


# The Effectiveness of Pictures Series on Students' Writing Skill of Procedure Text

 <https://doi.org/10.31004/jele.v11i4.2714>

\*Vanesha Grace Siregar, Junita Siahaan<sup>ab</sup>

<sup>12</sup>universitas Katolik Santo Thomas Medan, Indonesia

Corresponding Author: [vaneshasiregar2023@gmail.com](mailto:vaneshasiregar2023@gmail.com)

## A B S T R A C T

Many junior high school students encounter difficulties in writing procedure texts, particularly in organizing ideas and presenting sequential steps coherently. This study aimed to investigate the effect of picture series media on students' writing skill in procedure texts. A quasi-experimental design involving an experimental and a control class was employed. The participants were 62 ninth-grade students of SMP Swasta Santo Petrus Medan, comprising 31 students in each class. Data were collected through pre-test and post-test writing assessments. The findings indicated that the mean score of the experimental class increased from 55.55 to 79.65, whereas the control class improved from 55.94 to 64.45. The independent samples t-test showed that the t-value was 8.149 with degrees of freedom (df) = 60. The t-table value at  $\alpha = 0.05$  was 1.67065. Since t-value (8.149) > t-table (1.67065), and  $p < .001$ , the null hypothesis was rejected. Therefore, picture series media had a significant positive effect on students' writing skill in procedure texts.

**Keywords:** *Writing Skill, Procedure Text, Picture Series*

### Article History:

Received 06<sup>th</sup> June 2026

Accepted 26<sup>th</sup> June 2026

Published 02<sup>nd</sup> July 2026



## INTRODUCTION

Writing is an essential productive skill in English language learning that enables students to express thoughts, share information, and communicate ideas in a structured written form. In academic settings, writing is particularly important because students are required to produce various types of texts with clarity, coherence, and correct language use. However, writing is widely recognized as one of the most challenging language skills since it involves the integration of vocabulary, grammar, organization, and mechanics to produce meaningful texts (Harmer, 2007).

Writing is characterized as a productive skill that entails the written expression of concepts, ideas, and information. Because it allows students to share and permanently record knowledge, writing is a crucial academic skill. However, many students still face difficulties in writing. Students often struggle with vocabulary, organization, and language use, which affects the quality of their writing (Yulianti et al., 2024). These difficulties result in poorly developed ideas and unclear text structure. In junior high school contexts, students commonly experience limited vocabulary, weak grammar mastery, and lack of practice. Therefore, their writing tends to be short, disorganized, and difficult to understand.

In junior high school, students are expected to master several types of texts, one of which is procedure text. A procedure text is a type of factual text that presents a sequence of steps to guide readers in how to make or perform something (Devi et al., 2018). Procedure text, in particular, is taught to ninth-grade students because it trains them to explain steps or instructions clearly and logically. Although this genre is structured and systematic, many students still experience difficulties in writing it. They often struggle to organize ideas logically, arrange steps in correct sequence, and use appropriate vocabulary, which results in unclear and poorly structured writing.

Based on the writer's experience during Internship II at SMP Swasta Santo Petrus Medan in the academic year 2024/2025, several problems in students' writing skill were identified. When students were asked to write a procedure text, entitled "How to Make Avocado Juice," many of them had difficulty developing and organizing their ideas into a clear text. Although some students could mention the steps orally, they struggled to write them systematically. In addition, students showed limited vocabulary, especially in using action verbs and sequence connectors such as "first," "next," and "finally." Their writing often lacked chronological order, clarity, and grammatical accuracy. Therefore, teachers need to provide effective guidance and suitable media to support students in writing procedure texts.

To address these problems, teachers need to apply effective instructional media that can support students in developing their writing skills. One alternative is the use of picture series. Picture series consist of a sequence of images that represent steps in a process, helping students to visualize ideas, organize information, and construct coherent texts more easily.

