

IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT BY USING PICTURE OF THE STUDENTS XI-AKL AT SMK JAGAKARSA JAKARTA IN THE ACADEMIC YEAR OF 2022/2023

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Writing; Descriptive Text; Picture.

Abstract

This research aims to improve students' descriptive text-writing skills by using pictures. The subjects of this research are the students of SMK Jagakarsa, Jakarta, academic year 2022/2023, which consist of 21 students in the XI-AKL grade (7 boys and 14 girls). This research was conducted by using classroom action research. The method that is used in this research is quantitative. The researcher used observation, tests, and documentation for the collection of data instruments. This research was accomplished in two cycles, with every cycle comprising two tests. In the pre-test on the first cycle, the teacher gave the questions before treatment; then, in the post-test I, the researcher gave the treatment based on the descriptive text material. In the post-test on the second cycle, the researcher gave more treatment and information about descriptive text writing skills by using pictures as learning media. The result of this research showed that there was an increase in students' writing skills in descriptive text. In the first test as a pre-test, the students got scores ≥ 75 , 15 out of 21 students (71,42%). In the second test, as a cycle I post-test, the students scored scores ≥ 75 were, 9 students out of 21 (42,85%). In the last test, as a post-test of cycle II, the students scored ≥ 75 , 4 out of 21 students (19,04%). The increase from the cycle I post-test to the cycle II post-test was about 28,57%. The total increase of the student's scores from the pre-test to the post-test of cycle II (two) was 54,38%. In other words, the student's writing skills in descriptive text using pictures improved and went well from the first to the next.

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**INTRODUCTION**

English is one of many languages that is used in the world. According to Parupalli, being the first world language, English is considered to be the first global lingua franca (Purwanti, 2022). It is also the most commonly used language worldwide for printing newspapers and other books and for international trade, diplomacy, mass entertainment, international telecommunications, and scientific publication. Especially in Indonesia, English is a foreign language that most Indonesians feel is difficult to learn, especially for students (Tanjung, 2018). To master it, Sadiku, the writer of "The Importance of Four Skills: Reading, Speaking, Writing, Listening in a Lesson Hour," states that four skills need to be learned to be successful: listening, speaking, reading, and writing. As one of the mentioned skills, writing is postulated to be essential for English learners (Farrell & Jacobs, 2020).

According to the rule, education involves increasing students' knowledge, talents, and morals (Alt & Raichel, 2018). Therefore, the students must significantly master the four English learning skills. They naturally complement one another and have comparable values among those skills. However, teaching writing skills necessitates additional from teachers to support students in their writing activities, partly due to the nature of the writing process. Writing is an incredible skill that allows one to concentrate and express signs and symbols in written form. Writing is regarded as the most challenging skill for EFL students to master,

for it has complexities starting from brainstorming ideas and organizing them into a readable text (Rao, 2017).

Students at senior or vocational high schools are required to learn a variety of texts, including procedural texts, report texts, narrative texts, recount texts, and descriptive texts (Apsari, 2017). One of the English study tools that first-second graders in senior or vocational high school must master is descriptive text. A written English text that describes an object is called a description. The thing could be either concrete or abstract. It could be a person, an animal, a tree, a house, or even someone camping. It may cover any subject. In the Indonesian curriculum, teaching to write descriptive text is one of the fundamental materials to be taught. Descriptive text is a text that describes the features of someone, something, or a particular place. The descriptive text consists of an introduction and description. The introduction is a paragraph that introduces the character. At the same time, a description is a paragraph that describes the character. The students can use simple present and adjective clauses in writing descriptive text (Jayanti, 2019).

Based on the preliminary research conducted by researchers at SMK Jagakarsa, researchers found the following problems: the students needed to be more active in writing a text, thus causing typos in their writing, and the techniques and methods of learning were monotone for the students. The researcher will research writing, using the writing skills of descriptive text, by using the pictures at SMK Jagakarsa.

