IMPROVING STUDENTS' WRITING OF PROCEDURE TEXT ACHIEVEMENT THROUGH DIGITAL SEQUENCE PICTURES AT THE SECOND GRADE STUDENTS OF SMPN 23 PESAWARAN

(Skripsi)

By:

Qurrotul Aini Faradila

2213042041

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF ARTS AND LANGUAGE EDUCATION

TEACHER TRAINING AND EDUCATION FACULTY

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ABSTRACT

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Qurrotul Aini Faradila

This study aimed to investigate the effect of digital sequence pictures on students' writing achievement in procedure texts. The research used a one-group pretest–posttest design. The subjects of this study were 30 eighth-grade students of SMPN 23 Pesawaran. The writing tests were used as the research instrument. The data of the students were collected through the pre- and post-tests, and the students were asked to write procedure texts based on digital sequence pictures. The data of the students were analyzed using a paired-samples t-test through SPSS. The results showed a significant improvement in students' writing achievement after the implementation of digital sequence pictures. Improvements were found in all aspects of writing, including content, organization, vocabulary, language use, and mechanics. This suggests that digital sequence pictures improve students' writing achievement, especially in teaching procedure texts.

Keywords: *digital sequence picture, procedure text, writing achievement.*

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By:

Qurrotul Aini Faradila

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Research Title	:	**IMPROVING STUDENTS' WRITING OF PROCEDURE TEXT ACHIEVEMENT THROUGH DIGITAL SEQUENCE PICTURES AT THE SECOND GRADE STUDENTS OF SMPN 23 PESAWARAN**
Students' Name	:	Qurrotul Aini Faradila
Students' Number	:	**2213042041**
Study Program	:	**English and Education**
Department	:	**Language and Arts Education**
Faculty	:	**Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor	Co-Advisor
Prof. Dr. Muhammad Sukirlan S.Pd., M.A.	Drs. Mahpul, M.A., Ph.D.
NIP. 19641212199003 1 003	NIP. 19650706 199403 1 002

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP. 19700318 199403 2 002

A

1. Examination Committee

Chairperson : **Prof. Dr. Muhammad Sukirlan, S.Pd., M.A.**

Examiner : **Dr. Feni Munifatullah, M.Hum.**

Secretary : **Drs. Mahpul, M.A., Ph.D.**

2. The Dean of Teacher Training and Education Faculty

Dr. Albet Maydiantoro, S.Pd., M.Pd.

NIP. 19870504 201404 1 001

Graduated on: January 28th, 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama	: Qurrotul Aini Faradila
NPM	: 2213042041
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Skripsi	: IMPROVING STUDENTS' WRITING OF PROCEDURE TEXT ACHIEVEMENT THROUGH DIGITAL SEQUENCE PICTURES AT THE SECOND GRADE STUDENTS OF SMPN 23 PESAWARAN

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 28 January 2026

Yang membuat pernyataan,

Qurrotul Aini Faradila

NPM 2213042041

v

CURRICULUM VITAE

Qurrotul Aini Faradila was born in Teluk Betung on September 21st, 2002. She is the first daughter in the family of Saipul Bahri and Rizalia. She has four siblings: Nurul Wafiq Azizah, Lexa Oktavia Ramadhani, Qhafiza Arsy Fadhila Az-Zahra, and Azalea Naura Khaliqa Dzahin.

She started her education at TK Hang Tuah, Bandar Lampung, before she's at elementary school. Then she continued at SD Negeri 6 Way Ratai. After finishing elementary school, she continued her studies at SMPS Daar El-Qolam, Tangerang, and later at SMAN 2 Padang Cermin. During senior high school, she was actively involved in OSIS and the school's drumband team. She graduated in 2021. In 2022, she was accepted into the English Education Study Program at the University of Lampung through the SBMPTN selection.

During her time as a university student, she joined SEEDS (Society of English Education Department Students) and served as a member of the finance division from 2023 to 2024. From January to February 2025, she completed the community service (KKN) in Kahuripan Jaya, Tulang Bawang. She also conducted teaching practice (PLP) at SDN 1 Kahuripan Jaya. To complete her study, she undertook research related to students' writing in procedure text through digital sequence pictures at SMPN 23 Pesawaran.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Saipul Bahri and Rizalia
2. Her sisters – Nurul Wafiq Azizah, Lexa Oktavia Ramadhani, Qhafiza Arsy Fadhila Az-zahra, and Azalea Naura Khaliqa Dzahin.
3. Her Almamater – University of Lampung
4. Her beloved friends
5. Her English lecturers

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝٥ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝٦

So, surely with hardship comes ease. Surely with ˹that˺ hardship comes ˹more˺ ease.

(Al Qur'an 94:5-6)

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Finally, the writer believes that her writing is still far from perfection. There might be a weakness in this research. Thus, comments, criticism, and suggestions are always welcome to improve research. Somehow, the writer hopes this research will make a positive contribution to educational development, readers, and those who want to conduct further research.

Bandar Lampung, Januari 2026

The Writer

Qurrotul Aini Faradila

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APPENDICES

I INTRODUCTION

This chapter discusses some points, including the background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Writing is the ability to put ideas, emotions, or thoughts, and writing is one of the English skills taught in school. According to Brown (2001), writing is a way for a person to reflect on their ideas. They write based on these ideas after a process of thinking. Muhsin (2015) also states that writing is the process of expressing thoughts, feelings, and ideas in written form with a focus on correct grammar. In addition, writing is a process that involves finding ideas, organizing, and discovering what the writer wants to convey to the reader in written form. According to all these experts, writing is a systematic process of conveying a message through writing. This process begins with finding ideas, organizing, writing, and editing.

Writing proficiency requires a variety of knowledge and skills, including word choice, flow of ideas, and skillful sentence construction using improved spelling (EYD). This is related to the field of education, and one of the objectives of teaching Indonesian is for students to be proficient in communicating well both orally and in writing. Therefore, teaching writing in the classroom plays an important role in helping students develop their writing skills (Marian et al., 2018).

Writing is a complex skill and can sometimes be difficult to teach. The cause of this difficulty is weaknesses in grammar and vocabulary. Students also face problems because even though they have many ideas in their minds, they are worried about getting started and do not know how to develop them. Students can lose interest in writing English because of uninteresting topics and inappropriate teaching methods. According to Baso (2016), English teachers must be more innovative when choosing materials and techniques to make writing classes more interesting, engaging, and enjoyable.

This topic is very important because writing skills, especially procedure texts, are essential for students to convey information in a coherent and easy-to-understand manner. Therefore, this skill must be practiced from now on so that students can create logical and easy-to-understand sentences. However, many students have difficulty writing procedure texts. Some have ideas but do not know how to write them, while others know the steps but cannot arrange them correctly in English. This may be due to a lack of vocabulary, grammar, or uninteresting learning methods.

