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## The Effect of Images in Writing Spoof Texts on Students' Ability of Grade XI at SMA Negeri 1 Pematangsiantar

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### Abstrak

Penelitian ini menyelidiki dampak media visual, khususnya gambar, terhadap kemampuan siswa Kelas X untuk menulis teks parodi di SMA Negeri 1 Pematangsiantar. Menggunakan desain quasi-eksperimental dengan format kelompok nonequivalent pretest-posttest, 62 siswa dibagi menjadi kelompok eksperimen yang menerima instruksi berbasis gambar dan kelompok kontrol yang diajar tanpa alat bantu visual. Kelompok eksperimen menunjukkan peningkatan yang signifikan, dengan skor rata-rata meningkat dari 51,26 pada pretest menjadi 84,74 pada posttest, dibandingkan dengan peningkatan kelompok kontrol yang sederhana dari 50,39 menjadi 66,65. Analisis uji-t mengonfirmasi bahwa hasilnya signifikan secara statistik (nilai-t = 6,06,  $p < 0,05$ ). Media visual meningkatkan pemahaman siswa tentang struktur teks parodi, termasuk orientasi, peristiwa, dan plot twist. Media visual juga menumbuhkan kreativitas dan kohesi naratif, yang memungkinkan siswa untuk membangun cerita yang menarik dan koheren. Sebaliknya, instruksi tradisional menunjukkan efektivitas yang terbatas dalam meningkatkan keterampilan ini. Temuan ini menyoroti manfaat dari pengintegrasian alat bantu visual ke dalam pengajaran Bahasa Inggris, khususnya untuk tugas menulis kreatif. Gambar berfungsi sebagai alat bantu yang efektif, membantu siswa menyusun ide dan meningkatkan kualitas tulisan. Studi ini menggarisbawahi potensi media visual untuk meningkatkan kemampuan kreatif siswa dalam genre naratif, menekankan pentingnya hal ini dalam praktik pendidikan.

Kata Kunci: *Gambar, Menulis, Teks Palsu*

## Abstract

This study investigates the impact of visual media, specifically images, on Grade X students' ability to write spoof texts at SMA Negeri 1 Pematangsiantar. Using a quasiexperimental design with a pretest-posttest nonequivalent group format, 62 students were divided into an experimental group receiving image-based instruction and a control group taught without visual aids. The experimental group demonstrated significant improvement, with mean scores increasing from 51.26 in the pretest to 84.74 in the posttest, compared to the control group's modest increase from 50.39 to 66.65. The t-test analysis confirmed the results were statistically significant ( $t\text{-value} = 6.06, p < 0.05$ ). Visual media enhanced students' understanding of spoof text structures, including orientation, events, and twists. It also fostered creativity and narrative cohesion, enabling students to construct engaging and coherent stories. In contrast, traditional instruction showed limited effectiveness in improving these skills. The findings highlight the benefits of integrating visual aids into English instruction, particularly for creative writing tasks. Images serve as effective scaffolding tools, helping students organize ideas and improve writing quality. This study underscores the potential of visual media to enhance students' creative abilities in narrative genres, emphasizing its importance in educational practices.

Keywords: *Images, Writing, Spoof Text*

## INTRODUCTION

Language is a vital element of human interaction, allowing the transfer of ideas, emotions, and knowledge across diverse cultures. Tampubolon (2023:84) stated language underpins reasoning and the skill of effective writing, both of which are essential in academic and social spheres. In the journey of learning a foreign language like English, the mastery of four core skills—listening, speaking, reading, and writing—is indispensable for meaningful communication. These skills are interdependent, each one enhancing the others. Listening and reading, known as receptive skills, help learners understand spoken and written language, while speaking and writing, or productive skills, empower them to convey their thoughts with clarity and precision. Achieving proficiency across these four domains is key to attaining well-rounded language competence.

In the teaching of English as a Foreign Language (EFL), incorporating the four key language skills allows learners to practice language comprehensively. Writing, in particular, requires students to structure their thoughts cohesively and demonstrate control over grammar, vocabulary, and text structure. According to recent studies, writing serves not only as a medium of expression but also as a structured process that cultivates critical thinking, encouraging students to reflect on their linguistic understanding (Johnson & Moore, 2021:113). The writing process generally includes five stages: prewriting, drafting, revising,

editing, and publishing. During prewriting, writers brainstorm, explore ideas, and assess gathered information—a step integral to critical thinking as individuals consider diverse viewpoints, identify main themes, and choose the most pertinent ideas to convey. Prewriting offers a foundation for clear, goal-oriented writing by helping writers generate ideas and clarify complex information (Gomez & Tran, 2022:190).

