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THE USING OF PICTURE SERIES TO IMPROVE STUDENTS' ABILITY AT WRITING DESCRIPTIVE TEXT FOR GRADE AT MAS YASPI LABUHAN DELI MEDAN

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ABSTRAK

The research aimed to evaluate the effectiveness of using picture series in teaching descriptive writing to students at X MAS YASPI Labuhan Deli. A qualitative approach was used, involving interviews, observations, and document analysis. The study found that using picture series is significantly more effective than traditional methods in improving students' descriptive writing skills. Picture series provide visual guidance and stimulate creativity, helping students express their ideas more clearly and structure their writing effectively. However, students faced challenges, including limited vocabulary, difficulty in organizing ideas, and a lack of understanding of descriptive text structure. Additionally, low motivation and interest in writing were also noted as obstacles. Despite these challenges, picture series proved beneficial by helping students understand the context, organize ideas, and develop more detailed, cohesive, and creative descriptive texts. The research concluded that picture series offer a visually stimulating and engaging method, significantly enhancing students' descriptive writing abilities. The findings will be published in a scientific journal and are expected to serve as recommendations for teachers and schools to incorporate picture series in teaching descriptive writing.

Keywords: *Picture Series, Writing Ability, Descriptive Text*

INTRODUCTION

English is an important role as an international language in human life (Brown, 2000). As a vital communication tool, this language is used in various fields such as science, technology and information. In teaching English, there are four language skills that must be taught to students, namely listening, speaking, reading and writing (Richards, 2008). Even though writing skills are not something natural and easy to master (Hyland, 2003), these skills have an important role in communication media such as newspapers, magazines, blogs, websites and social media (Crystal, 2006).

Good writing skills enable a person to maintain effective communication with others. Therefore, it is important to include correct teaching of writing skills in the process of learning English in the classroom so that students can build their abilities and competencies in written language (Hyland, 2003). However, at the high school level, writing skills are still a problem faced by many students (Byrne, 1988). They often have difficulty with content, organization, grammar, vocabulary, and mechanics. Students have difficulty expressing their

ideas and constructing coherent paragraphs. Problems in writing can originate from psychological, linguistic and cognitive aspects. Writing activities carried out independently without adequate interaction or feedback also make it difficult for students to overcome the obstacles they face (Hyland, 2003). Apart from that, students must also master other language components such as spelling, grammar, vocabulary, punctuation, coherence, and cohesion (Hyland, 2003).

In the context of classroom learning, students often have difficulty becoming active participants because of the difficulties they face in writing (Byrne, 1988). Therefore, effective teaching strategies are needed to help students develop their writing skills. Interaction between teachers and students, constructive feedback, and structured exercises with a focus on aspects that students find difficult can help improve their writing skills (Richards & Renandya, 2002).

At MAS YASPI Labuhan Deli Medan, class X students face special difficulties in writing descriptive texts in English. Descriptive text requires students' ability to describe objects, places or people in detailed detail. However, students often have difficulty organizing their ideas in a structured manner and expressing them clearly. Additionally, they may also have limitations in visualization skills, which is an important aspect of writing descriptive texts. As an alternative to overcome these problems, the use of serial images has been identified as an effective strategy. By using a series of images, students can get clear and concrete visual stimulation, so they can organize ideas better and produce quality descriptive text.

In conclusion, at MAS YASPI Labuhan Deli the skill of writing in English is an important skill that must be developed by students. Based on the problems above in this research, the researcher took the research title "The of Picture Series to Improve Students' Ability in Writing Descriptive Text for Grade X at MAS YASPI Labuhan Deli Medan".

RESEARCH METHOD

The research employed a descriptive qualitative method to analyze how picture series can improve students' ability to write descriptive texts at MAS YASPI Labuhan Deli Medan. Data collection included oral and written documentation through interviews, observations, and other records, focusing on students' use of picture series in descriptive writing lessons.

The study is grounded in key learning theories such as Dual Coding Theory (Paivio, 1986), which supports using both visual and verbal information to enhance memory and understanding, and Cognitive Load Theory (Sweller, 1988), suggesting that visual aids like picture series reduce mental strain, helping students focus on writing. Picture series serve as stimuli, helping students organize their ideas, generate relevant vocabulary, and enhance the coherence of their descriptive texts.

