

**IMPROVING STUDENTS' WRITING NARRATIVE TEXT
ACHIEVEMENT USING PICTURE SERIES**

(Skripsi)

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ABSTRACT

IMPROVING STUDENTS' WRITING NARRATIVE TEXT ACHIEVEMENT USING PICTURE SERIES

By:

Sabriya Khairunisa

This study examined the effectiveness of using picture series in improving students' writing achievement, especially in writing narrative texts. This research used a quantitative method with a one group pretest–posttest design. The population of this study was the ninth-grade students at SMP Negeri 2 Pagelaran, Lampung. The sample was class IX-C, consisting of 30 students. The students' writing performance was measured before and after the treatments. The data was analyzed using a paired-sample t-test in SPSS version 25. The results showed that the students' writing achievement improved, with the mean score increasing from 66.2 in the pre-test to 74.7 in the post-test, resulting in a gain of 8.5 points. Additionally, the paired sample t-test analysis showed a significant value (0.000), demonstrating that students' writing narrative text improved effectively using picture series. The aspect of writing that showed the greatest improvement was content. This increase occurred because picture series provided students with clear visual clues about the story's events, helping them understand what to write and how to develop their ideas. As a result, picture series helped students produce richer, more meaningful content. Overall, this suggests that picture series effectively helped students improve their writing ability.

Keyword: picture series, narrative text, writing.

ABSTRAK

MENINGKATKAN KEMAMPUAN PRESTASI MENULIS TEKS NARATIF SISWA DENGAN MENGGUNAKAN SERI GAMBAR

Oleh:

Sabriya Khairunisa

Penelitian ini mengkaji efektivitas penggunaan rangkaian gambar dalam meningkatkan prestasi menulis siswa, khususnya dalam menulis teks naratif. Penelitian ini menggunakan metode kuantitatif dengan desain pretest–posttest satu kelompok. Populasi penelitian ini adalah siswa kelas IX di SMP Negeri 2 Pagelaran, Lampung. Sampel penelitian ini adalah kelas IX-C yang terdiri dari 30 siswa. Kemampuan menulis siswa diukur sebelum dan sesudah perlakuan. Data dianalisis menggunakan uji-t sampel berpasangan dalam SPSS versi 25. Hasil penelitian menunjukkan bahwa prestasi menulis siswa meningkat, dengan nilai rata-rata naik dari 66,2 pada pretest menjadi 74,7 pada posttest, sehingga terjadi peningkatan sebesar 8,5 poin. Selain itu, analisis uji-t sampel berpasangan menunjukkan nilai yang signifikan (0,000), yang menunjukkan bahwa kemampuan menulis teks naratif siswa meningkat secara efektif dengan menggunakan rangkaian gambar. Aspek penulisan yang menunjukkan peningkatan terbesar adalah isi. Peningkatan ini terjadi karena rangkaian gambar memberikan petunjuk visual yang jelas kepada siswa mengenai peristiwa dalam cerita, sehingga membantu mereka memahami apa yang harus ditulis dan bagaimana mengembangkan ide-ide mereka. Akibatnya, rangkaian gambar membantu siswa menghasilkan isi yang lebih kaya dan bermakna. Secara keseluruhan, hal ini menunjukkan bahwa rangkaian gambar secara efektif membantu siswa meningkatkan kemampuan menulis mereka.

Kata kunci: seri gambar, teks naratif, menulis.

**IMPROVING STUDENTS' WRITING NARRATIVE TEXT
ACHIEVEMENT USING PICTURE SERIES**

By

Sabriya Khairunisa

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2026

Research Title : **IMPROVING STUDENTS' WRITING
NARRATIVE TEXT ACHIEVEMENT USING
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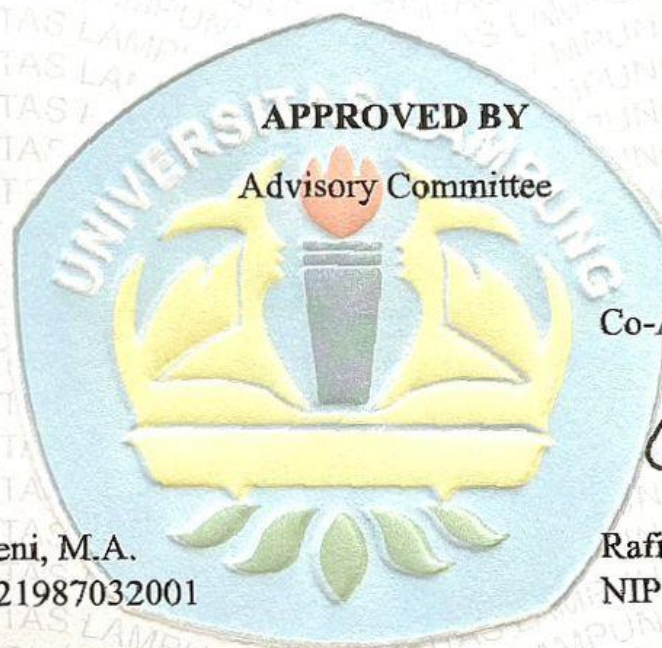
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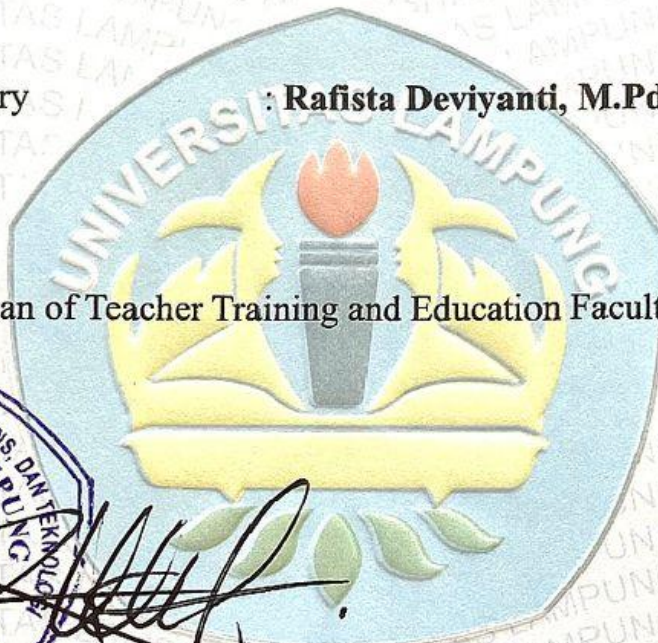
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

Sabriya Khairunisa was born in Pringsewu, on April 19th, 2004. She is the first daughter in the family of Bambang Pamungkas and Arina Yusri. She has one younger sister, Nur Calula Nathanaila.

She started her education at TK Insan Cemerlang, Pringsewu, before going to elementary school. Then she continued at SD Negeri 1 Pringsewu Selatan, Pringsewu. After finishing elementary school in 2016, she went to SMPN 1 Pringsewu and graduated in 2019. After that, she studied at SMAN 1 Pringsewu. During her high school, she joined the *Palang Merah Remaja* (Youth Red Cross) as an extracurricular activity. She graduated in 2022.

In the same year, she passed the *SBMPTN* (National Selection Based on Tests) and was accepted into the English Education Study Program at the University of Lampung. During her studies at the university, she took part in student organizations to develop her skills and experience. She joined SEEDS (Society of English Education Department Students), where she actively contributed to various activities and programs. In 2023, she served as a member of the Media Center Division, where she helped create and share information, manage social media content, and support documentation for events. In 2024, she continued by becoming a member of the Finance Division. In this role, she assisted in managing social media content. Through her participation in SEEDS, she improved her teamwork, communication, and organizational skills.

