# The effectiveness of image streaming method in improving anecdotal text writing skills for high school students

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| KEYWORD | ABSTRACT |
|---|---|
| Writing<br>Anecdotal Text<br>Learning Methods<br>Image Streaming | This research aims to determine the ability to write anecdotal texts using the image streaming method and determine the effect of this learning method in improving the ability to write anecdotal texts. This research uses quantitative methods. This type of research is quasi-experimental with a nonequivalent control group design model. The variables in this research are divided into two, namely the independent variable image streaming learning method and the dependent variable writing anecdote text. The research sample consisted of 60 students who were divided into two groups, namely 30 students as the experimental class and 30 students as the control class. Data collection was carried out using observation and test techniques. Research data was analyzed using statistics assisted by the SPSS program. The results of the research revealed that the ability to write anecdotal texts of students in the experimental class increased compared to the control class because the use of the image streaming learning method provided stimulation to students in determining the framework for composing anecdotal texts so that students were able to write anecdotal texts well. Apart from that, the use of the image streaming learning method in the experimental class was proven to be effective in improving students' abilities in writing anecdotal texts because it was able to make students write anecdotal texts well due to their success in determining the framework for writing anecdotal texts. Thus, this image streaming method has the benefit of improving the quality of learning to write texts.<br> |

## Introduction

In Indonesian subject, writing skills are one of the skills that every student is required to have. These skills in the educational curriculum are one of the important elements in Indonesian learning. The importance of this writing skill, students can develop storytelling skills that can help students in reasoning critically or logically, express feelings and facts, and think in detail or clearly by writing, students get benefits in the form of intelligence, the ability to collect information and encourage the will of the student (Asfari et al., 2022; Graves (Ripai, 2012). Writing activities become expressive activities if he has writing skills to deliver his ideas (feelings, thoughts, opinions, intentions, and messages) to others and readers so that they can feel the ideas that have been conveyed in writing it is correct, accurate, and precise (Heriyani & Susilo, 2021; Meilasari et al., 2018; Zulni et al., 2022).

However, in reality, this writing skill is one of the skills that is difficult for students to master (Bolsunovskaya & Rymanova, 2020). The difficulty occurs because students are not only required to have ideas, thoughts, life experiences, and science, but students also have to master the use of language in writing, writing procedures, and writing styles that characterize their writing (Andhira, 2018; Azis & Husnawadi, 2020; Bolsunovskaya & Rymanova, 2020). Writing skills are skills that must pay attention to various factors, including linguistic complexity, organization or structure of writing, the use of certain writing genres, content or content of the writing, and writing development so that this writing activity is a complicated skill that requires time and good instruction (Graham, 2019; Malagoli et al., 2021; Ozfidan & Mitchell, 2020).

Writing skills are needed in Indonesian learning because almost all learning topics are related to texts, both literary texts and non-literary texts so writing skills are needed (Herman et al., 2020). One of them is anecdotal text. Anecdotal text learning is learning that aims so that students not only know theoretically about anecdotal texts, but students are also expected to be able to write and create an anecdotal text (Kashkin & Shilikhina, 2009). The definition of the anecdotal text itself is a text in the form of a short story that has humor as well as criticism in it (Kashkin & Shilikhina, 2009; Zulni et al., 2022; Nurnangisih, 2020). In addition, anecdotal texts are used to illustrate a thing or convey a message about a social phenomenon through story packaging that has many meanings (Halfian et al., 2022; Wardani et al., 2018).

Writing anecdotal texts is a difficult learning for students during anecdotal text learning. These difficulties include difficulty finding themes, challenges in starting and deciphering anecdotal texts, difficulty finding inspiration, difficulty determining the word satire, and difficulty determining polite language in writing anecdotal texts (Said & Pratama,

2019; Sholekah & Nuryatin, 2016). This is supported by interviews that have been conducted with grade 10 teachers who say that the difficulties experienced by students in writing come from their students because students are difficult to find ideas, cannot develop their writing, and do not have the motivation to write (Hasanah, 2022). In addition, based on observations that have been made, the problems that students face in writing anecdotal texts include student interest when writing in the form of fiction stories, difficulty determining the idea/topic of writing, difficulty developing writing into complete writing, lack of reading and recognizing texts well, and the use of the internet which results in students copying and pasting other people's work (Sopandi, 2020; Susilo & Wahyuni, 2019).

