

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is the process of expressing thoughts, ideas and information using written symbols such as letters, words, and sentences. Writing activities can deliver further messages to recipients conveyed by the author. Besides, among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing. Young and old people can encounter problems if they engage in more than one or two of these activities at once. According to Bolker (1998), people find that they can finish something faster by writing a draft first and then editing and revising this draft. It is difficult to start writing a report without a central idea and notes to support it. Often, the more detailed an outline, the easier it is to write. The type of writing that students do depends on age, level, and interests (Harmer, 1983). Thus, the explanation of writing needs development which further discusses students' mastery abilities in writing skills.

In addition, writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2006). This is where the teacher's role is very necessary to provide firmness in the use and selection of appropriate words in students' writing abilities. According to (Zemach & Rumisek, 2011) writing process is the writers do more than just put words together to make sentences. They also need to provide the paragraph with good ideas so that it looks interesting. As a result, good writers go through several steps to produce a piece of writing as follows: pre-writing, drafting, reviewing, revising, and rewriting. At this stage, students should be able to master skills, especially

writing. Based on this explanation, writing has sequential steps to obtain maximum results from learning objectives.

Writing skills are important skills that should be mastered by students who would like to communicate in the world of global communication (Yanwar, 2020). However, it is very different from the fact. Writing skill is one of the boring skills that should be learned while others may find it enjoyable and fulfilling (Juita & Widiyanto, 2019). It is common to find students struggling to construct paragraphs. Students still face problems in writing, they do not know how to write a good paragraph and they lack in using grammar in their writing. On the other side, it is not only in the teaching-learning process but also it is in scoring the students. This is one of the difficulties for a teacher in assessing students' writing skills. The difficulties that students experience can become obstacles in filling out the scoring rubric. Then, to make it easier for teachers to assess students, it is necessary to have an adequate scoring rubric to measure students' writing skills.

According to the results of the preliminary observation that was done, the seventh-grade students of SMPN 2 Ubud had problems in writing. In terms of vocabulary, the students were getting some word errors in their writing. This often resulted in misunderstanding or unclear meaning in terms of grammar. They have difficulty connecting and using appropriate diction for their sentences. They used some words, which seemed inappropriate to the context of the sentences. In terms of organizing ideas, they have difficulty connecting one sentence to another sentence in the text. Moreover, they should choose and use an appropriate strategy that can improve the student's skill in writing skills, especially descriptive paragraphs. A descriptive paragraph refers to a paragraph that describes a person,

place, and thing and three main generic structures, such as identification, description, and conclusion.

Based on interviews with several students in SMPN 2 Ubud, especially the seventh grade in the academic year 2023/2024, the problem caused by the strategies that the teachers implemented during the teaching-learning process in the class. The teacher usually used a conventional strategy that would be asking and answering activities. Furthermore, the teacher asked the students to discuss the material in descriptive paragraphs only based on their textbook. At the same time, the teacher asked them to write a descriptive paragraph without any guidance or clear explanation about how to make and construct a good descriptive paragraph. This situation made the students confused in writing a descriptive paragraph. They are not only confused but the students find it difficult to solve problems, which require them to make a paragraph that they do not understand. So, the students felt less confident in conveying ideas in written form.

This study is expected that the students will get more confidence in learning writing because the implementation of strategies takes a short time for the three phases of strategies in which students must follow steps in writing paragraphs, especially descriptive paragraphs. Each phase in writing a descriptive paragraph can make students bored, however when combined with strategies, it is hoped that students' writing abilities will increase. Besides, it is an interesting and challenging strategy for students. ESA strategies can motivate the students to brainstorm and write their ideas (Cabrera-Solano et al., 2023). In addition to the ESA (Engage Study Activate) strategies, the researcher catches student attention. It means that the teacher should give good brainstorming to catch the students' attention. As a

result, by catching the students' attention in the pre-learning the students can feel comfortable and conscious during the learning process and can learn how to construct a paragraph, especially a descriptive paragraph very well. Furthermore, it can help the students organize their thoughts before they develop them into paragraphs. In addition, these strategies could help the teacher in teaching; the teacher just gave the topic and guided the students to write a descriptive paragraph by using ESA strategies the student can learn in a great atmosphere.

