

Enhancing EFL Students' Procedure Text Writing through Picture Sequence Media

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This research investigated the effect of Picture Sequence on the writing ability of grade XI students at SMA Negeri 2 Tegal, particularly in writing Procedure Text, and examined whether any significant difference existed between students taught using Picture Sequence media and those who were not. The research employed a quantitative approach with True Experimental design involving an experimental group consisted of 32 students and control group consisted of 35 students selected through cluster random sampling. A writing test was administered as a pre-test and post-test. The data were analyzed using normality and homogeneity tests, followed by paired sample t-test and independent sample t-test through SPSS 24. The results showed that both groups improved in writing performance, but the experimental group achieve higher gains. The independent sample t-test revealed a significance value of 0.000 (< 0.05), indicating a significant difference between two groups. These findings suggest that Picture Sequence media is effective in enhancing students' ability to write procedure text. Therefore, this media can be considered as an alternative media for teaching writing in English lessons.

Keywords: Picture Sequence; Writing Ability; Procedure Text;

INTRODUCTION

Writing is one of the fundamental language skills in learning English. Writing is an activity or process that students use to communicate their thoughts and opinions. Sadiku (2015) emphasizes writing is a valuable skill that reflects an individual intellectual level and ability to express the feelings. Students who have good writing skill will excel in conveying the thoughts and feelings effectively. In many facets of life, including daily life, the workplace, and academia, writing is a crucial and vital means of communication. Clear and effective writing skills help a person to survive and thrive (Monaghan, 2007). In addition to guiding students through the writing process, writing instruction can assist students comprehend how to produce a particular genre of material (Wulandari & Bakthawar, 2024). Therefore, developing students' writing skills is an important goal in English language learning.

Writing not only requires the ability to organize word into grammatically correct phrases but also to convey ideas coherently and in a systematic manner. As noted by Martha & Situmorang (2018), writing enables students to express meaning, thoughts, and feelings through written forms. However, many students experienced difficulties in writing, particularly in generating ideas and organize them effectively. Grenville (2001) also argues that writing seems simple in theory, start with a compelling opening sentence, follow it up with informative body paragraph, and end with a strong conclusion. But the real challenge lies in finding a compelling opening sentence, coming up with interesting ideas for the content. Writing becomes easy if students already have an idea or something they want to convey. The biggest challenge in writing is not just stringing words, but finding interesting and valuable ideas to write about (Wilson, 2022). In order to develop clear assertions that introduce the issues and important ideas of the paragraph, writing also requires expertise and extensive reading (Sukmawati & Haryanti, 2025). Despite its importance, many students still experience difficulties in writing. Students often struggle to generate ideas, organize into coherent paragraphs, and apply appropriate grammar and vocabulary. These difficulties make writing one of the most challenging skills for English as a Foreign Language (EFL) students. In the Indonesian senior high school curriculum, students are required to learn several type of texts, one of which is Procedure Text. Procedure text is a kind of writing that explains how a set of organized acts or procedures can lead to a certain outcome or objective. This text not only explain "what" is done, but also "how" to do it systematically. In this context, procedure text serve both an informative and instructional function, guiding the reader to perform a process correctly and sequentially (Hartono & Purwanto, 2017). The ultimate goal is that readers can do what is presented in the procedure text. Procedure text can be presented orally, in writing or with audio visual media (Lestyarini, 2019). The structure of procedure text generally consist of goal, materials, and steps that must be presented in a logical order. Since the social role of procedure text is to describe how something is completed through a series of acts, students must observe how something works or operates step by step (Meiristiani & Agistina, 2022). However, many students find it difficult to organize the steps clearly and to express them in appropriate sentences.

To address this issue, appropriate instructional media are needed to support students in generating and organizing ideas. One effective media is Picture Sequence, which presents a series of images illustrating steps or stages of a process. Picture Sequence encourage students to develop imagination, enhance their understanding, assist students in arranging ideas in a logical and structured manner. As stated by Baso (2016) through visual representation presented in picture, students can obtain stimulus to organize ideas and develop into written form. Each picture can be interpreted into various forms of written language, whether in the shape of sentence, phrases, word, or paragraph. Picture provide a clear context of what is being taught. By showing picture, the students known and understand the context (Wright, 2013). The use of Picture Sequence has proven to be effective as a stimulus in developing students' writing skills (Brown, 2003).

Previous studies have also demonstrated the effectiveness of Picture Sequence in teaching writing. Several researcher such as Nurlely et al. (2021), which reported that Visual Picture Sequence increased students' writing scores. Research was done by Nashruddin et al. (2022) and Darmawati & Sari (2022) found that the use of Picture Sequence significantly improved students' writing ability in various text types, including descriptive and narrative texts. Similarly, Swari et al. (2024) and Septyaningrum et al. (2024) reported that picture-based media increased students' engagement, creativity, and organization of ideas during the writing process. Not only in writing, visual-media also proven effective in other language skills. A study by Yunisa & Lubis (2024) reported that picture cards improved elementary students' reading skills by helping them recognize words and understand the relationship between images and text. Similarly, Su et al. (2025) found that visual picture cues could facilitate language processing in hearing-impaired students, particularly in understanding onomatopoeic words. Some previous studies mainly focused on narrative, descriptive, and recount texts, while this research only focused on procedure text.