Therefore, to succeed in the writing learning process, a teacher needs various ways so that students can follow learning activities well. One way that teachers can do this is to use the correct and varied learning methods (Hasanah, 2022; Sopandi, 2020). Learning methods are stages or ways that teachers can use in interacting with students to achieve learning objectives that have been set based on learning materials (Rusmana & Nugraha, 2019; Susilo & Wahyuni, 2019). Learning methods have important aspects in the teaching and learning process because the use of these learning methods can determine the strategies that will be used by teachers to facilitate student learning processes so that the use of correct, appropriate, and effective learning methods is more important and better done (Rasyad et al., 2017; Uzunboylu & Özcan, 2019).

However, it is undeniable that there are still many teachers who cannot use varied learning methods in learning to write (Azis & Husnawadi, 2020; Yew & Goh, 2016). The way teachers teach still a lot that uses old or conventional methods such as lecture methods so the teaching and learning process that is carried out seems monotonous and raises a sense of boredom in students (Kusumawati et al., 2016). In addition, the causes of students' lack of interest in writing anecdotal texts include a lack of awareness of good Indonesian language use, teachers who are not professional in teaching, and teachers who are not appropriate in using learning methods and techniques (Hasanah, 2022; Said & Pratama, 2019; Triyani et al., 2018).

Based on its purpose, Indonesian learning not only makes students able to understand the text theoretically, but students are also expected to be able to write or create a text well. Therefore, one of the learning methods that can be used when learning to write text is Image streaming. The image streaming method is a method that gives way to images to be present in the mind and can present extraordinary imagination without consciously choosing what to imagine (Mursini, 2010; Rachman, 2019). In addition, how to use the image streaming method when students see shadows, students begin to express in writing what is seen in the shadows by describing in detail and clearly and then developing it into a sentence or a written sketch

(Bahaghighat & Motamedi, 2017; Kusumawardani et al., 2020; Rachman, 2019). Therefore, guiding students in developing their writing framework into a complete text, can be done using the image-streaming learning method.

The theory of this image-streaming method was developed by Wanger in his book entitled Beyond Teaching and Learning (Rachman, 2019). According to Wanger, this image-streaming method is a method that uses the mind to visualize something based on memory or memory. The steps to use the image streaming method are, (1) preparation and preparation, namely preparing a sheet of paper and stationery; (2) relaxation and focus, i.e. relaxing and closing your eyes to start flowing shadows; (3) visualization is trying to describe or imagine an object in detail in the mind; (4) visual decomposition is to begin to express in writing what is seen in the shadows by describing in detail and clearly; (5) Free association, that is, starting to associate ideas or words related to the object that has been imagined; (6) In-depth descriptions go ahead to outline those shadows and associations in more depth and detail; (7) reflection is re-reading notes that have been made; (8) Notes and analysis is starting to try to identify new ideas, different views, or a deeper understanding of the problem or topic being explored.

This image streaming method is a learning method that is widely successfully used in learning to write texts in Indonesian learning. One of them is widely used in learning short story texts, for example in research conducted by Meilasari et al. (2018) with the title "The Effectiveness of Using Image Streaming Method in Learning to Write Short Stories in Class XI Students of SMA Darul Falah Cihampelas" which states that this method is effective in learning to write short stories because it can overcome the obstacles faced by students in writing. In addition, this image-streaming method has also been used in learning description texts researched by Kusumawardani et al. (2020) with the title "Improving Description Writing Skills with the Image Streaming Method for Grade III Students of SDN Pondok Pinang 10" revealed that the ability to write description essays has increased using the image streaming method so that the quality of learning has also improved.

Therefore, judging from the success of the image-streaming method that has been carried out by the research above, researchers are interested in using this image-streaming method to improve the ability to write anecdotal texts for grade X students. Thus, the formulation of the problem in this study is how is the ability to write anecdotal text using the image streaming method in grade X students? Is there any influence of image streaming learning methods in improving the ability to write anecdotal texts? Meanwhile, the purpose of this study is to describe the ability of the results of writing anecdotal texts using the image-

streaming method and describe the influence of the Image Streaming learning method in improving the ability to write anecdotal texts.

