

Improving Writing Ability by Using Series Pictures for the Second Semester Student of English Department

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Tujuan penelitian ini adalah (1) untuk mengetahui pengaruh penggunaan gambar berseri dalam meningkatkan kemampuan menulis mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka (2) untuk mengetahui apakah mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka tertarik menulis dengan menggunakan gambar berseri. Penelitian ini menggunakan desain quasi eksperimen. Penelitian ini melibatkan dua kelompok, yaitu satu kelompok menggunakan gambar berseri dan satu kelompok tidak menggunakan gambar berseri (metode konvensional). Subyek penelitian ini adalah mahasiswa semester dua Pendidikan Bahasa Inggris (PBI) Universitas Tomakaka. yang diambil secara acak. PBI (Pendidikan Bahasa Inggris) 1 dipilih sebagai kelompok eksperimen yang terdiri dari 17 mahasiswa, sedangkan PBI (Pendidikan Bahasa Inggris) 2 dipilih sebagai kelompok kontrol yang terdiri dari 17 mahasiswa. Data penelitian ini dikumpulkan melalui test tertulis dan angket. Hasil penelitian ini menunjukkan bahwa (1) penggunaan gambar berseri meningkatkan kemampuan menulis mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka pada kelompok eksperimen. Sama halnya dengan penggunaan cara konvensional juga meningkatkan kemampuan menulis mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka pada kelompok kontrol, namun kemampuan menulis antara kelompok eksperimen dengan kelompok kontrol berbeda secara signifikan, rata-rata skor kelompok eksperimen 77,72 sedangkan skor rata-rata kelompok kontrol adalah 64,04. (2) Ketertarikan mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka dalam pembelajaran menulis dengan menggunakan gambar berseri menunjukkan hasil yang sangat positif. Merujuk pada analisis data angket menunjukkan skor sebesar 88.24% yang dikategorikan dalam klasifikasi sangat tertarik. Hal tersebut menunjukkan bahwa penggunaan gambar berseri memiliki pengaruh untuk meningkatkan kemampuan menulis mahasiswa semester dua Pendidikan Bahasa Inggris Universitas Tomakaka.

Kata Kunci: Kemampuan Menulis, Gambar Berseri

The objectives of this research are (1) to find out the effects of series pictures in improving writing ability of second semester students of English Department at Tomakaka University (2) to find out whether or not the second semester students of English Department at Tomakaka University are interested in

learning by series pictures.

This research employed quasi-experimental design. It used two groups, one received treatment (Using series pictures) and the other group received non using series pictures (conventional method). The subjects of this research will be the second semester students of English Department at Tomakaka University. PBI 1 (Pendidikan Bahasa Inggris 1) was chosen as the experimental group which consisted of 17 students, while PBI 2 (Pendidikan Bahasa Inggris 2) was chosen as control group which consisted of 17 students. The data of this research was collected through writing test and questionnaire. The results of the research revealed that (1) the use of series pictures improved the writing ability the second semester students of English Department at Tomakaka University in experimental group. Same with the use of conventional way also improved the writing ability to the second semester students of English Department at Tomakaka University in control group, however writing ability between experimental group and control group were difference significantly, the mean score of experimental group was 77,72 while the mean score of control group was 64,04. (2) The interest of the second semester students of English Department at Tomakaka University in learning writing by using series pictures showed a great positive. Refers to the data analysis of the questionnaire items, the mean score of questionnaire were 88.24% categorized into strongly interested classification. That showed the use of series pictures has effects to improve he writing ability of second semester students of English Department at Tomakaka University.

Keywords: *Writing Ability, Series Pictures.*

BACKGROUND

English as an international language has a great influence and important role in our lives as a major language. It is a communication tool used all over the world. In Indonesia, students of junior high school up to university have studied English as a compulsory subject.