Seeing this situation, the researcher felt it necessary to try a different approach to overcome this problem. The researcher believes that the use of digital sequence pictures can help solve students' difficulties in writing procedure texts. This visual media helps them understand the flow, stimulate ideas, and remember the steps, while also making learning more interesting.

Based on the previous explanation, researchers used digital sequence pictures as a method to teach students how to write procedure texts. According to Yunus (1981:49), a sequence of pictures consisting of several interrelated composite pictures is called a sequence picture. In addition, digital technology, such as Canva, was used. As stated by Rouse (2005), digital refers to electronic or mechanical devices, which means that information can be presented through these devices, which in this case, present a sequence of images.

Numerous previous studies that investigated the use of sequence pictures in a similar way to this study support its utility in the teaching of writing. Fuadah et al.

(2021) conducted a study at MA Al-Ahrom Demak, focusing on the writing skills of tenth-grade students in descriptive texts. The results of their study showed a significant improvement in the writing ability of students taught with sequence pictures. The t-test results showed a value greater than the t-table value, indicating a statistically significant difference between the two groups. The study concluded that teaching with sequential pictures significantly improved students' descriptive writing skills compared to the traditional method.

A previous study conducted by Savira and Maisaroh (2023) focused on the effect of picture sequences on students' writing skills, specifically in summarizing narrative texts. The observations took place at SMP Negeri 43 Medan, involving eighth-grade students. The study utilized an experimental design with a sample of 60 students, divided into an experimental group and a control group using purposive sampling. The results indicated a significant improvement in the writing skills of the experimental group. The experimental group's writing abilities significantly improved, according to the data. The experimental group's mean score on the pre-test was low, but it significantly increased on the post-test. Following statistical analysis, the alternative hypothesis was accepted and the null hypothesis was rejected due to a significance level that was significantly below the threshold. This result indicates that students' capacity to summarize narrative texts is greatly improved when sequences of pictures are used.

Another previous study comes from Deviga and Diliyana (2020) about teaching recount text through sequence pictures. The research was conducted at STIKES Bhakti Husada Mulia Madiun, specifically focusing on the first-semester students of the medical record program. The result of their study was that employing picture series in teaching writing significantly improved students' writing performance and engagement in learning recount texts. Future research could explore this method's application in other English skills, such as speaking.

Mahmud and Lasiyati (2020) conducted the observation and data collection at SMK Darussalam Blokagung, specifically in two classes control class and experimental

class. The result is that there is an effect of picture media on teaching the writing of descriptive text at SMK Darussalam Blokagung. It was suggested that using picture media can improve students' ability to write descriptive text, which can be applied in the teaching and learning process of English.

The results show that sequence pictures are effective in teaching writing, especially in improving students' writing skills. Therefore, researchers investigated the use of digital sequence pictures on students' writing in junior high school procedure texts. The type of text used in this study differs from previous studies. Therefore, this study is called "Improving Students' Writing of Procedure Text Achievement Through Digital Sequence Pictures at the Second Grade Students."

1.2 Research Question

Based on the background that has been discussed above, the researchers' research question is "Is there any improvement of students' writing achievement in procedure texts after they have been taught by using digital sequence pictures?"

1.3 Objectives of The Research

To find out whether there is any improvement in students' writing achievement in procedure text after they have been taught by using digital sequence pictures.

1.4 Uses of The Research

The following are the uses of this research:

1. Theoretically, the researcher hopes this research may contribute useful information for further research on the use of sequence pictures in writing instruction.
2. Practically, as knowledge for English teachers who want to use sequence pictures to help students write better.

1.5 Scope of The Research

This study focuses on investigating students' writing achievement outcomes after being taught to use digital sequence pictures that comprise the structure of a procedure text, namely, goal, ingredients/materials, and steps. The study involves

teaching students to use digital sequence pictures as a guide to plan and organize their writing tasks. The training sessions covered how to create and utilize digital sequence pictures effectively to generate ideas, structure procedure text coherently, and improve the overall writing process. This study measures students' writing achievement through pre-tests and post-tests, assessing improvement in specific writing components. The researcher used five aspects of writing, namely, content, organization, vocabulary, language use, and mechanics, to assess the students' procedure text writing test.

1.6 Definition of Terms

To avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. Writing

   Writing is the process of conveying ideas, information, knowledge, or experiences and understanding texts in an effort to obtain information or knowledge to be shared and learned (White, 1986:10). It involves the ability to construct coherent sentences and paragraphs, use correct grammar, and select appropriate vocabulary to effectively convey a message to the reader.

2. Procedure text

   Procedure texts is a type of text written to explain how to do something. It is often used to explain step-by-step processes or instructions for completing specific tasks, such as manuals, recipes, scientific experiments, or product manufacturing procedures.

3. Sequence picture

   According to Baso (2016:111), a sequence picture is a series of pictures cut into several sequence pictures from magazines, picture story books, comic books, or parts of English textbooks or comics in newspapers. A picture sequence is a tool that students can use together to sequence events or activities. The main purpose is to tell a story or a series of events.

4. Improvement

   Improvement is the process of improving something or enhancing its quality from the pretest score to the post-test.

   The following are the key components of this chapter, including background, research questions, research objectives, research applications, research scope, and definitions of key terms.

II LITERATURE REVIEW

This chapter addresses the following topics: theories of writing, aspects of writing, teaching writing, procedure text, sequence picture, advantages and disadvantages of sequence picture, digital sequence picture in teaching procedure text, procedures for applying digital sequence picture in procedure text, theoretical assumptions, and hypotheses.

2.1 Theories of Writing

Writing is one of the four English language skills used to convey ideas, thoughts, and feelings in written form. Writing is also the process of using symbols, letters of the alphabet, punctuation marks, and spaces to communicate ideas and thoughts in a readable form. Writing is also a media of human communication that uses symbols as representations of language. Although some languages do not use a writing system, writing systems enable the creation and storage of speech that is durable over time, which enhances and expands the capabilities of spoken language.

Writing is the process of putting thoughts, feelings, and ideas into words using appropriate language. Lindsay (2020) states that writing is a thought process that produces writing based on the writer's ideas. In other words, writing is a form of communication that involves conveying ideas, observations, or thoughts in written form.

Dietsch (2009) states that writing is a process of discovery. When you write, you often discover ideas and concepts that have been lying dormant in your head. Then, according to Galko (2002), writing is a skill that you will need throughout your life for both personal and professional purposes.

According to As-Shidiqi (2019), the writing process is a way to improve students' writing skills by assisting them at various stages of the process, not just at the final product. This means that writing is a process and requires specific methods to enable students to improve their writing skills. Therefore, specific methods are needed to improve the value of the writing process.

