

## **Improving the Students' Skill in Writing Descriptive Text Through the Picture Series: A Classroom Action Research**

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### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui bagaimana meningkatkan keterampilan menulis siswa dalam menulis teks deskriptif di kelas X SMA Islam Sultan Agung 1 Semarang melalui penggunaan gambar berseri. Penelitian ini dilakukan pada tahun ajaran 2023/2024 dengan subjek Bangunan Bersejarah/Tempat Wisata. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK) sebagai pendekatan terstruktur dan kooperatif yang bertujuan untuk mengatasi tantangan di kelas, dengan penekanan khusus pada mendorong refleksi guru untuk mendapatkan wawasan tentang budaya belajar siswa. Tujuannya adalah untuk menentukan apakah teknik gambar berseri memiliki pengaruh positif dalam meningkatkan kemampuan menulis teks deskriptif di kelas X-7. Lembar observasi dan hasil pre-test, post-test I, dan post-test II yang dilakukan dalam penelitian ini menunjukkan bahwa penggunaan gambar berseri secara signifikan meningkatkan kemampuan menulis bahasa Inggris siswa, khususnya dalam konteks teks deskriptif. Peningkatan yang terlihat antara post-test pertama dan kedua menunjukkan bahwa teknik pengajaran dan intervensi yang digunakan selama periode ini efektif. Hasil penelitian ini diharapkan dapat bermanfaat untuk memperkaya penelitian dalam pengajaran dan pembelajaran bahasa Inggris di Sekolah Menengah Atas, khususnya dalam keterampilan menulis deskriptif.

**Kata kunci:** Keterampilan Menulis, Teks Deskripsi, Gambar Seri, Penelitian Tindakan Kelas

### **ABSTRACT**

This research aims to investigate how to improve students' writing skills in writing descriptive texts in the tenth grade of SMA Islam Sultan Agung 1 Semarang through the picture series. This research was conducted in the academic year 2023/2024 with the subject of Historical Buildings/Tourism Places. The research was carried out using Classroom Action Research (CAR) as a structured and cooperative approach aimed at addressing classroom challenges, with a particular emphasis on encouraging teacher reflection to gain insights into their students' learning culture. Its objective was to determine whether the picture series had a positive influence on enhancing descriptive text writing in class X-7. The observation sheet and the results of the pre-test, post-test I, and post-test II conducted in this research show that the employment of the picture series technique significantly improves students' English writing proficiency, particularly in the context of descriptive text. The improvement seen between the first and second post-test shows that the teaching techniques and interventions used during this period were effective. The results of this study are expected to be useful for enriching research in English teaching and learning for Senior High School, especially in descriptive writing skills.

**Keywords:** *Writing Skill, Descriptive Text, Picture Series, A Classroom Action Research*

### **1. INTRODUCTION**

The Merdeka Curriculum is a transformative approach to education, focusing on holistic and practical skills to prepare students for a rapidly changing world. It is rooted in critical thinking, creativity, and holistic development, preparing students for 21<sup>st</sup>-century

challenges. Writing proficiency is essential for academic success and future career prospects, transcending various disciplines and enabling students to express thoughts and ideas effectively. In the context of the Merdeka Curriculum, which emphasizes experiential learning and innovation, the development of strong writing skills takes

on particular significance. According to Suamba et al., (2022), writing is one of the most crucial skills that students must learn because it is essential in the academic. Mastering writing skills can make students know how to write and organize paragraphs, texts, letters, reports, and other written works. Suprianti et al., (2013) stated that writing is the process of creating ideas, considering how to convey them, and organizing what would be clear to a reader into statements and paragraphs. Moreover, Harmer (2004) defined that writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he stated that writing is a process in which what people write is often strongly influenced by genre boundaries, and then these elements must be presented in learning activities. From the above opinions, the researcher concludes that writing is a complex process of conveying or expressing ideas, thoughts, opinions, and feelings using a combination of letters in written language that can be understood by others. It is complex because we have to consider grammar, proper spelling, proper punctuation, and connecting ideas, and information between sentences to develop a topic, and others. It means the researcher has to organize the sentences into a coherent text whole that is possible and complete it, so that we can communicate well with readers through the medium of writing.