In conclusion, writing is one of the language skills that should be mastered by the student to communicate or send a message based on student knowledge. Writing is not an easy skill for students to finish without proper knowledge. Besides, writing has a procedure that students must follow or learn to make a good paragraph. There are some steps that students should follow to make a beautiful piece of writing following the background above the researcher decided to use ESA as one of the preferable strategies because it has some structured steps in teaching which make the student easier while teaching and learning process. As a result, by looking at the facts above the researcher was highly interested and motivated to to apply ESA to Improve Writing Skill of the Seventh Grade Student of SMPN 2 Ubud.

## **1.2 Research Problem**

The research problem is initiated by a problem that needs to be solved by using scientific methods. Before conducting the research, problems should be formulated and classified to make the discussion of the research more specific and detailed. This condition must be urgently solved by applying innovative strategies and support from the media. Hence, it could help the students to solve their

problems in writing, especially in descriptive paragraphs. In the present study, the researcher chose strategies and media that have simple steps in teaching learning writing that as ESA and pictures. Therefore, the researcher's problem could be formulated as follows: Can the writing skills of the seventh-grade students of SMPN 2 Ubud in the academic year 2023/2024 be improved through ESA with pictures?

### **1.3 Objective of the Study**

The goal of classroom activity research studies is to systematically investigate and improve educational practices in specific classrooms or learning environments. It is a reflective and hands-on approach to addressing real-world educational challenges and improving teaching and learning processes. The purpose of this present study is to find out whether the writing skills of the seventh-grade students of SMPN 2 Ubud in the academic year 2023/2024 can be improved through ESA strategies combined with pictures.

### **1.4 Limitations of the Study**

A discussion of writing skills is too complex to be confined to a single research report. For the avoidance of doubt by the reader, the discussion of the study was limited to improving the use of ESA strategies to improve the writing skills of the seventh-grade student's SMPN 2 Ubud in the Academic Year 2023/2024. Besides, the main competency is focused on trying to process and presenting everything in the concrete domain (using, explaining, stringing up, modifying, and constructing) and abstract domain (writing, reading, calculating, drawing, and composing) in line with the learning material which has been learned at school and the other sources that are theoretically the same.

Moreover, the main ability consists in trying to process and present everything in the concrete (application, explanation, juxtaposition, modification, construction) and abstract domains (writing, reading, arithmetic, drawing, writing) according to the subjects learned in school and other theoretically identical sources. Fundamental skills, on the other hand, focus on producing simple verbal and written descriptions of people, objects, and animals that are accurate and contextual, based on social function, text structure, and linguistic features. Additionally, the writing skills in this study focused on writing descriptive paragraphs that represent and/or describe things and/or people in sufficient detail so that the reader can easily imagine or imagine what the descriptive things and people are like and what they consist of in general structure.

### **1.5 Significance of the Study**

This research is concerned with improving writing skills through ESA to the seventh-grade students of SMPN 2 Ubud, especially in constructing short descriptive paragraphs about a person, animal, or thing with the generic structure: identification, description, and conclusion. Furthermore, the result of the study is mainly expected to be useful in teaching descriptive paragraphs through ESA as a part of teaching strategies. Moreover, the findings of the study are expected to give both theoretical as well as practical significance.

Theoretically, the finding can be beneficial as theoretical evidence about the implementation of theory based on the problem that was faced. Then, the result of this study was expected to enrich theories and can be used as a reference for future studies related to ESA in teaching writing skills. Besides, it can contribute new research findings about the implementation of ESA in teaching writing skills. In

addition, the finding of the study is expected to find an appropriate strategy for writing.

Practically, the result of the study can be useful for students, teachers, and other researchers. For students, this study is expected to be useful to get opportunities to improve their understanding of writing skills. It is expected to motivate the students to express their ideas in written form to make a good descriptive paragraph. Moreover, it is also expected to increase their motivation, interest, and desire to learn English, especially writing skills. Furthermore, for teachers, by using these strategies, the teachers are expected to improve their knowledge about one of the strategies in teaching writing skills, especially for those who teach seventh-grade students of SMPN 2 Ubud. Then, it can be used to measure their progress in the teaching-learning process by implementing ESA and act as guidance to conduct the lesson well. Then, this study is expected to help other researchers enrich their knowledge about ESA that might be used for reference in conducting research related to teaching writing skills.

### **1.6 Definition of Key Term**

To avoid misunderstanding on the part of the reader, the researcher states two operational definitions of key terms which include writing skill and ESA. Thus, those terms need to be clarified clearly to gain a better understanding of the readers.

