

**THE USE OF PICTURES TO IMPROVE STUDENTS ABILITY
IN WRITING DESCRIPTIVE TEXTS AT THE EIGHT GRADE
STUDENTS OF SMPN2 BOJONG GAMBIR TASIKMALAYA**

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial fulfillment of Requirements
for the *Sarjana Pendidikan* Degree.



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2016 APPROVAL SHEET**

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IN WRITING DESCRIPTIVE TEXTS**



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**THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' ABILITY IN
WRITING DESCRIPTIVE TEXT
(Descriptive Study the Seventh Grade Students of Mts An-Nur Wangunjaya
Cikalongwetan)**

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Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan degree*



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2017

STATEMENT

I hereby certify that this research paper entitled “**THE USE OF PICTURE SERIES TO IMPROVE STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT (Descriptive Study the Seventh Grade Students of Mts An-Nur Wangunjaya Cikalongwetan)**” is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma any University and Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

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APPROVAL SHEET

THE USE OF PICTURE SERIES TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

The purpose of the research is to describe the use of picture series in improving students' ability in writing descriptive text. This research used a qualitative descriptive research method. The respondents of the research are an English teacher and seven grade students of Mts An-NurWangunjayaCikalongwetan. The data were obtained from several instruments namely observation and interview techniques. The result of the study revealed that the teaching writing by using picture series can improve students' ability in writing descriptive text. Specifically, they showed some improvement on process of writing and vocabulary, can increasing students' vocabulary, and also increasing students' ability interest, and then picture series help students' ability the in developing ideas. Moreover, the data from observation and interview showed benefits of using picture series, such as, the use of picture series in teaching writing descriptive text can improve students' ability in writing descriptive text.

Keywords: Writing, Descriptive Text, Picture Series.

PREFACE

Alhamdulillah by the grace of Allah SWT, the researcher could finish her final project, entitled “The Use of Picture Series to Improve Students’ Ability in Writing Descriptive Text”. (Descriptive Study of the Seventh Grade Students at Mts An-Nur Wangunjaya Cikalongwetan).

This paper is submitted to the English Education Study Program Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung in partial fulfillment of requirement for the Educational Scholar Degree.

The researcher realized that this research paper is far from being perfect because of limited experience and knowledge. Therefore, any constructive comments, criticism, as well as suggestion from the readers will be highly appreciated for the improvement of this writing.

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Finally, for many people who help the researcher whose name cannot be mentioned one by one, she can only say “thanks a million”. The researcher hoped this final project will be useful for the readers. However, the researcher realized that this paper is far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this final project are greatly appreciated.

Cimahi, May 2017

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MOTTO

“If a person is travelling with the aim of seek knowledge. Then Alloh, will make his way like a trip to heaven”. (Nabi Muhammad SAW)

Anyone who give up will not get the victory. Do not the victory that matters, but that is the struggle. Even if you fell, I think the thing that most fascinates is when you never give up”. (Lee Min Ho)

“No matter how difficult and hard something that, I always be positive thinking and smile like an idiot”. (Chanyeol-EXO)

“Never say never for the beautiful dreams”

DEDICATIONS:

My Beloved Parents

My Brother

My Best Friends, and

Everyone who still believes that I can finish my study until the last minutes

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CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. This chapter consists of seven sections: background of the research, research question, objectives of the research, limitation of the problem, benefits of the research, definition of key terms, and the organization of the research paper.

A. Background of The Research

Learning a language has a practical aim that is to enable the students to communicate in that language. They are four prime skills involved in the mastery of language : listening, speaking, reading and writing. In the curriculum on the senior high school, the English materials are presented in such as way in order to cover those skills.

In this case, the researcher wants to talk about one of those skills that is writing. There are so many misunderstanding, happen in the society and even by teachers at school because of their opinion that there is no need to learn writing, because the ability of writing is in born talent. As a matter of fact writing is subject that can be learnt by everyone.

According to Harmer (2007:112), writing is used as an aid memoire or practice tool to help students practice and work with language they have been studying. Writing is a strategy to improve student comprehension in the study and to improve knowledge about their vocabulary mastery, by writing, students can

use the ability to make sentences, and writing is a strategy for the student to make memorandum in a learning style.

Writing as a productive skill is a very important skill in English for students because writing has some benefits for them. Students can express their idea through writing. In this study, descriptive text is a type of text for describe a particular place, person, object or thing and other. With the writing descriptive text students can learn about identifying the phenomenon to be described.

However, in writing class students had some difficulties in writing descriptive text because they had difficulty to choose words to make a paragraph or essay, they do not have enough comprehension. Thus, they got difficulty in string up a word, especially they are afraid of writing mistake.

Therefore, teacher need a good media to help the students improve their writing skill. One of the functions of teaching media is to engage the students motivation. By using teaching media during the teaching - learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material one of the media is picture.

Picture is a visual representation. According to Harmer (2007:118), pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is. They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

The picture will be a prime of factor in learning process, because the learning method will be interesting for students to active in learning process. With the use of picture the students can perceptive above material giving by teacher, the students will be interested and enthusiastic in learning process by means of picture, the students can bethink active in description about picture to have preparations by teacher.

Based on the description above, this research aim to investigate the use of picture series in improving students' ability in writing descriptive texts.

B. Research Question

Based on the background described above, the researcher conducts a study concerning on the use of picture series to improve students' ability in writing descriptive text. The question of this study is "how the use of picture series to improve students' ability in writing descriptive text?"

C. Objectives of The Research

Based on the research questions, the objective of the research is, "to describe the use of picture series improving students' ability in writing descriptive text."

D. Limitation of The Problem

This research focused on the use of picture series to improve students' ability in writing descriptive text at seventh grade students of Mts An-Nur Wangunjaya Cikalongwetan.

E. Benefits of The Research

Hopefully, this research will give benefit for many people, especially for those who are interested in this area. This research is expected to enrich the alternative technique in the process of teaching English.

Hopefully this research also can give contribution to release a related to the activities in order to support the English language learning. This research is expected to have some contributions for:

1. English Teachers in giving feedback that picture series can be used in teaching English to improve students' descriptive writing ability. The teacher can find a new method to teach the students in the class,
2. Students to enable them to learn their vocabulary mastery and descriptive writing ability. With using the picture series students feel happy because their studies unusually, with using the picture series students feel comforted and can help interest the student in learn English.
3. The next researchers in giving them some contributions for those who have similiar.

F. Definition of Key Terms

The following key term are presented to assist in understanding several terms or concepts in this research:

1. **Writing** is used as an aid memoire or practice tool to help students practice and work with language they have been studying (Harmer, 2007:112).

2. **Descriptive text** is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing also consists of generic structure in range as: Identification that is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person or something that is described (Kartika, 2012:3) .
3. **Picture** is offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is. They can write postcards based on pictures we give them. (Harmer, 2007:118).
4. **Picture series** is picture series can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall pictures (Harmer, 2007: 179).

G. Organization of The Research Paper

The final project will be developed into five chapters:

Chapter I : Introduction. This chapter provides the background of the research, research question, objectives of the research, limitation of the problem, the benefit of the research, clarification of key terms, and organization of the paper.

Chapter II : Literature Review. This chapter consists of related theories that relevant to the studies. The theories are conducted from experts and their researches with related to technique that the researcher used in the research.

Chapter III : Research Methodology. This chapter will discuss the methodology used in conducting the research. It consists of the research design, research method, data collection, and data analysis.

Chapter IV : Result And Discussions. This chapter consists of the researcher's interpretation about findings of the research.

Chapter V : Conclusions And Suggestions. This chapter consists of the conclusion of the research and also suggestion to the other writers who wish to continue this research. This chapter describe the research conclusion and suggestion. The conclusions are taken from the data analysis of research findings.

CHAPTER II

LITERATURE RIVIEW

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: Theoretical Framework and Previous Studies.

A. Writing

1. Definition of Writing

Here there are some of the definitions from writing. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols. Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message.

Harmer (2007:112) says that writing is used as an aid memoire or practice tool to help students practice and work with language they have been studying. The main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good ‘real life’ reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text.

