IMPROVING STUDENTS WRITING SKILL IN TEXT PROCEDURE BY USING PICTURE SEQUENCES AT THE TENTH GRADE OF SMAN 4 PALOPO

A Thesis

Submitted as Partial Fulfillment for the Attainment of Bachelor Degree in English Education Study Program Education and Teacher Training Faculty State Islamic Institute of Palopo



IAIN PALOPO

Composed by:

CHUSNUL M. YUNUS 19 0202 0004

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM EDUCATION AND TEACHERS TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

2024

IMPROVING STUDENTS WRITING SKILL IN TEXT PROCEDURE BY USING PICTURE SEQUENCES AT THE TENTH GRADE OF SMAN 4 PALOPO

A Thesis

Submitted to the English Language Study Program of S1 Education and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for Bachelor degree in English Language Education Study Program



IAIN PALOPO

Written By CHUSNUL M. YUNUS REG.NUM. 19 0202 0004

Supervised by: 1. Dewi Furwana, S.Pd.I., M.Pd 2. Yuyun Ruqiyyat Said, S.Pd., M.Pd.

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM EDUCATION AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name	: Chusnul M. Yunus
Registration Number	: 1902020004
Faculty	: Tarbiyah and Teacher Training Faculty
Study Program	: English Language Education

Stating exactly that:

- 1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
- 2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, December 17nd, 2024

18 BAMX20336

Chusnul M. Yunus 1902020004

THESIS APPROVAL

This thesis entitled Improving Students Writing Skill in Text Procedure Using Picture Sequences at the Tenth Grade of studens' SMAN 4 Palopo, which is written by Chusnul M. Yunus, Registration Number 1902020004, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 20th December 2025/Jumadil Akhir 18th 1446 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 13th January 2025

BOARD OF EXAMINERS

Chainwomen

1.	nushalili, S.Pu.I., M.Pu.	Chan wonnen	, T
2.	Dr. Wisran, S.S., M.Pd	Examiner I	(all
3.	Andi Tenrisanna Syam, S.Pd., M.Pd.	Examiner II	(atom
4.	Dewi Furwana, S.Pd.I., M.P.d.	Consultant I	(4
5.	Yuyun Ruqiyyat Said, S.Pd., M.Pd	Consultant II	(p

Approved by:

On behalf of Rector of IAIN Palopo The Dean of Education and Teacher Training Faculty Dr. H. Sakirman, S.S., M.Pd. 19670516 200003 1 002

Uuspaini S Dd I M Dd

1

The Head of English Language Education Study Program

CONSULTANT APPROVAL

Thesis Entitled : Improving Students Writing Skill in Text Procedure by Using Picture Sequences at The tenth grade of SMAN 4 Palopo.

Written By

Name	: Chusnul M. Yunus
Reg Numb	19 0202 0004
Study Program	m : English Language Education
Faculty	: Tarbiyah and Teachers Training

It has been corrected and approved to be examined in Munaqasyah Thesis.

Palopo, 11 Desember 2024

Approved

Consultant I

Dewi Furwana, S.Pd.I., M.Pd NIP 19870831 2015 03 006

Consultant II

Yuyun Ruqiyyat Said, S.Pd., M.Pd. NIP 19870419 202321 2 030

EXAMINER APPROVAL

Thesis Entitled : Improving Students' Writing Skill in Text Procedure by Using Picture Sequences at the Tenth-Grade of SMAN 4 Palopo.

Written By

Name	: Chusnul M. Yunus
Reg Numb	: 19 0202 0004
Study Program	: English Language Education
Faculty	: Tarbiyah and Teachers Training

It has been corrected and approved to be examined in Munaqasyah thesis.

Palopo, 11 December 2024

Approved

Examiner I

Dr. Wisran, S.S., M.Pd NIP. 19720611 200003 1 001

Andi Tenrisanna Syam, S.Pd., M.Pd. NIP. 19860423 2015 03 2005

NOTA DINAS PEMBIMBING

Lamp. :-

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Di

Palopo

Assalamu'alaikum Wr. Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama : Chusnul M. Yunus

NIM : 19 0202 0004

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students Writing Skill in Text Procedure by Using Picture Sequences at The Tenth Grade of SMAN 4 Palopo.

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk disajikan pada ujian Munaqasyah.

Wassalamu'alaikum Wr. Wb.

Palopo, 11 Desember 2024

Pembimbing I

2

Dewi Furwana, S.Pd.I., M.Pd NIP. 19870831 2015 03 006

NOTA DINAS PEMBIMBING

Lamp. :-

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Di

Palopo

Assalamu'alaikum Wr. Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa dibawah ini:

Nama : Chusnul M. Yunus

NIM : 19 0202 0004

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students Writing Skill in Text Procedure by Using Picture Sequences at The Tenth Grade of SMAN 4 Palopo.

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk disajikan pada ujian Munaqasyah.

Wassalamu'alaikum Wr. Wb.

Palopo, 11 Desember 2024

Pembimbing II

<u>Yuyun Ruqiyyat Said, S.Pd., M.Pd</u> NIP 19870419 202321 2 030

ACKNOWLEDMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

Alhamdulillahi Rabbil 'Alamin. In the name of Allah swt, the beneficent and the most merciful lord of the world, has created judgment day in the here after and to our prophet Muhammad SAW, peace be upon him. The researcher expresses her gratitude to Allah swt., for the blessing, health, and mercy to complete this undergraduate thesis. So that the researcher could finish the thesis entitled *"Improving Students Writing Skill In Text Procedure Using Picture Sequences At The Tenth Grade of SMAN 4 Palopo"*

The researcher realized this thesis could not have been perfectly finished without the support and encouragement of people who provided valuable assistance. Therefore, the researcher would like to express her deepest gratitude to them:

- Dr. Abbas Langaji, M.Ag, as the Rector of IAIN Palopo, along with the vicerector I, II and III of IAIN Palopo.
- Prof. Dr. H. Sukirman Nurdjan S.S., M.Pd, as the Dean of Education and Teacher Training Faculty at IAIN Palopo, along with the Vice Deans I, II, and III of the Education and Teacher Training Faculty of IAIN Palopo.
- Husnaini, S.Pd.I., M.Pd., as the Head of The English Language Education Study Program of IAIN Palopo.
- 4. Muhammad Iksan,M.Pd., as the academic consultant, who helped researcher achieve her academic and non-academic goals during her studies.

- Dr. Wisran, S.S., M.Pd., as the first examiner, and Andi Tenrisanna Syam,
 S.Pd., M.Pd., as the second examiner, who offered many valueable suggestions and corrections for the improvement of this research.
- 6. Dewi Furwana S.Pd.I., M.Pd, as the first supervisor and Yuyun Ruqiyyat Said, S.Pd., M.Pd. as the second supervisor who gave the researcher suggestions, guidance, help, correction, and kindness during completing and finishing this thesis.
- 7. All the lecturers in the English Language Education Study Program of Education and Teacher Training Faculty at IAIN Palopo. Who has given knowledge, support, and attention to learning a language. Also, the researcher thanks to all the staff of IAIN Palopo who have helped the researcher.
- Drs. Tomas Padandi, M.M., as the English teacher of SMAN 4 Palopo who, has helped the researcher in the school.
- The students in the X class of merdeka 2 at SMAN 4 Palopo who have cooperated with the researcher in completing this thesis.
- 10. The researcher's parents, M. Yunus and Nadira who have given their attention and prayers for the researcher success.
- 11. The researcher's brothers namely, Yusran Yunus, Yusri Yunus, Yusriadi Yunus, Yusrianto Yunus, Yusnandar Yunus, Yasser Yunus, and Shamsuri Yunus. Who always provided support in the form of finances, motivation, and love.
- 12. Special thanks go to the researcher's best friends Andi Ananda Tasya, Andi Suci Rahmadani, Putri Adilah, Kezia Angela Letticya, Sofia Wulandari,

Wahyuni Madinatul Munawar, and Nandha Amelia. They are the most important part of the researcher's way in completing this thesis and always provide support in any way. Thank you very much for all the kindness and happiness from all of you.

13. All of the support from the researcher friends BIG C 2019, thank you for your presence and see you on top.

Palopo, 17 Desember 2024 The Researcher

<u>Chusnul M.Yunus</u> NIM. 19 0202 0004

TABLE OF CONTENTS

COVER PAGE
TITLE PAGE
STATEMENT AUTENTICITY
THESIS APPROVAL
CONSULTANT APPROVAL
EXAMINER APPROVAL
NOTA DINAS PEMBIMBING
ACKNOWLEDGEMENT ii
TABLE OF CONTENT
LIST OF TABLE vii
ABSTRACTix
CHAPTER I INTRODUCTION 1
A. Background 1
B. Research Question
C. Objectives of Research 4
D. Significances of The Research
E. Scope of the Research 5
CHAPTER II LITERATURE REVIEW 6
A. Previous Related Research Findings 6
B. Review of Related Literature11
C. Conceptual Framework
D. Hypothesis

CHAPTER III METHOD OF RESEARCH	30
A. Research Method	30
B. Time and Place of the Research	31
C. The variable of the research	31
D. Population and sample	32
E. The Procedure of Collecting Data	32
F. Research instrument	36
G. Validity and Reliability of the instrument	36
H. Technique of Data Analysis	37
CHAPTER IV FINDINGS AND DISCUSSION	40
CHAI TER IV FINDINGS AND DISCUSSION	40
A. Findings	
B. Discussion	57
CHAPTER V CONCLUSION & SUGGESTIONS	61
A. Conclusion	61
B. Suggestion	
B. Suggestion	02
BIBLIOGRAPHY	63
APPENDICES	
BIOGRAPHY	

LIST OF TABLES

Table 3.1 Design One Group Pre-Experimental	30
Table 3.2 Time and Location of The Research	31
Table 3.3 Rubric of Writing Assessment	37
Table 3.4 The Score for Test Classification	38
Table 4.1 The Score of Students Writing Skills in Pre-Test	40
Table 4.2 The Rate Percentage Score of Students' Pre-Test	41
Table 4.3 Descriptive Statistic of Content in Pre-Test	42
Table 4.4 The Rate Percentage Score of Students' Content in Pre-Test	42
Table 4.5 Descriptive Statistic of Organization in Pre-Test	43
Table 4.6 The Rate Percentage Score of Students' Organization in Pre-Test	43
Table 4.7 Descriptive Statistic of Vocabulary in Pre-Test	44
Table 4.8 The Rate Percentage Score of Students' Vocabulary in Pre-Test	44
Table 4.9 Descriptive Statistic of Grammar in Pre-Test	45
Table 4.10 The Rate Percentage Score of Students' Grammar in Pre-Test	45
Table 4.11 Descriptive Statistic of Mechanics in Pre-Test	45
Table 4.12 The Rate Percentage Score of Students' Mechanics in Pre-Test	46
Table 4.13 The Score of Students' Writing Skills in Post-Test	47
Table 4.14 The Rate Percentage Score of Students' Post-Test	48
Table 4.15 Descriptive Statistic of Content in Post-Test	58
Table 4.16 The Rate Percentage Score of Students' Content in Post-Test	49
Table 4.17 Descriptive Statistic of Organization in Post-Test	49
Table 4.18 The Rate Percentage Score of Students' Organization in Post-Test	50
Table 4.19 Descriptive Statistic of Vocabulary in Post-Test	50
Table 4.20 The Rate Percentage Score of Students' Vocabulary in Post-Test	51
Table 4.21 Descriptive Statistic of Grammar in Post-Test	51
Table 4.22 The Rate Percentage Score of Students' Grammar in Post-Test	52
Table 4.23 Descriptive Statistic of Mechanics in Post-Test	52
Table 4.24 The Rate Percentage Score of Students' Mechanics in Post-Test	53
Table 4.25 The Mean Score, Standard Deviation in Pre-Test and Post-Test	53

Table 4.26 The Paired Sample Statistic of Pre-Test and Post-Test	54
Table 4.27 The Rate of Paired Sample Correlation of Pre-Test and Post-Test	54
Table 4.28 The Rate of Paired Sample Test of Pre-Test and Post-Test	55



ABSTRACT

Chusnul M. Yunus, 2024.''Improving Students Writing Skill In Text Procedure By Using Picture Sequences At The Tenth-Grade Of SMAN 4 Palopo''. A thesis of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic of Palopo, supervised by Dewi Furwana and Yuyun Ruqiyyat Said.

