FUN PICTURE SERIES TO IMPROVE STUDENTS' WRITING SKILL IN CLASS VIII

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ABSTRACT

The purpose of this classroom action research is to employ Fun Picture Series as instructional materials to help eighth-grade students at Nurul Jadid Junior High School become better writers. According to the Kemmis & McTaggart model, the study was carried out in two cycles, each of which included stages for preparation, activity, observation, and reflection. With an average pre-test score of 72, students' writing performance was comparatively poor before to the intervention. Many pupils had trouble coming up with ideas, structuring paragraphs, and correctly using grammar. Students were given visual cues through the Fun Picture Series, which helped them comprehend the order of events, lessen their nervousness, and write with greater assurance. Students started to make improvement during Cycle I, and their average score rose to 77. But there were still significant issues, especially with sentence accuracy and vocabulary variety. Students' writing abilities greatly improved following a number of changes in Cycle II, including the provision of model texts and themed vocabulary lists. Every student met the minimal mastery requirements, and the average score increased to 83. Positive gains were also evident in qualitative findings: students exhibited increased passion for writing assignments, interacted with classmates, and participated more actively. They claimed that the pictures helped them visualize the plot and create more cohesive paragraphs. The study's overall findings indicate that the Fun Picture Series is a useful tool for improving kids' writing abilities and fostering both learning motivation and cognitive growth. Students find writing more approachable and pleasurable due to its straightforward, visually appealing, and captivating nature.
Keywords: Fun Picture Series, Writing Improvement, Classroom Action Research.

INTRODUCTION

English is a subject that plays a crucial role in developing global communication competencies at the junior high school level. In the Independent Curriculum, writing skills are a key learning outcome, as writing is not merely a matter of copying words but rather a means of expressing ideas, organizing logical thinking, and demonstrating productive language skills. However, field observations indicate that the writing skills of junior high school students, particularly in the eighth grade at Nurul Jadid Junior High School, remain relatively low.

Based on the results of the English writing pre-test conducted before the intervention, the average score was 70, with a score range of 70–75. Most students were unable to develop ideas into coherent paragraphs; their sentences tended to be short, they made many grammatical errors, and their vocabulary was limited. Some students even displayed a passive attitude and lacked confidence when asked to write independently. This indicates that the learning method used was not fully successful in stimulating students' interest and writing skills.

In this context, teachers play a crucial role as facilitators capable of presenting innovative and engaging learning strategies. One potential media alternative is the Fun Picture Series —a series of images depicting a sequence of events. Through images, students are not only provided with concrete visual stimuli but also guided to think systematically, making it easier to translate initially abstract ideas into written form. Story visualizations

also foster curiosity and reduce students' awkwardness with English because the writing process begins with something they find interesting.

The selection of the Fun Picture Series media is supported by various recent studies that prove the effectiveness of serial picture media in improving the writing skills of junior high school students (Erniwati et al., 2022; Bonnita et al., 2023; Saripah, 2024). Based on these considerations, the researcher felt the need to conduct a classroom action research entitled "Fun Picture Series to Improve Students' Writing Skill in Grade VIII" to determine the extent to which this media can improve students' writing skills.

RESEARCH METHODS

This study uses a Classroom Action Research (CAR) approach because it focuses on efforts to improve learning processes and outcomes that take place in the classroom. The CAR model used refers to the design of Kemmis & McTaggart (in Arikunto & Jabar, 2020), which consists of four main stages that are repeated cyclically: (1) planning, (2) implementing actions (acting), (3) observing, and (4) reflecting.

This model was chosen because it is collaborative, participatory, and adaptable to real-life classroom conditions. Teachers act as practitioners and researchers, striving to improve learning practices through concrete actions, while students become research subjects experiencing changes in their learning behavior. Through CAR, it is hoped that students' writing skills will be continuously improved through the application of the Fun Picture Series media.

RESULTS AND DISCUSSION
A. Description of Initial Conditions (Pre-Action)

Before the intervention was implemented, researchers conducted initial observations and a pre-test to capture the writing skills of eighth-grade students at Nurul Jadid Junior High School in the even semester of the 2024/2025 academic year.