According to Hyland (2007:149), writing is a practice based on expectations: the reader's chance of interpreting the researcher's purpose are increased if the researcher takes the trouble to anticipate what the reader might be expecting based on previous texts they have read of the same kind.

Writing is a way to end up thinking something you could not have started out thinking. Writing is, in fact, a transaction with words where by you free yourself from what you presently think, feel, and perceive (Douglas, 2000:337). In addition, Ivanic (2004:233) says that good writing is not just correct writing, but writing which is linguistically appropriate to the purpose it is serving.

According to Badger and White (2000:158), in the writing classroom, teachers need to replicate the situation as closely as possible and then provide sufficient support for learners to identify the purpose and other aspects of the social context.

Therefore, writing is a practice which can to increased learning English language process, with the writing students can help themselves to increase their learning in their skill for comprehend their knowledge to describe something by means of a practice by written.

2. Process of Writing

Writing is a form of problem solving which involves such processes as generating ideas, with which to write, planning, goal, setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

According to Brown (2001, cited in Hakim 2010:16) says that mentions three stages of writing process. The stages include pre-writing, drafting, and revising.

When students are writing-for-writing, we will want to involve them in the process of writing. In the ‘real world’, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version.

Williams (2003:99) explains that the process approach has been implemented in writing classes nationwide since the late 1970s. Curriculum guides in most states include some statement about teaching writing as a process. The NAEP 1996 Trends in Writing (U.S. Department of Education, 1996 cited in William 2003:100) report concluded, in fact, that “the process approach to writing, in which planning, writing, and revision through several drafts are practiced, gives students the opportunity to write more and to employ editing strategies, which in turn affords them the opportunity to improve their mastery of writing conventions”. What follows is a detailed discussion of the various features of process pedagogy and the best practices that are associated with it. In addition, Many people have thought that this is a linear process, but a closer examination of how writers of all different kind are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order (Harmer, 2007:113).

For the more according to Badger and White (2000:154), writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.

A typical prewriting activity in the process approach would be for learners to brainstorm on the topic of houses. In process approaches, the teacher primarily facilitates the learners' writing, and providing input or stimulus is considered to be less important. Like babies and young children who develop, rather than learn, their mother tongue, second language learners develop, rather than consciously learn, writing skills. Teachers draw out the learners' potential.

Therefore, writing is the process approach, focusing in the process can make the researchers have to communicate their messages effectively, for expression available to them by focusing upon central idea, or upon a view point which will unify and inform the text they produce.

3. Types of Writing

Douglas (2000, cited in Kaswan and Supdrijadi 2016:343) state that four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

- a. Imitative or writing down. To produce written language, the learner must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category included the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.
- b. Intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of the sentences.

- c. Responsive. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts of graphs. Under specified conditions. The writer has mastered the fundamentals of sentence level grammar and is more focused on the discourse conventions that will achieve the objective of the written text.
- d. Extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing proofreading of a draft.

Moreover, that because writing is composing process and usually requires multiple drafts before an effective product is created, make sure that the students are carefully led through appropriate stages in the process of composing.

This includes careful attention to your own role as a guide and as a responder. Harmer (2007:113) explain that many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order, thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. before we produce our final version.

Therefore, writing in the process we must have skill and diligent in the teaching and learning process.

4. Elements Of Writing

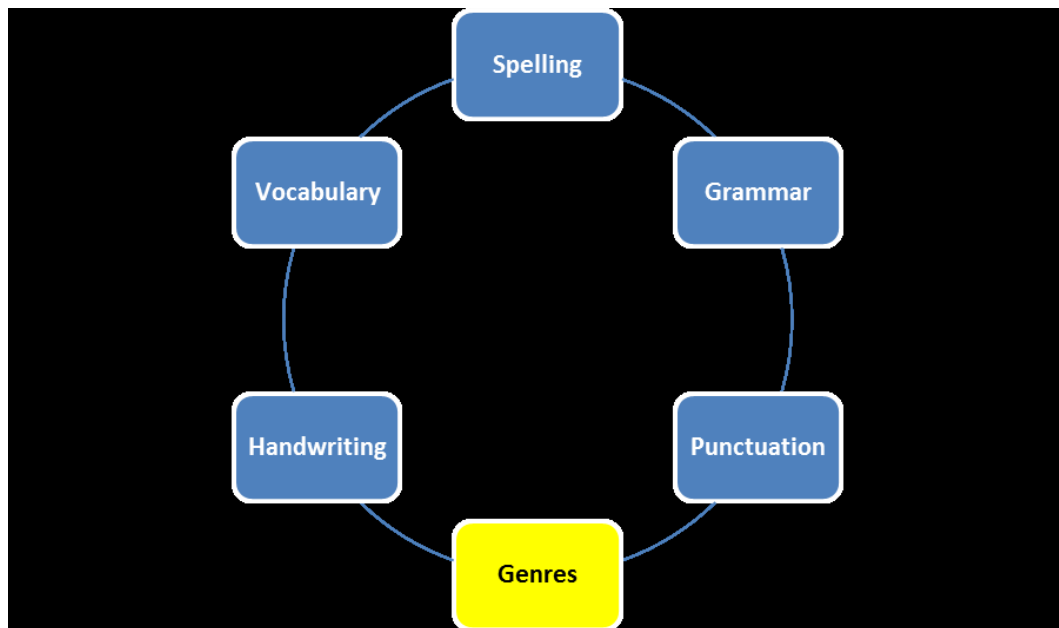
According to Taylor (2009:3), these four elements of the writing situation – writer, subject matter, reader and the forms of language – are reflected in four main characteristics of a piece of written language itself. They must all be handled together in the act of writing.

Their competing claims to attention are resolved in the choice of one word in preference to another, in the structuring of a sentence, in the placing of an emphasis in the paragraph, in the confidence with which you argue your case, and so on. Wilbers define that there are five elements of effective writing, that is:

- a. Central ideas
- b. Organization
- c. Supporting material
- d. Expression, word choice, and point of view.
- e. Spelling, grammar, and punctuation

In The Professional Development Service for Teachers (PDST) (2013) state that The Primary School Curriculum recognize the act of writing as part of the language learning process. Writing is a skill and a craft that needs to be taught and which is learned from practice.

Figure 4.1
Components of Writing



B. Descriptive Text

Descriptive text is the text to describe about think, person, animals, place and so on and is a text which says what a person or a thing is like, descriptive text the aim to describe or explain an object in details.

Kartika (2012:3) states that descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing also consists of generic structure in range as: Identification that is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person or something that is described.

However, many students still confused to determine the appropriate words to write. They have lack of vocabulary. They also did not understand to put the good organization of descriptive text.

Chaerina (2007:33) explain that another use the descriptive method involves making an abstraction concreted a descriptive paragraph of this sort resembles a definition, for through description an unknown is clarified.

A paragraph developed by description observes that guidelines:

1. Presents your sense impressions as forcefully is possible
2. Establish a perspective recognizable to the reader
3. Include markers to guide the reader through spaces
4. Use specific details that contribute to an implied topic sentence or support a stated one.

Descriptive text is a kind of genre which paints a colorful picture of a person, place, thing or idea concrete and also vivid details. Descriptive writing is taught by teacher in order to make students know how to describe themselves and their surrounding although still in simply way (Nur Fitriani, 2000:21).

Callaghan (1988, Cited in Nur Fitriani, 2009:32) also said that a descriptive writing creates a clear and vivid impression of person, place or thing. Descriptive written text is essentially monolog, in that they are constructed by one person writing alone, although the writer may discuss the construction of his/her text with a reader. Typically, written descriptive texts are pre planned, drafted and edited before reaching their final version.

1. Generic Structure

According to Masruri (2010) there are the generic structure of descriptive text, that is; Identification, it is a part of paragraph which introduces or identifies the character and description, it is a part of paragraph which describes the character.

When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct. The order is:

- a. Identification: contains the identification of matter or a will be described.
- b. Description: contains the explanation, description of the thing or person to mention a few properties.

2. Language feature

- a. The use of adjectives and compound adjectives
- b. Using the simple present tense.