Two of the key terms used in this study are clearly defined as follows:

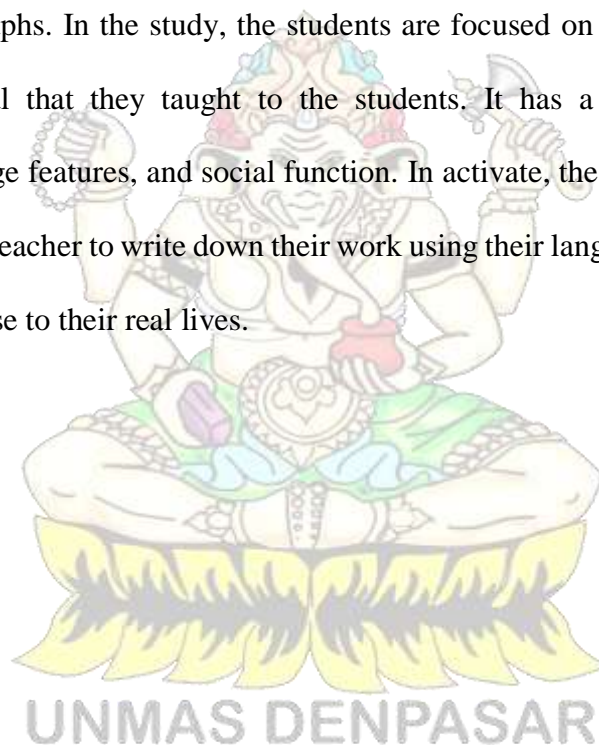
#### **1. Writing skill**

Writing skill is operationally defined as the ability of the seventh-grade students of SMPN 2 Ubud in academic year 2023/2024 to write a descriptive paragraph that describes a person, animal, and thing with a

complete generic structure: identification, description, and conclusion.

## 2. ESA

ESA is the strategy used to improve the writing skills of the seventh-grade students of SMPN 2 Ubud. ESA stands for engage, study, and activate. In engaging, the students were shown pictures of things, persons, and animals and given the example of descriptive paragraphs so that the students were curious to learn about writing, especially descriptive paragraphs. In the study, the students are focused on learning about the material that they taught to the students. It has a generic structure, language features, and social function. In activate, the students are asked by the teacher to write down their work using their language or words that are close to their real lives.





## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is a set of concepts and terms from experts that are used and required in this study. Therefore, the researcher uses relevant theories to give more evidence in this research. Besides, the relevant theories which are taken from some sources to support the underlying theories are concisely conducted on the ground of theoretical bases. In this chapter, the researcher described some theoretical reviews that are related and necessary to this research, such as (1) writing skill, (2) descriptive paragraph, (3) ESA, and (4) assessing writing.

##### **2.1.1 Writing Skill**

In learning English, four basic skills should be mastered by the students. They are listening, speaking, reading, and writing. Writing is one of the most difficult skills to be learned among the four skills. Writing is essential to be mastered because writing is a productive language skill. Productive language skills mainly function as an effective means of communication. As a means of communication, writing is not limited by time and space. According to Fulwiler (2002), to write well students need a good reason, a reason that they believe in. That means all of the students could trust what they need to say while writing process. If the writers have finished writing something, they should read over what they have written, and make changes and corrections. The writers write and revise until they are satisfied that their writing expresses exactly what they want to say. There needs to be accuracy in terms of writing so that it can produce a project that can attract the interest of readers.

Writing is a profound art that transcends time and connects people across cultures and generations (Trenka et al., 2020). It is the medium through which ideas, emotions, and knowledge are immortalized, allowing us to express our deepest thoughts and convey powerful stories. The beauty of writing lies in its versatility, encompassing many different forms such as prose, poetry, essays, and more, each with its appeal and impact. With a stroke of a pen or a click of a keyboard, we can draw vivid images in the minds of our readers, take them to faraway lands, or open their eyes to new perspectives. Writing effectively is a skill that requires constant honing, as it requires not only creativity but also precision and clarity. Through writing, we can spark revolutions, spark empathy, and inspire change.

Whether it's a heartfelt letter to a loved one or a thought-provoking article that challenges social norms, the power of writing knows no bounds. By harnessing the power of language and using it carefully, we can leave a lasting legacy and contribute to the ever-evolving tapestry of human expression. Writing effectively is a skill that requires constant honing, as it requires not only creativity but also precision and clarity (Nasution et al., 2022). Through writing, we can spark revolutions, spark empathy, and inspire change. Whether it's a heartfelt letter to a loved one or a thought-provoking article that challenges social norms, the power of writing knows no bounds. By harnessing the power of language and using it carefully, we can leave a lasting legacy and contribute to the ever-evolving tapestry of human expression.

