

THE IMPROVEMENT OF STUDENTS' ABILITY IN WRITING PROCEDURE TEXT THROUGH PICTURE SERIES

Gendroyono

Universitas Muhammadiyah Yogyakarta, Indonesia

Email: gendroyono@umy.ac.id

INFO ARTIKEL

Diterima

28 Mei 2021

Diterima dalam bentuk review 10 Juni 2021

Diterima dalam bentuk revisi 18 Juni 2021

Kata kunci:

picture series; procedure text; students' writing ability.

ABSTRAK

This research study on improving the students' ability in writing procedure text through picture series is action research. This is categorized as action research since there is a self-reflective, critical, and systematic approach that the researcher does to identify a problematic situation as a way of improvement and changes in educational practice. In doing this action research, the researcher considers phases that involve each cycle. Those are planning, action, observation, and reflection. Every phase is done based on the researcher's ideas on the research. This study is aimed at exploring the improvement of the teaching and learning process writing procedure text using picture series. It is also intended to identify the improvement of students' ability in writing procedure text using picture series. Based on the research findings and the discussions in section four, some conclusions can be drawn as follows: the use of picture series promotes the improvement of students' ability in writing procedure text and can elevate the students' interest or motivation in the classroom. Picture series is very good in providing the idea for the students to write. The students' works are also more persistent to the idea as compared to when not using the picture series. The pictures also attract more attention from the students and motivate students to get involved in the classroom interaction with the teacher and among themselves. For the detailed works of the students, the use of appropriate diction and the improvement of vocabulary mastery is also the effect of the use of the picture series. Further, the changes of the pictures in every meeting make the students remain interested in participating in the teaching and learning process because they do not feel bored.

Attribution-ShareAlike 4.0
International
(CC BY-SA 4.0)



Introduction

According to (Fitria & Pratiwi, 2020) writing is one of the English language skills. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent speech sounds and may also have symbols for punctuation and numerals. As quoted in ksdl.ksbe.edu, writing has many types. There are cause/ effect essays, comparison/ contrast essays, definition essays, description essays, narration essays, persuasive essays, and process analysis essays. Determining

the type of writing we will need to do will help us determine your topic (subject), purpose (why you are writing), style (how you should write), and tone (your attitude toward your subject - supportive, condemning, objective, etc.)

In writing, there is a text. Text is the original words of something written or printed instead of paraphrasing, translation, revision, or condensation. Text is the result of writing. According to ([Watcharapunyawong & Usaha](#), 2013) text is divided into two types; literary text and factual text. The main texts in the literary text category are narrative, poetry, and drama. And the main texts in the factual text category are recount, response, explanation, discussion, report, exposition, and procedure.

Procedure text is one of the factual text types that is purposed to inform the reader about making or doing something ([Devi et al.](#), 2018). This text is closely associated with vocational high school students because they always use procedure text in their life to make or to do something ([Fadli et al.](#), 2017).

By using media teacher can develop material that can make the class For students, writing in a foreign language is considered a difficult activity that involves the organization of thought and feeling ([Vurdien](#), 2013). In writing the student have to express their thought in sentences. This situation was made the student feel bored and not enthusiastic in learning how to write paragraphs or compositions in English. They often made a mistake in the organization of text and could not put their ideas in the right part of their writing. However, most students do not like writing. It is because they have enough experience that writing is difficult work ([Jacob & Furgerson](#), 2012). They always think that making a piece of writing is not an easy job. The students have already known that when they learn writing, they will have many problems that they have never had in learning other skills, such as reading ([Säljö](#), 2010). The students often have difficulty creating ideas. Moreover, the students rarely practice it because they are worried if their friends will find that their writing is terrible.

According to ([Spanger et al.](#), 2012), referring to the situation above, the English teacher needs to minimize the student's problem by modifying and improving their way of teaching writing. In this case, media can be used to solve these problems. A teacher may use media such as pictures, maps, global, real things, dialog, and tables to present the materials ([Paul Glasgow](#), 2014) more enjoyable and the students will be motivated to learn. Related to this case, the writer is going to focus on the picture as media to learn English writing.

Based on the explanation above, the most suitable media is by using the picture. According to ([Umar](#), 2017) among teaching media, pictures are commonly used as visual media, besides their simplicity, pictures are relative, cheaply used in the classroom. Therefore, the picture can be used as teaching media and have educational values for the students and allow the students to study effectively. Moreover, if a picture is called an excellent device to provide the student with more ideas, it is right if a picture is called an excellent device. According to ([Parr & Timperley](#), 2010), the students will enjoy the writing class if they are taught using pictures because a picture provides the students with basic material for their composition and stimulates their

imagination. The picture can make the students stimulated, enthusiastic, and interested in writing class because it is considered a variation in teaching process in order to make students enjoy writing (Myhill et al., 2012). The use of pictures in the writing process can help the student determine their vocabularies, which are relevant to the picture. The relevant vocabularies are then used to describe the pictures in written or oral language.

According to (Hew & Cheung, 2014) in the difficulties found by the students, it is to find an idea to start writing something, and they also have less motivation. If the teacher asks them to write a paragraph or text, they look unmotivated to do it. They cannot make a good paragraph and they find it difficult to connect the word and use the diction for their paragraph.

According to (Panjaitan, 2018) considering the ideas above, the writer is then interested in conducting research entitled "*The Improvement of PBI Students Ability in Writing Procedure Text through Picture Series at English Education Department, Muhammadiyah University of Yogyakarta (EED UMY)*"

English has four language skills; listening, speaking, reading, and writing. As one of the four language skills, writing is important for students. As stated in the Decree of Education Ministry of Indonesia *no.23 Tahun 2006*, the aim of writing in the curriculum is to make students able to reveal the meaning of written language, both interpersonal and transactional. Students are directed to write many types of texts such as recounts, descriptives, narratives, expositions, procedures, news items, reports, explanations, and discussions either formally or informally. They are also expected to gain knowledge and information from the texts. According to Walls, as quoted in *www.emergingedtech.com*, writing is important because it is used extensively in higher education and the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

For vocational school students, writing ability is urgently needed. Because writing is the primary basis upon which the work, the learning, and the intellect will be judged in college, in the workplace, and the community. They use writing as their ability to explain a complex position to readers. Writing is an essential job skill. And the genre that vocational school students often use is the procedure text. The text is closely associated with vocational school students who often reveal how to make things or do something.

There are students' problems in learning writing. The problems may come from the teacher, the students, and the strategy used by the teacher. It is based on the English explanation.