The research project wants to utilize a method that involves using pictures when teaching students in senior or vocational high school how to write descriptive texts. One visual medium to convey some written information is the picture. It may be utilized more successfully to teach and practice language skills, foster motivation, and create favorable attitudes toward English (Wichadee, 2017). The strategy could help students in their writing and make the subject material simpler to comprehend. With the help of this technique, students can build their writing from the ground up using vocabulary and adjectives. This technique can be applied to writing ability. Additionally, this tactic can be applied to individuals, small groups, and classrooms to pique students' interest in language. The picture model technique, in particular, is an inquiry-based language art strategy that uses pictures of typical things and actions to help students derive words from what they have heard and said (Walker, 2023).

The problems discussed in the previous text regarding English language learning, especially writing skills, have potential consequences for student learning outcomes (Alhusban, 2016). Given the challenges students in Indonesia face in mastering English, particularly writing, there is a risk that they may struggle to develop a comprehensive set of language skills (Zein et al., 2020). Difficulties in learning English, as highlighted by Tanjung (2018), especially impact students. These difficulties, when coupled with problems such as monotonous teaching methods and lack of student engagement, can lead to a decline in writing proficiency, potentially resulting in typos and a decline in overall writing quality, as identified in preliminary research at Jagakarsa Vocational School.

The consequences of this problem extend to broader educational goals, which involve increasing students' knowledge, talents and morals. If students face challenges in mastering basic English learning skills, including writing, this can hinder their overall educational development (Fareed et al., 2016). In the context of English as a foreign language (EFL), where writing is considered a challenging skill the difficulties highlighted in preliminary research, such as students having to be more active in writing and facing monotonous learning methods, may hinder their progress.

In addition, the aim of the research project to introduce the method of using pictures to teach descriptive texts is essential in mitigating these consequences. has the potential to improve students' writing skills by making learning material more accessible, fostering motivation, and creating a positive attitude towards English. This method has the potential to actively engage students in the writing process, reduce typos, and overcome monotony in teaching methods, ultimately improving language proficiency and overall student learning outcomes. Therefore, by addressing these issues and implementing innovative teaching

approaches, this research project aims to have a positive impact on students' English learning experiences and outcomes (Bowman, 2016).

This research aims to improve the writing skills of high school and vocational school students, especially in the context of descriptive texts. By utilizing learning methods that involve the use of pictures or photos, this research aims to increase student activity in writing, overcome student difficulties in writing, and stimulate student creativity. In addition, the objectives of this research include increasing students' understanding of descriptive text material as well as supporting inquiry-based learning. Evaluation of the effectiveness of using images in teaching writing is also a focus to provide guidance for the development of learning methods in the future. Thus, it is hoped that this research can provide a valuable contribution in overcoming the challenges of learning English, especially in the aspect of writing skills.

RESEARCH METHODS

This research employs a qualitative method, specifically the Classroom Action Research (CAR) method, utilizing Kurt Lewin's design to elucidate the enhancement of students' writing skills in descriptive text. The study was conducted among class II AKL students at Jagakarsa Vocational School during the 2022/2023 academic year. The CAR process encompasses four stages: planning, action, observation, and reflection, forming an iterative cycle to effectively address emerging challenges. The data was collected from pre-test and post-test using the formula in chapter three. Various data collection instruments, including observation, tests, and documentation, were employed. Data was gathered from pre-test, post-test I, and post-test II, while the analytical scoring rubric assessed five key elements: content, structure, vocabulary, language use, and mechanisms. This approach successfully increased students' motivation and improved learning outcomes in writing descriptive texts by integrating teaching aids as an effective instructional medium.

RESULTS AND DISCUSSION

A. Research Findings

The picture affects how well students can write descriptive texts. Using pictures as a medium to help students develop their writing skills, the method is successful. Writing can be evaluated on five factors: fluency, content, convention, syntax, and vocabulary. Writing samples should be assessed across various purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. By using pictures, students can write descriptive text. If this condition is compared with the previous one, where the students only use their imagination to write a descriptive text, using pictures can be identified as a method that is easier to apply to students (Kurniati, 2019). The researcher can see the enhancement in students' skill in writing descriptive text, and they were more interested, enjoying the class, and were confident enough to write descriptive text using pictures (MUTIARA, 2023).