## Method

This research uses quantitative methods as a research method because this method will be used to see the results of research in the form of students' average scores in writing anecdotal texts using the image streaming method as a determinant of whether the image streaming method is effective in improving students' writing skills so that it can determine the end of the hypothesis. The quantitative method is a research method based on the philosophy of positivism which is used to examine both the population and the subject, the data is in the form of numbers, data is obtained using research instruments, and data is analyzed in a statistical way that aims to test hypotheses that have been determined (Sugiyono, 2013). This quantitative method is used to see the results of research in the form of students' average scores in writing anecdotal texts using the image streaming method as a determinant of whether the image streaming method is effective in improving students' writing skills.

This type of research is quasi-experimental research with a nonequivalent control model of the design group model because this research is to test those related to education. The nonequivalent control group research design is a design used to provide treatment to the experimental class, while the control class is not given treatment. This model is used to compare experimental classes that get treated with control classes that do not get treatment so that they can find out the extent of success of applying image streaming methods to improve the ability to write anecdotal text. The following is a table of nonequivalent control group designs as viewed in Table 1.

**Table 1.** Desain Nonequivalent Control Group.

| Class | Pre-tests | Treatment | Post-Tests |
|-------|-----------|-----------|------------|
| E | Q1 | X | Q2 |
| K | Q3 | - | Q4 |

Information:

Q1: Pre-tests experimental class;          Q2: Post-test experimental class
Q3: Control class pre-tests;                   Q4: Post-test control class
X: Treatment of experimental classes using the image streaming method

The variables in this study are divided into two, namely independent variables and dependent variables. The independent variable in this study is the image-streaming learning method while the dependent variable in this study is writing anecdotal text. Meanwhile, the population in this study was all grade X students of SMAN 1 Jalaksana which amounted to 279 students. The number of students taking or withdrawing in this study amounted to 60 students,

namely class X M 7 as an experimental class and X M 8 as a control class. The population collection occurred because the anecdotal text material was grade 10 material and one of the teachers at the school did not learn to write anecdotal texts, while the sampling of 30 in each class was carried out because there were some students who did not qualify.

This study conducted observation techniques and tests to collect research data. Observation techniques are used for research related to human behavior, work processes, natural symptoms, and if the respondents observed are not too large (Sugiyono, 2013). In this study, observation techniques were used to see and observe the effectiveness of the image-streaming method that will be used in learning to write anecdotal texts so that this technique is used during learning to write anecdotal texts when the treatment or image streaming method is applied. Meanwhile, in this study, the test technique was used to see the average score of students as a determinant of whether or not the ability to write student anecdotal texts with the application of the image streaming learning method so that this technique was used during prates and post-tests both in experimental classes and control classes to compare results.

This study used observation instruments and tests as research instruments. Observation instruments are used to observe the learning process in the classroom as research data and the data collection is carried out by taking notes. Meanwhile, the test instrument was used to measure the anecdotal text writing skills of grade X students through the results of the anecdotal text writing test.

This study uses descriptive statistical analysis techniques, normality tests, and non-parametric tests with the help of the SPSS program as data analysis techniques. Descriptive statistical analysis techniques are techniques carried out for data analysis so as to obtain results in the form of the lowest value, highest value, average value, standard deviation value and variance value from tests in the experimental class and control class. The normality test is carried out to analyze the data so as to obtain normal or abnormal data. Non-parametric tests are carried out because the data is abnormal so that the data will be analyzed using the Wilcoxon test as an alternative paired sample t-test, homogeneity test to determine homogeneous or heterogeneous data and the Mann Whitney U test as an alternative to the independent sample t-test. This data analysis technique is used to display percentages that show the success rate of using the image streaming method in improving the ability to write anecdotal text.

## Results and Discussion

### A. Result

The data obtained from this study is in the form of learning to write anecdotal texts from students of class X M 7 SMAN 1 Jalaksana as an experimental class using the image streaming method as a form of treatment and students of class X M 8 as a control class without using the image streaming method as a form of treatment. The research data that has been obtained will be analyzed and then described to describe the results of the study.

## 1. Ability to Write Anecdotal Text in Pre-Tests and Post-Test Activities

### 1.1. Experimental Class

Pre-test analysis results of the experimental class as viewed in Table 2.

**Table 2.** Pre-Test Analysis Results of the Experimental Class

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
| | *N* | *Minimum* | *Maximum* | *Mean* | *Std. Deviation* | *Variance* |
| Pre-Tests Experimen Class | 30 | 43 | 83 | 68,40 | 11.799 | 139.214 |

The table above, shows the lowest score, highest value, average value, standard deviation value, and variance value in the experimental class before treatment or before using the image streaming method in learning to write anecdotal texts. The table above shows the lowest value is 43, the highest value is 83, the average value is 68.40, the standard deviation value is 11,799, and the variance value is 134,214.

