IMPLEMENTING A SEQUENCE OF PICTURES TO ENHANCE STUDENTS' ABILITY IN WRITING A PROCEDURE TEXT AT THE FIRST GRADE OF SMAN 1 TANJUNG BINTANG

Undergraduate Thesis

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ABSTRACT

Implementing a Sequence of Pictures to Enhance Students' Ability in Writing a Procedure Text at the First Grade of SMAN 1 Tanjung Bintang

Shakila Rifa Andini

This present study aimed to investigate whether there is a significant improvement of the students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text. The population of the research was the first-grade students of SMAN 1 Tanjung Bintang with Class X-6 that consist of 30 students as the sample. This study employed a quantitative method with a One-Group Pretest-Posttest Design. The treatment involved teaching students to write procedure texts using a sequence of pictures, which was done before the post-test. The study utilized writing tests about procedure text as the instruments. The data were analyzed using Paired Sample t-test through SPSS 30.0. The results showed the mean score increased from 62.50 in the pre-test to 85.00 in the post-test, with a gain of 22.50. The statistical analysis showed the p-values for both one-sided and two-sided were less than 0.001, supporting the alternative hypothesis (H1) at a 0.05 significance level. The t-value of 13.484 was also much higher than the t-table of 2.045 (df = 29). This confirms that the students' writing scores in the post test is significantly higher than those in the pre-test. Therefore, it can be concluded that a sequence of pictures can enhance the students' ability in writing a procedure text.

Keywords: a sequence of pictures, procedure text, writing.

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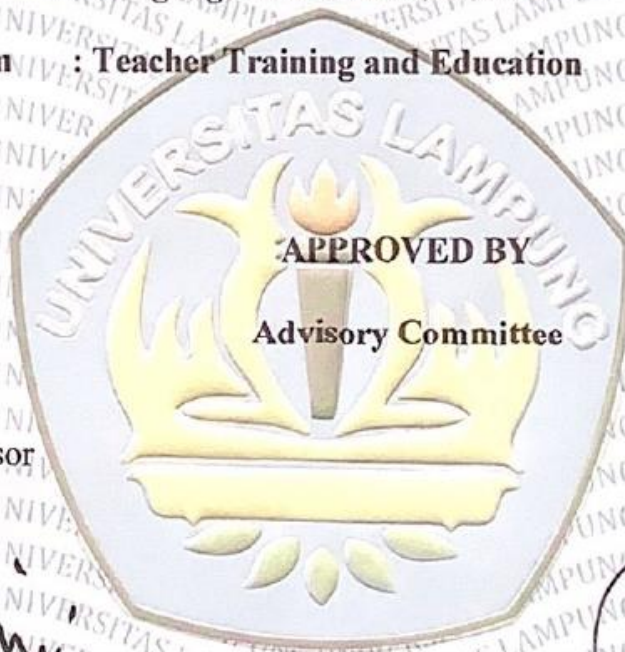UNIVERSITY OF LAMPUNG
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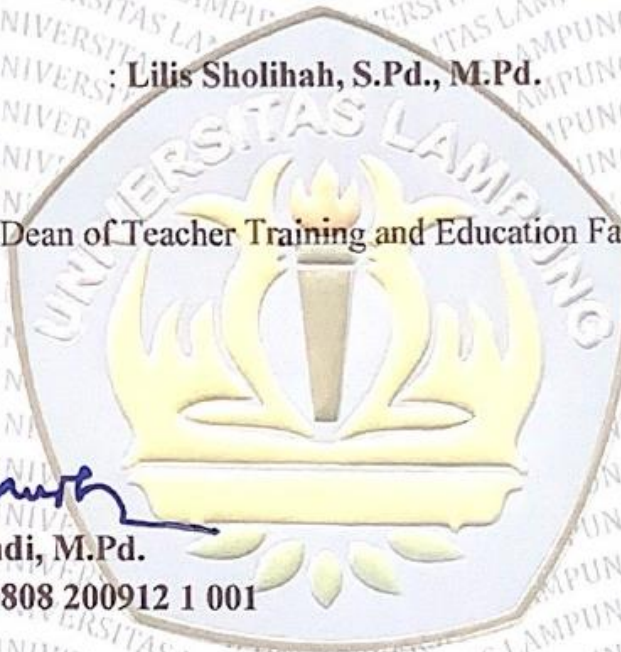
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwasannya pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 11 Februari 2025
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CURRICULUM VITAE

Shakila Rifa Andini was born on July 29, 2003, in Bandar Lampung. She is the first child of Timbul Fitriadi, S.T., and Yeni Triyana, and has a younger brother, Muhammad Iqbal Thaqif Ramadhan.

Her educational journey began at TK Bratasena III in Tulang Bawang. She then attended SDS Tunas Bangsa in Tulang Bawang before moving to SDN 1 Jatibaru, Tanjung Bintang, where she completed her elementary school in 2015. She continued her studies at SMPN1 Tanjung Bintang and graduated in 2018, later enrolled at SMAN 1 Tanjung Bintang and graduated in 2021. In the same year, she successfully passed SBMPTN and was admitted to the English Education Study Program at the University of Lampung.

At the university, she joined the Society of English Education Department Students (SEEDS) and served in the Media Center division from 2022 to 2023. From January to February 2024, she participated in the KKN (Community Service Program) in Jati Agung, Lampung Selatan, and conducted her PLP (Teaching Practicum) at SD Negeri Gedung Harapan. In the same year, she got a job as a tutor at Standard Gandhi English Language Centre and has been working there until now. To complete her degree, she carried out research on enhancing students' ability to write a procedure text using a sequence of pictures at SMAN 1 Tanjung Bintang.

DEDICATION

The script is proudly dedicated to

My beloved parents:
Timbul Fitriadi and Yeni Triyana

My beloved brother:
Muhammad Iqbal Thaqif Ramadhan

My almamater:
University of Lampung

My English lecturers

My beloved friends

MOTTO

"He knew what was in their hearts, so He sent down serenity upon them and rewarded them with a victory at hand."
(Q.S. Al-Fath 48:18)

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Hopefully, this script contributes to educational development by offering valuable insights and practical implications, and serves as a reference for future research to expand on these findings.

Bandar Lampung, February 2025
The Writer

Shakila Rifa Andini

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I.   INTRODUCTION

This chapter contains several essential points as a brief explanation of the research. Those essential points are the background of the research, the research question, the objectives of the research, the uses of the research, the scope of the research, and the definition of key terms.

1.1 Background of the Research

Writing is not easy for students to master and many English learners may have encountered difficulties when writing a text. Writing skills cannot be mastered only through theory but through regular practice to produce well-organized writing (Handayani and Widiastuti, 2019). According to Bryne (1998, p. 1), writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions. To form words, and words have to be arranged to form sentences. Students need to be able to formulate ideas, arrange the text within its context, use proper grammar, choose suitable lexical and structural forms, and punctuate their work appropriately. In line with that, Richard and Renandya (2002, p. 303) state that there is no doubt that writing is the most difficult skill for learners to master.

Writing is frequently regarded as a more difficult language skill than other language skills. Therefore, learners still encounter some difficulties and struggle to express clearly in writing, including when they write a procedure text. Procedure text is a text that explains how to do or make something. Its purpose is to provide instructions that are clear and easy to follow, often including a list of materials

needed, followed by a series of steps or stages (Gerot and Wignell, 1994). According to Anderson and Anderson (1998), maintaining a logical order in the steps can be difficult for students, which can lead to confusion and incomplete or incorrect procedures. In addition, a study conducted by Malau et. al. (2023) found that the majority of the students faced some difficulties in writing procedure text. The most dominant difficulties faced by the students is the generic structure section including goals, such as students not being able to write goals correctly in the procedure text. Materials and equipment such as students did not include the quantity of each material and equipment in the procedure text and also several steps were explained by students in less detail and less coherently. A study conducted by Zai (2023) also found that students have trouble creating procedure texts. The challenges are as follows: in the part on generic structure, namely the steps, and materials. Based on the research's findings, students are unable to list the materials needed when making something and are unable to explain the steps clearly from beginning to end.