English is a language that is used as a communication tool in the world. In this era of globalization, English has an important role in all aspects of life, including in the education aspect (Besides English is the international language, English is also one of the subjects that taught in University for general subject in the first, second or the third semester.

Writing has an important role when learners want to deliver a message to a reader for a purpose. Through writing, the learner can explain things and as a result reader can get information by reading the written message. Fitriani, F., et al (2019) stated that writing skill cannot be mastered in a short time, and it takes training and practice that is not small and continuously. In writing class, the teacher should realize students' difficulties in writing English as a foreign language. The purposes of writing activities for students are to be able to express ideas, opinions, and knowledge possessed in writing (Ali, S.M. & Hasanah, N: 2020)

Many students during the writing task are sometimes confused and cannot continue to complete their writing task with simple reasons such as lack of vocabulary and not having enough ideas. As a result they can only write down very short paragraphs with no detail to the topic. These may occur since they have enough writing experience and focus their attention mainly on grammar and vocabulary. Another common problem confronts teachers of writing class is how to interest the students to write interesting and effective materials and also find good

strategies.

Donn Byrne (1990:6) stated that writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of the class. In this connection, one of the main features of the writing program is a writing activities which the learners should be given opportunities to communicate through writing, equally important and simply to enjoy the writing.

Harmer (2004) defines writing is a productive skill which involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view. Harmer in Ali, S. M. (2020) states that writing is often not time-bound in the way conversation. He adds that writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind.

Munan (1995:91) states that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. Writing is not a natural activity. All physically and mentally normal people learn to speak a language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another, a written message can be received, stored and referred back to at any time.

Mary Stephens (1995:50) stated that the picture for writing is a supplementary

material for developing students' writing skills, a systematic building in writing skills (from sentence construction to paragraph composition), a wide variety of writing task makes a new vocabulary and makes writing fun, and a detailed content map of the writing skills.

In the case of students of Tomakaka University at second semester, the researcher found that the students still had low ability in writing. They were difficult to develop the ideas to make paragraph. They also made wrong sentences. The result, most of the students got low scores. The researcher also found the students had low interest to follow the course.

Based on the problems above, the researcher is interested to conduct a research under the title: The Effects of Using Series Pictures to Improve Writing Ability of the Students of English Department at Tomakaka University.

usually alphabetical order and with explanation of their meaningless complete than a dictionary”.

Vocabulary plays a very important role in developing the four language skills namely; reading, listening, speaking and writing. The more vocabulary the learners have, the easier for them to develop their four language skills. Many teachers are aware of the importance of teaching vocabulary to their students, but they are not aware enough on how to teach them properly.

Hornby in Syahril (2011:15) states that “(a) *The total number of the words in a language.* (b) *All the words to person or used in particular book, subject.* (c) *A list of words with their meaning.*”

Based on the description above, the writer can conclude that the vocabulary is set of words in a language usually arranged in alphabetical order, with the explanation of their meaning, used in particular kind of work.

VOCABULARY

A. Definition of Vocabulary

Vocabulary is an aspect of language that a person has who refers to certain concepts, rules and specific rules and is used to give and receive information. Vocabulary is a requirement that must be fulfilled for a person to communicate or speak well in English, both of English as a foreign language or as a second language. Vocabulary is all words in the language.

According to Good in Syahril (2011:13) “*vocabulary is words have meaning heard or seen but not produced by individual himself to communicate with others*”. Then he said again “*vocabulary is the study of: (1) the meanings of words and the parts of speech. (2) How the words are used, and (3) study the words in context.*”

According to Quirk in Syahril (2011:13) “*vocabulary is a list of words,*

B. Kinds of Vocabulary

Basically, there are two kinds of vocabulary namely active and passive vocabulary. The active vocabulary consists of the words in conversation and writing. The passive vocabulary consists of those words which are not usually part of one's speaking vocabulary, but which are recognized and understand when read. The passive vocabulary is usually many times larger than active vocabulary.