This research aimed to find out the use of picture sequence effective in improving students' writing skill in text procedure of tenth grade at SMAN 4 Palopo. This research question is "the use of picture sequence effective in improving the students' writing skill in text procedure of tenth grade at SMAN 4 Palopo?". Based on the description the research objectives is "to find out whether or not the use of picture sequence effective in improving students' writing skill in text procedure of tenth grade at SMAN 4 Palopo". This research applied a preexperimental method. The population of this research was the tenth-grade students at SMAN 4 Palopo. There were 13 students in the sample, which was done by purposive sampling. This research, collected data through Pre-test and Post-test. The Pre-test and Post-test was analyze by used five criteria aspect of writing of writing and compute used SPSS 26. Furthermore, the result of this research is the paired sample test on the data obtained by the researcher -t0 (count) = 4.703 and df (degree of freedom) =12- can be observed. The significance level is equal to zero (p0.05). The alternative hypothesis (H1) is accepted, whereas the null hypothesis (H0) is rejected. The findings showed that using a picture sequence to improve students' writing skills in procedure text in the tenth grade of SMAN 4 Palopo is effective. The implications of this research is contributes to the development of language learning theory by reinforcing that visual media like picture sequences can enhance students' understanding and creativity in writing, and it serves as a reference for further research in different contexts and levels.

Keywords: Picture sequence, Procedure Text, Writing Skills.

CHAPTER I

INTRODUCTION

A. Background

Learning English is difficult for Indonesian students because they are expected to master four language skills: listening, speaking, reading, and writing. These skills are divided into productive skills and receptive skills. Harmer viewed that "Speaking and writing involve language production and are often called *effective skills*. Listening and reading, on the other hand, include receiving messages and are therefore referred to as *receptive skills*.¹

Most English teachers expand their students' ability to master all English skills, especially writing skills, because writing is a way for students to express their minds and feelings. Writing is one of the important ways to communicate information through language mastered by the researcher and the readers. Writing skills are specific abilities that help the researcher put their thoughts into words in a meaningful form and interact with the message mentally. Learning to write is very important because it teachers students to produce language.

Several types of writing can be introduced to students, such as narrative, recount, descriptive, argumentative, procedure, and so on. Each of the text has its purpose and Characteristics. Procedure Text is type of text that explains how something can be made or used through a series of steps that aim to provide instructions on the steps or methods for making, operating, or doing something.² On procedure text, Gerot and Wignell (1994) Procedural text is important

¹ Jeremy Harmer, "The Practice of English Language Teaching," 2007, 442.

² M. R. Rahmawati, A. Listiyani, and S. Damayanti, "The Problems Encountered by Teachers in Teaching Procedure Text," *English Journal* 8, no. 1 (2017): 45–55.

toensure that a process or activity is carried out in a correct and efficient manner. By following the procedural text, the reader can achieve the desired results without wasting time or resources.³

Therefore, teachers must explore various ways and methods to assist in learning. Using learning teaching media is one of various ways and methods to help the teachers. Learning media is the process of communicating information

In the observation at SMA 4 Palopo, the student's writing skills still need to be improved, especially regarding text procedures. The student's low writing skills can be seen from the need for more motivation, Non-monotonous media, generating ideas, grammatical features, and organization. Some of them also still use inappropriate vocabulary and punctuation. So, finding a solution to be applied in the writing learning process is necessary to improve their writing skill.

One of the solutions that we can apply to improve student's writing skills is using interesting teaching and Non-monotonous media for students. In this research, the researcher solve the problem to use picture sequence as a medium for teaching writing. Picture sequence is a series of visual illustrations designed to convey information or tell a story chronologically. These images help improve memory and understanding of concepts.⁴ Brown emphasizes the importance of using sequential pictures as a learning aid, especially to support the development of language skills. Teaching using the picture sequence media is expected to allow students to develop their writing ideas through pictures and can also motivate

³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, 1994, doi:10.1515/9783110800487.39.

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Fracisco: US: Pearson Education, 2004).

students to be more enthusiastic about writing. The researcher use the picture sequence media because In previous research by Nurleli, Evendy, Arlini, the results showed that the use of picture sequences significantly improve students in writing text procedures.⁵ Images in picture sequence bring the outside world into the classroom in a real and tangible way. Pictures are a valuable resource because they provide shared experiences in the school, the need for a common form of language to be used in the classroom, various tasks, and a focus on student interest. The researcher also thinks that a good way for students to write procedure text is through sequential drawing media.⁶

Based on the background of the problems, the researcher conducted research entitled "Improving Students Writing Skill In Text Procedure Using Picture Sequences At The Tenth Grade of SMAN 4 Palopo".

B. Research Question

Based on the title above, the researcher formulates the main research question : Is the use of picture sequence effective to improv the students' writing skills in the text procedure of tenth-grade students of SMAN 4 Palopo?

C. Research Objective

To find out whether or not the use of picture sequence is effective to improving the student's writing skills in the text procedure of tenth-grade students of SMAN 4 Palopo.

⁵ Ledy Nurlely, Sutrisno Sadji Evenddy, and Arlini, "Using Visual Picture Sequence Towards Students' Ability In Writing Procedure," *Education and the Development of Reason* 8, no. April (2021): 373–87, doi:10.4324/9780203861165.

⁶ Raimes and Ann, "Techniques in Teaching Writing Skills," *Library of Congress Cataloging* (new york, 1983).

D. Research Significances

This research results can provide the following benefits:

1. Theoretically

For a theoretical contribution, this research was expected to support previous research and provide information about improving writing skills in text procedures through picture sequence.

- 2. Practically
 - a. Teacher

This research expects to inform about an effective technique for improving students' writing skills, especially in text procedure text.

b. Students

This research will provide inform for the students to improve their writing skills, especially in text procedure text.

E. Research Scope

This research aimed to improve students' writing skills in the text procedure of the tenth grade at SMAN 4 Palopo by focusing on five main components of writing: content, organization, grammar, vocabulary, and mechanics of using picture sequences. The researcher gave material to the students on the topic of today's learning: Meeting 1: "How to make Fried Banana." Meeting 2: "How to make fress fruit ice." Meeting 3: "How to create a canvas account." Meeting 4: "How to create a poster in Canva Application.".

F. Operational Definition of Term

- 1. Writing is conveying information or experience of original ideas consecutively in a new language.
- 2. Text procedure is a type of text that provides systematic and structured step to perform a task or achieve a specific goal.
- 3. Picture sequence is a collection of pictures made for students to understand the material in case of making simple sentence in writing skill.



CHAPTER II

LITERATURE REVIEW

A. Previous of Related Research Findings

First, Ikhwan's, research entitled " the Effectiveness of Using Sequenced Pictures of Luwu Folklore in Writing Narrative Text At the Eighth Grade Students of Smpn 8 Palopo". The objective of this research is to determine whether or not the use of se- quenced pictures media can improve the students' writing ability at the eighth grade students' of SMPN 8 Palopo. The researcher adapted the pre-experimental method in this research. The researcher used a total sample of 20 students' this research were writing test. The researcher collected the data through the writing test in pre-test, and post-test. The data was analyzed statistically by SPSS and manual count. The result of the research represents that the use of sequenced pictures media motivating students to improve writing ability.⁷ The difference between this research and Ikwan's research is Ikwan's research focused on Narrative text, while this research focuses on text procedures.

Second, Eliyawati's, research entitled "The Implementation of Picture Sequence As Learning Media To Improve the Students in Writing Descriptive Text of the First Grade Students at Mts Sa Daruth Thalibin Of Academic Year 2021/2022". This research was conducted by the research on Students at Mts Sa Daruth Thalibin In the Academic Year 2021/2022. Images are very useful for teaching writing descriptive text because they can support the teaching process.

⁷ Wafiq Aziza Ikhwan, "The Effectiveness of Using Sequenced Pictures of Luwu Folklore in Writing Narrative Text At the Eighth Grade Students of Smpn 8 Palopo," 2022.

This research aims to describe the improvement of descriptive text writing skills through picture sequences as a learning medium for class I students at MTs SA Daruth Thalibin Bangilan Tuban. This research is classroom action research (PTK), which consists of two cycles, namely cycle I and cycle II. Data collection was carried out using observation, interview, and test techniques. Data in data analysis uses descriptive analysis techniques. The learning outcomes of students writing descriptive text using a sequence of pictures as a learning medium show an improvement. The research can be seen after comparing the test results in cycle I, where only six students got scores of 75-100. In cycle II, no students got a score of 0-74, and all students got a 75-100. So, the research on writing descriptive text using a sequence of images as a learning medium is categorized as successful.⁸ The difference between this research and previous research focused on procedural texts. Second, previous research used the CAR (classroom action research) method, while this research used the pre-experiment method.

Third, Hajar's, research entitled "*The Effect of Using Sequence Picture Technique on Students' Achievement in Writing*." This research was conducted at SMA Citra Harapan academic year 2018/2029. This research discusses the effect of using the sequence picture technique on student achievement in writing. This research aims to determine the significant influence of using the sequence picture technique on students.

⁸ A R Eliyawati, "The Implementation of Picture Sequence As Learning Media To Improve the Students'Ability in Writing Descriptive Text of the First Grade Students at Mts Sa Daruth Thalibin Of Academic Year 2021/2022," *Edutama*, 2022, http://repository.ikippgribojonegoro.ac.id/id/eprint/2000%0Ahttp://repository.ikippgribojonegoro. ac.id/2000/1/artikel alifta.pdf.

XI students consisting of four classes, namely XI-1, XI-2, XI-3, and XI-4. A cluster random sampling technique was applied to determine the sample. So, the total number is 60 students. The sample was divided into two groups: XI-1 as an experimental class taught using the sequence picture technique and XI-2 as a control class taught without using the sequence picture technique. The research was conducted using an experimental research design. Each group was given a pre-test, treatment, and post-test. This data was obtained by giving a written test at the pre-test and post-test.⁹ The difference between this research and previous research is that, first, previous research did not use specific text, while this research focuses on procedural text. Second, previous research divided the research sample into two groups, while this research did not divide the sample.

Fourth, Hardianti's, research entitled "Using Picture Sequence To Improve Recount Writing Achievement Of The Eighth Grade Students Of SMP Negeri 46 Palembang, English Language Education Study Program, Tarbiyah Faculty, State Islamic University," this research was conducted by grade 8 students of SMPN 46 Palembang in the 2017 academic year This research aims to find out whether there is a significant increase in the achievement of writing recounts between before and after students are taught using a sequence of pictures, and whether there is a significant difference or not. The result stated that a sequence of pictures is an alternative medium that can be applied to teaching writing because the pictures are interconnected. The sequence of pictures is recommended because it

⁹ Siti Hajar, "The Effect of Using Sequence Picture Technique on Students' Achievement in Writing," 2018.

http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=119374333&site=ehos tive&scope=site%0Ahttps://doi.org/10.1016/j.neuron.2018.07.032%0Ahttp://dx.doi.org/10.1016/j. tics.2017.03.010%0Ahttps://doi.org/10.1016/j.neuron.2018.08.006.

has many benefits in the teaching and learning process of writing.¹⁰ The difference between this research and Hardianti's research is Hardianti's research focused on Recount text, while this research focuses on text procedures.

Last, Darmawati and sari's research entitled "The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students at SMP Negeri 4 Satu Atap Kuala Academic Year 2021/2022". This research relates to using the picture sequence method to assess students' narrative writing achievements. This research aims to see how image sequences affect the ability of class VIII students at SMP 4 Negeri Satu Atap Kuala to create narratives. The population of this study were class VIII students of SMP Negeri 4 Satu Roof Kuala on JL. PKS Blankahan, Kuala District, Langkat Regency, in the odd semester. With a population of 88 students in the 2021/2022 academic year. The experimental group consisted of 22 students, while the control group consisted of 22 students. The class had a total of 44 students in it. As a sample, the researcher took random samples from an even number of students. The experimental design method was used in this research. A series of images from narrative writing are used to teach study groups. The data collection tools for the experimental group were pre-test, treatment, and post-test.¹¹ The difference between this research and previous research is that previous research focused on narrative text, while this research focused on procedural text.

¹⁰ Undergraduate Thesis and Meilda Hardianti, "Using Picture Sequence To Improve Recount Writing Achievement Of The Eighth Grade Students Of Smp Negeri 46 Palembang English Education Study Program Tarbiyah Faculty Islamic State University," 2017.

¹¹ D Darmawati and N Sari, "The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students at SMP Negeri 4 Satu Atap Kuala.," *Jurnal Ilmiah* ... 6, no. 3 (2022): 76–83,

https://simantek.sciencemakarioz.org/index.php/JIK/article/view/354.

