



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

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ABSTRAK

Menulis merupakan keterampilan penting yang harus dikuasai oleh siswa. Menulis juga merupakan keterampilan seorang penulis untuk mengkomunikasikan informasi kepada pembaca atau sekelompok pembaca. Menulis menjadi aspek penting dalam pembelajaran bahasa. Dengan menulis, siswa dapat berbagi informasi dan ide dalam teks tertulis. Mereka dapat saling berbagi tentang apa yang mereka pikirkan dan rasakan tentang orang, ide, isu, dan peristiwa dalam teks tertulis. Siswa akan menulis tugas mereka yang mungkin berupa satu paragraf atau beberapa paragraf, dan mereka juga akan menulis jawaban untuk tes dan ujian yang mungkin berupa beberapa kalimat, satu atau dua paragraf, atau esai lengkap dalam bentuk tertulis. Tujuan dari penelitian ini adalah untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Deskriptif dengan Menggunakan Strategi Gambar di Kelas VIII Smp Negeri 1 Gido yang jumlah siswanya adalah 20 orang. Penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian ini diterapkan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah lembar observasi, lembar evaluasi dan catatan lapangan. Pada pertemuan kedua siklus II, peneliti memperoleh peningkatan siswa, yang mencapai Kriteria Kompetensi Minimal (63). Ada 2 (10%) siswa yang mendapat nilai antara 85-100 yang tergolong "Sangat Baik", 6 (30%) siswa mendapat nilai antara 74-84 yang tergolong "Baik", 12 (60%) tidak ada siswa yang mencapai "Kurang" dan tidak ada siswa yang mencapai "Tidak Lulus". Pada Siklus II rata-rata adalah 83, nilai tertinggi adalah 100 dan terendah adalah 63. Ini menyiratkan bahwa kemampuan siswa dalam menulis teks deskriptif meningkat pada siklus II.

Kata Kunci: Menulis, Teks Deskriptif, Strategi Gambar.

ABSTRACT

Writing is the important skill that must be master by the students. Writing is also about the skill of a writer to communicate the information to the reader or group of readers. Writing becomes an important aspect in language learning. By writing, the students can share information and ideas in the written text. They can share to each other about what they think and feel about people, ideas, issues, and events in the written text. The students will write their assignments that may be one paragraph or several paragraphs, and they will also write the answers for tests and exams that may be a few sentences, a paragraph or two, or a complete essay in written form. The purpose of the research is to Increase the Students' Ability in Writing Descriptive Text by Using Picture Strategy at the Eighth Grade of Smp Negeri 1 Gidowhich the total numbers of the students was 20 persons. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheet, evaluation sheet and field note. In the second meeting of cycle II, the researcher obtained the improvement of students, who achieved the Minimum Competence Criterion (63). there were 2 (10%) students who got score among 85-100 classified as "Very

Good”, 6 (30%) students got score among 74-84 classified as “Good”, 12 (60%) no one students who reached the “Less” and no one students who reached the “Fail”. In Cycle II the average was 83, the highest mark was 100 and the lowest was 63. It implies that the students’ ability in write descriptive text increase in cycle II.

Keyword : *Writing, Descriptive Text, Picture Strategy.*

INTRODUCTION

Writing was one of four basic skills which was used to communicate with each other. In writing, people expressed the language through written form, which was different from speaking that expressed the language orally. Writing was also about the skill of a writer to communicate the information to the reader or group of readers. Writing became an important aspect in language learning. By writing, students could share information and ideas in written text. They could share with each other what they thought and felt about people, ideas, issues, and events in written text. Writing was also very important to learn in school up to university. Students wrote their assignments that might have been one paragraph or several paragraphs, and they also wrote the answers for tests and exams that might have been a few sentences, a paragraph or two, or a complete essay in written form.

In the writing process, students needed strategies and background knowledge of linguistics, such as structure or grammar, vocabulary, and punctuation. They often unattractive and monotonous. As a result, the students needed solutions to overcome these challenges.

In addition, Nunan (2019:275) stated, “Writing could take many forms, including anything struggled because they did not know how to write descriptive texts easily, and they required a lot of time to create an accurate text. Moreover, the students had low motivation in descriptive writing due to the teaching media used by the teacher, which **was** from a shopping list, acting as a memory, through letters, both formal and informal, to academic texts like this essay.” Based on these statements, it could be concluded that each type of writing displayed a variety of features which could be observed within the sentence at the level of grammar, and beyond the sentences at the level of text structure.

