

THE IMPACT OF USING PICTURE SERIES ON STUDENTS' WRITING SKILLS AT MTS ROUDLOTUL MUBTADIN WONOREJO PASURUAN

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ABSTRACT

Based on the findings from the data analysis regarding the use of Picture Series in teaching writing, the researcher concluded that this method proved to be an effective and impactful strategy for enhancing students' writing skills. As presented in the previous chapter, the students demonstrated notable improvement in their writing performance after receiving instruction through this technique. The data in Chapter Four clearly showed that student achievement increased significantly following the treatment sessions. During the implementation of Picture Series in writing instruction, students showed greater interest and active participation in the learning process. They were more engaged and motivated to write, which contributed positively to their overall performance. The statistical analysis further supports this conclusion. The t-test result was 8.27, which is significantly higher than the t-table value of 1.734 at the degree of freedom (df) = 18 and a 5% level of significance. This result confirms that the hypothesis proposed in this study was accepted. In other words, teaching writing using Picture Series had a statistically significant effect on students' writing abilities, particularly among seventh-grade students at MTs Roudlotul Muhtadiin Wonorejo Pasuruan. Furthermore, this conclusion aligns with the findings of Dwi Pratiwi (2016), who also found that the use of pictures in language instruction was highly effective. Her study emphasized that visual media, such as pictures, can support the learning goals and cater to students' needs, especially in the context of learning English. Therefore, the use of Picture Series is not only effective but also highly recommended as a valuable teaching tool for English language educators.

Introduction

Background of Study

Around the world, it functions as a means of communication among speakers of different native languages. This implies that many countries use English not only for speaking but also for writing. In Indonesia, English is considered a second language, which is why the government has included it in the national education curriculum. Moreover, English plays a crucial role in modernization, as it is often a requirement for employment and career advancement.

For students to master writing, understanding grammar and sentence structure is essential. Proper grammar and structure help ensure clarity, reducing confusion or misinterpretation of meaning. However, in Indonesia, English teachers often rely on traditional and conventional teaching methods. These outdated techniques can cause students to become bored and disengaged, as they are monotonous and do not promote active learning.

To achieve effective writing instruction, teachers must adopt appropriate teaching strategies. Among the various techniques available, using pictures is one of the most effective. According to Mauck (2011), although many teaching methods have been introduced, teachers often overlook one highly effective tool in teaching writing: pictures. Visual media can stimulate students' ideas and support them in expressing their thoughts, which can lead to better writing outcomes. Pictures serve as a universal language, enabling learners to understand concepts simply by viewing them. Suadana (2012) also supports this view, stating that images capture students' attention and bring real-world experiences into the classroom in a vivid and engaging way.

To produce quality writing, students must be engaged with ideas, which are often shaped by their knowledge and experiences. Using pictures in the writing process helps guide and support students in organizing and developing their thoughts effectively.

There are many types of texts in writing, but this study focuses specifically on procedure texts, as they are part of the junior high school curriculum. Procedure texts are factual genres that provide instructions on how to perform tasks or create something. They are relatively simple, consisting of three main components: the goal or purpose, materials or ingredients, and the steps or method. The purpose refers to the topic or title, materials refer to what is needed to complete the task, and the steps are the ordered instructions to achieve the goal. According to Nail Alfina (2014), procedure texts aim to provide clear, sequenced instructions that allow readers to perform tasks efficiently, safely, and correctly.

To make writing lessons more engaging and interactive, media is essential. In this study, picture series are used as a suitable medium for teaching students to write procedure texts. The researcher believes that this technique can increase student participation and enjoyment in the writing process.

Therefore, based on the background described, the researcher aims to investigate the effectiveness of using picture series in teaching writing. The focus of the study is to determine whether the use of picture series significantly improves students' writing skills at MTs Roudlotul Muhtadin Wonorejo Pasuruan.

Research Method

There are several research methods available to assist the researcher in collecting and analyzing data. In this study, an experimental research design is employed to examine the effectiveness of using a series of images to enhance students' writing skills. An experimental design is typically used when the research involves testing a new approach or method to achieve specific objectives.

