

**THE INFLUENCE OF USING PICTURE PROMPTS  
TOWARDS STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS  
DARUL ULUM BUMI AGUNG WAY KANAN IN THE  
ACADEMIC YEAR OF 2022/2023**

**A Thesis**

Submitted as a Partial Fulfillment of the requirement for S1 – Degree

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## ABSTRACT

Picture Prompts is the application media Prompts for teaching writing, the students' find information from the Picture Prompts in text quickly as a clue. The objective of this research was to know the significant influence of using Picture Prompts Towards Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year of 2022/2023.

The research was conducted using quasi-experimental design. The population were 63 students taken from seventh grade of which was chosen through cluster random sampling technique. The samples used were two classes they are VII 1 as an experimental class and VII 2 as an control class which consist of 46 students. In the experimental class, Picture prompts was used, and in control class Textbook was used. The treatments were held in 3 meetings. In collecting the data, the researcher used an writing test descriptive text. After giving pre-test and post-test, the researcher analyzed the normality and homogenous distribution data using SPSS v.25 to compute Mann Whitney-U analysis.

The result showed that  $\text{Sig} = 0.023$  and  $\alpha = 0.05$ . it revealed that ( $H_0$ ) was rejected and ( $H_a$ ) was accepted because  $\text{Sig} < \alpha = 0.023 < 0.05$ . It means that Picture Prompts has a significant influence on the students' ability in writing descriptive text at the Seventh grade of MTs Darul Ulum Bumi Agung Way Kanan. In conclusion, Picture Prompts is a influence in helping students' to increase their ideas and imagination in writing especially descriptive text.

**Keywords :** *Descriptive Text, Picture Prompts, Quasi Experimental, Writing.*

## DECLARATION

The researcher is a student with the following identity:

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Hereby, I stated this thesis entitled "The Influence of Using Picture Prompts Towards Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year 2022/2023" is completely my own work. I am fully aware I have quoted some statements and theories from various source and those are properly acknowledged in the text.

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## MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا

“Verily, Allah will not change the condition of a people before they change their own condition.”<sup>1</sup>

(Q.S Ar-Rad: 11)

---

<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*. (New Johar The King Fahd Holy Qur'an Complex. 1987), p.114

## DEDICATION

This Thesis is dedicated to :

1. My beloved parents, Mr. Tekadno and Mrs. Siswiyati, who always pray for my success and give me motivation to study hard until now. I love them so much. I am thankful for having you by my side, and this thesis is absolutely also yours.
2. My beloved brother, Echa Surya Pratama, my beloved nephew Elnino Shakeel Pratama and my beloved sister Egi Novitasari, who always give me support and motivation.
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## **CURRICULUM VITAE**

The writer's name is Putri Anisya Safitri. She was born in Way Kanan on June 26<sup>th</sup>, 2002. She is the second child of two children of Tekadno and Siswiyati. She has older brother, whose name is Echa Surya Pratama.

She began her study at elementary school of SD N 2 Karangany Bumi Agung Way Kanan in 2007 and graduated in 2013. Then she continued her study at Junior High School of SMP N 2 Buay Bahuga Waykanan in 2013 and graduated in 2016. After graduating from Junior High School, she continued her study at Senior High School of SMA N 2 Buay Bahuga Way Kanan in 2016 until 2019. After that in 2019, she was registered as a student of English Study Program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, October 2, 2023  
The Researcher,

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## TABLES OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TABLES OF CONTENT .....</b>	<b>ii</b>
<b>LIST OF TABLES .....</b>	<b>iii</b>
<b>LIST OF APPENDICES.....</b>	<b>iv</b>

### CHAPTER I INTRODUCTION

A. Title Affirmation .....	1
B. Background of the Problem.....	2
C. Identification of the Problem.....	11
D. Limitation of the Problem .....	11
E. Formulation of the Problem.....	11
F. Objective of the Study .....	11
G. Significance of the Research .....	12
H. Relevant Previous Research .....	12
I. Systematics of the Research .....	15

### CHAPTER II REVIEW OF LITERATURE

A. Writing .....	16
1. Concept of Writing .....	16
2. Writing Process.....	18
3. Teaching Writing .....	18
4. Types of Classroom Writing Performance.....	20
5. Aspects of Writing .....	21
B. Text .....	22
1. Concept of Text.....	22
2. Types of Text.....	23
C. Descriptive Text .....	25
1. Concept of Descriptive Text .....	25
2. Example of Descriptive Text.....	26
3. Generic Structure of Descriptive Text .....	26
4. Grammatical Features of Descriptive Text.....	27
D. Concept of Media .....	27
1. Concept of Media.....	27
2. Types of Media .....	29
E. Picture Prompts .....	30
1. Concept of Picture Prompts .....	30

2.	Format of Picture Prompts .....	32
3.	Example of Picture Prompts.....	33
4.	Advantages and Disadvantages of Picture Prompts in Teaching Descriptive Text .....	34
5.	The Procedure Making Picture Prompts.....	35
6.	Guided Writing Method .....	35
7.	Procedure of Teaching Descriptive Text by Using Picture Prompts.....	37
F.	Textbook .....	38
1.	Concept of Textbook.....	38
2.	Advantages and Disadvantages of Textbook in Teaching Descriptive Text.....	40
3.	The Procedure of Textbook in Writing Descriptive Text .....	42
4.	Direct Method .....	42
G.	Frame of thinking .....	42
H.	Hypothesis .....	43

### **CHAPTER III RESEARCH METHODOLOGY**

A.	Research Design.....	44
B.	Variable of the Research .....	46
C.	Operational Definition of Variable .....	47
D.	Population, Sample, and Sampling Technique .....	47
E.	Data Collecting Technique .....	49
F.	Research Instrument .....	49
G.	Research Procedure .....	50
H.	Treatment for Experimental Class .....	51
I.	Scoring Procedure .....	52
J.	Validity, Reliability and Readability of the Test .....	55
K.	Data Analysis .....	58

### **CHAPTER VI RESULT AND DISCUSSION**

A.	The Result of the Research .....	61
1.	The Result of Pre-Test .....	61
2.	The Result of Post-Test .....	62
3.	The Result of Normality Test .....	63
4.	The Result of Homogeneity Test .....	63
5.	The Result of Hypothetical Test.....	64



B. Discussion .....	67
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	71
B. Suggestion .....	72
1. Suggestion for the Teacher.....	72
2. Suggestion for the Students.....	72
3. Suggestion for the other researcher .....	73
<b>REFERENCES .....</b>	<b>74</b>
<b>APPENDICES .....</b>	<b>81</b>

## LIST OF TABLES

	<b>Page</b>
1. Table 1 .....	6
2. Table 2 .....	48
3. Table 3 .....	52
4. Table 4 .....	64
5. Table 5 .....	65
6. Table 6 .....	66

## LIST OF FIGURE

	<b>Page</b>
1. Figure 1. ....	61
2. Figure 2. ....	62
3. Figure 3. ....	63
4. Figure 4. ....	63

## LIST OF APPENDICES

	<b>Page</b>
1. Appendix 1. Interview for the Teacher in Preliminary Research	82
2. Appendix 2. The Result of Interview Teacher in Preliminary Research .....	83
3. Appendix 3. Interview for the Students in Preliminary Research	84
4. Appendix 4. The Result of Interview Students in Preliminary Research .....	85
5. Appendix 5. The Student's Score of Writing at the First Semester of Mts Darul Ulum Bumi Agung in the Academic Year of 2022/2023 .....	90
6. Appendix 6. The system Scoring Rubric of Writing .....	93
7. Appendix 7. Silabus Pembelajaran .....	94
8. Appendix 8. Lesson Plan for Experimental Class .....	113
9. Appendix 9. Lesson Plan for Control Class .....	136
10. Appendix 10. The Student's Name in Experimental Class .....	146
11. Appendix 11. The Student's Name in Control Class .....	147
12. Appendix 12. Instrument of Pre-Test .....	148
13. Appendix 13. Instrument of Post-Test .....	149
14. Appendix 14. Surat Balasan Preliminary Research .....	150
15. Appendix 15. Expert Validation .....	151
16. Appendix 16. Readability of the Writing Test .....	152
17. Appendix 17. The name of Students Try out .....	153
18. Appendix 18. The Result of Readability Instrument .....	154
19. Appendix 19. The Result of Reliability of Pre-test and Post-test .....	155
20. Appendix 20. The Analysis of Students' Score of Writing Pre-test in Experimental Class .....	157
21. Appendix 21. The Analysis of Students' Score of Writing Pre-test in Control Class .....	158
22. Appendix 22. The Analysis of Students' Score of Writing Post-test in Experimental Class .....	159
23. Appendix 23. The Analysis of Students' Score of Writing Post-test in Control Class .....	160
24. Appendix 24. Result of Pre-test in Experimental Class .....	161



25. Appendix 25. Result of Pre-test in Control Class .....	162
26. Appendix 26. Result of Post-test in Experimental Class .....	163
27. Appendix 27. Result of Post-test in Control Class .....	164
28. Appendix 28. Gain of Experimental Class .....	165
29. Appendix 29. Gain of Control Class .....	166
30. Appendix 30. The Result of Normality Test .....	167
31. Appendix 31.the Result of Homogeneity Test .....	168
32. Appendix 32. The Result of Hypothetical Test .....	169
33. Appendix 33. Students' answer sheet .....	170
34. Appendix 34. Documentation .....	174
35. Appendix 35. Surat balasan penelitian .....	181
36. Appendix 36. Surat Keterangan Bebas Plagiat .....	182



# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

Affirmation of the title in this thesis intends to provide a brief explanation of the main title in the thesis. The researcher feels the need to emphasize the meaning of the title stated, "The Influence of Using Picture Prompts Towards Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year of 2022/2023". As the first step to understand the title of this research, the researcher will explain the title used in this research. This explanation which aims to avoid misunderstandings related to the main title of the proposal.