Various studies (Raimes, 1983; Byrne, 1988) support the use of picture series to boost writing quality by providing visual context, which assists in developing language, cognitive, and creative abilities. Picture series offer a step-by-step story progression, allowing students to practice translating visual sequences into descriptive language.

In essence, picture series media is a visual tool that guides students to observe, imagine, and create detailed and structured descriptions, facilitating learning to write descriptive texts more effectively.

RESULT AND DISCUSSION

This chapter consists of the research findings and their discussion. Research findings represent of improved students achievement. Oral competency includes the accuracy as the students writes, and the discussion of the study includes further interpretation of the results.

Based on the research process carried out by researchers at MAS YASPI Labuhan Deli, researchers obtained research results related to the use of picture series to improve

students' ability to write descriptive text for class X at MAS YASPI Labuhan Deli. Some of the research results are as follows:

The Observing of Picture Series in Details for Students to Express Writing Descriptive Text

Based on the documentation the researcher conducted, the use of a picture series can facilitate students in writing descriptive text. Writing descriptive text is a challenge for students, especially in describing objects, people, or places in detail and interestingly. The use of a picture series can be an effective tool to facilitate and simplify the process of descriptive writing for students. The series of images can provide inspiration and ideas for students to express descriptions of objects, people, or places displayed in the images. These pictures can trigger the imagination and creativity of students in developing descriptive ideas. The picture series can help students in organizing the structure and sequence of their descriptive writing. The picture series can serve as a guide for students in determining the parts of the description, such as the introduction, detailed description, and conclusion. The picture series can help students describe objects, people, or places in more detail and clarity. Students can observe the details in the pictures and translate them into richer and more informative descriptions. An interesting series of images that match the students' interests can increase their motivation and involvement in the descriptive writing process. The use of relevant and attractive pictures can make the writing activity more enjoyable and meaningful for students. By utilizing a picture series, the learning process of writing descriptive text can become more interesting, structured, and help improve students' descriptive skills.

The researcher also conducted observations to obtain a lot of information. Based on the observations, during the class observations, it was seen that students had difficulty writing detailed and interesting descriptive texts. Many students seemed confused about what to describe and how to develop rich descriptions. Overall, the classroom observations showed that the use of a series of images was able to facilitate and assist students in writing more detailed, organized, and engaging descriptive texts. The picture series can be an effective tool in improving students' descriptive writing skills.

Then, to get more information, the researcher also conducted interviews. Based on the interviews, the researcher interviewed the teacher, who explained that the use of a series of images had proven effective in helping students write better descriptive texts. According to the teacher, the picture series provided students with concrete visual examples, so they could more easily visualize and describe the objects or subjects they would write about. The researcher also interviewed several students, who expressed that they felt more assisted and motivated in writing descriptive texts with the help of a series of images. They explained that the picture series gave them ideas and inspiration to develop more detailed and interesting descriptions. Students also stated that they felt more confident in expressing their ideas in writing. Overall, the interview results revealed that the use of a picture series has been proven effective in facilitating students to write better descriptive texts. The picture series provides concrete visual guidance, enhances students' creativity and confidence, and encourages a more engaging and meaningful writing learning process.

In the research process, the researcher obtained research data by conducting a direct interview process with several sources, namely the English teacher and 4 MAS YASPI Labuhan Deli students.

So in general, based on research from all the interview processes that have been carried out at MAS Yaspi Labuhan Deli, research results have been obtained which show that the use of series of images can be an effective strategy to facilitate learning to write descriptive text for class X students at MAS Yaspi Labuhan Deli. This approach is proven to provide

significant benefits for improving students' descriptive writing skills. The use of series of images provides an interesting visual stimulus for students. Through a series of pictures, students can observe, identify and describe the objects depicted in more detail and comprehensively. This helps students develop ideas which they will express in the form of descriptive text. Apart from that, series of pictures also help students organize their ideas into a coherent and cohesive descriptive text. By following the storyline and sequence of events depicted, students can compose descriptive text with a good structure.