B. Review of Related Literature

1. Concept of Writing

a. The Nature of Writing

Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aims at assisting students in expressing their idea written. The experts believe that writing is as an important skill in setting. It helps learners to acquire English language because the activity stimulates thinking and facilitate them to develop some language skills simultaneously.¹² Writing is a process of thinking in which the researcher figures out their thoughts and then puts them into written language.¹³

Writing is the process of transferring ideas into a text or written words which can be read and understood in the text.¹⁴ During the thinking process, which sometimes takes a long time, the researcher is asked to explore their knowledge, experiences, or memories, and then determine a topic to write about.

According to the definition above, writing is a means of sharing feelings, ideas, and thoughts in text for several purposes. It is one of the essential production skills in human life and the most difficult skill for

¹² Dewi Furwana and Andi Tenrisanna Syam, "Improving Students' Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of Sma 4 Palopo," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 1 (2019): 1–11, doi:10.24256/ideas.v7i1.722.

¹³H. Douglas Brown, *Teaching by Principle: And Interactive Approach to Language Pedagogy*, vol. 2 (New York: A Pearson Education Company, 2001).
¹⁴ Husnaini, Muhammad Iksan, and Wiwin, "An Analysis of Students' Writing Anxiety in

¹⁴ Husnaini, Muhammad Iksan, and Wiwin, "An Analysis of Students' Writing Anxiety in English At Upt Sman 11 Luwu," *FOSTER: Journal of English Language Teaching* 4, no. 2 (2023): 2723–4126, https://doi.org/10.24256/foster-jelt.v4i2.120.

English language learners to master. From those, the writer produced their language through the vocabulary that they had.

b. Component Of Writing

There are several aspects of writing to consider to get better at writing. there are five aspects of writing as follow:¹⁵

1. Content

Content refers to statements, related concepts, and idea development through personal experience, illustration, fact, and opinion.

2. Organization

Organization refers to the effectiveness of the introduction, the logical sequence of ideas, the conclusion, and the appropriate length

3. Vocabulary

Vocabulary refers to the variation of words which are appropriate to the content. The writer should select a suitable vocabulary to clarify their ideas to the reader.

4. Grammar

Grammar refers to using grammatical and syntactic patterns or correctly separating, combining, and grouping ideas in word phrases, clauses, and sentences to create a coherent paragraph.

¹⁵ Annisa Nurhayati, "The Implementation of Formative Assessment in EFL Writing: A Case Study at a Secondary School in Indonesia," *Pedagogy : Journal of English Language Teaching* 8, no. 2 (2020): 126, doi:10.32332/pedagogy.v8i2.2263.

5. Mechanic

Mechanic refers to using graphic conventions of languages, such as arranging letters, words, sentences, paragraphs, punctuation, and capitalization.

c. The Purpose of Writing

Writing has four general purposes: to inform, to persuade, to express, or to be certain.¹⁶

- To inform means to educate the readers about a topic of some knowledge, and the researcher shares interest knowledge with readers.
- 2) To persuade means the writer to convince the readers to accept the ideas.
- To express it means that the writer can express her/his feelings, opinions, and experiences.
- To be certain means the writer can make readers certain about their argument by explaining ideas.

d. Characteristics of Good Writing

Good writing must contain some components. There are three characteristics of good writing:¹⁷

¹⁶Betty Mattix. Dietsch, "*Reasoning and Writing Well: Fourth Edition*." (McGraw-Hill: University Syiah Kuala, 2003).

¹⁷Cynthia A Boardman, Writing to Communicate 2; Paragraph and Essays, Third Edition. (New York: Person Education, 2008).

1) Coherence

The paragraph has coherence when the supporting sentences are based on the principle. The sentences are connected and ordered so the reader can easily understand the researcher's ideas.

2) Cohesion

The other characteristic of good writing is cohesion. The supporting sentences should connect to support the main idea, producing cohesive writing.

3) Unity

The last characteristic of good writing is unity. All of the supporting sentences relate to the main idea. Unity in writing means that the whole sentences should focus on one topic.

e. The Process of Writing

Understanding the writing process is very important for students because composing is a series of recursive sequences, even though they have to be ordered in a certain way in a text. The writing process is the stages the researcher goes through to produce something in his final written form. They are planning, drafting, editing, and the final version.¹⁸

1) Planning

Students plan and decide what they will write. They start gathering information and ideas by making notes or doing all their

¹⁸Jeremy, J. Harmer, *How to Teach Writing* (Longman: Pearson Education Limited, 2004). (Essex: Pearson Education Limited 2004).

planning in their minds. The students have to consider three main issues: the purpose of the writing, the audience they are writing for, and the content structure to sequence the facts, ideas, or arguments they have decided to include.

2) Drafting

The students first attempt to write ideas on paper. They have to write tentative ideas related to the topic they will write about without paying attention to errors.

3) Editing

After making the draft, the students re-read it to see where it works and where it does not. In this step, revising examines the organization, structure, and content of the writing, while editing examines the grammar and mechanics of the writing. The step may look very different from the original plan and the first draft because things have changed in the revision process.

4) Final version

The students make a change to their work after the process of reflecting and revising. The final product may be different from the first draft after going through some steps. The writing process cannot be separated because those elements compose a good written text.

2. Concept of Procedure Text

a. Definition of Procedure Text

Procedure text is a series of writing explaining how to make or complete something in steps or instructions. Examples include instructions for finding a place or location, how to cook, rules in games, the use of tools, and science experiments.¹⁹

A procedure text is a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making, doing, or getting somewhere.²⁰

The procedure text usually consists of three sections. The first part is an introductory statement or title that gives the aim or goal of the procedure. The second part is a list of materials/ingredients needed to complete the procedure. The final section is a sequence of steps or instructions in the order in which they need to be completed to achieve this goal.²¹

From the definition above, it can be concluded that procedure text is a text that shows the readers instructions or steps to make or to do something successfully.

¹⁹ Mark and Kathy Anderson. Anderson, *Text Type in English 2* (malaysia: MacMillan, 2007), https://search.worldcat.org/title/text-types-in-english-2/oclc/38412596.

²⁰ Mark and Kathy Anderson. Anderson, *Text Type in English 3* (South Yarra: Macmilan Education Australia Pty Ltd, 2003), https://catalogue.nla.gov.au/catalog/572036.

²¹ C Walter, "Procedural Writing Grade Three," *Saskatchew School Library Association*, 2015, 29.

b. The Organizational Structure of Procedure Text

Generally, a procedure text consists of three main parts: the aim or goal of the procedure, a List of materials needed to complete it, and a sequence of steps in the correct order that need to be taken to accomplish the task.²²

a. An introductory statement giving the aim or goal

This part can be a small amount of the procedure text and may include an introductory paragraph.

b. List of materials needed to complete the procedure.

This part usually takes the form of a list, though sometimes it can also be a paragraph. In certain procedure text, this part sometimes needs to be included.

c. A sequence of steps in the correct order

This step is the last part of the procedure text, which shows a sequence of steps readers need to take to complete the task. The sequence is usually shown by numbers $(1,2,3 \dots)$ or words such as first, second, third, etc. Words such as now, next, and after this are sometimes used as well. The steps usually begin with a command such as add, stir, or push.

the development of a procedure text adheres to a structured format: initiating with an objective statement, proceeding to a catalogue of

²² Mark and Kathy Anderson. Anderson, "Text Types in English," (Australia: Macmilan Education Australia Pty Ltd, 2003), 1997, 19.

required materials, and culminating in an ordered list of procedural steps.²³ For example, there is no list of materials needed in the procedure text that tells the readers directions on how to get to a certain place or procedure text on rules of behavior. In a procedure text of how to operate something, sometimes the list of materials needed needs to be included.

c. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features:²⁴

- Sentences begin with action verbs (imperative sentences). e.g., pour hot water into the cup.
- 2. Sequence words or temporal conjunctions (e.g., firstly, next, then) and numbers (e.g., 123) that show the order for carrying out the procedure.
- Adverbs of manner describe how the actions should be performed.
 e.g., quickly, firmly.
- 4. Precise terms and technical language. e.g., ml, grams, and so on.
 In addition, the other sources added some of the language features of procedure text. They are:²⁵

of procedure text. They are.

a. Nouns or noun groups are used in the listed material or equipment.

²³ Andi Husni A. Zainuddin, Abdul Pirol, and Rusdiansyah, "Engaging Learners In Writing Procedure Text: Harnessing The Power of Do It Yourself (DIY) Videos at IAIN Palopo," *Elstic-IJ Vol.* 4, no. 1 (2023): 48–60.

²⁴ Ibid.

²⁵ Rafael Yoga Prihatna, "An Analysis on Generic Structure and Language Features of Procedure," *An Analysis on Generic Structure and Language Features of Procedure*, 2015, 1–7.

- b. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.
- c. Words related to the direction and specific locations are found.e.g., left, north, Jamison Street.
- d. Adjectives add details relating to size, shape, color, and amount.
- e. Present tense is generally used.

Of the two language feature above, this research chose to use the language feature from Mark and Anderson.

d. Type of Procedure Text

Procedures must serve a purpose and be appropriate for an audience such as a child or adult. Procedures may be spoken, written, or visual and can occur face to face, telephone, or the radio. There are different types of procedure texts serving different purposes. Procedural text types may involve how something works or how to use something; procedures can instruct how to do a particular activity, for example, science experiments, stage directions, road safety rules, following an itinerary, and recipes; procedures can help people by teaching them what is appropriate behavior, for example how to succeed. Procedures normally take the form of directions or instructions. Directions depend on someone with the knowledge and the skills to pass them on accurately. They will direct someone to a place found in letters, games, pamphlets, newspapers, magazines, television, and signs and maps where they carry the meaning of the text.²⁶

As explained above, procedure texts aim to instruct various activities, provide guidance, and help some people succeed with various forms of presentation.

3. Media of Teaching

a. Definition Media of Teaching

According to Simon that Media is a channel used to convey messages, information, and ideas to the audience in the form of text, images, or sound. In addition, media is plural form of medium, from Latin word Medius means "middle". In Bahasa, medium means "between or interval". The meaning of media related to something that delivers information (massage) from one to another.²⁷

In Teaching, media is used to help deliver material in a more effective and interesting way, increasing student understanding through visualization and interactivity.Teaching media can serve as a supporting tool to assist teachers and make it easier for them to teach. Teachers can choose media that are suitable for the subject.²⁸

²⁶ Putri Willy Saldeniya, "An Analysis Of Students' Procedural Text Writing Ability At Senior High Scool 12 Pekanbaru" (Sultan Syarif Kasim Riau Pekanbaru, 2020).

²⁷ Lorin W Anderson et al., A *Taxonomy for Learning, Teaching, and Assessing.*, 2001, https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf.

²⁸ Muhammad Ariel, Sahraini, and Dewi Furwana, "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester

Based on the definition above, it can be concluded that the teaching media is all aids/tools which may be used by teacher and learner to attain certain education objectives. Media relates to technique, method in teaching and learning process. They can opt for either modern or simple media. For teachers with limited facilities, it is hoped that they can create their own media to the best of their ability. Creativity in teaching media is essential to the teaching and learning process. With creativity, teachers can develop their own media, even if it is simple and inexpensive, as long as it effectively delivers the material and is easy for students to understand.

b. The Function of Teaching Media

The function of teaching media in learning process as follows:

- The using of media in teaching learning process is not addition function but has own function as an aid to express effective teaching learning situation.
- 2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher

English Students of IAIN Palopo," FOSTER: Journal of English Language Teaching 1, no. 2 (2020): 139–58, doi:10.24256/foster-jelt.v1i2.15.
The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teache.²⁹

In addition, teaching media function based on Arief Sadimanare:

- a) Auxiliary tool to create effective learning situation.
- b) Integral part of all learning situation.
- c) To concrete the abstract concept, so, can decrease verbal comprehension.
- d) To build up students' motivation to learn.

There is similarities between Sudjana and Mulyani. Both of them stated that the using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher. But there is also different between their opinion. According to Mulyani, teaching media is an auxiliary tool to create effective learning situation. While Sudjana stated that the using of teaching media in learning process is not addition function, but it has own function as an aid to express effective learning situation.³⁰

c. Kinds of Teaching Media

According to Razaq, teaching media are divided into several types, namely visual media (such as images, graphics, and films), auditory media (such as sound recordings and radio), audiovisual media (such as video

²⁹ Sudjana, *Teaching Media, PT. Tarsito. Bandung* (PT. Tarsito. Bandung, 2002).

³⁰ AriefSadiman, Educational Teaching Media, Meaning and Utilizations, Jakarta Rajawali Press (Jakarta Rajawali Press, 2000).

and television), interactive media (such as computers and the internet), print media (such as books, magazines, and brochures), and digital media (such as learning software and educational applications). All of these types of media aim to increase the effectiveness of learning by utilizing various tools that can support student understanding.

