

The Effect of Using Sequencing Cards on the Students' Procedure Text Writing Achievement at Junior High School

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Abstract: This research article explores the effectiveness of utilizing sequencing cards in enhancing the procedure text writing skills of Junior high school students. This quasi-experimental design was conducted in a Junior high school in Lumajang with 9th grade learners as the participants consist of the control group (Class IX-A) and the experimental group (Class IX-B). Posttest was administered, and normality test of the data was done through the Kolmogorov-Smirnov test. The analysis, employing independent sample t-test, revealed a significant difference ($p = 0.016$) between the groups. It was less than 0.05, rejecting the null hypothesis, meaning that suggested that the use of sequencing cards positively influences the students' procedure text writing achievement at Junior high school. It is suggested that the English teachers use sequencing cards as media to teach English, especially in teaching procedure text writing.

Keywords: Sequencing cards, Procedure text, Writing achievement

I. INTRODUCTION

Writing procedure texts according to the education curriculum that has been approved by the Indonesian Ministry of Education, Culture, and Research is taught in grade 9th of Junior high school. This is outlined in core competence number 4, specifically basic competence point 4.7, which focuses on composing short and simple both oral and written procedure texts, in the form of recipes, instructions, and manuals, by paying attention to the purpose, structure of the text, and linguistic elements correctly and in accordance with the context. The primary focus of the recent research was point 4.7, where the students of 9th grade of Junior high school were asked to compose the procedure text in written form by taking account into the purpose, the structure of the text, and the linguistic elements correctly and in accordance with the context. However, challenges remain, as Husnayaini et al. (2021) stated that in writing procedure text both male and female students in the 9th grade at Junior high school in Indonesia exhibited certain errors; particularly in the utilization of simple present tense, expressions, and the selection of inappropriate vocabulary. Mustaqim (2021) in his research observed that the students at the secondary school encountered difficulties in composing procedure texts, especially in their proficiency with constructing imperative sentences. Silfia (2018) stated that the problems faced by Junior high school students include issues related to insufficient motivation levels and mastery of vocabulary. Moreover, within the teaching and learning process, the teacher only gave a theory and practice based on the students' worksheets their comprehension of the subject matter being taught (Hajar & Mahartika, 2019). For that reason, teachers need effective instructional tools in their writing class (Clark & Neal, 2018). To address these issues, employing pictures in writing instruction can serve as a valuable tool for stimulating students and enhancing their writing skills (Dayij & Al.gomoul, 2011). It is believed that pictures are as a universal language offer thinking and recording ideas (Olshansky, 2018). According to Widyaningrum and Octavia (2019), pictures can develop students' writing skill, such as the development of students' vocabulary, mastery of grammar, their self-confidence, and their motivation in learning English.

In this research, the media used was sequencing cards which refer to pictures in series in the form of cards. A series of pictures is a collection of pictures presented in sequence (Bonnita, et al., 2023). Likewise, sequencing cards present pictures in a logical order to create the story from beginning to end which is the substance of the pictures packaged in the form of cards (Silfia, 2018). Guillaume (2007) explained that the use of sequencing cards is to organize the information actively. Hence, the use of sequencing cards in language learning can influence student motivation; increase the students' understanding and memorize vocabulary; and decrease the monotonous teaching and learning process. In addition, sequencing cards according to Spivey's (2008) idea are the media used to arrange the events, ideas, and objects in logical order. Based on the theory, the researcher found a connection that sequencing cards help the students to create ideas or events in sequence has similarity with the procedure text that involve organizing events in sequential and logical order. Therefore, in this recent research, the researcher used the sequencing cards to teach procedure text writing. Relevant to the ideas, Silfia (2018) conducted a study on using sequencing cards to explore the students' vocabulary, and the result of the research showed that there was improvement of the students' vocabulary mastery. Other previous related studies by Puspitaloka (2016), Silalahi and Sihombing (2017), Wening et al. (2017), Pasaribu et al. (2020), and Rany et al. (2021), explored the effectiveness of using picture series in teaching writing. Puspitaloka (2016) found that picture series improved various aspects of writing, including content, organization, vocabulary, grammar, and mechanics. Silalahi and Sihombing (2017), Wening et al. (2017), and Pasaribu et al. (2020) reported a positive impact on writing scores when students were taught using picture series compared to the students were taught without picture series. Additionally, Rany et al. (2021) discovered an increase in learning motivation and higher writing test scores among students taught with picture series compared to the students were taught without picture series. Those studies employed different text types, with Puspitaloka (2016) and Rany et al. (2021) focusing on recount text, while Silalahi and Sihombing (2017), Pasaribu et al. (2020), and Wening et al. (2017) concentrated on narrative text. From the previous related

studies, the researcher found a gap that they did not use picture series in the form of cards to teach procedure text in their research. The previous related studies also had different levels of participants. To fill the gap, the current research focuses on investigating “The Effect of Using Sequencing Cards on the Students’ Procedure Text Writing Achievement at Junior High School”.

