROVED BY

Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Patuan Raja, M. Pd..   Lilis Sholihah, S. Pd., M.Pd.
NIP 19620804 198905 001   NIP 19860505 201903 2 022

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP 197003181994032002

ADMITTED BY

1. Examination Committee
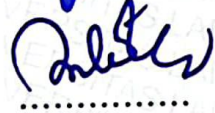
Chairperson   : Prof. Dr. Patuan Raja, M. Pd.   ....

Examiner   : Dr. Feni Munifatullah, M.Hum.   ....
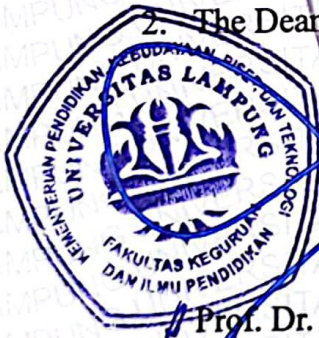
Secretary   : Lilis Sholihah S. Pd., M. Pd.   ....

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.

NIP 196512301999111001

Graduated on: July 1st, 2024

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : M. Aptarizq Eka Putra

NPM : 2013042051

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : The Use Of Picture Cue To Improve Students' Ability In Writing A Descriptive Text In Sma Al-Kautsar

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 1 Juli 2024

Yang membuat pernyataan

M. Aptarizq Eka Putra

2013042051

CURRICULUM VITAE

M. Aptarizq Eka Putra, the only one child in the family of Irson Farid and Yuliawaty was born on July 20th, 2002 in Kotabumi.

He started his education in kindergarten at Baturaja, South Sumatra. Then, he continued his study in SD Negeri Cinta Manis, but in his fifth year in elementary school he moved to Lampung, at Al-Kautsar Elementary school and graduated in 2014. Then, he continued his studied in Al-Kautsar junior high school from July, 2014 and graduated in 2017. After that, he continued his study in Al-Kautsar senior high school, and graduted in 2020.

After graduated from senior high school, he was accepted in English Education study program of the Teacher Training and Education Faculty at the University of Lampung in 2020. During his study, he decided to join organizations and communities such as SEEDS, SLL, and JAPANILA. He also occasionally participated in event organizing, which involved competition-based events.

MOTTO

"Janganlah marah, maka bagimu surga."

-HR. At-Thabrani

"Waiting too long will only bring disappointment, try to make your time more valuable"

M. Aptarizq Eka Putra

DEDICATION

Bismilahirrahmanirrahim, by the name of Allah subhanahu Wa Ta'ala, who always blesses and guided me and can complete this script.

My parents, "Papi and Mami"

My beloved family

My best friend

My honorable lectures in English Education Program

My Almamater, Lampung University.

ACKNOWLEDGEMENT

Alhamdulillah, praise to Allah Subhanahu Wa Ta'ala, the almighty God, for the blessings and good health that enable the researcher to complete the undergraduate script entitled "The Use of Picture Cue to Improve Students' Ability in Writing a Descriptive Text in SMA Al-Kautsar." The researcher is submitting this script as a fulfillment of a prerequisite for a bachelor's degree in the English Education Study Program at Lampung University Faculty of Teacher Training and Education.

Numerous good-hearted person that help and support the researcher as he worked to finish the script. Moreover, the researcher would like to sincerely thanks to :

1. Prof. Dr. Patuan Raja, M. Pd., as the first advisor helps a lot, giving advice, feedback, and evaluations during process in making the script.
2. Lilis Sholihah, M. Pd., as the second advisor, and also as academic advisor who has given useful guidance, support, and patience since the researcher college life and making a script.
3. Dr. Feni Munifatullah, M. Hum., as the examiner, and also as the chairperson of the English Education Study Program, for her help in giving evaluations, feedback, and suggestion for the researcher.
4. The lecturers and administration staff of the English Department for technical help and knowledge.
5. The English Teacher of SMA AL-Kautsar Bandar Lampung, Ms. Tjahya, S. Pd., and students of class X.10, who already accepeted and help to conduct the research.
6. My dearest parents, who always help, support, pray, and remind me to complete the script. Thank you for your support.
7. My Uncle, Indra Budiman, who suppor, and help to my parents.
8. EDBOYS members: Alfiki, Ali, Akbar, Dani, Heri, Yusuf, Agil, Rheva, and Mahlan., all of my male friends in English Department 20, thank you for your support during the college life.
9. GAREM, all of my best friends since Senior High School who sometimes remind me to conduct the script. Thank you.
10. ED friends, Alisya, Alifya, Bela, Bella, Dinda, Divara, Ratu, Syofia, Deria, Fina, fidila, Zahra, Agietz, Jens, Deria, cindy, Tiara, Mia, Anggi, Hanung, Yusda, Zahira, Wawah, Ica, Cipa, Wulan, and for all the friends that the researcher can not mention one by one on this script, thank you for all your support to me.

Finally, the researcher know the research still have many place to improves. Therefore, comments, suggestion, and feedback are welcome for the better research. The researcher hopes that this research can make a practical contribution to developt of education, especially in Indonesia, and for the readers and for those who want to conduct further research.

Bandar Lampung, 1 July 2024

The Researcher,

M. Aptarizq Eka Putra

NPM. 2013042051

CONTENT

APPENDICES

TABLES

I. INTRODUCTION

This chapter contains of research background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Research Background

English is the most common used language in the world for international languages in all countries. Indonesia is one of the country that uses English for its international language. Indonesia also teaches English as a compulsory subject for all students to be teach in schools. Learning English is important for us, it is not only to get information for academic purposes, but also to get the knowledge, science, and technology.

According to the expert, Hadfield (in Charef C, 2019) states that Listening, reading, speaking, and writing are referred to as 'the four skills'. As one of the four skills, writing is important skill as a tool of communication (Sadiku L. M. 2015). As we know, speaking and writing are productive skills, they are require the learners to produce something. Listening and reading are receptive skills, which they are require to the learners to only understanding.

Writing in learning activities is one of an important things to learn of the four English skills to learn for the students. Teaching writing English in Indonesian schools is not an easy task. In academic purposes, the students require not only able to speak but also to write in English. To get excellent achievement in writing, they had to master the five aspects such as; content, organization, grammar, vocabulary, and mechanics.