The importance of writing skills had been shown by the government's attention to language skills, especially writing skills in the syllabus. Basic Competence (KD) **was** expressing meaning in short functional texts and essays at SMP Negeri 1 Gido. Students spoke simple short language in the form of descriptive texts to interact in everyday life. Meanwhile, Basic Competence (KD) was expressing meaning in simple short essays using various written texts accurately, fluently, and acceptably to interact in everyday life in class VIII-I in the form of descriptive texts at SMP Negeri 1 Gido. The Minimum Competence Criteria (KKM) of SMP Negeri 1 Gido that had been set for class VIII-I was a writing score of 63.

In reality based on observations at SMP Negeri 1 Gido, particularly in Grade VIII-I, found that the average mark of this students were 59, it was under MCC 63. This condition showed by the some of students were not able to write descriptive text. This problem was caused by some factors, such, as: some of the students were not able to identify the generic sturcture. in descriptive text, some of the students were not able to identify the language features of descriptive text, some of the students were able to use simple present tense efficiely, some of the students confiesehow to begin the write,able the strategy need was not apportunates

In this context, the English teacher, as an educator and motivator, plays an important role in designing teaching strategies that are interesting, appropriate, and enjoyable for students during the teaching and learning process. to address these issues, the researcher applied the use of pictures as a method for teaching writing. pictures serve as an effective teaching tool to enhance students' writing skills, especially in composing descriptive texts. The teacher has high hopes for conducting research in class VIII-I, particularly in designing engaging and effective

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teaching strategies, such as the use of pictures. by using pictures as a teaching tool, the teacher hopes to increase student engagement in the learning process, capture their attention, and make them more actively participate in discussions and writing activities. additionally, the teacher believes that the use of pictures can help students understand difficult concepts in writing descriptive texts by providing clear visual context. another hope is to encourage students' creativity in writing, where pictures can serve as a source of inspiration for developing ideas and stimulating their imagination. through engaging teaching strategies, the teacher also hopes to improve students' writing skills, particularly in achieving the established competency standards. furthermore, the teacher aims to create a pleasant learning environment so that students feel more motivated to learn and enthusiastic about participating in lessons. Ultimately, with the implementation of effective strategies, such as the use of pictures, it is hoped that it can contribute to improving students' learning outcomes and help them meet the Minimum Competence Criteria (MCC) set..

Hence, the researcher is inspired to apply Picture Strategy to increase the students' ability in writing skill. The researcher uses this strategy in order that the researcher can build the students' writing Picture is interesting media for the students because it is able to identify the picture perfectly. It means that the teacher should present and select the pictures which are suitable for students. According to Wright (2018 : 2) that picture are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with. Picture is a part of media in the teaching and learning process. Picture is extremely useful for a variety of communication activity, such as describe and draw activities. Meanwhile, Harmer (2018:135) Picture is extremely useful for a variety of communication activity, such as describe and draw activities. It can be concluded picture is a strategy it has important thing in teaching learning process. Picture also assumed has a positive effect toward the students' ability in memorized new vocabulary. Picture Strategy helps the students to comprehend the text,so they can share ideas and insights into their learning.

Regarding to the previous explanation, the researcher conducted Classroom Action Research (CAR) because the researcher wanted to improve students' writing skills. Classroom Action Research helps researchers to find, organize, prove, and ensure classroom learning and student development. This is supported by Pelton (2019:7) in "Classroom Action Research is a learning model with high transparency that makes it possible to find out students' achievements in everyday life without having to wait for the end of the quarter". The target of success in this study is that students are able to achieve KKM 63, so the researcher stopped the study in class VIII-I SMP Negeri 1 Gido.

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

METHOD

The purpose of the research focuses on increasing the students' ability in writing especially descriptive text through Picture Strategy. So, the researcher was conducted Classroom Action Research (CAR) to solve the students' problem in writing descriptive text with expectation; the purpose of the research could be achieved that was to increase the students' ability in writing descriptive text. A simple way to understand action research is take a look at the term itself and separate its parts. In other word, CAR has a purpose in increasing the educational practice or in teaching – learning process. In doing the research, It will be done in one or more cycles, it is depended on how the students' achievement whether they can achieve the Minimum Competence Criterion that is decided by implementing Picture Strategy

in descriptive text. If Cycle I is successful, the researcher will stop to do the research. But the researcher will continue to the next cycle if the students cannot achieve the Minimum Competence Criterion that has been decided in that school. Each cycle consists of two meetings According to Ferrance (2018: 9), the procedure for action research can be described as a cycle in four stages such as below: 1) Planning, 2) Action, 3) Observation and Reflection.