Rangkuti (2020) pointed out that four purposes of writing rely on the text being produced, specifically, it depends on the text's communicative function, such as the researcher expresses their feelings through expensive writing, which is often used in diary or love letters. Literary writing uses real sources to entertain readers, while instructive writing provides information or elucidates. Persuasive writing aims to persuade readers about the writer's opinion or idea. In achieving the purposes, there are four main components to produce something in the form of writing. According to Harmer (2004), a writer must go through a number of steps in the writing process, such as planning, drafting, editing (reflecting and revising), and the final version. Planning involves considering the

purpose of the writing, the audience, and the structure of the content. Drafting involves creating multiple versions of the text, each showing changes or developments. Editing involves reflecting on the draft and revising it, often with the help of other readers. The final version is the final version, ready for the intended audience to receive.

Furthermore, Hyland (2003, cited in Mehr, 2017), the following process model of writing, which includes topic selection, prewriting, composing, revising, proofreading, editing, evaluation, publication, and follow-up tasks. It involves brainstorming, data collection, and note-taking, with feedback from teachers and peers. The process includes reorganization, style adjustments, proofreading, editing, evaluation, publication, and addressing weaknesses.

Micro and macro skills in writing, including producing English graphemes and orthography, efficient writing speed, an acceptable core of word and using appropriate word order, grammatical systems, a particular meaning in different grammatical form, and cohesive devices. Macro skills involve using rhetorical forms, and conventions of written discourse, communicative functions, and expressing meanings accurately. These skills include constructing links, distinguishing between literal and implied meanings, and incorporating cultural references. Writing strategies include assessing audience interpretation, using prewriting devices, fluency, paraphrasing, and seeking feedback for revision and editing (Brown, 2003).

Based on Hughes (1992: 92 cited in Suharni, 2016), identified five components for developing a writing product: content, organization, discourse, vocabulary, and mechanics. Content involves supporting a thesis statement with related ideas, such as personal experience, facts, and illustrations. Organization involves using introduction, body, and conclusion logically. Discourse involves using topic sentences, paragraph unity, transitions, and rhetorical conventions. Vocabulary involves choosing the right words for meaningful writing. Lastly, mechanics

involves spelling, punctuation, citing, and appearance.

Writing proficiency is one of the priorities of teachers in the classroom because writing is one of the language skills that must be learned. In teaching writing, several obstacles must be faced by teachers. As defined by Erikson Tarigan and Liana (2018), good writing depends not only on grammatical and lexical correctness but also on creativity in context and logical sentence flow. To write a coherent, well-structured, and structured essay, the researcher must be creative and concentrate on the content as well. Teachers can help students increase their awareness of how organized English writing is, and how sentence units and paragraphs connect to form a meaningful text. By realizing the importance of coherence in their writing, the students can dedicate themselves to the idea or message they want to convey.

The students must possess writing skills to express ideas and enhance their English language learning abilities. In the tenth-grade syllabus, one of the writing types is descriptive text. As Herizal and Afriani (2015), descriptive text is one of the functional texts that is quite difficult for students to learn. A descriptive text is a text that describes the characteristics of a person, thing, or place. Moreover, Mardiyah et al. (2013) stated a descriptive text is a kind of text to thoroughly describes a certain person, place, or thing. Based on the explanation above, descriptive text is a text that describes, explains, tells, or even describes something in detail and thoroughly, in any form, such as people, animals, things, places, etc. Descriptive paragraphs focus on a specific audience. The item is then clarified or rewritten in the description text so that the reader or listener can know or understand the thing being described.

Through this text, the students learn about the social function, the generic structure, and the lexical-grammatical features. According to Gerot & Wignell (1994, cited in Mardiyah et al., 2013) explained that the generic structure of descriptive text as identification and description. Identification identifies

phenomena and introduces the reader to the next paragraph. Description details parts, qualities, and characteristics of the subject, supporting identification, and can include colors, shapes, sizes, weight, and height. Sidabalok and Ginting (2014) highlighted the language features of descriptive text, including focusing on specific participants, using attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and the use of simple present tense. These features help convey the subject's characteristics through comparisons and use of adjectives or phrases. The text also emphasizes the importance of identifying the process to identify something.