Furthermore, series of images also provide a clear context for students in writing descriptive text. Having concrete visual references helps students explore appropriate vocabulary, language features and descriptive text structures. This encourages them to write better quality texts. Although there are several obstacles faced by students, such as difficulty describing details in pictures and organizing ideas cohesively, overall the use of series of pictures is considered very useful by students. They stated that this approach helped improve their descriptive text writing skills.

Thus, the results of this research indicate that the use of picture series can be an effective strategy to facilitate learning to write descriptive text for class X students at MAS YASPI Labuhan Deli. This approach has been proven to provide interesting visual stimuli, help organize ideas, and provide a clear context for students in developing their descriptive writing skills.

The Ordering of Picture Series to Organizing Structure Descriptive Writing

The researchers obtained data based on available documentation that a picture series can provide inspiration and ideas for students to develop their writing topics and content. These picture can trigger students' imagination and creativity in describing objects, people, places, or events depicted. A picture series can help students organize their writing systematically. Students can use these images as a guide to determine the sequence and structure of their descriptive writing, such as introduction, detailed description, and conclusion. The pictures in the series can provide visual details that students can use to enrich their descriptions. Students can observe specific features of the objects, colors, textures, expressions, and others to develop more vivid and detailed descriptions. An engaging picture series can increase the reader's interest in the students' descriptive writing. The images can help the reader imagine and visualize the objects, people, or events described. The picture series can be used as a tool for students to practice descriptive writing. They can practice writing descriptions based on the provided pictures, thereby gradually improving their writing skills.

The researchers also conducted classroom observations and found that the use of a picture series was effective in helping students improve their descriptive writing skills. Based on the interview results, the use of a series of images to help students write descriptive texts can be stated to provide significant benefits in learning descriptive writing. The images can trigger students' imagination and creativity, as well as help them organize their writing better. Students expressed that the use of a picture series made them more interested and motivated in learning descriptive writing. They stated that the images helped them find fresher and more unique ideas to incorporate into their writing. Some students also explained that the series of images helped them develop more vivid and detailed descriptions, as they could observe the visual features presented. Overall, the interview results show that the use of a picture series is seen as highly effective in helping students improve their descriptive writing skills, from both the teacher's and students' perspectives.

In the research process, the researcher obtained research data by conducting a direct interview process with several sources, namely the English teacher and 4 MAS Yaspi Labuhan Deli students.

Then there was also another opinion expressed by another student from MAS Yaspi Labuhan Deli named Putri related to The advantages and disadvantages of using series of images in overcoming students' barriers to writing descriptive texts. This is explained as follows: "In my observations, the use of series of images in learning to write descriptive text has various advantages that can help overcome the obstacles that students often experience. First of all, series of images have been proven to help students find interesting ideas and topics to describe. With concrete visuals, it is easier for students to come up with creative ideas and develop them in written form. Furthermore, the use of series of images can increase students' vocabulary and ability to use language effectively. When faced with a series of images, students are encouraged to learn appropriate new words and express them well in their descriptive writing. Not only that, series of pictures also make it easier for students to organize ideas into coherent and structured writing. Students can follow the depicted storyline to develop a coherent and logical description. Furthermore, the use of series of images has been proven to increase students' understanding of the structure and characteristics of descriptive text. Through image-based writing practice, students increasingly master the conventions of writing good descriptive text. No less important, the use of series of images can increase students' interest, motivation and self-confidence in writing. Students feel more enthusiastic and motivated to explore their ideas in a more interesting form of writing. On the other hand, there are several drawbacks to consider in using serial images. First, teachers need to make good preparations to select and utilize series images effectively. Second, not all students have the same ability in interpreting series images, so they need appropriate guidance. In addition, excessive use of series of images can make students rely too much on visuals and not train their imaginations enough. Furthermore, the use of series of images also requires additional time to explain and guide students in writing. "Finally, sometimes series of images are not suited to the abilities or background of certain students, so adjustments need to be made so that they can be utilized optimally." The use of series of images in learning to write descriptive text has several advantages, such as triggering ideas and vocabulary, helping organize writing, and increasing student motivation and involvement. Series images can also be applied to a variety of topics and ability levels. However, there are several drawbacks that need to be considered, including the need for careful preparation from the teacher and the risk of student confusion if the images used are inappropriate or do not match the topic.

