THE USE OF DIGITAL PICTURE SERIES TO IMPROVE STUDENT'S WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT

(Skripsi)

By

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ABSTRACT

THE USE OF DIGITAL PICTURE SERIES TO IMPROVE STUDENT'S WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT

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This study aimed to find out whether using digital picture series to improved students' writing achievement in descriptive text. The research was quantitative and used a one group pretest and posttest design. The population was the eighth-grade students of SMP Muhammadiyah 3 Bandar Lampung, and the sample was class 8A with 30 students. The students took a writing test before and after the treatment. The data were analyzed by using the Paired Sample t-test in SPSS 25. The results showed that the students' mean score increased from 60 in the pre-test to 66 in the post-test in a gain score of 6. The N-gain analysis revealed low improvement in content (0.11), organization (0.17), vocabulary (0.18), and language use/grammar (0.16), while mechanics showed the highest improvement with a medium N-gain score of 0.34. The two-tailed significance value was <0.000, which was lower than 0.05. Because the value was lower than the standard significance level ($0.000 < 0.05$), the hypothesis was accepted. It meant that there was a significant difference between the pre-test and post-test scores after the students were taught by using digital picture series. The mechanics aspect improved the most because it was easier for students to learn in a short time. Overall, the study showed that digital picture series helped improve students' descriptive writing skills.

Keywords: *descriptive text, digital picture series, junior high school, quantitative, writing achievement*

THE USE OF DIGITAL PICTURE SERIES TO IMPROVE STUDENT'S WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT

By

Ramandha Naia Husaini

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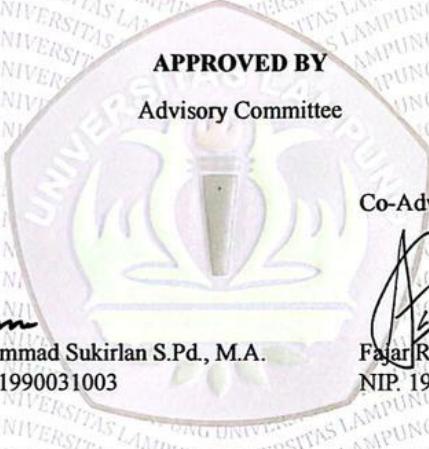
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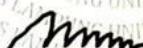
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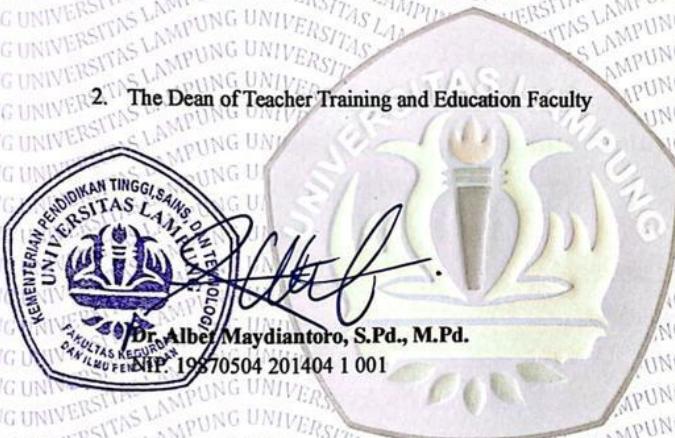
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 29 Januari 2026
Yang membuat pernyataan,

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CURRICULUM VITAE

Ramandha Naia Husaini was born in Bandar Lampung, on Oktober 18th 2003. She is the daughter of Husni and Elita Sari, and the youngest of three siblings. She has one sister, Ulfah Septiani, S.Kom., and one brother, Muhammad Arie Husaini, S.Kom.

She started her education at TK Bhayangkari, then continued to SD Negeri 1 Palapa Bandar Lampung and graduated in 2016. After that, she studied at SMP Negeri 9 Bandar Lampung and graduated in 2019. She completed her senior high school education at SMA Negeri 2 Bandar Lampung and graduated in 2022. While studying in senior high school, she joined the dance extracurricular activity, which helped her develop creativity and teamwork.

After graduating from senior high school, she was accepted through the SNMPTN and continued her study in the English Education Study Program at the University of Lampung. During her time at the university, she took part in academic and student activities. She joined SEEDS (Society of English Education Department Students) and was an active member of the Human Resources Development Division in 2023. In 2024, she worked as the Secretary, where she learned how to manage documents and organize activities.

From January to February 2025, she carried out Kuliah Kerja Nyata (KKN) in Jaya Makmur, Tulang Bawang, and took part in community activities. She also conducted Praktik Lapangan Persekolahan (PLP) at SMP Nurul Iman, which gave her experience in teaching and classroom activities. To complete her undergraduate study, she conducted a researchs on students' writing in descriptive text using digital picture series at SMP Muhammadiyah 3 Bandar Lampung.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Husni and Elita Sari

2. Her sister – Ulfah Septiani, S.kom.

3. Her brother – Muhammad Arie Husaini, S.kom.

4. Her Almamater – University of Lampung

5. Her beloved friends

6. Her inspiring English lecturers

MOTTO

"Trust the process."

- Unknown

"A picture is worth a thousand words."

- Frederick R. Barnard

"In learning, the journey matters more than the result."

- John Dewey

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this script. This script, entitled "The Use of Digital Picture Series to Improve Students' Writing Achievements in Descriptive Text", is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving the script, first of all the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

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Bandar Lampung, Januari 2026
The Writer

Ramandha Naia Husaini

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APPENDICES

I. INTRODUCTION

This chapter provides an overview of preliminary information related to the research. It covers the research background, research questions, research objectives, research benefits, scope and limitations, and definitions of key terms.

1.1 Background

Writing is one of the most important language skills in the academic and professional. It requires knowledge of grammar, spelling, and punctuation, as well as the ability to organize ideas and communicate them clearly. In learning, many students face difficulties in expressing their thoughts in writing, especially when it comes to writing essays or structured scientific works.

Furthermore, Writing is the practice of expressing and exploring ideas creatively. The writer's process and purpose should be clear, and ideas need to be communicated clearly and effectively. According to Blanchard and Root (2003), the writing process usually includes three stages: prewriting, writing, and revising. Because of these activities, writing is considered a creative activity. According to Richrd and Renandya (2002), among the four skills that educational institutions teach, writing tends to pose the greatest challenge for students. Harmer (2004) described writing as a complex skill.