1. Pre-test

In the pre-test, the students' researcher also put low results from the pre-test because. The student's lack of comprehension of the subject matter and reluctance to approach the teacher or researcher for clarification led to the outcome. According to the table, only three students achieved a passing grade of 75 on the pre-test.

Table 1 Pre-test

No.	Student's Initial	Pre-test (Cycle I)	
		Score	Criteria
1.	AP	62	Not Passed
2.	AM	70	Not Passed
3.	B	64	Not Passed
4.	DH	75	Passed
5.	FNH	60	Not Passed
6.	JEP	72	Not Passed
7.	KRA	75	Passed
8.	MFM	70	Not Passed
9.	MSR	64	Not Passed
10.	NCPA	68	Not Passed
11.	NRA	75	Passed
12.	NPS	70	Not Passed
13.	NT	65	Not Passed
14.	NA	75	Passed
15.	OR	70	Not Passed
16.	RA	60	Not Passed
17.	SS	73	Not Passed
18.	SAN	70	Not Passed
19.	SNZ	68	Not Passed
20.	QTY	75	Passed
21.	ZI	75	Passed
Total Σ		= 1456	
The Mean Score =		69.33	

The mean of the student's scores and the students' categories are still at the lower level, and the number of the students who were competent in writing descriptive text is calculated by applying the following formula:

$$X = \frac{\Sigma x}{N}$$

X: The mean of students

Σx : The total score

N: The number of students

So the mean of students was:

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1456}{21}$$

$$X = \mathbf{69,33}$$

The prior analysis shows that the mean of students' scores is 69,33 from a total of 21 students; it was obtained that 6 students succeeded in passing the KKM. At the same time, the students who failed were about 15.

Table 2 Total of Students

Code	Total of Students	Criteria	Percentage
P1	6	Passed	28,58 %
P2	15	Not Passed	71,42 %

The descriptive text writing skills of the low-level student are displayed in the table above. The number of students who could write descriptive texts well, the mean of students' scores, the categories of students who were still at the lower level, and the mean of students' scores were all calculated using the formula below:

$$P1 = \frac{R}{T} \times 100\%$$

P1 : The percentage of students that receive the points (75)

R : The proportion of students that correctly answer (75)

T : The whole student population that takes the test

Consequently, the percentage of the students was:

$$P1 = \frac{R}{T} \times 100\%$$

$$P1 = \frac{6}{21} \times 100\%$$

$$P1 = 28,58 \%$$

P2 : The proportion of students who comprehend the material (75)

R : The percentage of students that receive low grades (75)

T : The whole students population that takes the test

Consequently, the percentage of the students was:

$$P2 = \frac{R}{T} \times 100\%$$

$$P2 = \frac{15}{21} \times 100\%$$

$$P2 = 71,42 \%$$

2. Post-test I

In the post-test I (first cycle), the student's score had been increased. Before doing this test, students' performance increased due to their response: to pay greater attention to the teacher and researcher and ask questions about the material they did not understand. The chart indicated that some students achieved a passing grade of 75 on the post-test I.

Table 3 Student's Initial

No.	Student's Initial	Post-test (Cycle I)	
		Score	Criteria
1.	AP	68	Not Passed
2.	AM	74	Not Passed
3.	B	69	Not Passed
4.	DH	77	Passed
5.	FNH	67	Not Passed
6.	JEP	80	Passed
7.	KRA	80	Passed
8.	MFM	74	Not Passed
9.	MSR	68	Not Passed
10.	NCPA	75	Passed
11.	NRA	79	Passed
12.	NPS	76	Passed
13.	NT	72	Not Passed
14.	NA	81	Not Passed
15.	OR	75	Not Passed
16.	RA	62	Not Passed
17.	SS	78	Passed
18.	SAN	74	Not Passed
19.	SNZ	76	Passed
20.	QTY	79	Passed
21.	ZI	78	Not Passed
Total Σ		= 1562	
The Mean Score =		74.38	

