

**DEVELOPING A PROCEDURE OF TEACHING DESCRIPTIVE TEXT  
WRITING FOR ELEMENTARY STUDENTS BY INTEGRATING  
DIGITAL PICTURES**

**A Thesis**

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## ABSTRAK

### PENGEMBANGAN PROSEDUR PEMBELAJARAN MENULIS TEKS DESKRIPTIF MELALUI PENGGUNAAN GAMBAR DIGITAL BAGI SISWA SEKOLAH DASAR

Oleh

Rumiati

Penelitian ini bertujuan untuk mengembangkan prosedur pembelajaran menulis teks deskriptif melalui penggunaan gambar digital bagi siswa sekolah dasar. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Pengembangan prosedur pembelajaran didasarkan pada prinsip-prinsip *English for Young Learners* (EYL), hasil analisis kebutuhan siswa, serta masukan dari guru.

Hasil analisis kebutuhan menunjukkan bahwa siswa mengalami kesulitan dalam mengembangkan ide, menyusun kalimat secara runtut, dan menggunakan kosakata yang tepat dalam menulis teks deskriptif. Selain itu, guru juga mengalami kendala dalam membimbing siswa selama proses pembelajaran menulis, khususnya pada tahap revisi dan penyuntingan. Berdasarkan temuan tersebut, dikembangkan suatu prosedur pembelajaran yang kemudian divalidasi dan direvisi berdasarkan masukan para ahli.

Produk yang dihasilkan berupa prosedur pembelajaran menulis teks deskriptif yang terdiri atas enam tahap utama, yaitu *pre-writing*, *modeling*, *guided writing*, *drafting*, *revising* dan *editing*, serta *post-writing*. Gambar digital diintegrasikan pada setiap tahap pembelajaran untuk membantu siswa mengembangkan ide, memperkaya kosakata, serta meningkatkan pemahaman mereka dalam proses penulisan teks deskriptif.

Hasil evaluasi menunjukkan bahwa prosedur pembelajaran yang dikembangkan memiliki tingkat kepraktisan yang tinggi, mudah diterapkan dalam kegiatan pembelajaran, dan sesuai dengan karakteristik siswa sekolah dasar. Selain itu, prosedur tersebut membantu guru dalam memberikan bimbingan yang lebih sistematis selama proses pembelajaran menulis. Dengan demikian, penelitian ini berhasil menghasilkan prosedur pembelajaran menulis teks deskriptif yang terstruktur melalui penggunaan gambar digital untuk mendukung pengembangan keterampilan menulis siswa sekolah dasar.

**Kata kunci:** prosedur pembelajaran, menulis teks deskriptif, gambar digital, *Process Writing Approach*, *English for Young Learners* (EYL).

## ABSTRACT

### DEVELOPING A PROCEDURE OF TEACHING DESCRIPTIVE TEXT WRITING FOR ELEMENTARY STUDENTS BY INTEGRATING DIGITAL PICTURES

By  
Rumiati

This study aimed to develop a teaching procedure of teaching descriptive text writing to elementary students by integrating digital pictures within the Process Writing Approach. The study employed a Research and Development (R&D) design using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The development process was based on English for Young Learners (EYL) principles, students' needs analysis, and teacher feedback.

The findings revealed that students had experienced difficulties in generating ideas, organizing sentences, and using appropriate vocabulary in descriptive writing. Teachers also faced challenges in guiding students, particularly during the revising and editing stages. Based on these findings, a teaching procedure was developed and refined through expert validation. The final product consisted of three stages: pre-writing + drafting, revising + editing, publishing.. Digital pictures were integrated into each stage to support idea generation and improve students' understanding.

The results indicate that the developed procedure is practical, easy to implement, and suitable for elementary students' characteristics. It also helps teachers provide clearer guidance during writing activities. In conclusion, the study successfully developed a structured teaching procedure that supports descriptive writing instruction through the integration of digital pictures.

**Keywords:** teaching procedure, descriptive writing, digital pictures, process writing approach, English for Young Learners

**DEVELOPING A PROCEDURE OF TEACHING DESCRIPTIVE TEXT  
WRITING FOR ELEMENTARY STUDENTS BY INTEGRATING  
DIGITAL PICTURES**

**By:**

**Rumiati**

**A Thesis**

Submitted in partial fulfilment of  
The requirements for the S-2 Degree

in

Master Of English Education Program  
Teacher Training and Education Faculty  
Language And Arts Education Department  
University Of Lampung



**MASTER OF ENGLISH EDUCATION PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
UNIVERSITY OF LAMPUNG  
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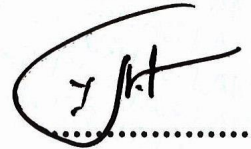
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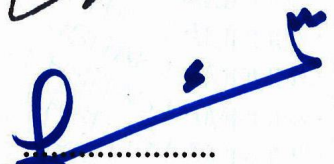
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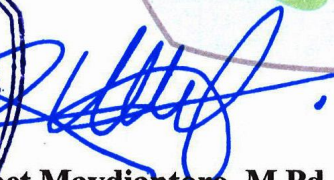
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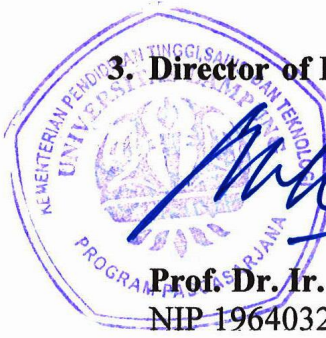
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## LEMBAR PERNYATAAN

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## DEDICATION

In The Name of ALLAH The Most Merciful, The Most Graceful. The writer dedicates this work to :

1. My Beloved Parents and Parents in law, for always praying, supporting, loving, and saving me.
2. My beloved husband, Andrianto, thanks for always supporting, guiding, teaching, and praying for me.
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**MOTTO**

“Every hardship is a measuring process through which patience is strengthened,  
knowledge is deepened, and faith is refined toward a greater purpose”

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At last, the writer is fully aware that this thesis is far from being perfect. There are so many weaknesses to be found. Therefore, suggestions for its improvement are needed. So that this thesis will be useful for the reader, especially for teaching English for elementary school.

Bandar Lampung, January 2026

RUMIATI

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## **I. INTRODUCTION**

This chapter presents an overview of the study, including the background of the research, research question, research objective, significance of the study, scope of the study, and definition of key terms. The background section explains the rationale for developing a teaching procedure for descriptive text writing by integrating digital pictures within the process writing approach for elementary students. Furthermore, this chapter outlines the focus and direction of the study, clarifies the research problem to be addressed, and provides the theoretical and practical significance of the research. The chapter concludes with the scope and operational definitions to ensure clarity and consistency throughout the study.

### **1.1 Background of the Study**

Writing is one of the essential language skills that plays a fundamental role in English language learning. Through writing, learners are able to express ideas, organize thoughts, and communicate meaning in a structured and permanent form. Hyland (2019) states that writing is not merely a final product but a complex process that involves planning, drafting, revising, and editing. Writing activities also support learners' cognitive development, critical thinking, and language awareness.

In the context of English as a Foreign Language (EFL), writing is widely recognize as one of the most difficult skills for learners to master, particularly for elementary students. Recent studies indicate that young learners frequently experience difficulties in generating ideas, organizing sentences, and selecting appropriate vocabulary when writing in English (Graham et al., 2019; Kim & Kim, 2021). These difficulties are even more apparent when students are required to write specific text germs, such as descriptive texts, which demand detailed observation, clear organization, and accurate language use.

At the elementary school level, English instruction is conducted within the framework of English for Young Learners (EYL). EYL refers to the teaching of English to children aged approximately 6-12 years, whose cognitive, emotional, and linguistic characteristics differ significantly from those of adult learners. According to Cameron (2001) and Pinter (2017), young learners are concrete thinkers, have limited attention spans, and learn language more effectively through meaningful activities supported by visual input, repetition, and clear guidance. Therefore, teaching writing to elementary students requires instructional procedures that are developmentally appropriate, highly scaffolded, and engaging.

One of the genres commonly taught at the elementary level, particularly in Grade 5, is descriptive text. Descriptive text aims to describe a person, place, or object by presenting its characteristic clearly and vividly. According to Derewianka and Jones (2016), descriptive texts consist of identification and description, supported by language features such as adjectives and present tense verbs. However, many elementary students struggle to write descriptive text due to limited vocabulary, weak sentence organization, and difficulty generating ideas (Rahmawati & Widodo, 2020).

To address these challenges, various approaches to teaching writing have been implemented. One widely acknowledged approach is the Process Writing Approach (PWA), which views writing as a recursive process involving several stages, including prewriting, drafting, revising, editing, and publishing (Seow, 2002; Hyland, 2003). Studies conducted within the process writing approach indicate that the students' writing quality can be improved, particularly in terms of idea development and organization (Putri & Andayani, 2020; Wahyuni, 2021; Sari & Pratama, 2022).

Nevertheless, recent research also indicates that applying the process writing approach in its complete and rigid form may not be fully suitable for young learners. Elementary students often experience difficulty during revising and editing stages due to limited metacognitive skills and language proficiency (Gunawan & Permatasri, 2021; Rahmawati & Darmi, 2022). This suggests that

the process writing approach needs to be adapted and simplified to align with the characteristics of English Young Learners.

In addition to instructional approach, the use of appropriate media plays a crucial role in supporting young learners' writing development. Visual media, particularly digital pictures, have been widely recommended for teaching writing to elementary students. Digital picture provide concrete visual stimuli that help students generate idea, expand vocabulary, and organize descriptions more clearly. Recent studies conducted over the last five years consistently report that the use of digital pictures improves students' motivation and performance in descriptive writing (Rahmawati & Widodo, 2020; Setiawan & Herman, 2021; Sari & Pratama, 2022; Rahmawati, 2023).

Despite the growing body of the research on the effectiveness of the process writing approach and digital pictures, a critical gap remains. Most previous studies focus primarily on learning outcomes or effectiveness, rather than on how a teaching procedure should be systematically designed for elementary students. Very limited research has addressed the development of a clear, step-by-step teaching procedure that integrates EYL principle, and digital pictures into a coherent instructional model. As a result, elementary school teachers often lack practical guidance on how to translate writing theories into classroom procedures that are suitable for young learners.

This gap is further supported by the preliminary needs analysis conducted in this study. Data collected through questionnaires distributed to Grade 5 students reveal that students experiences difficulties in generating ideas, organizing sentences, and choosing appropriate vocabulary when writing descriptive texts. The students also express a strong preference for learning activities that involve pictures, examples, and step-by-step guidance. In addition, interviews with an English teacher indicate that teachers face challenges in guiding students through the writing process, particularly during revision and editing stages, and require a practical, age-appropriate teaching procedure that integrates visual media effectively.