For many students, writing in English is not just hard, it is confusing. They often sit in front of a blank paper not knowing how to begin. According to Richards and Renadya (2002), many students find writing the most difficult skill because it involves generating ideas, organizing them, and translating them into readable text. Harmer (2004) also notes that students often struggle to begin writing and may lack

confidence due to grammar concerns and vocabulary limitations. They worry about grammar, struggle to find the right words, and are unsure if their ideas are clear. Even when they have something to say, turning their thoughts into complete and correct sentences can be very difficult. As a result, writing tasks take a long time to finish, and students often leave their work incomplete or too short. Sometimes some students repeat the same words or phrases because they do not know how to explain their ideas further. Others stop writing after a few lines because they cannot think of what else to say. This shows that students need more supports not only in language use, but also in how to build and develop their ideas into good writing.

Based on a preliminary observation conducted at SMP Muhammadiyah 3 Bandar Lampung, it was found that students still have difficulties in writing. Many students struggle to develop ideas into complete paragraphs. Some students can only write short sentences with limited vocabulary, while others make many grammatical errors. In addition, students are often confused about how to start writing and how to continue their ideas. These problems show that students need appropriate learning media to help them generate ideas and organize their writing.

Various media are developed to help students improve their writing skills. One of the media that can be used is picture series. A picture series is a group of pictures that show a story or a situation step by step. Brown (2001) states that pictures not only bring images of reality, but also can be function as a fun element in the class. This media helps students to get ideas and write based on what they see. In this digital era, picture series can be presented more effectively using digital tools or platforms. One such platform is wordwall, which allows teachers to create and display interactive picture series in a visually engaging way. The use of digital picture series through platforms makes the learning process more dynamic, interactive, and accessible, especially for today's students who are familiar with digital media. However, using picture series is not always perfect. Some students may focus only on what they see without building deeper sentences. Others may describe each picture separately without connecting their thoughts. This shows that even though picture series can be helpful, it needs to be used in the right way, with

good guidance and support from the teacher. That is why this study focuses on how picture series can be used effectively to improve students' writing skills.

In the context of writing, the Picture Series can be applied by presenting a series of related images that depict events, actions, or steps. Then students describe each image in sequence, gradually forming a coherent paragraph or text. This media helps students improve their skills in organizing ideas, using appropriate vocabulary, and understanding narrative, recount and descriptive structures. Moreover, the visual support provided by the pictures enhances students' creativity and motivation, making the writing process more engaging and accessible.

In additions by Sari et al (2024), conducted a study to improve students' ability in writing narrative texts using picture series as a teaching medium. The research was carried out at a senior high school in Malang and used Classroom Action Research (CAR) over two cycles. The study evaluated five aspects of writing: content, organization, vocabulary, language use, and mechanics. The results showed significant improvement: for example, the content score increased from 17.2 (pre-test) to 27.2 (post-test), and overall, students became better at organizing ideas, using appropriate vocabulary, and writing with correct grammar and punctuation. This research proves that picture series can help students express their ideas more clearly, stay focused, and become more engaged during writing activities making it an effective visual aid in teaching narrative writing.

A study conducted by Nurcahya et al (2024), investigated the use of picture series to improve students' writing skills in procedure texts at a vocational high school in Indonesia. Using Classroom Action Research (CAR) over three cycles, the researchers found that students' writing scores significantly improved from an average of 52.38 in the pre-test to 81.67 in the post- test. The results showed that picture series helped students express their ideas more clearly, improved vocabulary use, and made learning more engaging and effective. This study supports the idea that visual media like picture series can enhance writing performance, especially in vocational education contexts.

A study conducted by Gutiérrez et al (2015), explored the use of picture series to improve narrative writing skills. They compared two groups: one used picture series with the process writing approach, and the other used only the process approach. The results showed that students who used picture series improved more, especially in organizing ideas and writing in logical sequence. The pictures helped student express ideas more easily and made them more motivated to write.

However, previous studies have explored the use of picture series in teaching writing. these studies show that picture series can help students write better, most of them focus on narrative or procedure texts, very few studies have specifically looked at the use of picture series to teach descriptive text, which is an essential part of English writing curriculum.

This study is important because it explores how digital picture series, not just the traditional ones, can help students improve their descriptive writing. By using digital platforms, learning becomes more fun and interactive, making students more motivated to write. This combination of pictures and digital tools helps them express ideas more clearly and add relevant details. However, research on using digital picture series for descriptive text is still limited. That's why this study focuses on whether digital picture series can effectively improve students' writing skills. The title of this research is "The Use of Digital Picture Series to Improve Students' Writing Achievement in Descriptive Text."

1.2 Research Question

As the research background explained above, this research attempts to answer the following question of "Is there any significant improvement of students' writing achievement in descriptive text by using digital picture series?".

1.3 Research Objective

This study aims to determine whether students' writing achievement in descriptive texts improves after being taught using digital picture series. The study wants to see

how well this media helps students improve their writing skills, such as organizing ideas, writing with clear meaning, using correct grammar, and being more creative.

1.4 Uses of Research

1. Theoretical Uses:

   The researcher hopes this study helps people understand how digital Picture Series can be used to make writing lessons better. It also aims to add new ideas to cooperative learning theory, especially in writing.

2. Practical Uses:

   The results of this study are expected to help teachers create more effective lesson plans and assist students in improving their performance in writing lessons. It gives useful strategies to improve students' writing skills, like how to organize their ideas and build strong arguments.

1.5 Scope and limitations

This study focuses on improving students' skills in writing descriptive texts by using digital picture series. The population of this research consists of second-year junior high school students. The researcher concentrates on descriptive texts that use digital pictures to describe places as the writing class material. The writing aspects, including content, organization, vocabulary, grammar, and mechanics, are assessed. The aim is to observe the improvement in students' ability to write descriptive texts after using pictures in learning. Using a simple experimental design with pre- and post-tests, the researcher conduct treatments in three meetings, and the study measure how much students' writing improve and how picture series can make learning more enjoyable.

