

The Effect Of Using Pictures On Students' Writing Ability By Tenth Grade Students' Of SMK Swasta PAB 2 Helvetia Medan

Pengaruh Penggunaan Gambar Pada Siswa Terhadap Kemampuan Menulis Oleh Kelas X SMK Swasta PAB 2 Helvetia Medan

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ABSTRACT

This study aims to determine whether there is significant effect of using picture method on student writing descriptive text by the tenth grade of SMK Swasta PAB2 Helvetia Medan. For this research the researcher using experimental research with a quantitative approach. In this research the researcher take the data populations in SMK Swasta PAB2 Helvetia Medan. The total data of samples is 70 students, that is divided into two groups namely; experimental group consisting of 35 students (class X RPL-1) and control group consisting of 35 students(class XRPL-2). For the class experimental taught using the pictures while to for the class control taught using conventional techniques To measure the data research can be obtained using pre-test and post-test. For the test of pre-test given before there was an explanation about the subject matter and for the post-test given after there was an explanations about the subject matter. Then, the instrument for the collect data is writing essay about example of descriptive text. To analyze the data the researcher used t-test. The significance value calculated 0.000 is smaller than 0,5 (P value= 0,000<0,05) so that the result of his calculations are;(1) the students' ability in writing descriptive text by using picture method got the mean 75.82 and standard deviation was 6.86 (2) The students' ability in writing descriptive text by using conventional strategy got the mean 52.11 and standard deviation was 8.95. The value of $t_{observed}$ was 4.551 and that of t_{table} was 2.000. So the value of $t_{observed}$ was higher than that of t_{table} . So it can be concluded that significant effect of using picture method on students' ability in writing descriptive text.

Keywords: Writing, descriptive text, using picture method.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan metode gambar terhadap penulisan teks deskriptif siswa kelas X SMK Swasta PAB2 Helvetia Medan. Untuk penelitian ini peneliti menggunakan penelitian eksperimental dengan pendekatan kuantitatif. Dalam penelitian ini peneliti mengambil populasi data di SMK Swasta PAB2 Helvetia Medan. Jumlah data sample adalah 70 siswa yang terbagi dalam dua kelompok yaitu; kelompok eksperimen terdiri dari 35 siswa (kelas X RPL-1) dan kelompok Kontrol yang terdiri dari 35 siswa (X RPL-2). Untuk kelas Eksperimen diajarkan menggunakan metode gambar sedangkan untuk kelas kontrol diajarkan dengan menggunakan teknik konvensional. Untuk mengukur data penelitian dapat diperoleh dengan menggunakan test yaitu berupa pre-test dan post-test. Untuk tes pre-test diberikan sebelum ada penjelasan materi pelajaran dan untuk tes post-test diberikan setelah ada penjelasan materi pelajaran. Instrument pengumpulan data adalah menulis karangan tentang contoh deskriptif. Untuk menganalisis data peneliti menggunakan uji-t. nilai signifikansi hitung 0,000 lebih kecil dari 0,05 (P value = 0,000<0,05) sehingga hasil perhitungannya adalah; (1) kemampuan siswa dalam menulis teks deskriptif dengan metode gambar diperoleh mean 75,82 dan standar deviasi 6,86 (2) kemampuan siswa dalam menulis teks deskriptif dengan menggunakan metode konvensional mendapatkan rata-rata 52,11 dan standar deviasi 8,95. Nilai hitung dan t-

table 2,000. Jadi nilai hitung lebih tinggi dari nilai t-table. Sehingga dapat disimpulkan bahwa penggunaan metode bergambar berpengaruh signifikan terhadap kemampuan siswa dalam menulis teks deskriptif.

Kata kunci: Penulisan, Teks Deskriptif, Metode Gambar.

