

CHAPTER I INTRODUCTION

This study aims to examine the effectiveness of picture series media on students' writing skills. This chapter contains the research background, the research problem, the research objectives, the operational definitions, the significance of the research, and the research scope.

1.1 Background of the research

Writing is a vital component of language learning as it enables students to effectively express their thoughts, ideas, and emotions. However, many learners struggle with developing their writing skills, particularly in organizing ideas, using appropriate vocabulary, and maintaining coherence and cohesion in their texts. These challenges often arise from a lack of engaging and structured teaching strategies, prompting educators to explore innovative methods to address these issues. One promising approach is the use of picture series media, which employs sequential visual aids to help students systematically construct ideas.

The writing process involves stages relevant to the Kurikulum Merdeka Belajar, which emphasizes project-based and contextual learning. In this curriculum, the implementation of relevant literacy practices positively contributes to the development of writing skills. Ningsih et al. (2024) assert that the use of literacy strategies in Kurikulum Merdeka Belajar can have a positive impact on students' writing skills. By emphasizing student-centered learning, this curriculum provides flexibility for learners to explore ideas and relate them to

real-life experiences, thus fostering deeper engagement and creativity in writing.

Picture series media aligns with these educational goals by offering structured yet flexible ways for students to develop their narratives. Gayatri & Gaffar (2024) define picture series media as a collection of interconnected images designed to guide students in creating structured narratives by integrating visual and textual components. Wright (1989) supports this view by emphasizing that picture series offer a clear framework for narrative development, enhancing logical thinking and creative expression. Furthermore, Arsyad (2011) highlights that picture series media make the learning process more enjoyable and interactive, thereby increasing student engagement.

The theoretical foundation of this method lies in Dual Coding Theory (Paivio, 1971) and Multimedia Learning Theory (Mayer, 2001), which suggest that combining visual and verbal elements facilitates better processing and retention of information. Picture series media allow students to visualize storylines, organize their ideas sequentially, and effect creativity while fostering coherent and cohesive writing.

Empirical studies have validated the effectiveness of picture series media in education. For example, Yusnita (2012) demonstrated its success in improving students' record text writing in her classroom action research. Similarly, Puspitasari (2014) found that picture series significantly improved the narrative writing skills of tenth-grade students. Further evidence comes from Fata's (2022) experimental study, which revealed that picture series media effectively enhanced students' writing ability by providing a structured and engaging framework for narrative composition. Gayatri and Gaffar (2024) also found that

using pictures in academic media enhances students' narrative and recount writing skills by effecting their language use, vocabulary, grammar, and coherence. Additionally, Raharjo (2018) observed that picture series stimulate creativity and engagement, encouraging students to interact more actively in the learning process.

Although these positive results highlight the benefits of picture series media, challenges remain regarding its applicability across different instructional levels and educational contexts. This study aims to evaluate the impact of picture series media on students' writing skills and analyze its effectiveness across diverse groups. By addressing these gaps, this research contributes to the development of innovative teaching practices and provides valuable insights into the role of visual media in language education.

1.2 Problem of the Research

From the background of the research, the formulated question was: "Is there a significant difference on the students' writing skills who taught by using picture series media and conventional media (Student Worksheet)?"

1.3 Objectives of the Research

Based on the problem of the research question above, the objectives in this research was: "To find out whether there is any significant difference on the students' writing skills who taught by using picture series media and conventional media (Student Worksheet)."

1.4 Operational Definition

To ensure clarity and measurability in this study, key terms and variables must be precisely defined. Operational definitions provide concrete parameters on how each concept will be measured and observed during the research. This

section defines two key variables: Students' writing skills and Picture series media.

1. Picture Series Media

Renza, MA et al. (2022) define that picture series media is an image media that describes a series of stories or events in sequence based on the topics contained in the picture. Thus the use of serial image media is one of the effective learning media by combining facts, ideas or ideas clearly derived from the image. Picture Series media is one of the media that will be used to research this research. The form of this media is a sequence of pictures that have a certain topic, so that students can imagine more broadly with the picture.

2. Writing Skills

Writing is the process of coming up with ideas, considering how to convey them, and structuring them into statements and paragraphs with the intention of indirectly communicating with others. Students work hard to express their thoughts through language in writing. The effect of writing skills in this study is measured through the increase in scores on the writing test, which evaluates two aspects, namely content and grammar.

1.5 Significance of the Research

This study aims to offer both theoretical and practical significance.

1. Theoretical Significance

From a theoretical perspective, This study will measure the effect of using picture series media as a learning media on effecting students; writing skills. This research is expected to have a positive impact, namely increasing students' writing skills with the encouragement of interesting learning media.

2. Practical Significance

On a practical level, This study is expected to be useful for teachers and institutions to keep effecting students' writing skills by using interesting learning media, for example, picture series media.

1.6 Scope of the Research

This research has several focuses that must be considered. the first is that this research is aimed at students in one of the high schools in Banyuwangi. The variable that will be examined in these students is the effect of writing skills using picture series media. this research is expected to get significant results, namely the effect of the writing skills after getting action. So that in the future it can be developed more broadly.