Based on the information obtained in the observation of the English teaching and learning process conducted in class X-7 of SMA Islam Sultan Agung 1 Semarang, most of the students faced difficulties when writing descriptive text. This is what the researcher found in the field showing that not all students can write descriptive text well. The students' lack of confidence and reluctance to write descriptive text was a significant issue, as they believed English writing was complex and difficult to understand. They struggled to distinguish between different types of text, organizing sentences into coherent paragraphs, and creating correct sentences. Grammar and vocabulary were also challenges for them to be able to use subjects and verbs within grammatical rules, proper punctuation, and correct diction knowledge. Then, the teacher's use of media is also a concern, with only the "Modul Islami" as a source of student learning. The students felt bored and uninterested in the teaching process, as the activities were repetitive, unvaried, and monotonous. Boring tasks, such as providing examples of descriptive text through learning modules that contain text only. Overall, the issues highlighted in the observations and interviews highlighted the need for more diverse teaching methods that attract students' attention.

One way to overcome these problems, teachers should teach writing using activities suitable for Senior High School. An innovative approach to enhance students' writing skill is the use of the

picture, which involves the use of visual stimuli to stimulate creativity, imagination, and critical thinking. This method involves using a series of images as prompts to inspire students to create detailed and well-structured written descriptions. By incorporating visual elements, the researcher hopes to stimulate students' imagination and help them better organize their thoughts, leading to more coherent and descriptive texts. According to Brown (2004) as cited in Simanjuntak et al. (2023) stated that pictures can be used at various stages of the learning process and offer some ideas on how to use pictures to ensure students get the most benefit from their use. As Apsari (2017) defined picture series are pictures that chronologically depict various acts or occurrences. The pictures as visual aids will attract students' attention and motivate them to learn. Picture series can enhance students' writing skill in descriptive text by making it enjoyable, developing creativity, and improving vocabulary. They create a pleasant atmosphere for students to express their feelings, ideas, and thoughts in the form of writing. However, there are disadvantages to using picture series in teaching descriptive text, such as students struggling to connect pictures in their own words, struggling to use oral language skill effectively, and having limited time for teachers to teach and assess the writing process. Teachers should provide students with opportunities to practice dialogues or monologues in their stories and provide clear guidelines for students to work independently.

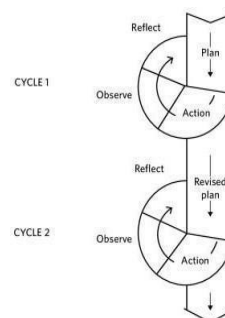
The research is written by Muhibbudin (2016), the utilization of picture series had a positive impact on enhancing students' proficiency in composing recount texts. Other research results also mentioned by Puspitaloka (2016) stated that picture series could be applied as media in the learning process to help students to be able to write descriptive text. His observations led him to the conclusion that the use of picture series as a medium can effectively improve students' writing skill in this context. In addition, Lidyawati & Nirwanto (2016) and Nugroho et al. (2015) found that the students who received instruction with

picture series achieved better results in writing. Moreover, Pratiwi (2016) mentioned that Picture Series helped students enhance their writing skill and create a fun learning environment.

Based on some previous studies, it can be concluded that picture series can be used to improve students' writing skill. Therefore, in this study, the researcher hopes that the significance of using picture series can be effective and the picture series technique can improve students' writing skill in descriptive text in tenth-grade students of SMA Islam Sultan Agung 1 Semarang.

## 2. METHODS

This research involved Classroom Action Research (CAR). According to Arikunto (2019), Classroom Action Research (CAR) is action research conducted to enhance the quality of teaching and concentrate on the classroom learning process. Based on Kemmis and McTaggart (1988 as cited in Arikunto 2019: 137), each cycle consists of four stages of research which consists of planning, action, observation, and reflection. The first step involves identifying the problem and creating an action plan. The second step involves following up on the planned project in the classroom. The third step is observation, where researchers observe the effects of the actions and their effects. The fourth step is reflection, where the researchers contemplate or evaluate the changes based on the actions taken. The following is quoted a visualization model of the part compiled by the two experts, Kemmis and Mc Taggart.