Influence is the power to have an important effect on someone or something. If someone influences someone else, they are changing a person or thing in an indirect but important way.<sup>1</sup> According to KBBI Influence is a power that exists or arises from something (person, thing) that helps shape a person's character, belief, or actions.<sup>2</sup>

Picture Prompts is picture with some information. It can be defined as a picture prompts to describe a particular object. In picture prompts there are some information related to the picture. According to Hyland, the writer needs material that will stimulate a written response that is the prompts.<sup>3</sup>

Writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.<sup>4</sup> Thus, writing is an activity to express their ideas through language media.

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<sup>1</sup> Vocabulary.com, <https://www.vocabulary.com/dictionary/influence>

<sup>2</sup> KBBI, Arti kata pengaruh (2001:894), <https://kbbi-web.id.cdn.ampproject.org/v/s/kbbi.web.id/pengaruh>.

<sup>3</sup> Ken Hyland. *Second Language Writing*. Cambridge Language Education. 2003, p.222.

<sup>4</sup> Douglas Brown. *Language assesment: Principle and Classroom Practices*. San Fransisco State University. 2004, p.218

Descriptive text is a text that describes something or someone appearance or feelings. According to Keith description is one of the most common purposes of language. You might describe to a family, friend, color looks like or how it feels.<sup>5</sup> It means that descriptive text is text describes the features of something like person, place, animal, or other things.

Based on the explanation above, it can be understood that the researcher conducted a study by the title of this research is to know The Influence of Using Picture Prompts Towards Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung in the Academic Year 2022/2023.

## **B. Background of the Problem**

Many students use the written language as a means of communication to convey the message, ideas, information, and so on. It means writing can be used for communication between the reader and the writer in written language to deliver message. Writing is pouring ideas into written form or telling something to others through writing. writing can also be interpreted as an expression of feelings as outlined in written form. In other words, through the writing process we can communicate indirectly.

According to Harmer writing is a way to produce language and express idea, feeling and opinion. Furthermore he stated that writing is a process that what people write is often heavily influenced by the constraints of genres and then these elements have to present in learning activities.<sup>6</sup> It means that writing is based on ideas to describing a language and the message conveyed by the author can be understood by the reader. There are four skills that should be mastered in learning English, and writing is one of them that should be mastered, writing is a thinking process. The process consist of some stages to reach the goal. Writing is a step a two-processes. The first, you figure

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<sup>5</sup> Keith S. Folse, April Muchmore-Vokoun. Elena Vestri Solomon, *Great Writing 2 Great Paragraphs, 3rd Ed*, (Boston: Heinle Cengage Learning, 2010), P.135.

<sup>6</sup> Jeremy Harmer, *How to teach writing*, (Longman: Pearson Education Limited, 2004), p.31



meaning, and then you put into language.<sup>7</sup> Writing skill is one of the most difficult skills for students to do. Writing requires effort to put his thoughts in paper to create good sentences or paragraphs according to the theme. For students, writing is not an easy thing to do and is a challenge for those who are not good at writing and even those who are good at writing. Thus in conclusion, writing is a skill that requires inspiration to produce creative ideas and good sentences according to certain themes. The sentences conveyed by the author are good if the written sentences made can be easily understood by the reader.

The problem in learning writing that students face is that students have difficulty increasing their imagination to develop writing, the students have difficulty expressing their ideas in writing English, students do not understand how to write English correctly, poor understanding tenses, writing semicolons often occurs due to inappropriate errors, capital letters are not paid attention, lack of exposure to books and reading materials, and teacher uses uninteresting technique or media that do attract students' attention. This problem is a challenge for teachers to improve students' writing skills and motivation at various levels of students abilities. To improve students' writing skills, pay more attention to teaching writing such as providing guidance and feedback.<sup>8</sup> It means, to deal with this various problems faced by these students', the teacher must be more creative in finding interesting ways to grow or increase students' interest in learning writing. Teachers should try different methods, techniques or the latest media that must be used and in accordance the problems. Regarding the problems and lack of interest in the methods presented by the teacher, the teacher should help students by providing active and interesting teaching methods. In teaching writing skill students should be given pictures such as with picture with clues that can help students to make sentences

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<sup>7</sup> H Douglas Brown, *Teaching by Principle an Interaction Approach to Language Pedagogy, Fourth Edition* (New York: Longman, 2011), p.361

<sup>8</sup> Rachel Nyanamoney Moses, Maslawati Mohamad, *Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review*, (Creative Education, Vol.10 No. 13, 2019)

related to each other. Of the various ways that the teachers do, it is hoped that they can overcome the problems above.

According to Harmer, some students are extremely unconfident and unenthusiastic writers. There may be many reasons for this: perhaps they have never written much in their first language(s). Perhaps they think that they don't have anything to say and can't come up with ideas.<sup>9</sup> Writing is not easy subject because it is not just transcribing language into written symbol, but also as thinking process. Whatever the reason we need to help such students build the writing habit so that they recognise writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

According Siahaan description is a text containing two components, identification and description by which a researcher describes a person, place, history, or a thing.<sup>10</sup> It means that writing Descriptive text are one of the types of texts that are often found in everyday life in form of tourist guides, travel brochures, and writing reviews on social media. Descriptive text can be considered easy to understand because usually the object discussed is already known by the reader. However, this type of text can also be difficult if the object being described is relatively new and not widely known, especially with the use of complex sentences. As we know writing is a matter of practice. When students have enough practice they will get the ability to write. It influence the students in writing skill, they have less motivation in writing essay. They put it aside. It is proven when students are given homework to write essay, some students only copy from the internet. And the others are not interested in writing especially descriptive text.

Based on the preliminary research at MTs Darul Ulum Bumi Agung, the researcher found that students still had many problem

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<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, (Longman: Pearson Edition Limited 2007, p.329)

<sup>10</sup> Mia Oktavia, *Teaching and learning writing descriptive text by using collaborative writing technique at the second semester of eighth grade of SMPN 4 Pakuan Ratu*, UIN Raden Intan Lampung, 2021. P.3.

in learning English especially in writing. Based on interview with the English teacher Miss Ita Farita, S.Pd, she said that the students do not understand the writing with correctly or get the wrong word in writing descriptive text, the students have difficult to express their ideas and develop their imagination and write it down through written form. The students are confused to write because they do not understand how to describe something and feel bored in teaching learning writing. And also students' poor understanding tenses, the way students write is still careless, they don't pay attention to writing rules and the correct use of punctuation. In learning process the teacher uses Direct method with the textbook to teach English because of limited facilities at school for teaching and learning in class making students less creative.

After interviewed teacher, the researcher also interviewed the students of the seventh grade of MTs Darul Ulum Bumi Agung Way Kanan. The researcher found some factors of students' problems in learning writing especially descriptive text. The students have difficulties in writing, because they said that teachers' media and method uses is not interesting in teaching writing, they feel bored and get difficulties to understand the use of teachers' media and method in teaching learning because the teacher just focuses on the theory and does not increase students motivation. The students are not able to write appropriately in grammatical rules. The seventh grade students are not proficient at writing or are amateurs. That's why they difficulty in finding ideas to complete the writing descriptive text, because the teacher also uses media that is less attractive to increase student's ideas. And they also difficulty understanding tenses to write it down. They can make examples of the tenses used according to the formula on the whiteboard. But, when they combine the tenses into one paragraph they get confused. In this research the teacher must have another media or method in teaching process in order to make students become more creative and easier to develop their ideas and imagination especially in writing descriptive text.

The result of the interview with the English teacher showed that the students' writing skill is still low. It can be seen in the table:

**Table 1**  
**Students' Score at the Seventh Grade of MTs Darul Ulum Bumi Agung in the Academic Year of 2022/2023**

No	Class	<70	>70	Total of students
1.	VII 1	16	7	23
2.	VII 2	17	6	23
3.	VII 3	11	6	17
<b>Total</b>		<b>44</b>	<b>19</b>	<b>63</b>

*Source: English Teacher of MTs Darul Ulum Bumi Agung 2022/2023<sup>11</sup>*

Based on the table 1 above, there were 19 students out of 63 students who passed the test based on criteria of minimum mastery (KKM) and there were 44 students failed. In this research, the students score of KKM in MTs Darul Ulum is 70 and there are still many students who get the score under 70. The total number of students who get difficulty in writing is 44 out of 63 students. Based on the explanation above, it means that the students who felt difficult in writing were majority.

