THE EFFECTIVENESS OF USING PICTURE SERIES IN IMPROVING ENGLISH WRITING PROCEDURE TEXT AT JUNIOR HIGH SCHOOL

(Undergraduate Thesis)

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ABSTRACT

THE EFFECTIVENESS OF USING PICTURE SERIES IN IMPROVING ENGLISH WRITING PROCEDURE TEXT AT JUNIOR HIGH SCHOOL

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The aim of this research was to determine the effectiveness of using picture series in improving English writing procedure text in junior high school at the ninth grade of SMP PGRI 4 Labuhan Ratu. This research used a quasi-experimental method with one-group pre-test post-test design. The sample consisted of 24 students from class IX.4 SMP PGRI 4 Labuhan Ratu, selected using cluster random sampling technique. The result of the research indicated a significant improvement in students' writing procedure text ability after being given treatment using picture series. The mean score in the pre-test (56.29) was lower than the post-test mean score (73). The result of the Wilcoxon Signed-Rank test indicated that the Z value of -4.304 with the Asymp. Sig. 2-tailed was 0.000, which was below the significance level (α = 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Based on the data analysis, it can be concluded that picture series is effective in improving English writing procedure text at junior high school level.

Key words: Picture Series, Procedure Text, English Writing, Students' Writing Ability.

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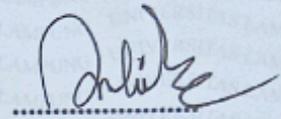The Chairperson of
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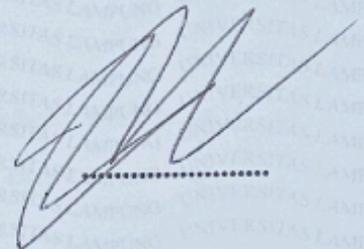
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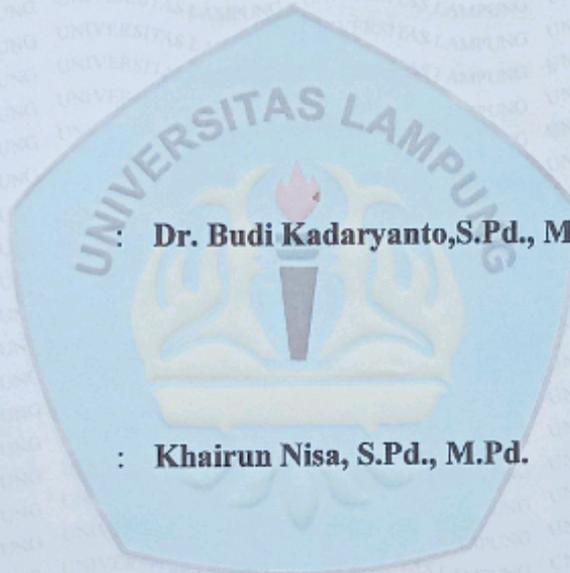   Chairperson   : **Lilis Sholihah, S.Pd., M.Pd.**   ....

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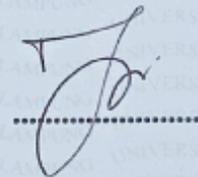
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti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

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Yang membuat pernyataan,

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CURRICULUM VITAE

Esti Febriani Puspita Sari was born on February 9th, 2003. She is the first child of two children of her parents, Hartono and Anis Khasanah. Her early education began at SD Negeri Rajabasa Lama II, which she completed in 2015. She continued her studies at SMP Negeri 1 Labuhan Ratu, finished in 2018. Following that, she went to SMA Negeri 1 Labuhan Ratu and graduated in 2021, during which time she actively participated in school extracurricular activities that contributed to the development of her dicipline and teamwork. In 2021, she passed the SBMPTN entrance exam and was accepted to the University of Lampung in English Education Study Program. During her college, she was a member of SEEDS (Society of English Education Department Students) in the education division, specifically in the event organizer subdivision, where she was involved in the planning and implementation of academic seminar activities during 2022/2023 academic year. From January to February 2024, she gained practical teaching experience through PLP at SMA Negeri 1 Sragi and participated in KKN in Mandalasari, Sragi, South Lampung.

DEDICATIONS

With utmost humility and deep gratitude to Allah SWT, this undergraduate thesis

is sincerely dedicated to my beloved parents and my dear sister who have

consistently provided boundless love, prayers, and support.

This dedication is also extended to my proudly almamater, the University of

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MOTTO

"But Allah is your Guardian, and He is the best Helper."

(Quran Ali 'Imran: 150)

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The writer realizes that the entire process of writing and completing this thesis would not have been possible without the guidance, support, prayers, and motivation from various parties. On this occasion, the writer sincerely expresses deep gratitude to:

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Esti Febriani Puspita Sari

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I. INTRODUCTION

This chapter explains the background, research question, objective of the research, uses of the research, scope of the research, and definition of terms. All of these sections are explained in more detail in the following description.

1.1 Background

Writing is an important language skill English learning. Writing falls into the category of skills that require talent and consistent practice. Writing effectively in English, in an educational context, becomes important to measure a student's ability in a particular subject. Writing is a productive skill that can be improved through continuous practice. In fact, with the increasing development of technology and information media, writing skills have also become an important thing that must be mastered.

Several experts provide different definitions of writing. According to Dalman (2015), writing as a form of communication in which ideas, messages and information are conveyed using written language to other people. Writing is also a creative process of conveying ideas in the written language. According to Knapp and Watkins (2005:82), writing is a fairly regular activity related to conversation and collaboration between friends. Writing is also a long process that requires creativity and effective use of language. Maulida & Bukhari (2019) also explains that writing is an activity in which thoughts are conveyed through the medium of language. In addition, writing requires the ability to organize ideas, use appropriate text structures, and use language correctly. Furthermore, writing is a tool used in academics and everyday life to convey the ideas written by the author to the readers. A person's writing ability also impacts their ability to think critically and analytically, encourages a person to think deeply, make logical

arguments, and convey their opinions clearly. Writing is an introspective activity that allows writers to consider and refine their ideas, as well as create new perspectives.

Teaching writing to students has become a necessity today. However, teaching English writing is not a simple task, especially for students whose language skills are not yet well developed. This often becomes an obstacle for English teachers in carrying out their duties. English teachers must pay attention to these problems for the purpose teaching and learning process can be conducted well. Teachers must be creative to create an atmosphere conductive to writing while motivating students to write actively. Furthermore, teachers must also be willing to provide information and language if necessary. In teaching writing, teachers must pay special attention to this role.

The use of picture series in teaching writing is chosen as the focus of this study because students' English writing skills are still relatively low, especially in writing procedure texts. Based on the observations in the classroom, some of the problems faced by students, include a lack of vocabulary mastery, lack of understanding of grammar, difficulty in organizing ideas coherently, and often ignoring writing rules or mechanics. These problems were evident when students were asked to create sentences, most of them only able to write simple sentences with limited vocabulary and incorrect grammar, often without proper punctuation. Students also showed a lack of enthusiasm during learning activities in the class.

