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KEYWORDS	ABSTRACT
<p>Picture Media, Picture Technique, Teaching Writing, Improving Writing Skills</p>	<p>The purpose of this research was to study the effectiveness and impact of pictures media upon elementary grade students writing competencies. The study employed a quantitative research method of the quasi-experimental design. The subjects of the research were eighth grade students at a private sector elementary school. Total 30 students were formed experimental and control groups. Experimental as well control group consisted of 15 students respectively. The sampling technique used in this research is the purposive sampling. Pre-test and post tests were conducted to evaluate the impact of picture students' writing achievement/scores. The data were analyzed using descriptive statistics of the percentage as well as mean score and standard deviations. The results of study offered significant information that further helps in reaching the desired conclusion and making the suitable decisions. The result suggests that pictures technique as writing instruction enhances the writing skill of students. However, the results further suggest that series of intervention is needed to achieve the objective of improving the students' writing skills.</p>
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INTRODUCTION

The communication is a critical factor for students' success in academic pursuits and writing skill is an essential aspect for effective communication in social and academic domains (Vicol, Gavrilut & Mât, 2024). In today's digital age, writing skills are more important than ever for elementary school students as mastering writing skills at this stage will enable students to navigate digital platforms effectively and efficiently (Hashim, Rojalai, Sarangapani, Kana & Rafiq, 2023). The students at the elementary grade need to develop strong writing skills to excel in their current academic pursuits,

future success in higher education & in world of work. This productive skill enables students express their ideas clearly and coherently in many mediums like social media, other online and academic forums (Uslu & Uslu, 2021). This skill equips students with necessary tools to excel in various subjects improving their academic and creative writing potential. It plays a vital role in enhancing students' self-confidence, making them feel confident in their abilities. The strong writing skill is cornerstone of academic and personal success for students. Thus, different students may interpret same picture in vastly different ways, which can be both a strength and a challenge in classroom setting. Despite inevitable standing of writing skill for students, writing instruction in elementary schools remains surprisingly undervalued.

The teaching writing is often relegated to a secondary role as teachers' writing instructions are often traditional and of formulaic approaches that fail to ignite the students' potential as creative writers (Akkaya, 2014). The result of undervaluing modern writing instruction in elementary school leads students to poor writing skills. Poor foundation of students in writing leads to failure in academic pursuit, lower grades and ultimately leads to frustration and failure (Leonardo, Saragih, Sibatuara & Silaen, 2022). Data collected during initial reconnaissance stage in elementary schools validates above mentioned approach that 'writing instruction' is neglected area. In this connection, teachers teaching writing use diverse traditional doctrine of writing as a product rather than a process. This conventional mode of teaching writing required innovative interventions in writing instruction to enhance students' writing skills. Engaging picture method of teaching writing was used to assist students understand, read simple pictures or images to decode, translate or express visual sequence of images/picture into written text/story (Imastuti, 2014) to improve students writing competencies. The use of picture media in education, mainly for writing instruction, can enhance students' writing potential by increasing their engagement, aiding idea generation, and improving the descriptive and cognitive skills.

Research Questions

1. How proficient are eighth-grade students in the writing skills at current time in elementary grade students?
2. How might the implementation of "picture technique" contribute to enhancement of students writing skills?

LITERATURE REVIEW

In 21st century students are expected to develop effective communication skills to be successful in personal and professional life. According to Willinsky, Liana, Velora, and Tarigan (2021) writing as a productive skill is effective media of the communication with others. Thus, writing skills refers to creating text in spoken and written forms such as descriptive, recount, narrative, and report (Arif, Joko & Handoko, 2017). Writing refers to production or reproduction of oral message into written text. This process involves organizing, formulating, and developing ideas on the paper to enable readers understand the message (Sakkir, Rahman & Salija, 2016). Result is poor writing ability of students in the research site with worsen situation in class. According to Gautam (2019) writing skill assumes the highest order on the scale of hierarchy and develops only after listening, speaking, and

reading have been learned or acquired. Therefore, it is more challenging and complex to learn than other macro skills.