Writing is an activity of exploring opinions and ideas that become words and could make some meaning based on the word that has been made. There is no doubt that writing is the most difficult skill for all language users: foreign second

and even first language. Writing is one of the hardest skills that everybody can always do, and everybody should learn the process of writing a good paragraph. According to Kalandadze (2007), the process of writing generally consists of the following stages such as pre-writing, drafting, and revising. In pre-writing, the writers write down the plans or ideas in a sequence and provide the readers with an understanding of the meaning of these ideas. The last revising, writers do some processes that their writing be corrected by someone skillful in writing. As a result, their writing was better than before after revising.

Writing is a complex activity of producing a sequence of sentences (Khair et al., 2021). In arranged a particular order and liked together in certain ways that are cohesive and coherent to discover and organize ideas that require a communicative or interactive process between writer and readers. It requires the control of content, sentence structure (grammar), vocabulary, organization, and mechanics (punctuation, spelling, and letter formation). The writing was read whenever the author was absent. Writing is also an ability to make a form of words that have a higher value.

Based on that, it means that they should often practice changing and developing their ideas into written form. In addition (Lawson, 2010) states that there are many skills that writers can learn to develop to the point where they can execute with little effort or thought. This includes handwriting (or typing) and capitalization. As a complex skill, writing requires the effort of language learners to master every detail of the writing component. Thus, mastering writing skills simply means that the learners are also able to deliver their feelings and thoughts in correct grammar. Moreover, by learning writing, they are expected to be able to

carry out their essential writing process like planning, drafting, making, evaluating, revising, and so forth.

### **2.1.2 Descriptive Paragraph**

A descriptive Paragraph is a piece of writing that usually deals with one subject; the paragraph begins with one new line and is made up of one or more sentences (Purnamasari et al., 2021). The paragraph is also a subdivision of a written composition that consists of one or more sentences, which deal with one point or give the words of one speaker and begin. A paragraph consists of some type such as procedure, narrative, recount, report, descriptive, etc. In the present study, the researcher focused on writing a descriptive paragraph. A descriptive paragraph is a form of writing that seeks to paint a vivid, detailed picture of a particular subject. It uses a lot of sensory details and figurative language to capture the senses and imagination of the reader.

The main purpose of a descriptive paragraph is to make a strong and lasting impression on the mind of the reader, allowing them to feel as if they are experiencing the subject being described themselves (Villanueva, 1997). In a well-thought-out descriptive passage, the writer carefully selects and arranges words to convey not only the subject's physical appearance but also the emotions, atmosphere, and moods associated with the subject. It. For example, when describing a beautiful person, the writer might use words such as "bright", and "soft" to evoke the visual beauty and peace of the person. They may also incorporate phrases such as "the bright eyes and soft skin" to engage the reader's touch and smell, further immersing them in the scene.

Descriptive paragraphs are widely used in creative writing, descriptive

writing, and literary works to establish tone, establish context, and develop the characters or objects of a story (Royani & Sadiyah, 2019). By providing rich, sensory detail, the writer can elicit a deeper emotional response from the reader, fostering a stronger connection between the audience and the subject of the description. To create an effective descriptive paragraph, writers often engage in pre-writing activities such as brainstorming, making lists of sensory details, and organizing their ideas into a logical sequence. They carefully consider the purpose of the description and the intended impact on the reader. Additionally, using literary devices, such as comparison, metaphor, and personification, can add depth and layers of meaning to a passage.

In short, a descriptive passage is a powerful tool in a writer's arsenal, capable of transporting the reader to different worlds, eliciting memories, and fostering emotional connections (Moshenska & Lewis, 2023). By engaging the senses and emotions, descriptive paragraphs elevate text to the point where words cross the page and create profound and memorable experiences for the reader. (Festa et al., 2023) state that a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer's main idea (most important idea) about that topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, give an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writers want to say.

Besides that, a paragraph is a group of sentences about a single topic (Zemach & Rumisek, 2011). Together, the sentences of the paragraph explain the

writer's main idea (most important idea) about the topic. In academic writing, a paragraph is often between five and ten sentences long, but it can be longer or shorter depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces. Then, it would be continued by some sentences to become one paragraph. A paragraph consists of some types such as procedure, narrative, recount, report, descriptive, etc. In the present study, the researcher focused on writing a descriptive paragraph.