C. Picture

1. Definition of Picture

The pictures as an aid help the teacher to developing student ability in the teaching and learning process, interest and engage the students to be active during the teaching and learning process.

According to Gunadi (2012:10), Pictures for the students as an indicator development step of thought efforts, and telling about the story or expression about the idea. Therefore, picture as a device for the students in their learning

process for motivation in order that the students can be more interested in their learning English language.

Picture is a visual representation. In addition, Harmer (2007:118) states that pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is.

They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

For the more, Finne and Jones (2008:2) explain that pictures should be concrete. Representing a graphical object as a concrete value has its advantages.

A picture or series of pictures not only provides the students with the basic material for their composition but also stimulates their imaginative powers. If the stimulus in a situational composition is purely verbal, the tests often tend to reproduce the phrases and sentences contained in it. Pictures and diagrams fortunately avoid this weakness (Ariningsih, 2010:30).

2. The Advantages of Picture

According to Sturm and Gibson (2005:5), catering to the creative motivation of the media arts student the difficult concepts of Media Signal Processing (MSP) can be approached with enthusiasm rather than dread.

Bruhn Jensen (2002:2) propose that the media play a special role, both as means of reflectivity and as sources of social structuration. It is useful to distinguish three prototypes of media.

- a. Media of the first degree. The biologically based, socially formed resources that enable humans to articulate an understanding of reality, for a particular purpose, and to engage with others in communication about it.
- b. Media of the second degree. The technically reproduce, or enhanced forms of representation and interaction with support communication across space and time.
- c. Media of the third degree. The digitally processed forms of representation and interaction which reproduce and recombine previous media on a single platform.

Jensen also explained that because the media are studied in their social and culture contexts, most of the research questions that have been developed by disciplines such as sociology and anthropology have proven their relevant for media studies, as well. 'Media' and 'communication', in addition, are currently being redefined in the light of computer mediated communication.

Picture is something drawn or painted. A picture or series a picture not only provides the students with the basic material for their composition but also stimulates their imaginative powers. And with a picture we are can make students to be spirit in their study, because picture is an instrument to improving student ability in their study.

3. Definition of Picture Series

According to Harmer (2007: 179) Picture series can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall

pictures. In addition, describing pictures is one of the activities in teaching writing. In this activity, students must describe a picture in front of the class.

Sapari (2010, cited in Pratiwi et al, 2016:3), state that picture series is a series of pictures which consists of two to six images that tell a whole story that can be used students in making up this line of thought, every pictures can be used as a paragraph.

Furthermore, Wright (1997, cited in Hakim 2010:34), suggests the pictures series are pictures, which show some actions or events in chronological order. They tend to range from four to eight pictures. They usually tell some short of stories, but they may also be used to depict a process how to make something.

Some opinions can be concluded that the media picture series is that visualizes the media concept into a picture and reveal a thing or event, commonly used everywhere, can be understood and enjoyed in learning to overcome the difficulties to obtain and display the original object in the classroom. With picture media will clarify concepts and instructions are communicated teachers, so students more easily understand and absorb the information or knowledge that is delivered.

4. The Benefits of Picture Series

According to Bowen (1994, cited in Hakim, 2010:34), gives a summary of the benefits of using visual aids in the language classroom:

- a. They vary the pace of lesson.

- b. They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
- c. They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher's voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
- d. They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.
- e. They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- f. A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.
- g. They make a communicative approach to language learning easier and natural.
- h. They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.
- i. They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.
- j. They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.

Furthermore, Hasindah (2010, cited in Pratiwi et al, 2016:3), reveals that the use of picture series in the learning process has several characteristics, that is:

- a. Pictures series is concrete, through a picture series students' can see clearly something that is being talked about or discussed in the classroom.
- b. Pictures series overcome the limits of space and time.
- c. Pictures series can be used to describe something of a problem.
- d. Pictures series readily available and cheap.
- e. Pictures series easy to use, both for individuals and for groups of students.

From the explanation above can be concluded that the picture series is very beneficial to be used as teaching media in improving students' ability in writing descriptive text, this technique is suitable for students'. For a picture that look real silent much to say for those who are full of imagination. Therefore, the selection of pictures to be absolutely precise and should be able to increase the creativity of students.

5. The Use of Picture Series in Teaching Writing

Gerlach, et al. (1980, cited Ariningsih 2010:45) say that picture may be drawn, printed, or photographically processed. They vary in size and color. They may be highly representational or abstract. If a picture is desirable for classroom use and it is in a book or pamphlet which is available to an entire class, it probably would be most efficient to ask everyone to turn to the same page at the same time to look at the picture. If, however, only one copy of picture is available and group viewing is required, the picture could be projected on a screen. He continues that

pictures may be displayed on a classroom bulletin board or flannel board for individual or small-group observation. The teacher may also ask the students to arrange a set of pictures in such a way that they tell a story, this will test the students' ability to organize and to communicate. For explaining a sequential process, the teacher might take photos of the specific steps (for example, how to load film into a camera), explain the process to the class using the photos; then, rearrange the order and have a student place the photos in the correct sequence (Gerlach, et al 1980: 280).

According to Brown (2000), the use of pictures and other visual aids is consistently supported by studies that demonstrate the versatility of this type of resources in language teaching and learning. To begin with, it is necessary to turn from the concept of learning styles as the primary foundation of the theory related to pictures in language teaching. Learning styles are defined as the manner in which individuals perceive and process information in learning situations.

Brown's definition seems to be very simplistic, even though it involves an accurate concept of what learning styles denote. From Brown's definition it is understood that we have personal ways or manners to process the information perceived by the senses (sight, hearing, taste, smell and touch) which allow us to recognize and understand the world around us (sizes, colors, forms, flavors, sounds, scents).

Pictures have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for pictures in writing (Wright, 1997:17):

- a. Pictures can motivate student and make him/her want to pay attention and to take part.
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c. Pictures can be described in an objective way or interpreted or responded to subjectively.
- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

Pictures may also be used to test the students' knowledge. But, before pictures are applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process.

According to Raimes (1983, cited in Ariningsih, 2010:37), all writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps. It is because pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. So, pictures are valuable, too, in that they provide for the use of a common vocabulary and common language forms. In addition, a picture can be the basis for not just one task but many, ranging from fairly mechanical controlled

compositions, sentence combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays. A whole series of connected activities can be generated from the source of one picture.

From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is quite appropriate in teaching writing.

The use of picture in teaching writing is actually meant to help students' to catch and express their ideas easily. Take an example when the students' are asked to write about an artist or public figure, or they are asked to write an interesting place like Sanur beach or Kuta beach (Chaerina, 2007:25).

D. Previous Study

To make sure the originality of the idea in this study, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted.

The first one comes from Sofia Winda Nurfitriani in 2009 state University of Semarang with the title of her study “The Effectiveness of Using Pictures in Writing Descriptive Text to The Eight Grade Students of Junior High School” the idea of her study is teaching medium is one of the components involved in teaching learning process. The teachers make use of teaching media to support the presentation of the material in the classroom.

The second relevance study comes from Dwi Ariningsih in 2010 state Sebelas Maret University of Surakarta with the title of her study “The Effectiveness of Using Picture Series to Improve the Students’ Writing Skill Viewed from Their Learning Motivation” this study concluded that using a series of picture is an effective technique used to improve writing skill of the students of Junior High School.

In summary, those previous study can give a fact that picture series technique is an effective way to solve the problems faced by the students’ in terms of developing and exploring ideas to write.

CHAPTER III

RESEARCH METHODOLOGY

Research method takes an important role in a research. The quality of the result of the research greatly depends on the method. In this chapter the researcher present of the research design, research method, site and respondent, instrument, data analysis.

A. Research Design

In this study, the researcher uses a qualitative research design to analyze the data, qualitative framed in term at using words. Qualitative research is a research design that places primary importance on studying small samples of purposely chosen individuals; not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants points of view; and creating a rich and in-depth picture of the phenomena under investigation by definition, qualitative research is synthetic or holistic (i.e., views the separate parts as a coherent whole), heuristic (i.e., discovers or describes the patterns or relationships), with little or no control and manipulation of the research context (Tavakoli, 2012, Cited in Kaswan and Dasep, 2016:15).