Based on the explanation above, it can be concluded that writing is a complex skill used to put ideas, thoughts, and feelings into writing. This skill incorporates a constant process of improvement and discovery along with the production of the final product. Writing is a necessary skill for professional and personal communication, and mastering it takes time and proper methods. Many academics emphasize the value of writing as a process, stressing that writing can generate new insights and needs to be encouraged in the right direction to produce better work.

2.2 Aspects of Writing

In writing, there are several aspects that should be considered by students in order to write well. Jacobs et al. (1981) propose five major aspects of writing that have to be required by a writer in producing a written text, they are:

1. Content

   A good writing performance has very important components. Writers demonstrate a clear understanding of events, actions, results, and perspectives, and present this information in a way that is consistent with the definition of content. From this phrase, we can conclude that content is the ability to think creatively, generate ideas, and suggest things related to a particular type of writing.

2. Organization

   A well-written text must contain six organization descriptions. There must be coherence, logical sequence, structure, conciseness, coherent presentation, and concepts that are presented and supported.

3. Mechanics

   Spelling, punctuation, capitalization, paragraphs, and handwriting are all considered “mechanics” aspects of writing. These are important parts of the composition profile assessment.

4. Vocabulary

   A writer's ability to expand their vocabulary affects the quality of their writing. It is not enough for a text to simply have the right words. Jacob divides vocabulary into four groups: appropriately chosen and used words, mastery of word forms, and appropriate use of register.

5. Language use

   Eight descriptors, including agreement, tenses, quantity, word order/function, pronouns, articles, and prepositions, are used to evaluate language use in writing assessments.

The researcher employed the aspects proposed by Jacobs et al. (1981) to assess students' writing scores, which offers a clear and standardized approach. This framework encompasses five key components: content, organization, mechanics, vocabulary, and language use, providing a comprehensive evaluation of students' writing skills.

2.3 Teaching of Writing

Teaching writing means helping students express their thoughts or ideas in writing. To make it more effective, teachers should use materials that are interesting and relevant to students' lives. This helps students stay engaged and learn better. According to Raimes (1983), in order for students to succeed in writing, English teachers must help them write using sources that are appropriate to their interests, needs, abilities, and their age, so that they can produce writing with few or even no errors. Since teaching writing is about

helping students put their ideas and imagination into words, teachers need to use materials that match what students are interested in and what they need.

Blanchard and Root (2003) state that Pre-writing, writing, and revising are the three stages of the writing process.

1. Pre-writing

   The first step is pre-writing, which is the stage of preparation that comes before writing. It serves as a warm-up to generate ideas for a piece of writing.

2. Writing

   The next step is the writing process. Guidelines for composing paragraphs are the result of brainstorming or grouping the prewriting process. The prewriting concept serves as a guide when we write.

3. Revising

   After we have created a draft, the final and crucial step is revision. The content of the draft, which may be ambiguous, confusing, or unclear, must be checked. In addition to improving the quality of the grammar, we must ensure that our paragraphs are cohesive and coherent. Therefore, at this stage, we can improve the content of our writing by deleting sentences that are irrelevant to the issue or adding new lines to support other people's views.

   In conclusion, the writing process consists of three main steps: pre-writing, writing, and revision. In the pre-writing step, we collect and organize ideas to prepare for writing. The writing stage involves using these ideas to create a draft, following the structure planned in prewriting. Finally, in the revising step, we review and refine the draft, focusing on clarity, coherence, and grammatical correctness. Revising allows us to add, modify, or delete sentences to ensure that the writing is clear and well-structured. These steps help create well-developed and refined writing.

2.4 Procedure Text

A procedure text is a type of text that explains how to make something or perform a task. When learning about procedure text, students must understand several key aspects, such as the generic structure, social function, and language features (Harahap, 2018). In other words, students are expected to identify and analyze these components in procedure text. According to Hasibuan (2019), Procedure texts are a specific type of text used to describe how to accomplish something by following a series of steps, a process, or a sequence of actions. Additionally, the procedure text may also explain how to use something or how it works.

Procedure text is a type of text that is written to explain how to do something. It's a step-by-step explanation of a process or a set of instructions for completing a specific task. Procedure text is used in many contexts, such as manuals, recipes, scientific experiments, or product assembly instructions. A procedure text is a text that tries to explain how to carry out a certain action. The ability to select words for a written piece based on its purpose and context is a necessary skill. Procedure texts can also be helpful to someone who is struggling to make the necessary decisions or carry them out. Additionally, Anderson & Kathy (1998) clarify that a method is a written document that instructs the reader or listener on how to perform a task. Procedure texts are meant to give instructions or sequence information so that people can carry out tasks in a way that is appropriate, safe, and efficient.

2.4.1 Types of Procedure Text

Emilia (2012) states that there are two types of procedure text:

1. How to make something

   This procedure text tells you how to start making something, an item, food, or a specific result. The focus is on the process of creating a new ingredient or component. A cooking recipe, for example.

2. How to use something

   This procedure text explains how to operate or use a particular tool, product, or device. The focus is on the correct and safe use of the finished item, rather than making the item from scratch.

   In this research, the researcher used how to make something as a type of procedure text.

2.4.2 The generic structure of procedure text and Language features of procedure text

According to Anderson, M. and Anderson, K (2003), the generic structure of procedure text includes goal, ingredients/materials, and steps.

1. Goal

   This goal lies in the title, which indicates the purpose of the text.

2. Ingredients/materials

   In procedure texts, writing about materials can help describe what equipment or ingredients are used to make something.

3. Steps

   The actions taken to achieve the goals of the process text are included in this section.

A clear organization of these elements is essential for effective communication in procedure texts, ensuring readers can easily understand and follow instructions.

Language features that are used in procedure text, adapted from Anderson M. and Anderson K. (2003), are:

1. Simple present tense. The text discusses facts about making or using something.

2. imperative sentence. The procedure text must explain several steps by using a command sentence, and the command sentence must begin with a verb.
3. Connective words are used to connect one sentence with another, such as first, next, finally, then, and after.
4. Adverbs are used to describe the time or duration of the procedure text.

From the explanation above, the writer makes a simple conclusion that these language features work together to create clear, concise, and actionable text that makes it easy for readers to follow procedures effectively.

2.5 Sequence Picture

Yunus (1981) defines a sequence of pictures as a collection of interrelated composite pictures that are linked together to create a sequence. Sequences pictures can help students generate and enhance their ideas because the pictures illustrate a narrative or a series of events. Because they consist of a series of pictures that show a process and sequence, sequence pictures can also help students organize their writing. The premise that organized material will produce deeper meaning can be the basis for sequence pictures.

According to Spivey (2005), sequencing is the process of arranging ideas, events, and objects in a logical order. Cutting out a series of pictures from magazines, picture books, comic books, or newspaper comic strips is known as picture sequencing. Ensure there is a clear sequence to the pictures and mix them up. Younger children should start with two panels, meaning first and last or beginning and end, and progress to three, four, and so on. A learner should be able to arrange more panels in the correct order as they get older. Always start at the student's instructional level.