There is different opinion between Mahajan and Sahid. Mahajan classified teaching media into more specific categories, such as graphic media, display media,three dimension media, projected media, activity media, audio media, and video media. But Sahid groups teaching media into general parts, like visual media, audio media, and projected media.

According to Mayer, Visual media is one of the types of media that refers to the use of images, videos, and diagrams in the communication process to help convey complex information in a way that is easier to understand. Mayer argues that visual media is effective in increasing understanding, especially in connecting verbal information with visuals.³¹

According to Mayasar, visual media can influence more than 70-80% of our interactions with the outside world every day.³² Visual media is a very influential tool in modern life. With its ability to convey information quickly, interestingly, and effectively, visual media has

³¹ Richard E. Mayer, *The Cambridge Handbook of Multimedia Learning*, second (new york: Cambridge University Press, 2005).

³² Annisa Mayasari et al., "The Influence of Visual Media on Learning Materials on Students' Learning Motivation," *Jurnal Tahsinia* 2, no. 2 (2021): 173–79, doi:10.57171/jt.v2i2.303.

become an important element in various aspects of life, from everyday communication to the professional world.

One of the visual media used is picture. picture are single picture or illustrations used in visual media. In the context of learning, picture can be used to illustrate concepts or situations that are to be explained, provide examples, or clarify material that is difficult to understand with text alone.

4. Concept of Picture Sequence

a. Definition of Picture Sequence

Picture sequences are like stimuli for processing words, sentences, or even expressions, which is important when creating a paragraph. Picture sequences are series of pictures on a single subject.³³ A picture sequence is a series of photographs dealing with one subject; it may tell a story, present an event, describe a scene, reveal a person, or show how most successful picture sequences create several visual images that contain emphasis and action.³⁴ A picture sequence is used in high school to develop students' logical and creative thinking skills, as well as their writing and speaking abilities, through arranging images in a sequential order. Brown explains the importance of using visual media, such as

³³ Ali Aschawir and Uswatun Hasanah, "Using Series Pictures To Develop the Students' Ideas in English Narrative Writing" 12, no. 1 (2014): 4.

³⁴ Aisyah Sunarwan, "Increasing Students' Narrative Paragraph Writing Ability Through The Use Of Picture Sequence," n.d., 7823–30.

images, to enhance students' language skills, including critical and creative thinking.

Picture sequence is an alternative media that can be implemented to teach writing because the pictures relate to each other. The first picture relates to the second picture, the second picture relates to the third picture, and so on.³⁵ The type of picture is picture sequence, which provides several pictures concerning each other that systematically reflect chronological events, procedures, or steps from the first to the last, from beginning to end. Picture sequences are appropriate to give direction to ideas and clues about processes, steps, and procedures.³⁶ So, picture sequences enable the students to understand more, and the teaching and learning process will, of course, be fun, attractive, relaxed, and quicker. This means that picture sequences can be used in procedure text, narrative text, and recount text.

In this research, The use of pastel colors in the classroom or on stationery items such as books and pens creates a pleasant and comfortable environment, supporting a positive learning atmosphere. Kuller, R., Ballal, S., & Laike, T. research Color Research & Application. This study shows that pastel colors can create a more comfortable atmosphere and support productivity in learning environments.

³⁵ T.B Dewi, "Sequence Pictures as an Alternative Media to Teach Writing Recount Text to Eight Grades of SMPN 25 Surabaya," *E-Journal UNESA*, 2016, 1–10.

³⁶ Sunarwan, "Increasing Students' Narrative Paragraph Writing Ability Through The Use Of Picture Sequence."

The researcher used the text procedure type to provide a written description of the steps that must be followed, while the picture sequence media displays a visualization of these steps, so that it can help students understand and follow instructions more easily.

b. Advantages and Disadvantages of Sequenced Pictures

Based on the research of Harahap, Teaching learning process using sequenced picture media had advantages of sequenced pictures strategy, as follows:

The advantages of Sequenced Pictures, they are:

- Make it easier for students understand with the teacher meant when delivering learning materials.
- Students quickly respond to material submitted because in accompanied by the picture.
- Students can read one by one according to the instruction given in the given pictures.
- 4) Students are able to concentrate more and get excited because the tasks assigned by the teacher are related to the daily play, i.e. playing the picture.
- 5) The existence of competence on readings that exist in the picture.
- 6) Interesting for students because through interested and diverse pictures. ³⁷

As observed by Rivani, the disadvantages of sequenced pictures are:

³⁷ N. Y. Harahap, "The Effect Of Picture Sequence Strategy On Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)," *Journal Liner (Language Inteligence and Educational Research)* 1, no. 2 (2018): 126–45.

- 1) It takes a lot of time.
- 2) Many students are passive.
- Must prepare many books and materials related to the material to be taught with the techniques.
- 4) The teacher fears there will be chaos in class.
- 5) Requires no small cost.³⁸

c. Teaching Writing Procedure Text through Pictures Sequence

There are many reasons to teach writing to students:³⁹

- a. Reinforcement is the process of students acquiring purely oral/aural language.
- b. Language development is the process of how students arrange their writing. When writing, they create the text to explore the language.
- c. Learning style makes it possible to discover an easier way to acquire language by looking and listening. Writing is appropriate for students because it makes them think slowly when producing speech.
- d. Writing is a skill, and it is crucial, like other skills. Students need to understand how to write emails, letters, and reports
 In this research, the media used in teaching writing procedural texts is sequence images that present several images that are interconnected

³⁸ Wulida Faradila Riviani, "The Effect Of Using Picture On Students ' Writing Skill At Smk Swagaya 2 Purwokerto," 2022.

³⁹Ela Nur Laili Et Al., "The Effectiveness Of Google Classroom In Teaching Writing Of Recount Text For Senior High Schools" 8, No. 4 (2020): 348–59.

and reflect the chronology of events, procedures, or events from beginning to end systematically. The sequence of images is appropriate to provide direction, ideas, and instructions about the process, steps, and procedures of something. The definition means that the sequence of images is appropriate to provide direction, ideas, and instructions about the process, steps, and procedures of something. So, a series of pictures will make students understand better, and the teaching and learning process will be fun, interesting, relaxed, and fast. Making it easier for students to express their ideas in writing.



Figure 2.1 The example of picture sequence

The image above is an example of picture sequence media that will be used to teach procedure texts. It contains a series of pictures that provide guides or instructions for doing or making something. Picture Sequence aims to provide instructions on how to do something through a series of actions or steps. Students will write down the steps to do or make something based on the Picture Sequence listed sequentially.

C. Conceptual Framework

The conceptual framework of this research is shown in the following diagram below:



Figure 2.2 The conceptual framework

Based on this statement, this research focuses on improving students' writing skills through the picture sequence method. In this research, students will be given a pre-test to determine the improvement in their English writing skills before being given treatment in the form of a procedure text learning process using picture sequences. After carrying out these two items, the researcher gave a post-test to find out whether there was significant development or output in the students after being given treatment.

D. Hypothesis

The researcher improved the following hypothesis based on the literature:

- 1. Ho = The use of picture sequence is not effective in improving the students' writing skills in text procedure.
- 2. H_1 = The use of picture sequence is effective in improving the students' writing skills in text procedure.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

1. Research Method

This research design used a pre-experimental design. The researcher used this research design because it is proper to use in this research problem, where experimental research is used to know the effect caused by intentional treatment. In pre-experimental research, the researcher focuses on a group of students. Creswell notes that pre-experimental procedures chosen as remedies centered on restricted trials of one celebration pre-test configuration (to promote implementation) or temporary treatments. Choose a representative sample of the population and communicate the findings to them. There were three stages to the pre-experimental process: pre-test, treatment, and post-test. This thesis aimed to decide whether picture sequences are effective in improving writing skills.

Table 3.1 De	sign One Group Pr	re-test – Post-test
PRE-TEST	TREATMENT	POST-TEST
O ₁	X	O ₂

Where:

- O₁ : Pre-test experimental one group
- O₂ : Post-test experimental one group
- X : Treatment using Picture Sequence⁴⁰

⁴⁰Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)*, Edisi 2, (Bandung : Alfabeta, 2011)

B. Time and Location of the research

Tabel 3.2 Time and Location of the research.

Activity	Time	Location	
Pre - observation	Monday, 5 August	SMAN 4 Palopo	
Pre-test	Monday, 19 August	SMAN 4 Palopo	
Treatment	26 – 16 September	SMAN 4 Palopo	
Post-test	Monday, 23 September	SMAN 4 Palopo	

C. Operational Definition of Research Variable

The researcher determined two categories of variables, namely:

1. The dependent variable is the students' writing skills.

Writing is conveying information or experience of original ideas consecutively in a new language.

2. The independent variable used Picture Sequence

Picture sequence is a collection of pictures made for students to understand the material in case of making simple sentence in writing skill.

D. Population and sample

1. Population

The population in this research was conducted with all 32 students from class X of SMAN 4 Palopo for the academic year 2024/2025.

2. Sample

This research used purposive sampling. The researcher used 13 students from class X Science of SMAN 4 Palopo for the academic year 2024/2025 as a sample. This class had seven male and six female students.

E. The Procedure of Collecting Data

The following description of the collection procedure used in this research:

1. Giving pre-test

The researcher gave students a Pre-Test to determine their writing skills, especially in writing Procedure Text. Students wrote down the steps to do or make something based on the sequence of images listed sequentially. The researcher gave students 20-30 minutes to carry out the pre-test before reviewing the results.

2. Giving treatment

The treatment was done in four offline meetings in the classroom. In this treatment, students practiced constructing sentences more according to the order of the pictures. In this treatment, students were given different topics at each meeting with different assignments in practice to constructing sentences so that students were able to write procedural texts. The following treatment procedures are:

Opening:

- a. The class opened by praying together.
- b. The teacher checked the students' attendance.
- c. The researcher introduced herself (only in the first meeting).
- d. The teacher asked about the student's condition.

e. The researcher did several activities (games) for the students to warm up before learning the material. (in the second until the fourth meeting):

Meeting 2: Whispering.

Meeting 3: Guess the Move.

Meeting 4: Guess the Move.

Main activities:

a. First meeting

Below is a video link of the treatment being carried out in class.

https://youtu.be/6zA6OW1sM48?si=z1BLjNXZWCa_9fXt

- 1) The researcher explained the aim of the learning activity.
- The researcher explained the five main components of writing (content, organization, grammar, vocabulary, and mechanics) to the students.
- 3) The researcher explained the procedure text to the students.
- 4) The researcher explained the picture sequence to the students.
- 5) The researcher spread the vocabulary related to the material to the students in every meeting.
- b. Every meeting
- The researcher gave material to the students on the topic of today's learning:

Meeting 1: "How to make Fried Banana."

Meeting 2: "How to make Thai tea."

Meeting 3: "How to create a canvas account."

Meeting 4: "How to create a poster in Canva Application."

- The researcher explained the materials by using picture sequence teaching.
- 3) The researcher asked students to complete the tasks of the procedural text provided by the researcher. The first task was different in every meeting to determine their understanding of constructing sentences according to the order of the pictures. After the students finished, the researcher evaluated and discussed their work.

Meeting 1: Fill in the Blank.

Meeting 2: Matching Picture with Sentence.

Meeting 3: Arrange a sentence consisting of two students.

Meeting 4: Arrange sentences for individual.

4) After discussing the first task with the students, the researcher was given the second task to the students. The researcher asked the students to write a procedure text for every meeting based on their knowledge. The researcher evaluated the student work and the learning that had been carried out.

Closing:

- a. Students told the teacher what they had learned in class; the teacher provided some feedback.
- b. The teacher closed the lesson.
- 3. Giving a post-test

After carrying out the entire treatment, the final step was the post-test. The researcher asked students to write a procedural text about making fried noodles in several sentences. This test took 20-30 minutes and was applied to determine the improvement in students' procedural text-writing skills after receiving treatment through the Picture Sequence.

F. Research Instrument

This research's instruments are as follows:

1. Pre-test

Before applying the picture sequence, the researcher gave the students a pre-test to determine their writing ability. The test was a subjective essay. The researcher asked the students to write a procedure text about "how to make fried noodles." The pre-test took about 20-30 minutes.

2. Post-test

After applying the picture sequence, the researcher gave the students a post-test to determine their writing ability. The test was a subjective test or essay. The researcher asked the student to write a procedure text about " How to print your document." The post-test will take about 20-30 minutes.

3. Documentation

In this research, the researcher created documentation such as photos and videos during the pre-test and post-test to provide evidence and accurate data related to this research.

