

## Building Students' Vocabulary To Support Their Basic Writing Skills Through Picture Series

Alvian Menawan<sup>1</sup>✉, Heribertus Binawan<sup>2</sup>

<sup>1,2</sup>Faculty of Teacher Training And Education, Mercubuana Yogyakarta University, Indonesia.

Correspondence Author: [18131027@student.mercubuana-yogya.ac.id](mailto:18131027@student.mercubuana-yogya.ac.id)✉

### Article history

Received : 2023-03-14

Accepted : 2023-06-11

Published : 2023-08-21

### Keywords:

Student's Vocabulary,  
Writing skill, Picture  
Series

**Abstract:** This study aims to determine whether the use of picture series media to build students' vocabulary to supports their basic writing skills. This study used the pre-experimental method with one group pretest posttest design and data collection was carried out by administering pretest, treatment and posttest. The sample of this research was students of class VIII A of SMP N 1 Sedayu, which consisted of 30 students in the 2023/2024 academic year. The research sample was chosen randomly. The findings of the researchers show that the mean score of students in basic writing skill as evidenced by the post-test was 13.50% higher than the students' mean score in the pre-test of 76.76 and the value of the t-test was greater than the table- t ( $t\text{-test} > t\text{-table}$ ). Basic writing score was bigger than t-table ( $\text{Sig.} > 0.05 = 0.001 > 0.05$ ), meaning that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. In other words, the use of pictures series can build students' vocabulary mastery effectively to help their basic writing skills.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah penggunaan media seri gambar untuk membangun kosa kata siswa dapat mendukung keterampilan dasar menulis mereka. Penelitian ini menggunakan metode pra eksperimen dengan one group pretest posttest design dan pengumpulan data dilakukan dengan pemberian pretest, treatment dan posttest. Sampel penelitian ini adalah siswa kelas VIII A SMP N 1 Sedayu yang berjumlah 30 siswa pada tahun pelajaran 2023/2024. Sampel penelitian dipilih secara acak. Temuan peneliti menunjukkan bahwa nilai rata-rata siswa pada keterampilan menulis dasar yang dibuktikan dengan post-test 13,50% lebih tinggi dari nilai rata-rata siswa pada pre-test sebesar 76,76 dan nilai t-test lebih besar. dari tabel-t (uji-t > t-tabel). Skor dasar penulisan lebih besar dari t-tabel ( $\text{Sig.} > 0,05 = 0,001 > 0,05$ ), artinya hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_1$ ) diterima. Dengan kata lain, penggunaan gambar berseri dapat membangun penguasaan kosa kata siswa secara efektif untuk membantu keterampilan dasar menulis mereka.

### INTRODUCTION

One of the students' difficulties in learning English is writing. On the other hand, writing is one of the fundamental abilities in English that is regarded as being the most complex and challenging to acquire compared to other abilities since it calls for a higher level of precision and greater attention to certain linguistic details. The elements are word utilization or vocabulary, sentence construction, sentence structure, spelling, and punctuation. To be able to write well, you must be able to master these elements. In addition, by using written English, students can convey messages to readers across places and times (School & Hesthi Wening, 2016a)



Available online at  
[http://jim.unsyiah.ac.id/  
sejarah/](http://jim.unsyiah.ac.id/sejarah/)

The written word survived for several years, sometimes hundreds or thousands of years.

Among the four language skills, writing is the most complex skill. Therefore, it is considered to be the most difficult skill for a second or foreign language to master. There is no doubt that writing is the most difficult skill for second language learners to master (Ratnaningsih, 2016). According to them, the difficulties lie not only in generating and organizing the ideas but also in translating these ideas into readable text. Writing is taken to be considered as a sign of how well students are learning English. According to (Murbiyani, 2015), student's success in learning English is solely measured by their productive skills, particularly their writing abilities. However, the data demonstrates that students' writing skills are still lacking.