Based on preliminary observation conducted at SMA Negeri 2 Tegal, students faced several difficulties in writing, including generating ideas, limited vocabulary, and insufficient mastery of grammar. These challenges often makes students hesitant and confused when starting to write. Therefore, the present research attempts to answer two research questions: 1) How does the use of Picture Sequence give any effect on students' writing ability? 2) Is there any significant difference between students taught using Picture Sequence and those taught without it?

METHOD

This research employed a quantitative approach with a true experimental design. This research involved two groups, an experimental group that received treatment using Picture Sequence media and a control group that was taught without treatment. The population of this research consisted of grade XI students of SMA Negeri 2 Tegal. The sample included 67 students, with 32 students in the experimental group and 35 students in the control group, selected using cluster random sampling. The instrument used in this research was a writing test, administered as both pre-test and post-test. The pre-test was conducted to measure students' initial writing ability, while the post-test was used to determine the improvement after the treatment. The collected data were analyzed using several statistical procedures, including normality test, homogeneity test, paired sample t-test, and independent sample t-test. All statistical analyses were conducted using SPSS version 24 to determine whether there was any significant difference between the two groups.

FINDINGS AND DISCUSSION

Findings

This research applied an experimental research design to investigate the effect of using Picture Sequence media on students' writing ability. Students' learning results were assessed using a written test after instructional activities were implemented in the experimental and control groups. The experimental group was taught how to write in English using procedure text as the learning material and Picture Sequence as the teaching media. On the other hand, the control group received writing instruction using the same content but without this media. The samples were selected through cluster random sampling technique, in which class XI.6 was assigned as the experimental group and class XI.8 as the control group. The research was conducted at SMA Negeri 2 Tegal over the period from September 10th until October 8th 2025. The data were collecting in four meetings; first meeting is for the pre-test, second and third meeting are for the treatment, and the last meeting for the post-test. After collecting the data, the researcher calculated and analyzed it.

The researcher used descriptive statistics, normality test, homogeneity test, paired sample t-test, and independent sample t-test.

Descriptive Statistics

Table 1 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Experiment	32	62	79	72.31	4.091
PostTest Experiment	32	78	88	82.63	2.744
PreTest Control	35	59	71	64.34	3.334
PostTest Control	35	65	77	72.66	3.262
Valid N (listwise)	32				

The descriptive statistics indicate improvements in both groups from pre-test to post-test. In the experimental group, scores increased from a mean of 72.31 in the pre-test to a mean of 82.63 in the post-test after the treatment, showing improved performance and greater score consistency. Meanwhile, the control group improved from a mean of 64.34 to 72.66. These results indicated that the use of Picture Sequence media positively contributed to enhancing students' writing ability.

Normality Test

Table 2 Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test	.126	32	.200*	.944	32	.096
	Experimental						
	Post-Test	.133	32	.159	.950	32	.143
	Experimental						
	Pre-Test Control	.114	35	.200*	.955	35	.157
	Post-Test Control	.092	35	.200*	.941	35	.059

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

a. Lilliefors Significance Correction

The normality of the data was tested using the Kolmogorov-Smirnov and Shapiro-Wilk tests with SPSS 24. Because the sample size in each group was fewer than 50 students, the Shapiro-Wilk test was used as the main reference. The results showed that the experimental group obtained significance values of 0.096 (pre-test) and 0.145 (post-test), while the control group obtained 0.157 (pre-test) and 0.059 (post-test). Since all significance values

were higher than 0.05, it can be concluded that the data in both groups were normally distributed.

Homogeneity Test

Table 3 Homogeneity Test

Test of Homogeneity of Variance		Levene			
		Statistic	df1	df2	Sig.
Students Writing Scores	Based on Mean	1.213	1	65	.275
	Based on Median	1.190	1	65	.279
	Based on Median and with adjusted df	1.190	1	64.452	.279
	Based on trimmed mean	1.095	1	65	.299

The homogeneity of variance was tested using Levene's Test. The result showed significance values of 0.275 (mean), 0.279 (median), 0.279 (mean with adjusted df), and 0.299 (trimmed mean). Since all values was greater than 0.05, it can be inferred that the variances of the experimental and control groups were statistically homogeneous.

Paired Sample T-test

Table 4 Paired Sample T-test

Paired Sample T-test								
Paired Differences								
		Std.	Std.	95% Confidence				
	Mean	Deviation	Error	Interval of the				
		n	Mean	Lower	Upper	T	df	Sig. (2-tailed)
PreTest Experiment - PostTest Experiment	-10.313	2.645	.468	-11.266	-9.359	-22.055	31	.000
PreTest Control - PostTest Control	-8.314	1.278	.216	-8.753	-7.875	-38.484	34	.000

The paired sample t-test results showed significance values (Sig. 2-tailed) of 0.000, which is below 0.05, signifying that a statistically important variation exists between the pre-test and post-test scores of the experimental group. This implies that employing Picture Sequence media successfully enhance students' writing ability after the treatment.