Many students were unmotivated in the learning process. They did not give attention if the teacher gives a task to writing. It happens maybe because the teachers do not have a strategy to construct students' motivation in writing. The teachers just give the assignment to write procedure text about how to make a pancake with the

composition of the pancake. Sometimes, the students are confused to write because they get difficulties finding their ideas.

Besides, the student's vocabulary mastery is still low. As a consequence, they get difficulty in finding good and suitable words for their text. The students are also incapable of connecting the words. They are not able to make the texts. Besides, the students do not have motivation in writing as their behavior in the class reflects it. They often lay their head down on the table. When the teacher asks them to write a text, they just look at the instruction and do other activities like having a chat with their friends or playing with their pens. They are very noisy in the classroom and do not pay attention to the teacher's explanation. If they have limited time to do their assignment, they only cheat their friend. So there are many same works in the class. Those can be obstacles to their comprehension in writing.

The teachers have not a new strategy for teaching them. He explains with the common conjunction like first, second, third, next, and after that. But he does not explain briefly, so the students feel confused with his explanation. It can know from the result of students' work before. They monotone to make a text, only make a step type and use first, second, third, etc for their conjunction.

About the background of the study and identification of the problem, the researcher focuses on the strategy that is giving them picture series as the media. The reason for the limitation is that the strategy can be a crucial case in reaching students' writing ability. Furthermore, giving picture series is seen as an effective media in strategy to improve students' writing ability. In light of this view, the researcher will conduct a research study to fulfill her curiosity by focusing on improving second graders' ability of vocational high school in writing procedure text through picture series. And the aims are to explore the improvement of the teaching and learning process writing procedure text using picture series and to identify the improvement of students' ability in writing procedure text using picture series.

This research is conducted to give some benefits to the teaching-learning environment including teachers and students. For a teacher, picture series can contribute to teaching writing and help the students in writing procedure text. It also provides various ways of teaching to improve the students writing ability. The teachers are also expected to develop and increase their creativity in teaching writing and apply a teaching aid to motivate their students to write. For the students, picture series can use to brainstorm and stimulate the student ideas in writing procedure text. The researcher expects that the students can develop their writing ability, especially to write procedure text. This research is different from others in that it highlights the participants from University levels in English Education Department.

Research Methods

This research study on improving the students' ability in writing procedure text through picture series is action research. This is categorized as action research since there is a self-reflective, critical, and systematic approach that the researcher does to

identify a problematic situation as a way of improvement and changes in educational practice. In doing this action research, the researcher considers phases which involve in each cycle. Those are planning, action, observation, and reflection. Every phase is done based on the researcher's ideas on the research. According to ([Arikunto, 2010](#)), a cycle consists of four steps: planning, acting, observing, and reflecting. Action research should be done minimum of two cycles.

The researcher chose 10 Students of semester two at the English Education Department, Faculty of Education, Universitas Muhammadiyah Yogyakarta (EED UMY). This class consists of 42 students. The researcher chooses this class based on the recommendation from the English teacher of the class.

An object of this research is the writing skill of EED UMY students, especially in writing procedure text. Writing test is the instrument that is done to gain the students' writing ability. It is done by doing the writing test. The result of the students' scores in every task shows how the students' writing ability improves. The improvement of students' ability in writing procedures can be seen by comparing the result of the writing tasks in every cycle.

To carry out this study, the researcher will act as the collaborator. While the researcher teaching in the class the English teacher is an observer. To get the data, the researcher uses some data collection techniques: observation, interview, field notes, and Testing.

The data will collect from qualitative data and support by quantitative data. It means the data is the description of the reality happening during the research. And support by numerical data that get from the students' test scores. The qualitative data is gained from the results of observation are analyzed to describe how picture series are implemented in the teaching and learning process. Next, the researcher used the result of the observation checklist, field notes, and questionnaire from the students to determine the improvement of students' ability to use picture series in teaching writing procedure text.

The researcher analyzed the information gain from the observation through the result of the observation checklist. Next, to analyze the improvement of students' ability in writing procedure text using picture series, the researcher used the result of questionnaire from the students. Having known the result of the observation checklist, field-notes, and questionnaire, the description of students' responses made on several aspects, namely the students' opinion about the teaching process in class, the teaching material, and general evaluation of applying picture series in writing class

Results and Discussion

In this chapter, the researcher would like to answer the statements of the stated problems in the first chapter. The statements of the problems are (1) how can applying picture series improve the teaching and learning process of writing procedure text at EED UMY? (2) how can the students' writing procedure text be improved by using picture series at EED UMY?

A. The Fact-Finding at Reconnaissance

The facts gained through the initial observation were explained as the following. The implementation of using picture series in teaching writing procedure text includes the teaching-learning process (pre-writing, whilst-writing, post-writing), the students and teaching activity, and the use of picture series as a media in writing procedure text. Those steps are showing picture series, asking a question about the picture series based on the example, analyzing the text and concluding the generic structure and the language feature of procedure text, reviewing the previous lesson, asking the students to make procedure text based on picture series, correcting the students writing, asking the students to revise and edit their writing. Before that, the researcher would explain the result of each meeting.

1. Determining the Problems

In doing this research, the researcher did a collaboration with the English teacher, the collaborator, and the students of EED UMY. To determine the teaching and learning problems in the class, the researcher conducted the observation during the teaching and learning process of writing and had interviews with the English teacher and some students.

Based on the observation, the interview with the English teacher and the students, and the discussion with the English teacher done by the researcher, there were some problems in the teaching and learning process of writing. The problems were related to the students' writing ability. Those problems could be seen as follows:

Table 1
Field Problems

No	Problems
1.	The students could not comprehend texts fully.
2.	The students had difficulty in finding an idea.
3.	The students lacked vocabulary mastery.
4.	The students had difficulty connecting the words.
5.	The students had low motivation in learning.
6.	The teacher rarely conducted collaborative work.
7.	There was little interaction between the students and the teacher, and among the students.
8.	The use of media was monotonous.
9.	The materials were sometimes not interesting.

Having formulated the problems above, the researcher discussed them with the English teacher. They discussed the feasible problems that might be solved. By considering the time, funds, and energy, the researcher and the English teacher decided to solve five of the problems in the teaching and learning process of writing. Those problems were as follows:

- a. The use of monotonous media.
- b. Lack of vocabulary.

- c. Difficulty in finding the idea.
 - d. Low motivation in learning
 - e. Little interaction between the students and the teacher, and among the students.
2. Determining the Actions to Solve the Problems

As stated above, the researcher and the English teacher determined the most feasible problem based on the consideration of time, funds, and energy. After they had further discussion about the problems, they looked for possible actions to solve the problems. They discussed the actions that could be applied in the teaching and learning process of writing aiming to improve the students' writing ability. Based on the agreement between the researcher and the English teacher, the actions that would be implemented were as follows:

- a. Giving media (picture series) to improve the ability of the students in finding the idea.
- b. Conducting the picture series to improve the students' writing ability and the interaction between the students and the English teacher, and among the students.
- c. Conducting the picture series to improve the students' motivation in the teaching and learning process of writing.
- d. Conducting give picture series as a strategy to improve the students' vocabulary mastery.
- e. Conducting the picture series to stimulate the students to find their idea.

