



Improving Students' Writing Skills Through Picture Series at 6th Semester of English Department Education of HKBP Nommensen University

Yohana Friscila Naibaho¹, Agnes Tiomadina Tambunan², Jona Hutasoit³, Rina Octavia Simarmata⁴

¹²³⁴ English Language Education Study Program, Faculty of Teacher Training and Education, HKBP Nommensen University

e-mail: yohanafriscila.naibaho@student.uhn.ac.id/, agnestiomadina.tambunan@student.uhn.ac.id/, jona.hutasoit@student.uhn.ac.id/, rinasimarmata@uhn.ac.id

Abstract

This study emphasizes how difficult it is for students to formulate and arrange their thoughts in descriptive writing, as well as how little teachers focus on their understanding of the content they are teaching. The goal of the study is to examine how pupils in the tenth grade have improved their writing abilities. By using pictures in conjunction with visual aids. Qualitative information was obtained by means of classroom observations. The subjects of this study are the sixth-semester English Department Education students at HKBP Nommensen University, who are given visual assistance in the form of graphics to help them write better. The results show that when pictures are used creatively and positively, students write with greater engagement, drive, and originality, which produces noticeably better compositions. The major areas of emphasis are the significance of visual aids in helping students' writing learning processes and the efficacy of creative teaching tactics. The significance of a mixed-methods approach for a thorough comprehension of pedagogical interventions in education is emphasized in this essay. The study highlights the necessity of creative pedagogical techniques in educational situations while offering profound insights into the function of pictures as stimuli in improving students' writing abilities. The ramifications of these research findings further highlight how important it is to use visual aids in the classroom since they greatly improve the caliber of instruction.

Keywords: Classroom, Writing Skill, Picture, Student

INTRODUCTION

Language instruction is the most important thing that someone can do, and in Indonesia in particular, learning Indonesian is done in addition to studying other languages. Pupils spanning various educational levels, from kindergarten to university. To communicate, one has to be able to speak a language fluently. The capacity of pupils to write and comprehend English pronunciation are key components of learning the language as a second language. One of the English language

skills that students must acquire is English. Not only should we focus on our speaking talents when it comes to English, but writing skills are equally crucial for pupils to notice and comprehend (Kuncoro, 2017; Santosa, 2017) in (Pramilaga et al., 2023). (Hesthi Wening, 2016) explains that writing is the process of putting thoughts or opinions into written form. According to this perspective, the writing that the pupils produce is what matters most. Brown (2001: 335) in (chinchilla, 2014) argues that written products are the result of thinking, drafting, and revising, all of which call for specialized skills in the areas of idea generation, coherent organization, effective use of discourse markers and rhetorical conventions in written texts, text revision for clarity, text editing for proper grammar, and final product production. Writing can be used for many different things, such as researching a subject, keeping a record of events, expressing ideas without having to speak to someone directly, and mastering the conventions of written English discourse.

According to (Barbecho, 2019) Writing is a difficult talent for both native speakers and non-native speakers since authors need to be skilled in a lot of areas, such as organization, content, purpose, vocabulary, audience, and mechanics like capitalization, punctuation, and spelling. Students' writing should be well structured. Three components make up a descriptive text: the writer recognizes a current event that will be described in more detail in the first step, identification; in the second description, the writer provides details about the event that was discussed earlier in the identity section; and the third structure, in which the writer provides a more comprehensive explanation of the phenomenon that was the subject of the previous article. The conclusion is the closing section, with findings from the identification and description sections derived from this section. Descriptive literature is better known to students as material that completely, accurately, and concisely conveys something related to a subject or item. Students are motivated to describe items or things around them with this and to voice their thoughts and opinions. Students must work together to integrate all of the components mentioned to create an effective descriptive paragraph.