In writing procedure text, there are several difficulties that can be caused by many factors. It might be internal factors and external factors. Internal factors consist of the student's personal interest in learning and external factors consist of the factors from the other element. Therefore, learning writing has become difficult because of the challenges faced by the students when they try to write. According to a study conducted by Moses and Mohamad (2019), some of the challenges that are faced by students are a lack of vocabulary, poor grammar, poor spelling, students' readiness, and lack of exposure to books and reading materials. These challenges faced by the students also make teachers struggle to teach writing skills. Teachers encounter challenges in teaching writing such as motivating their students, students have diverse levels, difficult material, and time limits. To improve a student's writing ability, more attention must be given by a teacher to teach writing such as giving guidance, and feedback, as well as using media to motivate and help students in learning writing.

In summary, there are still instances when students run into difficulties that make it challenging for them to write procedure text, even though a procedure text is frequently encountered in daily life which makes some people familiar with it. Most of the students encounter some factors that make them struggle to write procedure text due to the lack of inspiration, lack of vocabulary, and poor grammar which can cause misunderstandings and result in inaccurate or incomplete procedures. To solve the problems, the researcher will use the media, namely a sequence of pictures that will help students overcome the problem. A sequence of pictures refers to a series of related pictures arranged in a specific order to illustrate a process or tell a sequence of events or a story (Yunus, 1981). The utilization of a sequence of pictures, which contain a story or series of events, can be a valuable tool in helping students to develop their ideas. By visualizing the steps and order, this sequence of pictures can assist students in structuring their writing. Through the integration of paragraphs and the cultivation of their imagination, students have the opportunity to enhance their writing skills and create a well-organized procedure text. Some of the previous studies below are research that applies media in the form of a sequence of pictures to help students create a procedure text.

A previous study conducted by Fadila and Fitrawati (2022) indicates that there is an effect of using the digital sequence of pictures on learners' competence in writing an explanation text. It means that the use of digital sequence of pictures has been proved can rectify learners' ability, especially in writing an explanation. According to the findings of the data analysis, the writers could see that the learners could write sentences with correct grammar. In the learners' worksheet, the writers found that learners were able to arrange the sentences correctly and their sentences were also coherent with each other. As a result, the ideas from the text were delivered clearly. In conclusion, this study shows that the use of a digital sequence of pictures is effective to improve learners' competence in writing an explanation text.

Based on the previous study by Nashruddin et. al. (2022), the study found that the application of visual-pictures sequence in learning can increase students' ability in writing. The learning activities using visual picture sequences make students more active, able to work together and discuss with friends in their groups to write descriptive texts, and dare to convey the results of their discussions. Regarding the application of visual picture sequence, this study found 6 additional benefits, namely it increases students' interest in learning, excites the learning atmosphere, makes students fun in learning, broadens students' horizons and experiences, forms a cooperative atmosphere, and helps positive student attitudes.

Based on the previous study by Sy (2019), sequenced pictures help students achieve better performance in writing narratives. The result of the study proved that sequenced pictures have a positive effect on the students' ability in writing narration because there was a significant difference between the mean score of the pre-test and the post-test. Sequenced pictures provide students with an interesting and stimulating set of ideas for developing their writing and they will become more responsive and stimulating toward writing instruction which involves visual context. Therefore, the teachers are suggested to use sequenced pictures in teaching writing.

A previous study conducted by Deviga and Diliyana (2020) found that the use of picture series or picture sequences is effectively used in helping the first-semester students of the medical record program of STIKES BHM Madiun improve their performance in writing recount text. Picture series makes the students interested in writing enthusiastically, focusing on the explanation of the material very well. It supports the learning process in the classroom. The use of picture series can help the students to express their ideas more creatively to have better writing skills and enhance the students' motivation and interest. Moreover, it applies to the students in helping students improve their performance in writing recount text. The use of picture series can achieve the criteria of success.

According to the previous research by Aditia and Sejati (2019), teaching and learning English congratulations and complimenting using pictures significantly can improve their writing. This study showed an improvement in students' writing skills some of the students didn't feel bored but were happier and easier to understand the materials when the sequence pictures were applied in the learning activities. Students were asked to look closely and try to understand the meaning of the pictures and the relation between the pictures and the text already prepared. They seem doing fine, more confident, and comfortable when they are being asked to answer the questions.

Based on the explanation above, certain previous studies applied a sequence of pictures to improve students' writing skills in some types of texts, namely explanation text, descriptive text, narrative text, recount text, congratulation, and complimenting text. For this reason, the researcher decided to conduct research regarding the use of a sequence of pictures in learning writing with texts that are different from previous studies. The researcher designed a problem to be researched with the title: "Implementing a Sequence of Pictures to Enhance Students' Ability in Writing a Procedure Text at the First Grade of SMAN 1 Tanjung Bintang." The focus of this present research was to improve students' ability to write a procedure text using media, namely a sequence of pictures that will be displayed digitally. The researcher hopes by using a sequence of pictures, the students would find it easier to compose sentences when writing, which would help them address the writing problems.

1.2 Research Question

Based on the conditions presented in the background, the researcher formulates the problems in the following question: "Is there any significant improvement in students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text?"

1.3 Objective of the Research

As stated in the background and the formulation of the problems, the researcher formulates the objective of this is to investigate whether there is a significant improvement of the students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text.

1.4 Uses of the Research

In relation to the problems of the study in the background and the objective of the research, this present study is expected to give the following benefits:

1. Theoretically, this present study is expected to be used as a reference for further research, specifically by language education researchers. In addition, this present study can provide students with appropriate learning methods to help them improve their writing skills and increase their interest in writing skills.
2. Practically, this present study can be used by English teachers as an alternative strategy to improve students' ability in writing procedure text for senior high school students as well as to develop teacher creativity and ability to use a learning media.

1.5 Scope of the Research

Based on the identification of the problem above, this research focused on students' ability to write a procedure text about how to make something by observing the sequence of pictures that were displayed digitally as a guide for them to write the procedure text. In order to adapt to the needs of students who learned to write a procedure text related to real-life contexts, in this study, the researcher focused on writing an instructional procedure type of text through a sequence of pictures that were used to visualize the steps. This research was limited to assessing students' achievement in writing a procedure text by covering the aspects of writing: content, organization, vocabulary, language use, and mechanics.

1.6 Definition of Terms

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the key terms. These are the definitions of some terms which is related to the research:

1. Writing is a complex and multifaceted skill that combines the physical act of arranging words with the mental processes of idea generation and organization. It is a productive skill in which writers convey meaningful messages through grammatically correct and coherent sentences.
2. Procedure text is a text that aims to inform the readers about the sequence of actions or steps to make or do something.
3. A sequence of pictures is a series of pictures or sequence of pictures used to visualize the steps or procedure.
4. Instructional procedure text is a type of procedure text that provides step-by-step instructions on how to perform a specific task or activity. It is often straightforward and easy to follow.

In summary, this chapter has previously covered the background of the research, the research question, the objectives of the research, the uses of the research, the scope of the research, and the definitions of the terms utilized in this study.

II. LITERATURE REVIEW

This chapter provides several theories that are in line with the discussion in the previous chapter as well as supporting this research. It consists of the explanation of the definition of writing, writing ability, aspect of writing, teaching writing, procedure text, media in teaching, a sequence of pictures as the media, a sequence of pictures in teaching writing, a sequence of pictures in teaching writing, procedure of teaching writing procedure text by using a sequence of pictures, the advantages and disadvantages of a sequence of pictures, theoretical assumption, hypothesis.

2.1 Definition of Writing

Writing belongs to the productive skills where writers must create a written product by putting their ideas or feelings into writing in order to communicate. In line with that, Bram (1995 p. 7) states that writing means to try to produce or reproduce a written message, it should have something meaningful to convey. Kellogg (2008, p. 15) describes writing as a cognitive activity that involves generating ideas, organizing them, and translating them into written form. This definition focuses on the mental processes involved in writing, including idea generation and organization.