B. The Report of Actions and Discussion

1. Cycle 1

a. Planning

In implementing the picture series, the researcher followed the procedures. These were presented as follows:

- 1) Pre-teaching
 - a) The teacher asked the students to find the idea that they will write.
 - b) The teacher asked the students to find detailed information about the picture.
- 2) Presentation
- 3) Practice
 - a) The teacher asked the students to write the procedure text based on the picture series that showed.
 - b) The teacher monitored and gave guidance to the students.
- 4) Production
 - a) The teacher asked the students to write the procedure text based on the picture series that showed.
 - b) The teacher monitored and gave guidance to the students.

b. The implementation of the Actions

- 1) Implementing picture series in meeting 1

In this meeting, the researcher focused on introducing the technique to the students. He gave the general apperception about the material that the students would learn. He asked the students whether they knew about guava juice or not as follows: *Do you know about guava juice? Can you mention*

the materials to make a glass of guava juice? The researcher did it as he wanted to build interaction between the teacher and the students. There were only a few students who responded to the questions but the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Indonesian such as: “*Yes miss. Jambu kluthuk*” another student answered: “*Sugar miss*”. The teacher then told them that they would write about guava juice.

Before the teacher gave the paper to the students, he showed the picture series to the students. He explained that the picture series a medium in teaching writing procedure text. Then, he distributed the picture to the students.

After distributing the picture, the teacher asked the students to identify the detailed information in the picture. As it was the first meeting, he guided the students to identify the picture. They pay attention to the picture and mention the detailed information in the picture as follows: “*It is a guava miss. And it is must di blender miss.*” Another one says: “*It must be peeled, miss.*” The teacher giving feedback to all the students, the teacher asked the students to write each step based on the picture series.

As the teacher observed, the students found the idea to write. They were confused about translating the words. The teacher tells the students to look up the difficult words in the dictionary. Although they had known the English, they still did not know how to connect the words. Then, they called the teacher to help them in connecting the words.

Next, the teacher monitors the students at each table. He asked the students’ difficulties in writing the procedure text. After the students finish writing the procedure text, the teacher asked the students to collect their assignments. The time was up. Then, he ended the lesson by saying a prayer.

2) Implementing picture series in meeting 2

In General, the activities in the second observation were almost the same as in

the first observation. Before the teacher began the learning activities, the teacher reviewed the previous lesson with the students. It was meant to know whether or not they still remembered the previous lesson. He reminded the students of the generic structure of procedure text, the tense, conjunction, and revised some of the wrong vocabulary and language used they made in the first meeting. He also commented and showed some students' composition in the previous meeting as the example he discussed and revised together with the students.

After that, the teacher introduced a new topic, which had prepared. After explaining the topic, he asked the students to read the example of procedure text. He gave them time to identify the generic structure and the

text that they read. He asked many questions related to the generic structure, content, and language feature of the text. The teacher also checked their understanding of the use of imperative form and conjunction as the language feature in procedure text.

In the second meeting, the teacher also used a picture series. The title of the picture was "Make an Ubi Ungu Cake". Before showing the picture, the teacher stimulated the students' prior knowledge about cake and cassava. The teacher asked them about baking powder, flour, and egg as the materials in that cake and all about things or details related to the cake. The students seemed enthusiastic in giving their responses. They also became noisy because some of them answered the question together. The picture series was clear enough to be seen by all students in the class. After that, the teacher showed the picture of making that cake. Those pictures showed the step of making the cake. The students seemed to pay attention to the picture. Then the teacher asked the students' opinion toward the picture. He asked the students about the materials and activities in the picture and many others. Some students responded while the others did not. The teacher also stimulated and discussed the vocabulary related to the picture, such as flour, egg, baking powder, mixing, pour, etc. The students looked delighted and enthusiastic in these activities.

After he was sure that the stimulation was sufficient, he asked the students to write procedure text about making the cake using picture series. Before the student started writing, the teacher distributed those pictures to the students in the form of paper to see and identify the details of the picture more clearly. Then, all of the students started writing. The teacher also supported them to ask the question if they faced difficulties during the writing activity. Since the students had brought their dictionary, it was expected that they would not find difficulties in vocabulary. But, the same with the previous meetings they were also still confused in connecting the words. During writing, the teacher controlled and walked around the class. Finally, the writer ended the class by asking them to stop writing and submitted their work. Before leaving the class the teacher also commented to the students and asked them to prepare themselves for the next meeting.

c. Observation

The implementation of the picture series was quite successful. Some of the problems that occurred in the classroom were solved significantly. Using the picture series, the students found it far easier to obtain the idea in writing a text. This means that the choice of the media is excellent. Furthermore, the improvement in students' vocabularies was also the effect of using the picture series because when they need to write the procedure, they required new vocabularies and eventually looked them up in their dictionary.

The use of the picture also indicated that the researcher was creative in determining which media would be used to promote the interaction between the teacher and the students and among the students themselves. When there was intense interaction amongst the students and the teachers, it would lead the students to be highly motivated. However, the student's writing ability was not yet in their best performance. They needed more practice and more exposure in writing the text.

d. Reflections of Cycle I

The implementation picture series in teaching writing procedure text in the first cycle was done in two meetings. The strategies by using picture series in teaching writing procedure text were implemented in every meeting. After implementing the picture series in two meetings, the researcher wrote the results of the actions.

The vignette showed changes in the teaching and learning process and the students' ability to write procedure text after the researcher used picture series as media in the teaching and learning process. Before the implementation, the students were reluctant even did not want to answer the teacher's questions during previewing and asked questions when they found difficulties. After the implementation, the students were active in answering the teacher's questions and were active to join in the class. The students also willingly called the teacher when they had difficulties in writing.

From the vignette, it can be seen that the students were able to translate the meaning of the word in their dictionary, connecting the word, and calling the teacher to guide them in connecting the words to be a good sentence and good paragraph. The students were also able to find the detailed information of the picture as an idea that they will write. Moreover, there was a good interaction between the students and the teacher, and among the students.

At the end of the first cycle, the researcher wrote the results of the actions. Those were presented as the following.