Qualitative research aims to understand the world symbolized meaning in people's behavior in perspective society itself. And a qualitative research is one of a method to get the truth and categorized as scientific research is built based on

the theories which developing from the study and controlled on the basis the empirical.

According to Creswell (2014:184), the qualitative approach includes comments by the researcher about their role, and the specific type of qualitative strategy being used. Further, because the writing structure of a qualitative project may vary considerably from study to study, the method section should also include comments about the nature of the final written product. Furthermore, he said that the historic origin for qualitative research come from anthropology, sociology, the humanities and evaluation.

In qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and confirm ability of the researcher (Tavokali, 2012:699).

The study is used to obtain in-depth data about “The Use of Picture to Improve Students’ Ability in writing Descriptive Text”. By using a qualitative approach, the research can be focused is more appropriate correspond with the purpose of the study.

B. Research Method

The type of research that is used by researcher is a descriptive qualitative study of existing problems as well as the proceedings of applies. This qualitative descriptive study aims to describe what that currently applies. Inside there is the attempt to describe, in other words a qualitative descriptive study aimed to acquire the information the existing situation.

According Sugiyono (2005), the descriptive method is a method used to describe or analyze the results of the study but not used for make broader conclusions. And Whitney (1960) state that the descriptive method is the fact finding with the correct interpretation.

Kaswan and Suprijadi (2016:102) state that many variants of qualitative research involving many forms of data analysis, including interview, transcripts, field notes, conversational analysis, and visual data, whether photographs, film, or observations of internet occurrences (for the purpose of brevity, this entry calls all of these forms of data text). In addition, Nazir (1988) says that the descriptive method is a method in researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study was to create a description, picture, or painting in a systematic, factual and accurate information on the facts, nature and the relationship between the phenomenon investigated.

Furthermore, Sukmadinata (2006: 72) explains Descriptive research is a form of studies aimed to describe phenomena that exist, whether a natural phenomenon or man-made phenomenon. The phenomenon can be a form of activity, characteristics, changes, relationships, similarities, and differences between the phenomena with each other phenomena.

In essence a qualitative descriptive study is a method in researching students who are studying or an object with the purpose of making descriptive, depiction or painting in a systematic, factually and accurately about the facts or phenomena that investigated.

C. Site and Respondent

1. Site

The research was conducted in Mts An-nur Cikalongwetan which is located on Wangunjaya Cikalongwetan, Bandung Barat. Besides, in this school the problem of writing was found and this school needed to improve the students' quality.

2. Respondent

The respondents of the research, is one classes at the seventh grade students of Mts An-Nur Cikalongwetan, and the teacher who teaching in this class. with the students seventh grade of C as the participants.

The objective of the research is to know how the teacher using of picture series to improve students' ability in writing descriptive text. Then, the researcher begin the research in the seventh grade of Mts An-Nur Cikalongwetan.

D. Data Collections

To get the reliable data, the researcher has to do some techniques for collecting data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. There are two instruments that will be used in this research is there are observation and interview.

1. Observation

Observation is a method of data collection by conducting accurately and systematically records. Observation should be done accurately and systematically to obtain that can be relied the results, and the researcher must have a background

or a greater knowledge about the object of research has the theoretical basis and objective attitude.

Definition of type the data in qualitative research is observation, unstructured text data and pictures taken during observations by the researcher (Kaswan and Suprijadi 2016:92).

Direct observation conducted by the researchers could be realized by recording of information relating to existing students in class seventh grade. And also observe how to teaching and learning process. In operate the strategy with the direct observation the researcher can understand the context of the data in a variety of situations, that can acquire a thorough the views. The researcher be able direct observation in obtaining evidence related to the object of study.

2. Interview

This interview is the most important techniques in the preparation of this paper, since most of the resources acquired through interviews. The interview aims to acquire oral sources, especially on how the teacher teaches English language using audiovisual like a picture in teaching writing descriptive text.

Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography.

The interview as an attempt acquired the information by asking questions directly to the teacher and students. As for the data collection, the researcher did a

joint interview among other things, an English teacher, of seventh grade student. In addition, definition of type the data in qualitative research is interview, unstructured text data obtained from transcribing audiotapes of interview (Kaswan and Suprijadi 2016:92).

The data were qualitative in nature. The data were in the forms of opinions, obstacles, preferences, and expectations of the participants. They were obtained from observation and interview to the English teacher, and some of the students as the research participants. The researcher also prepared the writing test to support the qualitative data. It would show the improvement of the student's writing score as the one of the evidence of the effectiveness of brainstorming technique for improving the student's ability in writing descriptive texts.

Interview toward the teacher and the student using purposive technic sampling, toward five students, the researcher assumes three students that the students who have good achievement in English have good mastery in their writing which can give valuable information in the research and the researcher assumes two students that the students who have difficulty in writing English using a picture series.

According to Dolores (2007:154), the purposive method is that the researcher exercises judgment on the informant's reliability and competency. This is a relevant concern especially regarding key informants on whom much of the data quality rest.

It means that in qualitative research, the researchers select their subject based on the subjects' knowledge which is capable to answer the question. The subjects

are five students from 7C class of Mts An-Nur Wangunjaya Cikalongwetan in the academic year 2016/2017. The considerations that make the subjects chosen are:

- a. These subjects include in big five students in that class (based on their grade).
- b. The subjects are good and more active in the class (based on the observation).
- c. The researcher assumes three students that the students who have good achievement in English have good mastery in their writing which can give valuable information in the research.
- d. The researcher assumes two students that the students who have difficulty in writing English using a picture series.

E. Data Analysis

After collecting the data, the researcher analyzes the data. The stage of analyze the data is the most important stage and define in a study. The data were analyzed with the aim of simplifying the data into a form that is easier to read and interpret.

To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Kaswan and Suprijadi (2016), this part discusses each of these features of data analysis.

1. The gathering of data and the analysis of those data are iterative processes.
2. Both during and after collecting data, researchers engage in memos.
3. Any analysis of the data involves some form for coding.
4. Qualitative research arrived at a more profound analysis of the data when they engage in writing up the data as soon as possible.

5. All data analysis must move toward developing concepts or relating to already existing concepts.

Some of the activities implemented to analyze the data of this research, are coordinated the data to sort the data and form it into a conclusion, category or description of the basic unit.

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

The steps in analyzing the data are the researcher collects the data through observation and interview. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. After selecting the data, the researcher displays those data into good sentences. After displaying data, the conclusion is drawn. Moreover, to get validity of data.

CHAPTER IV

RESULT AND DISCUSSION

This chapter reveals the result and discussions of the research. The result data obtained from observation and interview, this research as a purpose to describe whether the use picture series to improve students' ability in writing descriptive text. The research describes the data by answering formulated research questions of the study which are presented in the first and third chapter. The detail descriptions were as follows:

A. Preliminary Study

Students still did not master the writing skill. Sometimes, the ideas were not coherent. They sometimes lost their ideas and stuck. They did not also use tense in the right context, because they were still confused to use grammar correctly. They were lack of vocabulary and their understanding of grammar was low.

They seldom read their writing after they finished writing. That was why, their writing were not coherent. They also thought that time for writing was limited. Because of these they got difficulties in writing and the result of their writing were still far from what were expected.

Based on the description above, it can be concluded that teacher needs a strategy to improve students writing skill. Thus, this study aims to describe the use of picture series in improving students' writing skill.

It also makes a sense of the context of a language for the students since writing needs more vocabularies that must be mastered by the students. It also has a specific point or motivation to the students in process writing where it can also express their ideas and it can develop the content of writing. It also can lead students to have new experience of real writing activity and will give them understanding that writing is a means of communication. It also gives students enough time to write since writing is a process of expressing ideas in written form.

B. Result of The Research

The data that do not only revealed through interviews, supplemented by data from observation conducted from March to April. To strengthen the substance of the result data interviews and observations, all data from this research are described by focusing on the research question.