Based on the principles of English for Young Learners, the findings of the students' needs analysis, and feedback from teacher interview, it becomes evident that there is a strong need to develop a new teaching procedure for descriptive text writing. This procedure should be grounded in the core principles of the process writing approach but simplified and adapted to suit young learners' cognitive and linguistics abilities. Furthermore, digital pictures should be integrated as a central instructional component rather than a supplementary tool.

Therefore, this study focuses on developing a new, EYL-oriented teaching procedure for descriptive text writing by integrating digital pictures within a simplified process writing framework using a Research and Development (R&D) model, this study aims to bridge the gap between theory and practice by producing a practical, systematic, and age-appropriate teaching procedure for elementary school English instruction.

## **1.2 Research Question**

In line with the purpose of this Research and Development study, the research question is formulated as follows:

How is a teaching procedure for descriptive writing developed through a Research and Development process by integrating digital pictures based on English for Young Learners principles, students' needs analysis, and teacher feedback?

## **1.3 Conceptual Components of the Research Question**

The research question formulated in this study contains several key conceptual components that form the theoretical and empirical foundation of the research. In academic research, particularly in Research and Development (R&D) studies, analyzing the conceptual components of the research question is important to ensure that the research is grounded in relevant theories and that the developed product is systematically constructed based on clear conceptual elements.

According to research design scholars such as John W. Creswell, a research question often reflects several interconnected concepts that represent the focus of the study. These concepts need to be clearly defined and analyzed so that the researcher can identify the theoretical elements that guide the development of the research product. In the context of R&D research, the conceptual analysis of the research question also helps establish the theoretical framework that underlies the design of the developed model or procedure.

In this study, the research question focuses on developing a teaching procedure for descriptive writing by integrating digital pictures based on English for Young Learners principles, students' needs analysis, and teacher feedback. Therefore, the research question contains several major conceptual components that need to be clarified before the development process is carried out.

These conceptual components include:

1. Teaching procedure development
2. Descriptive writing
3. Digital pictures
4. English for Young Learners (EYL) principles
5. Students' needs analysis
6. Teacher feedback

Each of these components is derived from established theories in language teaching and learning. Furthermore, each component consists of several theoretical elements that will later serve as the basis for designing the teaching procedure developed in this study.

### **1.3.1 Teaching Procedure Development**

One of the central concepts in the research question is teaching procedure development. In language teaching, a teaching procedure refers to the systematic sequence of instructional activities designed to guide learners in achieving specific learning objectives.

According to H. Douglas Brown, effective language teaching requires carefully designed instructional procedure that organize classroom activities into meaningful learning stages. These procedures help teachers structure the learning process so that students can gradually build their knowledge and skills.

Similarly, Jack C. Richards and Theodore S. Rodgers explain that teaching procedures represent the practical classroom implementation of language teaching methods. In other words, teaching procedures translate theoretical principles of language teaching into concrete classroom practices.

In writing instruction, teaching procedure are commonly organized according to the principles of the process writing approach which views writing as a recursive and developmental process. According to William Seow, the process writing approach includes several stages that guide students through the writing process.

These stages typically include:

- Prewriting, where students generate and organize ideas
- Drafting, where students begin writing their initial version of the text
- Revising, where students improve the content and organization of their writing
- Editing, where students focus on grammatical and mechanical accuracy
- Publishing, where students present their final written product

These stages provide a structured framework that support students in developing their writing gradually. In this study, these elements are considered as fundamental components that inform the design of the teaching procedure.

### **1.3.2 Descriptive Writing**

Another important component embedded in the research question is descriptive writing, which represents the specific genre of writing targeted in this study.

Descriptive writing is commonly introduced at the elementary school level because it allows students to describe familiar objects, people, and places in a structured way. According to Beverly Derewianka and Pauline Jones, descriptive texts aim to describe a particular person, place, or thing by presenting its characteristics in detail.

In genre-based pedagogy, descriptive texts typically consist of two main structural elements:

1. Identification, which introduces the object, person, or place being described
2. Description, which explains the characteristics, qualities, or features of the object

In addition of these structural components, descriptive texts also include several language features, such as:

- The use of adjectives to describe characteristics
- The use of simple present tense verbs
- The use of specific nouns

Understanding these elements is essential because the form the linguistic foundation that students must learn when producing descriptive texts.

### **1.3.3 Digital Pictures**

The research question also highlights the integration of digital picture as instructional media in the teaching procedure.

Visual media play an important role in language learning, particularly for young learners who tend to rely heavily on visual input when processing information. According to Andrew Wright, pictures are powerful teaching tools because they provide meaningful contexts that stimulate learners' imagination and encourage language production.

In addition, the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer explains that learning becomes more effective when verbal information is combined with visual information. This combination allows learners to process information through multiple cognitive channels, thereby improving comprehension and retention.

In the context of writing instruction, digital pictures can support students in several ways:

- Stimulating idea generation
- Supporting vocabulary development
- Helping students visualize objects to be described

These functions make digital pictures particularly suitable for supporting descriptive writing activities among elementary students.

#### **1.3.4 English for Young Learners Principles**

The teaching procedure developed in this study is also grounded in the principles of English for Young Learners (EYL).

Teaching English to children requires instructional approaches that are aligned with their developmental characteristics. According to Lynne Cameron, young learners tend to learn language most effectively through concrete experiences, visual input, repetition, and meaningful interaction.

Similarly, Annamaria Pinter explains that children have shorter attention spans and therefore benefit from engaging learning activities that involve visual material, games, and interactive experiences.

Based on these perspectives, several key elements of EYL principles include:

- The use of visual learning materials
- Step-by-step instructional guidance
- Interactive learning activities
- Meaningful and engaging learning contexts

These elements serve as important considerations in designing the teaching procedure developed.

### **1.3.5 Students' Needs Analysis**

Another crucial component in the research question is students' needs analysis, which provides the empirical foundation for the development of the teaching procedure.

Needs analysis is widely recognized as an essential step in designing effective language learning programs. According to I. S. P. Nation and John Macalister, needs analysis refers to the systematic process of identifying learners' learning difficulties, preferences, and goals in order to design appropriate teaching programs.

Through needs analysis, researchers can identify the specific challenges faced by students in learning a particular skill. In the context of this study, the needs analysis focuses on several aspects, including:

- Students' difficulties in writing descriptive texts
- Students' preferred learning activities
- Students' attitudes toward visual media
- Students' expectations regarding writing instruction

The results of this analysis provide valuable information that informs the design of the developed teaching procedure.

### **1.3.6 Teacher Feedback**

The final conceptual component embedded in the research question is teacher feedback.

Teachers play a crucial role in the implementation of classroom instruction and possess valuable experiential knowledge regarding the challenges of teaching writing to young learners. According to Jack C. Richards, teachers' perspectives are essential in instructional design because teachers are the primary implementers of teaching procedures in real classroom contexts.

Teacher feedback helps ensure that the developed teaching procedure is not only theoretically sound but also practically feasible for classroom use.

In this study, teacher feedback focuses on several aspects, including:

- Challenges in teaching writing to elementary students
- Difficulties in guiding students through the writing process
- Teachers' perceptions of using digital pictures in writing instruction
- Teachers' expectations for practical teaching procedures

By incorporating teacher feedback, the developed teaching procedure is expected to be more relevant to classroom realities.

#### **1.4 Research Objective**

Based on the research question, the objective of the study is :

To develop a teaching procedure for descriptive writing for elementary students by integrating digital pictures, based on English for Young Learners (EYL) principles, students' needs analysis, and teacher feedback through a Research and Development (R&D) approach.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Significance**

Theoretically, this study contributes to the field of English language teaching by extending the application of the process writing approach within the context of English for Young Learners. It offers a conceptual model of a simplified EYL-oriented writing procedure that integrates digital pictures as a core instructional component.

##### **1.5.2 Practical Significance**

Practically, this study provides elementary school English teachers with a clear, systematic, and feasible teaching procedure for descriptive text writing. The developed procedure can serve as a practical guide for designing writing lessons that are engaging, age-appropriate, and responsive to students' learning needs.

## 1.6 Scope of the Study

This study is limited to the development of a teaching procedure for descriptive text writing using digital pictures for elementary students. The target users of the procedure are English teachers teaching Grade 5 students. The study focuses on the teaching procedure as the final product, which is developed based on English for Young Learners (EYL) principles, students' needs analysis, and teacher feedback, rather than on large-scale effectiveness testing.

## 1.7 Definition of Terms

- **Writing**  
Writing is the activity of expressing idea, thoughts, or information in written form by organizing words and sentences to communicate meaning clearly.
- **English for Young Lernasers (EYL)**  
English for Young Lernasers refers to the teaching of English to children at the elementary level, generally aged between 6 and 12 years, with learning activities adapted to their developmental characteristics.
- **Process Writing Approach**  
The process writing approach views writing as a series of stages, including planning, drafting, revising, and editing, which help learners improve their writing gradually.
- **Procedure of Teaching Writing**  
The procedure of teaching writing refers to sequence of planned and systematic steps used by the teacher to guide students from generating ideas to producing a written text.
- **Digital Pictures**  
Digital pictures are electronic images used as visual learning media to support students' understanding and idea development during writing activities.
- **Descriptive Text**  
Descriptive text is a type that aims to describe a person, place, or object by explaining its characteristics in detail.

- Elementary Students

Elementary students are learners aged approximately 6-12 years who are formally enrolled in elementary schools and are in the early stages of formal education, where they are developing basic language skills, cognitive abilities, and learning habits.

## **II. LITERATURE REVIEW**

This chapter presents the theoretical foundations that underpin the development of the teaching procedure in this study. It discusses key concepts related to writing, the process writing approach, English for Young Learners (EYL), descriptive text, and the use of digital pictures in writing instruction. In addition, this chapter reviews relevant previous studies and explains the conceptual framework used to guide the development of the teaching procedure. These discussions provide a theoretical basis for designing a structured and developmentally appropriate procedure for teaching descriptive writing to elementary students.

### **2.1 The Nature of Writing**

Writing is one of the core language skills that enables learners to express ideas, thoughts, and information in a structured and permanent form. In English language learning, writing is not merely a mechanical activity of producing written symbols; rather, it is a complex cognitive process that requires learners to generate ideas, organize them logically, and encode them into linguistically appropriate forms. Hyland (2019) defines writing as a meaning-making process in which writers transform ideas into texts through conscious planning and language choice. This perspective highlights that writing involves both cognitive and linguistic dimensions.

For language learners, writing plays a crucial role in developing language accuracy, vocabulary knowledge, and syntactic awareness. Writing allows learners to reflect on language use and provides opportunities to apply grammatical structures and vocabulary more deliberately than in spoken communication. Nation (2009) argues that writing supports language learning because it encourages learners to notice gaps in their language knowledge and to

refine their linguistic output. However, despite its importance, writing is widely regarded as the most challenging language skill, particularly for learners in EFL contexts.

The complexity of writing becomes more apparent at the elementary school level. Young learners are still developing their cognitive abilities, vocabulary range, and understanding of sentence structure. Graham et al (2019) emphasize that elementary students often struggle with generating ideas, maintaining coherence, and organizing sentences when writing in English as a Foreign Language (EFL). These difficulties are not merely linguistic but also cognitive, as writing requires learners to manage multiple processes simultaneously.