The use of picture series in cycle 1 from the first meeting until the two meetings successfully improved the students' ability to find the ideas by finding detailed information about the picture. Formerly, the students do not need to adapt the use of this strategy. They felt that the strategy was interested. It is showed from their activities in the class. They interest in guessing the teacher when the teacher showed the picture. They said it was easy to understand and it could help them find the idea that they will write. It can be seen from the extract of transcript interviews below.

“R: What do you think about the use of picture series as a teaching media in the class?”

“Ss: I think this is fun, so we have a new thing. Not only hearing the teachers' explanation then do the exercise”

“R: What do you think about the use of picture series in the class?”

“Ss: Ya this is good for us. So, I can write based on the picture.”

“R: What do you think about the use of picture series in the class?”

“Ss: It is easy for us. So, I do not need to find the idea that I will write.”

The use of picture series in teaching writing procedure text was successful in improving the students' ability. They could find the idea that they will write by attended the detailed information of the picture. This can be seen from the extract of the Transcript interview below.

“R: Then, do you feel easier writing procedure text using this technique?”

“Ss: Yes miss, I feel easier. Just see the picture then write.”

“R: Then, do you feel easier writing procedure text using this technique?”

“Ss: Yes miss, it is easier. Because we know what will write based on the picture.”

The use of picture series was also successful in improving the interaction between the teacher and the students, and among the students. It was done by monitoring, guiding, and giving feedback to the students. By having a good interaction with the students, the teacher could know the students' wants. He directly knew the students' difficulties while they were writing. They were also thrilled when the teacher cared for them. The interaction among students increased too. The students could share their knowledge and understanding when they had difficulties while writing, as can be seen from the interview below.

“R: Do you like using this technique in the class?”

“Ss: Yes, I like. This becomes an effective way if there is a picture. We felt easier in writing.”

“R: Do you like using this technique in the class?”

“Ss: Yes, I like it because there is a picture. So we feel easier because we know what will we write.”

“R: What do you think about the interaction between the teacher and the students during the teaching and learning process?”

“ET: I think it is good. I saw the students were brave to ask questions when they found difficulties. Then, you also answered the questions. I saw that the students were satisfied with the answer and understood it.”

“R: What do you think about the interaction among the students?”

“ET: The interaction among the students was good enough. Although they were noisy in the class, they discussed the work. I observed that they shared about the picture.”

The use of picture series successfully improved the students' motivation in the teaching and learning process of writing procedure text. In the first meeting, they felt interested in discussing the picture. In the second meeting, the students also felt that they were happy and enthusiastic as the picture was interesting.

The use of picture series as media in teaching writing procedure text successfully improved the students' vocabulary mastery. In doing these strategies, first, the students might ask other friends. When the students did not know the meaning of the words, they had to translate by asking their friends in the class or open their dictionary. The students felt that their vocabulary had increased by having these activities. This can be seen from the extract of the Transcript interview below.

“R: Do you think that using picture series can improve your vocabulary master?”

“Ss: Yes miss, it is made easier, because we can predict words that we will write by watching the picture.”

“R: Do you think that using picture series can improve your vocabulary mastery?”

“Ss: Yes miss. I can open a dictionary that we will never do it. Besides, we can know the basic words, nouns, and verbs.”

About the explanation of the results above, the researcher together with the English teacher did some reflections. The reflections were done based on the observation during the teaching and learning process of writing and the interviews conducted by the researcher with the English teacher and the students. In doing the interviews, everyone had an equal opportunity to express their ideas, opinions, and feelings about the action. The researcher did it to fulfill the democratic and dialogic validity. The reflections of the implementation of this cycle were as follows:

1) Implementing using picture series in teaching and learning process of writing procedure text

The first action was implementing picture series for the students. In the first meeting, the students were interested in joining the learning process. They were enthusiastic about the picture. The teacher guided the students in do the assignment. In the second meeting, the student still looks

interested and enthusiastic. The discussion could run better than before. The teacher also guided them when they found difficulties.

Implementing picture series was effective to improve students' ability in writing procedure text. These strategies attract the students to join in the learning process. Using the picture series, the students are interested in writing and finding the words they will write. They were happy. They felt that their curiosity in writing had increased during the implementation. They also said that they could share their knowledge with their friends by using picture series in writing.

Implementing picture series also was effective in improving the students' vocabulary mastery. By doing these strategies, the students felt that their vocabulary mastery increased. They could know some words and their meanings.

From the above explanation, the list of the improvements as well as the things which have not improved yet is presented as the following:

Tabel 1
The List Of The Improvements

No	Problems	Note
1	Monotonous media used	Improved, by the use of pictures series, which was different from one meeting to the other. The use of other media is also challenged.
2	Lack of vocabularies	Improved, they found new vocabularies when making the procedure and finally looking up their dictionaries to get the meaning.
3	Difficulty in finding the idea	Much Improved, it is far much easier to find the idea based on the pictures as the pictures also show clearly the procedure they are going to write. However, detailed information of the picture has not yet been seen from their writing.
4	Low motivation	Slightly Improved,

	in learning	indicated from their participation in the discussion with their friends and the researcher. However, it requires more intensive treatment to raise their motivation to a maximum level.
5	Little interaction	Slightly improved, seen from the level of their interaction amongst themselves as well as with the teachers. This was understandable because the researcher was quite a new teacher there and interaction needs time to get intensive.

2. The implementation of the actions in cycle 2

a. Planning

Based on the reflections of the actions in cycle 1, the researcher found that there should be other actions that could accompany the previous actions. The researcher discussed this with the English teacher. Then, they agreed and planned to implement the actions in cycle 1 i.e. using picture series to improve the students' ability in writing procedure text. The plans for cycle 2 could be summarized as follows:

- 1) Conducting picture series to improve the students' ability in finding the ideas that they will write by paying attention to the detailed information of the picture.
- 2) Conducting picture series to improve the students' ability in writing procedure text and the interaction between the students and the English teacher, and among the students.

b. The implementation of the Actions

The actions focused on the use of picture series in improving students' ability in writing procedure text. The complete description of implementation in the second cycle was presented as in the following.

- 1) Implementing picture series in meeting 3

As in the previous meeting, the teacher and the English teacher came into the class together. Then, the English teacher was at the back of the class. When they came into the class, the students were very noisy.

In this meeting, the teacher focused on improving the students' ability in writing procedure text. Before the teacher came to the materials, he gave apperception to the students. He asked them to mention the material of making potato donuts. The students mentioned some of the material. He found that the students were enthusiastic about hearing that topic. Then, the teacher asked them to mention the step of making the potato donut. After that, the teacher distributed the picture to the students and asked them to mention the step in the picture.