From January to February 2025, she participated in Community Service Program (KKN) in Bujuk Agung, Tulang Bawang. During this program, she lived in the community and took part in various social and educational activities. In addition, she also completed Teaching Practice Program (PLP) at SMAN 1 Banjar Margo. Through this teaching practicum, she gained valuable experience in managing classrooms, and delivering learning materials to students. To complete her undergraduate study, she conducted a research on students' writing in narrative using picture series at SMPN 2 Pagelaran.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Bambang Pamungkas and Arina Yusri
2. Her sister – Nur Calula Nathanaila
3. Her almamater – University of Lampung
4. Her beloved friends
5. Her inspiring English lecturers

MOTTO

“It always seems impossible until it’s done.”

(Nelson Mandela)

“Make your lives extraordinary.”

(John Keating)

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Finally, the writer realizes that this research is still not perfect and may contain some weaknesses. Therefore, constructive comments, criticism, and suggestions are warmly welcomed to improve future studies. The writer hopes that this research can make a positive contribution to educational development, provide useful insights for readers, and serve as a reference for those who wish to conduct further research in this field.

Bandar Lampung, March 2026
The Writer

Sabriya Khairunisa

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I. INTRODUCTION

This chapter covers several sections, including background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms. The details of each section are explained below.

1.1. Background of the Research

Writing is a fundamental skill that has an important role in various aspects. Writing for learning helps students process information, organize their thoughts, and deepen their understanding of new concepts (Harmer, 2004). Writing for social contexts includes everyday communication such as chatting with friends, writing comments on social media, sending emails, or posting online. In these situations, writing is used to express feelings, share experiences, ask questions, or simply stay connected with others. It requires the ability to write clearly and appropriately depending on the situation and the audience (Hyland, 2004). Writing for academic purposes involves producing structured and formal texts, such as reports, essays, and research papers, which are essential components of a student's educational journey. Writing helps students put their understanding of language elements into practice. Effective communication requires an understanding of how words and sentence structures convey ideas.

Many students still show limited ability in writing. Although they may have learned grammar and vocabulary, they often struggle to apply this knowledge in writing tasks. Most students are only able to write short and simple sentences. When asked to produce longer texts such as paragraphs, letters, or essays, they struggle with organizing their ideas and using appropriate language. Additionally, their writing often lacks coherence and cohesion, making it difficult to understand (Harmer, 2004). Writing is a complex skill that requires more than just knowing grammar rules. It involves thinking, organizing, drafting, and revising. According to Hyland (2003), writing is a process that involves planning, writing, reviewing,

and editing, which can be challenging for learners who are not used to expressing their thoughts in English.

One of the main difficulties students experience in writing is the lack of ideas. Many students believe that they have difficulty generating ideas, even when a topic is given. They may also struggle to develop a single idea into several supporting sentences. Byrne (1988) states that developing and generating ideas is one of the most difficult aspects of writing for language learners. Some students may rely too frequently on translations from their native language, which can lead to grammatical errors and confusion. Additionally, the fear of making mistakes often causes students to avoid writing completely or to write very infrequently. Consequently, their writing remains poorly developed and lacks fluency.

Another issue lies in how writing is taught in many schools. Writing classes are often textbook-centred. Teachers may ask students to complete writing tasks without giving enough examples or models. Richards and Renandya (2002) argue that writing instruction should include meaningful practice, teacher support, and opportunities for revision. However, many classrooms do not provide these essential elements. Moreover, due to large class sizes and time limitations, teachers may not have enough time to give personalized guidance or corrections. The lack of visual support, technology, and authentic writing tasks also makes learning less engaging. These conditions can leave students feeling bored or frustrated, affecting their motivation and progress.

Students should have the ability to write because writing is very common in everyday life and is used for various purposes, such as conveying ideas, making reports, and taking notes. Therefore, students need to have the ability to write clearly and effectively for academic purposes as well as everyday communication. Writing well can help students learn English. The objective of English language learning in Indonesia is to develop students' ability to communicate effectively, both orally and in written form. Not only can students expand their vocabulary and grammar when writing narrative stories, but they can also learn how to organize their thoughts and feelings correctly. Therefore, teaching students to write stories is essential to improving their overall English skills. Students must develop good

writing skills to write effectively. They should be familiar with essays, paragraphs, letters, invitations, and other writing components before starting writing assignments. Choosing the right teaching and learning methods is very important to help learners achieve successful writing outcomes (Azzahra et al., 2025).

Using pictures as a teaching tool can help students improve their writing skills, especially when creating narrative texts. Pictures help students define and describe concepts accurately, thereby making their writing more engaging. A series of pictures is a potential instructional technique that can help improve students' writing. This type of visual media helps students' thinking and motivates them to generate ideas for writing. In addition, picture series captures students' interest and makes the lesson more engaging, which increases their enthusiasm for learning the material. Ramadhanty et al. (2021) discovered that picture series serve as a helpful visual tool in the brainstorming stage of writing, as they stimulate ideas and inspire students to express their thoughts. When engaging with a picture series, students are encouraged to interpret the messages and communicate their understanding through oral, visual, or written means.

The *Kurikulum Merdeka* is designed to develop students' independence, creativity, and critical thinking skills. In English learning, this curriculum emphasizes various text types, including narrative, descriptive, procedural, specialized texts (such as short messages and advertisements), and authentic texts. Junior high school students need to learn to read, understand, and write narrative texts. This text conveys a story in an organized sequence of events, usually starting with an introduction, followed by a problem, and ending with a solution. Students begin learning to express ideas in story form. By learning narrative texts, they can improve their vocabulary, grammar, and writing skills, and become more confident in telling or writing stories in English. It is important to teach narrative texts, as they allow students to learn English while having fun and staying interested.

Picture series are beneficial for teaching different subjects in the classroom. The variety of topics they explore, along with their length, makes them ideal for middle school teachers who have limited class time each day. In addition, picture series present various representations and expand the representations we teach. Picture

series are entertaining and engaging. The use of picture series in this study is based on problems students often encounter in writing, particularly in the writing aspect. Traditional methods of teaching writing often do not provide sufficient visual support for students to develop creative thinking and write clearly.

According to previous studies by Lumbantobing (2025). Using picture series has proven to be an effective method for improving descriptive writing among eighth grade students at SMP Swasta HKBP Batu 4 Siantar. Students who learned through picture series demonstrated greater improvement in their writing skills than those taught with traditional methods. Picture series help students generate ideas, expand their vocabulary, organize their sentences, and increase their interest and involvement in writing activities.

Moreover, a study by Irmayanti and Santoso (2024) found that picture series is an effective method for enhancing the explanatory writing skills of 11th-grade students at SMA Darussalamah. Following instruction with a picture series, students showed notable improvement in their writing, particularly in five key areas: content, paragraph organization, vocabulary, grammar, and mechanics. Picture series also help students generate ideas, organize their texts coherently, and choose suitable vocabulary.

Azzahra, Usman, and Jamiluddin (2025) state that picture series has improved the procedure writing of 9th grade students at SMP Negeri 1 Palasa. Statistical analysis indicated a significant difference between students' performance before and after the treatment. The use of picture series was effective in helping students to comprehend the sequence of steps, generate ideas visually, and boost their motivation and confidence in writing.

Furthermore, Sidiq (2025) found that students in grade 8 at MTs Al Ulum Dadapan Wajak Malang had difficulties composing recount texts, especially in finding ideas and starting to write, and showed a lack of motivation due to uninteresting learning methods. To overcome this, the researcher employed a picture series as a visual aid, and the results indicated that this method could enhance students' writing skills. This improvement was reflected in higher average scores and greater student participation during the learning process.

In line with these findings, Julaiha, Syahputri, and Prihatini (2022) showed that pictures as a learning medium have been proven effective in improving students' vocabulary mastery. An experimental study comparing groups of students taught with picture series and without pictures found that students who used picture series achieved higher vocabulary scores. Pictures help students understand word meanings more easily and improve their vocabulary retention.