Learning outcomes of experimental class students as viewed in Table 3.

**Table 3.** Learning Outcomes of Experimental Class Students

| *Number* | *Score Range* | *Category* | *Frequency* | *Persentase* |
|---|---|---|---|---|
| 1 | 86 - 100 | Highly Skilled | 0 | 0 |
| 2 | 76 – 85 | Skilled | 10 | 33% |
| 3 | 56 – 75 | Simply Skilled | 15 | 50% |
| 4 | 6 – 55 | Less Skilled | 5 | 17% |

Based on the table above, the value of learning outcomes obtained by the experimental class in writing anecdotal texts before being treated or before using the image streaming method consists of a score range of 86-100 with the highly skilled category not obtained, then a score range of 76-85 with the skilled category obtained by 10 people (33%), then a score range of 56-75 with a fairly skilled category obtained by 15 people (50%), then a score range of 76-85 with a skilled category obtained by 15 people (50%), and a score range of 6 – 55 with less categories obtained by 5 people (17%).

Post-tests analysis results of the experimental class as viewed in Table 4.

**Table 4.** Post-Tests Analysis Results of the Experimental Class

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |

| Post-Tests Experimen Class | 30 | 63 | 90 | 77,87 | 8.557 | 73.223 |
|---|---|---|---|---|---|---|

Furthermore, the table above shows the acquisition of the lowest score, highest value, average value, standard deviation value, and variance value in the experimental class after being given treatment or after using the image streaming method in learning to write anecdotal texts. The table above shows the lowest value is 63, the highest value is 90, the average value is 77.87, the standard deviation value is 8.557, and the variance value is 73.223.

Final test results of the experimental class as viewed in Table 5.

**Table 5.** Final Test Results of the Experimental Class

| Number | Score Range | Category | Frequency | Percentage |
|---|---|---|---|---|
| 1 | 86 - 100 | Highly Skilled | 9 | 29% |
| 2 | 76 – 85 | Skilled | 10 | 32% |
| 3 | 56 – 75 | Skilled Enough | 12 | 39% |
| 4 | 6 – 55 | Less Skilled | 0 | 0 |

Based on the table above, the value of learning outcomes obtained by the experimental class after being treated or after using the image streaming method in writing anecdotal texts consists of a score range of 86-100 with a very skilled category obtained by 9 people (29%), then a score range of 76-85 with a skilled category obtained by 10 people (32%), then a score range of 56-75 with a fairly skilled category obtained by 12 people (39%), then a score range of 76-85 with a skilled category obtained by 12 people (39%), then a score range of 76-85 with a skilled category obtained by 10 people (32%), then a score range of 56-75 with a fairly skilled category obtained by 12 people (39%), then a score range of 56-75 with a fairly skilled category obtained by 12 people (39%),  and a score range of 6 – 55 with less categories was not obtained.

### 1.2.  Control Class

Pre-tests analysis results control class as viewed in Table 6.

**Table 6.** Pre-Tests Analysis Results Control Class

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
|  | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
| Pre-Tests Control | 30 | 53 | 83 | 68,00 | 8.424 | 70.966 |

The table above shows the lowest score, highest score, average value, standard deviation value, and variance value in the control class as a result of prates in learning to write anecdotal texts. The table above shows the lowest value is 53, the highest value is 83, the average value is 68.00, the standard deviation value is 8.424, and the variance value is 70.966.

Pre-tests results control class as viewed in Table 7.

**Table 7.** Pre-Tests Results Control Class

| No | Rentang Skor | Kategori | Frekuensi | Peresentase |
|----|--------------|----------|-----------|-------------|
| 1 | 86 - 100 | Highly Skilled | 0 | 0 |
| 2 | 76 – 85 | Skilled | 11 | 36% |
| 3 | 56 – 75 | Skilled Enough | 17 | 57% |
| 4 | 6 – 55 | Less Skilled | 2 | 7% |

Based on the table above, the value of learning outcomes obtained by the control class in writing anecdotal puzzles consisted of a score range of 86-100 with a very skilled category not obtained, then a score range of 76 – 85 with a skilled category obtained by 11 people (36%), then a score range of 56 – 75 with a fairly skilled category obtained by 17 people (57%), and a score range of 6 – 55 with a less skilled category obtained by 2 people (7%).