An effective EFL program, therefore, should support learners in developing abilities across all four skills to succeed in language learning. Writing remains a vital skill as it allows students to communicate ideas in an organized and clear way. Johnson and Moore (2021:112) stated that writing is a multifaceted process involving planning, drafting, revising, and editing, and requires both language proficiency and logical organization of ideas. For EFL learners, writing can be especially challenging due to the necessity of mastering grammar, vocabulary, and text structure. Writing is also essential in academic contexts, as students are often tasked with creating essays, reports, and other written assignments. Strengthening writing skills is thus crucial for academic success and future career readiness. Gomez and Tran (2022:191) emphasized that writing is a foundational skill that enables individuals to present ideas persuasively while engaging in critical thinking. Therefore, it is crucial that educators offer varied opportunities for students to develop their writing abilities through targeted tasks and activities.

Long functional texts are extended pieces of writing that serve a practical purpose, usually aimed at informing, instructing, or entertaining the reader. These texts are often used in both educational and professional settings to communicate detailed information clearly and effectively. Long functional texts, as noted by Farida, Isrina, and Apsari (2019:3), are intended to help readers understand or accomplish a specific task. They are designed to be straightforward and informative, focusing on delivering messages in a way that is accessible and relevant to the reader's needs. Examples of long functional texts include manuals, reports, and public notices, which provide comprehensive information that readers can apply in real-world contexts. These texts generally consist of clear structures, such as headings, subheadings, and lists, to make the information easy to follow and understand.

Within the educational sphere, students are often introduced to different types of functional texts to develop their reading and writing skills. Various types of functional texts are used in language learning, there are 11 kinds of long functional text according to Gomez and Tran (2022:191). Narrative texts are primarily used to tell a story, whether it is based on real events or purely fictional. The main purpose of a narrative is to entertain the reader by presenting a sequence of events that unfolds over time. Typically, a narrative includes

elements such as characters, a setting, a problem or conflict, and a resolution. These components work together to engage the reader's emotions and imagination. Stories often follow a clear structure, with an introduction, rising action, climax, falling action, and conclusion.

Descriptive texts, on the other hand, focus on painting a detailed picture of a person, place, object, or event. The goal of a descriptive text is to create vivid imagery in the reader's mind by using sensory details—sight, sound, smell, taste, and touch. These texts rely on specific and concrete language to describe things in such a way that the reader can almost see or feel them.

Recount texts share similarities with narratives but focus on retelling a series of events that have happened in the past. These texts are typically factual and are organized in chronological order, recounting experiences, historical events, or personal stories. The main purpose is to inform the reader by recalling something that has already occurred, often with the aim of sharing experiences or documenting events.

Exposition texts are designed to present a viewpoint or argument on a particular issue. There are two main types of exposition texts: analytical and hortatory. An analytical exposition presents arguments to analyze a particular issue and leads to a conclusion based on evidence. Its goal is to persuade the reader by providing a balanced argument, often exploring multiple sides of the issue. In contrast, a hortatory exposition is more direct, encouraging the reader to take action or change their opinion on a subject.

Explanation texts are used to explain how something works or why something happens. These texts often focus on processes, such as how natural phenomena occur, how machines function, or how particular systems operate. They follow a logical sequence and use factual information to help readers understand complex concepts.

Discussion texts aim to explore different sides of an issue, providing a balanced view of a topic by presenting arguments for and against it. These texts are useful in situations where multiple perspectives are necessary to understand a complex issue, such as in debates or ethical discussions.

Procedure texts are instructional in nature, providing readers with step-by-step instructions on how to do something. Whether it's cooking a meal, assembling a piece of furniture, or completing a science experiment, procedure texts guide the reader through a series of actions to achieve a desired outcome. These texts are usually straightforward, using clear and concise language to ensure that the reader can follow the instructions accurately.

Report texts are informative texts that provide factual information about a specific subject. These texts are often organized into sections that deal with different aspects of the topic, presenting facts in a clear, objective manner. Report texts are commonly found in scientific papers, business reports, and educational resources. The purpose of a report text is to inform the reader by presenting researched and factual data, allowing them to understand a topic in-depth.

