



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 2 Tahun 2023 Page 1215-1125

E-ISSN 2807-4238 and P-ISSN 2807-42468

Website: <https://j-innovative.org/index.php/Innovative>

The Implementation Of Visual-Picture Sequences On The Improve Students' Writing Ability In Grade XI of SMA Negeri 1 Baktiraja, Humbang Hasundutan

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Abstract

This study aims to improve students' ability to write an essay in the descriptive text genre. Descriptive text is a genre that serves to explain something to the reader through writing. In order to make it easier for researchers to conduct research, researchers use the CAR (Classroom Action Research) method to make it easier for researchers to be closer to the sample. The sample in this study were students of SMA Negeri 1 Baktiraja with a total of 35 students. Researchers have conducted research with five meetings in four stages, namely planning, observing, action, and reflection. Quantitative and Qualitative data are tools used in collecting data. Quantitatively, the value of the students' descriptive text is as data, which has been carried out in two cycles. Started pre-test with a total score of 1927.5 with an average of 55.07. In the first cycle, the total score was 2460 with an average of 70.28 . The researcher again conducted a post test in the second cycle in order to achieve the requirements for teaching success, namely 85%. In cycle 2 the total score was 2880.5 with an average of 82.3. This proves that there is a significant change in student scores using the Visual Picture Sequences. Qualitative data taken from observation sheets, interviews and writer's diaries show that it is easier for students to understand teaching and can attract students' attention with an image applicator that guides students to write an essay

Keywords: Improving; Descriptive text, Visual, Picture Sequences

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis esai bergenre teks deskriptif. Teks deskriptif adalah genre yang berfungsi untuk menjelaskan sesuatu kepada pembaca melalui tulisan. Untuk memudahkan peneliti dalam melakukan penelitian, peneliti menggunakan metode PTK (Penelitian Tindakan Kelas) untuk memudahkan peneliti lebih dekat dengan sampel. Sampel dalam penelitian ini adalah siswa SMA Negeri 1 Baktiraja yang berjumlah 35 siswa. Peneliti melakukan penelitian dengan lima kali pertemuan dalam empat tahapan yaitu perencanaan, observasi, tindakan, dan refleksi. Data kuantitatif dan kualitatif adalah alat yang digunakan dalam mengumpulkan data. Secara kuantitatif, nilai teks deskriptif siswa sebagai data telah dilaksanakan dalam dua siklus. Memulai pre-test dengan skor total 1927,5 dengan rata-rata 55,07. Pada siklus I diperoleh skor total 2460 dengan rata-rata 70,28. Peneliti kembali melakukan post test pada siklus kedua untuk mencapai syarat keberhasilan mengajar yaitu 85%. Pada siklus 2 skor total adalah 2880,5 dengan rata-rata 82,3. Hal ini membuktikan bahwa terdapat perubahan yang signifikan pada nilai siswa dengan menggunakan Visual Picture Sequences. Data kualitatif yang diambil dari lembar observasi, wawancara dan buku harian penulis menunjukkan bahwa siswa lebih mudah memahami pengajaran dan dapat menarik perhatian siswa dengan aplikator gambar yang memandu siswa untuk menulis esai.

Kata Kunci: *Meningkatkan; Teks deskriptif; Visual; Urutan Gambar*

INTRODUCTION

English is an international language. There is a purpose for the English language in the world of communication. Although the importance of English has been widely recognized, many people still do not know the best way to optimize the students' ability in EFL (Meinawati et al., 2021). As a result, English is taught in Indonesian schools from primary through university, helping students develop their language skills and become more comfortable speaking it (Agustam et al., 2022). The four skills of speaking, writing, reading, and listening are included in the English curriculum. Ismayanti & Kholiq (2019) state that the main purpose of language is to express ideas in spoken or even written language. The objective of this study is writing abilities. One of the abilities that English language learners need to develop is writing.