Based on these situations and conditions, the use of picture series is expected to help overcome the obstacles students encounter when writing procedure texts. The pictures arranged in sequence facilitate students comprehend how to organize the content of a procedure text, thereby they can convey ideas in a clear and easy-to-understand order. In addition, the pictures can stimulate the use of relevant vocabulary, assist students in constructing sentences correctly and train them to be more careful in writing punctuation and spelling. The appealing visualization of the picture series can also enhance students' interest and motivation in writing activities, thus making the learning process more engaging and enjoyable.

Writing is a complex skill that encompasses a number of important components, such as vocabulary selection, the use of grammatical structures, sentence structure (syntax), mechanical aspects such as spelling, punctuation, and capitalization and organize ideas coherently and cohesively so the message in the writing is conveyed well (Apsari, 2017). Therefore, good writing requires several stages, starting from getting and arranging ideas, using the proper words, to editing and checking the writing to ensure it is neat, error-free, and easy to understand.

Students often face various problems in writing procedure texts, such as difficulty in organizing ideas and structuring the text correctly (Fitri et al., 2022). According to Ameliah (2018), these issues are also exacerbated by lack of motivation and students' struggles to express their ideas in writing. In addition, limitations in vocabulary and grammar errors are common (Tika, 2022). The low interest and motivation often caused by less interesting learning media and methods, which make students feel bored and students prefer to copy from the internet rather than produce their own ideas (Suaeni, 2015). The limited use of learning media, such as textbooks alone, exacerbates this problem by lowering students' overall writing ability (Handayani, 2022), showing the need for a more interesting and effective teaching approach, such as the utilize of picture series media, to improve students writing skills as a whole.

Picture series is one type of visual media included in the picture category. According to Wright (1997, cited in Apsari (2017), a series of pictures is an picture that displays events or actions in chronological order. Apsari (2017) also states that using picture series will make students interested and enjoy the teaching learning process as it directs students to focus directly on words. Through picture series, students find it easier to explore ideas, organize them in organized paragraphs, and in the end, they will enjoy writing.

Several studies have been carried out on improving the ability to write through a picture series. Previous studies have shown that the use of picture series is effective in improving students' procedure text writing skills. Fitri et al. (2022) found improvements in the aspects of content, organization, and grammar, although students still had difficulties with vocabulary and mechanics. Ameliah

(2018) reported an improvement in the ability to express ideas and student activeness, but still needs improvement in the aspects of form and vocabulary mastery. Suaeni (2015) noted improved motivation and writing ability, but there were still issues with vocabulary and interest in writing. Handayani (2022) also showed the positive influence of picture series, but students still faced difficulties with vocabulary and grammar. Tika (2022) noted improvements in vocabulary and writing content, but there were still problems in organizing ideas and using punctuation. Although some previous studies have shown that picture series are effective in improving students' writing skills, there are still challenges that have not been fully resolved, in terms of organization of ideas, grammar, mechanic, and the main issues is vocabulary mastery.

Based on the explanation above, the researcher is interested in examining the effect of using picture series on improving students' English writing skills. Previous studies conducted at the senior high school and junior high school levels have shown varied results, indicating the need for further research in schools with different characteristics. SMP PGRI 4 Labuhan Ratu, a private school, was chosen as the research location because students' English writing skills are relatively low. This research aims to determine the extent to which picture series help students organize ideas, enrich vocabulary, and use grammar and mechanics correctly when writing procedure texts. To see students' writing skills more comprehensively, this research also assessed the aspect of content. The researcher's interest is based on the fact that writing skills are one of the most challenging aspects for students, and picture series is considered a potential medium to overcome these challenges. It is expected that this research will provide a clearer comprehending of the effectiveness of picture series in improving students' ability to write procedure texts. The picture series media used in this research is adapted to the type of text commonly taught in junior high school learning materials, namely procedure texts.

1.2 Research Question

Based on the background above, the problem formulated: Is there a significant improvement in students' writing of procedure text after being taught using

picture series at the junior high school level?

1.3 Objective of The Research

Based on the problem above, the objective of this research: To find out whether there is a significant improvement in students' writing of procedure text after being taught using picture series at the junior high school level.

1.4 Uses of The Research

1. Theoretically

   This research can be used as the reference for those interested in conducting research using picture series.

2. Practically

   a. This research can provide information and serve as a reference to English teachers in teaching writing through picture series.

   b. This research provides insights for researchers who are interested utilizing picture series as a learning tool to improve students' writing skills.

1.5 Scope of The Research

This research aim to examine the effect of using picture series on students' skills in writing procedure texts. This research is conducted on ninth grade students of SMP PGRI 4 Labuhan Ratu in the academic year 2024/2025, with one class selected as the experimental class, namely class IX.4. The materials used in learning to write procedure texts are adjusted to the applicable curriculum and the topic chosen is traditional Indonesian snacks. The aspects assessed include content, organization, vocabulary, grammar, and mechanic. To examine the extent to which students' writing skills on procedure texts improve, the research compare the pre-test and post-test results obtained by students.

1.6 Definition of Terms

This study includes several terms that are important to understand, which are as follows:

1. Writing.

   Writing is the process of conveying a message (communication) to others through written form, whether in the form of idea, concept, experience or information.

2. Skills.

   Skills are abilities that are learned and developed through practice and can be applied across a wide range of situations or specific to a particular task or situation.

3. Picture Series.

   Picture series is a set of illustrations arranged in sequence and interrelated to visually convey the flow of events or narrative.

4. Effectiveness.

   Effectiveness is an assessment made regarding individual, group and organizational achievements.

5. Improvement.

   Improvement is a form of personal development, which can be seen from the change in condition from not knowing to comprehending, from being incapable to capable.

6. Procedure Text.

   Procedure text is a text that provides an explanation of how to do something as clearly as possible.

Overall, this chapter has outlined a number of theoretical aspects that form the basis for conducting researh, including background, research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter deals with previous studies, definition of writing, teaching of writing, aspects of writing, procedure text, media in teaching writing, picture series, picture series as a media in teaching of writing, picture series in teaching wriing, procedure of teaching writing using picture series, advantages and disadvantages of using picture series, theoretical assumption, and hypothesis.

2.1 Previous Studies

There are several studies focus on analyzing the use of picture series to improve the writing performance of procedure texts among students. The following present several previous studies on the application of picture series in student writing.

A research conducted by Zidni Hidayatul Fitri, Santi Farmasari, and Atri Dewi Azis (2022) using written tests showed significant results, with a t-value of 3.953 and t-table 2.011 at df 48 (50-2) at a significant level of 0.05 (95%). The results of this study indicate that picture series is effective in teaching procedure text writing to tenth grade students at SMAN 1 Sakra. In the experimental class, the writing components such as content, organization, and grammar enhanced after using the picture series. Nonetheless, students still face challenges in writing, especially when learning procedural texts. The study highlighted that many students consider writing to be the most challenging skill due to its complexity, such as in organizing ideas, choosing the right words, and applying the rules of grammar and mechanics.