Writing Process

Writing as a productive skill produces written language to express the messages, thoughts, feelings, opinions, and ideas with others (Pamungkas, Suparno & Handayani, 2019). Writing is process which can be done through thinking, drafting and revising procedure and this process requires specialized skills (Brown, 2001). It involves reading comprehension, writing method, planning, communicating idea clearly and using sources appropriately and organizing ideas (Leonardo, Saragih, Sibatuara & Silaen, 2022). This skill requires focus on unity, cohesiveness, coherence (organization), grammar, vocabulary, spelling and punctuation as the elements of writing (Arif, Joko & Handoko, 2017). It requires mastery in metacognitive skills which include planning, editing, and revising (Klimova, 2014). As per research findings of current English language teaching models often overlook the development of paragraph writing skills. This lack of emphasis on practice and targeted instruction leaves students inadequately prepared to craft well-structured & cohesive paragraphs, hindering their overall writing abilities (Brown, 2001; Brown, 2004; Sulastri, 2019). The teachers find teaching paragraph writing complex and difficult as it requires mastery in grammatical devices, conceptual & judgmental elements.

The components of paragraph writing include writing topic sentence, writing supporting sentences, writing grammatical sentence, and writing cohesive devices (Sulastri, 2019). The paragraph writing includes writing a topic sentence, writing supporting sentences, using cohesive devices correctly, and using acceptable grammatical system such as tenses, agreements, pluralization) (Brown, 2000). Research suggests that in traditional classrooms, instructions methods are often teacher-centered, textbooks-oriented, and rote memorization is priority (Kaur et al., 2017). This approach, backed by ineffective writing instruction (Raimes, 1983), hinder the students' writing development. Research suggests that some teachers assign writing activities without ensuring students comprehension of the concepts beforehand (Natalia et al., 2021). Furthermore, lack of innovative instruction methods, media integration, or resources to support writing process further disadvantage students (Natalia et al., 2021). In this connection, the use of inappropriate techniques as a factor contributing towards students' struggles with the paragraph writing and teacher-centered approach with unengaging instruction leading to students' detachment hindering their ability to develop strong writing skills (Sulastri, 2019).

The development of writing skill has been difficult skill for students to master as compared to other skills (Abdullah, Yunus & Hashim, 2019 & Natalia, Esra, Peronika & Johannes, 2021) because the student require knowledge and understanding of grammar to be good writer (Truscott, 1999). Other factors that make writing hard for students include students' weaknesses in grammar, vocabulary, the worry to start the writing and developing of ideas, uninteresting topic, and unsuitable teaching techniques influence students' interest in writing (Riyanto, 2001; Geminastiti, 2020; Natalia, Esra, Peronika & Johannes, 2021). It is difficult for many students lack interest in writing skills, less focus on learning writing skills easy, for not having any idea to express and lack of motivation (Natalia et al., 2021) and lack of practice (Riyanto, 2001), have less idea in developing sentences and often lack

good transition amid topics (Sabilah, 1999; Yang, 1995). Research suggest that students find writing difficult for lacking ideas and focus while writing, lack of knowledge of organization & coherence, spelling, and punctuation (Arif, Joko & Handoko (2017). Other factors that hinder students' writing include low attention to teachers input, unavailability of learning resources, students' demotivation in writing class & absence of teachers' guidance on writing to students (Arif, Joko & Handoko, 2017; Natalia et al., 2021).

Picture Technique as Teaching Instruction

There is a need to introduce innovative techniques of teaching writing. The teachers need to use a variety of teaching methods that do not cause class boredom and make students active in teaching and learning process (Natalia, Esra, Peronika & Johannes, 2021). Teachers & classroom practitioners need to use different resources to teach the writing skills. The use of pictures technique is one of the effective media of the teaching writing (Abdullah & Yunus, 2019) which has proven to be highly effective in enhancing students' writing skills. Picture is the visual representation of a person, scene, or object, as a drawing, photograph, and painting. Picture is a visual representation, a mental image, graphic art consisting of an artistic composition. It is a form of entertainment that enacts a story by sound and a sequence of images, a graphic or vivid verbal description and a graphic representation of a person or scene and object (Geminastiti, 2020). One of real instructional media for improving students writing skill is picture technique in which forms of photographs, drawings, advertisements, tables, posters, slides, and maps are used (Yasmine & Melor, 2019). Picture method is good stimulus for writing (Natalia et al., 2021). Use of picture to improve writing skills is way to enhance students' writing performance (Styati, 2016) because it fosters students' motivation and interests (Jismulatif & Marzuki, 2017).

