


An Investigation on Students' Ability Through Images (Pictures) in Writing Spoof Text: A Case on Teaching Strategy

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*Yanti Kristina Sinaga, Herman Herman, Naomi Simanjuntak^{abc}

¹²³Department of English Education, Universitas HKBP Nommensen Pematang siantar, Indonesia

* Corresponding Author: yanti.sinaga@uhnp.ac.id

ABSTRACT

This study investigates the effectiveness of using images (pictures) as a teaching strategy to enhance students' ability in writing spoof texts. The research was conducted at SMA Swasta Kampus Nommensen Pematang Siantar during the 2024/2025 academic year, involving two classes of eleventh-grade students. A quasi-experimental design was employed, with one class assigned as the experimental group and the other as the control group. The experimental group received image-based instruction, while the control group was taught using traditional methods. Data were collected through pre-tests and post-tests to measure students' writing abilities before and after the intervention. The results revealed a significant improvement in the experimental group's performance. Their average score increased from 52.61 (pre-test) to 84.19 (post-test), whereas the control group's average rose modestly from 51.77 to 66.54. The statistical analysis using a t-test yielded a value of 6.06, exceeding the critical value of 2.00 at a 0.05 significance level, indicating a meaningful difference between the two groups. These findings suggest that visual aids can effectively support students in understanding and composing spoof texts by stimulating creativity, aiding in idea development, and improving structural coherence. The study concludes that integrating images into writing instruction significantly enhances students' writing performance and recommends this approach for teaching narrative genres that require imagination and structure.

Keywords: *Spoof Text, Visual Aids, Images, Writing Skills, Teaching Strategy, Quasi-Experimental*

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INTRODUCTION

To use English well, students must master language competence. Language competence includes several skills or components. In language learning there are four skills namely listening, speaking, reading, and writing. Morrow in Demirbaş (2013: 108) states that receptive and productive skills are a combination of four skills. receptive skill is a term used for reading and listening skills whose meaning is taken from discourse. According to Harmer (2007:265), productive skills is the term for speaking and writing skills where students actually have to produce their own language. Brown (2001) states that "Writing is the process of putting thoughts, feelings, and perceptions into words through the process of thinking (gathering ideas), composing (writing and revising (re-organizing)". However, writing skills are the most difficult skills in learning English. According to Panggabean and Aini (2017:31), writing is a challenge because it is a real act of transferring words or ideas into a medium (Silalahi et al., 2021; Herman et al., 2023; Widodo et al., 2024). Students may experience difficulties in generating enough ideas to fill their writing, difficulties with grammar and spelling, limitations in vocabulary, and difficulties in understanding the genre of writing (Hulu et al., 2023). Because, writing skills are skills related to expressing ideas and information in the form of writing that is clear, organized, and in accordance with the intended context. Adas and Bakir (2013:254) also indicated that writing skills are a challenge for students to understand and obtain complete sentences. Writing

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is a skill used to share knowledge and communicate with other individuals through written language (Herman et al., 2020; Purnamasari, Hidayat, and Kurniawati, 2021).

Responding to the problems described above, a solution is needed that can facilitate students to develop their abilities and creativity in writing. In this study, spoof text is the main focus of the research. Because students are expected to be able to express their ideas in the form of sentences, paragraphs, or essays through procedure texts. Spoof text is a specific genre of writing that combines humor with storytelling, characterized by an unexpected twist at the end. According to Harianti (2021:4), spoof text is defined as a narrative that recounts events from the past, often with a humorous or absurd conclusion that surprises the reader (Girsang et al., 2025). The primary purpose of spoof text is to entertain, using humor derived from unexpected outcomes or clever wordplay. This genre of writing not only provides entertainment but also serves several social purposes that enrich communication and cultural expression.

Spoof texts typically follow a three-part structure: Orientation, Events, and Twist. Orientation is part that introduces the characters, setting, and context of the story. It provides the necessary background information to help readers understand the situation and characters involved. Events are part that details a series of events that unfold in chronological order. This part builds the narrative, leading the reader through the story while developing the plot and characters. Twist is the climax of spoof text, where the story takes an unexpected turn that elicits laughter or surprise. This element is crucial as it distinguishes spoof text from other narrative forms, providing the humorous punchline that defines the genre. Spoof text is a unique genre of writing that combines humor with storytelling. It is characterized by several key features that distinguish it from other types of text.