Given these challenges, writing instruction cannot rely solely on students' independent ability instruction requires systematic guidance that helps learners navigate the writing process step by step. This necessity becomes the foundation for developing a clear teaching procedure in writing instruction. A teaching procedure serves as a scaffold that supports learners throughout the writing process, reducing cognitive load and enabling gradual skill development. Therefore, understanding the nature of writing as a complex process directly justifies the need for developing a structured writing procedure, particularly for young learners.

## **2.2 Writing as a Process**

Writing is viewed as a complex and recursive process involving planning, drafting, revising, and editing. This perspective emphasizes that writing is not a one-time activity but a continuous process of meaning construction. Recent scholars highlight that writing development requires conscious guidance and opportunities for revision. Hyland (2019) explains that writing is a meaning-making process in which writers continuously shape ideas through language choice, while Graham and Harris (2019) emphasize the importance of guiding learners through structured writing stages to improve the quality of their texts.

Building on this perspective, the Process Writing Approach conceptualizes writing as a sequence of interconnected stages, typically including prewriting, drafting, revising, editing, and publishing (Seow, 2002; Hyland, 2003). Each stage plays a distinct role in helping learners develop their writing gradually. Prewriting focuses on generating and organizing ideas; drafting allows learners to translate ideas into text; revising emphasizes content and organization improvement; editing focuses on language accuracy; and publishing provides opportunities for sharing and reflection.

Numerous studies have demonstrated the effectiveness of the process writing approach in improving learners' writing quality. Recent research shows that process-based writing instruction enhances idea development, coherence, and learner engagement (Putri & Andayani, 2020; Wahyuni, 2021). By emphasizing writing as an activity that can be improved through practice and feedback rather than as a one-time task, the process writing approach helps students develop writing skills gradually and systematically.

However, while process writing approach offers significant pedagogical benefits, its implementation presents challenges, particularly for young learners. The full application of all writing stages requires learners to possess metacognitive skills such as self-monitoring, revising, and evaluating their own writing. Gunawan (2021) reports that elementary students often struggle with the revising and editing stages of writing due to limited linguistic knowledge and underdeveloped metacognitive skills. As a result, when the process writing approach is applied rigidly, young learners may become confused or demotivated. In response to these challenges, the teaching procedure in this study is adjusted by simplifying the revising and editing stages, providing clear teacher guidance, and incorporating visual support through digital pictures. These adjustments aim to reduce students' cognitive load and help them focus on improving content and language accuracy in a more guided and manageable way.

These limitations suggest that the process writing approach should not be applied mechanically in the elementary context. Instead, it needs to be adapted and simplified to align with learners' developmental characteristics. In this study, the

process writing approach serves as a theoretical foundation, rather than a fixed instructional formula. Its stages inform the design of a simplified teaching procedure that maintains the core principles of process writing while providing clearer guidance and stronger scaffolding suitable for young learners.

### **2.3 English for Young Learners (EYL)**

English for Young Learners (EYL) refers to the teaching of English to children aged approximately 6-12 years, whose learning characteristics differ significantly from those of adolescents and adults (Cameron, 2001; Pinter, 2017). According to Cameron (2001), young learners are concrete thinkers who learn best through direct experience and meaningful interaction with their environment. They rely heavily on sensory input and benefit from visual, contextual, and hands-on learning activities.

From a cognitive perspective, most elementary students fall within Piaget's concrete operational stage, where logical thinking develops but remains closely tied to concrete objects and experiences. This means that abstract concepts and decontextualized tasks may be difficult for young learners to understand. Pinter (2017) emphasizes that young learners have limited attention spans and require clear instructions, repetition, and structured routines to remain engaged in learning activities.

These characteristics have direct implications for teaching writing. Writing is inherently abstract, as it requires learners to generate ideas internally and express them in written form. Without appropriate support, young learners may find writing tasks overwhelming. Therefore, writing instruction for EYL must be carefully structured and supported through step-by-step procedures, modeling, and scaffolding.

In addition, EYL pedagogy emphasizes the importance of motivation and affective factors. Young learners are more motivated when learning activities are enjoyable, meaningful, and visually engaging. Visual support, such as pictures, plays a crucial role in helping young learners understand tasks and generate ideas. Consequently, instructional procedures for teaching writing to young learners

should integrate visual media and interactive activities to support both cognitive and affective needs.

The principles of EYL strongly support the development of a new teaching procedure that is simplified, structured, and visually supported. This theoretical perspective provides a strong foundation for adapting writing instruction – particularly process-based writing – into a procedure that is developmentally appropriate for elementary students.

## **2.4 Teaching Writing to Elementary Students**

Teaching writing to elementary students requires approaches and procedures that align with learners' developmental stages and learning needs. Unlike older learners, elementary students are still developing basic literacy strategies. According to Graham and Harris (2019), effective writing instruction for young learners involves explicit teaching, modeling, guided practice, and continuous feedback.

Research highlights that young learners benefit from instructional routines that are predictable and structured. When teachers provide clear steps and consistent guidance, students are more likely to understand expectations and engage actively in writing tasks. Parr and Jesson (2020) emphasize that scaffolded instruction – where teachers gradually release responsibility to students – is essential in developing writing skills at the elementary level.

However, classroom realities often present challenges for teachers. Many teachers report difficulties in guiding students through the writing process, particularly during stages such as revising and editing. Without a clear teaching procedure, writing instruction may become fragmented, with students unsure of what to do at each stage. This situation underscores the importance of developing a systematic teaching procedure that clearly outlines instructional steps and teacher roles.

A teaching procedure in writing instruction serves as a bridge between theory and practice. It translates abstract writing theories into concrete classroom actions that teachers can implement. For elementary students, a well-designed procedure provides structure, reduces anxiety, and support gradual skill development. Therefore, teaching writing to elementary students necessitates the development of a clear, practical, and age-appropriate procedure that guides learners throughout the writing process.

### **2.5 Descriptive Text Writing for Elementary Students**

Descriptive text is a genre of writing that aims to describe person, place, or object by presenting its characteristics in detail. According to Knapp and Watkins (2005), descriptive writing focuses on creating vivid images in the reader's mind through the use of sensory details and descriptive language. In the elementary school curriculum, descriptive text is commonly introduced because it is closely related to learners' everyday experiences and observable objects.

From a pedagogical perspective, descriptive writing is considered suitable for young learners because it allows them to write about concrete and familiar topics. Derewianka and Jones (2016) explain that descriptive texts typically consist of two main components; identification, which introduces the subject being described, and descriptions, which elaborates on its characteristics. This clear structure helps young learners organize their ideas more effectively.

Despite its suitability, descriptive writing remains challenging for elementary students. Recent studies report that students often struggle to generate descriptive ideas, use appropriate vocabulary, and organize sentences coherently (Rahmawati & Widodo, 2020; Sari & Pratama, 2022). These difficulties indicate that students require explicit guidance and structured support when learning to write descriptive texts.

The nature of descriptive writing aligns well with the use concrete references that help students observe details and generate ideas. Therefore, teaching descriptive text writing should integrate visual support within a

structured instructional procedure. This integration enables students to focus on content development while gradually improving their language use.

In this study, descriptive text writing serves as the specific context for developing a new teaching procedure. The genre's characteristics, combined with students' learning needs, justify the development of procedure that integrates EYL principles, simplified process writing stages, and digital pictures to support elementary students' writing development.

## **2.6 Process Writing Approach in the EYL Context**

The Process Writing Approach (PWA) has been widely acknowledged as an effective framework for teaching writing because it emphasizes writing as a developmental and recursive activity. Rather than viewing writing as a one-time task, PWA encourages learners to move through several stages – prewriting, drafting, revising, editing, and publishing – while receiving feedback and opportunities for improvement (Seow, 2002; Hyland, 2003).

In elementary classrooms, the strengths of PWA lie in its ability to support idea generation and text organization. Studies conducted in the last five years report that process-based writing instruction helps young learners develop clearer ideas and more coherent texts, particularly when teachers provide explicit guidance at each stage of the writing process. (Putri & Andayani, 2020; Wahyuni, 2021). This indicates that young learners require clear instructional support to help them understand what to do at each stage of writing especially during revising and editing activities. Therefore the presence of structured teacher guidance becomes essential in the teaching of writing for elementary students. Through prewriting activities, students learn to generate ideas; through drafting, they begin to express ideas in written form; and through revising and editing, they gradually improve content and language accuracy.

However, despite these advantages, applying PWA in its original and complete form presents challenges in the EYL context. Young learners often lack the metacognitive skills required to independently revise and evaluate their own writing. Gunawan and Permatasari (2021) and Rahmawati and Darmi (2022)

found that elementary students frequently struggle during revising and editing stages, particularly when they are expected to provide peer feedback or self-correct without sufficient scaffolding. As a result, students may become confused or disengaged when faced with too many writing stages.

This findings indicate that PWA should not be implimented rigidly in elementary classrooms. Instead, it should be adapted into simplified, teacher-guided procedure that maintains the core principles of the process approach while reducing cognitive demands. In the present study, PWA functions as a theoretical foundation for procedure development rather than as a perspective model. Its stages inform the design of a new teaching procedure in which :

- Each stage is simplified,
- Teacher guidance is emphasized,
- And activities are adjusted to suit young lerners' developmental characteristics.

Thus, the adaptation of the process writing approach within the EYL context becomes a key rationale for developing a new teaching procedure for descriptive text writing.

## **2.7 Digital Pictures in Teaching Writing**

Digital pictures are electronic images used as visual learning media to support students' understanding and idea development during writing activities. For young learners, visual input plays a critical role in facilitating comprehension, motivation, and idea generation. Paivio's Dual Coding Theory (1986) explains that learning is more effective when verbal information is combined with visual representations, as learners process information through both verbal and non verbal channels.

In writing instruction, digital pictures provide concrete references that help learners generate ideas and organize descriptions. This is particularly important for descriptive writing, which requires students to observe and describe physical characteristics. Recent studies consistently demonstrate that the use of digital

pictures improves students' vocabulary use, idea development, motivation in writing activities (Rahmawati & Widodo, 2020; Setiawan & Herman, 2021; Sari & Pratama, 2022; Rahmawati, 2023).

For elementary students, digital pictures also reduce cognitive load. Rather than relying solely on imagination, students can focus on describing what they see. This allows them to allocate more cognitive resources to sentence constructions and language use. Moreover, digital pictures support EYL principles by providing engaging, concrete, and meaningful learning experiences.

In the context of this study, digital pictures are not treated merely as supplementary teaching aids. Instead, they are integrated as a core component of the teaching procedure, particularly during the prewriting and drafting stages. By systematically incorporating digital pictures into each stage of the writing process, the developed procedure aims to support idea generation, vocabulary development, and text organization in a way aligns with young learners' need.