The research conducted by Mewa Ameliah (2018) at SMA Negeri 2 Takalar examined the improvement of eleventh grade students' procedural text writing skills through the use of pictures. Students faced various obstacles in writing, such as low ability to organize ideas, lack of motivation, and limitation in expressing

their ideas in writing. This research show positive result in overcoming this problem. The research result showed an improvement in students' writing skill in after applying media of picture. In the initial diagnostic test, the average students' writing ability was 6.33 and increased to 7.77 in the first cycle, showing in increase of 4.34%. Moreover, student activity also increased from 60.6% at the initial meeting to 84% at the last meeting of the of the first cycle, which means that the implementation of pictures was effective in motivating students to be more active in learning to write.

A research conducted by Suaeni (2015) in the ninth grade of MTs Negeri Tangerang 2 Pamulang in the 2014/2015 academic year showed that the use of a series of pictures can enhance students' ability in writing procedure texts. The result of the observations revealed that students became more interested and motivated in writing procedure texts, and help them produce correct texts. Interviews with teachers and students also showed positive responses to the utilize of picture sequences as an alternative in writing learning. In addition, the test results indicated a significant improvement with the number of students who achieved the minimum passing grade increasing from only 5 students in the pre-test to 26 students in post-test 2. Problems faced by students in writing include difficulties in generating their own ideas, the tendency to copy materials from the internet, limited vocabulary and grammar, and low interest in writing which may be caused by uninteresting teaching methods, techniques, or media.

A research conducted by Lastri Handayani (2022) proves that the use of a picture series has a significant impact on improving the ability to write procedure texts for class VIII students at MTs Al-Mubarok Bandar Mataram in the 2021/2022 school year. The analysis indicated that the average post-test score in the experimental class was 73.50, while the control class only obtained an average of 59.50. This study also found that students at MTs Al-Mubarok face various difficulties in writing, such as limited vocabulary, grammatical errors, and difficulty in structuring procedure texts correctly. In addition, students often feel bored and less motivated because they have difficulty imagining and planning what they will write, especially in English which is considered difficult as a foreign language.

The limited implement of interesting learning media, which usually only focuses on textbooks, also worsens their writing skills.

The research at SMPN 1 Abung Tinggi by Cahya Tika (2022) revealed that students face various problems in writing skills, such as ineffective learning methods, materials, and media, as well as low motivation and interest in learning. Students also have difficulty finding ideas, composing coherent stories, mastering vocabulary, and using punctuation and capital letters appropriately. This problem arises due to teaching that emphasizes reading rather than writing, and lack of motivation and student involvement in the learning process. Research conducted in class VIII showed a significant improvement in writing skills after students were taught using the media of "picture series." The data indicated an improvement in the post-test score to 73 from the pre-test, with the results of the Paired Samples T-Test hypothesis test showing an alpha value below 0.05, verifying a significant effect. The biggest improvement was seen in the vocabulary aspect, followed by the content. The picture series helped students organize their writing sequentially and understand the main idea of the procedure text better.

Based on several previous studies, picture series is an effective tool to help students write procedure texts better. Even though it is effective, students still face challenges such as limited vocabulary, grammar difficulties, and developing ideas that sometimes feel complicated. Although the picture series help motivate and make things easier for students, further assistance is still needed to overcome students' writing difficulties.

2.2 Definition of Writing

Writing can be understood as a process of expressing thoughts, information, or ideas in written form by utilizing a media such as paper and writing tools. However, writing can also be done on various other media, such as whiteboards, computer screens, or even digital devices such as tablets and smartphones. Writing is a very important aspect of learning a foreign language. Writing is a skill that can present a person's mastery of other aspects of language (Nurhadi,

2017: 5). Writing ability, as one of the productive skills, must be developed at school. Andayani (2016) defines writing is the process of communicating messages in the form of ideas, concepts, experiences, or information to other people. In conveying these ideas, accuracy of language, diction, and other grammatical elements are very necessary. Conversely, writing ability, according to Mustikowati et al. (2016) explained as the ability to convey opinions, thoughts, and feelings to other through writing.

Meanwhile, Suprayogi (2021) stated that writing is not merely physical activity, but also a complex mental process. In in his view, writing is means of expressing the writer's thoughts and feelings. Tarigan (2021) emphasizes that writing is an effort to describe graphic symbols that produce language that can be understood by others, thus enabling readers to understand the content of writing through these symbols. Maulida & Bukhari (2019) also explains that writing is an activity in which thoughts are conveyed through the medium of language. This means that writing is not only limited to putting ideas into written form but also must pay attention to language structure, spelling, and applicable writing rules.

In the end, writing can be categorized as a productive skill in language because it produces a product in the form of writing that reflects critical and creative thinking (Suprayogi, 2021). Thus, developing writing skills is essential in the world of education and everyday life. It is important for education to continue to encourage and hone students' writing skills therefore they are able to convey their ideas and thoughts clearly and effectively in various life contexts.

2.3 Teaching of Writing

Teaching writing is one of the most important aspects of language education, involving various strategies and methods to help students develop effective writing skills. This process not only includes teaching the structure and mechanics of writing but also promotes critical thinking and creativity. Brown (2007) define teaching as the process of assisting someone in learning how to do something, offering guidance in their studies, imparting knowledge, and helping them comprehend. They add that instruction guides and supports learning, helps

learners learn, and creates a framework for learning. Approach is crucial, especially when teaching writing, as teachers need strategies to facilitate the teaching and learning process. Both process and product approaches are necessary for effective writing instruction. Harmer (2004) states that the phases of planning, drafting, editing, and final version are all included in the writing process. Meanwhile, according to Blanchard and Root in Hartiningsari (2015), the writing process includes three main stages, namely pre-writing, writing and revising. The genre approach, on the other hand, views communicative competence as the ability to master of diverse text types and mandates that students study the text they will write before beginning to write it. Writing education must include teaching students how to read, understand, and create a range of texts for directed communication. When these two approaches are combined, students can benefit from a comprehensive learning experience.

Teachers play an important role in teaching writing. Harmer (2001) cited in Wening (2016), suggests three teacher roles in teaching writing: motivator, resource, and feedback provider. As motivators, teachers must be creative in providing interesting and useful writing techniques. As resources, teachers must be ready to provide information and language if needed. As providers of feedback, teachers offer comments that can help students improve and develop their writing. In the teaching and learning process, strategies are essential because they make the process more effective and determine student success. A teaching strategy is a broad lesson plan that comprises an outline of the intended tactics required to carry out the strategy as well as a structure of anticipated learner behavior in relation to the instruction's objectives. The goal of strategies in writing instruction is to support the delivery of lessons, give students an understanding of writing, and assist them in learning how to write.