So in general, based on the interview process carried out by researchers at MAS Yaspi Labuhan Deli, the results were that one of the biggest obstacles faced by students was limited vocabulary and adequate language skills to describe objects or phenomena in detail. Students often find it difficult to find the right words to describe the details of an object or describe a phenomenon clearly. This is of course a significant obstacle in the process of writing descriptive text. Apart from that, students also experience difficulty in organizing their ideas into a cohesive and logical descriptive text. Composing coherent and coherent paragraphs is sometimes a challenge for them. Insufficient understanding of the structure and characteristics of descriptive text is also an obstacle.

Not only that, students also often face obstacles in developing ideas and putting them into writing. They often feel confused in starting writing and developing detailed descriptions. Choosing the right vocabulary to describe objects or phenomena is also a challenge for students. In fact, some students stated that finding interesting ideas or topics to describe was not easy. Limitations in finding objects or phenomena that are worthy of being included in descriptive text are an obstacle in themselves. Apart from that, students'

low interest and motivation in writing was also found to be one of the obstacles that must be faced.

To overcome these various obstacles, this research found that the use of serial image media can provide significant benefits. With a series of images, students can be inspired and more easily develop ideas to be included in descriptive text. Series of images can also help students choose the right vocabulary and organize writing into coherent and cohesive text. Thus, with this method, it is hoped that by using series of image media, students' motivation and ability to write descriptive texts can increase. Students can be motivated to write descriptions that are more detailed and rich in the right choice of words.

The Translating of Picture Series in Effectiveness to Getting More Information Descriptive Writing

Based on the documentation provided examined the effectiveness of using picture series to helping students improve their descriptive text writing skills, in comparison to traditional teaching methods that do not utilize picture series. Obtained data from available documentation on the effects of using picture series in descriptive writing instruction. Observed classroom lessons to assess the effectiveness of picture series usage compared to traditional methods. Interviewed both teachers and students to gather their perspectives on the benefits of picture series for descriptive writing. Picture series can providing inspiration and ideas for students to develop their writing topics and content. The using of picture series can helping more students organizing their writing and develop more ideas, more inspired in a more systematic way, guiding the structure and sequence. Engaging picture series increase reader interest and help them visualize the described subject matter. Using picture series as a writing practice tool gradually improves students' descriptive writing skills. The use of picture series was more effective than traditional teaching methods in helping students improve their descriptive writing. Students were more engaged and motivated when learning descriptive writing with picture series support. The documentation, classroom observations, and interviews all demonstrate that using picture series is significantly more effective than traditional teaching methods in improving students' descriptive text writing skills. The picture series provide visual inspiration, organizational structure, and engagement that traditional methods lack, leading to better quality and more developed descriptive writing from the students.

Based on the research process that was carried out directly by researchers at MAS Yaspi Labuhan Deli, researchers obtained research data related to the effectiveness of using series of images in improving the descriptive text writing skills of class X students at MAS Yaspi Labuhan Deli Medan compared to traditional teaching methods that do not use image media. In the research process, the researcher obtained research data by conducting a direct interview process with several sources, namely the English teacher and 4 MAS Yaspi Labuhan Deli students.

They can more easily find and develop interesting ideas to include in the descriptive text they write. This is very different from traditional learning without visual media, where students tend to have difficulty finding ideas and developing them into coherent and detailed writing. Thus, it can be concluded that the use of picture series is significantly more effective in improving descriptive text writing skills compared to traditional teaching methods. Picture series have been proven to provide visual guidance as well as creative stimulation for students in expressing their ideas into structured and descriptive writing.

Previous research has examined the use of picture series to help students in writing descriptive texts. One of them is the research conducted by Alfina (2017) which showed that picture series can improve students' descriptive writing abilities. By observing the picture

series in detail, students can identify the objects, characteristics, and atmosphere depicted, which can help them develop ideas and translate them into descriptive texts.