When students process pictures into written narratives, a cognitive process develops that involves several interconnected mental activities. This process begins with visual perception, where students observe key elements in a series of pictures, such as characters, actions, and backgrounds. This observation activates their prior knowledge and imagination, allowing them to interpret what is happening in each scene and predict what might happen next. As they form mental connections between the pictures, they begin to develop ideas and plan the structure of their narrative. During the writing stage, students access relevant vocabulary and grammar rules to transform visual information into written sentences. They organize these ideas into a coherent structure using sequencing words and logical connectors to ensure the narrative flows smoothly. During this process, students engage in self-reflection, revising their work to improve clarity, grammar, and accuracy. This process involves both visual and linguistic thinking, not only improving their writing skills but also their overall cognitive development.

Previous studies have examined the use of picture series in writing instruction, focusing on their effectiveness in enhancing students' text-writing skills. Findings indicate that employing picture series as a learning medium can increase students' motivation, make them feel comfortable, and help them avoid boredom. Picture series allow students to generate ideas and create meaningful content in their writing. They became more able to express their ideas easily in English and provide relevant supporting details. Picture series are usually more carefully crafted in terms of visuals, character expression, and plot development, which can provide stronger support for learners in constructing meaningful and imaginative stories. Therefore, while both can be effective tools, picture series may offer a seamless storytelling experience, making them a slightly better option for promoting deeper narrative and expression. There is a lack of research specifically on using picture series to teach

narrative texts. This study aims to investigate the effectiveness of picture series in improving students' writing achievement in narrative texts, particularly in the types of narrative texts such as fables. The research is titled "Improving Students' Writing Narrative Text Achievement Using Picture Series"

1.2. Research Question

Based on the background described above, the researcher developed the research questions to address the main problem:

Is there any improvement in students' writing achievement in narrative texts after the students have been taught using picture series?

1.3. Objective of the Research

Based on the research questions above, the objective of this study is as follows:

To find out whether there is an improvement in students' writing achievement in narrative text with the use of picture series.

1.4. Uses of the research

The uses of this research are formulated as follows:

1. Theoretically, this study reveals that the use of picture series enhances students' understanding and idea development in writing, supporting previous studies that emphasize the role of picture series in the learning process.
2. Practically, the results can help teachers design better writing lessons using picture series, making lessons more interesting and effective. Teachers can develop simple resources such as worksheets and activities with picture series to help students write. Additionally, this study can help teachers provide additional support to students who struggle with writing, helping them succeed.

1.5. Scope of the Research

This study focuses on junior high school students. The study uses a quantitative method aiming to investigate the impact of picture series on students' writing achievement in narrative texts, particularly fables. The study evaluates various aspects of writing, including content, organization, vocabulary, language use, and

mechanical aspects. To gather data, the research employs quantitative methods, including pre-test and post-test. The treatment was implemented in three sessions, and the results of the pre-test and post-test were used to determine students' improvement.

1.6. Definition of Terms

To prevent misunderstanding, the definitions of terms used in this study are presented as follows:

1. Writing Achievement

Writing achievement refers to learners' ability to express ideas in written form, considering content, organization, vocabulary, grammar, and mechanics (Brown, 2004).

2. Narrative Text

Narrative text is a type of text that purposes to entertain the reader or listener by telling a story or experience (Gerot and Wignell, 1994). Narrative is a continuous description of an event or a sequence of events.

3. Picture Series

Picture series are sequence of pictures that show the events of a story step by step in a clear and organized way (Gayatri and Gaffar, 2023)

This chapter consists of several sections, namely background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

II. LITERATURE REVIEW

This chapter discusses several theories and literature related to this research problem. This includes definition of writing, aspect of writing, teaching of English writing, narrative text, definition of picture series, picture series as language learning, teaching of writing through picture series, procedures of teaching writing through picture series, advantages and disadvantages of picture series, theoretical assumption, hypothesis.

2.1. Definition of Writing

Writing is one of the four language skills that reflect a country's literacy level. It is considered the most complex language skill because it involves deep understanding and thinking processes to generate ideas, words, sentences, and organized paragraphs. As a result, many second-language learners experience difficulties mastering writing.

According to Nunan (2003), writing is considered a common way to communicate and leave an impression. This means that writers usually have two main purposes when writing. First, the text is written to convey a certain message, or in other words, to convey the ideas or feelings they have in mind. Second, texts are written to convey ideas to readers or audiences. Therefore, the writer needs the ability to adapt ideas to the appropriate level of complexity for effective expression and communication. Oshima and Hogue (1999) define good writing as composing grammatically correct sentences and organizing them logically into paragraphs and essays. According to Raimes (1983), expressing ideas in writing means conveying thoughts in a clear and logical way. To achieve this, ideas should be organized in a way that allows them to flow naturally, use language appropriate to the target audience, and maintain clarity throughout the text. Connecting concepts smoothly, using transitions, and refining writing through revision to improve precision and

clarity are also important parts of effective expression. Writers can convey their ideas more effectively by concentrating on these aspects.

Based on the explanations above, writing is a process that has many phases as a means of communication and expression. The goal of writers is to convey their ideas or feelings and impress their audience by conveying the message in an effective way. Writing is a process that involves several steps, such as developing ideas, organizing them in an organized manner, and revising to make sure that is written is correct.

2.2. Aspect of Writing

Writing involves the stages of generating ideas or thoughts, expressing them in words, and putting the ideas described on paper. To create a well-structured piece of writing, students need to keep several factors in mind. According to Jacobs et al. (1981), there are five key aspects of writing, which are detailed below:

1. Content

Content is the quality of ideas presented in writing, covering the development of ideas and their relevance to the topic.

2. Organization

Organization is the way the writer arranges and organizes ideas chronologically in writing.

3. Vocabulary

Vocabulary is the language aspect of word choice.

4. Language Use

Language use refers to the correct use of grammar rules, especially verbs, nouns, and subject–verb agreement.

5. Mechanic

Mechanics deals with capitalization, punctuation and spelling appropriately.

In general, according to Jacobs et al. (1981), writing is evaluated across five main aspects: content, organization, vocabulary, grammar, and mechanics. These aspects are commonly used because they provide a detailed and systematic way to evaluate student writing. Therefore, this framework is considered appropriate for this study. By applying Jacobs' writing assessment aspects, researchers can clearly analyze students' writing performance in each aspect. As a result, this assessment framework is expected to provide an effective evaluation process and support the improvement of students' narrative writing skills, especially through the use of picture series.

2.3. Teaching of English Writing

Cashwel and Mahler (2003) state that writing instruction is a process that provides students with opportunities to think critically and to improve their ability to write sentences, paragraphs, and texts in English correctly. They also claim that writing instruction is a process that provides students with opportunities to develop critical thinking skills. To achieve this goal, teachers must select the most effective approach to teaching students how to write.

Teachers play an important role in guiding students in learning English writing. According to Brown (2007), teaching is not just about delivering information but also involves the process of helping students learn effectively. Teachers are responsible for demonstrating to students how to perform specific tasks, providing clear instructions, and helping them understand the material. Teachers can employ a range of approaches to help their students develop their writing skills. Collaborative learning, where students work together to exchange ideas and provide feedback, is a practical approach to learning. Students become more engaged and feel more confident when writing down their thoughts.

According to Cotterall and Cohen (2003), students can improve their writing skills by receiving immediate teacher feedback during the writing process. Teacher feedback is very important in teaching English writing skills. This feedback not only informs students about what they did wrong but also provides clear directions for improving and developing their writing. By providing constructive feedback, teachers not only help students identify mistakes but also help them develop their

overall writing skills. According to Blanchard and Root (2003), the writing process consists of three essential steps: prewriting, drafting, and revising. Each of these steps plays an important role in organizing ideas, refining language, and enhancing the overall clarity and quality of the writing.

In summary, writing instruction emphasizes the important role of teachers in helping students learn to write. Writing not only teaches students how to organize paragraphs, sentences, and texts correctly, but also helps them think critically. Teachers must determine the most effective approach to engage students and improve their understanding of writing. Feedback from teachers significantly contributes to the improvement of students' writing ability by helping them find and correct mistakes and helping them develop better writing skills. There are three essential steps in the writing process: prewriting, writing, and revising. Overall, teaching writing is about creating a supportive learning environment that encourages students' development and learning through experience.