Encyclopedia of educations' which divides it into four kinds as follows:

1. Oral vocabulary is consisting of words actively used in speech. They are the words that come readily to tongue of the one's conversations. The more often a person has uttered a word the more readily it will come to tongue.

2. Writing vocabulary are the words that come readily to one's finger vocabulary, it may even happen that students, who is more auditory than visual disposed, has speaking vocabulary that exceeds his writing vocabulary.
3. Listening vocabulary is the stock of words to which one responds with meaning and understanding in the speech of others.
4. Reading vocabulary is the word to which one responds with meaning and understands in the writing of others.

Method of Research

This research was conducted at Tomakaka University of Mamuju of West Sulawesi. This research is concerns with the using of series pictures to improve writing ability of the second semester students of English Department at Tomakaka University. The types of writing which used is exposition process. The writing made by the students is measured in terms of content, organization, language use or structure, vocabulary, and mechanics.

Research Design

In this research, the researcher uses the quasi-experimental design. It uses two groups, one receiving treatment using series pictures and the other group receiving treatment by using the completed topics without series pictures. Both of groups are given pretest and posttest. The pretest is done to find out the prior knowledge of students while posttest is done to find out the influence of using series picture in writing ability.

Research Variables

This research consists of two variables, namely dependent variable and independent variable. The research has one independent variable and two dependent variables. The independent variable is the use of series pictures strategy in improving students' writing ability. It is used to facilitate students to improve their English writing. The

dependent variables of this research are the students' writing ability and the students' interest on English writing using series pictures.

Population And Sample

The population of this research is the second semester students of English Department of Tomakaka University of Mamuju, West Sulawesi, the population was 34 students. The sample is selected by using purposive sampling technique. The researcher takes all the population and divides them into two groups; they are English Education Department 1 and 2. English Education Department 1 is chosen as the experimental group which consists of 17 students, while English Education Department 2 is chosen as control group which consists of 17 students.

Instrument

The instruments used to collect data consists of two kinds they are (1) The test consists of pretest and posttest. This test is intended to measure the students' writing ability. The test is made by researcher. The students will write paragraph based on the themes which given. (2) The other kind of research instrument is questionnaire. In this research the questionnaire is given to find out the students' interest toward the use of series picture strategy in writing. The questionnaire uses Likert Scale, strongly interest tied, interested, moderate, uninterested, and strongly uninterested. The questionnaire is distributed to the respondents after the last treatment.

Procedure

The procedure to collect the research data by employing (1) Pretest, the researcher gives writing test to the students. (2) treatment for experimental class, the researcher gives the treatment in six times, the researcher uses some topics with using series pictures to the students. (3) Observation with taking the data in a control

group. (4) Post Test, after doing the treatment, the the researcher gives a post test.

Technique of Data Analysis

In analyzing the data collects through writing test and questionnaire, the researcher uses the analysis by Writing test and Questionnaire.

Finding and Discussion

Findings

To collect data, this research used pre-test and post-test ini which these test aimed at collecting data of the students’ writing ability of both groups, experimental and control group. The questionnaire was intended to get information of the students’ interesting toward the use of series pictures in writing.

1. The Ability of The Students in Writing.

This section deals with the presentation of the result of the students’ ability to write paragraphs in pre-test and post-test of experimental group and control group.

a. The percentage of students’ writing ability for pre-test experimental and control group.

