

AN UNDERGRADUATE THESIS

**ENHANCING THE STUDENTS' WRITING SKILL
IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS
AT SMP PGRI 1 TRIMURJO**

**By: NUR ELYATUL JANAH
STUDENT NUMBER: 2101050021**



**Tarbiyah And Teacher Training Faculty
English Education Departement**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H/ 2026 M**

**ENHANCING THE STUDENTS' WRITING SKILL
IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS
AT SMP PGRI 1 TRIMURJO**

**Presented as a partial fulfilment the requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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APPROVAL PAGE

Title : ENHANCING THE STUDENTS WRITING SKILL IN
PROCEDURE TEXT BY USING STORY SEQUENCING
CARDS SMP PGRI TRIMURJO ACADEMIC YEAR
2025/2026

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Kepada Yth.,
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Assalamu'alaikumWr.Wb.

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SMP PGRI TRIMURJO ACADEMIC YEAR 2025/2026

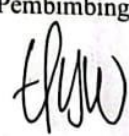
Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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PROCEDURE TEXT BY USING STORY SEQUENCING CARDS
SMP PGRI TRIMURJO ACADEMIC YEAR 2025/2026

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb


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RATIFICATION PAGE

No. B-2630/Un.36.1/D/PP.00.9/06/2026

An Undergraduate Thesis entitled: ENHANCING THE STUDENTS' WRITING SKILL IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS AT SMP PGRI TRIMURJO, written by: Nur Elyatul Janah, student number: 2101050021, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 22th, 2026 at 08.00-10.00 WIB.

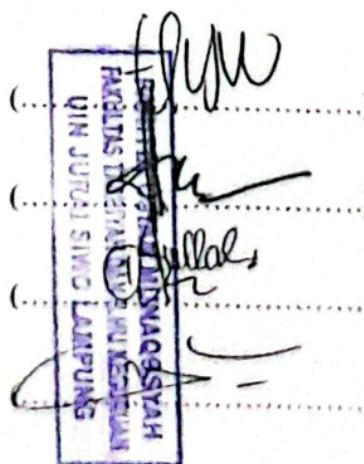
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**ENHANCING THE STUDENT'S WRITING SKILL IN
PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS
AT SMP PGRI 1 TRIMURJO**

ABSTRACT

By:
NUR ELYATUL JANAHA

This research aimed to enhance students' procedure text writing skills using picture sequencing cards in grade VIII of SMP PGRI 1 Trimurjo. This research was based on the identification of students' difficulties in writing, especially in organizing ideas, limited mastery of vocabulary, low motivation, and a lack of understanding of the structure of procedural texts.

This research used Classroom Action Research (CAR) which was carried out in two cycles consisting of planning, action, observation, and reflection. The research subjects were 20 students of grade VIII. Data collection techniques included written tests (pre-test and post-test), observation, field notes, and documentation. This research was conducted in collaboration with an English teacher at SMP PGRI 1 Trimurjo.

The results indicated a marked improvement in students' writing skills from the pre-test to the action cycles. The average pre-test score was 45.5. Following the implementation of picture sequencing cards, the average score in Post-test Cycle I increased to 75.65, and in Post-test Cycle II it rose further, achieving a classical completeness rate of at least 75%. These findings indicated that picture sequencing cards were effective in enhancing procedural text writing skills among grade VIII students at SMP PGRI 1 Trimurjo.

Keywords: *Classroom Action Research (CAR), Picture Sequencing Cards, Writing skill*

**MENINGKATKAN KETERAMPILAN MENULIS SISWA
PADA TEKS PROSEDUR DENGAN
MENGUNAKAN KARTU URUTAN GAMBAR
DI SMP PGRI 1 TRIMURJO**

ABSTRAK

Oleh:

Nur Elyatul Janah

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks prosedur siswa menggunakan kartu urutan gambar di kelas VIII SMP PGRI 1 Trimurjo. Penelitian ini didasarkan pada identifikasi kesulitan siswa dalam menulis, terutama dalam mengorganisasi ide, keterbatasan penguasaan kosakata, rendahnya motivasi, serta kurangnya pemahaman terhadap struktur teks prosedur.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus yang terdiri atas perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah 20 siswa kelas VIII. Teknik pengumpulan data meliputi tes tertulis (pre-test dan post-test), observasi, catatan lapangan, dan dokumentasi. Penelitian ini dilaksanakan melalui kerja sama dengan seorang guru Bahasa Inggris di SMP PGRI 1 Trimurjo.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menulis siswa dari pre-test hingga siklus tindakan. Rata-rata nilai pre-test adalah 45,5. Setelah penerapan kartu urutan gambar, rata-rata nilai pada Post-test Siklus I meningkat menjadi 75,65, dan pada Post-test Siklus II meningkat lebih lanjut dengan mencapai tingkat ketuntasan klasikal minimal 75%. Temuan ini menunjukkan bahwa kartu urutan gambar efektif dalam meningkatkan keterampilan menulis teks prosedur pada siswa kelas VIII SMP PGRI 1 Trimurjo.

Kata kunci: *Keterampilan Menulis, Penelitian Tindakan Kelas (PTK), Kartu Urutan Gambar*

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 Juni 2026
Yang Menyatakan,



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Praise and gratitude to Allah SWT for the abundance of His Grace and guidance, so that this research can be completed. Blessings and greetings do not forget the author presents to the prophet Muhammad SAW who brought humanity from the time of ignorance to the Islamic era.

The undergraduate thesis that the researcher made with the title “ENHANCING THE STUDENT’S WRITING SKILL IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS AT SMP PGRI 1 TRIMURJO” can be completed as one of the academic requirements to obtain a degree of Bachelor of Education in English Education Department of State Islamic University of Jurai Siwo Lampung.

In this study, the researcher would like to thank for those who helped in the process of completing this undergraduate thesis. The researcher also thanks to:

1. Prof. Dr. Ida Umami, M. Pd. Kons., as the Rector of State Islamic University Jurai Siwo of Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd, B.I., as the head of English Education Department.
4. Eka Yuniasih, M.Pd., my supervisor, who has spent her time giving guidance, suggestion, and advice for this Undergraduate Thesis.

5. All lecturers of the English Education Department of State Islamic University Jurai Siwo Lampung who have given their knowledge and shared their experience to the researcher.

Finally, the researcher believes that this undergraduate thesis is nearly imperfect. Finally, hopefully this paper can contribute to the teaching and learning activity of the English Language. It is Allah Who bestows success and guides to the right path.

Metro, June 17 , 2026

The Researcher,



Nur Elyatul Janah

2101050021

MOTTO

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

(HR. Ath-Thabrani)

(Preserve Knowledge by Writing it Down)

DEDICATION PAGE

There is no page more beautiful in this study than the dedication page. With my deepest gratitude to Allah SWT for His endless blessings, guidance, and mercy, I proudly dedicate this thesis to:

1. My Beloved Father and Mother, thank you for your unconditional love, endless prayers, unwavering support, sacrifices, and encouragement throughout every stage of my life. Your patience, strength, and belief in me have been the greatest source of motivation in completing this thesis. May Allah SWT always bless you with good health, happiness, and abundant mercy.
2. My Beloved Sister, thank you for your love, care, encouragement, and constant support. Your words of motivation and your belief in my abilities have inspired me to keep moving forward and never give up.
3. My Dear Family, thank you for your prayers, kindness, understanding, and continuous support. Your love has been a source of strength throughout this academic journey. May Allah SWT bless our family with happiness, unity, and countless blessings.
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7. My Friends, thank you for the unforgettable memories, laughter, support, and companionship throughout my university years. Your friendship has made this journey more enjoyable and meaningful, and I will always cherish the moments we have shared together.
8. My Almamater State Islamic University of Jurai Siwo Lampung.

Finally, I dedicate this humble work to everyone who has contributed, directly or indirectly, to my academic journey. May this thesis be beneficial to others and serve as a small contribution to the advancement of education.

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CHAPTER I

INTRODUCTION

A. Background of Study

At the junior high school level, writing is considered the most complex of the four language skills. It requires students to organize ideas coherently and to apply appropriate linguistic forms and conventions.¹ Coherent organization clarifies the intended message, while adherence to linguistic norms ensures accuracy and appropriateness. Additionally, developing writing proficiency in a second language demands advanced cognitive strategies and cultural knowledge, necessitating that teacher coordinate multiple instructional components.² Therefore, students' skill to produce creative written texts using precise vocabulary and accurate grammatical structures is essential for improving overall writing competence.

Given the significance of writing skills in language learning, it is essential to focus on specific text types that foster clarity and organization. Procedure text is one such genre, training students to articulate ideas through logical and sequential steps. As an instructional form, procedure text offers explicit guidance on performing tasks or creating products to achieve defined objectives, as commonly seen in manuals, recipes, and

¹ Kathrin Kaufhold, "Journal of English for Academic Purposes The Dynamics of Building Academic Writing Knowledge in Interaction," *Journal of English for Academic Purposes* 75, no. September 2024 (2025): 101518, <https://doi.org/10.1016/j.jeap.2025.101518>.

² Hilma Amalia, Fuad Abdullah, and Asri Siti Fatimah, "Teaching Writing to Junior High School Students: A Focus on Challenges and Solutions" 17, no. 2 (2021): 794–810.

scientific experiments.³ By systematically presenting goals, materials, and ordered actions, procedure text facilitates the accurate and efficient completion of tasks.⁴ Consequently, procedure text serves as a functional writing form that underpins purposeful action through structured instruction.

Procedure text represents a fundamental genre within the junior high school curriculum; however, many students face significant challenges in mastering its written form.⁵ These challenges stem from a limited understanding of generic structures and language features, insufficient vocabulary, low confidence in organizing and expressing ideas, and minimal use of effective learning media. Collectively, these factors hinder students' skill to produce well-structured procedural writing.⁶ Despite the genre's curricular importance, persistent obstacles in writing procedure texts underscore the urgent need for more engaging teaching media to enhance learning outcomes. Sequence cards represent one learning medium that can support students in this process.

Picture sequences have been selected as an instructional medium because they effectively support students in organizing and expressing

³ Linda Santika, Ari Nurweni, and Budi Kadaryanto, "Students' Perception on The Use of Picture Series in Writing Procedure Text" 07, no. 12 (2024): 9393–9403, <https://doi.org/10.47191/ijcsrr/v7-i12-81>.

⁴ Rahayu Wulan Ningsih and Afrillia Anggreni, "Students' Difficulties in Writing Procedure Text" 13, no. 01 (2025).

⁵ Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, "Students' Writing Procedure Text Mastery" 08, no. 02 (2020): 166–76.

⁶ Cut Fadillah Irawaty et al., "An Analysis on the Students' Challenges Faced in Writing Procedure Texts at Budi Murni 1" 7, no. 2 (2024): 917–23.

ideas in a creative and coherent manner.⁷ Sequential images serve as visual stimuli that assist learners in generating ideas, developing logical connections, and transforming abstract thoughts into structured written texts. This approach also enhances engagement, comprehension, and creativity.⁸ Integrating picture sequences represents an effective pedagogical strategy for enhancing students' writing skills by addressing common challenges such as limited vocabulary, inappropriate word choice, and grammatical inaccuracies. However, the effectiveness of picture sequences is influenced by students' individual learning needs and characteristics. Consequently, it is essential to consider students' vocabulary mastery and motivation when implementing this instructional medium.

Based on a pre-survey conducted on 16 October 2025 at SMP PGRI 1 Trimurjo, internal factors were among the main causes of students' low writing performance. The interview results showed that many students struggled to master English vocabulary, particularly in memorizing new words, leading them to rely heavily on dictionaries. However, inconsistency in bringing dictionaries to school—caused by forgetfulness or low motivation—often led students to borrow from their peers, and this behavior had become normalized due to the absence of strict teacher sanctions. In addition, several students showed low learning

⁷ Ethical Lingua, "The Application of Visual-Pictures Sequence to Increase Students' Writing Ability The Application of Visual-Pictures Sequence to Increase Students' Writing Ability Introduction," 2022, 53–60, <https://doi.org/10.30605/25409190.349>.

⁸ Amilah, "Using Sequence Pictures to Increase Middle-School Students' Ability in Narrative Text" 4, no. 1 (2024): 189–96.

motivation, as indicated by their tendency to avoid learning activities and instead sleep or play in class. Limited vocabulary mastery, lack of learning discipline, and low motivation were found to have negatively affected students' performance in English learning.

In addition, the finding shows that the number of students who achieve Minimum Mastery Criteria (MMC) in writing is much lower than that of those who do not. Only 3 students (15%) achieved MMC, while 17 students (85%) failed to meet the required standards. This condition is triggered by several factors; first, limited mastery of vocabulary makes it difficult for students to express ideas clearly. Second, students experience difficulty developing ideas, especially in organizing sentences into a coherent text. Apart from that, low motivation and a lack of confidence in English use cause students to hesitate in fully developing their ideas. Lastly, the limited use of learning media and writing exercises attracts students' motivation to learn. Therefore, it can be concluded that overall, the writing skills of grade VIII students at SMP PGRI 1 Trimurjo are still at a low level and require improvement through appropriate learning strategies.

Table 1

**Categorization of writing Skill
At SMP PGRI 1 Trimurjo**

No	Score	Explanation	Frequency	Percentage
1.	>73	Complete	3	15%
2.	<73	Incomplete	17	85%
Total			20	100%

Analysis of the data in Table 1 above that only 15% of students achieved scores equal to or higher than 73, categorized as complete. In contrast, 85% of students obtained scores below 73 and are categorized as incomplete. These results suggest that the majority of students at SMP PGRI 1 Trimurjo continue to experience difficulties in writing procedure texts.

Preliminary observations and interviews with the English teacher identified several challenges in students' writing skills. These include difficulties in generating ideas, organizing sentences systematically, understanding the generic structure of procedure texts, and using appropriate grammatical features such as imperative verbs and temporal conjunctions. Additionally, students often demonstrated low motivation and a lack of confidence in writing activities.

Considering these challenges, this study proposes using picture sequencing cards as a teaching medium to enhance students' writing skills, particularly in writing procedure texts. Picture sequencing cards are an effective visual tool because they help students develop and organize ideas in a logical sequence. The use of pictures can also make the learning process more engaging, interactive, and meaningful, as students can relate the images to real-life situations. By utilizing picture sequencing cards, students are expected to better understand the structure and language features of procedure texts and to become more motivated in writing activities. Accordingly, this study, entitled "Enhancing Students' Writing

Skill in Procedure Text by Using Picture Sequencing Cards,” aims to investigate the effectiveness of picture sequencing cards in enhancing students’ writing skills.

