

To Enhance Student's Writing Ability in English Through the Use of Picsart Pictures for 5th-Grade Students at SDN Gelam 1 Candi Sidoarjo

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Abstract: This research was conducted to determine the usefulness and benefits of Picsart images as a teaching strategy to enhance the teaching of writing skills to students. The method employed in this study was the method of classroom action research, which was carried out in two cycles. The subjects or participants in this study were grade 5 students of SDN Gelam 1 Sidoarjo, totaling 26 students. Researchers collected data from students' test results on implementing Picsart images in writing text. Additionally, data was also obtained through observations made during the learning process. Based on the results of the study, Students' writing ability scores using picsArt, in Pre-cycle scored ≥ 70 (42%), Cycle 1 scored ≥ 70 (65,38%), and Cycle 2 scored ≥ 70 (100%). The scores reflecting students' writing ability, as assessed through picsArt, demonstrated improvement in 15 students, or 58%, when comparing the pre-cycle period to cycle 2. It was proven that the use of Picsart images could improve students' learning abilities. Their ability increased after using Picsart images as a strategy in writing text. This research reflects *positive perceptions* among students regarding the use of PicsArt images in improving their writing skills, with significant benefits seen in creativity, expression, and overall writing quality.

Keywords: Increase, writing, PicsArt

Abstrak: Penelitian ini dilakukan untuk mengetahui kegunaan dan manfaat gambar Picsart sebagai strategi pengajaran untuk meningkatkan kemampuan mengajar menulis kepada siswa. Metode yang digunakan dalam penelitian ini adalah metode penelitian tindakan kelas, yang dilakukan dalam dua siklus. Subjek atau partisipan dalam penelitian ini adalah siswa kelas 5 SDN Gelam 1 Sidoarjo yang berjumlah 26 siswa. Peneliti mengumpulkan data dari hasil tes siswa tentang implementasi gambar Picsart dalam menulis teks. Selain itu, data juga diperoleh melalui observasi yang dilakukan selama proses pembelajaran. Berdasarkan hasil penelitian, skor kemampuan menulis Siswa menggunakan piscArt, pada Pre- cycle mendapat skor ≥ 70 (42%), Siklus 1 mendapat skor ≥ 70 (65,38%), dan Siklus 2 mendapat skor ≥ 70 (100%). Skor yang mencerminkan kemampuan menulis siswa, sebagaimana dinilai melalui piscArt, menunjukkan peningkatan pada 15 siswa, atau 58%, ketika membandingkan periode pra-siklus dengan siklus 2. Terbukti bahwa penggunaan gambar Picsart dapat meningkatkan kemampuan belajar siswa. Kemampuan mereka meningkat setelah menggunakan gambar Picsart sebagai strategi dalam menulis teks. Penelitian ini mencerminkan persepsi positif di kalangan siswa mengenai penggunaan gambar PicsArt dalam meningkatkan keterampilan menulis mereka, dengan manfaat signifikan terlihat dalam kreativitas, ekspresi, dan kualitas menulis secara keseluruhan.

Kata kunci: Meningkatkan, Menulis, PicsArt

INTRODUCTION

At present, English is a language that is used throughout the world, including in Indonesia (Leonardo, P,2022). English is one of the important languages to be mastered by the world community. Communication using English both oral and written can be a means of strengthening relations between nations and is needed for English learning strategies in Education. It is the gateway to expression, communication, and critical thinking. The ability to convey thoughts, ideas, and emotions through the written word is not only a vital life skill but also a cornerstone of academic and professional success. As educators, we shoulder the responsibility of nurturing and

honing this skill in our students. In this age of information and technology, the landscape of writing has evolved, demanding adaptability and creativity in teaching methods. This article delves into the art and science of teaching writing, exploring diverse strategies, best practices, and innovative approaches to empower students with the ability to craft compelling, coherent, and impactful written content. Whether you're an experienced educator seeking fresh insights or a novice embarking on the journey of teaching writing, the following pages provide a valuable resource to help you inspire and guide your students toward becoming proficient and confident writers.

Many kids, particularly in the lower grades, continue to struggle with writing skills. Writing difficulties that frequently occur in pupils with low grades include writing letters upside down, frequently exchanging particular letters, and frequently leaving out or emphasizing one letter in the word written. (Destari,2022). To get a better understanding of writing, many teachers usually use of contextual learning approach. There was a shift in student behavior in terms of enthusiasm for study and involvement in writing practices. The majority of students found it simpler to articulate their opinions when English language professors used contextualization techniques. (Margana and Martisty, 2022) Contextual techniques also pay attention to the derivation and inflectional morphemes used in this research. An examination of derivational and inflectional morphemes has tremendous significance since learners sometimes struggle to understand certain morphemes (Sulistyaningsih, 2023).

