THE EFFECTIVENESS OF THE USE OF PICTURE AND PICTURE METHOD IN IMPROVING THE STUDENT'S WRITING ABILITY

(An Experimental Research for Students 8th Class of SMP Brawijaya Smart School)

THESIS

By:

Akhmad Rofiur Rutab

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2025

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

June, 2025

APPROVAL SHEET
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III

LEGITIMATION SHEET

THE EFFECTIVENESS OF THE USE OF PICTURE AND PICTURE METHOD IN IMPROVING THE STUDENT'S WRITING ABILITY

(An Experimental Research for Students 8th Class of SMP Brawijaya Smart School)
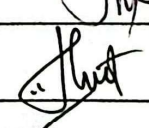
Thesis

By : ·

Akhmad Rofiur Rutab (191800073)

Has been defended in front of the board examiners on the date of (...-....-2025) and declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,	As a	Signature
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IV

The Honorable,

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang

State Islamic University

In

Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing

technique, and after reading students' thesis as follow:

Name	: *Akhmad Rofiur Rutab*
Student ID Number	: 19180073
Department	: English Education
Thesis	: The Effectiveness of The Use of Picture and Picture Method in Improving Student's Writing Ability

Therefore, we believed that the thesis of Akhmad Rofiur Rutab has been

approved for further approval by the board of examiners.

Wassalamualaikum Wr. Wb

Advisor

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APPROVAL

This is to certify that the thesis of Akhmad Rofiur Rutab has been approved by the advisor for further approval by the board of examiners.

Malang, April 16, 2025
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DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim,

Herewith, I :

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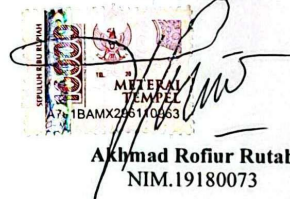
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Declare that :

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has nit been written in collaboration with any other person, not does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 7, 2025
The Researcher,

Akhmad Rofiur Rutab
NIM.19180073

MOTTO

"إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا"
Indeed, with every difficulty, there is ease.

"AUT FIAM INVENIAM AUT FACIAM"
Where there is a will, there is a way.

諦めなければ成功できると言っているのではない。しかし、諦めたら何も残らない。
"I'M NOT SAYING YOU CAN SUCCEED IF YOU DON'T GIVE UP, BUT IF YOU GIVE UP THERE'S NOTHING LEFT" *– Adopted from Japanese anime character named Slam Dunk, Aomine Daiki.*

最後まで戦わなければ、たとえ目の前にあっても見ることはできない
"IF THE MIRACLE IS NOT IN OUR FAVOR, THEN WE OURSELVES WILL MAKE THE MIRACLE" *– Adopted from Japanese anime character named One Piece, Roronoa Zoro.*

最後まで戦わなければ、たとえ目の前にあっても見ることはできない
"IF WE NEVER FIGHT UNTIL THE END, WE WILL NEVER SEE IT EVEN IF IT IS BEFORE OUR EYES" *– Adopted from Japanese anime character named One Piece, Marshall D Teach.*

THESIS DEDICATION

I express my deep gratitude to Allah SWT. I express my gratitude for His infinite grace and blessings, which have enabled me to complete this final project in order to achieve a bachelor's degree in SE. We hope that this thesis can benefit all who read it. With deep gratitude, I dedicate this thesis to:

1. To my beloved parents, Mrs. Dewi Siti Masitah and Mr. Akhmad Nurkholis who have provided extraordinary support, both morally and materially, and always bestowed good prayers, both physically and mentally.

2. Second, I dedicate this thesis to Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed as my supervisor and guardian during my education at Maulana Malik Ibrahim State Islamic University Malang, who has provided a lot of direction and input so that I can complete this final project study program well.

3. Third, I dedicate this thesis to all my friends who I cannot mention one by one, who have given encouragement, prayers, support, and advice and always helped in any circumstances in completing this thesis program.

4. And finally, to myself and in the name of science. Because this final assignment is not just a scientific paper but there are many forms of social, management, scientific, and mental learning in the process that have given us broader insight into the outside world in the process of maturity.

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Bismillahirrahmanirrahim

All praise is due to Allah Subhanahu Wa Ta'ala, the Most Gracious and Most Merciful God. Thanks to His grace and blessings, this thesis entitled **THE EFFECTIVENESS OF THE USE OF PICTURE AND PICTURE METHOD IN IMPROVING THE STUDENT'S WRITING ABILITY (*An Experimental Research for Students 8th Class of SMP Brawijaya Smart School*)** can be completed well. This thesis aims to develop science and knowledge, especially regarding writing skills. Writing skills are a common problem experienced by many students, both academically and non-academically. Good learning methods and strategies are important to increase a student's self-confidence to deepen their writing skills. In preparing this thesis, the researcher received convenience and assistance from many parties. For that, the researcher would like to thank:

1. The author's parents as the main facilitators in completing this thesis program have provided support in various forms.

2. Prof. Dr. H. M. Zainuddin, MA. As the Chancellor of the State Islamic University of Maulana Malik Ibrahim Malang;

3. Prof. Dr. H. Nur Ali, M. Pd. as Dean of the Faculty of Islamic Education & Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang;

4. Prof. Dr. H. Langgeng Budianto. As the Head of the English Education Study Program, Maulana Malik Ibrahim State Islamic University of Malang;

12. All the friends of Goober Vape Squad Malang who are always there to entertain and provide mental support when under-motivated.

In closing, the author apologizes if there are any errors in the writing or compilation of this thesis. To improve this thesis, input and suggestions from readers are very important. I hope this thesis can provide benefits for future research..

Malang, May 16, 2025
Researcher,

Akhmad Rofiur Rutab
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LATIN ARABIC TRANSLITERATION

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number : 158 of 1987 and Number : **0543b/U/1987**, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= n
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Dipthong Vocal

اٗو	= aw
اٗي	= ay
او	= ŭu
اِي	= î

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ABSTRACT

Rutab, Akhmad Rofiur. NIM 19180073, 2025. "The Effectiveness of The Use of Picture and Picture Method in Improving The Student's Writing Ability (*An Experimental Research for Students 8th Class of Smp Brawijaya Smart School*)". Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Keywords : Writing Skills, Picture and Picture Method,

One of the most crucial skills is writing. Writing is a means for individuals to convey their thoughts and views, and is a crucial communication tool. Writing should not be difficult or boring, as long as the appropriate methods are applied in accordance with the relationship between teachers and students. One of the methods that can be applied in teaching writing is by utilizing media in the form of a series of pictures, then how students can compose stories from these pictures in the form of writing. This study applied a quantitative approach and a quasi-experimental method, with 14 students of class VIII/A as the control class and 14 students of class VIII/B as the experimental class at SMP Brawijaya Smart School Malang. The researcher applied pre-test and post-test data collection techniques to evaluate the effectiveness of the picture and picture method in improving students' writing skills before and after the treatment. In this study, the researcher observed an increase in post-test scores in the experimental class obtained through the application of Picture and Picture method in the writing learning process. The t-test calculation for two sample variants with similar assumptions shows the calculated T value of 0.047 , which is lower than the T table value of 0.05. This shows that the use of Picture and Picture method in teaching writing in the classroom is very effective.

ABSTRAK

Rutab, Akhmad Rofiur. NIM 19180073, 2025. "Efektivitas Penggunaan Metode Picture and Picture dalam Meningkatkan Kemampuan Menulis Siswa (*Sebuah Penelitian Eksperimen pada Siswa Kelas 8 SMP Brawijaya Smart School*)". Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed.

Kata Kunci : Kemampuan Menulis, Metode Picture and Picture,

Salah satu kemampuan yang sangat krusial adalah menulis. Menulis adalah sarana bagi individu untuk menyampaikan gagasan dan pandangan mereka, serta menjadi alat yang krusial untuk berkomunikasi. Menulis tidaklah sulit dan membosankan untuk dikuasai jika metode yang tepat diterapkan sesuai dengan pendekatan antara pengajar dan murid. Salah satu metode yang bisa diterapkan dalam pembelajaran menulis adalah dengan memanfaatkan media berupa rangkaian gambar, kemudian bagaimana siswa dapat menyusun cerita dari gambar tersebut melalui tulisan. Studi ini menerapkan pendekatan kuantitatif dengan metode quasi eksperimen, melibatkan 14 siswa kelas VIII/A sebagai kelompok kontrol dan 14 siswa kelas VIII/B sebagai kelompok eksperimen di SMP Brawijaya Smart School Malang. Peneliti menerapkan teknik pengumpulan data *pre-test* dan *post-test* untuk mengevaluasi efektivitas penerapan metode *Picture and Picture* dalam meningkatkan keterampilan menulis siswa antara sebelum dan sesudah perlakuan diberikan. Dalam penelitian ini, peneliti mendapati peningkatan nilai post test pada kelas eksperimen yang diperoleh melalui penerapan metode Picture and Picture dalam proses pembelajaran menulis. Perhitungan uji-t dengan dua varian sampel yang memiliki asumsi serupa menghasilkan nilai T hitung sebesar 0.047, yang lebih kecil dibandingkan T tabel yang bernilai 0.05. Ini menunjukkan bahwa penerapan metode *Picture and Picture* dalam pengajaran menulis di kelas efektif.

مستخلص البحث

رتّب ، أحمد رافع. ١٩١٨٠٠٧٣ نيم ، ٢٠٢٥. "فاعلية استخدام طريقة الصورة والصورة في تحسين مهارات الكتابة لدى الطلاب *(دراسة تجريبية على طلاب الصف ٨ في مدرسة براويجايا الذكية الإعدادية)*". أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانغ. المشرف: البروفيسور الدكتور ﻫ. لايك راسكوفا أوكتابرلينا، الماجيستير في تعليم اللّغة الإنجليزيّة

الكلمات المفتاحية: مهارات الكتابة، طريقة الصورة والصورة،

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واحدة من أهم المهارات هي الكتابة. الكتابة هي وسيلة للأفراد لنقل أفكارهم وآرائهم ، وهي أداة حاسمة للتواصل. الكتابة ليست صعبة ومملة لإتقانها إذا تم تطبيق الطريقة الصحيحة وفقا للنهج بين المعلم والطالب. من الطرق التي يمكن تطبيقها في تعلم الكتابة استخدام الوسائط على شكل سلسلة من الصور ، ثم كيف يمكن للطلاب تأليف القصص من هذه الصور من خلال الكتابة. طبقت هذه الدراسة نهجا كميا بطريقة شبه تجريبية ، شملت ١٤ طالبا في الصف الثامن / أ كمجموعة ضابطة و ١٤ طالبا في الصف الثامن / ب كمجموعة تجريبية في مدرسة SMP Brawijaya Smart School Malang. طبق الباحث تقنيات جمع البيانات قبل الاختبار وبعده لتقييم فعالية تطبيق طريقة الصورة والصورة في تحسين مهارات الكتابة لدى الطلاب بين ما قبل وبعد إعطاء العلاج. في هذه الدراسة وجد الباحث زيادة في درجات ما بعد الاختبار في الفصل التجريبي الذي تم الحصول عليه من خلال تطبيق طريقة الصورة والصورة في عملية تعلم الكتابة. أسفر حساب اختبار t مع متغيرين من العينة لهما افتراضات متشابهة عن قيمة T محسوبة تبلغ 0.047 ، وهي أصغر من T في الجدول الذي كانت قيمته 0.05. هذا يدل على أن تطبيق طريقة الصورة والصورة في تدريس الكتابة في الفصل الدراسي فعال.

CHAPTER I

INTRODUCTION

In this first section, the author will explain the background of the research questions, research objectives, research hypothesis, significance of research, research limitations as well as definitions of key terms.

1.1 Background of the Research

English today has an essential role in the rapidly developing era, where the world has a society committed to mastering an international language from the start. To appreciate this, it is necessary to develop English language learning to improve the quality of the English language education in this country. Globalization also has an important impact on the progress of education. This statement is in line with Ofah (2018), who stated that in the current era of increasingly developing globalization, the role of communication is becoming increasingly vital. The development of science and technology and the demands of an increasingly advanced and modern era are increasingly opening up opportunities for international communication, so students need to master good communication to create good relationship; this can be trained in English learning activities in the classroom.

Furthermore, language is humans' most important means of communication, so students need to master communication well to create consistent communication. This can be trained by students starting from school. In practice, a teacher has an essential role in helping students succeed in developing English language skills perfectly. This agrees with Abdivoyitov's (2020) statement that English is a fundamental language in the

modern world. In recent years, English has become so popular worldwide because it is studied by more people across the country every day because of its role as a second language in this modern world; it is meaningful to people to increase the number of work opportunities. It is also a means of communicating in an interconnected and interdependent world.

However, English has many roles in various fields of work today, and it can be used in science, technology, marketing, literature, and education. A person proficient in many languages may apply his skills to any field of employment, whereas a person limited to one will only work in that field. Furthermore, English is presently an international language and is spoken as a second language in many nations worldwide, according to Abdivoyitov (2020). As a result, we can appreciate the significance of linguistic communication. We can easily converse with people anywhere globally if we are fluent in English.