This article aims to review the role of picture series, as one of the learning media, in building students' vocabulary to assist in students' writing skills. To achieve this goal, it begins with the presentation of theory, and practice in teaching writing. Next, give several examples of various media in teaching writing and highlight the role of using picture series in helping improve students' vocabulary to support their writing skills.

It is evident through the students' writing abilities and responses to writing. Students should be proficient writers, but the majority of them struggle to come up with original ideas. A wide range of words makes for good writing, yet many students struggle to use them effectively. Although it is assumed that students can compose sentences without any grammatical faults, this is not always the case. Based on the information above, English teachers must develop a solution to their students' writing challenges. There are various approaches that teachers might employ to support student writing skills. One of them is the

usage of visual media such as photographs. Images are a type of educational material. Sequences of photos, sometimes known as picture series, are one sort of picture.

One of the advantages of using pictures is that they are effective and efficient, (Winda & Fitriani, 2008). Teachers can apply it in teaching vocabulary so that students understand lessons more easily. Images can be used effectively to learn the language as stated by Lado (Khan & Khan, 2016). With respect to the effect of using images, in their research. Wittch and Schuler (Khan & Khan, 2016) concluded that students who were taught by using pictures had better results than those who were not. In addition, it was also revealed that students who were taught using pictures had higher motivation than students who were taught without using pictures.

According to (Nurkami, 2014), pictures have several functions in the teaching and learning process. First, pictures can translate abstract ideas into a more realistic form. Second, pictures are easy to obtain, such as from textbooks, newspapers, and magazines. Third, the images can be used at different academic levels. Fourth, images can save teachers time and effort. Additionally, Raimes (Nurkami, 2014), Picture series offers a variety of free and guided writing exercises. By using a picture series, students' attention is focused on the images. So, the series of images created their inspiration. It can be used in any document and syllabus that the teacher follows.

According to (Widharyanto & Binawan, 2020) Since 1987, Neil D. Fleming has developed the VARK, which stands for visual, aural, read/write, and kinesthetic. This concept is a recent creation that makes reference to the VAK or Visual, Aural, Kinesthetic learning style preference model. Fleming separates Visual modality preferences from Read/Write modality. There are four preference modalities: visual, aural, read/write, and kinesthetic,

previously abbreviated as VARK (Fleming & Bonwell, 2019).

Fleming cited in (Widharyanto & Binawan, 2020), who made the claim that certain students obviously favored written words while others chose symbolic information or pictures like maps, diagrams, and graphs, is cited in this passage. One way to get students interested in writing is to use visual learning tools like photographs, photos, and PPTs. Visual media has been shown to be advantageous. It enables students to manipulate objects, divide up objects into their component pieces, and fixate on several visual stimuli at once or fixative. Furthermore, it gives students a better chance to learn about real-world components (Erniwati et al., 2022). In short, both instructors and students may benefit from using visual learning tools to teach and practice writing. Using visual resources to teach writing skills has several advantages for both teachers and students. Through visual media, learning may be enhanced, made more effective, and student hurdles can be removed.

Additionally, teachers may freely monitor and evaluate student achievement using visual media Van Staden cited in (Erniwati et al., 2022). In other words, using visual materials for teaching writing skills can improve pedagogical efficiency. Pictures are regarded as an excellent visual media since they help the reader visualize the subject being discussed. Abdullah and Yunus in (Erniwati et al., 2022) state that the use of images to plan descriptions is a useful technique to help students see the importance of selection and focus in developing descriptions that are not chronological, for example, places, people, or scenes. Students' imaginations and creativity can be stimulated by photos, and utilizing them as writing prompts can help them focus on sensory aspects. Pictures can evoke emotions and recollections similar to

life portraiture, inspiring students to write more about the things they see.

According to prior researcher's observations and interviews, the majority of grade 8 A SMP N 1 Sedayu students favor visual learning materials. Because most students learn through their sense of sight, visual media in particular is regarded as a useful medium to assist learning (Raiyn, 2016). Pictures are a valuable visual tool for writing instruction. The purpose of using pictures as a visual medium in the teaching and learning process is to increase the effectiveness of the process and help students writing abilities. According to Wright in (Agussaid Alkadrie, 2017), photographs can make a very strong contribution both to the content and process of language learning.