In an age where visual communication plays an increasingly significant role in our lives, leveraging visual tools for educational purposes has become a powerful way to engage and enhance students' writing abilities. One such tool that holds immense potential is PicsArt. PicsArt is a generator that uses prompts to generate a unique font that is based on a large data set of fonts that the AI is trained on. (Darksen, 2023) a versatile photo editing and design application. Teaching writing through picture manipulation on PicsArt offers a unique and innovative approach to developing students' paragraph writing skills. This method combines the creative power of visual storytelling with the art of effective writing, resulting in a dynamic and interactive learning experience that not only captures students' attention but also equips them with essential writing skills. In this article, The researcher explores the benefits and strategies of teaching writing through PicsArt, demonstrating how this approach can significantly improve students' paragraph writing abilities while fostering their creativity and visual literacy.

Gap

Here are several reasons why students' ability 5 grade at SDN Gelan 1 Sidoarjo to write paragraphs can be lacking. Although he has gradually used the independent curriculum, but still uses the old system, and there is too little time to develop paragraph writing. Moreover, there are several influencing factors such as the student's lack of understanding of the rulers. Sometimes, they don't fully understand the rules of writing good and correct paragraphs, such as paragraph structure, use of main and supporting sentences, and cohesion between paragraphs. The environment in which students live and study can also affect their writing skills. Factors such as distractions, fatigue, or lack of resources can affect student focus and productivity.

Primary grades are a critical period when children learn and develop key foundational skills necessary for writing such as transcription skills, language, cognition, and reading skills (Kim, Y. S. G., Yang, D., Reyes, M., & Connor, C.,2021). Improving writing requires a holistic approach, involving teachers, students, and the learning environment together. (Arief, T. A., & Wiratman, A.,2023) Providing adequate support, feedback, and practice opportunities can help students improve their writing skills.

This research needs to be done because in teaching writing at SDN Gelan 1 Candi Sidoarjo, students cannot understand the concept of writing ability; then PicsArt is used to improve students' writing skills. The statement of the problem:

- a. Can the use of PicsArt pictures enhance the writing ability of five-grade students at SDN Gelan1 Candi?

- b. How do students perceive the use of PicsArt in enhancing the writing ability for five grades at SDN Gelam1 Candi, Sidoarjo?

The aim of this study to describe the use of PicsArt pictures to enhance the writing ability of 5 grade at SDN Gelam 1 Candi, Sidoarjo. To describe the use of PicsArt pictures to enhance the writing ability of 5th-grade students at SDN Gelam 1 Candi, Sidoarjo, and to describe students' perceptions on the use of PicsArt in enhancing the writing ability of 5th-grade students at SDN Gelam 1 Candi, Sidoarjo

LITERATURE REVIEW

A review of related literature is a detailed review of existing literature related to the topic of this journal.

Writing

Writing is an activity to create a record or information on a media using characters. The characters need a creative act, the act of writing is creative because it is required to interpret or make sense of something: an experience, a text, an event. (Mira, N, 2021) . Martin (2024) stated that writing differs from other language skills from the learners' perspective because it requires a high degree of accuracy. To produce quality written work, learners must employ the language correctly and precisely. Consequently, many learners encounter difficulties with writing from an early stage in their education.

Writing is the process of encoding thoughts into written symbols that convey meaning to a reader. It involves various cognitive, linguistic, and motor skills, requiring both creativity and precision. Writing not only serves as a medium for communication but also as a tool for learning and reflection. Recent studies emphasize that effective writing demands not just the ability to construct grammatically correct sentences but also the skill to organize ideas coherently to suit different audiences and purposes (Brown & Harris, 2024; Lopez, 2024). As a complex and multidimensional skill, writing remains a core component of literacy education across all levels (Johnson et al., 2024).

The ability of a specific person to express in writing ideas, ideas, opinions, thoughts, or feelings. Writing is the act of using symbols or characters to convey spoken language, thoughts, information, and emotions. It's a fundamental mode of human communication and expression, involving rules of structure and grammar. Writing serves as a tool for sharing ideas, and preserving knowledge, and can take various forms, adapting to technology and society. The difficulties of vocabulary, grammar, general structure, arranging thoughts, spelling, and punctuation are among the students issues when they are writing.