Baso (2016), sequence pictures are objects, images, or moments seen in real life that hold a million potential narratives. When a story goes beyond facts and specifics and describes a series of events in which a character is motivated by a clear desire, acts to fulfill that desire, and learns something in the process,

it becomes a story. Using pictures will help students illustrate short stories because each picture tells a story.

In conclusion, sequence pictures are effective tools for improving students' writing skills. They consist of a series of related pictures that tell a story or illustrate a sequence of events, helping students generate ideas and logically organize their writing. By arranging pictures in order, students can better understand the flow of a narration and create coherent stories. This approach encourages them to move beyond details and create structured and meaningful narration.

2.6 Advantages and Disadvantages of Sequence Picture

There must be advantages and disadvantages to using sequence pictures. According to Shoimin (2016), sequence picture has the following advantages while teaching process texts:

1. Make it easier for students to understand what the instructor is trying to teach them.
2. Students quickly respond to material submitted because in accompanied by a picture.
3. Students can follow the instructions in the photo to read one by one.
4. Students concentrate more and get excited because the tasks assigned by the teacher are related to their daily play, i.e, playing the picture
5. There is competent reading or thinking in the pictures.
6. The use of audiovisuals in pictures makes them interesting.

While the disadvantages of sequence pictures in teaching procedure text, according to Shoimin (2016):

1. It takes a lot of time

   Organizing and preparing the sequence pictures takes considerable time. Teachers need to carefully select, arrange, and sometimes even create the sequence of images, which can be a lengthy process compared to traditional teaching methods.

2. Many students are passive

   Not all students may be able to engage actively with this method. Some might become passive observers rather than active participants, simply following along without fully contributing to discussions or activities related to the pictures.

3. You must prepare many tools and materials related to the material to be taught with the techniques.

   Using sequence pictures often requires teachers to gather multiple resources, such as pictures, props, and supplementary tools. This preparation can be challenging, especially when teaching large classes or when resources are limited.

4. The teacher fears there will be chaos in class.

   Teachers may face difficulties in maintaining order in the classroom. Activities involving drawings can sometimes generate excitement or confusion, which can make it difficult for teachers to keep students focused and attentive.

5. Requires no small cost

   Obtaining, printing or creating a large set of serialized images can be expensive. This can be an obstacle, especially in schools with limited budgets or in cases where materials are not easily accessible.

It can be concluded that there are advantages and disadvantages in using sequence charts to teach process text. By encouraging faster comprehension, maintaining motivation, and using audiovisual aids to make the class more understandable and entertaining, this approach increases student engagement and knowledge through visual and interactive learning. However, there are also disadvantages, such as the time it takes teachers to prepare, the need for various tools and materials, and the possible high cost. Also, during this activity, classroom management may be a challenge as some children may remain silent.

Despite these limitations, with careful preparation, resource allocation, and classroom management, serialized images can be a useful teaching tool.

2.7 Digital Sequence Picture in Teaching Procedure Text

Visual media such as sequential pictures have been widely used to support students' writing skills, especially in writing procedure texts. Sequential pictures help students understand procedure steps by presenting actions in a logical and chronological order, making it easier for them to organize ideas and follow the structure of procedure texts. As a result, students tend to be more engaged and demonstrate a better understanding of the learning material.

Several previous studies have confirmed the effectiveness of sequence pictures in improving students' writing ability. Harahap (2018) found that the use of sequence pictures significantly improved students' writing performance in procedure texts, especially in terms of text organization and understanding of social function. Students who initially had low interest and difficulty writing procedure texts became more motivated and able to express ideas after being exposed to sequence pictures. Similarly, Yanuar (2015) reported that students taught using sequence pictures achieved higher post-test scores than those taught using conventional teaching methods. Statistical analysis showed a significant difference between the experimental and control groups, indicating that sequence pictures effectively support students' writing development. In addition, Nurleli et al. (2021) found that visual picture sequences significantly improved students' writing organization and expression, demonstrating that visual aids can address common writing problems, such as idea organization and language use.

Although previous studies have demonstrated the effectiveness of sequence pictures, most of these studies have focused on print visual media and have not specifically examined the use of digital sequence pictures. In this study, digital sequence pictures refer to a series of sequence pictures that are digitally designed and presented using technological tools such as PowerPoint or Canva. The

digital format allows pictures to be displayed in a more dynamic, clear, and interactive manner, which is relevant to the learning characteristics of students in today's digital age.

The use of digital sequence pictures is considered relevant in teaching procedure texts because this type of text requires students to understand clear steps, logical sequences, and the use of imperative sentences. Digital sequence pictures visually represent each step in a procedure, helping students connect the pictures with the linguistic features of the procedure text. Therefore, this study expands on previous research by integrating digital-based visual media into writing instruction, aiming to improve students' understanding and performance in writing procedure texts.

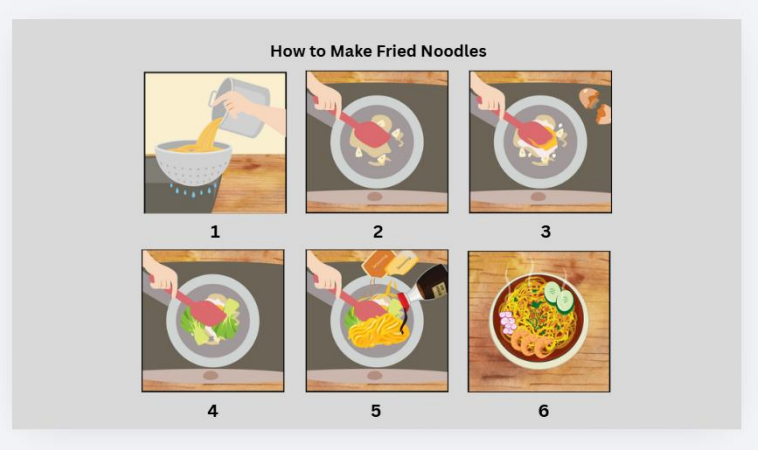
2.8 Procedures for Applying Digital Sequence Pictures in Teaching Procedure Text

The researcher used the method suggested by Blanchard and Root (2003) to practice writing using the digital sequence picture technique and follow the process:

1. Pre-writing
    - Introduce the concept of a procedure text as an instruction to accomplish something.
    - Explain the structure: goal (what you are making or doing), materials (what you need), and steps (what you do in order).
    - Show a set of pictures in digital sequence (how to make mini egg martabak), which is displayed through a projector or screen.