The majority of students in the class claimed that the subject in English is challenging, particularly when it comes to writing since the tedious nature of the material causes pupils to lose interest in what they are learning in class (Febriani & Sya, 2022). In order to address the issues mentioned, educators must include media in their lessons to spark students' attention. It is thought that employing picture media in the classroom might help students become more motivated to absorb descriptive texts and solve issues with them (Agustin, 2023). Writing text through images has a greater impact on the reader's sensitivity and imaginative form, making image media an effective tool for learning that can pique students' curiosity and stimulate the minds of students, using appropriate educational resources and, naturally, demonstrating creativity in their work in the student education procedure. The researcher in this study has examined multiple pertinent studies, one of which is titled "Improving Students' Writing Ability in Recount Text Using Picture Series"(Ekarista, 2018). The study was conducted on tenth-grade students at SMA N 1 Barusjahe. The researcher employed field notes, interviews, tests, observation, and photography to gather the data. The tests were carried out both before and after the activity (post-test and pre-test, respectively). Classroom Action Research (CAR) is a deliberate effort made by an individual to enhance or improve the learning environment and practices in a particular place. It involves a comprehensive understanding of the actions taken, which are divided into four stages: planning, action, observation, and reflection (Purnomo, 2020). Additionally, this study also aims to investigate the issues faced by students, such as difficulties in generating ideas, organizing thoughts into writing, and challenges in English, including grammar and sentence structure. The researcher hopes that by employing the CAR (Classroom Action Research) method, this study can provide a deep understanding of the effectiveness of using picture series in enhancing students' writing abilities, while also offering insights for teachers to address existing learning problems.

METHOD

The methodology used for this study is action research in the classroom. Classroom action research pertains to the investigation of problems or issues by teachers in order to identify and implement solutions using "actions" that are intended to enhance the professionalism of teachers in the classroom (Afandi, 2014) (Wahyuni et al., 2021). Where a number of tasks, including planning, acting, observing, and reflecting, are involved in its execution. Naturally, all parties participating in classroom action research include students, instructors, and the researchers themselves. The goal of this study is to address or resolve learning challenges that arise in the classroom, particularly at HKBP Nommensen University's English Department Education's sixth semester Group A. An alternative to instruction that favors a more individualized approach to problem-solving in the classroom is classroom action research. A variety of methods, including observation, interviews, pre- and post-tests, were used to collect the data. To address the two study topics, both qualitative and quantitative analysis was done on the data.

Planning, acting, observing, and reflecting are the four stages of classroom action research, according to the researcher's use of the design principle. Planning comes first. In this section, researchers conduct planning activities such as creating lesson plans and examples. Prior to creating lesson plans, researchers make preliminary observations by identifying learning difficulties. These are then modified to align with the curriculum and syllabus. Strategies and instructional techniques are included in the lesson plans, which are created in collaboration with teachers. Acting comes next; prepared and planned activities from the planning stage are implemented here, such as incorporating previously created lesson plans into the classroom and learning process. The next stage is observation, during which researchers log all lessons learned and activities completed. Through this method, researchers may get the intended outcomes, such as tailored assessments of themselves that can be conducted impartially in light of observations made in the classroom. In the final phase, reflecting, the evaluation process is conducted as an illustration of how a lesson plan has been planned and used in the teaching and learning process. It determines whether the plan is effective or needs to be revised in multiple areas to be further improved for the learning process and learning that follows. Two cycles totaling six phases of classroom action research were carried out by the researcher. Finding the issue is the first step. At this point, researchers find issues with conducting interviews. Teachers and students are interviewed, and the results include the following: students regard English as complex or difficult to learn; teachers continue to offer boring lessons, which discourages students from pursuing English as a second language; Students struggle to identify concepts in texts they are writing. Their limited knowledge of syntax and vocabulary causes them to be cautious while forming sentences, fearing that they may use the incorrect words. Researchers that are interested in using media images to enhance their writing abilities have proposed a solution. The action's planning phase is the second. During this stage, the investigator devised a strategy about the issue discovered. can be observed in the manner described below, Selecting the learning material, putting together the lesson plan, getting the camera, notes, and media ready, and finding a partner to help with the documenting of the teaching and learning process. The action's implementation is the third step. As a practitioner, the researcher used the previously mentioned planning in the classroom. The implementation of this application is completed in a single cycle, and the following are the quick stages that were involved, The researcher explains to the pupils the purpose of classroom instruction. The researcher briefly explains the descriptive material text and projects a PowerPoint presentation onto an LCD screen. The researcher then shows the image to the class and instructs them to write a brief description of it while also providing hints for the students to predict the image beforehand, The researcher sets up an image display for the students to view first, and then they will describe the visuals they have seen using the previously provided examples. A number of students were assigned by the researcher to deliver the outcomes of their descriptions based on the photographs they had seen. The researcher then reviewed the students' work.

