INTEGRATING PICTURE SERIES WITH GUIDED QUESTIONS IN INCREASING STUDENTS' WRITING ABILITY

(A Thesis)

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ABSTRACT

INTEGRATING PICTURE SERIES WITH GUIDED QUESTIONS IN INCREASING STUDENTS' WRITING ABILITY

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The objectives of this study are; 1) to investigate the significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and the original picture series, 2) to investigate which aspect of writing was most affected by using the picture series combined with guided questions and the original picture series, and 3) to investigate about the students' perception after being taught by using the picture series combined with guided questions. This study conducted in two classes which combined quantitative and qualitative methods. There were 30 students of SMAN 3 Tulang Bawang Tengah, Tulang Bawang Barat, Indonesia in each class who participated in the pretest and posttest. For the first research question, the independent t-test was used to analyze the data. The findings showed that there was improvement of the students' writing achievement in the experimental class from 59.03 to 76.78 with gain 17.75 and the sig. (2 tailed) was < 0.05. The significant improvement also achieved in control class from 58.85 to 68.37 with gain 9.52 and the sig. (2 tailed) was < 0.05. The result of the significant difference between the experimental class and the control class reached the gain 8.23 and the sig. (2 tailed) was < 0.05. For the second research question, content reached the biggest improvement with the percentage 36.45% in the experimental class and 26.97 in the control class. For the third research question, the researcher administered a questionnaire with five Likert scale for measurement and analyzed descriptively. The results show the students' positive response reached about 80,80%, the negative response only 2.20%, and the rest about 17,00% belonged to the neutral. The findings revealed that 1) there was significant difference between students' writing achievement who were taught by using the picture series combined with guided question and the original picture series, 2) content was aspect that the most improved statistically in both of experimental and control classes, 3) there was positive perception of the students who were taught by using picture series combined with guided questions. It is suggested that the using of picture series combined with guided questions as a learning media in writing is more enjoyable for the students. In conclusion, students' writing achievement was higher when they learn using the picture series combined with guided questions than those who were taught through the original picture series.

Keywords: *Writing, Picture Series, Guided Questions, Perception*.

INTEGRATING PICTURE SERIES WITH GUIDED QUESTIONS IN INCREASING STUDENTS' WRITING ABILITY

By

Linda Santika

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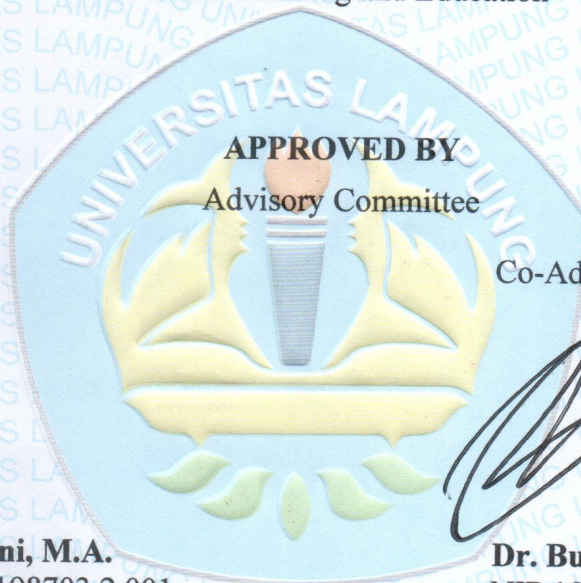Research Title : **INTEGRATING PICTURE SERIES WITH GUIDED QUESTIONS IN INCREASING STUDENTS' WRITING ABILITY**

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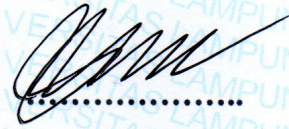
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CURRICULUM VITAE

Linda Santika was born on May 18th, 1992, in Tulang Bawang Barat. She is the youngest daughter of Muslihan (Alm) and Ruhaina. Her siblings, Nurheda, Adi Satria, and Warnida. She is married to Sandi Chandra Pratama, S.Psi, and they have two children, named Muhammad Ammar Alfatih and Magista Amira Asyfa.

Her educational journey began at SDN 02 Penumangan Baru, then she continued her studies at SMPN 2 Tulang Bawang Tengah and later pursued her high school education at SMAN 1 Tulang Bawang Tengah. In 2010, she began studying English at STKIP PGRI Bandar Lampung. After graduating, she became an English teacher and civil servant at SMAN 3 Tulang Bawang Tengah. In 2023, she began a master's program in English Education at the University of Lampung.

DEDICATION

I express my sincere gratitude to Allah Subhanahu wa Ta'ala for His boundless mercy and blessings. I proudly dedicate this thesis to:

- ❖ My beloved family
- ❖ My lovely son and daughter
- ❖ My beloved lecturers in the English Education Department
- ❖ My supportive friends
- ❖ My second home SMAN 3 Tulang Bawang Tengah
- ❖ My almamater, University of Lampung

MOTTO

" do and give the best and we will get the best for our life"

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Finally, the writer acknowledges that this work remains distant from the perfection and that there may be flaws. The writer welcomes any comments, criticisms, and suggestions for improvement. Nevertheless, the writer hope this research makes a positive contribution to educational development, benefits its readers, and inspires future research.

Bandar Lampung, January 2025
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I.   INTRODUCTION

This chapter presents the problem that was studied in order to identify the solution and summarizes some pertinent theories and earlier research that influenced the researcher's decision to carry out the study.

1.1. Background

There are four language skills that should be learnt in learning English, they are listening, speaking, reading, and also writing. From all of the skills, writing allows the students to develop their ideas and critical thinking abilities (Jayanti, 2019). It means that writing is an important thing in having good communication that is caused of when people can express their ideas and emotional expression creatively on paper, they will be easier to express it orally.

It is also important for the students to have good writing skills to effectively convey their thoughts in writing (Indriani et al, 2019). It implies that in creating a written form, writers should be able to construct their idea perfectly so the other people can catch the meaning of the message in writing. It is in line with Nunan (2003) who states that writing involves the conception of ideas, their effective translation into written form, and the logical arrangement of these ideas into well-defined statements and paragraphs. From the statements, we can conclude that the effective writing is a thoughtful process, successful writing involves generating ideas, organizing them clearly, and revising the written text to ensure it communicates effectively.

Based on the researcher's preliminary research, there were still many students who face challenges in writing. These challenges can be caused by many factors, it can be from the teachers or the students itself. Novariana, et.al. (2018) in their research investigate that some students frequently face both internal and external

problem when writing. Internal problems in writing can be from grammatical problems, problems of word choice, and cognitive problems. Whereas, external problem can be from students' lack of knowledge in writing, lack of learners' motivation, inadequate time, lack of practice and teacher's feedback. Pertiwi (2016) further highlights specific writing difficulties faced by students, including poor organization, unstructured content, grammatical errors, and issues with word choice and mechanics like spelling, capitalization, and punctuation.

However, one of the most common challenges faced by the students is difficulty in effectively expressing their ideas in written form. The difficulties might be caused of the student's inability to develop their ideas and arrange them into a coherent paragraph. This aligns with the findings of Wahyuni and Inayati (2020), who observed that students often have trouble expressing their thoughts clearly and concisely in writing.

Regarding the challenges, an English teacher should focus on the elements of teaching to ensure that the teaching learning process is carried out effectively. It is caused of students' writing ability is not inherent talent, it must be learnt and practiced continuously. As Halim and Arifin (2022) propose that writing ability is not a skill that can be mastered quickly or instantaneously, but rather develops over an extended process. While, there are a number of elements that might help writing exercises succeed during the teaching learning process, including the surroundings, friends, family, teachers and learning media. Among these, media become the main focus of attention in this research. The use of learning media is the most crucial thing that should be consider by the teacher. It is caused of learning media has a significant impact on teaching and learning activities, particularly when it comes to enhance students' enthusiasm and interest in learning (Halim and Arifin, 2022).

Media also plays an important role as an alternative instrument in the creation of stimulating, engaging, and enjoyable learning environment (Rozie, 2018). It is in line with Halim's opinion (2020) that is media help to enhance learning experiences by creating better learning situations. However, the teachers should

be carefully in selecting the suitable learning media. The teaching medium must be carefully chosen to ensure it is suitable for the specific learning objectives, addresses the individual needs of the students, and effectively helps them overcome any writing challenges they may be facing. There are so many interactive media that can be used in teaching writing, one of them is teaching writing by using picture as an interactive learning medium. Pictures serve as visual media that depict people, objects, and animals.