This study offers novelty by focusing on the usage of picture series in teaching procedure text to ninth-grade students, while previous studies mostly focused on narrative and recount texts. Therefore, this research aims to investigate The Effectiveness of Picture Series on Students' Writing Skill of Procedure Text at the Ninth Grade of SMP Swasta Santo Petrus Medan. It is envisaged that the findings will give empirical evidence and help to better English teaching practices.

The objectives of this study are to investigate whether there is a significant difference in students' English writing skill in procedure texts between those taught using picture series media and those taught using conventional methods, and to determine the extent to which picture series influence ninth-grade students' skill to organize the steps of procedure texts into a clear and logical sequence at SMP Swasta Santo Petrus Medan. The study focuses on ninth-grade students and involves an experimental group taught using picture series and a control group taught using conventional instruction. The writing tasks are limited to "how to make" procedure texts related to food and beverages. Accordingly, the research questions are formulated as follows: 1) Is there a significant difference in students' English writing skill in procedure texts between those taught using picture series media and those taught without picture series media? and 2) To what extent does the use of picture series influence ninth-grade students' skill to organize the steps of procedure texts into a clear and logical sequence at SMP Swasta Santo Petrus Medan?

Writing is one of the important language skills that students must acquire when learning English. Writing has always been included as one of the four skills (listening, speaking, reading, and writing) on the English syllabus. This is a skill that requires a lot of practice.

Writing is considered one of the productive language skills that enables students to express ideas, thoughts, feelings, and information through written communication (Harmer, 2007). Through writing, students are expected to organize their ideas into meaningful texts that can be understood by readers. However, writing is often regarded as one of the most challenging language skills to master because it requires students to integrate various aspects of language knowledge, including grammar, vocabulary, mechanics, and organization. Students frequently encounter difficulties in generating ideas, organizing them coherently, selecting appropriate vocabulary, and applying correct grammatical structures. These challenges suggest that writing is a complex skill that demands both linguistic competence and cognitive skill to produce effective written texts.

Furthermore, writing is not a one-step activity but a recursive process involving several stages. The writing process consists of planning, drafting, revising, editing, and producing the final version of a text (Harmer, 2007). During the planning stage, writers generate and organize ideas before developing them into a draft. The revising and editing stages allow writers to improve the content, organization, language use, and accuracy of their writing. Through these stages, students can refine their ideas and enhance the overall quality of their written work.

Assessing students' writing performance is essential to determine their skill to communicate ideas effectively in written form. Writing assessment should not focus solely on grammatical accuracy but also consider the overall quality of the text produced by students.

In this study, students' writing was assessed using the ESL Composition Profile developed by (Jacobs et al., 1981). This analytic scoring rubric evaluates five components of writing: content, organization, vocabulary, language use, and mechanics. Content refers to the relevance and development of ideas presented in the text. Organization concerns the logical arrangement and sequencing of ideas to ensure coherence. Vocabulary relates to the appropriateness and variety of word choices used to convey meaning effectively. Language use focuses on grammatical accuracy and sentence construction, whereas mechanics involve spelling, punctuation, and capitalization. The ESL Composition Profile is widely used because it provides a systematic and objective framework for evaluating different aspects of writing. Through this assessment, the researcher can identify students' strengths and weaknesses in writing and examine the effectiveness of picture series in improving students' writing skill.

Procedure text is one of the text types taught to junior high school students to develop their skill to provide instructions and explain processes systematically. This type of text aims to guide readers in completing a task or achieving a particular goal through a series of organized steps. Instructions, rules, and procedures are designed to help individuals perform tasks correctly in order to obtain the expected outcome (Walter, 2015). Therefore, procedure texts present information in a logical sequence that enables readers to follow each step easily. Similarly, Nuriyanni (2018) defines procedure text as a text that explains the steps involved in making or doing something. Fauziyah (2023) further explain that procedure texts describe how something works or how to carry out specific instructions effectively. Procedure texts are closely related to everyday life because they provide practical guidance for performing various activities. Students encounter this type of text in different contexts, such as cooking recipes, science experiments, operating technological devices, and following school regulations (Rabbawany, 2021). Consequently, mastering procedure text is important as it helps students develop their skill to communicate instructions clearly and systematically.