G. Validity and Reliability of Instrument

Before collecting the data, the researcher validated the instrument that was used. The research can only be continued if the research instrument is valid. So, the researcher validated the research instrument first. The validator who validated the instrument is one of the lecturers in IAIN Palopo, especially writing subjects, Ermawati, S.Pd.I., M.Hum. and one of the English teachers of the tenth-grade in SMAN 4 Palopo, Drs. Tomas Padandi, MM. The questionnaire was in the form of a checklist that contained a statement to assess the feasibility of the instrument. After all, instruments can be used to collect the data.

H. The Technique of Data Analysis

The steps in data analysis are as follows:

1. Evaluating student writing with an assessment rubric.

In analytic scoring, five aspects of writing criteria were given a score. They were content, form or organization, vocabulary or style, language use or grammar, and mechanics. Those components were used to decide the criteria for scoring in writing. The criteria were:

Aspect of Writing Criteria Level			Score	
Writing	witting	Cincila	Level	Score
Content	Excellent to Very Good	37-27	Good development of students' writing relevant to the assigned topic	
	Good to Average	26-22	Limited development of students' writing, most relevant to the topic but lacks detail	
	Fair to Poor	21-27	Limited knowledge of the subject and minimally focused on the topic	
	Very Poor	16-13	Ideas are unclear	
Organization/ Foam	Excellent to Very Good	20-18	Ideas clearly stated and well organized, satisfactory use of cohesion	
	Good to Average	17-14	Loosely organized, but the main ideas stand out, somewhat copy	
	Fair to Poor	13-10	Lack of logical sequencing and development of ideas	
	Very Poor	9-7	Does not communicate, no organization	
Style/ Vocabulary	Excellent to Very Good	20-18	Use a variety of vocabulary and idiomatic expression	
	Good to Average	17-14	Varies vocabulary and expression but makes occasional errors in word choice	
	Fair to Poor	13-10	Use limited vocabulary with frequent errors	
	Very Poor	9-7	Have many errors in vocabulary usage, even at the basic level	
Language Use	Excellent to Very Good	25-22	Use some effective complex grammar structures with few errors of agreement	
	Good to Average	21-18	Use effective complex sentences with several errors of agreement	
	Fair to Poor	17-11	Using simple sentences with frequent errors in tense, agreement, and meaning is confused	
	Very Poor	10-5	Use simple sentences dominated by errors	

Table 3.2 The criteria aspect of writing

Mechanics	Excellent to Very Good	5	Use good accuracy in punctuation, capitalization, and spelling
	Good to Average	4	Occasionally, errors in punctuation, capitalization, and spelling
	Fair to Poor	3	Frequent errors in punctuation, capitalization, and spelling
	Very Poor	2	Dominated errors in punctuation, capitalization, and spelling. ⁴¹
Total Score			

2. Classifying the results of the students' pre-test and post-test

Classified the students' scores into the following categories in order to assess the quality of the student's writing on the five components observed:

 Table 3.3. The Score for Test Classification ⁴²					
Score			(Classificati	on
 91-100				Very good	1
76-90				Good	
61-75				Fair	
51-60				Poor	
0-50				Very poor	-

3. The researcher used the formula that follows to determine the rate percentage of student scores:

$$P = \frac{F}{N} X 100\%$$

Notes:

P: The percentage

F: Cumulative frequency of subjects

N: The total number of samples.⁴³

⁴¹ Sara Cushing Weigle, Assessing Writing (Cambridge University Press, 2010), doi:https://doi.org/10.1017/CBO9780511732997.

⁴²John B. Heaton, Writing English Language Tests (New York: Longman Inc., New York, 1988).

4. Student mean scores and standard deviation

The researcher will use SPSS 26 to determine the mean score, the standard deviation of the pre-test and post-test, the frequency, and the rate percentage of the student's test results.



⁴³Riduwan, *Dasar-Dasar Statistika*, ed. Prana Dwija Iswara, Ed Rev (Bandung : Alfabeta, 2009).(Bandung : Alfabeta, 2009).

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The research findings showed the statistical results of the data analyzed and the tabulation of data. The researcher presents the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. The Analysis of Students Scores on the test

a. Pre-test

In the pre-test section, the researcher showed the overall scores of students' writing skills in procedure text (content, organization, vocabulary, grammar, and mechanics). The researcher also calculated the mean score, standard deviation, and the rate percentage of students' writing skills scores in the pre-test. SPSS 26 was used to determine the scores. The results can be shown in table 4.1:

The Components of Writing								
						Score		
Respondents	Content	Organization	Vocabulary	Grammar	Mechanics	of test		
R1	13	8	9	7	3	40		
R2	18	13	11	13	3	58		
R3	13	7	7	5	2	34		
R4	28	18	19	22	4	91		
R5	25	17	16	20	4	82		
R6	22	17	11	20	4	74		
R7	13	7	7	5	2	34		

Table 4.1 The Score of Students' Writing Skills in Pre-Test

R 8	16	8	8	7	2	41
R9	18	13	11	13	3	58
R10	13	7	7	5	2	34
R11	13	7	9	7	2	38
R12	15	8	8	9	2	42
R13	13	7	7	5	2	34
N=13	220	137	130	138	35	660
MEAN SCOR	Е					50.77

The table above shows the pre-test results the students took before the treatment. Five writing assessments have been used to categorize the grades (content, organization, vocabulary, grammar, and mechanics). The researcher classified the students' scores into the following categories to assess the quality of the student's writing skills before the treatment. The results can be shown in the table 4.2:

Classification	Score	Pr	e-test
		Frequency	Percentage
Excellent	87-100	3	23%
Very Good	73-86	5	38%
Good	59-72	4	31%
Average	45-58	0	0%
Poor	30-44	1	8%
Very Poor	<30	0	0%
TOTAL		13	100%

Table 4.2 The Rate Percentage Score of Students' Pre-Test

Table 4.2 shows the percentage scores of students writing skills before the treatment. Three (23%) students were classified as excellent, and five (38%) got very good criteria. There were four students (31%) classified into good criteria, 0 students (0%) got average criteria, 1 student (8%) got poor criteria, and no one student (0%) got very poor criteria. The researcher also described the average score of students' writing skills based on content, organization, vocabulary, grammar, and mechanics in the table below:

1) Content

The researcher used SPSS 26 to determine the average score of students' content in the pre-test. The result can be shown in the table 4.3:

_						
		Ν	Minim	um Maxim	um Mean	Std. Deviation
	Content	13	13	28	16.92	5.107
_	Valid N	13				
	(listwise)					

Table 4.3 Descriptive Statistics of Content in Pre-Test

 Table 4.4 The Rate Percentage Score of Students' Content in Pre-Test

	Pre-test		
Score	Frequency	Percentage	
30-27	1	8%	
26-22	2	15%	
21-17	2	15%	
16-13	8	62%	
	13	100%	
	30-27 26-22 21-17	Score Frequency 30-27 1 26-22 2 21-17 2 16-13 8	

Table 4.4 shows the percentage scores of students' content in the pre-test. One student (8%) got excellent criteria, two students (15%) got good criteria, two students (15%) got fair criteria, and eight students (62%) got very poor criteria.

2) Organization

The researcher used SPSS 26 to determine the average score of students' organization in the pre-test. The result can be shown in table 4.5:

	Ν	Minimum	Maximum	Mean	Std.
					Deviation
Organization	13	7	18	10.00	4.409
0					
Valid N	13				
(listwise)					
(

 Table 4.5 Descriptive Statistics of Organization in Pre-Test

Table 4.6 The Rate Pe	rcentage Score o	of Students' Organization in Pre-Test Pre-test			
Classification	Score	frequency	Percentage		
Excellent	20-18	1	8%		
Good	17-14	2	15%		
Fair	13-10	2	15%		
Very Poor	9-7	8	62%		
Total		13	100%		

Table 4.6 shows the percentage scores of students' organization in the pretest. One student (8%) got excellent criteria, two students (15%) got good criteria, two students (15%) got fair criteria, and eight students (62%) got very poor criteria.

3) Vocabulary

The researcher used SPSS 26 to determine the average score of students' vocabulary in the pre-test. The result can be shown in the table 4.7:

Table 4.7 Descriptive Statistics of Vocabulary in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	13	7	19	10.54	3.719
Valid N (listwise)	13				

		of Students'Vocabulary in Pre-Test Pre-test			
Classification	Score	frequency	Percentage		
Excellent	20-18	1	8%		
Good	17-14	1	8%		
Fair	13-10	3	23%		
Very Poor	9-7	8	62%		
Total		13	100%		

Table 4.8 shows the percentage scores of students' vocabulary in the pretest. One student (8%) got excellent, one student (8%) got good criteria, three students (23%) got fair criteria, and eight students (62%) got very poor criteria.

4) Language Use/Grammar

The researcher used SPSS 26 to determine the average score of students' language use/grammar in the pre-test. The result can be shown in table 4.9:

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	13	5	22	10.26	6.358
Valid N (listwise)	13				

Table 4.9 Descriptive Statistics of Language Use/Grammar in Pre-Test

Table 4.10 The Rate Percentage Score of Students'Language Use/Grammarin
Pro-Tost

	TTe-	.1651	
		P	re-test
Classification	Score	frequency	Percentage
Excellent	25-22	1	8%
Good	21-19	2	15%
Fair	18-11	2	15%
Very Poor	10-5	8	62%
Total		13	100%

Table 4.10 shows students' language use/grammar percentage scores in the pre-test. One student (8%) got excellent, two students (15%) got good criteria,

two students (15%) got fair criteria, and eight students (62%) got very poor.

5) Mechanics

The researcher used SPSS 26 to determine the average score of students' mechanics in the pre-test. The result can be shown in the table 4.11:

	Ν	Minimum	Maximum	Mean	Std. Deviation
Mechanics	13	2	4	2.69	.855

Table 4.11 Descriptive Statistics of Mechanics in Pre-Test

		Pre-test		
Classification	Score	Frequency	Percentage	
Excellent	5	0	0%	
Good	4	3	23%	
Fair	3	3	23%	
Very Poor	2	7	54%	
Total		13	100%	

. . . a

Table 4.12 shows the percentage scores of students' Mechanics in the pretest. No one student got excellent, three students (23%) got good criteria, three students (23%) got fair criteria, and seven students (54%) got very poor criteria. Post Test b.

In the post-test section, the researcher showed the overall scores of students' writing skills in generating recount text (content, organization, vocabulary, grammar, and mechanics). The researcher also calculated the mean score, standard deviation, and the rate percentage of students' writing skills scores in the post-test. SPSS 26 was used to determine the scores. The results can be shown in Table 4.13:

		The Components of Writing						
	Respondents	Conte nt	Organizatio n	Vocabular y	Gramma r	Mechanic s	Score of test	
	R1	13	8	9	7	3	40	
	R2	24	13	17	18	4	76	
	R3	22	18	14	17	3	74	
	R4	30	20	20	23	4	97	
	R5	26	20	20	21	3	90	
	R6	24	15	14	19	4	76	
	R7	22	17	13	10	4	66	
	R8	22	20	15	11	3	71	
	R9	22	16	14	11	3	66	
	R10	29	20	20	22	3	94	
	R11	24	15	14	19	4	76	
	R12	22	18	18	22	4	84	
	R13	22	17	13	10	4	66	
	N=13	302	217	201	210	46	976	
_	MEAN SCOR	Е					74.85	

 Table 4.13 The Sore of Students' Writing Skills in Post-Test

The Components of Writing

Table 4.13 shows the post-test results taken by the students after the treatment. Five writing assessments have been used to categorize the grades (content, organization, vocabulary, grammar, and mechanics). The researcher classified the students' scores into the following categories to assess the quality of the student's writing skills after the treatment. The results can be shown in table 4.14

		Post-test		
Classification	Score	frequency	Percentage	
Excellent	87-100	3	23%	
Very Good	73-86	5	38%	
Good	59-72	4	31%	
Average	45-58	0	0%	
Poor	30-44	1	8%	
Very Poor	<30	0	0%	
TOTAL		13	100%	

Table 4.14 The Rate Percentage Score of Students' Post-Test

Table 4.14 shows the percentage scores of students' writing skills after the treatment. There were Three students (23%) classified with excellent criteria, and there were five students (38%) classified with very good criteria, four students (31%) got good, no one student got average criteria, One students (8%) classified into poor and no one students got very poor criteria. The researcher also described the average score of students' writing skills based on content, organization, vocabulary, grammar, and mechanics in the table below:

1) Content

The researcher used SPSS 26 to determine the average score of students' contents in the post-test. The result can be shown in Table 4.15

Table 4.15 Descriptive Statisti	cs of Content in Post-Test
---------------------------------	----------------------------

	Ν	Minimum	Maximum	Mean	Std. Deviation
Content	13	13	30	23.23	4.106
Valid N	13				

		Pos	st-test
Classification	Score	Frequency	Percentage
Excellent	30-27	2	15%
Good	26-22	10	77%
Fair	21-17	0	0%
Very Poor	16-13	1	8%
Total		13	100%

Table 4.16 The Rate Percentage Score of Students' Content in Post-Test

Table 4.16 shows the percentage scores of students' content in the posttest. Seven students (38%) got excellent criteria, eight students (42%) got good criteria, two students (10%) got fair criteria, and two students (10%) got very poor criteria.