While previous studies have extensively explored the use of picture series to enhance student motivation, they frequently neglect the specific behavioural and contextual barriers encountered in localized classroom environments. A pre-survey conducted at SMP PGRI 1 Trimurjo identified distinct challenges, including students' reluctance to use dictionaries and a tendency to disengage or fall asleep during writing activities. This study seeks to address these issues by implementing Story Sequencing Cards integrated with Lampung local wisdom. By leveraging culturally relevant contexts, this instructional medium functions not only as a visual aid but also as a targeted strategy to re-engage students and address their specific learning apathy. Therefore, there is a research gap regarding students’ procedural text writing skill, the specific difficulties they encounter, and how vocabulary mastery and learning motivation influence the effectiveness of picture sequence cards, making further investigation in this context necessary.

From the data above, researcher concluded that students still experience difficulties in writing skills. This is because students do not understand how to write and do not have a large vocabulary. Researcher plan to enhance the writing skills of students who have difficulty

developing these skills. Therefore, researcher use a sequencing card approach to enhance students' writing skills at procedure text.

B. Problem Identification

Based on the background above, researcher to identify the following problems:

1. The writing skill of eighth-grade students in producing procedure texts remains low.
2. Students' limited vocabulary mastery and low learning motivation.
3. The implementation of instructional media in teaching writing is still insufficient to support students' learning needs.

C. Problem Limitation

The researcher would like to limited the study to the subject and the object. The subject is grade VIII students of SMP PGRI 1 Trimurjo. The object is to limit the use of picture sequencing cards to writing procedure text.

D. Problem Formulation

Based on the problem limitations above, researcher formulated the problem as follows: "Can the use of learning media sequencing cards enhance student's writing skill by using procedure text in grade VIII SMP PGRI 1 Trimurjo?"

E. Objective and Benefit of Study

1. Objective of Study

The aim of the research is to find out whether the sequencing cards media can enhancing students' skill to write procedural texts.

2. Benefit of Study

The study is expected to be able to give some advantages for teacher, students and other researchers:

a. For Student

The benefits of picture sequence cards help students enhance their procedural writing skills. These cards explain text structure, help organize ideas logically, and support vocabulary development through visual cues. They also increase motivation and participation, boost confidence in writing, and reduce fear of making mistakes, ultimately resulting in better writing performance and a more meaningful learning experience.

b. For Teacher

Using picture sequencing cards benefits teachers by providing a practical tool to present procedural texts clearly and concretely. They promote a student-centred, interactive classroom that encourages participation and collaboration. Sequencing cards also help identify students' difficulties with vocabulary and idea organisation, enhancing learning effectiveness, classroom

management, and students' writing achievement in procedural texts.

c. For Researcher

This research benefits the researcher by providing experience in planning, implementing, and evaluating the use of picture sequencing cards for teaching procedure texts. It deepens understanding of students' writing difficulties, including issues of idea organisation, vocabulary use, and grammar. The findings provide empirical evidence of the effectiveness of sequencing cards in enhance writing, serve as a reference for future studies, and enhance the researcher's professional competence and academic insight into effective writing instruction strategies.

F. Prior Research

In the process of collecting references, the researcher found three sources that are similar to the study to be conducted.

The first source is Lavenia's article, "The Effect of Using Sequencing Cards on Student Achievement in Writing Procedure Texts in Junior High Schools".⁹ This research aims to determine whether sequencing cards can significantly improve junior high school students' writing of procedural texts (e.g., recipes, instructions, or manuals). As a

⁹ Lavenia Ika Wardhana, Zakiyah Tasnim, and Siti Sundari, "The Effect of Using Sequencing Cards on the Students' Procedure Text Writing Achievement at Junior High School" 8, no. 3 (2024): 76–83.

result, the use of sequencing cards positively affects junior high school students' achievement in writing procedural texts.

The second source is As'ad Rizki As-shidiqi's article, "Employing Sequence of Pictures to Enhance Students' Recount Writing".¹⁰ This research uses quantitative methods. This study aimed to investigate which aspects of students' writing were most affected by instruction using picture sequences. The results show that the content aspect improved the most after being taught using a series of pictures, and there were significant differences across all writing aspects.

The last source is an article by Bellatri Azzahra titled "Enhancing Junior High School Students' Procedural Writing through Picture Series".¹¹ A Pre-Experimental Study. This research adopts a quantitative research approach. The main issue discussed is whether a series of pictures can support students in developing writing skills, organizing ideas, and maintaining motivation during writing activities. These findings indicate that using picture sequences significantly improves students' procedural writing performance, underscoring their effectiveness as a teaching strategy.

These studies are similar in that they all focus on students and writing-related issues in middle school and aim to improve or understand

¹⁰ Rizki As, "Employing Sequence of Pictures to Enhance Students' Recount Writing" 26, no. 9 (2021): 24–27, <https://doi.org/10.9790/0837-2609042427>.

¹¹ Bellatri Azzahra, Sriati Usman, and Andi Patmasari, "Enhancing Junior High School Students' Procedural Writing through Picture Series: A Pre-Experimental Study" 4, no. 2 (2025): 621–34.

students' performance in academic writing. Three studies examined the use of visual media, such as sequencing cards or picture sequences. They used quantitative or experimental designs to measure their effects on students' writing skills, particularly procedural texts. They all found positive results, showing that visual media helps students organize ideas, develop content, and stay motivated.

In contrast to previous studies that employed generic topics, the present research introduces a cultural novelty by integrating Lampung local wisdom, such as making Seruit and wearing Kain Tapis, into Picture Sequencing Cards. Utilizing these culturally relevant contexts, this Classroom Action Research (CAR) seeks to reduce students' cognitive load and address the gap between their limited vocabulary and the demands of producing coherent procedure texts at SMP PGRI 1 Trimurjo. In addition, other studies focus on learning media and learning outcomes rather than on student behaviours or study habits, and they primarily measure short-term improvements rather than long-term impacts.

CHAPTER II

THEORITICAL REVIEW

A. Writing Skill

1. Definition of Writing Skill

Writing is widely regarded as one of the most challenging language skills because it requires learners to combine various competencies at the same time. Students are not only expected to master grammar and text organization, but also to develop clear thinking, logical reasoning, and the ability to express ideas appropriately and effectively. In this regard, Heaton the complexity of writing arises from the requirement for learners to master not only grammatical accuracy and rhetorical organization but also deeper conceptual understanding and sound judgment in expressing ideas.¹² In other words, students are expected to think clearly, organize their ideas logically, and choose appropriate language simultaneously. Consequently, writing instruction should be carefully planned and guided by comprehensive strategies, as effective writing development involves integrating linguistic competence, cognitive skills, and critical thinking abilities.

Writing plays a distinctive role in language learning because it is not constrained by time in the same way as spoken interaction.

¹ J. B. Heaton, "Writing English Language Test(New York: Longman Group, 1995), p.135.," 1995.

According to Harmer, writing is not time-bound in the way conversation is. Writing is also used in questionnaire-type activities.¹³ Consequently, writing is used to help students perform a different kind of activity. Therefore, writing should be viewed not merely as a means of communication but as a purposeful tool that supports students in engaging with learning tasks that require deeper cognitive involvement and thoughtful responses.

In conclusion, writing is a complex language skill that requires learners to integrate grammatical accuracy, logical organization, and higher-order thinking skills. Because writing allows students sufficient time to think and organize their ideas, it serves not only as a means of communication but also as an effective learning tool that supports deeper cognitive engagement. Therefore, writing instruction should be carefully planned and strategically implemented to help students develop linguistic competence, critical thinking, and meaningful learning experiences.

2. Types of Writing

In the English for Nusantara book, a textbook used by grade 8 students, there are four types of text that need to be mastered:¹⁴

² Jeremy Harmer, *How-to-Teach-Writing* (New York: Longman Pub Group, 1997).

³ Lestari Ika Dmayanti et al., *English For Nusantara*, ed. Kristine Ann Manreal Capa (Indonesia: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Dikeluarkan, 2022).

a. Recount Text

A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader.¹⁵ A recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or inform the reader. Therefore, a recount text helps readers understand past events clearly while providing information or enjoyment through a well-organized story.

b. Narrative Text

Narrative text is an account or description of events in the past that follows a time sequence or chronology. There are many types of narrative text, including fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice-of-life stories, and personal experience.¹⁶ Narrative text tells a story by presenting events in order and usually involves characters, a setting, and a problem that leads to a resolution. It is commonly written to engage readers and make the story interesting and meaningful. In conclusion, narrative texts help readers understand past events or imaginative stories through a clear sequence, while also entertaining them with diverse story types and themes.

⁴ Wardiman Artono, B.Jahur Masduki, and Djusma M. Sukirman, *English in Focus*, ed. Team of Setia Purna Inves (Indonesia: Pusat Perbukuan Departemen Pendidikan Nasional, 2008).

⁵ R.R. Jordan, "Academic Writing Course," *Study Skills in English* (Cambridge: Person Education Limited, 1999).

c. Descriptive Text

Descriptive writing uses sensory details and vivid language to help readers clearly imagine an object, place, or person according to Alice Oshima and Ann Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁷ Descriptive writing uses detailed language and sensory details to help readers clearly imagine the subject. By focusing on sensory experiences, the writer creates a vivid and realistic picture in the reader's mind. Therefore, descriptive writing is effective in helping readers visualize and understand an object, place, or person more clearly through strong sensory details.

d. Procedure Text

The procedure text is a piece of text that gives us instructions for doing something. Procedure text explains the steps or instructions in a clear, logical order so readers can easily follow them. It usually uses imperative sentences and action verbs to guide the reader in completing a task. Therefore, procedural text is very useful because it helps readers perform a task correctly by following clear, systematic instructions.

⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, ed. The people who made up the Introduction to Academic Writing team (Oshima: Library of Congress Cataloging-in-Publication Data, 2007).

3. The Measurement Rubrics of Writing Skill

Writing criteria can be presented in the following assessment scale, as said by J.B. Heaton is the result of careful and thorough research into compositional assessment in the United States. Only a summary of the scale is shown here, and it should be remembered that in its original form, slightly more complete notes were provided after each item.

Table 2
The Measurement Rubric of Writing Score

Writing	Score	Level	Criteria
Content	4 (30-25)	Extraordinary to very good	Knowledgeable, substantive, with clear development of goal, materials, and steps; all content is relevant to the assigned procedure topic.
	3 (26-22)	Good to average	Adequate knowledge of topic, mostly relevant, some details of procedure steps missing, limited clarity in goal or materials.
	2 (21-17)	Fair to poor	Limited knowledge of topic, some content missing, unclear procedure steps, goal or materials insufficiently developed.
	1 (16-13)	Very poor	Minimal knowledge of topic, non-substantive, steps missing or irrelevant, not enough

Writing	Score	Level	Criteria
			content to evaluate.
Organization	4 (20-18)	Extraordinary to very good	Ideas clearly stated and logically sequenced; steps follow a coherent procedural order; cohesive and well-structured.
	3 (17-14)	Good to average	Ideas somewhat clear, sequence mostly logical but with minor gaps, procedure partially organized
	2 (13-10)	Fair to poor	Ideas confused or disconnected; sequence of steps illogical; lacks cohesion.
	1 (9-7)	Very poor	No logical organization; steps missing or unclear; cannot evaluate structure.
Vocabulary	4 (20-18)	Extraordinary to very good	Appropriate and precise vocabulary used for procedure text; correct terminology for steps, materials, and actions; effective word choice.
	3 (17-14)	Good to average	Vocabulary mostly appropriate, occasional errors; meaning of steps generally clear.
	2 (13-10)	Fair to poor	Limited vocabulary, frequent errors; steps or instructions unclear.
	1 (9-7)	Very poor	Minimal vocabulary knowledge; meaning of steps not conveyed.
	4 (25-22)	Extraordinary	Few grammatical errors;

Writing	Score	Level	Criteria
Language Use/ Grammar		to very good	correct tense, agreement, word order; sentences appropriate for procedural instruction.
	3 (21-18)	Good to average	Minor grammar errors; meaning of procedure mostly clear; tense mostly consistent.
	2 (17-11)	Fair to poor	Frequent grammar errors; some steps unclear due to incorrect language.
	1 (10-1)	Very poor	Major grammatical errors; sentences do not communicate procedural steps; incomprehensible.
Mechanic	4 (5)	Extraordinary to very good	Few spelling, punctuation, capitalization, paragraphing errors; readability not affected.
	3 (4)	Good to average	Occasional spelling, punctuation, capitalization issues; steps still understandable.
	2 (3)	Fair to poor	Frequent spelling/punctuation errors; meaning of steps sometimes unclear
	1(2)	Very poor	Spelling, punctuation, capitalization errors dominate; steps incomprehensible.

Source: J. B. Heaton. *Writing English Language Tests*. Longman Group UK Limited. (London 1998). P 145-146

B. Procedure Text

1. Definition of Procedure Text

A procedure text is an instructional text that provides clear steps to achieve a specific goal. Mark and Kathy Anderson define a procedure text as a form of written discourse that provides clear guidance for carrying out a particular task or activity. Its purpose is to provide instructions on making something, doing something, or going somewhere.¹⁸ Definition emphasizes that a procedure text is not merely informative but also directive, systematically presenting a sequence of steps that enable readers or listeners to achieve a specific goal efficiently and accurately. Therefore, a procedure text can be understood as a purposeful instructional text whose primary function is to guide audiences through a process in a structured and comprehensible manner.

In addition, according to the Independent Learning Module, procedural texts are a type of written or oral discourse that serves a social function to explain how an activity is carried out or how an object is made. This type of the text provides clear and systematic guidance by presenting sequential steps in the form of instructions, directions, or manuals, enabling readers or listeners to follow the

⁷ Mark Anderson and Anderson Kathryn, *Text Types in English* (Australia: National Library of Australia, 1957).

process accurately and effectively.¹⁹ Therefore, procedural texts play an important role as an instructional medium that facilitates understanding and ensures successful task completion through well-organized and purposeful explanations.

In conclusion, procedure text is widely recognized as a purposeful form of written or spoken discourse that guides readers or listeners in carrying out a specific task, making something, or reaching a particular destination. This type of text is not only informative but also inherently directive, presenting logically ordered, systematic steps in the form of instructions, directions, or manuals that enable audiences to follow a process efficiently, accurately, and clearly orientation toward a goal. Therefore, procedure text can be conclusively understood as an essential instructional medium whose structured and comprehensible nature ensures effective task completion and enhances practical understanding.