According to the post-test table for cycle I, 21 students finished writing descriptive text from the pre-test. The total number of students had a score of

1562. The researcher used the following to determine the mean of students' scores in the post-test cycle I:

$$X = \frac{\sum x}{N}$$

X : The average of students

$\sum x$: The overall result

N : The number of students

Therefore, the average of students was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1562}{21}$$

$$X = 74.38$$

From the analysis above, it can be understood that students writing descriptive text increased. The mean of students' scores is **74.38** from 21 students. It was obtained that 12 students succeeded in passing the KKM. Meanwhile, the students who unsucceeded were about 9.

Table 4 Total of Students

Code	Total of Students	Criteria	Percentage
P1	12	Passed	57,15 %
P2	9	Not Passed	42,85 %

The following formula was used to determine how many students were competent in writing descriptive texts:

$$P1 = \frac{R}{T} \times 100\%$$

P1 : The percentage of students that receive points (75)

R : The proportion of students that correctly answer (75)

T : The whole student population that takes the test

Consequently, the percentage of the students was:

$$P1 = \frac{R}{T} \times 100\%$$

$$P1 = \frac{12}{21} \times 100\%$$

$$P1 = 57,15 \%$$

$$P2 = \frac{R}{T} \times 100\%$$

P2 : The proportion of students who comprehend the material (75)

R : The percentage of students that receive low grades (75)

T : The whole students population that takes the test

Consequently, the proportion of the students was:

$$P2 = \frac{R}{T} \times 100\%$$

$$P2 = \frac{9}{21} \times 100\%$$

$$P2 = 42,85 \%$$

From the analysis above, the student's skill in writing descriptive text has increased. The student's average was **74.38**. Twelve students, or **57,15%** of the class, received a score of 75 or above, and nine students, or **42.85%**, received a score below 75. The ability of the students to write descriptive text improved from the pre-test to the post-test in cycle I, according to research. However, every student's score on the cycle I post-test was classified as Not Passed. The researcher desired the proportion of students who completed the passing grade to be 75% by the school KKM because the percentage of students passing the grade was only **57,15%**. Consequently, cycle II's following action was continued.

3. Post-Test II

Table 5 Post-Test II

No.	Student's Initial	Post-test (Cycle II)	
		Score	Criteria
1.	AP	74	Not Passed
2.	AM	80	Passed
3.	B	73	Not Passed
4.	DH	81	Passed
5.	FNH	75	Passed
6.	JEP	87	Passed
7.	KRA	86	Passed
8.	MFM	80	Passed
9.	MSR	73	Not Passed
10.	NCPA	80	Passed
11.	NRA	88	Passed
12.	NPS	80	Passed
13.	NT	84	Passed
14.	NA	90	Passed
15.	OR	83	Passed
16.	RA	72	Not Passed
17.	SS	84	Passed
18.	SAN	80	Passed
19.	SNZ	80	Passed
20.	QTY	84	Passed
21.	ZI	82	Passed
Total Σ		= 1696	
The Mean Score =		80.76	

From the cycle II post-test table, the total student scores were **1696**. The number of students who completed skills in writing the descriptive text was 21 from the pre-test and post-test in cycle II. The researcher used the following formula to determine the mean of the students in the post-test using a picture in cycle II:

$$X = \frac{\Sigma x}{N}$$

X : The average student

Σx : The overall result

N : Amount of students

Therefore, the average of students was:

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{1696}{21}$$

$$X = 80.76$$

From the analysis above, the score of students writing descriptive text is getting higher because of the use of pictures. The mean of students' scores is **80.76** from 21 students. It was obtained that 17 students succeeded in passing the KKM. While the students who unsucceeded about 4 students.