- The teacher discusses together to explain what is happening in each picture.
- The teacher introduces imperative verbs such as cut, mix, and stir.
- The teacher introduces connective words such as first, next, then, and finally.
- Start a simple writing activity with the teacher, for example:
    1) Write a list of ingredients from the picture.
    2) Write one short sentence from each picture
    3) The teacher writes sample sentences on the board; students copy and try to make their own sentences.
- The teacher guides students to write an outline (short draft) of the text content that will be developed in the next step.

2. Writing
    - The teacher and students write together an example of a procedure text based on the digital pictures on the screen.
    - The teacher highlights the use of imperative and connective words (first, next, then, and finally)
    - The teacher shows how digital pictures help to organize instructions in a sequence and a logical way.
    - Students are given a new set of digital sequence pictures (how to make fried noodles).



- Students are asked to:
    1) Write a list of ingredients needed from the picture
    2) Arrange the steps according to the order of the picture
- The teacher guides the students to organize the text from beginning to end using the picture as a content guide.
- All students use the same digital sequence picture, which relates to an everyday activity, to keep it relevant and interesting.
- Students then write the first draft of a procedure text based on the picture.

3. Revising

Students are paired up to exchange drafts and use a checklist corresponding to the digital sequence pictures, focusing on the correct use of verbs and logical sequencing. The teacher guides students in providing constructive feedback on content organization and verb accuracy. After that, the teacher reviews the students' drafts and provides detailed feedback, especially on how effectively the digital sequence pictures are used to organize steps and provide clear instructions. Based on feedback from classmates and teachers, students revise their drafts. A class discussion is then held to explore how digital sequence pictures support students in organizing and writing their procedure texts. Finally, students reflect on the importance of using imperative sentences and sequence words to ensure clarity in describing the steps, and are encouraged to share their experiences and discuss the benefits of using pictures in the writing process.

2.9 Theoretical Assumptions

Sequence pictures are an effective technique to help students organize their ideas when writing procedure texts. Students are better able to understand how several steps in a method relate to one another when the steps are visually represented. They may organize and compose their messages more easily with this visual aid, which can result in writing that is more readable and interesting.

The researcher believes that using sequence pictures can improve students' ability to write procedure texts. Students can better arrange their ideas and produce cohesive, well-structured texts by visualizing the steps and seeing how their ideas flow logically. Sequence pictures also help students develop their thoughts methodically, which facilitates clearer and more effective writing.

Research has indicated that the integration of visual aids, such as sequence pictures, can provide notable enhancements in students' writing abilities. Sequence pictures not only make the writing process more interactive but also boost students' motivation and engagement by offering a clear visual direction.

2.10 Hypothesis

Based on the theoretical assumption and the theories that have been discussed, the researcher proposed the hypotheses:

1) H0 (Null Hypothesis): There is no significant improvement in students' writing achievement in procedure text after they have been taught by using digital sequence pictures.
2) H1 (Working Hypothesis): There is a significant improvement in students' writing achievement in procedure text after they have been taught by using digital sequence pictures.

Those all above are what this chapter covers, such as theories of writing, aspects of writing, teaching of writing, procedure text, sequence pictures, sequence pictures in writing, theoretical assumptions, and hypotheses.

III METHODS

This chapter discusses research design, variables, data sources, research instrument, validity and reliability of the instrument, data collecting technique, research procedures, scoring criteria, data analysis, and hypothesis testing.

3.1 Research Design

The purpose of this quantitative study was to determine whether using digital sequence pictures improved students' ability to write procedures. Because the researchers only employed one class, the research design was a group pretest-posttest design. Students' writing proficiency as determined by pretest and posttest results following treatment, was compared using this design. Setiyadi (2018) states that the following is the research design:

T1 X T2

Notes:

T1: Refers to the pretest that is given before the researcher teaches through digital sequence pictures to measure the students' competencies before they are given the treatment.

X: Refers to the treatments given by the researcher through digital sequence pictures to improve students' writing.

T2: Refers to the posttest that is given after implementing digital sequence pictures to measure how far the students' improvement after they receive the treatmen

3.2 Variable

In this study, there were two variables they were one dependent and one independent variable. The variables were the application of digital sequence pictures as the media, and students' writing procedure text skills. The use of digital sequence pictures was classified as the independent variable (X) because it was expected that the frequent use of digital sequence pictures would improve students' writing ability, especially in procedure text. While students' writing procedure text skills were classified as dependent variables (Y) because they were expected to improve due to the use of independent variables in writing procedure text.

3.3 Data Sources

Setiyadi (2006) stated that a population included all the people a study focused on. A research sample, however, consisted of only the group of people who gave the data. The population of this research was the second-grade students in the first semester of SMPN 23 Pesawaran in the academic year of 2025/2026. For the sample of this research, it was selected using cluster sampling, in which one class was chosen randomly by spinning to participate in this study.

3.4 Research Instrument

Instruments were tools for collecting data, and various methods were used to manage data. In this study, researchers used instruments in the form of pre-test and post-test. The pre-test consisted of the task of creating a procedure text to assess students' initial skills before treatment, using digital sequence pictures as learning media. While the post-test consisted of the task of creating a procedure text to assess students' abilities after learning using digital Sequence Pictures. These two activities aimed to assess the development of students' skills based on the results of the pre-test and post-test. The test included detailed instructions and deadlines. To fulfill the criteria of a good test, it was important to evaluate its reliability and validity.

3.5 Validity and Reliability of the Instrument

Validity and Reliability of the test were considered to fulfill the criteria of a good instrument. Here were the validity and reliability of the research instrument.

3.5.1 Validity of the Instrument

Hatch and Farhadi (1982) explained that a test was valid or effective if it accurately measured what it was supposed to measure and met the required standards. Setiyadi (2018) defined the validity of an instrument as showing how well that instrument measured what was supposed to be measured. To determine if a test has good validity, researchers examined its content and construct validity. This meant the test should cover the material taught in class. The researcher evaluated the test's validity based on these two aspects, as described below:

1) Content Validity

   Researchers ensured that the test content aligned with the Indonesian curriculum to establish acceptable validity. According to Hatch and Farhady (1982), content validity requires that the test cover a representative sample of the subject matter. Based on the test presentation, content validity relates to how effectively the test reflects the subject matter. Therefore, the researchers developed tests based on the curriculum for second-year junior high school students. The curriculum for second-year junior high school students served as the foundation for the assessments created for this study.

2) Construct Validity

   Tests that use multiple indicators to measure a single component or construct must have construct validity (Setiyadi, 2018). The technique for determining the extent to which test results can be understood in one or more constructs is known as construct validity. To assess students' writing abilities, the researchers in this study asked students to write process texts.

The researchers used the assessment criteria of content, organization, language use, vocabulary, and mechanics proposed by Jacobs et al. (1981) to evaluate students' writing performance. These elements are part of the construct validity of the test.