This study adopts a quantitative approach with a one-group pre-test and post-test experimental design. This type of design involves applying a new instructional method and measuring its impact on the same group of participants before and after the intervention. To simplify understanding, the structure of this design is commonly illustrated, as shown by Arikunto (2006:87) in Table 1.1.

Table 1. Table of The Research Design

Pre-test	Treatment	Post-test
Y1	X	Y2

Notes :

Y1 : Pretest

X : Treatment Y2 : Post test

Based on the illustration above, the research process begins with the administration of a pre-test (Y1) to assess students' initial writing abilities. The following day, the treatment (X) is conducted, which involves integrating picture series into the writing instruction. After the treatment sessions are completed, a post-test (Y2) is administered to evaluate students' writing performance after being taught using the picture series technique.

This study focuses on the seventh-grade students at MTs Roudlotul Muhtadin Wonorejo Pasuruan during the 2020/2021 academic year. The class selected as the experimental group is chosen using random sampling. Identifying the research location is essential for facilitating the research process. While there are no strict rules for selecting a research site, it must be clearly stated where the study is being conducted.

The teaching procedure using picture series includes several treatment steps. The research is carried out starting from February 22, 2021, at MTs Roudlotul Muhtadin Wonorejo

Pasuruan, located in Pasuruan. Before the treatment begins, students take a pre-test to gather baseline data, which will later be compared with the results after the treatment.

The pre-test is scheduled for February 22, 2021. Prior to administering the test, the researcher provides a brief explanation of procedural text, covering its definition, generic structure, relevant vocabulary, and language features. Students are then instructed to write a procedural text based on a specific topic. They are given approximately 2 x 30 minutes to complete the task. The topic assigned is “How to Make Fried Noodles.”

The pre-test session includes opening the class with greetings and a prayer, reviewing prior knowledge, introducing the topic, displaying relevant pictures, encouraging students to find vocabulary based on the image, and guiding them to write sentences in English using their own words. After completing their writing, students submit their work, and the session ends with a closing prayer. The results of this test are then assessed to obtain each student’s pre-test score, which will later be compared with their post-test scores after the treatment phase.

The treatment phase is a key component of this research. It consists of six instructional sessions, each lasting 2 x 30 minutes. During these sessions, students engage with picture series as part of the writing instruction. The treatment is carried out over several meetings, beginning on February 22. Below is an overview of the materials and activities used in the treatment sessions.

Table 2. Materials of Treatments

No	Activity	Material
1	Treatment 1	How to boil an egg
2	Treatment 2	How to make rujak buah
3	Treatment 3	How to operate a fan
4	Treatment 4	How to charge handphone battery
5	Treatment 5	How to make tapay balls
6	Treatment 6	How to create facebook

The post-test is administered after the treatment phase to evaluate the outcome of the newly introduced teaching technique. This test is conducted in the final session of the teaching and learning process, scheduled for April 9, 2021, and it takes place in one meeting. The purpose of the post-test is to assess students' writing abilities after they have been taught using the picture series technique. The topic given during the post-test is “How to Make Sautéed Green Shrimp.”

The steps of the post-test session include: opening the class with greetings and a prayer, checking student attendance, providing motivation, discussing the surrounding environment to introduce the topic, explaining the characteristics of procedural texts, showing a relevant picture related to the topic, asking students to identify vocabulary from the image, and allowing approximately 40 minutes for them to write a simple procedural text in English using their own words based on the image series. Afterward, students submit their work, discuss any challenges faced during the activity, and the session concludes with a closing prayer.

According to Fraenkel, Wallen, and Hym (2012: 87), a variable is any characteristic or quality that varies among individuals in a group. In this research, the independent variable is the use of picture series, while the dependent variable is the students' writing ability.

Before implementing the pre-test and treatments, the research must align with the appropriate academic framework. This includes ensuring the teaching plan follows the

curriculum, standard competences, basic competences, indicators, and evaluation materials.