2. Generic Structure of Procedure Text

The following is the structure of Procedure Text:

- a. Goal or purpose: provides information on the intent and purpose of the procedure and predicts a conclusion.
- b. Materials or tools: list the materials or tools required to perform a procedure or steps.

⁸ Saefurrohman, "English for Practical Use Finally , Insert the Two Catches of the Back," n.d., 103–35.

- c. Steps or methods: a list of the order of instruction/activity to achieve the objectives in the correct sequence of steps.

C. Learning Media

1. Definition of Learning Media

Learning media is one of the elements that play an important role in the learning process. Learning media are learning resources that can help teachers enrich students' insights. The use of learning media in the teaching and learning process can spark new desires and interests among students.²⁰ To further clarify the concept and function of learning media in the teaching and learning process, several experts have provided definitions and theoretical perspectives.

Media plays a significant role in educational technology by facilitating both teaching and learning. According to Kozma, media can be characterized by their technology, symbol systems, and processing capabilities.²¹ The most prominent aspect is its technological component, encompassing the mechanical and electronic elements that determine its operation. Recognizing these characteristics enables more effective utilization of media in educational and communicative contexts.

⁹ Lukman Hakim Muhaimin and Dadang Juandi, "The Role of Learning Media in Learning Mathematics: A Systematic Literature Review" 13, no. 01 (2023): 85–107, <https://doi.org/10.20961/jmme.v13i1.74425>.

¹⁰ B. Kozma Robert, "Learning With Media" 61 (1991): 179–211, <https://doi.org/https://doi.org/10.2307/1170534>.

2. Kinds of Learning Media

Types of learning media: electronic learning media, computer-based learning media, print teaching media, and digital learning media.

The following are the learning media:²²

a. Electronic Learning Media

1) Television as a Learning Media

Television is a medium that can convey learning messages audio-visually, accompanied by elements of movement. Television helps students understand learning material more easily by combining sound, images, and moving visuals, making learning clearer and more interesting. Thus, television can be an effective learning medium to increase student attention and support better understanding in the learning process.

2) Computer Based Learning Media

Computers are one of the learning media. The existence of computers can serve as a learning tool and resource, helping teachers and students distribute and receive learning materials more effectively. Computers support the learning process by providing access to a variety of digital materials, interactive programs, and learning applications that help students

¹¹ Septi Aria Anggaria et al., *Teaching Media 101*, ed. Aryanti Nurul and Permana Aldi Putra (Mojokerto: Insight Mediatama, 2023).

understand lessons more effectively. Therefore, computers have an important role as a medium that makes students more interested.

3) WEB Based Learning (E-Learning)

Web-based learning, popularly known as Web-Based Education (WBE) or e-learning (electronic learning), is the application of web technology in education. Web-based learning allows teachers and students to access learning materials, assignments, and interactive activities anytime, anywhere via the internet. Thus, web-based learning is an effective approach to support a flexible, accessible, and modern educational process.

b. Print Learning Media

Types of learning media printers according to this book:

1) Magazine

A magazine is a printed or digital publication that contains articles, pictures, and information about certain topics, such as education, lifestyle, news, culture, or entertainment. Magazines are usually published regularly, for example, weekly or monthly.

2) Journal

Journals are used as learning resources because they provide reliable and up-to-date information. Journals help students and teachers understand research findings, develop critical thinking skills, and support academic writing.

3) Newspaper

Newspapers can be used as learning media because they provide real and current information. Newspapers help students improve their reading skills, expand their vocabulary, and better understand real-life issues.

c. Digital Learning Media

The types of digital learning media according to this book:

1) Projection Media

Projection media uses a projector to produce images on a screen. Projection media helps teachers present images, text, and videos clearly on the screen so students can see and understand the material more clearly. Thus, projection media is an effective learning tool that supports clear presentations and improves students' understanding in class. Examples of projection media are the Transparency Projector/Overhead Projector (OHP) and the Projector/LCD.

D. Picture Sequencing Cards

1. Definition of Sequencing Cards

Sequencing is the process of putting events, ideas, and objects in a logical order. The idea of sequencing has been proposed by Spivey, who defines it as the process of placing events, ideas, and objects in a logical order, and sequencing cards as media used to organize or sequence the ideas, events, or steps in that order.²³ Sequence picture media is a teaching medium consisting of a series of pictures compiled into a collage, described in order. Sequencing pictures in writing will help the students write their ideas in order. Through the use of sequencing pictures, students are guided to develop coherent thinking patterns, enabling them to structure their ideas systematically and express them in a clear and organized written form.

Picture cards consist of simple images accompanied by words in both the source and target languages, typically presented on cards or paper. These materials are intended to prompt students to discuss the depicted content and determine the meanings of the corresponding words. Additionally, picture cards support the development of accurate writing and pronunciation skills. They are widely regarded as efficient tools for conveying word meanings. The integration of

¹² By Becky L Spivey and M Ed, *The Importance of Teaching Sequencing to Young Children* (Washington Dc: Super Duper, 2008).

picture cards with direct instruction is especially prevalent in introductory spoken English courses.²⁴ Students engage with basic vocabulary by acquiring, identifying, and reviewing these cards. When teachers prompt students to identify picture cards or the objects they depict, they can assess which vocabulary items remain unfamiliar. Consequently, picture cards serve as an effective and practical medium for enhancing students' vocabulary acquisition, pronunciation, writing abilities, and comprehension of word meanings in English language learning.

2. Kinds of Sequencing Cards

There are several types of card sequences by Andrew Wright:²⁵

a. Jumbled Sentences

Individual or pair work. Jumbled sentences are given to the students. They write them out in the correct order, guided by a sequence of pictures.

b. Relevant Sentences

Individual or pair work. The students are given a sequence of pictures and several sentences. The students choose the sentences they think are relevant and use them to base a story or description.

¹³ Min-ping Wu, "The Comparison Of Oral Language Acquisition For Grade 1-3 In Taiwan And America" 1, no. 2 (2008): 3–24.

¹⁴ Andrew Wright, *Picture For Language Learning*, ed. Ur Penny (UK: Cambridge University Press, 1989).

c. Change Some Work

Individual or pair work. A text, a sequence of pictures, and several alternative words for some of those in the text are given to the students. They write the text using their choice of words, guided by the pictures.

d. Adapt the Story

Individual or pair work. The students are given a story, a list of words and phrases, and a sequence of pictures. The students write the story and add any words or phrases they think will enrich it. Alternatively, the students are given a basic story to rewrite, enriching it in any way they see fit.

e. Picture Guided Story

Individual or pair work. A sequence of pictures or picture symbols is given, and the students write the story without any other assistance or guidance.

f. Picture Strip Sequences

Pair work or groupwork. The well-established way to promote storytelling, descriptive writing, or process writing is to give students a picture-strip sequence. strip sequence. The picture strips devised specially for language teaching are usually very boring. Alternative sources are cartoon strips or photo story strips.

g. Variation

The teacher can choose picture sequences to highlight certain language features, for example, the present simple tense. Having sorted out the order, the students can be asked to write down what the person does every day: wakes up, has breakfast, etc.

3. How to Use Story Sequence Cards

The implementation of Story Sequencing Cards in this study aims to promote interactivity and cultural relevance. The cards are designed in a compact format, similar to Uno cards, to facilitate ease of handling and rearrangement by students. In this study, the steps for utilizing sequencing cards in teaching writing are adapted from Spivey:

a. Prepare the sequencing media.

Sets of Story Sequencing Cards are prepared, with each set consisting of illustrated cards that depict aspects of Lampung local wisdom, specifically:

- 1) Topic 1: "How to Make Seruit" (Illustrating the steps from grilling the fish, mashing the sambal with tempoyak, to serving it).
- 2) Topic 2: "How to Wear Kain Tapis" (Illustrating the process of wrapping the cloth, securing the belt, and completing the traditional look). In this recent study the media is sequencing cards.

b. Scramble the cards on the table

Students are divided into small groups. The researcher places one set of scrambled (randomized) Lampung-themed cards on each group's table.

c. Ask the students to arrange the pictures in order according to the topic

Students collaborate to discuss and determine the logical sequence of the traditional process. The familiarity of the topics with students' daily lives in Lampung encourages active participation.

d. Correction of sequence order

The researcher monitors the groups. If a group misinterprets the steps of making Seruit or wearing Tapis, the researcher provides prompts to help them rearrange the cards into the correct sequence.

e. State the things in the pictures and make sentences

Once the cards are in the correct order, students orally identify the objects (e.g., fish, tempoyak, woven cloth, belt) and then proceed to write a complete procedure text based on the sequence they have built.

f. Media Specifications:

- 1) Size: 5.7 x 8.7 cm (equivalent to Uno card dimensions) to ensure ergonomic handling.
- 2) Visuals: High-contrast illustrations are used to facilitate object identification for students with limited vocabulary.
- 3) Language Scaffolding: A "Vocabulary Bank" is provided on the reverse side of each card or on a separate sheet, containing keywords such as Grill (Membakar), Mash (Menghaluskan), Wrap (Melilitkan), and Fasten (Mengikat).

g. Picture of Sequencing Cards



Figure 1: Picture of Sequencing Cards: How to Wear Kain Tapis



Figure 2: Picture of Sequencing Cards: How to Make Sambal Seruit

4. Advantages of Sequencing Cards

Image sorting cards are considered an effective visual medium in teaching writing, especially in procedural texts. As a visual aid, images help students connect learning material with real-life experiences, making the learning process more meaningful and easier to understand.²⁶ Furthermore, image sorting cards help students in arranging procedural steps logically and correctly. The use of sequential images also helps students understand generic structures, imperative verbs, and temporal conjunctions commonly found in procedure texts. Therefore, picture sorting cards can improve students' understanding, engagement, and writing performance.

5. Disadvantages of Sequencing Cards

Although sequencing cards offer meaningful benefits in supporting students' understanding of text organization, their implementation also presents certain limitations that need careful consideration.²⁷ Argue that integrating images into instructional activities requires systematic preparation, including selecting or creating appropriate visuals, identifying reliable image sources, organizing materials, and designing classroom tasks that align with specific learning objectives. This preparation process can be time-

¹⁵ Kreidler J Carol, *On Teaching English To Speakers Of Other Languages*, ed. P Harris David, Anthony M Edward, and W Robinett Betty (California: National Counell of Teaching of English, 1965).

¹⁶ Adrienne Herrell and Michael Jordan, *Fifty Strategies For Teaching English Language Learners (Secound Edition)* (colombus, 2003).

consuming and may reduce instructional efficiency if not managed effectively.

Highlight additional drawbacks of using picture sequences, noting that students may misinterpret the intended message due to personal background or cultural differences, leading to misunderstandings of the story's main idea. They also emphasize the practical difficulty of locating coherent and high-quality image sequences that accurately represent a well-structured narrative.²⁸ Therefore, despite their pedagogical value, sequencing cards require thoughtful planning and contextual sensitivity to ensure effective classroom use.

E. Action Hypothesis

Based on the theoretical framework, the researcher formulates the action hypothesis as follows: "The use of picture sequences as an instructional medium can enhance the writing skills of the eighth-grade students of Junior High School PGRI 1 Trimurjo ."

¹⁷ Richard Badger and White Goodith, "A Process Genre to Teach Writing. *ELT Journal*" 54, no. 2 (2000): 153–60, <https://doi.org/https://doi.org/10.1093/elt/54.2.153>.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristic of Research

Classroom action research (CAR) represents a distinctive and practical approach to professional development for language teachers, yet many educators remain only superficially acquainted with its processes and potential. Specifically, CAR involves systematic, reflective inquiry in which teachers actively investigate their own classrooms, teaching strategies, and interactions with students to improve both the effectiveness and equity of their practices.²⁹ By engaging in this cyclical process of planning, acting, observing, and reflecting, teachers not only enhance their instructional skills but also develop a deeper understanding of the complex social and educational dynamics that shape learning environments.³⁰ Consequently, action research emerges as a powerful tool for fostering both professional growth and informed decision-making, offering tangible benefits for teachers, students, and the broader educational context.

B. Subject and Object Study

1. Subject of Study

The subjects of this research were grade VIII students of SMP 1 PGRI Lampung Tengah. This school has 1 class for eighth grade. For this

¹ Anne Bruns, *Doing Action Research in English Language Teaching* (New York, 2010).

² Stephen Kemmis and McTaggart Robin, "Unidad 2 Lecturas The Action Research Planner," 1988, 5–28.

research, one class was chosen, namely grade VIII, which contained 20 students.

2. Object of Study

The object of this research is students' writing skills. This research aims to enhance students' understanding of procedural texts by using sequencing cards as a learning medium for grade VIII students at SMP PGRI 1 Trimurjo Lampung Tengah.

C. Action Plan

Classroom Action Research (CAR) is a systematic, reflective methodology designed to improve teaching practices and student learning outcomes. The process comprises four interconnected stages: planning, action, observation, and reflection. These stages operate in a cyclical manner, facilitating ongoing improvement in instructional strategies and student achievement. Kemmis developed this framework based on Lewin's original conceptualization of restorative measures. This work is foundational for understanding the socially and politically constructed dimensions of educational practice. The action research model introduced by Kemmis and McTaggart, and later adapted by Jean McNiff and Jack Whitehead, is depicted in the following image:³¹

⁵ Jean McNiff and Jack Whitehead, *Action Research : Principles and Practice* (London and New York: Routledge, Falmer Taylor & Francis e-Library, 2002).

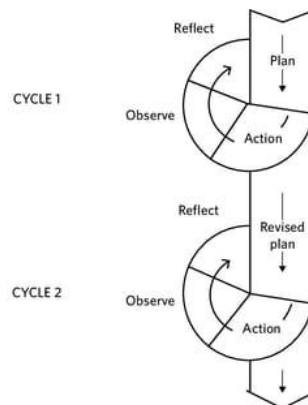


Figure 3: The action research model introduced by Kemmis and McTaggart

D. Action Procedure

The methodology employed in this study follows the established procedures of Classroom Action Research. Classroom Action Research (CAR) is utilized to improve students' procedural writing skills by incorporating sequence cards into instructional activities. The research process is structured as follows: The study is organized into cycles, each consisting of detailed planning, implementation, observation, and reflection to promote continuous improvement in student learning outcomes.

1. Cycle 1

The first cycle focuses on identifying initial challenges and implementing sequence cards to improve students' writing comprehension. This cycle consists of four stages:

a. Planning

The primary objective is to address the disparity between students' existing writing skills and the proficiency required for composing procedure texts.