## **2.8 Teaching Procedure Development in Writing Instruction**

A teaching procedure refers to a structured and systematic sequence of instructional steps designed to guide learning activities in the classroom. Richards and Rodgers (2001) describe teaching procedures as the practical classroom realization of instructional methods. In writing instruction, a teaching procedure plays a crucial role in translating theoretical principles into concrete teaching actions.

For elementary students, a clear teaching procedure is particularly important. Young learners benefit from predictable routines and explicit guidance, which help reduce anxiety and increase engagement. Without a clear procedure, writing instruction may become fragmented, leaving students uncertain about what to do at each stage of the writing process.

Developing a teaching procedure involves several key considerations, including objectives, instructional materials, and assessment strategies. Nation and Macalister (2010) emphasize that effective instructional procedures must be

aligned with learners' needs and contextual conditions. In the present study, the teaching procedures is developed based on :

1. EYL principles,
2. Students' needs analysis,
3. Teacher feedback, and
4. A simplified process writing framework.

The focus of this study is not on testing the effectiveness of an existing method, but on developing a new teaching procedure that provides clear, step-by-step guidance for teaching descriptive text writing. The procedure is designed to support teachers in implementing writing instruction systematically while accommodating the developmental needs of elementary students.

## **2.9 Research and Development (R&D) in Educational Research**

Research and Development (R&D) is a research method used to design, develop, and validate educational products, such as instructional models, procedures, or materials. Borg and Gall (2003) define R&D as a process of developing educational products through systematic research, testing, and revision. Unlike experimental research, R&D focuses on product development rather than hypothesis testing.

In educational contexts, R&D is particularly suitable for addressing practical instructional problems. It allows researchers to develop solutions grounded in theory and empirical data while considering real classroom conditions. Recent educational studies increasingly employ R&D methods to develop teaching models and procedures that respond to learners' needs and instructional challenges.

In this study, R&D is selected because the primary goal is to develop a teaching procedure for descriptive text writing. The emphasis is placed on:

- Identifying learners needs,
- Designing instructional procedure,
- Developing and validating the procedure, and
- Refining it based on expert practitioner feedback.

Thus, R&D provides a methodological framework that aligns directly with the research objectives and the single research question of this study.

## **2.10 The ADDIE Instructional Design Model**

To guide the development process, this study adopts the ADDIE instructional design model. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate, representing a systematic framework for instructional development. According to Branch (2009). ADDIE is a generic and flexible model that supports iterative design and continuous improvement.

### **2.10.1 Type of ADDIE Used in This Study**

This study adopts Branch's (2009) Generic ADDIE Model. Branch conceptualizes ADDIE not as a rigid sequence but as an iterative framework in which evaluation occurs throughout the development process. This type of ADDIE is particularly suitable for educational product development because it allows revisions at each stage based on feedback and contextual constraints.

The selection of Branch's ADDIE model is based on three main considerations, supported by literature:

1. "Alignment with development goals: It focuses on developing a teaching procedure rather than testing effectiveness, which is consistent with Branch's view that ADDIE can be applied in instructional product development (Branch, 2009; Dick & Carey, 2015)."
2. "Support for learner-centered and need-based design: The model emphasizes adapting instruction to learner needs, reflecting learner-centered design principles (Molenda, 2003; Clark, 2011)."
3. "Integration of expert validation and classroom try-outs: The iterative nature of ADDIE allows ongoing evaluation and validation from experts and practitioners during development (Branch, 2009; Branch & Merrill, 2012)."

### **2.10.2 ADDIE Stages in Procedure Development**

In this study, the ADDIE stages are applied based on Branch's (2009) Generic ADDIE Model, which conceptualizes ADDIE as an iterative instructional design framework. Each stage is adapted to develop a teaching procedure integrating digital pictures for elementary students' descriptive writing, as follows:

1. Analysis: Identifying students' writing difficulties, learning preferences, and teacher challenges through questionnaires and interviews. (Branch, 2009; Reiser & Dempsey, 2017)
2. Design: Planning the structure of the teaching procedure, learning objectives, and the integration of digital pictures. (Branch, 2009; Molenda, 2003)
3. Development: Developing lesson plans, teaching steps, and instructional materials, followed by expert validation. (Branch, 2009; Dick & Carey, 2015)
4. Implementation: Applying the developed procedure in an elementary classroom setting. (Branch, 2009)
5. Evaluation: Evaluating and revising the procedure based on expert feedback, teacher reflection, and student responses, following the iterative approach of Branch's ADDIE model (Branch, 2009; Reiser & Dempsey, 2017)

The ADDIE model ensures that the teaching procedure is developed systematically and grounded in both theory and classroom realities.

### **2.11 Theoretical Framework of the study**

The theoretical framework of this study synthesizes several relevant theories and empirical inputs that underpin the development of the proposed teaching procedure. In educational research, a theoretical framework serves as a foundation that connects established theories with the research design and the development of instructional practices. According to scholars in educational research methodology, theoretical framework guide researchers in identifying the

key concepts, explaining their relationship, and providing a logical basis for developing educational interventions.

In this study, the development of the teaching procedure is primarily grounded in theories of writing instruction, particularly the Process Writing Approach, which views writing as a recursive process consisting of several stages such as prewriting, drafting, revising, editing, and publishing. This perspective emphasizes that writing development occurs gradually through guided instructional steps.

The framework also incorporates the theory of descriptive text, which provides the structural and linguistic basis for the writing tasks used in the study. Descriptive texts typically consist of identification and description, enabling students to present the characteristics of a person, place, or object in an organized manner.

In addition, the study draws upon the principles of English for Young Learners (EYL). Young learners are characterized by their preference for concrete learning experiences, visual input, and structured guidance. Therefore, instructional procedure designed for elementary students should incorporate engaging activities, clear scaffolding, and meaningful learning contexts.

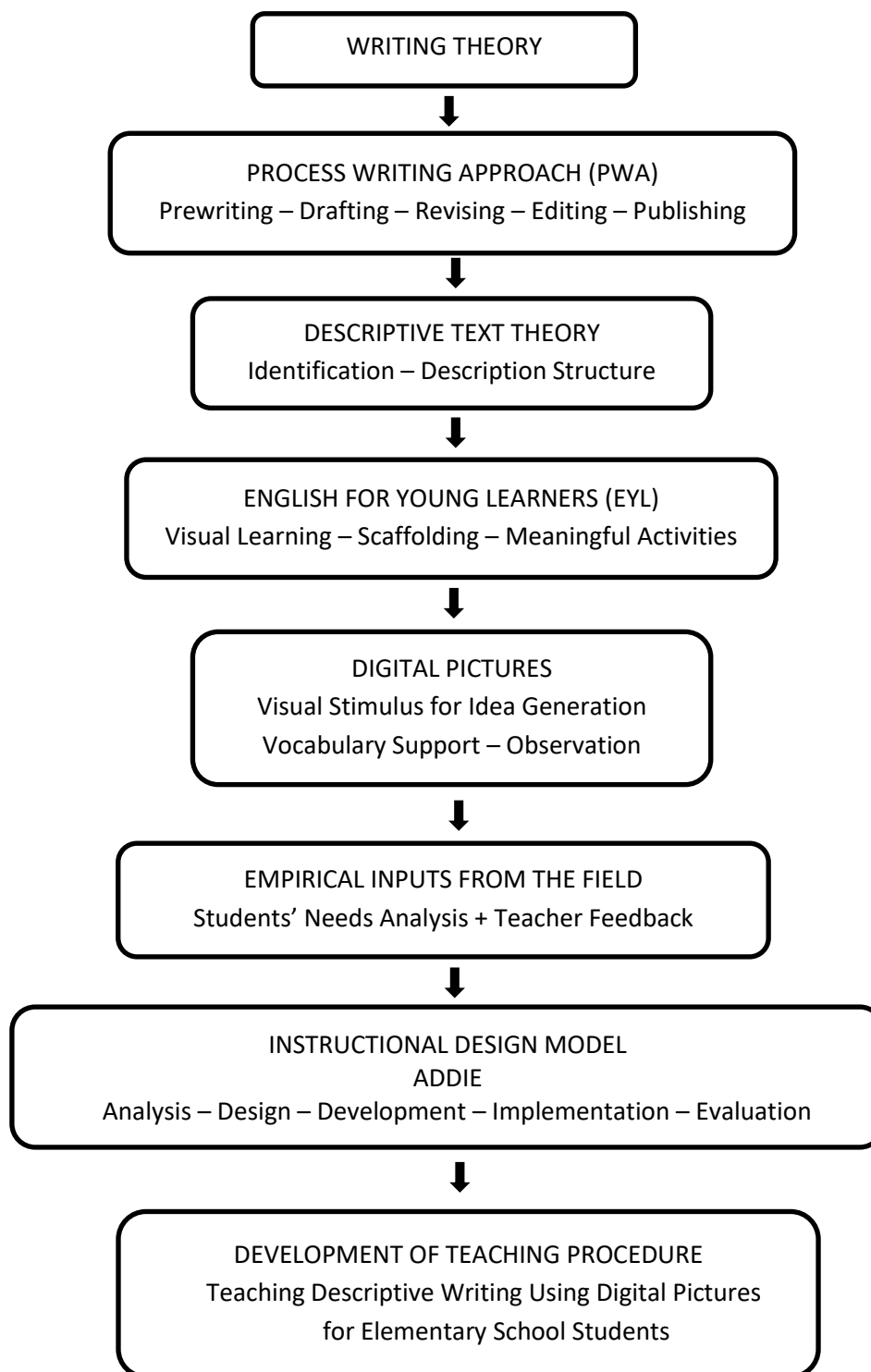
Another important component of the framework is the use of digital pictures as visual learning media. Visual media play an important role in supporting students' idea generation and vocabulary development in writing activities. Digital pictures provide concrete stimuli that help students observe details, generate descriptive ideas, and organize their writing more effectively.

Besides theoretical foundations, the framework also integrates empirical inputs obtained from students' needs analysis and teacher feedback needs analysis provides information about students' learning difficulties, preferences, and expectations, while teacher feedback offers practical insights into classroom challenges and instructional needs. These inputs ensure that the developed teaching procedure is both theoretically grounded and practically applicable.

To systematically transform these theoretical and empirical inputs into an instructional product, the study adopts the ADDIE instructional design model, which consists of the stages analysis, design, development, implementation, and evaluation. Through this model, the theoretical principles and empirical findings are translated into a structured teaching procedure for teaching descriptive text writing using digital pictures.

Overall, this theoretical framework illustrates the relationship between writing theories, EYL principles, visual learning, empirical needs analysis, and instructional design for developing a new teaching procedure that is pedagogically sound, contextually relevant, and appropriate for elementary school students.

Figure 2.1 Theoretical Framework of the Study



### **III. RESEARCH METHODOLOGY**

This chapter describes the research methodology employed in the study. It explains the research design, research approach, research setting and participants, data collection techniques, research instruments, data analysis procedures, and the stages of research and development used to develop the teaching procedure. The explanation in this chapter is intended to clarify how the research was conducted systematically in order to achieve the research objectives.