1.6 Definition of Key Terms

1. Writing

   Writing is the act of expressing and exploring ideas creatively. The writer's process and purpose should be clear, and ideas must be communicated in a clear and effective way.

2. Descriptive Text

   Descriptive text is a type of writing that provides detailed information about an object, place, person, or event, allowing the reader to imagine or experience it. It is used to present clear and vivid descriptions of something.

3. Picture Series

   It is a teaching media that uses a sequence of related pictures to help students understand and develop ideas in writing. Students look at the pictures and use them as a guide to create a text. This helps students organize thoughts, improve vocabulary, and write more clearly by following the events shown in the pictures.

II. LITERATURE REVIEW

This chapter discussed several topics, including the definition of writing, aspects of writing, teaching writing, descriptive texts, picture sequences, how picture sequences were applied in teaching descriptive writing, steps for using picture sequences, their advantages and disadvantages, theoretical assumptions, and hypothesis.

2.1. Definition of Writing

Writing is the process of sharing ideas, thoughts, or information using written words. It allows people to communicate clearly through sentences and paragraphs for school, work, or personal purposes. Writing is one of the four language skills, along with listening, speaking, and reading. According to Nunan (2003), writing involves arranging words, phrases, and sentences. It is a way for writers to express their ideas and communicate with others. Raimes (1983:76) also explains that writing is a skill for expressing thoughts and feelings in words, sentences, and paragraphs.

Writing can serve as an indirect way to communicate information to others. Writing is not always easy because it requires creating something new and conveying ideas clearly to the reader. Nation (2009) offers another definition of writing, stating that it is an activity that can effectively support and enhance the other language skills: listening, speaking, and reading.

In addition, Brown (2001) also claims that writing is a thinking process. The thinking process was involved because when someone wrote, they not only thought of interesting ideas but also worked on developing them. Furthermore, he explains that writing can be planned and revised as many times as needed before it is finalized.

Therefore, according to Heaton (1979), writing in a foreign language is complex and challenging to learn. It requires not only the ability to use grammatical structures but also a range of skills, including stylistic and mechanical skills. Stylistic skill is the ability to craft sentences and use language effectively, while mechanical skill is the ability to correctly apply the rules of written language, such as punctuation and spelling.

Several key criteria characterize good writing. These include a clear main idea, appropriate length, strong supporting details, logical organization, correct grammar and spelling, proper use of English, and the ability to engage readers. Additionally, effective writing can occasionally break certain rules creatively and convey the writer's genuine emotions, rather than being produced solely for personal gain. These criteria are crucial for anyone aiming to produce high-quality writing. By adhering to them, readers can readily grasp the writer's feelings and perspectives, even when they are not explicitly stated in the text.

From the definition above, writing can be seen as a way to express our thoughts, share information, and help the reader to understand what we want to say through written words. When someone writes, they usually have a purpose. Every writer has their own reason for writing, depending on the type of text they plan to create.

2.2. Aspect of Writing

Writing is an important skill, as learners must master for both academic and professional purposes. Writing does not only involve the ability to compose words or sentences, but also reflects a way of thinking and organizing ideas logically. Brown (2001), states that writing is a thinking process but not only interesting ideas, but also the development of well-structured ideas. In addition, writing also requires in depth knowledge of language rules, vocabulary, and writing mechanics so that the message conveyed can be understood by readers. For this reason, Jacobs et al (1981) stated that writing had five aspects: content, organization, vocabulary, language use, and mechanics.

1. Content

   It refers to the main part of writing, which shows the main idea. This part can be identified by looking at the topic sentence, which presents the main thought and represents the entire paragraph.

2. Organization

   It refers to the clear organization of content. In this part of writing, sentences should be arranged clearly and neatly from one to the next, showing the proper order of sentences and ideas.

3. Vocabulary

   It refers to choosing the correct words that match the content of a text. In this case, word choice greatly affects the main idea and the structure of the text, so when writing, words must be chosen carefully.

4. Language Uses/Grammar

   It referred to using correct grammar and sentence structures to organize, connect, and group ideas in words, phrases, clauses, and sentences, so that the relationships between ideas in a paragraph were clear and logical.

5. Mechanics

   It referred to using the visual and standard parts of writing, such as correctly arranging letters, words, sentences, and paragraphs, based on understanding their structure and how they relate to each other.

Aspects like content, organization, vocabulary, language use, and mechanics are very important in writing. Researchers chose this aspect due to its detailed and structured approach to evaluating writing, making it a suitable candidate for use in this research. These parts work together that can create good writing that is easy for readers to understand.

2.3 Teaching of Writing

Teaching writing means guiding students to express their ideas clearly through written text. In this process, the teacher uses different ways and strategies to guide students in organizing their ideas, using correct grammar, and writing in a clear

way. Teaching writing also helps students improve their thinking skills, creativity, and ability to communicate effectively.

Hammadi and Sidek (2015) stated that writing in education allows students to communicate professionally with peers and teachers and participate actively in learning. Writing also helps students improve social skills and develop critical thinking, guiding them to think carefully when presenting arguments and making decisions. To teach writing effectively, teachers need proper knowledge and skills, since many consider writing a difficult skill to teach.

However, writing is considered a complicated skill to teach to students. Writing involves thinking skills and knowledge about the target culture, which encourages teachers to cover many components. It also includes several steps that require the writer to produce clear, understandable, and informative text. Writing is not just about putting words on paper, but also about generating ideas, choosing them carefully, and organizing them while paying attention to important elements. According to Jacobs et al. (1981), writing consists of content, organization, vocabulary, grammar (language use), and mechanics.

Traditionally, many writing teachers explain writing as a step-by-step process (Grabe and Kaplan, 1996). For instance, Paltridge et al. (2009) describe four main stages in writing. First, in the conceptualizing stage, writers think of ideas to include and organize them clearly, such as having an introduction, body, and conclusion in an essay. The second stage is formulating, which involves turning ideas into sentences. The third stage is revising, where writers improve their essays by checking content, grammar, and mechanics. The final stage is reading, in which writers carefully read the essay instructions, gather relevant information, and review their own writing to ensure they have answered the essay question correctly.

Blanchard and Root (2003) explain that the writing process consists of three stages: prewriting, writing, and revising. Each of these stages is essential for producing writing that is more organized and effective.