II. LITERATURE REVIEW

2.1 The Students’ Writing Achievement

According to Sudjana & Rivai (2011) learning achievement is a competency or skill attained by the students after going through learning activities designed and implemented by the teacher in a particular school and class. Writing is producing written words, and the result is a text that can be read and understood for communication to take place (Celce-Murcia & Olshtain, 2000). Therefore, it can be said that the students’ writing achievement is the students’ capability to create written text after following the learning activities designed and implemented by the teacher. In this current research, the students’ writing achievement denotes their ability in writing procedure texts using sequencing cards following participation in the class. As outlined by Hughes (2003), the achievement test is a way to measure the success achieved by the students in the teaching and learning process. In this research it was shown by the scores of writing test given to the students after the actions in the cycle. The students can be said to have good achievement if they can write according to the aspects of good writing. Based on Hughes (2003), there are five aspects in writing to evaluate, they are as the following:

1. Content

According to Hughes (2003) effective writing involves clear and well-organized content, which includes the utilization of knowledge, easy-to-understand subjects, and relevant information to ensure reader understanding and delivery of the intended message.

2. Organization

Organization is arranging the ideas in a logical sequence. It means all ideas should be related, in the right order, and clear or coherence (Hyland, 2003).

3. Vocabulary

Brown (2001) stated that good writing consists of the richness of English vocabulary.

4. Grammar

Grammar includes the principles and conventions that guide the arrangement of words, phrases and clauses to effectively convey intended meaning (Hyland, 2003).

5. Mechanic

Based on Hyland (2003) mechanic refers to capitalization, punctuation, and spelling.

2.2 Procedure Text

A procedure text is a kind of the factual texts that gives information for the readers about how to make or how to do something (Devi et al., 2018). Some of the procedure text examples are recipes, instruction manuals, itineraries, and direction (Knapp & Watkins, 2005). According to Anderson and Anderson (2003) there are three constructions of a procedure text as follows; 1) Introductory statement; 2) The list of the materials including ingredients, equipment or utensils needed; and 3) The sequence steps that need to be done. This is related to the aspect of procedure text which is generic structure; goals, ingredients or materials or equipment, also steps or methods.

Another aspect related to procedure text is the use of language features. Based on Anderson & Anderson (2003), there are four language features in the procedure text as follows:

1. Imperative sentence or command is the sentence beginning with verb.

2. Time connectors or sequencing words is to tell time in order for doing the procedure, for example: first, second, then, next, etc.

3. Simple present tense refers to the instructions written in the present tense for clarity or directness.

4. Adverbs to tell how, when, or where the action should be done.

In order to write a good procedure text, it is important for students to understand the generic structure as well as the language features of procedure text. In this recent research, students could be said to write a good procedure text if they could fulfill these aspects.

2.3 Sequencing Cards

The idea of sequencing has been proposed by Spivey (2008), in which sequencing is the process of placing events, ideas, and objects in a logical order, and sequencing cards are media used to organize or sequence the ideas, events, or steps in the logical order. Sequencing cards is the series of pictures in the form of cards to create a story from beginning to end in logical order (Silfia, 2018). The choice of sequencing cards to teach procedure text writing was based on the theories that procedure texts involve organizing events in sequential and logical order, this is in accordance with the use of sequencing cards mentioned on the theories above. There are some benefits of using sequencing cards; 1) Guillaume (2007) explained that the use of sequencing cards is to organize the

information actively. The students will be challenged to fit various bits of information into sequences, the students will gain the understanding to put events in order, and describe the sequence of pictures. 2) The pictures can be a medium to attract students' interest, and it can help the students in understanding about people, objects, event series, and instructions to do something (Harmer, 2007). 3) The series of pictures can also help students determine the vocabularies used relevant to the pictures in written or spoken language (Gendroyono, 2021).