To collect data, the researcher applies treatments to the student participants. This means students take a pre-test, receive instruction using the new technique during treatment sessions, and finally complete a post-test. These steps form the core of the data collection process.

The main instrument used in this research is a test. As stated by Brown (2004: 3), a test is a tool for measuring a person's ability or knowledge in a particular area. Since the focus is on procedural texts, a written test is used to gather data on students' writing skills.

The results of the test must meet the criteria of validity and reliability. According to Latief (2014: 209), validity refers to the degree to which the assessment accurately measures the intended language proficiency, while reliability refers to the consistency and precision of the results. Two main types of validity are considered essential for this study. The instrument is validated by an expert to ensure it meets both types. A well-defined construct ensures that the tasks reflect the skills being measured, leading to accurate and meaningful data (Latief, 2014: 225).

In terms of construct validity, students are assessed through a writing task that measures their writing ability. The test instrument must comprehensively represent the writing competencies expected from the students. If the test content adequately reflects the curriculum and learning objectives, it serves as evidence of content validity.

Finally, the assessment of writing is based on five aspects, as outlined by Jacobs (2004). These components are used to evaluate students' written work and will be described in the following section.

Table 3 The Categories for Evaluating Writing (adopted from Jacobs:2004)

No	Component	Assessment	Score
1	Grammar	Grammar or words are noticeable errors	5
		Some grammar or words errors of order which do not comprehend	4
		Grammar or word order are error of fairly frequent	3
		Error of grammar or word order very frequent	2
		Several grammar or word order are error, it is impossible to understand	1
2	Vocabulary	Use vocabulary and idiom rarely	5
		Inappropriate terms are occasionally uses to expression ideas hardly	4
		Inappropriate words uses wrong or fairly frequently	3
		So limited and so frequently misused vocabulary	2
		Vocabulary limitation so extreme. It is impossible to comprehend	1
3	Mechanic	Punctuation and spelling of few noticeable lapses	5
		Punctuation and spelling occasional lapses	4
		The frequent is error in punctuation and fairly	3
		Spelling or punctuation errors are very common	2
		Error in punctuation and spelling so several. It's unworkable to comprehend	1
4	Form	The material is well organized, the links can be clear but communication is not affected	5
		Material well organized, links could be clear but communication not impaired	4
		Little but no attempt at connectivity	3

5	Generic Structure	Individual ideas can be clear, but it is very difficult to connect them	2
		Lack of organization, so communication is seriously affected	1
		The body of the text complete use generic structure and good language	5
		Use scene and introduce the participants, character complication clearly	4
		Use series complication	3
		View resolve, for view better or for worse	2
		Error in language and generic structure	1

For scoring, the researcher used components of writing test. Writing components' scores are:

$$\text{Score: grammar ... + Vocabulary ... + Mechanic + Form + Generic structure} \\ = \dots \times 4 = \dots$$

(Adapted from, Jacobs:2004)

Bellow is the table of the scoring rubric of writing which used in standard scoring valuing the writing test of student. Researcher then receive pre and post test scores., then classifies criteria of score, the table 3.4 asfollow:

Table 4 Criteria of Result

Score	Criteria
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Bad
0-20	Very Bad

The classification helps the researcher easily identify and present the number of students who fall into each performance category: very good, good, fair, poor, and very poor. Students who score between 81–100 are categorized as very good, 61–80 as good, 41–60 as fair, 21–40 as poor, and 0–20 as very poor.

In this study, the content of the test instrument is developed by aligning it with the Standard Competencies and Basic Competencies outlined in the 2013 English curriculum. The test indicators are designed to match the curriculum's learning objectives. These two types of validity evidence—construct validity and content validity—support the claim that the test results are valid. Once the validity of the instrument has been confirmed and finalized, it is then ready to be administered as the post-test following the treatment phase.

The collected data will be analyzed statistically using appropriate formulas. Since this research is categorized as pre-experimental, the dependent sample t-test is used to test the hypothesis. The explanation of the analysis is presented in the following section.