In its development in this modern world, there are many aspects that are either direct or indirect, influencing the role of English in increasingly advanced world civilization. This is the benefit of the English language itself, which many people have long used worldwide. This is in line with the thoughts of Ratna and Aldous (2016), with their statement explaining that English is one of the foreign languages studied by thousands of people throughout the world. Many majority non-English speaking countries are starting to adopt English as their first language of choice due to its use as a

global language. Especially in Asian countries, there is a massive need for English language training to produce professional English speakers.

Gaining proficiency in the four language domains—reading, speaking, writing, and listening—especially in English is one way to advance. There are several methods to produce written work as a form of expression. One of the subjects that is frequently researched to enhance language proficiency is scientific writing. According to Mahsusi & Hudaa (2022), academics must always take writing in a scientific style seriously. This is due to the fact that proper language usage is essential while writing scientific articles. Students who have become utilized to writing in ordinary English will find it challenging to employ proper vocabulary. The usage of common words, diction, and the organization of efficient sentence patterns are among the challenges encountered.

Without in-depth writing, language understanding will not be perfect. Sugini (2024) stated that writing skills are important for students to master because they can improve memory, students can think critically, and writing can train students' sensitivity to the surrounding environment. Writing concentrates on the production of information, so it becomes a productive skill. Thus, support for thinking about writing development is very important, especially in learning; Agustin and Roni (2021) emphasized that writing is one of the most important skills because it functions as an essential means of communication. Every individual utilizes writing as a means to express feelings and thoughts, communicate with others, and store knowledge and ideas.

Recent research focuses on finding the effectiveness between the use of picture and picture methods in developing writing skills.

The essence of writing in Islam is also a person's authentic form of understanding information. This is explained in the Al-Qur'an surah Al-Alaq, verses 1 – 5, which reads:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ

"Read, ˹O Prophet,˺ in the Name of your Lord Who created— created humans from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen— taught humanity what they knew not."

The command to read and write, as in the paragraph above, aims to ensure that humans have knowledge and are information literate. In general, the command to read is so that humans are free from illiteracy and information ignorance. This verse also explains the importance of language literacy for humans, namely writing. This is related to the basic abilities of a language speaker to master a language well and correctly.

One way people can understand information is through images; people can conduct the information by understanding multiple related images. Nurhayati (2014) states that one type of media utilized in writing classrooms is picture series. As a result, students' ability to express their ideas will become more creative, and they will be able to share their comprehension with friends so that they can all grasp what they write. Students can enhance their writing comprehension skills and explore their creativity with the use of media in this way.

Furthermore, especially in the field of writing, a teacher should create a structured learning plan based on predetermined procedures so that it can be adapted to students' conditions and abilities. Learning methods encompass the planning, processes and actions involved in educational activities, including the selection of evaluation techniques to be implemented. One effective learning method used to improve writing skills is the picture-and-picture method. According to (Yacub, 2020) The picture and picture type learning model areone of the learning models that uses paired or ordered pictures into a logical sequence.

The picture-and-picture learning approach uses visuals as a medium in the learning process. These pictures end up taking centre stage in the educational process. The teacher prepares the visuals that will be exhibited either as large-scale charts or cards prior to the start of the learning process.

Based on the explanation above, there are a number of previous studies related to this study so that it can be processed into new research on the application of the picture and picture method in learning. The first research, "USE OF PICTURE AND PICTURE METHOD IN INCREASING ABILITY OF SUNWARE STUDENTS", was written by Marta Indri Hapsari in 2017. The researcher used quantitative data collection methods. This research was carried out to improve elementary school students' ability to recognize an object through the PnP method. The researcher assumes that based on the program's evaluation, a follow-up program will be developed for the next program development year. The study found significant differences in learning outcomes between the control

and experimental groups, with PnP learning increasing the percentage of learning outcomes from 20% to 39%.

The second theory is based on a study titled "THE EFFECTIVENESS OF USING PICTURE SERIES AS MEDIA TO TEACH WRITING PROCEDURE TEXT FOR TENTH GRADERS OF SMA NEGERI BANDARKEDUNGMULYO JOMBANG". In this research, the researcher found that picture series was easy to use so they could write with picture series easily. Writing procedure through picture series brought the students to new kind of situation The research is experimental, and the purpose of this study is to To determine whether there is a substantial difference between students who have been taught writing through picture series and those who have not. This study focused on tenth-grade students at SMA Negeri Bandarkedungmulyo Jombang, who were divided into two classes: X IPS 1 (28 students) and X IPS 2 (30 students). The researcher employs test as a study instrument.

The third theory comes from research entitled "IMPROVING NARRATIVE TEXT WRITING ACHIEVEMENT THROUGH DISCUSSION STARTER STORY TECHNIQUE" written by Purba in 2018, which seeks to determine whether discussion starter stories significantly improve narrative text writing achievement of first-grade students in Senior High School. This study was carried out using Classroom Action Research (CAR). The subjects of this study were first-grade students at SMA Negeri 2 Pangururan during the 2016/2017 academic year. The sample for this study was students X-4, which consisted of 30 students. There were two categories of data collected:

quantitative and qualitative data. According to the study, pupils' writing achievement improved from pre-test to post-test cycles I and II. This is demonstrated by students' average scores and the percentage of students who scored 75 or above. The average score of students who scored up to 75 on the pre-test was 51.4, while post-test cycle I was 74 and cycle II was 80.2. There is a growing use of the discussion starter tale strategy in narrative writing instruction.

Based on previous research and the results of the researcher's observations in the initial research conducted on grade VIII students at Brawijaya Smart School, the problems found were quite similar to the previous explanation, namely that students' mastery of writing skills in terms of composing a storyline was still relatively low. This is because the learning methods applied by students are still not optimal. This then causes students to be less able to develop well in learning, and teachers are also less able to provide creative teaching methods to students. Therefore, efforts are needed to develop students' writing skills, in this case the researcher will use the picture and picture method which involves narrative text writing techniques which are then applied to grade 8 students of SMP Brawijaya Smart School in the 2024/2025 academic year.

1.2 Research Question

Based on the background above, the research question conducted as follows:

1. Is there any significant effect in students' writing ability when picture and picture (PnP) method is employed?

1.3 Research Objective

The assertion in the study, the goal of this research is to understand:

1. To measure how effective the Picture and Picture (PnP) method is in mastering writing skills.

1.4 Significance of the Research

The significance of research can be measured if the research obtains results based on a writing framework that is in accordance with the questions raised. Researcher hope that the results of this study can support future research by applying the picture and picture method both theoretically and practically.

1.4.1 Theoretical significance

It is also hoped that the findings from this research can be used as a reference for developing innovations in improving students' writing skills through the picture-and-picture method and further implementing in learning process.

1.4.2 Practical significance

Practical benefits are intended for students, teachers, and future researchers. This study was conducted on students to improve the narrative story writing skills of grade VIII junior high school students in Malang by applying the picture and picture technique. For teachers, this research can provide contributions and new information about teaching methods in the classroom to improve students' writing skills. This research improves the quality of student learning outcomes in developing writing skills. This thesis can become an additional reference for future researchers to improve their writing mastery.

1.5 Research Hypothesis

The hypothesis in this study can consist of two options by following the formula:

1.5.1 Null hypothesis (Ho)

"Null hypothesis means no significance differencies found in the previous students writing skills using the PnP method and after the study taught using the PnP program."

1.5.2 Alternative hypothesis (Ha)

"Alternative hypothesis is meaning there are significancies is found in student's writing skill before taught using the PnP program and after being taught using the PnP program."

1.6 Scope and Limitations of the Research

The scope of this study is to knowing the effectiveness of using picture and picture method in SMP Brawijaya smart school. The limitations of this study only focus on 28 students of the english club class of SMP Brawijaya Smart School.

1.7 Definition Of Key Terms

To avoid misunderstanding, the researcher outlines the following key terms in this study:

1.7.1 Writing Skills

Writing is the ability to write down information for and from other people that contains ask, caution, knowledge, experience, or invitation produced with human language. The goal of writing is to produce information as visible evidence of the information itself to be read by other people to understand.

1.7.2 Picture And Picture Method

      The picture-and-picture method is a method used in learning activities to increase people's information through a series of pictures arranged into a story that makes sense to understand.

CHAPTER II

LITERATURE REVIEW

In this chapter, the author will explain in more detail about students' scientific writing skills in general and in a broader scope.

2.1 Writing Skills

Writing is an important aspect in language learning, writing ability is a benchmark for students to determine their level of language fluency. Writing is one of the crucial elements in language learning, the ability to write is an indicator for students to understand the extent of their language fluency. Writing is a human product that is obtained through ideas and then processed to describe detailed information through several forms of writing, both scientifically and non-scientifically.

2.1.1 The Definition of Writing

Writing is one of the four key skills in language learning. It is impossible to separate writing activities from our daily routine. Writing is an activity or process used to express ideas or views. Writing is a talent that authors employ to convey ideas or information to readers. People can compete with imagining readers' expectations in some ways by sharing their thoughts and emotions through writing. Ramadhan (2019) stated that writing is using letters, symbols, or words to communicate language. Writing implements such as paint, pencils, pens, typewriters, and computers have all been used by people. Then, writing can appear on a sheet of paper, a cave wall, or a computer screen. Prewriting, drafting, reacting, revising, and editing are a few of the procedural tasks that make up the

writing process. This writing stage facilitates writing practice and makes it easier to do.

Writing may help us connect with our experiences and share them with others. So, writing represents the most accessible and persuasive manner since the result, tangible language, is a fulfilment of thoughts and feelings. English learners must acquire the ability to write, which includes thinking, drafting, and revision. Writing allows students to communicate and synthesize information. In their writing, students need to follow the rules of English writing, including appropriate topic selection, format, sentence structure, vocabulary, punctuation procedures, spelling, and letter formation.

2.1.2 The Importance of Writing

According to Hairston in Saleha (2008), there are many reasons why writing is crucial:

a. Writing is a means of discovery. By recording information, collecting data, and building images in our subconscious mind, we can trigger our cognitive processes.

b. Writing facilitates the organization of our thoughts. We are able to organize things logically.

c. Writing helps us connect and see relationships, which inspires new ideas.

d. Organizing ideas allows us to orient ourselves based on them.

e. Through writing on a subject, we are better able to observe and comprehend the information.

f. By putting the elements of the problems into written form, writing allows us to analyze and work with them in order to solve them.

g. Writing about a topic encourages us to actively acquire information rather than passively.

2.1.3 The Purpose of Writing

Rain in Maemunah (2010) categorizes people's motivation to write as follows:

a. Writing for Reinforcement

The purpose of this is to reinforce a recently given grammatical topic by having students write what they have just learned to fully understand or pronounce.

b. Writing for Training

This is similar to reinforcement, because when writing for training, the goal is to first introduce them to the original language patterns and forms, which they may not yet know, and then provide practice in changing those unfamiliar structures.

c. Writing for Communication

The primary goal of writing for communication is to force students to express the fundamentals of communication, followed by reader feedback.

2.1.4 The types of writing at junior high school

Types of writing at the junior high school level such as procedure, descriptive, recount, and narrative are forms of writing that need to be taught in

junior high school, in accordance with the Basic Competency Standards (SKKD) determined by the government (Alawi, 2011).

a. Recount

A recount is a written record of previous events, often presented in the chronological sequence in which they occurred. Telling the audience a story or information about what happened and when is the goal of a recount. Newspapers, reports, speeches, television interviews, and conversations are a few examples of recount text genres.

b. Descriptive

Descriptive describes how specific objects, people, buildings, and cities seem as they inhabit space. The purpose of descriptive writing is to describe something to the reader. It seeks to form a picture through the use of words..

c. Procedure

Procedures are texts that give directions to the listener or reader on methods to carry out a particular activity. Its goal is to give directions on how to make something, accomplish something, or go there. Recipes, itineraries, instruction manuals, and instructions are a few examples of procedural texts.

d. Narrative

Narrative text is a kind of writing that narrates the experiences of one or more characters in a particular circumstance. Its goal is to provide the reader or listener an entertaining or educational perspective on the world. It has to do with the sort of recount.

2.1.5 The Components of Writing

Five elements of writing are identified by Jacob in Suardi (2012): grammar/language use, mechanics, vocabulary, content, and structure.

a. Content

The writing needs to be clear enough for the reader to grasp the facts and the message. The content of writing consists of two elements: perfection and cohesiveness. This data is the benchmark for writing quality.

b. Organization

Coherence in writing is a matter of organization. Coherence order, information order, from general to specific then back to general, chronological order, and spatial order are some of them. This shows that the writer has designed and organized concepts. When the concepts are organized appropriately, the paragraph can be coherent.

c. Language Use/ Grammar

Grammar rules and proper language usage are essential components of writing. The simple present tense, verbs, adjectives, and adverbs are all used in descriptive writing. A text that is written effectively helps the reader in comprehending its message.

d. Mechanics

Spelling, punctuation, and capitalization are all components of writing mechanics. The text's meaning will be lost or altered by improper

spelling and punctuation. As such, the application of this element in writing has a big influence on how well the reader understands the written content.

e. Vocabulary

The use of appropriate words, or selection words, is a component of writing vocabulary. The writer must be aware of the precise term to use in the statement. Forming a piece of writing is crucial, but personal descriptions are more successful than those that just provide facts. Without a large vocabulary, the readers would not be able to comprehend the written piece.