1. Pre-writing

   Pre-writing is the first stage. This stage as a preparation step where writers collect and organize ideas before starting to write. This stage acts as a warm-up to help generate and develop the idea that will later be expressed in writing.

2. Writing

   The second stage is the writing process itself. The ideas obtained during the pre-writing stage, such as through brainstorming or clustering, become the foundation for composing a paragraph. In this step, writers use those ideas as a guide to develop their thoughts into sentences and paragraphs that form a coherent piece of writing.

3. Revising

   Revising is the final and crucial stage of the writing process. After producing the first draft, writers need to review and evaluate their work to identify any unclear, confusing, or inconsistent parts. This stage ensures that the paragraph is unified, coherent, and grammatically accurate. During revision, writers may add new sentences to strengthen ideas or remove irrelevant ones to improve the overall quality and clarity of their writing.

Teaching writing is a complex and active process that needs teachers to have many skills and good knowledge. It is not only about teaching students how to write correctly, but also about helping them organize their ideas, think critically, and communicate clearly. This study uses three steps in writing: pre-writing, writing, and revising, by giving clear guidance and encouraging creativity, teachers can help students face the challenges of writing, improve their language skills, and express their ideas better.

2.4. Descriptive Text

Descriptive text is an important type of text in English. According to Gerot and Wignell (1994), descriptive text is a text whose function is to describe a particular person, place, or thing. In addition, a descriptive paragraph is a written text that specifically aims to describe an object, with the purpose of clearly conveying the

description to the reader. Descriptive text is used to show how something looks, smells, feels, acts, tastes, or sounds. It provides details about the features of people, places, or things, helping the reader create a clear picture.

Descriptive texts have two main structures: identification and description. In the identification stage, students identify the subject or phenomenon to be described. In the description stage, they give specific details about the parts, qualities, and characteristics of that subject. They also shared their view on the generic structures of descriptive text. They stated that descriptive texts have two main structures, as follows:

1. Identification

   This part introduces the subject or thing that will be described. It provides general information and identifies the phenomenon to be described. For example, if the topic is "My School," this section would mention the name of the school and where it is located.

2. Description

   This part gives detailed information about the subject. It may include features such as appearance, qualities, parts, behavior, or any specific characteristics. In the case of "My School," the description might talk about the school building, the facilities, the environment, and the people who study or work there.

Furthermore, according to Gerot and Wignell (1994), descriptive text has language features, they are:

a. Focus on specific participants, meaning the text usually discusses particular people, places, or things (e.g., *my cat*, *the Eiffel Tower*).

b. Use of attributive and identifying processes, such as the verbs *to be* (*is, am, are*) and *have*, which help describe and identify characteristics of the subject.

c. Use of simple present tense, because descriptive texts generally describe facts or habitual actions.

d. Frequent use of adjectives, to provide detailed information about the subject's qualities (e.g., *beautiful*, *tall*, *friendly*).

In conclusion, descriptive text is a kind of writing that explains clearly about a person, place, or thing. The goal is to help the reader imagine what the subject looks like by giving simple and detailed information. Related to the idea above, there are several indicators of English descriptive texts, namely the generic structure and language features.

2.5. Picture Series

The Picture Series is a helpful media used in learning descriptive texts. In this context, picture series help students understand how to describe things by looking at a series of related images. These pictures guide students in writing detailed and organized descriptions. This makes it easier for students to get ideas, build sentences, and write clearly. It also encourages students to focus, be creative, and enjoy the writing process. Using picture series can make learning more fun and meaningful.

Based on Brown (2004) stated that pictures can be used at many stages of the teaching process: to introduce and motivate learning of new topics, clarify misunderstandings, share basic information, and assess student progress and achievement. He also suggested ways to use pictures effectively to ensure students gain the most benefit from them.

Hermanto (2013:150) explains that the picture series strategy is an effective method for teaching writing because it integrates the writing process approach with the four stages of teaching and learning. This strategy helps students develop their writing skills step by step while keeping them engaged. The use of picture series as a teaching tool is not a new concept. According to Brown (2001), pictures not only provide realistic images to support learning but also can be function as a fun element in the class, making the classroom experience more interesting and motivating for students.

According to Smaldino (2005:9), picture series is recommended because it offers many benefits in the writing learning process. First, it can make students more interested in writing in English, as it is a type of visual teaching media. Second, picture series can stimulate students' imagination, helping them to develop their ideas and write more effectively. Third, it assists students in expressing their thoughts clearly so that their writing becomes easier to understand. Finally, using picture series can increase students' motivation to write.

According to Abdullah & Yunus (2019), "using a picture to plan a description is a useful for helping students to see the importance of selection and focus in developing a description which is non-chronological, for example, of places, people, or scenes." Pictures can spark students' imagination and creativity, and using pictures as writing prompts can sharpen the students' sensory details.

Moreover, Wright (2007:17) explains several roles of pictures in teaching productive skills. First, pictures can motivate students, encouraging them to pay attention and participate. Second, pictures provide context for the language being used, bringing real world elements into the classroom. Third, pictures can be described objectively or interpreted subjectively by students. Fourth, pictures can prompt responses to questions or guide controll practice. Finally, pictures can stimulate thinking and provide ideas for students' learning.

From the definitions of Picture Series given by experts, it can be concluded that the picture series is a learning media that uses a sequence of images to help students write. In this study, I will use digital picture series as the media to teach writing descriptive texts. The digital picture series will be created and presented using wordwall, an online platform that allows the display of sequenced images in an interactive and engaging format. This platform enables students to view and respond to the pictures digitally, which supports the development of their ideas and helps them organize their writing more clearly. The use of digital picture series through wordwall is expected to enhance students' achievement in writing descriptive texts. This media encourages students to be active, creative, and focused as they describe each picture. It also helps them understand the material better and improve their writing step by step.

2.6. Digital Picture Series in Teaching Writing Descriptive Text

Digital picture series is a sequence of images presented in digital format that are arranged in order to illustrate an event, story, or particular process. Teaching writing through digital picture series helps students to create an idea. It can make learning more fun and easier to understand. Compared to printed images, digital picture series offer more flexibility in how materials are presented, such as through online platforms or interactive slides. One digital tool that supports this is wordwall, which allows teachers to present a sequence of images in an engaging and organized way. Digital picture series do not only help students improve their writing, but also allow them to understand ideas better and develop social skills, problem solving, and responsibility in both individual and group work.