In this study, the researcher offers the teachers to use picture series as an alternative media in teaching writing. Picture series are a set of images that depict a story. Students write a certain text based on the sequence of pictures which are provided by the teacher. The utilization of picture series can effectively enhance the quality of students' written compositions (Wilson, 2019). By using the picture series, the students are given sequence of pictures related to the learning topic and they are asked to express and generate their ideas by looking at the pictures. By using this visual media teaching learning process will be more enjoyable and interesting. It is helpful in encouraging the students express their ideas in writing easily.

Several studies, such as those conducted by Wahyuni et al. (2020), Saputra (2023), and Simanjuntak et al. (2023), have demonstrated that picture series can be an effective tool for enhancing students' writing skills. However, according to Simanjuntak et al. (2023) there are certain drawbacks of using picture series in the writing classroom. They are:

a. Sometimes, even when there is a series of pictures, the students are unable to relate one to the next using their own words. It means that even though they are presented with a sequence of pictures, they have difficulty connecting the events depicted in those pictures into a flowing and meaningful story using their own words.

b. The student's inability in using spoken language skills effectively. Students may experience difficulties in fluently and confidently sharing their stories with the class. To address this, teachers should provide opportunities for

students to practice oral language skills, such as dialogues or monologues, related to their written work.

c. Insufficient time hinders teachers' ability to effectively teach and evaluate students' writing. The students are required to work independently. The teacher merely provides them with a few guidelines, which are typically ambiguous instructions.

From the explanation above, from the first disadvantage especially, the writer considers that picture series help the students in getting idea but sometimes the students get difficulties in generating the idea that they have gotten. Additionally, researcher also consider that picture series is a good media but it cannot cover all of the range of students especially for beginners and the students who are low thinkers. In covering this problem, the writer considered a teaching technique that is also effective in enhancing writing skill. It is also recommended by Pasaribu (2017) who considers that picture as a visual media can be effectively integrated with other teaching techniques. Therefore, this research investigated the use of picture series combined with guided questions in teaching writing. The guided questions technique involves providing students with a series of questions that encourage them to think critically about the topic and guide their writing process. These questions facilitate student understanding of the essential elements that should be included in their written work (Indriani et al, 2019).

There are several benefits of using guided questions that have been proved by several previous studies. Monny (2022) proves that there is an improvement in students' understanding and writing skill by using guided questions technique. Rahma (2021) also proves that the students' capacity to write personal letter is significantly impacted by the use of guided questions technique. The students also agree that guided questions help them write a paragraph better (Maulida, 2023). From the findings, we can conclude that guided questions are an effective teaching technique for improving student understanding and writing skills. It would help the students to generate and organize their ideas more effectively by providing a clear guidance for the writing process. It was expected by integrating

the picture series with guiding questions technique, the students had clearer instruction and easiness incorporating the writing.

By considering few disadvantages of using picture series and few advantages of guiding questions technique, the researcher applied the picture series media combined with guided questions technique in teaching writing. Besides, the writer found that the study of using the picture series combined with guided questions technique was still rare. By conducting this study, the writer has investigated whether there was a significant difference in increasing students' writing ability, what aspect was the most affected by them and the students' perception about the technique.

1.2. Research Questions

This research was conducted to answer the following research questions:

1. Is there any significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and the original picture series?
2. Which aspect of writing improved the most between students who were taught by using the picture series combined with guided questions and the original picture series?
3. What is the perception of the students who were taught through the picture series combined with guided questions?

1.3. Objective

There are 3 research objectives of this study, they are:

1. To investigate whether there is significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and the original picture series.
2. To investigate which aspect of writing was most affected by using the picture series combined with guiding questions and the original picture series.
3. To investigate the perception of the students who were taught through the picture series combined with guiding questions.

1.4. Uses

This study is expected to be beneficial for theoretical and practical ranges.

1. The research findings could theoretically help to promote future studies on writing instruction.

2. Practically, this study is expected useful for:

- English teachers, the results of this study might be useful resource for raising the standard of the English teaching and learning process.

- All teachers, the results of this study hopefully serve helpful resources that can be used to improve learning achievement.

- Students, the using of integrated media and writing technique in this study is expected to be useful for increasing students' learning achievement.

1.5. Scope

This research was quantitative and qualitative design, it focused on writing skill. The research focused on investigating three main things: whether there is significant different of using the picture series combined with guided questions and the original picture series in the students' writing ability, which aspect of writing that is most affected and how is the perception of the students who were taught through the picture series combined with guided questions.

This study focused on one English text that was procedure text at the tenth grade of Senior High School. The research involved two groups of participants, one group as a control group which was taught by using the picture series media with the teacher instruction and one group as an experimental group which was taught by using the picture series combined with guided questions. Both of groups were tested before and after they received different types of treatment. In the last meeting of treatment, the students were asked to fill the questionnaire to investigate their perception about the integrated picture series with guided questions.

1.6. Definition of term

1. Picture Series

Picture series are kind of visual media that tell stories or explain processes by displaying a series of pictures in the correct order. Picture series can be used as an interesting medium in teaching writing to help the students to give ideas in writing (Fitri et.al, 2022).

2. Guided Questions

According to Munawir (2017) guided questions are questions that help students express and develop their ideas in writing. Guided questions are designed to encourage students to think more deeply about a topic. Guided questions are very useful in the teaching learning process especially in teaching writing.

3. Perception

Perception refers to how someone thinks about or understands something, or their unique perspective on it. In addition, Perception is the use of the senses (sight, hearing, touch, etc.) to recognize and comprehend stimuli, events, and things.

4. Writing Ability

Writing is a skill that involves or necessitates brain functions that arrange concepts in written form. For this reason, the writers must be imaginative and inventive when creating or assembling words in order to effectively communicate their meaning to the reader (Selvaraj and Aziz, 2019).

This chapter has clarified the background of problems, the research questions, the objectives, the scope, the uses, and the definitions of terms. These concepts are discussed more in literature review.

II.   LITERATURE REVIEW

The present chapter focuses on a comprehensive discussion encompassing the definition of writing, concept of writing, aspects of writing, teaching writing, learning media, teaching writing using picture series, teaching writing by using the integrated picture series with guided question, procedure of teaching writing by using picture series with guided questions, advantages and disadvantages of the research, perception, theoretical assumption, and hypotheses.

2.1 Writing Ability

English is considered as an international language that is so useful in our life. As we know that one of English language skill that should be learnt by the students is writing. Effective writing skills are essential for students to express their ideas on paper (Indriani et al, 2019). Nunan (2003) defines Writing is a complex mental process that involves several key steps such as generating ideas, expressing something effectively, and arranging ideas in a coherent and meaningful order, often using paragraphs to group related information. It implies that in creating a written form, writers should be able to construct their idea perfectly so the other people can catch the meaning of the message in writing. Furthermore, mastering writing is an important thing in learning language. It is supported by Kusmierczyk and Medford (2015) who state that mastering writing is essential for both academic and professional success, as it is a primary means of communication.

Additionally, one of the learning abilities that we can utilize to convey our thoughts or ideas to readers in writing is writing. As a result, writing need specialized abilities. According to Selvaraj and Aziz (2019), writing is a skill that necessitates or includes brain processes that will organize ideas in writing. This is

consistent with their viewpoint. Therefore, in order to effectively communicate their message to the reader, authors must be able to imagine and be creative while creating or assembling words. Writing is a production that can generate thoughts conveyed in written form by handling and receiving as much information as possible (Atayeva et al., 2019). This supports the claim made by Ericsson et al. (2018) that writing is a cognitive task that simultaneously depends on assessments of memory, structure, and language and thinking abilities.

Writing is frequently seen to be the most challenging of the four language abilities to learn. As Heaton (1991) opinion that writing is a complicated and sometimes challenging talent to teach, involving mastery of conceptual and judging aspects in addition to grammatical and rhetorical methods. It is also in line with Pertiwi (2016) who confirms that the inherent challenges of writing, acknowledging it as the most difficult English language skill for many students. Common writing difficulties include poor organization of ideas, lack of structure in the content, grammatical errors, inappropriate word choices, and mechanical errors such as incorrect spelling, capitalization, and punctuation. Given these challenges, effectively teaching writing can be particularly demanding, especially when students have limited English proficiency. This necessitates careful planning and attention to detail from English teachers.