1. INTRODUCTION

According to Harmer J. in Febriyanti Nur Shalihah (2015) in teaching writing we can either focus on the product of that writing or on the writing process itself. When concreting on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach which values the contraction of the end-product as the main thing to be focused on (rather than the process of writing itself). Based on the researcher experience that was conducted on October 2019 in her teaching practice at SMK Swasta PAB2 Helvetia Medan, many students were not interested in writing descriptive text because it seemed difficult for them. They did not know how to write correctly, especially in choosing a word or vocabulary to put in the sentence. In writing ability it takes a considerable amount of knowledge, for the writing products, the writing ability on students still below average is which shows a poorness of English value. One simple example is writing a descriptive text, simple text, where still the students make mistake on the grammar which hasn't been established yet. According to Wardiman in Afrianto (2017) states, Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and developed their imagination. Based on the experience teaching practice at SMK Swasta PAB 2 Helvetia Medan, Based on the teacher's quality and student development in learning is still lacking, it can be proved by a grade that is below average and a mastery ability to master all four English skills. Out of that observation, the researcher picked up one of the problems that most students at the school had, one of them, and that is: lack of ability to write the English text in error. It's like descriptive text. Many of the students who specialize in the x classes have very little writing ability. Inspectors will test the ability to write over the descriptive text, using cooperative methods of "picture and picture or picture" study. Writing is such a productive skill, therefore students are required to be able to know and control systems and rules of grammar, linguistic mastery, To achieve the goal of properly writing English, the court will use cooperative methods of "picture and picture," with the aim of being understood and understood by students of the class X. of the particular "picture and picture" methods is a cooperative method that makes it easier for students to understand the material. Use of this method can improve students' learning outcomes.

Definition of English Language Skill

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action).

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as work of art. Writing skills mean the writer is able to write down their thoughts, ideas, opinions, facts, stories etc, in a manner which makes their thoughts clear and comprehensible to the reader good writing needs to have good vocabulary and grammar.

Writing Skill

Heaton in Dwi Ariningsih (2010:2) 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 elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- 1) Language use: the ability to write correct and appropriate sentences;
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively
- 5) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The Writing Process

Writing is an imaginative skill that depicts both real and unreal conditions. Writing is a productive skill. And to the observations that researchers have made in school, students still lack a grasp of the material about writing, especially in English. A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so that readers will see how it works. The writing process refers to everything a writer does from the moment he starts thinking about what to write until the final copy. This process focuses on the ideas that will be written down and on the form the ideas are written on.

Writing in Descriptive Text

There are many texts have been taught in Junior High School. But in this thesis, the researcher focuses on descriptive text. Hartono (2005:6), descriptive text is texts that describe a particular place, person, or thing. The purpose of a descriptive is to tell about the subject by describing its features without including personal opinion. The social function of descriptive text is to describe a particular person, place or thing. The generic structures of this text are:

- a. Identification: identifies the person, place or thing to be described.
- b. Description: describes parts, qualities and characteristics.

Explanation of "Picture and Picture" Method

The "picture and picture" learning method is a cooperative learning method, which students understand very well. In this method the teacher taught with the medium of pictures, and the students usually described a picture. In this method most of the students understand perfectly and the students are able to do it in an orderly and orderly manner. Arsyad in Umu Kulsum (2016), states that picture is a kind of visual aid that can facilitate the understanding and strengthen the memory. Visual aid also can add the students' interest and give the relationship between the content of the subject matter and real worlds.

2. RESEARCH METHODOLOGY

Research Design

Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. Research design is experimental research using a quantitative approach. Experimental is a research which involves groups in the research, experimental and control group. There are two groups of students' namely experimental group which was taught by using Picture and control group which was taught conventionally. The purpose of experimental research is to examine the effect that certain types of treatment can have on the

symptoms of one group over another that employ different treatment. For example, an experiment in education is meant to assess/prove the effect of education treatment to test hypotheses as to the extent or extent of its influence by conventional methods.

Population

A research population is generally a large collection of individuals or object that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. The research population on the tenth grade SMK Swasta PAB 2 Helvetia Medan, which has a total 150 grade X students divided into three major, including; AP, OTKP, and RPL. in located street Veteran Pasar IV Helvetia, sub-district Labuhan Deli, regency Deli Serdang, Medan, North Sumatera.

Sample

In research terms a sample is a group of people, objects, or items taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. For the sample, the researcher divided two classes, namely the experimental class and the control class, by using purposive sampling. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by specifying specific characteristics that were suited with the objectives of the research so that it is expected to answer the research problems. The Tenth grade SMK Swasta PAB 2 Helvetia Medan, consist of two classes with 35 students in class X RPL1 and 35 students in class X RPL2. So, After the sampling selection, X RPL1 was chosen as the experimental class and X RPL2 as the control class. So, the total of samples score is 70 students.