2.1.6 Students' Writing Acquisition

Learners need to play an active role in group learning activities by using visual media while implementing the picture and picture learning technique which is a cooperative learning method. After the instructor provides the photos, the photos are adjusted or organized to help children understand the overall content.

Romadhoni (2024) states that Picture and picture can deepen students' understanding or thinking ability because the teacher invites students to analyze the available pictures. Learning will be more remembered since students can immediately view the instructor-prepared photographs, and it is anticipated that this method will boost students' sense of responsibility by forcing the teacher to ask them why they sorted the pictures.

Using a picture and visual model for the results of children's ability to improve their independence is a very good idea. Even if the teacher presents the correct sequence of pictures randomly, children can still arrange the pictures correctly, name independent activities in daily life, and recognize the sequence of activities that show independence in each part of the series. Additionally, kids may explain why they should categorize photos in their own language, which helps them become more independent.

Picture media is the most appropriate media for teaching general written texts. According to Harmer (2007), pictures are excellent writing stimulants. Based on the statement above, visuals can stimulate students to write words by imagining the picture. Students can develop stories from pictures because the pictures contain abstract stories, allowing them to make the story measurable.

Octavia (2020) in her work Learning Models emphasizes that the picture and photo learning model has a number of advantages, namely attractive, creative, innovative, and interactive. According to Istarani (2011), the Picture and Picture learning paradigm looks like this:

1. Every student in the group has responsibility for all group activities.

2. Every group member, or student, has to understand that everyone is working toward the same objective.

3. All group members, including students, must share the same duties and obligations. Every student in the group will be the subject of the assessment.

4. Each member of the student group shares leadership responsibilities and requires skills to learn with others during the learning process.

5. Each learner in the team is expected to take personal responsibility for the task they are working on.

Based on the key ideas in Picture and Picture above, it is possible to deduce that the goal of this learning model is to teach kids how to collaborate with other peers and how to be accountable for the tasks they are assigned. Effective models often start with careful preparation, as without planning, each step will not be well focused. Below is the sequence of Picture and Picture steps, namely:

1. The teacher states the skills to be achieved.

2. The teacher gives an explanation as an introduction.

3. The teacher shows pictures related to the activity material.

4. The teacher selects students one by one to arrange the pictures in a reasonable order.

5. The teacher asks about the reason for the order of the pictures.

6. Based on the reason/sequence of the picture, the teacher begins to introduce the concept/material according to the competencies to be achieved.

7. Conclusion/ overview. Suprijono (2009).

The images encourage kids to think clearly and systematically. Campbell and Gonzales (2018) state that the application of visuals in the teaching process is very useful. Images can increase students' interest and enthusiasm in teaching

and learning activities. Images support students in developing ideas to organize text. In addition, visual sequences can be retained in their entirety and utilized to provide context to the story or description of the process.

According to Rachmadhani (2020), learning media may be utilized to channel knowledge to the receiver in order to stimulate ideas, feelings, and interests, making the learning process more fascinating. In this situation, instructors have the ability to supply lexical information while employing learning methodologies. An instructor can give a larger picture in converting visuals into a tale by creating a conversation place for students to contribute information about the terminology used in a story. As a result, this study employs a group format so that students are more receptive to debate and can comprehend new English vocabulary.

Utilizing the cooperative learning approach technique. Active learning is defined as learning that needs teachers and students to be physically, cognitively, and spiritually present. Meanwhile, creative learning is student-centered, with stimuli that encourage students to generate ideas and concepts. Educators are actively involved in improving students' grammar through a cooperative learning approach, which provides an opportunity for teachers to understand students' abilities better, so that they can monitor their progress using the PnP media and discussion spaces available. This is in agreement with the opinion of Zulaikha & Maridjo (2014), who noted that writing abilities must be consistently cultivated, because writing activities need efforts to record knowledge.

2.1.7 Basics of Writing

Before students can learn to write more scientifically at the intermediate and advanced levels, they must first master fundamental writing abilities. Before students can get to a higher level of scientific writing, they must first understand the fundamentals of writing. Teachers must grasp the student's comprehension of parts of speech and how to employ them in writing. Parts of Speech play a part in creating a good and precise sentence structure. Words in a language can be organized into formal equivalent classes known as parts of speech.

Following this, Beck & McKeown (2018) propose that vocabulary may be categorized into three levels to aid in word identification for instruction. The simplest words are found in the first rung. Most students seldom need teaching for words in this category. Words from a wide range of subject areas that are highly frequent for advanced language users are included in the second layer. Words in the third tier are very uncommon and frequently restricted to particular subject areas.

The three-tier approach is expanded upon by Flanigan and Greenwood (2007), who indicate that secondary subject instructors require a system that is more tailored to content vocabulary. Generally referred to as tier three words in the Beck, McKeown, and Kucan (2002) model, they have created a framework to assist instructors in classifying, prioritizing, and organizing the many kinds of content words they must teach. This approach considers the class's objectives, the length of time needed to teach a word, the level of understanding it would

require, and the best times to study a word within the session. A subject area teacher's expansion of the three-tier approach is a "four-level framework.".

Phrase is a group of words that work together to communicate meaning but do not form a complete sentence by themselves. Unlike sentences, phrases do not have a subject, verb, or both and do not convey a complete concept. Phrases function as a unit in a sentence and can be nouns, verbs, adjectives, adverbs, or prepositions. Once students have learned the basics of parts of speech and word choice, the next step is to understand the use of phrases in sentences.

Compounding, blending, re-forming, conversion, acronyms, derivations, and multiple processes are some of the methods for creating new words in English (Yule, 2010). Compounding is one of these methods; "all words formed by combining two or more words into a new word are called compound words." Students will be required to master compounds before they can make a sentence, and word combinations can be explored after they understand word selection in English.

Good sentence is simple and specifically understandable. Good sentence involves clarity, coherence, and proper grammar. A person will understand a sentence if the sentence is shorter and specific, uses common vocabulary that is easy to understand, and is not long-winded. This is in line with the opinion Fahim & Ashtroodi (2012) In language learning, especially productive language skills, writing has been considered as a key area of students' critical thinking skills for several years. Person is worthy of being an effective critical thinker if he or she

can produce effective arguments both orally and in writing. Regarding written arguments, students in higher education are required to have academic writing skills. Several studies have shown that students' argumentative writing is a reflection of critical thinking skills. Argumentation writing includes several elements that need to be considered, such as word selection, proper use of grammar, syntax, mechanics, and organization of ideas into a structured and cohesive form.

Students will find it easy to construct a word after they understand the basics of parts of speech and pay attention to word choice and word combination. In addition, students will be able to organize a paragraph effectively using a variety of sentence structures. In its application, teachers can use methods that support students' ability to construct sentences and then combine them into a paragraph and main idea.

2.1.8 Writing Strategy

Learning to write at one level of education is essentially productive learning, namely producing writing. Learning can develop students' intelligence in various aspects, develop initiative and creativity, foster courage, will, and encourage the ability to collect information. Writing activities directly or indirectly have been carried out since an early age.

According to Hernowo (2003), everyone can be a writer. In every place, everyone has a unique personality, a unique way of doing things, or various feelings and emotions. The urge to write is the same as the urge to speak, to

communicate our thoughts and experiences to others, or to not know who we are. As a result, everyone, including our students, has the ability to write. Sri Mulyati (2009).

However, how can a teacher help students learn to be practical, hone their abilities, and explain their abilities. Muslich (2009) describes the stages that need to be taken to prepare students in learning a language so that they are able to write.

1. Encourage Collaborative Writing

    Collaborative writing is a writing instruction strategy in which friends or coworkers correct their peers. Collaborators are those who have been asked to collaborate. In big classrooms, students are separated into small groups to form literacy circles of three or four people. Each participant reads the works or writings of their pals in the group. When reading, collaborators identify small faults in the text and then remark on or reply to their group members' writings.

2. Cultivating Joy in Writing

    To develop writing skills, encourage students to express themselves in their preferred genre, whether it is informative, argumentative, exploratory, impressionistic, persuasive, or expressive.

3. Give a Feedback

    Provide productive, interactive, logical, and intelligent feedback and comments on students' writing, so that students feel cared for by their

teachers. Teacher aspirations provide as motivation for students to improve their performance.

4. Use the Field of Study as a Medium

Give students the chance to write on a subject they are very knowledgeable about. Allow them to write freely. They can write whatever they want as long as it is relevant to their field of expertise.

5. Teach Writing as Early as Possible

People might be fluent in spoken language since they have been exposed to it since we were little. Similarly, if we have been writing since we were children, we will undoubtedly be proficient writers now. So, habit and plenty of practice are the keys to writing.

However, not all of these methods are suitable for writing learning. Because of this, teachers are able to select appropriate learning methods. According to Sabri (2007), in order to choose the best method of learning, there are several factors that teachers must consider, including:

a. The method chosen by the teacher must be able to arouse students' motives, interests, or passion for learning.

b. The chosen method is able to stimulate students' desire to learn further such as doing and exploitation.

c. The chosen method should provide opportunities for students to realize their work.

d. The methods chosen should ensure the development of students' personality activities.

e. The methods should educate students in self-learning techniques and how to gain knowledge through their own efforts.

f. The selected methods should be able to internalize and build students' values and attitudes in their daily activities.

The above conditions must be understood by the teacher because the relationship between learning methods and learning principles will increase student motivation in achieving learning goals. Thus, the method of learning is inextricably linked to the learning principle. Djamarah and Zain, (2006).

Based on the description above, it can be concluded that the good or bad use of teaching techniques is very dependent on the teacher's ability and talent in choosing and implementing the method in question. According to Nafi'ah & Sulistyaningsih (2024), the advantage of using the Picture and Picture method is that the teacher knows which students can think logically, critically, and systematically because there is freedom to express opinions based on pictures according to the student's point of view on an object displayed in the picture. This method is also very easy to use and quite simple because it does not require various equipment.

2.2 Picture and Picture Learning Method

In this section, the author will explain about the Picture and Picture Learning Method, the advantages and disadvantages of using the PnP method, and the procedure for applying the Picture and Picture Method.

2.2.1 The Definitions of PnP Method

The picture-in-picture approach is a teaching method that involves arranging a series of pictures in a logical sequence. With the application of this teaching strategy, students can work together on projects and organize photos systematically. In addition, it fosters a culture of cooperation among students by having them work in groups. Aschawir (2014) stated that one alternative media that can help uncover students' writing ability is the picture and the picture technique. Additionally, Asrifan (2015) mentions that teaching writing through pictures is an excellent way to help students generate and arrange their thoughts for the writing process.

The picture and picture teaching method allows the teacher to actively teach or explain material to students through the use of visual tools such as picture media. In order to guarantee that the teacher's message is successfully received, absorbed in the heart, and remembered by the students, it is thought that using visual media aids would assist them follow the lesson with excellent attention and in a pleasant condition. Using images and pairing or sorting them into a logical sequence is known as the image and picture learning paradigm.

This learning technique depends on visuals as a learning medium. Through sequential photos, students will find it simpler to produce descriptive essays. Thus, with the help of a number of illustrations, pupils express their thoughts and creativity through descriptive essays. Students can write descriptive essays more easily as a result. According to Marlina (2020), students' academic performance improves when the PnP learning model is used. This is demonstrated by the

variations in academic performance between students using the PnP model and those using the traditional approach. Therefore, the application of the PnP model has been proved to greatly boost student learning accomplishment, reaching an ideal level.

Applying this learning model invites students to sort specific images into a sequence appropriate to the teaching material. For example, students are given several continuous pictures to be arranged into a complex story. The Picture and Picture learning model emphasizes the use of random images to increase students' sensitivity to the material more deeply. Learning conditions become more dynamic and less boring. This kind of environment can support students in understanding lessons more effectively and enjoyably.

2.2.2 The advantages of PnP method

Students' understanding of the lesson content will grow as they interact with the images. Learning that emphasizes textual content such as procedure text or narratives makes students less disinterested. In addition, using visual aids helps improve students' retention of the information being taught. Students are able to visualize what they have previously studied without stopping at theoretical comprehension. According to Hapsari (2017) the benefits of this learning approach are as follows.

1. The instructor is more cognizant of every student's aptitude.

2. Develop methodical and logical reasoning.

3. Give students flexibility in their thinking exercises to help them understand how to think from the perspective of a topic being covered.

4.   Encourage yourself to learn more effectively.

5.   Students participate in the management and planning of the class.

2.2.3 The Disadvantages of PnP Method

Putri (2020) lists the following as some of the limitations of utilizing pictures in the classroom:

1. Finding a certain image is difficult.

2. If students have never seen anything in the image, they will find it difficult to describe it in depth.

3. Everyone's interpretation of an image is distinct.

Researcher have discovered that another drawback of image series is that students find it challenging to concentrate on their writing because they joke about the pictures displayed.