### **2.1.3 ESA (Engage Study Activate)**

In the present study, a strategy is needed to make the teaching learning process run well. An appropriate strategy is a must to achieve the students' improvement in learning writing skills. Furthermore, there are a lot of strategies that can be used for teaching writing. Hence, in this study, ESA was the strategy that the researcher used in doing this present study at SMPN 2 Ubud, especially the seventh grade students. ESA has three basic elements which take a simple way of guiding the students to construct a descriptive paragraph. According to (Harmer, 2006), ESA has three elements that can be presented in any teaching learning process, whether of five, fifty, or a hundred minutes. The three following are the definitions of the three elements of ESA, such as: Engage, Study, and Activate

#### **1. Engage**

The point is to engage unless the students are engaged, emotionally, in what is going on, their learning will be effective (Harmer, 2006). The teacher engages students by presenting a picture or a situation by drawing them or by some other means. An English teacher could achieve this using a personal story told by the teacher, a picture that stimulates discussion, or anything else that awakens student

interest. The idea is that if students are involved or engaged, they are more open to the learning process. It means that the teacher in this position should give brainstorming or catch student attention. As a result, students can feel comfortable and stay focused during the learning process. A teacher can provide interesting materials in an interesting way such as pictures, videos, or retelling a story which can stimulate students to be ready to learn.

In these conditions, the students are expected to imagine the picture or situation as a brainstorming. Thus, the teacher could easily get the students' attention by imagining what they would learn in the next conditions. It means that the teacher here should give good brainstorming to catch the student's attention based on the topic that is given by the teacher. As a result, by catching the students' attention in the pre-learning, the students would be comfortable and conscious during the learning process and know how to construct text especially a descriptive paragraph in well-organized. With the depiction captured by students through pictures students are expected to be able to continue the next stage in the writing process. Every process that students go through is relaxed but still focused.

## 2. Study

Study is the condition where the students are asked to focus on constructing the object by using their own words. According to (Harmer, 2006) study means that students can study in a variety of different ways. The teacher may show them examples of language, and the explanation of descriptive paragraphs, and ask them to work out the rules. In other words, the teacher can ask the students to do all the intellectual work, rather than leaving it to the teacher. Sometimes, the students can read a text together and find words or phrases that they want to

concentrate on for later study. Those activities are writing skills in constructing a descriptive paragraph. Before constructing the paragraph, teachers explained to students the way to construct a good descriptive paragraph or how the text should be written by focusing on the criteria of a descriptive paragraph. Then, the teacher also explains the generic structure and tenses that were used to make descriptive paragraphs. As a result, students have the basics of how to construct a good descriptive paragraph when they learn in class.

### 3. Activate

In the present research, the last condition of the teaching strategies is activated which the students must practice or construct a paragraph based on the picture that was shown by the researcher. Activate involves the use of the language, preferably in a realistic context that is as close as possible to being practiced in real life. Besides, activate is also trying to incorporate activities that students have known by using languages that they know, and it is not just focusing on the basic structure. During the teaching and learning process, teachers guide students about the rules on how to draft their ideas and construct a good text based on the generic structure which starts from the title to the conclusion. As a result, students know which one is the first step to the last step when they want to construct by using their languages (2008). The students can use their language to develop their writing. In other words, this activity can be called a communicative activity in which in this stage the students are asked to present their work in front of the class. In this phase, the students practice what they have already learned during the teaching learning process.

#### **2.1.4 Assessing Writing**



In a part of assessing students is the most important thing that must be led by the teacher during the teaching and learning process, especially in writing descriptive paragraphs. Assessment is an ongoing process that encompasses a much wider domain. (Brown, 2006) states that assessment is a popular and sometimes misunderstood term in the current educational practice. In addition, Schmitt & Rodgers (2020), an assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by the stakeholders in language learning programs for various purposes. Besides, written work from note-down phrases to a formal essay that ultimately was focused on students' activities in developing their assessment by themselves teacher, and possibly other students is also one kind of assessment of students' performances and the teacher makes students' assessment.

The paragraph construction test is given to students by the researcher to know whether or not the achievement of students. (Hyland, 2003) states that analytic scoring procedures require the teachers to judge a paragraph against a set of criteria seen as important to good writing. Analytic scoring is based on a depth analysis aspect of writing such as focus or organization, elaboration or support, grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0-100 with each aspect receiving a portion of total points that the student gets from their assignment. The format paragraph, punctuation and mechanics, content, organization, grammar, and sentence structure should be scored. Thus, the scoring on the writing test is valid (Oshima et al., 2007).