Writing is a series of contrasts: it is both a physical and mental act, its purpose is both to express and impress, and it is both a process and a product. Writing as a physical activity involves the act of committing ideas or words to paper. On the contrary, writing as a mental activity involves inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader (Nunan, 2003). Aligned with that statement, Barrton (2005, p. 5) discusses writing as a complex activity that includes not just the physical of

placing words on paper, but also the cognitive processes of arranging thoughts, selecting the proper language, and considering the audience and goal.

Based on several definitions above, writing is a complex and multifaceted skill that combines the physical act of arranging words with the mental processes of idea generation and organization. It is a productive skill in which writers convey meaningful messages through grammatically correct and coherent sentences.

2.2 Writing Ability

Writing ability is a skill or quality of someone to explore their ideas or concepts to communicate them with somebody else through signs or symbols in written form (Ur, 1996). Writing abilities enable writers to express themselves effectively and engage with the message. Writing is included in the productive skills, which refers to the abilities required to produce language. As a productive skill, writing involves generating coherent and structured text to communicate ideas, information, and emotions effectively. Langan (2004) states that writing is a skill that can be mastered through hard practice, similar to driving or word processing. If you want to learn to write, then you can. It is as basic as that. This viewpoint reinforces the belief that anyone can become proficient in writing through effort and constant study.

Reichelt (2005, p. 93) states that the ability to write is considered essential as a means of developing, reinforcing, and testing students' target language communicative abilities, grammatical accuracy, and the use of vocabulary. It can be said that writing is the communicative process of sharing and expressing ideas, requiring the capacity to write by telling stories or transforming pieces of information into texts, which requires good vocabulary and grammar mastery. Heaton (1975, p. 135) argues that writing skills are complex and sometimes difficult to learn because they require not only mastery of grammatical and rhetorical devices but also conceptual and judgement elements. However, Bowker (2007) states that writing is a skill that is required in many contexts throughout life. For example, we can write an email to a friend or reflect in our journal on something

that happened during the day. Writing is more than just writing words or sentences, rather, it is a way to communicate ideas to other people.

Based on the explanation above, it can be concluded that writing ability is the proficiency to effectively communicate ideas through written language, encompassing a range of skills such as generating content, organizing ideas, using correct grammar, and engaging the audience. Writing not only requires a good vocabulary and grammar mastery but also requires conceptual and judgement elements in many contexts throughout life.

2.3 Aspects of Writing

In writing, it is essential for writers to know the aspects necessary to make their written products well-organized. Jacobs et al (1981, p. 31) propose that there are five aspects of writing, those are content, organization, vocabulary, language use, and mechanics.

1. Content

Content refers to substances and information in writing that is necessary to be clear in order to help the reader understand the messages communicated by the writer. Those substances include a main idea, supporting details related to the main idea, and other relevant information.

2. Organization

This aspect addresses the structure of the writing. In writing, the writers have to compose and organize their ideas from beginning to end in chronically order according to the structure of the text. The organization covers the logical arrangement of ideas, coherence, and the efficacy of the introduction, body, and conclusion.

3. Vocabulary

In the process of writing, it is essential to choose appropriate words so that the message is conveyed in a meaningful way. A good mastery of word choice is very

helpful for writers to create understandable writing. Therefore, writers are expected to have a wide and varied vocabulary in order to combine them creatively and appropriately in forming sentences.

4. Language Use

This is a critical aspect that impacts how clear and accurate a piece of writing conveys its meaning. Proper use of language will prevent ambiguity and confusion so that it helps the reader to understand the writer's intended meaning without misunderstanding. This aspect invites writers to pay attention to the use of correct grammar and syntax by re-reading and sorting out which errors should be removed to create good writing.

5. Mechanics

Mechanics in writing deal with the conventions and rules that regulate written language. This aspect covers punctuation, spelling, and capitalization which must be used appropriately. Mechanics help writers create writing that is understandable to read and professional so that the reader will be more responsive in understanding the meaning that the writers are trying to convey through their writing.

The five aspects above will help writers create writing that has clear content and meaning, is well-organized, and is appropriate and understandable to read. Those aspects of writing can also be an assessment to categorize a writing as good.

2.4 Teaching Writing

Teaching English writing to students is one of the mandatory things that teachers must do. Teaching writing aims to encourage students to effectively communicate their thoughts, ideas, and information in written form. According to Zamel (1983), teaching writing is an interactive process. Teachers should take on the role of facilitators, offering guidance and feedback while encouraging students to use writing as a vehicle for idea development and exploration. This viewpoint places a strong emphasis on peer review, collaboration, and the iterative process of writing. In line with that, Calkins (1986) developed writing workshops, which promote a

student-centered approach where students choose their topics, write for authentic purposes, and participate in peer reviews. This approach emphasizes the importance of a supportive writing community and the role of the teacher as a facilitator. Teachers can provide scaffolded instruction by assisting students in organizing their ideas and providing structure for their writing by using graphic organizers, writing frames, checklists, and applying several stages of the writing process as a guideline to help students write their ideas.

In teaching writing, there are various strategies and ways for teachers to teach English writing to students effectively. Teaching writing effectively requires a variety of ways that target different aspects of the writing process, student needs, and instructional goals. Fountas and Pinnell (1996) advocate for a balanced literacy approach, which integrates various methods of teaching writing, including direct instruction, guided practice, and independent writing. This approach aims to provide a comprehensive framework that addresses the diverse needs of students.

In writing, writers need guidance in order to write something. A variety of steps must be taken in order to achieve writing that can be categorized as a well-organized written product. The process of writing contains several steps that must be taken. According to Oshima and Hogue (2007, p. 15), the process of writing involves four steps. In the first step, the writers have to generate the ideas. In the second step, the writers have to organize the ideas. In the third step, the writers have to write a rough draft. In the final step, the writers have to polish their rough draft by editing it and making revisions. In line with that statement, Harmer (2004, p. 11) also states the four main stages in the process of writing. Those four stages are as follows:

1. Planning

In this stage, writers brainstorm the content by generating ideas as many as possible. This includes making a list of everything that comes to mind and organizing them. Writers need to consider three essential issues in this stage, those are the purpose, the audience and the message they want to deliver. By addressing those three main

issues early in the writing process, writers may increase the relevancy of their content, and effectively communicate their thoughts to their readers.

2. Drafting

When writers begin drafting, they develop a list of ideas that they have written down as part of their planning into their first draft. Writers don't need to pay much attention to errors that may occur when writing a draft because it's not the final version of their writing. The emphasis of drafting is on getting ideas down on paper or screen, without being excessively concerned with perfection.

3. Editing

The next step after creating a draft, writers have to read it to determine what works and what doesn't work in terms of "editing." This is where the draft will be revised by removing and adding what is necessary to create the perfect writing. Writers evaluate and modify their drafts by examining the content and organization to ensure that the meaning is clear, coherent and readable.

4. Finishing (Final Version)

At this stage, writers might proofread their writing to make sure there are no longer any proper grammar, punctuation, spelling, or formatting mistakes. From all the stages that have been carried out, the writer finally gets the final version of their writing that is clear and free from errors.

In summary, teachers should emphasize the writing process in addition to the final product while instructing students in writing. Teachers must make sure they are providing what the students need and using the right strategy to help students learn how to write properly. Those stages of the writing process will ensure that writers can effectively communicate their thoughts and ideas by considering purpose, audience, and message from the beginning, developing a cohesive draft, and perfecting their work through editing and proofreading. This process of writing can be a guideline to help writers create a written product that is clear, coherent, and error-free.

2.5 Procedure Text

The word 'procedure' refers to a set of steps conducted in a certain order or sequence to achieve a specific outcome. Gerot and Wignell (1994) describe procedure text as a text that explains how to do or make something. Its purpose is to provide instructions that are clear and easy to follow, often including a list of materials needed, followed by a series of steps or stages. Procedure texts provide a step-by-step guide in achieving a specific goal or outcome. They involve a purpose or aim, materials or ingredients, and a series of processes that must be completed in the proper order (Derewianka, 1990). It can be concluded that in creating procedure text the writer must master imperative verbs so that the series of steps can be created in the correct order to achieve the certain goal of procedure text.