Picture 1. Kemmis and Mc Taggart's Design of CAR

The subject of the research is the students of X-7 at SMA Islam Sultan Agung 1 Semarang, which has a total of 30 female students. The data collection involves observation, test, and documentation, to gather data. Observation allowed the researcher to observe real-time classroom interactions and student engagements, allowing for a comprehensive assessment of student conduct, classroom environment, and teaching techniques. Tests were administered to evaluate students' descriptive text writing skill, with pre-tests conducted before the introduction of the picture series and post-tests administered after the technique. The pre-test assessed students' proficiency before the action research, while the post-test assessed the positive impact of the using picture series on descriptive text writing in class X-7 at SMA Islam Sultan Agung 1 Semarang. Documentation, which includes written materials such as notes, books, newspapers, magazines, and photographs, was used to gather information about students' names, assignments, and materials.

The research procedures started from interviewing with the English teacher. After the researcher also observed and conducted a pretest during the teaching learning process, a problem was found. Then, the researcher analyzed the problem using Classroom Action Research which aims to assess and monitor students' descriptive text writing skill by using picture series. The Cycle I of a research process involved planning, action, observation, and reflection. The researcher prepared a lesson plan based on the Merdeka Curriculum and designed the material for lesson planning which out to be based on the teaching of writing. The teaching materials consist of some picture series. This will be used in the teaching and learning process when learning activities will take place. Then, made an evaluation instrument of writing skill for the CAR cycle and prepared a checklist form for observation in the learning process. The researcher applied the lesson plan that will be done in the learning process and observed the entire process of students'

actions, class environment and teacher performance. They identify students' writing comprehension abilities and calculate improvement scores. The final step was reflection, where researcher engaged in discussions and devised lesson plans for future phases. In Cycle II, the researcher focused on repairing weaknesses in Cycle I by reviewing the lesson plan based on the Merdeka Curriculum and made some revision for better response and students' activeness in learning process, designing and preparing the teaching materials, and making an evaluation instrument of writing skill for the Classroom Action Research cycle and preparing a checklist form for observation in learning process. Then, applied the lesson plan that will be done in the learning process and observed the process of the teaching learning by using observation sheet (class situation, teacher's performance, and students' response), identified the students' achievement in learning writing comprehension ability by giving the test after CAR cycle II, and calculated students' improvement scores from tests before and after test. Reflection was conducted based on the results of the actions, with the researcher and teacher discussing the results and modifying strategies.

From the data that has been obtained, the research analyzed the data by calculating the average value of the pre-test and post-test through the writing rubric. The researcher used the procedures as follows:

Table 1. The Scoring of Writing based on ESL Composition Profile

WRITTEN RUBRIC SCORE		
CRITERIA	INDICATOR	SCORE
Content	Complete, clear and the details are relating to the topic	21 - 25
	Complete, clear but the details are almost relating to the topic	16 - 20
	Complete and clear but the details are not relating to the topic	11 - 15
	Not clear and the details are not relating to the topic	5 - 10
Idea Development and Organization	Identification is very well stated and described comprehensively	21 - 25
	Identification is well stated and described fairly elaborated	16 - 20
	Identification is adequately stated and inadequately elaborated	11 - 15
Grammar and Vocabulary	Identification is poorly stated and not elaborated	5 - 10
	Use all present tense, relational verb and adjective words correctly	21 - 25
	Mostly use present tense, relational verb but do not use adjective words correctly	16 - 20
	Make some errors of tense, relational words and adjective words	11 - 15
Mechanics	Make too many errors of tense, do not use relational verbs correctly, and use adjective words	5 - 10
	Use correct punctuation, spelling and capitalization	21 - 25
	Mostly use correct punctuation, spelling but fairly capitalization	16 - 20
	Make some errors of punctuation but loosely correct spelling and capitalization	11 - 15
	Make too many errors punctuation but inadequate correct spelling and capitalization	5 - 10

Final Score Written =  $\sum$  all scores

The data will be calculated to analysis by computing the average scores

for both the pre-test and post-test. Additionally, the researcher will assess the scores before and after the treatments' implementation. These outcomes will then be compared to the established minimum passing standard for the current semester, which is set at 70. If, after the first cycle, there are students who did not achieve success, the research will proceed to the next cycle, known as cycle II. In Classroom Action Research (CAR), a minimum of two cycles is typically required. If, in cycle II, all students achieve success, the research can conclude after cycle II.