Thus, in this research the researcher conclude that the teacher must have another media in teaching process in order to make the students become more creative and easier to develop their imagination in writing descriptive text, and to make students able to write descriptive text appropriately in grammatical rules. Based on preliminary research that was done by the reseacher in MTs Darul Ulum Bumi Agung, the students' ability in writing especially in descriptive text is still low. After doing observation to observe this problem, an English teacher should find effective media or techniques or also method that can be used to increase their participation in the class, make them interesting, to help students creativity and their ideas in English writing. It is necessary to the teachers to make or create a different

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<sup>11</sup> Ita Farita,S.Pd, Interview Preliminary Research, *Sources by English Teacher at MTs Darul Ulum Bumi Agung*



atmosphere in the classroom to get good results for students during the learning process. Learning process will be easier and effective for teachers to transfer knowledge with using media. Thus, it will increase the interest and motivation of students in learning. With the media, it is expected that the learning objectives will be delivered in accordance with the learning objectives desire.<sup>12</sup>

Picture prompt can be stated as new media in during writing process. It is a combination of pictures and prompt as clue.<sup>13</sup> According to Hyland, Prompt is the stimulus the student must respond to.<sup>14</sup> Picture prompts are instructions in pictures, such as pictures that contain questions in the picture that must be answered in order to write an essay. In addition to procedural information, writers also need material that will stimulate a written response and this is the fuction of the prompt.<sup>15</sup> The use of picture is very powerful and has many advantages on engaging students<sup>7</sup> in task to flow. Picture can stimulate students to understand the sensory detail of the object. Some picture can be used to help student in writing. They are flash picture, picture cards, motion picture and picture prompts.<sup>16</sup> Thus, it means picture prompts are visual images that can stimulate the imagination and can increase the students ideas in writing descriptive text, when the students got and important opinion to express their ideas is the best way using Picture Prompts.

According Ken Hyland, each type of stimulus has its own particular characteristics for different uses. Generally, the more detailed and explicit the material is, the greater support it offers learners, so that a picture prompts can develop ideas clearly, and

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<sup>12</sup> Sinta Kusuma, *Pengembangan Media English Vocabulary card pada mata pelajaran bahasa inggris kelas V SD/MI*, UIN Raden Intan Lampung, 2018. P.4.

<sup>13</sup> Casimirus Andy Fenanlampir, *The effectiveness of picture prompt in teaching descriptive text*. Magistra: Jurnal keguruan dan ilmu pendidikan, Universitas Musamus, Vol.7 No.1 Januari 2020

<sup>14</sup> Ken Hyland, *Second Language Writing*, Cambridge Language Education, 2004, p.221

<sup>15</sup> Ken Hyland, *Second Language Writing*, *op.cit*, p.222.

<sup>16</sup> Istiqomah Khoiril Ilmi, *The use of picture prompts to improve students writing in descriptive text*. Semarang state university, 2015.

to produce better writing.<sup>17</sup> It means that media picture is one of the many media that can be used to improve the students ability in writing skills. In teaching descriptive texts, picture prompts are better way to be used as a media in teaching writing descriptive text. This practice gives them the knowledge to use the constructions correctly. Using picture prompts in learning activities to write descriptive text can increase learning motivation and help students to improve thinking skills to become more focused and not confused in developing ideas. The researcher believes that it help them to lower their affective filters and get involved with writing especially descriptive text.

Picture Prompts is an effective media to use in helping the students to write to enhance their ideas and stimulate their imagination in writing. Based on the problems in class picture prompts can increase students' interest and attention in learning English, especially writing descriptive text, because by providing active and interesting learning media such as Picture Prompts it can be a solution for students to no longer confused in writing because in the picture prompts there are pictures accompanied by clues or questions that students must respond to in order to stimulate their ideas in writing into a more directed form of writing. from the various ways that teachers do, it is hoped that they can overcome the problems.

Picture Prompts is an effective media to be used in helping the students to compos their writing, especially composing dialogue writing. It has been revealed by a research conducted by Atika Puspasari, DKK, in Universitas Bina Darma entitled "Collaborative Dialogue Writing Through Picture Prompts To Increase The Students' Writing Skills". The result of the research showed that there was significant progress for the students in writing Dialogue Writing from Pre-test.<sup>18</sup>

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<sup>17</sup> Ibid, P. 91

<sup>18</sup> Atika Puspasari, Rosmaidar & Komala Dwi Syaputri, *Collaborative Dialogue Writing Through Picture Prompts To Increase The Students' Writing Skills*. (Universitas Bina Darma, HOLISTICS JOURNAL, Volume 10, Number 19 June 2018, ISSN: 2085-4021)

Picture Prompts is able to make students creative to describe story of picture. It has been revealed by a research conducted by Casimirus Andy Fenanlampir entitled “The Effectiveness Of Picture Prompt In Teaching Descriptive Text”. The result of the research showed that picture prompt is effective used as a media in teaching writing descriptive text. It was proven by students’ score both control class as 59.16 meanwhile and class got scores as 79.16. Therefore, it is recommended that the teachers can use pictures as an effective media to improve the students writing skill.<sup>19</sup>

Picture Prompts are an interesting media to improve students writing abilities. A research conducted by DB. Ajeng Rahayu Arbyah at UIN Raden Intan Lampung entitled “The Influence of Picture Prompts Towards Students’ Narrative Writing Ability”. Revealed that using this media helped students understand text easily, and significantly influenced of picture prompts applied to their writing abilities in narrative text.<sup>20</sup>

Picture prompt can improve writing skills. Arpin Arif Rangga conducted this research at STAIN Palopo entitled “Improving Students Writing Skills Through Picture Prompts At MA Al-Jihad Buangin Sabbang”. The result of the research showed that it was found out the acceptability because T-test is bigger than T-table. It means that, the students writing skill can improved through picture prompt. The research was conducted on the 11th grade students of MA Buangin Sabbang consisting one class and the researcher took 25 population as a sample.<sup>21</sup>

The implementation of Picture Prompt media can improve students’ skill in narrative text. It has been revealed by a research conducted by Shofa Soida Kusna in IKIP PGRI Bojonegoro

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<sup>19</sup> Casimirus Andy Fenanlampir. *The Effectiveness Of Picture Prompt In Teaching Descriptive Text*, Magistra: Jurnal Keguruan dan Ilmu Pendidikan, Universitas Musamus, Universitas Musamus, Vol. 7 (1), Januari 2020-45

<sup>20</sup> DB. Ajeng Rahayu Arbyah. *The Influence of Picture Prompts Towards Students’ Narrative Writing Ability*, (Repository UIN Raden Intan Lampung, 2020 acces at March 5,2022)

<sup>21</sup> Arpin Arif Rangga. *“Improving Students Writing Skill Through Picture Prompt At MA Al-Jihad Buangin Sabbang”*, (Repository STAIN Palopo, 2014, acces at March 4, 2022 )

entitled “Using Picture Prompts to Improve Students Writing Skill in Narrative Text at the tenth Graders of SMA Plus Al Amanah Bojonegoro in the academic year of 2018/2019”.<sup>22</sup> According to Shofa, this research shows that the implementation of picture prompts can improve students' writing ability. The results of this research are supported by students' scores which improved in every cycle. This research was a classroom action research conducted in class X IIS 2 of SMA Plus Al Amanah Bojonegoro.

From the previous above, it can be seen that there are similarities and differences compared to previous research. The similarities with the research of D.B Ajeng on Picture Prompts in Narrative Text are that the media used is Picture Prompts in the Experimental class and Textbooks in the Control group class, the research took in Junior High School but the school, population and the sample that will applied is different, the research design that will used is the same used quantitative design. And the similar from Istiqomah Khoirul Umi about Picture Prompt in Descriptive Text, that similar about the skill that was used is Descriptive Text. The differences of the previous research with the researcher are; (1) almost of previous reserach were applied Picture Prompt in SMA,SMP, and College Students, while this research will apply in MTs Darul Ulum, (2) the previous research use Picture Prompt in any sector such as Collaborative Dialogue Writing, Descriptive Text, Narrrative Text, and Writing skill. While this research will use Descriptive text, (3)the research design of the previous are CAR, Qualitative and Quantitative design, while this research will applied Quasi Experimental design. (4) the method that will applied in this research is Direct method.

Based on the explanation above, the researcher is interested in using Picture Prompts in teaching writing descriptive text. Therefore, the researcher proposes a research entitled of “The

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<sup>22</sup> Shofa Soida Kusna. *Using Picture Prompts to Improve Students Writing Skill in Narrative Text*, (Repository IKIP PGRI Bojonegoro, 2019, acces at March 4, 2022)

Influence of Using Picture Prompts Toward Students' Ability In Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year 2023.