- 1) Identification of the Problem
- 2) Preparation the Lesson Plan
- 3) Preparation of Materials
- 4) Development of Research Instruments

b. Action

A visual-based strategy is implemented to enhance students' creative and logical thinking:

- 1) The lesson plan introduces new material on procedure texts and integrates picture sequences into the instructional process.
- 2) Ice-breaking activities are incorporated to maintain student engagement and facilitate adaptation to new content.
- 3) After each session, motivational support is provided to encourage students and sustain their interest in the learning process.

c. Observe

During and after the implementation of the activities, systematic observation of students' progress was conducted. Observational data were collected to evaluate the effectiveness of

picture sequence use in enhancing students' writing and to identify measurable improvements in vocabulary, grammar, and overall writing coherence.

d. Reflect

The reflection phase involved analysing data collected from observations and evaluating improvements in students' writing. Feedback obtained during this phase informed revisions to the lesson plan for the subsequent cycle, addressing any identified gaps or challenges in the teaching and learning process. The primary objective was to enhance the effectiveness of picture sequences as an instructional medium for improving students' writing skills in procedural texts.

2. Cycle II

Cycle II expands upon the findings and insights of the initial cycle, with an emphasis on clearly defined objectives. The primary aim is to address previously identified challenges and to further develop students' writing skills. Lesson plans and instructional methods are modified to support these goals. These modifications facilitate a more effective integration of sequence cards within classroom instruction.

a. Planning

In the second cycle, planning adopts a more targeted approach based on reflections from Cycle I. The primary objective is to

enhance students' proficiency in writing procedure texts using picture sequences. Modifications to the lesson plan and instructional strategies are made to address challenges identified in the initial cycle. The planning steps include the following:

- 1) Identify and address issues highlighted in the Cycle I reflection
- 2) Revise the lesson plan collaboratively with the teacher
- 3) Prepare more engaging instructional materials and media for the teaching process.

b. Action

During the second cycle, the intervention adopted a more targeted approach based on insights gained from Cycle I. Although the primary objective remained consistent, specific modifications were introduced to improve learning outcomes. The planned action steps were as follows:

- 1) Deliver revised instructional materials
- 2) Integrate ice-breaker activities
- 3) Provide motivational support after each lesson

c. Observe

Data from Cycle II were collected and systematically analysed, synthesised, and interpreted to identify areas for improvement or persistent challenges. The findings from this cycle informed reflection and adjustments in subsequent cycles, with the

aim of enhancing the effectiveness of picture sequences in developing students' procedural writing skills.

E. Data Collecting Technique

The proposed use of tests, observations, and documentation for data collection is consistent with the objective of evaluating the effectiveness of picture sequences in improving students' writing skills, particularly with in the context of procedure text. The following section details how the tests are specifically adapted to the study's context:

1. Test

The test functioned as the primary instrument for assessing improvements in students' writing skill after the implementation of picture sequences as an instructional medium. Given the challenges inherent in mastering procedure text, the test specifically evaluated students' skill to organize and express ideas coherently, use appropriate vocabulary, and apply correct grammatical structures.

a. Pre-Test

The Pre-Test assessed students' initial ability to write procedure texts. Prior to the introduction of picture sequences as an instructional medium, students were asked to write a procedure text on a familiar topic, such as a recipe or a simple manual.

b. Post Test

The Post-Test provided a baseline measurement of students' writing proficiency in the procedure text genre prior to the intervention. The Post-Test was administered following students' exposure to picture sequences during the instructional intervention. This assessment aimed to evaluate improvements in writing skills. Students were again asked to write a procedure text, this time using picture sequences as a stimulus for idea generation and organization.

2. Observation

Observation was a systematic method for recording observable actions to identify patterns and draw conclusions.³² In the present study, observation was used to assess the impact of picture sequences as a learning medium on students' writing skills in procedural texts, with specific focus on coherence, vocabulary use, and grammatical accuracy. The results from these observations were anticipated to support the hypothesis that the use of image sequences improved students' skill in producing well-structured and coherent procedural texts.

Furthermore, the observation process was conducted in collaboration with the English teacher. This collaboration was essential, as the teacher possessed a deeper understanding of students'

⁶ Ahmad Subhan Roza, *Teaching English for Indonesian Learners* (Yogyakarta: Idea Press Yogyakarta, 2021).

characteristics, classroom dynamics, and learning challenges. Collaborative observation was anticipated to enhance the validity and reliability of the data, since both the researcher and the teacher monitored students' participation, responses, and progress throughout the learning process. This approach enabled the collection of more objective and comprehensive data regarding the effectiveness of picture sequencing cards in improving students' writing skills.

3. Documentation

Documentation involves collecting information from books, modules, student assignments, instructional videos, and images that support the classroom action research. In this study, documents serve as valuable sources of textual data due to their well-structured language and direct evidence of student performance. Archives of student writing assignments in grade VIII SMP PGRI 1 Trimurjo will be analysed across each cycle to evaluate how the implementation of learning media, such as story sequencing cards, enhance the quality of procedure text writing and enhances student learning activities.

4. Field Note

In this classroom action research, the data collection process involved the use of field notes. As Natasha explained, field notes documented events, capturing how individuals behaved and responded

to a phenomenon and connecting different aspects of the study.³³ Additionally, during the implementation of classroom actions, the researcher used field notes to record any student actions that required further consideration or follow-up.

F. Data Collecting Instrument

1. Test Guideline

The assessment consists of a single paper-based writing task designed to evaluate students' ability to organize ideas and apply appropriate linguistic forms when composing a procedure text. Students are required to produce a complete procedure text in response to a specified topic or prompt. The response should include a clearly stated goal, a list of materials or ingredients if relevant, and a logically ordered sequence of steps that employ the language features typical of procedure texts, such as imperative verbs, sequencing words, and explicit instruction. Student responses will be assessed using a scoring rubric that emphasizes the organization of ideas, the clarity and completeness of procedural steps, and the accurate use of relevant linguistic features.

2. Documentation Guideline

Documentation consisted of field notes and photographs. Field notes recorded detailed observations and insights during the learning

⁷ Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide, Anti-Corrosion Methods and Materials*, vol. 36 (USA: Family Health International, 2005), <https://doi.org/10.1108/eb020803>.

process, focusing on student engagement, the use of picture sequences, and the effectiveness of these sequences in supporting students' organization of ideas and structuring of procedure texts.

3. Observation Guideline

The observation included interviews with both the teacher and the students. These interviews helped the researcher understand how students perceived their learning environment, including their experiences in using picture sequences as a tool for writing. Through these interviews, the researcher gathered insights on how students approached the task of writing a procedure text, how they used sequential images to generate and organize their ideas, and how confident they felt in applying their writing skills.

G. Data Analysis Technique

Data analysis involved calculating the average scores of the Pre-Test and Post-Test. The results were then compared to the Minimum Completion Criteria (MCC) for the semester, which was set at 73. If some students did not achieve the MCC in Cycle I, the study proceeded to Cycle II. Classroom Action Research (CAR) generally required at least two cycles. If all students met the MCC in Cycle II, the research could be concluded at that stage. Furthermore, data analysis in CAR utilized both quantitative and qualitative methods. The analysis included calculating average scores from the Pre-Test and Post-Test for both Cycle I and Cycle II to evaluate improvements and outcomes.

The formula to calculate the average score of the Pre-Test and Post-Test is as follows:³⁴

$$\bar{x} = \frac{\sum x}{n}$$

Explanation:

x : Mean or average score of the test items.

$\sum x$: Total score of every cycles.

N : Number of students.

To determine the total score and assess improvement in student progress resulting from the implemented treatments, the average scores of Pre-test and Post-Test were compared. The class percentage meeting the Minimum Completion Criteria (MCC) of 70 or higher was calculated using the following formula:³⁵

$$P = \frac{a}{N} \times 100\%$$

P : Percentage of the class of students who answered the question correctly.

a : The number of students who answered the question correctly.

⁸ Donald Ary et al., *Introduction to Research in Education*, ed. Shortt Chris (Canada: Wadsworth Cengage Learning, 2010).

⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education Sixth Edition* (London and New York: Routledge Taylor and Francis Group, 2007).

N: The number of students who attempted the question.

H. Indicators of Success

The research process and learning outcomes were evaluated using two indicators. First, learning was considered successful if students achieved a minimum writing skill score of 73 or higher. Second, success was determined if at least 75% of students were actively involved in the learning process and met the minimum score requirements.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Profile of The School

a. History of SMP PGRI 1 TRIMURJO

The establishment of PGRI 01 Trimurjo Middle School was initiated by prominent community leaders and educational figures, particularly members of the PGRI Foundation. On May 12 1984, a meeting was convened to establish the Republic of Indonesia Teacher Education Institute (PGRI) for the Trimurjo sub-district, attended by several key PGRI representatives. During this meeting, it was resolved that the institution would promptly establish an educational foundation, the PGRI Trimurjo Foundation, which would include a junior high school. On July 15 1984, PGRI Middle School officially began accepting applications for both male and female students. Initial registration numbers were low, as the newly established school faced challenges competing with established state schools.

b. Teaching and Educational Staff at SMP PGRI 1 Trimurjo

The table below provides data regarding the teaching and educational staff. This information pertains to PGRI 1 Trimurjo Middle School, which employs a total of nine staff members. All staff members possess a Bachelor's degree (S1):

Table 4.1
List of Teaching and Educational Staff at
SMP PGRI 1 Trimurjo

No.	NAMA PEGAWAI	JABATAN
1.	Darma Edvando,S.Pd.,Gr	Kepala Sekolah
2.	Nurhidayati,S.Pd	Waka Kurikulum
3.	Puspita Handayani,S.Pd.,Gr	Waka Kesiswaan
4.	Mega Kusuma Dewi,S.Pd.,Gr	Waka Saprass
5.	Sri Budi Suhartini,S.Pd	Guru
6.	Septia Nurhasanah,S.Pd.,Gr	Guru
7.	Eko Purwanto,S.Pd	Guru
8.	Juli Handoko,S.Pd	Guru
9.	Agus Andrianto,S.Pdi	Guru

c. The Vision and Mission of SMP PGRI 1 Trimurjo

1) The vision of SMP PGRI 1 Trimurjo

Creating a generation of students who are superior, accomplished, creative and have noble character based on the nation's religious and cultural values.

2) The mission of SMP PGRI 1 Trimurjo

- a) Organizing an effective and innovative learning process to optimize students' academic and non-academic potential.
- b) Instilling the values of faith, piety and noble character in everyday life.
- c) Encourage discipline, responsibility and social awareness in the school environment.
- d) Developing students' talents and interests through diverse and targeted extracurricular activities.

d. The Student Quality of SMP PGRI 1 Trimurjo

The number of students at PGRI 1 Trimurjo Middle School is known, as follows:

Table 4.2
The Student Quality of SMP PGRI 1 Trimurjo

No.	Class	Total of Class	Total Student		
			Male	Famale	Total
1.	VII	1	4	1	5
2.	VIII	1	12	8	20
3.	IX	1	13	7	20
Total of Student			29	16	45

e. The Organization of SMP PGRI 1 Trimurjo

The organizational structure of PGRI 1 Trimurjo Middle School is illustrated in the following image:

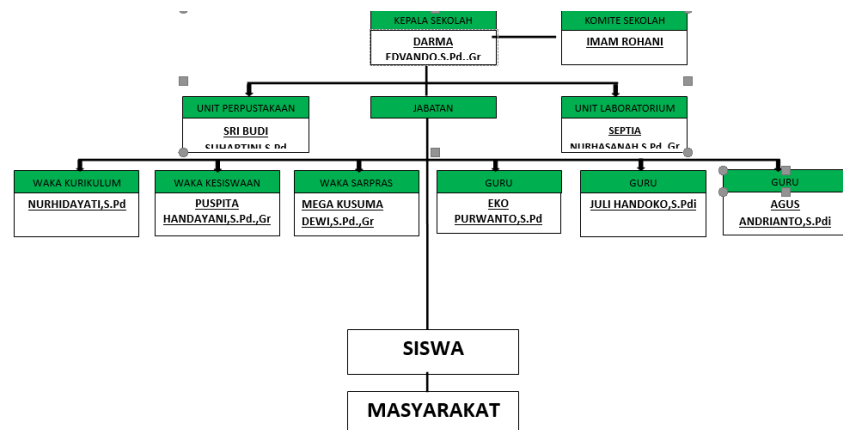


Figure 4.1 The Organization of SMP PGRI 1 Trimurjo

1. The Description of the Research Data

a. The Implementation of Pre test

The researchers used Classroom Action Research (CAR) in this study. The goal of this research is to enhancing students' writing skills. The study was conducted with eighth-grade students at SMP PGRI 1 Trimurjo and spanned two cycles. The researchers used picture sequencing cards to enhancing students' writing skills.

As part of the study, the researchers gave a pre-test on Tuesday, June 2, 2026. This pre-test was used to measure the students' writing skill before any treatment was given. During the pre-test activity, the researchers asked students to create procedure texts. The results of the pre-test are shown in the table below:

Table 4.3
The Students Pre-test Result of Writing Skill

No	Participant	Score	Explanation
1	P1	38	Incomplete
2	P2	45	Incomplete
3	P3	36	Incomplete
4	P4	40	Incomplete
5	P5	47	Incomplete
6	P6	38	Incomplete
7	P7	51	Incomplete
8	P8	37	Incomplete
9	P9	42	Incomplete
10	P10	56	Incomplete
11	P11	40	Incomplete
12	P12	42	Incomplete
13	P13	31	Incomplete
14	P14	40	Incomplete
15	P15	40	Incomplete
16	P16	41	Incomplete

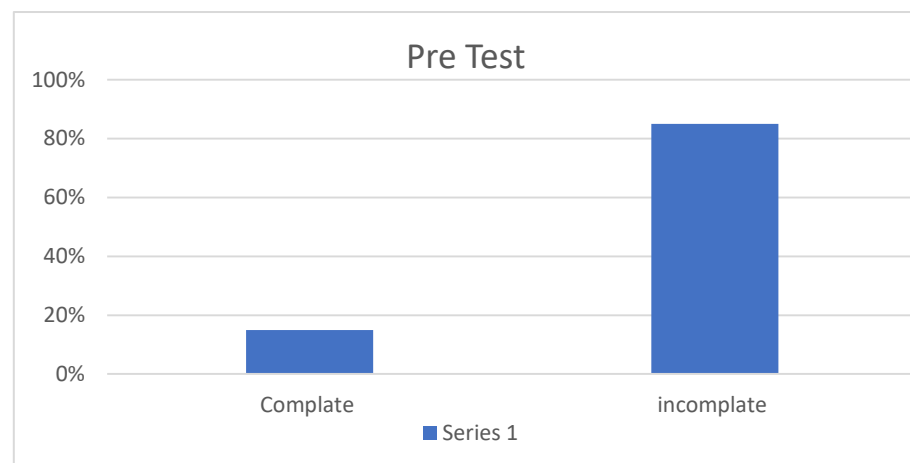
17	P17	21	Incomplete
18	P18	78	Complete
19	P19	74	Complete
20	P20	73	Complete
Total			910
Average			45,5
High Score			78
Low Score			21

Note: Students were categorized as complete if they achieved a score of 73 or above based on the Minimum Completion Criteria (MCC).