Table 1. The Research Sample by Class

No.	Class	The Number of Students
1.	X RPL 1	35
2.	X RPL 2	35
Total Students		70

Instrument

The instruments to collect the data are pre-test, post-test and observation. The collected data are the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test is used to see the writing ability of both classes. On the other hand, the scores from the post-test is used to measure whether the use of implemented method affected the experimental group or not. Observations are made to add and strengthen the data needed.

Technique of Data Collection

The data is collected during the second semester of the academic year 2019-2020. The data is collected from the pre-test and post-test of the control group and experimental group. The pre-test result is compared to the post-test result in order to find out a significant difference of the students' writing ability.

- Pre-test

Is where a questionnaire is tested on a (statistically) small sample of respondents before a full-scale study, in order to identify any problems such as unclear wording or the questionnaire taking the research. The same pre-test was given to both experimental and control group in order to investigate the students writing ability. Both experimental and control group were asked to write descriptive paragraph based on the topic given.

- Post-test

A test given to students after completion of an instructional program or segment an often used in conjunction with a pre-test to measure their achievement and the effectiveness of the program.

Technique of Data Analysis

Data analysis is one of the most important steps in research activity. With it will be able to prove a hypothesis and draw conclusions about the problems to be examined. Experimental research aims to understand the effect of treatment, to achieve something, and then to examine the results of that treatment.

In order to analyze the experimental data the researcher uses pre-test and post-test one group design is used. Sugiyono (2015), the states that then the formula used is the t-test with the formula as follows:

$$T - test = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

T-test = The Effect

X₁ = Mean of Post-test – Pre-test in Experimental Group

X₂ = Mean of post-test – Pre-test in Control Group

S₁² = Variant of Pre-test – Post-test in experimental Group

S₂² = Variant of Pre-test – Post-test in Control Group

N₁ = Sample in Experimental Group

N₂ = Sample in Control Group

The formula is used to calculate the effectiveness of the treatment given to research subjects. This formula is used for research design a single subject, that is, observations made when the subject is not yet received treatment and after the subjects received treatment. The results of this data which is then analyzed using the t-count formula then the results are obtained can indicate whether the treatment given is effective or not.

3. RESEARCH FINDING

Data

The first sections, the researcher given some question in the form multiple choices for to choose control class and experiment class. After that the researcher given pre-test and pos-test to control class and experiment class. The second sections, for control class the researcher not use treatment and in experiment class using treatment it is using picture method. The research subject were students of class RPL-1 and RPL-2 were each class consisted of 35. Control class is RPL-1 and Experiment class is RPL-2.

The researcher evaluated objectively the characteristics of each student's writing ability. The researcher converts Heaton's small score to a scale of 100 as follows:

Table 2. The Criteria of the Assessment

No	Assessment	Criteria
1	87-100	Very Good
2	77-86	Good
3	67-76	Enough
4	57-66	Very Enough
5	46-56	Low
6	0-45	Very Low

That the results showed that students had different levels of writing ability based on the score that has been collected. It can be seen on the table below:

Table 3. Score of pre-test and post-test of the students in Experimental group:

No	Initial Name	Score Pre-test	Score Post-test	Decrease
1	ABN	50	80	30
2	AY	46	66	20

3	AA	50	78	28
4	AR	50	78	28
5	AS	46	78	32
6	AA	46	78	32
7	AH	46	66	20
8	BS	46	66	20
9	CH	66	78	12
10	DA	50	66	16
11	EM	66	80	14
12	E	66	78	12
13	ES	66	78	12
14	FP	50	78	28
15	IPS	50	78	28
16	IFL	66	80	14
17	MI	40	66	26
18	M	40	78	38
19	MRTT	50	88	38
20	MR	66	78	12
21	NR	40	66	26
22	NF	50	66	16
23	NH	50	78	28
24	NWW	50	80	30
25	PA	66	78	12
26	RM	66	88	22
27	RAR	50	78	28
28	RA	66	80	14
29	RY	50	88	38
30	SF	40	66	26
31	SNH	40	78	38
32	SI	50	80	30
33	VA	50	66	16
34	WS	50	66	16
35	NMS	50	80	30
Y				830
Mean				23,71

For the calculation above, total of decrease from Post-test and Pre-test in experimental group is 830. Meanwhile the mean of pre-test and post-test in experimental group is 23.71, the high score in pre-test is 66, the low score in pre-test is 40 and the high score in post-test is 88, the low score in post-test is 66.