The picture method as teaching writing model is used to encourage learners search for information, collect data, analyze data, and draw their conclusions. This method helps students construct ideas and develop insights in class and put the ideas into practice. Students describe and explain their ideas based on the images they see and practice writing for improving their writing skills (Ali, 2011). Teacher should choose an appropriate teaching media such as picture strategy /picture postcard to teach paragraph writing to encourage the students to improve writing skills actively, creatively, effectively, and enjoyably (Sulastrri, 2019). Rava (1998) supports use of picture media in teaching writing by arguing that pictures carry cultural, artistic, and historical information and henceforth offer rich information to students. Yustika (2021) used for creative language expressions (Harmer, 2001), designed to elicit a word or a phrase, stories, and incidents (Brown, 2004). Picture technique makes students enjoy all the part of learning process as it explains the real situation bringing the outside world into the classroom. Pictures help students translate abstract ideas into more realistic forms, easily accessible and available as a resource and save the teachers' time and energy (Apsari, 2017), motivates students to multiple visual objects and makes learning experiences more concrete and equally helpful for the teachers and students in the teaching and learning desired writing skills (Dwiutami et al., 2018).

The use of the picture is an effective technique to help students describe places, people, or scenes. Pictures technique fosters students' creativity, imagination and sharpen their sensory details raising

their feelings & memory (Abdullah & Yunus, 2019). Picture technique fosters students' motivation and develops their writing and organization skills, develop appropriate vocabulary bank, idiom, generate ideas, sentence structures and grammar. It develops students' interests, increase students' attention (Geminastiti, 2020, Raimes, 1983; Kurniati, 2015; Styati, 2016) and enhances the students' writing performance (Asrifan, 2015; Styati, 2016), increases students' scores (Kurniati, 2015) fosters students' interest, motivation, and attitudes (Asrifan, 2015; Kaur et al., 2017) stimulates generation of the ideas and imaginations to write (Ali, 2014). In picture a situation is treated as an observable object, illustrations used to decorate or explain a text. Picture technique helps in building up the confidence levels of students (Kaur et al., 2017). Consequently, it is imperative for teachers to use innovative media for teaching writing (Wening, 2016) for improving students writing skills. Picture technique as a concrete resource helps in initiating discussion more than abstract verbal media do, reduces border of time and space, resolves observation problem, makes the concept clearer and is cheap and easy to use.

The picture technique has potential to enhance students' writing competencies, enhances student's classroom participation in writing process and fosters their motivation for writing & helps teachers teach writing effectively (Sadiman, 2009). There are many steps of teaching writing using pictures technique to improve students' writing skills. In the first step, teacher must ask students to watch the picture which is already distributed among them or shown to them. Picture will help them generate ideas easily for writing. Second, students are asked to explore and write the characteristics of the picture to learn about parts of speech. Third students are asked to make a simple sentence and make more sentences using other words. Picture method is an important media for teaching writing skills because pictures represent continuous events of story with central information. Teacher describes about simple sentences (grammar). Fourth. The students are asked to make a paragraph with those sentences. In this linking, this process helps the students learn about making the good paragraph especially the descriptive text, the story or an essay (Ali, 2011; Natalia, Esra, Peronika & Johannes, 2021). The summary is that the use of pictures as a concrete resource and effective media of teaching writing skill fosters students' engagement in writing process, makes the concept clearer and easier. Therefore, this technique has the potential to improve students writing potentials and fosters their motivation for writing.

Theoretical Framework

There are multiple studies that offer theoretical and analytical framework to study for analyzing effectiveness of picture technique in developing students writing skills. Arif, Joko and Handoko's (2017) theoretical framework provide a lens to analyses the components forms of writing, such as description, recount, narration, exposition, and argumentation to assess students' abilities to write any of above-mentioned forms of writing accurately & fluently in good organization. Geminastiti's (2020) four steps of writing process such as pre-writing, writing, revising, and proofreading is also helpful framework to evaluate students writing abilities to follow processes of writing. Arif, Joko and Handoko (2017) offers a theoretical lens to assess students' capabilities of writing good essay, paragraph, letter, invitation, memos & reply to letters. Fareed, Ashraf and Bilal, (2016) and Turmudi (2017) emphasis on producing a cohesive, logical, well-structured, well-organized text with a wide range of vocabulary and mastery of conventions in mechanics also provides framework for assessing

students' writing skills. This study specifically employed Arif, Joko and Handoko (2017), Omaggio (2001) and Sakkir, (2020) five major components of the writing skills such as content, coherence (organization), vocabulary, language use (grammar), and mechanism (spelling and punctuation) as a foundational theoretical framework to evaluate the impact of the picture technique in improving students writing abilities. The impact of picture technique in improving students' writing skills was evaluated focusing on above mentioned five major categories. The effectiveness of picture media was evaluated with reference to students' scores obtained during pretest and posttest in these five major categories.