### **C. Identification of the Problem**

Based on the background of the problem, the researcher identified the problems are as follows:

1. The students' were difficult to express their ideas in English writing.
2. The teacher was difficult to choose an appropriate and interesting media or technique in teaching writing.
3. The students' were not able to understand and write appropriately according to grammatical rules.

### **D. Limitation of the Problem**

Based on the identification of the problem above, the researcher focused on The Influence of Using Picture Prompts Toward Students' Ability In Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year 2022/2023. The researcher can indicate that Picture Prompts can improve and motivate the students to learn writing ability especially descriptive text.

### **E. Formulation of the Problem**

Based on limitation of the problem researcher formulate the problem as follow: Is there any influence of using Picture Prompts Towards Students' Ability in Writing Descriptive Text?

### **F. Objective of the Study**

The objective of the research was to find out the significant influence of using Picture Prompts Towards Students' Ability in Writing Descriptive Text at the Seventh Grade of MTs Darul Ulum Bumi Agung Way Kanan in the Academic Year 2022/2023.

## **G. Significance of the Research**

### 1. Theoretical Contribution

The result of this research expected can support and complement the previous research related about teaching writing ability using Picture Prompts.

### 2. Practical Contribution

#### a. For the Students

It is hoped this research allows students to gain new experiences in improving their writing skills through Picture Prompts.

#### b. For the Teacher

It is hoped that this research can provide information to English teacher about Picture Prompts for teaching Writing Descriptive Text.

## **H. Relevant Previous Research**

Based on the theoretical of the study that has been done. The researcher found several previous researches are relevant to the research. Some of them as follow:

1. The results of the research conducted by Atika Puspasari, Rosmaidar & Komala Dwi Syaputri, with the title:

**“Collaborative Dialogue Writing Through Picture Prompts To Increase The Students’ Writing Skills”.**

This study used Picture Prompts to find out whether the learning model picture prompts can improve students’ writing skills and be able produce more writing ideas. The research questions in this research are 1) How is the benefit of using picture prompts to increase students’ writing skills?. The research design in this study used quasi experimental research. The population in this study was all students of the English Language Study Program of Universitas Bina Darma. The samples were the Sixth Semester Students of the English Language Study Program at Universitas Bina Darma. The instrument was collected by



writing test. The result of the test were analyzed by the experienced rather in the teaching of writing.<sup>23</sup>

2. The results of the research conducted by Casimirus Andy Fenanlampir with the title:

**“The Effectiveness Of Picture Prompt In Teaching Descriptive Text”.**

Picture prompt is media combination pictures and clues. This study was investigated to clarify that picture prompt was as an effective media to increase learners’ writing outcomes particularly in The Effectiveness Of Picture Prompt In Teaching Descriptive Text. This used an experimental method. Based on the test scores in the pre-test and post-test, there were significant developments. This can be seen in the percentage value of each test. The percentage of the post-test was 58.1% in the control class and then the post-test developed to 79.03% in the experimental class. It is implied that using pictures with instructions can develop the students’ writing descriptive text ability. Therefore, students are able to express themselves creatively and cogently.<sup>24</sup>

3. The results of the research conducted by DB. Ajeng Rahayu Arbyah with the title:

**“The Influence of Picture Prompts Towards Students’ Narrative Writing Ability”.**

This study used Picture Prompts to find out whether there a significant influence on students’ narrative writing abilities. The research question in this research are 1) Is there any Influence on students’ narrative writing ability after being taught using picture prompts?. This study used an quasi experimental design, the population is Eighth Grade Students of SMPN 3 Bunga Mayang Lampung Utara, were subjects of this study divided into two classes consisting 32 students for control class and 27 students

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<sup>23</sup> Atika Puspasari, Rosmaidar & Komala Dwi Syaputri. *Collaborative Dialogue Writing Through Picture Prompts to Increase the Students Writing Skills*, Holistics Journal, 2018. Vol 10. ISSN 2085-4021.

<sup>24</sup> Casimirus Andy Fenanlampir. *The Effectiveness Of Picture Prompt In Teaching Descriptive Text*, Magistra: Jurnal Keguruan dan Ilmu Pendidikan, Universitas Musamus, Universitas Musamus, Vol. 7 (1), Januari 2020-45

for experimental class. The instrument was collected by writing test. After giving posttest, the research data was analyzed. After analyzing data, the result was concluded that H<sub>0</sub> was rejected. Therefore, there was significant influence of picture prompts applied to the students writing narrative text.<sup>25</sup>

4. The results of the research conducted by Arpin Arif Rangga with the title:

**“Improving Students Writing Skill Through Picture Prompt At MA Al-Jihad Buangin Sabbang”.**

The purpose of this research is to find out the knowledge weather picture prompt can encourage students writing skill, and to find out the students attitude toward picture prompt in encouraging their writing skill. The problem statement were 1) Can picture prompt encourage students’ writing skill?, 2) How is the studentds’ attitude toward picture prompt technique in encouraging their writing skill?. The population is the eleventh students of MA Buangin Sabbang consisting one class and the researcher took 25 population as a sample. This study used experimental method, that involves two variables, the independent variable was Picture prompt and the dependent variable was English writing skill. The instrument test make writing paper by researcher. Having analyzed data, it was found out the result is acceptability because T-test is bigger than T-table. It means that, the students writing skill can improved through picture prompt.<sup>26</sup>

5. The results of the research conducted by Shofa Soida Kusna with the title:

**“Using Picture Prompts to Improve Students Writing Skill in Narrative Text”.**

The purpose of this research is to find out the implementation of picture prompt in improving students’ writing

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<sup>25</sup> DB. Ajeng Rahayu Arbyah. *The Influence of Picture Prompts Towards Students’ Narrative Writing Ability*, (Repository UIN Raden Intan Lampung. 2020 acces at March 5,2022)

<sup>26</sup> Arpin Arif Rangga. *“Improving Students Writing Skill Through Picture Prompt At MA Al-Jihad Buangin Sabbang”*, (Repository STAIN Palopo, 2014, acces at March 4, 2022 )

ability. The problem statement is 1) How can the use of Picture Prompts improve students ability in writing narrative texts?. This study was conducted in class X IIS 2, there were four main activities in this action research. They were pretest, cycle 1 and posttest. The subject of this study were X IIS 2, and took class X IIS 2 as the sample as subject. In this research, qualitative data was result of observation concerning the researcher planned, while quantitative data was related to the students score in writing test.<sup>27</sup>

## **I. Systematics of the Research**

Chapter I INTRODUCTION, this chapter consist of the title confirmation, Background of the Problem, Identification, Limitation and Formulation of the Problem, Objective of the Study, Significance of the Research, Relevant Previous Research, Systematics of the Research.

Chapter II REVIEW OF LITERATURE, this chapter consist of Frame of Theory involves Writing, Text, Descriptive Text, Concept of Picture Prompts.

Chapter III RESEARCH METHODOLOGY, this chapter consist of Research Design, Variable of the research, Population, Sample, and Sampling Technique, Data Collecting Technique, Research Instrument, Scoring Procedure, Validity, Reliability and Readability of the Test, Data Analysis.

Chapter IV RESULT AND DISCUSSION, this chapter consist of The Result of the research, Discussion.

Chapter V CONCLUSION AND SUGGESTION, this chapter consist of Conclusion, Suggestion.

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<sup>27</sup> Shofa Soida Kusna. *Using Picture Prompts to Improve Students Writing Skill in Narrative Text*, (Repository IKIP PGRI Bojonegoro, 2019, acces at March 4, 2022)

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Writing

##### 1. Concept of Writing

According to Harmer, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.<sup>1</sup> Writing is an important skill and writing is the most difficult skill to learn. Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. Everyday student do writing activity by using mobile phone to sending a message. It means that the purpose of writing not only for media but also giving information from writer to reader. Writing has mechanical components that must be apply in writing to be good sentences or to be good paragraph. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts.<sup>2</sup> It means that are designed to help students overcome problems with handwriting and spelling.

According to Murcia, writing is the ability to express one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master this skill.<sup>3</sup> Writing was described as difficult skill because there were some aspects included in written work. In writing the writer not only focused in expressing idea but also the writer must had understanding in language aspects. It means that we must have an ability to express our ideas and thoughts in out writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that shoul be fullfield.

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing* (London: Longman Group, 2004)

P.33

<sup>2</sup> *Ibid, Op.Cit., P.44*

<sup>3</sup> Marianne C. Murcia, *Teaching English as a Second or Foreign Language Third Edition* (Heinle Publisher, 2001) P.206

According to Preveen, writing is a skill which must be taught and practiced.<sup>4</sup> Furthermore, writing is a skill that practice to convey an idea that becomes writing. Writing is the most efficiently acquired when practice in writing parallels practice in other skills. Writing is also useful for setting homework exercises and for some class text. It means, writing is a skill that requires good teaching and must be taught correctly so that the desire in writing is always achieved then trained in the right way in order to get a good sentence so that the completed ideas are thought then it is transferred through writing.