2.4. Process of Writing

The process of writing refers to the series of steps or stages that a writer goes through to create a piece of written work. Based on the teaching process adopted by Blanchard and Root (2003), there are three processes of writing as follows:

a. Prewriting

Prewriting is the initial and most essential stage of the writing process, in which students generate and organize ideas before writing. This includes brainstorming or discussing ideas related to the topic. The goal of this stage is to help students generate content, organize their thoughts, and set a purpose for their writing. It helps students think about what they want to say and how they will say it. Planning and organizing at this stage make the writing process easier and more focused.

b. Writing

This is the stage where students begin to turn their ideas into complete sentences and paragraphs. The focus is on developing the content based on the plan made during the prewriting stage. At this point, grammar, spelling, or punctuation is not the main concern. What matters more is getting ideas

down on paper. Students are encouraged to write freely and not worry too much about mistakes, as they will have the opportunity to improve the text later.

c. Revising

Revising is the process of reviewing and improving the draft. In this stage, students read their own work (work with peers) to make changes in terms of writing. They might add more details, rearrange sentences, delete unnecessary parts, or improve the story. This stage helps students improve the quality of their writing and make it more effective for the reader.

In summary, the writing process proposed by Blanchard and Root (2003) consists of three main stages: prewriting, writing, and revising. Prewriting serves as the basis for the writing process, where students develop and organize their ideas through activities such as brainstorming or discussion. The writing stage focuses on transforming these ideas into structured sentences and paragraphs. Finally, revision allows students to collaboratively review and refine their drafts, making improvements based on aspects of writing. Through these stages, students are guided to produce more effective and well-structured written texts.

2.5. Definition of Picture Series

Picture series are sets of pictures arranged to represent a story or sequence of events (Sidiq, 2025). Picture series is a type of picture that shows an object or a situation. Picture series tell a story or show how to do something. The pictures should be arranged in chronological order. A picture series is a sequence of pictures followed by a discussion that introduces or conveys the meaning of each picture. The term “Picture Series” refers to the connection between one event and another picture. To help students understand the meaning of storytelling activities, picture series begin by depicting events in sequence, with characters, objects, and settings. Using pictures as visual media is intended to increase the effectiveness and efficiency of the teaching and learning process and enhance the quality of students’ learning outcomes (Rohaniyah & Mari, 2022).

Lindstromberg (2004) states that the use of picture series can increase students’ interest and enjoyment in the learning process. Picture series are suitable

for teaching narrative writing because they tell a story or a sequence of events (Singh et al., 2017). Picture series are an important resource because, when used in class, they provide a focus that stimulates students' attention. According to Raharjo (2018), interesting and interactive pictures provide a specific story or explanation.

A picture series is a sequence of pictures that presents a story. Readers are expected to find it easy to follow the storyline and information presented in a story-building structure by looking at the pictures. Picture series typically feature numbered frames. By following each number's framed meaning, readers will discover the difference in time and place that words cannot explain. Readers can connect each episode to each event frame with their imagination. This arrangement makes picture series different from other visual aids, such as single images or flashcards. While single pictures can stimulate descriptive writing, picture series support the development of narrative writing by guiding students through a storyline with a clear beginning, middle, and end. The sequential nature of picture series allows learners to follow a flow of events, which in turn helps them construct coherent and well-organized texts

In summary, picture series have great possibilities to serve as teaching tools in the development of writing skills as well as providing context and stimulation for various activities. The use of picture series can also encourage students' creativity and make them enjoy learning.

2.6. Narrative Texts

Narrative text is a type of writing intended to tell a story or experiences to readers. According to Gerot and Wignell (1994), narrative text is a type of text that is purposes to entertain the reader or listener by telling a story or experience. Stories often present life lessons or moral messages. Typically, the events in this type of text are in chronological order, with a focus on character development and conflicts that arise during the story. Since the events described have happened in the past, writers typically use the past tense in narrative texts. Orientation, complication, and resolution are common structures used in the creation of narrative texts. Orientation introduces the characters, setting, and time. At the same time, complications show

the problems or conflicts faced by the characters. The resolution resolved the conflict.

According to Gerot and Wignell (1994), the generic structure of narrative text is divided into four components:

- a) Orientation: Sets the scene and introduces the participants. To help the reader understand the background with characters, this section tells the reader who plays a role in the story and when and where it takes place.
- b) Complication: A crisis arises. This is the part where the main problem or conflict of the story begins to emerge. It creates tension that the characters must face and overcome.
- c) Resolution: This section explains how the characters solve the problem or how the conflict ends. The ending can be happy (happy ending) or sad (unhappy ending), depending on the story.
- d) Re-orientation (optional): This is the closing statement of the story. It may contain a moral message, personal comment, or reflection. However, not all narrative texts include this part.

According to Gerot and Wignell (1994), narrative texts have specific language features:

- a) Specific Participants
Narratives usually focus on specific characters, often with names and distinct identities. For example, “Crocodile, The Golden Swan”
- b) Action Verbs
These verbs describe the actions performed by the characters in the story. For example, “jumped, walked, shouted, climbed”
- c) Temporal Conjunctions
Time markers such as “then, after that, once upon a time, finally” are used to sequence events and indicate when actions occur.
- d) Adjectives and Adverbs
Adjectives are used to describe nouns (people, places, things), while adverbs describe verbs (how actions are done). For example, “a brave lion, she ran quickly”

- e) Past tense: Most narratives are written using past tense to describe past events. For example, “Example: The wolf ran into the forest.”

According to Anderson and Anderson (2003), narrative texts are divided into several types, each with its unique characteristics and purposes. Fables are short stories that usually involve animals as characters and aim to teach moral lessons, such as in “The Tortoise and the Hare”. Fairy tales are magical stories often featuring royalty, fairies, or witches, designed to entertain children and convey values, like “Cinderella” or “Snow White”. Folktales are traditional stories passed down orally through generations that reflect the cultural beliefs and traditions of a community, such as *Timun Mas*. Legends are stories believed to have a historical basis, although not always verifiable, often involving heroic characters or events from the past, like “The Legend of Malin Kundang”. Lastly, myths are ancient stories used to explain natural phenomena or the origin of the world, typically involving gods or supernatural beings, for example, the story of *Dewi Sri*, the goddess of rice in Indonesian mythology. These different types of narrative texts not only entertain but also carry cultural, moral, and educational significance.

The researcher used fables as teaching material. A fable is originally a concise form of storytelling that conveys moral values. According to Abrar (2016), a fable is a type of story characterized by non-human characters, mostly animals, that behave like humans and deliver essential life lessons to the reader. Furthermore, Humpherys and Babb (2020) state that fables emphasize a moral or learning objective and commonly involve animals, heroes, or legendary figures as the characters. This type of text aims to tell a story, connect with the reader, and make writing more interesting and enjoyable. Therefore, using fables as the basis of instruction is an appropriate choice to encourage students to write more engagingly and creatively.

In summary, narrative text is a text type that aims to entertain readers by telling a story or experience and often includes a moral value. Narrative text allows readers to explore characters, emotions, and experiences in a structured and imaginative way. Narrative texts follow a clear structure, including orientation, complication, and resolution. Narrative text has language features such as using the past tense to

tell events that have already happened, using action verbs to indicate actions performed by characters, using time connectors to indicate the sequence of events, also adjectives with adverbs to provide detailed descriptions, and specific participants to indicate characters, animals, or locations in the story. Narrative texts help readers understand experiences through imaginative storytelling.