According to Knapp and Watkins (2005), the purpose of procedure text is to instruct someone on how to complete a specific action or activity. The text is created to ensure that the reader can follow the steps and complete the work effectively. According to Freeze and Joyce (1989), the simplest procedure involves a short series of imperative sentences that focus on common action verbs and everyday objects. Procedure text is commonly used in daily life, for example in giving instructions to make something, in game rules, in recipes, manual steps, and directions of destination (Derewianka, 2004, p. 23-27). Therefore, people may already be familiar with the general structure of procedure texts that people often encounter in their daily lives.

The generic structure of the procedure text refers to demonstrating a procedure or explaining how to make or do something in a specific order. Writers must follow the generic structure when creating procedure text, as described by Anderson and Anderson (2003, p. 53) regarding the three generic structures that procedure text has as follows:

1. An introductory statement outlining their aim. This refers to the title of the text and also an introductory paragraph.

2. A list of materials required to complete the procedure (not required for all procedural texts). This refers to a list or a paragraph and it will describe the steps that may be left out in some procedures.

3. A sequence of steps in the order they need to be done because a goal is followed by a series of steps oriented to achieving the goal. This refers to the numbers that can be used to show 'first,' 'second,' 'third,' and so on steps in making something. Actually, the order is usually important such words as 'now,' 'next,' and 'after this' will show what we should do next. The steps usually begin with a command such as 'add,' 'stir,' or 'push.'

In addition to its social function and generic structure, a procedure text includes language features or characteristics that are important in creating procedure text. According to Anderson and Anderson (2003), procedure text typically consists of the following these language features.

1. The sentences start with an action verb.
   Procedure texts use imperative sentences, which are typically employed to offer commands and start with an action verb, in order to teach us how to make and accomplish things by following instructions.

2. Use sequence words or temporal conjunctions.
   In procedure text, temporal conjunction indicates the order of activities to be completed. For example, 'firstly, next, then, finally' or '1...,2....,3....' might be used to show the procedure's sequence of execution.

3. Contains adverbs of manner.
   It describes how actions should be accomplished. For instance, 'mix well, gently whisk, quickly add, and firmly stir.'

4. Use precise words and technical language.
   In procedure text, technical language is used to accurately describe the amount of material used in procedure text. For example: 'Combine 200g tapioca flour, 50ml water, and 2kg meat.'

Procedure text can be classified into various types based on their purpose and context. It is necessary for writers to know the types of procedure text, whether used

in everyday life, educational or professional environments because it allows them to adjust the instructions to the individual needs of the reader. According to Knapp Watkins (2005), procedure texts can be categorized into the following types:

1. Instructional Procedure

   This type of procedure text provides step-by-step instructions on how to perform a specific task or activity. It is often straightforward and easy to follow. For example: "How to bake a cake," "How to paint a house," and "How to assemble a piece of furniture."

2. Operational Procedures

   This type of procedure text outlines specific methods for carrying out routine operations, which are typically used professional or industrial contexts. It ensures that jobs are performed consistently and safely. For Example: "Standard operating procedures (SOPs) in a workplace" and "Safety procedures for handling hazardous materials."

3. Sequential Procedures

   This type of procedure text outlines steps that must be completed in a specific order. It frequently includes numerous stages and can be applied in both general and specialized contexts. For example: The steps involved in a scientific experiment, the process of applying for a visa, and the stages of a construction project.

4. Procedural Recounts

   This type of procedure text recounts the steps taken in completing a task or activity. It is often used to report on how something was done, especially in scientific or technical fields. For example: A lab report detailing an experiment, a project report outlining the steps taken in a research study, and a technical report describing the implementation of a new system.

In summary, in order to enhance the understanding and ability to produce an excellent procedure text, it is suggested that writers familiarize themselves with the general structure, language features and the types of procedure texts. By mastering these elements, writers can effectively explain instructions, increase comprehension, and meet the suitable needs of their readers. Therefore, in order to adapt to the needs of students who learned to write procedure texts in real-life contexts, the researcher focused on writing instructional procedure-type procedure texts in this research.

2.6 Media in Teaching

Media is an instrument that is used to transform messages or information from "resource" to "receiver" (Criticos, 1996). Media refers to all human and non-human materials employed to deliver instructional content. This includes any tool or material that can be used to support the teaching and learning process, such as slides, films, models, and interactive software (Gerlach and Ely, 1980). In addition, Miarso (2009) states that anything that can be utilized to communicate a message to students in order to arouse their emotions, thoughts, willingness, and attention and promote learning is referred to as learning media. It may be concluded that media is an important part of the educational process, providing a tool for conveying information and facilitating learning.

In the learning process, media plays a crucial role in helping teachers teach by providing diverse tools and resources that enhance the instructional process and engage students more effectively. Media can be classified into several types so that teachers can adjust the function of the media when using it in the learning process. According to Heinich et. al. (2002), media can be grouped into various types as follows:

1. Print Media

    It refers to materials that convey information through printed text and images. This category includes books, handouts, worksheets, newspapers, magazines, and other printed documents. Print media is used to provide structured content,

reference materials, and supplementary reading that support the instructional process.

2. Visual Media

It refers to tools and materials that convey information primarily through visual elements. These can include charts, graphs, maps, posters, photographs, and other visual aids. The purpose of visual media is to help illustrate concepts, provide visual context, and make abstract ideas more concrete and understandable.

3. Audio Media

It refers to materials that convey information through sound. This includes recordings, radio programs, audiobooks, and other auditory resources. Audio media is used to deliver spoken content, music, sound effects, and other auditory stimuli that can enhance learning by catering to auditory learners and providing a different sensory experience. It can be particularly effective for listening exercises, language learning, and when visual or textual information may not be as impactful.

4. Audio-Visual Media

Audio-visual media are materials that provide information using a combination of sound and visual features. This category includes films, television programs, multimedia presentations, and video recordings. Audio-visual media combines auditory and visual inputs to provide a more immersive and engaging learning experience.

5. Digital Media

Digital media refers to tools and resources that use digital technology to convey information and facilitate learning. This includes computers, software, the internet, multimedia presentations, and interactive whiteboards. Digital media offers dynamic and interactive ways to present content, engage students, and support various instructional methods. It enables access to a vast array of

information and resources, supports multimedia integration, and allows for personalized and adaptive learning experiences.

To sum up, media not only helps to deliver instructional content but also engages students emotionally, cognitively, and attentively. By utilizing various types of media, teachers can create a more dynamic and effective learning environment that serves diverse learning styles and needs.

2.7 A Sequence of Pictures as the Media

To effectively teach English writing to students, teachers might use a variety of ideas and methods, one of the brilliant ideas is the use of learning media. There are various types of learning media, one of which is visual media which displays pictures to help students understand learning. Raimes (2008) believes that pictures can be an effective method for teaching and learning vocabulary and other language components. They provide a visual context, allowing students to better learn and recall new words and concepts. Teachers can employ many types of pictures as media in writing instruction by adjusting their functions. One type of picture that is commonly used for teaching writing is a sequence of pictures which is classified as the visual media.

A sequence of pictures refers to a series of related pictures arranged in a specific order to illustrate a process or tell a sequence of events or a story (Yunus, 1981). A sequence of pictures shows chronological events or actions from beginning to end in a systematic order. In line with that, Wright (1989) argues that a sequence of pictures can help with language learning by giving visual clues that enhance comprehension and retention. They assist students in understanding the chronological order of events or steps in a process, making the material easier to comprehend and recall. A sequence of pictures can be classified as the visual type of media. A sequence of pictures typically consists of three or more pictures. It enhances students' ability to generate text ideas as they can comprehend the substance of the pictures as they relate to one another. A sequence of pictures is useful for directing thoughts and providing insights about steps or procedures to

make something so it can help increase students' motivation to study English, particularly in writing. According to Harmer (2007, p. 330), picture can provide stimulation for writing habit activities. When students view a visual, it helps them think more clearly and develop their ideas. Students will learn more easily if they are shown pictures because it motivates them throughout the learning process.

