

ABSTRACT

Mutia Ramadanti (2026). *The Impact of Digital Picture Series on Students' Ability in Writing Narrative Paragraphs.* A Research Paper of the Department of English Education, the Faculty of Tarbiyah and Teachers Training, State Islamic University Sunan Gunung Djati, 2026

Many tenth-grade students still experience difficulties with developing ideas, coherently organizing narrative paragraphs, and applying appropriate language features in their writing. These challenges indicate the need for instructional media that can stimulate students' ideas and support the writing process. Therefore, this research aimed to investigate the impact of Digital Picture Series on students' ability in writing narrative paragraphs. This research employed a quantitative method with a pre-experimental one-group pre-test and post-test design. The participants were the students of class X.2 at SMAN 26 Bandung selected through purposive sampling. Data were collected through the pre-test and post-test writing tasks administered before and after four treatment sessions using Digital Picture Series. The collected data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, the Paired Samples t-test, and N-Gain analysis. The findings revealed that the implementation of Digital Picture Series improved students' ability in writing narrative paragraphs. The mean score increased from 57.93 in the pre-test to 75.10 in the post-test. Furthermore, the Paired Samples t-test showed a significance value (*Sig.* 2-tailed) of 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. In addition, the N-Gain score of 0.38 indicated a moderate level of improvement. These findings indicate that the implementation of Digital Picture Series had a significant positive impact on students' ability in writing narrative paragraphs.

Keywords: Digital Picture Series, Narrative Paragraph Writing, Writing Ability

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