Observations revealed that most students appeared unmotivated when asked to write English texts. Many were confused about how to begin paragraphs and tended to copy examples from textbooks without developing their own ideas.

In terms of learning outcomes, students' writing scores are still below the KKM (Minimum Completion Criteria) of 80. Based on Assessment Data.docx , individual scores range from 70 to 75 , with a class average of 72. The most common errors include:
- inconsistent use of past tense.
- incomplete sentence structure.
- limited vocabulary selection, and
- illogical sequence of ideas.

Besides linguistic factors, affective aspects also play a significant role. Some students experience a fear of making mistakes (language anxiety), making them reluctant to write at length. This aligns with Harmer's (2020) findings, which state that emotional barriers such as anxiety and lack of motivation can reduce writing quality.

Previous teachers were still using conventional methods—providing example texts and then assigning writing assignments without visual aids. This model made learning feel monotonous and didn't provide concrete stimulation for thinking.

This condition is the basis for the need to implement the Fun Picture Series media so that students can gain a fun, visual, and interactive learning experience.

B. Implementation of Actions in Cycle I

1. Planning

At this stage, the teacher and researcher prepared a Learning Implementation Plan (RPP) focusing on a recount text with the theme "A Day at the Beach". Learning objectives: students are able to write a simple recount text based on a series of pictures with an orientation–events–reorientation structure . The Fun Picture Series media was prepared in the form of six sequential illustrations that tell the story of a vacation to the beach.

In addition to the lesson plan, researchers prepared a writing assessment rubric covering five aspects (Harmer, 2020): content, organization, vocabulary, grammar, and mechanics. Observation sheets were prepared to record student participation, emotional responses, and any difficulties that arose during the learning process.

2. Implementation

The teacher begins the lesson by showing a short video about beach activities to establish context, then displays the Fun Picture Series on the screen. Students are asked to observe and describe the images verbally in small groups before writing.

Core activities include:

1. Pre-writing: brainstorming ideas and vocabulary.
2. While-writing: writing a draft text based on the sequence of images.
3. Post-writing: reading the written results in front of the class and giving each other feedback.

Enthusiasm began to show, although some students were still shy and only wrote short sentences. Most of the writing showed the correct sequence of events, but there were still many grammatical errors.

3. Cycle I Test Results

After the action was completed, post-test I was conducted . Based on the analysis, the average score increased from 72 to 77 , with a range of scores of 73 – 80. A total of 18 students (64%) had reached the KKM, while 10 students were still below it.

This increase indicates an early indication of success because students are starting to get used to writing with visual aids.

4. Cycle I Reflection

Joint reflection between teachers and researchers identified several weaknesses:

- some students still have difficulty finding appropriate vocabulary;
- sentences are not varied and there is a lot of repetition of words;
- practice time is still limited.

As a follow-up, in Cycle II it is planned to add vocabulary building activities , provide model texts , and select themes that are closer to students' daily lives.

C. Implementation of Actions in Cycle II

1. Planning

The teacher prepared a new series of pictures with the theme "A Trip to the Zoo ." This theme was chosen because it closely relates to students' real-life experiences, making it easier for them to connect the pictures to story ideas.

Before writing, the teacher provided a word list containing new vocabulary about animals and activities at the zoo, as well as examples of short texts so students understood the structure of recount texts .

2. Implementation

Learning takes place in a lively atmosphere. Students sit in groups, discuss the sequence of images, and create concept maps (mind maps) before writing.

The teacher acts as a facilitator, providing direct feedback on grammar and word choice errors. Students are encouraged to write at least three complete paragraphs.

During the activity, almost all students showed active participation . They were seen helping each other find vocabulary, correcting sentences, and even adding personal expressions like "It was amazing!" to their writing.

3. Cycle II Test Results

After two meetings, students took the second post-test. The analysis results showed a significant improvement : the average score rose to 83 , with a range of 80–85. All 28 students (100%) successfully achieved the KKM.