2) Organization

The researcher used SPSS 26 to determine the average score of students' organization in the post-test. The result can be shown in Table 4.17:

	Ν	Minimum	Maximum	Mean	Std.
					Deviation
<u> </u>	10	0	20	15.46	2.440
Organization	13	8	20	15.46	3.449
Valid N	13				
(listwise)					

Table 4.17 Descriptive Statistics of Organization in Post-Test

	PO	st-test	
Score	frequency	Percentage	
20-18	6	46%	
17-14	5	38%	
13-10	1	8%	
9-7	1	8%	
	13	100%	
	20-18 17-14 13-10	Score frequency 20-18 6 17-14 5 13-10 1 9-7 1	

Table 4.18 The Rate Percentage Score of Students' Organization in Post-Test

Table 4.18 shows the percentage scores of students' organization in the pre-test. Six students (46%) got excellent criteria, five students (38%) got good criteria, one student (8%) got fair criteria, and one student (8%) got very poor criteria.

3) Vocabulary

The researcher used SPSS 26 to determine the average score of students' vocabulary in the post-test. The result can be shown in Table 4.19:

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	13	9	20	16.69	3.332
Valid N (listwise)	13				

Table 4.19 Descriptive Statistics of Vocabulary in Post-Test

Score	Frequency	Domoontogo
	requency	Percentage
20-18	4	31%
17-14	6	46%
13-10	2	15%
9-7	1	8%
	19	100%
		17-14 6 13-10 2 9-7 1

Table 4.20 The Rate Percentage Score of Students' Vocabulary in Post-Test

Table 4.20 shows the percentage scores of students' vocabulary in the posttest. Four students (31%) got excellent criteria, six students (46%) got good criteria, two students (15%) got fair criteria, and one student (8%) got very poor criteria.

4) Language Use/Grammar

In the post-test, the researcher used SPSS 26 to determine the average students' language use/grammar score. The result can be shown in Table 4.21:

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	13	7	23	16.15	5.565
Valid N (list wise)	13				

Table 4.21 Descriptive Statistics of Language Use/Grammar in Post-Test

		Post-test		
Classification	Score	frequency	Percentage	
Excellent	25-22	3	23%	
Good	21-19	3	23%	
Fair	18-11	4	31%	
Very Poor	10-5	3	23%	
Total		13	100%	

 Table 4.22 The Rate Percentage Score of Students' Language Use/Grammar

 in Post-Test

Table 4.22 shows students' post-test language use/grammar percentage scores. There were two no students (10%) who got the excellent and good criteria, 13 students (70%) got fair criteria, and two students (10%) got very poor criteria.

5) Mechanics

The researcher used SPSS 26 to determine the average score of students' mechanics in the post-test. The result can be shown in Table 4.23:

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanics	13	3	4	3.54	.519
Valid N (listwise)	13				-

		Post-test		
Classification	Score	frequency	Percentage	
Excellent	5	0	0%	
Good	4	7	54%	
Fair	3	6	46%	
Very Poor	2	0	0%	
Total		13	100%	

 Table 4.24 The Rate Percentage Score of Students' Mechanics in Post-Test

Table 4.24 shows the percentage scores of students' Mechanics in the pretest. No one student was excellent. Seven students (54%) got good criteria, six (46%) got fair criteria, and No one got very poor criteria.

The Mean S	core and		Table 4.25 eviation in the	Pre-Test and	d Post-Test
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	13	34	91	50.77	20.030
Post-test	13	40	97	75.08	14.829
Valid N (listwise	e) 13				

Table 4.25 shows students' pre-test and post-test mean scores and standard deviations. The mean score of the pre-test was 50.77, and the mean score of the post-test was 75.08. Meanwhile, the pre-test standard deviation was 20.030, and the post-test standard deviation was 14.829.

To determine whether the pre-test and post-test were significantly different and to determine the acceptability of this research hypothesis, the researcher used SPSS 26 to analyze the correlations. The table of matched sample statistics and paired sample correlation provided in Table 4.26:

The Funct	Sumple 5		the fit fest and	
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	50.77	13	20.030	5.555
Post-test	75.08	13	14.829	4.113

 Table 4.26

 The Paired Sample Statistics of the Pre-Test and Post-Test

According to table 4.26, it shows the value gained from the pre-test to the post-test. The mean score of the students' pre-test was 50.77, the mean score of the students' post-test was 75.08, the standard deviation of the pre-test was 20.030, and the post-test was 14.829. The pre-test error mean was 5.555, and the post-test error mean was 4.113

	Table	e 4.27	
The rate of Paired Sample	es Correlat	tion of Pre-Test and	Post-Test
	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	13	.461	.113

Table 4.27 shows an essential correlation between students' writing skills before and after the treatment. The correlation of students before and after the treatment was .461

	Paired Differences						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Т	Df	Sig. (2 tailed)
Čest & -24.308 -Test	18.634	5.168	- 35.568	- 13.047	-4.703	12	.001

 Table 4.28

 The rate of Paired Samples Test of Pre-Test and Post-Test

According Table 4.28, the paired sample test illustrates that the value of to (t_{count}) was 4.703, with the df (degree of freedom) being 12, while the t_t (t_{table}) for the standard of significance level 0.05 (5%) on df = 12 was 2.179. This means that the value of the t_{count} was higher than the value of the t_{table} .

Furthermore, table 4.28 shows the significance (2-tailed) value = 0.001, which means smaller than 0.05 (value for the standard of significance level). It is also related to the result that ($t_0 > tt$). It means the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant improvement in teaching writing procedure text before and after using the picture sequences. On the five aspects written, the aspect that experienced a dominant increase was the content and vocabulary aspect. The improvement of students' writing skills in terms of Content can be seen in the pretest and post-test. The students' results significantly differ before and after applying Picture sequences in teaching writing. The students' mean scores in Pretest and Post-test were 16.92 and 23.23. And the student's vocabulary mean scores on the pre-test and post-test were 10.54 and 16.69. Thus, the researcher believed

teaching writing procedure text to tenth-grade students SMAN 4 Palopo through picture sequences was effective.

B. Discussion

Based on initial observations, the researcher received information from an English teacher at SMAN 4 Palopo that students' writing skills, especially in creating procedural texts, still need to improve. Many struggle with low motivation, generating ideas, using correct grammar, and organizing their thoughts. Sometimes, they hesitate to write sentences in English, resorting to direct translations from Indonesian, leading to grammar and vocabulary mistakes. They also tend to use incorrect punctuation and need help following the proper structure of a text. To help overcome these challenges, teachers can introduce interesting media in the classroom. According Harmer that the use of teaching media can clarify the writing process and motivate students through models, examples, or visual guides.⁴⁴ Engaging media can make the material clearer and more accessible, helping students understand and improve their writing skills more effectively.

To solve this problem, the researcher considered improving students' writing skills in procedure text by using Picture sequences. The researcher used picture sequence because it has advantages based on Harahap that Sequenced Pictures help students understand materials, respond quickly, learn step-by-step, stay focused, build writing skills, and stay engaged with diverse visuals.. The

⁴⁴ Jeremi Harmer, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (1987): 293–318, doi:10.1080/03626784.1987.11075294.
Picture sequence can effectively improve students' writing skills because pictures help students imagine the stages of completing something by following the pictures in the picture sequences.⁴⁵

Based on the five aspect of writing criteria according to Weigle: content, organization, grammar, vocabulary, and mechanics. The researcher then gave treatments containing fourth meetings for students, and each meeting used a picture sequence with a different topic. Students often had difficulty focusing at the first meeting, which needs to be explained several times. However, most students enjoy and understand when they apply this Picture sequence during the classroom teaching and learning process. After provided treatment using picture sequence, the researcher was given a post-test, which wrote a procedure text about" How to print your document". The post-test result had the same analysis with the pre-test. The result of the data analysis showed that fluency had improved. The mean score of the students' pre-test was 75.08, the $t_0(t_{count)=} 4.703$ and df (degree of freedom) = 12. Based on the SPSS 26 result the researcher took decision that using picture sequence in teaching writing procedure text can improve the students' writing skills.

The improvement of students' writing skills in terms of Content can be seen in the pre-test and post-test. The students' results significantly differ before and after applying Picture sequences in teaching writing. The students' mean

⁴⁵ Eliyawati, "The Implementation of Picture Sequence As Learning Media To Improve the Students' Ability in Writing Descriptive Text of the First Grade Students at Mts Sa Daruth Thalibin Of Academic Year 2021/2022."

scores in Pre-test and Post-test were 16.92 and 23.23. The students' text in Terms of Content in the Pre-test does not reflect careful thinking or was hurriedly written, and adequate effort in Content and development of ideas is incomplete. At the same time, the students' Content in writing procedure text in the Post-test is better than the Pre-test. Development of ideas has been wholly developed; their writing has been coherent enough to the topic, as explained before by Jacob in Suardi that the writing content has to be clear for the readers to understand the message and information from it.⁴⁶

Besides, the students' vocabulary results can be seen in the pre-test and post-test. The student's vocabulary mean scores on the pre-test and post-test were 10.54 and 16.69. In this research, there is one learning activity where the researcher asked students to identify several sentences with language features in the procedure text, such as imperative sentences, action verbs, conjunctions, temporal conjunctions, and adverbials (adverbs). Then, develop them into a sentence. This can improve students' writing skills because vocabulary is important in writing. Vocabulary is an important thing in learning language. According to Wahibah⁴⁷ It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and there I no language exist without words. More words we know, more ideas we can explore.

⁴⁶ Suardi and Rahmat, "The Students Writing Ability Through Dictation Method (A Classroom Action Research At Xi Program Students Of SMA 2 Bantaeng)." (Unismuh, 2012).

⁴⁷ Wahibah, "The Effectiveness of Using Pictured Story To Upgrade Students ' Vocabulary," 2016, 1–8.

As a results align with earlier research, but there are a few differences. The results of this research are similar Suaeni's research because both studies focus on using picture sequences to improve student writing. In other research from Meilda Herdianti had the same text form, which was procedure text. In this study, researchers used picture media as the focus of students in improving their writing skills. Picture sequence media this time uses simpler or more everyday images or things related to the present. Picture sequence media is supported by Allan Paivio's, which states that humans process information through two main channels, namely verbal and visual. Information presented visually is easier to understand and remember because the visual channel helps strengthen understanding of the material presented verbally⁴⁸.

In addition, Jerome Bruner's Constructivism theory is also relevant, because this media allows students to build understanding gradually through image interpretation, so that they are more active in the learning process. These theories support the use of picture sequences as an effective learning tool. Researchers do not only provide images, but also add color impressions to the media to attract students' attention.⁴⁹ The colors chosen by researchers are colors that seem attractive but are still comfortable in the eyes of high school students, namely pastel colors. Kuller (2006). "The Impact of Light and Color on Psychological Mood: A Cross-Cultural Study of Indoor Work Environments."

⁴⁸ Allan Paivio, "Dual Coding Theory and Education," *Pathways to Literacy Achievement for High Poverty Children*, 2006, 1–20.

⁴⁹ Jerome Burner, "BRUNER'S DISCOVERY APPROACH," 2010, 57–74.

more comfortable atmosphere and support productivity in the learning environment.⁵⁰ Here are some differences from previous studies, not necessarily in the difference in research methods but in the renewal of media applied in the classroom.



Apart from that, this research had novelty from the previous study in that the images or the pictures used in each treatment were more varied and were used in learning activities such as fill in the blank, matching Pictures with Sentences, and arrange sentence based on the picture.

⁵⁰ Rikard Küller et al., "The Impact of Light and Colour on Psychological Mood: A Cross-Cultural Study of Indoor Work Environments," *Ergonomics* 49, no. 14 (2006): 1496–1507, doi:10.1080/00140130600858142.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, using picture sequences to teach writing skills by procedure texts effectively improved students' writing skills. Based on the five aspects written, the aspect that experienced a dominant increase was the content and vocabulary aspect, the students' content ideas have been completely developed, and the development has been coherent enough to the topic. Students can make sentences in the present tense better and learn more vocabulary and motivation. The results showed that there was a significant difference between the pre-Test score and the post-Test score. The average score of students on the pretest was 50.77, while the average score on the post-test was 75.08. In conclusion, The implications of this research is contributes to the development of language learning theory by reinforcing that visual media like picture sequences can enhance students' understanding and creativity in writing, and it serves as a reference for further research in different contexts and levels.