The data further demonstrate that the difficulty is caused by first language interference, the target language being so difficult, and students' lack of awareness of the components in producing text evaluations. (Anamaryanti, 2015). The study discovered certain challenges that students encounter while writing descriptively. For starters, kids are unable to develop their thoughts. Second, the pupils lack appropriate knowledge of the subject to be discussed. Third, the kids struggle with employing a simple present tense. (Purnamasari, 2021)

The Technique of Writing

Oshima, Alice, and Ann Hoque (1999) stated that the technique of writing is an important factor that should be considered when someone wants to write a good composition. In conveying messages, a writer should be able to give a good impression in his introductory paragraph, lead his readers to follow his way of thinking logically and smoothly, and finally give his reader a summary of the main points discussed, so that the readers will get a clear idea about the essay. In other words, he must be able to compose a good composition through pictures, if he wants to

share me subject he discusses with readers and if he wants his readers to have a relationship with the subject that he has

Writing techniques refer to the specific strategies, approaches, and methods writers use to effectively convey their ideas, emotions, or information in a written form. These techniques encompass aspects like style, tone, organization, word choice, and literary devices, and are employed to engage readers, enhance clarity, and achieve the desired impact in the written work. (Tyas, P. A., & Inayati, D.,2022)

Paragraph Writing

Tyas, P. A., & Inayati, D. (2022) said that a paragraph is a group of connected sentences that represent a certain idea developed by the author. The concept of “digital literacy” has evolved significantly, incorporating not only the ability to read and write in digital contexts but also the competencies required for effective communication and critical engagement online. Digital literacy now encompasses skills such as evaluating information credibility navigating diverse platforms, and understanding the ethical implications of online behavior (Smith,2024) As the digital landscape becomes increasingly complex, education systems are prioritizing these skills to prepare individuals for participation in a digitally mediated world (Brown&Miller,2024) The specific idea is pointed out in the first sentence followed by some supporting sentences in a single paragraph. (Robinson,2024) stated that Paragraph writing is a form of written expression that involves structuring ideas, information, or narratives into cohesive and organized blocks of text. It typically consists of a series of sentences, starting with a topic sentence that introduces the central idea, followed by supporting sentences that provide details, examples, or explanations to develop that idea, and concluding with a sentence that summarizes the point or transitions to the next paragraph. Effective paragraph writing is essential in various types of written communication, such as essays, reports, articles, and creative writing, as it enables clarity, coherence, and a logical flow of ideas, making the text more comprehensible and engaging for readers.

PicsArt

Picsart is a popular photo and video editing platform that offers a wide range of creative tools for users, including filters, stickers, text overlays, and AI-powered features. The platform is designed for both beginners and professionals, allowing them to produce high quality visual content with ease. Pistsrt’ds user friendly interface and community-driven content make it a versattle tool for social media, graphic design, and personal expression (Johnson&Lee,2024). *De Andrade Santos, S. V. C., ferrete, A. A. S. S., & de oliveira, D. M., (2008)* stated that Picsart is an application that can be downloaded for free

on mobile devices. Its main function is to edit images for various purposes, either to (re)build or to correct flaws. Apriliana (2022). The Picsart application as a medium for learning poster writing. PicsArt is primarily known as a mobile photo editing and graphic design application. PicsArt, founded in 2011 by Avoyan, Mehrabyan, and Vardanyan, initially started as a stand-alone photo editing tool for mobile phones. Launched on Android devices in 2011, it expanded to iOS in January 2013, iPad in May, and Windows Phone in October of the same year. By 2015, PicsArt gained significant traction with 250 million downloads for its iOS and Android apps and 60 million monthly active users (Moreno, J. 2023).

Benefits of using PicsArt Edit Photo studio

Picsart AI photo editor can perform a wide range of edits, including color correction, object removal, image restoration, facial recognition and manipulation, avatar creation, background replacement and generation, special effects, and many more (Kulp, Patrick, 2022).

In the last knowledge update in January 2022, it was observed that PicsArt had emerged as a widely-used photo editing application, providing users with an extensive array of tools and functionalities to enhance and manipulate their photographs. It was emphasized that specific

features and advantages might have evolved or been modified since then, and it was suggested to verify the most recent information from reliable sources. According to the last knowledge update, the following were noted as some general advantages associated with using PicsArt Photo Studio.

The advantage of using PicsArt is that you can use a photo editing app for novice or experienced editors. Picsart allows users to explore text overlay styles artistically, making it easy to share creations and engage in a vibrant community. According to Inggih Pangestu, PicsArt is highly regarded as a top photo-editing software, particularly for those who enjoy drawing and creativity.

In March 2022, Picsart exposed AI fonts, a fresh assortment of typefaces crafted through generative AI (Kulp, Patrick, 2022), (Navlakha, M.2022). By November 2022, Picsart expanded its platform with the incorporation of an AI Image Generator and an AI Writer, enabling the creation of images and copy through generative AI (Kulp, P. 2022).

The introduction of the AI Avatar feature followed in December 2022, Growcoot, M. (2022). Subsequently, in January 2023, Picsart introduced SketchAI, a new standalone application that employs generative AI to transform sketches into digital artwork.

Getting Rid of Impatience

Addressing impatience in the photo editing process using PicsArt, users were advised to approach editing with inspiration, imagination, and patience. The importance of exercising patience was emphasized, with the assurance that it would lead to commendable results (Navlakha, M. 2023).