Dependent-test

\bar{D} ♦

$$t = \frac{\bar{D}}{S_{\bar{D}}}$$

(Sugiyono, 2010)

t = The value of t-test

 \bar{D} = The mean from different between value x1 and x2 $S_{\bar{D}}$ = Standard error of the mean for difference

To apply formulas' analysis, researcher uses some steps to calculate the different mean (Pre and posttest) then calculate the differences with standard deviation.

The first is calculate the mean from difference between value x1 and x2 :

$$\bar{D} = \frac{\sum D}{N}$$

 \bar{D} = The mean from different between value x1 and x2 $\sum D$ = The total of values deviation N = The total samples

The second step is calculating standard deviation of the differences:

$$SD = \sqrt{\frac{\sum D^2}{N} - \bar{D}^2}$$

SD = Standard Deviation

 \bar{D} = The mean from different between value x1 and x2 $\sum D$ = The total of values deviation

N = The total samples

And the last is calculating standard error of the mean for the differences:

$$S_{\bar{D}} = \frac{SD}{\sqrt{N-1}}$$

 $S_{\bar{D}}$ = Standard error of the mean for the difference

SD = Standard Deviation

N = The total samples

Hypothetical test of the study is done on data increase learning result is different between pretest and posttest value. According to Sugiyono (2010 : 273) if the sample correlate in pairs, for example comparing before and after treatment, then use to the sample t-test.

Data that has been collected will calculates to be there any significance of achievement in writing comprehension before and after using picture series. To prove the hypothesis, the researcher has to find out the value the t-table baseon the significance 0,05. To find out the value of t-table, the researcher has to calculate the degree of freedom (df), the formula is follows.

$$t\text{-table} = (1 - 1/2\alpha, df)$$

$$Df = N - 1$$

N = The number of subject

$$\alpha = 0,05$$

After the researcher calculates t-test, and find out the value of the table through significance 0,05 and degree of freedom before. Then the researcher can prove the hypothesis based on the two criteria below:

- (1) $t\text{-value} \geq t\text{-table}$: it means that there is a significant difference between the comparative mean
- (2) $t\text{-value} \leq t\text{-table}$: meaning that there is no significant difference between the comparative means.

Therefore, if the t-value exceeds the t-table value ($t\text{-value} \geq t\text{-table}$), the null hypothesis (H_0) is rejected. This indicates that there is a significant difference between the pre-test and post-test results in students' writing performance after being taught using picture series. Conversely, if the t-value is lower than the t-table value ($t\text{-value} \leq t\text{-table}$), the null hypothesis (H_0) is accepted, meaning there is no significant difference between the pre-test and post-test outcomes in writing ability using the picture series technique..

Research Findings

The research findings aim to obtain accurate data regarding students' writing abilities before and after being taught using picture series, specifically targeting seventh-grade students at MTs Roudlotul Mubtadiin Wonorejo Pasuruan. The sample for this study consisted of 19 students. The results are presented in two tables, showing the outcomes of both the pre-test and post-test. These tables display the data collected before and after the treatment. Based on these results, the researcher calculated the scores using the following formula.

$$\text{Score} = \frac{\text{Scores Obtained}}{\text{Total of Instrument}} \times 100$$

The information of pre-test took a look at ratings may be visible with inside the table 5 below.

Table 5. Pre-Test Score

Students' Number	Students' Name	L/P	Score Obtained	Score(Xi1)
1	Achmad Saman A Farizi	L	12	48
2	Ahmad Rizki mauana	L	13	52
3	Ainun Nisa	P	19	76
4	Habibi	L	14	56
5	Isrotul Ma'rifa	P	12	48
6	Jannatul Aliyah	P	19	76
7	Jonatan Abror Maulana	L	15	60
8	Lutfiyatur Risda	P	20	80
9	M Junaidi	L	19	76
10	Nadhifah	P	20	80
11	Nur Afni Oktafia	P	14	56
12	Nuril Qomariyah	P	17	68
13	Siti Abidah	P	14	56
14	Siti Maulidia	P	14	56
15	Siti Zulaiho	P	14	56
16	Sofiyatul Laili	P	15	60
17	Syahrul Rediansyah	L	15	60