#### **3.1 Research Design**

This study employed a Research and Development (R&D) research design. The selection of this design was based on the primary purpose of the study, which is to develop a new teaching procedure for descriptive text writing for elementary students. Unlike experimental or correlational research, which aims to test hypotheses or measure the effect of variables, Research and Development focuses on designing, developing, validating, and refining an educational product.

The research question of this study explicitly focuses on how a teaching procedure is developed, not on whether the procedure significantly improves students' writing scores. Therefore, an R&D design was considered the most appropriate approach, as it allows the researcher to systematically transform theoretical concepts and empirical data into a practical instructional product. Borg and Gall (2003) emphasize that R&D is suitable for addressing instructional problems found in real educational contexts by producing solutions that are grounded in theory and validated through practice.

In the context of this study, the instructional problem lies in the absence of a clear, structured, and developmentally appropriate teaching procedure for

teaching descriptive text writing to elementary students. Existing writing instruction often relies on approaches designed for older learners, which are not fully compatible with the characteristics of English for Young Learners (EYL). As a result, teachers face difficulties in guiding students through the writing process, and students struggle to generate ideas, organize sentences, and revise their writing.

By employing an R&D design, this study systematically addresses these problems through several stages, including needs analysis, instructional design, product development, implementation, and evaluation. The ultimate outcome of this research is not statistical data, but a validated and practical teaching procedure that can be used by elementary school teachers in real classroom settings.

### **3.2 Research Model**

To guide the Research and Development process, this study adopted the ADDIE instructional design model, specifically Branch's (2009) Generic ADDIE Model. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate, representing a systematic framework for instructional development. Branch conceptualize ADDIE as a flexible and iterative model rather than a rigid linear sequence, allowing continuous evaluation and revision throughout the development process.

The selection of Branch's ADDIE model was made deliberately and strategically. Among various instructional design models, such as Dicj and Carey or Kemp's model, Branch's ADDIE was chosen because it is particularly suitable for developing instructional procedures in educational contexts. Branch (2009) argues that ADDIE functions as conceptual framework that help designers make informed decisions at each stage of development, especially when instructional products be adapted to specific learner characteristics.

In this study, the ADDIE model align well with the characteristics of English for Young Learners and the objective of developing a teaching procedure. The model emphasize needs analysis, learner-centered design, and iterative revision, which are essential when designing instructional procedures for young

learners. Furthermore, ADDIE allows the integration of expert validation and practitioner feedback, ensuring that the developed procedure is not only theoretically sound but also practically feasible.

Another important consideration in selecting ADDIE is its compatibility with classroom-based research. The flexible nature of Branch's ADDIE model allows the researcher to revise the teaching procedure based on real classroom conditions without violating methodological rigor. Therefore, ADDIE serves as a guiding framework that ensures systematic development while accommodating the contextual realities of elementary school teaching.

### **3.3 Research Setting and Participants**

#### **3.3.1 Research Setting**

The study was conducted in an elementary school where English is taught as a foreign language. The selection of this research setting was based on its relevance to the research participants. The school implements an English curriculum that includes descriptive text writing at the elementary level, particularly in Grade 5.

The classroom context reflects typical conditions of English teaching in Indonesian elementary schools, where students have limited exposure to English outside the classroom and rely heavily on teacher guidance. This setting provides an appropriate context for developing and testing a teaching procedure that is practical, adaptable, and aligned with real classroom conditions.

#### **3.3.2 Research Participants**

This study involved three groups of participants, each of whom played a significant role in the Research and Development (R&D) process of developing a new teaching procedure for descriptive text writing for elementary students. The participants consisted of Grade 5 students, an English teacher, and expert validators. Each group contributed to different stages of the ADDIE model, particularly the analysis, implementation, and evaluation stages.

In addition to the participants involved in the implementation and evaluation stages, this study also involved a broader group of elementary students during the needs analysis stage. The needs analysis questionnaire was distributed to a total of 80 elementary school students from several classes to obtain general information regarding students' writing difficulties, learning preferences, and instructional needs related to descriptive text writing. These participants were involved only in the analysis stage and did not take part in the implementation or evaluation of the developed teaching procedure. The inclusion of a broader group at this stage was intended to capture common patterns of learners' needs as a basis for designing the teaching procedure.

### **1. Grade 5 Students**

The main participants of this study were 26 Grade 5 students of SD Al Kautsar Bandar Lampung, aged between 10 and 11 years old, consisting of 14 male students and 12 female students. The participants were purposively selected, which is a type of non-probability sampling commonly used in applied educational research when selecting a truly random sample is impractical (Kothari, 2004). Purposive sampling was chosen based on specific criteria to ensure that the selected students were suitable for the objectives of the study, which focused on developing a structured teaching procedure for descriptive writing.

The criteria for selecting participants were as follows:

#### **1. Grade level**

Students were in Grade 5, corresponding to the stage where learners are cognitively capable of moving from basic sentence-level writing to more organized paragraph-level writing, particularly in producing descriptive text (Cameron, 2001; Graves, 2003).

#### **2. Writing Ability**

Students had basic English writing knowledge but demonstrated difficulties in generating ideas, organizing sentences, selecting appropriate vocabulary, and applying correct grammatical structures in

descriptive texts. These difficulties were identified during the needs analysis stage through preliminary writing samples, teacher recommendations, and classroom observation.

### 3. Availability and Willingness

Students were willing to participate in classroom writing activities, assessments, and reflection sessions during the study period.

These criteria allowed the researcher to identify and select a sample that could provide meaningful data for developing and evaluating the teaching procedure. Selecting students who met these criteria ensured that the sample was appropriate for the instructional context, allowing the researcher to observe the students' learning processes, identify challenges, and evaluate improvements in descriptive writing skills after implementing the procedure.

According to Piaget's theory of cognitive development, children aged 10 – 11 years are generally in the concrete operational stage, in which they are able to organize, classify, and describe information logically. These cognitive abilities are closely related to the demands of descriptive writing, which requires learners to observe object, identify their characteristics, and organize details coherently. In addition, Grade 5 represent a crucial level in the elementary English curriculum where descriptive text writing is explicitly introduced, practiced, and assessed.

The students involved in this study had basic knowledge of English writing; however, they experienced difficulties in generating ideas, organizing sentences, selected appropriate vocabulary, and applying correct grammatical structures in descriptive texts. These difficulties were identified during the needs analysis stage and became the basic for developing a structured and simplified teaching procedure.

This study employed a non-probability sampling technique, which is commonly used in applied educational research where selecting a truly random sample is impractical. According to Kothari (2004), non-probability sampling is a procedure that does not provide a basis for estimating the probability that each member of the population has of being included in the sample. This technique was

considered appropriate because the purpose of the study was not to generalize findings to a larger population but to develop and examine a teaching procedure within a specific instructional context.

The students were selected from one intact class to ensure that the developed teaching procedure was implemented with the typical group of elementary learners who had average English proficiency. During the implementation stage, the students participated in writing activities using the developed teaching procedure.

## **2. English Teacher**

The English teacher played a vital role in this study, particularly in providing practical insights regarding the feasibility and effectiveness of the developed teaching procedure. The teacher contributed to the analysis stage by sharing information about instructional challenges, students' common writing problems, and existing teaching practices. During the implementation stage, the teacher observed students' engagement, learning responses, and classroom interaction while applying the developed procedure.

The teacher involved in this study was Mrs. Ida Suryani, S.Pd, an experienced English teacher at SD Al Kautsar Bandar Lampung. She has more than 15 years of experience teaching English at the elementary school level and has extensive experience teaching Grade 5 students. Her familiarity with the curriculum, students' learning characteristics, and classroom conditions made her a highly relevant participant in this research.

Mrs. Ida Suryani, S.Pd also served as a practitioner evaluator during the field-testing phase of the study. She implemented the developed teaching procedure in the classroom and provided constructive feedback regarding the clarity of instructional steps, students' engagement, and the practicality of the procedure in real classroom situations. Her professional judgement was essential in ensuring that the teaching procedure was not only theoretically sound but also applicable and realistic for elementary school instruction.

### 3. Expert Validators

Expert validation was conducted throughout the Design and Development stages, as well as during the Evaluation stage, to ensure the quality, relevance, and feasibility of the developed teaching procedure. During these stages, experts provided feedback on the instructional design, lesson plans, teaching steps, and materials, which were subsequently revised to improve the procedure before classroom implementation. As stated by Sugiyono (2015), expert validation provides objective input from professionals to improve the quality and usability of instructional products.

Two expert validators were involved in this study. The first expert validator was Prof. Dr. M. Sukirlan, M.A, a professor and lecturer in writing at Universitas Lampung (UNILA). He was selected based on his academic expertise in writing instruction and curriculum development. His role was to evaluate the teaching procedure in terms of content accuracy, instructional structure, language clarity, and alignment with writing pedagogy.

The second expert validator was Mrs. Septi Maryanti, M.Pd, an English education practitioner with expertise in English language teaching methodology and instructional design. She provided feedback on the suitability of the procedure for English for Young Learners, the clarity of instructional steps, and the practicality of the implementation in elementary school classrooms.

Both expert validators were involved throughout the Design and Development stages, as well as during the Evaluation stage, to ensure the quality, relevance, and feasibility of the developed teaching procedure. Their feedback guided revisions of the lesson plans, teaching steps, and instructional materials before the classroom implementation. They provided detailed feedback and suggestions for improvement, which were used to revise and refine the teaching procedure. Their involvement ensured that the developed procedure was pedagogically sound, developmentally appropriate, and feasible for implementation in Indonesian elementary school contexts.

### **3.4 Instruments of the Study**

In Reserach and Development (R&D) studies, research instrument are essential tools for collecting empirical data that inform the design, development, and evaluation of the instructional product. In this study, the instruments were deliberately selected and designed to support the development of a new teaching procedure for descriptive text writing by providing data related to students' learning needs, teachers' instructional challenges, and the quality of the developed procedure.

Consistent with the ADDIE instructional design model proposed by Branch (2009), the instruments in this study primarily supported the analysis, development, and evaluation stages. Four main instruments were employed: students' questionnaire, teacher interview guide, expert validation checklist, and observation and reflection notes. Each instrument served a specific purpose and contributed directly to the procedure development process.

#### **3.4.1 Students' Questionnaire**

The students' questionnaire was developed as a needs analysis instrument to collect data on learners' difficulties, learning preferences, and expectations in learning English writing. The development of the questionnaire was theoretically grounded in Needs Analysis Theory, English for Young Learners (EYL) principles, and process-based writing instruction.

The construction of the questionnaire was guided by the concept of needs analysis proposed by Hutchinson and Waters (1987), who categorize learners' needs into necessities, lacks, and wants. Based on this framework, the questionnaire items were designed to identify: (1) students' existing writing abilities and difficulties (lacks), (2) writing skills required to produce descriptive texts (necessities), and (3) students' learning preferences and expectations (wants). This framework ensured that the questionnaire collected data directly relevant to the development of the teaching procedure.