Next, the teacher asked them to analyze the picture and write a procedure text about making a potato donut. The teacher did not guide them so that the discussion and the activity on writing could run naturally. The teacher then monitored the students to control the students' difficulties. Sometimes, the students called the teacher to guide them in connecting the words. The students were serious in writing. They tried to translate each word in detail information of the picture, connecting the words became good sentences. In this activity, the teacher still monitored the students to make sure that they were still on track. There was no serious problem with those activities. They worked faster than before. After they collect their assignment, the teacher ended the class.

2) Implementing picture series in meeting 4

In this meeting, the teacher still focused on improving the students' ability in writing procedure text. The teacher asked them about instant noodles. There was noise to answer her question. The students were enthusiastic. The students were happy. They felt it is an easy assignment because they often see the procedure text in the back of the noodle instant pack they have often eaten.

Then, the teacher distributed the picture series for them. The teacher asked them to do brainstorming first. They did not need much time to do that. The students knew well what they should do in brainstorming. The teacher guided them to analyze the picture.

The students started writing based on the picture. Sometimes, they called the teacher to guide them. Next, they tried to discuss with their friends the detailed information of the picture. The teacher found that the interaction among students increased. No student just listened to their friends' discussion. All of the students in the class contributed their ideas to their friends. After that, the students collect their assignments. They did not take much time to do that. After that, the teacher ended the lesson by saying a prayer.

c. Observation

In this second cycle, the focus of the problems was looking for the idea for their writing basis with the detailed information from the pictures, the ability to write the procedure texts, and the interaction between the students and the English teacher, and among the students.

The implementation of the second cycle in applying the picture series was successfully done. The problems depicted to be solved in the second cycle were

significantly resolved. By using the picture series, it is a lot easier for the students to get the idea of writing a text with detailed information as shown in the pictures. They thought of all vocabularies and looked up their dictionaries to find all relevant vocabularies along with the connecting words. This affected their flow of writing which seemed more coherent to the readers. This was good because their writing skill was much improved.

Regarding their interaction in the classrooms, the chosen media was good at promoting the interaction between the researcher and the students as well as among the students themselves. The students turned to each other discussing what the pictures were about and asked each other certain vocabularies that they might use in writing the procedure text. The students also often put forward questions to the researcher about the detailed information of the pictures. They started thinking of writing the very detailed activity of the procedure texts. The result of their writing was much better than the previous works.

d. Reflection of Cycle II

Implementing picture series as a media in teaching writing procedure text in the second cycle was done in two meetings. The picture series was implemented in every meeting. After implementing the picture series and the accompanying actions in two meetings, the researcher wrote the results of the actions.

The explanation above showed changes after the researcher conducted picture series in improving students' ability in writing procedure text. By using picture series, the students were able to understand making a sequence paragraph. It could be seen from the result of the two cycles. The students' motivation also increased when the researcher conducted picture series. They did their assignment willingly. The students were also active to ask questions during the learning process.

At the end of the second cycle, the researcher wrote the results of the actions. Those were presented as the following. The use of picture series in teaching writing procedure text in Cycle II from the third meeting until the fourth meeting was successful to improve the students' ability in finding the ideas by analyzing detailed information of the picture. The students had a better understanding of how they found the ideas from detailed information in the picture. By having those abilities, the students admitted that those helped them in writing the procedure text. This could be proved from the extract of the Transcript interview below.

“R: What do you think about the use of picture series in the class?”

“Ss: I think it is good. We understand what we will write. If there is not a picture, we confuse to find the idea that we will write.”

The use of picture series was successful in improving the students' ability in writing procedure text. It was also successful in improving the interaction

between the students and the teacher and among the students. Giving direct feedback to the students became an effective way to build the interaction between the students and the teacher. The students were accustomed to sharing their ideas with the teacher. The teacher could build the better interaction, the fewer gaps occurred between the teacher and the students.

The use of picture series also was successful in improving the students' vocabulary mastery. In the third and fourth meetings, the students often guessed their sentences to the teacher. They are also active to guess their friend. If they still found difficulties, they asked the teacher to guide them in guessing the word that they connect, not asked her to inform the words. The following list summarizes what has been achieved in the second cycle.

Tabel 2
What Has Been Achieved In The Second Cycle

No	Problems	Note
1	Monotonous media used	Much Improved, by the use of pictures series, which were creatively chosen and different from one meeting to the other.
2	Lack of vocabularies	Much Improved, from 4 meetings in the implementation, students improved more new vocabularies because of the demand when writing the procedures.
3	Difficulty in finding the idea	Much Improved, based on the series of the pictures which were very obvious in reflecting the idea of the procedures.
4	Low motivation in learning	Improved, shown from their more intensive participation in the discussion with their friends and the researcher because the researcher always motivated the students in each meeting.
5	Little interaction	Much improved, seen from the level of their interaction amongst themselves as well as with the researcher. They felt quite familiar with

the researcher so the
mental barrier among
them has gone.

e. The Improvement of the Teaching-Learning Process of Writing Procedure Text

The teaching-learning process in this action research has been done in three stages: before teaching, while teaching, and after teaching. The improvement of the process will be based on these three stages.

In the very early stage, planning was very crucial. The researcher's attempt to choose the picture series after finding the teaching and learning process problems was a creative attempt to solve some of the problems. Moreover, the researcher also did need analysis and initial assessment to identify what the students needed and the problems which could be solved. It can be said that there is an improvement in the before teaching stage. Choosing the picture series is also an improvement in the planning to prevent students from feeling monotonous.

The second stage was while teaching. In this stage, some improvement can be listed. First, since the researcher chose engaging media in teaching the students, it positively affected the teaching and learning process as a whole. The researcher kept making the necessary contact with the learners by asking several questions dealing with what they were discussing. This was good because previously, the teacher of the class seemed to be silent and did not make the necessary contact with the students. Making contacts by asking questions and replying to students' questions will be good for creating a conducive atmosphere in the teaching and learning process. Students will have meaningful interaction with the teacher as well as among the students themselves.

Moreover, to motivate the students, the researcher responded to students' questions patiently and enthusiastically so that the classroom felt full of enthusiasm. Responses from the students dealing with writing the procedure texts were given rewards at least verbally. This way, the students felt motivated to get involved in the teaching and learning process.

The other improvement happening in while-teaching was the attempt from the researcher to make students learn new vocabularies. The way the researcher listed the new vocabularies on the board made it the students easier to discuss them. It resulted in the improvement of relevant vocabulary mastery.

f. The Improvement of Students' Ability in Writing Procedure Text.

Some improvements of students' ability in writing procedure text can be seen as the following.

The first improvement which was achieved even from the first cycle is finding the idea for the students to write. Using picture series enabled students to quite easily find the idea of what to write about. Since the pictures alone can tell the students about the procedure they were going to write, students felt they could

just write what they saw in the pictures. It is good in giving ideas to the students about what they are going to write.