2.2.4 The procedure of using PnP method

The teaching process using the picture and picture method is as follows:

1. The teacher conveys the learning objectives or competencies to be obtained.

The initial stage is to communicate the abilities to be obtained during learning.

2. The teacher introduces the material before the learning activity.

The teacher begins by reviewing the content that the class will study. Provide a synopsis of the subject in manageable chunks so students may become ready. In addition, specific images should be employed to illustrate the features and details of the learning strategies used through presentations or stories.

3. The teacher gives pictures that will be used.

In the third phase, specific photographs are prepared, and students are asked to group the pictures into the appropriate category. For instance, a teacher must create images of the people and events from the story of Malinkundang, such as Malin, his riches, and his mother and wife, with suitable backdrops and facial expressions. You can reiterate the meanings associated with the lesson plan while students sort the photographs to ensure they fully comprehend it.

4. The teacher asks the students to arrange or match the pictures in turn..

Afterwards, help students as they are learning. Ask the students to justify their photo selections. Do they feel secure in their decision? Based on students' capacity for argumentation, you may observe the learning abilities that you hope to accomplish.

5. The teacher asks the students about the reason for arranging the order of the pictures.

In the last phase, a teacher must assess the learning outcomes of each individual and each group of students. Assessment can also be required for the next lesson plans.

6. Evaluate and Improvisation

Based on the ability of students' imagination, the teacher will assess and record students' weaknesses in designing materials and applying material concepts in accordance with the competencies to be achieved.

2.3 Integrating The PnP Method for Enhancing Students' Writing Mastery

According to Khotimah (2016), one strategy to encourage students' positive responses is to apply the picture and picture method as media, as well as using a learning by doing or active learning approach, which involves students actively in writing narrative essays collaboratively or in chains. The utilization of PnP as a tool in teaching student writing is one idea that should be developed further. The utilization of picture media can have a significant impact on students' mastery of writing skills if combined with an appropriate approach method.

El Khairat & Sariani (2018) also noted that the "Drawing and writing" activity supports students who face challenges in exploring and explaining their ideas during the writing process, so that they can organize their ideas in a fun way. The PnP method is a fun method to apply in learning, this method has a lot of room to be improvised such as using a mindmap to suit class needs. Students may use pictures to recollect their ideas and give advice during the writing process and teachers may gain insight about their students' thoughts by providing activities that challenge or expand on their ideas. Applying the PnP method in learning process will have a big influence on improving students' writing skills.

Writing is a representation of an object (situation) so that the reader seems to see, hear, or feel it, says Dhiwie (2010). The utilization of sensory stimuli helps to make the description as vivid as possible. In fact, writing skills can be improved if students have access to media that assist them in developing their ideas.

The picture and picture learning model according to Gunaya (2021) is an educational paradigm that utilizes images that are paired or arranged logically. Photos are used as a teaching tool in this learning method. Students will find writing easier with consecutive graphics. Thus, with the help of a number of illustrations, students use writing to convey their thoughts or imagination. Additionally, Shoimah (2024) asserts that the PnP learning model might enhance students' academic performance by encouraging their originality in writing through visual stimulation techniques.

The use of images is ideal for highly motivated students as it can provide a challenge to develop their desire to learn and ultimately improve students' academic performance. Writing paragraphs using images has more strengths than weaknesses, according to Sulastri (2019) There are several reasons why image media can improve students' paragraph writing:

A. Can improve topic sentence writing.

They will not get bored writing paragraphs, because they have to start writing following the steps from the planning step where they can organize ideas from an image into a topic sentence structure. The planning process gives students fascinating ideas, and they can compose subject sentences with ease. They may also develop paragraphs step-by-step to make the learning environment engaging and comfortable.

B. Can improve writing supporting sentences.

Students will be trained to construct supporting sentences, use proper grammar, and use cohesive devices (conjunctions) after nearly all of them are able to write utilizing subject sentences. Every student understands the purpose of every process

involved in writing a paragraph, including planning, outlining, writing, editing, and rewriting. Their writing aligns with the topic sentence as a result. Students have made greater progress in supporting sentences; they are able to convey the image with the appropriate concepts. They construct supporting phrases by thoroughly exploring their thoughts.

C. Can improve students' grammar and cohesive devices.

Depending on their purpose, pronouns can be used in grammar. They can employ possessives as subjects and objects, and they can construct noun phrases according to English standards. Their ability to write is impacted by their improved comprehension of paragraph writing signs. After they are inspired and there is a discussion area, every student will have a solid grasp of how each process of writing a paragraph works. All students may write a paragraph effectively based on the picture by describing people's physical characteristics, occupations, and hobbies, and it helps their writing align with the topic phrase. When teaching paragraph writing skills with visuals, students are more motivated.

To involve children in learning to create ideas in writing, teachers must choose the right learning strategy. The picture and picture learning model is a suitable paradigm to be applied with the use of picture media. Picture & Picture is a learning method used to combine several pictures into a relevant story. Meanwhile, Mulyadi (2014) reveals that picture and picture can be applied together with think-pair-share, which is a collaborative learning method that encourages students to work in groups of two. As a result, researcher employ picture and picture method and contemplate think-pair-share collaboration.

There have been studies on the application of image series and the Think-Pair-Share (TPS) approach in writing instruction. First, Febriyantika and Parmawati (2021) stated that using TPS can help students compose words more efficiently in descriptive texts. Furthermore, kids pay greater attention to classes, which allows them to participate actively in activities. Second, Rahayu and Yulianda (2023) did research with picture series. Students' responses to classes were found to be quite favorable. The usage of this medium has shown to be beneficial in facilitating students' knowledge intake and easing the process of creating narrative texts. Finally, Cristine's (2019) findings indicate that teaching writing using picture series increases students' abilities to compose recount texts. Students demonstrated gains in the writing process and vocabulary.

However, the role of a teacher (researcher) in developing students' skills is essential, therefore researcher must carry out certain stages in the method used. According to (Sinaga, 2020) the technique used in the writing process has several stages that must be carried out, namely (1) planning (2) action (3) reflection.

1. Planning

In writing literary works such as manuscripts, researcher must carry out careful planning which includes the topics to be discussed, the patterns used in writing, and assessment rubrics and competency indicators. In the planning stage, the topics discussed must have standards that are in accordance with the competencies to be tested, therefore a researcher must carry out pre-elimination tests on students to serve as a reference in order to determine the standards needed to improve students' writing abilities. Furthermore, at the end, a post-test will be

carried out to measure how much the students' ability scores have increased after following the PnP learning method.

2. The second step is action

In the implementation stage, there are 3 stages carried out, namely: (1) Translating, (2) Reviewing, (3) Revising. The third stage must be carried out sequentially so that students receive guidance in writing. These 3 stages have their own points that must be emphasized, namely emphasizing vocabulary and grammar in translation, emphasizing structure and topics in reviewing, and discussion and input at the revision stage.

3. The final stage is reflection

In this stage, the role of the teacher (researcher) has a vital role in student learning outcomes. In the reflection stage, which is the final stage that students go through, they can assess the extent to which their writing skills have progressed. The researcher will collect and analyze the students' total results through a discussion forum.

In addition, researcher provide feedback at each task level when implementing the PnP learning method. This assignment focuses on building oral fluency and negotiating meaning, helping students focus on meaning. As they use their skills and knowledge in drawing (meaningful input), storytelling, and creating compositions based on their drawings (meaningful output), they pay attention to the form of what they create-writing (language-based learning). Regular activities such as storytelling and composing begin with simple, familiar content that helps

improve fluency (Nation, 2009). Because they received several corrections and suggestions from the discussion, they improved the quality of their writing skills.

With feedback on their writing, both written and verbal, students feel comfortable working and are well appreciated because they realize that the researcher has read their work. According to Tavakoli & Rezazdeh (2002), students must receive instruction and criticism when writing. According to Franken and Haslett (2002), feedback covers all aspects of writing, including planning, translation, reviewing, and revising. Feedback is usually provided in written and oral form to ensure student understanding. Additionally, it saves time in commenting and allows students to learn from each other's mistakes, thereby motivating them.

Indicators of success in this study were determined by both process and product success, as listed below.

1. Success in process.

    This procedure is considered successful if its implementation emphasizes learning time, students are enthusiastic in learning, actively ask and answer, diligently complete tasks, and students are on time in completing them.

2. Product Success.

    The success of a product can be seen from the work of students who apply the learning method with pictures. For example, if 85% of students

in a class score equal to or above the KKM for English subjects, then the score exceeds 75.

The steps above can be a guideline for the success of students' writing skills at SMP Brawijaya Smart School.

CHAPTER III

METHODOLOGY

This chapter will go into greater detail on the research technique, including the study's setting and duration. It consists of research variables, instruments, research methodologies, populations and samples, data collection approaches, data analysis methods, validity, and reliability.

3.1 Research Design

This study employed a quasi-experimental methodology and a quantitative research strategy. Quantitative data is a research strategy that relies on tangible data, specifically numbers that will be tested using statistics as a test instrument connected to the subject being examined in order to draw a conclusion, according to Sugiyono (2018). The hypothesis is examined, and experimental research methods are the main emphasis of this work. The two quasi-experimental designs are the nonequivalent control group design and the time series design. Sugiyono (2013). Put simply, the method's objective is to explain the causal relationship between variables X and Y or the ways in which one variable influences another. The following is an overview of the research design.

Table 3. 1 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

This research consist of two groups, as seen in the accompanying table. The researcher conducted research using the PnP method on writing skills in the experimental group, and the control group was not given any treatment.

3.2 Time and Setting of The Research

This research was conducted at SMP Brawijaya Smart School, Malang, located at Jalan Cipayung, No. 8, Ketawanggede, Lowokwaru, Malang, East Java. This research was conducted in the 2024 – 2025 academic year in class VIII-A & VIII-B. This location was chosen because, although the PnP technique had never been used to teach writing, students at this school became more proficient in using English in their lessons. In addition, this school needed more interesting English teaching ideas, especially for teaching writing. The time series for the research to be conducted is shown in the table below:

Table 3. 2 Research Activity

No.	Activity	Date
1	Observation	May 06th, 2024
2	Pre-test	September 7th, 2024
3	Treatment	September 10th – October 01st 2024
4	Post-test	October 08th 2024

3.3 Research Variable

Research variables include the quality, treatment, or ideals of a subject, object, or activity that shows certain variances observed by researcher which are then used to draw conclusions (Sugiyono, 2013). two types of variable forms, namely independent variables and dependent variables. The independent variable (X) is a variable that will affect or cause an impact, while the dependent variable (Y) is a variable that is affected or causes results. This study involves two main variables, namely the first independent variable (X) is the PnP Method, and the dependent variable (Y) is writing skills.

3.4 Research Population and Sample

Sugiyono (2013) asserts that the population is the domain of generalization, which includes the subject matter of the item with specific quantities and characteristics determined by researcher via their study and conclusion-making. According to Sugiyono (2013), the sample is a subset of the population that supplies the research data, and the two groups share a number of characteristics. The 28 students of the English class at SMP Brawijaya Smart School in Malang, who are split up into two classes, make up the research population. The 14 students in each classes VIII-A and VIII-B, which serve as the experimental and control groups, respectively, will be the subjects of this study's sample.

3.5 Data Source

The research's objectives were met and information was gathered through the usage of data sources. Data collection is the most crucial step in the process because it is the primary goal of the study. The study combined a quasi-experimental methodology with a quantitative approach. Pre-test and post-test data has been gathered for the study, "The Effectiveness Of The Use Of Picture And Picture Method in Improving Student's Writing Ability".

3.5.1 Primary Data

Primary data sources are those that are given to researcher directly; they are often referred to as major data sources. Students who took part in the survey filled out the replies, which provided the primary data used in this investigation. A test that will be administered twice—a pre-test and a post-test—is used by the

researcher to collect data for this study. Students in the experimental class and control class will take the test administered by the researcher.

3.5.2 Data Sources Secondary

Additional information unrelated to primary information is referred to as secondary data. Books, journals, personal papers, and other public records include it. This study makes use of secondary data from books, journals, and articles.

3.6 Research Instrument

The research instrument serves as a tool and method of data gathering. Writing is the research technique employed in this study. This study will involve writing tests, both pre-test and post-test. Pre- and post-tests will be utilized to compare the differences between the control and experimental groups before and after treatment. Before beginning therapy, researcher will administer a pre-test to students in both the control and experimental classes to assess their writing ability. The experimental class will be treated using the PnP learning approach, but the control class will not.

Researcher will give a post-test to both the control and experimental classes to assess the growth of students' abilities and compare the control and experimental classes that received therapy. The researcher administered a pre-test and post-test as an essay in narrative forms including four questions based on the content the responder had reviewed—this research assessment rubric.