According Richard and Renandya pointed that writing is the most difficult skill for second language learners to be mastered. The difficulty lies not only in generating and organizing idea, but also in translating these ideas.<sup>5</sup> It means that writing was considered as difficult skill among the other skills in English. Writing is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

Based on the statement above, the researcher concludes that writing is an activity to share opinion, convey or express ideas in the form of writing of symbols formed from the combination of letters that form words, sentences, paragraphs and texts. Writing is an important, difficult and complex skill in English. Writing was difficult because it needed to explore the writer ideas, feeling and thought. In writing must use the correct mechanical components such as handwriting, spelling, punctuation to be understood by the readers.

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<sup>4</sup> Patel M.F, Praveen M.Jain, *English Language Teaching*, Jaipur: (First Publisher, 2008), P.125

<sup>5</sup> Jack Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), P.303

## 2. Writing Process

According to Harmer, that there are some processes of writing, such as follow:

### a. Planning

Experiences writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say.

### b. Drafting

We can refer to the first version of a piece of writing as a draft.

### c. Editing

One writer has produces a draft then they usually read though what they have written to see where it works or not.

### d. Final version

Once writers have to edit their draft, make the changes and they consider well necessary, they produce their final version.<sup>6</sup>

From the explanation above, the researcher concludes that writing is an activity that has several steps because in a good writing, there are some processes they are called a writing process. The writing processes are planning, drafting, editing. And final version. Process writing in the classroom may be constructed as a programme of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.

## 3. Teaching Writing

According to Praveen and Patel, in the beginning the teacher must teach everything by demonstration. It is very necessary as the teacher to give students necessary practice in drawing the pattern. It helps the students to write correct spelling because they have reproduced the visual image that is gotten while reading. A printed script of the teaching is profitable also because it given

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<sup>6</sup> Jeremy Harer, *How to Teach Writing*. (New York: Longman, 2004), P.4-5

less strain to the muscles because effort is not made to join letters.<sup>7</sup>

According to Harmer, that far the most important reason for teaching writing of course is that a basic language skill.<sup>8</sup> While writing is a part of basic language skill and also teaching writing is the most important and focus to help students in writing classroom as a the students activity in the teaching learning writing process.

According to Brown, that role of the teacher must be a facilitator and coach, not the manager. As facilitator, the teacher allows learners to share in the composition. Based on Brown, there are some process approaches in writing instruction as follows:

- a. Focus on the process of writing that leads to the final written product.
- b. Help student to understand their own composing process.
- c. Help them to build repertoires of strategies for pre-writing, drafting, and re-writing.
- d. Give students time to write and rewrite.
- e. Place central importance on the process of revision.
- f. Let students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during the process of composition.<sup>9</sup>

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<sup>7</sup> M Jain Praveen and Patel, *English Language Teaching. (Methods, Tool, and Technique)* (Rajpur: Sunrise Publishers and Distributors, 2008). P126

<sup>8</sup> Jeremy Harmer, *How to Teach English*, (England: Longman Limited. 1998). P.79

<sup>9</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*, (California: Pearson ESL, 2000), P.335-336

Based on that statement, it can be concluded that the teaching writing is a process that produces a good written with the same approach. In teaching writing there are two different points that will be focused, that is product of writing process and the writing process itself. It means that, to make a written product that must be balance between the process in writing and product of writing itself. Because writing is as important skill as speaking, listening and reading as a basic skill.

#### 4. Types of Classroom Writing Performance

According to Brown, that there are types of writing class performance as follow:

a. Imitative

At the beginning level of learning to write, students will simply “write down” English Letters, words and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive or controlled

Writing is sometimes used as a production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

c. Self writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall.

d. Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language



students, short answer exercises, essay examinations, and even research reports will involve an element of display.

e. Real writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing. There are three subcategories illustrate how reality can be injected:

- 1) Academic
- 2) Vocational/technical
- 3) Personal<sup>10</sup>

## 5. Aspects of Writing

In writing activity, the writers are successful if their writing contains some components or aspects of writing. There are five components which have to fulfill. The components as follow:

- a. Content is a planning, writing, and editing process to make the text is clear and can be understood.
- b. Organization, the writer reflects on how he chronologically arranges and organizes ideas when compiling the text.
- c. Vocabulary is one aspect of language related to the learning process in writing is vocabulary. In a process off writing text, the writer always thinks of the right way to put the words into sentences creatively and appropriately which then puts the sentences into paragraphs.

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<sup>10</sup> H Douglas Brown. *Teaching by Principle An Interactive Approach to Language Pedagogy*. (San Fransisco: Longman. 2001) P.343

- d. Language use in writing implicants correct from of the decrees of language or grammar. It focus verbs, nouns, and agreements.
- e. Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important in terms of directing the reader to understand or recognize what the writer means with certainly.<sup>11</sup>

Based of the statement above, it can be concludes that writing is not only pouring out the ideas that are in our minds, but also must pay attention to every aspects of writing. writing has five aspects or components namely: Content, Organization, Vocabulary, Language, and Mechanics. They are components to be intended by the writer to get good writing. In addition to making our writing more neat, it also allows readers to understand the meaning of our writing.

## **B. Text**

### **1. Concept of Text**

According to Peter Knapp, text is any completed act of communication such as a greeting between friends in teh street, a television advertisement, a novel, or a film and so on. As far as speech adn writing are concerned, a text stands alone as an act of communication.<sup>12</sup> Different types of texts have distinctive characteristics, depending on what they are made to do. A piece of poetry, for instancne, is immediately and characteristically different from a scientific description because each is doing a vastly different thing with language. It means text can be classified and organised in a multitude of ways: everyday, formal, entertaining and informational.

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<sup>11</sup> Tania Tita S, Rudy Sofyan, Desri Maria S. *A Writing Skill Assesment of the First Semester English Department Students Of the Universitas Sumatera Utara*. (Sumatera Utara: Universitas Sumatera Utara, BAHAS Vol.32 No. 2, 2021)

<sup>12</sup> Peter Knapp, Megan Watkins. *Genre, Text, Grammar Technologies for Teaching and Assesing Writing*. (Australia: University of New South Wales) 2005, P.29

According to Diane Larsen, the text is about content that is significant to the students, it is collaboratively produced, it is whole, and since it is the students story, the link between text and meaning is facilitated.<sup>13</sup> It means text is an article that is composed with sentences that have context. The language unit used in the text is complete in writing such as in books, letters, written documents for learning facilities.

According to Given, the most of the text is written as a conversation and like a play script, so readers can distinguish who is writing what.<sup>14</sup> It means that text is anything that can be read. Text is relied in the form of discourse and is more conceptual in nature. So that, when compiling text for a specific purpose, it can be interpreted as selecting the form and structure of the text to be used and the message of the writer wants to convey can be understood correctly by the reader.

Based on some of the statement mentioned above, it can be seen that the text in reality it is always in the form of a collection of sentences. A sentences is a collection of several words, and words is a collection of several letters arranged according to the rules of a language. The text is formed from a series of sentences or words must be continuity according to the context of the situation. Text have different structure is the way the text will arranged. The purpose of pouring a text must be able to convey information. The text approach used must be in accordance with the purpose and function of the types of text that will be used be delivered.

## 2. Types of Text

There are several types of Text in English, namely as follow:

- a. Narrative text is a text that tells about sequence of event in the past from the beginning to the end. The moral value from the story is used to inform, entertain, motivate, or to teach the readers.

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<sup>13</sup> Dianne Larsen-Freeman and Marti Anderson, *Techniques & Principles in Language Teaching Third Edition*, (Oxford, University Press) 2011

<sup>14</sup> Lisa M. Given, *The Sage Encyclopedia Qualitative Research Method*, (London: Sage, 2008), P.235.

- b. Descriptive text is a text that describe and reveal a something like person, place, or things. Descriptive text which says what a person or a thing is like.
- c. Argumentative text is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.
- d. Recount text is a text that telling the reader about one story, action or activity. Recount text is a text which retells event or experiences in the past.
- e. Procedure text is a text that gives us instructions for doing something.
- f. Report text is a type of text in English that describes the details of an object. The function is to describe the way things are, with references to arrange on natural, manmade and social phenomena in our environment.
- g. Analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.
- h. Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or not happen or be done.
- i. Explanation text are pieces of writing that explain something. They might tell you how or why something happens, or give information on how to do something.
- j. Discussion text is a text that presents a problematic discourse. In the other words, this discourse raises the pros and cons in society.
- k. News item text is a text that informs the reader about event considered as a newsworthy.
- l. Anecdote text is a text which deals with something unexpected or out of ordinary that usually contains some amusing or unusual incidents.

- m. Spoof text, is a type of text or story that has a funny twist or surprise at the end. The surprise is an unexpected event that makes the story or text funny.<sup>15</sup>

### C. Descriptive Text

#### 1. Concept of Descriptive Text

Descriptive text is a writing that acknowledges readers about human, place, or thing in its physical characteristics. According to Kirszner and Mandel, a descriptive essay tells what something looks like or what it feels like, sounds like, smells like, or tastes like.<sup>16</sup> It means that descriptive text is text describes the features of something like person, place or things. Descriptive text is a text can describe physical phenomena they have never actually seen. And also descriptive text provides a detailed explanation so that readers can understand the object of information they are looking for.