Table 4.4
The Students Pre-test Result

No	Score	Explanation	Frequency	Percentage
3.	>73	Complete	3	15%
4.	<73	Incomplete	17	85%
Total			20	100%

Graphic 4.1
The Comparison of the Students Result Pre-test



Based on the table above, it can be seen that only 15% or 3 students achieved the MCC or completion mark, while 85% or 17 students did not achieve the MCC and were categorized as incomplete. The total number of students is 20 students. The

Minimum Completion Criteria (MCC) for English is set at 73. This result shows that the majority of students' scores are still below the standard score. According to the results of interviews with English teachers, students had difficulty working on text procedures because they were still confused about what they were doing, did not understand the instructions, even though they had been given information by the teacher and worked using a dictionary. Therefore, researchers used picture sorting cards to improve students' writing skills.

b. The Implementation of Cycle 1

1) The Learning Action in Cycle 1

a) Planning

At this stage, the researcher prepared all instructional components required to support the teaching and learning process. The lesson plan was designed to enhance students' writing skills in procedure text through the use of picture sequencing cards.

The teaching materials included the definition of procedure text, its generic structure, language features, and sample texts. In addition, the researcher developed picture sequencing cards based on Lampung local wisdom, such as "How to Make Seruit," to help students generate ideas and organize procedural steps in a logical sequence.

An observation sheet was also prepared to monitor students' engagement, participation, and responses during the learning process. This instrument was used by the collaborator to document classroom activities and evaluate the implementation of the teaching strategy in Cycle I.

b) Action

The first cycle was conducted on Tuesday, June 2, 2026, with a duration of 2×40 minutes. The lesson began with greetings, prayers, and attendance checking. The researcher then introduced the topic of procedure text and explained its main components, including structure and language features.

After the explanation, picture sequencing cards were implemented as the main learning media. Students were divided into groups and asked to arrange the pictures into the correct procedural sequence. This activity aimed to help students understand logical order before transferring their ideas into written form.

During the learning process, students actively discussed the correct sequence of the pictures and showed collaborative engagement in completing the task. After the guided activity, students were asked to independently write a procedure text based on the arranged sequence.

At the end of the session, Post-test I was administered to evaluate students' writing performance after the implementation of the treatment. Students were required to write a procedure text individually by applying the knowledge gained during the lesson.

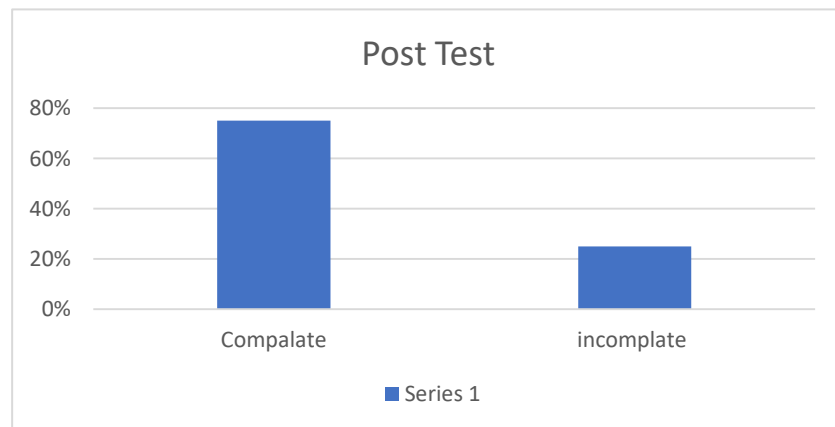
Table 4.5
The Students Post-test I Result of Writing Skill

No	Participant	Score Post Test I	Explanation
1	P1	50	Incomplete
2	P2	78	Complete
3	P3	70	Incomplete
4	P4	88	Complete
5	P5	78	Complete
6	P6	78	Complete
7	P7	80	Complete
8	P8	80	Complete
9	P9	75	Complete
10	P10	80	Complete
11	P11	80	Complete
12	P12	80	Complete
13	P13	55	Incomplete
14	P14	71	Incomplete
15	P15	76	Complete
16	P16	70	Incomplete
17	P17	80	Complete
18	P18	80	Complete
19	P19	86	Complete
20	P20	78	Complete
Total		1513	
Average		75,65	
High Score		88	
Low Score		50	

Table 4.6
The Comparison of the Students Result Post-test 1

No	Score	Explanation	Frequency	Percentage
1.	≥ 73	Complete	15	75%
2.	< 73	Incomplete	5	25%
Total			20	100%

Graphic 4.2
The Comparison of the Students Result Post-test



The results of Post-test I showed a total score of 1513 with a mean score of 75.6. The highest score achieved by the students was 88, while the lowest score was 50. These results indicate that there was a wide variation in students' writing performance, although the overall average score had reached above the Minimum Completion Criteria (MCC) of 73.

Furthermore, the classification of students' achievement revealed that 15 students (75%) successfully met the MCC, while 5 students (25%) were still categorized as not meeting the required standard. This distribution demonstrates that the majority of students had achieved the expected learning outcomes after the

implementation of the picture sequencing cards, although a small proportion of students still required further improvement.

When compared to the pre-test results, this finding shows a significant improvement in students' writing ability. In the pre-test stage, only 3 students (15%) were able to reach the MCC, whereas in Post-test I, the number increased substantially to 15 students (75%). This indicates that the use of picture sequencing cards contributed positively to enhancing students' skill in writing procedure texts, particularly in organizing ideas and developing structured written responses.

c) Observation

Observations from Cycle I indicated that picture sequencing cards were implemented as planned during the lesson. The teacher facilitated students' understanding of procedure texts by providing clear explanations and utilizing sequencing cards, images, and vocabulary support. Students participated in group activities in which they discussed and arranged the picture cards collaboratively before composing their texts. While most students were engaged and participated in the lesson, levels of participation varied. consequently, the use of picture sequencing cards enhanced student involvement,

promoted collaboration, and improved understanding of the organization of procedure text.

d) Reflecting

During Cycle I, reflection was conducted using class observations, field notes, and student writing scores. The findings indicated that the use of picture sorting cards contributed to improvements in students' writing. Students demonstrated increased engagement in learning and exhibited greater interest in composing procedural texts.

Post-test I result demonstrated a marked improvement in students' writing performance. The proportion of students meeting the Minimum Completion Criteria (MCC) increased from 15% in the pre-test to 75% in post-test I. The average score rose from 28.7 to 75.3. These outcomes suggest that picture sorting cards effectively support students' writing development.

The reflection also highlighted areas that need further work. Even though the success criteria were met, five students (25%) did not reach the MCC. Observations showed that some students needed extra help with writing assignments and were not confident working independently. Because of this, the research continued to Cycle II to give targeted support and improve learning. The next cycle will focus on increasing

student participation and giving more chances to practice writing procedural texts.

c. The Implementation of Cycle 1

The interventions implemented in Cycle I did not achieve complete success, indicating the need for additional measures. Cycle II will be conducted to address the weaknesses identified in Cycle I.

1) The learning Action in cycle II

a) Planning

Based on the reflection of Cycle I, it was identified that although students showed significant improvement in their writing performance, some of them still faced difficulties in developing ideas into well-structured procedure texts independently. Therefore, Cycle II was designed to strengthen students' writing skill by using a more contextual and culturally meaningful topic, namely "How to Wear Lampung Tapis".

At this stage, the researcher revised the lesson plan by focusing on enhancing students' independence, accuracy, and coherence in writing procedure texts. The learning objectives were directed to help students produce a complete procedure text that includes correct generic structure, appropriate language features, and logical sequence of steps.

b) Action

The implementation of Cycle II was conducted on Monday, 8 June 2026, with a duration of 2×40 minutes. The lesson began with greetings, prayers, and attendance checking to ensure that students were ready to participate in the learning process.

In the opening stage, the researcher reviewed the previous material about procedure texts to activate students' prior knowledge. After that, the researcher introduced the new topic, "How to Wear Lampung Tapis Cloth," and explained its cultural meaning as well as the vocabulary needed to describe each step in English.

The lesson progressed using redesigned picture cards that illustrated the steps for wearing Lampung Tapis cloth. Students examined the images, sequenced them correctly, and discussed their answers in groups. This activity aimed to develop students' logical thinking prior to composing written texts.

After completing the sequencing activity, students independently composed a procedural text based on the steps they had organized. During this cycle, students were granted greater autonomy in writing, while the teacher assumed a facilitative role. The results can be seen in the table below:

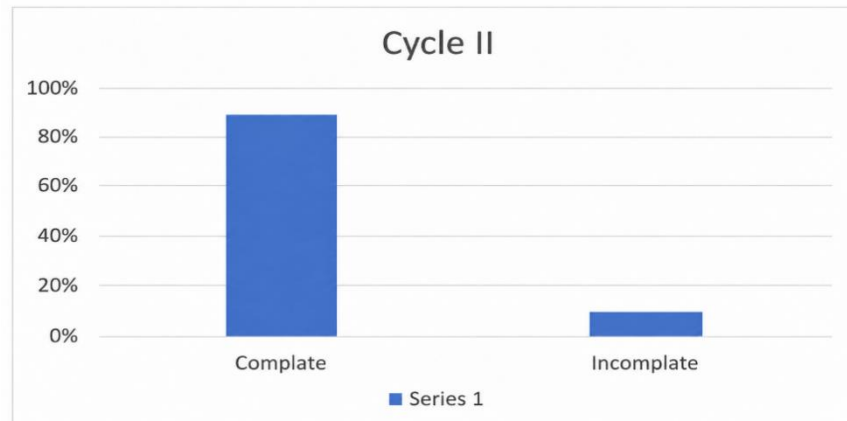
Tabel 4.7
The Students Post-test II Result of Writing Skill

No	Participant	Score Post Test II	Score
1	P1	70	Incomplete
2	P2	78	Complete
3	P3	70	Incomplete
4	P4	88	Complete
5	P5	89	Complete
6	P6	78	Complete
7	P7	85	Complete
8	P8	85	Complete
9	P9	75	Complete
10	P10	80	Complete
11	P11	80	Complete
12	P12	85	Complete
13	P13	73	Complete
14	P14	78	Complete
15	P15	78	Complete
16	P16	80	Complete
17	P17	85	Complete
18	P18	90	Complete
19	P19	90	Complete
20	P20	78	Complete
Total		1615	
Average		80,75	
High Score		90	
Low Score		70	

Tabel 4.8
The Comparison of the Students Result Post-test II

No	Score	Explanation	Frequency	Percentage
1.	≥ 73	Complete	18	90%
2.	< 73	Incomplete	2	10%
Total			20	100%

Graphic 4.3
The Comparison of the Students Result Post-test



The results demonstrate a clear improvement in student performance compared to the post-test and Cycle I. The majority of students scored above the Minimum Completion Criteria (MCC) of 73. Specifically, 18 students (90%) met the MCC, while only 2 students (10%) did not achieve the standard. These findings indicate that nearly all students were able to write procedural texts independently, exhibiting improved organization, appropriate vocabulary, and a stronger understanding of text structure following the intervention in Cycle II.

The increase in student achievement from 75% in Cycle I to 90% in Cycle II demonstrates that the use of redesigned image sorting cards, combined with the cultural context topic "How to Use Lampung Tapis Cloth," is highly effective in enhancing students' writing skills. Contextual learning materials

enable students to better comprehend procedural steps and to express their ideas more systematically in written form. This improvement further indicates that students have developed greater confidence and independence in their writing.

c) Observations

In Cycle II, the teaching intervention was implemented effectively, with most planned activities proceeding as intended. Teachers utilized sequencing cards featuring culturally relevant topics, supplied vocabulary guides, and promoted a student-centralized approach. Students participated by arranging images, collaborating in groups, and determining the logical steps before writing.

During lessons, students demonstrated increased participation and greater independence compared to Cycle I. Most students were able to organize their ideas, verbally describe picture, and compose procedural texts using the provided sequence. However, a minority of students require additional support to develop their ideas into complete written texts.

Overall, findings from Cycle II indicate that using sequencing cards with culturally relevant topics enhanced students' comprehension, engagement, and their ability to systematically process procedural texts in a more organized

manner. Nevertheless, some students continue to require further support to write independently.

d) Reflecting

The reflection of Cycle II was conducted based on the results of Post-test II, classroom observation, and students' participation during the learning process. The findings show that the implementation of picture sequencing cards combined with a culturally contextual topic, "How to Wear Lampung Tapis Cloth," was highly effective in enhancing students' writing performance.

The data from Post-test II indicate a significant improvement compared to both the pre-test and Cycle I. The average score increased to 79.4, with the highest score reaching 90 and the lowest score 70. In addition, 18 students (90%) successfully achieved the Minimum Completion Criteria (MCC), while only 2 students (10%) did not meet the required standard.

This result confirms that most students were able to write a procedure text independently with better organization, more appropriate vocabulary, and improved understanding of text structure. The increase in achievement from 75% in Cycle I to 90% in Cycle II demonstrates that the learning intervention was effective in enhancing students' writing ability.

Furthermore, the improvement also indicates a positive change in students' learning behavior. Students became more confident and independent in writing, as they required less guidance from the teacher compared to Cycle I. The integration of local cultural content also helped students understand the material more easily and made the learning process more meaningful.

B. Discussion

The findings indicate that using picture sorting cards significantly enhances students' skill to write procedural texts. During the pre-test stage, most students demonstrated considerable difficulty in organizing ideas, comprehending instructions, and developing coherent written texts. This is evidenced by the low average score of 28.7, with only 15% of students meeting the Minimum Completion Criteria (MCC). These results suggest that students initially lacked understanding of procedural text structure and the ability to translate ideas into organized writing.