Media refers to various tools and channels used to communicate information, especially in educational settings (Rumapea et al., 2025). There are different types of media commonly used to facilitate learning, including printed media, audio media, visual media, audio-visual media, and interactive media. Printed media includes books, worksheets, and other written materials that provide text-based content for students to read and learn from. Audio media, such as podcasts or recorded lectures, focuses on auditory learners by delivering information through sound. Visual media refers to any form of communication that utilizes visual elements to convey information, ideas, or messages. Audio-visual media combines both sound and imagery, as seen in educational videos or presentations, to engage multiple senses and enhance understanding. Interactive media, such as digital apps or online platforms, allows learners to interact with content, making learning more dynamic and engaging.

In the context of language learning, visual media such as images can serve as powerful tools to bridge abstract concepts and practical understanding. By providing visual representations of narrative structures, for instance, educators can help students grasp complex ideas more readily. This approach is particularly beneficial in teaching genres like spoof texts, where visual prompts can stimulate creativity and assist in organizing ideas coherently. Moreover, visual media can inspire students to study more effectively by providing relatable examples that enhance their comprehension of complex topics.

Images are visual media representations that depict objects, people, or concepts. They can take various forms, including photographs, paintings, drawings, sculptures, and digital renderings. Images serve as a means of communication, conveying ideas, emotions, and information to the viewer. They can be used for artistic expression, documentation, education, and entertainment purposes. There are 4 types of images, namely:

Photographic images are created by capturing light through a camera, which records the visual information onto a light-sensitive medium, such as film or a digital sensor.

Digital images are created using digital technology that captures or generates visual content in a binary format. Unlike traditional photographic or painted

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images, digital images exist as data files that can be easily manipulated, stored, and shared across various platforms.

Graphic images are visual representations that utilize lines, shapes, colors, and typography to communicate information or ideas effectively. These types of images encompass a broad range of formats including diagrams, charts, logos, illustrations, infographics, and advertisements. Graphic design plays an essential role in how we perceive information; it simplifies complex data into digestible visuals that enhance understanding.

Animated images create the illusion of movement by displaying a series of still frames in rapid succession or through computer-generated graphics. This dynamic form of visual representation encompasses various formats including cartoons, GIFs (Graphics Interchange Format), videos, and motion graphics. Animation combines art with technology to tell stories or convey messages in an engaging manner.

Images can convey information rapidly and efficiently. Images transcend language barriers. Images can complement and enhance textual content by providing visual context. They can illustrate points made in the text, making it easier for audiences to understand complex ideas (Teach-ICT, 2020). For instance, charts and graphs can effectively present data that may be difficult to interpret through words alone. Not all individuals can access or interpret images effectively. For example, blind or visually impaired individuals may not benefit from visual content unless it is accompanied by descriptive text (Teach-ICT, 2020). This limitation highlights the need for inclusive design practices that consider diverse audiences. While images offer numerous advantages, such as rapid information processing, cross-cultural communication, and enhanced engagement, they also come with certain limitations. Their ability to simplify complex ideas and transcend language barriers makes them invaluable in education, marketing, and global communication. However, the potential for misinterpretation, accessibility issues for visually impaired individuals, and the importance of image quality must be carefully considered. To maximize the benefits of using images, it is crucial to pair them with thoughtful design and context, ensuring clarity and inclusivity for diverse audiences.

The state of the art of this research is research about improving students' ability in writing spoof text been discussed and published in some journals, but the researchers conducted were about using images/ pictures as a media to help students in writing. Hence, some previous researchers conducted an investigation on students' ability through Images/ Pictures in writing spoof text. However, the researchers in this research focus not only to the students' ability in writing spoof text but also give some media to overcome problems in writing spoof text.