In the present research, the researcher focused on assessing students' skills in writing a descriptive paragraph. The researcher needs to test the students to make

a score on them. Therefore, the researcher used the paragraph construction test that was given to students by the researcher to know whether or not the improvement of students in writing skills. It consists of some topics that could be chosen by the students. The scores are given based on the scoring rubric which consists of writing criteria. The criteria of the scoring rubric are format, punctuation and mechanics, content, organization, grammar, and sentence structure. Thus, the researcher could judge the student's improvement during the teaching and learning process by giving a score for each student.

Table 2. 1 Descriptive Paragraph Scoring Rubric

Criteria	Max Score
<b>Format – 5 Points</b>	
- There is a title	1
- The title is centered	1
- The first line of each paragraph is indented	1
- There are margins on both sides	1
- The work is tidy	1
Total	5
<b>Punctuation and Mechanics – 5 Points</b>	
- There is a period after every sentence	1
- Capital letters are used correctly	1
- Commas and other punctuation are used correctly	1
- Spelling is correct	2
Total	5
<b>Content – 25 Points</b>	
- The paragraph fits the assignment	5
- The paragraph is unified	10
- The paragraph is coherent	10
Total	25
<b>Organization – 40 Points</b>	
- The paragraph begins with a clear identification of the object being described	10
- The paragraph uses a detailed description of the object so that the readers can easily visualize it.	25
- The paragraph is ended with a suitable concluding sentence	5
Total	40
<b>Grammar and sentence structure – 25</b>	

- Estimate a grammar and sentence structure score	25
Total	25
Grand Total	100

## 2.2 Empirical Review

An empirical review is a way to get the information and theories about the previous researcher that are relevant to the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies' results and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether or not the present study would be as successful as the relevant studies in the empirical review. There are two similar research with the researcher chose. This point is also focused on discussing the previous two researchers; they are Ratdika and Hermanta, as follows:

The first study that is relevant to this study is Ratdika (2020) entitled "Improving writing skill through ESA of the eighth grade students of SMPN 1 Sukawati in academic year 2018/2019 through ESA combined with Picture". The research used classroom action research and used pictures to improve students writing in descriptive paragraphs. The objective of his study is to figure out whether or not the writing skills of the eighth-grade students of SMPN 1 Sukawati in the academic year 2018/2019 can be improved by applying pictures. The result of his study was the teaching learning process that is carried out. This research showed that the writing skill of the students was significantly improved. The scores of the subjects have shown an improvement of the subject in writing descriptive paragraphs.

The second study that is relevant to this study is Hermanta (2019) entitled

“Improving writing skill through ESA of the eighth grade students of SMPN 5 Denpasar in the academic year 2018/2019”. The objective of his study was to know whether or not the students' writing skills can be improved through ESA. Moreover, in his research, he emphasized the application of using ESA in the teaching-learning process. The result of his study was that the teaching-learning process was carried out. After he did two cycles of classroom action research. Therefore, the result of his study showed an improvement in students' descriptive paragraph writing skills after implementing ESA strategies.

The abovementioned research clearly shows the improvement of the subjects' ability especially in writing paragraphs through ESA. It can be shown that the subjects' abilities could be improved through ESA in the teaching learning process. However, when they created the instructions for the pre-test and post-test, they only mentioned the length of the sentences, the topics, and the generic structure. It is still unclear enough even though they explain again. So, it makes students find it difficult to arrange their text. In the present study especially the instructions both the pre-test and the post-test are more complete with the topics, the length of sentences, the time allotment, and the criteria for students to get a good score in writing text such as format, punctuation, and mechanics, content, organization, and grammar and sentences structure in the written form. These criteria are adapted from (Oshima et al., 2007). So, the students did not feel it was difficult to arrange some paragraphs and do the process of writing well.

On the other hand, looking at the result of the previous study, the researcher must improve the subjects' ability, especially in writing descriptive paragraphs through pictures. It shows that the subjects' ability could be improved through

pictures in the teaching-learning process. In implementing pictures, the students can make a descriptive paragraph based on the pictures. However, the steps of implementing pictures that he conducted are not clear enough for steps to implement some pictures. So, it makes students confused to do the writing text and takes a long time to understand it. In the present study, the implemented picture in teaching is well arranged and has a clear explanation which can make the students easier to understand and would be efficient. So that the students were not confused and did not take a long time to understand it.