Moreover, the writer has conducted in the school and have found the problems that can appears in writing is in term of content and vocabulary. Erine et al (2023), mentioned in their study, the students were lazy to learn vocabulary and difficult to generating idea. Instead, the teacher had told students to do. They also lacked of self-confidence and motivation Astuti (2018). They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of writing.

Before disscussing about writing, there are several previous research related with the study. The first research that can be used as reference is "Old but Gold: The Use of Picture Cues to Teach Writing" by Soviyah and Yuniah (2018). The research focus was picture cue as a teaching media in writing. The sample of the research was in Junior High School students with 56 students as the experimental group and controlled group, the students divided inti two groups, each groups have 28 students.. The experimental group is taught using picture cues while the control group is taught without picture cues. Moreover, the result of the pretest shows that in the beginning, both experimental and control groups have slightly different ability in writing with the mean scores 51.32 and 47.86 respectively. Meanwhile, the result of the posttest indicates an obvious difference between them in which the experimental group gains 65.75 as its mean score and the control group gets 59.14. Thus, it can be stated that the implementation of picture cue can help the students to improving their writing ability.

Furthermore, other research with entittle "Improving Students Writing Skills of Descriptive Text by Using Picture", was conducted by Nasir et al (2013). The research aimed to find out whether picture can improved the students ability in writing a descriptive text. The subject of this research is students of class VIII A in SMP N 5 kebumen. The students' mean score of pre-test is 51.15, it improves up-to 57.79 in the post-test I and up to 60.82 in the post-test II. It means that, there were improvement of students ability in writing descriptive text after the students were taught by using picture.

Another research about "Effect of Using Picture Cues and Outlining on EFL Learners Writing Skill", was conducted by Karimi (2016). The study was aimed which one is the best to improving students ability in writing by using picture cue and outline. The sample of the data is 40 Iranian EFL learners. The result of the research was revealed that the subjects' scores on writing with their own outline were significantly higher than the scores on picture cue writing. It is interesting that the students scores on writing with their own outlining were significantly higher than their scores on writing following teacher-made outline. Based on this study, it was found that using picture cue in teaching writing is always smooth in order to improving the students ability in writing. The students can using their own imagination to write down the picture they see.

In conclusion, the research studies reviewed consistently demonstrate the positive effects of incorporating visual cues in writing instruction. The first study by Soviyah and Yuniah (2018) supports the idea that using picture cues can significantly improve middle school students' writing skills. A study by Nasir et al. (2013) support this idea by showing that students' descriptive writing skills improve when they are taught using images. Additionally, Karimi's study (2016) found that while outlines may be better than picture cues in some contexts, the use of picture cues is consistently effective for improving writing skills. This provides valuable insight into how it works. The results suggest that incorporating visual cues into writing instruction can promote smooth and imaginative processes in students, leading to improved overall writing skills.

Based on the previous studies, the researcher was applied the use of picture cue to improve students' ability in writing a descriptive text. Furthermore, The students in senior high school are teach some texts, the text has listed by department of education in Kurikulum Merdeka (Merdeka Belajar), in Kurikulum Merdeka, the texts were taught for first grade in senior high school, they are : narative, descriptive, and recount text.

According to Heaton cited in Jayanti (2019) states that "The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental

element". In other words, the previous studies have shown that the written text is sometimes difficult to teach by teacher to the students.

Moreover, Sperotto, L. (2016) states that Picture cue is visual aids or images that are used to support learning and understanding. The picture cue serve as prompts or cues to help students recall or understand information. Picture cue can be stand alone images or used in conjunction with text or other instructional materials.

Picture cue is one of the visual aids by the teacher in learning and teaching process. Picture cue which are common used to teach as a visual technique, silent video, and so on. With this, students can enjoy while in learning activities, because the learning activity by guessing the messages or understanding the content of the picture by their own ability. Students also can easily to unferstanding the content of the picture, because it is related to the material given.

1.2. Research Question

Concerning the research background, the writer formulates the problem of study, as followed :

Is there any significant improvement in using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar?

1.3. Objective of the Research

The study contains to :

Find out the significant improvement of using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar as teaching media.

1.4. Uses of the Research

The research could be useful in several theoritical and practice obejective. .Following are some applications of this study:

1. Theoretically, it can support the previous studies that prove the use of picture cue for teaching writing.

2. Practically, it may help English teacher to provide sufficient material and activity in teaching writing by applying picture cue.

1.5. Scope of the Research

The research used a quantitative approach. This research focused on students ability to write text, which was treated by a picture cue to write descriptive text. The population was the first grade in senior high school Al-Kautsar in the second semester of the 2023–2024 school year. The researcher focused on students' abilities in writing descriptive text about a place through a picture cue as learning material to improve their abilities in writing descriptive text in terms of content, organization, vocabulary, language use, and mechanics. Therefore, there were four meetings in total for research. A pre-test and post-test were applied in order to measure the improvement in this research.

1.6. Definition of Terms

1) Writing

Writing is a process of creating an expression, note, information or story using characters with the aim of communicating. In other words, writing is a skill in which we express our ideas, feelings, and thoughts that are arranged in words, sentences, and paragraph by using hand, brain, and eye. (NILAM, O., 2021)

2) Picture Cue

Picture cue mean a collections of picture. A collection of picture related things, or events. Picture cue can be use in writing ability. The students should be instructed to make a descriptive texts, or recount text, or narative text in each picture.

3) Descriptive Text

Descriptive text is a text that describe something or someone with detail, descriptive text can be describing person, animal, plants, or even a building.

This chapter has discussed the background of the study, research question, objectives of the study, the significance of the study, scope of the study, and definition of terms. To strengthen and support chapter 1, the researcher formulates the previous studies and theories in the next chapter.

II. LITERATURES REVIEW

This chapter presents the definition of writing, the aspect of writing, teaching writing, concept of writing, teaching writing in a descriptive text, advantages and disadvantages of writing, theoretical assumption and hypothesis.

2.1. Previous Studies

Several studies dealing with this topic have been done. Accordingly, some relevant research conserning the use of picture cue as a method for teaching and learning activities, and how picture cue could help students improve their writing ability is described further in the purpose of the references for this research.