Students’ score of pre-test were classified into seven classifications namely excellent, very good, good, fairly good, fair, poor, and very poor. The frequency and the rate percentage of the students’ score for pre-test in experimental and control group are presented in the following :

Table 4.1. *The Rate Percentage and Frequency of Students’ Score of Pre-Test in Experimental and Control Group.*

Classification	Score	Experimental Group		Control Group	
		Freq.	Perc.	Freq.	Perc.
Excellent	96-100	0	0	0	0
Very Good	86-95	5	29,41	1	5,88
Good	76-85	6	35,29	2	11,76
Fairly Good	66-75	3	17,65	5	29,41
Fair	56-65	2	11,76	5	29,41
Poor	46-55	1	5,88	4	23,53
Very Poor	0-45	0	0	0	0
Total		17	100	17	100

Based on the data shown in table 4.1 the result of the pre-test, the students’ score in experimental group was 0 (0%) of students

got excellent, 1 (5,88%) students got very good, 3 (17,65%) students got good, 5

(29,41%) students goot fairly good, 3 (17,65%) students got fair, 5 (29,41%) students got poor, and 0 (0%) students got very poor.

The result of the students’ score in control group was 0 (0%) of students got excellent, 0 (0%) students got very good, 0 (0%) students got good, 6 (35,29%) students goot fairly good, 5 (29,41%) students got fair, 6 (35,29%) students got poor, and 0 (0%) students got very poor.

Table 4.2. *The Mean Score between Pre-Test of Experimental and Control Group in Five Components of Writing.*

Components of Writing	Mean Score		Difference
	Experime ntal	Control	
Content	19,23	16,35	2,88
Organization	14,53	12,76	1,77
Vocabulary	13	12,94	0,06
Language Use	15,52	15,05	0,47
Mechanic	2,94	2,17	0,77
Total	65,22	59,27	5,95

Based on the table 4.2. above, the mean score of all components of writing in experimental were higher than control group. The mean score of overall the five components of writing 5,95 point which mean that the experimental group was higher than control group although it was not significant.

b. The percentage of students’ writing ability of post-test in experimental and control group

Table 4.3. *The Rate Percentage and Frequency of Students’ Score of Post-Test in Experimental and Control Group.*

Classification	Score	Experimental Group		Control Group	
		Freq.	Perc.	Freq.	Perc.
Excellent	96-100	0	0	0	0
Very Good	86-95	1	5,88	0	0
Good	76-85	3	17,65	0	0
Fairly Good	66-75	5	29,41	6	35,29
Fair	56-65	3	17,65	5	29,41
Poor	46-55	5	29,41	6	35,29
Very Poor	0-45	0	0	0	0
Total		17	100	17	100

Based on the data shown in table 4.3 the result of the post-test, the students' score in experimental group was 0 (0%) of students got excellent, 5 (29,41%) students got very good, 6 (35,29%) students got good, 3 (17,65%) students got fairly good, 2 (11,76%) students got fair, 1 (5,88%) students got poor, and 0 (0%) students got very poor.

The result of the students' score in control group was 0 (0%) of students got excellent, 1 (5,88%) students got very good, 2 (11,76%) students got good, 5 (29,41%) students got fairly good, 5 (29,41%) students got fair, 4 (23,53%) students got poor, and 0 (0%) students got very poor.

Table 4.4. *The Mean Score between Post-Test of Experimental and Control Group in Five Components of Writing.*

Components of Writing	Mean Score		Difference
	Experimental	Control	
Content	22,05	18	4,05
Organization	16,94	13,76	3,18
Vocabulary	16,35	13,58	2,77
Language Use	18,94	16,23	2,71
Mechanic	3,44	2,47	0,97
Total	77,72	64,04	13,68

The data in table 4.4. showed that the mean score of five components of writing in experimental and control group were different in range 13,68. The mean score of experimental was 77,72 while the mean score of control group was 64,04. It can be concluded that all of the components of writing in experimental group were higher than control group. The difference both of groups were significant.

c. The Mean Score and Standard Deviation of Students' Pre-Test and Post-Test for Experimental and Control Group.

Table 4.5. *The Mean Score and Standard Deviation of The Students' Pre-Test.*

Group	Sample	Mean Score	Standard Deviation
Experimental	17	65,22	14.109

Control	17	59,27	10.409
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Based on the table 4.5. the mean score of pre-test in experimental group was 65,22 points which was categorized as fairly good and control group was 59,27 points which was categorized as fair. In the line with this, the researcher can conclude that both experimental and control group were nearly at the same level in writing ability.