Following Cycle I, students demonstrated clear improvement. The use of picture sequencing cards facilitated their understanding of the correct order of steps prior to writing. This visual support enabled students to generate ideas and organize them into coherent paragraphs. Consequently, 75% of students met the MCC, and the class average increased to 75.6. These findings indicate that picture sequencing tools support students in organizing procedures and enhancing their writing.

Despite positive progress in Cycle I, some students continued to experience difficulty writing independently. Approximately 25% of students did not meet the MCC, indicating that the intervention did not fully address individual differences in learning abilities. This limitation suggests that further reinforcement and contextual learning support are necessary to enhance student independence in writing.

In Cycle II, improvements included integrating cultural context topics, specifically "How to Use Lampung Tapis," and redesigning the sequencing cards. These modifications provided students with more meaningful learning content, enabling them to connect their writing assignments to real-life cultural experiences. The results from Cycle II demonstrated further improvement, with the average score rising to 79.4 and 90% of students achieving the MCC.

These findings also support Hyland theory, which emphasizes that writing is not simply a linguistic process but also a social activity influenced by context.³⁶ Through the use of picture sequences, students are able to follow the storyline, which helps them apply grammatical structures more naturally and contextually. Which concluded that the use of visual media such as picture sequences helps students generate ideas, visualize events, apply correct grammar, and structure their writing

¹ Hyland Ken, "*Secound Language Writing*", ed. Richards C Jack (Cambridge: Cambridge University Press, 2003).

more coherently.³⁷ The use of picture sequences enhances students' comprehension of procedural texts and improves their clarity, writing organization, and ability to adapt their writing to specific contexts. These benefits are supported by theoretical frameworks and previous research.

² Zahratul Fikni, M Junaidi Marzuki, and Muadatul Aini, “*The Effect of Using Picture Series in Contextual Grammar Teaching on Student ’ S Writing Skill*” 10, no. 5 (2025): 589–93, <https://doi.org/https://doi.org/10.31004/jele.v%25vi%25i.1358>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This Classroom Action Research (CAR) was conducted to determine whether the use of picture sequencing cards enhances the writing skills of eighth-grade students in procedure texts at SMP PGRI 1 Trimurjo. The findings indicate that the implementation of picture sequencing cards helps students organize ideas logically, understand the generic structure of procedure texts, and enhance their use of appropriate vocabulary and grammatical forms. The cycle-based learning process, which includes planning, action, observation, and reflection, supports students in gradually enhancing their writing performance through continuous development in each cycle.

The findings show a significant enhancing in students' writing achievement after the implementation of picture sequencing cards. The students' average score on the pre-test was 45.5, indicating that most students were still in the low category and had difficulty organizing ideas, using appropriate vocabulary, and understanding the structure of procedure texts. After the first cycle, students' writing scores improved, with an average of 75.65 in the post-test cycle I. Furthermore, in the second cycle, students' writing performance increased again and met the indicator of success, with at least 75% of students achieving the Minimum Mastery Criteria (MMC) score of 73.

The improvement occurred because picture sequencing cards helped students organize ideas more logically, understand the structure of procedure texts more easily, and develop vocabulary through visual support. In addition, the learning process became more interactive, engaging, and motivating, which increased students' participation in writing activities. Overall, the use of picture sequencing cards not only improved students' writing scores but also enhanced their understanding, motivation, and confidence in writing procedure texts.

B. Suggestion

Based on the research results, the researcher wants to provide several suggestions as follows:

1. Suggestions for teachers are recommended to include a series of pictures when teaching procedural writing, as these visual aids facilitate idea generation, support logical organization, and encourage greater student involvement in learning activities.
2. Suggestions for researchers are suggested to investigate the effectiveness of picture series in developing writing skills at various levels of education, including middle and high school, and in different text genres. Apart from that, it can be a reference for further research.
3. Suggestions for Students are advised to actively use a series of picture as a learning tool to facilitate the development of ideas, improve organizational skills, and build confidence in producing procedural texts.

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APPENDICES

APPENDIX A

The Students Responses of Interview

Name	Respond
Azra Adilla Nisa	1. Do you enjoy learning English, especially writing skills? Answer : No, because the teacher is not engaging, so I often end up sleeping or playing instead of paying attention.
	2. Does your English teacher ask you to bring something during class? Answer : We are asked to bring a dictionary, but I do not bring one, so I sometimes share with a friend.
	3. What factors make you feel motivated and enjoy learning English? Answer: I would prefer to learn through games or by watching videos.
Tri Aulia Salsabila	1. Do you enjoy learning English, especially writing skills? Answer: No, I do not feel confident because writing in English is difficult, and sometimes the teacher's approach is not engaging.
	2. Does your English teacher ask you to bring something during class? Answer: We are expected to bring a dictionary, but sometimes I do not bring one.
	3. What factors make you feel motivated and enjoy learning English? Answer: If the teacher's teaching style were more engaging and not boring, I would feel happier and enjoy the lesson more.
Raisya Aulia Khanza	1. Do you enjoy learning English, especially writing skills? Answer : I somewhat enjoy learning English, but I tend to dislike it because it has a large amount of vocabulary, which is difficult to learn and memorize.
	2. Does your English teacher ask you to bring something during class?
	Answer: I somewhat enjoy learning English, but I tend to

	dislike it because it has a large amount of vocabulary, which is difficult to learn and memorize.
	3. What factors make you feel motivated and enjoy learning English? Answer: I somewhat enjoy learning English, but I tend to dislike it because it has a large amount of vocabulary, which is difficult to learn and memorize.
Bilqis Humaira Nurekta	1. Do you enjoy learning English, especially writing skills? Answer: No, because the vocabulary is difficult, the writing is also challenging, and I often do not understand it.
	2. Does your English teacher ask you to bring something during class? Answer: We are expected to use a dictionary, but I usually borrow one from the school.
	3. What factors make you feel motivated and enjoy learning English? Answer: I prefer learning by watching videos.
Amanda Ruby Alya	1. Do you enjoy learning English, especially writing skills? Answer: Yes, I enjoy learning English because the teacher is very kind, and I really like English lessons.
	2. Does your English teacher ask you to bring something during class? Answer: We are expected to bring a dictionary.
	3. What factors make you feel motivated and enjoy learning English? Answer: We are expected to bring a dictionary.

APPENDIX B

Field Note

No. : 01
Hari,Tanggal : Kamis, 16 Oktober 2025
Jam : 09.00 a.m.
Tempat : SMP PGRI 1 TRIMURJO
Kegiatan : Meminta izin pra- survey

No	Tindakan
1.	Peneliti datang kesekolah dan langsung bertemu dengan kepala sekolah dengan tujuan izin melakukan pra-survey kepada guru dan siswa.
2.	Kepala sekolah memberi izin dan dianjurkan untuk bertemu langsung dengan guru pengampu pelajaran bahasa inggris.
3.	Peneliti mengajukan beberapa pertanyaan terkait pembelajaran di kelas, keadaan kelas saat pelajaran berlangsung, minat siswa dalam pelajaran berlangsung. Respon siswa dan nilai siswa saat pengambilan nilai siswa.
4.	Peneliti memerhatikan guru melakukan pembelajaran dikelas. Peneliti melihat guru memberikan materi dan game agar siswa fokus melakukan pembelajaran.
5.	Peneliti mencatat kekurangan siswa selama pembelajaran berlangsung
6.	Peneliti menemukan kekurangan siswa seperti: tidak memerhatikan pembelajaran, tidur saat dikelas, tidak membawa kamus.
7.	Guru pelajaran memberi izin dan ruang waktu untuk peneliti bertemu siswa
8.	Peneliti bertemu siswa dan mengajukan pertanyaan-pertanyaan yang dibutuhkan untuk penelitian.
9.	Setelah dirasa cukup, peneliti meminta izin untuk pamit kepada Guru dan Kepala Sekolah.

No. : 02
Hari,Tanggal : Senin, 02 Juni 2026
Jam : 09.00 a.m.
Tempat : SMP PGRI 1 TRIMURJO
Kegiatan : Melakukan penelitian (Pre-Test)

No.	Tindakan
1.	Pada hari ini peneliti datang kesekolah dengan tujuan melakukan penelitian kepada siswa.
2.	Peneliti datang ke ruang ke guru. Guru mempersilahkan peneliti
3.	Peneliti menunggu beberapa saat sampai siswa selesai melakukan Assesment.
4.	Peneliti diberi ruang untuk melakukan penelitian tindakan kelas.
5.	Peneliti membuka pelajaran, melakukan salam, absensi siswa, memeberikan pertanyaan-pertanyaan singkat terkait materi, menjabarkan materi kepada siswa.
6.	Pemaparan materi selesai, peneliti memberikan contoh terkait materi yang sedang dipaparkan.
7.	Peneliti memberikan LKPD kepada siswa, menjelaskan sedikit materi, lalu memberikan siswa menjawab soal.
8.	Peneliti berkeliling kelas meperhatikan siswa satu persatu, bertanya kesulitan siswa saat menjawab soal.
9.	Peneliti mencatat kekurangan siswa saat kegiatan berlangsung.
10.	Siswa mengumpulkan soal yang sudah mereka jawab kepada peneliti.
11.	Peneliti mengucapkan terimakasih, melakukan feedback kepada siswa, lalu peneliti tutup pertemuan hari itu.

No. : 03
Hari,Tanggal : Senin, Juni 2026
Jam : 09.00 a.m.
Tempat : SMP PGRI 1 TRIMURJO
Kegiatan : Melakukan penelitian (Cycle 1 & Cycle 2)

No.	Tindakan
1.	Pada hari ini peneliti datang kesekolah dengan tujuan melakukan penelitian kepada siswa.
2.	Peneliti datang ke ruang ke guru. Guru mempersilahkan peneliti
3.	Peneliti menunggu beberapa saat sampai siswa selesai melakukan Assesment.
4.	Peneliti diberi ruang untuk melakukan penelitian tindakan kelas untuk tindakan Cycle 1.
5.	Peneliti membuka pelajaran, melakukan salam, absensi siswa,

	memeberikan pertanyaan-pertanyaan singkat terkait materi, menjabarkan materi kepada siswa.
6.	Pemaparan materi selesai, peneliti memberikan contoh terkait materi yang sedang dipaparkan.
7.	Peneliti memberikan LKPD kepada siswa, menjelaskan sedikit materi, lalu memberikan siswa menjawab soal.
8.	Peneliti berkeliling kelas meperhatikan siswa satu persatu, bertanya kesulitan siswa saat menjawab soal.
9.	Peneliti mencatat kekurangan siswa saat kegiatan berlangsung.
10.	Siswa mengumpulkan soal yang sudah mereka jawab kepada peneliti.
11.	Peneliti menilai LKPD siswa pada hari itu, dan nemukan nilai siswa yang belum tuntas KKM.
12.	Peneliti melakukan penilaian kepada siswa kembali untuk Cycle 2
13.	Pemaparan materi selesai, peneliti memberikan contoh terkait materi yang sedang dipaparkan.
14.	Peneliti memberikan LKPD kepada siswa, menjelaskan sedikit materi, lalu memberikan siswa menjawab soal.
15.	Peneliti berkeliling kelas meperhatikan siswa satu persatu, bertanya kesulitan siswa saat menjawab soal.
16.	Siswa mengumpulkan soal yang sudah mereka jawab kepada peneliti.
17.	Peneliti mengucapkan terimakasih, melakukan feedback kepada siswa, lalu peneliti tutup pertemuan hari itu.

APPENDIX C

LESSON PLAN

(CYCLE 1)

A. Informasi Umum

Satuan Pendidikan : SMP PGRI 1 TRIMURJO

Kelas/Semester : VIII/2

Mata Pelajaran : Bahasa Inggris

Topik : Procedure Text

Skill : Writing

Alokasi Waktu : 2 x 40 menit

B. Komponen Inti

Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesifik yang ada pada teks prosedur.
2. Siswa dapat mengungkapkan makna dan gagasan dalam teks prosedur.
3. Siswa dapat menerapkan aspek-aspek yang ada pada teks prosedur.
4. Siswa dapat mengidentifikasi penggunaan tata bahasa.

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran untuk mengetahui kesiapan belajar.
2. Guru menyiapkan bahan ajar berupa teks prosedur.

C. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 menit)

1.	Guru meminta ketua kelas untuk memimpin do'a sebelum belajar.
2.	Guru memberikan salam pembuka dan mengecek kehadiran peserta didik.
3.	Guru memberikan motivasi kepada peserta didik pentingnya belajar terkait materi tersebut.
4.	Guru membagi peserta didik menjadi beberapa kelompok kecil.
5.	Guru memperkenalkan teks prosedur kepada siswa.

Kegiatan Inti (60 Menit)

1.	Guru memberikan informasi tentang text yang akan dibaca, termasuk ciri-ciri dan struktur teks.
2.	Guru meminta peserta didik untuk memperhatikan penjelasan materi tentang “ How to Make Sambal Seruit”
3.	Peserta didik diberi LKPD yang akan dikerjakan siswa.
4.	Peserta didik mulai mengidentifikasi soal yang diberikan.
5.	Guru memberikan ruang bagi peserta didik untuk berdiskusi dan bertanya terkait text prosedur yang diberikan oleh guru.
6.	Guru memberikan pertanyaan terkait pembelajaran.
7.	Guru mengoreksi jawaban yang dijawab oleh peserta didik dan memberikan feedback.

Kegiatan Penutup (5 menit)

1.	Guru bersama peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui sehingga membangun semangat dan motivasi dalam belajar bahasa Inggris.
3.	Guru bertanya terkait pembelajaran hari ini - Materi apa yang telah kita pelajari hari ini? - Apakah pembelajaran hari ini menyenangkan? - Apakah penyampaian materi dipahami dengan baik?
4.	Guru meminta ketua kelas untuk memimpin doa sebagai penutup pembelajaran.
5.	Guru mengucapkan salam penutup.