Related to this research, there were three previous studies that have been conducted. First, (Aldhionita, 2014) *A Study on Teaching Vocabulary Using Pictures To Seventh Grade At SMP Muhammadiyah Kediri* shows that the use of pictures can be an interesting medium not only to help students understand meaning but also to help them pronounce words and spell and the use of pictures can be media to attract students' attention to the vocabulary presented. Second, (Hidayah et al., n.d.) , *The Effects of Using Picture Media to Improve Vocabulary Learning For The Seventh of Mts Parteker Pamekasan*. The results showed that the evidence shown from the learning outcomes of the experimental group and the control group was different or the average difference between the two mean values was statistically significant, and could reject the null hypothesis. Therefore, it can be concluded that the use of media images to teach English to students is very effective. Third, (Apsari, 2017.), *The Use of Picture Series in Teaching Writing Recount Text*. The results of the study revealed that teaching writing using picture series could improve students' ability to recount texts. In

particular, they showed some improvement in the writing process and vocabulary. In addition, the data from observations and interviews showed several benefits, namely developing students' writing skills, improving students' writing skills, active participation in class, a fun learning atmosphere and increased student interest in writing.

Moreover, this study was conducted to find out how to build a student's vocabulary through picture series.

## METHODS

The goal of this study was to look into the impact of using pictures to help students increase vocabulary mastery to support their writing skills in eighth-grade junior high school. As a result, this is an experimental study. The purpose of this method is to determine the causal relationship between an independent variable which is basic writing skill and a dependent variable which is picture series. According to (Shadish et al., 2002) , experiments are studies in which an intervention is deliberately introduced to observe its effect.

A case study is used or applied by researchers. The following research design can be used:

### Research Design

Furthermore, the researcher's

Group	Research Design		
	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
8A	✓	✓	✓

method of treatment was to show students pictures on cards. The card provides a variety of words from kids' daily experiences. The vocabulary is also in line with the fundamental competencies that the instructor must instill in students, such as recalling material. Regarding Recount text as a material issue, the researcher distributed multiple cards to students that addressed various themes with topics suitable for learning English, such as sports, family, and

other topics. Subjects and verbs used in learning with picture series, such as swim, climb, run, my family, my family, father, mother, I, She, He and so on.

The population is defined as the entire number of people, animals, phenomena, or things that reside in one location (Sukardi, 2011), whereas the sample is a specific number or group of people. This study's population consisted of class VIII A students from SMP N 1 Sedayu. The sample for this study was chosen using the purposive sampling technique. The research sample was chosen via random sampling. Based on interviews done during observation, the population and sample were chosen. Data were collected using a pre-test and a post-test. The initial step in data collection is the pre-test. It was completed prior to the students receiving treatment. The post-test is the next phase. It is used to collect information after learners have received treatment. Pre- and post-test data are then analyzed in the next step.

## RESULTS AND DISCUSSION

From Table 1, the pre-test and post-test mean scores of the 8A are 76.76 and 87.13. Then, the std. deviation is 6.79 and 4.34.

**Table 1.** Results of the Study.  
Pre-test and Post-test Data Description

N	Pre-test		Post-test	
	<i>Mean</i>	<i>St.Dev</i>	<i>Mean</i>	<i>St. Dev</i>
30	76.76	6.79	87.13	4.34

From Table 2, the mean score of the 8A group increases 10.37 from 76.76 in pre-

N	Mean Score		Mean Diff.
	<i>Pre-test</i>	<i>Post-test</i>	
30	76.76	87.13	10.37

test up to 87.13 in the post-test. There is a significant difference between each score.

**Table 2.** Pre-test and Post-test Data  
Description

The Sig. (2-tailed) from Table 3 below on output paired samples test is .001. It indicates that the Sig. is less than 0.05 (0.001 0.05). Furthermore, according to the hypothesis test criterion, a Sig. (2-tailed) less than 0.05 indicates that the Ho is rejected and the Ha is accepted.