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form. It means producing or reproducing oral messages into a written language (Anggraini, 2022). Ensure that readers can understand the writer's

message, it requires an active procedure to arrange, formulate, and develop the ideas on the paper. Extremely useful in understanding how we live our lives since it demonstrates our ability to communicate and share ideas with others. If we have any specifics, feeling, or ideas in our thoughts, we can use writing to fully express everything (Fitri et al., 2022).

Writing a text in English as foreign language is not easy. People have difficulties to write in English well because it considered as a foreign language especially for learners in Indonesia. The writing system employs a set of symbols to represent speech sounds and may additionally include symbols for punctuation and numbers. Another partial depiction of a language expression unit is writing (Albana et al., 2020). Students are frequently required to define words and phrases in academic settings to demonstrate to their teachers that they comprehend them completely. To ensure that their readers fully grasp what is meant when certain crucial terms are employed, academic writers typically define terms. Important words can be misinterpreted if they are not comprehended thoroughly (Fauziyah et al., 2022).

One of the purposes of teaching at senior high school is to enable the students to write paragraphs in a simple form. However, writing in English is still very difficult for many students because it requires thinking which is always complicated and hard. When writing a paragraph, the students are asked to make the best use of sentences to express their ideas. Some students might be able to write grammatical sentences, but they might fail to write meaningfully correct sentences (Agustam et al., 2022). Fair and Winch state that "writing is difficult and very few people can write an essay at one sitting in a form that is adequate" (Dalle, 2019). Besides, the students' difficulty in English writing might be the result of the fact that English is not their mother tongue, as stated by Bram that "for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult".

Descriptive text is at type of text that tells or describes how something feels, sounds, and how it looks (Albana et al., 2020). Haines states that description is a story that creates a clear mental picture. It can also be said the ability to accurately describe people, places, or objects is a useful life skill. Then with that, the main purpose of descriptive writing is to describe in such a way that the picture is formed in the mind of the reader based on one's point of view. The generic structure of a descriptive text is the introduction, content, and conclusion or closing (Fidriani et al., 2021). Fun learning media to improve students' writing skills is to apply or use a series of visual images.

Using visual materials in learning is a style of learning and teaching where ideas, concepts, data, and other information are related to pictures and techniques. The use of visual

aids in learning is a learning and teaching style in which ideas, concepts, data, and other information are associated with images and techniques (Weintrop & Wilensky, 2019). Visual learning materials can greatly enhance students' classroom experiences by allowing them to observe conditions and essays that are difficult to convey in class. This image thus becomes her one of her three different learning styles of students, including aesthetics of listening and learning (Hasibuan & Simatupang, 2018).

There are many techniques that we can use to improve pupils' writing skills, but the writer only focuses on teaching writing through "Picture Sequences" to improve pupils' writing skills. By using pictures, the students' difficulties in writing can be reduced because pictures can stimulate ideas and creative expressions. Students use the sense of their eyes to look at pictures and hone ideas in writing. Each sentence written in a series of picture sequences is the result of observing the picture order. The more carefully students look at the sequence of the pictures, the more extensive their imagination is in writing. The order of media pictures in learning English is essential to practicing writing skills and oral skills and expression skills (speaking and telling). The use of a series of media pictures can make it easier for students to remember, train, and develop writing skills (Ismayanti & Kholiq, 2020).

Pictures or materials with pictures can be used by the teacher to stimulate the students to use language as the reproduction and manipulation stages to speak and write. It means that by using pictures including pictures in series, it will be easier for the students to stimulate their ideas so that they can express their ideas in the form of writing more easily. Besides, pictures in the series will lead the students to recognize their ideas step by step from the beginning to the end of the series. By the following picture in the series, the students will move from one idea to the other ideas orderly based on the topic.