2.7. Picture Series in Language Learning

Media has an important role in facilitating students' English learning. In the field of education, media helps students learn. The use of learning media can help create a conducive learning atmosphere. By using the media, teachers and students can help achieve learning objectives. Teaching language using picture series is an effective method for improving students' writing skills. Picture series help students develop the use of descriptive language and expand their vocabulary by offering clues to describe scenes, objects or events. This method helps students visualize what they are writing, which makes composing sentences and organizing their thoughts easier. Picture series, which offers clear visual references, makes writing tasks more interesting and helps students improve their ability to convey ideas in writing.

Picture series are chosen for language learning because they provide a visual and sequential representation of events that help learners generate ideas, understand text structure, and organize their writing logically. This media is particularly useful for teaching narrative texts, where the sequence of events is important. According to Wright (1989), pictures, especially those arranged in series, can be a valuable tool in language teaching because they support students' understanding and motivate them to describe and narrate stories based on the visual guidance provided.

Picture series is chosen for language learning because it offers visual support that helps learners build meaning, generate ideas, and develop a structured narrative more easily. This is particularly effective in teaching genres like fable, where students need to understand the sequence of events, character development, and setting. Students can describe each scene and write a complete narrative using appropriate past tense, descriptive adjectives, and connecting words such as "then," "after that," "suddenly," and "finally." This not only helps them with grammar and

vocabulary but also understanding how the story logically from beginning to end. As Blanchard and Root (2003) point out, pictures are effective in the pre-writing stage because they help students organize their ideas before moving on to the writing and revision stages.

Cahyono (2009) suggests that students write using pictures as a source of ideas. This will produce writing that is different from writing based only on imagination. Students taught through the picture series method achieved significantly better writing results than those taught using traditional teaching methods, according to Lumbantobing (2025). Using picture series helped students develop better writing skills. According to Irmayanti and Santoso (2024) found that picture series helped improve students' explanatory writing. Picture series allows teachers to use this tool to creatively design specific activities. Picture series help develop ideas and provide an enjoyable learning experience for students.

The choice of picture series should align to the type of narrative text being taught, especially fables. Fables usually involve animals with human characteristics and moral lessons. To increase student engagement, it is important to choose stories that are familiar and culturally relevant. Picture series must be visually appealing to capture students' attention and creativity. As a result, these illustrations were created using Canva, a user-friendly design platform that allows students to create colorful and engaging visual materials. These visuals are intended to stimulate students' imagination and help them generate story ideas more easily, serving as prompts for writing narrative texts. The picture series was based on famous fables like *The Tortoise and the Hare*. The story is connected to Aesop's fables. Although there are many versions of the story, the main story and moral message remain the same. This makes the fable easy for students to understand. Some fables in the picture series are old and famous stories in Asia. They come from oral folk tales and have been told for many years.

In summary, picture series have great possibilities to serve as teaching tools in the development of writing skills as well as providing context and stimulation for various activities. The use of picture series can also encourage students' creativity and make them enjoy learning.

2.8. Teaching Writing Through Picture Series

Various studies have explored the topic of this research. In this study, the researcher used some of these studies as references. This subchapter reviews relevant studies and their results.

The first previous study conducted Lumbantobing (2025). The use of picture series in the study demonstrated a significant positive impact on the descriptive writing skills of eighth-grade students at SMP Swasta HKBP Batu 4 Siantar. The results of the study showed a substantial improvement in the experimental group's writing performance, with the average score increasing from 68.29 in the pre-test to 84.67 in the post-test. In comparison, the control group, which was taught using conventional methods, only showed a modest increase from 68.29 to 78.86. The picture series not only improved students' mastery of content, vocabulary, grammar, and writing mechanics but also enhanced their motivation, engagement, and overall interest in the learning process. Most students found the activity enjoyable and were more eager to participate in writing tasks. These findings suggest that integrating picture series into English writing lessons is an effective strategy for improving students' descriptive writing abilities and creating a more interactive and student-centered classroom environment.

The second previous study conducted by Irmayanti and Santoso (2024), this research shows picture series helped students generate ideas more easily, organize their thoughts logically, with construct more coherent and structured texts. The study involved 26 eleventh-grade students at SMA Darussalamah and applied a pre-experimental design using pre-test and post-test. The results demonstrated clear improvement, with the average pre-test score of 38.69 rising to 52.08 in the post-test. Students showed progress in five essential aspects of writing: content, organization, vocabulary, grammar, and mechanics. The picture series also helped students better understand the structure of explanation texts and use punctuation and capitalization more accurately. Overall, the findings indicate that picture series are an effective and engaging teaching tool for enhancing students' writing skills, particularly in constructing explanation texts, and can be a valuable strategy for English teachers to apply in the classroom.

The third previous studies were conducted by Azzahra, Usman, and Patmasari (2025). Picture series have a significant positive impact on improving the procedural writing skills of ninth-grade students at SMP Negeri 1 Palasa. Through a pre-experimental design with one group, students were given a pre-test, followed by treatment in the form of learning using picture series, and ended with a post-test. The analysis results showed an average increase in students' scores from 60.12 on the pre-test to 68.00 after the treatment was administered. Additionally, the t-test results indicated that the calculated t-value (3.44) was higher than the critical t-value (2.36), meaning the improvement was not merely coincidental but rather an effect of using sequential image media. This medium has proven to be effective in stimulating students' ideas, helping them understand the sequence of procedural steps visually, and providing a more engaging and enjoyable learning experience. This is particularly helpful in addressing students' difficulties in selecting appropriate words, constructing correct sentences, and organizing the content of their writing in a logical and systematic manner. In addition to supporting technical aspects of writing such as vocabulary, grammar, content, and text organization, this medium also contributes to affective aspects such as increased motivation and self-confidence in writing.

The fourth previous study by Sidiq (2025). Eight-grade students at MTs Al Ulum Dadapan Wajak Malang experience difficulties in writing recount texts, particularly in finding ideas and starting their writing, as well as a lack of motivation due to uninteresting teaching methods. This issue has resulted in an average student score of only 49.5, far below the school's minimum passing standard of 70. To address this problem, the researcher employed picture series as a teaching strategy in the form of Classroom Action Research (CAR). Picture series were found to help students generate writing ideas visually, understand the sequence of events, and facilitate the systematic and logical organization of paragraphs. Additionally, this medium encouraged active student participation, enhanced creativity, enriched vocabulary, and fostered interest and motivation in writing. The research results show that after two learning cycles, the average student score increased significantly to 75.44, exceeding the minimum proficiency standard. Student participation also improved overall, as evidenced by increased enthusiasm, active

participation in discussions, and improved ability to work in groups. Thus, the use of picture series has proven effective in enhancing students' ability to write recount texts and creating a more engaging and enjoyable learning environment.

The last previous study by Julaiha, Syahputri, and Prihatini (2022). According to the research method and the results obtained, this medium not only makes learning more interesting, but also makes it easier for students to remember new vocabulary because of visual associations. In this study, students taught using picture series demonstrated a higher average score increase compared to students in the control group who did not use visual media. Test results showed that the experimental group achieved significantly better scores, proving that the use of picture series is highly effective in vocabulary learning. Therefore, picture series can be recommended as one of the media in the English language teaching process, particularly to help students understand and remember vocabulary more easily and meaningfully.

In summary, especially picture series, students have better writing skills in various educational environments. Lumbantobing (2025) found that significant positive impact on the descriptive writing skills of eighth-grade students at SMP Swasta HKBP Batu 4 Siantar, which is reflected in the increase in average scores from pre-test to post-test. Irmayanti and Santoso (2024), show that picture series helped students generate ideas more easily, organize their thoughts logically, and construct more coherent with structured texts. Azzahra, Usman, Patmasari, and Jamiluddin (2025) also use picture that have a significant positive impact on improving the procedural writing skills of ninth-grade students at SMP Negeri 1 Palasa. They found that students increased their engagement and participation in class and that their writing skills improved significantly. These studies collectively support the idea that the use picture series in teaching can improve students' writing. Sidiq (2025) said that picture series can effectively support students in improving their writing skills, especially in recount texts. According to study by Julaiha, Syahputri, and Prihatini (2022) proving that the use of picture series is highly effective in vocabulary learning

Although, there is a lack of research that specifically on the use of picture series to teach Narrative Texts. This study investigates whether picture series can significantly improve students' writing achievement in narrative text. The picture series were based on well-known fables, such as The Tortoise and the Hare, including Aesop's fables and traditional Asian fables. These stories have simple plots and clear moral messages, making them familiar and easy for students to understand.