3.5.2 Reliability of the Instrument

Gay (2000) states that reliability is the degree to which a test consistently measures the same thing. It shows how well a test can produce similar results when given to the same subjects on different occasions. This consistency is crucial. A student's score is made up of both correct and incorrect parts. Reliability helps identify the error portion of the score, as different tests have different sources of error. In this study, the researcher used the writing aspects from Jacobs et al. (1981) as the scoring rubric to evaluate students' writing.

The researcher used inter-rater reliability to ensure consistent data. This meant both raters used the same scoring rubric. The researcher compared the scores given by both raters and found no significant differences. The researcher and an English teacher graded the pre-test and post-test using the same standards. If their scores differed, an average score was calculated. The researcher used the Spearman Rank Correlation in SPSS to analyze the relationship between the two raters. Statistical formulas were used to ensure reliability, and these formulas were as follows:

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

With the following explanation:

R = coefficient of rank order

d = difference of rank correlation (mean score from the pre-test and the post-test)

N = number of students

1-6 = constant number

(Hatch and Farhady, 1982)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000: very high reliability
2. 0.60000 – 0.7900: high reliability
3. 0.40000 – 0.5900: medium reliability
4. 0.20000 – 0.3900: low reliability
5. 0.00000 – 0.1900: very low reliability

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79.

Researchers used the formula mentioned above to calculate the data after determining the results of the students' writing procedures (see Appendices 10 and 11). The following table shows the reliability results:

Table 3.1. The Result of Reliability

Reliability	Pre-test	Post-test
	0.906	0.836

Based on the standard of reliability above, the writing test has very high reliability (range between 0.80000 – 0.10000). It can be concluded that the test produces consistent and dependable results, indicating that it is a reliable instrument for measuring students' writing abilities.

3.6 Data Collecting Technique

Students' writing skill scores in writing process texts in terms of content, structure, vocabulary, language use, and mechanics provided the research data. The researcher employed a pre-test and a post-test to get the data.

1. Pre-test

   A pre-test was administered before students were instructed to use digital sequence pictures. In the pre-test, students were asked to write a basic procedure text using the digital sequence pictures provided. In this test, the researcher asked students to write a short paragraph discussing the structure and content of process texts, especially how to explain the steps in a coherent and correct way.

2. Post-test

   The post-test was conducted after the students were taught to use digital sequence pictures in writing procedure text. This test aimed to measure the improvement of students' abilities in composing simple procedure texts. The form of this test was the same as the pre-test, where students were asked to create procedure text based on the digital sequence pictures provided. They were asked to focus on the content and sequence of steps, as well as pay attention to the general structure and language features in the procedure text.

   In summary, the usefulness of using digital sequence pictures as a teaching tool to help students write better process texts was assessed in a methodical way in this study. Pre-test, treatment session, and post-test were all be included in this study to ensure a thorough evaluation of students' progress. The post-test measured the degree of change, the pre-test determined the baseline of students' abilities, and the treatment focused on improving those abilities through focused training. This technique offered important insights into how visual aids could improve students' writing organization, content development, and linguistic accuracy. It was hoped that the results made a substantial contribution to the creation of successful instructional techniques and creative teaching methods.

3.7 Data Collection Procedures

In collecting the data, this study used the following steps:

1. Selecting material for treatment

   In selecting materials for treatment, the researcher selected some samples of procedure text from the internet.

2. Determining the population and selecting a sample

   The population of this research was second-grade students in junior high school. One of the second-grade classes in junior high school was selected by the researcher.

3. Administering the pre-test

   The pre-test was conducted to measure students' initial writing skills before the treatment. Students in the experimental class were asked to write a procedure text based on a digital sequence picture provided by the researcher. Each student was given a specific sequence to guide their writing process.

4. Conducting treatments

   After the pre-test, the experimental class received instruction on how to use digital sequence pictures to help write procedure texts. The treatment consisted of three sessions, during which students were guided to observe each step in the digital sequence pictures and use them to create a clear and logical procedure text. After completing the treatment sessions, students were expected to understand how to write a well-organized and understandable procedure text based on the picture clues.

5. Administering the post-test

   To assess the students' progress in writing procedure texts, a post-test was conducted in the experimental class. Students received a new digital sequence picture and were asked to create a complete procedure text based on the steps shown in the PowerPoint. This post-test followed the same structure as the pre-test, enabling the researcher to evaluate improvements in clarity, structure, and organization.

6. Analyzing test results

   After scoring the pre-test and post-test, the researcher analyzed the data using SPSS version 25. This analysis compared the mean scores from both tests to determine the level of improvement and the significance of the gains in writing skills following the use of sequence pictures as an instructional tool.

   In conclusion, this study employed a structured technique to investigate how effectively digital sequence pictures can aid students in writing procedure texts. The research established a strong framework for data collection and analysis by carefully selecting materials, defining a target population, and implementing pre-tests, treatments, and post-tests. The reliability of the results was increased by using SPSS for statistical analysis, which provided insightful information about how visual aids affect students' writing growth. This study contributed to educational practices by emphasizing the potential of creative teaching techniques to improve student results.

3.7.1 The Report of Treatment

This research was conducted at SMPN 23 Pesawaran from September 23rd 2025, to October 21st, 2025. This research took place in one class, specifically VIII C, which served as the experimental class and consisted of 30 students.

Five meetings were used during the research. The pre-test was the first meeting. The treatment was carried out in the second, third, and fourth meetings. The post-test was held in the fifth meeting. Before the treatment was given, the pre-test was used to measure students' ability to write procedure texts. The students wrote a procedure text explaining how to make mini egg martabak for the pre-test. The time given was 90 minutes. The researcher administered the treatment after giving the pre-test. The researcher used digital sequence pictures to teach procedure writing.

In the first meeting, the researcher began by explaining the basic concepts of procedure texts and explaining that the media used was a digital sequence pictures. This media was intended to help students understand and write more easily. To develop the content aspect, the researcher displayed a sequence of pictures containing the topic “How to make fried noodles” using a projector. The researcher did not immediately explain the content of the pictures, but invited students to observe them closely by asking questions such as, “What is shown in the picture?” and “What ingredients can you see in the picture?” In this way, students were encouraged to think and organize their ideas based on their own observations. After the students understood the picture's content, the researcher guided them to write their ideas as a list of ingredients and simple steps. This helped the students write content that was appropriate, complete, and relevant to the picture's context.

For the organizational aspect, the researcher guided students to create procedure texts with a logical sequence according to the pictures shown. The digital pictures showed the steps of the process in sequence, so that students could understand how to carry out the activity from start to finish. The researcher explains the general structure of procedure texts, goal, materials, and steps. Through the pictures, the researcher shows how each step can be explained with short and clear sentences. The researcher also gives examples of how to write sentences based on the sequence pictures and asks students to write their texts according to the correct sequence of steps. In this way, students learn to organize their ideas in an orderly way so that the text is easy to understand.