METHOD

Research Design

The design of this research is the quantitative research. Then, the research design will be use in this research is quasi-experimental research. This design is used when we want to compare two groups that are likely to be different even before the research begins.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	(X1)	Treatment with Images (X)	X2
Control	(X1)	Treatment without Images (Y)	X2

X1 : Pre-test for experimental and control class

X : Treatment by using Images media

X2 : Post-test experimental and control class

Y : The teacher teaches in the class without using Image media

Time and Place of Research

The place of the research conducted at SMA Swasta Kampus Nommensen Pematang Siantar, which located in Jln. Asahan No. 04, Pematang Simalungun, Kec. *Siantar Timur*, Kota. Pematang Siantar Prov. Sumatera. This research which will be implemented in two classes of grade eleventh academic year 2024/2025.

Population and Sample of Research

Here researcher will explain the population and sample that uses in conducting this research:

Population

Population is the entire group of people or objects from which data is gathered for the research study. According to Creswell (2012:142), a population is a group of individuals who had the same characteristic. In this research, researcher use all the students in the grade eleventh of SMA Swasta Kampus Nommensen as the population.

Sample

The sample is part of the population (research population). Creswell (2012: 142) states that the sample is a subgroup of the target population that will be studied by researcher to generalize the target population. Researcher will use purposive sampling techniques to obtain data based on variable indicators and use two classes from all XI classes as samples totalling 90 students. Researchers chose class XI-1 with 30 students to be used as a control class because the class showed stability in learning outcomes. The class is a class that easily absorbs learning well, so it does not require additional assistance. Then, researcher chose class XI-2 with 30 students as the experimental class by paying attention to the characteristics of students in the class. Students in the class are students who have a low level of academic ability and have difficulty in absorbing learning so that they need additional assistance in the form of media, namely images(picture).

Instrument of The Research*Test*

According to Arikunto (2012: 11), a test is a tool or procedure used to measure something in a predetermined manner and rules. In addition, according to Wahyuni and Ibrahim (2012: 11), tests can be informed that tests can be interpreted as techniques and tools in evaluation, so that to carry out a test a set of tasks or questions called a test instrument is needed. The research instrument that will be used in this research is a written test in the form of a pre-test and post-test with different topics. The pre-test will be conducted to determine students' ability to write spoof texts before using visual aids, namely images(picture) in the teaching and learning process, while the post-test will be conducted to determine the extent of students' ability to write spoof texts by using visual aids, namely images (picture) in the teaching and learning process.

Scoring the Test

An assessment rubric is a tool used to assess and score work or tasks based on predetermined criteria. This rubric helps ensure the assessment is done consistently and objectively. According to Gay (2016:149), a grading rubric is a performance standard for a specific population and students score are classified as follows.

Table 2. Classification of Students Score

Classification	Score
Excellent	90-100
Good	71-85
Fair	61-70
Poor	40-60
Very poor	0-40

Technique of Collecting Data

The researcher collecting data by using the procedure as followed:

Pre-test

According to Creswell (2012: 145) pre-test provide a measure of some attributes or characteristics that researcher want to assess for participants in an experiment before students

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receive treatment. This is supported by Lodico et al (2006: 143) pretest is a test given before experimental treatment. The purpose of the pretest is to find out the extent of students' ability in writing spoof text. In this study, there are two variables, namely the experiment class and control class. The pre-test will give by the researcher to experiment class and control class students who are taught before using Images/ Pictures.

Treatment

In the treatment, the experimental class will be treated by using Images/ Pictures during the teaching and learning process, while the control class did not use Images/ Pictures during the teaching and learning process.

Technique of Data Analysis

The average of the total scores in the experimental group and control group will be determined by using following the formula Ary et al., (2014)

Mean experimental group formula:

$$Ma = \frac{\sum xa}{Na}$$

Mean control group formula:

$$Mb = \frac{\sum xb}{Nb}$$

Ary et al., (2014)

Note:

Ma : Mean (experimental group)

Mb : Mean (control group)

$\sum xa$: Total score (experimental group)

$\sum xb$: Total score (control group)

Na : Total students (experimental group)

Nb : Total students (control group)

Determining Standard Deviation

Standard deviation experimental class formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

Standard deviation control class formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$$

(Ary et al, 2014)

Note:

da² : Standard Deviation in the Experiment Class

db² : Standard Deviation in the Control Class

$\sum d^2$: Sum square of gained scores

Na : Total Number of samples in experiment class

Nb : Total Number of samples in control class

Analyzing the Data Result by Using t-test with Formula

To finding out whether the differences between pre-test and post-test value of the test using the following formula:

Formula:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Note:

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t : Test of significance

Ma : Mean score of experiment class

Mb : Mean score of control class

*da*² : Standard Deviation in the Experimental Class

*db*² : Standard Deviation in the Control Class

Na : Number of students in experiment class

Nb : Number of students in control class

FINDINGS AND DISCUSSION

Data Analysis

This research was used to examine the students' ability in writing spoof text through images (picture) by comparing pre-test and post-test results from an experimental group (taught with image-based instruction) and a control group (taught using traditional methods). The experimental group showed significant improvement, with pre-test scores ranging from 45 to 62 (average: 52.61) and post-test scores increasing to 78–90 (average: 84.19). In contrast, the control group demonstrated a smaller improvement, with pre-test scores ranging from 44 to 60 (average: 51.77) and post-test scores rising to 60–72 (average: 66.65). This notable difference suggests that image(picture) based teaching methods were more effective in enhancing students' writing skills.

In the experimental group, the use of images (picture) helped students better understand the structure of spoof texts, such as orientation, sequence of events, and twists. On the other hand, while the control group also showed some improvement, it was less pronounced. The absence of visual aids seemed to limit students' ability to generate ideas and maintain narrative coherence. The smaller gains in this group indicate that traditional instruction alone was less effective in addressing students' challenges in writing spoof texts, especially in creative thinking and organizing spoof text.

The Student's Score of Experimental Class

Pre-test

The pre-test served as the starting point for evaluating the writing abilities of Grade XI students at SMA Swasta Kampus Nommensen Pematang Siantar, particularly in composing spoof texts. It aimed to measure their baseline skills before introducing the image-based learning intervention. The task required students to create spoof texts, a genre characterized by humor, a plot twist, and exaggerated elements. Additionally, students were expected to structure their spoof coherently, including an orientation, sequence of events, and a twist, while demonstrating appropriate use of grammar, vocabulary, and sentence structure.

Determining Mean of Pre-test in Experimental Class

$$M_a = \frac{\sum X_a}{N_a}$$

$$M_a = \frac{1631}{31}$$

$$M_a = 52,61$$

Post-test

The post-test was conducted after the image-based learning intervention to evaluate its impact on the students' ability to write spoof texts. The intervention incorporated images as visual prompts, aiming to stimulate creativity, improve spoof organization, and enhance language use. These images provided context and inspiration for students to develop more engaging and structured stories. By guiding students through the process of creating spoof with orientation, events, and a twist, the intervention aimed to address the weaknesses identified during the pre-test.

Determining Mean of Post-test in Experimental Class

$$M_b = \frac{\sum X_b}{N_b}$$

$$M_b = \frac{2610}{31}$$

$$M_b = 84,19$$

The Students Score of Control Class

Unlike the experimental group, the control group did not receive any intervention involving images. They continued their regular classroom activities, which could have involved traditional writing instruction or no additional support in the context of writing spoof texts. This non-intervention phase ensured that any changes in post-test scores could be attributed to the difference in treatment between the experimental and control groups. The results are as follows:

Pre-test

The pre-test for the control group was conducted with 31 Grade XI students at SMA Swasta Kampus Nommensen Pematang Siantar to establish their baseline ability to write spoof texts. This initial assessment was critical for determining their proficiency in narrative writing before the study began. The pre-test evaluated students' abilities in structuring a spoof text, a genre characterized by humor, exaggerated elements, and an unexpected twist. Key areas assessed included spoof organization (orientation, events, and twist), creativity, and language skills such as grammar, vocabulary, and sentence structure.

The pre-test results showed a range of scores from 44 to 60, with a total of 1,605 points for the entire group. The mean score was calculated to be 51.77. These results suggest that the students had a moderate understanding of how to write spoof texts but faced challenges in several areas. For instance, many students struggled with coherence in organizing the plot and applying proper grammar and vocabulary.

Determining Mean of Pre-test in Control Class

$$M_a = \frac{\sum X_a}{N_a}$$

$$M_a = \frac{1605}{31}$$

$$M_a = 51,77$$

Post-test

After the study period, a post-test was administered to the same 31 students in the control group to evaluate any progress in their ability to write spoof texts. This test mirrored the format and objectives of the pre-test, allowing for direct comparison of the students' skills before and after traditional instruction. The post-test assessed the same aspects: spoof structure, creativity, and language use (grammar, vocabulary, and coherence).