In addition, the questionnaire was developed in accordance with the principles of English for Young Learners (EYL). According to Cameron (2001) and Printer (2017), young learners learn more effectively when learning tasks are concrete, meaningful, and supported by visual input. Therefore, the questionnaire items were formulated using simple language, short sentences, concrete examples that were easily understood by Grade 5 students. Abstract or metacognitive questions were avoided to ensure that the questionnaire was developmentally appropriate.

The content of the questionnaire focused on several key areas related to writing instruction. These included students' attitudes toward English writing, difficulties in generating ideas, organizing sentences, using vocabulary and grammar, and the need for teacher guidance during writing activities. These aspects reflect the cognitive and linguistic challenges commonly faced by young learners in writing as identified in previous studies on EYL writing instruction.

Furthermore, the questionnaire included items related to students' preferences for learning media, particularly the use based on Paivio's (1986) Dual Coding Theory, which suggests that learning is more effective when verbal information is supported by visual representations. This theoretical foundation justified the integration of digital pictures into the teaching procedure developed in this study.

The questionnaire was reviewed by expert validators during the design and development stages to ensure the clarity, relevance, and appropriateness of the items for Grade 5 students. After revisions based on expert feedback, the questionnaire was finalized and validated prior to administration to ensure content relevance, language clarity, suitability for elementary students (**see Appendix A**).

The validated questionnaire was then administered using Google Forms. Students completed the questionnaire at home with the assistance of their parents, who were instructed to help only with technical navigation and input, without influencing or guiding the students' responses. This procedure ensured

that students could respond independently and honestly, while still receiving minimal technical support.

The results of the questionnaire were analyzed descriptively and used as primary input for designing the stages, instructional steps, and learning activities of the teaching procedure. This process ensured that the teaching procedure was grounded in students' actual needs, preferences, and difficulties, making it relevant and effective for Grade 5 learners.

### **3.4.2 Teacher Interview Guide**

A semi-structured interview guide (see Appendix B) was used to collect qualitative data from the English teacher during the analysis stage of the ADDIE model. The development of the interview questions was theoretically grounded in needs analysis theory, teacher cognition in language teaching, and the principles of the Research and Development (R&D) in instructional design.

The construction of the interview guide was informed by Hutchinson and Water's (1987) framework of needs analysis, which emphasizes the identification of learning necessities, lacks, and wants from the perspective of stakeholders. In this study, the English teacher was considered a key stakeholder whose insights were essential for understanding instructional realities, students' learning problems, and contextual constraints in teaching descriptive writing at the elementary level.

In addition, the interview questions were guided by Richards' (2001) view of teaching procedures, which highlights the importance of teachers' classroom practices, instructional decision-making, and the practical implementation of teaching methods. This theoretical perspective ensured that the interview addressed not only what teachers teach, but also how writing instruction is conducted in real classroom contexts.

Based on these theoretical foundations, the interview questions were organized into several thematic areas. The first theme focused on the teacher's teaching background and experience, including her experience teaching English at

the elementary level and teaching descriptive text writin. This theme aimed to establish the instructional context and the teacher's familiarity with the target genre.

The second theme addressed current teaching practices in descriptive writing, including the methods, strategies, and instructional steps used when guiding students to write descriptive texts. These questions were designed to identify existing teaching procedures and to reveal gaps between theoretical approaches and classroom practices.

The third theme explored students' responses and difficulties in descriptive writing. Through these questions, the teacher provided insights into students' engagement levels, common writing problems, and areas where students required the most instructional support. This information complemented the data obtained from the students' questionnaire and strengthened the overall needs analysis.

Another theme focused on instructional materials and tools, particularly the use of pictures, worksheets, and digital media in writing lessons. These questions were included to examine the feasibility of integrating digital pictures into the teaching procedure and to understand the extent to which technology was already utilized in the classroom.

Finally, the interview included questions related to teacher needs and expectations, particularly the teacher's views on the characteristics of an effective teaching procedure for descriptive writing. These questions directly informed the design stage of the ADDIE model by providing practical input for developing instructional steps, teacher roles, and learning activities.

The semi-structured format allowed flexibility during the interview process, enabling the researcher to ask follow-up questions based on the teacher's responses. The interview data were analyzed thematically and used as design input to refine the structure, instructional steps, and pedagogical focus of the developed teaching procedure, ensuring alignment with the principles of English for Young Learners and the objectives of this R&D study.

The interview was conducted offline in the teacher's room, with the researcher personally conducting the interview. Prior to the session, the teacher was informed of the interview purpose, the estimated duration, and the topics to be discussed. The session was conducted in a conversational and supportive manner, allowing the teacher to freely express her opinions, while the researcher took notes and audio-recorded the interview with the teacher's permission.

### **3.4.3 Expert Validation Checklist**

An expert validation checklist was used during the development and evaluation stages of the ADDIE model to assess the quality, relevance, and feasibility of the developed teaching procedure. In Research and Development studies, expert validation is a critical process to ensure that an instructional product is theoretically sound, developmentally appropriate, and practically applicable before it is implemented in real classroom settings.

The development of the expert validation checklist (see Appendix C) in this study was grounded in the principles of instructional product evaluation proposed by Borg and Gall (2003) and the evaluation component of the ADDIE model as conceptualized by Branch (2009). According to these frameworks, expert validation serves to examine whether an educational product meets established pedagogical standards and addresses the intended learning needs.

The checklist was designed to evaluate the teaching procedure across several key aspects. These included content relevance, clarity of instructional steps, alignment with English for Young Learners (EYL) principles, integration of digital pictures, and practicality and feasibility for classroom implementation. These aspects were selected to ensure that the procedure was consistent with the theoretical foundations discussed in Chapter II and suitable for elementary school learners.

The expert validation instrument consisted of two main components: a rating-scale checklist and an open-ended comment section. The rating-scale checklist was used to provide a systematic and structured evaluation of each

aspect of the teaching procedure. This component allowed the expert validator to assess the quality of the procedure objectively and consistently across all criteria.

The open-ended comment section was included to allow expert validators to provide detailed qualitative feedback, explanations, and suggestions for improvement. This component played a crucial role in identifying specific strengths and weaknesses of the teaching procedure and served as the primary basis for revising and refining the product.

Among the evaluated aspects, clarity of instructional steps, alignment with EYL principles, and practical feasibility were considered the most critical components, as these aspects directly affect teachers' ability to implement the procedure and students' ability to follow the learning activities effectively.

Feedback obtained from the expert validators was carefully analyzed and used to revise the teaching procedure. This revision process ensured that the final version of the teaching procedure was pedagogically valid, developmentally appropriate, and feasible for implementation in elementary school contexts, thereby fulfilling the objectives of this Research and Development study.

#### **3.4.4. Observation and Reflection Notes**

Observation and reflection notes (see section 3.6.2 and section 3.6.3 ) were employed as supporting instruments during the implementation and evaluating stages of the ADDIE model to examine how the developed teaching procedure functioned in real classroom settings. In Research and Development studies, classroom observation and reflection serve as formative evaluation tools that provide empirical evidence for revising and refining instructional products.

The use of observation notes in this study was grounded in the evaluation principles of the ADDIE model as proposed by Branch (2009) and the field-testing stage described by Borg and Gall (2003). Observation was conducted to document the extent to which the teaching procedure could be implemented as planned and to examine students' responses to each instructional step. The observation focused on students' participation, engagement, and interaction

during writing activities, as well as their responses to the use of digital pictures as visual prompts.

In addition, reflection notes were used to capture evaluative insights from both the teacher and the researcher after the implementation of the teaching procedure. The use of reflection notes was theoretically grounded in the concept of reflective teaching proposed by Richards and Lockhart (1994), which emphasizes systematic reflection as a means of improving instructional practices. Through reflection, the teacher and the researcher evaluated the strengths and limitations of the teaching procedure, identified challenges encountered during implementation, and discussed possible revisions.

The combination of observation and reflection notes allowed the researcher to obtain both objective classroom data and interpretative evaluative insights. These data were analyzed qualitatively and used as the basis for revising the teaching procedure during the evaluation stage of the ADDIE model. As a result, the observation and reflection notes played a crucial role in ensuring that the final version of the teaching procedure was practical, effective, and suitable for elementary school classroom context.

### **3.5 Data Collection Procedures (ADDIE-Based)**

This study applied a systematic data collection procedure based on the ADDIE instructional design model proposed by Branch (2009). The ADDIE model was used as a guiding framework to ensure that data collection and instructional development were conducted in a logical, iterative, and theory-driven manner. In line with the nature of Research and Development (R&D), data collection in this study was distributed across several stages of the ADDIE model, rather than conducted in a single phase.

Importantly, each stage of ADDIE in this study was designed and implemented with explicit consideration of the principles of English for Young Learners (EYL). According to Camron (2001) and Pinter (2017), young learners require learning activities that are concrete, guided, meaningful, and supported by

visual input. These principles informed how data were collected, analyzed, and translated into the design of the teaching procedure.

### **3.5.1 Analyze Stage**

The analyze stage aimed to identify students' learning needs, writing difficulties, and instructional challenges in teaching descriptive text writing at the elementary level. Data collection at this stage focused on understanding learners' characteristics and classroom realities, which is essential in EYL contexts where instruction must align learners' cognitive and emotional development.

Data were collected using students' questionnaires and a teacher interview guide. The students' questionnaire was administered to Grade 5 students using Google Forms to collect data on their attitudes toward English writing, difficulties in generating ideas, organizing sentences, using vocabulary and grammar, and their preferences for visual learning and teacher guidance. These aspects are consistent with EYL theory, which emphasize that young learners often struggle with abstract language production and benefit from concrete support scaffolding.

Grade 5 students, aged 10-11 years, were cognitively capable of completing the online questionnaire independently, as they are in the concrete operational stage according to Piaget's theory of cognitive development, in which children can understand concrete information, follow instructions, and provide logical responses. To ensure the reliability and accuracy of their responses, students completed the questionnaire at home with parental assistance limited to technical support, without any guidance or influence on the answers. The instructions emphasized answering independently and honestly, and the teacher provided prior guidance on how to navigate the Google Form and respond to each item. This approach ensured that students could effectively interact with the online questionnaire while providing valid and reliable data for the study.

In addition, a semi-structured interview was conducted with the English teacher to gather information about existing teaching practices, students' writing problems, and instructional constraints. The teacher interview complemented the students' questionnaire by providing contextual insights into classroom conditions,

time allocation, and students' responses to writing activities. The data collected at this stage were analyzed descriptively and thematically and served as the foundation for designing an instructional procedure that addresses both learners' needs and instructional realities.

### **3.5.2 Design Stage**

The design stage was a critical phase in this study, as it involved translating the results of the needs analysis into a structured teaching procedure grounded in EYL theory and the Process Writing Approach. At this stage, the researcher systematically designed the instructional framework of the teaching procedure by considering how young learners learn and how writing instruction should be adapted to their developmental characteristics.