The first study was conducted by Soviyah and Yuniah (2018), The study aims at finding out the effectiveness of the use of picture cues in teaching writing. The study belongs to an experimental research involving two groups of experiment and control. The eighth grade students of a private junior high school in Central Java Indonesia are chosen as the subject of the research during 2017/2018 academic year. The experimental group is taught using picture cues while the control group is taught without picture cues. Pre-test and post-test are used as techniques to collect the data. The study also explained how the picture cue help students in writing process.

The second finding was conducted by Karimi (2016), his study present investigated the effects on EFL learners' writing ability of some picture cue and outlining during the pre-writing stage. To do so, 40 Iranian EFL learners. His study was conducted to test the effects of picture cues and outlining on EFL learners writing ability. This study shows how picture cue as visual aids help students on outlining the writing idea. Especially in pre-writing stage, the picture cue

improving students writing. The study has show the good result of picture cue in teaching and learning of writing activity.

Furthermore, Nasir et al (2016), have researched, and discuss about picture cue in teaching and learning peocess using picture cue, the purpose of the research is to investigate whether or not pictures can improve students' writing skill and class condition. The subject of this research is students of class VIII A in SMP N 5 Kebumen. The method of the research is a classroom action research. The result was, the students are more enthusiastic and full attention in joining the lesson with various pictures. That teaching writing using pictures could attract the students. Moreover, pictures stimulated the students to make descriptive paragraph to be easy. They became more motivated and enthusiastic in learning English.

Moreover, Ambarsari (2018) mention in their study that, the study was conducted in SMPN 1 Dlingo, picture cue can helps students to develop their ideas, it was shown in their studies that picture cue helps a lot in students writing activity. Then, students were more attracted while learning and teaching activities, and listening the teaching activity well.

Based on the previous study mentioned above, this study aims to discuss about the use of picture cue to improving students' writing ability. The difference between this study's research and other researchers is that, the reseacher attempys to perform in the first grade of senior high school level. The data will be collected by using pre-test and post-test.

2.2. Writing

According to McCrimmon in Kurnia (2012), writing is an activity to explore thoughts and feelings about a subject, choose the things to write about, and determine how to write them so that readers can understand them easily and clearly. Slamet in Kurnia (2012) himself expressed his opinion about writing, which is an activity that requires complex abilities. In other words, someone can communicate or express what he or she wants from others and their response to the writer. It means that in order to express someone's ideas, the writer must also

attend to the aspect of writing in order for the message or information to be understandable to the reader. According to Angelo cited in Kartika (2019) writing is a form of thinking, but thinking for a certain reading and for a certain time. One of the most important tasks of the writer is to master the principles of writing and thinking, which will help him achieve his goals and objectives. The most important of these principles are invention, arrangement, and style. In short, learning to write means learning to think in a certain way.

According to Gould, DiYanni, & Smith cited in Pane (2019), writing is a creative act. The act of writing is creative because it requires interpreting or making sense of something: an experience, a text, or an event. Writing is creative behavior because it requires understanding or feeling something: an experience, writing, or event.

Based on the experts above, we can conclufe that writing is a process of creating notes, information or stories using characters. Writing can be done on work media using tools such as pens or pencils. Writing is a media for people to expressing their ideas into a paper or any media to write.

2.3. Aspects of Writing

Writing is used to communicate from writer to reader. Writing is needed in all life activities, for example, expressing our advice, greetings, and feelings through written form. This aspect of writing will make our writing or use of language good.

According to Tarigan, as cited in Kustini and Fakhrudin (2019), writing is the act of expressing ideas, opinions, or thoughts and feelings through written language. Lado, also referenced in the same source, defines writing as the process of using graphic symbols to represent language that conveys meaning to others.

Based the explanation above, writing must fullfil several aspect. According to Jacobs (1981 : 90) there are five aspect of writing, namely :

A. Content, means to the substance of writing, the experience of the main idea of the text. It deals with groups of related statements that a writer presents as unit in developing a subject.

B. Organization, means to the structure of a writing piece. The sentences should be arranged logically and flow smoothly.

C. Vocabulary, means to the selection of words that are suitable or appropriate to the content. As a general rule, clarity should be the writer's prime objective.

D. Language use, it means to the use of the choice of the word, correct grammatical form of syntactic pattern on separating, combining and grouping ideas in words, phrases, clauses, and sentences to produce logical relationships in writing.

E. Mechanics, means to the rules of written language. It consists of the steps or arranging letters, words, sentences, paragraphs, and punctuation by using knowledge of structure and some others related one another.

In other words, Jacobs five key aspects of content, structure, vocabulary, language use, and mechanics emphasize the need for a comprehensive and skillful approach to communicating ideas. Ensuring strong content, logical structure, choosing the right words for clarity, using language accurately, and following the rules of written language all help you master the art of writing. Recognizing and mastering these aspects is essential for writers who want to communicate their ideas effectively and consistently.

2.4.   Teaching Writing

In practice to teaching writing, there are several steps or procedure to follow. According to Blanchard and Root (2003), the procedure can be described as follows;

1. Pre-writing

Pre-writing means a preparation step before the writing process. Picture cue was applied on this step to brainstorming activities in order to gather ideas for writing. The students saw the picture cue from the teacher, and it was about a place and the students need to describe it based on their first sight. Moreover, the teacher asks the students some questions related to the picture, such as, Can you tell me what kind of place this is? Can you mention the famous story of the picture, etc.? In summary, effective writing requires the comprehensive approach outlined by Jacobs (1981).

2. Writing

In this step, the teacher gave general information related to descriptive texts (social function, generic structure, and language features). After the teacher explained to the students, the students were divided into groups and asked to observe the picture cue that was distributed by the teacher. Furthermore, the teacher asked the students to discuss and make notes related to the picture with the help of the teacher. After that, the students were asked to create a descriptive text based on the picture, taking into consideration the generic structure and language features of descriptive texts. Then, the teacher asked the students to check the errors in punctuation, capitalization, and spelling of their work through peer correction.