In addition, the data analyzed in the research was qualitative data and quantitative data. After the data collected, the researcher analyzed it. The data sourced from observation sheet and evaluation sheet. . The observation sheet will analyze and evaluate by using formula as suggested by Tuckman Nurgiyantoro (1975: 2875) as follow:

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

In which:

- PD : Percentage degree
- F : Frequency the research's and the students' activities have been already done.
- TA : Whole activities of the research and the students
- 100% : Constant and maximal number of percentage

And then, after getting the students' scores, the researcher will determine the percentage of the students' skill in writing descriptive text especially in describe person. The researcher used the formula by Brown (1996: 8), as follows:

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

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

- 0 – 42 was classified as very poor
- 43 – 62 was classified as poor.
- 63 – 74 was classified as average.
- 74 – 84 was classified as good.
- 85 – 100 was classified as excellent

RESULT AND DISCUSSION

A. RESULT

1. The Students' Writing by Using Picture Strategy

a. Cycle I

(1) Observation sheet for the Researcher's Activities

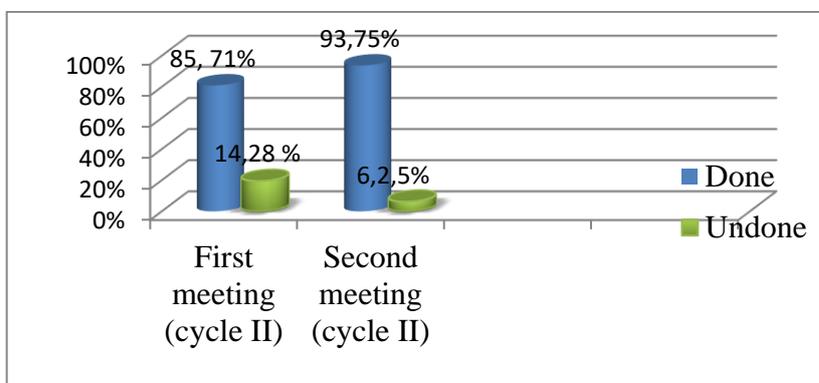
Based on the result of the observation of the researcher's activities, the activities which were done and undone during the teaching-learning process could be described as follows

Table 1. The Percentage Of Researcher' Activity

Cycle I		
Meeting I	Done	18 activities (85.71%) from 21 activities
	Undone	3 activities (14.28%) from 21 activities
Meeting II	Done	14 activities (87.5%) from 16 activities
	Undone	2 activities (12,5%) from 16 activities

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

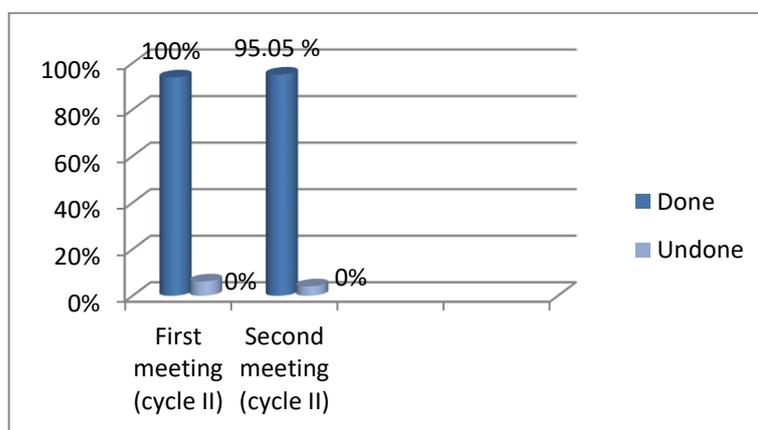
“the very good” level. Clearly, the activities done and undone by the researcher during the teaching-learning process in Cycle I could be seen in Graphic 1 as follows on the next page:



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

(2) Observation sheet for the Students' Activities

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



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

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

- Some of the students did not pay attention to the researcher's instruction.
- The students were still afraid make mistake when they determine a best answers based question from her.
- Many students did not have the motivation in the teaching-learning process.
- Some of the students forgot material based they learn in the first meeting.