RESEARCH METHODOLOGY

The purpose of the study informed the methodological choice of employing a quasi-experimental design choosing experimental and control group/class design randomly (Gay et. al, 2006). Quasi-experimental design was appropriate to evaluate the impact of picture technique as an innovative writing instruction on students' writing achievements and performance. The experimental class was taught writing skills using picture media or picture method whereas the control group was taught with conventional method. The research participants were 30 eight graders of 'Leaders' Hub'. Both experimental and control group consisted of 15 students. The study employed purposive sampling technique as this technique involves a series of steps to ensure the selection of appropriate research participants (Robinson, 2014) and eight graders were selected as participants. The selection of the class was based on several criteria. The eight graders were senior most class in the school and needed scaffolding to enhance writing skills more than junior classes. The eighth graders were selected as participants based on their potential knowledge to enhance their writing competencies because of the treatment that is relevant to the research objectives. The eighth graders were also recruited because of their willingness to participate in the research study. In this linking, the emphasis of both concerned teachers and the school principal also informed my decision of choosing this cohort for anticipated intervention.

Data Analysis Technique

The picture technique as independent variable was used to improve the dependent variable that is students' improved performance and scores in writing skills. The researcher applied pre-test and post-test to assess students' writing performance. Prior to treatment, the students were given pretest to assess students' current level of writing competencies. Pretest was given to classes, experimental and control class. In this pre-test, both experimental and control classes were asked to write an essay on a given topic. After giving pretest, researcher conducted treatment for experimental by using pictures technique and taught the control class without pictures. In treatment, the researcher gave students some topics, distributed and showed pictures and then asked the students to write an essay using the pictures.

The post-test was administered for both experimental and control classes, providing them with the same test that was given during the pretest stage to ensure consistency in assessment between the experimental and control classes. Both groups received identical tests during both pretest and post-test phases of study. Post-test was conducted to evaluate impact of picture technique on students' writing skills. Data collected from tests were analyzed quantitatively including descriptive statistic

of percentage, mean scores, standard deviation in pretest and post-tests. Scholar adapted following scoring rubric based on [Jacob et. al \(1981\)](#): (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. Researcher adapting rubric developed following simplified items for each of the range score.