Review texts offer evaluations or assessments of works such as books, movies, or products. The purpose of a review is to inform potential readers or consumers about the merits and shortcomings of something, often offering recommendations. Reviews are subjective in nature but are typically supported by evidence, such as personal experiences or specific features of the product or work being reviewed. Reviews are commonly found in magazines, blogs, and websites.

News items are factual texts that report on current events. These texts are concise and to the point, providing the reader with essential information about what happened, where it occurred, who was involved, and why it is significant. News items are commonly found in newspapers, online news portals, and broadcast media, where the goal is to inform the public quickly and clearly about important events or issues.

Spoof texts occupy a special role as they blend functional and narrative components. According to recent studies, spoof texts are humorous narratives that culminate in a surprising twist, designed to amuse readers while often delivering an underlying message or moral (Johnson & Moore, 2021:115). These texts commonly employ irony or satire to enhance their humor. Other types of functional texts encompass announcements, invitations, advertisements, and transactional texts, each tailored to fulfill specific objectives aligned with their context and intended audience.

Media refers to various tools and channels used to communicate information, especially in educational settings. 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. 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. (Hardiyanti and Purga, 2023:6).

Visual media, such as images, can be effective tools in the writing process, as they stimulate creativity, provide context, and inspire story development. According to Evha, Nazalatus, and Sa'adiyah (2019:4), using sequenced pictures in writing narrative texts helps students structure their stories more effectively. By presenting images that correspond to different stages of the narrative, students are encouraged to think critically about the plot and create coherent stories with logical progression. In the context of writing spoof texts, images serve as prompts that guide students in constructing their narratives. They can provide inspiration for the orientation and events of the story, as well as help students generate ideas for the twist. This method not only helps students organize their thoughts but also encourages them to think creatively about how to surprise the reader. The use of images in writing tasks has been shown to increase students' motivation and engagement, making the writing process more enjoyable and less intimidating (Evha et al., 2019:5).

Based on the researcher observation during the internship program at SMA Negeri 1 Pematangsiantar, she found that there are several challenges that students faced when writing spoof texts. Many students struggled to structure their stories, particularly in developing a clear orientation, logical events, and an effective twist. A lack of confidence in their writing abilities was also noted, with students finding it difficult to generate ideas for their stories. In the observation phase of this research, the focus was placed on evaluating the performance of Grade XI students at SMA Negeri 1 Pematangsiantar in writing spoof texts, particularly in relation to the school's *Kriteria Ketuntasan Minimal* (KKM), or Minimum Criterion Mark. The KKM sets a standard for the minimum level of competency that students must achieve in their academic performance. For English, and specifically for writing, the KKM at the school is set at 70. However, during the observation, it was found that a significant number of students scored below this threshold, indicating that they were not meeting the expected level of proficiency in writing spoof texts.

These challenges were compounded by unfamiliarity with the spoof text genre and difficulties in applying grammatical rules and vocabulary in their writing. In addition, students often appeared hesitant to engage with creative writing tasks, especially when insufficient guidance or prompts were provided. Without clear direction or inspiration, students tended to produce disorganized or repetitive stories that lacked the humor and surprise elements characteristic of spoof texts. This highlights the need for more effective

teaching strategies to help students overcome these challenges and develop their writing skills.

The challenges observed during Field Work Practice underscore the importance of conducting research on the use of images in teaching students to write spoof texts. By examining the impact of visual media on students' writing abilities, this study aims to provide evidence for the effectiveness of using images as a tool for enhancing creativity and improving narrative structure. Previous research has shown that visual media can help students organize their thoughts and develop more coherent stories (Evha et al., 2019:6). Investigating the application of this approach in writing spoof texts could offer valuable insights for educators seeking to improve their teaching methods.

Furthermore, the need for this research is reinforced by the unique opportunities that writing spoof texts provides for students to engage with language playfully and creatively. Encouraging students to experiment with humor and narrative twists can not only improve their writing skills but also deepen their understanding of language use. This study will contribute to the growing body of research on teaching writing in EFL contexts and offer practical recommendations for educators aiming to enhance their students' writing abilities.