Thus, there is a considerable variation in students' vocabulary achievement. As a result, the study's hypothesis was accepted.

**Table 3.** Paired Sample Test

	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Test	-10.36	6.531	1.192	-12.805	-7.928

t	df	Significance	
		One-Sided p	Two-Sided p
-8.694	29	<.001	<.001

The researcher used pictures to teach this group. The children's vocabulary achievement increased significantly after the treatment. The pre-test average score was 76.76, and the post-test average score was 87.13, indicating that their average score increased by 10.37. This fact is strengthened by (Astuti, 2021, n.d.), who discovered in her research that images can boost test scores and student achievement.

When it comes to writing skills, some experts think that using images might help students improve their writing abilities. According to Carolina in (School & Hesthi

Wening, 2016b), picture combination or picture series give a variety of free and guided writing assignments. Picture series are particularly useful for teaching writing texts that feature a sequence of events or activities. Teachers, for example, can utilize visual series to explain basic concepts of recount text. There are three sections in the Recount text: orientation, events, and reorientation. A sequence of pictures displaying the subject and the verbs to be employed can express the storyline in recount text. The recount text also includes an orientation and a set of events. Existing themes can be used to show the sequence of events. Picture series, on the other hand, can be used to teach English vocabulary one by one, as well as vocabulary in the past tense. In class, the teacher can show certain visuals of subjects and verbs. Then, in order to arrange sentences, students will draw subject and verb cards at random. Following that, students compose short sentences based on the cards they are given. In this study, the types of images used during the research were paired images and were found to be very helpful for teaching several types of work. This means that there is a link between theory and facts found by researchers through this study.

Furthermore, the use of pictures in the learning process throughout this research is successful. It can draw students' attention, making them want to engage in the learning process, work independently, understand, and have fun while learning. This remark is consistent with Wright's in (School & Hesthi Wening, 2016c) assertion that visuals have a role in interest and motivation. As a result, visuals have a positive influence on teaching vocabulary to eighth-grade students at SMP N 1 Sedayu.

According to the description above, pictures have an influence on writing skills. This is seen by the average pre-test and post-test grade of 8A. The mean difference between the two tests is 10.37. The

hypothesis test also revealed a significant difference in the writing achievement of students (Sig.>0.05 = 0.001>0.05). Additionally, it may be stated that pictures are more effective and have a positive impact on teaching writing. This is seen by the boosted achievement of students who receive treatment. This is reinforced by Wright, in (School & Hesthi Wening, 2016c) as saying that images help stimulate students to pay attention and engage in the learning process.

## CONCLUSION

The study's goal was to build students' vocabulary to support their basic writing skills through picture series. The average pretest score in class 8A, which was taught with pictures, was 76.76, while the average posttest score was 87.13. So the improvement in the average score of the group was 10.37, indicating that there was a substantial difference following teaching with the Pictures series. The hypothesis test or t-test [Sig. (2-tailed)<0.05= 0.001<0.05] is then used to determine if there is a significant difference between the two groups. Sujarweni (2014; 99) backs up this claim, stating that if Sig. (2-tailed) <0.05,  $H_0$  is refused while  $H_a$  is accepted, indicates that there is a significant difference between the two tests. Thus, teaching vocabulary using pictures to eighth graders of SMP N 1 Sedayu is effective and pictures have a good impact.

## SUGGESTION

Following the completion of all the steps necessary to finish this thesis, the researcher desires to provide the following suggestions for using picture series media to improve vocabulary mastery:

1. The researcher advises the English teacher to ascertain the level of student enthusiasm in studying English and be knowledgeable about student monitoring since it is crucial to enhance students' preparation for and comprehension of

material prior to applying picture series media.

2. According to research, teachers should be more inventive when introducing English to students, especially when teaching them to write. Because additional ways or tactics are needed to grasp English, the researcher advises teachers to be more patient while assisting students in finding solutions to their English-learning challenges.