Harmer (1998) explained that writing is taught to students learning English as a foreign language for several reasons: to practice what they have learned, to develop their language skills, to match different learning styles, and most importantly, because writing is an important skill on its own. Writing is a basic language skill, just like speaking, listening, and reading.

Previously, there are some studies about Picture Series. The first, the study was undertaken by Nurcahya et al (2024). This research aimed to improve students' writing skills in procedure texts by using picture series. The goal was to see if pictures could help students write better. The study used Classroom Action Research (CAR) and was done in three tests. Each test had four steps: planning, acting, observing, and reflecting. The research took place at SMK Harapan Baru in Bekasi with eleventh-grade students. The results showed that students improved in every test. In the first test, only 53% of the students passed the minimum score. In the second test, 80% passed, and in the third test, all students (100%) passed. This study proved that using picture series can make it easier for students to get ideas and write more clearly and confidently.

The second study was conducted by Saripah (2024). This research focused on improving students' writing skill in recount texts by using picture series. The goal was to help students write better recounts by looking at a series of pictures that show a story or event. The research was conducted at MTs Negeri 1 Muna with 33

eighth-grade students. The study used Classroom Action Research with two tests. The students' average score increased from 66.87 in the first test to 81.31 in the second. This result shows that using picture series helped students get more ideas and write more clearly. The students were also more excited and involved in class activities when pictures were used. The research proved that picture series are a helpful tool to improve students' writing skill in recount texts.

The third was conducted by Sari et al (2024). This research aimed to improve students' writing ability in narrative texts using picture series. The study was done through Classroom Action Research in two cycles with 33 tenth-grade students. The results showed that students' writing improved in five aspects: content, organization, vocabulary, language use, and mechanics. Their scores increased in each cycle, proving that picture series helped them express ideas better and write more clearly.

The previous studies mentioned above serve as references for the researcher in conducting this study and as a comparison between those studies and the current research.

From the previous studies that have been mentioned, it can be concluded that this study and the previous studies both use picture series in the writing classroom. The difference in this study is the type of text. The type of text that the researcher will use is descriptive text. Moreover, the picture series used in this study are presented digitally, which distinguishes this research from others that use printed or non-digital images. This digital approach is expected to enhance students' engagement and make the writing activity more interactive.

2.7 Procedure of Teaching Writing Through Digital Picture Series

Digital picture series is very simple to use. Through picture series, students can observe and describe people, places, objects, or scenes in detail. The researcher will follow the following procedure proposed by Blanchard and Root (2003):

1. Pre-Writing

    a. The teacher provides a set of digital picture series showing one objects and places (e.g., classroom, or beach).

    b. They observe the pictures carefully and identify what they see: people, objects, locations, colors, etc.

    c. The teacher helps students brainstorm descriptive vocabulary, including adjectives and prepositions of place.

    d. Students take notes and discuss ideas with their group in pairs.

2. Writing

    a. Students begin to write a descriptive paragraph based on the picture series.

    b. The writing includes:

        a) A general opening sentence introducing the topic

        b) Supporting sentences that describe details (appearance, size, color, etc.)

        c) Proper use of descriptive language and present tense

3. Revising

    a. Students review their writing and check for:

        a) Clear descriptions

        b) Correct grammar, spelling, punctuation, and capitalization

        c) Proper structure of a descriptive paragraph

    b. Students exchange texts with a partner for peer feedback.

    c. The teacher provides additional feedback to improve accuracy.

    d. Students revise their texts accordingly.

In conclusion, using digital picture series in the classroom helps students describe things more clearly and creatively. It makes writing easier and more fun by giving them ideas to write about step by step.

2.8 Advantages and Disadvantages of Picture Series

Picture series have both advantages and disadvantages in teaching writing. They can help make learning more fun and creative, but also come with some challenges for both students and teachers. The advantages that will be get by using picture series in improving students' writing skill. They are:

a. Pictures make the writing process more enjoyable. Using a series of pictures is an effective way to motivate students to learn English writing. It is interesting for students and helps encourage them to write. Teaching writing with picture series creates a fun environment, which makes students feel more confident to express their feelings, ideas, and thoughts in writing.

b. Picture series help students develop their creativity in writing. Students can freely create text based on the pictures they see. This activity encourages them to think in new ways.

c. Picture series can help students improve their vocabulary. They are suitable for introducing new English words and effective tools for learning activity.

On the other hand, there are some disadvantages of using picture series to teach writing. They include:

a. Sometimes students have difficulty linking one picture to another using their own words, even when a series of pictures is provided.

b. Students often struggle to express their ideas effectively in writing. They have difficulty presenting their text clearly and fluently on paper. Therefore, teachers need to give students opportunities to practice writing by practice in routine.

c. Teachers often do not have enough time to teach and assess the writing process. During this process, students receive a series of pictures to transform into a text. They must work independently, while teachers provide only a few key guidelines, which are often unclear.

In conclusion, picture series are a useful and creative tool to help students improve their writing skills. They make learning more enjoyable, build students' confidence, and help expand their vocabulary. However, to overcome some challenges like

connecting ideas and limited classroom time teachers need to give clear instructions and provide enough support during the writing process. With good planning, picture series can be a very effective way to teach writing.

2.9. Theoretical Assumption

Many students have difficulties in writing descriptive texts. They often struggle to generate ideas, organize their thoughts, and arrange sentences in a clear and logical order. As a result, their writing tends to be unclear, less detailed, and poorly structured. Picture Series is an effective way to help students organize their ideas better. By using picture series, students can see how one part of a story connects to the next. This makes it easier for them to plan and write their stories in a clear and logical order, which can lead to better and more interesting writing.

The researcher believes that using the Picture Series can improve how students write descriptive texts. Looking at the pictures helps students imagine how their ideas should flow in their writing. This process helps students organize their thoughts clearly and makes their writing more connected and well structured. The researcher also believes that the Picture Series helps students develop ideas step by step when writing descriptive texts.