The vocabulary aspect was taught by connecting words with the actions seen in the pictures. When showing the pictures, the researcher asks the students what verbs were suitable for the activities, such as cut, fry, mix, boil, and so on. The researcher then writes these words on the board and groups them based on the type of action performed. Next, the researcher introduces connecting words such as first, next, then, and finally, explains their meanings, and shows how to use them to connect one step to the next in the procedural text. This activity helps students use the right words according to the sequence of steps in the pictures.

In terms of language use, the researchers explained that procedure texts use the simple present tense, imperative sentences, and active verbs. The researcher gave examples of sentences such as “Boil the water,” “Add the noodles,” and “Mix well,” then wrote them on the board. After that, the researcher asked the students to imitate the sentence structure and write their own sentences based on the pictures they saw. The researcher also immediately corrected errors in verb forms and word order so that students could understand the correct use of grammar.

For the mechanics aspect, the researcher emphasized the importance of accuracy in writing, such as the use of capital letters at the beginning of sentences, full stops at the end of sentences, and correct spelling. The researcher wrote two versions of the sentence on the board, one with correct punctuation and one with incorrect punctuation. The researcher then asked the students to distinguish between them. After writing, the students were asked to check their work and correct minor errors before handing it in.

In the second meeting, the researcher enhanced the students' understanding by conducting group writing activities so that they could practice applying various aspects of writing together. In terms of content, the researcher presented new pictures with the theme “How to make chicken nuggets.” Each group was asked to

look at the pictures carefully and then discuss the goal, ingredients, and steps shown. The researchers walked around the classroom, listened to the students' discussions, and asked questions to deepen the content of their writing, such as “What do you think happens after this step?” With questions like this, students were encouraged to think critically so that their writing would be more complete and logical.

To improve the Organization aspect, the researchers asked each group to write down the goal, ingredients, and steps based on the pictures. After the groups finished writing their drafts, the researcher asked them to compare the order of their sentences with the order of the pictures on the screen to ensure that the steps were correct and that no parts were missing. The researcher also provided feedback so that each group's writing was organized and easy to understand.

In terms of vocabulary, the researcher again asked the students to mention the verbs and conjunctions based on the actions in each picture. For example, when students saw a picture of someone mixing ingredients, the researcher asked, “What verb can be used for this action?” The students answered, and the researcher wrote it on the board. Next, the researcher explained the meaning of the word and showed how to use it in a procedure sentence. By repeating this activity, students expanded their vocabulary and became more confident in their writing.

In the language usage aspect, the researcher focused on the application of the imperative form and simple present tense. While the students were writing, the researcher observed each group, read the sentence they wrote, and provided feedback. For example, changing the sentence “ He is frying the chicken” to “fry the chicken”. The researcher also explained the reasons for the changes so that understood how to construct imperative sentences in procedural texts.

For the mechanics aspect, this was taught through peer correction. After each group finished writing, they exchanged their writing with another group to check for errors such as punctuation, spelling, or capitalization. The researcher then displayed examples of correct sentences on the screen and emphasized the importance of accuracy and consistency in writing.

In the third meeting, students were given the task of writing procedure texts independently, after receiving guidance in the previous meeting. In the aspect of content, the researcher displayed a picture titled “How to make mayonnaise risol” without a title. The aim was for students to observe the picture and determine for themselves the topic and sequence of steps they would write. The researcher also asked questions such as, “What do you think about this picture?” and “What will happen next?” so that they would get used to thinking critically and constructing the content of the text based on their visual interpretation.

In terms of organization, the researcher asked the students to write according to the format that had been taught, which was to start with the goal, followed by a list of ingredients, and the steps based on the pictures. The researchers also reminded the students to explain each step clearly and sequentially, and not to miss any parts.

For the vocabulary aspect, the researchers asked the students to use imperative verbs and connecting words such as first, next, then, and finally, which had been taught previously. The researchers walked around the classroom while monitoring the students' use of vocabulary, providing feedback if any words were not appropriate for the context.

In terms of language use, the researcher emphasized the importance of correct grammar. If errors were found, the researcher immediately provided guidance and explained the correct form. The researcher also provided individual corrections so that students could better understand the sentence patterns in procedural texts.

The mechanical aspect was focused on during the revision phase. After writing, students were asked to reread their texts to find writing errors. The researcher went around checking students' work, pointing out spelling or punctuation errors, and explaining how to correct them. Students then corrected their writing before submitting it.

The post-test was conducted in the fifth meeting after all learning sessions were completed, with the aim of measuring students' progress in writing procedure texts. The test took 90 minutes and was conducted individually. The researcher began by displaying sequence pictures explaining how to make fried rice on the projector screen, then asked students to observe the pictures. After that, students were asked to write a complete procedure text, including the goal, ingredients, and steps written sequentially using imperative sentences. During the test, the researcher monitored the class to ensure that students worked individually and followed the instructions without help from any assistance.

In conclusion, this research was conducted in five meetings: pre-test, treatment 1, treatment 2, treatment 3, and post-test. Using digital sequence pictures, each meeting had a specific purpose to evaluate and improve students' writing skills in procedure texts. The pre-test assessed the students' prior performance, the post-test measured their progress after implementation, and the treatment provided guided practice and feedback. Through these stages, the researcher was able to observe

how digital sequence pictures helped students improve their ability to write procedure texts more effectively.

3.8 Scoring Criteria

The five aspects tested to assess students' procedural skills are content, organization, vocabulary, language use, and mechanics. When evaluating students' writing scores, the researcher analyzed whether the treatment had an impact on students' skills. The evaluation criteria were based on Jacob et al. (1981), as they established clear standards.

The score of the test was derived as follows:

1. Content: 30%

2. Organization: 20%

3. Vocabulary: 20%

4. Language use: 25%

5. Mechanic: 5%

Table 3.2. The Scoring criteria

Aspect	Score	Criteria
Content	30-27	The goal and steps are clearly explained. All materials are listed, and the writing is easy to understand.
	26-22	The goal is clear, most steps are complete, and materials are mentioned, but some details are missing.
	21-17	The goal is unclear, some steps are missing, and important information is incomplete.
	16-13	The goal is missing, the steps are confusing or out of order, and the writing is hard to understand.
Organization	20-18	The steps are written in a clear and correct order using connective words (first, then, next, finally).
	17-14	Most steps are in order, but some are not clear or not well organized.