In conclusion, writing is a crucial skill in English language learning, essential for both academic and professional success. It involves complex cognitive processes, including idea generation, organization, and expression. While mastering writing can be challenging for many students, it is crucial for effective communication. The careful planning and attention to detail from teachers is useful to help students overcome these challenges and develop strong writing skills.

2.2 Aspect of Writing

Writing is more than just putting our ideas on paper; it also need adequate organization to ensure that the reader understands it. Before composing a text, we have to know aspects of writing which are being important part. Another crucial factor to take into account when evaluating students' writing abilities is the writing

aspects. The teacher can facilitate students' writing by letting them know which aspect will be evaluated. According to Heaton (1991), there are several aspects in writing skills that can be evaluated including:

a. Contents

Content in writing involves generating relevant and detailed ideas to support a topic. Writers need to develop a range of appropriate and detailed ideas to effectively address a given topic.

b. Organization

This aspect directly affects how well students can structure their writing, ensuring that their ideas flow smoothly and logically (coherence and cohesion). The effective organization of text is essential for readers to understand and follow the presented information easily.

c. Vocabulary

This aspect assesses students' vocabulary usage, specifically their ability to choose the right words and demonstrate a diverse vocabulary. Effective word choice is essential for strong writing. When students lack the vocabulary to express their ideas, it can significantly hinder their ability to communicate effectively in writing.

d. Language Use

This aspect focuses on the accurate selection and application of grammatical structures, including pronouns, prepositions, numbers, word order, conventions, and articles. Grammatical errors, such as incorrect verb forms or tense usage, can significantly impede effective communication by obstructing the reader's comprehension of the writer's intended message.

e. Mechanics

Mechanics in writing refers to the correct use of spelling, punctuation, capitalization, and layout. Capitalization is crucial for proper sentence structure and highlighting important elements. The researcher will investigate which aspect of writing is most significantly impacted by these mechanical errors.

2.3 Teaching Writing

The process of students and teachers interacting in the classroom that culminates in written form is known as teaching writing. In teaching writing there are few things that should be considered by the teacher such as the process and aspects of writing itself. Writing also involves a set of stages to generate a decent written work. The stages in writing may range from one writer to another, but generally the stages of writing are same. According to Richards and Renandya (2002), the pedagogical process of writing instruction can be broadly categorized into four fundamental stages: planning, drafting, revising, and editing.

While, Nunan (1991) considers three stages of writing such as pre-writing, writing, and post-writing.

a. Pre-writing

This phase encompasses activities such as brainstorming, mind-mapping, and freewriting, which facilitate the generation of ideas and the exploration of the chosen topic. These activities provide writers with an opportunity to develop their thoughts comprehensively before proceeding to the subsequent stages of planning and organizing their written work.

b. Writing

In this stage, writers commence the drafting process, expanding upon the ideas generated during the pre-writing phase. The primary emphasis at this stage lies in the development and organization of ideas, rather than on achieving grammatical perfection. This allows for the creation of a rough draft, which can then be reviewed and revised by the writer or by peers.

c. Post-writing

The post-writing phase involves the revision and editing of the written text, incorporating new ideas, rectifying errors in grammar, mechanics, and spelling, and ensuring the clarity and coherence of the written piece.

From the explanation above, the researcher concluded that writing process is one of the necessary parts to be done by the teacher. Enhancing students' writing skills is a complex and challenging task for teachers. Therefore, to encourage the

students produce good writing, the researcher elaborated three stages of writing, they are pre writing, writing and post writing in conducting the research.

2.3.1 Guided Questions Technique

Munawir (2017) asserts that guided questions are ones that assist students in articulating their thoughts, which the teacher would subsequently elaborate on in writing through a series of questions. A guiding question is designed to encourage students to think more deeply about a topic. A guiding question is very useful in the teaching learning process especially in teaching writing. By giving guiding questions the students will help to construct their ideas in writing. Some previous studies also investigated that the using of guiding questions technique is effective in teaching and learning process especially in writing. The advantages of guiding questions were thoroughly examined by Ningtyas (2018), who found that students could easily create a text description and that utilizing guided questions improved their writing skills. Further, according to Indriani et al. (2019), the guided question methodology has been effectively used as an engaging method to enhance students' writing skills.

Regarding to the explanation above, the researcher used guided question as an alternative technique in teaching writing. It was expected by integrating this technique, the students' writing ability would increase involves in aspects of content, organization, vocabulary, language use, and mechanic.

2.4 Learning Media

In language teaching, one of the components that should be considered in interesting teaching learning process is the using of learning media. Learning media are tools, all form of materials and resources used by the teachers or the students to support and facilitate the teaching and learning process. the learning media includes anything that can be used to stimulate the students' thoughts, feelings, attention and wishes so that it can facilitate the learning process becomes more effective and efficient. We can use media in helping us as a teacher delivers the material to the students. As Criticos (1996) defines media as the instrument

through which messages or information are transferred from the source to the intended audience.

Besides, using media in teaching and learning process can stimulate the students' attention and interest in understanding the learning material easily. Hikmah (2019) emphasizes that the primary goal of using learning media is not simply to entertain students or complete the lesson, but to enhance the overall quality of teaching and learning by facilitating the educational process. Moreover, using media can save time for teachers and students because the teachers do not need to explain profoundly and spend more time creating an image in the student's mind.

In conclusion, the effective use of learning media is crucial for engaging students and enhancing the overall quality of the teaching and learning process. Media serves as a valuable tool for teachers to convey information effectively, capturing student attention and facilitating deeper understanding of the subject matter. By incorporating appropriate media, teachers can streamline the learning process, saving valuable time and effort for both themselves and their students. This research provides English teachers with a suggestion for utilizing picture series as an effective visual medium in their writing classes.

2.4.1 Picture Series

There are few types of learning media that can be used they are audio, visual and audio visual media. This research focused in using of visual media. Visual media refers to teaching aids that utilize visual communication. A study has shown that the use of visual media in education can significantly enhance learning outcomes, leading to improved student understanding and retention of information (Nurul Jannah in Laraswati and Suhartono, 2016). Research by Laraswati and Suhartono (2016) also demonstrate that the use of visual media in writing instruction can significantly enhance student writing abilities. By stimulating creativity and vocabulary development, visual media can help students generate ideas more easily and improve their overall writing skills. Further, Romadlona and Khofshoh

(2023) found that utilizing picture series as a teaching tool effectively improves students' writing skills.

Regarding to the explanation above, the researcher concluded that the using of learning media has important role in teaching learning process. In this research the researcher conducted the study by using a kind of visual media named picture series. Picture series are visual media that consisting of several pictures arranged in sequence that are used to tell the sequence of events, processes and stories. Picture series are kind of visual media that can be used as an interesting medium in teaching writing. It will help the students to give any ideas in writing.

2.5 Procedure Text
2.5.1 Definition
Procedure text is a text which explain how to make or to to do something. It consists a step by step explanation of a process or a set of instructions for completing a specific task. The purpose of procedure text is to inform how something is made/used/done through sequence of steps or processes.

Procedure texts are widely used in various contexts, including manuals, recipes, scientific experiments, and assembly instructions. The research focused on teaching procedure texts specifically within the context of recipes to the first-grade Senior High School students.

2.5.2 Generic Structure
There are three generic structures of procedure text as follows:

a. Goal/Aim
A crucial element of any procedure text is the clearly defined goal. This initial statement outlines the desired outcome for the reader, providing essential context and purpose. For instance, in a recipe, the goal might be to bake a chocolate cake, while in a science experiment, it could be to observe a specific chemical reaction. By defining the aim or goal, the reader maintains a clear focus on the desired outcome.

b. Ingredients/ Materials

This section provides a complete inventory of all necessary items for the task, ensuring the reader is fully prepared before commencing. This includes materials such as tools and equipment (e.g., blenders, knives, frying pans) and, in the context of cooking, ingredients. Essentially, it functions as a comprehensive shopping list, ensuring the reader has everything required to begin and execute the procedure smoothly.

c. Steps

The Steps section forms the core of a procedure text. It presents a detailed, sequential guide for achieving the stated aim or goal. The task is broken down into manageable steps, typically arranged in a chronological or logical order. Each step is expressed clearly and concisely using imperative language (commands). The clarity and simplicity of these steps are crucial, as any ambiguity or complexity can lead to confusion and errors

2.5.3 Language Features

1. Simple present tense

Using the simple present tense in procedure texts creates a sense of immediacy and relevance. It makes the instructions feel as though they are happening in real-time, guiding the reader through the task as they perform it.