3. Revising

In this step, the students were encouraged to revise through collaborative writing. Revising involved rewriting the students' first draft after finishing what had already been done in order to improve it. After proofreading by peer correction, the students' work was collected by the teacher. Upon collecting the work, the teacher checked and marked each student's work individually, providing comments and suggestions as feedback. Then, the students received their work back to check and review their mistakes, after which they were asked to revise based on the teacher's comments before submitting their final work.

In summary, the process of teaching writing, as described by Blanchard and Root (2003), involves three important steps. That is, prewriting, writing, and revising. The pre-writing stage focuses on preparation through activities such as brainstorming and using image cues to generate ideas. The writing steps include providing information about the explanatory text, group observation of picture clues, and co-creating the explanatory text considering structural and language features. The final step, revision, allows students to improve their work through peer correction, teacher feedback, and subsequent revisions based on comments. This comprehensive approach aims to develop effective writing skills by integrating preparation, creation, and refinement into the teaching process.

2.5.   Descriptive text

Some experts have shared their views about the definition of descriptive text. According to Kane cited in Widasari, 2013,descriptive text is defined as in the following sentence: Description is about sensory experience how something looks, sounds, or tastes. Mostly, it is about the visual experience, but description also deals with other kinds of perception. Anderson cited in Rahmah (2017) states that descriptive text describes a particular person, place, or thing. It means that descriptive text is designed especially for a person, a place, or things.

Furthermore, Faisal and Suwandita (2013, p. 242) explained that the generic structure of a descriptive paragraph covers up identification, which is a part of the paragraph that introduces or identifies the character to be described. It can be called a general description of the object. Usually, it contains the object's name, kind of object. The next is a description, which is a part of a paragraph that describes parts, qualities, and characteristics of the place or something that will be described. It should be described in detail, so the readers can get a clear description of the object.

So, it can be said that this descriptive text is a text that explains a person or an object is like, whether its form, its properties, its amount, and others. The

purpose of the descriptive text is clear: to describe, represent, or reveal a person or an object, either abstract or concrete.

2.6.   Writing Ability In Descriptive text

Writing is an activity that transfers messages by arranging words in writing. In other words, students' writing creativity is a power inside and out of them to participate in writing activities. Writing descriptive text requires structure, organization, punctuation, discipline, spelling, and vocabulary. Additionally, students are expected to be able to systematically write their ideas

Students must first understand what descriptive text is before they can begin to compose it. "Descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc." state Gerot & Wignell (1994: 208). This means that we can write a descriptive text to describe anything to someone using words, such as how it appears, tastes, smells, feels, acts, or sounds. Identification and description make up the generic framework of descriptive writing as well. Before writing their own descriptive texts, students must understand what a descriptive text is and how it is organized. In addition, in order for students to produce high-quality descriptive texts, they must be aware of the grammatical characteristics of descriptive texts.

2.7.   Picture Cue

According to Purwaningtias, Y. (2018), the word picture cue is made up of the two consecutive words picture and cue combined. Collins (2005) defined picture as an object or scene represented visually on a surface, like in a painting or photo. Oxford dictionary (2015) As for cue, they are defined as events or actions that serve as indicators for others to take action. defined cue as the role, duty, or behavior that is implied or assigned to a person. defined cue as the role, duty, or behavior anticipated of or assigned to an individual. Combining these suggested meanings, picture cues are visual representations of objects, people, or scenes that

are created on a surface and serve as cue to action. In short, picture cue are collections of images that depict connected signals or occurrences in succession.

On the other hand, According to Brown (2003: 226), picture-cue is activities that offer a nonverbal means to stimulate written responses. It means that by giving students pictures, it is easier for them to get the idea from pictures. Picture-cue activities contain pictures telling or illustrating someone, something, or somewhere. They guide students to explore and generate ideas to write. The students would not be confused about what they would write anymore. After they understand the idea, it will be much easier for them to generate the idea.

Below is the example of picture cue:

In an educational or psychological context, a picture cue is a visual stimulus or prompt that helps an individual remember information or perform a specific task. It is often used as a memory aid or to aid learning by associating images with concepts, making it easier for individuals to remember and understand information. The concept of using picture cue, such as images, as memory aids or learning tools has roots in cognitive psychology and educational theory.

The effects of presenting pictures during the pre-writing stage on the writing abilities of senior high school students were giving them ideas in writing. The results of this study were show that presenting pictures during the pre-writing and writing stage will positively influence the five aspects of writing.

2.8. Teaching Writing Through Picture Cue

As what Dwigustini et al (2021) mentioned in their study, picture cue was used in the whole activities in a groups. The purpose is, to make sure the students know how to describe the pictures given. Then, the goal of teaching writing is to equip students with the necessary tools and strategies to express their thoughts and ideas effectively through written communication. It encompasses various forms of writing, including essays, reports, narratives, persuasive texts, and creative writing. Furthermore, Dwigustini et al. (2021), mentioned in her study, picture cues can help students express their ideas and create a good atmosphere in the teaching and learning process.

In the classroom, particularly in writing, learners are taught using various methods, often with different purposes depending on the texts they study. Adas and Bakir (2013), mentioned in their study, the most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. However, many students focus on acquiring scores rather than understanding how to effectively use English texts. This can lead to less motivation to learn the language beyond achieving a high score.

As we know that in writing activity, the students taught by having repetition, Utomo (2016) in his study, written text can help people to memorize something, because people sometimes have difficulty to remember something, even sometimes they have difficulty to remember something that they did yesterday or last week. The repetition is hoped to make the students familiar ti the written texts that have taught, and can remember recall their work. With writing ability, the students can try to express their feeling with words or even text.

Teaching writing through picture means teaching how to use the visual communication. The students will learn by seeing picture in each situation given by the teacher in the classroom activity. For example in descriptive text, the teacher ask students to make descriptive text of "Cat", the teacher provide a picture of a cat. The picture provide is must be simple.