Drawing on Cameron's (2001) principles of teaching English to young learners, the teaching procedure was designed to include concrete activities, clear modeling, and step-by-step guidance. Since young learners learn best through observable examples and guided practice, the procedure incorporated explicit teacher modeling of descriptive texts before students engaged in independent writing.

In addition, Pinter (2017) emphasizes that young learners require meaningful and supportive learning environments to develop confidence in language use. Therefore, the writing procedure was designed to reduce cognitive load by simplifying the stages of the Process Writing Approach. Instead of applying complex writing stages, the procedure adapted the process into simplified and child-friendly steps, such as idea exploration, guided drafting, and basic revising with teacher support.

The integration of digital pictures was also a deliberate design decision informed by EYL theory and Paivio's (1986) Dual Coding Theory, which suggests that learning is enhanced when verbal input is supported by visual representations. Digital pictures were incorporated at the pre-writing and drafting stages to help students generate ideas, understand descriptive vocabulary, and maintain engagement during writing activities.

Furthermore, the design stage considered the role of the teacher as a facilitator and guide, consistent with EYL pedagogy. Teacher roles, students activities, and classroom interaction patterns were clearly specified to ensure that the procedure could be implemented effectively in elementary classrooms.

The output of the design stage was a procedure blueprint that outlined instructional objectives, teaching steps, learning activities, teacher guidance, and the use of digital pictures (see Appendix D ). This blueprint served as the basis for developing the instructional materials in the next stage.

### **3.5.3 Develop Stage**

In the develop stage, the teaching procedure designed in the previous stage was developed into a complete instructional product. This stage involved preparing detailed lesson plans, instructional steps, learning activities, and teaching materials that integrated digital pictures and simplified process writing stages. (see Appendix E )

Data collection at this stage focused on expert validation. The developed teaching procedure was evaluated by expert validators using an expert validation checklist (see Appendix F ). The experts assessed the procedure in terms of content relevance, clarity of instructional steps, alignment with EYL principles, integration of digital pictures, and practicality for classroom implementation.

The feedback obtained from expert validation was analyzed qualitatively and used to revise and refine the teaching procedure. This process ensured that the developed product was theoretically grounded, developmentally appropriate, and feasible for use in elementary school contexts.

### **3.5.4 Implement Stage**

The implement stage involved applying the revised teaching procedure in a real classroom setting with Grade 5 students. The purpose of this stage was to examine how well the teaching procedure functioned when implemented with young learners.

During implementation, the English teacher applied the teaching procedure in writing lessons, while the researcher conducted classroom observation. Data were collected through observation notes to document students' engagement, participation, and responses to the instructional steps and digital pictures. Observation focused on how students interacted with visual prompts and how effectively they followed the guided writing stages.

In addition, reflection notes were used to record reflections from both the teacher and the researcher after the lessons. These reflections provided evaluative insights into the strengths and limitations of the procedure from an EYL perspective, particularly in term of student engagement and instructional feasibility.

### **3.5.5. Evaluate Stage**

Evaluation was conducted throughout the ADDIE process; however, the final evaluation stage focused on analyzing data obtained from expert validation, classroom observation, and reflection notes. The purpose of this stage was to determine whether the teaching procedure effectively addressed learners' needs and aligned with EYL principles.

The evaluation results were used to make final revisions to the teaching procedure. This iterative evaluation process ensured that the final product was pedagogically sound, developmentally appropriate, and suitable for elementary school classroom use.

## **3.6 Research Timeline**

A research timeline is an essential component of Research and Development (R&D) studies, as it demonstrates the systematic, realistic, and structured implementation of the research process. In instructional development research, the timeline reflects the alignment between research activities and the staged of the instructional design model used.

In this study, the research timeline was developed based on the ADDIE instructional design model proposed by Branch (2009). Each research activity was scheduled according to the logical sequence of the ADDIE stages, ensuring that the development of the teaching procedure followed a coherent and iterative process. The timeline also reflects the academic calendar and the practical feasibility of conducting research in an elementary school context.

The research activities were conducted over a period of three months, from July to September. The detailed research timeline is presented in Table 3.1.

**Table 3. 1 Research Timeline**

Month	ADDIE Stage	Research Activities
July	Analysis	- Conduct classroom observations
		- Distribute students' needs analysis questionnaires via Google Form
		- Conduct teacher interviews
		- Analyze students' needs and curriculum requirements
	Design	- Design the teaching procedure framework
		- Design lesson outlines and learning activities
- Design digital picture integration		
- Design assessment instruments		
August	Development	- Develop detailed lesson plans and teaching procedure guidelines
		- Prepare digital picture-based descriptive writing tasks
		- Conduct expert validation of the teaching procedure
		- Revise the procedure based on experts' suggestions
	Implementation	- Implement the teaching procedure in a limited classroom try-out
		- Collect observation data during implementation
- Collect teacher and researcher reflection notes		
September	Evaluation	- Analyze students' descriptive writing results descriptively
		- Analyze observation and reflection notes
		- Collect teacher and student feedback
		- Revise and finalize the teaching procedure
		- Complete research documentation and reporting

The timeline above indicates that each stage of the ADDIE model was implemented sequentially while allowing flexibility for revision based on formative evaluation. This structure timeline ensures that the developed teaching procedure is grounded in empirical data, expert input, and classroom-based evaluation.

### **3.7 Data Analysis Techniques**

Data analysis in this study was conducted systematically to support the development of a new teaching procedure. In line with the Research and Development (R&D) design, the purpose of data analysis was not to test hypotheses or measure statistical significance, but to interpret data meaningfully in order to inform instructional design, product revision, and finalization.

Consistent with the ADDIE instructional design model (Banch, 2009), data analysis was carried out at different stages of the development process. The analysis of students' writing products in this study was conducted descriptively to support the evaluation and revision of the developed teaching procedure, not to measure its static effectiveness. The analysis techniques used in this study were primarily descriptive and qualitative, as the data collected consisted of questionnaire responses, interview data, expert validation feedback, observation notes, and reflection notes.

#### **3.7.1 Analysis of Students' Questionnaire Data**

The data obtained from the students' questionnaire were analyzed using descriptive statistical techniques. The analysis focused on identifying common patterns related to students' writing difficulties, learning preferences, and instructional needs. Students' responses were tabulated, and the frequency and percentage of each response were calculated to determine dominant trends.

The results of the questionnaire analysis were interpreted based on the framework of needs analysis proposed by Hutchinson and Waters (1987), particularly the categories of lacks, necessities, and wants. Students' difficulties in writing descriptive texts were categorized as learning lacks, while their

preferences for learning activities and media were categorized as learning wants. The skills required to produce descriptive texts were identified as necessities.

Rather than being used to compare groups or measure improvement statistically, the questionnaire data were analyzed to provide empirical evidence for instructional decision-making. The findings were used to determine the level of scaffolding, the sequence of instructional steps, and the integration of digital pictures in the teaching procedure. The detailed results of the questionnaire analysis are presented and discussed in Chapter IV (see Appendix . ... ).

### **3.7.2 Analysis of Teacher Interview Data**

The data obtained from the teacher interview were analyzed using thematic analysis. The interview responses were transcribed and carefully examined to identify recurring themes related to instructional practices, students' writing difficulties, classroom constraints, and teacher expectations.

The thematic analysis followed several steps. First, the interview data were read repeatedly to gain familiarity with the content. Second, key statements related to teaching descriptive writing and instructional challenges were identified and coded. Third, similar codes were grouped into broader themes, such as existing teaching procedures, difficulties in implementing process writing, and expectations for a structured teaching procedure.

The themes identified from the interview data were interpreted in relation to EYL principles and the objectives of the study. The interview analysis complemented the questionnaire data by providing contextual and practical insights that could not be captured through students' responses alone. The results of the interview analysis were used as design input for developing instructional steps, teacher roles, and classroom activities within the teacher procedure.

### **3.7.3 Analysis of Expert Validation Data**

Expert validation data were analyzed qualitatively to evaluate the quality and appropriateness of the developed teaching procedure. The data consisted of ratings from the expert validation checklist and qualitative comments provided by the expert validators.

The checklist scores were reviewed descriptively to identify aspects of the teaching procedure that were rated highly and those that required improvement. Particular attention was given to expert feedback related to clarity of instructional steps, alignment with English for Young Learners principles, integration of the digital pictures, and practical feasibility.

The qualitative comments provided by the expert validators were analyzed thematically to identify specific suggestions for revision. These comments were considered the primary basis for revising and refining the teaching procedure during the development and evaluation stages of the ADDIE model. The revisions made based on expert feedback are reported in Chapter IV.

### **3.7.4 Analysis of Observation and Reflection Data**

The data obtained from classroom observation and reflection notes were analyzed using qualitative descriptive analysis. Observation notes were examined to identify patterns related to students' engagement, participation, and responses to the instructional steps and digital pictures used during writing activities.

Reflection notes from the teacher and the researcher were analyzed to identify perceived strengths and limitations of the teaching procedure. These reflections were particularly important for evaluating the practicality of the procedure and its suitability for young learners. The analysis focused on identifying aspects of the procedure that supported students' learning as well as areas that required modification.

The combined analysis of observation and reflection data contributed to the evaluation stage of the ADDIE model and supported final revisions of the teaching procedure.

### **3.7.5 Trustworthiness of Data Analysis**

To ensure the trustworthiness of the data analysis, this study employed several strategies. First, data triangulation was applied by analyzing data from multiple sources, including students, the teacher, expert validators, and classroom observations. Second, expert judgment was used to validate the teaching procedure and confirm the relevance of the analysis. Third, iterative revision was conducted throughout the ADDIE stages to ensure consistency between data interpretation and product development.

These strategies helped ensure that the data analysis process was systematic, credible, and aligned with the objectives of the study.

### **3.8 Trustworthiness of the Study**

In Research and Development (R&D) studies, particularly those focusing on instructional product development, the rigor of the research is not measured through statistical validity and reliability as in experimental research. Instead, Research quality is ensured through the concept of trustworthiness, which emphasizes the credibility and rigor of the research process and outcomes. This study adopted the trustworthiness framework proposed by Lincoln and Guba (1985), which consists of credibility, dependability, confirmability, and transferability.

The application of trustworthiness criteria in this study was essential because the primary focus was on developing a teaching procedure rather than measuring causal relationships. Furthermore, the study involved qualitative and descriptive data collected at multiple stages of the ADDIE instructional design model. Therefore, ensuring trustworthiness was critical to demonstrate that the findings and the developed teaching procedure were grounded in data, theory, and systematic procedures rather than subjective assumptions.

#### **3.8.1 Credibility**

Credibility refers to the extent to which the findings of a study accurately represent participants' perspectives and the realities of the research context. In this

study, credibility was established through methodological triangulation, source triangulation, and expert validation.