Based on this explanation, the researcher is interested and need to conduct the research entitled "THE EFFECT OF IMAGES IN WRITING SPOOF TEXTS ON STUDENTS' ABILITY OF GRADE XI AT SMA NEGERI 1 PEMATANGSIANTAR".

## RESEARCH METHOD

The design employed in this research is quasi-experimental. This approach is chosen because it allows the researcher to establish the effect of visual media (specifically images) on students' ability to write Spoof Texts by comparing two groups—an experimental group and a control group. Unlike true experimental designs, quasi-experimental designs do not require random assignment of participants into groups, which makes it feasible in a school setting where classes are already formed (Creswell, 2012:24). This method is ideal for educational settings, where controlling every external factor is challenging but still allows for comparisons between groups.

In this research, the pretest-posttest nonequivalent group design is applied. The experimental group will receive instruction with the aid of images, while the control group will be taught without the use of any visual media. Both groups will take a pretest to measure their baseline writing ability and a posttest after the treatment to assess the effect of the intervention. As noted by Best and Kahn (2006:40), experimental research designs help in

examining causal relationships between variables. In this study, the independent variable (the use of images) is manipulated to observe its effect on the dependent variable (students' writing ability). This experimental method will be supplemented by classroom observations to capture qualitative data, providing additional insights into how students interact with visual media during the writing process.

## RESULT AND DISCUSSION

### Data Description

The findings reinforce the importance of innovative teaching strategies in achieving significant improvements in students' writing abilities, particularly when creativity and genre-specific structures are integral to success.

Table 1. Students scores of the Experimental Class

No	Students	Pre-test (x)	Post-test (X)	Difference (x-X)	Difference Squared (x-X) <sup>2</sup>
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
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.

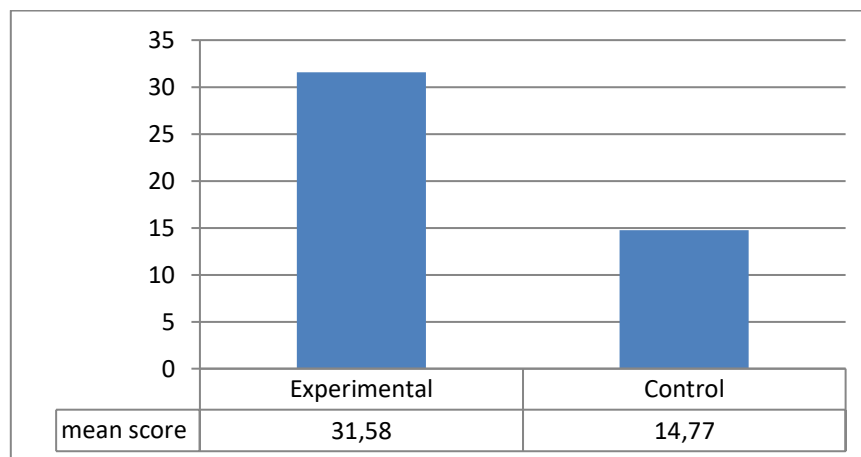


Figure 1. Improvement in Experimental and Control Class

### Findings

This section presents the results of the study, categorized into three points for clarity. These include: the highest and lowest scores in pre-tests and post-tests for both experimental and control classes, the mean and standard deviation of the scores, and the conclusions derived from the t-test analysis regarding the effect of the treatment. The findings are as follows:

- 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.

## Discussion

The purpose of this study was to evaluate the impact of image-based teaching methods on the ability of Grade XI students at SMA Negeri 1 Pematangsiantar to write spoof texts. This discussion examines the findings presented in Chapter IV, focusing on the

comparative analysis of pre-test and post-test scores for the experimental group (A-1), which received image-based instruction, and the control group (B-1), which followed traditional teaching methods without images. The results reveal a significant improvement in the experimental group's writing skills, underscoring the effectiveness of visual media as a pedagogical tool.

#### 1. Effectiveness of Image in Writing Spoof Text

The findings indicate that image-based instruction had a profound positive effect on the experimental group's ability to write spoof texts. The students in this group demonstrated a significant increase in their post-test scores compared to their pre-test results. The mean pre-test score of the experimental group was 51.26, which increased dramatically to 84.74 in the post-test. This improvement of 33.48 points reflects the effectiveness of images in enhancing students' understanding of spoof texts and their ability to construct coherent and creative narratives.