The procedure in this research on applying picture cue in teaching descriptive text as follows

1) The students were given an example of descriptive text.
2) The teacher explains briefly about the descriptive text.
3) The students and the teacher were discussed to analyze the generic structure and language features of descriptive text.
4) The students were divided into some groups consist of 2-3 students.
5) The students were handed out the picture cue about Mother.
6) The students were asked ro comprehend the picture cue.
7) The students were asked to identify the generic structure of descriptive text (identification and description) based on the story and picture cue that have been given.
8) The students were asked to underline the adjective in the text, and make sentences by using those adjective.
9) The students were asked to find the simple present tense in the text.
10) The students werw asked to discuss their work. Each group were asked to present their work and the other group give response or feedback.
11) The teacher clarifies and concludes the result of disscussion.
12) The teacher collect the students worksheet.
13) The teacher asked students to create descriptive text about a place individually based on the instruction given in the paper.
14) The teacher collect the students worksheet.

2.9. Advantages and disadvantages of picture cue in teaching writing

Advantages
1. Easier to understand.
2. Comprehension.
3. Imaginary
4. Effectiveness
5. Low risk.

Disvantages

1. Expensive.
2. Time consuming.

2.10. Theoretical assumption

Based on the explanations and opinions of experts, researcher assume that by employing picture cue as a teaching technique for descriptive writing may enhance students' abilities. It was hoped that integrating pictures into instruction could enhance writing skills. Additionally, using picture cue can promote active engagement in teaching and learning activities, enabling students to express their ideas more freely. Furthermore, students could boost their self-confidence by articulating their thoughts in writing.

The results of the study conducted by the researcher demonstrated an improvement in students' ability to write descriptive text after being taught with picture cue. This suggests that picture cue can indeed enhance students' writing abilities. A picture can assist students in visualizing their ideas, aiding in their expression on paper or in text. This aligns with McCrimmon's assertion, as cited in Slamet (2008: 141), that writing involves exploring thoughts and feelings about a subject, selecting content, and presenting it in a clear and understandable manner. To compose descriptive text effectively, students must first clarify their ideas and then determine how to convey them on paper. Moreover, the researcher employed picture cue to help students grasp vocabulary through visual aids before they begin writing.

Writing is an activity that took a long time to complete, in order to put their ideas in thinking about something, on this research was a descriptiion about place, the students need to think and knowing about the place first, then write it into the paper. Other previous studies supported this assumption was by Angelo (1980 : 5) writing is a form of thinking, but thinking for a certain reading and for a certain time. In other words, writing activity need time to achieve, by thinking the ideas, they know about the topic, then they write.

2.11. Hypothesis

Based on the theoretical assumption elaborated above, the researcher states the hyphothesis as follows :

1. H_1 : There is significant improvement after the students were taught writing descriptive text through picture cue as a media.

Hyphothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The researcher used the repeated measures T-test whether the hyphothesis is accepted or rejected. The formulas for the hypothesis of this research are as follows:

$$H^o = Sig. < 0.05$$

The criteria for accepting the hyphothesis above are as follows:

H_o will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)

H_1 will be acceptted if the alpha level is lower than 0.05 ($\alpha < 0.05$). Furthermore, the hypotheses will analyze by using Repeated Measure T-test of Statistical Package for Social Science (SPSS).

a. H_0 : There is no significant improvement of using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar.

b. H_1 : There is significant improvement of using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar..

This chapter discussed literature review. We can assume that writing is the process of creating notes, information, or stories using characters. Writing can be done on work media using tools such as pens or pencils. Writing is a medium for people to express their ideas on paper or any other medium. Also, use picture cues as a teaching technique for teaching writing. The chapter already discussed previous studies. writing, aspect writing, descriptive text,generic structure of

descriptive text, picture cue, teaching writing, teaching writing of picture cue, advantages and disadvantages, theoretical assumptions, and hypotheses.

III. METHODS

In this chapter, the researcher provides a brief explanation about the research method: research design, variable, population, and sample, place and time, data and data source, data collecting, method and instruments, validity, realibility, procedure in teaching writing, and applying picture cued, technique of data analysis.

3.1. Design

The research was a study. The researcher used a group pre-test and post-test design. The researcher applied a pre-test before giving treatment to the students in order to find out their improvement in writing after the treatment. This research includes all aspects of the research design and methods to be used (Sileyew, 2019). The formula was used to give the result as follows:

$$T1 \ X \ T2$$

T 1 : Students writing ability of experimental group in pre-test

X : Treatment teaching writing by using picture.

T 2 : Students writing ability of experimental group in post-test

The research was conducted over four sessions with the first-grade students of Senior High School Al-Kautsar. The first meeting was a pre-test session; the second and third meetings were treatments using picture cues; and the fourth meeting was a post-test to measure their improvement in writing ability.

3.2. Variables

1. Independent Variable (X)

Picture cue was an independent variable (X) of this research because this variable has effects to dependent variable.

2. Dependent Variable (Y)

Students ability in writing a descriptive text was the dependent variable (Y) of this research because this variable had observed and measured to determine the effect of indepentdent variable.

In conclusion, there are two variables in this study. They were students ability to write a descriptive text as an independent variable (X) and picture cue as a dependent variable (Y).

3.3. Population and Sample

1. Population

A population can be defined as all members of any well-defined class of people, event, or object. A population is an object that has some qualities and characteristics that are chosen to be cleared and concluded by the researcher. The target population in the research was all the first-grade students of SMA AlKautsar Bandar Lampung. The total number of first grade students at SMA Al-Kautsar Bandar Lampung is 10 classes, which consist of more or less 35 students in each class.

2. Sample

This research used purposive sampling. The researcher used this method because the class that was used to research was chosen by the school. The X.10 class was selected by the school to conduct this research. Which consist of 31 students as the sample of this research. The reason X.10 was selected by the school was to improve students' abilities, especially in English lessons. The X.10 has a

lower score in English than other classes. The school hopes that by conducting research, the researcher can improve their score.

3.4. Place and Time

In this research, the research took place at SMA Al-Kautsar Bandar Lampung, located in Bandar Lampung. On this occasion, the researcher was introduced in front of the class and taught the first grade students for four meetings in the senior high school.

3.5. Data and Data Source

1) Data

Basically, data is a collection of information, or information from something obtained through observation or searching for certain sources. Data obtained but not processed further can be a fact or an assumption (Goodchild & Longley, 2021). Research cannot get information without data. The data for this research were the students scores in the first grade at SMA Al-Kautsar Bandar Lampung in the form of writing tests in the pre-test and post-test.