Therefore, the researcher chose a sequence of pictures as a medium for learning writing, as it was stated that a sequence of pictures could tell a series of events through sequential pictures, which were believed to be an effective alternative way to teach writing to students and motivate them to learn writing.

2.8 A Sequence of Pictures in Teaching Writing

A study conducted by Nashruddin et. al. (2022) aims to determine how the use of visual-pictures sequence as learning media can increase students' ability in writing which includes topic sentences, supporting sentences, and closing sentences. The researchers apply classroom action research, which has been implemented in two cycles. Each cycle consists of four learning meetings. This study used a written test and an observation sheet as data collection instruments, involving 20 students of class XI-IPA at SMA Muhammadiyah 7 Makassar as participants. The results show that visual pictures sequence in learning can increase students' ability in writing based on the evaluation results of participants. In addition, based on the observation result, the application of pictures sequence in learning can increase students' activity and self-confidence, resulting in a change in attitude for the better in the learning process.

According to the study by Fadila and Fitrawati (2022), the digital sequence pictures impact on learners' competence in writing an explanation text. The study aims to investigate the effect of using digital sequence pictures on learners' competence in writing an explanation text. The study used quasi-experimental research design and had two classes which were the control class and the experiment class. Then, it had the grade eleven students of SMAN 1 Lengayang as the population. After that, the cluster random sampling was implemented in deciding samples. There were two

classes that were taken. They were eleven grade science one as the experiment class and the eleventh grade of science two as the control class. The writing test was used as the instrument of the study which was writing an explanation text. The output of the study was anatomized by using the paired sample t-test. The value of paired sample t-test in the research stated that the sign 2-tailed is 0.000 which means that the value of the sign. 2-tail reduce than 0.05 so that the alternative hypothesis or the first hypothesis was admitted. Therefore, the findings of the data presented that there was an advancement from the learners in writing the explanation text through the digital sequence pictures. The output of the data recommended that the digital sequence pictures were able for learners to improve their competence in writing an explanation text.

Based on the previous study by Sy (2019), sequenced pictures help students achieve better performance in writing narratives. This experimental study was conducted to answer one research question, "Is there any effect of using the sequenced picture on the students writing narrative ability at the tenth grade of SMK Bustanudin Galis Pamekasan?" The sample of this study was 25 students at SMK Bustanudin Galis Pamekasan. Before collecting the data, the researcher observed the students to know their levels of English achievement, especially in writing narrative in English — the ways to collect data that are doing pre-test before the treatment and doing post-test after the treatment to the object in form of the use of sequenced picture as a media in the teaching-learning process. for the length of pre-test and post-test. The result of data analysis showed that there was a significant difference between the mean score of the pre-test (60) and the post-test (73). The mean score of the post-test was significantly higher than that of the pre-test. The result of the t-test (10.670) was higher than the t-table (2.064) for .05 percent level and (2.797) for .01 percent level). It can be concluded that sequenced pictures help students achieve better performance in writing narrative in English.

A previous study conducted by Deviga and Diliyana (2020) found that the use of picture series or a sequence of pictures is effectively used in helping students to improve their performance in writing recount text. The aim of this research was to

find out the using picture series in teaching writing skill for the first semester students of medical record program in STIKES Bhakti Husada Mulia Madiun. The method that was used in this research was descriptive research design. The techniques for collecting data were observation, interview, and documentation. The data were analyzed by reducing the data, displaying the data and draw conclusions or verification of the data. The findings of observation shows that there is good interaction not only between lecturer and students, but also among students. The finding of interview shows that by using picture series, the students can have the ideas how to start writing recount text well. They can arrange the picture series to help them in composing the writing. The finding of documentation shows that the use of picture series in teaching writing recount text make the students are interested and enthusiastic, pay attention and focus on lecturers' explanation about the material. Thus, the learning process is supported that the students are better to write from the results of their experiences to compose recount text.

Apart from being used at higher education levels, sequence of pictures can also be an effective medium for teaching writing at lower levels, such as junior high school. A study conducted by Hafsari M. Lubis and Sari Harahap (2023) examined the impact of visual-picture sequences on enhancing students' descriptive writing skills at SMP Islam Al-Ulum Terpadu in the 2022/2023 academic year. A quasi-experimental design was used with 60 eighth-grade students, divided into control and experimental groups. An essay test was administered as a pre-test and post-test, with treatments given in between. The findings revealed a significant improvement in the experimental group, where the post-test mean score reached 85, compared to 63 in the control group. The t-test results ($2.5 > 1.67$, $p < 0.05$) indicated that using picture sequences effectively improved students' writing abilities. These results highlight the potential of visual media as an effective teaching tool for descriptive text writing.

In brief, it is proven that a sequence of pictures can improve students' writing abilities. Therefore, sequence pictures are the appropriate medium for learning writing, where they create interesting learning and are able to give more inspiration

to write a text. Therefore, the researcher chose to use a sequence of pictures in teaching writing in this research.

2.9 Procedure of Teaching Writing Procedure Texts by Using a Sequence of Pictures

In teaching writing procedure text using a sequence of pictures. In this study, the researcher used the procedure proposed by Harmer (2004), including planning, drafting, editing, finishing. The researcher adapted those four stages to create steps for teaching writing a procedure text that was appropriate to the classroom conditions and student needs. The steps of procedure in teaching writing are as follows:

1. Planning
    a) The teacher displays the sequence of pictures about the procedure that is clear, appropriate, and relevant to the students' interests and learning objectives.
    b) The students brainstorm the content by making a list of ideas that is relevant to the sequence of pictures.

2. Drafting
    a) The teacher asks students to write down what is happening in each picture by developing a list of ideas that they have created previously.
    b) The teacher guides students in writing a procedure text based on the sequence of pictures. The teacher helps them structure their text with a title, a goal, a list of materials, and detailed steps in a sequential order to form the first draft of the writing procedure text.
    c) The teacher monitors the students' progress and provides scaffolding to students who have difficulty compiling a procedure text.

3. Editing (Revising)
    a) The teacher guides the students to do peer feedback by exchanging their completed first draft in writing procedure text. The teacher guides the

students to check and give corrections to the first draft of their friends based on the teacher's explanation about generic structure and language features of procedure text.

b) The teacher askes students to revise their drafts one last time after they had done the peer feedback.

4. Finishing

a) The teacher asks students to submit the results of their work (final version), namely procedure text that they have created by observing what happens in the sequence of pictures displayed.

b) The teacher corrects students' writing and gives grades based on the scoring rubric.

By adapting these steps to classroom conditions and student needs, the researcher can foster a more engaging, structured, and effective writing experience, helping students improve not only their writing skills but also their critical thinking and problem-solving abilities using these four main stages.

2.10 Advantages and Disadvantages of a Sequence of Pictures in Teaching Writing

A Sequence of pictures provides an effective method for improving learning and comprehension as visual aids in educational contexts. It is arranged in a logical sequence that provides a step-by-step visual representation of processes and events, making abstract concepts more concrete and understandable for students. While the benefits of the sequence of pictures are widely recognized by researchers for its ability to enhance understanding and motivation in writing, it is also essential to consider their potential drawbacks. Therefore, an explanation of the advantages and disadvantages of the sequence of pictures will be explained further below.

2.10.1 Advantages of Pictures Sequence in Teaching Writing

The use of a sequence of pictures in teaching writing procedure texts has several advantages that are recognized by experts. Those are as follows:

1. A sequence of pictures provides a visual representation of the process steps, which helps students understand the flow from beginning to end (Wright, 1989). This is useful in teaching procedure texts as students can follow the sequence of instructions more easily

2. Visuals can improve students' memory (Harmer, 2004), Therefore, by using pictures, students remember steps more easily because they can see the action in a tangible way. This helps them remember sequences and details better when writing.

3. A sequence of pictures can make learning more interesting and enjoyable, especially for visual students. Pictures grab students' attention and keep their focus, thus making learning more interactive and engaging (Brown, 2001).