Table 3. 3 Assessment Rubric
Assessment rubric adapted from weigle (2002)

No.	Rated aspect	Level	Score	Criteria

		Excellent to very good	4	- Relevant to the assigned topic and give detailed information - Matches the social purposes of the text.
1.	**Topics (content)**	Good to average	3	-Mostly relevant to topic but lacks of detail information -Matches the social purposes of the text but lacks of detail.
		Fair to poor	2	-Inadequate development of the topic -Almost matches the social purpose of the text
		Very poor	1	-Not related to the topic -Does not match the social purpose of the text
2.	**Generic structure (orientation, complication, resolution)**	Excellent to very good	4	-Well organized (the text's structure)
		Good to average	3	-Loosely organized of the text but the main ideas stand out
		Fair to poor	2	-Confusing ideas or disconnected
		Very poor	1	-No organization
3.	**Vocabulary**	Excellent to very good	4	-Uses effective words -Word from mastery
		Good to average	3	-Occasional errors or word form, choice, or usage but meaning not obscured
		Fair to poor	2	-Frequent errors of word form, choice, or usage -Meaning obscured
		Very poor	1	-Little knowledge of English vocabulary and word form, choice, or usage
4.	**Language feature (grammar and structure)**	Excellent to very good	4	-Few errors of agreement, tense, word order, articles, pronoun, preposition
		Good to average	3	-Several errors of agreement, tense, word order, articles, pronoun, preposition -Meaning seldom obscured

		Fair to poor	2	-Frequent errors of agreement, tense, word order, articles, pronoun, preposition -Meaning obscured
		Very poor	1	-Dominated by errors -Does not communicate or not enough to evaluate
5.	**Punctuation**	Excellent to very good	4	-Demonstrates mastery of convention -Few errors of spelling, punctuation, capitalization, and paragraphing
		Good to average	3	-Occasional errors in spelling, punctuation, capitalization, and paragraphing
		Fair to poor	2	-Quite many errors in spelling, punctuation, capitalization, and paragraphing -Poor handwriting
		Very poor	1	-No mastery of convention - Dominated by errors in spelling, punctuation, capitalization, and paragraphing - Illegible handwriting
		Total score = 20		

3.7 Validity and Reliability

The instrument will help to realize this investigation by serving as a test tool. The correctness and dependability of the research instrument will be evaluated by analyzing its validity and reliability.

3.7.1 Validity

Ghozali (2009) states that a validity test is performed to determine if a questionnaire is legitimate or not. If the questions are disclosed and will be evaluated using a questionnaire, then the questionnaire is considered legitimate. As a result, validity assesses how well a question in the questionnaire is able to measure the subject of the measurement. One way to determine the accuracy of a study is to evaluate the validity of a test used in the research. The validity test may be computed using SPSS or Excel; in this instance, researcher used Excel's product moment formula to finish the appropriate:

$$Rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

Description :

RXY : correlation and coeficient between variables X and Y

N : total numbers of Respondents

$\sum x$: total score of items

$\sum y$: individual total scores

$\sum x^2$: sum of the squared scores of items

$\sum y^2$: sum of the total scores for the squares of items.

Value of r count $\geq$ r table in sig. 0,05 with db: n-2 then the item is valid.

3.7.2 Reliability

Questionnaire reliability is a measuring tool used to measure constructs or variables (Ghozali, 2009). A questionnaire is said to be reliable if a person's answer

to the statement is consistent or sometimes stable. The answer to this question is said to be reliable if each question is answered consistently by the respondent, or the answer cannot be random because each question wants to measure the same thing. the questionnaire is said to be unreliable if the indicator answers are random (Ghozali, 2009). Reliability helps researcher to find out whether the research instrument is feasible or not to be used in compiling pre-tests and post-tests. finding the reliability formula can be calculated using Excel or SPSS. On this occasion, researchers will use Excel as a measuring tool to calculate its reliability.

3.7.2.1   Scale Reliability

To measure the level of scale reliability, researcher agreed to use the Cronbach Alpha formula.

$$Rtt = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum S_1{}^2}{S_t{}^2}\right]$$

Description :

R_{tt} : Instrument reliability coefficient

K : Number of valid instruments

$\sum S_1{}^2$: number of item variants

$S_t{}^2$: variant of the total score

Value of r count > r table 5%, then the item is accepted.

3.7.2.2   Test Reliability

To measure the level of test reliability, researcher agreed to use the Kuder-Richardson 20 (K-R 20) formula.

$$Rtt = \frac{k}{k-1}\left(\frac{vt - \sum pq}{vt}\right)$$

Description:

Rtt : Test reliability

k = Number of valid items

v_t = Varian total

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the question incorrectly

$\sum pq$ = Number of multiplication results between **p** and **q** The following table is an interpretation of correlation coefficient Value :

Table 3. 4 Correlation Coefficient

Coefficient interval	Correlation Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

3.8 Data Collection Technique

This research uses data collection techniques using pre-test, treatment, and post-test.

3.8.1 Pre-Test

The goal of a pre-test is to assess students' writing abilities prior to completing research. There will be two classes used for the pre-test: the experimental class and the control class. Following the implementation of the PnP technique on students' writing abilities, the pre-test results will subsequently be utilized as measuring material for the post-test results. One essay narrative descriptive text question in a single session makes up this pre-test.

3.8.2 Treatment

The treatment phase begins when the pre-test findings are obtained. Only the experimental class received treatment; the control class did not. This treatment will use the PnP method as a learning medium, which is implemented in four meetings. The process of providing treatment involves splitting the students into multiple groups, after which the researcher sets up a number of pictures to show the class the topic. The students are then asked to understand the main idea from the pictures, and finally, they are asked to write a type of work using the proper structure and sentences. Depending on the circumstances, the aforementioned techniques are applied sporadically.

3.8.3 Post-Test

A post-test is an examination that assesses the level of students writing ability. Two classes—the experimental class and the control class—were used for the post-test. The data and the pre-test results are compared using the post-test findings. Following the administration of the post-test, it will be possible to determine if students' abilities before and after treatment differed, as well as whether classes that got treatment differed from those that did not. One essay with narrative descriptive questions in a single meeting makes up this post-test.

3.9 Data Analysis

Data analysis is the process of organizing data sequences into basic descriptive units, patterns, and classifications. To clarify, the objective is to gather data from respondents. The quantitative data used by SPSS for evaluation came from the pre- and post-test results that students completed for this study. The information that will be

collected for this study includes evidence supporting or refuting the research hypothesis. In order to ascertain the value and applicability of the PnP learning approach as a medium to improve students' writing skills, this study used statistical testing approaches to collect significant score changes. The data in this study was analyzed using the following methods:

3.9.1 The Normality Test

The normality test is used to ascertain whether or not the data originates from a population that is regularly distributed. The pre-test data, which is the chosen data, is used to perform the normalcy test. SPSS was used for the normalcy testing in this study.

1. Hypothesis:

    Ha: The data on the students' scores in the experimental and control classes are normally distributed. Ho: The data on the students' residual scores in the experimental and control classes are not normally distributed.

2. Significances

Level: $\alpha = 0.05$

3. Statistical Test:

Using SPSS

4. Decision criteria:

- Recidual score is rejected if **Sig. < 0.05**

- Recidual score is accepted if **Sig. > 0.05**

3.9.2 The Homogeneity Test

The purpose of the homogeneity test is to determine whether or not the data variance related to the skills in the experimental class and control class is the same. The pre-test findings in each of the conducted control and experimental classes likewise demonstrate this homogeneity test. SPSS was used in this study to perform homogeneity testing.

1. Hypothesis :

    Ha: The gain score data group comes from a population that has homogeneous variations Ho: The gain score data group comes from a population that has non-homogeneous variations.

2. Significance Level:

    $\alpha = 0.05$

3. Statistical Test:

    Using SPSS.

4. Decision criteria :

    H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.9.3 Hypothesis Test

A hypothesis test is a part of inferential statistics that makes inferences about the population based on data from the sample hypothesis. Furthermore, the notion is a temporary fix for a problem in the form of a scientific assertion, and the investigation must first prove the reality. Because it is being evaluated statistically, the process for assessing this, the statistical hypothesis is a hypothesis concerning

the circumstances that are assumed in a population. It is possible to accept or reject a hypothesis. Using the t-test to test this hypothesis: Two-Sample Premise of Equivalence.

1. Hypothesis :

   Ha: t $\leq$ 0,05 PnP method is effective in term of increasing students' writing skill Ho: t > 0,05 PnP learning method is not effective in term of increasing students' writing skill.

2. Significance Level: α = 0.05

3. Test Statistics: Using SPSS.

4. Decision Criteria: H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.10 Research Procedure

In the technique data collection that researcher will carry out, several stages will later be carried out by researcher to conduct research, including:

3.10.1 Preparing Research Proposal

First, the researcher prepared a study proposal, which was then submitted to Maulana Malik Ibrahim State Islamic University Malang's Faculty of Teacher Training and Education (FITK). The study plan that the researcher will follow is described in depth in this proposal. The purpose of drafting this research proposal is to secure faculty approval for the proposed course of study.

3.10.2 Arranging Licensing

The researcher followed by going on to seek the Faculty of Teacher Training and Education (FITK) at Maulana Malik Ibrahim State Islamic University Malang for a research permission, which would then be filed to the institution where the study

would be carried out. When the study is conducted, this letter of authorization will serve as a communication link between the campus and the relevant institution.

3.10.3 Preparing the Research

Before conducting research, researcher must first prepare the research, both in the form of equipment and other supporting factors.

3.10.4 Taking Action in the Field

During this phase, the researcher does direct field research by completing a number of previously established study stages. A pre-test, therapy, and post-test are among the research phases in this study. Additionally, the researcher collects, analyzes, and maintains the data acquired during the study process at this point.

3.10.5 Stages of Research Implementation

1. Data Collection

   At this stage, data collection was carried out by researcher, including:

   a. Observation

      Before deciding to determine the research location, the researcher made observations first. Researcher carried out this observation directly by visiting and interviewing several related parties. To determine the conditions and learning habits carried out at the school is the purpose of this observation. Some information needed before conducting research and during research is also obtained by researcher at this stage.

   b. Observation of research objects

After conducting field observations and interviews, the researcher then made observations regarding which classes would be the research objects in this study.

c. Conducting pre-test for students

The pre-test was carried out in the control class and experimental class. The pre-test contains 5 description question in a processing time of 30 minutes.

d. Giving treatment

This treatment was carried out in the experimental class by implementing PnP learning method.

e. Doing post-test for students

The post-test was given to the control class and experimental class with 5 descriptive question in a processing time of 30 minutes.

2. Data Identification

At this stage, researcher collect, process and analyze data that has been obtained from the pre-test and post-test that have been carried out.

3.10.6 Final Stage of The Research

The researcher creates the research results in this final stage so that the reader is able to read, comprehend, and be aware of them. The research results are then combined into conclusions based on the study results.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter contains data analysis from pre-test, normality test, homogenity test, and data analysis from post test.

4.1. Research Findings

In this section, the researcher will present the results obtained during the research, including data analysis obtained after conducting pre-tests and post-tests on the experimental and control classes

4.1.1. Data analysis of post test

The post-test was carried out on October 2nd , 2024. The post-test was administered on the same day as the last day of treatment, following three PnP sessions in the classroom. In this post-test, students were required to write one kind of written works with the subject of The Legend of Malin Kundang. The students will doing this writes by pair, students were only seen a Picture and title subject to make their whole paragraph. This will have different views from each student in their ability to understand a picture.

The post-test consists of a series of pictures and titles to complete a story that takes time to complete during one session, which is one lesson hour with a duration of 50 minutes. Similar to the pre-test, during the implementation, students are asked to perfect paragraphs and perfect sentences. The results of the students' post-test scores in the table below show a comparison of scores before therapy was given in class.