Then, the researcher calculated the average score of the students' writing using the following formula:

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

Notes:

$\bar{x}$  = Mean

$\sum x$  = Total of students' score

$N$  = Total of students

The essential indicators of accomplishment are necessary to evaluate the success of the learning process and outcomes. To determine progress, the data will be collected from each test by calculating the average pre-test and post-test scores. The outcomes will be regarded as acceptable if they get the minimum criteria of writing skill, established at a minimum score of 70. The research will be deemed successful or concluded once a minimum score of 70 is achieved by at least 70% of the students, and when 70% of students are actively participating in the learning process.

### 3. RESULTS AND DISCUSSION

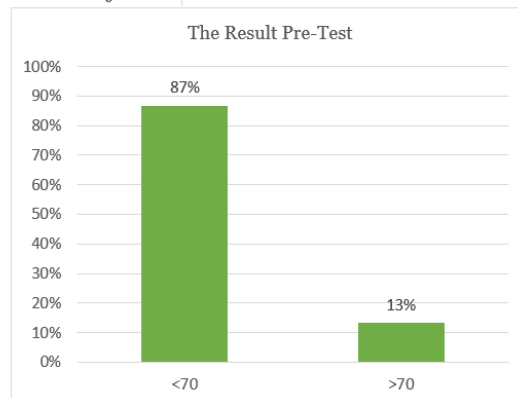
#### Preliminary Cycle

Before conducting the first cycle, the researcher conducted a preliminary study. This preliminary study aims to determine the improvement of students' writing ability in descriptive text with the topic of Historical Buildings/Tourism Places. The researcher gave writing tests and observations to the students. Writing test was used to evaluate students'

improvement and how their scores improved. The English teacher set a score of 70 as the minimum criteria in the writing lesson. The number of students who took the writing test was 30 students from the results of the writing test on the pre-test, the student's total score in writing a descriptive text on the pre-test was 1985 and the average student score was 66.

Based on the descriptive text writing scores, it can be seen that students' improvement in writing descriptive text is also still low from the diagnostic test of 4 students who passed or only 13%. On the other hand, 26 students failed or did not get a grade up to 70 is 87%. The quantitative data above is reinforced by qualitative data taken from the results of each meeting.

Total of All Students' Score	1985
Total of the Students (n)	30
The Highest Score	74
The Lowest Score	60
Average	66



Picture 2. Pre-Test Analysis Diagram

From the explanation above, it can be concluded that students' achievement in writing is not good, so the writing test scores are still low. The students have not been able to understand the descriptive text as a whole. Based on the results of the analysis, it can be concluded that students' achievement in writing descriptive text is still not good and low. Therefore, the post-test was continued in the first cycle.

#### Cycle I

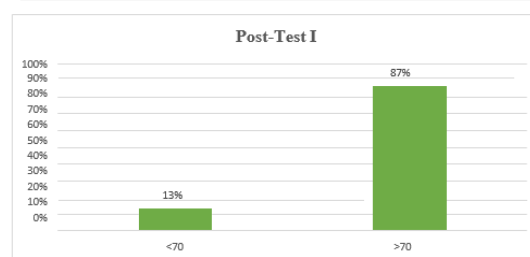
The pre-cycle test results showed that the percentage of completeness was still low, which was only 13%. Therefore, the researcher took action in cycle I (Post Test

I) to implement picture series in order to improve the ability to write descriptive text. The researcher determined the class used for research, research time, the subject matter, prepare books/reference sources, teaching aids, learning media, learning methods and strategies, form student study groups, prepare teaching materials such as syllabus and teaching modules, students' attendance lists, observation sheets, and design assessment instruments for students.

Then, at the action step, the implementation of all the plans that have been made at the planning step in the classroom. The first meeting in cycle I was conducted on August, 25<sup>th</sup> 2023. It was followed by 30 female students. The steps taken during the teaching are as follows: 1) Opening activity, such as greeted and conditioned the students, starting the learning by praying together, checking the cleanliness, and attendance of a student, providing apperception by asking triggering questions, explaining the learning objectives and the scope of material to be achieved regarding "Writing Descriptive Text using Picture Series", and motivating the students in their daily life. 2) Core Activity, such as applied the lesson plan that will be done in the learning process, gave a stimulus about descriptive material by observing some of the pictures and discussing them critically, organized students into groups and each group chooses a descriptive text topic, instructed students to use the grouping technique to brainstorm and organized their ideas for writing, facilitated collaborative brainstorming and grouped activities among the students, discussed and evaluated group results, summarized the key points found in the learning activities related to the material they have done, After discussing with the team, the students had to work individually to rewrite descriptive text from the choices provided with the theme "Historical Buildings/Tourism Places." 3) Closing Activity, such as reviewed what has been done from the beginning of learning until the end of learning, reflected on the activities that have been carried out, prepared for the next meeting, prayed to

end the lesson, and said thank you and answered greetings. Based on the implementation of the cycle I obtained the test results as follows:

Total of All Students' Score	2281
Total of the Students (n)	30
The Highest Score	82
The Lowest Score	67
Average	76



Picture 3. Post Test I Analysis Diagram (Cycle I)

After post-test I, there was an improvement in students' performance. The post-test I scores ranged from 67 (lowest score) to 82 (highest score), with an average score of 76. Significantly, the majority of students (87%) passed this test, showing a positive change compared to the pre-test. Nevertheless, 13% of students still fell short of the passing standard. In the implementation of teaching in cycle I, only a few students were active and highly engaged in learning, and participated in discussion activities. However, there were still many learners who seemed less responsive. What can be followed up by the researcher is to encourage, motivate and give positive feedback to learners so that they can continue to practice their writing skill in English. Doing this routine writing exercise will really help learners in learning English writing skill properly and correctly.

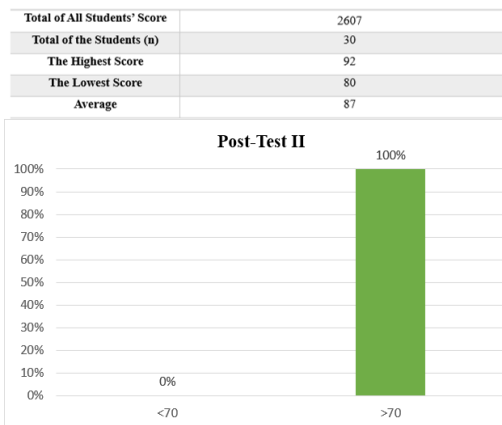
## Cycle II

The researcher reviewed the lesson plan based on the Merdeka Curriculum and made some revisions for better response and students' activeness in the learning process. Then, designed and prepared the teaching materials. The teaching materials still consist of some picture series, but there are changes with more detailed images with keywords added to each image. This will be used in the teaching and learning process

when learning activities will take place. After that, made an evaluation instrument of writing skill for the Classroom Action Research cycle. Last, prepared a checklist form for observation in the learning process.

At the action step, the implementation of all the plans that have been made at the planning step in the classroom. The cycle two (Post Test II) was conducted on September, 1<sup>st</sup> 2023. It was followed by 30 female students. The steps taken during the teaching and learning process using the picture series using keywords in descriptive text learning are as follows: 1) Opening activity, such as greeted and conditioned students to be ready to learn, started the learning by praying together, checked the cleanliness and attendance of students, provided apperception by asking triggering questions, explained the learning objectives and the scope of material to be achieved regarding “Writing Descriptive Text using picture series through the Keywords”, and motivated the students in their daily life. 2) Core activity, such as applied the lesson plan that will be done in the learning process, gave a stimulus about descriptive material by observing some of the pictures and discussing them critically, instructed students into groups to brainstorm and organize their ideas for writing, facilitated collaborative brainstorming and grouped activities among the students in their groups, discussed and evaluated group results, summarized the key points found in the learning activities related to the material they have done, guided students on how to apply the picture series technique to understand a descriptive text and find detailed information using the keywords needed. students have to rewrite descriptive text from the choices provided with the theme “Historical Buildings/Tourism Places” individually. 3)

Closing activity, such as reviewed what has been done from the beginning of learning until the end of learning, reflected on the activities that have been carried out, prepared for the next meeting, prayed to end the lesson, and said thank you and answered greetings. Based on the implementation of the cycle II obtained the test results as follows:



Picture 4. Post Test II Analysis Diagram (Cycle II)

