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TEACHING WRITING PROCEDURE TEXT THROUGH PICTURES TO GRADE IXB STUDENTS AT MTs NEGERI 4 KOTA PALU

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Abstract

Many junior high school students struggle with writing skills, particularly in composing procedural texts, which require the ability to organize ideas, use appropriate vocabulary and grammar, and understand text structure. This study aims to investigate the effectiveness of using visual media in enhancing students' ability to write procedural texts. The research was conducted at MTs Negeri 4 Kota Palu with Grade IXB students as subjects, employing a Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, implemented over two cycles. Data were collected through observation, interviews, field notes, and writing tests, and analyzed both qualitatively and quantitatively. The results show a significant improvement in students' writing skills following the implementation of image-based instruction. In the first cycle, 57% of students met the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal, KKM), which increased to 85% in the second cycle. Visual media proved effective in helping students comprehend content, logically sequence steps, and use imperative sentences more effectively. Additionally, the use of images enhanced student engagement, confidence, and learning motivation. The study concludes that integrating visual media, such as images, is an effective instructional strategy for developing procedural text writing skills. Practically, teachers are encouraged to incorporate visual media into writing instruction as

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an innovative approach that supports language development and classroom interaction.

Keywords: Procedural Text; Visual Media; Writing Skills; Language Learning; Learning Motivation

INTRODUCTION

In the current era of globalization, the mastery of English is crucial for students to compete academically and professionally. Writing is generally regarded as the most difficult among the four essential language skills—listening, speaking, reading, and writing—especially for English as a Foreign Language (EFL) learners. It functions not only as a form of communication but also as a means of thinking, organizing ideas, and stimulating creativity (Harmer, 2008; Nunan, 2015). It requires students to combine cognitive, linguistic, and organizational skills in order to produce meaningful and structured textsAlthough many students demonstrate fluency in English, their understanding of writing remains limited. A significant number still frequently make errors in writing, which can be attributed to a lack of interest in developing writing skills, insufficient concentration during learning, and the misconception that writing is an easy task (Tarigan et al., 2021).

In the Indonesian context, English is a compulsory subject from junior high school level. According to the 2013 Curriculum (Kurikulum 2013), students are expected to master various text types, one of which is the procedure text. This genre is functional in nature, aimed at describing how something is accomplished through a sequence of steps. Procedure texts are frequently found in everyday life, such as recipes, manuals, and instructions, making them highly relevant for real-life communication (Simarmata & Hadi, 2018). Despite its practical significance, many students still struggle to produce procedure texts that are coherent, grammatically accurate, and logically sequenced.

Preliminary findings at MTs Negeri 4 Kota Palu revealed that Grade IXB students experienced significant difficulties in writing procedure texts. Most students failed to clearly express their ideas, had limited vocabulary, and lacked understanding of the correct text structure. In addition, the traditional method—teaching through textbooks and verbal instruction—did not engage students effectively. Many of them found the lesson

monotonous and difficult to follow. As a result, their performance in writing remained below the expected competency level.

To address these challenges, this research proposed the use of pictures as instructional media. Visual aids are known to stimulate students' imagination, reduce the abstractness of writing, and provide concrete references for vocabulary and structure (Wright, 1989; Hermawati, 2013). Pictures serve as visual representations that combine words and images, making them effective tools in the learning process. They can stimulate and motivate learners, particularly in language education, by helping them grasp unfamiliar concepts. Additionally, pictures enhance student engagement and aid comprehension, making lessons easier to remember (Sakkir, 2020; Sangadah et al., 2021a).

Pictures can function as triggers for idea development, especially when writing procedural steps, which require visual thinking and logical sequencing. By providing contextual clues, pictures can also enhance students' understanding of verb forms (imperatives), connectors, and sequencing adverbs—essential components of procedure text (Anderson & Anderson, 1997). The use of innovative and interesting learning media such as picture word cards can be an effective alternative, previous research stated this media not only makes learning more fun, but can also stimulate students' imagination and creativity, Visual aids offer a systematic framework that encourages creativity and helps students structure their ideas more effectively, leading to enhanced writing performance (Enjelyca & Mahendra, 2024; Haifa et al., 2022; D. E. Widiastuti, 2025).

This research aimed to examine the effectiveness of using pictures in improving the ability of Grade IXB students at MTs Negeri 4 Kota Palu in writing procedure texts. The study employed a Classroom Action Research (CAR) approach to observe the changes in student performance across two instructional cycles. In doing so, it not only evaluated the learning outcomes but also documented student engagement, interest, and response to the use of picture-based instruction.