Table 1 Details of Items Scales

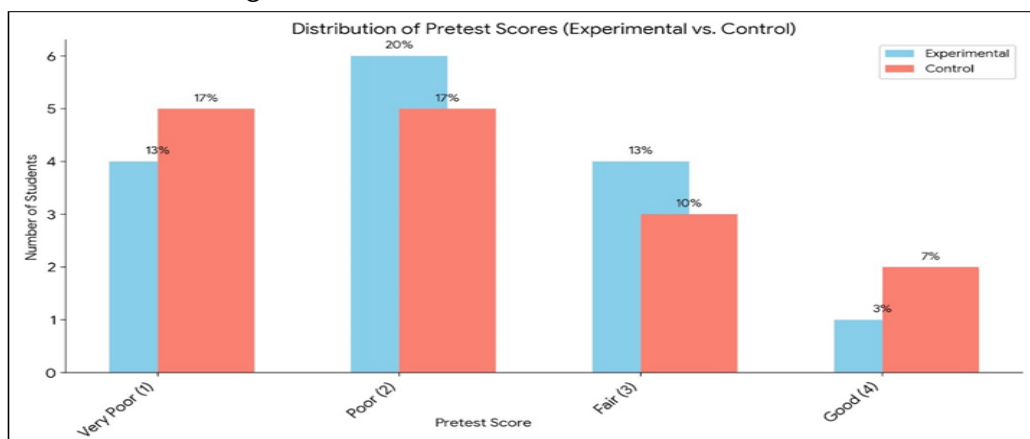
Components	Range Score	Criteria
Content	5	Very good: Clear, focused detail, main idea prominent
	4	Good: Clear, focused detail, main idea insubstantial, general
	3	Fair: Lack of logical sequence, ideas, confusing, disconnected
	2	Poor: Poor coherence, limited information and boring
	1	Very poor: No organization, not meaningful, not enough to evaluate
Organization	5	Very good: Ideas clearly stated, logical sequencing, well organized.
	4	Good: ideas clearly stated, poor sequencing, organization
	3	Fair: Lack of logical sequence, ideas, confusing, disconnected
	2	Poor: Lack of clarity, weak transitions/ connections between ideas
	1	Very poor: No organization, not meaningful, not enough to evaluate
Vocabulary	5	Very good: Effective words, usage, specific and accurate
	4	Good: Adequate rank occasional error/ idiom, choice and usage
	3	Fair: language communication/ meaning clear, no word precision
	2	Poor: Writer struggle with a limited vocabulary, grouping for words
	1	Very poor: Many errors of words/ idiom & usage, vague language
Grammar	5	Very good: Complex construction, few errors, number word's order / function
	4	Good: Effective but simple construction, several errors of tense, words order
	3	Fair: Major problem in simple/complex, errors of tense, word order/function,
	2	Poor: Virtually no mastery of sentence construction rules
	1	Very poor: Dominated by errors, cannot be understood, and evaluated
Mechanic	5	Very good: Verified mastery of conventions, few errors spelling, punctuation
	4	Good: Few errors of spelling, capitalization, paragraphing
	3	Fair: Some errors of spelling, punctuation, capitalization, paragraphing
	2	Poor: Many errors of spelling, punctuation, capitalization, paragraphing
	1	Very poor: Illegible writing
Total Score	25	

RESULT & DISCUSSION

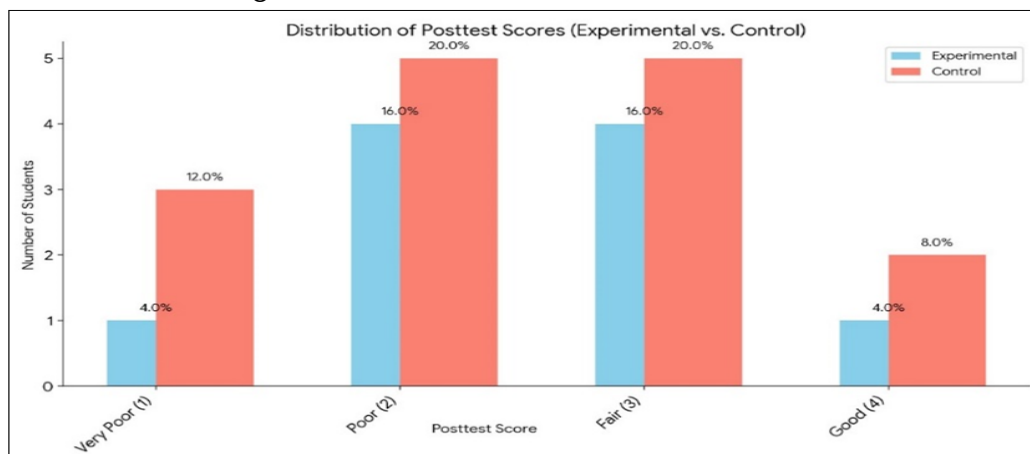
This section discusses the impact of picture technique as an innovative teaching writing technique on students writing competencies. The effectiveness of picture method is assessed against rubric of very poor denoting 1 mark, poor, 2, fair, 3, good, 4 and very good, 5, while focusing on the content, organization, vocabulary, grammar, and mechanical aspects of writing (spelling and punctuation) used in research.

The above bar chart 1 shows that in pretest result most of the students for experimental class i.e., 6 students (20%) were in poor category. In pretest 4 students (13%) got very poor, 6 students (20%) got poor, 4 students (13%) got fair, 1 student (3%) got good. Whereas in control group majority of students were both in very poor and poor categories. 5 students (17%) got very poor, and poor. The data shows that 3 students (10%) got fair, 2 students (7%) got good. None of students could score in very good category.