18	Dina Novita Sari	P	12	48
19	Izzatiah	P	15	60
Total Score				1172
N = 19	Mean			61.68

Source: The result of data processing from the researcher

According to Table 4.1 above, seeing data analyzed, the mean is 61.68 and the median is 60. The highest score can be seen that in pretest is 80 and the lowest score is 48.

The information of post-test took a look at ratings may be visible with inside the table 6.

Table 6. Post-Test Score

Students' Number	Students' Name	L/P	Score Obtained	Score (Xi2)
1	Achmad Saman A Farizi	L	17	68
2	Ahmad Rizki mauana	L	15	60
3	Ainun Nisa	P	22	88
4	Habibi	L	19	76
5	Isrotul Ma'rifa	P	15	60
6	Jannatul Aliyah	P	22	88
7	Jonatan Abror Maulana	L	20	80
8	Lutfiyatur Risda	P	21	84
9	M Junaidi	L	20	80
10	Nadhifah	P	23	92
11	Nur Afni Oktafia	P	21	84
12	Nuril Qomariyah	P	21	84
13	Siti Abidah	P	20	80
14	Siti Maulidia	P	23	92
15	Siti Zulaiho	P	21	84
16	Sofiyatul Laili	P	17	68
17	Syahrul Rediansyah	L	22	88
18	Dina Novita Sari	P	18	72
19	Izzatiah	P	18	72
N = 19	Total Score			1500
	Mean			78.94

Source: The result of data processing from the researcher

The score also gotten from the calculation using the formula in Chapter III.. The researcher concludes that the mean is 78.94 the median is 80. The highest score can be seen in pre-test is 92 and the lowest score was 60. The information take a look at ratings may be visible with inside the table 7 below.

Table 7. Table of the comparison of the Test Result

Students' Number	Pre-test Score (Xi1)	Pre-test Score (Xi2)	D = (Xi1 - Xi2)	D ² = (Xi1 - Xi2) ²
1	48	68	-20	400
2	52	60	-8	64

3	76	88	-12	144
4	56	76	-20	400
5	48	60	-12	144
6	76	88	-12	144
7	60	80	-29	841
8	80	84	-4	16
9	76	80	-4	16
10	80	92	-12	144
11	56	84	-28	784
12	68	84	-16	256
13	56	80	-24	576
14	56	92	-36	1296
15	56	84	-28	784
16	60	68	-8	64
17	60	88	-18	324
18	48	72	-24	576
19	60	72	-12	144
N = 19	$\sum X1 = 1172$	$\sum X2 = 1500$	$\sum D = -327$	$\sum D^2 = 7117$

Source: The result of data processing from the researcher

This table shows that the result of $\sum D = -327$ and $\sum D^2 = 7117$.

In data analyzing, researcher tried calculate the mean from different between value X1 and X2 (D) with the formula:

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{-327}{19} \\ &= -17.21\end{aligned}$$

With the result of the mean from different between value X1 and X2, the researcher finding standard deviation of differences (SD) using formula below:

The result after gaining of SD = 8.85, calculated the mean of standard error this research for

$$\begin{aligned}SD &= \sqrt{\frac{\sum D^2}{N} - \bar{D}^2} \\ &= \sqrt{\frac{\sum 7117}{19} - (-17.21^2)} \\ &= \sqrt{374.57 - (296.18)} \\ &= \sqrt{78.39} \\ &= 8.85\end{aligned}$$

the differences (df) between variable X1 and X2 .The researcher used the formula:

$$\begin{aligned}
 S\bar{X}D &= \frac{SD}{\sqrt{N-1}} \\
 &= \frac{8.85}{\sqrt{19-1}} \\
 &= \frac{8.85}{\sqrt{18}} \\
 &= \frac{8.85}{4.24} \\
 &= 2.08
 \end{aligned}$$