Moreover Siahaan state that description is written English text in the writer describes an object.<sup>17</sup> It means that the purpose of descriptive text is a text which used to describe something, someone, or a place. Basically, the purpose of descriptive text is providing informaation, thus, it helps the reader to imagine what the text is about. In other word, the social function of descriptive text is to describe a particular person, place or thing.

Descriptive text is a text that describes something or someone appearance or feelings. According to Keith description is one of the most common purposes of language. You might describe to a family, friend, color looks like or how it feels.<sup>18</sup> Descriptive is describes how something or someone looks or feels. It gives an impression of something.

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<sup>15</sup> Riswanto, *Text Types In The Frame Of Genre Approach*, (Bengkulu, Dosen IAIN Bengkulu) nuansa Vol X No 1 Juni 2017.

<sup>16</sup> Laurie G. Kirszner and Stephen R. Mandell, *Patterns for college Writing: A Rhetorical Reader and Guide* (Boston: Bedford/St. Martin's, 2012) p.152

<sup>17</sup> Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

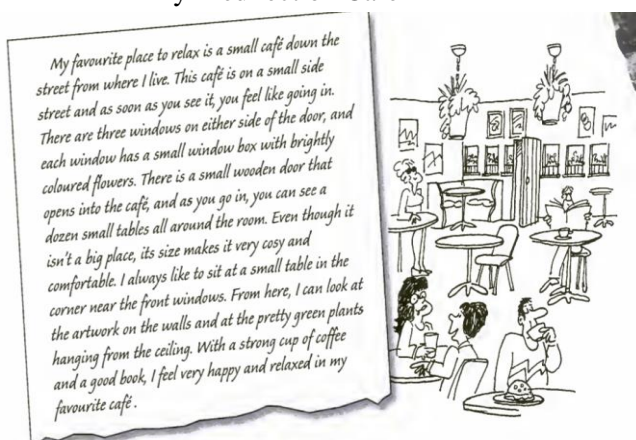
<sup>18</sup> Keith S. Folse, April Muchmore-Vokoun. Elena Vestri Solomon, *Great Writing 2 Great Paragraphs, 3rd Ed*, (Boston: Heinle Cengage Learning, 2010), P.135.

Based on the explanation above, the researcher concludes that descriptive text is a text which describes something and includes of the characteristic of something, someone, or somewhere. It tells the readers with the content of the text. Descriptive text also has social function that is to describe a particular person, place or things.

## 2. Example of Descriptive Text

### a. Describing place

#### My Predilection Cafe



19

## 3. Generic Structure of Descriptive Text

Generic structure is a text structure for organizing texts for creating coherent of texts. Descriptive texts have two generic structure, as follows:

### a. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. Identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or

<sup>19</sup> Dorothy E Zemach, & Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Macmillan Publisher, 2005), p.26

paragraph can guide the student to organize and develop ideas to be good writing.

b. Description

Description it describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. The writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. Thus, the reader can comprehend well what the English descriptive text is about.<sup>20</sup>

4. Grammatical Features of Descriptive Text

The language features of descriptive text are:

- a. Simple present tense
- b. Action verb
- c. Specific noun
- d. Adjective
- e. Vocabulary
- f. Mechanics
- g. Testing writing.<sup>21</sup>

## D. Media

1. Concept of Media

Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling and interest to gear the students' learn.<sup>22</sup> Media was commonly used by English teacher in Learning Process. It can be the link or key to transfer teachers' concept of certain material to students' understanding. Teaching and learning process in the classroom, especially in Junior High School should

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<sup>20</sup> Ade Dwi Jayanti, Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang, (ENGLISH FRANCA, Vol.3 No.1 2019), P.78-79

<sup>21</sup> Ibid. Ade Dwi Jayanti. *Op.Cit*, P.79-81

<sup>22</sup> Regina Rahmi, *The Implementation of Media in English Language Teaching*, STKIP Bina BangsaGetsempena Banda Aceh, ISSN 2086-1397, Vol. V Nomor 1, Januari 2014, p.6

be designed in meaningful activities. One way of teaching English is to present material using the media. This will make the learning process interesting and fun. The positive consequence of using media that teachers must always update their materials and examples. As a media concept in the teaching and learning process, teachers must choose media carefully before they use it.<sup>23</sup> It means in teaching English in the classroom, teachers must be good at selecting, adapting, and developing various teaching strategies including the use of visual aids. The teacher must be active by giving examples, moving hands, with facial expressions according to the situation, and also choose one effective source in a learning process is to use media or visual aids to facilitate students understanding.

According to Arsyad that the word media comes from the Latin *medius* which literally means middle, intermediary, or introduction. Media included graphics, photographs or electronic to absorb, process, and rearrange visual and information. Media is instrument that can be used to distribute some points in a material of subject.<sup>24</sup> In this sense, teachers, textbooks, and the school environment are media. Media are aids needed to support some of activities in the world. Media is needed in teaching learning process because teacher can give new atmosphere in their class. Thus, the students have a big enthusiasm in teaching learning process, it can be help students mastered the material that the teacher gave to them.

Media is an instrument that is used to transform messages or information from resource to receiver.<sup>25</sup> Teaching English language using media is one of Strategy to help teacher to transfer knowledge in learning process with interesting way. And the main functions of the media is to motivate interests, and

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<sup>23</sup> Fajar Wirawan, *A Study On The Teaching Media Used By The English Teacher At SMP Muhammadiyah 2 Malang*, STKIP Insan Madani Airmolek, November 28th 2020, Vol 5 No 2, ISSN online 26208326.

<sup>24</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2004), P.3

<sup>25</sup> Durratul Hikmah, *Media For Language Teaching and Learning in Digital Era*. (Universitas Nurul Jadid, December 2019, Vol.01 No.02), P.1



entertainment techniques.<sup>26</sup> Thus, the teachers should apply the media in teaching learning activities because media are created the possible direct interaction between the learners and their environment. Media are produce some observation. The learners observation can be directed into the important things based on the teachers' aims.

From the statement above it can be concludes that media is a tool used in teaching and learning process. Media is implemented to stimulate learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals. Media are aids needed to support teaching and learning process. They can often help students understand something, presented better than telling them verbally. Thus, teaching writing can be easily by using the media. Media that can be used in this research is Picture Prompts in writing descriptive text.

## 2. Types of Media

According to Harmer, there are several types that can be used by teachers:

- a. Realia can be used as a stimulus for a creative activity. Using relia is helpful for teaching the meaning of words for stimulating students activity; teachers sometimes come to class with plastic fruit, cardboard clock faces, or two telephones to help simulate phone conversations. Thus relia as objects and teaching props from the world outside the classroom that are used for teaching and learning. It can be inferred that relia is a learning aid in class which functions to provide direct experience to children. For example, such as real media or real objects that can be seen, touched, held and manipulated. All real media in the classroom, but can be used as an observation activity in the environment.

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<sup>26</sup> Galuh Bestari R.M, Farqan Pradana R.P, Lulus Irawati, *Teaching Vocabulary Vy Using A Mascot For the First Grade Students of Elementary School*, Universitas PGRI Madiun, 2019.

- b. Pictures can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations. Some teachers also use projected slides, images from an overhead projector, or projected computer images. Some teachers and materials designers object to this use of illustrations because they consider it gratuitous. But it should be remembered that if the pictures are interesting, they will appeal strongly to at least some members of the class. It means that pictures is media visual in a two dimensional form as diverse thoughts or outpourings. Thus, this media can help students to express the information contained in the pictures. By using pictures students can get ideas and complete their assignments.
  
- c. Cards can range from carefully prepared pieces of thick paper which have been laminated to make them into a reusable resource to small strips of paper which the teacher brings in for one lesson only.<sup>27</sup> It can be concluded that cards is a media visual that is used in learning to read and write the beginning in the form of thick paper that is rectangular is shapes and contains words or pictures that are appropriate to the material being taught.

## **E. Picture Prompts**

### **1. Concept of Picture Prompts**

Picture prompt is a picture in which there are instructions given before or during the behavior. According to Hyland, Picture prompt is the stimulus picture the student must respond to. In addition to procedural information, writers also need material that will stimulate a written reponse and this is the

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<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, Pearson Education Limited, 2007, p.177-180.

function of the prompt.<sup>28</sup> It means the picture prompt facilitated transfer of stimulus control because it enhanced the participants discrimination of the relevant features of the comparison stimuli.

According Charlotte, Picture prompts facilitated transfer of stimulus control because it enhanced the participants discrimination of the relevant features of the comparison stimuli.<sup>29</sup> A picture prompt is a piece of short fiction, anywhere from one hundred to ten thousand words in length, that is inspired by a picture. The picture may be a photograph, drawing, or painting. Picture prompt stories are an effective creative writing tool for writer of any age or skill level. It means, a Prompt is a cause (antecedent) or event that can evoke a certain behavior in certain situations.