The post-test scores showed improvement, with scores ranging from 60 to 72, totaling 2,063 points for the group. The mean score was calculated at 66.54, an increase from the pre-test mean of 51.77. This improvement indicates that the students benefited to some extent from regular classroom instruction. However, the progress was relatively modest, suggesting that traditional methods alone were not sufficient to address key challenges, particularly in fostering creativity and constructing well-organized spoof.

Table 3. Determining Standard Deviation of Post-test in Experimental Group

No	Students	Pre-test (x)	Post-test (X)	Difference (x-X)	Difference Squared (x-X) ²
1	ABP	45	78	33	1089
2	ABR	50	80	30	900
3	CAN	55	85	30	900
4	ADS	60	88	28	784
5	AHP	47	82	35	1225
6	AJL	62	90	28	784
7	BAP	53	84	31	961
8	BBS	49	81	32	1024
9	BGH	57	87	30	900
10	BHH	52	83	31	961

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11	BNS	46	80	34	1156
12	BOD	61	89	28	784
13	CCS	50	85	35	1225
14	CDH	58	86	28	784
15	CFG	48	82	34	1156
16	CGS	54	85	31	961
17	CHS	59	88	29	841
18	CHT	45	80	35	1225
19	CIT	52	84	32	1024
20	CLS	60	90	30	900
21	CP	47	82	35	1225
22	CR	55	86	31	961
23	DTG	50	83	33	1089
24	HM	58	88	30	900
25	JLP	49	81	32	1024
26	JK	46	80	34	1156
27	IBL	53	85	32	1024
28	IT	57	87	30	900
29	NP	48	82	34	1156
30	NOP	60	89	29	841
31	OS	45	80	35	1225
TOTAL		1631	2610	979	31085

The data provided in the table includes pre-test and post-test scores for students in the experimental group, along with the calculated differences between the scores and their squared differences. Each calculated difference was squared to remove negative values and emphasize larger deviations. This is important for later statistical calculations, such as variance or standard deviation.

Determining Mean Variable of Experimental Group with Pattern:

$$M_b = \frac{\sum X_b}{N_b}$$

$$M_b = \frac{979}{31}$$

$$M_b = 31,58$$

The resulted standard deviation of post-test in Experimental Group:

$$d_b = \sum d - \left(\frac{(\sum d)^2}{N_b} \right)$$

$$d_b = 31085 - \left(\frac{(979)^2}{31} \right)$$

$$d_b = 31085 - 30917,45$$

$$d_b = 167,54$$

Table 4. Determining Standard Deviation of Post-test in Control Group

No	Students	Pre-test (x)	Post-test (X)	Difference (x-X)	Difference Squared (x-X) ²
1	AAN	46	60	14	196
2	ABB	49	65	16	256
3	ABC	54	68	14	196
4	ABN	58	70	12	144
5	BN	50	64	14	196
6	BNS	60	72	12	144
7	BL	51	67	16	256
8	CAS	48	66	18	324
9	CAT	55	69	14	196
10	CB	53	65	12	144
11	CCN	47	63	16	256
12	CD	59	71	12	144
13	DIP	49	66	17	289
14	DL	57	70	13	169
15	DS	49	64	15	225

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16	EPC	53	68	15	225
17	ER	57	70	13	169
18	FG	46	62	16	256
19	FH	51	65	14	196
20	FKS	58	71	13	169
21	GOS	46	64	18	324
22	GP	54	69	15	225
23	GSS	49	65	16	256
24	HN	57	70	13	169
25	IIP	48	64	16	256
26	IIS	45	62	17	289
27	JL	52	67	15	225
28	KP	55	69	14	196
29	OPM	47	64	17	289
30	RS	58	71	13	169
31	ZN	44	62	18	324
TOTAL		1605	2063	458	6872

The data provided in the table includes pre-test and post-test scores for students in the control group, along with the calculated differences between the scores and their squared differences. Each calculated difference was squared to remove negative values and emphasize larger deviations. This is important for later statistical calculations, such as variance or standard deviation.