Observing the activity is the fourth step. Researchers do observational actions during the learning and learning process in this part. In order for researchers to determine the scope of the process and learning outcomes in the classroom, students must document their learning and pay careful attention during it. Reflection is the fifth step. The researcher assessed how media photos

were used to teach descriptive texts. Researchers saw both benefits and drawbacks of employing media in the classroom. The Plan is being revised as the final step. Researchers can edit the plan for the following cycle in this area.

This investigation was carried out at HKBP Nommensen University's English Department Education's sixth semester Group A. The 30 students at HKBP Nommensen University's English Department Education's sixth semester Group A are the subject of this investigation. Although they are simple to manage, the students are often quiet throughout class. They have trouble pronouncing words correctly and dread making errors. Students who get instruction from lectures who are boring and self-centered don't participate in class. The goal of the project is to resolve these problems and enhance students' educational experiences. Data for this study were gathered from Group A of HKBP Nommensen University's English Department Education's sixth semester . Data on students' behavior, performance, and reactions to utilizing pictures as a learning medium were gathered through the use of observation sheets, interview, pre-tests, and post-tests. Pre-tests were administered prior to treatment or implementation, and post-tests were conducted following. Lesson plans were created with reference to the research tool, RPS. Both qualitative and quantitative approaches were used to obtain the data, with observation sheets and interview as the main techniques. Pre- and post-tests for the quantitative component were included, together with the students' results. The researcher employed visual media in descriptive text learning and analyzed classroom learning challenges using observation, and testing. They chronicled the process of putting learning into practice and had discussions with teachers. Students were to use PowerPoint images to create descriptive phrases for the pre-test, and comparable sentences had to be created for the post-test.

RESULTS AND DISCUSSION

Results

Increasing Students' Writing Motivation

The study sought to address students' distaste and ignorance of the subject in order to increase their motivation for writing. 70% (14 students) of Group A of HKBP Nommensen University's English Department Education's sixth semester students strongly agreed that they liked English, according to the statistics, whereas 6 pupils disagreed. Additionally, the study discovered that students' indicating a lack of writing-related ideas. The researcher intended to use visuals in writing exercises to overcome this problem by fostering an engaging environment for teaching and learning. The researcher also asked questions, explained materials, started classes, gave instructions, gave comments, greeted students, and concluded lessons using classroom English. The purpose of this study was to enhance students' writing abilities through the use of visual aids like images. In order to expand vocabulary and generate ideas for writing assignments, pictures were included into the text. The research, which involved reading, speaking, and listening abilities and focused on descriptive material, was carried out four times. Both in the classroom and on the students' worksheets, the images were displayed. As the collaborator watched the teaching and learning process, the researcher acted as the instructor. According to the study, students thought that including graphics in assignments increased their attention and that it was a useful strategy. The goal of the study was to increase students' writing motivation by including visuals into pre-writing exercises like subject expansion and vocabulary building. In order to familiarize students with English vocabulary and pronunciation, the researcher spoke in classroom English throughout every encounter. English was utilized in the classroom for greetings, starting and terminating classes, providing instructions, providing feedback, posing queries, and describing the contents. The researcher gave students definitions in Bahasa Indonesia as needed and urged them to use synonymous terminology to prevent misunderstandings. According to the questionnaire's results, the majority of Group A students struggled to connect ideas across phrases in a paragraph and had no clue what would be written. Because they were drawn from a variety of perspectives and observations made during the teaching and learning process, these results were trustworthy and legitimate, particularly in terms of democratic validity. Students felt comfortable responding to questions in English, even if they occasionally made mistakes, indicating that the use of classroom English in the teaching and learning process was beneficial. The field note that follows provided an

explanation of how classroom English is used during the teaching and learning process. These judgments were trustworthy and legitimate, particularly the democratic legitimacy as they were reached by a number of observers during the teaching and learning process.