Picture Prompts is a Picture that make person become interest directly to comment it. Picture Prompts based on visual images that stimulate the imagination. According to Harmer, pictures can be in the form of flashcards, large wall pictures, cue cards, photograph, or illustrations, typically in a textbook.<sup>30</sup> Picture is one of visual media to deliver some textual information. It can be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. It means, picture really helps to give the model and motivation to the students. Through pictures like picture Prompts, students can use their imagination to know the object. It means students also can be shown people, place, or things from areas far outside their own experiences. Pictures prompt can be stated as new media in during writing process. It is a combination of pictures and prompt as a clue.

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<sup>28</sup> Ken Hyland, *Second Language Writing*, (America: Cambridge University, 2003), P.221-222

<sup>29</sup> Charlotte L. Carp, Sean P. Peterson, Amber J. Arkel, and Anna I.Peturdottir, and Einar T. Ingvarsson. *A Further Evaluation of Picture Prompts During Auditory Visual Conditional Discrimination Training*. (Texas: Journal of Applied Behavior Analysis Texas Christian University, 2012, 45, 737-751, No.4), P.3

<sup>30</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London:Longman 2001). P.134

From the statement above, it can be concluded that picture prompts is a line of abbreviations for baiting someone's writing idea, and are commonly used to test students' writing skills. That's why, ideally, all students need to understand the technique of answering writing prompts in an appropriate way. Picture prompts are simple similes that can create new thoughts that act as writing prompts. The interesting picture prompt can increase students' imagination. The key to helping every child thrive is providing a safe environment in which innate talents can grow, develop, and mature. This writing Prompts is an effort to stimulate the ability to compose long sentences by angling with the basic sentence. It is expected that the students will be motivated in teaching and learning process by using interesting pictures with picture Prompts as a clue.

## 2. Format of Picture Prompts

There are three formats of prompt on Kroll and Rein as stated in Hyland, as follow:

- a. A Based Prompt. This Prompt states the entire task in direct and simple term. It can be a question direct to the topic. This prompt guides the writer to write on the right track. This prompts guide the writer to write based on the topic.
- b. A Frame Prompt. This prompts present a situation as a frame for the interpretation of a task. This Prompt helps to set the situation and the writer tries to continue or write based on their interpretation.
- c. A Text Based Prompt. This prompts present a text to which the students responds to or uses in his or her writing. This Prompts provide a text for students to respond. It is also a text that can be used on their writing the prompts are necessary for the beginner to help them and stimulate their thinking. With this prompts they can use to initiate their writing. there will be a text that can be used or guide them to write.<sup>31</sup>

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<sup>31</sup> Ibid, Ken Hyland, *op.cit*

The Prompt really help students who have less ability in writing. In this research I choose a text based Prompts in which it consists of some guided questions. The Prompts help students to stimulate their thinking and idea. The combination of picture and prompts will help students in understanding the material especially in descriptive texts. It is expected that the students are motivated in the teaching and learning process accompanied by interesting pictures with prompt.

### 3. Example of Descriptive Text by Using Picture Prompt

Ilham, Scholastic Teaching Resources

Name \_\_\_\_\_

## How Do You See Yourself?

**A** self-portrait is a drawing or painting an artist creates of himself or herself. This self-portrait is by a young American artist named Emilee Netten. Emilee was just 17 years old when she created this work in 1996. What do you think Emilee is like, based on this picture? If you were going to do a self-portrait, how would you draw yourself? What would you wear in the picture? What would you show in the background? What would you want people to think when they looked at the picture?





32

This self potrait by Emilee Netten despicts an Emilee who has a firm appearance, her eyes look good and look sharp, her hair is in front bangs and her hands are crossed in front of her to cover her mouth. This self potrait of Emilee looks a little scary because her eyes are sharp. So feel being watched by this potrait.

If I were doing a self potrait, I would describe myself in potrait as a 20 year old woman sitting on the beach, by wearing a white dress and a brown headscarf will show me who is one with nature. With a background that I will show like I am a person who loves life. And I like my different roles. In each of my roles, I manage to feel in my place and be in tune with the situation.

Take as it is, I do not like to communicate with people, I am a rather secretive person and I am not ready to talk about my personal problems with anyone. It's hard for even my family to get something from me. I took this quality from my father: he does not like to interfere in other people's lives. And this is also typical for me. I am hardworking. Quick-tempered and responsible, but I don't think that comes with age.

I want others to see a self potrait that I describe as a woman who really likes the beach and does not mind being in crowded places but without communicating with each other. An introverted girl who is one and at peace with the open beauty of nature.

#### 4. Advantages and Disadvantages of Picture Prompts in Teaching Descriptive Text

##### a. Advantagaes of Picture Prompts

There are advantages of picture prompt, the picture prompts are based on visual images that can stimulate the imagination.

- 1) These images required interpretation and imagination.
- 2) At the same time, all of the students will develop a richer sense of visual literacy.
- 3) The clue and provided vocabulary can help students to understand more and start to write their imagination in descriptive text.

##### b. Disadvantages of Picture Prompts

- 1) The picture prompts that are too complex are not effective for learning activities and the size is very limited for large groupzszs.

To overcome the disadvantages above, the use of picture pormpts in this research had to show the main point of the story clearly done, by choosing a

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<sup>32</sup> Karen Kellaher, *101 Picture Prompts to Spark Super Writing*, (New York: Scholastic Professional Book),p.60EQ

particular picture that will support the lesson at the same time, all of the students will develop a richer sense of visual literacy, the ability to make sense of the countless images we are surrounded with every day.<sup>33</sup> It can be concluded, picture prompts give more benefits than the students just write based on common picture. It is clear that the picture prompts is a tool in increasing students motivation.

#### 5. The Procedure of making Picture Prompts

- a. Select Picture
- b. Each Picture is printed on its own reproducible page complete with lines for students' writing that makes it easy for students to save their work in a folder
- c. The prompts encourage all kinds of writing, from lists to letters, fairy tales to make a descriptive paragraph
- d. In addition to the main prompt for each picture, we have included a mini-prompt. That means writing can easily fit into your lessons, rather than take time away from them.
- e. Some prompts are designed for students to tackle in small groups, adding flexibility to the writing program. In writing, as in all learning, interacting with others can produce great results.
- f. Use the index in the back of the book to locate a prompt on a particular theme.<sup>34</sup>

#### 6. Direct Method

##### a. Concept of Direct Method

According to Praveen, Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without use of the pupil's language, without translation,

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<sup>33</sup> *Ibid*, P.5

<sup>34</sup> Karen Kellaher, *op.cit*, P.5-6

and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.<sup>35</sup> It means that students can comprehend the words meaning by objects, pictures or performing action without translating in the target language. Besides, the teacher can show directly the material to the students in the learning process.

According to Freeman, Direct method is the method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>36</sup> It means that it can stimulate activity and creativity of students in teaching and learning process. Besides, it can help the students to master the language skills, particularly writing skill.

Direct method is called a natural method, its principle uses the way how most people have traditionally acquired languages in early stages.<sup>37</sup> It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures, relia, or by using the target language that is familiar to the students in explaining the new words. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar translation method was not very effective in preparing students to use the target language communicatively.

From the statement above, it can be concluded that Direct Method is a learning method for teaching foreign language that can help students to add and master the writing in learning process which is more active and creative in practice English.

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<sup>35</sup> Dr. M.F. Patel and Praveen M.Jain, *English Language Teaching, (Methods, Tools and Techniques)*. (Jaipur: Sunrises Publisher & Distributors. 2008) P.78

<sup>36</sup> Diane Larsen Freeman, *Technique and Principles in Language Teaching*, (New York: University Press, 1989), P.23

<sup>37</sup> Debriane D. Sukmawati Y. Ahmad M. *Direct Method and Grammar Translation Method in Improving Students Reading Comprehension*. (Sulawesi Barat: Universitas Sulawesi Barat). Vol.2 No.2, (2022). P.2



Besides, it can improve communication and socialization among students in learning process. In Direct Method the teacher can give directly the material without using pupil's language or translating.

#### b. Procedure of Teaching Direct Method

According to Freeman, there are several steps of direct method as follow:

- 1) Choose particular situation or particular an interesting topic
- 2) Bring the students to real conditions if it is possible. If it is possible we can bring some objects or pictures to the classroom
- 3) Introduce the method we will use (the rule) and tell what they will learn (writing descriptive text)
- 4) Ask the students to prepare their notebook, pen, etc.
- 5) Describe and demonstrate the parts (the meaning) when we will teach the students. Do not translate the meaning into the students native language
- 6) Repeat the process of teaching several times by demonstrating
- 7) Ask the students if they have question. Try to create question and answer sessions
- 8) Do the question and answer sessions several times<sup>38</sup>

#### 7. Procedure of Teaching Descriptive Text by Using Picture Prompt Through Direct Method

a. Choose particular situation or particular an interesting topic :

- 1) The teacher choose the topics based on the syllabus. For example animals, things, and people.