Example:
- Pour the water into the glass
- Mix the ingredients until well combined

2. Imperative sentences

Imperative sentences, which are commands, are crucial for effective instructions. They are direct and concise, conveying instructions clearly and efficiently.

Example:
- Squeeze the dough until it's smooth and elastic. Then, cover it and let it sit for half an hour!
- Spread the paint evenly over the entire canvas, using wide brushstrokes to create a textured appearance!

3. Connectives

Connectives, also known as conjunctions, are words or phrases that link various parts of a text together. They can indicate the sequence of steps, illustrate the relationship between different components, or provide supplementary information. Examples of connectives commonly found in procedure texts include 'then,' 'next,' 'after that,' 'before,' and 'finally.' These words effectively guide the reader through the process in a logical and coherent manner.

Example:

- Wash the rice at least 20 minutes
- Measure the ingredients carefully. After that, mix them in a bowl

4. Adverbs

Adverbs enhance procedure texts by providing crucial details about how an action should be performed, thereby increasing precision and clarity. They describe aspects such as how, when, where, and to what extent an action is to be carried out.

Example:

- Slowly add water to the flour, stirring constantly
- Clean the vegetables from any dirt or pesticides

2.5.4 Procedure text example

How to bake chocolate chip cookies

Ingredients:

- 1 cup butter, softened
- 3/4 cup granulated sugar
- 3/4 cup brown sugar
- 2 eggs
- 1 teaspoon vanilla extract
- 2 1/4 cups all-purpose flour
- 1/2 teaspoon salt

- 1 teaspoon baking soda
- 2 cups chocolate chips

Steps:

- Begin by preheating your oven to 190°C. Next, lightly grease a baking sheet
- Mix and beat the butter, granulated sugar, and brown sugar together thoroughly using an electric mixer
- Next, add each egg to the mixture and beat well. After all the eggs are incorporated, stir in the vanilla extract.
- Add the flour, salt, and baking soda to the wet butter mixture then stirring continuously.
- Finally, gently fold in the chocolate chips.
- Spoon the dough evenly onto the prepared baking sheet.
- Bake until they are golden brown. During this time, prepare a cooling rack.
- Take the cookies out of the oven with care and let them cool on the baking sheet for a minute.
- After a minute, carefully move the cookies to the cooling rack to cool down completely.

2.6 Teaching Writing using Picture Series

Picture series are an effective tool for helping students write better (Wilson, 2019). Moreover, for EFL students, using picture series in line with a process approach proved to be an effective strategy (Gutiérrez et al., 2015). By using picture series, the students will be given some pictures related to the learning topic and they are asked to generate their ideas by looking at the pictures. Picture series can enhance student engagement and enjoyment in the learning process. They effectively guide students' focus directly towards word usage. It is in line with Wahyuni, et.al (2020) who investigate the use of picture series has positive responses from the students.

From several previous studies that have been conducted the researchers proved that picture series are effective and can be used for students' writing skill. Wening

(2016) states that using picture series as a teaching tool helps students become better writers while teaching narrative texts. Picture series are picked because they are engaging and have a chronological pattern that makes it easier for students to arrange their thoughts in writing. Besides, Apsari (2017) investigates that the gained data of her study indicated that students' capacity to write recount texts was successfully enhanced through the usage of picture series. It implies that the use of picture series gave several advantages such as, students' developing their writing skills, their increased involvement in class, the enjoyable learning environment, and their growing interest in writing. In addition, Mursal (2019) also indicates that students' writing skills in terms of language and content could be enhanced by using Picture Series, particularly when creating narrative texts. Romadlona and Khofshoh (2023) also investigates that picture series media is effective in learning English on the skills of writing narrative texts.

Even though gained the same result with the other researchers, according to Simanjuntak (2023) there are few disadvantages of implementing picture series in teaching writing. One of the disadvantages of teaching writing by using picture series that he found is sometimes, event when there is a series of pictures, the students are unable to relate one to the next using their own words.

According to the result of several previous studies, the researcher comes to the conclusion that is using picture series in the classroom improves students' writing abilities. Furthermore, the researcher also interested in conducting the study in different subject that was procedure text which was still rare. For covering the picture series weakness, the teacher combined it with guided question technique where the teacher can give a sequences of questions that is supported the picture. It is in line with Brown (2004) who states by providing a set of guiding questions, teachers can assist students in developing a coherent and well-structured sequence of sentences.

2.7 Teaching Writing using Integrated Picture Series with Guided Question

There are few different picture series that can be utilized in the classroom. These pictures might be either black and white or in colorful. They can be adapted from textbooks, periodicals, newspapers, photographs, and other media, or they can be drawn by the teachers. The pictures can be in one series and different amount of images. The series of three to six pictures in succession can serve as an appropriate writing stimulus (Brown, 2004). Teachers can adapt the picture series to suit their classroom requirements. For example, it is dependent on the text's general structure.

In teaching learning process the teacher also can apply the other techniques in conducting a language teaching. A guiding question is one of techniques that can be used in teaching of all language aspects, listening, speaking, reading and writing. A guiding question is a question that is designed to encourage the students to think more deeply about an issue or a topic. The guiding questions are very useful in teaching learning process especially in teaching writing.

Guided questions are sequence of questions that can help students locate and arrange the concepts that they will need to compose a writing. According to Traver (1998), guided questions are fundamental inquiries that initiate a desire for comprehension. The purpose of these simple questions is to encourage students to provide a certain response. Students will find it simpler to organize and build their knowledge with the help of guided questions. Furthermore, Munawir (2017) defines guided questions as those that assist students in articulating their thoughts. It will thereafter be written down using a series of questions which are served by the teachers.

Considering the weakness of the picture series that have been mentioned before that is sometimes, even when there is a series of pictures, the students are unable to relate one to the next using their own words, guiding question technique can be appropriate technique to accompany picture series media in teaching writing especially in teaching procedure text. This is in line with previous research

investigation that there is an improvement in students' understanding and writing skill by using guiding questions technique (Monny, 2022). This is also in line with what was stated by Mayer in Situmorang (2018), posing questions can aid in the development of writing themes and abilities.

By giving guiding questions the students are helped to construct their ideas in writing. Some previous studies also investigated that the using of guiding questions technique are effective in teaching learning process especially in writing. Andini (2014) investigates that the use of guiding questions could help students to improve their ability in writing narrative text. By implementing of picture series combining with guiding questions is expected can help the students easier in constructing the written text. The use of guiding questions had a major impact on students' ability to write recount text content (Ismail, 2022).
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2.8 Procedure of Teaching Writing by using Picture Series

According to Metiawati in Nurkamri (2014), there are multiple steps when students start writing utilizing picture series:

a. Students are shown a sequence of pictures and asked to observe and then identify them.
b. Requesting that students share their thoughts on the pictures.
c. Asking the students to write paragraph based on the series of pictures.
d. Evaluating students' essays for appropriateness using the notion of image series.

From the opinion above, the writer will elaborate it in control group in teaching procedure text in the following steps:

a. Pre-writing activities

At this stage, there were some activities including:

- The teacher explains about the procedure text, both in terms of its function and characteristics.
- The teacher gave picture series about a topic.
- The students were asked to observe then identify the pictures.

b. Writing activities

In this activity, there were some steps, including:

- Students started writing procedure texts by giving their own ideas about the pictures.
- Asking the students to make an outline based on the pictures.
- Students must pay attention to each picture given, so that the writing can be well organized.
- Asking the students to write paragraph based on their outline.

c. Post writing

In the last stage, the activities including:

- Students were requested to assess or fix any mistakes in their writing before submitting.
- In order to help the students improve their writing, the instructor also counseled and observed them, offering feedback and recommendations.
- The evaluation was conducted by using writing rubric score.