A procedure text generally consists of three generic structures: goal, materials, and steps (Walter, 2015). The goal refers to the purpose or objective that readers are expected to achieve after following the instructions. Materials include the ingredients, tools, or equipment needed to complete the task. Meanwhile, steps contain a sequence of actions arranged logically to guide readers toward accomplishing the intended outcome. The use of these generic structures helps ensure that procedure texts are clear, organized, and easy to understand.

In addition to its generic structure, procedure text is characterized by several language features. Walter (2015) explains that procedure texts commonly employ imperative sentences to give direct instructions, such as mix the ingredients or turn on the blender. They also present actions in chronological order using sequencing words, such as first, next, then, and finally, to indicate the order of steps. Furthermore, procedure texts often use numbering or bullet points to make the instructions more systematic and easier to follow. Adverbs and adjectives are also frequently used to provide precise information about how actions should be performed, contributing to the clarity and accuracy of the instructions.

Picture series are a type of visual media consisting of a sequence of related images that illustrate events or actions in a logical order. In the context of teaching procedure text, picture series can support students in understanding the sequence of steps required to complete a task or achieve a particular goal. By providing visual representations of each stage of a process, picture series help students generate ideas, organize information systematically, and produce more coherent written texts.

According to Mayer (2002) Cognitive Theory of Multimedia Learning, students learn more effectively when information is presented through both verbal and visual channels rather than through words alone. Mayer argues that combining text and images facilitates deeper understanding and improves memory retention because learners process information through dual channels. In line with this view, Wright (1989) emphasizes that pictures play an important role in language teaching as they attract students' attention, increase motivation, and provide meaningful contexts for language use. Therefore, picture series can serve as effective instructional media for supporting students in developing their writing skill.

Several previous studies have demonstrated the effectiveness of picture series in improving students' writing performance. Wahyuda & Isna (2025) found that picture media helped students understand and organize procedural steps more effectively, leading to better writing outcomes. Similarly, Marwiyah et al. (2025) reported that the use of pictures in teaching procedure text enhanced students' skill to sequence actions logically and increased their engagement during learning activities. These findings suggest that picture series not only facilitate students' understanding of procedure texts but also contribute positively to their writing development.

In teaching procedure text, picture series provide several educational benefits. The sequential nature of pictures assists students in visualizing each stage of a process, organizing ideas coherently, and maintaining the logical order of instructions. Furthermore, visual support can reduce students' difficulties in generating ideas and increase their confidence in writing. Although picture series may require careful preparation and may occasionally lead to different interpretations among students, their advantages in promoting active learning and improving writing performance make them valuable media for teaching procedure texts. Therefore, picture series are considered appropriate instructional media to support students' writing skill in the present study.

## METHOD

This study employed a quantitative approach using a quasi-experimental design, specifically a nonequivalent control group design. The sample was selected using clusters sampling technique, involving two classes consisting of an experimental group and a control group. The experimental group was taught using picture series media, while the control group received conventional instruction. Both groups were administered a pre-test and a post-test to examine the effect of picture series media on students' writing skill. Students' writing was assessed using a scoring rubric adapted from writing assessment criteria, which included five aspects: content, organization, vocabulary, grammar, and mechanics. Each aspect was scored based on predetermined descriptors to ensure consistent evaluation of students' writing performance. The comparison between the pre-test and post-test results was used to determine whether picture series media significantly influenced students' writing performance.

## Respondents

The participants of this study were ninth-grade students of Private Junior High School Santo Petrus Medan in the academic year 2025/2026. The population consisted of 127 students from four classes, namely IX-1, IX-2, IX-3, and IX-4. Cluster sampling technique was employed to select the research sample because the population was naturally organized into intact classes. Two classes were selected as the sample of the study. Class IX-2, consisting of 31 students, was assigned as the experimental group, whereas Class IX-1, consisting of 31 students, served as the control group.