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<sup>38</sup> *Ibid*, P.33

- b. Bring the students to real conditions if it is possible. If it is possible we can bring some objects or pictures to the classroom :
  - 1) The students' should select picture according to the topic.
  - 2) The students' identify and organize their ideas based on selected picture.
- c. Introduce the method we will use (the rule) and tell what they will learn (writing descriptive text) :
  - 1) The students write according to the main clues for each picture, including the mini prompt. mini prompt are useful for making it easier for students to write and get into the lessons more quickly.
- d. Ask the students to prepare their notebook, pen, etc :
  - 1) The teacher asks the students to write the words related to the picture prompts about the topics that they choose
- e. Describe and demonstrate the parts (the meaning) when we will teach the students. Do not translate the meaning into the students native language :
  - 1) The students polish their writing by forming with peers to provide feedback or add flexibility to the writing program.
- f. Repeat the process of teaching several times by demonstrating
- g. Ask the students if they have question. Try to create question and answer sessions

## **F. Textbook**

### **1. Concept of Textbook**

Textbook is one of medium of teaching learning. As a medium of teaching learning, students use textbooks. In teaching almost all schools use textbooks. The textbooks do not only include lessons and practices, but they also include texts and even

various text types.<sup>39</sup> In learning process teacher needs a textbook as resource or guide to teach certain material. Sometimes teachers need a good reference which suitable with some points in the syllabus. A good syllabus determines a recommended textbook to teach.<sup>40</sup> Using the textbook is done to make similar standard in teaching materials. A textbook is develop from the most recent curriculum implemented by the government. On a main framework of K13, some of the standard competencies and basic competencies that have to be written in the textbooks, have been set by the government. The interpretation, explanations, details, development and integration of the standard competences and the basic competencies that have to be mastered by the students, are already mentioned in the textbooks.<sup>41</sup> Textbook is expected to have good criteria so it is feasible to be used as a teaching and learning source for teacher and student.

According to Richards, Textbooks consisted of statements of abstract grammar rules, list of vocabulary, and sentences for translation.<sup>42</sup> Textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. It means textbooks is a form of printed material that is published for use as learning and teaching media in any school or educational institution. Textbooks is one media is very important because it functions as a source and guide for students and teachers in teaching and learning in the classroom.

A textbook is a teaching material for the teacher and a learning material for the learner. Textbook are best seen as resources in achieving objectives that have already been set in

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<sup>39</sup> Inatigris Anggraini, Harahap Amrin Saragih, Zainudin. (2021), *Text Types Used in The Textbooks: A Systematic Linguistic-Based Study*. Jurnal Linguistik Terapan Pascasarjana Unimed. 18(3):218-226.

<sup>40</sup> Hamdan Anwari. *The Role of Teacher in Using Textbook*. (Yogyakarta: Sekolah Tinggi Pariwisata AMPTA), Inovish Journal, Vol 6 No 1, June 2021, P.6

<sup>41</sup> Pramitha Putri, Ikhsanudin, Iwan Supardi, *Teachers Considerations in Seelcting Textbook*, (Pontianak: Tanjung Pura University)

<sup>42</sup> Jack C Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*, ( New York: Cambridge University, 1986) P.2

terms of learners needs. Textbook is defined as a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books and increasingly, although illegally, in scanned format. However although there are many modern media that are invented to support teachers and students in teaching learning process, such as tape recorder, LCD projector, video and e-book, many school still use and buy printed textbook and references. It is because of textbook is cheaper and easy to learn. Textbook provides many materials of learning because it helps the teacher and students achieving the goal of learning.<sup>43</sup>

Related from the statement above, that the existence of learning text is so important that it is prioritized and used as a companion for students in developing their own thinking power. Without books such as texts, students will have difficulty learning, both in class and independently. So the textbook can be said to be the main guide for students, both from the elementary level to tertiary institutions as well as from public or private schools. Not only used by students, textbooks are also used by teachers as educators. Teachers need the book as a syllabus. And the book provides an instructional guide for educators to make it easier for them to teach, if there is no syllabus. Therefore, this type of book is also very much needed by educators in Indonesia.

## 2. Advantages and Disadvantages of Textbook in Teaching Descriptive Text

### a. Some Advantages of Textbook :

- 1) Using other textbook can help defuse negativity that learners may have develop towards their coursebook.
- 2) Learners anticipate something different when content from other textbooks is introduced.

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<sup>43</sup> Siska Cahyani, Satya Perdana. *Textbooks Evaluation By Ur's Theory*. (Yogyakarta:Journal of English Language and Pedagogy, 2 (2), 2019) p. 162-171

- 3) The availability of additional materials benefit students who want to do further exercises and learn more.
  - 4) Variety enriches the teachers and broadens his/her mind.
  - 5) Access to various (supplementary) materials encourages the teachers to engage in more preparation before going to class.
  - 6) Other materials offer ready sources of additional work, testing exercises and assignments.
  - 7) The new system moved textbook development away from a monopolistic culture where writing and evaluation was done by a single body, there by enhancing competitiveness.
  - 8) Variety affords the teacher other opinion in case he/she is dissatisfied with a topic/coverage in the coursebook.
  - 9) There is greater autonomy in selecting textbooks there are suitable for specific learners.
  - 10) It helps in planning how best to present and cover the syllabus content.
  - 11) Change is good.
- b. Some disadvantages of Textbook:
- 1) Schools cannot equally afford to purchase multiple resources.
  - 2) There has been an increase in bureaucracy in the textbook acquisition process.
  - 3) Teachers may find it difficult to explain contradictions in different materials.
  - 4) The majority of learners are not above-average and they are not able to use the available resources effectively. For the average and below-average student, a single coursebook that incorporates the best from what is available is ideal, if not partial, under the current textbook system.

- 5) The heavy demands of the syllabus make it difficult to engage in textbook trialling in order to make informed decisions.<sup>44</sup>

### 3. The Procedure of Textbook in Writing Descriptive Text

The procedure of using Textbook, for the first is to understand the textbook before beginning class critically and recognizing their advantages and disadvantages of textbooks. As the teacher, you need to understand the textbooks from its contents, its structure and the reason for its use whether the textbook gives advantages or not. The second is to evaluate the nature of instructional task in textbooks, instructional materials and adapting the textbooks by identifying the current format that can be used to teach or to practice different teaching items.<sup>45</sup> It means, that the presentation of textbook encourages the activeness of students to think and learn in a variety of ways and it challenges students to look for other learning sources followed by complete reference sources.

## G. Frame of Thinking

Teaching writing is not an easy job for an English teacher especially teaching descriptive text. When teaching writing, a teacher must follow the rules and elements of writing. Thus, a teacher must choose the suitable media for the process of teaching and learning. Picture prompts are assumed to have a good contribution to improve students' ability in writing descriptive text. Pictures have a relationship with descriptive text. This can help students to gain and help to imagine what they will write.

There were two variables in this research. They were independent variable (X) and dependent variable (Y). The

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<sup>44</sup> Alice Wanjira Kiai, PhD, Geoferry Mokuwa Maroko, PhD. *Textbook Selection Experiences Among Secondary School Teachers of English in Kenya*, (Africa: Department of English University of Africa). Vol.1 No.12 December 2013. P.11-12

<sup>45</sup> Siti Nurhayati Diniah, *Teachers' Perceptions Towards The Use Of English Textbook In EFL Classrooms*. Indonesia University of Education: Cirebon. Vol 1(2), 2013.

independent variable (X) was Picture Prompt and dependent variable (Y) was students' ability in descriptive text.

See potential pictures and need improvement down the road the teacher explains a writing lesson, I decided to conduct an experimental research to use picture prompts as an alternative medium for teaching descriptive text, the aim is to improve the teaching and learning process. Picture prompts give students the opportunity to automatically write down whatever comes to mind when they see the picture prompt. this technique offers students to organize their thoughts and ideas in an orderly and logical manner.

The writer was conduct the research by using quasi experimental design. The quality of the subject was checked by giving a pre-test, treatment and post-test. Before giving treatment students was get a pre-test, and was given post-test after giving treatment. The writer going to observe the improvement of the students and how useful picture prompt to improve students' writing ability. To know about the increase of using picture prompt, the researcher compared the students' score from the preliminary research, pre-test until the post test.

Based on the description above, the researcher assumes that if the picture prompt is applied correctly, the students' gramatical in writing descriptive is sufficient. Thus, the researcher assumes that those definitions have close connection to one another. Picture prompts is suitable as a media in writing descriptive text.

## **H. Hypothesis**

Based on the theoritical framework and explanation above, the writer formulated the hypothesis in this research as follow :

1.  $H_a$  : There is significant influence of using Picture Prompt towards students' ability in writing descriptive text at the seventh grade of MTs Darul Ulum Bumi Agung Way Kanan.
2.  $H_0$  : There is no significant influence of using Picture Prompt towards students' ability in writing descriptive text at the seventh grade of MTs Darul Ulum Bumi Agung Way Kanan.

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