In order to improve the teaching and learning process, the study used photographs as instructional medium. Using leading questions as a reference, students were instructed to write descriptive paragraphs on a specific picture. Additionally, the images were utilized for ideation and vocabulary building exercises related to prewriting. Students in Cycle I prepared brief summaries of tourist destinations in their host country. Nevertheless, they had poor writing scores, little drive, and frequently felt lost while writing in a detailed manner. The researcher gave explanations on terms used to describe locations and descriptive language. Students were required to write a brief descriptive prose based on the researcher's image for the post-test. Students' difficulties with writing and vocabulary were evident in the pretest, but they were able to improve their writing abilities by making an outline, starting sentences, and connecting them with facts and connective elements. Additionally, pair work was introduced, enabling students to examine and discuss details of the image.

The study discovered that during the teaching and learning process, pupils had trouble with capitalization and punctuation. Even with their improvements in subject creation and idea generating, they continued to make capitalization and punctuation errors. In the second exercise, the majority of students erred in placing a comma in a required sentence and a full stop at the conclusion of a sentence. After the activities in Cycle I were put into practice, a posttest was used to corroborate the findings, which were deemed valid and reliable, particularly in terms of process validity.

Utilizing images to increase students' motivation to write was one of the activities taken in Cycle I of the research. The inclusion of images in the materials increased students' motivation and piqued their attention. Throughout the teaching and learning process, classroom English was used for greetings, starting lessons, and providing feedback. The researcher either repeated the instruction or translated it into Bahasa Indonesia for the pupils who did not comprehend it. Students' writing organization was enhanced by the usage of visuals, which gave them the opportunity to brainstorm ideas and prepare an outline before writing a draft. They still lacked proficiency in writing mechanics, as seen by their capitalization and punctuation errors.

Synopsis of the Cycle I Reflection on Action Implementation

The study focuses on how the second cycle of the curriculum, which strives to enhance students' writing skills, implements strategic activities. Planning the methods' execution is the initial step. These tactics include employing images to improve students' writing abilities, using classroom English to acquaint them with English vocabulary, and using pictures to boost motivation. Additional exercises to develop students' writing abilities are included in the second cycle. These exercises involve brainstorming, utilizing games to keep students interested, and assigning assignments to advance knowledge of capitalization and punctuation. The entire learning experience and writing motivation of pupils are intended to be improved by these efforts.

The goal of the study is to increase students' writing motivation by using a variety of techniques. While images were utilized in Cycle I to increase motivation, they were paired with brainstorming activities in Cycle II to improve focus and enthusiasm for learning English. This method was seen as genuine and dependable, particularly in terms of democratic legitimacy. In Cycle II, the researcher focused on limiting the usage of Bahasa Indonesia while optimizing the use of classroom English. English was utilized in the classroom for a variety of activities, including introducing oneself to the class, starting a lesson, giving directions, and offering comments. Cycle II saw a continuation of the usage of pictures, since students reported that written assignments with accompanying pictures were simpler to complete. The way it was implemented was comparable to Cycle I, including writing exercises utilizing graphics. Cycle I employed the sharper visuals to show how these tactics work to increase students' enthusiasm and writing abilities.

The researcher included writing exercises in Cycle II, emphasizing the mastery of capitalization and punctuation. Although the students in Cycle I wrote well, their proficiency with these techniques remained modest. Students' writing abilities were evaluated by the researcher using activities like capitalizing and punctuating phrases appropriately, as well as fixing misspelled words.

Democratic legitimacy and an interview transcript served as the foundation for the project. The researcher included brainstorming exercises and used games as instructional tools in Cycle II. On May 27, 2024, a bingo game was introduced as the first activity to help kids develop their vocabulary related to the photos. The rules of the game were initially given to the students. The democratic legitimacy of these actions served as validation for their execution.

In a descriptive writing relating to their prior learning experiences in Cycle I and the start of learning prior to games, students were required to mention at least five particular items. Students marked out any elements that the researcher named in the photographs that she mentioned. The student who created the list would exclaim "hurray!" if every item was crossed, signifying that they had covered every point the researcher had made. The researcher started the game with a common theme regarding tourist destinations, and the group of four to five students created the list. The observation results showed that this activity was being implemented.