1. Results from Observations

The section presents the data based on observations, results and discussions where are divided into the use of picture series to improve students' ability in writing descriptive texts. Classroom observations were done in four meeting. Each of them took 90 minutes. The results and discussions of each meeting will be presented in the following explanation.

a. Observation 1

The first observation was held on Wednesday, 22nd March 2017. The observation only focused on classroom management in learning process. Concerning the classroom management which is in accordance with the national standard of education, teaching using media, researcher observed in the teachers in teaching writing by using pictures. The teacher teaches students about writing a descriptive text.

When doing the first observation, the researcher looked at the way the teacher taught the writing of descriptive text using picture series to the students, just as usual in general the teacher was teaching, during the teaching the teacher showed a picture series as a medium to teach the students writing descriptive text.

The class was started by greeting and little talk with the students. After that, the lesson could not be directly started because they had to read Al-Quran. At first, the teacher asked the students about writing descriptive text as stated in the field note below.

(After reading Al-Quran, the teacher asked “Are you ready, students?”. Students responded with enthusiasm, “Yes, I am ready”. They seemed so enthusiastic.

“Today, we will learn about how to writing descriptive texts using picture series”. Then, there was one students who asked, “What is the mean about picture series?”. Teacher answered, “Picture series is a picture that shaped events, or picture showed your daily activity, and then, you can write descriptive texts about that picture”. The students seemed to be happy.

By the way, what a pictures you can describe?” asked the Researcher. The students had different answers, “an animal pictures Miss, because that is very easy”.

Then, the Researcher asked the students to describe something. “Before we learn about writing descriptive texts, I want you to describe a picture in front of the whiteboard”, by showing the picture for example a bird. Then, some students tried to describe a picture.

However, there is one of the students talked, “Miss, we already study writing descriptive texts using this picture last week?”. Then, teacher asked, “Last week, we was learning writing descriptive texts using individual picture. And now, you will try using picture series with the direct observe by the female university students that there behind you. So, you do not noise and pay attention to me, do you understand?”. All students answer, “Yes, understand Miss”. Teacher, “Alright, begin!”.)

Filed Note 1

Figure 1.1

Individual Picture



The teacher asked the students to describe a picture before to build their knowledge of how writing descriptive texts. Then, the teacher gave a picture series to the students. The students were asked to identify the pictures to build their vocabulary to writing descriptive texts.

There are some ways in teaching by using picture. A teacher can use a single picture or picture series as a media for the students in explaining something. From the picture, the students will get the ideas in writing their composition and stimulate their imaginative powers. The teacher can stick a picture on the whiteboard in front of the class and then ask the students to describe the picture or ask the students to make a simple composition based on the picture. Besides that, the teacher can also give some picture series to the students. In each other, the students are asked to make a simple paragraph or a simple composition related to the picture given. The student may cooperate with other students from the same in making their assignment. After that the teacher discusses the result of all the the students' works. Here, the teacher makes some corrections to the students' mistakes, if any. The final work after being checked by the teacher is attached on the whiteboard of the class. All students can see their works and can compare their work with others. This is the first example picture series which used a teacher in learning writing descriptive texts in the class at the first observation.

Figure 1.2

A family activity



<http://remajasampit.blogspot.co.id/2012/11/contoh-gambar-seri-media-pembelajaran.html>

The picture above that is the first picture series shown to the students by the teacher in the first observation. Before the teacher teaching, she said that to the researcher that she will teach by using that picture series like picture above that tells about the activities of a family, she said that the picture does not look much. But, according to teacher it can be said that the picture series because, in the picture has the same meaning as the picture series of the other.

At the next stage, teacher stick the picture on the whiteboard and tell to the students that this picture the content is picture series.

(Okay students, you can look at the picture on the whiteboard?”. Teacher question, “Yes, we can Miss”. Students answer.

“That is an example picture the contents of which is picture series, there are

several picture series such as, picture that there are a lot of in the picture it was given the number, if the picture is only one, but it can be said picture series. Because, the picture shown your activities of a family”. Teacher explains.

“The last week, you have described about writing descriptive texts. And now, you will try writing the descriptive texts about the picture on the whiteboard. You can do it?”. Teacher questions, some students are answered Yes with the enthusiastic and there is also that does not answer it.

“Okay, do with serious, begin!”).

Field Note 2

The teacher not only asked the things existing on the pictures but also asked what happened to the characters on the pictures. After identifying the pictures, the students start to write descriptive texts about the picture they see. After short discussion about the picture, the teacher explained the organization of descriptive texts. She emphasized that descriptive texts must include orientation, complication and resolution. That another use the descriptive method involves making an abstraction concreted a descriptive paragraph of this sort resembles a definition, for through description an unknown is clarified. A paragraph developed by description observes that guidelines; Presents your sense impressions as forcefully is possible, Establish a perspective recognizable to the reader, Include markers to guide the reader through spaces, Use specific details that contribute to an implied topic sentence or support a stated one. Besides, the teacher also tried to encourage the students about the features of descriptive texts

like the tense, vocabulary, once upon a time “or, one day”. The teacher then explained past tense. The students admitted that they have ever learnt past tense before. However, the researcher wanted to deepen the students understanding about the descriptive texts.

After some explanation and short discussion of descriptive texts, the teacher gave the students another exercise. In this exercise, the students were asked to arrange the jumbled paragraph based on the series of the pictures given. However, before they arrange the paragraph into the correct order, the students, along with the teacher, discuss the pictures related to the vocabularies that were used on the pictures. There were no meaningful difficulties found by the students. They only asked some new vocabularies to the teacher.

In this research, the students were given series of pictures. In other words, the students had to complete the descriptive with their own ideas. This exercise had been completed with vocabulary exercises. Therefore, the students could do the exercise independently. Here, the teacher only watched the students; she did not give much help to the students, because in this step, the students were expected to do the task independently. Although the task has been completed with some vocabulary exercises, the students still found some difficulties in vocabulary and arrange the sentence. Most of them found difficulties in making sentences especially passive sentences.

When finished write the descriptive texts about the picture and after that, teacher command some students to read the results of their work in front of the class. However, when the researcher asked the students to read their work, some

students refused to read. The researcher see some students that is quite mastering subject and also saw students are less understand. Time was up. The students have done and submitted the task. The teacher and the researcher did not give them much suggestion because the bell had rung already. Finally, the first meeting was closed.

Based on the result above, it can be concluded that the students' ability in writing still have some difficulties especially in grammar, vocabulary and process writing.

b. Observation 2

The second meeting was held on Friday, 24th March 2017. In this observation, the researcher only had 30 minutes. The researcher watched the teacher that was teaching in the class. The teacher started the class by greeting the students and checking the students' attendance. All students attended the class that day. When the students were ready for the materials, the teacher then recall the materials and activities in the previous meeting.

(Hi students, the material that we discuss, we are still learnt about writing descriptive texts, do you still remember?'. The teacher asked the material learnt in the previous meeting about a descriptive text. Most of the students still remembered. Some students there was answer and there is also did not answer).

Field Note 3

As usual, the teacher and the students discussed the pictures and the vocabulary that might be used in the descriptive texts. The teacher then discussed

the descriptive texts with the students orally. After that, the teacher shows some picture series to complete the work of the students, and to convince whether the students ability in writing descriptive texts it is increasing.

The materials contained series of pictures and some exercises including writing descriptive texts. Here, the students were demanded to do the task independently. Thus, the researcher and the teacher did not help them much but watching.

(Teacher showed some picture series. Some students complained because they hoped the picture is easy. They wanted to break. But, It was not difficult for the teacher to settle down the class because apparently, the students were quite excited with the series of pictures. The teacher then had short discussion about the pictures and explained about what they had to do with the pictures.