Determining Mean Variable of Control Group with Pattern:

$$Ma = \frac{\sum X_a}{N_a}$$

$$Ma = \frac{458}{31}$$

$$Ma = 14,77$$

The resulted standard deviation of post-test in control group:

$$d_a = \sum d - \left(\frac{(\sum d)^2}{N_a} \right)$$

$$d_a = 6872 - \left(\frac{(458)^2}{31} \right)$$

$$d_a = 6872 - 6766,581$$

$$d_a = 105,41$$

Data Analysis Using T-test

To determine whether there is an effect on students' learning outcomes taught by a teacher using visual media (images) compared to those who are not taught using visual media, the following formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

\bar{X}_1 = Mean value of the experimental group

\bar{X}_2 = Mean value of the control group

s_1^2 = Variance of the experimental group post-test scores

s_2^2 = Variance of the control group post-test scores.

n_1 = Number of subjects in the experimental group

n_2 = Number of subjects in the control group

From Attachments, the researcher obtains the following calculations for the means:

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$$\bar{X} 1 = \frac{\sum X1}{n} = \frac{2610}{31} = 84,19 \qquad \bar{X} 2 = \frac{\sum X2}{n} = \frac{2063}{31} = 66,54$$

Using the above calculations, the researcher computes the t-statistic as follows:

$$t = \frac{84,19 - 66,54}{\sqrt{\frac{167,54}{31} + \frac{105,41}{31}}}$$

$$t = \frac{17,65}{\sqrt{\frac{272,95}{31}}}$$

$$t = \frac{17,65}{\sqrt{8,804}}$$

$$t = \frac{17,65}{2,96} = 6,06$$

Given:

- *t* – value (calculated) $t = 6,06$
- Degrees of freedom (df) $= n_1 + n_2 - 2 = 31 + 31 - 2 = 60$
- Significance level (α) $= 0,05$
- Critical *t* – value (two – tailed $\alpha = 0,05, df = 60$): $t_{critical} = 2,000$ (distribution table)

Comparison:

$$t_{calculated} > t_{critical} = 6,06 > 2,00$$

Decision:

Since $t_{calculated}$ is greater than $t_{critical}$, the researcher reject H_0

Results

In the experimental class, the pre-test scores ranged from a lowest score of 45 to a highest score of 62. This indicates that students in this group began with varying levels of ability in writing spoof texts. Following the image-based learning intervention, their post-test scores showed significant improvement, with the lowest score rising to 80 and the highest score reaching 90. This demonstrates a notable enhancement in the students' performance, with even the weakest students showing substantial progress. While In the control class, the pre-test scores ranged from a lowest score of 44 to a highest score of 60, reflecting a similar variation in baseline abilities. After the regular classroom instruction without any intervention, their post-test scores increased moderately, with the lowest score rising to 60 and the highest score improving to 72. While this improvement indicates some progress in the students' writing abilities, the range of score increases was smaller compared to the experimental class. These findings suggest that while traditional teaching methods had some positive effects, the use of images in the experimental class led to a more dramatic improvement in student performance, as seen in the higher post-test scores and the reduced performance gap among students.

The experimental group had a mean score difference of 31.58, indicating significant improvement after using visual aids in writing spoof texts. The standard deviation was 167.54, showing that the improvement was uneven, with some students benefiting more than others, suggesting that visual aids had varied effectiveness depending on individual engagement. The control group had a smaller mean score difference of 14.77, indicating limited improvement in writing skills without the image-based intervention. Their standard deviation was 105.41, reflecting more consistent progress among students compared to the experimental group, but with less overall improvement.

The t-test results confirm a statistically significant difference in post-test scores between the experimental and control classes, with a t-value of 6.06 and p-value less than 0.05. Since the calculated t-value (6.06) exceeds the critical t-value (2.00), the result falls in the rejection region for H_0 . These findings affirm the hypothesis that the intervention using visual media (images) substantially enhances students' ability to write spoof texts compared to traditional methods.