The second improvement that the researcher found is on the vocabulary mastery of the students. In the beginning, the students found it very difficult to write because their vocabularies were very limited. By explaining and describing the vocabularies together among the researcher and the students, students were assisted in improving their vocabularies. With this technique, another improvement also revealed, that is, the interaction between the researcher and the students and among the students themselves.

The improvement of the classroom interaction was greatly supported by the presence of the active and enthusiastic researcher. Keeping asking questions to the students and asking students to talk about the teaching materials to their friends elevated the classroom level.

There is also an improvement in the students' level of motivation taking part in the teaching and learning process. This was first developed because the researcher rewarded any response at least with compliments, and never blamed students' mistakes. This way, students were highly motivated to join and get involved in the researcher's teaching and learning process.

Judged from the students' work, their awareness of using transition words to connect one action to the action was also clearly seen. The use of 'first, second, third', etc. indicated that the students had the improvement in writing the procedure texts. The flow of the sentences and the steps in writing the procedure text are of great improvement.

g. Students' score

In this part, the researcher shows the result of the students' scores as performed in pretest and post-test. Those students' score was displayed in Table

1. Students' Score in pretest

Tabel 3
Students' score

No	NAME	Pretest
1.	Marjah	50
2.	Dwi Santoso	35
3.	M. Riswanda Imawan	40
4.	Cintya Hadi Iswara	40
5.	Fitriani	35
6.	Adiba Anifayaqun Shahab	60
7.	Muhammad Sulaiman	40
8.	Yuli Fitri Yanti	40
9.	Share	40
10.	Okta Suhendra	55
11.	Hafidz Wahyu Nur Cholis	35

12.	Wisnu Dwi Yantoro	40
13.	Ardhiyanti Kusuma Wardhani	75
14.	Firas Yumniamatillah	35
15.	Alim Handayani	40
16.	Widya Kesumadewi	70
17.	Annisa Fi'izzatillah	40
18.	Akhmad Fauzi	45
19.	Chandra Rizky Wijaya	40
20.	Anggun Selfiani	40
21.	Wahid Syarifudin	35
22.	Danita May Rosati	65
23.	Farah Salsabila	45
24.	Rizqi Amelia	55
25.	Inka Dwi Puspita K.S.	35
26.	Helda Ana Firliana	40
27.	Later Mardi Utami	80
28.	Muhammad Catur S.	50
29.	Yanti Kurniawati	35
30.	Shautika Khola	40
31.	Muhammad Fadhil A. P.	35
32.	Gunawan Sultan	40

Table 4
The scoring of the students' assessment in pretest

No	Score (x)	Frequency (f)	X ²	f.x
1.	35	8	1225	280
2.	40	13	1600	520
3.	45	2	2025	90
4.	50	2	2500	100
5.	55	2	3025	110
6.	60	1	3600	60
7.	65	1	4225	65
8.	70	1	4900	70
9.	75	1	5625	75
10.	80	1	6400	80
Total		32	35125	1450

From the following table above, the scale used to measure the students' ability between 35 and 80. The highest score was 35 and the lowest score was 50. Based on the table, the researcher has known the mean score.

$$M (\text{Mean}) = \frac{\sum fx}{N}$$

$$= 1450$$

$$\begin{aligned}
 &= 45.3 \\
 SD &= \frac{\sqrt{\sum x^2 - \frac{(\sum fx)^2}{N}}}{N} \\
 &= \frac{\sqrt{35125 - \frac{(1450)^2}{32}}}{32} \\
 &= \frac{\sqrt{35125 - 2052.6}}{32} \\
 &= 5.42
 \end{aligned}$$

Categorizing pretest

$$\begin{aligned}
 Mi &= 60\% \text{ of max score} \\
 &= 60\% \times 80 \\
 &= 48 \\
 SDi &= \frac{1}{4} \times 48 \\
 &= 12
 \end{aligned}$$

Table 5
The characterization of students' achievement

Scale number	Class interval	Frequency	Percentage	Category
$X \geq 48+18$	≥ 66	3	9.3 %	Very good
$48+6 \leq x < 48+18$	54 – 65	4	12.5 %	Good
$48 - 6 \leq x < 48+6$	42 – 53	4	12.5 %	Enough
$48 - 18 \leq x < 48 - 6$	30 – 41	21	65.7 %	Low
$X \leq 48 - 18$	≤ 29	0	0 %	Very Low
Total		32	100 %	

The table of characterization above showed that 9.3% got a very good score, 12.5% good score, 12.5% enough score, and 65.7% low score. 21.8% of the students indicated could write the procedure text well, and 12.5% of the students good enough in writing procedure text, and 65.7% of the students had low ability in writing procedure text. It showed that most of the students had difficulties in writing procedure text.

Table 6
The description of students' pretest score

pretest	No	Mean	SD	Main score	Max score	Ideal Mean	S
	32	45.3	5.42	35	80	48	12

It also found from after analyzed the students' achievement there was the lowest score was 35 and the highest score was 80. The mean score was 45.3, which means that the mean score still low with a standard deviation of 3.21. Two students got a very good score, four students got a good score, four students got enough score, and twenty-one students got a low score.

2. The students' score in cycle 1

Table 7
The students' score in cycle 1

No	NAME	SCORE
1.	Marjilah	65
2.	Dwi Santoso	70
3.	M. Riswanda Imawan	70
4.	Cintya Hadi Iswara	70
5.	Fitriani	70
6.	Adiba Anifayaqun Shahab	75
7.	Muhammad Sulaiman	80
8.	Yuli Fitri Yanti	75
9.	Suharni	60
10.	Okta Suhendra	70
11.	Hafidz Wahyu Nur Cholis	75
12.	Wisnu Dwi Yantoro	45
13.	Ardhiyanti Kusuma Wardhani	45
14.	Firas Yumniamatillah	40
15.	Alim Handayani	80
16.	Widya Kesumadewi	85
17.	Annisa Fi'izzatillah	70
18.	Akhmad Fauzi	70
19.	Chandra Rizky wijaya	65
20.	Anggun Selfiani	75
21.	Wakhid Syarifudin	75
22.	Dhanita May Rosati	50
23.	Farah Salsabila	50
24.	Rizqi Amelia	90
25.	Inka Dwi Puspita K.S.	65
26.	Helda Ana Firliana	70
27.	Latri Mardi Utami	70
28.	Muhammad Catur S.	65
29.	Yanti Kurniawati	65

30.	Shautika Kholda	80
31.	Muhammad Fadhil A. P.	70
32.	Gunawan Sulthon	60

Table 8
Students' score in cycle 1

No	Score (x)	Frequency (f)	f.x	X ²
1.	35	0	0	1225
2.	40	1	40	1600
3.	45	2	90	2025
4.	50	2	100	2500
5.	55	0	0	3025
6.	60	2	120	3600
7.	65	5	325	4225
8.	70	10	700	4900
9.	75	5	375	5625
10.	80	3	240	6400
11.	85	1	85	7225
12.	90	1	90	8100
Total		32	2165	50450

$$M = \frac{2165}{32}$$

$$= 67.65$$

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum fx)^2}{N}}}{N}$$

$$SD = \frac{\sqrt{50450 - \frac{(2165)^2}{32}}}{32}$$

$$SD = 7.57$$

The means the score was 67.65. 20 students got a score \geq of 66 and 12 students did not get a good score. It means that students' ability in writing procedure text was enough.