## Instruments

The instrument used in this study was a writing test administered in the form of a pre-test and a post-test. Both tests required students to write a procedure text based on the given topic. The pre-test was conducted to identify students' initial writing skill before the treatment, while the post-test was administered after the treatment to examine the effect of picture series media on students' writing skill. Students' writing performances were assessed using an adapted ESL Composition Profile developed by (Jacobs et al., 1981). The scoring rubric evaluated five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The rubric was adapted to align with the characteristics of procedure texts, particularly in terms of goal, materials, and the sequence of steps presented in the text.

## Procedures

The research procedure consisted of three stages: pre-test, treatment, and post-test. Initially, both the experimental and control groups were given a pre-test to determine their initial writing skill. Subsequently, the experimental group received instruction using picture series media, whereas the control group was taught using conventional teaching methods. The treatment was conducted in four meetings. After the treatment period, a post-test was administered to both groups to measure students' improvement in writing procedure texts. The students' writing products were then scored based on the five aspects of writing assessment.

## Data Analysis

The collected data were analyzed using SPSS version 23. Descriptive statistics were used to calculate the mean scores of students' writing performance. Prior to hypothesis testing, normality and homogeneity tests were conducted to ensure that the data met the assumptions required for parametric statistical analysis. The Shapiro-Wilk test was employed to examine the normality of the data distribution, while Levene's test was used to assess the homogeneity of variances. Subsequently, an Independent Sample t-test was performed to determine whether there was a significant difference between the post-test scores of the experimental and control groups. The level of significance was set at 0.05.

## FINDINGS AND DISCUSSION

The findings of this study were based on the research questions formulated at the beginning of the study

Table 1. The Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value	Equal variances assumed	.357	.552	8.149	60	.000	15.194	1.864	11.464	18.923
	Equal variances not assumed			8.149	59.558	.000	15.194	1.864	11.464	18.924

To answer the first research question, the researcher used the result of the Independent Samples t-test. The analysis showed that there was a statistically significant difference between the experimental and control groups, with  $t(60) = 8.149$ . The significance value (Sig. 2-tailed) was 0.000 ( $p < .001$ ), which was lower than the significance level of 0.05. In addition, the obtained t-value (8.149) was higher than the t-table value (1.67065). Based on these results, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it can be concluded that there was a significant difference in students' English writing skills of procedure texts between those who were taught using picture series media and those who were taught without using picture series media.

Table 2. Descriptive Statistics

	N	Rang e	Minim um	Maximu m	Sum	Mean	Std. Deviation
Pretest_Control	31	32	41	73	1734	55.94	8.652
Posttest_Control	31	29	50	79	1998	64.45	7.650
Pretest_Experimen	31	34	40	74	1722	55.55	9.341
Posttest_Experimen	31	24	66	90	2469	79.65	7.017
Valid N (listwise)	31						

The descriptive statistics were used to answer the second research question using the result of the pre-test and post-test scores of students in both classes. Based on table 2, the result showed that the mean score of the experimental class increased from 55.55 in the pre-test to 79.65 in the post-test. Meanwhile, the mean score of the control class increased from 55.94 to 64.45. The higher improvement in the experimental class indicates that the use of picture series influenced ninth-grade students' skill in organizing the steps of procedure texts into a clear and logical sequence at Private Junior High School Santo Petrus Medan.