The theory supporting the use of picture series to improve descriptive writing ability is Dual Coding Theory by Allan Paivio (1971). This theory explains that related visual and verbal information can aid the learning and memory process. By looking at a series of pictures, students can visualize the objects and connect them with verbal information, which can help them develop ideas and write more detailed and structured descriptive texts. In addition, Scaffolding Theory by Wood, Bruner, and Ross (1976) also supports the use of picture series. This theory states that learning will be more effective if students are provided with assistance (scaffolding) according to their ability level. Observing a series of pictures can function as a form of scaffolding that helps students in writing descriptive texts, especially for those who still have difficulty in developing ideas.

Based on previous studies and relevant theories, the use of picture series can help students write more detailed descriptive texts. By carefully observing the picture series, students can identify the objects, characteristics, and atmosphere depicted, which can assist them in developing ideas and translating them into structured and detailed descriptive texts. By applying the approach of detailed observation of picture series, students can develop more rich, creative, and well-structured descriptive writing skills. This approach can be an effective strategy to improve students' descriptive writing skills. Writing descriptive texts is one of the important skills that students must master. Descriptive texts aim to describe an object, place, or situation in detail so that the reader can clearly visualize it. The use of picture series as a medium can help students develop their descriptive writing abilities. Detailed observation of picture series can assist students in developing their descriptive writing skills. By paying attention to the details in the picture series, students can gather the information needed to describe an object, place, or situation clearly and expressively.

Research conducted at MAS Yaspi Labuhan Deli Medan shows that the use of series of images can improve the ability of class X students in writing descriptive texts in English subjects. This finding is in line with learning theories which emphasize the importance of visual and contextual media in supporting the teaching and learning process. First, picture series can provide an interesting visual stimulus for students. Through pictures, students can observe, identify and describe the objects in them. This helps them develop ideas and express them in written form, in accordance with constructivist learning theory which states that students actively build knowledge through interaction with the environment and learning media. Furthermore, picture series can also help students organize ideas into a coherent descriptive text. Students can follow the storyline and sequence of events depicted, so they can compose descriptive text with good structure and cohesion. This is in line with Piaget's theory of cognitive development, where children at middle school age can think logically and structured based on concrete experiences.

The results of this research have several practical implications for English language learning, especially in developing students' writing skills. First, these findings can encourage teachers to more often integrate the use of visual media, such as series of images, in writing learning activities. Series of images have proven to be effective in helping students develop ideas, organize writing, and express ideas in a more structured manner. Second, the use of series of images can be an interesting strategy to increase students' motivation and active involvement in learning to write. This student-centered approach can create a more enjoyable learning atmosphere and facilitate students to develop writing skills more optimally. Third, the findings of this research can be used as consideration for developers of English language curriculum and teaching materials in designing writing learning materials that are more innovative and suit students' needs. The integration of series images in teaching materials can make a positive contribution to improving students' writing skills.

CONCLUSION

The research problem raised in this study focuses on efforts to improve students' ability in writing descriptive text at MAS YASPI Labuhan Deli Medan. Descriptive text is one of the important types of text in language learning, especially in English. The ability to write descriptive text can help students express ideas, describe objects, places, or people in detail, and practice their language skills.

Based on the research problem, it can be seen that there is a problem related to the low ability of students in writing descriptive text at MAS YASPI Labuhan Deli Medan. This can be caused by several factors, such as ineffective teaching methods, lack of student motivation and interest, or other constraints that affect the process of learning to write descriptive text. Students need to improve their ability in writing descriptive text at MAS YASPI Labuhan Deli Medan. To improve students' ability in writing descriptive text, an effective learning effort or strategy is required. Overall, it shows the need to observing of picture series in details is significantly more effective in improving descriptive text writing skills compared to express writing descriptive text. Ordering picture series have been proven to organizing structure descriptive writing. Through a series-based approach, students get a visual guide that helps them understand the context and organize descriptive ideas in a more structured way. Picture series not only function as an interesting visual stimulus, but are also able to stimulate students' creativity in expressing details of objects or phenomena into writing that is rich in description. A continuous picture series sparks students' imagination and inspiration, so they can develop descriptive text that is cohesive and communicative. Thus, the translating of picture series has proven to be much more effective in improving descriptive text writing.

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