For creating exceptional artwork, PicsArt was highlighted as a platform allowing users to edit photos freely and unleash their creativity. Examples like *Paolo Morucci* were cited as individuals who had produced impressive works using the PicsArt application. Users were encouraged to explore tutorials on YouTube to enhance their editing skills.

Exploring the interesting features of PicsArt, the application was noted for its diverse tools in the Tools menu, including those for removing objects and cutting photos. The Effects menu featured a variety of filters, adding attractiveness and elegance to users' photos. The retouch function was highlighted for facial enhancement, offering options such as smoothing textures, eliminating eye bags, and applying makeup. The application also supported graphic design with features like adding text and stickers and transforming ordinary photos into engaging visuals.

Lastly, as an American technology company founded in 2011 by Hovhannes Avoyan, Artavazd Mehrabyan, and Mikayel Vardanyan (Malik, A. 2022), PicsArt was acknowledged as a popular mobile photo and video editing application. Its popularity stemmed from its user-friendly interface, creative tools, and the ability to enhance and modify images directly on mobile devices.

The Previous Study

The Similarities and Differences between the Previous Study and This Research are as follows. Both previous research and this research have the same focus on improving writing skills among elementary school students, especially in composing descriptive paragraphs. In terms of similarities, both studies involve detailed analyses of the teaching of writing skills at the elementary level.

However, the difference lies in the tools used for learning purposes. Although previous research relied on a traditional approach using descriptive paragraphs, this research introduces an innovative method by combining the use of Picsart images to enhance the writing of descriptive paragraphs.

Additionally, in comparing the two, previous research concentrated on teaching recount text through the use of a series of selfie photos and guided writing questions. In contrast, this study differs in its emphasis on teaching students in paragraph writing, staying away from Recount Text, and using Picsart images as the main medium. Furthermore, while previous research explored teaching descriptive text via Instagram, this study stands out by prioritizing the

integration of Picsart images for teaching paragraph writing, presenting a new approach to improving writing skills among elementary school students

Novelty Study Writing Through PicsArt

The novelty to study writing picture PicsArt is the novelty in studying writing through picture manipulation with PicsArt to enhance student's writing abilities lies in the innovative fusion of visual and written communication, engaging students through creative, real-world, and interdisciplinary approaches while preparing them for effective storytelling in the digital age.

METHOD

Subject of the study

The subject of the study was 26 students from the 5th grade of SDN Gelam 1 Candi, Sidoarjo, situated on Jalan Raya Gelam No 49, Gelam, Candi, Sidoarjo, Jawa Timur, spanning from October 19 to December 1, 2023.

Research design (action research) & Research procedures

The Classroom Action Research theory by *Kemmis & McTaggart models*, with observing as a unit, was utilized in this study. The union of the two components was attributed to the fact that acting and observing are two inseparable activities (Kemmis & McTaggart in Kusumah and Dwitagama, 2009:20). According to Arikunto (2021), CAR is used by teachers who intend to improve the quality of their learning through actions to the students. The four components, namely planning, implementation, observation, and reflection, were considered as one cycle forming the strand.

Pre-Cycle

Planning

To know the students' ability of writing skills using picture picsArt: the students' writing skill ability level was determined by administering a pre-test in pre-cycling, the pre-test was arranged, a lesson plan (RPP) was prepared and an observation field note was established to document all events in class.

Implementation

The plan's implementation was executed, students were facilitated to respond to the pre-test, achievement indicators were computed, comparison was made with KKM

Observation

This activity occurred concurrently with the plan's implementation, and the outcomes of the activities in the class were observed. Next the data on questionnaire results, specifically the score quantities, were collected and the observation field note sheet was utilized to document all results and the ongoing state of the class.

Reflection

A retrospective analysis and evaluation were conducted on all actions, relying on the gathered data, to determine the subsequent course of action. If the results did not meet the criteria for success, the next cycle was implemented, referred to as cycle 1.

Cycle-1

At this time it was implemented:

Planning

Prepare picsArt app. for treatment, prepare a lesson plan, and observe field notes.

Acting

The scores were tabulated, and the students were briefed on the application and its utilization for composing procedure text using PicsArt. A test (Test-1) was administered using PicsArt, and the results were subsequently calculated and compared to the average scores from the pre-cycle

Observing

The observation was conducted concurrently with the execution of Test-1 using PicsArt, and scores were computed as data. These scores were then compared to the average scores from both cycle 1 and the pre-cycle.

Reflecting

In this phase, a comprehensive assessment of all actions was conducted, utilizing the collected data. An analysis and evaluation were performed to determine the subsequent course of action. If the results did not meet the criteria for success, the next cycle was initiated.