Table 4. Score of pre-test and Post-test of the students in Control Group

No	Initial Name	Score Pre-test	Score Post-test	Decrease
1	S01	56	78	22
2	S02	56	78	22
3	S03	44	60	16
4	S04	56	78	22
5	S05	60	78	18
6	S06	44	60	16
7	S07	44	60	16
8	S08	50	78	28
9	S09	50	66	16
10	S10	44	66	12

11	S11	44	66	12
12	S12	50	60	10
13	S13	56	76	20
14	S14	44	78	34
15	S15	50	78	28
16	S16	60	76	6
17	S17	50	76	26
18	S18	50	66	16
19	S19	56	78	22
20	S20	44	76	32
21	S21	44	66	22
22	S22	66	78	12
23	S23	50	66	16
24	S24	44	66	22
25	S25	66	78	12
26	S26	50	78	28
27	S27	66	76	10
28	S28	50	66	16
29	S29	66	76	10
30	S30	66	78	12
31	S31	56	78	22
32	S32	44	66	22
33	S33	50	56	6
34	S34	44	56	12
35	S35	50	78	28
Y				674
Mean				19.25

From the calculation above, the total of decrease from the Post-test and Pre-test in Control group is 674. Meanwhile the mean of pre-test and post-test in control group is 19.25. The high score in pre-test is 66 and the low score in pre-test 44. And the high score in post-test is 78 and the low score in pre-test is 56.

Data Analysis

For the data analysis the researcher use normality test, the normality test was conducted on the data that obtained from the pretest and post-test, both the control group and the experimental group. The researcher used kolmogrov-smirnov and Shapiro-wilk to do the normality test Data is said to be normally distributed if the *p value* obtained from the calculation is greater than 0.05. Theori use Sugiono. The result of the normality test is presented as follows.

No	Xi	Fi	XiFi	Xi ²	FiXi ²
1	40	5	200	1600	8000
2	46	5	230	2116	10580
3	50	16	800	2500	40000
4	66	9	594	4356	39204
	Total	35	1824	10512	97784

Homogeneity of the sample

The homogeneity of the sample was calculated by the following Formula in (Sugiyono, 2002 : 205):

$$F_{\text{obs}} = \frac{Sex}{S_{co}}$$

F_{obs} : Homogeneity of the Sample

Sex^2 : The Biggest Variant

Sco²: The Smallest Variant

Based on the variant of both sample of pre-test found that:

$$S_{ex} = 80.22 \quad N = 35$$

$$S_{co} = 57.41 \quad N = 35$$

$$F_{obs} = \frac{S_{ex}}{S_{co}}$$

$$F_{obs} = \frac{80.22}{57.41} = 1.39$$

Then the coefficient of $F_{obs} = 1.39$ is compared with F_{table} , where F_{table} is determine at real level $\alpha = 0.05$ so $F_{obs} < F_{table}$ ($1.39 < 0.05$).

Based on the variant of both sample of post-test found that:

$$F_{obs} = \frac{S_{ex}}{S_{co}}$$

$$S_{ex} = 58.60 \quad N = 35$$

$$S_{co} = 47.14 \quad N = 35$$

$$F_{obs} = \frac{S_{ex}}{S_{co}}$$

$$F_{obs} = \frac{58.60}{47.14} = 1.24$$

Then the coefficient of $F_{obs} = 1.24$ is compared with F_{table} , where F_{table} is determine at real level $\alpha = 0.05$ so $F_{obs} < F_{table}$ ($1.24 < 0.05$).