D. Sumber Belajar

1. Bahan bacaan guru Bahan Bacaan Guru dan Peserta Didik Buku English for Nusantara Untuk SMP/Mts Kelas VIII Penerbit Pusat Perbukuan Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan <https://buku.kemdikbud.go.id>
2. Kamus Bahasa Inggris
3. Sumber pendukung lainnya
4. Laptop

E. Instrument Penilaian

1. Penilaian Procedure Text

Writing	Score
Content	30
Organization	20
Vocabulary	20
Language/ Grammar	25
Mechanic	5

2. Standrad of Assessment

Score	Explanation
>73	Complete
<73	Incomplete

Mengetahui:

Guru Pembimbing
Bahasa Inggris

Purwodadi, 10 Juni 2026

Mahasiswa Penelitian

Mega Kusuma Dewi,S.Pd.,Gr

Nur Elyatul Janah

NPM. 2101050021

LESSON PLAN (CYCLE 2)

A. Informasi Umum

Satuan Pendidikan : SMP PGRI 1 TRIMURJO
 Kelas/Semester : VIII/2
 Mata Pelajaran : Bahasa Inggris
 Topik : Procedure Text
 Skill : Writing
 Alokasi Waktu : 2 x 40 menit

B. Komponen Inti

Tujuan Pembelajaran

1. Siswa dapat menangkap informasi spesifik yang ada pada teks prosedur.
2. Siswa dapat mengungkapkan makna dan gagasan dalam teks prosedur.
3. Siswa dapat menerapkan aspek-aspek yang ada pada teks prosedur.
4. Siswa dapat mengidentifikasi penggunaan tata bahasa.

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran untuk mengetahui kesiapan belajar.
2. Guru menyiapkan bahan ajar berupa teks prosedur.

C. Kegiatan Pembelajaran

Kegiatan Pendahuluan (15 menit)

1.	Guru meminta ketua kelas untuk memimpin do'a sebelum belajar.
2.	Guru memberikan salam pembuka dan mengecek kehadiran peserta didik.
3.	Guru memberikan motivasi kepada peserta didik pentingnya belajar terkait materi tersebut.
4.	Guru membagi peserta didik menjadi beberapa kelompok kecil.
5.	Guru memperkenalkan teks prosedur kepada siswa.

Kegiatan Inti (60 Menit)

1.	Guru memberikan informasi tentang text yang akan dibaca, termasuk ciri-ciri dan struktur teks.
2.	Guru meminta peserta didik untuk memperhatikan penjelasan materi tentang “ How to Make Kain Tapis”
3.	Peserta didik diberi LKPD yang akan dikerjakan siswa.
4.	Peserta didik mulai mengidentifikasi soal yang diberikan.
5.	Guru memberikan ruang bagi peserta didik untuk berdiskusi dan bertanya terkait text prosedur yang diberikan oleh guru.
6.	Guru memberikan pertanyaan terkait pembelajaran.
7.	Guru mengoreksi jawaban yang dijawab oleh peserta didik dan memberikan feedback.

Kegiatan Penutup (5 menit)

1.	Guru bersama peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui sehingga membangun semangat dan motivasi dalam belajar bahasa Inggris.
3.	Guru bertanya terkait pembelajaran hari ini - Materi apa yang telah kita pelajari hari ini? - Apakah pembelajaran hari ini menyenangkan? - Apakah penyampaian materi dipahami dengan baik?
4.	Guru meminta ketua kelas untuk memimpin doa sebagai penutup pembelajaran.
5.	Guru mengucapkan salam penutup.

D. Sumber Belajar

1. Bahan bacaan guru Bahan Bacaan Guru dan Peserta Didik Buku English for Nusantara Untuk SMP/Mts Kelas VIII Penerbit Pusat Perbukuan Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan <https://buku.kemdikbud.go.id>
- b. Kamus Bahasa Inggris
- c. Sumber pendukung lainnya
- d. Laptop

E. Instrument Penilaian

1. Penilaian Procedure Text

Writing	Score
Content	30
Organization	20
Vocabulary	20
Language/ Grammar	25
Mechanic	5

2. Standrad of Assessment

Score	Explanation
>73	Complete
<73	Incomplete

Mengetahui:

Guru Pembimbing
Bahasa Inggris

Purwodadi, 10 Juni 2026

Mahasiswa Penelitian

Mega Kusuma Dewi,S.Pd.,Gr

Nur Elyatul Janah

NPM. 2101050021

SYLYBUS

Capaian pembelajaran	Materi	Kegiatan Pembelajaran	Indicator keberhasilan	Penilaian			Alokasi waktu	Sumber belajar
				Teknik	Bentuk Instrument	Contoh instrument		
Pada akhir Fase D, peserta didik mampu: Memahami dan menganalisis teks prosedur sederhana terkait kehidupan sehari-hari dan konteks budaya. Menyusun teks prosedur dengan struktur yang tepat, menggunakan	Pengertian procedure text Fungsi sosial teks prosedur Struktur: Goal/Aim, Materials, Steps Unsur kebahasaan : Imperative verbs, Action verbs, Sequencing words	Pendahuluan Salam, doa, absensi, Apersepsi, Motivasi Diagnostic awal Kegiatan inti: Mengamati (siswa memabaca teks prosedur. Menanya (apa tujuan text ini?, apa struktur yang ditemukan? Mengumpulkan informasi (identifikasi)	Menemukan informasi spesifik dalam teks prosedur Mengidentifikasi struktur teks dengan benar Menggunakan minimal 3 imperative verbs dengan tepat Menyusun langkah prosedur secara logis Menulis teks prosedur	Rubrik writing procedure text	LKPD	LKPD Teks Prosedur	2 x 40 menit	Bahan Bacaan Guru dan Peserta Didik Buku English for Nusantara Untuk SMP/Mts Kelas VIII Penerbit Pusat Perbukuan Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan https://buku.kemdikbud.go.id

bahasa sederhana yang efektif dan runtut. Menggunakan unsur kebahasaan (imperative, sequencing words, action verbs) dalam konteks tulisan.	(first, then, next, finally) Konteks budaya: How to make Sambal Seruit, How to make Kain Tapis	Mengkomunikasikan (menulis teks prosedur berdasarkan LKPD) Penutup Refleksi pembelajaran, kesimpulan bersama, feedback guru, doa penutup	dengan minimal 70% ketepatan struktur dan bahasa					
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APPENDIX D**Rubrik Nilai**

Pre-test						
No	Cont	Org	Voc	Lang	Mech	Score
1	10	10	8	8	2	38
2	10	10	10	12	2	44
3	10	10	13	11	2	46
4	12	10	8	8	2	40
5	15	12	10	8	2	47
6	12	8	8	8	2	38
7	12	12	10	15	2	51
8	10	10	5	10	2	37
9	10	9	10	11	2	42
10	12	15	15	11	3	56
11	8	10	10	10	2	40
12	12	12	8	8	2	42
13	8	8	9	6	1	32
14	11	12	8	8	1	40
15	10	12	8	8	2	40
16	10	11	11	8	1	41
17	5	5	5	5	1	21
18	25	20	15	15	3	78
19	15	20	17	20	2	74
20	20	20	15	15	3	73
Total	237	236	203	205	39	920

Post-Test 1						
No	Cont	Org	Voc	Lang	Mech	Score
1	12	15	11	12	2	50
2	22	22	19	15	3	78
3	21	17	17	15	2	70
4	25	25	20	18	4	88
5	20	20	21	17	3	78
6	20	22	20	16	3	78
7	20	25	22	13	2	80
8	25	23	20	12	3	80
9	23	20	17	15	3	75
10	23	20	20	17	3	80

11	22	21	20	17	3	80
12	23	20	20	17	3	80
13	17	13	13	12	2	55
14	20	20	18	13	3	71
15	20	20	17	19	3	76
16	20	18	15	17	3	70
17	20	20	20	14	4	74
18	25	23	20	12	3	80
19	25	25	19	17	3	86
20	20	20	20	18	3	78
Total	423	409	369	306	58	1507

Post-Tes 2						
No	Cont	Org	Voc	Lang	Mech	Score
1	21	19	15	13	2	70
2	20	20	20	15	3	78
3	20	20	15	13	2	70
4	25	25	17	18	3	88
5	25	25	18	18	3	89
6	21	21	18	15	3	78
7	25	23	17	17	3	85
8	25	20	22	16	2	85
9	20	20	20	13	2	75
10	23	23	17	14	3	80
11	23	23	17	14	3	80
12	25	24	20	14	2	85
13	20	20	15	15	3	73
14	20	20	20	16	2	78
15	23	20	15	18	2	78
16	20	20	20	18	2	80
17	25	25	20	13	2	85
18	25	25	20	16	4	90
19	25	25	20	16	4	90
20	21	21	18	15	3	78
Total	452	439	364	307	53	1615

APPENDIX E

OBSERVATION

No.	Component	Yes	No	Note
1.	The teacher prepares sequencing cards containing Lampung local wisdom topics before the lesson begins.	✓		Observed that the teacher had prepared the sequencing cards prior to the lesson.
2.	The sequencing cards contain clear illustrations related to the topic.	✓		The Illustrations on cards were clear and relevant to the topics.
3.	The teacher provides vocabulary support (Vocabulary Bank) for students.	✓		A Vocabulary bank was available for student reference.
4.	The teacher presents the sequencing cards in a random order.	✓		Cards were presented in random order as intended.
5.	The teacher distributes the cards to student groups appropriately.	✓		Cards were distributed correctly among groups.
6.	Students actively arrange the pictures according to the correct sequence.	✓		Students actively arranged pictures in the correct order.
7.	Students discuss the sequence collaboratively with their group members.	✓		Collaborative discussions among group members were observed.
8.	Students are able to determine the logical order of the procedure or event.	✓		Students successfully determined the logical sequence.
9.	The teacher monitors students during the sequencing activity.	✓		Teacher monitored the students throughout the activity.
10.	The teacher provides feedback and correction when students make sequencing errors.	✓		Feedback and corrections were given when errors occurred.
11.	Students identify objects shown in the pictures correctly.	✓		Students correctly identified the objects in the pictures.
12.	Students orally describe the pictures before	✓		Students described the pictures verbally prior to

	writing.			writing.
13.	Students write sentences based on the arranged sequence.	✓		Writing followed the arranged sequence from cards.
14.	Students develop a complete procedure text from the sequencing cards.	✓		Complete procedure texts were developed from the cards.
15.	Students complete the writing task using the sequencing cards as guidance.	✓		Writing task completed using sequencing cards as guidance.
16.	Students organize the procedure text according to the correct sequence of steps.	✓		Students organized the procedure text properly, following the steps.
17.	The size of the sequencing cards is appropriate and easy for students to handle.	✓		The Card size was suitable and manageable for students.
18.	The illustrations help students understand the content and identify objects.	✓		Illustrations facilitated understanding and identification of objects.
19.	The vocabulary support helps students write sentences and procedure texts.	✓		Vocabulary support aided in constructing sentences and procedure texts.

APPENDIX F

PRE-TEST

Title: Writing a Procedure Text

Name: _____

Class: _____

Date: _____

Instruction:

- a. Write a procedure text based on the topic below. Your writing should consist of:
 1. Goal/Title
 2. Materials/Ingredients
 3. Steps
 4. Use appropriate imperative sentences and sequence words (first, next, then, after that, finally).
 5. Use correct grammar in every sentence.
 6. Use proper capitalization:
 - a. Begin every sentence with a capital letter.
 - b. Begin every sentence with a capital letter.
 - c. Capitalize the first letter of sequence words (First, Next, Then, After That, Finally).
 - d. Capitalize proper nouns when necessary.
 7. Use correct punctuation:
 - a. Put a period (.) at the end of each statement.
 - b. Use commas (,) appropriately after sequence words when needed.
 - c. Use a colon (:) after headings such as Materials: and Steps:

Topic:

"How to Make a Cup of Tea"

Goal: To make one cup of tea.

Ingredients:

- 1 tea bag
- 1 cup of hot water
- Sugar (optional)
- Milk (optional)

Tools:

- A cup
- A kettle
- A spoon

Steps:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Result:

POST-TEST 1

Title: Writing a Procedure Text

Name: _____

Class: _____

Date: _____

Instruction:

Read the instructions carefully before starting your work:

- a. Observe all the pictures provided carefully.
- b. Identify the events, actions, or steps shown in each picture.
- c. Arrange the pictures into the correct logical sequence from the first step to the last step.
- d. Write the correct order number on each picture.
- e. Check your sequence to ensure that the process is logical and complete.
- f. After arranging the pictures correctly, use them as a guide to write your procedure text.

Your writing should consist of:

1. Goal/Title
2. Materials/Ingredients
3. Steps
4. Use appropriate imperative sentences and sequence words (first, next, then, after that, finally).
5. Use correct grammar in every sentence.
6. Use proper capitalization:
 - a. Begin every sentence with a capital letter.
 - b. Begin every sentence with a capital letter.
 - c. Capitalize the first letter of sequence words (First, Next, Then, After That, Finally).
 - d. Capitalize proper nouns when necessary.
7. Use correct punctuation:
 - a. Put a period (.) at the end of each statement.
 - b. Use commas (,) appropriately after sequence words when needed.
 - c. Use a colon (:) after headings such as Materials: and Steps:

Topic:

"How to Make Sambal Seruit "



POST-TEST 2

Title: Writing a Procedure Text

Name: _____

Class: _____

Date: _____

Instruction:

Read the instructions carefully before starting your work:

1. Observe all the pictures provided carefully.
2. Identify the events, actions, or steps shown in each picture.
3. Arrange the pictures into the correct logical sequence, from the first step to the last step.
4. Write the correct order number on each picture.
5. Check your sequence to ensure that the process is logical and complete.
6. After arranging the pictures correctly, use them as a guide to write your procedure text.

Your writing should consist of:

1. Goal/Title
2. Materials/Ingredients
3. Steps
4. Use appropriate imperative sentences and sequence words (first, next, then, after that, finally).
5. Use correct grammar in every sentence.
6. Use proper capitalization:
 - a. Begin every sentence with a capital letter.
 - b. Begin every sentence with a capital letter.
 - c. Capitalize the first letter of sequence words (First, Next, Then, After That, Finally).
 - d. Capitalize proper nouns when necessary.
7. Use correct punctuation:
 - a. Put a period (.) at the end of each statement.
 - b. Use commas (,) appropriately after sequence words when needed.
 - c. Use a colon (:) after headings such as Materials: and Steps:

Topic:

"How to Make Kain Tapis Properly"



Lembar jawaban siswa

Answer:

1. Post Test

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX G

PRE TEST

Steps:

1. Mixing down water ?
2. Cup
3. Sugar
4. Hot
5. Enter the water
6. ~~Enter the water~~ Stirred ?
7. ~~Stirred~~ Add milk
8. Serve

Result:

- Tidak lengkap
- Ejaan ga masih banyak yang salah
- Masih banyak Vocabulary yang salah.