Furthermore, the explanation for students' ability on the post-test score after the treatment was done. In this case, the post-test score was analyzed at the significant level 13.71 or a equals to 0,05 by using inferensial statistic through SPSS program version 20.1. The result of post-test as follows :

Table 4.6. *The Mean Score and Standard Deviation of The Students' Post-Test.*

Group	Sample	Mean Score	Standard Deviation
Experimental	17	77,72	10.485
Control	17	64,04	12.969

Table 4.6. showed that the mean scores of both experimental and control group were different after treatments. The mean score of experimental group was 77,72 ($65,22 < 77,72$), where as the control group was 64,04 ($59,27 < 64,04$). The mean score of post-test for experimental group was higher than the control group ($77,22 > 64,04$) and the standard deviation for experimental group was 10.485 and control group was 12.969. The mean score of experimental group categorized as good and control group categorized fair based on the scoring system by English Department of Tomakaka University.

d. Test of Significant (T-test)

These tests were intended to know the normality and homogeneity distribution of results pre-test so that implementation treatment by using series pictures. In the table below presented the test significance of

normality and homogeneity in pre-test of both groups.

Table 4.7. *Test Significance of Normality and Homogeneity in Pre-Test.*

Pre-Test	Significance	
	Normality	Homogeneity
Experimental Group	.492	.724
Control Group	.660	

Table 4.7. indicated that the significance of pre-test normality in experimental group (.492), control group (.660) and the significance of pre-test Homogeneity (.724). If the significance of normality and homogeneity are higher than the level of significance (α) = 0,05, thus this research was reasonable to be done.

After conducting treatment and post-test, the researcher analyzed t-test independent sample test. In procedure collecting data that the purpose of t-test was to null hypothesis (H_0) and alternative hypothesis (H_1) were accepted. It had been known that the level of significance (α) = 0,05 with degree of freedom (df) = $n_1 + n_2 - 2$, where n = number of subject (17), (df) = $17.1 + 17.1 - 2 = 32$.

The t-test results in pre-test and post-test as follows :

Table 4.8. *The Probability Value of T-test of Pre-Test and Post-Test in experimental group and control group.*

Variable	Probability Value	(α)
Pre-test experimental group and control group	0,172	0,05
Post-test experimental group and control group	0,02	

Based on the result of data analysis as summarized in table 4.8, in pre-test of experimental group and control group were found that the probability value was higher than level of significance (α), the result pre-test was ($0,172 > 0,05$) which means that there was no significant difference both

groups. And the probability value in post-test was lower than level of significance (α), the result post-test was ($0,02 < 0,05$) which means that there was significant difference in post-test of both of groups.

2. The Analysis Data of The Students' Interest.

The distribution of questionnaire in this research aims to find out whether the students are interesting in writing by using series picture. The questionnaire was responded the student individually refer to the students' opinion after the treatment using series picture.

Table 4.9. *The Rate Percentage of The Students' Interest*

No.	Classification	Score	F	Percentage
1	Strongly interested	84-100	15	88,24
2	Interested	68-83	2	11,76
3	Moderate	52-67	0	0
4	Uninterested	36-51	0	0
5	Strongly uninterested	20-35	0	0
Total			17	100

Based on the data on the table 4.9 the analysis data questionnaire, it showed that 15 (88,24%) of students were Strongly interested, 2 (11,76%) of students were interested and 0 (0%) of the students responded in negative statement toward using series picture. Then, it could be concluded that the use of series picture is insterested the students in writing ability.

Discussion

This discussion section deals with the findings derived from descriptive statistic, some theories, and interpretation of test the result both of groups. After that the description of the data that gained from the questionnaire based on the students' interesting toward using series picture in writing ability.