2.9 Procedure of Teaching Writing by using Picture Series with Guided Questions

When implementing the guided questions technique to teach writing skills, it is important to understand certain writing procedures of it. According to Isnaeni (2021), the following methods might be applied in the guided questions technique:

a. A summary of the subject or theme that the students will be describing is given by the teacher.

b. In order to have well-organized writing, students must answer all of the questions, beginning with the first one.

c. Students are required to write down their responses to the teacher's queries.

d. After that, students can elaborate on each of their responses by adding further justifications, arguments, or supporting details

e. After answering all of the questions, students will construct their responses into one or more paragraphs using the guiding questions as a guide.

According to Munawir (2017), the following steps in the guided questions teaching technique are derived from the various levels of guiding questions mentioned above:

a. Asking questions

The first step involves the teacher asking students questions about the chosen topic. Ensure these questions clear, concise, and understandable for students. If the questions are too complex, the teacher should repeat them. It's essential to present the questions to students before asking them to answer.

b. Pause

After the teacher asks a question, it's important to provide students with enough time to think before they answer. This is especially important when asking challenging questions that require deeper thought.

c. Call students by name

The goal of this phase is to encourage diverse responses from each student. The teacher should randomly select students to answer the questions, allowing them to articulate their own unique thoughts.

d. Write answers to questions

By engaging with the teacher's questions, students are expected to develop improved proficiency in the writing of descriptive paragraphs.

e. Emphasize the correct answer.

Teachers can use probing questions to clarify student responses, support their points, and encourage deeper thinking.

Regarding the two opinions which are identified above, the writer observes that, while they are discussed with distinct issues, the two perspectives that Isnaeni and Munawir identified regarding the process of employing the guided questions approach in the teaching and learning process are essentially comparable. Whereas Munawir's viewpoint is more focused on the teacher or instructor, Isnaeni's viewpoint is more focused on the students. These opinions become the consideration for the writer to conduct the study.

In conducting the study, the writer concluded several steps in teaching writing of procedure text by using the original picture series and the integrated picture series with guiding questions as the following table:

Table 2.1 procedure of teaching writing of procedure text using original picture series and integrated picture series with guided questions

Stages	Original Picture series with teacher instruction	Picture series with guided questions
Pre-writing activities	At this stage, there were several activities including: • The teacher facilitated the discussion of the procedure text including its purpose, generic structures and language features. • The teacher gave sequence of pictures about a topic (recipe) • The students were asked to observe then identify the pictures.	At this stage, there were several activities including: • The teacher facilitated the discussion of the procedure text including its purpose, generic structures and language features. • The teacher gave sequence of pictures about a topic (recipe). • The teacher added several guided questions that has relation to the pictures. • The students were asked to observe then identify the pictures and read the questions given.
Writing activities	In this activity, there were several steps, including: • Students started writing procedure texts by organizing their own ideas about the pictures.	In this activity, there were several steps, including: • Students started writing procedure texts by organizing their own ideas about pictures • By answering the guided questions that have been given by the teacher related to the pictures, the students were asked to develop their ideas. • Students must answer all of the questions, beginning with the first one until the end, in order for their writing to be well-organized.

Stages	Original Picture series with teacher instruction	Picture series with guided questions
	• The teacher suggested the students to make an outline first based on the pictures. • Students must pay attention to each picture given in order to make their writing in well organization • Teacher asked the students to write several paragraphs of procedure text based on their outline	• When all of the guided questions have been answered, the students should make an outline by writing down each answers of the questions. • Students should demonstrate critical thinking by providing well reasoned answers supported by evidence such as reasons, arguments, or facts. • The teacher asked the students to develop their outline into several paragraphs of procedure text.
Post writing	In the last stage, the activities including: • Before turning in their work, students were requested to review and fix the mistakes. • The teacher also guided and monitored the students by giving some comments and suggestions to students so that students can improve their writing to be better. • The evaluation was conducted by using writing scoring rubric. .	In the last stage, the activities including: • To encourage deeper thinking and more thorough responses, the teacher posed probing questions that challenged students to clarify their ideas and provide supporting evidence. • Before turning in their work, students were requested to review and fix the mistakes. • The teacher also guided and monitored the students by giving some comments and suggestions to students so that students can improve their writing to be better. • The evaluation was conducted by using writing scoring rubric.

Based on the procedure, the writer applied the treatments above in the control and experimental group on the study.

2.10 Advantages and Disadvantages of Teaching Writing by using Picture Series with Guided Questions

There were few advantages and disadvantages of using picture series with guiding pictures in teaching writing, they were:

a. Creating the enjoyment in the writing process

Picture series are a good technique to encourage students to learn how to write in English. It's an engaging method for students. The use of picture series in writing instruction encourages students to write. Picture series are a useful tool for making students enjoy the writing process. In an enjoyable situation, students will feel less afraid and more comfortable expressing their feelings, thoughts, and ideas in writing.

b. Developing students' creativity in writing

The utilization of a series of pictures as a stimulus can significantly enhance students' writing abilities. This approach encourages students to engage in creative exploration, prompting them to consider ideas and subsequently construct original written compositions based on the provided visual cues.

c. Facilitating the students' in writing process

Because the questions are guided to help students grasp the main ideas, students will not be puzzled by them, which will reduce the number of writing errors they produce. The provided questions facilitate students' exploration and expression of their ideas and can help them write more coherently.

d. Guiding and minimizing errors in writing

The implementation of picture series with guided questions, the students are helped in expressing their idea in written form. Moreover, by reading some guided questions, the students easily connected their written to avoid misconception in writing.

e. Increasing students' vocabulary

Guided questions and picture series are good ways to introduce students to new words in English. They are also suitable for the teaching and learning process, particularly when used in conjunction with the proper method, which

is asking leading questions to ensure that the learning activity proceeds smoothly.

However, there were some disadvantages sides of using picture series with guided questions in teaching writing. They were:

a. Students' oral language skills are not being used effectively.

   In this instance, students struggle when it comes to presenting their writing to the class. Students may struggle to present their written work fluently and effectively. Therefore, teachers should provide opportunities for students to practice speaking, such as through dialogues or monologues, based on their own written texts.

b. Students occasionally find the questions too challenging to complete

   Although there are several benefits to employing this method, in order to ensure that the questions are not too challenging for the students, we must ascertain their current level of proficiency. In order to overcome this, teachers must think about the questions that will be asked and make sure that they are appropriate for the students' level.

c. The limitation of group work

   Most of activities in teaching and learning process by using picture series combined with guided questions conducted individually. The limitation of group work may be a struggle thing for some students.

From the explanation above, even though there are few disadvantages of using the picture series combined with guided questions in teaching writing, we can see that it has more advantages compared to the disadvantages. It implies that using the picture series combined with guided questions can be useful tool for teaching procedure text writing.

2.11 Perception

Generally, some definitions of perception have been explained in English dictionaries and several previous studies. According to the Cambridge Dictionary, perception is an opinion or idea that is frequently held by a large number of individuals and is based on how things appear. While, a bodily feeling understood in the context of

experience is what Merriam Webster defines as a perception. Further, according to Robbins and Judge (2016), perception is the process by which we arrange and decipher sensory inputs to give our environment meaning. Additionally, according to Zaiturrahmi et al. (2021), perspective is the manner in which one thinks about or views something. Throughout the educational process, perception is crucial. Thus, Students' perception is the preferential treatment of information they get from an object with their senses; students can interpret the observed object

Regarding to the statements above, it can be concluded that perception is the identification and interpretation of sensory data. Perception involves not only how we receive information but also how we respond to it. Essentially, it's the process of interpreting sensory data of our environment and using that understanding to interact with the world around us. Perception allows us to transform raw sensory data into meaningful information. It's important to recognize that individual students may perceive information differently. Furthermore, a positive teacher-student relationship can significantly influence how students perceive and respond to feedback.

Goldstein (2010) states that the goal of the study of perception is to understand how the senses function as well as the sensations and actions brought on by sensory stimuli. Regarding to the theory, the researcher adopted a questionnaire which has been conducted by a researcher before. The questionnaire focused on three indicators, namely: (1) English attitude (student's perspective on the use of picture series combined with guided questions), (2) Experiences (what students get of the implementation of technique), and (3) Behavior (how is the seriousness of students in responding to learning technique). The questionnaire consists of 10 items with 3 to 4 items in each indicator.