Table 6

Code	Total of Students	Criteria	Percentage
P1	17	Passed	80,95 %
P2	4	Not Passed	19,05 %

The number of students who were competent in writing descriptive text using pictures is calculated by applying the following formula:

$$P1 = \frac{R}{T} \times 100\%$$

P1 : The percentage of students that receive the points (75)

R : The proportion of students that correctly answer (75)

T : The whole students that take the test

Consequently, the percentage of the students was:

$$P1 = \frac{R}{T} \times 100\%$$

$$P1 = \frac{17}{21} \times 100\%$$

$$P1 = 80,95 \%$$

$$P2 = \frac{R}{T} \times 100\%$$

P2 : The proportion of students who comprehend the material (75)

R : The percentage of students that receive low grades (75)

T : The whole of the student population that takes the test

Consequently, the proportion of students was:

$$P2 = \frac{R}{T} \times 100\%$$

$$P2 = \frac{4}{21} \times 100\%$$

$$P2 = 19,05 \%$$

When doing action research on cycle II (two), the student's ability to write descriptive text using pictures was rated as being on a good level by the percentage at which the students' scores increased, indicating that they were making progress, according to the data. They received a higher score after each cycle.

Table 7

The Students' scores of Pre-test, Post-test Cycle I and Post-test Cycle II

No.	Students Initials	Pre-Test Score	Cycle Score I	Cycle Score II
1.	AP	62	68	74
2.	AM	70	74	80
3.	B	64	69	73
4.	DH	75	77	81
5.	FNH	60	67	75
6.	JEP	72	80	87
7.	KRA	75	80	86
8.	MFM	70	74	80
9.	MSR	64	68	73
10.	NCPA	68	75	80
11.	NRA	75	79	88
12.	NPS	70	76	80
13.	NT	65	72	84
14.	NA	75	81	90
15.	OR	70	75	83
16.	RA	60	62	72
17.	SS	73	78	84
18.	SAN	70	74	80
19.	SNZ	68	76	80

No.	Students Initials	Pre-Test Score	Cycle Score I	Cycle Score II
20.	QTY	75	79	84
21.	ZI	75	78	82
Total		1456	1562	1696
The Mean Score		69.33	74.38	80.76

The mean of increasing the student's skill in writing descriptive text could be seen as follows:

$$X = \frac{\sum x}{N}$$

X : The mean of students

$\sum x$: The total score

N : The number of students

a. Pre-test

$$X = \frac{\sum x}{N}$$

$$X = \frac{1456}{21}$$

$$X = 69,33$$

b. Post-test I

$$X = \frac{\sum x}{N}$$

$$X = \frac{1562}{21}$$

$$X = 74.38$$

c. Post-test II

$$X = \frac{\sum x}{N}$$

$$X = \frac{1696}{21}$$

$$X = 80.76$$

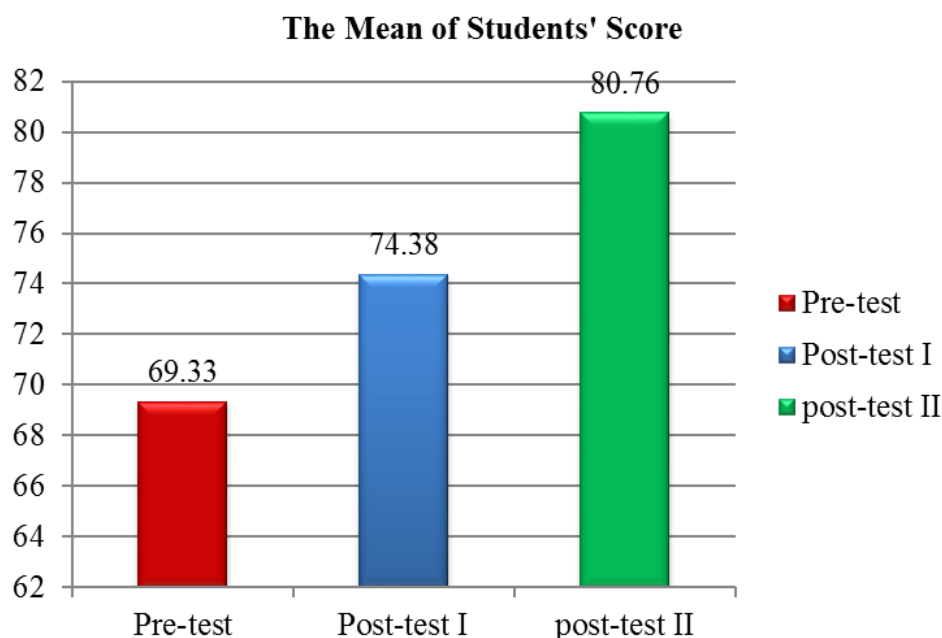


Figure 1 The Mean of Students' Score

Table 8
The means score of the Pre-test, Post-test Cycle I, and Post-test Cycle II

X	Pre-test	Post-test I	Post-test II
Mean	69.33	74.38	80.76

The mean of students' scores in the post-test of cycle II was the highest, so the student's skill in writing descriptive text using pictures improved from 69,33 to 80,76.

By using the formula, the percentage of students who were competent was determined:

$$P = \frac{R}{T} \times 100\%$$

P : The proportion of students who comprehend the material ≥ 75

R : The proportion of students that correctly answer ≥ 75

T : The whole student population that takes the test

The following percentage represents how much student's ability to write descriptive text is improving:

- a. The percentage of students' competence in the pre-test was:

$$P_1 = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{6}{21} \times 100\%$$

$$P_1 = 28,58\%$$

- b. In the post-test I, the percentage of students who were competent was:

$$P_1 = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{12}{21} \times 100\%$$

$$P_1 = 57,15\%$$

- c. In the post-test II, the percentage of students who were competent was:

$$P_1 = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{17}{21} \times 100\%$$

$$P_1 = 80,95\%$$

Table Table 9
The percentage of students' skills in writing descriptive text

Cycle	The Students' Competent	Percentage
Cycle I	Pre-test	6
	Post-test I	12
Cycle II	Post-test II	17

The table above revealed that students' scores increased from the pre-test to the post-test of cycle I and cycle II. 6 out of 21 students, or **28,58%**, who took the first test as a pre-test received a score of 75 or above. 12 out of 21 students, **57,15%**, who took the second test as a follow-up to the cycle received scores of 75 or higher. 17 out of 21 students, or **80,95%**, who took the final test as a post-test for cycle II received a score of 75 or lower. There was an increase of roughly **23,08%** from the cycle I to cycle II post-test.