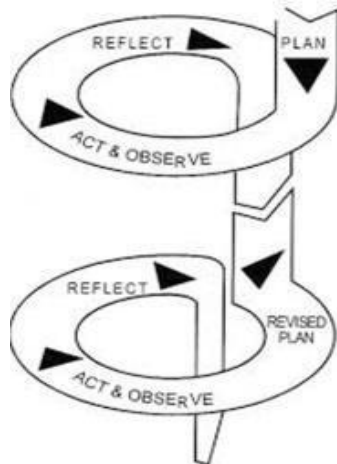


Figure 2. PTK cycle according to Kemmis & Mc Taggart.

Data Collection Procedures

Firstly, data on students' writing ability were collected using a Pre-cycle test. Secondly, Cycle 1 was implemented by explaining the Picsart picture through four steps of planning, acting, observing, and reflecting. A comparison was made with the Criteria of success score. And then cycle 2.

Criteria of success

The standards by which to judge whether an objective or outcome has been achieved successfully were met, with 70% of the students in the class obtaining scores of 70.

Data Analysis

To find improvement, the pre-cycle average score is compared with the average score of cycle 1; Then the result of the average score of cycle 1 is compared to the average score of cycle

2. To find improvement, the difference between the pre-cycle average score was compared to the cycle 2 average score. The result of the difference in cycle 2 and pre-cycle scores is the same as the result of increasing the score.

To find the students' perceptions using questionnaires. The results score of calculations data results of student's answers in the questionnaires were calculated using the *Guttman Scale*.

RESULT AND DISCUSSION

Result

This research started by exploring the ability to write paragraphs, specifically for the 5th grade at SDN Gelam 1 Sidoarjo. In particular, this study discussed how the PicsArt application could develop the writing skills of 5th-grade elementary school students, with the hope that writing and drawing would become positive habits and add experience in exploring educational

ideas. The first research purpose was to explain the use of PicsArt pictures to enhance the writing ability of 5th-grade students at SDN Gelam 1 Candi, Sidoarjo.

a. Pre-Research Findings.

Before starting classroom research, I first prepared and conducted a pre-research classroom at SDN Gelam 1 Candi, an assessment of 5th-grade students' writing skills was conducted to establish a baseline.

Table no.1 Score of students in pre-cycle

Total Students	Score ≥ 70	Score ≤ 70	Average
26	11	15	65,76
100%	42%	58%	-

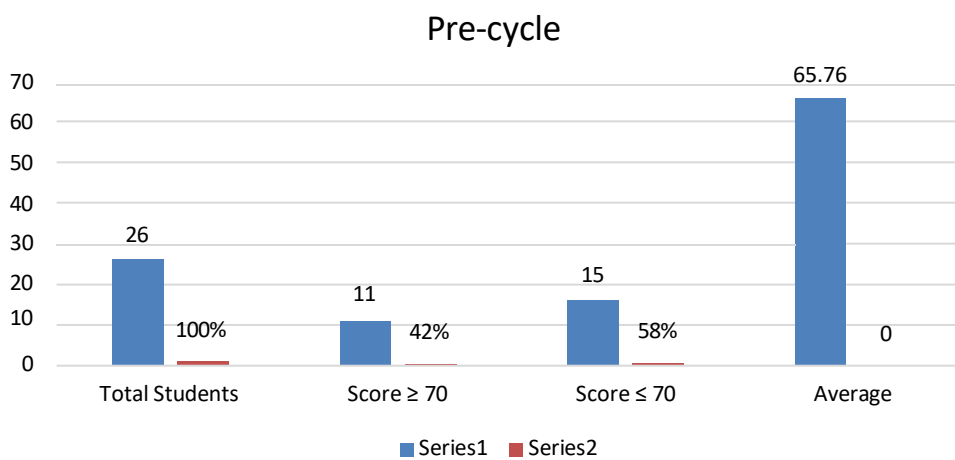


Chart 1. Students' scores in pre-cycle

Description of chart 1.

Due to the success criteria, students are required to achieve a score of 70, encompassing 80% of the students. However, during the pre-cycle implementation, it was evident that only 42% of the students, consisting of 11 individuals, reached this standard.

Therefore, a cycle 1 period must be conducted, employing the PicsArt picture technique to enhance the students' writing skills.

a. Cycle 1

Because through the pre-cycle students' abilities were still below the criteria for success, Cycle 1 learning was implemented, to improve students' writing skills in English through the use of picsArt pictures for 5th-grade students at SDN Gelam 1 Candi Sidoarjo. Through four phases, namely planning, acting, observing, and reflecting, student scores are obtained as follows.