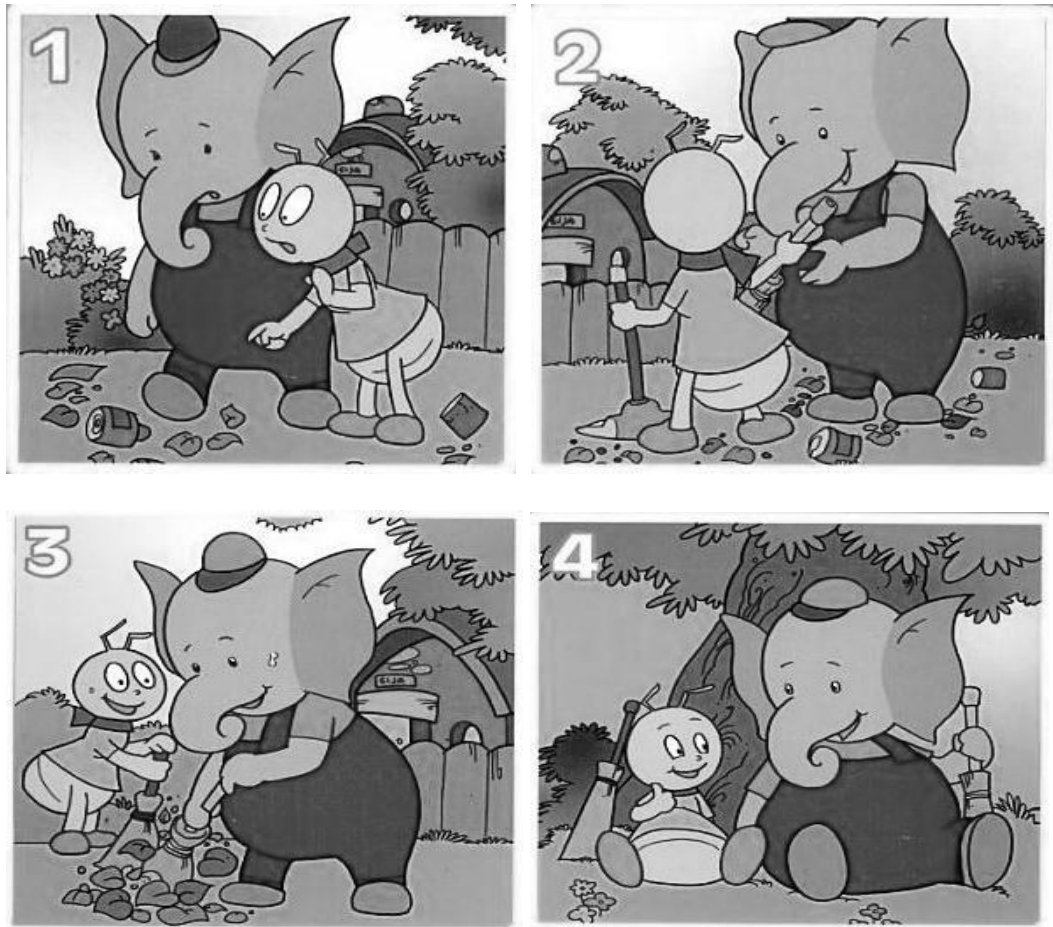
After it felt enough, the teacher asked the students to make the writing descriptive texts based on the pictures given with the vocabulary that had been provided on the whiteboard. The students had 30 minutes to write the descriptive texts. The teacher went around the class to watch the students' work. There were some students who asked about the vocabulary).

Field Note 4

The note above shows that the students were settled and they were quite excited after the teacher and researcher gave the materials containing picture series.

Figure 1.3

Picture series about clean the park



<http://remajasampit.blogspot.co.id/2012/11/contoh-gambar-seri-media-pembelajaran.html>

Actually, the students should rewrite the story with their own words. Because of the limited time, the researcher and the teacher finally only checked their understanding by direct discussion and overall examine it later.

In this second observation the researcher found that their vocabulary mastery have been increased. With the results that their ability in writing descriptive text by using picture series increased enough.

c. Observation 3

The third and fourth observation, the researcher just look at the students' activities in the class. But do not as the first and second observation always pay attention to the students' activities from the beginning to the end. Because, the data required researcher can only be done two times in at the week. According to the teacher, students' have already sufficiently mastered the writing descriptive texts by using picture series or individual picture. She says that the students' ability in writing descriptive texts can improve.

The third observation was held on Wednesday, April 05, 2017. As usual, the class was started by greeting and checking the students' attendance. Before giving the materials, the teacher evaluate the students' the material that had been learnt by the students in the previous meeting.

The pictures can also improve the students' idea in writing a text compared with just listening to the teacher's explanation. It can also motivate the students to give more attention to the lesson, as it is an interesting object for them. So, by using the pictures, it is hoped that the teaching and learning process especially in the writing class will be more effective.

Based on the observation, this autistic student always responds the teachers greeting and always prepare English book before the lesson started. Although sometimes, students do not always watched teachers explanation when the average process learning study, but students always say 'yes' when they understand the teacher explanation and students always do not ask to teacher

when they did not understand. Students do not always seat in their chair because they shows their hyper active behavior,

Based on the results of observations of researcher at the overall learning behavior of students' in receiving learning writing descriptive texts by using picture series is good. It can be seen from students' behavior.

d. Observation 4

The final observation was on Friday, April 07, 2017. The researcher look back at the results of the students' work in a place that has provided the school. The researcher on this observation she looked back on the results of student tests that have given the teacher the value given to students was quite satisfactory and visible improvement of the results before the observation, and after observation can be seen from the way of writing students and the students vocabulary can increase. And also their ideas sufficiently developed through picture series.

From the results before the observation is done, the researchers see the results of student work when teachers teach writing descriptive using individual picture before researchers come to school, seen a considerable difference seen from the previous student work. That is, the writing of students' using individual picture can only generate one paragraph or just a few lines, while using picture series can produce a students' writing a paragraph is even some students can write two or three paragraphs. Thus through the use of picture series students can multiply vocabulary mastery, ideas and also their understanding of the picture they see quite well.

By using individual picture the addition of too little vocabulary even the picture given the teacher is too easy for seventh graders. They learn writing descriptive text by using pictures very easily is the picture of a pet. Teachers says though only by using individual picture students look a little motivated and they are enthusiastic even though their learning improvement is not very much improved.

In contrast to before the first observation and observation the teacher writes the vocabulary on the blackboard with Indonesian - English translation and the students live compose the words the students always ask many questions about vocabulary and do not want to see the dictionary itself. When researchers did a second observation, the students looked quite a lot of development. Visible when students are given training by teachers using figure 1.3 without the teacher helping to write some vocabulary on the blackboard, students can see their own dictionary even though occasionally they ask their teachers, can also develop their own ideas, their vocabulary understanding is becoming increasingly improved, and they look very motivated by using picture series even they can develop their ideas in writing and writing skill they also increase.

The results of the observation obtained from several observations of researcher based on the five aspects of students' behavior during the learning took place. That is, the seriousness of the students' in paying attention to the lesson, the seriousness of the students' to pay attention to the explanation of the picture series, the seriousness of the students' in doing the task of writing descriptive texts by using picture series, the activities of students' asking when the

experiencing difficulty in the learning process, students' do not disturb their friends during the lesson.

Based on the observation, it could be seen that the students' ability improved in mastery writing descriptive text, the content, the organization, and vocabulary. For more details explanation as follows:

Firstly, the students could understand the generic structure of descriptive text, language feature, and know the example of descriptive text. One of the students' wrote in their diary. Secondly, based on the observation, it could be seen that the students also could develop the content and organize the ideas into a good text based on the picture series. They started their writing by collecting the vocabularies in the picture series. Sometimes, they also used Indonesian language first. Then, they arranged the words into free sentences and gave supporting details, when they did not know the words in English, they opened the dictionary or asked their friend and their researcher. They wrote down those sentences in a piece of paper. They tried to make sentences grammatically correct. Then, they arranged them into a good sequence in order to make a good descriptive text. Thirdly, the students also made some progress in their vocabulary. By doing writing they could add their vocabulary. It could be seen from the activity done in the observation that the students' had to finish a paragraph of descriptive text with topic be there in picture series. Therefore, to finish their writing, when they got difficulties with the English word, they looked at their dictionary or asked to their friends and teacher. In addition the more practice the students done the more vocabulary they got.

2. Results from Interview

The interview was conducting to investigate the respondents responses to the use picture series to improve students' ability in writing descriptive text. There are four categories, including: (a) Picture series help students' ability in developing ideas; (b) Picture series can increase students' vocabulary; (c) Picture series can increase students' interest in writing; and (d) Picture series can improve students' writing ability.