Result analysis post-tests control class as viewed in Table 8.

**Table 8.** Result Analysis Post-Tests Control Class

| Descriptive Statistics | | | | | | |
|---|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
| Post-Tests Control Class | 30 | 57 | 80 | 71,00 | 5.795 | 33.586 |

Furthermore, the table above shows the acquisition of the lowest score, highest value, average value, standard deviation value, and variance value in the control class as a post-test result without giving treatment or without using the image streaming method in learning to write anecdotal texts. The table above shows the lowest value is 57, the highest value is 80, the average value is 71.00, the standard deviation value is 5.795, and the variance value is 33.586.

Control class post-test results as viewed n Table 9.

**Table 9.** Control Class Post-Test Results

| Number | Score Range | Category | Frequency | Percentage |
|--------|-------------|----------|-----------|------------|
| 1 | 86 - 100 | Highly Skilled | 0 | 0 |
| 2 | 76 – 85 | Skilled | 7 | 23% |
| 3 | 56 – 75 | Skilled Enough | 23 | 77% |
| 4 | 6 – 55 | Less Skilled | 0 | 0 |

Based on the table above, the value of learning outcomes obtained by the control class in writing anecdotal puzzles consisted of a score range of 86-100 with a very skilled category not obtained, then a score range of 76 – 85 with a skilled category obtained by 7 people (23%), then a score range of 56 – 75 with a fairly skilled category obtained by 23 people (77%), and a score range of 6 – 55 with a less skilled category was not obtained.

Based on the explanation of the results above, it can be said that the experimental class has improved in writing anecdotal text using the image streaming method compared to the control class without using the imgae streaming method. In the experimental class, the lowest

score was from 43 to 63, the highest score from 83 to 90, the average from 68.40 to 77.87, the standard deviation from 11,799 to 8,557 and the variance from 139,214 to 73,223.

## 2. The Effect of Image Streaming Method in Writing Anecdotal Text

Data from the results of prates and post-tests of experimental classes and control classes will be tested for normality to determine normal or abnormal distributed data. The results obtained from the normality test can be seen in the following Table 10.

**Table 10.** Tests of Normality

| Class | | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Learning outcomes | Pre-Tests Experiment (IM) | ,254 | 30 | ,000 | ,760 | 30 | ,000 |
| | Post-Tests Experiment (IM) | ,121 | 30 | ,200* | ,935 | 30 | ,067 |
| | Pre-Tests Control (K) | ,157 | 30 | ,056 | ,945 | 30 | ,123 |
| | Post-Tests Control (K) | ,168 | 30 | ,029 | ,933 | 30 | ,060 |

In the table above, the significance value of the experimental class in prates activities is at 0.000 < 0.05, so the data shows that it is not normally distributed. Therefore, if one of the data is said to be not normally distributed, the data will then be tested using non-parametric statistical methods.

Test of homogeneity of variance as viewed in Table 11.

**Table 11.** Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Learning Outcomes | Based on Mean | 7.378 | 1 | 58 | ,009 |
| | Based on Median | 7.138 | 1 | 58 | ,010 |
| | Based on the Median and with adjusted df | 7.138 | 1 | 57.083 | ,010 |
| | Based on trimmed mean | 7.350 | 1 | 58 | ,009 |

The table above shows the results of the homogeneity test of variance data obtained a signification value, namely Based on a Mean of 0.009 < 0.05 so that it can be said that the variance of post-test data of the experimental class and the control class is not the same or heterogeneous. Therefore, if the data is said to be not the same or heterogeneous then the data will then be tested in an alternative way, namely using the Mann-Whitney U test as viewed in Table 12.