According to the survey, students enjoyed identifying tourist attractions and would occasionally list them with friends. Students would applaud and laugh together as they would exclaim "hurray!" whenever the researcher showed a photo of a popular tourist destination. There were some dissatisfied students, which showed a strong sense of rivalry. Particularly in terms of process validity, the results were dependable and legitimate. With a classroom topic, the pupils maintained their excitement, and several of them won in both categories. As seen by the observation findings, the researcher changed the "twenty-Q game" into a "twenty statements game" to urge students to define an object in the image. Students used games to guess well-known locations as part of a study. When asked to describe the location, they were glad to provide accurate answers. Guessing what the kids were thinking was the next game. One of the three students who were excited about the game volunteered to predict the other students' thoughts, as requested by the researcher. The transcripts of the interviews revealed the kids' emotions. They were neither intimidated or hesitant to teach or learn English thanks to the games. One pupil no longer feared making errors and felt more self-assured. In particular, the democratic outcomes were seen as legitimate and trustworthy.

In Cycle II of teaching and learning interactions, classroom English was used for welcoming students, starting classes, providing directions, and outlining resources. Even if the translations into Bahasa Indonesia hindered the implementation, pupils were still able to become familiar with English vocabulary and pronunciation. Students spoke in English at the cycle's first meeting, and in Cycle II, complex vocabulary was explained in the language. The researcher urged pupils to converse in English and limited the usage of Bahasa Indonesia. Students were encouraged to respond to queries with gestures rather than words in Bahasa Indonesia. Particularly in terms of democratic legitimacy, their results were trustworthy and legitimate. During the second meeting of Cycle II, classroom English was used to greet students, with less Bahasa Indonesia and more English idioms used to convey meaning. The observation result included this activity as well.

To encourage pupils to grasp the concept, the researcher greeted them with a similar attitude. Activities that targeted missing punctuation and capitalization were used to help pupils become more proficient in these areas. While working alone, the students received assistance from the researcher as needed. The implementation proved to be effective, as some pupils showed an increased awareness of capitalization and punctuation. Following Cycle II's activities, a posttest was administered to identify both successful and failed acts. Students' drive to write was successfully increased via picture games, which also made them happier and more self-assured. Throughout the whole teaching and learning process, including the welcome, instructions, comments, queries, justifications, and the conclusion, classroom English was employed. The researcher combined classroom English with gestures to familiarize students with English terms and expressions, and she was effective in implementing an activity to enhance students' writing abilities in Bahasa Indonesia. Pre-writing and vocabulary-building exercises were improved by the integration of picture utilization into teaching and learning activities. Nonetheless, some students continued to have trouble with capitalization and grammar, and some continued to make errors in writing mechanics. The researcher and collaborator decided to conclude the study in Cycle II as all interventions had improved the students' writing abilities and the study's goal had been met. The research found that the inclusion of visuals and additional activities in teaching and learning was helpful, even if some students continued to make mistakes in writing mechanics.

Pretest and Posttest of the Students' Writing Skill

The results showed that using visual media to help students become better writers worked well for two cycles. The conclusions might be drawn from student and English instructor interviews as well as observations of the teaching and learning process. Additionally, two posttests and a pretest provided additional support for it. The posttest was administered following the completion of the acts, whereas the pretest was administered prior to action. During the writing assessments, students were required to compose a brief paragraph that addressed a certain subject. The researcher and the English teacher evaluated their writing. Their vocabulary, punctuation, spelling, and substance were the elements that needed to be evaluated.

Table 1. The student's writing scores

Groups	N	Mean	Std. Deviation
Pre Test	20	37	4,81
Post Test	20	42.3	5,21
Post Test 2	20	72.45	5,39

The Cycle I posttest score is greater than the pretest score, as seen in Table 1. The assessment of pupils' writing abilities by researchers and English teachers has revealed an improvement in the students' results. In the meantime, both assessors' Cycle I posttest standard deviations are greater than their respective pretest standard deviations. As a result, there is greater variability in pupils' writing results. The Cycle II posttest score is greater than the Cycle I posttest score, according to the researcher's evaluation. It is evident from the findings of both assessors and researchers that pupils' writing competence ratings have improved. Furthermore, the assessors' respective standard deviations in the Cycle II posttest and Cycle I posttest are greater than each other. This suggests that a greater number of pupils receive good writing results, indicating greater homogeneity within the student body. The researcher also employed the t-test to corroborate the noteworthy rise in the average writing test score both before and after the intervention. The t-test may be employed in action research to yield significant values and increase the reliability of the findings, according to Burns (2022). Following the action's execution, these figures show that pupils' writing abilities have significantly improved.