However, there are obstacles to teaching writing that can make it less effective. One of the biggest challenges in the classroom is encouraging students who are not as interested in writing, which is exacerbated by ability gaps (Abrar, 2016). Additionally, inexperienced teachers often face stress and struggle to create lesson plans that are appropriate for their students (Gündoğmuş, 2018). For teachers,

improving students' writing skills is further complicated by their disinterest in writing, which necessitates a thorough knowledge of grammar, punctuation, and sentence structure (Anyiendah, 2017).

In general, overcoming obstacles in writing instruction requires a flexible and varied approach. Instructors need to be skilled at motivating students, effectively presenting information, and providing constructive criticism. As a result, students can learn to write more effectively and enjoy the process.

2.4 Aspects of Writing

Writing is a complex language skill that involves various important aspects. These aspects provide challenges and guidelines for understanding the skill of writing itself. Additionally, these aspects can influence students in thinking critically and creatively, as well as in expressing their ideas in a well-structured written form. Consequently, students can produce high-quality writing.

According to Jacobs (1981), to write well, one must understand several aspects of writing, namely:

1. Content: The content is what the writer wants to convey to the reader, presented in a logical and detail manner. It is an essential element that ensures the writing has a clear and relevant purpose.
2. Organization: Form pertains to the arrangement or organization in writing that shows the overall structure appropriate to the type of text being written. Organization or structure refers to the way ideas are arranged in the writing in a piece of writing. A good structure will make the writing easy to understand.
3. Vocabulary: This aspect involves the consideration of choosing the right words to express ideas. A good writer must use precise words with meanings that fit the context and intention, vary their word choice to avoid repetition, and use synonyms or other words with similar meanings. Choosing specific, descriptive, and meaningful words will enhance the quality of writing.
4. Grammar or Language Use: This aspect involves the use of grammatical forms and syntax in writing. A writer's proficiency can be seen from the grammar

used in their texts. This aspect can be found in well-structured sentences within paragraphs or texts. Typically, this aspect is assessed based on the accuracy of sentence structures, such as tenses, word order, subject-verb agreement, and so on.

5. Mechanics: This aspect includes considerations in writing applications such as spelling, punctuation, and the use of capital letters. As these are fundamental to effective writing, they are important to pay attention to. Good mechanics in writing will help readers understand the writer's intent more easily and clearly.

This study aims to assess all five aspects of writing. However, the results of previous studies have indicated that organization, vocabulary, grammar, and mechanic are the most difficult areas. While this study considers all aspects of writing, it is also aims to examine how much progress students have made, particularly in the areas previously identified as the most difficult.

2.5 Procedure Text

Procedure text is a text that explains how to do or make something through structured steps. Procedure text is written that provide instruction or information that help readers understand the steps or direction. According to Kosasih and Kurniawan (2018: 33) procedure text is a text that provides an explanation of how to do something as clearly as possible. The existence of such a text is very necessary for someone who will The existence of such a text is very necessary for someone who will use an object or carry out an activity that is not yet clear how to use it. An action that fulfills the steps or instructions and represents an activity that has actually been carried out. It is a guide that provides instructions or steps before an action is carried out or something is done. These instructions allow people to easily understand the given guidelines. Procedure texts, as defined by Knapp and Watkins (2005:157), are factual texts that are generally intended to direct the reader towards a particular course of action. In addition, the steps listed in the method text should be followed in order for the reader to accomplish their objective of acting in a way that is appropriate and safe. There are certain instances, such recipe books that instruct the reader on how to prepare meals, a guide on how to assemble or use a tool, even on how to make handicraft.

In this research, the writer will use a procedure text that discusses how to make food with a focus on the steps for making traditional Indonesian snacks. This is relevant for junior high school students because they often use familiar ingredients and simple processes, making it easier for them to comprehend and relate to the instructions while practicing and improving their writing skills.

2.5.1 Structure

Each type of text has a general structure that serves to organize and differentiate it from other texts. According to Knapp and Watkins (2005), procedure text structure focuses on conveying how to do something. Therefore, procedure texts are generally composed of three main parts: title (aim/goal), materials/ingredients, and steps. In writing procedure text, the first part that must be present is the objective, which reflects the main target of the text. After writing a clear title (aim/goal), it is usually followed by the materials/ingredients section. If students already understand the basic rules of the general structure of procedure texts, it will be easier for them to organize the materials/ingredients section. Compiling this section is not difficult, because students only need to include a list of materials and/or ingredients needed to achieve the purpose of the text. After that, to combine the materials/ ingredients, a "steps" section is required. The sequence of steps must be aligned with the title (aim/goal) because the steps explain how to achieve the goal through a structured series of activities.

2.1.1 Language Features

The general structure and language features in procedural texts must support each other. Students who can apply all language features consistently tend to produce well-organized procedure texts. According to Knapp and Watkins (2005), there are five main components of language features in procedural texts: imperative sentences, action verbs, conjunctions, adverbials, and simple present tense. Imperative sentences are used to give instructions or warnings. Furthermore, "action verb" refers to the physical activity or action performed by the subject. Some action verbs that frequently appear in procedure texts include: stir, pour, mix, blender, and so on. A conjunction is a word that shows a logical relationship

between two clauses or sentences and is used to organize instructions chronologically, as a result the reader understands that each step must be done in sequence, there are: next, after that, firstly, secondly, finally, first, second, then, last. Adverbials are components of language features that describe time, size, weight, and so on, for example: 350 grams of flour, 40 seconds, 5 inches, etc. The last language feature is the simple present tense, which shows events at the present time and is one of the important language features in procedural texts.

Based on the previous description, procedure text can be understood as a type of text that provides instructions or organized steps on how to do or make something. Procedure texts are written to clearly outline how to perform a task through a structured format including headings, materials, and steps. The main goal is to guide the reader in achieving the desired results by following clear and systematic steps.

2.6 Media in Teaching Writing

One of the essential elements in teaching is instructional media, which can significantly influence students' writing skills. Hamalik (1985), referenced by Wening (2016), explains media as all tools, approaches, and strategies used to enhance communication and interaction between teachers and students during the learning process. According to Sumantri and Permana in Inengsih (2018), the use of media in learning helps achieve goals more easily, effectively, and efficiently. It is necessary for teachers to comprehend the various types of instructional media and, ideally, to be able to create their own. The learning process will appear more creative if instructional media are effectively utilized. Arifin and Al Halim (2021) suggest that specific types of media can make teaching more concrete and meaningful for students, making it easier for them to comprehend and master the taught material. In the learning process, there are multiple types of media that can be used.

According to Wening (2016), there are three main categories of media: audio (tape recorder, radio, cassette) which provide auditory stimuli to help students build their imagination and ideas; visual (pictures, photos, diagrams) which

convey information or messages through visual stimuli; and audiovisual (video) which provides more comprehensive stimuli by combining visual and audio elements. Pictures, films, and music are also excellent stimuli for writing. Setiyadi et al. (2018) classify media in writing instruction into two types: contextual media and formal media. Contextual media are used to provide ideas or context to students in the writing process, such as pictures, actions, and words, while formal media are used to teach standard writing rules and techniques, which can be in the form of texts or recordings.