Methodological triangulation was achieved by using multiple data collection instruments, including students' questionnaires, teacher interviews, expert validation checklist, classroom observation notes, and reflection notes. Each instrument served a distinct purpose at different stages of the ADDIE model. The students' questionnaire and teacher interview were used during the analysis stage to identify learning needs and instructional problems, while expert validation, observation, and reflection were used during the development, implementation, and evaluation stages.

Source triangulation was conducted by involving different participants who represented key stakeholders in the instructional process. Data were collected from Grade 5 students as learners, the English teacher as the classroom practitioner, and expert validators as subject-matter and pedagogical specialists. The convergence of the data from these different sources strengthened the credibility of the findings, as similar instructional needs and challenges were identified across multiple perspectives.

In addition, credibility was reinforced through expert validation of the developed teaching procedure. Expert validators evaluated the procedure in terms of content relevance, instructional clarity, alignment with English for Young Learners (EYL) principles, integration of digital pictures, and classroom feasibility. Their feedback confirmed whether the instructional decisions made during the design and development stages were appropriate and theoretically grounded. Revisions made based on expert feedback further strengthened the credibility of the final product.

### **3.8.2 Dependability**

Dependability refers to the consistency and logical coherence of the research process. In this study, dependability was ensured through the systematic application of the ADDIE instructional design model as proposed by Branch (2009). Each stage of ADDIE – Analyze, Design, Develop, Implement, and

Evaluate – was clearly defined, documented, and implemented in a sequential and iterative manner.

The research procedures, including data collection methods, instruments used, and revision processes, were described in detail to allow transparency and traceability. By following a structured instructional design model, the study ensured that each research decision was logically connected to the previous stage. For example, the design of the teaching procedure was directly informed by the results of the needs analysis, while revisions made during the development and evaluation stages were based on expert feedback and classroom implementation data.

Furthermore, the iterative nature of ADDIE contributed to dependability by allowing continuous refinement of the teaching procedure. Changes were not made arbitrarily but were guided by data obtained from expert validation and classroom observations. This systematic and cyclical process ensured that the research procedures were stable and dependable across stages.

### **3.8.3 Confirmability**

Confirmability refers to the extent to which the findings and research decisions are shaped by the data rather than researcher bias or personal assumptions. In this study, confirmability was established through data documentation, expert judgment, and the maintenance of an audit trail.

All data collected during the research process were documented and preserved, including questionnaire results, interview transcripts, expert validation forms, observation notes, and reflection notes. These data sources provided concrete evidence for instructional decisions made during the development of the teaching procedure.

Expert validation also played a critical role in enhancing confirmability. Feedback and suggestions provided by expert validators served as an external check on the researcher's interpretations and design decisions. Revisions made to the teaching procedure were based explicitly on expert comments and classroom

evidence, ensuring that the final product reflected collective professional judgment rather than individual preference.

In addition, the researcher maintained records of revisions and reflections throughout the ADDIE stages. This documentation functioned as an audit trail that demonstrated how data informed each modification of the teaching procedure, thereby strengthening the confirmability of the study.

### **3.8.4 Transferability**

Transferability refers to the extent to which the findings and developed product can be applied to other contexts with similar characteristics. Rather than aiming for statistical generalization, this study emphasized analytical transferability by providing a rich and detailed description of the research context.

Detailed information about the research setting, participants, instructional context, and characteristics of the developed teaching procedure was provided to allow readers to determine the applicability of the procedure to their own contexts. Although the study was conducted with Grade 5 students in a specific elementary school, the teaching procedure was designed based on widely accepted theories of English for Young Learners, process writing, and visual learning.

Because the procedure was grounded in general pedagogical principles and adapted to the developmental characteristics of young learners, it may be transferable to other elementary school settings with similar learner profiles and instructional needs. Teachers and researchers in comparable context may adapt the procedure by considering their specific curricular requirements and classroom conditions.

### **3.9 Ethical Considerations**

Ethical considerations were carefully addressed throughout the research process to ensure that the study was conducted responsibly and respectfully, particularly because the participants included elementary school students. This study adhered to general ethical principles in educational research, including

informed consent, confidentiality, voluntary participation, and the protection of participants' rights.

Prior to data collection, permission to conduct the research was obtained from school authorities. The English teacher was informed about the purpose, procedures, and scope of the study, and her participation was voluntary. All participants were informed that their involvement in this study was voluntary and that they had the right to withdraw from the research at any time without any negative consequences.

Because the study involved child participants, written parental consent was obtained from students' parents or guardians before administering the students' questionnaire and implementing the teaching procedure. The parental consent form provided clear information regarding the purpose of the study, the types of data to be collected, and the voluntary nature of students' participation (see Appendix ....). This step was taken to ensure ethical compliance and to protect the rights and well-being of the students involved in the research.

The identities of the students were kept confidential. Codes were used in data analysis and reporting to ensure anonymity, and no personal identifying information was disclosed in the research report. All data collected during the study, including questionnaire responses, interview data, expert validation forms, observation notes, and reflection notes, were used solely for academic research purposes.

The research instruments and classroom activities were designed to be age-appropriate, non-threatening, and aligned with students' learning needs. The teaching procedure developed in this study was intended to support students' learning and did not interfere with their regular instructional activities. All data were stored securely and accessed only by the researcher, and the research findings were reported honestly and accurately.

By addressing these ethical considerations, the study ensured that the research process was conducted in an ethical, responsible, and professional manner, consistent with accepted standards of educational research.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study and suggestions for the future practice and research. The conclusion is drawn based on the findings obtained from the development process of the teaching procedure using digital pictures for teaching descriptive writing to elementary students. Meanwhile, the suggestions are addressed to English practitioners who intend to apply or further develop the proposed procedure.

### 5.1 Conclusions

This study was conducted to develop a teaching procedure for teaching descriptive text writing to elementary students by integrating digital pictures. The procedure was developed using a Research and Development (R&D) approach based on the ADDIE instructional design model and was grounded in the principles of English for Young Learners (EYL) and the Process Writing Approach.

At the analysis stage, a needs analysis was conducted through student questionnaires and teacher interviews. The findings revealed that Grade 5 students experienced several difficulties in writing descriptive texts, including problems in generating ideas, limited vocabulary, uncertainty in sentence construction, and hesitation when starting to write. Students also expressed a need for clear guidance and visual support during writing activities.

The teacher confirmed these findings by reporting that students often became confused during writing lessons and required repeated explanations. Based on these results, it was concluded that a structured, guided, and visually supported teaching procedure was needed to support elementary students' descriptive writing development.

Based on the results of the needs analysis, an initial teaching procedure (Prototype 1) was designed using the Process Writing Approach as its theoretical foundation. The initial procedure consisted of four stages: pre-writing, guided drafting, revising, and editing. Each stage was designed to guide students progressively from idea generation to the production of a written text.

However, this procedure was intentionally tested as a preliminary design rather than a final product. The purpose of this stage was to translate theoretical principles into a practical instructional framework that could be evaluated and refined through expert validation.

At the development stage, the initial teaching procedure was evaluated through expert validation. The expert confirmed that the procedure was theoretically sound and aligned with the principles of the Process Writing Approach and EYL. Nevertheless, the expert suggested that the number of stages was too complex for elementary students and potentially difficult to implement within limited classroom time.

Based on this feedback, the procedure was revised by integrating conceptually related stages. Pre-writing was combined with drafting, revising was combined with editing, and publishing stage was added. This revision resulted in a three-stage technique procedure (Prototype 2), which represents an adapted Process Writing-based procedure suitable for elementary learners.

The revised teaching procedure was implemented in a Grade 5 classroom. During implementation, the procedure was applied sequentially following the six-stage structure:

1. Pre-Writing (Motivation and Vocabulary Building)
2. Modeling (Understanding Descriptive Text)
3. Guided Writing (Idea Development)
4. Drafting (Writing Practice)
5. Revising and Editing
6. Post-Writing (Sharing and Reflection)

The implementation showed that the revised procedure was manageable within one lesson and that students were able to follow each stage with minimal confusion. The integration of digital pictures helped students generate ideas more easily, supported vocabulary development, and reduced hesitation at the beginning of the writing process.

At the evaluation stage, the revised teaching procedure was evaluated using classroom observation, teacher reflection, and observable student behavior. The evaluation focused on practicality, clarity of instructional flow, and learner engagement rather than on statistical measurement of learning outcomes.

The evaluation results indicated that students demonstrated positive behavioral and emotional responses during the writing activities. They participated actively, began writing with less hesitation, and showed increased confidence when sharing their final writing. Teacher reflection further confirmed that the procedure was clear, practical, and feasible for classroom application.

However, it is important to emphasize that this study has not fully completed the entire cycle of the ADDIE model, particularly in conducting a comprehensive and long-term evaluation stage. The evaluation conducted in this study was limited to initial classroom implementation and focused on practicality and instructional clarity rather than measuring students' writing achievement quantitatively or examining long-term effectiveness.

Therefore, the findings of this study primarily demonstrate the feasibility, practicality, and instructional potential of the developed teaching procedure, rather than its effectiveness in improving students' writing achievement in a broader context.

In conclusion, this study successfully developed a validated practical, and developmentally appropriate teaching procedure for teaching descriptive text writing to elementary students. The procedure provides a clear instructional framework that guides teachers and students through the writing process using visual support and simplified stages suitable for young learners, while also

identifying areas that require further evaluation and refinement in future reasearch.

## **5.2 Suggestions**

### **5.2.1 Suggestions for English Teachers**

English teachers are encouraged to use the developed teaching procedure as a step-by-step instructional guide for teaching descriptive text writing at the elementary level. Teachers may adapt the procedure by modifying digital pictures, guiding questions, or writing tasks according to students' proficiency levels and classroom context. Teacher are also encouraged to maintain flexibility and provide emotional support in accordance with the characteristics of English for Young Learners.

### **5.2.2 Suggestions for Schools**

Schools are encouraged to support the implementation of procedure-based writing instruction by providing basic digital facilities and allowing teachers flexibility in applying instructional procedures that emphasize the writing process rather than solely focusing on the final product.

### **5.2.3 Suggestions for Future Researchers**

Based on the findings and identified limitations of this study, future researchers are strongly encouraged to continue the development of this teaching procedure by completing the reamining stage of the ADDIE model, particularly the comprehensive evaluation stage.

Future studies are recommended to conduct broader and longer-term implementations involving larger smples and different educational context in order to examine the effectiveness of the developed procedure more rigorously. In addition, future research may incorporate quantitative measurement, such as pre-test and post-test designs, to investigate students' writing improvement and provide stronger emirical evidence of the procedure's effectiveness.

Furthermore, the limitations identified in this study – such as the limited duration of implementations, the focus on a single text type (descriptive text), and the absence of static measurement – should be addressed in future research. By overcoming these limitations, future studies can refine, validate, and strengthen the developed teaching procedure to ensure its wider applicability and instructional impact.

Finally, future researchers may also explore the development of similar procedures for other types of writing tests or integrates different forms of instructional media to further enhance students' writing skills in elementary school contexts.

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