Table 4. 1 Post Test Score of Experimental Class Student

No.	Name	Score
1	EC	100
2	ADK	95
3	DHA	95
4	RFP	85
5	SK	100
6	RKAK	90
7	KNS	90
8	SEC	85
9	HMY	70
10	RPA	80
11	ZMB	90
12	MAP	80
13	KMA	70
14	AML	90
Total		1220
Rata – rata		87.14

From the post-test results in table 4.1, the score results of class VIII-A as the experimental class can be seen. The lowest post-test score for students is 70 and the highest score is 100. With this score, an average of 87.14 is obtained. The distribution of student scores from lowest to highest, as well as the number of students in each class in the experimental class can be seen from the histogram below.
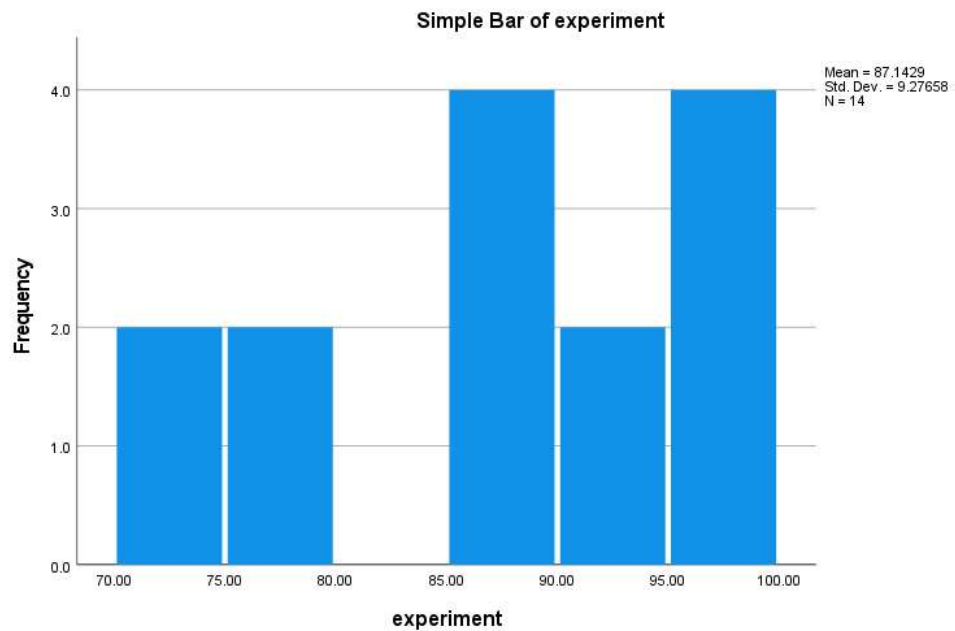
Diagram 4. 1 Result of Experimental Class

The data given in the histogram graph indicate there are two student in the class received a score lower than the passing grade or KKM of 75. The following are the descriptive statistics for the experimental class's post-test scores:

Table 4. 2 Descriptive Statistics of Post Test Experimental Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Experiment class	14	30.00	70.00	100.00	87.1428	2.60177	9.66495
Valid N (listwise)	14						

Table 4.2 shows that the experimental class post-test mean values are 87.14 and 9.66, respectively, with a standard deviation value. According to the above table, students can receive a minimum score of 70 and a maximum score of 100. It is clear from the data above that the experimental class post-test score has strong

data variables since the standard deviation is lower than the students' overall average score.
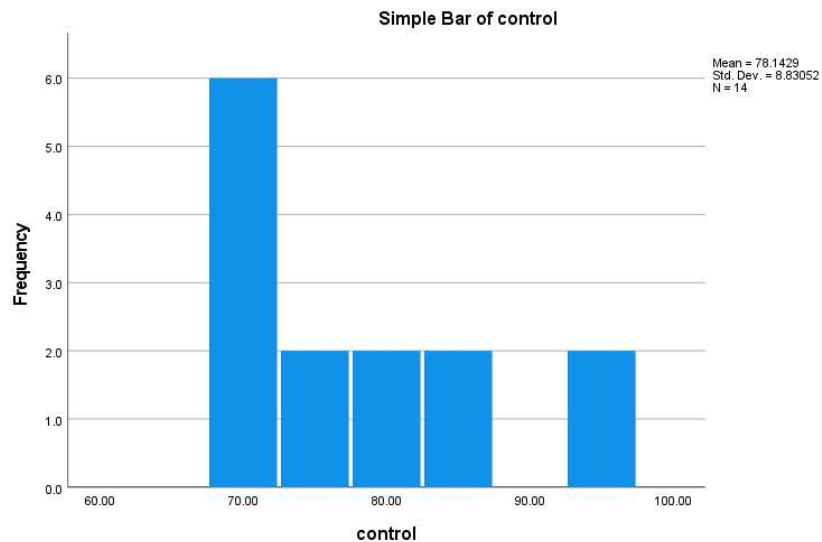
Table 4. 3 Post Test Score of Control Class Students

No.	Name	Score
1	NNS	85
2	SAP	95
3	ZSM	95
4	APA	70
5	ARF	80
6	UPPN	85
7	ERM	80
8	NDA	80
9	RYM	80
10	NAH	70
11	FDI	70
12	KRS	75
13	Z	70
14	SSA	75
$\sum$		1035
average score		73.92

From the post-test results shown in table 4.3, it can be seen that the test results of the VIII-B class of SMP BSS as a control class there are 4 students with scores of 70 - 80, 2 students with scores of 80 - 90, and 2 students with scores of 90 – 100. From the post-test results shown in table 4.3, it can be seen that the test results of the VIII-B class of SMP BSS as a control class there are 4 students with scores of 70 - 80, 2 students with

scores of 80 - 90, and 2 students with scores of 90 - 100. With these scores, an average of

73.92 is obtained. The distribution of student scores from lowest to highest, as well as the

number of students in each class in the experimental class can be seen from the histogram

below.

The data given in the histogram graph indicate there are six student in the

Simple Bar of control

Mean = 78.1429
Std. Dev. = 8.83052
N = 14

(histogram with y-axis "Frequency" from 0.0 to 6.0 and x-axis "control" from 60.00 to 100.00)

class received a score lower than the passing grade or KKM of 75. The following

are the descriptive statistics for the experimental class's post-test scores:

Table 4. 4 Descriptive Statistics of Post Test Control Class
Diagram 4. 2 Result of Control Class

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Control	14	25.00	70.00	95.00	73.9285	2.36005	8.83052
Valid N (listwise)	14						

The control class post-test average is 73.92, and the standard deviation is

8.83, as shown in table 4.4. According to the above statistics, the lowest number

of student is 70, and the highest number is 95. The post-test value of the

experimental class has strong data variables, as can be observed from the data above, where the standard deviation is higher than the overall average value of the students.

4.1.2 Student Achievement in English Writing Skills Before and After Using PnP Learning

The following are the results of student work through the pre-test and post-test. The purpose of these results is to compare the control class and the experimental class to find out whether there is an increase or even a decrease.

Table 4. 5 Results of Pre-test and Post-test of Experimental Class

No	Name	Pre test	Post test	Criteria
1	EC	90	100	-
2	ADK	75	95	Increase
3	DHA	80	95	Increase
4	RFP	65	85	Increase
5	SK	35	100	Increase
6	RKAK	50	90	Increase
7	KNS	65	90	Increase
8	SEC	70	85	Increase
9	HMY	75	70	Decrease
10	RPA	70	80	Increase
11	ZMB	75	90	Increase
12	MAP	65	80	Increase
13	KMA	70	70	-
14	AML	85	90	Increase
Total		970	1220	
Average		69.28	87.14	

From the table of pre-test and post-test results of the experimental class, it can be seen that there are differences in student scores. The pre-test was given before the PnP learning treatment was given in class, and the post-test was given after the treatment was given. There was an increase in student scores as seen from the results of both. Not only that, there was also an average obtained from the pre-test score of the experimental class which was originally 69.28 and the average post-test score became 87.14. This means that the average score increased by 17.86. From these results, it can be concluded that the average pre-test score was lower and the average post-test score was higher.

Table 4. 6 Pre-test and Post-test Results of Control Class

No	Name	Pre test	Post test	Criteria
No	Name	Pre-test	Post-test	Criteria
1	NNS	85	85	-
2	SAP	90	95	Increase
3	ZSM	70	95	Increase
4	APA	70	70	-
5	ARF	85	80	Decrease
6	UPPN	95	85	Decrease
7	ERM	75	80	Increase
8	NDA	75	80	Increase
9	RYM	85	80	Decrease
10	NAH	70	70	-
11	FDI	70	70	Increase
12	KRS	85	75	Decrease
13	Z	60	70	Increase

14	SSA	95	75	Decrease
Total		1110	1035	
Average		79.28	73.92	

The table of pre-test and post-test results for the control class shows that there are disparities in student scores. The second result showed that student scores had increased. Additionally, an average was derived from the control class's pre-test score, which was initially 79.28, and the post-test score, which was 73.92. The control class's average score dropped by 5.36 points. The average pre-test score was lower and the average post-test score was higher, according to these findings.

4.1.3. Validity Test Results

The validity testing of the question items was carried out with construct and content validity with question validators, namely lecturers and teachers. The researcher gave 5 validity questions to students who were not in the control class and the experimental class. The validity test was only carried out once in 50 minutes. The validity test of the question items was carried out on September 18, 2024. In this study, the researcher used Excel to conduct the validity test and obtained the following results:

Table 4. 7 Validity Test

No	X1	X2	X3	X4	X5	Total
1	20	17	20	20	18	95
2	17	14	18	14	15	78
3	19	18	18	16	20	91
4	15	18	15	14	17	79
5	19	20	20	18	18	95
6	20	18	20	20	19	97

7	20	19	18	17	17	91
8	18	15	17	17	17	84
9	18	19	20	20	20	97
10	17	20	19	20	18	94
11	18	16	17	20	20	91
12	19	20	19	20	18	96
13	13	14	13	17	18	75
14	18	20	18	15	17	88
15	19	19	18	18	17	91
r-tabel	0.514	0.514	0.514	0.514	0.514	
r-hitung	0.796	0.703	0.861	0.764	0.553	
v/t	Valid	Valid	Valid	Valid	Valid	

Based on the results of calculations using Excel, it is evident from the preceding validation test results that there are five essay-style questions. The questions are considered legitimate if r-count> r-table. Table 4.7 shows that the validity test results for the five essay questions have an r-count> r-table value, indicating that all of the questions are deemed legitimate following the completion of the validation test. of the validity test, then it may be argued that every question is legitimate.

4.1.4. Reliability Test Results

The reliability test was carried out after the validation test was carried out on each question. The reliability test was carried out to measure whether the questions obtained relatively the same results each time they were tested. In this study, the researcher used Excel to conduct a reliability test by obtaining the following results:

Table 4. 8 Reliability test

No	X1	X2	X3	X4	X5	Total
1	20	17	20	20	18	95
2	17	14	18	14	15	78
3	19	18	18	16	20	91
4	15	18	15	14	17	79

5	19	20	20	18	18	95
6	20	18	20	20	19	97
7	20	19	18	17	17	91
8	18	15	17	17	17	84
9	18	19	20	20	20	97
10	17	20	19	20	18	94
11	18	16	17	20	20	91
12	19	20	19	20	18	96
13	13	14	13	17	18	75
14	18	20	18	15	17	88
15	19	19	18	18	17	91
Var	3.714	4.6	3.857	5.067	1.923	
Varians	19.16		Cronbach alpha = 0.790			
Varian total	52.12					

From the results of the reliability test calculations above, the Cronbach alpha results were obtained at 0.812 for the incomplete sentence questions and the Cronbach alpha results were obtained at 0.790 for the essay questions, which means that both are greater than the r-table value of 0.514. The data can then be declared reliable with a correlation coefficient value of "good".

4.1.5. Normality Test Results

The normality test conducted in this study aims to determine whether the data obtained is normally distributed or not. In this discussion, the researcher uses the One-Sample Shapiro Wilk Test. The researcher also uses the Lilliefors normality test on the condition that the data is normally distributed. Data will be accepted if the significance value of the normality test is greater than the significance value of α (0.05).

Table 4. 9 Normality Test

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	pre test kontrol	.193	14	.164	.913	14	.172

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post test kontrol	.252	14	.016	.828	14	.011
pre test experimen	.177	14	.200*	.903	14	.124
post test experimen	.133	14	.200*	.933	14	.337

*. This is a lower bound of the true significance.
a. Liliefors Significance Correction

Based on the results of the normality test on SPSS and in table 4.9, it can be seen that the Shapiro Wilk significance value is >0.05. So it can be concluded that the residual value is normally distributed.

4.1.6. Homogenity Test Results

The researcher computed the homogeneity after performing a normality analysis on the collected data. The purpose of this homogeneity study was to ascertain whether or not the population (sample) had the same variance. The independent sample T test and the hypothesis test require the results of this homogeneity test. According to the homogeneity test's guidelines, the data is not homogenous if the significance level is less than 0.05. Similarly, the data utilized is homogenous if the significance level is greater than 0.05. The outcomes of the homogeneity test conducted with SPSS are as follows.

Table 4. 10 Result of homogenity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.046	1	26	.833
	Based on Median	.125	1	26	.726
	Based on Median and with adjusted df	.125	1	25.284	.726
	Based on trimmed mean	.052	1	26	.821

Based on Mean, the experimental and control groups' significant level is 0.833. Therefore, it may be said that the value is higher than 0.05 ($\alpha = 5\%$). This

indicates that both groups' data are homogenous and may proceed to the hypothesis test.

4.1.7. T-Test and Hypothesis Test Results

The researcher came to the conclusion that the data utilized in this study were both valid and reliable after performing validity and reliability tests. The researcher proceeded with testing and analysis, namely the normality and homogeneity tests, after receiving the results of the validity and reliability tests. The researcher came to the conclusion that the data utilized in this study were homogenous and normally distributed based on the outcomes of these tests. The next step, the researcher conducted data analysis in the form of a hypothesis test or t-test to determine whether there was a significant influence between the class that was given Picture and Picture Method treatment and the class that was not given the treatment. The researcher used SPSS to analyze the data. Based on the results of the hypothesis test that had been carried out using the t-test: two samples with the assumption of the same variance. There is a significant influence if > T table or t < 0.05. Then conversely, there is no significant influence if T count < T table or > 0.05.