Categorizing test

$$Mi = 60\% \text{ of max score}$$

$$= 54$$

$$SDi = \frac{1}{4} \times 54$$

$$= 12.5$$

From the explanation above, the students' ability in cycle 1 was improved. It showed from the students' score which improved from the pretest score. The detailed information in the following table:

Table 9
The description of the students' achievement

Evaluation of test 1	Number of samples	Mean	SD	Main score	Max score	Ideal mean	I SDi
	32	67.65	7.57	40	90	54	12.5

After analyzing the students' achievement, the lowest score was 40 and the highest score was 90. The mean score was 67.65 which still enough. The standard deviation 7.57. It showed from the table that the students' ability was improved. The mean score increased from 45.3 to 67.65, and the standard deviation also increased. The following could be seen in the result of the frequency distribution of the students' achievement analysis.

Table 9
The Results Of The Frequency Distribution Of Student Achievement Analysis.

Scale number	Class interval	Frequency	Percentage	Category
$X \geq 54 + 18.75$	≥ 72.76	10	31.2%	Very good
$54 + 6.25 \leq x < 54 + 18$	$60.25 - 72.75$	15	46.9%	Good
$54 - 6.25 \leq x < 54 + 6.25$	$47.75 - 60.24$	4	12.5%	Enough
$54 - 18.75 \leq x < 54 - 6.25$	$35.25 - 47.74$	3	9.4%	Low
$X \leq 54 - 18.75$	≤ 35.24	0	0	Very low
Total		32	100%	

Based on the table students' achievement score above, it was show that there were 31.2% of the class got very good score, 46.9% got a good score, 12.5% got enough score, and 9.4% got low score. It indicated that 31.2% of the students can write procedure text well and 46.9% of the student had enough writing procedure text. And only 9.4% of the class had low ability in writing procedure text. The conclusion that the students' ability in writing procedure text can improve through picture series that given.

3. The students' score in cycle 2

Tabel 10
The students' score in cycle 2

No	NAME	SCORE
1.	Marjilah	70
2.	Dwi Santoso	80
3.	M. Riswanda Imawan	75
4.	Cintya Hadi Iswara	75
5.	Fitriani	80
6.	Adiba Anifayaqun Shahab	80

7.	Muhammad Sulaiman	85
8.	Yuli Fitri Yanti	80
9.	Suharni	70
10.	Okta Suhendra	75
11.	Hafidz Wahyu Nur Cholis	80
12.	Wisnu Dwi Yantoro	55
13.	Ardhiyanti Kusuma Wardhani	60
14.	Firas Yumniamatillah	55
15.	Alim Handayani	85
16.	Widya Kesumadewi	90
17.	Annisa Fi'izzatillah	80
18.	Akhmad Fauzi	80
19.	Chandra Rizky wijaya	70
20.	Anggun Selfiani	80
21.	Wakhid Syarifudin	85
22.	Dhanita May Rosati	60
23.	Farah Salsabila	65
24.	Rizqi Amelia	90
25.	Inka Dwi Puspita K.S.	70
26.	Helda Ana Firliana	80
27.	Latri Mardi Utami	80
28.	Muhammad Catur S.	70
29.	Yanti Kurniawati	70
30.	Shautika Kholda	85
31.	Muhammad Fadhil A. P.	85
32.	Gunawan Sulthon	80

Table 11
The students' score in cycle 2

No	Score (x)	Frequency (f)	f.x	X ²
1.	55	2	110	3025
2.	60	2	120	3600
3.	65	1	65	4225
4.	70	6	420	4900
5.	75	3	225	5625
6.	80	11	880	6400
7.	85	5	425	7225
8.	90	2	180	8100
Total		32	2425	43100

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{2425}{32}
 \end{aligned}$$

$$\begin{aligned}
 &= 75.7 \\
 \text{SD} &= \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma fx)^2}{N}}}{N} \\
 &= \frac{\sqrt{43100 - \frac{(2425)^2}{32}}}{32} \\
 &= 9.35
 \end{aligned}$$

$$\begin{aligned}
 \text{Mi} &= 60\% \text{ of max score} \\
 &= 60\% \times 90 \\
 &= 54
 \end{aligned}$$

$$\begin{aligned}
 \text{SDi} &= \text{fourth of the ideal mean} \\
 &= \frac{1}{4} \times 54 \\
 &= 12.5
 \end{aligned}$$

From the analysis, the reseacher found that the students' abilty in writing procedure text was improved. It was show from the students' score in cycle 1 and cycle 2. The detail improvement could be seen in the follwing table.

Table 12
The description of the students' ability in cycle 2

Evaluation test 2	Number of sample	Mea n	SD	Min score	Max score	Ideal mean	I SDi
	32	75.7	9.35	55	90	54	12.5

From the explanation on the table above could be seen that the lowest score was 55 and the highest score was 90. It was a very good mean score. It could conclude that the students' ability in writing procedure text was improved. It could be seen from the increasing score of the mean from 67.65 to 75.7, and the increase of standard deviation to 9.35.

Table 13
The classification frequency distribution of the students' achievement

Scale number	Class interval	Frequency	Percentage	Category
$X \geq 54 + 18.75$	≥ 72.76	21	65.6%	Very good
$54 + 6.25 \leq x < 54 + 18$	$60.25 - 72.75$	7	21.9%	Good
$54 - 6.25 \leq x < 54 + 6.25$	$47.75 - 60.24$	4	12.5%	Enough
$54 - 18.75 \leq x < 54 - 6.25$	$35.25 - 47.74$	0	0	Low
$X \leq 54 - 18.75$	≤ 35.24	0	0	Very low
Total		32	100%	

Based on the achievement table above, it could be seen that there were 65.6% of the students got very good score, 21.9% got good score, and 12.5% got enough score. It means that most of the students could write procedure text well, it is about 87.5% of the class. and only 12.5% had enough ability in writing procedure text and no one of the students had low or vey low ability. It could be concluded that the students' ability was improved, and better than the pretest and cycle 1. And the students' had good ability in writing procedure text.

