

ABSTRACT

SMALL GROUP DISCUSSION WITH PICTURE SERIES IN ENHANCING EFL LEARNERS' WRITING PERFORMANCE

**By
Nada Nabila**

This study investigated the effectiveness of small group discussion with picture series in enhancing students' writing performance. It focused on three objectives: (1) to find out whether the small group discussion with picture series improves students' writing performance better than the original small group discussion, (2) to find out which aspect of writing increases the most in the experimental class compared to the control class after the implementation of small group discussion with picture series, and (3) to find out the process of implementing the lesson being reflected by the researcher. A mixed method, quantitative with quasi-experimental design and qualitative was applied in this study. This research was conducted at SMAN 9 Bandar Lampung, involving XI 6 as the experimental class and XI 1 as the control class. The experimental group received small group discussion with picture series instruction, while the control group used the original small group discussion. The Independent-Sample t-test showed a significant improvement in the experimental class ($t = -5.331$, $p = 0.000$). The experimental class demonstrated superior gains in rhetorical structure (29.89%), while the control class excelled in mechanics (17.09%). This indicates that the method effectively enhanced students' writing performance to organize and present ideas. Reflection analysis using Toom et al.'s (2015) framework revealed that the teacher's active self-reflection and professional growth. In conclusion, small group discussion with picture series significantly improved students' writing performance, particularly in higher-order skills like rhetorical structure, and fostered reflective practices for the teacher.

***Keywords:* Refelctive Journal Writing, Small Group Discussion, Picture Series, Writing Performance**