2.10.2 Disadvantages of a Sequence of Pictures in Teaching Writing

While a sequence of pictures provides numerous advantages in teaching procedure texts, there are also some potential disadvantages to consider. Here are several disadvantages that are stated by some experts:

1. A sequence of pictures often simplifies a process and may not be detailed enough to explain complex steps (Wright, 1989). The researcher assumes that it can be a problem when procedure texts require specific instructions that are not fully illustrated.

2. Each student may interpret the pictures in a sequence of pictures differently, which can lead to miscommunication or confusion regarding the order of the steps (Harmer, 2004). The researcher assumes that it can be a problem because the order and details of the steps in procedure texts need to be precise.

3. A sequence of pictures is only suitable for simple procedures that are easy to illustrate (Brown, 2001). The researcher assumes that a sequence of pictures may be inadequate for more complex procedures due to the difficulty of visually illustrating such procedures effectively.

From the explanation above, it is recommended for teachers to address the disadvantages of the sequence of pictures by making the best use of its advantages.

Teacher scaffolding plays a crucial role in helping students write procedural texts using a sequence of pictures, particularly by incorporating textual descriptions alongside each picture. This will ensure that the complex steps are clearly explained and not left to interpretation.

2.11 Theoretical Assumption

According to the theories and opinions of various experts that have been presented, the researcher assumes that by integrating a sequence of pictures into writing, it will significantly help students to express their ideas and improve their ability to produce well-structured procedure texts. The researcher believes that a sequence of pictures which provide a step-by-step visual representation of a process can help students grasp the logical flow and structure required for writing a procedure text. Additionally, a sequence of pictures can stimulate students' engagement and motivation by making the task more interactive and less abstract. Therefore, the researcher believes that a sequence of pictures will be the appropriate media to enhance students' ability in writing procedure text.

2.12 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

There is a significant improvement in students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text. This improvement is demonstrated by the mean score of post-test, which is higher than the mean score of pre-test.

Thus, this chapter already discussed the literature review of the research includes the explanation about the definition of writing, writing ability, aspect of writing, teaching writing, procedure text, media in teaching, a sequence of pictures as the media, a sequence of pictures in teaching writing, a sequence of pictures in teaching writing, procedure of teaching writing procedure text by using a sequence of pictures, the advantages and disadvantages of a sequence of pictures, theoretical

assumption, hypothesis. In the next chapter, the researcher attempts to describe more about the methods that will be used in this research.

III. METHODS

This chapter deals with the method of the research. This refers to research design, population and sample, variables, data collection, the procedure of the research, instrument of the research, data analysis, data treatment and hypothesis testing.

3.1 Design

The researcher decided to use a *one-group pretest-posttest* design proposed by Setiyadi (2018) as the most suitable design for achieving the objective of this research, which was to find whether there was any improvement in the students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text. The researcher used one class as the experimental class, which received the treatment using a sequence of pictures as the learning media in teaching writing procedure texts. The design of the research was described as follows:

$$\boxed{\textbf{T1 X T2}}$$
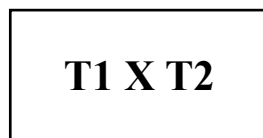
With the following explanation:

T1 = Pre-test

X = Treatment by using a sequence of pictures as the learning media

T2 = Post test

3.2 Variables

In this study, there are two variables, namely the independent variable (X) and the dependent variable (Y). A sequence of pictures is considered as the independent variable (X) because, in this study, it investigated whether it affects the dependent variable or not. Then, students' ability in writing procedure text is considered as the dependent variable (Y) because this variable is measured to determine the effects of the implementation of a sequence of pictures as the learning media.

3.3 Population and Sample

Setiyadi (2006, p. 38) defines population as all individuals who are being targeted in research. On the other hand, a research sample is an individual who gives the data. The population of this research was the first-grade students of SMAN 1 Tanjung Bintang. The sample were one of the first-grade classes. It was X-6 class as an experimental class. The sample were taken using a simple random sampling technique. This technique ensures that every individual in the population has an equal chance of being selected and used as a research sample (Setiyadi, 2018).

3.4 Instrument

An instrument is a tool for collecting data. Various methods can be used to manage data. In this study, the researcher employed a pre-test and post-test instrument. The pre-test consists of a task about how to write a procedure text to determine the student's proficiency before they get treatment by using a sequence of pictures as the learning media. The post-test consists of a task about how to write a procedure text to see students' proficiency after they received treatment by using a sequence of pictures as the learning media. Both activities aim to assess student improvement based on the pre-test and post-test results. The test included detailed instructions and procedures, as well as time limits. To meet the criteria for a good test, it's important to assess its reliability and validity.

3.4.1 Validity of the Test

Hatch and Farhadi (1982) say that the test can be valid or effective if the test measures the object under test and meets the standard. According to Shohamy

(1985), validity refers to the extent to which the test measures what is intended to measure. To measure whether the test has good validity, the researcher has to analyze the test from content, construct and face validity. According to this validity the test should represent the material which is taught in the class. The researcher assessed the test's validity using content, construct and face validity, as shown below:

1. Content Validity

To support good validity, the researcher ensures the validity of the content through the materials that fit the Indonesian curriculum. As Hatch and Farhady (1982, p. 251) state, content validity must be extended to the representative sample test size of the subject content. Content validity focuses on the adequacy of the sample and consists only of the appearance of the test. Therefore, the researcher conducted the tests based on the material in the curriculum of Indonesia adopted for the first grade of senior high school.

2. Construct Validity

According to Setiyadi (2013, p. 25), construct validity is required for the test instrument that has some indicators to measure an aspect or construct. The procedure is to experimentally determine which factors are related to test performance. In this study, the researcher will evaluate students' writing ability using the scoring standards established by Jacobs et al. (1981), namely content, organization, language use, vocabulary, and mechanics.

3. Face Validity

Face validity refers to the extent to which a test or measurement tool appears effective in terms of its stated aims, especially to the layperson or those who are not experts in the field. According to Anastasi and Urbina (1997), face validity is the extent to which a test appears to measure what it claims to measure, based on the subjective judgment of the test-takers or other non-experts. It is the most basic form of validity, concerned with whether the test looks like it measures what it is supposed to measure, purely from the appearance or content perspective. In summary, face validity is a subjective assessment of whether a test appears to

measure what it is intended to measure, based on the judgments of non-experts or those taking the test.

In summary, the test used in this study has been confirmed valid based on content, construct and face validity. Content validity was achieved by ensuring that the test materials matched the Indonesian curriculum for first-grade senior high school students, following the guidelines of Hatch and Farhady (1982). This ensures that the test covers the material taught in class and represents the subject well.

Construct validity was ensured by using scoring criteria from Jacobs et al. (1981), which include content, organization, language use, vocabulary, and mechanics. These criteria effectively evaluate students' writing skills and match the aspects being measured. Therefore, the test fulfills the validity requirements described by Hatch and Farhadi (1982) and Shohamy (1985), showing that it measures what it is supposed to measure.

Moreover, the test is confirmed to have face validity. This is because the test has been reviewed by test-takers or non-experts and is seen as matching its purpose. In other words, the test appears to measure what it claims to measure. Thus, it meets the validity criteria outlined by Anastasi and Urbina (1997).

3.4.2   Reliability of the Test

According to Gay and Airasian (2000), reliability is the degree to which a test consistently measures what it measures. It is reflected in the extent to which the test or test instrument is able to measure the same subject on different occasions that indicate similar results. In other words, it is called consistency. A student's score consists of a correct score and an incorrect score. Reliability helps to estimate the error part of the score because there are different sources of error in different types of tests. Gay and Airasian (2000) identify several types of reliability that are crucial for ensuring that assessments yield stable and accurate results. Here are the main types of reliability as outlined by Gay and Airasian (2000):

1. Test-Retest Reliability

   This type measures the stability of test scores over time. It involves administering the same test to the same group of individuals at two different points in time. A high correlation between the two sets of scores indicates good test-retest reliability, suggesting that the test produces consistent results across different occasions.