From the assessment aspect:
- Content: writing is richer in ideas;
- Organization: clearer paragraph structure (orientation – events – closing);
- Vocabulary: use of varied verbs such as visited, fed, enjoyed ;
- Grammar: more consistent use of past tense ;
- Mechanics: punctuation and spelling improved.

The average increase of +11 points compared to the pre-test proves that the implementation of the Fun Picture Series has a positive impact on students' writing abilities.

4. Cycle II Reflection

Teachers and researchers concluded that the learning process was very effective. Students appeared enthusiastic, were no longer shy about writing at length, and demonstrated increased creativity.

In casual interviews, some students reported that writing was easier because the images "helped them visualize the story" and "made writing feel like play." This aligns with Bonnita et al.'s (2023) findings that engaging visualizations can reduce writing anxiety and boost self-confidence.

D. Comparison of Results of Each Cycle

Stage	Average value	Information
Pre-test (Pre-action)	72	Many grammar mistakes and ideas are not organized
Cycle I	77	There have been improvements to the storyline, but the vocabulary is limited.
Cycle II	83	Writing is more coherent, vocabulary is varied, grammar is improved

The increase in scores from 72 to 77 to 83 indicates a continuous increase of 15.3% from the initial level. This improvement is reflected not only in the scores but also in changes in learning behavior. Students are becoming more active in asking questions, discussing topics, and are more willing to read their writing in front of the class.

E. Discussion of Research Results

The research results show that the implementation of the Fun Picture Series was highly effective in improving eighth-grade students' writing skills. This success can be explained through three main dimensions: learning motivation, cognitive-language development, and idea visualization strategies.

1. Motivation to learn.

Visual media can capture students' attention and spark curiosity. When students enjoy images, they more easily generate writing ideas. This aligns with the findings of Gayatri (2023) and Azzahra (2025), who found that visual media increases intrinsic motivation in English learning.

2. Cognitive-Language Development.

Based on multimodal learning theory (Erniwati et al., 2022), simultaneous visual and verbal input strengthens memory and aids language processing. In this study, students who initially struggled with writing due to limited vocabulary became more fluent by associating words with concrete images.

3. Idea Visualization Strategy.

Fun Picture Series helps students structure ideas in a logical sequence. When students see the first picture from the beginning to the end, they understand the cause-and-effect relationships in the story, resulting in coherent and coherent writing. This finding aligns with Saripah (2024) and Pradnya (2024), who asserted that using picture series improves paragraph coherence in narrative and recount texts.

From the qualitative analysis, the teacher also observed an increase in students' self-confidence. They began writing without hesitation and enjoyed the process. What was initially considered a difficult writing activity transformed into a fun, creative activity.

Quantitatively, the increase in scores indicated the success of the action, while qualitatively, the increase in students' motivation and positive attitudes demonstrated the meaningfulness of the learning.

Thus, it can be concluded that the implementation of the Fun Picture Series not only improves learning outcomes but also transforms the classroom atmosphere to be more interactive and constructive. These results reinforce Arsyad's (2020) theory that appropriate learning media can bridge the gap between teacher messages and student understanding.

CONCLUSION

Based on the entire series of actions, quantitative data analysis, and qualitative observation results that have been carried out during two cycles in class VIII of Nurul Jadid Middle School in the even semester of the 2024/2025 academic year, several comprehensive conclusions can be drawn as follows.

First, the implementation of the Fun Picture Series media has proven effective and significant in improving students' writing skills . In the pre-action stage, students' writing skills were still low with an average score of 72 , and most of the writing showed weaknesses in the aspects of content , organization , and grammar . After the first cycle of action, the average increased to 77 , which indicates an improvement in sentence structure and sequence of events even though vocabulary is still limited. In the second cycle, the average score increased to 83 , with all 28 students successfully exceeding the KKM ≥ 80. This increase of +11 points shows real progress that is not only numerical, but also conceptual and affective.