There were also some strength as follows:

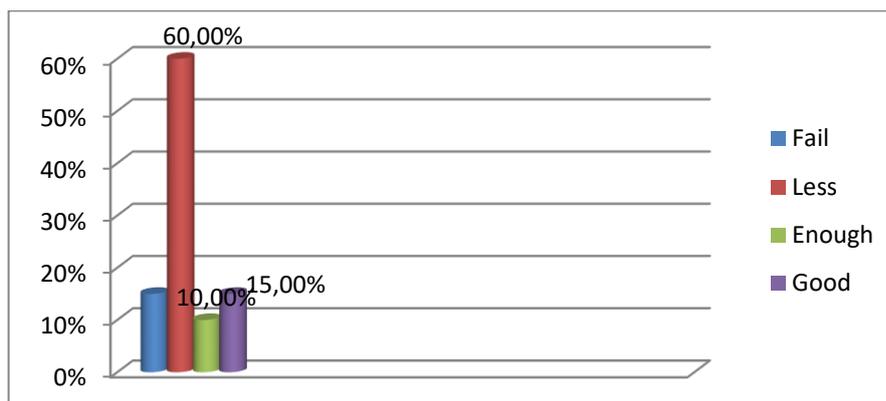
- The researcher known the students' ability in writing by Picture Strategy by giving the students the evaluation.
- Some of students could give best information about picture.
- Some of the students were easy to get information from the text.

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

Table 2. The Students' Ability In Writing By Using Picture Strategy In Cycle I

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

This result showed that the students were unsuccessful in comprehending the text by using Picture Strategy for first cycle because most of the students' values were in very less level or under the MCC as the target of the research. The result of the students' ability in Cycle I could be viewed in the graphic below on the next page:



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

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

- a. The researcher would asked the students to follow the researcher's instruction to write the text.
- b. The researcher would conduct the Picture Strategy for the students to understand the question in the text.

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

b. Cycle II

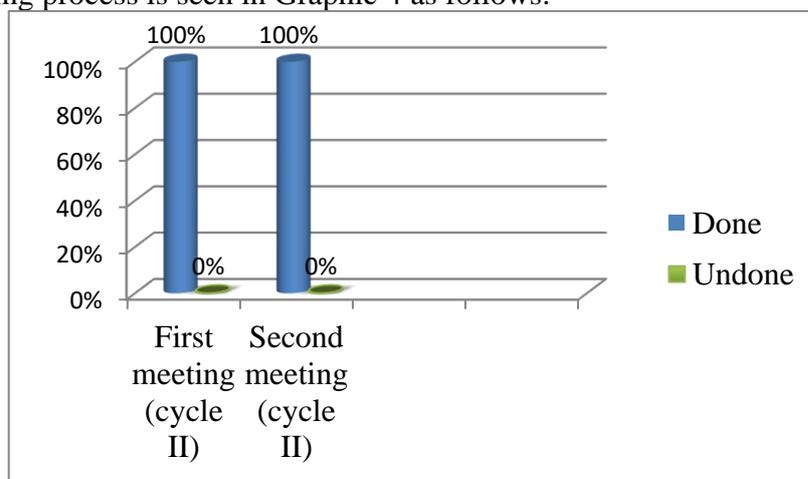
(1) Observation Sheets for the Researchers' Activities

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

Table 3. The Percentage Of Researcher' Activity In Cycle II

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

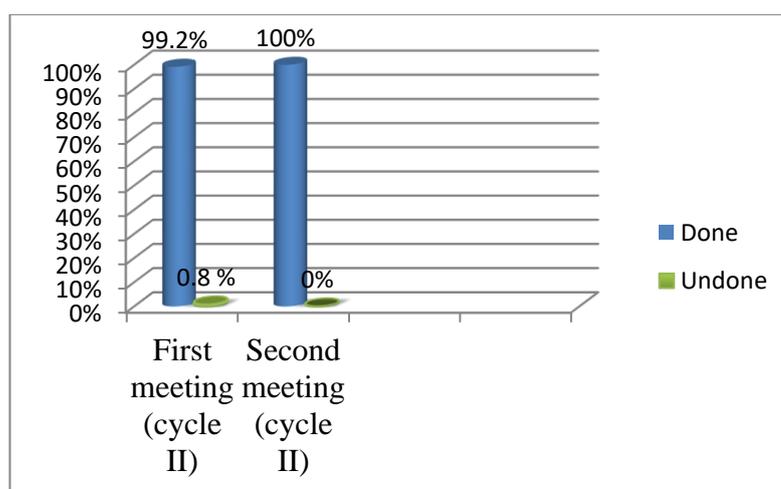
Based on the activities result above, the researcher's teaching level in the first meeting could be categorized in "the good" level while in the second meeting could be categorize in "the very good" level. Clearly, the activities are done and undone by the researcher during the teaching-learning process is seen in Graphic 4 as follows:



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

(2) Observation sheets for the Students' Activities

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



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

In the meeting, almost students do the activities during the teaching learning process, but the researcher still found the weaknesses in the meeting namely there is a student who has less motivation in teaching learning process, there are two students who do not tell the

difficulties and make discussion about the answer of the test. Especially for the researcher, the researcher was done all the activities. So, the researcher does not have weaknesses in the second meeting of Cycle II. Based on the graphics, it can be concluded that in the meeting the activities of the students and researcher in the teaching learning process increases. There is some strength found in the second meeting of Cycle II as follows:

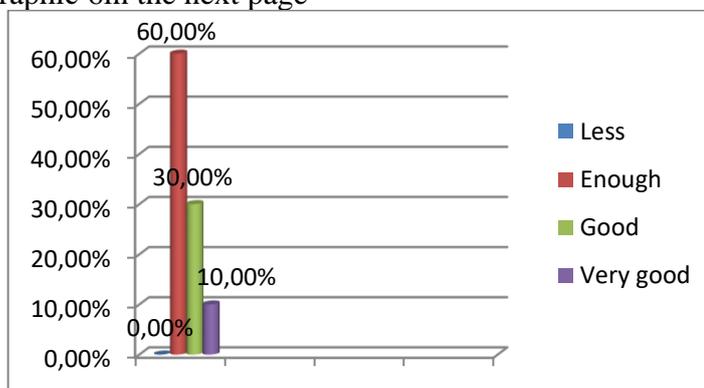
- a. All students were present in the class.
- b. All the students were able to comprehend Picture Strategy based on the researcher question.
- c. All the students were able to give answer the researcher's question.
- d. All the students were able to comprehend descriptive text especially in describing people in descriptive text.
- e. All the students were able to convey some questions based on the text.
- f. All the students were easy to get information from the text.
- g. All the students were condolence to write their list information from the text.
- h. The students encouraged their background knowledge.

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

Table 4. The Students' Ability In Writing By Using Picture Strategy In Cycle II

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

This result showed that the students were successful in comprehending the text by Picture Strategy for the second cycle because most of the students' values are in the good level or pass the MCC as the target of the research. The result of the students' ability in Cycle II can be viewed in the Graphic 6 in the next page



Graphic 6: The Students' Ability in Writing by Using Picture Strategy in Cycle II

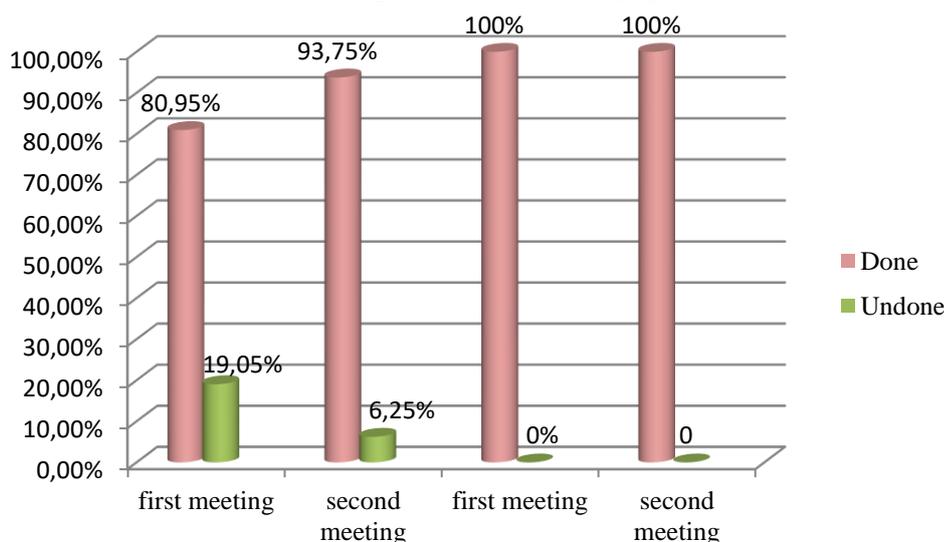
2. The Researcher' and the Students' Activities in All Cycles