The sequence of visual picture has a purpose and uniqueness that can help and be applied in the teaching and learning process. Making it easier for students to understand what the teacher is saying when presenting learning material is one example. All pupils can write but not all of them can describe their writing just by thinking, for this reason, picture sequences are used to describe the object they are going to write, and they can explore even more words or can respond to material quickly because it is accompanied by pictures. There is also the uniqueness of the picture series, namely by reading one by one and following the instructions in the picture. Students are more concentrated and excited because the teacher's activities are related to everyday games, namely playing pictures (Khasawneh & Al-Rub, 2020).

According to Thesis Nurmala (2022), using techniques picture sequences has a significant effect on students' writing achievement, as made evident by a pre-test score that is 1.225 and a post-test get score of 1.750, and the last test found the result is higher than the table ($8.01 > 2.01$). Pupils who are learned to write using the picture sequences method outperform those who are not, and they find it more effective, appealing, and simple. Her contribution to writer research is that there are advantages and disadvantages when using a series of visual picture on teachers and students, so expanding the author's material regarding the use of a series of visual picture sequences.

Based on a preliminary study conducted at SMA NEGERI 1 BAKTIRAJA by an interview with an English teacher, it was found that students still have difficulty learning English, especially in writing skills. The main problem is organizing ideas. Although the teacher has given a particular topic or theme, students are still having difficulty and seem confused about what they must do to begin writing. Student difficulties in writing skills are indicated by the eighth student's previous value in writing that only 8 students (23% students) received a rating of 72 that is a minimum minimum or KKM level, whereas 27 students (77% students) received a writing value of less than 72. The average writing value in that class is only 54,75. From that reason, researchers concluded that students need the right media to reach the scoring goals in writing classes.

For that reason above, researchers concluded that students need the right media to reach the scoring goals in writing classes (Imran, 2022). To address the problem, the sequence of pictures is one of the best ways to address a student's problem with writing skills. Students can express their ideas when they are visually presented in a sequence of pictures, such as events where people, objects, and so forth. The sequence of images is recognized as a way to represent a real situation and they can be presented as visual AIDS.

RESEARCH METHOD

The design of this research is classroom action research that is intended to overcome the students' problem with writing skills to improve their writing skill achievement by using picture sequences. The action research is based on the idea that theory can be used in a real situation, and theory is only useful when it is put into service and practice focused on achieving positive change (Fitriani & Zaiturrahmi, 2022). Thus, There are four basic components applied in CAR or the solution for the teacher regarding the student's achievement problem. Planning, Action, Observation, and Evaluate/Reflection.

Action research was carried out twice in the classroom to assess and monitor students' proficiency in producing visual-picture sequences. The action continues to the second cycle to improve and achieve the target score improvement for students' writing in visual-picture sequences in learning processes after the teacher determines that the results of writing in visual-picture sequences in the cycle have not achieved the standard score required.

Arikunto (in Apsari, 2017) states that data is the result of observation consisting of a thing that researcher analyses and the information or material which used in this research taken from the data source. Data sources; The students' papers were the source of data for this study before they were given writing prompts in the form of visual picture sequences. The data of this research will be take from descriptive text which write by XI Grade SMA NEGERI 1 BAKTIRAJA. In this study, the population used by the writer is the total number of Class XI Science 2 students of SMA NEGERI 1 BAKTIRAJA for the 2022/2023 academic year, amounting to 35 people. Based on the opinion above, the authors took a sample of 35 people, because the subject is less than 100 people. So this research is called population research.

In collecting data, The steps below are used to collect data:

- a) The writer describes the test technique
- b) The writer requested that the students present an intriguing subject.
- c) Students create descriptive text based on Picture Sequences.
- d) Students compile their written work

RESULT AND DISCUSSION

Data

The research used by quantitative and qualitative data. The quantitative data is derived from the average of students who take writing tests. The class was XI SCIENCE 2 and there were 35 students in it, so 35 text descripten. This study is split into two cycles. Each cycle included four action research steps (Planning, observing, action, reflection). The writer performed a pre-test in one meeting before beginning the first cycle. The first cycle was completed in two meetings, followed by the second cycle in two meetings. This study had four meetings in total (Fitria, 2021).