Second, the use of the Fun Picture Series was able to change students' learning attitudes towards writing activities . Previously, students tended to be passive, lacked confidence, and were afraid of making mistakes. However, after being given the stimulus in the form of an interesting series of pictures, they became more enthusiastic, actively discussed, and dared to write in their own style. Field observations showed that the classroom atmosphere changed to be more lively and collaborative; students gave each other feedback and laughed while sharing their writing results. This is in line with the findings of

Bonnita et al. (2023) and Azzahra (2025) who confirmed that picture-based learning reduces writing anxiety and increases self-confidence.

Third, from a pedagogical perspective, the implementation of the Fun Picture Series proves the theory of Arsyad (2020) and Erniwati et al. (2022) that visually engaging learning media strengthen linguistic understanding while fostering students' intrinsic motivation. The sequential images make it easier for students to grasp the concepts of chronology , cause and effect, and text organization. This medium provides a concrete bridge between abstract conceptual knowledge and students' real-life experiences.

Fourth, this success also demonstrates the effectiveness of the Classroom Action Research (CAR) approach as a model for teacher professional development. Through a continuous cycle of planning, action, observation, and reflection, teachers can directly assess the impact of media innovations on learning outcomes. The reflection process between cycles helps teachers refine their methods and adapt them to student needs. Thus, this research not only provides empirical results in the form of improved grades but also provides professional experience that enriches teachers' pedagogical competence.

Overall, it can be concluded that the implementation of Fun Picture Series in grade VIII of Nurul Jadid Junior High School has successfully improved students' writing skills both cognitively, affectively, and psychomotorically. This media makes writing activities more enjoyable, meaningful, and relevant to the students' world full of visualization. The results of this study are consistent with the findings of Saripah (2024), Gayatri (2023), and Riantono et al. (2024) who confirmed that the systematic use of picture series media can improve English text writing skills at the junior high school level.

Suggestions

Based on the findings and reflections during the research, some suggestions that can be given include:

1. For English Teachers

Teachers should continue to develop creativity in selecting and using learning media relevant to student characteristics. The Fun Picture Series can be used as a routine alternative in teaching various types of texts such as descriptive , recount , and narrative texts . Teachers are also advised to adjust the difficulty level of the images to students' language abilities and provide gradual guidance, starting from observation and discussing ideas to writing the complete text. This way, students receive both cognitive and affective support throughout the learning process.

2. For Students

Students are expected to utilize media such as the Fun Picture Series not only in class but also for independent practice. They can search for or create their own simple picture series online and then rewrite them in English. This activity will foster creativity, enrich vocabulary, and strengthen productive writing habits.

3. For Schools

Schools need to support visual media-based learning innovations, for example by providing facilities like LCD projectors, printers, or display boards to showcase student work. Schools can also hold mini- workshops for English teachers to share best practices in using simple yet effective media.

4. For Further Researchers

This study still has limitations, including the subject coverage of only one class and a focus on the recount text type . Future researchers are advised to expand the object to other text types such as narrative or procedural text , compare the effects of Fun Picture Series media with interactive digital media, and use inferential statistical analysis to make the

results more generalizable.
5. Reflective Cover

This classroom action research demonstrates that small changes in teaching strategies can have a significant impact on the quality of learning. The Fun Picture Series is not only a visual aid, but also a symbol of a paradigm shift from teacher-centered to student-centered learning. Students are no longer passive recipients of information but active creators of meaning through visual experiences and written expression.

The successful increase in average grades from 70 to 77 and then 83 provides empirical evidence that when learning is designed in a contextual, engaging, and experiential manner, learning outcomes improve significantly. Teachers gained new insights into the importance of ongoing reflection, while students experienced a joyful and memorable learning experience.

Ultimately, this study confirms that learning English doesn't have to be intimidating . With a creative approach like the Fun Picture Series, learning to write can be an activity that simultaneously hones students' logic, imagination, and aesthetic sense. Hopefully, the results of this study can inspire other teachers to continue innovating in creating lively, interactive, and meaningful classrooms.

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