2. Parallel-Forms Reliability

   Parallel-forms reliability assesses the consistency of scores obtained from two different but equivalent forms of the same test. This method helps to determine if different versions of a test yield similar results when administered to the same group. A high correlation between scores from both forms indicates strong parallel-forms reliability.

3. Internal Consistency Reliability

   This type evaluates the consistency of responses across items within a single test. It examines whether different parts of a test measure the same construct. Common methods to assess internal consistency include Cronbach's alpha and split-half reliability. A high value indicates that the items on the test are measuring the same underlying concept effectively.

4. Inter-Rater Reliability

   Inter-rater reliability refers to the degree of agreement between different raters or observers assessing the same phenomenon. It is crucial in subjective assessments where multiple evaluators may score or rate responses differently. High inter-rater reliability suggests that different raters are consistent in their evaluations.

In this study, the researcher applied inter-rater reliability to ensure the consistency of the data and assessed students' writing using Jacobs et al.'s (1981) writing aspects as the scoring rubric which have been adjusted according to the assessment criteria for procedure text. By taking this step, the researcher ensured that each rater applied

the scoring rubric correctly. The researcher used inter-rater reliability to compare the scoring outcomes by raters 1 and 2, and the findings revealed no significant discrepancies. The pre-test and post-tests have been simultaneously graded by the researcher and the English teacher using the same scoring standards. If the raters' ratings varied, an average score would be determined. In applying inter-rater reliability, rater 1 and rater 2 independently evaluated the students' pre-test and post-test results. This technic allows for fair and not easily influenced by each other. Both raters adhered to scoring criteria specifically adjusted for this study. The researcher employed Rank 32 Spearman Correlation to analyze the relationship between two raters. Statistical formulas were utilized to ensure reliability, the formulas as follows:

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

With the following explanation:

R = Spearman correlation value

d = Difference of rank correlation

N = Number of students

1-6 = Constant number

(Hatch and Farhady, 1982, p. 206)

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto, 1998, p. 260) below:

a) A very low reliability (range from 0.00 to 0.19)

b) A low reliability (range from 0.20 to 0.39)

c) An average reliability (range from 0.40 to 0.59)

d) A high reliability (range from 0.60 to 0.79)

e) A very high reliability (range from 0.80 to 1.0)

Following the calculation of students' pre-test and post-test results, the researcher processed the data using the formula provided above (refer to appendices 10 and 11). The reliability results are presented in the tables below:

Table 3.1 The Results of Reliability

Reliability	Pre-test	Post-test
	0.95	0.94

Table 3.1 shows that the reliability of the pre-test and post-test are very high reliability, with the pre-test value of 0.95 and the post-test value of 0.94. The results indicate that the scores from rater 1 and rater 2 are consistent and closely aligned. This suggests that both raters provided similar evaluations, showing minimal variation or disagreement between their scores.

3.5 Data Collection

The researcher applied several techniques to collect data. The researcher administered pre-test and post-test as follows:

1. Pre-test

Before employing the treatments using the sequence of pictures, the researcher administered a pre-test in which students were asked to write procedure texts explaining how to make or do something. The purpose of this pre-test was to evaluate the students' proficiency before the treatments.

2. Post-test

The post-test was administered during the final meeting after the treatments. In this session, the students were instructed to write a procedure text about how to make or do something once again. The purpose of this post-test was to evaluate the students' proficiency following the treatments.

3.6 Research Procedure

Several approaches are necessary for collecting the data as follows:

1. Determining the population and selecting the sample

The population of this research was the first grade students of SMAN 1 Tanjung Bintang. The sample was one of the X classes, the X-6 class as an experimental class of this research.

2. Administering the pre-test

The pre-test was conducted to assess students' preliminary proficiency before treatment. In this step, students in the experimental class were assigned to write a procedure text outlining how to make something.

3. Conducting the treatment

After the researcher administered the pre-test, the experimental class was taught using a sequence of pictures as the learning media. The treatment consisted of three meetings. During those three meetings, students were guided to create a procedure text by employing the sequence of pictures.

4. Administering the post-test

A post-test has been conducted in the experimental class to assess the impact of the treatment on students' writing abilities. In this step, the students have been required to write a procedure text about how to make something to assess the students' competency after getting the treatment.

5. Analyzing the result

The data from the pre-test and post-test were analyzed using SPSS. It determined the pre-test and post-test means, as well as the significant difference.

3.7 Data Analysis

The data which gained from the pre-test and post-test have been analyzed through the following steps:

1. Scoring the pre-test and post-test

   The writing assessment was based on five key criteria: content, organization, vocabulary, language use, and mechanics. The scoring system was adapted from Jacobs et al. (1981), which originally categorized writing performance using distinct scoring ranges: 16-20 (excellent to very good), 11-15 (good to average), 6-10 (fair to poor), and 1-5 (very poor). To enhance accuracy and objectivity, the researcher modified Jacobs et al.'s (1981) scoring system by implementing fixed and rounded scores for each aspect: 20 for excellent, 15 for good, 10 for average, 5 for poor, and 0 for very poor. This adjustment eliminates ambiguity, provides greater clarity in evaluation, and ensures that each category's criteria are well-defined. Additionally, the scoring criteria were refined to specifically align with the evaluation of procedure text, ensuring that the rubric effectively captures the essential elements of students' writing performance. These refinements include a greater emphasis on logical structure, clarity of instructions, and coherence of the procedure, as these are fundamental to procedure texts. This adaptation makes the assessment both more precise and relevant to the research context, allowing for a more structured and consistent evaluation process. Here is the scoring rubric:

Table 3.2 The Scoring Criteria

Aspect	Criteria	Score
Content	**Excellent:** The procedure is written clearly, and concisely reflect the topic. All essential information is included very well.	**20**
	Good: The procedure is written fairly clear. All information is mostly relevant to the topic but lacks detail.	**15**
	Average: The procedure is written in ambiguous and has minor error in covering all essential information in the text.	**10**
	Poor: The procedure is written in ambiguous and have major error in covering all essential information in the text.	**5**
	Very Poor: The procedure is written unclearly, all essential information is not covered completely. The procedure is out of the topic.	**0**

Aspect	Criteria	Score
Organization	**Excellent:** The structure of the text is well-organized, including the title, goal, and steps are presented clearly, logical arranged, and easy to follow.	**20**
	Good: The structure of the text is fairly well-organized. The title, goal, and steps are presented clearly, logical arranged but have minor detail missing.	**15**
	Average: The structure of the text is less organized. The title, goal, and steps are presented clearly, logical arranged but have major detail missing.	**10**
	Poor: The structure of the text is poorly organized. The title and goal are not accurate to reflect the steps.	**5**
	Very Poor: The structure of the text is not well-organized. The title, goal and steps are completely out of the topic and difficult to follow.	**0**
Vocabulary	**Excellent:** The use of vocabulary is precise and appropriate, including clear action verbs that accurately describe the steps.	**20**
	Good: The use of vocabulary is appropriate but slightly less precise. The action verbs are clear enough in describing the steps, with occasional repetition temporal conjunction (less variety of vocabulary).	**15**
	Average: The use of vocabulary is less appropriate and lack precision. The action verbs are weak in describing the steps, with noticeable repetition temporal conjunction (less variety of vocabulary).	**10**
	Poor: The use of vocabulary is inappropriate and imprecise. The action verbs are unclear making the procedure is difficult to follow, with frequent repetition temporal conjunction (lack variety of vocabulary).	**5**
	Very Poor: The use of vocabulary is very inappropriate and irrelevant. The action verbs are incorrect making the procedure is impossible to follow, with excessive repetition (no variety of vocabulary).	**0**
Language Use	**Excellent:** The language use is appropriate with no grammatical error.	**20**
	Good: The language use is appropriate. There are several grammatical errors, but they do not hinder understanding.	**15**
	Average: The language use is less appropriate, with many grammatical errors that hinder understanding.	**10**
	Poor: The language use is inappropriate, with frequent grammatical errors that significantly hinder understanding making the procedure difficult to follow.	**5**
	Very Poor: The language use is inappropriate, and so many grammatical errors making the procedure is impossible to follow.	**0**