The employ of media in teaching writing does more than just enriches students' learning experiences, but also can enhance their motivation and engagement during the learning process. In this research, the primary focus is on utilizing picture series as media in writing instruction. Picture series are particularly beneficial in teaching writing because they are a form of visual media. By using picture series as instructional media, it is expected that students can enhance their writing skills through engaging visual stimuli. Wright (1989) asserts that pictures can motivate students, be objectively described, provide response cues to questions, and offer information. Additionally, picture series are easily obtainable or accessible. Teachers can acquire pictures from multiple sources includes books, newspapers, magazines, the internet, or photographs.

Thus, the use of instructional media like picture series in teaching writing is vital for creating an engaging and effective learning process. These media help enhance students' motivation, participation, and understanding of the material. Teachers must continually develop and utilize various media to achieve learning objectives efficiently and effectively, ensuring a more qualified and meaningful learning experience for students.

2.7 Picture Series

In education, the use of visual media such as images has log been recognized as a tool that can facilitate learning activities. One form of visual media that is gaining popularity is the picture series. A picture series is a collection of pictures arranged according to a certain storyline, which aims to visually illustrate the whole story.

The definition and use of picture series in a learning context has been discussed by various experts, who emphasize the importance of this media in helping students understand and remember learning materials.

Pictures are a form of visual representations that depict people, objects, animals, and so on (Pérez & Vargas-Daza, 2019). Meanwhile, picture series is a collection of pictures arranged to illustrate an entire story based on its plot through several illustrations. Picture series can take the form of drawings, photographs, or paintings that are used in the learning process. According to Arsyad (2017), a series of picture is a collection of illustrations arranged in sequence to describe an event to form a story. In line with this, Rosyid et al. (2021) define that a picture series is a series of activities or stories presented in sequence.

In addition, Wright in Muhibbudin (2016) states that picture sequences are pictures that represent an action or event in chronological order. According to him, a series of pictures can be used to illustrate a process of how to make something. According to Kamisa in Inengsih (2018), serialized pictures are visual media that can be seen. She defines serialized drawings as imitations or shapes scribbled on paper in sequence according to the events in the picture. Yunus (1981), in Wening (2016), adds that a picture series consists of several interrelated composite pictures that are connected to form a sequential series. Therefore, its main purpose of conveying a story or a series of events.

Based on the definitions of picture series above, a picture series is a visual medium consist of a sequence of pictures arranged chronologically to illustrate a story or process. It is used as a learning tool to facilitate students' understanding of a concept or event.

2.8 Picture Series as Media in Teaching of Writing

Picture series are an effective learning medium that helps students improve their writing skill because students are presented the pictures with interesting and easy-to-understand, making it easier for them to comprehend the concepts and structure of writing. Yunus (1981), referenced by Wening (2016) classifies pictures into three types, namely composite pictures, series pictures and individual pictures. He

said that a picture series is a number of pictures that are connected to each other and are used to tell a series of events or stories. Various types of writing, including narrative, description, procedure, and exposition, can be used with picture series. Wening (2016) states that a picture series is an illustration that displays various actions or events in sequence.

The effectiveness of picture series in learning to write is also supported by several studies. For example, a study by Andayani (2016) shows that implementing a series of pictures can be an effective alternative for enhancing students' writing skills, especially if combined with intrinsic motivation. This effectiveness can be further enhanced by applying a process genre approach that emphasizes writing as a product of language knowledge, as well as paying attention to the context and aim of writing based on the text genre. Wening (2016) believes that pictures can be used to build situations or contexts in the classroom. Picture series can be greatly aids learning process because they provide a realistic visual impression, making it easier for students to understand words, sentences, text, or captions, and they can imagine objects or situations.

As stated by Lindstromberg (2004) cited in Apsari (2017), a series of pictures will make students interested and enjoy the learning process. Additionally, pictures can make students focus their attention on the vocabulary being learned. A study by Raimes (1983), stated that pictures can stimulate students to think more expressively and creatively in writing. He also emphasized that drawing series can provide a clear framework for students in writing, so they can more easily organize their ideas in a structured form of writing. Visual media can help to create a more enjoyable and interesting learning atmosphere, thus students are more motivated to participate actively in writing activities.

Furthermore, Wright (1989), stated that pictures play several roles in teaching writing activities. First, pictures can motivate students and encourage them to pay attention and participate. Second, pictures can add context to language use. Third, pictures can provide descriptions or responses subjectively or objectively. Fourth, pictures can provide cues for responses to questions. Finally, pictures can provide inspiration and information to be used as a reference in stories, conversations and

discussions. In the end, the use of picture series as a writing learning media shows great potential in improving students' ability to develop writing skills. By providing attractive visuals and facilitating understanding of concepts and writing structures, picture series not only motivate students but also provide a clear framework for organizing their ideas. Previous studies that have been conducted show that this strategy is effective in improving student learning achievements, especially with the combination of intrinsic motivation in learning.

2.9 Picture Series in Teaching Writing

There are various media for teaching writing skills, and teachers play an important role, especially in English classes. The utilization of picture series in teaching writing has been considered an effective method for improving students' writing abilities. Teachers who use interesting media such as a series of pictures will make students more interested and more easily develop their ideas. This media can be used as a tool to help teachers in giving material (Rozie, 2018). According to Arsyad (2017), a series of picture is a collection of illustrations arranged in sequence to describe an event to form a story. Picture series media can be drawings, photos or paintings used in learning. A story will be formed from the picture series, and students' ideas will be used to compose based on their imagination about the picture series. Picture series are an effective medium to help students write sequential texts, such as procedures, recounts, and narratives (Wening, 2016). By providing clear visuals of the process or story, they make it easier for students to comprehend the flow and structure of the text, so their writing becomes more organized.

For example, in a procedure text, picture series can be used to explain the steps of making a recipe or performing a particular activity. These visuals help students organize their ideas logically, resulting in more coherent writing. To be effective, the pictures used should be simple and easy to understand. Teachers can also provide questions that guide students to develop their sentences. Picture series are suitable for various types of texts that require sequence, such as procedures, recounts, or narratives. In a procedure text, for example, students can learn to recognize the ingredients and steps of making food through analyzing the pictures

one by one. Through this process, students can write texts with a clear flow, such as recipes, and put their ideas into structured writing.

Thus, the use of picture series in writing lesson is an effective way to help students understand and organise sequential texts more easily. It not only helps the organise ideas systematically, but also encourages creativity in putting ideas into structured and interesting writing.

2.10 Procedure of Teaching Writing Using Picture Series

One strategy to improve the skill to write procedure texts is to use media such as picture series. Listiyaningsih's research (2016) confirms that this media has been proven to enhance students' writing skills. Procedure text is a genre-based text type that views writing as a social activity (Badger & White, 2016). This approach is in line with the Communicative Language Teaching (CLT) curriculum, which emphasizes students' understanding of the purpose, structure, and language features of texts. The process includes gradual stages, namely building knowledge, modeling, joint construction, and independent construction. The author adapted the utilization of picture series based on Wening's research (2016). The following is the procedure:

1. Building Knowledge of the Field (BKoF)

   At the initial stage, the teacher activates students' prior knowledge related to procedure text through brainstorming. The teacher introduces the topic with a series of pictures depicting the steps of making traditional Indonesian snacks. Related questions, such as "*What are the ingredients used?*" or "*What steps should be done first?*" can help students understand the context and purpose of the procedure text.