B. Suggestion

In considering the previous findings, the research suggestion is as follows:

- 1. English teachers can use Picture sequences to teach writing, especially procedure text, to help students improve their writing ability.
- 2. Students can improve their writing ability by using interesting, such as picture sequences, which can increase their interest in writing.
- 3. The next researcher can utilize this study as further reference for their research on writing, reading, or other English skills and add more interesting content according to students' wishes.



BIBLIOGRAPHY

- Anderson, Lorin W, David R Krathwohl Peter W Airasian, Kathleen A Cruikshank, Richard E Mayer, Paul R Pintrich, James Raths, and Merlin C Wittrock. A Taxonomy for Learning, Teaching, and Assessing., 2001. https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf.
- Anderson, Mark and Kathy Anderson. *Text Type in English 2.* malaysia: MacMillan, 2007. https://search.worldcat.org/title/text-types-in-english-2/oclc/38412596.
- Anderson, Mark and Kathy Anderson. *Text Type in English 3*. South Yarra: Macmilan Education Australia Pty Ltd, 2003. https://catalogue.nla.gov.au/catalog/572036.
- Anderson, Mark and Kathy Anderson. "Text Types in English." (Australia: Macmilan Education Australia Pty Ltd, 2003), 1997, 19.
- AriefSadiman. Educational Teaching Media, Meaning and Utilizations. Jakarta Rajawali Press. Jakarta Rajawali Press, 2000.
- Ariel, Muhammad, Sahraini, and Dewi Furwana. "Developing the Content of Webtoon Comic Application as Supporting Media in Learning English Grammar at the 2nd Semester English Students of IAIN Palopo." FOSTER: Journal of English Language Teaching 1, no. 2 (2020): 139–58. doi:10.24256/foster-jelt.v1i2.15.
- Aschawir, Ali, and Uswatun Hasanah. "Using Series Pictures To Develop the Students' Ideas in English Narrative Writing" 12, no. 1 (2014): 4.
- Boardman, Cynthia A. Writing to Communicate 2; Paragraph and Essays, Third Edition. New York: Person Education, 2008. doi:10.18502/kss.v3i4.1945.
- Brown, H. Douglas. Language Assessment Principles and Classroom Practice. San Fracisco: US: Pearson Education, 2004.
- Anderson, Mark and Kathy Anderson. Teaching by Principle: And Interactive Approach to Language Pedagogy. Vol. 2. New York: A Pearson Education Company, 2001.
- Darmawati, D, and N Sari. "The Effect of Using Picture Sequences on Students' Narrative Writing Achievement of The Eighth Grade Students at SMP Negeri 4 Satu Atap Kuala." *Jurnal Ilmiah* ... 6, no. 3 (2022): 76–83. https://simantek.sciencemakarioz.org/index.php/JIK/article/view/354.
- Dewi, T.B. "Sequence Pictures as an Alternative Media to Teach Writing Recount Text to Eight Grades of SMPN 25 Surabaya." *E-Journal UNESA*, 2016, 1– 10.

Dietsch, Betty Mattix. "Reasoning and Writing Well: Fourth Edition.," 2006.

- Eliyawati, A R. "The Implementation of Picture Sequence As Learning Media To Improve the Students' Ability in Writing Descriptive Text of the First Grade Students at Mts Sa Daruth Thalibin Of Academic Year 2021/2022." *Edutama*, 2022. http://repository.ikippgribojonegoro.ac.id/id/eprint/2000%0Ahttp://repository .ikippgribojonegoro.ac.id/2000/1/artikel alifta.pdf.
- Furwana, Dewi, and Andi Tenrisanna Syam. "Improving Students' Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of Sma 4 Palopo." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 1 (2019): 1–11. doi:10.24256/ideas.v7i1.722.
- Gerot, Linda, and Peter Wignell. *Making Sense of Functional Grammar*, 1994. doi:10.1515/9783110800487.39.
- H.Douglas Brown. Teaching by Principles. Teaching by Principles An Interactive Approach to Language Pedagogy, 2014.
- Hajar, Siti. "The Effect of Using Sequence Picture Technique on Students' Achievement in Writing," 2018.

http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=11937433 3&site=ehost-

live&scope=site%0Ahttps://doi.org/10.1016/j.neuron.2018.07.032%0Ahttp://dx.doi.org/10.1016/j.tics.2017.03.010%0Ahttps://doi.org/10.1016/j.neuron.2018.08.006.

Harahap, N. Y. "The Effect Of Picture Sequence Strategy On Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)." Journal Liner (Language Inteligence and Educational Research) 1, no. 2 (2018): 126–45.

Harmer, J. How to Teach Writing. Longman: Pearson Education Limited, 2004.

- Harmer, Jeremi. "Learning the Language of Practice." *Curriculum Inquiry* 17, no. 3 (1987): 293–318. doi:10.1080/03626784.1987.11075294.
- Harmer, Jeremy. "The Practice of Nglish Languag Teaching," 2007, 442.
- Heaton, John B. Writing English Language Tests. New York: Longman Inc., New York, 1988.
- Husnaini, Muhammad Iksan, and Wiwin. "An Analysis of Students' Writing Anxiety in English At Upt Sman 11 Luwu." *FOSTER: Journal of English Language Teaching* 4, no. 2 (2023): 2723–4126. https://doi.org/10.24256/foster-jelt.v4i2.120.

- Ikhwan, Wafiq Aziza. "The Effectiveness of Using Sequenced Pictures of Luwu Folklore in Writing Narrative Text At the Eighth Grade Students of Smpn 8 Palopo," 2022.
- Laili, Ela Nur, Tatik Muflihah, Universitas Nahdlatul, Ulama Surabaya, English Lecturer, Universitas Nahdlatul, and Ulama Surabaya. "The Effectiveness Of Google Classroom In Teaching Writing Of Recount Text For Senior High Schools" 8, No. 4 (2020): 348–59.
- Mayasari, Annisa, Windi Pujasari, Ulfah Ulfah, and Opan Arifudin. "The Influence of Visual Media on Learning Materials on Students' Learning Motivation." Jurnal Tahsinia 2, no. 2 (2021): 173–79. doi:10.57171/jt.v2i2.303.
- Mayer, Richard E. *The Cambridge Handbook of Multimedia Learning*. Second. new york: Cambridge University Press, 2005.
- Nurhayati, Annisa. "The Implementation of Formative Assessment in EFL Writing: A Case Study at a Secondary School in Indonesia." *Pedagogy : Journal of English Language Teaching* 8, no. 2 (2020): 126. doi:10.32332/pedagogy.v8i2.2263.
- Nurlely, Ledy, Sutrisno Sadji Evenddy, and Arlini. "Using Visual Picture Sequence Towards Students' Ability In Writing Procedure." *Education and the Development of Reason* 8, no. April (2021): 373–87. doi:10.4324/9780203861165.
- Prihatna, Rafael Yoga. "An Analysis on Generic Structure and Language Features of Procedure." An Analysis on Generic Structure and Language Features of Procedure, 2015, 1–7.
- Rahmawati, M. R., A. Listiyani, and S. Damayanti. "The Problems Encountered by Teachers in Teaching Procedure Text." *English Journal* 8, no. 1 (2017): 45–55.
- Raimes, and Ann. "Techniques in Teaching Writing Skills." *Library of Congress Cataloging*. new york, 1983.
- Riduwan. Dasar-Dasar Statistika. Edited by Prana Dwija Iswara. Ed Rev. Bandung: Alfabeta, 2009.
- Riviani, Wulida Faradila. "The Effect Of Using Picture On Students ' Writing Skill At Smk Swagaya 2 Purwokerto," 2022.
- Saldeniya, Putri Willy. "An Analysis Of Students' Procedural Text Writing Ability At Senior High Scool 12 Pekanbaru." Sultan Syarif Kasim Riau Pekanbaru, 2020.
- Suaeni. "Improving Students' Skill In Writing Procedure Text Through Picture

Sequences," 2013. Doi:10.1016/B978-0-12-397829-5.00006-5.

- Suardi, and Rahmat. "The Students Writing Ability Through Dictation Method (A Classroom Action Research At Xi Program Students Of SMA 2 Bantaeng)." Unismuh, 2012.
- Sudjana. Teaching Media. PT. Tarsito. Bandung. PT. Tarsito. Bandung, 2002.
- Sugiyono, Prof. Dr. Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods). Edisi 2, C. Bandung : Alfabeta, 2011 Bandung : Alfabeta, 2018 Bandung : Alfabeta, 2020, 2011.
- Sunarwan, Aisyah. "Increasing Students' Narrative Paragraph Writing Ability Through The Use Of Picture Sequence," N.D., 7823–30.
- Thesis, Undergraduate, and Meilda Hardianti. "Using Picture Sequence To Improve Recount Writing Achievement Of The Eighth Grade Students Of Smp Negeri 46 Palembang English Education Study Program Tarbiyah Faculty Islamic State University," 2017.
- Wahibah. "The Effectiveness of Using Pictured Story To Upgrade Students ' Vocabulary," 2016, 1–8.
- Walter, C. "Procedural Writing Grade Three." Saskatchew School Library Association, 2015, 29.
- Weigle, Sara Cushing. Assessing Writing. Cambridge University Press, 2010. doi:https://doi.org/10.1017/CBO9780511732997.
- Zainuddin, Andi Husni A., Abdul Pirol, and Rusdiansyah. "Engaging Learners In Writing Procedure Text: Harnessing The Power of Do It Yourself (DIY) Videos at IAIN Palopo." *Elstic-IJ Vol.* 4, no. 1 (2023): 48–60.



APPENDIX 1 Research document

SURAT IZIN PENELITIAN



SURAT SELESAI MENELITI

	RAT KETERANGAN PENELITIAN mor : 421.3/325 -UPT.SMA.04/PLP/DISDIK
	awah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :
N a m a N I M Jenis kelamin Program Studi Alamat	: Chusnul M. Yunus : 190202004 : Perempuan : Pendidikan Bahasa Inggris : Jl. Pelabuhan Ulo-Ulo Belopa Kab. Luwu
	nengadakan penelitian di SMA Negeri 4 Palopo, pada tanggal 31 Juli 2024, guna melengkapi Skripsi yang berjudul:
"Improving Students Wri	ting Skill In The Text Procedure By Using Picture Sequences At The Tenth Grade Of SMAN 4 Palopo."
Demikian Surat Keteranga Iigunakan sebagaimana m	an Penelitian ini kami buat, diberikan kepada yang bersangkutan untul estinya.
	Palopo, 30 Oktober 2024 epala Sekolah Palopo, 30 Oktober 2024 epalopo, 30 Oktober 2024 epala Sekolah Palopo, 30 Oktober 2024 epala Sekolah Palopo, 30 Oktober 2024 epala Sekolah Palopo, 30 Oktober 2024 epalopo, 30 Oktober 2024 epalop

APPENDIX 2 The RPP of the meetings in the Class

PPP LESSON PLAN TREATMENT 1

CLASS/LEVEL	The Tenth Grade/Elementary
ТОРІС	How to make French fries
OBJECTIVES	Students will be able to write the Procedure Text based on the theme
VOCABULARIES	Boil, pour, stir, slice, mix, then, material, heat, serve, melt, press or push, taste.
MATERIALS	Picture sequence madia
TIME	90 minute
POTENTIAL PROBLEM	 Lack of vocabulary Lack of motivation Do not understand the content, organization, language use, and mechanics.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

·	_					
	Present A	Activities		Intera	action	Time
• Th tog • Th	e class will gether.	duction Se l be open by hecks the st	y praying			
		sks about th	ne	T-	Ss	7 minutes
	dent's cond					
Attention	Grabber:					
ple	ease, the st	says attent udents must tention, atte	t say	T-	Ss	5 minutes

Practice: Create a few practice activities using the new language. Try to increase
SST and decrease TTT. Remember, S-S interactions are significant.

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
the researcher asks the student to make	STT	30 minutes
procedure text about fried bananas based		
on their knowledge.		