Discussion

This research details the initiatives taken by Group A English Education majors at HKBP Nommensen University to enhance their writing abilities via the usage of picture media. The investigation was carried out between April and June of 2024. Each of the two cycles had nine sessions. The researcher employed the use of image media in the teaching and learning process in both cycles, along with a number of related activities. These included using images to motivate students to write, using English in the classroom to support the teaching and learning process, and using capitalization and punctuation tasks to help students become more proficient in these areas. There were a number of successful and unsuccessful acts in Cycle I. The researcher thus designed Cycle II to deal with these ineffective measures. The researcher changed the first cycle's actions and added new ones. Students' writing abilities can be enhanced by putting these strategies into practice in Cycle II. The perspectives of students and colleagues on the actions demonstrate this progress. A pretest and posttest were also carried out by the researcher following implementation in each cycle. The average score on the students' writing exam increased, according to the findings of their pretest and posttest in Cycles I and II. Students' writing on the pretest had an average score of 37. In the meantime, pupils' writing received an average score of 42.3 in Cycle I and 72.45 in Cycle II.

In Cycle I, the researcher employed classroom English to educate, increased students' writing motivation, and enhanced writing abilities through the use of illustrations. Increasing pupils' interest and vocabulary with English terms were among the successful initiatives. Nevertheless, certain instructions were translated into Bahasa Indonesia, therefore the usage of English in the classroom was not optimized. The concepts and content of the paragraphs were written better, however there were still capitalization and punctuation errors. In Cycle II, the usage of Bahasa Indonesia in the classroom was reduced, challenging vocabulary in English was developed, and capitalization and punctuation exercises were included to help students become more proficient. The researcher and partner talked about how Cycle I's activities were put into practice, emphasizing how effective it is to use visuals to increase students' writing motivation. It was discovered that the use of graphics increased students' motivation and level of interest in writing assignments. Students' concept growth was further enhanced by the usage of visuals as they were able to communicate their thoughts with greater enthusiasm. Particularly in terms of democratic and outcome validity, this result was trustworthy and legitimate. To help kids learn to read and write, the idea of employing pictures as a stimulus for language experience activities in the classroom was created. The results imply that images support students' motivation and involvement in the learning process.

The study discovered that although classroom English was effective in acquainting pupils with vocabulary, it was subpar in Cycle I. The researcher spoke very quickly, and several pupils could not comprehend the meaning of some English terms. The researcher should talk slowly and speak Bahasa Indonesia instead of English to increase process validity. The instructor suggested carrying out the activity in Cycle II to increase the pupils' vocabulary in English. The study found that while the use of classroom English was beneficial, there was still a need for development in Cycle II to guarantee that students were more engaged and knowledgeable about English terminology.