The last calculation determines the result of t observation (dependent t test) with the formula::

$$\begin{aligned}
 t &= \frac{\bar{D}}{S\bar{X}D} \\
 &= \frac{-17.21}{2.08} \\
 &= -8.27
 \end{aligned}$$

The result -8.27 indicated that there was a difference of degree as much as -8.27. Regardless the minus, it does not indicate negative score. The researcher found out the degree of freedom (df) after complete the result of the research with the formula:

$$df = N - 1 \quad df = 19 - 1$$

$$df = 18$$

df = 18 (see table of t value at the degree of significance of 5% At the degree of significance 5% = 1.734. The result is 1.734 < 8.27

The results of the data analysis using the formula above indicate a t-value of 8.27, suggesting a significant improvement in students' writing skills after being taught through the picture series strategy.

This study produced positive outcomes. The pre-test and post-test scores were analyzed using a t-test. Prior to the treatment, the pre-test results showed a mean score of 61.68 and a median of 60, with the highest score at 80 and the lowest at 48. After the treatment was administered, the post-test results improved, showing a mean score of 78.94, a median of 80, the highest score at 92, and the lowest at 60. The statistical analysis yielded a t-value of 8.27, indicating a significant improvement in writing skills after the use of picture series in instruction.

The dependent t-test result of 8.27 was calculated using a degree of freedom (df) of 18, derived from the sample size ($N - 1 = 19 - 1 = 18$). The researcher applied a 5% significance level. According to the t-distribution table, the critical value at $df = 18$ and $\alpha = 0.05$ is 1.734. Since $8.27 > 1.734$, the null hypothesis (H_0) is rejected.

Following Sugiyono's criteria, the null hypothesis is rejected when the calculated t-value is greater than the t-table value. Conversely, if the t-value is lower than the critical value,

the null hypothesis is accepted. Given that the calculated t-value exceeds the critical value, the alternative hypothesis (H_a) is accepted, meaning there is a statistically significant difference between the students' pre-test and post-test scores.

In conclusion, the results confirm that the use of picture series significantly enhances students' writing skills, specifically among the seventh-grade students of MTs Roudlotul Muftadiin Wonorejo Pasuruan during the 2020/2021 academic year.

Discussion

Based on the analysis of the research data, it was found that the use of picture series had a positive impact not only on the students' writing performance but also on their overall engagement and attitude during the learning process. The students responded enthusiastically to the writing lessons when the picture series strategy was applied, showing heightened interest and motivation. This teaching technique, which relies on a sequence of images to guide students in developing their ideas, helped make abstract writing tasks more concrete, visual, and accessible, especially for junior high school learners.

The simplicity and clarity of the picture series method played a crucial role in improving students' comprehension. By following a clear visual structure, students were better able to generate and organize their thoughts, leading to more coherent and structured writing. This finding aligns with the results of a study by Anggarina (2017), who successfully implemented picture series to teach reading. In her research, students not only became more involved in the learning process but also showed noticeable academic improvement. Her findings suggest that the use of visual aids such as picture series can benefit not only reading but also other language skills, including writing, speaking, and even listening, because they stimulate imagination and contextual understanding.

In line with the opinions of previous researchers, this study emphasizes the importance of choosing the appropriate strategy in the teaching and learning process. The selection of a method that aligns with students' cognitive and developmental levels plays a critical role in the effectiveness of instruction. Therefore, when students were taught using the picture series technique, their writing scores significantly improved, demonstrating the strategy's effectiveness. Moreover, because students were already familiar with the use of pictures from previous lessons or everyday contexts, they found the picture series easy to relate to and enjoyable to use.