Aspect	Criteria	Score
Mechanics	**Excellent:** There is no error in spelling, punctuation, capitalization, and the use of them is consistent.	20
	Good: There are a few errors in spelling, punctuation, capitalization, but they do not hinder understanding. The use of them is still consistent.	15
	Average: There are a few errors in spelling, punctuation, capitalization, and they hinder understanding. The use of them is less consistent.	10
	Poor: There are many errors in spelling, punctuation, capitalization, and they significantly impact the understanding making the procedure difficult to read.	5
	Very Poor: There are so many errors and not consistent in using spelling, punctuation, capitalization, and they significantly impact the understanding making the procedure is impossible to read.	0

2. Comparing the average score (mean) of the pre-test and post-test. The statistical formula for counting the average score was as follows:

$$Md = \frac{\Sigma d}{N}$$

With the following explanation:

Md = mean relates to total score

Σd = total students' score

N = the number of students

3. Taking a conclusion from the tabulated results of the pre-test and post-test administered, that is, statistically analyzing the data using statistical computerization, i.e., a matched t-test of the statistical package for social science (SPSS) to answer the question "Is there any significant improvement in students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text?" In order to know whether the students will be making any progress, the formula is as follows:

$$I = M2 - M1$$

With the following explanation:

I = the improvement of students' writing procedure text achievement

M2 = the average score of the post-test

M1 = the average score of the pre-test

4. Discussing the results gathered to answer the research question.

3.8 Normality Test

The mean formula was employed to assess whether there was an improvement in students' ability to write a procedure text. Furthermore, this study aimed to check if the data followed a normal distribution through a normality test in SPSS. The researcher used the *One-Sample Kolmogorov-Smirnov* formula for this analysis.

To determine if data are normally distributed, the following hypothesis and criteria can be used:

H_0: The data are normally distributed.

The null hypothesis (H_0) is accepted if the p-value > 0.05, which means the data are considered to be normally distributed. In this study, the researcher applied a significance level of 0.05. To determine if the data were normally distributed, a normality test was conducted as follows:

Table 3.3 The Result of Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pretest	.139	30	.141	.952	30	.189
	Posttest	.152	30	.076	.944	30	.120

a. Lilliefors Significance Correction

Table 3.3 shows that the normality test value for the pre-test (0.189) and the post-test (0.120) are both higher than 0.05. This indicates that H0 is accepted, which means that the pre-test and post-test data are normally distributed.

3.9 Hypothesis Testing

Hypothesis testing is used to test whether the hypothesis made in this study is acceptable or not. The hypothesis is tested at a significance level of less than 0.05,

where the hypothesis is accepted if p<α $p < \alpha$. This indicates that the probability of error in the hypothesis is approximately 5%. Therefore, the hypothesis is being formulated as follows:

H_0: There is no improvement in students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text. This improvement is demonstrated by the mean score of post-test, which is equal to or lower than the mean score of pre-test.

H_1: There is a significant improvement in students' writing ability after they were taught using a sequence of pictures as learning media for writing a procedure text. This improvement is demonstrated by the mean score of post-test, which is higher than the mean score of pre-test.

3.10 Schedule of the Research

This research was conducted over five sessions: the pre-test, the first treatment, the second treatment, the third treatment, and the post-test. The table below provides a detailed overview of the research process.

Table 3.4 Schedule of the Research

Meeting	Activity	Description
1st meeting September 24th, 2024	Pre-test	Giving a beginning writing test about procedure text.
2nd meeting October 1st, 2024	Treatment 1	Teaching about the material of procedure text and introducing a sequence of pictures as the learning media.
3rd meeting October 8th, 2024	Treatment 2	Giving a task to write procedure text about how to make something in group with a sequence of pictures.
4th meeting October 15th, 2024	Treatment 3	Giving a task to write procedure text about how to do something individually with a sequence of pictures.
5th meeting October 22th, 2024	Post-test	Giving a final writing test about procedure text.

This chapter has discussed the method of the research, including research design, population and sample, variables, data collection, the procedure of the research, instrument of the research, data analysis, data treatment and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

This concluding chapter summarizes the research findings and provides recommendations for English teachers and future researchers.

5.1 Conclusion

Using a sequence of pictures as a learning media in teaching writing significantly aids students in expressing their ideas more clearly. This learning media gives students a visual guide that makes it easier to plan and organize their thoughts. The pictures act as cues, helping students think carefully about each step in what they are explaining. Additionally, the order of the pictures helps students keep their writing logical and easy to follow. By working with visuals, students are more likely to remember and use the information well in their writing, making it easier for them to write clear and organized procedural texts.

Furthermore, this improvement was evident across the five key aspects of writing: content, organization, vocabulary, language use, and mechanics. The increase in scores suggests that students not only gained a better understanding of structuring their ideas but also developed confidence and proficiency in writing procedure text. This outcome reinforces the value of a sequence of pictures as a supportive media in improving students' writing performance. Among the five assessed aspects of writing, the highest improvement was seen in the organization aspect. This aspect, which involves structuring ideas coherently and logically, showed significant progress. Using a sequence of pictures, students were able to follow a clear sequence, leading to well-organized written work. By offering visual guidance, a

sequence of pictures helps students arrange ideas systematically, making the step-by-step process in procedural texts easier to understand and follow.

The use of a sequence of pictures has proven to be an effective media in improving students' ability to write well-structured procedure texts. By providing visual support, a sequence of pictures helps students organize their thoughts more effectively, which in turn enhances the clarity, coherence, and structure of their writing. The visual aid serves as a guide that enables students to arrange ideas in a logical order, making it easier to follow the step-by-step process required in procedural texts. A sequence of pictures not only improve writing skills but also make the learning process more engaging and interactive. As a result, teaching writing through a sequence of pictures can lead to significant improvements in students' writing abilities, fostering a more efficient and impactful learning experience.

Moreover, a sequence of pictures can be used as an effective learning media across various educational levels, ranging from junior high school to higher education. It helps students understand ideas more easily, organize their thoughts, and encourages creativity in writing. It can also be applied in vocational high schools, where practical skills are essential. A sequence of pictures can connect lessons to real-world situations, making learning more relevant and engaging. This media not only makes learning more interactive but also helps students express their ideas more clearly. By using a sequence of pictures, students can improve their critical thinking and writing skills, making this method useful in various subjects and improving their understanding and memory of the material.

In conclusion, using a sequence of pictures has proven to be an effective strategy for teaching writing, offering both structural guidance and increased engagement in learning. This method holds great potential for enhancing writing instruction and is worth incorporating into future educational practices.

5.2 Suggestions

Here are a few suggestions for English teachers and future researchers.

a) Suggestions for the English Teachers

1) The researcher suggests that English teachers incorporate a sequence of pictures as learning media when teaching students to write, especially procedure texts. By using pictures that depict a clear sequence of actions or steps, teachers can provide students with a visual framework to help them organize their ideas more effectively. This media not only aids in the logical structuring of their writing but also engages students to be more active and interactive in participating in the learning process.

2) In this study, mechanics showed the lowest improvement among all the writing aspects. To help students improve in this aspect, teachers are suggested to give specific practice on mechanics, as they play an important role in making writing clear and easy to understand. Teachers can provide exercises where students must spot and correct mechanical errors in given sentences or paragraphs or make students do peer-correction which is more focused on mechanics in the form of spelling, punctuation and capitalization.

b) Suggestions for Future Researchers

1) This study has limitations, as it primarily focused on improving students' writing ability. Therefore, the researcher suggests that future researchers explore the use of sequence of pictures to enhance other skills or aspects of writing, such as vocabulary development or grammar.

2) In this study, the researcher focused on using a sequence of pictures to enhance students' writing ability in writing a procedure text. The researcher recommends that the future researchers explore the use of this media for composing other types of texts. Additionally, investigating the use of sequence of pictures for other types of writing could provide insights into

how this media can be adapted to support various writing styles and cognitive processes involved in text creation.

In this chapter, the researcher has provided the conclusion of the study along with suggestions for English teachers and future researchers.

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