2.10. Hypothesis

The hypothesis is "There is an improvement of students' writing achievement in descriptive text after they have been taught by using Digital Picture Series". It assumes that the use of Digital Picture Series as a teaching medium can help students generate ideas, organize their descriptions more clearly, and develop their writing more effectively.

This chapter covered all the topics mentioned above, including the definition of writing, teaching writing, descriptive text, picture series, digital picture series in teaching descriptive writing, theoretical assumptions, and the hypothesis.

III. METHODS

3.1. Research Design

This research employs a quantitative approach with writing test as proposed by Setiyadi (2018), was being used. One class was chosen as the sample for the experimental group. The design was shown as follows:

$$\boxed{\textbf{T1 X T2}}$$

Notes:

T1: refers to the pretest to measure students' abilities before the treatment.

X: refers to the treatment provided by the researcher to enhance students' writing skills.

T2: refers to the post-test to measure how much students' writing skills have improved after treatment.

3.2. Variables

Every quantitative research needed variables. Setiyadi (2018) explains that variables are things that can be different among people, such as gender, motivation, or achievement. In this study, the independent variable is the use of digital picture series, while the dependent variable is students' ability in writing descriptive text. This study aims to see if picture series can improve students' writing skills by comparing their scores before and after the treatment.

3.3. Population and Sample

The population of this study consisted of the second-grade (VIII/8) students at SMP Muhammadiyah 3 Bandar Lampung. From the several classes in grade VIII, one class was chosen as the sample, which included 30 students in the experimental class.

3.4. Research Instruments

Instruments were the tools used to gather data. Although there were many ways to collect data, this study used a writing test. Two tests were administered: a pre-test and a post-test. The pre-test was given before the treatment to measure the students' writing ability before learning through digital picture series. The post-test was given after the treatment to see how much their writing had improved. In both tests, the students were asked to write a descriptive text, and the results were compared to see their progress. Each test provided clear instructions, steps to follow, and a set time limit. To maintain the quality of the test, the researcher examined its reliability and validity.

3.4.1. Validity

Setiyadi (2018) states that the validity of an instrument shows how well it measures what it is supposed to measure. A test was considered valid if it measured what it was supposed to and met the set criteria. The validity of a test showed how well it measured what it was intended to measure. A good test should accurately assess the specific skill it was designed to evaluate. In this study, the researcher checked the validity of the test based on two aspects, and it was also reviewed through expert judgment by an English lecturer to ensure that the test items were appropriate, clear, and suitable for measuring students' writing ability.

1. Content validity

   Content validity shows how well a test covers all the important parts of the skill being tested in this case, descriptive writing. In this study, content validity was ensured by choosing tasks that are specially made for writing descriptive texts. The students were asked to write based on skills needed

for descriptive writing. Both the pre-test and post-test focused only on descriptive writing, so the test included all the main parts. The researcher also designed the test based on the learning goals in the syllabus for second-year junior high school students and made sure the material matched the school curriculum.

2. Construct validity

Setiyadi (2018) explains that construct validity is needed when a test uses several indicators to measure one specific skill or aspect. Construct validity showed how well a test measured the specific skill it was intended to assess. In this study, the skill was descriptive writing. The main goal was to determine how much the students improved their writing after using digital picture series. By comparing the results of the pre-test and post-test, the researcher observed the students' progress. This demonstrated that the test accurately measured improvement in writing skills. The writing test used a scoring guide by Jacobs et al. (1981), which included five components: content, organization, grammar (language use), vocabulary, and mechanics.

In conclusion, the test in this study was valid because it measures the right aspects of descriptive writing. It covers all the important parts of writing and matches the main writing skills. This means the test truly shows the students' real abilities. Using both a pre-test and a post-test also makes the results more accurate, as it clearly shows how the use of picture series helps students improve their writing. Therefore, the results of this study can be trusted.

3.4.2. Reliability

According to Heale and Twycross (2015), Reliability relates to measure's consistency. Reliability means how consistent and accurate a test score was. In this research, the researcher used inter-rater reliability to make the data more reliable and reduce subjectivity. Inter-rater reliability was used when two or

more people give scores independently. In this study, the first rater was the researcher, and the second rater was an English teacher from a junior high school. Before scoring the students' descriptive writing, both assessors made sure to use the same scoring criteria. In this study, the researcher and the teacher will use the writing aspects from Jacobs et al. (1981), as the scoring rubric to evaluate students' writing. Inter rater reliability using Rank Spearman Correlation in SPSS 25 will be used by researcher to ensure data consistency.

This study used Rank - order Correlation to measure how reliable the scoring was, with the formula:

$$P = 1 - \frac{6. \sum d^2}{N(N^2 - 1)}$$

Notes:

R = reliability of the test

N = number of students

D = difference of rank correlation (mean score from the pre-test and the post-test)

(Hatch and Farhady, 1982)

In this case, the coefficient of rank correlation analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000: very high reliability
2. 0.60000 – 0.7900: high reliability
3. 0.40000 – 0.5900: medium reliability
4. 0.20000 – 0.3900: low reliability
5. 0.00000 – 0.1900: very low reliability

(Arikunto, 2005)

Based on the reliability standard explained earlier, the writing tests were considered reliable if they reached a minimum score of 0.60, which indicated a high level of reliability.

After calculating the results of the students' descriptive writing (pre-test and post-test), the researcher used SPSS to calculate the ranking results. The reliability results can be seen below:

Pretest

$$R = 1 - \frac{6\,(588)}{30\,(30^2 - 1)}$$

$$R = 1 - \frac{3528}{26970}$$

R = 1 − 0,1308

R = 0,869 (very high Reliability)

Posttest

$$R = 1 - \frac{6\,(465)}{30\,(30^2 - 1)}$$

$$R = 1 - \frac{2760}{26970}$$

R = 1 − 0,102

R = 0, 897 (very high Reliability)

Based on these calculations, the test results showed a very high level of reliability, ranging from 0.80000 to 1.0000. Therefore, it could be concluded that this test produced consistent results and demonstrated that it was a reliable tool for measuring students' writing skills.