Table no 2 Students' score in cycle 1 using PicsArt

Total Students	Score ≥ 70	Score ≤ 70	Average
26	17	9	71
100%	65,38%	34,62%	-

Analysis of Students' Performance in Cycle 1 using PicsArt picture

Description: Table 2 provides a comprehensive overview of students' scores in Cycle 1 when utilizing PicsArt as a tool. The data encompasses the total number of students, the distribution of scores, and the average score achieved. *Total Students:* In this cycle, a total of 26 students participated, each integrating PicsArt into their assignments to varying extents. *Score Distribution:* Students scoring 70 or higher: 17 students, representing 65.38% of the total participants, demonstrated proficiency and success in leveraging PicsArt for their assignments. Students scoring below 70: 9 students, constituting 34.62% of the total, faced challenges or achieved scores below the proficiency threshold. *Average Score:* The overall average score for all students in Cycle 1 stands at 71. This indicates the collective performance, considering both high and low scores. While the average score is above the passing threshold, it also suggests room for improvement and potential variations in individual performance. Table 2 offers valuable insights into the effectiveness of utilizing PicsArt in Cycle 1, highlighting the majority of students who successfully scored above 70. The analysis of individual scores and the average score provides a foundation for further exploration and refinement of the integration of PicsArt in subsequent cycles. The below representation is shown in Chart 2

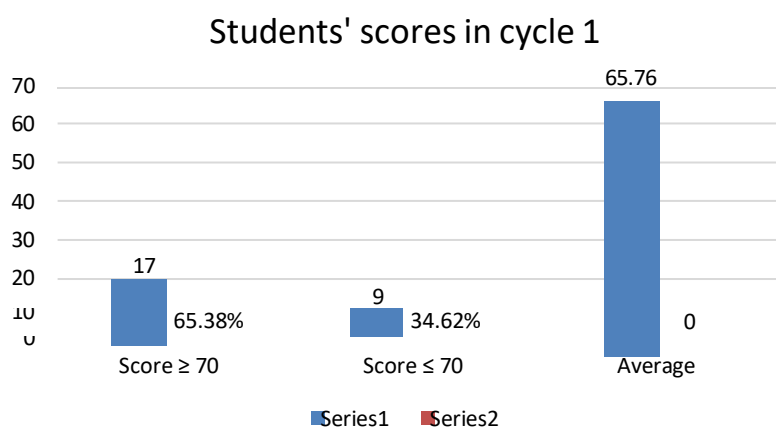


Chart 2. Students' scores in Cycle 1

If looking at the students' achievement, it is still below the success criteria, which is 65.38%. The expected number of students who should achieve a score of 70 or higher that is 80%. Therefore, it is necessary to conduct interventions again using the 4-step process: planning, acting, observing, and reflecting. This process will involve the application of PicsArt to enhance students' writing abilities."

b. Cycle 2

Findings

In Cycle 2, a test explanation was conducted again on the application of PicsArt in students' writing abilities using the four steps of the Classroom Action Research approach. As a result, There was a significant improvement in scores, as shown in Table No. 3.

Table no. 3. Title: Analysis of Students' Performance in Cycle 2

Total Students	Score ≥ 70	Score ≤ 70	Average
26	26	0	83,46
100%	100%	0%	-

Description: Table 3

It provides a comprehensive overview of students' scores in Cycle 2, illustrating the impact of the application of PicsArt on their writing abilities. The table outlines the total number of students, the distribution of scores, and the average score achieved.

Total Students: In Cycle 2, all 26 students participated, indicating full engagement in the application of PicsArt for enhancing their writing skills. **Score Distribution: Students scoring 70 or higher:** All 26 students, representing 100% of the total participants, demonstrated significant improvement, achieving scores above the proficiency threshold. **Students scoring below 70:** None of the students scored below 70, indicating a notable success in addressing previous challenges. **Average Score:** The overall average score for all students in Cycle 2 is 83.46, showcasing a substantial increase from the previous cycle. This highlights the effectiveness of the PicsArt application in elevating the overall performance of students in writing assignments. The table 3 indicates a remarkable improvement in students' scores, with all participants achieving scores of 70 or above. This outcome suggests the successful implementation of interventions and the positive impact of using PicsArt in enhancing students' writing abilities during Cycle 2. The notable increase in the average score further supports the effectiveness of the approach and highlights the potential for continued success in subsequent cycles