Table 4. 11 Result of T-Test

Paired Samples Test

					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	pretest - posttest	-10.92857	19.61736	5.24296	-22.25530	.39815

Paired Samples Test

	t	df	Sig. (2-tailed)
Pair 1 pretest - posttest	-2.084	13	.047

Table 4. 12 Result of Hypothesis Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	69.2857	14	16.64546	4.44869
	posttest	87.1428	14	9.66495	2.60177

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	14	-.040	.892

From the results above, the hypothesis test value is obtained > Sig. 0.05, which is 0.892 > 0.05, it can be concluded that there is a change after being given treatment, then the Sig. 2 tailed value is obtained at 0.047 > 0.05 and thus it can be concluded that the use of PnP learning in English learning in junior high schools does change significantly after treatment.

4.2. Discussion

The researcher's investigation was carried out at SMP Brawijaya Smart School. In order to perform the study, the researcher employed two distinct class samples. Class VIII-A served as the experimental group and class VIII-B as the control group in the study sample. There were 28 students in all, with 14 in each class. The researcher in this study invited each student to take the identical pre-test and post-test, which any student may take. These two samples were used to compare a class that received the same treatment

to another class that did not in order to determine whether or not there was an impact of the therapy. The treatment was the application of Picture and Picture Method in one class. The experimental class implemented Picture and Picture Method, while the control class continued to undergo learning as usual without special treatment. Before conducting the study in the experimental and control classes, the researcher conducted a trial of questions on another group consisting of students from various class castes.

This trial aims to assess the validity and reliability of the questions that will be used as pre-tests and post-tests. The questions given consisted of one narrative descriptive questions with a working time of 30 minutes. The validity of the questions is tested to assess the suitability of the questions to be used. The results of the validity test indicate that the questions are considered valid or suitable for use. Abdullah (2015) explains that validity assesses the extent to which a research instrument is able to measure what should be measured. Likewise, reliability is used to assess the consistency of the measurement results of the research instruments used. Reliability as explained by Abdullah (2015) shows that the measurement results remain relatively consistent even though they are carried out repeatedly.

In the process of providing treatment to the experimental class, the researcher conducted four total meetings. At the first meeting, the researcher approached the students to foster a sense of comfort in the learning process. In addition, the researcher also explained the material to be studied in general. Furthermore, the researcher began the treatment by entering the material to be delivered. Where the researcher explained the material by linking it to a number of images. In this case, the researcher explained the

material about narrative text starting from the definition, purpose, structure, and so on. After the material was delivered, students were asked to pair up with the aim of making connections and exchanging ideas in written form. At the first meeting, the results showed that students were still trying to adapt to the new method.

In the second meeting, students were asked to do more than just discuss the images, but the researcher then gave blank worksheets and images, then students were asked to fill in the blank sentences based on their own ideas where the researcher provided a series of images to find out what happened. Then students were asked to understand the image with their partners and discuss it with their peers to compose the story. at this stage, the results showed that students had started to actively ask questions about the details in the image. In this process, other students will get other views and exchange ideas, the researcher does not forget to provide input and corrections to students in the form of text structure, grammar, vocabulary selection, and then close the class with an evaluation.

In the third meeting here, they will focus more on the story structure and storyline. Students are given slightly more and more complex topics. At this stage, students will pay attention to the use of sentences, conversation forms, and vocabulary selection that they work on in groups of two people. Researcher saw that some students really enjoyed this process and some students were less able to express their ideas through pictures. This is based on the guidelines for using PnP learning that pictures can have different views for each person. Researchers emphasize that the effective application of the Picture and Picture learning method can help measure students' understanding in writing stories through pictures.

At the fourth meeting, students' ability to find main ideas and supporting details is influenced by the initial explanation before seeing and understanding a picture. this provides the fact that the more students are accustomed to processing their imagination into a concrete meaning which is then processed creatively through a shared discussion space and finally can determine the appropriate sentences and word choices in a story. Strategies identified through research based on what good readers do when writing, help students become meta-cognitive. After the treatment was carried out, the researcher used a pre-test and post-test as a benchmark for the effectiveness of the Picture and Picture learning method, then the results of the pre-test and post-test were calculated into SPSS 29.0. From the test results, it was stated that the calculation between the pre-test and post-test showed that the use of PnP learning had a significant influence on students' reasoning patterns.

The results of this study are relevant to previous research conducted by Suratik (2017) on "Efforts to Improve Students' Recount Text Writing Skills by Using the Picture and Picture Learning Model in English Learning for Class VIII-4 of SMP N 5 Tanjung Morawa." The results of his research explain that by implementing the picture and picture learning model, students are able to write recount texts in English learning with the percentage of success achieved between cycles-1 and cycle-2 which increased by 26.47%. Another relevant study was conducted by Hidayat (2019), on "Improving Learning Outcomes and Activities of English Students with Short Functional Text Material for Class XII MIPA 3 Students of SMA Negeri Bondowoso through the Picture and Picture Learning Model with Picture Media in Semester I of the 2019/2020 Academic Year". The

results of his research concluded that the use of the picture and picture learning model with picture media in learning short functional texts about advertisements can improve students' skills in writing advertisements. This is proven by the increase in the average value in the pre-cycle of 56.07, in cycle 1 to 67.86, and in cycle 2 to 78.21.

The Picture and Picture Model follows the same concepts and working procedures as the Picture Arrangement Learning Method. The supplied images must be arranged both methodically and consecutively by the students. methodical and systematic in accordance with the child's (student's) logic and thinking. The distinction is that under the Picture and Picture Model, students are required to arrange the teacher's provided photos in front of the class one at a time: Muliawan (2016). Because children like learning, research employing this pattern results in improved student character and a growing reality. Mahendra and Saridewi (2020).

Similarly, Nurpadillah and colleagues discovered that the PnP paradigm may be used to help vocational high school students develop movie scripts. The capacity of vocational high school students to create scripts for the negotiation type increased from 61.8 to 77.8, indicating that the PnP model is a useful instrument for enhancing student learning outcomes in the literary sector (Nurpadilah 2018). This assertion should serve as a guide for applying the PnP paradigm to the educational process.

According to Pipin, Tri, and Heri's research, students may overcome learning challenges with the support of the PnP approach. With this approach, students are encouraged to think creatively, which aids them in resolving learning challenges. Supini

(2021). Because it can influence students' writing originality, this research is therefore seen as successful. This is demonstrated when students engage in learning-friendly activities and the experimental classroom is set up and built using the researcher's created indicators.

In the process of teaching and learning activities during the treatment in the experimental class, the researcher found four changes in student performance:

a. Teach students to think methodically and rationally. Students can develop their thoughts by using random pictures in the image and picture technique. According to Huda (2013), logical thinking requires pupils to organize arbitrary pictures in a logical manner. Systematic thinking entails using the visual sequence to contextualize a story or process description and to assist pupils in organizing the images in the correct order;

b. Students may engage in a great deal of engagement with their peers by using this method. Achmad (2019). This method necessitates cooperative group effort from the students. Receiving the goods makes people content and at ease.

c. Increased student involvement. According to Pradina (2017). Students were still working on comprehending the picture and picture technique in the first and second meetings. A number of students demonstrated their involvement at the third meeting. Then, more people showed up for the subsequent meeting. This is because the learning process is enjoyable and memorable, and the use of pictures and visual strategies may liven up the classroom.

d. Enhance student's capacity to communicate both in writing and speaking when studying English. Sukarno (2014). This is due to the fact that teachers may utilize the picture-and-picture approach to give pupils several images of events and then tell them to organize them into a coherent chronological narrative.

Students must write in greater depth based on the chronological narrative. Thus, by employing this learning technique, educators may concurrently enhance students' speech and writing abilities.

CHAPTER V

CONCLUSION

This last section contains conclusions from each impact of the conversation that has been discussed and written before. This chapter also contains suggestions addressed to teachers and researchers for the future.

5.1 Conclusion

Based on the results of hypothesis testing in the research findings, it is possible to conclude that students' writing skills improve after receiving instruction in the form of Picture and Picture learning. This suggests that PnP learning is a good way for strengthening students' writing skills, particularly when it comes to composing script stories. This is demonstrated by the results of hypothesis testing using the t-test: two samples with the assumption of the same variance using SPSS, which show that T count> T table, precisely 0.047> 0.05. Based on the results of the t-test, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Thus, the treatment using PnP learning can be said to have a significant change.

In addition, the results of the study showed that the PnP learning process motivated students to write English, especially in composing narrative texts. This can be seen from students who are active and interested during the learning process. In addition, students become more enthusiastic in every process of learning English. Overall, it can be said that this study can measure the effectiveness of PnP learning on students' writing skills, especially in narrative texts. Furthermore, teaching writing narrative texts using PnP method can increase interest in writing in English Club class students at SMP Brawijaya Smart School.

5.2 Suggestion

Based on the results of this study, researcher would like to provide some suggestions as follows:

5.2.1 English Teachers

Teachers are advised to use Picture and Picture learning as an alternative method in teaching to improve story writing skills by implementing an intense approach in the process. Given the ineffectiveness of the PnP learning method in improving students' interest in writing, researcher suggest that educators at SMP Brawijaya Smart School use a scientific approach and carry it out intensively as a fun writing learning procedure. Teachers are also advised to modify the implementation of learning by adjusting the situation and conditions of the class so that students can be more enthusiastic in following it. In addition, educators can also be advised to provide a lot of motivation to students and pay

more attention to students who have low enthusiasm and motivation. This learning is flexible and can be used anywhere and anytime as well as possible.

5.2.2 For Next Researchers

Further researchers can use this research as an inspiring idea, they can develop PnP learning methods in other cases. In addition, further researchers can use this research as a reference to support several sources. The researcher hopes that further researchers can conduct research using different research methods and develop Picture and Picture Method in other language skills.

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APPENDICES

Appendix I Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1609/Un.03.1/TL.00.1/05/2024	06 Mei 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Survey	

Kepada

Yth. Kepala SMP Brawijaya Smart School Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Akhmad Rofiur Rutab
NIM	:	19180073
Tahun Akademik	:	Genap - 2023/2024
Judul Proposal	:	The Effectiveness of the Use Picture and Picture Method in Scriptwriting Project Towards Student's Writing Ability

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permit

Nomor : 2983/Un.03.1/TL.00.1/09/2024   19 September 2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala SMP Brawijaya Smart School
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Akhmad Rofiur Rutab
NIM : 19180073
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Ganjil - 2024/2025
Judul Skripsi : **The Effectivenes of Using Picture and Picture Method in Scriptwriting Towards Students' Writing Ability**
Lama Penelitian : **September 2024** sampai dengan **November 2024** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Validation Instrument

Validasi Instrumen
Instrument validation sheet

Validator	Maslihatul Bisriyah, M.TESOL
NIP	19890928 201903 2016
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	Sept 5th 2024

A. Introduction

This validation was made to obtain an assesment from the validator (Mr/Mrs) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of research instrument. Thank you for your willingness to become a validator instrument in this research

B. Guidance

In this part, please give a score on each item using (v) with the scale as follows:

1. = very poor
2. = poor
3. = average
4. = good
5. = Excellent

C. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.				✓	
2	Research instrument using communicative language.					✓
3	Research instruments are able to dig up the information needed.					✓
4	Research instrument using the correct punctuation.					✓
5	Research instrument does not cause misunderstanding.				✓	
6	Research instrument clear and easy to understand.					✓

Malang, 05, September 2024.
Validator

Maslihatul Bisriyah, M. TESOL

Appendix IV Research Instrument

Pre test

Can you please write the story from some of the pictures that have been discused based on the criteria below :

1. Make at least 5 paragraphs that contain all the topics about the pictures above
2. Give the explanation in the story about the orientation, complication, resolution, and reorentation
3. You can add some phrase or poem in the story
4. You can also develop the story to be more interesting (by giving some expressions/dialog/suspense)