2. Modeling of the Text (MoT)

   At this stage, the teacher provides an example of a procedure text to understand and guides students to examine the text structure using scaffolding or directed questions based on the series pictures. The teacher directs them to recognize important components such as purpose, materials, and steps. In addition, the teacher helps students identify language features, such as imperative verbs,

nominal phrases and connectives (*first, next, then, finally*), and introduces new vocabulary.

3. Joint Construction of the Text (JCoT)

   At this stage, students practice writing procedure texts collaboratively in groups. The teacher administers a series of pictures to each group and asks them to write down the ingredients and steps based on the pictures given. In this process, the teacher provides feedback and direction to help students improve their structure and language.

4. Independent Construction of the Text (ICoT)

   This stage aims to expand students' independence in writing. Students are requested to write a procedure text individually without help from friends or groups. The teacher ensures that students can organize the steps coherently and use appropriate language.

2.11 Advantages and Disadvantages of Using Picture Series

The utilization of picture series in writing instruction can have a positive impact on the quality of the learning environment. Therefore, teachers are advised to consider using picture series as teaching aids. Lidyawati and Nirwanto (2016) state that picture series, as a visual medium, have several advantages and disadvantages that need to be considered.

2.11.1 Advantages of Using Picture Series

The use of picture series in teaching writing offers several significant advantages, including utilizing visual media to capture students' interest and stimulate their creativity in writing (Lidyawati and Nirwanto, 2016).

1. Increases student motivation.
   The pictures attract students' interest, making the writing process more enjoyable.
2. Facilitates understanding of objects and events.
   Students can see the relationship between objects and the sequence of events visually.

3. Train story organization.

   Picture series help students organize the story or text coherently and logically.

4. Facilitate the development of ideas.

   Pictures provide inspiration for students to expand the story and avoid getting stuck on ideas.

2.11.2 Disadvantages of Using Picture Series

Even though it has several advantages, the use of picture series in teaching writing also has several disadvantages that need to be considered (Lidyawati and Nirwanto, 2016).

1. Size limitation.

   Picture series can be difficult for a large audience to see if the size is not adequate.

2. Visual focus only. This media relies on the sense of sight alone, without utilizing other senses.

3. Reduced creativity.

   As students tend to just follow the sequence of pictures, they may not develop ideas independently.

4. Limited to beginners.

   Picture series are more suitable for beginner students and may be less effective for advanced writing levels.

Considering challenges such as limitations in developing creativity and dependence on visuals, it is important for educators to design balanced strategies for using picture series.

2.12 Theoretical Assumption

In teaching writing, there are several effective media to improve students' writing skills, one of which is the use of picture series as a medium. Various media options are available to assist teachers in helping students comprehend the material. Media can also be used to achieve teaching goals and facilitate the

learning process. For this research, the picture series is chosen as a media for teaching writing. The picture series is chosen because they are interesting and contain a chronological sequence, thereby helping students discover and organize their ideas into a coherent piece of writing. The utilization of pictures in teaching writing can stimulate students' imagination, encouraging them to think creatively in producing richer and more varied stories or texts.

Pictures can attract students' attention and interest, making them more enthusiastic about writing. By looking at pictures, students can associate new words with visuals, making the process of learning vocabulary easier. By providing attractive visuals and facilitating understanding of concepts and writing structures, picture series not only motivate students but also provide a clear framework for organizing their ideas. Referring to the explanation above, the researcher believes that the picture series is one of the media that can improve students' English writing skills. As a result, students can expand their skills in expressing ideas in writing more effectively.

2.13 Hypothesis

Based on the theories and assumption, the researcher formulated the research hypothesis as follow:

H_1 : There is a significant improvement in students' writing of procedure text after being taught using picture series at the junior high school level.

In conclusion, this chapter explores several point aspects related to the theories employed in this research, including the previous studies, definition of writing, teaching of writing, aspects of writing, procedure text, media in teaching writing, picture series, picture series as a media in teaching of writing, picture series in teaching writing, procedure of teaching writing using picture series, advantages and disadvantages of using picture series, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses the design and procedures, including research design, research variable, data source, instrument of the research, data collection, data analysis, data treatment, and hypothesis testing. All of these sections are explained in more detail in the following description.

3.1 Design

The researcher used quantitative research based on quasi-experimental design. This quantitative research is conducted to investigate whether there is significant effect in of using picture series in improving students' English writing procedure text in junior high school. This research employs one-group pre-test post-test design. The students will be given the pre-test, treatments, and post-test. The pre-test is distributed to measure students' writing abilities before they receive treatment. Meanwhile, the post-test is used to assess students' progress in writing and to determine how effective the use of picture series in improving their writing procedure text. According to Setiyadi (2006:143), the one group pre-test post-test design is described as follows:

T1 X T2

Notes:

T1   : Pre-test

T2   : Post-test

X   : Treatment (teaching writing using picture series)

3.2 Variables

To evaluate the impact of the treatments in this research, the variables designated

as the independent and dependent variables are examined. The research is focused on the following variables:

1)   X, which represents picture series as the independent variable and

2)   Y, which represents writing procedure text as the dependent variable.

The selection of these variables underscores the important role in the research, with picture series as the main element of control, while writing results are observed and assessed as consequence.

3.3 Population and Sample

3.3.1 Population

A population refers to a group or collection of all elements that possess on or more atributes of interest. In this research, the researcher used a cluster random sampling method. The population targeted in this research includes the ninth-grade students of SMP PGRI 4 Labuhan Ratu, comprising four classes with a total of 106 students.

3.3.2 Sample

The sample is a part of a population that represents certain characteristics possessed by the entire population (Sugiyono, 2019). This study used the cluster random sampling technique. This sampling technique is a way of taking random samples from classes that already exist as a population. This technique was chosen because the samples taken for research were groups of students who had been formed without any intervention by the researcher, meaning that the researcher used the classes that had been formed at the school. In this research, the sample consist of class IX.4 of the ninth grade at SMP PGRI 4 Labuhan Ratu during the 2024/2025 academic year, which includes 24 students.

3.4 Instrument of The Research

In this research, there are two variables, namely the independent variable (X), which will be studied, namely the picture series and the dependent variable (Y),

namely writing procedure text, whose effectiveness will be measured in the picture series. In this research, the instrument used is the writing test. The researcher carried out a pre-test and post-test to measure students' writing abilities before and after treatment. The researcher, who also acts as a teacher, gives a pre-test to students to assess their ability to use picture series as an aid in learning to write. The researcher asks students to observe the pictures, then write the text in the form of procedure text in stages based on the pictures they have observed.