3. For further researchers that wish to conduct comparable studies. Since each school has a varied student level, they are urged to implement the strategy at various student levels. Other researchers will need to adapt technical tasks when employing image series media to increase students' language proficiency.

## REFERENCES

- Agussaid Alkadrie, S. (2017). THE EFFECTIVENESS OF USING PHOTOGRAPH IN TEACHING WRITING. In *Journal of Education, Teaching and Learning* (Vol. 2, Issue 2).
- Aldhionita, L. (2014). *Artikel Skripsi Universitas Nusantara PGRI Kediri A STUDY ON TEACHING VOCABULARY USING PICTURES TO THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH KEDIRI ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI 2015.*
- AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN ENCOURAGING YOUNG LEARNERS' PARTICIPATION (A Qualitative Study At MI PLUS JA-ALHAQ BENGKULU in Academic ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND TADRIS FACULTY STATE ISLAMIC INSTITUTE OF BENGKULU 2021. (n.d.).
- Apsari, Y. (n.d.). *THE USE OF PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT.*
- By Hidayah, A., Linta, ;, Hidayah, W., & Pd, M. (n.d.). *THE EFFECTS OF USING PICTURE MEDIA TO IMPROVE VOCABULARY*

- LEARNING FOR THE SEVENTH OF MTS PARTEKER PAMEKASAN. CONCEPT OF POPULATION AND SAMPLE.* (2020).  
<https://www.researchgate.net/publication/346426707>
- Erniwati, E., Mertosono, S. R., Rofiqoh, R., & Gente, R. A. (2022). Picture Series in Teaching Writing Skills: A Literature Review. *Premise: Journal of English Education*, 11(3), 679. <https://doi.org/10.24127/pj.v11i3.5848>
- Khan, T. J., & Khan, N. (2016). Obstacles in Learning English as a Second Language among Intermediate Students of Districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences*, 04(02), 154–162. <https://doi.org/10.4236/jss.2016.42021>
- Murbiyani, A. (2015). *THE USE OF THINKING MAPS TO IMPROVE THE WRITING SKILL OF GRADE VIII STUDENTS AT SMPN 2 SRANDAKAN Presented as a Partial Fulfilment of Requirements for the Attainment of Sarjana Pendidikan Degree in English Language Education.*
- Raiyn, J. (2016). *Journal of Education and Practice* www.iiste.org ISSN (Vol. 7, Issue 24). Online. www.iiste.org
- Ratnaningsih, E. (2016). *IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF DICTOGLOSS TECHNIQUE.* 12(2).
- School, G., & Hesthi Wening, R. (2016a). *Education in the 21 th Century: Responding to Current Issues The Role of Picture Series in Improving Students' Writing Ability.*
- School, G., & Hesthi Wening, R. (2016b). *Education in the 21 th Century: Responding to Current Issues The Role of Picture Series in Improving Students' Writing Ability.*
- School, G., & Hesthi Wening, R. (2016c). *Education in the 21 th Century: Responding to Current Issues The Role of Picture Series in Improving Students' Writing Ability.*
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *EXPERIMENTAL AND QUASI-EXPERIMENTAL DESIGNS FOR GENERALIZED CAUSAL INFERENCE jr-\*.\*\* fr HOUGHTON MIFFLIN COMPANY Boston New York.*
- UNIVERSITI TEKNOLOGI MARA USING PICTURES IN TEACHING SHORT STORY TO NON-PROFICIENT STUDENTS NAJIHAH BINTI TALAHA Faculty of Education. (2014).
- Widharyanto, B., & Binawan, H. (2020). Learning style and language learning strategies of students from various ethnics in Indonesia. *Cakrawala Pendidikan*, 39(2), 480–492. <https://doi.org/10.21831/cp.v39i2.28173>
- Winda, S., & Fitriani, N. (2008). *THE EFFECTIVENESS OF USING PICTURES IN WRITING DESCRIPTIVE TEXT TO THE EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL (A Case Study at the Eight Grade of SMP Negeri 26 Semarang in the Academic Year of A Final Project.*