The results of this study further reinforce the idea that Picture Series is an effective instructional strategy in teaching writing, particularly for junior high school students. As analyzed and presented in Chapter Four, there was a clear improvement in student achievement following the application of the treatment. The t-test results revealed a statistically significant difference between the pre-test and post-test scores. Specifically, the t-value obtained was 8.27, which is significantly greater than the t-table value of 1.734 at a degree of freedom (df) of 18 and a 5% level of significance. This statistical evidence confirms that the students' writing performance improved after being taught through the picture series approach.

Moreover, during the implementation of the treatment, students became more active and participatory in class activities. They demonstrated greater curiosity, asked more questions, and were more confident in expressing their ideas in written form. The visual prompts provided by the picture series helped them structure their sentences, organize paragraphs, and use relevant vocabulary with greater ease.

The findings of this research are supported by previous studies and expert opinions. For instance, I.M. Suadana (2012) stated that the use of visual media in the classroom creates an engaging learning atmosphere that captures students' attention and enhances their focus. Similarly, Istianah (2011) highlighted that texts are semantic units—structures that convey meaning—each with its own generic structure and purpose. Therefore, teaching writing must be accompanied by methods that help students grasp and express meaning clearly. Further,

Gutierrez, Puello, and Galvis (2015) emphasized that writing is one of the most challenging language skills for students to master. Despite its complexity, writing is often the skill in which students perform at the lowest level. This underscores the need for supportive instructional strategies such as picture series to bridge the gap between student potential and actual performance.

In conclusion, based on the data and analysis presented above, it can be confidently stated that the use of picture series is effective in improving students' writing abilities. This is particularly evident among the seventh-grade students of MTs Roudlotul Muhtadiin Wonorejo Pasuruan in the 2020/2021 academic year. The significant increase in students' post-test scores, following six treatment sessions, provides strong empirical evidence that the picture series method enhances both writing competence and classroom engagement.

Conclusion

Based on the findings from the data analysis regarding the use of Picture Series in teaching writing, the researcher concluded that this method proved to be an effective and impactful strategy for enhancing students' writing skills. As presented in the previous chapter, the students demonstrated notable improvement in their writing performance after receiving instruction through this technique. The data in Chapter Four clearly showed that student achievement increased significantly following the treatment sessions.

During the implementation of Picture Series in writing instruction, students showed greater interest and active participation in the learning process. They were more engaged and motivated to write, which contributed positively to their overall performance.

The statistical analysis further supports this conclusion. The t-test result was 8.27, which is significantly higher than the t-table value of 1.734 at the degree of freedom (df) = 18 and a 5% level of significance. This result confirms that the hypothesis proposed in this study was accepted. In other words, teaching writing using Picture Series had a statistically significant effect on students' writing abilities, particularly among seventh-grade students at MTs Roudlotul Muhtadiin Wonorejo Pasuruan.

Furthermore, this conclusion aligns with the findings of Dwi Pratiwi (2016), who also found that the use of pictures in language instruction was highly effective. Her study emphasized that visual media, such as pictures, can support the learning goals and cater to students' needs, especially in the context of learning English. Therefore, the use of Picture Series is not only effective but also highly recommended as a valuable teaching tool for English language educators.

Suggestion

To follow up on the conclusion of this study, several recommendations are addressed to English teachers and future researchers. The implementation of picture series in teaching not only made students more engaged but also helped them become more confident and active in speaking. Considering these positive outcomes, the researcher offers the following suggestions for English teachers and other researchers:

For English Teachers

Teachers are encouraged to adopt engaging and creative teaching strategies to inspire and motivate students during the learning process. One such method is the use of picture series, especially when teaching writing skills. This approach can help students visualize ideas more clearly and express their thoughts in written form with greater ease and confidence.

For Future Researchers

It is recommended that future researchers continue to explore the use of picture series, possibly through more advanced research methods such as True Experimental Design or Classroom Action Research (CAR). These methods could be applied at different educational levels, across various subjects, or for other language skills such as speaking. The researcher

hopes that the findings of this study can serve as an additional reference for further investigations in diverse educational contexts. Ultimately, it is expected that this research will be beneficial and make a valuable contribution to the field of English language teaching and learning.

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