Bar Chart 1 The Percentage of Students Pretest Scores



Bar Chart 2 The Percentage of Students Pretest Scores



The above bar chart shows that the students' achievement of the experimental class in post-test was somehow increased. For example, in post-test 4 (13%) got very poor whereas in post-test number of very poor performing students decreased to 1 (4%). Similarly in pretest 4 (16%) students got poor and 4 (16%) students got fair whereas in pretest 3 (13%) got fair category. However, very slight improvement seen in good category. 3% students got good during pretest whereas 4% students got good during post-test. Interestingly no improvement was seen in the very good category as none of the students could reach very good category during pretest and post-test. Majority students 4 (16%) got poor and same number of the students got fair category. In this linking, this trend shows nominal improvement in students writing skill (scores). We can argue that this trend shows a modest improvement in students writing skill and confirms that picture method as an effective method of teaching writing.

In control class during post-test, 3 student (12%) got very poor as compared to 5 students (17%) in pretest. Also, 5 students (20%) got poor and fair during post-test respectively whereas 6 students

(20%) had secured poor during pre-test. 2 students (8%) got good whereas 7% could score in good category during pretest. This shows very nominal improvement in students writing competencies. It is to be noted that none of students could score in the category of very good both in pretest and post-test. There could be multiple explanations to this result. It can be inferred from the above charts that students had lacking basic writing skills, then students showed advance in basic writing skills. Sum of students moved from very poor to poor is greater than number of students moved from fair, too good to very good. None of students in experimental group could move to good, very good category after interventions. Picture technique is effective teaching instruction, and it has positive impact on students writing skills.

Table 2 Pretest Mean Score & Standard Deviation

Class	Mean	Std Dev	N Students
Experimental	2.13	0.88	15
Control	2.13	1.02	15

The analysis of the above data shows that both experimental class and the control class have the same average score (2.13). Still, scores in control class were more spread out (standard deviation: 1.02) compared to experimental class (standard deviation: 0.88). This shows that there was a greater variability in students' scores in test in control class. In other words, can argue that still both groups had same average score, there was a wider range of scores in control class. This wider range in score reflects that some students in control group performed much better than others and some performed poorer than others.

Table 3 Post-test Mean Score & Standard Deviation

Class	Mean	Std Dev	N Students
Experimental	2.5	0.806	15
Control	2.4	0.952	15

The analysis of the post-test scores reveals that students in the experimental class scored slightly higher on average (2.5) compared to students in the control class (2.4). However, the scores in the control class were more spread out (standard deviation: 0.952) compared to the experimental class (standard deviation: 0.806). This indicates that there was a greater variability in the performance of students in the control class. It is to be noted that within the experimental class, the mean score increased from 2.13 (pre-test) to 2.5 (post-test). Likewise, the mean score increased from 2.13 (pre-test) to 2.4 (post-test) within the control class. In this linking, there is an increase of 0.37 from the pretest to the post-test which indicates that, on average, the experimental class improved their scores by 0.37 units.

This suggests that picture technique had a positive effect on the students' writing performance. To conclude it can be argued that picture technique is an innovative technique of teaching writing. It has positive impact on students writing skills. In this study, picture technique had positive impact on students writing skills. However, this impact was very modest and nominal. There could be more than one explanation of this modest impact. In this connection, the most important factor is that only

two cyclic processes that were carried out to improve the students writing skills in institution. More interventions could make the influence of this picture technique on students writing skills more visible and significant.

CONCLUSION

The studies revealed that students exposed to picture media confirmed higher levels of motivation and engagement in their writing tasks. The pictorial inducements provided the fascinating entry point for writing, making the process more stimulating and enjoyable. The study found that students using picture stimuli shaped more detailed and creative writing. They combined richer descriptions and more imaginative narratives compared to their counterparts who relied solely on text-based stimuluses. The picture media inspires students to focus upon detailed description and observation, enhancing their capability to accurately depict characters and scenes. In this linking, the necessity to describe various aspects of images encouraged students to use the broader range of vocabulary, contributing to their language development. The "pixels to prose" study offers compelling evidence that picture media can enhance significantly the writing potential of students. By leveraging the visual stimuli strengths, educators can foster engaging, effective and creative, writing environment. In this regard, the careful execution and a balanced approach are vital to ensuring that the benefits are completely realized and that students mature inclusive writing abilities. Thus, the present study provides significant information in reaching the conclusion and making decision about research phenomena under study.

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