4. The students' score in post test

Table 14
The students' score in post test

No.	Score (x)	Frequency (f)	f.x	X ²
1.	50	0	0	250
2.	55	0	0	3025
3.	60	2	120	3600
4.	65	2	130	4225
5.	70	1	70	4900
6.	75	5	375	5625
7.	80	5	400	6400
8.	85	11	935	7225
9.	90	6	540	8100
Total		32	2570	43350

$$M = \frac{\sum x}{N}$$

$$= \frac{2570}{32}$$

$$= 80.31$$

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum fx)^2}{N}}}{N}$$

$$= \frac{\sqrt{43350 - \frac{(2570)^2}{32}}}{32}$$

$$= 9.47$$

$$Mi = 60\% \text{ of max score}$$

$$= 60\% \times 90$$

$$= 54$$

$$SDi = \text{fourth of the ideal mean}$$

$$= \frac{1}{4} \times 54$$

$$= 12.5$$

Table 15
The classification frequency distribution of the students' achievement

Scale number	Class interval	Frequency	Percentage	Category
$X \geq 54 + 18.75$	≥ 72.76	27	84.4%	Very good
$54 + 6.25 \leq x < 54 + 18$	$60.25 - 72.75$	3	9.4%	Good
$54 - 6.25 \leq x < 54 + 6.25$	$47.75 - 60.24$	2	6.2%	Enough
$54 - 18.75 \leq x < 54 - 6.25$	$35.25 - 47.74$	0	0	Low
$X \leq 54 - 18.75$	≤ 35.24	0	0	Very low
Total		32	100%	

Table 16
The description of the students' ability in cycle 2

Post-test	Number of samples	Mean	SD	Min score	Max score	Ideal mean	I SDi
	32	80.31	9.47	60	90	54	12.5

The analysis above showed that the mean increasing from 75.7 to 80.31, and there were no students who got a low and very low score. The standard deviation also increased to 9.47. It means that the increase was very good. Because in the post-test almost all of the class can write the procedure text well. Only 6.2% of the class had enough ability to write procedure text. The mean also always increased from the pretest, cycle 1, cycle 2, and post-test. From the explanation above the students' ability in writing procedure text through picture series improved significantly. And it could conclude that the teaching-learning process in writing procedure text through picture series was successful. The finding is linear with what was found by Gutierrez, et. al. (2015) That using pictures series technique in teaching has enhanced students' skill in writing narrative text.

Conclusion

Based on the research findings and the discussions in chapter IV, some conclusions can be drawn as follows: the use of picture series promotes the improvement of students' ability in writing procedure text and can elevate the students' interest or motivation in the classroom.

Picture series is very good in providing an idea for the students to write. The students' works are also more persistent to the idea as compared to when not using the picture series. The pictures also attract more attention from the students and motivate students to get involved in the classroom interaction with the teacher and among themselves.

For the detailed works of the students, the use of appropriate diction and the improvement of vocabulary mastery is also the effect of the use of the picture series.

Further, the changes of the pictures in every meeting make the students remain interested in participating in the teaching and learning process because they do not feel bored.

Bibliography

- Arikunto, S. (2010). [Penelitian Kelas Untuk Guru, Kepala Sekolah & Pengawas](#). In *Yogyakarta: Aditya Media*. Aditya Media.
- Devi, P. C., Hudyono, Y., & Mulawarman, W. G. (2018). Pengembangan Bahan Ajar Menulis Teks Prosedur Kompleks dengan Model Pembelajaran Discovery Learning Menggunakan Media Audio Visual (Video) di Kelas XI SMA Negeri 1 Samarinda. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 1(2), 101–114. <https://doi.org/10.30872/diglosia.v1i2.13>
- Fadli, R. P., Alizamar, A., & Afdal, A. (2017). Persepsi siswa tentang kesesuaian perencanaan arah karir berdasarkan pilihan keahlian siswa sekolah menengah kejuruan. *Konselor*, 6(2), 74–82. <https://doi.org/10.24036/02017627578-0-00>
- Fitria, T. N., & Pratiwi, D. N. (2020). [Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual](#). *Jurnal Ilmiah Edunomika*, 4(01).
- Gutiérrez, K.G.C., Puello, N.N & Galvis, L. A. P. (2015). [Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo](#). *English Language Teaching*, 8(5).
- Hew, K. F., & Cheung, W. S. (2014). Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges. *Educational Research Review*, 12(1), 45–58. <https://doi.org/10.1016/j.edurev.2014.05.001>
- Jacob, S. A., & Furgerson, S. P. (2012). [Writing interview protocols and conducting interviews: tips for students new to the field of qualitative research](#). *Qualitative Report*, 7(1), 256–270.
- Myhill, D. A., Jones, S. M., Lines, H., & Watson, A. (2012). [Re-thinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding](#). *Research Papers in Education*, 27(2), 139–166.
- Panjaitan, N. J. (2018). The Analysis Of The Finance & Banking Students's Skill In Writing Descriptive Text Of Pbi Murni Sadar. *Jurnal Ekonomi Dan Bisnis (EK&BI)*, 1(2), 53–59. <https://doi.org/10.37600/ekbi.v1i2.66>
- Parr, J. M., & Timperley, H. S. (2010). [Feedback to writing, assessment for teaching and learning and student progress](#). *Assessing Writing*, 15(2), 68–85.
- Paul Glasgow, G. (2014). Teaching English in English, 'in principle': The national foreign language curriculum for Japanese senior high schools. *International Journal of Pedagogies and Learning*, 9(2), 152–161. <https://doi.org/10.1080/18334105.2014.11082028>
- Säljö, R. (2010). Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. *Journal of*

Computer Assisted Learning, 26(1), 53–64. <https://doi.org/10.1111/j.1365-2729.2009.00341.x>

Spanger, P., Yasuhara, M., Iida, R., Tokunaga, T., Terai, A., & Kuriyama, N. (2012). [REX-J: Japanese referring expression corpus of situated dialogs](#). *Language Resources and Evaluation*, 46(3), 461–491.

Umar, U. (2017). [Media Pendidikan: Peran dan Fungsinya dalam Pembelajaran. Tarbawiyah](#): *Jurnal Ilmiah Pendidikan*, 11(01), 131–144.

Vurdien, R. (2013). [Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain](#). *Computer Assisted Language Learning*, 26(2), 126–143.

Watcharapunyawong, S., & Usaha, S. (2013). [Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language](#). *English Language Teaching*, 6(1), 67–78.