2.12 Theoretical Assumption
The researcher assumed that the implementation of the picture series combined with guided questions is an effective way and can be used for students' writing skill. There were several benefits of picture series combined with guiding

questions such as, enhance students' writing skills, boost their involvement in class, foster a joyful learning environment, and pique their interest in writing.

The researcher assumed that the using of picture series combined with guided questions technique gave significant improvement in students' writing ability and also for the aspect of writing itself. Through some review of previous studies, it is evident that picture series with guided questions technique have positive impact on students' writing. Picture series have a positive impact on student learning by fostering motivation, enthusiasm, and a deeper understanding of idea generation.

Furthermore, the researcher assumed that, out of the five aspects of writing: content, organization, language use, vocabulary, and mechanics, content was the one that was most impacted after students were taught by using picture series combined with guiding questions technique. It is caused of content is the part of writing that includes student thoughts that are developed into useful information that can be communicated and then put into writing. By using picture series with guiding questions, students are helped to develop their ideas through some questions based and the pictures provided. This way helped the students organize and produce well developed paragraphs.

2.13 Hypotheses

In a hypothesis, a claim is analyzed to see whether it is true or not. The research's hypothesis might be stated as follows, based on the theoretical perspective:

1. There is a significant difference in the writing achievement of the students who were taught by using the using picture series combined with guiding questions and the original picture series.

2. Content is the writing aspect of the students that improved the most after they were taught by using the picture series combined with guided questions in the students' writing.

This research investigated whether the hypotheses were accepted or rejected.

This chapter has explained the review of related literature which covered of the integrated picture series media integrated guiding question technique deal with some pertinent ideas and conceptual framework.

III.   METHODS

This chapter concerned to the research method. It presented the research design, variables, data source, data collection instrument, data collection procedures, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This research design is quantitative and qualitative research. Then, the researcher used experimental design to see the students' writing achievement where there were two classes used as experimental class and control class. This research investigated the effect of using the integrated picture series with guiding questions in increasing students' writing ability. According to Setiyadi (2018), the research design that is in line with the explanation, as follows:

$$K1\ T1\ X1\ T2$$
$$K2\ T1\ X2\ T2$$

In which:

K1 : Group 1 (Experimental Group)

K2 : Group 2 (Control Group)

T1 : Pre-test

T2 : Post-test

X1 : Treatment with the integrated picture series with guided questions

X2 : Treatment with original picture series

3.2. Variables

There are 3 variables of this research which were investigated, the first one is called as variable (X) , the second one is variable (Y1) and the last one is variable (Y2). Variable X is belonging to integrated picture series with guiding questions technique whereas the variable Y1 is belonging to students' writing ability, and variable Y2 is students' perception.

3.3. Data Source

in this section, the researcher discussed further about the population and sample of the research and also the way in considering it.

Population and Sample

This research was conducted in one of Senior High School in Tulang Bawang Barat Regency of Lampung Province. The researcher decided to conduct the research at SMAN 3 Tulang Bawang Tengah. The population of the research was all of the students in SMAN 3 Tulang Bawang Tengah on the first grade. The population consist of 113 students within 5 classes. The researcher took 2 classrooms which consist of 60 students in each class as the sample of the research.

In proposing the sample, the researcher used purposive sampling technique. Based on the teacher observation and the students' English score the students in the first grade of SMAN 3 Tulang Bawang Tengah were in the same level in writing, they have the same chance to be selected as the sample. The researcher proposed 2 classrooms as the sample from 5 classrooms. One of the classroom as an experimental class which was taught procedure text by using picture series combined with guided questions. Therefore, another class was taught procedure text by using picture series that has no modification.

3.4. Data Collection Instruments

The term "instrument" describes the device that the researcher uses to gather study data. For the research operations to proceed smoothly and effectively, the instrument is necessary. This research used the writing test and the questionnaire in gathering the data.

3.4.1 Writing Test

The writing tests were administered twice for each class in this research, in the first and last meeting of the research. Data on students' writing skills before and after the treatment was gathered using the assessments. Students were allotted sixty minutes to compose a procedure text during the writing assessments. Five aspects of writing were used to evaluate the students' writing; content, organization,

vocabulary, language use, and mechanics. The scoring criteria from Heaton (1991) were used in this research.

Table 3.1 The Scoring Criteria

Aspect		Criteria	Score
Content	Excellent to very good	knowledgeable, significant, and has developed a thesis and pertinent theory.	30-27
	Good to average	Shows basic understanding of the subject matter and covers a sufficient range of points, but the central argument is underdeveloped. The discussion is generally on topic but needs more specific examples and evidence.	26-22
	Fair to poor	Demonstrates limited knowledge of the subject matter with little depth or substance, and inadequate development of the chosen topic.	21-17
	Very poor	Lacks substantive knowledge, relevance, and sufficient evidence for evaluation.	16-13
Organizatio n	Excellent to very good	Fluent and articulate expression with clearly stated and well-supported ideas. The writing is well-organized with a logical flow and strong cohesion.	20-18
	Good to average	he writing style is somewhat choppy and the organization is loose. However, the main ideas are discernible. Support for the ideas is limited, and while there is some logical sequencing, it is incomplete	17-15
	Fair to poor	The writing is non-fluent with confused or disconnected ideas. It lacks a clear logical sequence and adequate development.	14-10
	Very poor	The writing is incomprehensible, lacks any discernible organization, and does not provide sufficient information for evaluation	9-7
Vocabulary	Excellent to very good	Demonstrates a sophisticated range of vocabulary, including appropriate words, idioms, and usage. Mastery of word forms and register is evident.	20-18
	Good to average	Demonstrates an acceptable range of vocabulary with occasional errors in idiom choice and usage. However, the overall meaning is not obscured.	17-15
	Fair to poor	The vocabulary range is limited, with frequent errors in idiom use and word choice. These errors often obscure the intended meaning.	14-10
	Very poor	The writing appears to be a direct translation from another language, demonstrating limited knowledge of English vocabulary and insufficient information for evaluation.	9-7
Language use	Excellent to very good	Demonstrates generally accurate grammatical constructions with few errors in agreement (subject-verb, pronoun-antecedent), tense, number, word order, function, pronoun use, and prepositional phrases.	25-22
	Good to average	Uses practical but straightforward sentence constructions, with minor issues arising in more complex structures. There are several errors in agreement and preposition usage, but the overall meaning is rarely obscured.	21-18
	Fair to poor	Simple sentence constructions are frequently marred by errors in negation, agreement (subject-verb, pronoun-antecedent), and tense. These errors, often involving number, word choice, and pronoun usage, contribute to overall confusion.	17-11
	Very poor	The writing demonstrates virtually no mastery of basic	10-5

Aspect		Criteria	Score
Mechanic		sentence construction rules. It is dominated by errors and fails to effectively communicate meaning. The quality of the writing is insufficient for evaluation.	
	Excellent	Punctuation, spelling, and capitalization were generally used correctly with few errors.	5
	Good	Occasional errors occurred in punctuation, spelling, and capitalization.	4
	Fair	Numerous errors were found in punctuation, spelling, and capitalization.	3
	Very poor	The writing demonstrates no mastery of basic conventions, with numerous errors in punctuation, spelling, and capitalization.	2
Total Score			**100**

3.4.2 Questionnaire

The questionnaire was used to find out students' perceptions after being taught by using picture series with guiding question. The questionnaire was administered at the end of the second meeting after post activities. The questionnaire based on the theory of Goldstein (2010) who explains that the study of perception aims to understand how the senses function as well as the sensations and actions brought on by sensory stimulus. In this research, the researcher will elaborate three indicators, namely: (1) English attitude (student's perspective on the use of picture series combined with guided question), (2) Experiences (what students get of the implementation of technique), and (3) Behavior (how is the seriousness of students in responding to learning technique). There were ten statements on the closed-ended questionnaire. The following category items were included in the Likert-scale questionnaire used in this study: strongly disagree, disagree, neutral, agree, and highly agree.

3.5 Validity and Reliability

3.5.1 Validity

3.5.1.1 Validity of Writing Test

According to O'Malley and Pierce (1996), validity is a gauge of an instrument's dependability. If there is no discrepancy between the claimed research and what actually occurs on the object under study, the data may be deemed invalid. Every test, whether it be a quick, informal exam in class or a public one, should be as valid as the person who created it (Heaton, 1991). Furthermore, there are three

basic types of validity, content validity, construct validity and face validity. The researcher here also considered content validity, construct validity, and face validity in producing the writing test.