In collecting the data, the researcher used tests as instruments. Two types of tests were used:

A. The researcher gave a pre-test to students for an experimental group without using picture cue technique and allocated forty-five minutes for each student.
B. The researcher administered treatment by using picture cues as the teaching technique and the materials in writing texts.
C. The researcher conducted a post-test which had the same duration as the pre-test.

2) Data source

The data source is the subject from which the data is obtained. In this case, the researcher made an effort to get data from the subject. The subject was 31 first-grade students in class at SMA Al-Kautsar Bandar Lampung.

3.6. Data Collecting Method and the Instrument

Data collection is a procedure for collecting, measuring, and analyzing all types of information using data techniques based on company standards (Foresti et al.,. 2020). In this research, the instrument used was only tested. The test is in the form of making a descriptive text, which is to measure the skill and ability of an individual. There are two kinds of tests:

A. Pre-Test

A pre-test is a test that is carried out before the teacher starts learning (Suminar, et al,. 2018). The purpose of the pre test is to determine the initial ability of students regarding the material to be delivered. The test was given to know the basic competence for 31 students and to know their earlier knowledge before they got the treatment.

B. Post-Test

The definition of post test is a test that is carried out after the learning process is completed (Furio, et al,. 2015). Post test is a form of final evaluation of a lesson. Thus, the post test is carried out at the closing stage of learning activities. The purpose of the post test is to determine the success of the learning process and to measure the mastery of students' competence in the material taught by the teacher. Post test was also given for 31 students of the experimental group, it is to measure the students ability and skills after treatment. It was done to know their final score and to know the students' different competence before and after they got thw treatment. The researcher using scoring rubric by jacobs, the table of scoring rubric placed in the appendices in lesson plan (modul ajar).

3.7. Validity

A test can be said to be valid if the object can be measured and suitable for certain criteria. According to Hatch and Farhady (1982:251), there are two basic types of validity: content validity and construct validity. In this research, there are two aspects to measuring the validity of the test:

a. content validity

According to Hatch and Farhady (1982), content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In terms of content validity, the materials in the curriculum must be suitable based on the curriculum applied in the school. In this research, the researcher used a descriptive text writing test, which is supposed to be comprehended by the first grade of senior high school students. The material will be chosen based on English Kurikulum Merdeka and the objectives in the lesson plan for the first grade at Senior High School Al-Kautsar Bandar Lampung, which stated that, In this study, the researcher used a descriptive text that was designed for senior high school students in the first grade. The test was considered valid in terms of content validity based on the school curriculum, which is Kurikulum Merdeka.

b. Construct Validity

Construct validity refers to the process of determining to what extent the test performance can be interpreted in terms of one or more constructs. Setiyadi (2013:25) states that construct validity is needed for the test instrument, which has some indicators for measuring one aspect or construct. In this research, the students will be asked to write descriptive text in order to measure their writing ability. The researcher will measure the results of students writing with the scoring criteria proposed by Jacobs et al. (1981). The scoring rubric consists of five aspects of writing: content, organization, language use, vocabulary, and mechanics. Thus, the test instrument met the criteria for construct validity.

3.8. Reliability

Reliability relates to the consistency of the measure. According to Hatch and Farhady (1982), a test could be deemed reliable if its scores remained relatively stable from one administration to another, indicating stability across tests. Ensuring the reliability of the pre-test and post-test scores and mitigating writer subjectivity involved evaluating inter-rater reliability. The first rater was the English teacher at the school, while the second rater was the reseaecher. Furthermore, the researcher utilized Rank Spearman Correlation in SPSS 26 to

assess the correlation between the two raters. To gauge the reliability of the scoring, this study employed rank-order correlation with the formula:

$$P = 1 - \frac{6(\sum \alpha^2)}{N(N^2 - 1)}$$

p : Coefficient of rank correlarion

N : Number of students

D : Different of rank correlation.

1-6 : Constant number

According to Arikunto (2006) The coefficient of rank correlation is analyzed with the standard of reliability as follows :

1. 0.80000-1.0000 : very high reliability
2. 0.60000-0.7900 : high reliability
3. 0.40000-0.5900 : medium reliability
4. 0.20000-0.3900 : low reliability
5. 0.00000-0.1900 : very low reliability

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the tests reach the range of 0.60 to 0.79 (high reliability).

The realibility of the research showed on the explanation below:

The result of reliability of the pre-test score

$$P = 1 - \frac{6(\sum \alpha^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(658)}{31(31^2 - 1)}$$

$$P = 1 - \frac{3.948}{29.760}$$

$$\square = 1 - 0.132661$$

☐ = 0.867338 (Very High Reliability)

The result of reliability of the post-test score

$$P = 1 - \frac{6(\sum \alpha^2)}{N(N^2 - 1)}$$

$$P = 1 - \frac{6(1420)}{31(31^2 - 1)}$$

$$P = 1 - \frac{8520}{29.760}$$

☐ = 1 − 0.286290

☐ = 0.713709 (High Reliability)

Based on the data above, it showed us the realibility in pre-test and post-test score was very high reliability, and was exceeded the standard of reliability.

3.9. Procedure in teaching writing by applying picture cue technique

The procedure as follows :

1) The teacher explains briefly about the descriptive text.
2) The teacher is giving an example of descriptive text.
3) The teacher invite students to discuss and analyze the generic structure and language features of descriptive text.
4) The teacher divides students into some groups, consist of 2 students.
5) The teacher are giving out the picture cue about Mother.
6) The teacher asks the students to comprehend the picture cue.
7) The teacher asks the students to identify the generic structure of descriptive text (identification and description) based on the story and picture cue that have been given.
8) The students are asked to underline the adjective in the text, and make sentences by using those adjective.
9) The students are asked to find the simple present tense in the text.

10) The students are asked to discuss their work. Each group is asked to present their work and the other group give response or feedback.

11) The teacher clarifies and concludes the result of disscussion.

12) The teacher collect the students worksheet.

13) The teacher asked students to create descriptive text about a place individually based on the instruction given in the paper.