5.
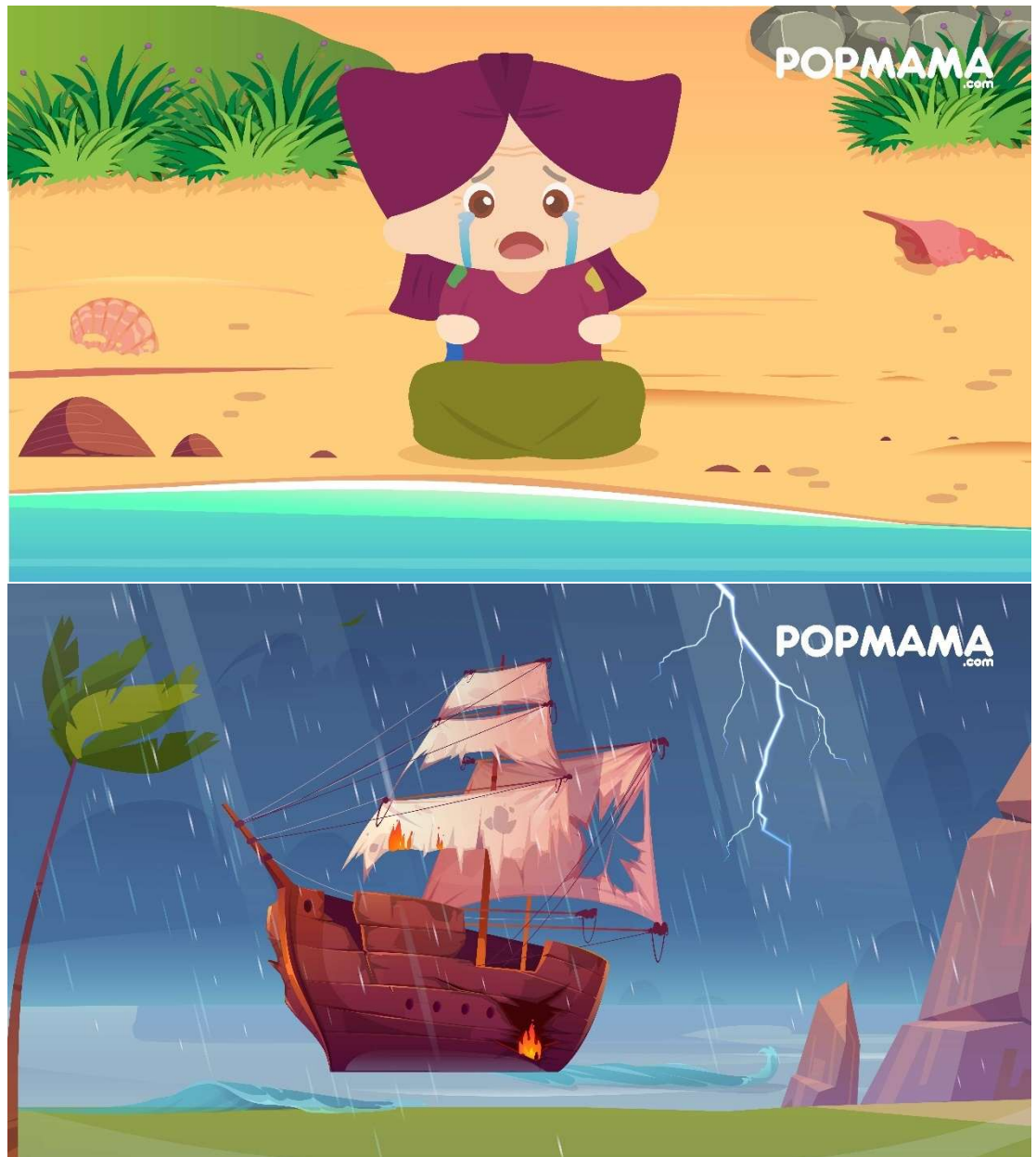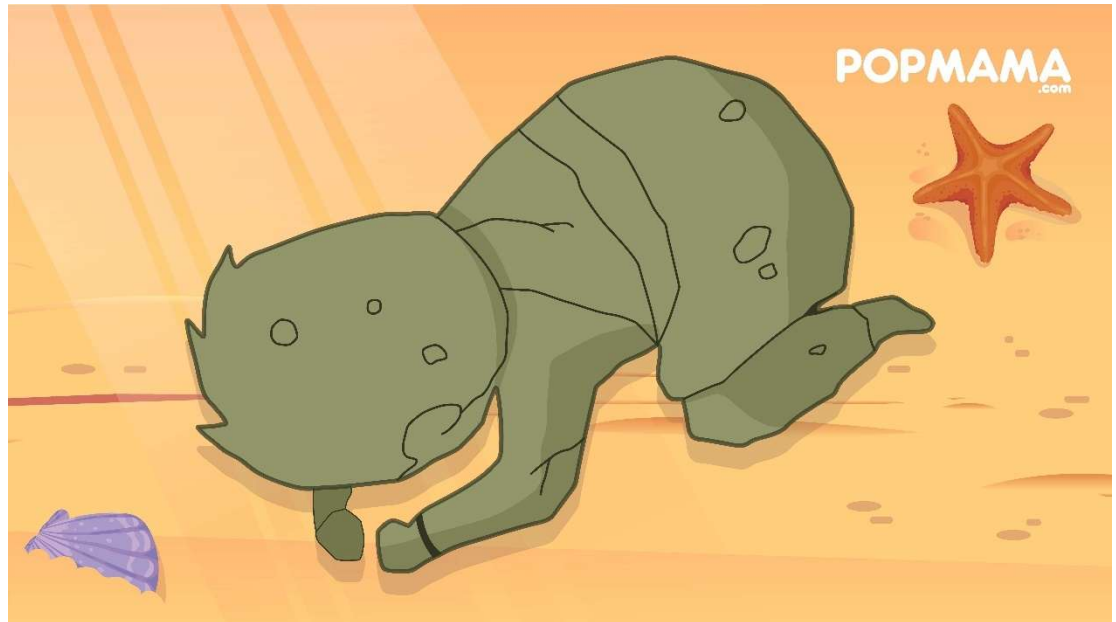
Post test

Can you please write the story from some of the pictures that have been discused based on the criteria below :
1. Make at least 5 paragraph that contains all the topic about the pictures
2. Give the explanation in the story about the orientation, complication, resolution, and reorentation
3. You can add some phrase or poem in the story
4. You can also develop the story to be more interesting (by giving some expressions/dialog/suspense)

Appendix V pre test

Name : Idoi Muhammad Baswud

Once upon a time, in the ~~green~~ fertile land of Sumatra, ther lived a simple young men named toba he live alone and made his living ~~far~~ from farming. one day, while fishing in the river he managed to catch a very beautiful golden fish. How surf se toba was when the fish turned into ~~a woman~~ a beautiful woman. beautiful.

The woman said that she was the Princess of the fish Kingdom and was willing to become toba's wife on one condition: Toba must never mention his origins as a fish. toba agreed, and the were ~~married~~ Married. they lived happily and were blessed a son named Samosir. However, Samosir grew up as a lazy child and ~~always~~ often made the father angry.

one day toba is very angry because samosir did not want to deliver food to the fields. because of this emotions. toba unconsc sly said " you son of a fish". his words were heard by his his wife. and wife felt betrayed. the sky suddenly darpened and rain fell very heavily. Lightning flashed and earthquake shook. the woman took Samosir away, and water over flowed from the gro nd, submerging the village.

the water became a large lake, now known as a lake toba, an in the middle of it there is a small island called samosir island. Loo people believe ~~that is~~ this is real evidence of the story of toba breaki his promise.

Name : Delisha Hana Azzahra

Once upon a time in a place in Sumatra, there was a man named Toba. He lived alone and worked as a farmer. One day, he went fishing in the river and caught a goldfish. But the fish could talk and turned into a woman.

one day the woman finally married Toba. But the woman told Toba not to reveal that he came from a fish. They had a son named Samosir. The child was very lazy and not diligent and often made Toba upset.

Until one day Toba was very angry and said that Samosir was The son of a fish. His wife heard that and was disappointed. Not long after, Heavy rain fell with lightning. Water came out of the ground and Submerged the village.

The place is now known as Lake Toba and there is an island in the middle of it called Samosir island. People believe it is because of a curse. The message of this story is to never break a promise.

80

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Appendix VI post test

Nama : - Anggun Devika Kaliyani
- Delista Hana Azzahra

(Post)

Once upon a time, in a small fishing village surrounded by green hills and calm waves, there lived an old widow and her son, Malin Kundang. Their life was simple, but full of love. Since childhood, Malin grew up as a smart and hard-working child. He often said to his Mother, "One day, Mom, I will go far away. I will be successful person and make you proud." His mother nodded, although her eyes were full of worry.

Years passed, and Malin went sailing with foreign trader. He promised to return soon. However, that promise was buried by time. His mother remained faithfully waiting at the edge of the pier, every dusk, even though her hair had turned white. Her hope never died. Until one day, a magnificent ship docked. People gathered, welcoming the rich merchant who got off the ship. Malin Kundang returned, but now his face was not the same full of splendor, and his heart was filled with arrogance.

When the mother saw her son, she ran through the crowd. "Malin! My son! finally you come home!" she exclaimed in a trembling voice. Malin was shocked. He knew it was his mother. But inferont of his beautiful and noble wife, Malin fell ashamed. He turned his face away and said, "I don't know this woman! Don't embarrass me in front of people." The mother was silent. Her eyes were filled with tears. She wasn't crying because she was scolded, but because she had lost the child she had raised with love.

With faltering steps, the mother walked away, then looked up to the sky. "God ... if he is really my child, and his heart has turned to stone, then let him body follow." The clouds suddenly turned black, lightning roared, and the waves went wild. Malin tried to escape to the ship, but his body fell heavy slowly he turned to stone, from head to toe. On the shore, now stood a lone figure resembling a prostrate human. He was Malin, cursed for denying his mother's blood and tears.

Now the legend is eternal. Among the crashing waves and the rustling of the beach wind, this story whispers:

"Mother is not only the beginning of Life, but the end of everything, if your heart rejects your origin, then the earth will not forgive ...."

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Name : - Kevin Nico Savriano
- Zidni Muhammad Ba'awad.

(Post)

In a quiet fishing village on the west coast of Sumatra, there lived an old widow and her son named Malin Kundang. Since childhood, Malin was known as a diligent and kind child. Every morning, he helped his mother sell cakes and lift buckets of water. "Mother, one day I will sail and be rich," he said while pointing towards the vast blue sea. His mother just smiled and stroked her son's hair.

When malin grew up, he was offered to sail with a foreign, but seeing the determination in her son's eyes, she let him go. "Never forget to come home, and dont forget your mother" she said when holding back tears. Year passed, but there was no news from malin. the mother continued to wait, every dusk on the shore, even though her body was getting old.

One day a magnificent ship docked at the harbor. People were amazed to see a handsome man dressed luxuriously getting off the ship. He was Malin Kundang. Beside him stood a beautiful woman, his wife. When the mother saw malin, she run towards him, with tear of joy. "Malin, my son! you're home, son!" But malin pretended not to know her. "who are you? I dont have a mother like you." he said with a cynical face. His wife also looked at her mother with disgust.

The mother's heart was broken. In her sorrow, she prayed "O Allah, if he is really my son and has been disobedient, then punish him." The sky was cloudy, lightning roared. the waves rolled violently. malin was shocked and tried to run to his ship, but his body suddenly stiffened. In a matter of second, he turned into a stone, the stone can still be seen on the shore, resembling a prostrate human figure. A silent witness to disobedient child.

This legend lives on, as a reminder that a mother's love cannot be replaced by worldly treasure. "a mother's love, like the ocean, deep without borders, if you throw it away without feelings, then life is meaningless."

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
Appendix VIII Evidence of Guidance Consultationt

TADRIS BAHASA INGGRIS (TBI)

Bimbingan Ke - V

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 2	16 / Desember / 2024

Catatan Pembimbingan:

ditambahkan macam macam metode in learning

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

Bimbingan Ke - VI

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 3 & 4	26 / 02 / 2025

Catatan Pembimbingan:

dibahas step by step nya lebih rinci dimasukkan ke pembaharan.

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

TADRIS BAHASA INGGRIS (TBI)

Bimbingan Ke - I

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 3	8 / 10 / 2024

Catatan Pembimbingan:

rubrik Penilaian disesuaikan dengan teori

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

Bimbingan Ke - II

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 2	22 / 10 / 2024

Catatan Pembimbingan:

Butuh teori yg mendukung terkait dengan penerapan PnP secara lebih Rinci

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

TADRIS BAHASA INGGRIS (TBI)

Bimbingan Ke - VII

Topik Pembimbingan:	Tanggal Pembimbingan:
BAB 3 & 4	5 / 03 / 2025

Catatan Pembimbingan:

Discussion ditambahkan teori sekalan Pembahasan

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

Bimbingan Ke - VIII

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 4	20 / 03 / 2025

Catatan Pembimbingan:

Discussion revisi minor ditambahkan teori yg relevan ke pembahasan.

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

TADRIS BAHASA INGGRIS (TBI)

Bimbingan Ke - III

Topik Pembimbingan:	Tanggal Pembimbingan:
Bab 2 & 3	2 / 12 / 2024

Catatan Pembimbingan:

Fungsi PnP sebagai media dan melihat dampaknya terhadap kepenulisan siswa (tidak harus narrative writing).

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

Bimbingan Ke - IV

Topik Pembimbingan:	Tanggal Pembimbingan:
BaB 2	9 / 12 / 2024

Catatan Pembimbingan:

ditambahkan teori yg mengindikasikan integrating PnP in writing.

Tanda Tangan	
Mahasiswa:	Dosen Pembimbing:

Curriculum Vittae
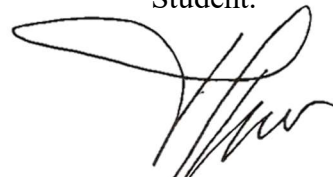
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2. 2016 – 2018   MA Al – I'dadiyyah Tambakberas Jombang
3. 2015 – 2016   SMA Annur Bululawang
4. 2012 – 2015   SMP Annur Bululawang
5. 2009 – 2012   MI Almaarif 02 Singosari Malang
6. 2006 – 2009   MI Plus Annur Bekasi Utara
7. 2005 – 2006   TK Al Hijrah Bekasi Utara

Malang, May 16, 2025
Student.

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