Chart of Students' score in cycle 2

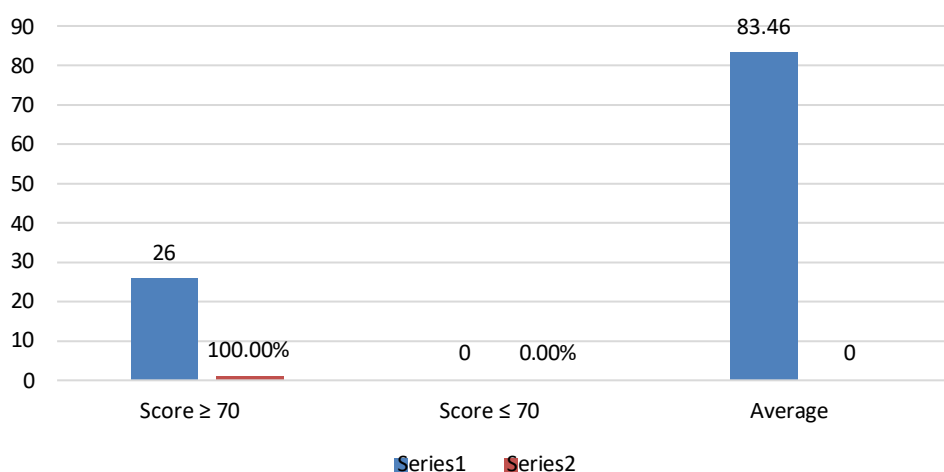


Chart 3. Students' score in Cycle 2

Description:

In circle 2, there was a 100% increase in the ability of 26 students to meet the standard criteria of success for their scores of ≥ 70 ; an average grade of 83.46. There are no more students under KKM. While the criteria for success is 80% students should have score ≥ 70 .

Table no.4. Comparison among the students' scores who got criteria of success in pre-cycle, cycle 1, and cycle 2

Cycles	Score ≥ 70	Score ≥ 70	Improved
Pre-cycle	11	42 %	0
Cycle 1	17	65,38%	6
Cycle 2	26	100%	9

Based on the table 3 previewed, it can be made Chart no. 4

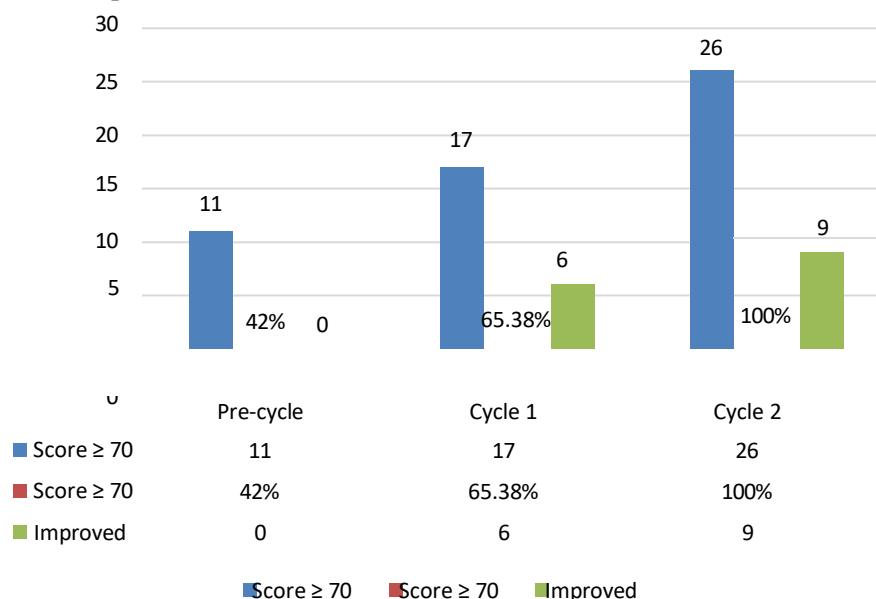


Chart 4. Comparing the scores of students who achieved score ≥ 70 in the pre-cycle, cycle 1, and cycle 2.

Description :

1. Students' writing ability scores using PicsArt, scored ≥ 70 (42%) in the Pre-cycle as many as 11 students
2. Students' writing ability scores using PicsArt, scored ≥ 70 (65,38%) in cycle 1 as many as 17 students, improved 6 students from the pre-cycle period.
3. Students' writing ability scores using PicsArt, scored ≥ 70 (100%) in Cycle 2 as many as 26 students, improved 9 students from Cycle 1 period.

The scores reflecting students' writing ability, as assessed through piscArt, demonstrated improvement in 15 students or 58%, when comparing the pre-cycle period to cycle 2. *The application of PicsArt proved to be very effective when utilized as a learning tool to enhance writing skills.*

Finding for students perceive the use of PiscArt in enhancing the writing ability for five grades at SDN Gelam1 Candi, Sidoarjo.

To know the students' perceptions, the writer made a questionnaire to get students answers. The questionnaires consist of 10 questions that should be answered by 26 students using YES or NO as theory of the Guttman application. The time for distributing the forms was after the class activity. The questionnaire was at the following page.