2.9. Procedures of Teaching Writing Through Picture Series

There are several steps used in the teaching process of writing narrative text using picture series. Based on the teaching procedures adopted by Blanchard and Root (2003), the procedures for teaching and learning activities using picture series are as follows:

1. Prewriting

- Show a picture series that are relevant to the topic.
- Discuss what the story is about with guiding questions with leads a class discussion to help students predict the storyline.
- The teacher asks simple questions such as:
Who are the characters in the pictures?
Where does the story take place?
What do you think is happening in each picture?
- Explain what a narrative text is based on the picture series: orientation, complication, resolution, and reorientation.
- The teacher guides students to observe the picture series and introduces common language features found in narrative texts, such as:
Past tense verbs (e.g., walked, found, cried)
Action verbs (e.g., run, jump, fight)
Time connectors (e.g., then, after that, suddenly)
Adverbs of time and place (e.g., in the morning, at the forest)
These features are explained using simple examples taken from the pictures.
- The teacher provides a list of useful expressions commonly used in narratives (e.g., Once upon a time, One day, Suddenly, In the end) and

matches them with the events shown in the picture series to help students build vocabulary and structure.

- The teacher displays the first picture and asks guiding questions such as: “Who is in the picture?”, “Where are they?”, and “When does it happen?”
- Then, the teacher models a simple opening sentence, for example: “Once upon a time, there was a rabbit who lived in a forest.”

2. Writing

- Students choose the title of their story based on the picture series.
- Students write their own introductions.
- The teacher helps students write what happens next.
- Write the next part with details about what happens in the pictures.
- Students write the conclusion of their stories.

3. Revising

- Teachers ask students to do peer feedback in pairs.
- Students are instructed to provide feedback based on a simple checklist given by the teacher.
- The teacher guides students in giving peer feedback.
- Students give and receive feedback on their stories.
- Students revise their stories with help from the teacher and friends.
- Revise and add information if needed to support the picture description.

In summary, using the three-stage writing process of prewriting, writing, revising. Each stage encourages students to explore ideas in depth, organize their thoughts, and accuracy in their writing. By focusing on each step, students can produce a well-organized narrative text that is visually supported by picture series, this improves their writing achievement and understanding of the topic.

2.9.1 Guidelines Feedback

The guideline sheet was adapted from Cahyono and Amrina (2016), which was based on the five components of writing proposed by Jacobs et al. (1981), namely content, organization, vocabulary, language use, and mechanics. The Guideline is as follows:

No	Aspect	Questions to Check	Yes	No
1	Content	Is the story clear?	<input type="checkbox"/>	<input type="checkbox"/>
		Does the story have a beginning, problem, and ending?	<input type="checkbox"/>	<input type="checkbox"/>
2	Organization	Are the events organized in a clear sequence? (First, then, finally)	<input type="checkbox"/>	<input type="checkbox"/>
		Is the story organized in a clear and logical way.?	<input type="checkbox"/>	<input type="checkbox"/>
3	Vocabulary	Does the story use correct words?	<input type="checkbox"/>	<input type="checkbox"/>
		Are the vocabulary related to the story?	<input type="checkbox"/>	<input type="checkbox"/>
4	Language Use	Are the verbs in past tense?	<input type="checkbox"/>	<input type="checkbox"/>
		Are the sentences correct?	<input type="checkbox"/>	<input type="checkbox"/>
5	Mechanics	Are capital letters used correctly?	<input type="checkbox"/>	<input type="checkbox"/>
		Are punctuations used correctly?	<input type="checkbox"/>	<input type="checkbox"/>
		Are the words spelled correctly?	<input type="checkbox"/>	<input type="checkbox"/>

2.10. Advantages and Disadvantages of Picture Series

The use of picture series as a teaching medium for writing has advantages.

Haryanto and Melinda (2022) explain that using picture series in teaching writing is helpful. First, the picture represents a part of the story, making it easier for students to understand what happens first, next, and last. Second, picture series serve as useful visual aids to support the teacher's explanations. When information is presented through pictures, it becomes more concrete and easier for students to understand. This makes picture series a valuable tool for improving understanding and creativity in the learning process.

In line with that, Rusrianti (2017) agreed that picture series can create a joyful learning experience for students because they are exposed to a sequence of pictures that include various shapes, colors, and illustrations, which help stimulate their imagination and encourage them to interpret information visually. Once the pictures are arranged in the correct order, students are invited to describe what is happening

in the sequence. This activity is meant to help students take part more actively and boost their creativity while learning.

Picture series can be useful for both teachers and students during lessons, but there are also some disadvantages in using them to enhance writing skills. According to Arizpe (2013), pictures may restrict students' thinking because they may depend too much on the picture to understand the characters' thoughts and feelings.

In summary, using picture series to teach writing offers significant benefits such as making the writing process more enjoyable, improving students' creativity, vocabulary growth, and making lessons more interesting. However, a challenge dependent on pictures and distracting students from the main task. While picture series can effectively improve writing skills, careful implementation and monitoring is essential to overcome these weaknesses and optimize their strengths.

2.11. Theoretical Assumption

The researcher believes that using picture series can help students improve their writing skills in narrative texts, as well as enhance specific aspects of their writing. The researchers assume that using picture series can help students express their ideas more easily, making the process of learning to write narrative texts more effective and enjoyable. During the teaching process, the teacher helps students write narrative texts by focusing on five aspects: content, organization, language use, vocabulary, and mechanics.

Moreover, the researcher believes writing instruction should focus not only on grammar or structure but also on helping learners develop critical thinking skills for idea generation and coherence. Writing must be understood as a process of continuous refinement, where revising is important for improving the quality of writing. The researcher assumes that using picture series can serve as an effective learning medium to improve students' writing achievement. It can be concluded that picture series positively supports students' understanding, helping them express ideas while considering the five key aspects of writing: content, organization, language use, vocabulary, and mechanics. Additionally, picture series can increase

students' motivation and overall performance. Therefore, using picture series is expected to significantly enhance students' achievement in writing narrative texts.

2.12. Hypothesis

Hypothesis is formulated based on the research problems mentioned earlier. Referring to the literature review and previous studies, the following hypothesis is proposed:

There is an improvement in students' writing achievement in narrative text after they have been taught by using picture series.

Those all above are what this chapter covers, such as, definition of writing, aspect of writing, teaching of English writing, process of writing, definition of picture series, narrative texts, picture series as language learning, teaching of writing through picture series, procedures of teaching writing through picture series, advantages and disadvantages of picture series, theoretical assumption, hypothesis.

III. METHODS

This chapter explains the research method and is divided into several subchapters: research design, variables, data sources, data collection. data collection procedures, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This study used a quantitative approach with a one-group pre-test and post-test design. The purpose of this research was to compare the results before and after the treatment. The researcher compared the pre-test and post-test scores, where the pre-test was conducted before using picture series and the post-test was conducted after using them.

T1 X T2

T1 : Pre-test score (before being given the treatment)

X : Treatment

T2 : Post-test (after being given the treatment)

3.2. Variables

This study involves two variables: the independent variable and the dependent variable. The independent variable is the one that influences the object, while the dependent variable is the one that is affected by it, which is:

a. Independent variable

The independent variable is the use of picture series in teaching writing narrative text. Picture series are the media used by students to improve writing narrative text.

b. Dependent variable

The dependent variable of this study is the improvement of writing narrative text.

3.3. Data Source

This section discusses population and sample use in research.