Independent Sample T-test

Table 5 Independent Sample T-test

Independent Samples Test	
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		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	
Students' Writing Scores	Equal variances assumed	1.213	.275	13.466	65	.000	9.968	.740	8.490	11.446
	Equal variances not assumed			13.571	64.573	.000	9.968	.734	8.501	11.435

The independent sample t-test results showed that significance value of 0.000 which is lower than 0.05, this result indicates that there was a statistically significant difference between the writing ability of students who were taught using Picture Sequence media and those taught without this media.

Discussion

The results showed that the use of Picture Sequence media effectively improves students' writing ability. The experimental group experienced a higher increase in mean scores from 72.31 to 82.63 compared to the control group from 64.34 to 72.66. This indicates that Picture Sequence helps students understand procedural steps through visual representation, enabling students to produce more coherent and systematically organized text. This findings align with Baso (2016), who asserts that visual representations in the form of pictures provide stimuli that assist students in organizing ideas and developing into written text. In addition, Brown (2003) emphasizes that Picture Sequence functions effectively as a stimulus for developing students' writing skills.

The effectiveness of Picture Sequence is further reinforced by the outcome of the pre-requisite statistical analyses. The homogeneity test showed a significance value of 0.275 (> 0.05), indicating that the variance of writing scores in the experimental and control groups were homogeneous. Furthermore, the normality test result showed significance values in excess of 0.05, validating that the data were normally distributed. A normal distribution indicates that most students' scores clustered around the mean, with fewer scored at the extremes.

The results of the Independent sample t-test also support the significant effect of Picture Sequence on students' procedural text writing ability. The two-sided p-value of this test was 0.000, below the 0.05 significance level. This result indicates a significant difference in writing performance between students using Picture Sequence and those not using this media. This difference in performance is not accidental but directly influenced by the use of Picture Sequence in the learning process. With the help of Picture Sequence, students are able to better understand each step, logically organize their thoughts, and write coherent and accurate procedure text. These results confirm that Picture Sequence are an effective teaching media, especially suitable for teaching procedure text.

The findings of this research revealed that the use of Picture Sequence has a significant effect on students' ability to write procedure text. This research align with previous studies, such as Nurlily et al. (2021), which reported that Visual Picture Sequence increased students' writing scores, and

Nashruddin et al. (2022), who found that picture-based sequence helped students understand text organization and encourage active participant during learning activities. These consistent findings suggest that Picture Sequence can effectively support students in constructing systematic and well-structured texts. Other research also support this result. Research was conducted by Darmawati & Sari (2022), Marbun et al. (2024), and Swari et al. (2024) demonstrated that picture-based media improved students' writing ability, particularly in narrative texts by stimulating imagination, creativity, and coherent idea organization. Although the text types differ, these research confirm that Picture Sequence help students organize ideas and develop clearer text structures. In addition, research by Septyaningrum et al. (2024), Dinarguna et al. (2022), Hidayatullah (2022), Yunisa & Lubis (2024), and Su et al. (2025) further highlight the effectiveness of various visual media in language learning. Visual media help students connect images with textual information, strengthen conceptual understanding, and increased engagement in classroom activities.

In summary, the findings indicate that Picture Sequence plays a significant role in enhancing students' writing skills by improving the grasp of procedural order, aiding in the development ideas, reinforcing text structure, and boosting writing motivation. The significant difference between the experimental and control groups confirm that Picture Sequence is an effective instructional media for enhancing students' procedure text writing ability.

CONCLUSION AND IMPLICATION

Conclusion

Based on the result, it can be inferred that the use of Picture Sequence media has a notable effect on the writing ability of grade XI students at SMA Negeri 2 Tegal. This inference is backed by the outcomes of descriptive statistics, paired sample t-test, and independent sample t-test. The descriptive analysis shows that the mean scores of the experimental group increased from 72.31 in pre-test to 82.63 in the post-test. In contrast, the control group only improved from 64.34 to 72.66. The paired sample t-test result shows a significance value (Sig. 2-tailed) of 0.000, which is lower than 0.05, indicating a significant difference between the pre-test and post-test scores in the experimental group. Furthermore, the independent sample t-test also showed a significance value of 0.000 (< 0.05), confirming a significant difference post-test scores between the experimental and control groups.

These results demonstrated that the use of Picture Sequence media effectively improved students' ability in writing procedure text. Picture Sequence media help students understand the order of steps, generate ideas, and make the learning process more engaging. Therefore, students who are taught using Picture Sequence media achieve better writing outcomes than those taught without it.

Implication

The findings of this research imply that Picture Sequence media can be used as an effective instructional media to improve students' writing ability, particularly in writing Procedure Text. Picture Sequence helps students understand the chronological order of steps, organize ideas more clearly, and develop more coherent writing. Therefore, English teachers are encouraged to integrate Picture Sequence into writing instruction to create a more engaging and structured learning environment. In addition, the results of this research may serve as a reference for future researchers who are interested in exploring the use of Picture Sequence

in teaching writing. Further research may investigate the use of Picture Sequence in different text genres and education level.

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