The use of images in teaching provided students with concrete visual prompts that aided their imagination and creativity. For instance, the pre-test and post-test scores of students like ABP (improving from 45 to 78) and CLS (improving from 60 to 90) highlight the capacity of image-based instruction to support learners at different skill levels. These results are consistent with prior research, which suggests that visual stimuli can help students organize their ideas, improve engagement, and better understand abstract concepts.

One of the key objectives of this study was to examine whether images could improve students' ability to structure their narratives effectively. Spoof texts require students to understand and apply narrative elements such as orientation, sequence of events, and twist. The post-test scores of the experimental group reveal significant progress in these areas. For example, students who initially struggled with narrative cohesion, such as CAN and CIT, showed marked improvement in their post-test results. This suggests that the images acted as scaffolding tools, helping students visualize the narrative flow and organize their thoughts into coherent and engaging stories.

The highest improvement in the experimental group, demonstrated by CLS (from 60 to 90), reflects the transformative potential of image-based learning for students with moderate pre-test scores. CLS's progress illustrates how visual media can provide a clear framework for storytelling, allowing students to focus on creativity and linguistic accuracy without being hindered by structural challenges.

## 2. Comparison with Traditional Methods

In contrast, the control group, which received traditional instruction without visual aids, showed less substantial improvement in their writing performance. The mean pre-test score for this group was 50.39, which increased to 66.65 in the post-test—a gain of only 16.26 points. While this improvement is statistically significant, the margin of improvement is far smaller than that of the experimental group. This suggests that traditional teaching methods may not have been as effective in addressing the specific challenges students face when writing spoof texts.

The highest improvement in the control group was observed in ZN, whose score increased from 44 to 62—a gain of 18 points. While this improvement reflects progress, it pales in comparison to the gains achieved by students in the experimental group. Similarly, the smallest improvement in the control group was observed in AAN, whose score increased from 46 to 60—a modest gain of 14 points. These results highlight the limitations of traditional instruction in fostering substantial growth in students' narrative and linguistic abilities.

## 3. Implications of the Study

The findings of this study have important implications for teaching practices, particularly in English language instruction. The significant improvement observed in the experimental group underscores the value of incorporating visual media into the curriculum. Teachers can use images not only as prompts for writing tasks but also as tools to support discussion, brainstorming, and collaborative learning.

Moreover, the results suggest that visual media can be particularly beneficial for students who struggle with idea generation and narrative cohesion. By providing concrete visual stimuli, teachers can help students overcome these challenges and engage more effectively with the writing process. This approach aligns with contemporary theories of multimodal learning, which emphasize the importance of integrating different types of media to support diverse learning styles.

Despite the positive results, there are certain challenges and limitations to consider. First, the study was conducted with a relatively small sample size (31 students in each group), which may limit the generalizability of the findings. Future research could replicate the study with larger and more diverse populations to validate the results.

Second, while the experimental group showed significant improvement, the extent to which the intervention impacted different aspects of writing (e.g., grammar, creativity,

narrative structure) was not separately assessed. A more detailed analysis of these components could provide deeper insights into how visual media influences specific writing skills.

Third, the study did not account for potential confounding variables, such as differences in teaching quality, student motivation, or prior knowledge of spoof texts. These factors could have influenced the results and should be controlled for in future studies.

## CONCLUSION

This study aimed to determine the significant effect of using images as visual media on the ability of Grade XI students at SMA Negeri 1 Pematangsiantar to write spoof texts. The findings and analysis revealed the following conclusions. The use of images significantly enhanced students' ability to write spoof texts. The experimental group, which utilized image-based instruction, showed remarkable improvement with a mean score increase from 51.26 in the pre-test to 84.74 in the post-test. This improvement outperformed the control group, which achieved only a modest increase from 50.39 to 66.65.

Visual media facilitated students' understanding of the spoof text structure, including orientation, sequence of events, and twists. Students' narrative cohesion and creativity improved significantly, as evidenced by higher post-test scores. The visual aids acted as effective scaffolding tools, enabling students to organize their thoughts and construct coherent, engaging stories. While traditional instruction also resulted in some improvement, it was less effective in fostering creativity and narrative cohesion.

The t-test analysis confirmed that the improvement in the experimental group was statistically significant ( $t$ -value = 6.06,  $p < 0.05$ ), validating the hypothesis that visual media significantly enhances students' ability to write spoof texts.

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