	13-10	Many steps are not in the right order, and the text is hard to follow.
	9-7	The steps are not in order, and the writing is very confusing.
Vocabulary	20-18	The words used are suitable, correct, and show variety. There are very few mistakes.
	17-14	The words used are mostly correct, but not very varied. Some mistakes do not change the meaning.
	13-10	The vocabulary is limited. Some word choices are not suitable and affect understanding.
	9-7	The words used are mostly incorrect or repeated, making the text hard to understand.
Language use	25-22	The grammar is mostly correct. Sentences are clear and use command forms (imperatives) correctly.
	21-18	Some grammar mistakes, but the text is still understandable.
	17-11	Many grammar mistakes make the text hard to understand.
	10-5	Too many grammar mistakes. The sentences are very unclear.
Mechanic	5	Few or no errors in spelling, punctuation, and capitalization.
	4	Some errors in spelling, punctuation, or capitalization.
	3	There are many errors in spelling, punctuation, and capitalization.
	2	There are too many errors, and the writing is difficult to read.

3.9 Data Analysis

The data in this research were in the form of scores. To get the results of this research, the data were analyzed by using some steps as follows:

1. Scoring the students' writing worksheet of the pre-test and the post-test.

2. Putting the scores from students' worksheet into the table in Appendix 5 and 6.

3. Computing the data to SPSS.

4. Calculating the mean from the results of the test using this formula :

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

With the following explanation:

Md = mean relates to the total score

Σd = total students' score

N = the number of students

5. To find out whether there was progress in students' writing performance before and after treatment, the researcher used the formula below:

$$\langle g \rangle = \langle \text{pre-test} \rangle - \langle \text{post-test} \rangle$$

⟨pre-test⟩ is the average pre-test score,

⟨post-test⟩ is the average post-test score.

Maximum Score is the highest possible score.

6. Formulating a conclusion by comparing the average scores of the pre-test and post-test.

7. Concluding to answer the research question. The conclusion is developed from the result of statistical computerization, that is repeated-measure T-test in SPSS.

To determine whether the data were normally distributed or not, the researcher applied the Shapiro-Wilk test using SPSS 25. This test was selected because the total of participants in this research was 30 students, which met the minimum requirement for applying the Shapiro-Wilk normality test. The test was used to examine whether the distribution of students' pre-test and post-test scores followed a normal distribution.

The criteria for normal distribution are:

H0: the distribution of the data is normal

H1: The distribution of the data is not normal.

If the normality test result is more than 0.05 (sign > α), the hypothesis is accepted. The researcher employed a significance level of 0.05 in this instance. The following test of normality was applied to determine whether the data were normally distributed.

Table 3.3. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.116	30	.200*	.962	30	.343
posttest	.122	30	.200*	.959	30	.285

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 3.3, it can be seen that the normality test values for the pre-test (0.343) and the post-test (0.285) are both greater than 0.05. Therefore, it can be concluded that H0 is accepted. In other words, the data for both the pre-test and post-test are normally distributed.

3.10 Hypothesis Testing

After collecting the data, the researchers examined it to see whether the students' writing in procedures had improved as a result of the instruction using digital sequence pictures.

The hypothesis is analyzed using the paired sample t-test in the Statistical Package for the Social Sciences (SPSS). The researcher uses the level of significance 0.05, which the hypothesis is approved if the sign < p. This means that the probability of error in the hypothesis is only 5%. Therefore, the hypothesis is:

H0: The mean score of the post-test is equal to or lower than the mean score of the pre-test after being taught by using digital sequence pictures.

H1: The mean score of the post-test is significantly higher than the mean score of the pre-test after being taught by using digital sequence pictures.

This chapter covers topics such as research design, variables, data sources, research instruments, validity and reliability of the instrument, data collection techniques, research procedures, scoring criteria, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusion

Based on the results of this study, some main conclusions can be made about using digital sequence pictures to improve students' writing ability in procedure text, as explained below:

1) The findings show that students' writing improved after the treatment in several aspects, including content, organization, vocabulary, language use, and mechanics. Students were able to write clearer and more complete procedural texts with more organized steps and more appropriate language. The use of digital sequence pictures supported students in understanding the sequence of actions and expressing their ideas more clearly. Therefore, digital sequence pictures are effective for teaching writing, especially in helping students write procedural texts more clearly and systematically.

2) The implementation of digital sequence pictures could improve students' writing ability in procedure text. This media helped students understand the logical sequence of each step through various pictures, which helped them write procedures correctly. Students could understand what steps to do first, next, and last by looking at the pictures. This helped them maintain a clear structure and reduce confusion when writing. In addition, visual support encourages students to provide a complete explanation of each step and use the appropriate language to describe the process. Furthermore, students

could directly connect visual clues with written instructions by using digital sequence pictures, which made the learning process more interesting. This approach not only made their writing neater and more accurate but also made them more motivated and engaged during the learning process.

3) This study shows that digital sequence pictures helped students improve their procedure writing skills. The pictures helped them understand and follow the steps in sequence, resulting in more structured and easier-to-understand writing. The most significant progress was in the organization aspect, followed by vocabulary and mechanics, as students chose more appropriate words and were more careful in their use of punctuation and spelling. Language use and content also improved, although not as much as in other aspects. Overall, digital sequence pictures made students more focused and confident when writing procedure texts.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1) Suggestions for English Teachers

a) Researchers recommend that English teachers in the classroom use digital sequence pictures as an alternative method for teaching writing, especially procedure texts. In addition to helping students write better procedure texts, digital sequence pictures significantly increase student engagement and teacher effectiveness.

Students still have a low score in language use. To improve this aspect, English teachers could encourage students to review basic tenses and sentence patterns that are often used in procedure texts. In addition, writing exercises that emphasize the use of verbs, connectors, and correct sentence structures will help students become more accurate. To make the learning process more interesting and help students become more aware of grammatical

errors, teachers can also use grammar games or peer correction activities. Students can gradually improve their language usage in writing with continuous guidance and feedback.

2) Suggestions for Further Research

a) Further researchers are suggested to conduct similar studies using digital sequence pictures, but with different levels or in different schools, to compare how effective this media is in various learning conditions. By involving students with different language skills or educational backgrounds, the study will provide a clearer picture of how digital sequence pictures function in various contexts. Additionally, this could also help determine whether this media has the same effect in improving writing skills across different age groups and learning environments.

b) Further researchers are suggested to use digital sequence pictures to teach other types of texts, such as descriptive, narrative, or recount texts. This will help determine whether the media is also effective in improving students' writing skills in different types of writing.

c) Further researchers are suggested to use digital sequence pictures when teaching speaking skills. These pictures can help students speak more easily by showing each step clearly, allowing them to explain or describe each step in sequence. In addition, this media can improve students' fluency and confidence by teaching them to use action verbs and connecting words.

d) Future researchers are encouraged to study the use of digital sequence pictures in teaching writing. Preparing digital sequence pictures can be time-consuming, so it is recommended that the materials be prepared well in advance of the treatment. Future researchers may also use ready-made digital pictures or simpler visuals to save time and make the teaching process more efficient.

Those are the conclusions of this study after using digital sequence pictures, and suggestions for both English teachers and further research.

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