A content validity is determined by how representative and thorough it is for the test. Content validity is the degree to which a test captures a representative sample of the subject matter. Cohen et al. (2007) state that content validity refers to sufficient and representative coverage of the field, domain, tasks, behaviors, knowledge, etc., free from the influence of unrelated variables. The instrument's test items are made to determine whether they accurately reflect the contents being measured in order to adhere to content validity. Content validity emphasizes how the provided stuff and the asserted elements are equivalent. The test's items must correspond with the content that has been taught. To obtain the content validity, the researcher arranges the learning materials based on the objective of teaching in the syllabus of Merdeka Curriculum for the first-grade students of senior high school. To identify agreement whether the instrument and materials are in line with the syllabus or not, the researcher used an expert validation form which is measured by three validators. The three validators are English teachers at senior high school who already holds a master's degree and who has more than fifteen years of teaching experience.

Construct validity is a type of validity that assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1991). Construct validity is concerned with whether the test aligns with the theory of what it means to know the language being measured. It would be examined whether the test is given actually reflects what it means to know a language. Regarding the construct validity, it was measured whether the construction in line with the objective of learning. This research employed a scoring rubric based on five key writing aspects: mechanics, vocabulary, grammar, content, and organization, as suggested by Heaton (1991). Before the researcher conducted the pretest and posttest, the instrument of the writing test had been checked by three validators in terms of the content validity. After the instrument of

writing test had been checked, the researcher found that the writing test was valid based on the construct validity.

Face validity is important as a scientific concept. In getting face validity, before examining the test that has been created, it is previously examined by the validators to prove the validity of the test instrument. Some aspects that may be considered to make a good test instrument based on face validity are as follow:

1. The instruction should be clear for the students. It should be clearly explaining what they should do in the test.
2. The material of the test should be appropriate to the student's grade. In this research, the students were the first-grade of senior high school students. There were few types of procedure text and the researcher conducted one of the types that was "recipe".
3. Consideration of time allocation must be clearly explained.

Regarding the explanation above, the validation instrument was developed using a Likert scale with five criteria including very good, good, fair, poor and very poor. The scores were analyzed to obtain an average questionnaire to determine the feasibility of the worksheet by the experts. The researcher used validity measurement from Aiken (1985) in determining the validity of writing test based on the validation measurement from 3 validators. The criteria for the validity level of the worksheet developed are described in Table 3.2.

Table 3.2 Criteria for the level of validity

Value	Criteria
0.8 – 1	Very High
0.6 - 0.79	High
0.40 - 0.59	Medium
0.20 - 0.39	Low
0.00 - 0.19	Very Low

Regarding the statements above, expert validation form was used as an instrument for validity testing. There were some indicators and sub indicators in the form.

The instruments were adapted from the previous research. The whole results of experts' validation measurement can be seen in Appendix 8. The following table was the summary result of the validity measurement based on Aiken's V measurement:

Table 3.3 Result of writing instrument validity

Item	Validator			S1	S2	S3	∑s	n(c-1)	V	Criteria
	1	2	3							
1 – 16	73	75	77	57	59	61	177	192	0.92188	Very High

Based on the assessment made by the experts, since the value of validation form was 0.92188, it can be concluded that the the instrument is in very high level of validity. The result indicates that the instrument and material fulfill the content validity and suitable to the learning objectives and curriculum.

3.5.1.2 Validity of Questionnaire

The aim of the questionnaire of this research was to investigate the students' perceptions about the use of picture series combined with guided question. This questionnaire's construct validity was attained by drawing on a theory of Goldstein (2010), who states that perception is the study of how the senses function and the sensations and actions that arise from stimulating the senses. In this research, the researcher focused on three indicators, namely: (1) English attitude (student's perspective on the use of picture series combined with guided question), (2) Experiences (what students get of the implementation of the technique), and (3) Behavior (how is the seriousness of students in responding to learning technique). Ten items make up the questionnaire, with three to four items in each indicator. The questionnaire which was used in the research was adopted from previous research who have conducted the similar topic. The items of questionnaire had been checked for its suitability for the used theory with the following specification:

Table 3.4 Specification of Questionnaire

No	Indicators	Aspects Item	Number	Total
1	Perspective of the implementation of technique	English attitude	1,2,3	3
2	Students achievement of the implementation	Experiences	4,5,6,7	4

No	Indicators	Aspects Item	Number	Total
	of technique			
3	The seriousness of students in responding to the technique	Behavior	8,9,10	3
Total Number of Items				10

Adopted from Pirka, et.al (2024)

A multiple-choice version of the questionnaire was distributed. The Likert scale type was the basis for the five options. Strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) were the standard level Likert scale items used. Because of the questionnaire was adopted from the previous research with the similar topic, it can be assumed that the questionnaire was suitable for the used theory for its validity testing.

3.5.2 Reliability

3.5.2.1 Reliability of Writing Test

According to Hatch and Farhady (1982), test reliability is the degree to which a test yields consistent findings when given in similar circumstances. A test was deemed reliable if the results were consistent. Inter-rater reliability reduces the subjectivity of the research and guarantees the reliability of scores. Inter-rater reliability was applied when two or more raters independently estimated the test score. As stated by Setiyadi (2018), the more people involved, the more reliable the result will be. In this research, there are two raters, the researcher as the first rater The first rater and the English teacher in SMAN 3 Tulang Bawang Tengah as the second rater.

It is essential to ensure that both raters use the same criteria for scoring the students' writing. So, the first and second raters used scoring criteria from Heaton (1991). In order to find the correlation coefficient between the two raters, the researcher uses *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6.\sum d^2.}{N(N^2 - 1)}$$

P : Coefficient of rank order
D : Difference of rank correlation
N : Number of students

1-6 : Constant number

<div align="right">(Hatch and Farhady, 1982)</div>

In this case, after finding the coefficient of rank correlation between raters that computed in SPSS 27.0, the researcher analyzed the coefficient of reliability with the standard of reliability testing below:

a. Very high reliability ranging from 0.80 to 1.00

b. High reliability ranges from 0.60 to 0.79.

c. Medium reliability ranges from 0.40 to 0.59.

d. Low reliability ranging from 0.20 to 0.39

e. Very low reliability ranging from 0.00 to 0.19

Regarding to the level of reliability above, the writing test is expected reach the level of high or very high reliability. Additionally, the following presents the pretest and posttest reliability in this study:

Table 3.5 Reliability of the pretest instrument

Correlations[a]

		R1	R2
R1	Pearson Correlation	1	.932[**]
	Sig. (2-tailed)		<.001
	N	30	30
R2	Pearson Correlation	.932[**]	1
	Sig. (2-tailed)	<.001	
	N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Realiability = Pretest

It's evident from the above table that the pretest's reliability is 0.932. Thus, it may be said that the pretest that is utilized to determine students' prior proficiency is thought to be very reliable. However, the following table displays the reliability of post-test:

Table 3.6 Reliability of the post-test instrument

Correlations[a]

		R1	R2
R1	Pearson Correlation	1	.887[**]
	Sig. (2-tailed)		<.001
	N	30	30
R2	Pearson Correlation	.887[**]	1
	Sig. (2-tailed)	<.001	
	N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Realiability = Post-test

According to the data, it is clear that the reliability of post-test is 0.887. Regarding to the reliability criteria, it can be implied that the post-test used to know students' ability after having treatment is considering in very high reliability level.

In conclusion, seeing the result data and it's explanation about the pretest and post-test we can conclude that the result shows both of tests have very high reliable quality.

3.5.2.2 Reliability of questionnaire

To determine the consistency of research measurement, a reliability test is used. The questionnaire's items will be evaluated for consistency using a Cronbach Alpha. The study used Cronbach alpha testing with SPSS 27.0 to determine the alpha value. Cohen et al. (2007) provide the following rules to establish the parameters of the questionnaire's reliability.