There are some of data text descripten from students and the other data text, researcher make it in Appendics. The quantitative data were taken from the result during conducted research in five meetings. The test was given in three times. The first meeting was given to do a pre-test without any treatment to the students, while the test after each cycle was given after

the students got some treatments. In the pre-test, the students generally got some bad scores. In the first cycle, the student get any improvement. It can see in 4.1 some students got under a standard of minimum completeness of mastery. In the second cycle, the writer can see any improvement from the students in writing descriptive text in can be seen in. In the cycle two there are also any students who got under a standard of minimum completeness but the students can show the improvement by the value and not many as the first cycle the writes made a comparison table in the pre-test and pos-test cycle 1 and 2.

In the pre-test, the student got scores total of 1.927,5. In post-test cycle 1 2.460,5. The last cycle 2 total score students 2.880,5. the score of students from result Pre-test, Post test 1 in cycle 1 and Post test 2 in cycle 2. The score got from students written descriptive text. The score calculate from content, organization, Grammar, Vocabulary and Mechanics. After calculate the score in divided by 4 after that at times 100, so that is the result score from written. In the Pre test many students got score minimum in KKM that is 72 and only 6 students can got received the KKM, but after give the treatment in the cycle 1, research give post test 1 to students, the students got increase the score that 17 students received the KKM. After give the treatment also in the cycle 2, research give post test 2 to students, the students got increase the score that 34 students received the KKM. In the table 4.3 grade from the students get Excelent, whereas in table 4.1 and 4.2 only got grade highest is Very Good. In the total in Pre-test the total score that is 1.927,5, in the Post test 1 the total score that is 2.460,5 and in the Post 2 the total score that is 2.880,5. So there is an improvement.

The qualitative data was taken from observation sheets and interview sheets

1. Observation Sheets

Observation is used to comprehend all of the circumstances that arise during the learning process. This is the most efficient way of extending the format and viewing it as an instrument. Researchers make observations in order to make judgments on a specific scale. This can be seen in the teacher's observations to better understand the learning process at school. Arikonto Observed by a language instructor in English. Focusing on teaching-learning situations that employ learning models such as Visual Picture Sequences, student activities, and student achievement behavior in descriptive text writing, as well as interactions between teachers and students.

2. Interview Sheet

Students participated in the interview. The interview was conducted three times, the first to determine the students' difficulties in writing English, the second to determine the students'

opinions on difficulties in writing descriptive text, and the third to determine the students' opinions on the Visual Picture Sequences method.

Data Analysis

The data analysis was taken from the results of quantitative and qualitative data.

Analysis of Quantitative Data

The Quantitative data were taken from the average value students' scores while doing a test. From pre-test, post-test cycle 1, and cycle 2. The first test as a pre- test was given without treatment. In pre-test the lowest number of students is 36,25 points and the highest is 77,5 points, then the total score of a student is 1927.5 and the number of the students who took the test was 35 students, so the mean of the students is 55,07 and it is still low. While in a post-test 1 that is cycle one were found the lowest student score is 53,75 points, and the highest is 87,5 points then the total score of a student is 2460,5. From the data above, it can be seen that there is an increase in student scores. In cycle 1, assessments range from pre-test to post-test. There are 17 students who have passed the curriculum's minimum standard. For the second cycle, the author conducted another post-test (Listiani, 2016). According to Ministry of National Education regulations, learning is considered successful if it achieves an average of 85%. In this post-test the lowest number of students is 75 points, the highest is 95 points then the total score of a student is 2880,5 so the mean of the student is 82,5.