T-test

So, the hypothesis testing in research, it use the formula T_{test}

$$T - test = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

$$\bar{x}_1 = 23.71$$

$$\bar{x}_2 = 19.25$$

$$S_1^2 = 33.08$$

$$S_2^2 = 1.19$$

$$N_1 = 35$$

$$N_2 = 35$$

So,

$$\begin{aligned} &= \frac{23.71 - 19.25}{\sqrt{\frac{33.08}{35} + \frac{1.19}{35}}} \\ &= \frac{4.46}{0.98} \\ &= 4.551 \end{aligned}$$

Hypotheses Testing

The basis for testing hypothesis is as following:

The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 68 ($df = N + N - 2$) at the level of significant 0.05 that the critical value is 2.000. it can be seen that $t_{table} = 2.000$. (See Appendix.

The researcher formulated the Alternative Hypothesis (H_a) and the Null Hypothesis (H_o) as follow:

1. Alternative Hypothesis (H_a): There is significant effect of using pictures on students' writing ability.

2. Null Hypothesis (Ho): There is no significant effect of using pictures on students' writing ability.

After the scores were calculated, it was found that in this study the observed is higher than the table. It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}} (4.551 > 2.000)$$

Based on the calculation results using the t-test, the results show that there is a significant difference between the pre-test and post-test scores. The result of the t-test score is 5.806 and the t-table is 2.000 (α) 0.05. If the t-test is compared to t-table, t-test is higher than t-table which is 4.551 > 2.000. Based on the testing hypothesis, (H_a) was accepted and (H_o) was rejected.

Research Findings

From the calculation above it found that $t_{\text{observed}} = 4.551$ whereas the t_{table} . It shows that students' ability in writing descriptive paragraph by using picture method was significant at 2.000 (α) 0.05. From the result, the researcher found that there was significant of the students' ability in writing descriptive paragraph that were taught by picture method.

Discussion

From finally data analysis, the purpose of this research is to find out whether there is an effect of using picture method on students' writing ability on SMK Swasta PAB2 Helvetia Medan in academic year 2019/2020. Based on the method of the researcher, the teaching and learning process is divided into three steps. The first step is to provide pre-tests for students to find out students' Writing Ability before being taught with using picture method. The second step was giving treatment to the students, the treatment here was teaching writing is give a picture an than the students to describe the picture it. For the final step was giving post-test, in the post-test 35 students were given a test to find out their writing ability after they were treat by using Picture Method, the picture is media.

Based on the conclude he results show that there is a significant difference between the pre-test and post-test scores. The t-test result is 4.551. and T-table 2.000. If the t-test is compared with t-table, then the t-test is higher than the t-table, which is 5.806 > 2.000. Therefore, based on hypothesis testing, (H_a) was accepted and (H_o) was rejected. This means that the using picture medium in teaching writing is very effectively.

So, the picture method is effectiveness in teaching writing ability. The use of media in the teaching and learning process is very important, so the teacher must choose the media to teach learning, eTeaching media can help teachers to teach more easily and help students enjoy and learning environments that are interesting, fun, and interactive.

4. CONCLUSIONS AND SUGGESTIONS

Conclusion

From the data obtained it is seen that the result of the students' ability in writing descriptive by using picture method is higher than that by using conventional strategy at the tenth grade of SMK PAB 2 Helvetia Medan. Using Picture method is significant to be used in improving the students' ability in writing descriptive. The result of t_{observed} is 4.551 and t_{table} 2.000 is (α) = 0.05 ($t_{\text{observed}} > t_{\text{table}}$, 5.806 > 2.000). It means that H_o is rejected and H_a is accepted. There is a significant effect of Using Picture on students writing ability.

Suggestions

Writing English fluently as mastering a variety of vocabulary and as well of grammatically in writing skill. All of these abilities can be enhanced by applying picture method in teaching English. Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers can apply this method as the reference material in the class, helping students to be more active and creative. The teacher can use pictures as one of techniques

in teaching writing since it is proved that this technique can improve the students' ability, especially in writing.

2. To students, students by applying the picture method as a learning medium in the class, it can improve their English writing ability on the improve vocabulary and grammatically.
3. To other researchers, it can be the alternative method to conduct the research related to the improvement of student's ability in writing descriptive paragraph and it is hoped that the learning process can enable researcher to make improvement in implementing by pictures method can be making medium in improving students writing ability in English skill

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