Smaldino et al. (2005) mentioned that series of pictures are useful for several reasons, including; 1) It makes the students interested and motivated in writing English. 2) It stimulates the students to develop and use their imagination to write. 3) It can improve the students' behavior in writing and make them want to pay attention and want to take part. 4) It can provide cues to answer questions, and 5) It can stimulate and provide information that can be summarized in conversational discussions and storytelling. Based on the explanation above, the researcher concludes that sequencing cards as picture series in the form of cards can help the students to organize the events in order, motivate the students, help the students to be actively involved in learning, and help the students to determine the appropriate vocabularies relevant to the pictures.

Although there are some advantages, there are also some disadvantages of using sequencing cards. Based on Herrel & Jordan (2003), the use of pictures for teaching and learning requires some planning, that is the process of taking pictures, finding image sources, collecting images, and preparing appropriate activities to use the media according to the skills to be taught. Based on Badger & White (2000), using the series of pictures requires some disadvantages, such as; 1) Students can miss the point of the story because of personal or cultural reason, and 2) It is difficult to find a suitable set of images to even determine a good storyline.

From the explanations above, the teacher has to use simple pictures in making sequencing cards. The teacher should prepare appropriate activities to use the sequencing cards to teach procedure text writing in a logical order, such as sequencing the cards with a group. In addition, the teacher also has to keep the students motivated during the learning process.

2.4 Teaching Writing by Using Sequencing Cards

This research was intended to teach EFL (English as Foreign Language) students, especially in Indonesia by using sequencing cards. As the explanation above, before using the media, the teacher should prepare an appropriate teaching method to use in the classroom. According to Brown (2000) the basis of teaching writing performance in the classroom consists of five categories, there are:

1. Imitative

In this category, basically the teacher reads short paragraphs/sentences/phrases once or more starting with using normal to fast speed. The teacher reads followed by a pause, and in this session the students write what the teacher has read.

2. Intensive or controlled writing

There are three types of controlled writing performances. Firstly, a common form of controlled writing refers to the teacher presents a paragraph to the students, they have to change the given structure entirely. Secondly, a guided writing refers to the teacher's control but still offers stimulators. For example, the teacher shows a series of pictures and then asks the students to tell a story from the pictures by asking a series of questions. Thirdly, dicto-comp. This technique uses a dictation technique, where the teacher reads a paragraph at normal speed two to three times. Then, the teacher asks the students to write according to their memory of the passage.

3. Self-writing

This technique typically involves writing only the self as the audience in mind, such as note-taking, diary or journal writing, and dialogue journal.

4. Display writing

For all language students, the short answer exercises, essay examinations, and research reports will involve an element of display.

5. Real writing

Real writing aims to communicate specific messages to an audience that needs those messages. Such as writing for academic, vocational/technical, or personal purposes.

Based on the theory above, in this recent research, the researcher used second type of intensive-guided writing teaching performance as the basis of writing teaching method that is suitable for the use of sequencing cards in teaching and learning procedure text writing in the classroom. To make the teaching technique for learning writing is more useful, the teacher has to use and apply the media based on the procedure to make it effective (Heinrich et al., 2002). Therefore, the teacher has to apply several steps to use sequencing cards in teaching writing. The following steps are adapted from Spivey (2008) about the procedure of using sequencing media in teaching and learning process:

1. Prepare the sequencing media. In this recent study the media is sequencing cards.

2. Scramble the cards on the table.

3. Ask the students to arrange the pictures in order according to the topic given. If the pictures are not in correct order, then ask them to rearrange into the correct order.

Then, ask the students to state the things in the pictures and make sentences according to the pictures orally or written. In this research is in written forms.

There are several previous similar studies that were conducted by previous researchers. The previous research was conducted by Puspitaloka (2016) demonstrated that the implementation of picture series significantly enhanced students' descriptive writing skills. Picture series also used to teach narrative text writing, and showed that there was a positive effect of the use picture series on the students' writing narrative text (Silalahi & Sihombing (2017); Pasaribu, et. al (2020)). Wening, et. al (2017) also conducted a study using picture series, and found that there was a positive effect of using picture series on the students' recount text writing ability. A study from Rany, et. al (2021) also found that the experimental group who were taught writing by using picture series got better writing test scores than the control group that was taught writing by using the conventional method. It means that the use of picture series had a significant effect on the students' writing achievement.

However, based on some previous studies above, there are no researchers who conduct the research of using sequencing cards or the pictures in series in the form of cards in teaching of procedure text writing. Therefore, the researcher conducted this recent research to assess the impact of using sequencing cards on students' ability in writing procedure text.