There are five times meeting was done by writer and get mean of students from the score that have done by test use formula :

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

Where : \bar{X} : The Students Mean score

$\sum x$: The Total score

N : Total number of students in the class

The mean of the student score every test

Pretest $\bar{X} = \frac{1.927,5}{35} \times 100\% = 55,07\%$

Post-test Cycle 1 $\bar{X} = \frac{2.460,5}{35} \times 100\% = 70,3\%$

Post-test Cycle 2 $\bar{X} = \frac{2.880,5}{35} \times 100\% = 82,3\%$

From the data above , the mean students' score in every test improved from 55,07% to 82,5%. It means that Visual Picture Sequences could help students' to improve theis skills in

writing. The result of students score in the writing test who get ≥ 72 in each cycle can be seen in table.

That was calculated by applying the following formula:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage of pupils that received a score of 72 or above

R = Number of students who received a score 72

T = Number of samples

Pretest $P1 = \frac{6}{35} \times 100 = 17,1\%$

Posttest 1 $P2 = \frac{17}{35} \times 100 = 48,5 \%$

Pretest $P3 = \frac{34}{35} \times 100 = 97,1\%$

Table 1. The Result of score 72-100

No	Test	Total of students	Percentage
1.	Pre-test	6	17,1%
2.	Post-Test Cycle 1	17	48,5 %
3.	Post-Test Cycle 2	34	97,1%

In the pre- test there are twelve student got a score ≥ 72 , whereas in Post-test 1 were seventeen students and Post-test 2 thirty four students. The comparison of students' scores for each cycle can be seen in table.

Table 2. Comparison of Students' Score in Writing Comparison Test

Name of test	Lowest score	Highest score
Pre-test	36,25	77,5
Post-Test 1	53,75	87,5
Post-Test 2	75	95

From the table above, it can be seen that students' scores keep improving. Pretest, the lowest score was 36,25, and the highest score was 77,5. In posttest 1, the lowest score was 53,75, and the highest score was 87,5. In post test 2, the lowest score was 75, and the highest score was 95. That score showed a significant improvement in the students' ability in writing skills.

Table 3. Analysis of Qualitative Data

Qualitative Data	Cycle 1	Cycle 2
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Observation	Students enter to class. Students also want to respond to the teacher's greeting.	Students have an improvement in join the class. Students are more understanding in making texts.
Interview	Students have difficulty in finding topics and even distinguishing the structure from descriptive text. The difficulty that often occurs is finding vocabulary related to the topic they will write about.	Students are better able to sort things that need to be written in their essays.

Table 4. The Research Findings

No.	Initial Name	Pre-test	Post-test 1	Post-test 2	Grade
1	ASOS	62,5	70	77,5	Good
2	BEB	40	77,5	87,5	Very Good
3	DAP	62,5	72,75	77,5	Good
4	DB	57,5	70	87,5	Very Good
5	DEL	36,25	53,75	71,75	Good
6	EM	53,75	70,5	77,5	Good
7	EKS	53,75	70,5	78,75	Good
8	FROML	71,25	78,75	87,5	Very Good
9	FPP	45	62,5	77,5	Good
10	GIDM	77,5	82,5	87,5	Very Good
11	GGM	63,75	75	78,75	Good
12	GJSB	45	57,5	73,75	Good
13	GLUL	41,25	55	75	Good
14	GPB	73,75	82,5	91,25	Excellent
15	JLL	62,5	78,75	87,5	Very Good

16	LM	75	80	91,25	Excellent
17	LS	45	63,75	77,5	Good
18	MS	55	75	87,5	Very Good
19	MPGS	75	87,5	95	Excellent
20	MWB	45	62,5	82,5	Very Good
21	NRSM	77,5	82,5	92,5	Excellent
22	NFL	53,75	62,5	75	Good
23	NCB	46,25	77,5	82,5	Very Good
24	RVL	41,25	62,5	82,5	Very Good
25	RDS	42,25	75	86,25	Very Good
26	RS	36,25	55,75	77,5	Good
27	RFDS	41,25	53,75	77,5	Good
28	SLG	41,25	82,5	91,25	Excellent
29	SRP	45	62,5	77,5	Good
30	SL	62,5	75	78,75	Good
31	SM	41,25	62	82,5	Very Good
32	TB	77,5	82,5	87,5	Very Good
33	TRTB	67,5	70	77,5	Good
34	YSS	45	62,5	82,5	Very Good
35	YMB	67,5	72,75	78,75	Good
Total		1.927,5	2.460,5	2.880,5	