A teacher and five students were then selected to be the participants of interview. They were three students who had positive response to picture series technique and who had a good grade, two students with neutral response to picture series technique and who had a low grade. The results of categories are interpreted into:

a. Picture Series Help Students' Ability in Developing Ideas

The results of the first category showed that in response a teachers, according to the teachers who teach in the seventh grade of C, the class were of students tend to be active and also they are very rowdy, and their fishing power were still lacking in learning especially English and they were more than happy to joke.

Answer from the teachers' response to students' ability in writing descriptive texts using picture series to this question include.

Q#4: "When doing learning process, do you ever using the method of the picture series to improve students' ability in writing descriptive texts?"

T: "To teaching writing descriptive texts, I would use the media like a picture, because it was will be easier to understand, and read by

students, so to be shown a picture of students will be able to their ideas developing their creativity”.

The teachers says that difficulties in the English language it is very much, especially the students in seventh grade, most students do not understand because they have not been able to vocabulary mastery as well, because we live in the rural environment, so the students only attend classes when in kindergartens, elementary schools and not helped by additional subjects such as les private and so forth. So they are less enthusiastic in learning they often neglect, the lack of motivation can also lead students to become less confident and enthusiastic in learning English.

She said that using picture the students’ are able to describe something they had seen in the picture, but even so the teacher must be able to guide the students so that they can write a text description of the picture. For the more information, according to using pictures series media will help students improve visual. It also helps them to be able the idea describe what they see.

Based on interviews with the teacher, be concluded that the response of teachers to students' ability in writing descriptive text using picture series help students ability in developing ideas, although did not all students are able to describe and catch subjects easily but most students writing ability increased by using visual like a pictures series.

Q#5: “In your opinion, whether the picture series can improve your ability in writing descriptive texts and developing your ideas?”.

R#1: “Yes, I think using a picture series, we can know, and that is can increase our ideas and do not make boring. Maybe like that mam. Hehehe”.

R#2: “The picture could improve our memory more widely, so use a picture I think it is fun and our ideas in writing descriptive text will be also increase. I really like it mam”.

R#3: “I do not know Mam, it is all very confusing for me, I am sorry”.

R#4: “Wow it is very good mam, I think picture series could improve the imagination or our ideas, insight, ability and knowledge”.

R#5: “I do not know, maybe that is a good. I do not understand mam”.

This finding showed that students' response to the use pictures to improve their ability in writing descriptive texts, they are very enthusiastic and they really like, because picture can be improve the attractiveness of students in learning English, especially in the ability to writing descriptive texts.

In addition, the results above also showed more than a half of respondents (R#1, R#2, R#4,) says that using picture series have been increased their creativity and developing their ideas, and could improve their imagination and then their feeling is so happy and enthusiastic for learning writing. While two respondents (R#3, R#5,) states that they do not understand and they do not know about learning English.

Various students' positive comments on the importance of using picture series in writing show the students believed that writing is important because they can learn about grammatical structure through writing. In summary, picture series

is important in teaching writing a basic skill to learn any language. Of the both respondent comments, they give different comments, that is, neutral or negative and the positive comments, so it can be concluded that according to most students by using pictures that could improve students' skills for developing ideas in writing the descriptive texts.

The result above also showed about of the students' said that by using pictures series technique in writing class made the easier to write, students' said by using pictures that will helped them in learning writing. Pictures can also make of their attractiveness to be further improved learning and fun, especially in learning writing descriptive texts in English.

b. Picture Series Can Increase Students' Vocabulary

The result of second category showed of the respondents that response more than half of the students' expressed that they enjoy learning writing and about increasing students' vocabulary.

Q#6: Whether by using picture series of their vocabulary mastery could be increased?"

T: Of course, I saw by using picture series their vocabulary a little by little clear increasing. They can understand about what their see and they can look at the dictionary without ruled.

According to the teacher, their vocabulary mastery increased that is evident from the way they wrote and looking at these pictures. By using pictures series technique made the easier to write, students' extremely believed that picture series

can help them to enrich their vocabularies. Moreover, of the students said that they enjoyed making picture series.

Q#7: What do you think about picture series? Whether can increased your vocabulary mastery?

S#1: It is a good Mam, really can help me for learning I can write with the easier, because that is can increase our vocabulary.

S#2: Picture series make our learning style can more enjoyed and our vocabulary get more increased and we can write our daily activity or write my dairy using English”.

S#4: Will be increased”.

From the results above, it can be interpreted that generally students’ enjoyed learning writing because they make writing as their daily activity or hobby, also because they thought writing can increase their knowledge in term enriching English vocabularies. It means that writing can become a base of any knowledge and understanding in their learning. The students’ who answered agree to be the importance of picture series extremely larger than the students’ who answered disagree to this question. It means that they were aware of the importance of picture series although they still had difficulties to force it. From the interview with the five students they are very enthusiastic, they say that by using picture series in learning to write is necessary and will be easier for them to learning writing class because that is can increase their vocabulary mastery.

Pictures contributed to improve the student’s skill to described things. It could represent data of the things they were writing. The pictures could increase

of vocabulary and hence of the text. Nevertheless, in writing they could improve the text by adding other vocabulary items related to the text instead of those words. As when the pictures shown by the teacher contain other supporting things, automatically the careful students will write them down in their papers and the ability to remember vocabulary is also increasing

c. Picture Series Can Increase Students 'Interest in Writing

Most of the students says that more attractive to learn something since they are still in development age. It is proven when the writer conducted the treatment; they were enthusiastic in learning by using pictures. The use of pictures series can encourage the student's interest and imagination. They like seeing pictures instead of noticing words and listening to the teacher's words. In this research, pictures are appropriate media to make the students develop their mind by their sight.

Based on the results above the teacher says that by using picture series can also increasing students' ability interest. Most of the students said that, it is important to use picture series in the media of learning, because the picture can assist them in learning can improve their interest. Therefore, they will be helped to learning writing descriptive texts.

Although sometimes, they still find it difficult but they said that with their interest in learning their pictures become more improved and enjoyable. In this research the students' interest is shown by the positive students' response to the question: "How interesting is the picture-series?" All the students would like to use pictures to do the next writing assignment.

From the results above showed more than a half of respondents (R#1, R#2, R#4, R#5,) says that by using picture series could make them more motivated, and they are very enjoy for learning style.

Their interest in the picture series, and their serious attention and enthusiasm toward both the pictures and the instruction is indicated by the observation. Their enthusiasm, in turn, led them to being serious in doing their writing activities. Their attention also reflects the students' degree of seriousness and, as shown by the observation data, almost all the students paid attention to the teachers explanation and instruction as well as to examining the pictures. They were actively involved in the learning process, making comments or asking questions about the instruction and the pictures.

d. Picture Series Can Improve Students' Writing Ability

Most of the students' felt happy when picture series implemented in teaching writing descriptive text because they got another one enjoyable technique in writing descriptive text although some of them still made crowded when the teacher explained the lesson.

The possibilities in applying picture series technique to help students' improve their writing ability. The results showed the increasing of students' writing after used this technique, students will be more interested and like it, they were happy to learn because with the help of picture media learning more fun and they can also get a lot of visual knowledge and they become more increased. Picture series may impact on students' ability to plan and to organize their ideas for writing tasks under every condition. Moreover, using picture series can help

develop students' cognitions skills and aid in information recovery in an assessment situation.

From the description of the research that has been described above, the researcher will discuss the use of pictures series to improve students' ability in writing descriptive text.

Based on the results of interviews conducted on a teacher and the five students', it can be seen that all students' are happy with learning to writing descriptive texts using picture series. They argue that is if they learning by using picture series more fun, they also feel happy to express in relation to the example shown by the teacher. With the examples of visual media, students' are more interested and enthusiastic in following the learning process.