III. METHODOLOGY

This research was intended to investigate the effect of using sequencing cards on the 9th grade students' procedure text writing achievement. Utilizing a quasi-experimental design with a posttest-only design, two groups—experimental and control—were formed based on homogeneity test results. The treatment was given to the experimental group, which was taught procedure text writing by using sequencing cards. The control group was taught procedure text writing without media. Both groups were taught twice or two meeting. After that, the posttest was given to both groups. The illustration of the research design is as follow:

Table 1. Design of the Research

Posttest-only design		Time →
Group	Treatment	Test
Experimental Group	Experimental treatment	Post-test
Control Group	No treatment	Post-test

(Creswell, 2012)

There were 4 classes; IX-A (32 students), IX-B (32 students), IX-C (30 students), and IX-D (31 students). The total population was 125 students. Before determining two classes as the research participants, homogeneity test was administered to find whether the population was homogeneous or not. The following table is the result of the homogeneity test.

Table 2. The Result of the Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
English scores	Based on Mean	1.550	3	114	.206
	Based on Median	1.207	3	114	.310
	Based on Median and with adjusted df	1.207	3	90.325	.312
	Based on trimmed mean	1.406	3	114	.245

Based on the result of the homogeneity test, the significant value was 0.206. It is more than 0.05. It means that the population of this research was homogenous. So, the researcher chose the two groups (the experimental group and the control group) randomly. The researcher used lottery to determine the two groups. The result of the selection mentioned that class IX-A as the control group and class IX-B as the experimental group.

IV. FINDINGS

The writing posttest was given to the experimental group and the control group after the researcher gave different treatment to both groups at the third meeting. Before analyzing the result of the posttest, the researcher did the normality test to both groups by SPSS. The assumption of normality must be checked to make it more valid, reliable, and accurate (Ghasemi & Zahediasl, 2012). The following table is the normality test of the data result.

Table 3. The Result of the Normality Test

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Scores Experimental Group	.123	32	.200*	.974	32	.623
Control Group	.120	32	.200*	.922	32	.023

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

a. Lilliefors Significance Correction

The number of the participants was 64 students, 32 from the experimental group and 32 from the control group. Based on the total of the participants which was more than 50, it was appropriate to use Kolmogorov-Smirnov test result. Therefore, the researcher used Kolmogorov-Smirnov test result in this research. The result of the data analysis showed that the significant value of the groups was 0.200, it was more than 0.05. It means that the data were assumed as normal.

Since the result of the normality test of the control group and the experimental group was normal, then the independent sample t-test was used to know the significant value and the mean difference between experimental and control group. The descriptive statistics and independent sample t-test results are presented below.

Table 4. The Result of Descriptive Statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores	Experimental Group	32	85.03	5.119	.905
	Control Group	32	82.00	4.618	.816

Table 5. The Result of the Independent Sample T-test

Independent Samples Test											
		Levene's Test for Equality of Variances				T-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Scores	Equal variances assumed.	.693	.408	2.487	62	.016	3.031	1.219	.595	5.467	
	Equal variances not assumed.			2.487	61.352	.016	3.031	1.219	.594	5.468	

From the table above, we can see that the mean score of the experimental group was 85.03 and the mean score of the control group was 82.00. The standard deviation of the experimental group was 5.119 and for the control group was 4.618. Then, for the standard error mean of the experimental group was 0.905 and for the control group was 0.816.

The next table is the result of the independent sample t-test. It showed that the significant value of the Lavene's test for the equality of variances was 0.408. It was higher than 0.05 which means that the two groups (the experimental group and the control group), were homogenous or equal. Thus, the result in the second row, namely equal variances not assumed, must be denied. The t value obtained was 2.487 with the degree of freedom obtained was 62. Following that, the significant value of 2 tailed was 0.016 and the mean difference between two groups was 3.031.

V. DISCUSSION

Based on the result of the independent sample t-test, the significant value (2-tailed) of the t-test was 0.016 which was less than 0.05. It could be concluded that the null hypothesis (H₀): "There is no significant effect of using sequencing cards on the students' procedure text writing achievement at Junior high school" was rejected. Therefore, the alternative hypothesis (H_a): "There is a significant effect of using sequencing cards on the students' procedure text writing achievement at Junior high school" was accepted. Thus, it could be stated that there was a significant effect of using sequencing cards on the students' procedure text writing achievement at Junior high school.

In addition, the t-statistic value was 2.487 and it was higher than the t-critical value 1.99897 from the t-critical table. The mean score of the experimental group was also higher than the control group. It was 85.03 while the control group was 82.00. Therefore, the result of the data showed that sequencing cards affected on the students' procedure text writing achievement at Junior high school.