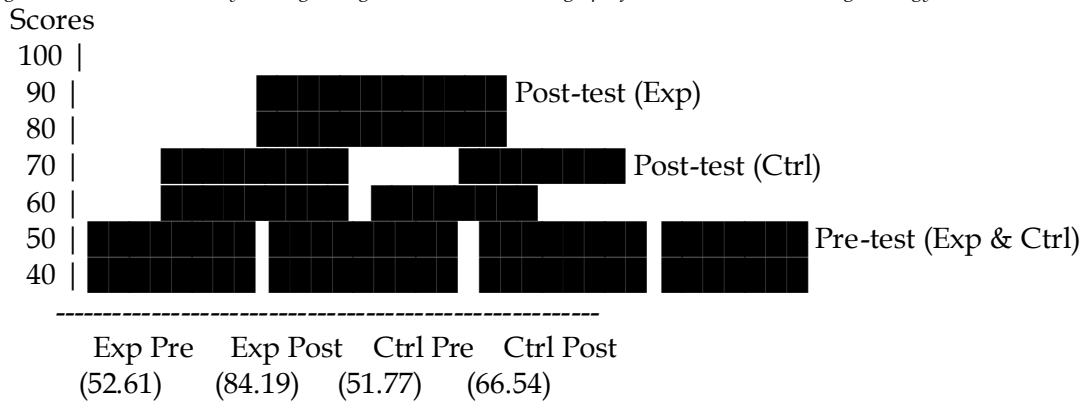


Figure 1. Pre-test and Post-test Mean Scores

Discussion

This study aimed to investigate the effectiveness of using images (pictures) as a teaching strategy to enhance students' ability to write spoof texts. Based on the data analysis and the application of a quasi-experimental design, the findings demonstrated a significant improvement in students' writing abilities in the experimental group compared to the control group. The students in the experimental group, who were taught using image-based instruction, showed remarkable gains. The average pre-test score was 52.61, and the post-test increased sharply to 84.19. This mean difference of 31.58 clearly indicates that images served as effective visual stimuli, helping students to better organize their thoughts, understand the spoof text structure (orientation, events, twist), and engage more creatively with the material. The improvement also aligns with the theory that visual aids enhance comprehension and retention, especially for students with low academic performance.

In contrast, the control group, which did not receive any visual intervention and was taught using traditional methods, showed only a modest improvement. Their mean pre-test score was 51.77, and the post-test increased to 66.54, resulting in a mean difference of 14.77. While this reflects some learning progress, the difference was much smaller than in the experimental group, suggesting that traditional methods may not fully address the challenges students face in writing spoof texts. Furthermore, the standard deviation in the experimental group (167.54) was higher than in the control group (105.41). This indicates that while the visual intervention was effective overall, the level of improvement varied among students, potentially due to differences in how individual students engage with visual materials. In contrast, the more consistent progress in the control group may reflect the uniformity of traditional instruction, albeit with limited impact.

The t-test result ($t = 6.06$) exceeded the critical value of 2.00 at a 0.05 significance level, confirming that the difference in performance between the two groups is statistically significant. Therefore, the null hypothesis (H_0), which stated that there would be no significant difference between students taught with and without visual aids, was rejected. Overall, these findings reinforce the importance of adopting visual media in language instruction, particularly for genres that demand creativity and structural awareness like spoof texts. The images likely acted as scaffolds, helping students visualize story elements and plot twists more easily, which translated into better performance. Consequently, integrating images into writing lessons could be a strategic pedagogical move, especially for students who struggle with traditional text-based instruction.

CONCLUSION

Based on the findings and analysis, it can be concluded that the use of images as a teaching strategy significantly enhances students' ability to write spoof texts, as evidenced by the substantial improvement in the experimental group's writing performance (from 52.61 in the pre-test to 84.19 in the post-test, with a mean difference of 31.58 points) compared to the control group

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(from 51.77 to 66.54, with a mean difference of 14.77 points). The t-test result of 6.06, which exceeds the critical value of 2.00 at a 0.05 significance level, further confirms that the difference in outcomes between the two groups is statistically significant, leading to the rejection of the null hypothesis (H_0) that assumed no difference in writing ability. These findings highlight the effectiveness of image-based instruction in stimulating creativity, strengthening understanding of narrative structure, and improving language use in writing spoof texts, suggesting that English teachers should consider integrating visual media into their teaching practices to enhance student engagement, comprehension, and overall writing performance.

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