The findings of this study are consistent with previous research conducted by Andriano Tarigan & Tambusai (2023), who reported that students taught using picture series obtained higher post-test scores compared to those taught without picture series. In their study, the experimental group achieved a mean score of 85, while the control group obtained 79.1. In comparison, the present study also found that the experimental group achieved a higher post-test mean score (79.65) than the control group (64.45). This consistency indicates that picture series media is effective in improving students' writing skill. Furthermore, similar results were reported by Rahayu & Yulianda (2023), who found a significant improvement in students' writing performance after the implementation of picture series media. Their study showed an increase in mean scores from 67.5 in the pre-test to 82.5 in the post-test. In line with these findings, the present study also revealed a significant improvement in students' writing scores after the treatment. These results strengthen the evidence that picture series media can support students in organizing ideas and developing more coherent written texts.

## CONCLUSIONS

This study investigated the effect of picture series media on ninth-grade students' English writing skill in procedure texts at SMP Swasta Santo Petrus Medan. The findings revealed that picture series media had a significant effect on students' writing skill, as indicated by the result of the Independent Samples t-test (Sig. 2-tailed = 0.000 < 0.05). In addition, the experimental group obtained a higher post-test mean score (79.65) compared to the control group (64.45). Therefore, it can be concluded that picture series media is effective in improving students' writing skill in procedure texts. These findings suggest that the use of visual learning media such as picture series can support students in organizing ideas, understanding sequential steps, and producing more coherent written texts. In addition, such media may be considered as an alternative instructional strategy to enhance students' engagement and facilitate the teaching and learning process in writing activities.

## REFERENCES

- Andriano Tarigan, C., & Tambusai, A. (2023). The Effectiveness of Using Picture Series on Students' English Writing Skills of Procedure Texts at SMA Masehi Sebiru-Biru. *Jurnal Mudabbir (Journal Research and Education Studies)*, 3(1). <http://jurnal.permapendis-sumut.org/index.php/mudabbir>
- Devi, P. C., Hudiyo, 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*, 1(2).
- Fauziyah, T. R. (2023). Peningkatan Keterampilan Menulis Teks Prosedur melalui Penerapan

*The Effectiveness of Pictures Series on Students' Writing Skill of Procedure Text*

Metode Think-Talk-Write. *Ideguru: Jurnal Karya Ilmiah Guru*, 8(3), 835–840.

<https://doi.org/10.51169/ideguru.v8i3.536>

Harmer, J. (2007). *The practice of English language teaching*.

Jacobs, S., Wormuth, S. A., & Hughey, J. B. (1981). *ESL Composition Profile*.

Marwiyah, M., Said, M. M., & Mukrim, M. (2025). Teaching Writing Procedure Text through Pictures to Grade IXB Students at MTs Negeri 4 Kota Palu. *YASIN*, 5(4), 3939–3955.

<https://doi.org/10.58578/yasin.v5i4.6422>

Mayer, R. E. (2002). The Promise of Multimedia Learning: Using the Same Instructional Design Methods Across Different Media. In *Learning and Instruction* (Vol. 13, Issue 2).

[https://doi.org/10.1016/S0959-4752\(02\)00016-6](https://doi.org/10.1016/S0959-4752(02)00016-6)

Nuriyanni. (2018). *The Effect of Picture Sequences Strategy on Students' Writing Procedure Text Ability (A Study at the Eleventh Grade Students of MAN Sipagimbar)*.

Rabbawany, W. A. (2021). *Students' Ability in Writing Procedure Text at the Eighth Grade of SMPN 6 Padangsidempuan*.

Rahayu, Y. S., & Yulianda, W. (2023). *Improving Students' Ability in Writing Narrative Text by Using Picture Series*.

Wahyuda, & Isna, N. (2025). *The Effectiveness of Picture Media in Teaching Procedure Text Writing*.

Walter, C. (2015). *Procedural Writing-Grade Three*. Saskatchewan School Library Association.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge University Press.

Yulianti, Y., Umar, U., Sudewi, P. W., & Isma, A. (2024). Analysis of Narrative Writing Skills Among Junior High School Students in Indonesia. *Innovations in Language Education and Literature*, 1(2), 41–47. <https://doi.org/10.31605/ilere.v1i2.3901>