3.3.1. Population

According to Setiyadi (2018), the population consists of all people that are the subject of a study. However, a sample of a study sample is simply the population that provides the data. The population of this research was the ninth grade (IX/9) students of SMPN 2 Pagelaran.

3.3.2. Sample

For the sample, the researcher chose one class as the experimental group, namely class IX-C, which included 30 students selected by the English teacher.

3.4. Data Collection

The research instruments used in this research are:

- **Pre-test:**

In the pre-test, students were asked to compose a narrative text based on the pictures. This pre-test activity served as an initial assessment to measure the students' basic ability in writing narratives before the treatment.

- **Post-test:**

At the post-test, students required to create a narrative text, which served to measure the progress of their narrative writing skills after the treatment period. By providing picture series to the students, the researcher aimed to examine whether these visual materials could improve their ability to understand story elements and express their ideas clearly in a structured narrative text.

3.4.1. Validity

Setiyadi (2018) defined validity indicates how accurately an instrument measures what it is designed to assess. In this study, two kinds of validity were applied:

- a) Content Validity

Content validity relates to validity strategies that focus on the consistency between the content of the test and the areas to be assessed. In this study, content validity is achieved because the researcher carefully designs the test with reference to the specific indicators outline in the syllabus for first-year students. This approach provides that the content of the test is representative of the skills and knowledge that students are expected to acquire. In addition, the researcher carefully aligns the test materials with the curriculum requirements, confirming consistency between what is taught and asses. For this study, narrative text writing was chosen as the material to assess students' writing skills because it directly reflected the curriculum objectives and provided an authentic measure of their ability to produce structured narrative texts. In this research, the test had content validity because it was developed based on the course objectives stated in the syllabus for ninth grade students at SMPN 2 Pagelaran. The type of text used was narrative text, and the topics represented the writing materials of the Merdeka Curriculum.

- b) Construct Validity

Construct validity is the process used to determine the extent to which test performance can be interpreted in relation to one or more constructs. This type of validity is particularly important for test instruments that include several indicators that aim to measure one aspect or construct (Setiyadi,

2018). In this study, the researcher aims to establish construct validity by asking students to write a narrative text, which serves as a tool to assess their writing ability. This task is designed to measure students' proficiency in organizing ideas, using appropriate language, and effectively. Communicating information in a structure written format, all of which are in line with the construction of writing skills. The researcher used Jacobs et al.'s (1981) scoring criteria to measure students' writing, focusing on five key aspects: content, organization, vocabulary, language use, and mechanics.

Table 3.1. The Scoring Criteria

Aspect	Score	Criteria
Content	30 – 27	Excellent to very good if the text is knowledgeable, substantive, and relevant to assigned topic.
	26 – 22	Good to average if the text some knowledge, mostly relevant to topic, and little development.
	21 – 17	Fair to poor if the text limited knowledge, some ideas irrelevant, and inadequate development.
	16 – 13	Very poor if the text is not relevant, or not enough to evaluate.
Organization	20 – 18	Excellent to very good if the words and sentences fluent expression, the ideas clearly stated, well organized, logical, cohesive.
	17 – 14	Good to average if the words and sentences are logical, with some organization problems, limited support or transitions.
	13 – 10	Fair to poor if the words and sentences are weak organization, the ideas not clearly stated, poor transitions.

	9 – 7	Very poor if the words and sentences do not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to very good if the paragraph contains effective word/ idiom choice and usage.
	17-14	Good to average if the paragraph contains adequate word choice, occasional errors but meaning not obscured.
	13-10	Fair to poor if the paragraph contains limited range, frequent errors of word/ idiom form, meaning confused.
	9-7	Very poor if the paragraph contains inappropriate or incorrect word choice, frequent confusion in meaning.
Language Use	25-22	Excellent to very good if grammar of the paragraph all corrects.
	21-18	Good to average if there are few errors of grammar in the paragraph.
	17-11	Fair to poor if the paragraph is dominated by error of grammar.
	10-5	Very poor if the paragraph has grammar problems and is hard to understand.

Mechanics	5	Excellent to very good if few or no errors in spelling, punctuation, capitalization, and paragraphing.
	4	Good to average if occasional errors in mechanics, but do not interfere with communication.
	3	Fair to poor if frequent errors in mechanics, affecting readability.
	2	Very poor if serious problems with mechanics, hard to understand, or too many errors.

3.4.2. Reliability

Reliability refers to the consistency of a measuring instrument, or the degree to which the instrument can measure the same subject at different times while producing relatively similar results (Setiyadi, 2018). A test is considered reliable when it yields consistent data across different occasions. In this study, to ensure the reliability of the data and minimize subjectivity, the researcher employed inter-rater reliability. Inter-rater reliability is applied when test scores are evaluated independently by two or more raters or judges. For this research, the first assessor was the researcher, and the second assessor was an English teacher from a junior high school.

Before evaluating students' narrative writing, it was essential to ensure that both assessors applied the same assessment criteria. Therefore, both raters used the scoring criteria developed by Jacobs et al. (1981). To determine the correlation between the assessments given by the two raters, the researcher used the Spearman Rank Correlation formula.

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

ρ : Coefficient of rank order

d : The difference of rank correlation (mean score from the pre-test and the post-test)

N : Number of students

1-6 : Constant number

In this case, the coefficient of rank correlation analyze 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 standards mentioned above, it can be concluded that the writing tests are considered reliable if they achieve a score of at least 0.60, which indicates high reliability.

After collecting the students' narrative writing scores, the researcher processed the data using the previously mentioned formula (see Appendices 12 and 13). The results of the reliability analysis are presented in the following tables.

Table 3.2. The Result of Reliability

Reliability	Pre-Test	Post-Test
	0.8528	0.8276

According to the reliability standard mentioned above, the writing test demonstrates very high reliability (0.80000–1.00000). It can be concluded that the test gives reliable and dependable results, which means it is a reliable tool for measuring students' writing skills.

3.5. Data Collection Procedures

The procedures of this research are as follows:

1. Determining the population and samples

At this stage, the researcher chose SMPN 2 Pagelaran as the population for the study. One class (IX-C) was selected as the sample and served as the experimental group.

2. Determining the teaching materials

The teaching materials in this step are developed following the ninth-grade junior high school curriculum, aiming to improve students' performance in writing narrative texts.

3. Designing the instruments of the research

In this research, the writing test served as the instrument, and students were provided with topic choices for the test.

4. Administering pre-test

The researcher instructed the students to write a narrative text based on the given topic. A pre-test was carried out to assess the students' initial writing ability before the treatment.

5. Conducting Treatment

The treatment began after the pre-test and was conducted in three meetings. The researcher taught the students narrative writing, while the students practiced the steps of writing: prewriting, writing, and revising. The researcher guided and supported them throughout, enabling students to produce good narrative texts by the end of the sessions.

6. Administering post-test

After completing the treatment, the researcher administered the post-test to the students. The post-test was conducted the day after the treatment to measure the improvement in students' writing achievement. The test required students to write a narrative text, developing it based on the topic provided.

These steps in the data collection process enabled the researcher to systematically measure and analyze the effectiveness of picture series in improving students' writing of narrative texts.

3.6. Data Analysis

The data in this study consisted of scores. To analyze the results, the following steps were carried out:

1. Scoring the students' writing worksheet of the pre-test and the post-test.
2. Comparing the average score (mean) of the pre-test and post-test.

The formula used to calculate the average score is as follows:

$$Md = \frac{\sum d}{N}$$

With the following explanation:

Md = mean relates to total score

$\sum d$ = total students' score

N = the number of students

3. Concluding the tables of pre-test and post-test results, the data were analyzed statistically using computerized statistics, specifically the appropriate t-test in the Statistical Package for Social Sciences (SPSS), to answer the question, "Is there any improvement in students' writing achievement in narrative texts after the students have been taught using picture series?" To determine whether the students improved or not.

4. Discussing the results gathered to answer the research question.

The mean formula was used to find out if students' narrative writing had improved. Moreover, a normality test was carried out to check whether the data followed a normal distribution.