Table of questionnaires Using PicsArt for students

No.	Questions	YES	%	NO	%
1	Have you used PicsArt pictures to enhance your writing ability in English?	15	58%	11	42%
2	Do you believe that incorporating PicsArt pictures improves the overall quality of your written assignments?	14	54%	12	46%
3	Have you found specific features or tools in PicsArt to help enhance your writing skills?	20	77%	6	23%

No.	Questions	YES	%	NO	%
4	Do you think using PicsArt pictures has increased your creativity when working on English writing assignments?	18	69%	8	31%
5	Have you noticed an improvement in your ability to convey complex ideas or emotions through the integration of PicsArt pictures?	17	65%	9	35%
6	Do you enjoy the writing process more when you have the option to include PicsArt pictures in your assignments?	19	73%	7	27%
7	Do you believe that using visuals in your writing assignments helps you understand and remember the content better?	21	81%	5	19%
8	Have you shared your written work with classmates or teachers after incorporating PicsArt pictures?	12	46%	14	54%
9	Do you think the use of PicsArt pictures makes your writing more engaging for your audience?	15	58%	11	42%
10	Have you encountered any challenges when integrating PicsArt pictures into your writing assignments?	16	62%	10	38%

Perception of PicsArt Integration in Enhancing Writing Ability

This survey explores students' perspectives on the use of PicsArt pictures to enhance their writing ability in English. A total of 26 respondents provided insights into various aspects of incorporating visuals into their written assignments. The results indicate a generally positive perception among students regarding the impact of PicsArt on their writing skills.

1. Utilization of PicsArt for Writing Enhancement: The majority of respondents 58% have utilized PicsArt pictures to augment their writing ability in English. This suggests a prevalent inclination towards integrating visual elements into the writing process.
2. Quality Improvement through PicsArt Integration: A significant portion of students 54% believes that incorporating PicsArt pictures contributes to an enhancement in the overall quality of their written assignments. This highlights a perceived positive correlation between visual elements and the quality of written work.
3. Identification of Helpful Features in PicsArt: An overwhelming majority 77% have identified specific features or tools in PicsArt that aid in enhancing their writing skills. This underscores the importance of exploring and utilizing PicsArt functionalities to improve the writing process.
4. Boost in Creativity with PicsArt Pictures: A notable 69% of respondents feel that the use of PicsArt pictures has increased their creativity when working on English writing assignments. This suggests that visual elements play a role in stimulating creative thinking during the writing process.
5. Improved Expression of Ideas and Emotions: The survey reveals that 65% of students have noticed an improvement in their ability to convey complex ideas or emotions through the integration of PicsArt pictures. This points to the potential of visual aids to enhance communication in written assignments.
6. Enhanced Enjoyment of the Writing Process: A significant majority 73% enjoys the writing process more when given the option to include PicsArt pictures in their assignments. This positive sentiment indicates that the integration of visuals adds a layer of enjoyment to the writing experience.
7. Visuals for Better Understanding and Recall: A substantial 81% of respondents believe that using visuals in writing assignments helps them understand and remember the content better. This underscores the cognitive benefits associated with incorporating visual elements in written work.
8. Sharing Written Work with PicsArt Enhancements: While 46% have shared their written work with classmates or teachers after incorporating PicsArt pictures, this suggests a moderate level of engagement in sharing visually enhanced assignments.

9. Engagement Boost for the Audience: The majority of respondents 58% believe that the use of PicsArt pictures makes their writing more engaging for their audience. This highlights the potential impact of visual elements in capturing and maintaining the audience's attention.

Challenges in PicsArt Integration: A majority of students 62% have encountered challenges when integrating PicsArt pictures into their writing assignments. Identifying and addressing these challenges can contribute to a more seamless integration of visual elements.

CONCLUSION AND SUGGESTIONS

1. Conclusion The use of Picsart pictures can enhance the writing ability

This research explored the impact of using the PicsArt application on enhancing the writing abilities of 5th-grade students at SDN Gelam 1 Sidoarjo through two cycles of Classroom Action Research (CAR) and a survey of students. The study resulted in a significant improvement for 15 students or 58%, in students' writing acquisition scores and development, stimulating creativity, and making students more active and dynamic. This research is very important for the development of writing learning strategies using PicsArt images and subsequent learning and can be developed with other writing teaching application applications. Due to time constraints in development, so the modification of writing teaching still needs to be retrained. For future researchers, hopefully it can further contribute to the development of writing teaching for elementary school students.

2. Students' perception of the use of PiscArt

Students of 5th grade at SDN Gelam 1 Candi, Sidoarjo, By using Picsart, students found in the survey reflects positive perceptions among students regarding the use of PicsArt images in improving their writing skills, with significant benefits seen in creativity, expression, and overall writing quality. However, the challenges encountered demonstrate the importance of overcoming potential barriers to maximize the effectiveness of PicsArt integration in the writing process. The perception of students who have many application limitations by using Picsart application technology can improve the quality of writing even better in the future.

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