**Table 12.** Test Statistics

| | Learning Outcomes |
|---|---|
| Mann-Whitney U | 244.500 |
| Wilcoxon W | 709.500 |
| Z | -3.071 |
| Asymp. Sig. (2-tailed) | ,002 |

Based on the table above, it is known that the results of the Mann-Whitney U test are Asymp. Sig. (2-tailed) of .002 < 0.05, so it can be said that "Ha is accepted" because there is a difference in the ability to write anecdotal texts between the experimental class and the control class. Thus, from these data, it can be said that "There is an effect of using the image streaming method on improving the ability to write the anecdotal text"

## *B. Discussion*

### 1.    Ability to Write Anecdotal Text

Based on the presentation of the results of the analysis above, students' ability to write anecdotal texts has increased. The increase experienced by the experimental class during the post-test occurred due to the use of the image streaming method as a learning method when learning to write anecdotal texts. Using this image-streaming learning method, students get a stimulus in determining the framework of anecdotal text composition. The stimulus is used to determine criticism, continue to determine humor, then determine the structure of the anecdotal text, then create a flow to determine the use of linguistic rules of anecdotal text Success in determining the framework for compiling this anecdotal text, students can write anecdotal texts as well as an intermediary form in expressing opinions, messages, criticisms, or satire based on the topic that has been chosen so that the reader understands the purpose of the writing.

Therefore, using this image-streaming learning method, students can develop storytelling skills that can help students reason logically or critically, express facts and feelings, and think in detail or clearly so that by writing, students get benefits in the form of intelligence, the ability to collect information and encourage the student's will (Asfari et al., 2022; Graves (Ripai, 2012).

In addition, with the use of this image-streaming learning method, writing activities become expressive activities because students can write to deliver their ideas (feelings, thoughts, opinions, intentions, and messages) to others and readers so that they can feel the ideas that have been conveyed in the writing correctly, accurately and precisely (Heriyani &; Susilo, 2021; Meilasari et al., 2018; Zulni et al., 2022).

### 2.    Effects of Using Image Streaming Method

The use of this image-streaming learning method has proven effective in improving students' ability to write anecdotal texts. Judging from the presentation of the results of the analysis above, the use of this image-streaming learning method can make students write anecdotal texts well because of its success in determining the framework for composing

anecdotal texts. The image streaming method used as a stimulus when compiling the framework for writing anecdotal texts can provide direction to students in determining the framework for compiling anecdotal texts both in determining criticism, topics, humor, characters, anecdotal text structures, plots to the linguistic rules of anecdotal texts so that students can write anecdotal texts as well as an intermediary form in expressing opinions, messages, criticism, or satire based on a topic that has been chosen.

Therefore, Bahaghighat & Motamedi (2017); Kusumawardani et al. (2020); and Rachman (2019) revealed that the way to use the image streaming method is when students see the shadows, students begin to express in writing what is seen in the shadows by describing in detail and then developing it into a sentence or a written sketch. In addition, based on research conducted by Meilasari et al. (2018) revealed that the use of this image-streaming learning method can influence students to eliminate obstacles that are often experienced when writing such as writing mood, writing psychology, lack or running out of ideas, and the skitter environment that affects writing activities. In addition, research conducted by Kusumawardani et al. (2020) revealed that this image streaming method can not only improve the ability to write text, but this image streaming method can also improve the quality of learning. Fig 1. is documentation as the research progresses.



**Fig 1.** Application of Image Sreaming Learning Method

In this study, there are many limitations, one of which is determining the population and sample used. Researchers or subsequent research are expected to pay attention to the population and samples to be taken because they must be in accordance with the criteria for testing the image streaming method so as to get concrete results to see the effectiveness of the learning method. The population and sample used must have the same ability and lack of writing ability.

## Conclusion

Based on the explanation above, students' ability to write anecdotal texts has increased due to the use of this image-streaming learning method, students get stimulus in determining

the framework for composing anecdotal texts such as determining criticism, humor, anecdotal text structure, flow to the use of anecdotal text linguistic rules. Success in determining the framework of compiling this anecdotal text, students can write anecdotal texts well.

The use of this image-streaming learning method has also proven effective in improving students' ability to write anecdotal texts because the use of this image-streaming learning method can make students write anecdotal texts well because of its success in determining the framework for composing texts. The image streaming method used as a stimulus when compiling the framework for writing anecdotal texts can provide direction to students in determining the framework for compiling anecdotal texts so that students can write anecdotal texts well.

## Declarations

| | | |
|---|---|---|
| **Author contribution** | : | **Taliat Susilo** is responsible for the entire research project. He also led screenwriting and collaborations with both writers. **Tazqiah Nuralizza** and **Zain Lulu Ardiani**: contributed to data collection, transcription and analysis. **Hesti Muliawati** was responsible for creating the article and revising the manuscript until it was published. All three authors agree on the final manuscrip. |
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