Students were challenged to write descriptive paragraphs about a room based on photos in Cycle I. Through this exercise, students were able to explore their topic and thoughts while also improving their vocabulary mastery. The teacher's assessment in the transcript of the interview attested to the effectiveness of using pictures in instructional activities, as well as the validity and reliability of the democratic and result validity. Furthermore, because they were more efficient and increased organization throughout the writing process, images assisted pupils in developing their writing abilities. In general, it was decided that using photographs in class activities was legitimate and trustworthy, particularly in terms of democratic legitimacy. Therefore, the idea that words accompanied by images encourage students to classify their words, establishing ideas that help them to unlock unknown words, is consistent with the success of employing pictures to improve students' writing skills (Febiani Musyadad et al., 2020). The study discovered that using visuals helps students increase their vocabulary before they write. In cycle 2, The researcher reduced the amount of Bahasa Indonesia and elaborated on challenging phrases, which enhanced the usage of visuals in games and classroom English. Additionally, they gave students capitalization and punctuation assignments to complete, which improved their writing abilities, motivation, and familiarity with classroom English. These findings are consistent with grand theory, which emphasizes the use of visuals to motivate students to write. The researcher and partner talked about using picture games to increase pupils' enthusiasm for writing. They came to the conclusion that playing games encouraged pupils to collaborate to win and generate ideas. Taking democratic, procedural, and outcome validity into account, the outcomes were deemed to be dependable and legitimate. The game was thought to be engaging and useful for brainstorming, supporting Hsiu-Chih's (2009) assertion that reading visual books broadens one's viewpoint and ignites the imagination, that images are utilized to grab students' attention, and that questions about the story's subject matter are asked to get students thinking about what they already know. It has been discovered that using classroom English for activities like greeting, instruction, explanation, and taking breaks is effective in helping students become more familiar with vocabulary in the language. The instructor concurred that using classroom English effectively took outcome validity and democracy into account. One student said they understood the directions, proving that learning English in the classroom helped pupils become more fluent in the language and exposed them to new vocabulary. It was discovered that a supportive classroom setting gives pupils chances to utilize English and motivates them to study. The physical classroom setting has a significant impact on how well pupils learn languages.

It was discovered that the exercises in Cycle II, which were supported by images, helped students become better writers. The images encouraged pupils to write and construct ideas, which helped them create paragraphs and expand their vocabulary. According to the researcher and instructor, improvements were seen between the first and third writing assessments in the areas of topic, vocabulary, spelling, and punctuation. This result was consistent with the claim that images can help with language mastery. It is anticipated that increasing pupils' vocabulary will help them write better. Furthermore, based on the data gathered from the students' writing tests, the results of the students' posttest in Cycle II improved. Both the teacher and the researcher continued to find capital letters where they shouldn't be—in the middle of words or phrases. Regarding the second point, both the instructor and the student's responses to this study indicated that the researcher had successfully used images in writing comprehension as an effective teaching medium. According to the view, the teacher's perspective on implementation was also positive, even if there were many areas that the researcher's perspective also needed to improve. However, the pupils likewise gave the same response. In keeping with the viewpoint expressed, they all thought that images were a great assistance in encouraging them to think critically about the concept while crafting descriptive language (Elida, 2012). By asking the students' opinions every time the classroom process is over, the researcher may encourage them always to give it their all and support them. Conversely, the researchers who carried out this study's implementation were able to successfully assist students' learning processes, which is a crucial role for teachers (Wiguna & Tristaningrat, 2022). The results of this study provide a substantial contribution to our understanding of how English and visual media might be used to improve students' writing abilities. According to the study, giving students visual cues can boost their enthusiasm, help them generate ideas, and help them enhance the amount of words in their vocabulary. It has also been shown that using English in a classroom environment helps pupils understand the language better. The results of this study cannot, however, be broadly applied due to several limitations, including the small sample size and outside influences. Future recommendations include the need for bigger sample sizes in future studies as well as the management of outside variables that may affect results. Taking these factors into account, it is anticipated that the creation of more thorough rules and more research will enhance knowledge and increase the efficacy of using pictures and English in student writing training.

CONCLUSION

Based on the findings and discussion stages, two conclusions can be drawn from this section. The application of images as a learning medium in involving students' ideas in writing competence in Group A students of semester 6 of the English Language Education Department, Faculty of Teacher Training and Education, HKBP Nommensen University, Medan has been successfully implemented in two cycles with an average posttest score in Cycle I of 42.3 and in Cycle II of 72.45, which means that images do help students in involving their motivation and ideas in writing English. Both Teachers and Students gave positive responses to the application of images as a learning medium in involving students' ideas in writing competence in Group A students of semester 6 of the English Language Education Department, Faculty of Teacher Training and Education, HKBP Nommensen University, Medan, both parties agreed that images can help students to be more imaginative and get ideas in writing English. In Group A students of semester 6 of the English Language Education Department, Faculty of Teacher Training and Education, HKBP Nommensen University, Medan, both teachers and students responded favorably to the use of images as a learning medium in involving students' ideas in writing competence. Both parties agreed that images can help students to be more imaginative and get ideas in writing English.

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