3.4.1 Pre-Test

At the pre-test stage, the researcher has the ability to produce data regarding students' basic writing skill before being given treatment. It aims to see the basic quality of students' performance in writing procedure texts before students are given treatment. Students will be given 40 minutes to complete this pre-test. Students are instructed to write a procedure text on how make a traditional Indonesian snack based on instructions they know and focused on the content paragraphs, especially in a generic structure consisting of aims/goals, materials/ingredients and steps.

3.4.2 Post-Test

Students take a post-test after receiving learning through a picture series to learn to write texts. The aim of this post-test is to assess whether there is an improvement in their writing skills after undergoing the learning process using the picture series. In this case, the researcher instructed students to create a procedure text by following the generic structure pricely. The test used in the post-test is the same as the test used in the pret-est, namely students are asked to write a procedure text. Students will be given 40 minutes to complete this post-test. Students are instructed to write a procedure text on how make a traditional Indonesian snack based on instructions and focuses on the content paragraphs, especially in a generic structure consisting of aims/goals, materials/ingredients, and steps for 40 minutes.

3.4.3 Validity

Validity is considered the most important criterion in assessing the quality of a test. According to Hatch and Farhandy (1982), validity is defined as the extent to which an instrument can measure the capabilities or objectives that are to be evaluated and adjusted to a specific standard accurately. There are four types of validity: (1) Face validity, which relates to the appearance and structure of the test; (2) content validity, which reflects the scope of the material included; (3) construct validity, which measures specific aspects in accordance with language learning theory; (4) criterion-related validity which measures the ability to predict future success, as in a surrogate test. Based on this type of validity, the researcher use content validity and construct validity, because both are considered important. Further explanation regarding both is as follows:

3.4.3.1 Content Validity

Content validity is defined as the extent to which a test measures a sample that accurately represents the content of the subject matter (Hatch and Farhandy, 1982). In terms of content validity, the procedure text that uses picture series is given because it is in accordance with the third grade curriculum of junior high school. The researcher compiled the material based on the obejctives listed in the teaching syllabus because this test aims to collect the data on students' ability to write procedure texts.

3.4.3.1 Construct Validity

Construct validity, defined by Hatch and Farhady (1982), relates to the ability to psychologically explain the performance of a test. Construct validity is related to the suitability of the material with language skills theory. In this research, the language skill focused on is writing. This test measures understanding of a language and the ability to produce it in written form. Picture series as media is used to adapt to aspects of procedure text writing. Therefore, this test covers aspects relevant to writing procedure text. The assessment rubric used contains five main aspects in writing assessment, namely content, form/organization, vocabulary, grammar, and mechanic, which refer to the theory from Jacobs (1981).

Table 3. 1 Scoring Rubric

Aspects	Score	Category
CONTENT	30-27	**Excellent to Very Good:** knowledgeable, subtantive, development of ideas, relevant to assigned topic.
	26-22	**Good to Average:** some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic but lacks detail.
	21-17	**Fair to Poor:** limited knowledge of subject, title substance, inadequate development of ideas.
	16-13	**Very Poor:** does not show knowledge of subject, non-subtantive, not pertinent or not enough to evaluate.
ORGANIZATION	20-18	**Excellent to Very Good:** fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequence, cohesive.
	17-14	**Good to Average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	**Fair to Poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	**Very Poor:** does not communicate, no organization, not enough to evaluate.
VOCABULARY	20-18	**Excellent to Very Good:** sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	**Good to Average:** adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	**Fair to Poor:** limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.
	9-7	**Very Poor:** essentially translation, little knowledge of English vocabulary.
LANGUAGE USE	25-22	**Excellent to Very Good:** effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	**Good to Average:** effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	**Fair to Poor:** major problems in simple/complex constructions, frequent errors of negation,

		agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	10-5	**Very Poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANIC	5	**Excellent to Very Good:** demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good to Average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured.
	3	**Fair to Poor:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	**Very Poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.4.4 Reliability

To achieve reliability in pre-test and post-test writing, this research uses inter-rater reliability. In this research, the first assessor is the researcher, while the second assessor is an English teacher from SMP PGRI 4 Labuhan Ratu. To verify the reliability of the pre-test and post-test writing tests, the two assessors discussed and formulated writing criteria that would be used to obtain consistent and reliable results. Inter-rater reliability evaluates the degree of agreement achieved by researcher and the teacher (expressed in points). The coefficient used for this measurement is Cohen's Kappa (K), a reliability measure that reflects the consistency of evaluation by two raters and can also be used to determine the agreement between two measurement instruments. The formula for calculating the Cohen Kappa coefficient is as follows:

$$K = \frac{\Pr(a) - \Pr(e)}{1 - \Pr(e)}$$

Note:

K : Coefficient Cohen Kappa

Pr (a) : Number of agreement (actual observed agreement)

Pr (e) : Number of agreement (chance agreement)

(Mary L. McHugh, 2012:281)

The reliability of an instrument can be measured by calculating its reliability value; the higher the reliability value, the greater the reliability. The following is an interpretation of the Cohen Kappa coefficient value:

Table 3. 2 Rater Agreement Interpretation

Kappa Coefficient Value	Reliability Level	Reliability Percentage
0 – 0,39	Minimum	0 – 15%
0,40 – 0,59	Weak	15 – 35%
0,60 – 0,79	Medium	35 – 63%
0,80 – 0,90	Strong	64 – 81%
Above 0,90	Very Strong	82 – 100%

(McHugh, 2012)

3.5 Data Collection

The researcher uses several tests, including pre-test and post-test, both of which are writing tests used to evaluate and record students' writing abilities. In research procedures, researcher conduct the following steps, which can be described as follows:

1. Determining the population and samples.
   The population of this research is the ninth-grade students of SMP PGRI 4 Labuhan Ratu. The researcher chooses one class as the experimental class.
2. Selecting and determining the materials.
   The researcher chooses material based on the curriculum used by the school. The material emphasizes their writing achievements from the procedure text.
3. Administering the pretest.

A pre-test will be conducted to measure students' initial ability before the treatment. The test will be conducted within 40 minutes in the first week before treatment. The researcher will ask the students to write a procedure text based on the given topic.

4. Conducting the treatments.

In this study, treatment will be given three times. The researcher elaborated the characteristics of procedure text such as social function, structure, and language features. The researcher will explain the characteristics of procedure texts, such as social function, structure, and linguistic characteristics. The researcher will give a series of pictures to groups and ask students to make paragraphs that fit the sentences or blank paragraphs provided. The researcher will provide students with the necessary information and guide them throughout the treatment. Thus, students will be able to learn to create good texts after carrying out all the writing processes in the treatment.

5. Administering the post-test.

Following the treatment, the researcher will administer a post-test to the students. The post-test will be conducted to evaluate the results of the teaching and learning process, specifically to determine if there is any improvement after using picture series for instruction. The test will also take 40 minutes and will be in the form of writing. The researcher will instruct the students to write a procedure text based on the given topic.