1. The students' Writing Ability

Based on previous finding on all writing components, at showed that the writing ability to the second semester

students of English Department at Tomakaka University improved especially for experimental group. It was also supported by the students' frequency and rate percentage of the students' pre-test and post-test.

The first is content aspect, both in experimental group and control group, most of the students could not illustrate the topic well. They had limited knowledge of the topic and little substance. They also could not develop the topic well. So, that's way the means score of content aspect was 19.23 which categorized as fair to poor.

The second is organization aspect, some students have the main ideas but they were loosely organization. Beside, that many students could not give support of ideas and the ideas were not clear and confused.

The third is vocabulary aspect, most of students found difficulties in the use of suitable and correct words to convey intended information given related to the topic, as the result, the meaning of message which written was not clear and confused. They also lacked in the use of idiom form.

The fourth is language use aspect, both of students in experimental and control group have the similar problem. They had difficulties to make well formed and complete sentences, tenses and pronouns. They also got lack to use article such as *a*, *an*, and *the* correctly.

The fifth is mechanic, both of the groups made frequent error or spelling, punctuation, capitalization and the meaning confused. They also had poor writing which was not enough to evaluate.

After classifying the rate percentage and frequency of students score in pre-test of experimental and control group, it can be concluded that the students' writing ability before treatment in experimental group and control group was almost the same.

The mean score of overall analytical statistic aspects shows the negative difference on 5.95 which means that the five components of writing in pre-test both of groups were different although they were not really significant and the pre-test of

experimental group was quite better than the control group.

Based on the description of the data collected through test showed that the students' ability to write in post-test of experimental and control was different significantly. It was provided by the mean score rate of students' post-test result of experimental and control class. In experimental group, most of the students were classified into "Good", while in control group, most of the students were also classified into "fair". The mean score post-test in experimental group was 77.72 and classified into "Good" category while the post-test in control group was 64.04 and classified also as "fair" category. That means that the students' writing ability by using series pictures in experimental group is better than the students' writing ability by using conventional method in control group.

Based on the statistic result shown in table 4.8, it was concluded in pre-test of experimental group and control group were found that the probability value was higher than level of significance (α), the result pre-test was ($0,172 > 0,05$) which means that there was no significant difference both groups. And the probability value in post-test was lower than level of significance (α), the result post-test was ($0,02 < 0,05$) which means that there was significant difference in post-test of both of groups.

Then, the researcher used pair test to find out whether there was an improvement of the students' writing ability before and after being taught by using series pictures. The data showed that the mean score of the pre-test was 65,22 while the mean score of post-test was 77,72. The mean score of post-test was higher (12.50) than pre-test. The data also showed that the probability value of post-test 0,02, it was lower than alpha 0.05 which indicated there was significant different between the score of pre-test and post-test. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. The researcher states that the use of using series pictures is able to give

significantly improvement to the students' writing ability.

2. The Students' Interest

Referring to the findings about the interest of the students in experimental group, the researcher analyzed that the students are interesting in learning writing by series pictures. The data table 4.9 showed that fifteen students or 88.24% of seventeen students were strongly interested and two students or 11.76% were interested. It means that most of the students have positive respond about the use of series pictures in learning writing. In other words, the students are interested in writing ability by using series pictures.

CONCLUSION

Based on the data analysis and discussion in the previous chapter, the data showed that the probability value of pre-test was higher than level of significance (α) $0,172 > 0,05$ and the probability value of post-test was lower than level of significance (α) $0,02 < 0,05$ which indicated there was significant different between the score of pre-test and post-test. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The data also showed that the mean score of the pre-test was 65,22 while the mean score of post-test was 77,72. The mean score of post-test was higher than pre-test. The data showed that 88.24% of students were strongly interested and 11.76% were interested. The interest of the students showed a great positive in learning writing by using series pictures, it means the students are interested in writing ability by using series pictures. The researcher concluded that the use of series pictures has effects to improve the writing ability of second semester students of English Department at Tomakaka University.

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