3.5. Data Collecting Technique

This study was to obtain data on students' descriptive writing skills before and after treatment. The data was obtained from:

1. Pre-test

    A pre-test was conducted before students were taught to use digital picture series. The purpose of this test was to evaluate students' initial ability to write descriptive texts before the treatment was carried out. At this stage, students were given a writing assignment in which they were asked to write a short paragraph describing a place.

2. Treatment

    Treatment was administered after the initial test. In this study, treatment involved teaching students using a series of digital images. Treatment was administered three times during the study.

3. Post-test

    The post test was conducted after students were taught using digital picture series. This test was used to determine the improvement in students' ability to write descriptive texts. The test had the same format as the pretest, in which students wrote a short descriptive text about a place.

In conclusion, this study aimed to examine how students' descriptive writing skills improved before and after using digital picture series. By administering a pre-test, using the digital picture series in lessons, and then giving a post-test, the researcher was able to clearly observe the students' initial level, how the picture series assisted

them, and the extent of their improvement. This process showed that using picture series was effective in helping students write better descriptive texts.

3.6. Data Collection Procedures

In gathering data, this study followed these steps:

1. In selecting materials for research, researchers chose various examples of descriptive texts from online sources.

2. Then, the researcher selected students from SMP Muhammadiyah 3 Bandar Lampung as the research population and selected class VIII A as the sample.

3. A pre-test was conducted to assess students' basic skills before treatment. During the pre-test, students were asked to write descriptive texts.

4. After pretest, the experimental class underwent treatment involving digital picture series. This treatment lasted for three sessions, during which students were assisted in writing descriptive texts. Next, a final test was conducted to measure their ability to write descriptive texts after taught using digital picture series.

5. To see whether the students' writing skills improved, a post-test was given after the treatment. The test asked students to complete a writing task in which they had to produce their own descriptive texts.

6. In analyzing, the test results, the researchers conducted data analysis after evaluating the results of the pretest and the posttest. This involved calculating the average scores for both tests and assessing the extent of improvement.

In conclusion, this study used clear steps to find out how well digital picture series can help students improve their descriptive writing. The researcher carefully chose the materials, selected the right group of students, gave a pre-test, used digital picture series during teaching, and then gave a post-test to see the results. These steps helped the researcher gather useful information about how digital picture series affects students' writing. This simple process makes the results reliable and shows that Picture Series can be an effective tool to improve writing skills in junior high school.

3.7. Data Analysis

The procedures for analyzing the collected data are outlined below (Hatch and Farhady, 1982):

1. Scoring all pre-test and post-test results (rater 1 and rater 2)
2. Tabulating the results of the pre-test and post-test.
3. Inputting the data into SPSS for computation.
4. Calculating the mean from the test results using this formula.:

$$\mathbf{M\ d} = \frac{\Sigma d}{N}$$

With the following explanation:

Md = mean relates to total score

Σd = total students' score

N = the number of students

5. To draw a conclusion from the pre-test and post-test results, the data were analyzed statistically using a computerized method, namely the paired t-test in SPSS. This analysis was used to answer the research question: "Is there any improvement in students' writing achievement in descriptive text after being taught with digital picture series?" to determine whether the students made progress, the following formula was applied:

$$N - Gain = \frac{(\text{posttest}) - (\text{pretest})}{\text{Maximum Score} - \text{pretest}}$$

⟨pre-test⟩ is the average pre-test score,

⟨post-test⟩ is the average post-test score,

Maximum Score is the highest possible score

6. Calculate the frequency and percentage the scores of the pre-test and post-test.

In conclusion, the data analysis in this study was done step by step to find out how much the students improved their descriptive writing after using digital picture series. The researcher compared the pre-test and post-test scores, calculated the average (mean) scores, and analyzed the data using SPSS. These steps helped make the results more objective and reliable. The results were then discussed to clearly answer the research question and show how picture series helped improve students' writing skills.

3.8. Data Treatment

Setiyadi (2018) explains that there are three basic assumptions that need to be met when using a paired sample t-test to test a hypothesis:
1. The data must be in interval scale.
2. The data must come from a random sample in the population (not absolute).
3. The data must be normally distributed.

To check if the data is normally distributed, the researcher used kalmogorov Smirnov and Shapiro-Wilk test in SPSS 25. The hypotheses for this test are:

- H0: The data is normally distributed.
- H1: The data is not normally distributed.

The significance level used is 0.05. H0 is accepted if the result of the normality test is greater than 0.05 (sign > 0.05).

Table 3.1 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.110	30	.200[*]	.963	30	.359
posttest	.134	30	.178	.943	30	.109

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Appendix. 20

Based on the calculations performed in SPSS 25, it was found that the normality results of the pre-test (0, 359) and post-test (0,109) were higher than sign > 0.05, indicating that the pre-test and post-test data were normally distributed, or in other words, H0 could be accepted.

3.9. Scoring Criteria

There were five aspects evaluated in students' descriptive texts: content, organization, vocabulary, language use, and mechanics. To assess the students' writing scores, the researcher analyzed their texts using the scoring rubric developed by Jacobs et al. (1981), with the aim of determining whether the treatment had an effect on their writing abilities.

Table 3.2 Scoring Rubric

Aspect	Criteria	Score
Content	Excellent to very good if the main idea, the unity, the coherence and continuity of paragraph are all correct.	30 - 27
	Good if the paragraph contained few errors of the main idea, unity, coherence and continuity.	26 -23
	Average if the paragraph contained some errors of the main idea, unity, coherence and continuity.	22 -20

	Poor if the paragraph is dominated by errors of the main idea, unity, coherence and continuity.	19 -17
	Very Poor if the main idea, unity, coherence and continuity of the paragraphs are all incorrect	16 -13
Vocabulary	Excellent to very Good if the paragraph contains varied and effective words.	20 – 18
	Good if the paragraph contains few errors of the vocabulary but the meaning is not obscured.	17 -15
	Average if the paragraph contains frequent errors of the vocabulary and the meaning is obscured.	14 – 12
	Poor if the paragraph is dominated by error of grammar.	11 -9
	Very Poor if the grammar of the paragraph are incorrect.	8 - 5
Organization	Excellent if the words and sentences are well organized, the ideas are clearly stated with logical sequencing.	20 - 18
	Good if there are few errors of words and sentences in the paragraph.	17 -15
	Average if there are some errors of words and sentences in the paragraph.	14 – 12
	Poor if the paragraph is dominated by errors of words and sentences in the paragraph	11 -9
	Very Poor if the words in sentences are all incorrect.	8 - 5
Grammar	Very Good if the grammar of the paragraph are all correct.	25 – 23
	Good if there are few errors of grammar in the paragraph	22 – 20
	Average if there are some errors of grammar in the paragraph.	19 – 16