The criteria or normal distribution are:

H0: the data are normally distributed.

The hypothesis is accepted if the value from the normality test is higher than 0.05 (sign > α). In this study, the researcher used a significance level of 0.05. To check whether the data were normally distributed, a normality test was carried out as described below.

Table 3.3. Test of Normality

Kode	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.129	30	.200 [*]	.950	30	.172
Posttest	.129	30	.200 [*]	.970	30	.543

a. Lilliefors Significance Correction

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

Based on the table, the normality test values for the pre-test (0.172) and post-test (0.543) are both higher than 0.05. This indicates that the data from both the pre-test and post-test are normally distributed.

3.7. Data Treatment

The researcher needs to fulfill three basic assumptions before applying the Paired Sample T-Test to examine the hypothesis (Setiyadi, 2018).

1. The data are measured at the interval level.
2. The data comes from a random sample of the population (non-absolute)
3. The data are normally distributed.

To determine whether the data are normally distributed, the researcher used the Shapiro-Wilk test with the following hypothesis:

H0: The distribution of the data is normal

H1: The distribution of the data is not normal.

The significance level used in this study was 0.05. The null hypothesis (H_0) was accepted if the normality test result was greater than 0.05 ($\text{sig} > 0.05$).

3.8. Hypothesis Testing

The researcher analyzed the data to find out whether students' writing achievement improved after learning with picture series. A Paired Sample T-Test was used to determine if there was a significant difference resulting from the treatment.

Hypothesis testing was conducted to determine whether the hypothesis of this study could be accepted. In brief, the hypothesis was formulated as follows:

There is a significant improvement of students' writing after using picture series. The formula for testing the hypothesis for the first question of this research is:

$$H_0 = \text{Sig.} > 0.05 \quad H_1 = \text{Sig.} < 0.05$$

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

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

The implementation of this research involved five scheduled meetings: the pre-test, the first, second, and third treatment sessions, and the post-test. The administration of the research is described in greater detail in the table below.

Table 3.4. Table of the Research

Meeting	Activity	Description
1st meeting September 24th, 2025	Pre-test	Administering the first test on narrative texts.
2nd meeting October 1st, 2025	Treatment 1	Giving a picture series about Narrative text.
3rd meeting	Treatment 2	Giving a picture series about

October 8th, 2025		narrative text and revising students' draft.
4th meeting October 15th, 2025	Treatment 3	Giving a picture series about narrative text and revising students' draft.
5th meeting October 22nd, 2025	Post-test	Giving final test about narrative text.

In short, this chapter covers the methods of the research consisting of research design, variables, data sources, data collection, data collection procedures, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

The last chapter contains the conclusions of this study and offers recommendations for English teachers and researchers in the future.

5.1. Conclusion

The study's findings allow several conclusions about the effectiveness of using picture series to improve students' narrative writing skills, which are explained as follows:

The results of this study indicate that picture series are very effective in enhancing students' narrative writing skills. The students showed improvement in all five aspects of writing: content, organization, vocabulary, language use, and mechanics. The greatest improvement was seen in the content aspect, as picture series helped students generate ideas and organize stories more clearly. The visual sequence guided them to understand how events should develop, making it easier for them to build the storyline and add appropriate details. This support enabled students to produce narratives with greater clarity and relevance. There were also strong gains in content, organization, and mechanics. The visual sequence provided by the pictures made it easier for students to develop ideas, arrange events logically, and apply proper punctuation and capitalization. On the other hand, language use showed the smallest improvement. This is because the picture series mainly helped students understand the flow of ideas and organize events but did not directly teach grammar rules or sentence patterns. Although the picture series helped students stay focused on what to write, it did not provide sufficient guidance to improve accuracy in tense use, sentence structure, or other grammatical features. Therefore, additional grammar exercises are still needed to improve students' writing. However, using picture series in the classroom also requires careful preparation, including selecting appropriate pictures, preparing the media, and allowing enough time for students to analyze the pictures. Teachers also need to provide extra guidance, especially in

mechanics and vocabulary, to ensure students reach their full potential. Integrating picture series into writing lessons encourages better planning, supports active learning, and helps students become more independent writers. This makes picture series a valuable technique for enhancing students' narrative writing skills and improving their overall writing performance. Using picture series helped improve students' writing skills in narrative texts. Picture series guide students by showing the events in order, which makes it easier for them to understand what happens first, next, and last. This helps reduce confusion and gives their writing a clearer structure. Picture series also encourage students to think of ideas before writing. By looking at the pictures, students can remember important details that they might forget if they only relied on imagination. This makes their stories complete and more descriptive.

The highest improvement was found in the content aspect. This happened because the picture series helped students organize their ideas more clearly before writing. By looking at the picture series, students could understand the order of events in the story and develop a more complete storyline. The pictures provided visual guidance that helped students stay focused on the main ideas, enabling them to create richer and more detailed narratives. In addition, the series of pictures reduces students' confusion about what to write, allowing them to concentrate on expressing their thoughts logically and meaningfully. As a result, the overall quality of the content improves significantly. Language use showed the smallest improvement. Although the picture series helped students express their ideas, it did not directly strengthen their grammar skills. Students still need additional practice and guidance to improve sentence structure, verb forms, and grammatical accuracy.

The findings of this research, together with those of previous studies, show that picture series can be used effectively across different types of writing. In this study, picture series helped students improve their narrative writing, especially in developing ideas and organizing the story. Compared to earlier research that focused on other text types, this study shows that picture series are also useful for narrative texts and can support improvements across all writing aspects. Therefore, picture series can be considered a helpful tool for teaching writing in various genres. Because the pictures show the sequence of events, students can easily divide their

ideas into the parts of a narrative text, such as orientation, complication, and resolution. This helps them write each paragraph in better detail and without missing important points. Students also enjoyed using picture series. This means that the method increased their motivation and made the writing class more interesting and enjoyable.

5.2. Suggestion

Based on the conclusions above, the researcher offers the following suggestions:

1) Suggestion for English Teachers

- a) The researcher suggests English teachers to use picture series when teaching writing, particularly narrative texts, because it can support students' writing development and simplify the teaching process for teachers. In addition, this technique increases students' participation and makes classroom activities more active and enjoyable.
- b) Student scores in language usage are still low. To improve this, future researchers could include more activities that focus on grammatical accuracy, correct sentence structure, and proper verb tense use. For example, students can be asked to identify and correct grammatical errors, choose the appropriate verb forms, arrange jumbled sentences into correct patterns, and revise their writing after receiving feedback. These additional activities can support students in developing better grammar through guided practice. English teachers could also give students short grammar exercises or sentence construction tasks to help them practice using the correct forms. Teachers can include activities such as grammar-focused reading assignments, guided writing, or using exercises that focus on correcting mistakes helps students understand and practice grammar more effectively. Working in pairs or groups can also help students discuss their sentences, identify errors, and learn from each other, which will support their language development over time.

2) Suggestion for Further Researchers

- a) This study was done in junior high school. So, future researchers can try using picture series in other school levels, such as senior high school. This suggestion is supported by a study conducted by Irmayanti and Santoso

(2024), which was carried out in a senior high school and found that the use of picture series improved students' ability in writing explanatory texts.

- b) Future researchers can investigate how picture series can improve students' ability to write other kinds of texts, like reports or advertisement texts. Using picture series might also support students in arranging their ideas and building a clear structure for these different types of writing.
- c) Picture series can also be explored to support students' speaking skills in future research. They can help students organize their ideas before delivering a speech or presentation by guiding them to list main points, examples, and supporting details. In addition, using picture series may reduce students' anxiety and increase their confidence when speaking in front of others. This is supported by a study conducted by Haryanto and Melinda (2022), which found that retelling stories through picture series significantly improved students' speaking skills, including fluency, confidence, and idea organization.

This section presents the study's conclusions after implementing picture series, along with suggestion for English teachers and further research.

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