Table 3.7 Guideline for Describing Alpha Value

Alpha	value Descriptions
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

Table 3.8. The reliability of questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.915	10

The table above presents information about the reliability of a measurement scale. The key measure here is Cronbach's Alpha, which is a statistical measure used to assess the internal consistency reliability of a scale. From the data the value of Cronbach's Alpha is 0.915, by seeing the guideline of validity level, it can be concluded that the questionnaire is very highly reliable. The table indicates that the scale composed of 10 items has a high level of internal consistency reliability.

This suggests that the items within the scale are measuring the same construct in a consistent and reliable manner.

3.6 Data Collection Procedure

In collecting the data, there were seven steps that have been conducted by the researcher, as follows:

1. Determining the population and sample

For the study, the researcher used the first-grade students at SMAN 3 Tulang Bawang Tengah as the population. The sample group for the study consisted of two classes.

2. Deciding the materials being taught and tested

The content is based on the Merdeka Curriculum for senior high school first graders. The researcher chose a few process text samples from online resources and English-language books.

3. Designing the instruments of the research

A writing test and a questionnaire served as the research's instruments. In both classes, the students received identical instruments.

4. Conducting a pre test

The researcher gave the pretest for both control and experimental classes. This test to ensure that both of class has no difference significant in understanding writing procedure text before treatment.

5. **Giving treatments**

In this study, there were two treatments. The students were taught procedure text and given different treatment for both of classes. A control class was treated by using the picture series with the teacher instruction. Therefore, the treatment by using the integrated picture series with guiding questions technique was administered in the experimental class.

6. **Conducting post test**

The last step was doing post-test for both of control and experimental classes. Each student was required to compose a procedure text individually. The data gathered from both of two classes then calculated by using T-test formula.

7. **Distributing questionnaire**

The questionnaire was given out to students in order to learn how they felt about the integrated picture series with guided questions. Ten statements must be answered by the students. The questionnaire was distributed in English and also in Bahasa Indonesia to make the students easier in responding the statements.

3.7 Data Analysis

Data analysis is a technique to analyze and identify the data used to know the result. In accordance with the characteristics of the data gathered, data analysis was carried out utilizing both quantitative and qualitative methodologies. The following section outlines the analysis procedures for each instrument.

a. *Normality Test and Homogeneity Test*

The purpose of the normality and homogeneity tests is to determine whether the sample is normally distributed and drawn from a population with the same variance or one that does not exhibit any notable deviations from one another. By examining the value of Sig. (2-tailed), the results of the normality and homogeneity tests can be interpreted. We can get the following conclusions from the interpretation:

(a) The variants are homogenous and regularly distributed if the significance level is more than 0.05 (Sig. (2-tailed) > 0.05).

(b) The variants are significantly different (not homogenous) and not normally distributed if the significance of the mean-based calculation is less than.05 (Sig. (2-tailed) < 0.05).

b. *Writing test*

The researcher analyzed the writing test data of the research in the following steps:

1. The data gathered were analyzed using writing rubric score to investigate students writing score achievement in both of classes.

2. The students' results of writing were collected and descriptive statistics including frequencies and percentages were reported. In addition, to analyze the mean scores, an independent t-test was conducted to examine the existence of any significant difference. The Statistical Package for Social Science (SPSS) 27.0 was used to calculate the data.

3. The researcher determined the significance of each writing aspect score's pre- and post-test results. This result is for investigating which aspect more affected by the treatment. The data is also computed through SPSS 27.0

These analyzing are used to answer the first and the second research questions.

c. *Questionnaire*

To investigate the third research question, which explored student perceptions following instruction utilizing picture series with guided questions, the researcher employed a Likert scale to collect student responses. Subsequently, individual student scores were calculated by summing the points assigned to each response. Descriptive analysis was then conducted to analyze the collected data.

3.8 Hypotheses Testing

Hypothesis testing was conducted to determine the validity of the research hypotheses. Two hypotheses were formulated based on the first research question. Statistical analysis was performed at a significance level of 0.05. A hypothesis is considered accepted if the p-value is less than 0.05, indicating a less than 5% probability of error. Furthermore, the acceptance of the hypothesis is also based on the following criteria:

- H_a is accepted if the t-value is higher than T-table and H_0 is rejected
- H_0 is accepted if the t-value is lower than T-table and H_a is rejected

The hypotheses of the first research question can be formulated as follows:

1. The alternative hypothesis (H_a)

   There is a significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and original picture series.

2. The null hypothesis (H_0)

   There is no significant difference between the writing achievement of the students who were taught by using the picture series combined with guided questions and original picture series.

For the second research question, the hypotheses of this research can be formulated as follows:

1. The alternative hypothesis (H_a)

   Content is the writing aspect of the students that improve the most after they were taught by using the picture series combined with guided questions in the students' writing.

2. The null hypothesis (H_0)

   Content is not the writing aspect of the students that improve the most after they were taught by using the picture series combined with guided questions in students' writing.

This research investigated which hypothesis that would be accepted and rejected. The testing of hypothesis would be useful in measuring whether using of the picture series combined with guiding questions is an effective way in increasing students' writing ability or not and which aspect of writing that the most affected. However, in answering the research question about students' perception, the data were analyzed descriptively.

Briefly, those are the explanations of several points in this chapter: the research design, the variables, the data source, the data collection instrument, the data collection procedures, the data analysis, and the hypothesis testing.

V.   CONCLUSION AND SUGGESTION

This final chapter presents the research conclusions and offers suggestions for English teachers who wish to implement integrated picture series with guided questions in their writing instruction, as well as for researchers interested in conducting similar studies.

5.1 Conclusion

The researcher draws the following conclusions in light of the findings and the explanation of the data analysis in this study:

Addressing the first research question, the study revealed significant differences in students' writing abilities in procedure texts following instruction using the picture series combined with guided questions compared to the instruction of using original picture series. The results and subsequent discussion indicate that the experimental group, receiving instruction with the picture series combined with guided questions, exhibited a higher level of improvement in writing ability. It might happen because the picture series combined with guided questions and allow students to more develop ideas and makes them easier in composing a written text individually

Based on the result of the research for the second research question, it can be concluded that the aspects of students' writing ability in procedure text were improved. The most improvement is in content aspect in both of the classes. However, in the integrated picture series with guided questions class, mechanic is the only one aspect of writing that has no significant improvement. While in the control group who was taught by using original picture series, three aspects of writing have no significant improvement, they are organization, language use, and also mechanic. The result showed that using integrated picture series with guided questions gave more effect than original picture series. The different results might

be caused by combining the picture series with guided questions the students were not only helped in getting idea and new words but also they would have guidance in organizing their text better from the guided questions given.

Based on the findings for the third research question, in applying integrated picture series with guided questions also give positive perception for students in learning English especially in writing procedure text. Moreover, both the control and experimental groups effectively participated in the teaching and learning process. While both groups demonstrated improvements in their writing skills, a significant difference was observed between them. This suggests that the effectiveness of the implemented techniques varied, ultimately impacting student writing abilities differently.

5.2 Suggestions

Based on the findings presented above, the following recommendations are offered:

1. Suggestion for the teachers

This research demonstrates the effectiveness of integrated picture series with guided questions in improving student writing skills. English teachers are encouraged to implement this technique in their classrooms to address student writing difficulties and enhance their overall writing abilities.

However, the findings of this research indicated several challenges associated with the implementation of picture series in writing classrooms. Students faced difficulty due to limited time for group discussions and unclear pictures. To address these issues, teachers should allocate more time for group discussions and ensure the clarity of the picture series before implementation. Despite these challenges, picture series offer valuable benefits for students, including improved communication, creativity, and teamwork.

2. For Learners

For all learners, especially EFL learners, this study can be used as an additional reference in learning writing. As explained in the findings that integrated picture

series with guided questions give positive perception in learning writing. It enhances the enjoyment and interest of the learning process.

3. For further researcher

This research was limited by several factors such as a small sample size, a short timeframe, and the use of whole-class instruction. To improve upon these limitations, future research should employ larger sample sizes and extend the research period. This will contribute to more reliable and valid research findings when investigating the teaching of writing using integrated picture series with guided questions. It is also suggested for further researcher to investigated the other parts of procedure text such as; manual, instruction and tips to compare the result of the research.

Recognizing the limitations of this research which were not all aspects of writing improve significantly and the different students' learning style, the researcher suggests that future research explore the use of integrated picture series with guided questions by considering additional factors, such as learning styles, learning strategies, and teaching approaches to overcome the limitations of this study.

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APPENDICES