Attachment: Practice:



First Meeting				
vocab	meaning			
cut	Potong			
Slice	Iris			
Peel	Kupas			
then	kemudian			
Simmer	Masak			
	dengan api			
	kecil			
Steam	Kukus			
Boil	Rebus			
Stir	Aduk			
Mix/blend	Campur			
Fry	Goring			
Serve	Sajikan			
Make	Buat			
Melt	Lelehkan			
Pour	Tuang			
Material	Bahan			
Heat	Panaskan			
Shake	Kocok			
Taste	Rasakan			
Press/puss	Tekan			
Slice	Mengiris			

PPP LESSON PLAN TREATMENT 2

CLASS/LEVEL	The Tenth Grade/Elementary
ТОРІС	Thai tea
OBJECTIVES	Students will be able to write the Procedure Text based on the theme
VOCABULARIES	Garnish, Chop, Knife, Spices,Cup, TeaSpoon, TableSpoon, Leak, Use.
MATERIALS	Picture Sequence
TIME	90 minute
POTENTIAL PROBLEM	 Lack of vocabulary Lack of motivation Do not understand the content, organization, language use, and mechanics.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present A	ctivities		Interaction	on	Time
Greetings	and Introd	luction Se	elf			
	e class will	be open by	y praying			
-	gether.					
	e teacher ch	ecks the s	tudents'			
att	endance.			T-Ss		7 minutes
• Th	e teacher as	ks about tl	he	1-55		/ minutes
stu	dent's condi	ition.				
Warm Up						
	idents will c	lo a game,	namely			
"w	hisper."					
• Th	e teacher di	vides the s	students			
int	o four group	os.				
• Th	e teacher wi	ill give the	students			
on	e sentence a	bout an ac	ctivity on			
the	e Kitchen,					
• Th	e students w	vill whispe	er the	T-Ss		5 minutes
ser	ntence to the	e second p	erson in	1 00		
the	eir group and	d continue	until the			

•	last person. The last person in each group will write the sentence on the	
	whiteboard.	

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

Practice Activities	Interaction	Time
• The researcher will give material		
about "how to make Thai tea" in		
form of paper, then share it to the		
students. In the text material		
• The researcher will ask the		
student to pay attention to the		
material.		
• The researcher will explain the		
materials by using picture		
sequence teaching media.		
• Researcher will provide		
procedural text about how to		
make Thai tea. The form of the		
text will provided is a Matching		
Picture.		
• The researcher will instruct		
students to match the pictures		
with the appropriate sentence.		
• The researcher will check	T-Ts	45 Minutes
understanding of the student after		
finishing assignment.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
the researcher asks the student to make procedure text about Thai tea based on	STT	30 minutes
their knowledge.		

Attachment: Practice:



PPP LESSON PLAN TREATMENT 3

CLASS/LEVEL	The Tenth Grade/Elementary
TOPIC	How to create an canva account
OBJECTIVES	Students will be able to write the Procedure Text based on the theme
VOCABULARIES	Use, Turn on, turn off, tap, change, select, sign up, save, add, page.
MATERIALS	Picture Sequence
TIME	90 minute
POTENTIAL PROBLEM	 Lack of vocabulary Lack of motivation Do not understand the content, organization, language use, and mechanics.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activities		Interaction	on	Time
Greetings	s and Introduction Se	elf			
tog Th att Th	ne class will be open b gether. ne teacher checks the s rendance. ne teacher asks about t ident's condition.	tudents'	T-Ss	7	minutes
• St	udents will do a game,	, namely			
• Th	Suess the Move." The teacher will point so adents to come in from ass				
	ne teacher will give the e of verb,	e students			
wi	ne students in front of the students in front of the work the work them.		T-Ss	5	minutes
	e other students need e word in English.	to guess			

Practice Activities	Interaction	Time
• The researcher will give material		
about "how to use blender" in		
form of paper, then share it to the		
students. In the text material		
• The researcher will ask the		
student to pay attention to the		
material.		
• The researcher will explain the		
materials by using picture		
sequence teaching media.		
• Researcher will provide		
procedural text about "How to		
create an canva account". The		
form of the text will provided is		
arrange sentences.		
• The researcher will divided		
students in pair (consist of two		
student). The reasearcher will		
spread the exercise to each	T-Ts	45 Minutes
groups.	115	ie minutes
• The researcher will instruct each		
group to arrange the random		
sentences that have been spread		
to make procedural text.		
• The researcher will check		
understanding of the student after		
finishing assignment.		

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
the researcher asks the student to make procedure text about "How to create an canva account" based on their	STT	30 minutes
knowledge.		

Attachment:



Third Me	eting		
vocab	meaning		
Open	Membuka		
Turn on	Hidupkan		
Turn off	Matikan		
Put	Letakkan		
Set up	atur		
Search	Isi		
Secure	Amankan		
Clean	Bersihkan		
Add	Tambahkan		
Sign in	Masuk		
Sign up	mendaftar		
Use	Gunakan		
0.50	Ounakan		

PPP LESSON PLAN TREATMENT 4

CLASS/LEVEL	The Tenth Grade/Elementary
TOPIC	How to create power point in canva application
OBJECTIVES	Students will be able to write the Procedure Text based on the theme
VOCABULARIES	Take off, pick up, put on, drop off, speed, slow, squeeze, squash, press, crush, crumple, wring.
MATERIALS	Picture Sequence
TIME	90 minute
POTENTIAL PROBLEM	 Lack of vocabulary Lack of motivation Do not understand the content, organization, language use, and mechanics.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activities		Interact	tion	Time
Greetings	and Introduction	Self			
tog • The atte	e class will be open gether. e teacher checks the endance. e teacher asks about	students'	T-Ss		7 minutes
	dent's condition. Idents will do a gam	e, namely			
• Th	uess the Move." e teacher will point				
cla	dents to come in fro ss e teacher will give tl				
one	e of verb, e students in front o				
wil	ll demonstrate the w		T-Ss		5 minutes
	e other students nee word in English.	d to guess			

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

Practice Activities	Interaction	Time
• The researcher will give material		
about "how to create a facebook		
account" in form of paper, then share		
it to the students. In the text material		
• The researcher will ask the student to		
pay attention to the material.		
• The researcher will explain the		
materials by using picture sequence		
teaching media.		
• Researcher will provide procedural		
text about "How to create power		
point in canva application". The		
form of the text will provided is		
arrange sentences.		
• The researcher will instruct each		
student to arrange the random		
sentences that have been spread to		
make procedural text.		
• The researcher will check		
understanding of the student after	T-Ts	45 Minutes
finishing assignment.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
the researcher asks the student to make procedure text about "How to create power point in canva application" based on their knowledge.	STT	30 minutes

Attachment: Practice:



Fourth Meeting				
vocab	Meaning			
Pick	Pilih			
Take off	Lepas			
pick up	Angkat			
put on	Pakai			
drop off	Lepas			
Speed	Percepat			
Slow	pelankan			
Shoot	Menembak			
Share	Membagi			
Press	Tekan			
Crush	Gunakan			
Fill out	Mengisi			
Fill in	mengisi			

APPENDIX 3 Instrument Validation Questionnaire by the Experts

Lembar validasi writing test

LEMBAR VALIDASI

Petunjuk:

- Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajara, aspek pemilihan materi, aspek penggunaan soal dan tes yang di kembangkan dalam penelitian.
- Penelitian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai kebutuhan sebagai berikut:
 - 1 = Tidak sesuai
 - 2 = Kurang sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
- 3. Bapak/ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang di sertakan pada lembar penilaian ini.

No.	ASPEK YANG DINILAI					
	MOLEK THICO DA GEAR	1	2	3	4	
1	Petunjuk instrument dinyatakan dengan jelas.				V	
2	Kalimat instrument mudah di pahami dan tidak menimbulkan penafsiran ganda.				V	
3	Kalimat instrument menggunakan bahasa yang baik dan benar.				V	

E Taubahtan word duvasi pengevjuan tes.

.....

Komentar dan saran :

.....

Kesimpulan:

Berdasarkan penelitian di atas, lembar validasi instrument dinyatakan:

- a. Layak digunakan tanpa revisi.
- (b.) Layak digunakan dengan revisi.
- c. Tidak layak digunakan.

3 Amin Ermawati, S. Pd.I., M.Hum NIP: 199111172020122019



LEMBAR VALIDASI

Petunjuk:

- Bapak/ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajara, aspek pemilihan materi, aspek penggunaan soal dan tes yang di kembangkan dalam penelitian.
- Penelitian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai kebutuhan sebagai berikut:
 - 1 = Tidak sesuai
 - 2 = Kurang sesuai
 - 3 = Sesuai
 - 4 = Sangat Sesuai
- Bapak/ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang di sertakan pada lembar penilaian ini.

No.	ASPEK YANG DINILAI				
	-	1	2	3	4
1	Petunjuk instrument dinyatakan dengan jelas.				~
2	Kalimat instrument mudah di pahami dan tidak menimbulkan penafsiran ganda.				~
3	Kalimat instrument menggunakan bahasa yang baik dan benar.				

Komentar dan saran :

Kesimpulan:

Berdasarkan penelitian di atas, lembar validasi instrument dinyatakan:

- 🔀 Layak digunakan tanpa revisi.
- b. Layak digunakan dengan revisi.
- c. Tidak layak digunakan.

Palopo,

Penilai Kelayakan Thhul Dr.s. Tom & Porlandis MM Nip 196712261994031005 Penilai Kelayakan

APPENDIX 4 Questionnaire's Instrument of Pre-test and Post-Test

Students' worksheet

(Pre-Test)

Name : Class : _____ **Instruction :** Write down two paragraph about "how to make fried noodle". _____ ------_____

Students' worksheet (Post-Test)

Name :
Class :
Instruction :
Write down two paragraph about "how to print yor document" based on your
knowledge.

APPENDIX 5 Result of Pre-test and Post-Test

Students' worksheet (Pre-Test)

Name: Rakina Ramadani

Class: X mirdina 2

Instruction :

Write down two paragraph about "how to make fried noodle". You have 15 - 20 minutes to do this test.

Staphean allat <u>memorsan</u> mig law panaskan just^{ks} law wassukan mic ke dalam alt <u>wandsta</u> setelat it <u>mixing</u> bumbu mie law aduk Secara waratak evenly Prepare tools cooking noodles the heat it water then insert noodles into the Students' worksheet (Pre-Test)

Name: MUH, FAJAR

Class: , mer Deka, 2

Instruction :

Write down two paragraph about "how to make fried noodle". You have 15 - 20 minutes to do this test.

ntalakan kombor didikan air masukkan mie ke dalam Panci don membuang air menartih bumbu ke piring dan di aduk secara menata tron on de the stofe berling water eth nodel tee in Pean and Throw away water Put scosonng in Plate and Miks Students' worksheet (Post-Test)

Name: Suci pahmadani

Class: 10. Merdeka 2

Instruction :

Write down two paragraph about "how to print your document". You have 15 - 20 minutes to do this test. "how to print your document"

Open an existing microsoft word document or start a new document, if you have windows to you can use cortana to Search For Before you print, type your text in the blank document or insert an image.

whan you are ready dick on File in the top later - hand corner of your document. Then, cikle on Print.

Alternatively, some objer versions of word my have an OFFICE botton instead of a File button - it's around OFFICE icon in the Lop latt-hand same of the screen, clict on this if you have one. Students' worksheet (Post-Test)

Name: Nut Asya

Class: X Mar data 2

Instruction :

Write down two paragraph about "how to print your document". You have 15 - 20 minutes to do this test.

how to print your document

open an entry axisting microsoft word document or Start a new document IF you have windaws to you can use cortana to search for it for Bafore you Print type your taxt in the blant dokument or insert an image when you are ready click on File in the for laft hand Corner OF your decument than curch on print alterral-ively some older werstons of word enay batton. to It's round office lean in the for laft hand com corner of the sceen. click on this if you have one.

APPENDIX 6 Documentation Teaching Learning Process





TREATMENT

This is a video of the learning process that was made to fulfill the researcher's thesis and to be documentary evidence during the implementation process of the media used.





POST TEST



BIOGRAPHY



Chusnul M. Yunus was born on August 30th, 2001 in Belopa. She is the eighth child of the couple Nadira Luku and Muhammad Yunus. When she was six years old, she started school in SD Negeri 433 Bajoe and graduated in 2013. After that, she continued studying at SMP Negeri 1 Belopa; she graduated in 2016. Then, she continued her

studies at SMA Negeri 1 Luwu. She continued again for her degree (S1) in the State Islamic Institute of Palopo (IAIN). She took the English Education Study Program in Tarbiyah and Teacher Training Department. She wrote her thesis with the title "*IMPROVING STUDENTS WRITING SKILL IN TEXT PROCEDURE BY USING PICTURE SEQUENCES AT THE TENTH GRADE OF SMAN 4 PALOPO* ".