When viewed from the interviews and observation results into question, when the researchers also noticed that atmosphere of the class enjoyable and rarely seen suspenseful, just some of the students those considered to be have difficulty in learning, but, most of the students enjoy and enthusiastically looked for learning to use the picture series. Even though, according to those learning English should be extra patient and not easy but they are very enthusiastic. The teacher who were interviewed admitted that they often provide routine tasks, the tasks routinely provided to enable students to be independent and knowledgeable so that students are well trained and have a mindset that is good for the tasks given to process their brains to think, so that when students are given any opportunity to ask questions, they can ask them what they do not understand because they have a high curiosity to better understand the lessons that they have not understood, according to the

teacher, using pictures series their vocabulary skills students will also be increased, laziness in students is also on the wane.

The descriptive study has an effort to get some improvement in the teaching writing to the seventh grade students of the junior high school students. The discussions of the finding are as follows; Teaching using picture is more effective to teach writing for the seventh grade students of Mts An-nur Wangunjaya Cikalongwetan in the academic year 2016/2017. From the results of these interviews can be authors know that by using picture series that can improve students' ability in writing descriptive texts.

C. Discussions of The Research

This part of this chapter has provided the overview of research of discussions the use of picture series to improve students' ability in writing descriptive text.

Teaching is the way how the teacher gives some information of subject matter to the student in this research the teacher must have a wide experience about the subject that will be thought at school because we know that teaching needs responsibility, for the key success in education depends on the teacher's responsibility in doing their job.

In any process of teaching and learning English at school a certain method of teaching should be implemented. It is better for the teacher that should take one of the methods that is considered as the most suitable method to be implemented at their school. In any method of course there will be better strategy or the technique the teaching material to the students.

1. Picture Series Help Students' Ability in Developing Ideas

The use of picture series which are capable of depicting the real objects promoted the enthusiasm of the students to examine the pictures because they were more attractive. This in turn helped the students to be productive in generating ideas. It can be seen from the increase in the result of observation and interview that the students were able to improve.

Picture as a device for the students in their learning process for motivation in order that the students' can be more interested in their ideas. Picture series deals with writing process which is a process of organizing ideas and creativity the text through picture series. Related to writing skill, it is one of the important skills and has many benefits in life, it is in accordance with the statement of Gunadi (2012:10) that pictures for the students as an indicator development step of thought efforts, and telling about the story or expression about the idea.

There are some indicators which there are improvements of students' ability in writing descriptive text:

- a. In writing descriptive texts, the students could organize the generic structure of writing. The students usually make their work using their first language and when it is done, they translate the work into English. Of course, it takes a lot of time, especially when they face some difficulties in translating the suitable words. Besides, they also find difficulty in gaining the ideas for writing as the students get used to think using their first language and get used to be given spoon-feeding by the teacher.

- b. The students were able to write not only one or two paragraphs; they were able to express many ideas and write more than they had done before the study was carried out.
- c. The students could develop their ideas and giving supporting details based on the picture series.

The use of pictures increased interaction among the students. This is indicated by the observation data showing that more than half the class participated in asking questions and giving ideas. There were many students who took the initiative to do the task, and helped their friends in examining the pictures, in generating ideas.

Based on the explanation above and analyze the indicators seen in the use of picture series in writing descriptive text, it could be concluded that picture series help students' ability in developing ideas.

2. Picture Series Can Increase Students' Vocabulary

The immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. Therefore, pictures are valuable in that they provide for the use of a common vocabulary and common language forms, as argued by Badger and White (2000:154) that writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about vocabulary, grammar and text structure.

In addition, Harmer also says that many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are

involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Their work also showed more descriptions of the topic. The presence of gave them certain advantages in that, by examining the pictures they were able to obtain more detailed and descriptive information such as the colours, the position, the shape, etc. of the object.

Writing descriptive texts by using picture series is a strategy to improve student comprehension in the study and to improve knowledge about their vocabulary mastery, by picture series , students can use the ability to make sentences, and writing is a strategy for the student to make memorandum in a learning style.

3. Picture Series Can Increase Students' Interest in Writing

Their interest in the picture series, and their serious attention and enthusiasm toward both the pictures and the instruction is indicated by the observation checklist data. Their enthusiasm, in turn, led them to being serious in doing their writing activities.

Gunadi says that pictures for the students as an indicator development step of thought efforts, and telling about the story or expression about the idea. Therefore, picture as a device for the students in their learning process for motivation in order that the students can be more interested in their learning English language.

Their attention also reflects the students' degree of seriousness and, as shown by the observation checklist data, almost all the students paid attention to the teacher's explanation and instruction as well as to examining the pictures. They

were actively involved in the learning process, making comments or asking questions about the instruction and the pictures.

4. Picture Series Can Improve Students' Writing Ability

Harmer defined that picture series can also be used for creative language use, whether they are in a book or on cue cards, flashcards or wall pictures. In addition, describing pictures is one of the activities in teaching writing. In this activity, students must describe a picture in front of the class.

Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material.

From the explanation above, it can be assumed that the role of pictures is really essential in teaching English. It can be said then, the role of using pictures is quite appropriate in teaching writing can improve students ability in writing descriptive text by using picture series.

The use of picture in teaching writing is actually meant to help students' to catch and express their ideas easily. Take an example when the students' are asked to write about an artist or public figure, or they are asked to write an interesting.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the research conclusions and suggestions. The conclusions are explained from the analysis of the research findings. Meanwhile, the suggestions are expected to give a contribution for the further researcher, English teachers, and the students.

A. Conclusions

This research was proposed to analyze the use of picture series to improve students' ability in teaching writing descriptive texts. The results of the data shows that the use of picture series in describing activity is effective to improve students writing skill. It was shown by the progress of the observations. In short, the treatment by using picture series technique is effective in improving students' descriptive writing ability in junior high school. And the indicators can be seen from several students interviews and observations made where students show their interest in learning especially writing, and the results shown by teachers before and after observation.

There are conclusions in this research they showed some improvement on process of writing and vocabulary. First, picture series helps students' in developing ideas, it can be seen from the observation data that by using picture series the students' can produce two or three paragraph.

Second, picture series it can increase students' vocabulary, it can be seen from the observation data that by using picture series students can make a sentences.

Third, Picture series it can increase students' ability interest, it can be seen from the observation and interview data their attention also reflects the students' degree of seriousness and, as shown by the observation checklist data, almost all the students paid attention to the teacher's explanation and instruction as well as to examining the pictures.

And finally, picture series can improve students' writing ability, it can be seen from the observation data shown the students' are asked to write about an artist or public figure, or they are asked to write an interesting.

Moreover, the data from observation and interview showed benefits of using picture series. Such as, the use of picture series in teaching writing descriptive text can improve students' ability in writing descriptive text, in the class is very effective because the students really like it and proved picture series can also improve students' ability in writing descriptive text and the results look good and satisfying.

B. Suggestions

There are several suggestions in the use of picture series to improve students' ability in writing descriptive texts in the class as follows:

1. Teachers have to give the clear instruction before using picture series. If the instruction given is clear, students can follow the activity, that teachers use

picture series to enrich ideas, promote students' attention, help them focus on the learning process, and enhance participation.

2. Before using picture series, teachers have to make sure that students were given the knowledge what to be writing descriptive text using picture series.
3. Using picture series can be implemented for other genres such as narrative text, procedure text, report, storytelling, etc.
4. For the suggestion of further research, measure the effect of students' learning styles on the effectiveness of a picture series-aided learning strategy using a more sophisticated design such as qualitative design. The research can be conducted in other grade. Research about picture series also can be conducted for other genres such as narrative text, procedure text, report, storytelling, etc.

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APPENDICES

Autobiography

Name : Yayu Nur Usman

NIM : 13220183

My name is Yayu Nur Usman, my friends call me Ayu or Uyay. I was born on Cikalongwetan Bandung now there is Bandung Barat, December 02, 1992. I am 24 years old. I am the first child of 5 siblings. My brother named Andi he is number two and Anjar he is number three. And the fourth is my little brother named Aditya and my youngest brother is Muhammad Akmal. My father's name is Totong Sukiman and my mother's name is Nining Kurnia. My parents job is become the entrepreneur.

I start my education at elementary school. And my hobby is travelling and watching drama Korea and someday, I really want to go to Korea. I also like English because I often watch English movie.