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

Table 5. The Researcher's Activities In All Cycles

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

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



Graphic 7. The Researcher' Activities in All Cycles

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

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

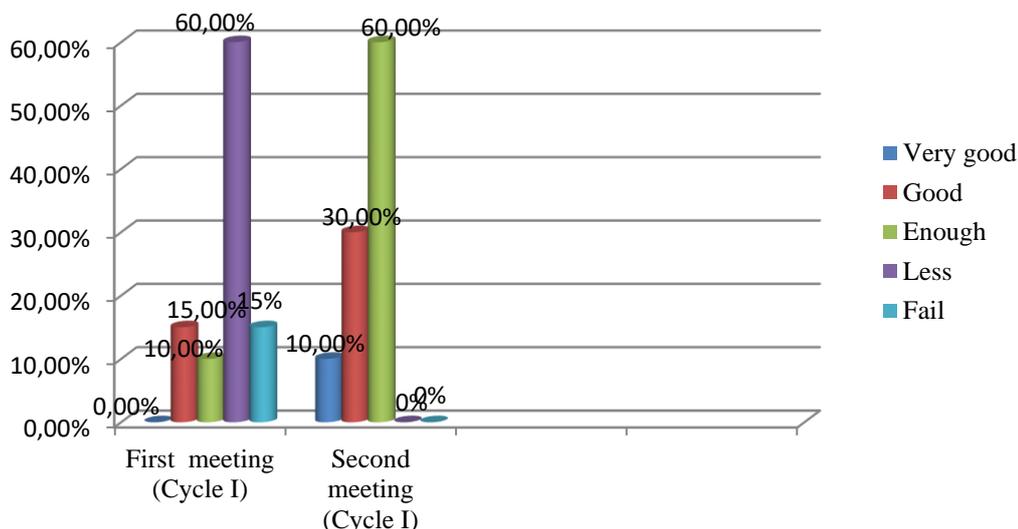
Table 6. The Students' Ability In Writing by Using Picture Strategy

No	Cycle	Level	Quantity	%	Classification
1	I	Very Good	0	0%	Successful
		Good	3	15%	
		Enough	2	10%	Unsuccessful
		Less	11	55%	
		Fail	4	20%	
2	II	Very Good	2	10%	Successful
		Good	7	30%	

Enough	12	60%
Less	-	
Fail	-	

Unsuccessful

From the data, it showed that the students' ability in reading comprehension in Cycle II is better than in Cycle I. All students pass from the Minimum Competence Criterion in Cycle II is 63. The result could be viewed in Graphic 8 below:



Graphic 8. The Students' Ability in All Cycles

B. Discussions

1. The Common Response of the Research Problem

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

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

2. The Analysis and Interpretation of the Research Findings

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

In Cycle I, the result of the students' evaluation, there were 4 students (20%) in the fail level, 11 students (55%) in the less level, 2 students (10%) in the enough level and 3 students (15%) in the good level. The average of the students' value is 52.5. The students still were unable to writing and to get information or content in the text. This result was poor

but comprehensible, because this strategy never taught to the students before, it was the first time for them to learn it.

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

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

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

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

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

Finally, all of the identification of the problems had been finished by using Picture Strategy. Based on the exposure of the researchers, it can be concluded that Picture Strategy could be used in writing especially in writing for students' and so easy to conduct. The strategy could help students and encourage student's predictions list give and get so it is easy to understand the text that will be gave by the teacher.

3. The Research Findings Implication

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

- a. Picture Strategy is a fun approach to encourage the students learn to get involved in writing descriptive text.
- b. By implementing Picture Strategy the students were able develop their a new information.
- c. By implementing Picture Strategy is to encourage the students to brainstorm idea.
- d. The students can explore their critical thinking.

CONCLUSION

Based on the result of data analysis of the research, the students' achievement in Cycle I showed the highest mark was 80 and the lowest mark was 40. The average of the students' marks in Cycle I was 52.5. While the Minimum Competence Criterion has been decided as 63. It means that the students could not pass the MCC. So, the researcher continues to Cycle II. The students' achievement in Cycle II showed the highest mark was 90 and the lowest mark was 65. The average of the students' marks in Cycle II was 73.5. So, all of the students pass on the MCC, or students' ability in Cycle II in writing was an increase. As the result, the researcher does not continued in the next cycle. The students' achievement in cycle is higher. In addition, the average of the students' score shows that the students of SMP N 1 Gido at the eighth year were able to writing text especially in descriptive text to achieve writing level. The students' average score is higher than the MCC that is 63 points. It can be said that the students are successful. Therefore this research is stopped by the researcher in this cycle. Based on the explanation above, the researcher could conclude that the Picture Strategy can increase the students' ability in writing, especially in the descriptive text at the eighth grade of SMP Negeri 1 Gido.

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