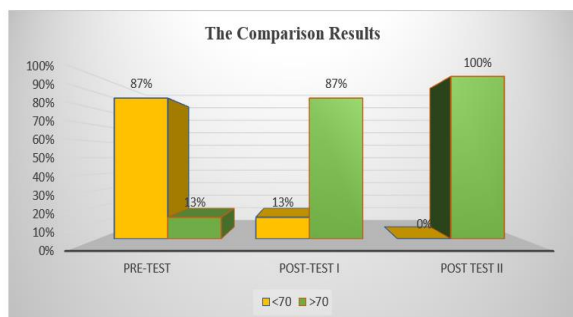
The cycle II showed very consistent progress, with all students achieving a passing score. The scores obtained by students ranged from 80 to 92 with an average score of 87. This remarkable improvement shows that the instructional strategies or interventions used between post-test I and post-test II continued to have a significant positive impact on student performance.

The learning process has been done effectively by involving learning using picture series. In addition, adding keywords to each picture can develop students' ideas in each paragraph. Then, in the implementation, some students have been better than the previous cycle and who were previously inactive, now have started to try to ask questions and be active in class. Then, at the end of the lesson, the students will measure the level of understanding of the material that has been explained by writing a descriptive text with the keywords contained in each picture that has been



provided per topic and sorting the pictures according to the description structure and appropriate language elements.

### Comparison Result between Pre-Test, Post-Test I, and Post Test II



Picture 5. The Comparison Results between Pre-Test, Post-Test I, and Post-Test II

From the chart, the researcher can conclude the pre-test, 87% of students scored below 70, indicating that the majority of students initially did not meet the passing threshold. Conversely, only 13% of students managed to score above 70 on the pre-test. In the Post-test I showed significant improvement, with only 13% of students scoring below 70, compared to 87% in the pre-test. This indicates a positive change in student performance after the intervention or teaching. On the other hand, 87% of students scored above 70 in post-test I, which is a substantial increase from the pre-test. In Post-test II demonstrates an even more remarkable improvement, with 0% of students scoring below 70. This means that all students achieved a score of 70 or above in post-test II and 100% of students scored above 70, indicating a significant and highly successful improvement in student performance compared to the pre-test and even post-test I.

Overall, this chart clearly illustrates that there was a substantial positive change in students' performance as they progressed from pre-test to post-test I, and

then to post-test II. The teaching intervention or method used in the form of picture series was very effective in helping students improve their understanding and performance in writing descriptive texts. In the end, all students exceeded the minimum score and passed the post-test II.

The research revealed that the picture series can improve students' writing skill in descriptive text at SMA Islam Sultan Agung 1 Semarang. The research involved pre-test, post-test I, post-test II, and observation sheet. The picture series played a crucial role in the writing-learning process, especially in descriptive text. Students were more active and enthusiastic in learning descriptive text. This finding aligns with Gendroyono (2021) findings that picture series can improve students' writing abilities. Visual aids help students grasp and apply procedural writing techniques effectively, enhancing their interest and motivation in the classroom. Oktafiani and Husnussalam (2021) also found that visual stimuli often engage students more effectively than text alone, making the learning experience more enjoyable and productive. These studies emphasize the importance of varied and engaging instruction, thorough planning, and active class involvement in achieving these goals.

#### 4. CONCLUSION

The research found that the picture series significantly improved students' English writing proficiency, especially in descriptive text. The researcher suggests that effective instructional media and techniques, along with lesson plans tailored to students' unique characteristics, are essential for effective learning. In the first cycle, students showed low engagement and low learning ability due to factors such as limited vocabulary, mechanics, grammatical challenges, and difficulty in generating ideas. The second cycle showed an improvement in students' writing abilities, with more active participation and

improved writing skill. The researcher applied the same method but made it more interesting and detailed, adding keywords to make it easier for students to think of pictures. The results showed a significant difference in scores between the first and second cycles, with 100% of successful students above the KKM. The picture series plays a crucial role in the learning process of writing, especially in descriptive text.

The researcher recommends implementing the picture series teaching strategy to ensure effective student progress. Regular assessments can identify areas of difficulty and prompt interventions. Teachers should develop professional capabilities to adapt teaching methods to diverse students, including training in differentiated instruction, personalized learning, and classroom management techniques. Offering flexible learning opportunities, such as after-school programs, online resources, or one-on-one sessions, can also be beneficial in supporting students experiencing difficulties. These recommendations aim to ensure continued success in the CAR process.

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