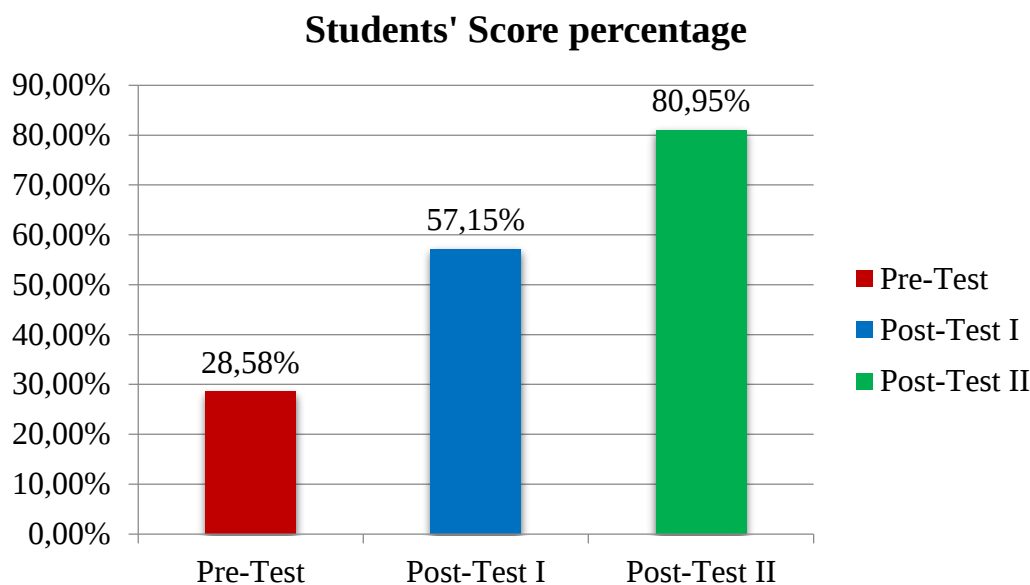


Figure 2 Students' Score Percentage

B. Discussion of Research Findings

This research was done to help students get better at writing descriptive text using pictures. A picture was one of many media that teachers could use. Teachers teach English and improve the students' skills. skillsdescriptive text, a text used in this research, is a kind of text that its masteries can use a picture with the assistance of an English teacher.

According to the researcher's research, pictures might be used to educate students on writing descriptive texts or were emotionally engaging. The tables showing how students' scores increased from the pre-test and post-test of the cycle I and II could be observed—the growth because the teacher developed a dynamic class and knew how to manage it. The picture also made it easier for the children to understand the object. Based on quantitative data, it was possible to observe that the student's writing skills improved from the first meeting to the following meeting. Data from observation, testing, and visual evidence showed that the students were engaged and paying attention to the lesson the teacher was teaching. When using pictures to complete the work, the students also get a sense of spirit. As a result, the research's findings support the idea that using pictures can enhance the ability to write descriptive texts. This can be seen from the quantitative data, which shows that students' scores improved on the first post-test for cycle I and on the post-test for cycle II, respectively.

The result indicated an increase in the student's skill in writing descriptive text using pictures. The mean of the first test as the post-test in cycle I was 74,38. It was good enough. According to the data, the mean of the second test as a post-test in cycle II was 80,76; the second cycle's scores and mean were higher than the first cycle's.

Additionally, there was a rise in the proportion of students who scored 75,06 out of 21 (28,58%) who took the first test as a pre-test and received a score of less than 75. The students received a score of 75 on the second test. Which served as a cycle I post-test from 21 students (57,15%). 17 students out of 21, or 80,95%, received a score of 75 or above on the final test administered as a follow-up to cycle II.

From the post-test of cycle I to the post-test of cycle II, there was an increase of roughly 28,57%. From the pre-test to the post-test of cycle II, the student's overall scores increased by 23,08%. In other words, the student's writing skills for descriptive text increased and strengthened from the first meeting to the next.

The quantitative data were organized from the observation test (using pictures) and documentation. These findings showed that students participated in the teaching-learning process by expressing their attitudes and responses, even though at the

beginning of the lesson, they needed more interest and clarification about the terms' meanings. Some were shy and afraid to ask questions about things they did not understand. Some students were caught cheating, and they caused some disturbances. However, the subsequent meeting was superior to the previous one since fewer errors existed. Students found writing descriptive text using pictures to be fascinating and enjoyable, according to a picture test. Based on documented data, the students appeared engaged and enthusiastic in the teaching and learning. Based on quantitative data, the picture could improve students' skills in writing more descriptive texts at SMK Jagakarsa Jakarta School of XI-AKL.

CONCLUSION

Upon analyzing the data, several conclusions were drawn. Firstly, it was evident that using pictures could enhance the writing skills of XI-AKL grade students at SMK Jagakarsa Jakarta in descriptive text. Secondly, the research findings indicated a noticeable improvement in students' ability to compose descriptive texts. The mean score in post-test cycle II surpassed that of cycle I, demonstrating a positive trend. Moreover, the percentage of students achieving a score of 75 or higher exhibited a consistent increase across cycles, affirming the effectiveness of utilizing pictures to foster improved descriptive writing among students.

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