6. Analyzing the data.

The purpose of this stage is to assess students' writing skill when using picture series as an instructional tool. All data collected is analyzed to draw conclusions.

3.6 Data Analysis

The data is being analyzed by the researcher using scores from the pre-test and post-test. The data is collected from writing tests which are being analyzed quantitatively to determine students' progress in writing. To analyze these achievements, the researcher utilized the following formula (Hatch & Farhady, 1982):

1. Assessing all pre-test and post-test.
2. Compiling a tabulation of the pre-test and post-test results.
3. Computing the data to SPSS.
4. Calculating the mean from the results of the test using this formula :

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

Note:

Md : mean (average score)

Σd : total students' score

N: number of students

5. The researcher utilized the following formula to determine whether there was a significant difference in the writing produced by students before and after treatment:

$$\mathbf{I = M2 - M1}$$

Note:

I : the improvement of students' writing procedure text achievement

M1: the average score of pre-tests

M2: the average score of post-tests

6. Organizing a discussion concerning the result.
7. Discussing the results that have been obtained to answer the research question.

3.7 Data Treatment

The researcher analysed the data using statistical computations, specifically repeated measures T-tests, to ascertain the improvement in students' writing skill after teaching them through picture series media. Setiyadi (2006:168–169) states that there are three fundamental presumptions when employing the repeated measures T-test for hypothesis testing, specifically:

1. The data is in the form of interval or ratio.

2. Data is taken from a random sample in the population (not absolute).

3. Data is normally distributed.

3.7.1 Normality Test

The aim of normality testing is to ascertain whether or not the distribution of test results for students is normally distributed. The researcher use SPSS software to analyze student pre-test and post-test data in order to do this. The normality test was conducted using the Shapiro-Wilk test. The hypothesis proposed is as follows:

H_0: the distribution of the data is normal

H_1: the distribution of the data is not normal.

The criterion for accepting the H_1 hypothesis is if the test value is $> \alpha$ (significance level 0.05).

3.7.2   Wilcoxon Signed-Rank Test

If the data is not normally distributed, the analysis uses non-parametric statistical tests. In this study, the researcher applied the wilcoxon signed-rank test as an alternative to the paired sample t-test to test the hypothesis. The wilcoxon signed-rank test is used to see whether there is a significant difference between the pre-test and post-test values that are paired with each other. Therefore, nonparametric statistics are used as a safer and more appropriate alternative analysis under these conditions (Turner, 2014, as cited in Zulkipli et al., 2024).

H_0 : There is no significant improvement in students' writing of procedure text after being taught using picture series at the junior high school level.

H_1 : There is a significant improvement in students' writing of procedure text after being taught using picture series at the junior high school level.

Through the Wilcoxon Signed-Rank test, the researcher can see whether the use of picture series media has a significant effect on students' writing ability.

3.8   Hypothesis Testing

Hypothesis testing is used to determine whether the hypothesis proposed in this research can be accepted or not. The criteria for accepting the hypothesis are as follows:

> H_1 : There is a significant improvement in students' writing of procedure text after being taught using picture series at the junior high school level.

In conclusion, this chapter explores several point aspects relevant to the methods employed in this research, including the design, variables, data source, instrument of the research, data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of this study that has been conducted, as well as providing several suggestions for English teachers and further researchers who are interested in using picture series in writing learning.

5.1 Conclusions

After conducting research in the third grade of SMP PGRI 4 Labuhan Ratu, researcher get results from analyzing the data. After analyzing the data, the following conclusions can be conveyed:

There was a significant improvement in students' writing results when writing procedure texts using picture series media. This is evidenced by the comparison of the pre-test and post-test results, where the average students' score increased by 16.71 points after they were given treatment through learning using a picture series. Thus, the hypothesis that the use of picture series is effective in improving students' writing ability can be accepted. This improvement is likely due to fact that the picture series not only attract students' attention, but also help them comprehend the sequence of steps, choose appropriate words, and compose texts in a coherent and logical manner based on the visual information they observe.

Based on the results of this study, the aspect that experienced the most prominent improvement was content. This shows that students were able to convey the content of the writing more clearly and according to the context. Furthermore, the improvement also occurred in the aspects of form and vocabulary, which indicated that students were better able to organize the text with a good structure and were more confident in choosing the right words that fit the context of their writing. Meanwhile, the aspects of writing with less improvement were grammar and mechanics. Although there was a slight improvement in the grammar aspect,

error in sentence structure were still visible. However, this is understable considering that grammar improvement requires time and more intensive practice. Similarly, in mechanic, only a few small mechanical errors were made by students, such as the writing of punctuation and the inconsistent use of capital letters.

5.2 Suggestions

Based on the conclusions, the researcher offer some recommendations for English teachers and further researchers, as follows:

1) **The English Teachers**

   English teachers are encouraged to use picture series as a variation in teaching writing skills, as this medium can assist students express their ideas more easily and comprehend text structure visually. In addition, picture series have also been proven to increase student motivation to learn because they are interesting and contextual. However, based on the implementation of learning, it was found that not all students have the same ability to interpret visual information. Some students still have difficulty developing ideas from pictures and tend to write simply or only describe the pictures literally.

   Therefore, teachers are advised not only to present pictures as stimuli, but also to provide clear and focused scaffolding, such as providing key vocabulary, example sentences, and prompting questions that can help students develop ideas into more coherent and meaningful texts. In addition, teachers are encouraged to adapt pictures to the learning material and relate them to the local cultural context or students' daily experiences to make them more relevant and easier to understand. Furthermore, teachers need to pay special attention to grammar and writing mechanics, such as the use of imperative sentences, punctuation, and spelling, as these aspects remain major obstacles in students' writing.

2) **The Further Reseachers**

   Based on the limitations and findings of this study, further researchers are recommended to expand the scope of the research in terms of the number of participants, the duration of the study, and the research design. Considering

that this study only involved one class with a one-group pretest-posttest design and was conducted in a relatively short period of time, further research can provide a more diverse and in-depth picture of the results. In addition, because learning using picture series requires time to observe, understand, and write based on the pictures, future researchers are encouraged to design learning in a gradual and planned manner, for example, by separating the activities of analyzing pictures and writing texts into different sessions.

Furthermore, the results of the study indicate that the use of picture series has not been fully able to overcome students' grammar and writing mechanics problems. Therefore, further researchers are encouraged to combine picture series with other learning approaches, such as explicit grammar and mechanics teaching or process writing, thereby improvements in students' writing skills can be assessed more comprehensively.

In addition, the visual quality of picture series also needs attention. In this study, some pictures had limited clarity in terms of size, detail, and sharpness, making it difficult for some students to identify vocabulary and activity steps accurately. This shows that the effectiveness of picture series is not only determined by the type of media, but also by the visual quality of the pictures used.

The conclusion and suggestion in this study are based on the finding and discussion of the data analysis. This study is expected to serve as a useful reference for the teachers and researchers in designing more effective learning startegies and encouraging further studies to explore this finding in greater depth.

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