The result indicated that there was an improvement in students' writing ability in the descriptive text through the Visual Picture Sequences of the two- cycle. Cycle 1 consisted of two meetings. After collecting the data, the total mean score of students in the pre test was 1.927,5, where cycle 1 was 2.460,5 and cycle 2 was 2.880,5. Cycle 1 and cycle 2 were done by using Visual Picture Sequences as the treatment. It was shown by improvement in the mean of students' scores from cycle 1 and cycle 2. Then, the observation sheet showed that students were more active in learning. According to the interview sheet, students were interested in picture sequences. The writer's diary also displayed not only the students' scores but also their duration.

Discussion

Picture Sequences (Astuti, 2018) explain that sequence is the process of putting events, object, ideas in logical order. Picture sequence is cutting several sequential pictures from magazines, picture books, newspaper and comic books (Martiarini & Candra, 2019). Train students to tell each drawing in a sequence so that the essay result becomes the complete story according to the sequence of the pictures that have been compiled. Ramadhana (in Toba & Noor, 2019) in her thesis, refers to previous research which has similarities in the variables used. Ramadhana's research in her thesis entitled "Using Visual - Picture Sequences to Improve Students Writing Ability" can be concluded that there is an increase in descriptive writing skills by using image sequence media. Cycle 1 is (61.17) which is still considered good enough. Even though it has improved from a poor average diagnostic test score (47.18), This is still considered low achievement and should be scaled up in Cycle 2 to meet the teacher target score (75) as a success criterion. This goal was achieved by changing the RPP I used in the learning process with an average score above (75), i.e. (76.95), and fine-tuning the Cycle 2 activity. Descriptive writing increased significantly from Cycle 1 to Cycle 2 based on the average scores achieved by students in Cycle 2 (Zheng & Yu, 2018). Ramadhan's research has similarities with research conducted by researchers on the independent variable, which is the same as using Picture Sequence Media. Compare with my findings results that is Based on the result of the study, after using Visual Picture Sequences in this study, the students' scores increased from total scores in the first cycle, which is 2.460,5, to total scores in the second cycle, which is 2.880,5. It means that the students' ability to write descriptive text improved as a result of the Visual Picture Sequences method (Nurkholijah & Al Hafizh, 2020). The quantitative data analysis revealed that the scores from the first and last tests eventually coincided.

CONCLUSION

The final conclusion to answer research questions about the use of visual picture sequences on students' ability to write descriptive text class XI Science 2 is obtained based on the acquisition of field data and data processing. Based on the results of the analysis of student text research, it is known that:

1. Using visual picture sequences in descriptive text produces poor results. It can be seen that there are still 6 students who received the KKM score of 72 for the English subject. Meanwhile, 29 students did not achieve the KKM score.
2. Based on the result of the study, after using Visual Picture Sequences in this study, the students' scores increased from total scores in the first cycle, which is 2.460,5, to total scores

in the second cycle, which is 2.880,5. It means that the students' ability to write descriptive text improved as a result of the Visual Picture Sequences method. The quantitative data analysis revealed that the scores from the first and last tests eventually coincided.

Furthermore, it was also proved by observation sheet, interview sheet and diary given before the last meeting showed that the Visual Picture Sequences method interesting in writing descriptive text. So the writer concludes that the Visual Picture Sequences can improve the students' and the media very helping students to add their knowledge in their vocabulary and the students can organizing their ideas. This media also can used in another genre writing

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