The finding proved that the experimental group taught by using sequencing cards had better achievement than the control group taught without any media. This experimental research revealed that sequencing cards had significantly given an impact on the students' procedure text writing achievement at Junior high school.

The researcher also found the findings were affected by activities covering; 1) Before distributing the sequencing cards to the class, the researcher taught the materials of procedure text and gave the example of using sequencing cards to write a procedure text; 2) Focusing on one general topic and giving a specific topic for each task. In addition, the sequencing cards given also focused on six cards for each task. By using sequencing cards and focusing on one specific topic, the experimental group showed that sequencing cards facilitated the content development and vocabulary selection in their procedure text writing, whereas the control group showed decreased motivation and confusion in following the given topic and the researcher's guidance; 3) Group working through the conversation. In the experimental group, by encouraging the students to put the cards together in group, it made them enthusiastic and actively participate during the teaching and learning process. Besides discussing or sharing ideas, they even debated the right vocabulary to use according to the pictures in the cards. While in the control group, the lack of media hindered their discussion, leading to more questions about writing materials, and doubting on the vocabulary usage. As mentioned by Wright (2002) that the sequential series of pictures encourages the students actively to organize into the correct order and helps them to understand the key words of the writing and helps them to express the content in the pictures to create the text; 4) Providing a sketching task to make

the students find and write the ingredients, connectors, and verbs to make imperative sentences; 5) Drafting task to make the students write the support sentences and make a complete procedure text; 6) Redesigning by giving the students time to make correction, especially in grammar and mechanics; and 7) Displaying session that made the students to perform or present their work in front of the class, and providing feedback after the presentation. As Muncie (2000) stated that feedback from teachers on students' writing is necessary to help the students improve their writing skills.

This study's findings aligned with Pupitaloka's (2016) research, which demonstrated that the pictures in series effectively aid the students in writing by improving content, organization, vocabulary, grammar, and mechanics. Although the previous research focused on descriptive text writing, this recent research showed that pictures in series in the form of cards also had positive impact in teaching and learning procedure text writing. The finding was also in line with Silalahi & Sihombing (2017) research that was conducted at the Senior high school level. They found that the writing test scores of students in the experimental class that taught writing by pictures in series were better than the writing test scores of the control group. Although the previous study was conducted at the Senior high school level, this recent research also showed that sequencing cards also resulted in better writing test scores at the Junior high school level. The finding in this recent research was also aligned with a previous research from Wening, et al. (2017) that the students taught by using pictures in series had better ability in writing text than those who were not taught by using picture series especially in generating and organizing students' ideas. Moreover, the finding was in accordance with a previous research from Pasaribu, et al. (2020) which stated that the students in the experimental class who used the picture series more understood and made it easier for them to write the text than the students in the control group. In addition, the recent research result was in line with the previous study from Rany et al. (2021) that the series of pictures influenced students' writing skills, especially in the learning motivation of the experimental class students was higher compared to the control class.

However, in this recent research, the researcher found that some of the students lost some points due to personal and cultural reasons. Therefore, it is important to align the topic with the students' culture to make it more appropriate and more familiar for the students.

From the discussion above, it could be concluded that sequencing cards were effective for students' procedure text writing achievement at Junior high school. The statistical value also proved that there was a significant impact of using sequencing cards on the students' procedure text writing achievement.

VI. CONCLUSION

From the discussion above, it could be concluded that sequencing cards were effective for students' procedure text writing achievement at Junior high school. It means that the experimental group which was taught procedure text writing by using sequencing cards had better scores of writing posttest than the control group which was taught procedure text writing without using media. Based on the research result, the researcher gives a suggestion to the English teacher to use sequencing cards as media in teaching English, especially in teaching procedure text writing, because sequencing cards can help the students to improve their ability and motivation in writing a procedure text. To prevent the students from missing points due to personal or cultural reasons, the researcher suggests that the teachers should consider the specific topic to be more familiar for the students and appropriate to the students' culture. Furthermore, the lesson plan using sequencing cards and considering the suitable activities are also necessary to avoid students' confusion in using sequencing cards.

This research can be used as a reference for future researchers to conduct a further research with similar research design in different schools with different level of participants and different text types which have not been explored so far. Additionally, the future researcher can consider the weakness of the result in this research to conduct a better research. The researcher also gives a suggestion to the students to use sequencing cards in learning English, especially in writing a procedure text, because sequencing cards can help them to improve their writing skill.

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