14) The teacher collect the students worksheet

3.10. Data Analysis

The results of students' writing in the pre-test and post-tests were evaluated based on the aspects of writing: content, language use, organization, vocabulary, and mechanics. The criteria of the scoring system are based on Jacobs et al. (1981). Below are the percentages assigned to each aspect:

1) Content : 30%
2) Organization : 20%
3) Language use : 25%
4) Vocabulary : 20%
5) Mechanics : 5%

Furthermore, the result of the students performance in the pre-test was compared with the result of their post-test. To analyze the data collection from the writing test, the researcher processed the data through the following steps:

1. Scoring the writing test (pre-test and post-test)

2. Finding the mean of the pre-test and post-test by using this formula ;

$$Md = \frac{\Sigma d}{N}$$

Md = mean

Σd = total score of students

N = number of students

To be able to know whether students get any progress after taught by picture cue, the researcher were applied the following formula :

$$T = X2 – X1$$

T = improvement on students writing ability

X2 = Average score of post-test

X1 = Average score of pre-test

    3. Drawing conclusion by comparing the means of pre-test and post-test
       (Hatch and Farhady, 1982:172)

3.11. Data Treatment

The procedure of treating the data that researcher used as follows :

3.11.1. Normality test

The purpose of composing normalitity test was to find out thether the data were normally distributed ot not. Descriptive statistic SPSS 26 version were chosen by the researcher in order to analyze the data of the tests. To know whether the data are normally distributed or not, the researcher applied *ShapiroWilk Formula* with the hypotheses stated below:

H_o: The distribution of the data is normal

H_1 : The distribution of the data is not normal.

The level of the significance used in this research is 0.05. The significance of normality test result is higher than 0,05. H_1 is accepted if the result of the normality test is higher than 0.05 ($p > 0.05$). Moreover, the result of the normality test is shown on the table below:

Table 3.1 Normality Test

Tests of Normality

| | mogorov-Smirn ov | a | | Shapiro-Wilk | | |
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.08.	3	.200	.97:	3	.75
Post Test	.13(	3	.19.	.90:	3	.00!

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

3.12. Hyphothesis Testing

Hyphothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The researcher used the repeated measures T-test in the SPSS 26 version. The formulas for the hypothesis of this research are as follows:

$$H^0 = Sig. < 0.05$$

1. H_0 : There is no significant improvement by using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar.

2. H_1 : There is significant improvement by using picture cue to improve students' ability in writing a descriptive text in SMA Al-Kautsar.

The criteria for accepting the hyphothesis above are as follows:

H_o will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)

H_1 will be acceptted if the alpha level is lower than 0.05 ($\alpha < 0.05$). Furthermore, the hypotheses will analyze by using Repeated Measure T-test of Statistical Package for Social Science (SPSS).

In the Chapter III Method, the researcher used a quantitative design to measure the achievement of students in writing ability by teaching with picture cues. Thus, this chapter covers the methods the researcher used, which are research design, the variables of the research, population, sample, data collection technique,

research procedures, research instrument, realibility and validity, data analysis, data treatment, and hypothesis testing.

V.   CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the researcher findings and suggestions from the researcher to English teachers who are teaching in class, especially when teaching writing in descriptive text by using the picture cue method as an additional step in the teaching and learning process, and to those who want to conduct the research.

5.1. Conclusion

In the previous chapter, it has been discussed about the research findings, the researcher explained that the research has the purpose which is to find out whether there is significant improvement in students' ability in writing descriptive text through picture cue. The result finding in this research show that there was significant improvement, which us you can see from the explanation below.

The use of picture cues in the research process had a positive effect on the students' ability, especially in writing descriptive text. Thus, supported by the result, in line with the research question, it show that there is significant improvement in the students' ability through writing descriptive text through the picture cue. It can be seen from the students' results, the students' mean pre-test score was 68.26, while the students' mean for post-test was 78.45, with a gain of 10.19 between pre-test and post-test mean score. Beside that, T-Value from the T-paired sample test result is -7.693 > T table 2.042. It means that, H^0 is rejected and H^1 is accepted.

5.2. Suggestions

Referring to the conclussions above, the researcher would like to provide suggestion as follows:

5.2.1. Suggestion for English Teacher

The English teachers suggested applying picture cues in the teaching and learning process, especially in writing descriptive text. Due to the picture cue method, it can help students express their ideas and imagination in written form to express ideas related to the topic given.

Furthermore, the teacher should create a fun atmosphere in the classroom by focusing their attention on teaching and learning processes to achieve the learning goals.

The teacher also suggested asking students about daily words in each teaching and learning process. Thus, due to the students' lack of vocabulary, especially in written form, they still have vocabulary words in English, especially in written form.

Moreover, the teacher should keep in mind the students' reflections, ask students what they have learned, which parts they did not understand during the learning and teaching progress, and ask them what to do in the next meeting.

5.2.2. Suggestion for further researcher

The study only focused on the improvement of the students' writing ability in descriptive text. Therefore, the researchers suggests future researchers could try to find out the effect of picture cue methods on speaking, listening, or reading. This research took the first grade of senior high school as the subject.

Further research may be carried out at various levels, such as third grade of senior high school, or at junior high school level.

In this study, the researcher used descriptive text as a test subject in pre-test and post-test, future researcher may use other types of texts besides descriptive text, for example, narative text, report text, and procedure text.

Other suggestions based on what the researcher experienced, further research may be more creative to create a fun atmosphere in the classroom during learning and

teaching progress, more active to avoid boring classes, and be more patient with what students do in the class.

This chapter presents the conclusions and suggestions of research for the English teacher and future researchers who want to use picture cues to teach writing skills.