V : 8
 O : 10
 C : 10
 L : 10
 M : 2

Steps:

1. First, boil some water until it is hot
2. Next, put a tea bag into a cup
3. Then, pour the hot water into the cup
4. After that, leave the bag in the water for 3-5 minutes
5. Next remove the tea bag from the cup
6. Then, add sugar or milk if you like
7. Stir the tea well with a spoon
8. Finally, your cup of tea is ready to drink.

Result:

enjoy Your tea!

C : 15
 O : 20
 V : 17
 L : 20
 M : 2

74

Steps:

1. cool the water
2. cup
3. why?
4. tea
5. enter the water in the cup?
6. get ready to
7. add milk
8. sugar

Result:

- Tidak jiles Revisi
- Masih banyak yang salah
- Tidak menggunakan kapital
- Vocabulary masih banyak yang salah

C : 12
O : 12
V : 8
L : 8
M : 2

42

Steps:

1. First, boil some water until it is hot.
2. Next, put a tea bag into a cup.
3. Then, pour the hot water into the cup.
4. After that, leave the tea bag in the water for 5-5 minutes.
5. Next, remove the tea bag from the cup.
6. Then, add sugar or milk if you like.
7. Stir the way with a spoon.
8. Finally, your cup of tea is ready to drink.

Result:

C : 25
O : 20
V : 15
L : 15
M : 3

78

POST- TEST 1

Lembar jawaban siswa

Answer:

1. Post Test

Ingredients	
Chili peppers	C: 90
Tomatoe	O: 80
Shallots	V: 85
Garlic	L: 113
Shrimp paste	M: 5
Salt	76
Sugar	76
Lime	71
Fried or grilled fish	
Vegetables and rice for serving	
Serve	

1. Prepare the ingredients
2. Cook the ingredients
3. Slice the fish
4. Grind the sambal
5. Mix the fish with sambal
6. Add seasoning
7. Transfer the sambal
8. Serve the sambal seruit

Conclusion.

Sambal seruit is a traditional Lampung food with a spicy and savory taste that is delicious to enjoy with family

Lembar jawaban siswa

Sabrina
VIII
08-06-2026

Answer:

1. Post Test

How to make Sambal Seruit

Goal

To make delicious traditional sambal seruit from Lampung.

Ingredients	
Chili peppers	V: 85
Tomatoes	O: 25
Shallots	C: 20
Garlic	L: 16
Shrimp paste	M: 4
Salt	
Sugar	
Lime	
Fried or grilled fish	
Vegetables and rice for serving	

Steps

1. Prepare the ingredients
2. Cook the ingredients
3. Slice the fish
4. Grind the sambal
5. Mix the fish with sambal
6. Add seasoning
7. Transfer the sambal
8. Serve the sambal seruit

Albar

Lembar jawaban siswa

Answer:

1. Post Test

- How to make Sambal Seruit
- Ingredients
- | | |
|---------------------------------|-------|
| Chili peppers | C: 10 |
| Tomatoes | D: 20 |
| Shallots | V: 20 |
| Garlic | L: 15 |
| Shrimp Paste | M: 3 |
| Salt | |
| Sugar | |
| Lime | |
| Fried or grilled fish | |
| Vegetables and rice for serving | |
- Steps
1. Prepare the ingredients
 2. Cook the ingredients
 3. Slice the fish
 4. Grind the sambal
 5. Mix the fish with sambal
 6. Add seasoning
 7. Transfer the sambal
 8. Serve the sambal seruit.

Lembar jawaban siswa

Answer:

Bilal

1. Post Test

How to make Sambal Seruit

- Ingredients
- | | |
|-----------------------|-------|
| Chili Peppers | C: 10 |
| Tomatoes | D: 20 |
| Shallots | V: 20 |
| Garlic | L: 15 |
| Shrimp Paste | M: 3 |
| Salt | |
| Sugar | |
| Lime | |
| Fried or grilled fish | |
| Vegetables | |
- Steps
1. Prepare the ingredients
 2. Cook the ingredients
 3. Slice fish
 4. Grind the sambal
 5. Mix the fish with sambal
 6. Add seasoning
 7. Transfer the sambal
 8. Serve the Sambal Seruit

Sambal Seruit is a traditional Lampung food with a spicy and savory taste that is delicious to enjoy with family.

POST-TEST 2

Lembar jawaban siswa

Answer:

1. Post Test

Materials

- | | |
|--|--------|
| - One Piece of kain tapis | C : 25 |
| - Inner Shirt or long cloth (optional) | O : 25 |
| - Belt or brooch / pin | U : 20 |
| - Kebaya or traditional blouse | L : 16 |
| - Mirror. | M : 4 |

Steps

1. Prepare the kain tapis
2. Prepare your outfit
3. Wrap the tapis around the waist
4. Adjust the position of the kain
5. Fold and tighten the upper part
6. Secure the tapis
7. Wear traditional accessories
8. Check the final appearance

Conclusion

enjoy your outfit

Lembar jawaban siswa

Answer: Dina 8-6-26 VIII

1. Post Test

- one piece of kain tapis, kebaya or traditional blouse
inner shirt or long cloth (optional), belt or brooch / pin, mirror

1. prepare the kain tapis
2. prepare your outfit
3. wrap the tapis around the waist
4. adjust the position of the kain
5. fold and tighten the upper part
6. secure the tapis
7. wear traditional accessories
8. check the final appearance

C : 20
O : 20
U : 20
L : 15
M : 3

78

Lembar jawaban siswa

Answer:

1. Post Test

Ingredients

Chili peppers	0.90
Tomatoe	0.80
Shallots	0.15
Garlic	0.13
Shrimp paste	0.3
Salt	7/11
Sugar	

Wine

fried or grilled fish

vegetables and rice for serving

Sambal

1. prepare the ingredients

2. cook the ingredients

3. slice the fish

4. grind the sambal

5. mix the fish with sambal

6. add seasoning

7. transfer the sambal

8. serve the sambal servit

Conclusion.

Sambal servit is a traditional Lampung food with a spicy and savory taste that is delicious to enjoy with friends.

Logo
VIII

Lembar jawaban siswa

Answer:

1. Post Test

1. one piece of fish / 1/2 of 10 kg sack / 1/2 of

10 kg sack / 1/2 of 10 kg sack

2. 1/2 of 10 kg sack / 1/2 of 10 kg sack

3. 1/2 of 10 kg sack / 1/2 of 10 kg sack

4. 1/2 of 10 kg sack / 1/2 of 10 kg sack

5. 1/2 of 10 kg sack / 1/2 of 10 kg sack

6. 1/2 of 10 kg sack / 1/2 of 10 kg sack

7. 1/2 of 10 kg sack / 1/2 of 10 kg sack

0.90

0.80

0.15

0.13

0.3

7/11

70

APPENDIX H











**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBAR SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : /In.28.1/J/TL.00//2026
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NUR ELYATUL JANAH**
NPM : 2101050021
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **ENHANCING THE STUDENTS WRITING SKILL IN PROCEDURE
TEXT BY USING PICTURE SEQUENCING CARDS SMP PGRI 1
TRIMURJO ACADEMIC YEAR 2025/2026**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,



Dr. Much Delniatur M.Pd.B.I.
NIP 19880308 201503 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBARA LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-2297/In.28/D.1/TL.01/06/2026

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NUR ELYATUL JANAH**
 NPM : 2101050021
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP PGRI 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ENHANCING THE STUDENTS WRITING SKILL IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS SMP PGRI 1 TRIMURJO ACADEMIC YEAR 2025/2026".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
 Pejabat Setempat

Dikeluarkan di : Metro
 Pada Tanggal : 09 Juni 2026

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
 NIP 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 0693/In.28.1/J/TL.00/10/2025
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
Kepala Sekolah SMP PGRI 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

Nama : **NUR ELYATUL JANAH**
NPM : 2101050021
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : ENHACING STUDENTS WRITING SKILL PROCEDURE TEXT
BY USING OF STORRY SEQUENCING CARDS AT SMP PGRI 1
TRIMURJO

untuk melakukan *pra-survey* di SMP PGRI 1 TRIMURJO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2025
Ketua Jurusan
Tadris Bahasa Inggris

Dr. Much Deiniatur, M.Pd.B.I.
NIP-198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMUR SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-2298/In.28/D.1/TL.00/06/2026
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP PGRI 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2297/In.28/D.1/TL.01/06/2026,
tanggal 09 Juni 2026 atas nama saudara:

Nama : **NUR ELYATUL JANAH**
NPM : 2101050021
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP PGRI 1 TRIMURJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ENHANCING THE STUDENTS WRITING SKILL IN PROCEDURE TEXT BY USING PICTURE SEQUENCING CARDS SMP PGRI 1 TRIMURJO ACADEMIC YEAR 2025/2026".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juni 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA
SMP PGRI 1 TRIMURJO**

Jl. Metro-Wates Km 05 purwodadi 13 A Trimurjo Lampung Tengah Kode Pos : 34172

Nomor : 900/082/03/C.6/D.01/2026
Lampiran : -
Perihal : Surat Balasan Sekolah

Kepada

**Yth. Universitas Islam Negeri
Jurai Siwo Metro Lampung**

Assalamualaikum Wr. Wb

Bersama ini kami beritahukan bahwa mahasiswa yang sedang menyelesaikan studinya telah kami terima disekolah SMP PGRI 1 Trimurjo Lampung Tengah. Untuk itu kami bersedia menerima mahasiswa di bawah ini untuk melakukan pra-survey:

Nama : **NUR ELYATUL JANAH**
NPM : 2101050021
Semester : IX (Sembilan)
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **ENHACHING STUDENTS WRITING SKILL PROCEDURE TEXT
BY USING OF STORY SEQUENCING CARDS AT SMP PGRI 1
TRIMURJO.**

Untuk melakukan pra-survey di SMP PGRI 1 Trimurjo kami memberikan fasilitas yang sudah disiapkan. Demikian surat balasan ini kami sampaikan.

Wassalamualaikum Wr. Wb

Trimurjo 24 April 2026
Kepala Sekolah

Darma Edyando S.Pd.,Gr



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA**

SMP PGRI 1 TRIMURJO

Alamat : Jalan raya Metro- Wates Km 05 Purwodadi 13 A Kec. Trimurjo Lampung Tengah

Nomor : 900/095 /03/C.6/D.01/2026
Lampiran : -
Perihal : Pemberian izin Riset/Penelitian

Kepada Yth :

Bapak / Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG (UIN JUSILA)

Dengan Hormat,

Sehubungan dengan permohonan ijin Riset/Penelitian yang akan dilaksanakan di sekolah kami. Kami memberikan ijin kepada :

Nama : NUR ELYATUL JANAH
NPM : 2101050021
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul skripsi : "ENHANCING THE STUDENTS WRITING SKILL IN PROCEDURE
TEXT BY USING PICTURE SEQUENCING CARDS SMP PGRI 1
TRIMURJO ACADEMIC YEAR 2025/2026"

Untuk melaksanakan Riset / Penelitian disekolah kami **SMP PGRI 1 TRIMURJO**.

Demikian surat balasan ini kami sampaikan dan atas kerjasamanya kami ucapkan terimakasih.

Trimurjo, 11 Juni 2026
Kepala SMP PGRI 1 TRIMURJO

DARMA EDVANDO, S.Pd., Gr
NIP. -



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
UNIT PENUNJANG AKADEMIK PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112

Telepon (0725) 47297, 42775; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id; e-mail: perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-627/Uh.36/S/U.1/OT.01/06/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : NUR ELYATUL JANAH
NPM : 2101050021
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2101050021.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Juni 2026
Kepala Perpustakaan,

Azzah Gurni, S.I.Pust.
NIP. 19920428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah_uin@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : Nur Elyatul Janah
NPM : 2101050021
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Metro, 15 Juni 2026
Ketua Program Studi TBI

Dr. Much De'niatur, M.Pd.B.I.
NIP. 198803082015031006



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
 iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Elyatul Janah Prodi : TBI
 NPM : 2101050021 Semester :

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Buku 16/2024 10	- Perhatikan struktur penulisan, - gunakan struktur dan grammar yg benar - pahami buku metode penelitian - Perbaiki background, paparkan permasalahannya, - Beri batasan masalah terkait hal apa saja yg akan anda teliti. - Perbaiki tujuan penelitian, dan penelitian menjawab formulasi. - prior research berasal dari jurnal bukan strips.	



Mengetahui,
 Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing,

Eka Yuniasih, M.Pd
 NIDN. 210078702



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nur Elyatul Janah Prodi : TBI
 NPM : 2101050021 Semester :

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 14/2018 10	Perkuat Perkuat proposal yg Pta survey	
	Selasa 20/2018 10	- tambahkan definisi tentang writing dan Sequence foto, - tambahkan Statement ttg prosedur test - tambahkan Sequence foto adalah media. - Perhatikan Sistematika Penulisan karya ilmiah. - Munculkan literatur writing.	



Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing,

Eka Yuniasih, M.Pd
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IAIN METRO

Nama : Nur Elyatul Janah Prodi : TBI
 NPM : 2101050021 Semester :

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	9/2016 4	- Teknik sampling - ada field Note - Bibliography	
	23/2016 4	- - Revisi table of content - Complete All.	
	27/2016 4	<u>Free for Seminar</u>	

Mengesahkan
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Nama : Nur Elyatul Janah
NPM : 2101050021

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	2/2016 6	instruksi & buat kebetulan dan juga, serta masih di pakani, - Penun APD.	
	3/2016 4	Acc APD	
	13/2016 6	Penun chapter IV	
	14/2016 6	Acc Chapter IV	
	25/2016 6	Penun chapter V abstract 3 paragraph 1 spasi 7m, ukur, himi motto teleke with variable Al Quran, Herdik. - Repenne.	

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Nama : Nur Elyatul Janah
NPM : 2101050021

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 17/2016 /6	- Review abstract - Review foot note - Kesimpulan yg sudah yg digunakan. - motto review Ace for Munafosyah	

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CURRICULUM VITAE



The researcher is Nur Elyatul Janah. She was born in South Rawajitu on May 5, 2003, and is the second child of Mr. Miswanto and Mrs. Tatik Fatonah. She began her education at TKA Dharma Wanita in East Rawajitu. Subsequently, she continued her studies at SDN 01 Bumi Dipasena Sejahtera in East Rawajitu, Tulang Bawang. She then attended SMP Golden Star Way Jepara for her first year of junior high school before transferring to MTs Riyadlatul Ulum Batanghai for her second year; later, she proceeded to senior high school at MAN 1 East Lampung. Finally, she pursued her undergraduate studies in the English Department at the Islamic University of Jurai Siwo Lampung. Looking to the future, she hopes to work in a field that aligns with her aspirations.