	Poor if the paragraph is dominated by error of grammar.	15 – 9
	Very Poor if the grammar of the paragraph are incorrect.	8 -5
Mechanics	Very Good if the spelling, punctuation, and capitalization of the sentences are all correct.	5
	Good if there are few errors of spelling, punctuation, and capitalization but not observed.	4
	Average if there are some errors of spelling, punctuation, and capitalization.	3
	Poor if there are many errors of spelling, punctuation, and capitalization.	2
	Very Poor if the spelling, punctuation, and capitalization of the sentences are all incorrect.	1

In conclusion, the evaluation of students' descriptive writing was based on five main aspects: content, organization, vocabulary, language use, and mechanics. By using a clear scoring guide, the researcher closely examined how well the students wrote, identifying both their strengths and areas that needed improvement. This detailed scoring helped demonstrate the actual effect of teaching with digital picture series. The results provided useful insights for applying creative methods to enhance writing skills.

3.10.Hypothesis Testing

After the data has been gathered, the researcher will examine it to see whether students' descriptive writing skills have improved as a result of learning using digital picture series. The paired sample T-test will be used by the researcher to see if the treatment effects are different. The formula for testing the hypothesis for the question of this research is:

H0: There is no improvement of students' writing performance before and after treatment.

H1: There is improvement of students' writing performance before and after treatment.

3.11. Schedule of the research

During the implementation, this research took three meetings (the pre-test, the first treatment, the second treatment, the third treatment, and the post-test). To be more specific, the table below describes the administration of the research.

Table 3.3. Schedule of the research

Meeting	Activity	Description
Tuesday, September 16th 2025	1. Pretest 2. Treatment 1	Pretest: Giving a first test about descriptive text Treatment 1: introducing digital picture series about descriptive text
Tuesday, September 23th 2025	Treatment 2	Giving a digital picture series about descriptive text (describing place) and revising students' draft.
Tuesday, September 30th 2025	1. Treatment 3 2. Posttest	Treatment 3: reviewing the material about digital picture series and revising students' draft Posttest: giving a final test about descriptive text

In summary, this chapter explains the research design, the research variables, the data sources, the instruments used, the steps for collecting the data, the techniques for analyzing and treating the data, the process of testing the hypothesis and schedule of the research

V. CONCLUSION AND SUGGESTION

This last chapter explains the conclusions drawn from the research and offers suggestions for English teachers and future researcher.

5.1 Conclusion

Based on the results of this study, some main conclusions can be made about using digital picture series to improve students' writing skills in descriptive text, as explained below:

1. The research shows that digital picture series helped students improve their descriptive writing. Students became better in organization, vocabulary, and mechanics like spelling and punctuation. The teacher's feedback helped them correct their mistakes. Pictures helped students organize their ideas and choose better words. However, some students still had difficulty developing their ideas, and the limited class time reduced writing practice. Overall, digital picture series is a helpful and effective tool for teaching writing.

2. The use of digital picture series helped students improve their descriptive writing skills. The pictures made it easier for students to see and understand what they wanted to write about. They could describe colors, shapes, and details more clearly. The pictures also helped them remember ideas and vocabulary. Students could organize their writing better by following each picture. They became more creative and more interested in writing. The learning activity was fun, and students enjoyed sharing their ideas. In the end, their writing became clearer and more detailed. This shows that digital picture series made students more active and motivated to learn writing.

3. Digital picture series made a positive impact on students' descriptive writing. The pictures gave them inspiration and helped them organize their ideas before writing. Students not only learned how to write better but also enjoyed the learning process. This method built their confidence, creativity, and motivation to write more descriptive and meaningful texts.

This study found that using digital picture series helps students improve their descriptive writing. It made it easier for them to organize ideas, use correct grammar, and describe things clearly. With proper guidance from the teacher, this method gave good results. Students became more confident, creative, and motivated to write. So, digital picture series can be an effective way to make writing lessons more fun and meaningful.

5.2 Suggestion

In reference to the conclusion above, the writer gives some suggestions as follows:

1. **Suggestions for English Teachers:**

   a) English teachers are suggested to use digital picture series to help students improve their descriptive writing. They should give clear instructions and guide students on how to look at the pictures and describe the details. Teachers can also use discussions, brainstorming, or peer feedback to make writing more fun. Using different and interesting pictures will keep students motivated and creative.

   b) Students' content in descriptive writing was still low. The teacher should give more help to develop ideas. The teacher can show examples of detailed descriptions, ask students to make notes before writing, and encourage them to add more information about the object, place, or person. Activities like brainstorming, group discussions, and asking questions can help students think more and write richer content. Giving feedback focused on content will also help students improve their descriptive writing step by step.

c) It is suggested that teachers give more time for learning and provide more chances for practice, not just explanations and examples. More time can help students think of ideas and organize their writing better, while extra practice lets them use what they have learned and improve their writing skills through repeated experience.

2. **Suggestions for Further Researchers:**

   a) Since this research was done at the junior high school level, future researchers may use at senior high school or elementary school. They can also study using digital picture series for other types of writing, like narrative, recount, or argumentative texts.

   b) Future researchers may use digital picture series for other skills, like reading or speaking. For reading, pictures can help students understand the text better. For speaking, pictures can give ideas for talking or presenting. This can show how digital picture series can help students in many parts of learning English.

   c) Further researcher may to use real life pictures so that students can better relate to the topic, understand the context more easily, and express their ideas more naturally in their writing.

   d) Future researchers are encouraged to add more time to the study, with more than three meetings, so that all aspects of writing can improve, not only mechanics but also content, organization, vocabulary, and language use. This is because content needs deeper understanding, idea development, and more time to make good result.

The explanation above describes the conclusions about how digital picture series help improve students' writing in descriptive text, along with the suggestions given for English teachers and future researchers.

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