REFERENCES

Adas, D., and Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International journal of humanities and social science*, *3*(9), 254-266. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=946f90183 397a02797983b2e357801677cc3e428

Ambarsari, S. (2014). Improving The Writing Learning Process Of Grade Viii Students Of Smp Ni Dlingo By Implementing Picture-Cued Activities In The Academic Year Of 2013/2014. https://core.ac.uk/download/pdf/33516898.pdf

Anhar, A., Gani, S. A., and Muslem, A. (2021). A survey of students' English proficiency and their needs toward learning outcomes at vocational colleges. English Education Journal, 12(4), 631-641. https://jurnal.usk.ac.id/EEJ/article/view/19493

Aryanika, S. (2016). The correlation between the students' writing motivation and the writing ability.English Education:Jurnal Tadris Bahasa Inggris, *9*(1), 215-232. http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/429

Astuti, W., and Suadiyatno, T. (2021). The Effect Of Picture-Cued Task Towards Students' Motivation In Learning Writing. Jo-Elt (Journal Of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris Ikip, 8(1), 59-66. http://e-journal.undikma.ac.id/index.php/joelt/article/view/3798

Charef, C. The Importance of Reading Skill in Enhancing EFL Students' Communication Skills A Case Study of Third Year Students of English at Mohammed Khider University of Biskra. http://archives.univbiskra.dz/handle/123456789/15210

Dwigustini, R., Nisa, B., Susilawati, U. H., and Hodijah, U. (2021). Penggunaan Teknik Picture-Cued Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris. Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan, 4(2), 108-117. https://www.academia.edu/download/99693471/pdf_1.pdf

Erine, F., Rahmatika, A., and Safitri, L. (2023). Exploring Students' Difficulties in Writing English Focused on Voabulary. Indonesian Journal of ELT and Applied Linguistics, 2(2), 1-6. https://jurnal-lp2m.umnaw.ac.id/index.php/IJEAL/article/view/2361

Faisal, F., & Suwandita, K. (2013). The effectiveness of FRESH technique to teach descriptive paragraph. Journal of Education and Learning (EduLearn), 7(4), 239-248. http://edulearn.intelektual.org/index.php/EduLearn/article/view/199

Goodchild, M. F., and Longley, P. A. (2021). Geographic information science. In Handbook of Regional Science (pp. 1597-1614). Berlin, Heidelberg: Springer Berlin Heidelberg. https://link.springer.com/content/pdf/10.1007/978-3-662-60723-7_61.pdf

Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfield, V. F., & Hughey, J. B. (1981). Testing ESL composition: A practical approach. Rowly, MA: Newbury House

Jayanti, A. D. (2019). Students' writing ability on english descriptive text at grade viii in smpn 33 padang. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *3*(1), 72-94. https://pdfs.semanticscholar.org/9eea/93d64da0e0a12b6c58dfc67a7f2fc3 40c5cc.pdf

Karimi, S. N. (2016). Effects Of Using Picture Cues And Outlining On Efl Learners' Writing Skill. Research Journal Of English Language And Literature, 4(1), 213-222. http://rjelal.com/4.1.16/213-222%20SHABAN%20NAJAFI%20KARIMI.pdf

Kartika, L. A. (2019). *An Analysis Of The Students'ability In Writing Descriptive Text At The Seventh Grade Of Mts Sunan Ampel Parengan Tuban* (Doctoral Dissertation, Ikip Pgri Bojonegoro).

https://search.proquest.com/openview/f5022734c3de2175b0749c374f87c014/1
?pq-origsite=gscholar&cbl=18750&diss=y

Kurnia, a. (2012). The Influence Of Using Recount Text On The Students'writing Skills At The Eighth Grade Students Of Mts Syarif Hidayatullah Cirebon (Doctoral dissertation, IAIN Syekh Nurjati Cirebon). http://repository.syekhnurjati.ac.id/1140/

Nasir, A. M., Asib, A., and Pudjobroto, A. H. (2013). Improving Students'writing Skill Of Descriptive Text By Using Picture. English Education, 2(3). https://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/7939

Pane, R. P. (2019). *The effect of guided writing strategy on students' achievement in writing narrative text at Madrasah Aliyah Laboratorium UIN-SU* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara). http://repository.uinsu.ac.id/8583/

Purwaningtias, Y. (2018). Old But Gold: The Use Of Picture Cues To Teach Writing (An Experimental Research). English Language Teaching Educational Journal, 1(1), 38-48. https://eric.ed.gov/?id=EJ1288230

Rahmah, L. S. (2017). Improving students' score in writing descriptive text through Think Talk Write Strategy. International Journal of English and Education, 6(4), 180-193. https://ijee.org/assets/docs/17leny.28451705.pdf

Sadiku, L. M. (2015). The Importance Of Four Skills Reading, Speaking, Writing, Listening In A Lesson Hour. European Journal Of Language And Literature, 1(1), 29-31. https://revistia.org/index.php/ejls/article/view/5651

Setiyadi Bambang Ag. (2018l. Metode Penelitian Untuk Pengajaran Bahasa Asing Edisi 2. Yogyakarta; Graha Ilmu, 2018.

Sileyew, K. J. (2019). Research design and methodology. Cyberspace, 1-12. https://books.google.com/books?hl=id&lr=&id=eqf8DwAAQBAJ&oi=fnd&pg=PA27&dq=Research+design+is+the+plan+for+how+a+researcher+will+conduct+research.+This+plan+includes+all+aspects+of+the+research+design+and+methods+to+be+used+(Sileyew,+2019)&ots=cLMY7WddPd&sig=ftquE9bX-kNZe9C0wv4i0nz04rA

Suminar, R. P., and Putri, G. (2018). The effectiveness of TTW (Think-Talk-Write) strategy in teaching writing descriptive text. Academic Journal Perspective: Education, Language, and Literature, 2(2), 300-305. https://jurnal.ugj.ac.id/index.php/Perspective/article/view/1666

Utomo, H. W. (2016). The Effect Of Picture Cued To The Eighth Grade Students'writing Ability Of Smp Negeri 2 Papar In Academic Year 2015/2016 (Doctoral Dissertation, Universitas Nusantara Pgri Kediri). http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2016/11.1.01.08.0088.

Kustini, T., & Fakhruddin, A. (2019). Rmd Method With Collaborative Writing Approach To Increasing Student's Ability To Create A Book. Jurnal Educatio Fkip Unma, 5(2), 114-121. https://ejournal.unma.ac.id/index.php/educatio/article/view/65

Widasari, F. (2013). Improving Students'skill On Writing Descriptive Texts Through Pictures At Grade Vii Of Smpn 2 Klaten In The Academic Year 2012/2013 (Doctoral Dissertation, Yogyakarta State University). https://eprints.uny.ac.id/43993/1/Fanny%20Widasari%20P_0820224108.