METHODS

This study employed a Classroom Action Research (CAR) approach, aiming to improve students' ability in writing procedure texts through the use of picture media. The research design followed the model proposed by Kemmis and McTaggart, which consists of

four main stages: planning, acting, observing, and reflecting. The study was conducted in two cycles to allow for refinement and improvement of the instructional strategy. The participants of this study were 35 students of class IXB at MTs Negeri 4 Kota Palu in the academic year 2023/2024. The sampling technique used was purposive sampling, as this class was selected based on preliminary observations that indicated low writing performance, particularly in producing procedure texts. The instruments used in this study included observation checklists, field notes, interviews, and writing tests. Data collection was conducted through classroom observation during the teaching and learning process, interviews with students, documentation of classroom activities, and writing assessments administered at the end of each cycle. These instruments were used to gather both qualitative and quantitative data. Data analysis was carried out using both qualitative and quantitative methods. Qualitative analysis was used to describe classroom dynamics, student engagement, and responses to the use of pictures as a learning medium. Quantitative analysis involved measuring students' writing performance based on the results of their writing tests in each cycle. The success criterion was defined as 75% or more of students achieving the Minimum Mastery Criterion (KKM), which was set at a score of 70.

RESULTS

The findings section presents the complete data gathered across all cycles, while the discussion section provides an analysis and interpretation of the data presented in the findings.

1. Cycle 1

During the planning phase of Cycle 1, the researcher developed the instructional design by formulating a lesson plan aligned with the objectives of the writing task. This included preparing a test, attendance list, observation checklist, and a camera to document the learning process.In the action stage, the researcher conducted three classroom meetings. In the initial two meetings, the teaching and learning activities utilized pictures as the primary instructional medium. By the fourth meeting, a writing assessment was administered to evaluate the students' progress.

The first meeting, conducted on Monday, September 4th, 2023, at MTs Negeri 4 Kota Palu from 14.10 to 15.30, followed the class schedule. The use of pictures employed

several learning approaches. Guided by the principles of constructivism, the researcher provided explanations on the definition, social function, generic structure, and linguistic features of procedure texts. Then, pictures illustrating "how to make lemon tea" were shown via PowerPoint, and students were asked to write down the information based on what they saw. Under inquiry, they identified the various elements in the procedure text. For questioning, students were invited to ask about anything they had not understood, especially regarding structure and language features. Finally, in the learning community phase, students were divided into small groups of four to five members. Each group then created a procedure text about "fried banana" based on their own experience while the researcher assisted any group facing difficulties. Since time ended before all groups finished, the unfinished task was assigned as homework. The meeting concluded with a reflection on the lesson and ended with a closing prayer led by the class chairman.

The second meeting took place on Thursday, September 7th, 2023, from 09.00 to 10.30. The teacher opened by reviewing previous material and asked students to recall their prior learning; several students recalled the definition, purpose, generic structure, and language features of procedure texts. During the learning community phase, each group submitted their previously assigned task and presented it before the class. After each presentation, other groups provided corrections and feedback, and the teacher gave appreciation to all participants.

The third meeting was on Monday, September 11th, 2023, from 14.10 to 15.30. The researcher continued with a modeling strategy by showing a picture titled "how to boil an egg" and asked students to write related information. During the inquiry phase, students examined the procedure text about making an omelet and discovered its generic structure and language features. For the authentic assessment, each student was instructed to write a procedure text individually on a topic of their choice. The researcher provided assistance to students encountering difficulties. At the end of the class, all students were informed that they would receive a test in the next meeting, followed by a collaborative summary of the lesson. The session concluded with prayer and greetings.

The fourth meeting, held on Monday, September 18th, 2023, from 14.10 to 15.30, was dedicated to administering the writing test. Students were instructed to compose a procedure text and submit it for evaluation. The results were compiled in Table 1 to assess their writing improvement.

Table 1 The Students' Score of Writing Procedure Text in Cycle 1

No	Initial	Generic Structure			Language Features			Score	Note
		Goal	Material	Steps	Mechanic	Vocabulary	Grammar		
1	AL	3	3	3	2	2	2	83	Passed
2	AM	3	3	2	2	2	2	78	Passed
3	AN	2	3	3	2	2	2	78	Passed
4	BA	3	3	2	2	2	2	78	Passed
5	CI	3	1	2	1	2	2	67	Failed
6	DE	3	3	2	2	2	2	78	Passed
7	DI	3	3	2	2	2	2	78	Passed
8	FA	3	2	3	2	3	2	94	Passed
9	GA	3	2	3	2	3	2	94	Passed
10	HA	3	1	2	1	2	2	61	Failed
11	IS	3	1	2	1	2	2	61	Failed
12	MO	3	3	3	2	2	2	83	Passed
13	MA	3	1	2	2	1	1	55	Failed
14	ME	3	3	3	2	3	2	89	Passed
15	MR	2	2	2	2	2	2	67	Failed
16	MU	3	2	2	1	2	2	67	Failed
17	NU	3	3	2	2	2	2	78	Passed
18	PA	2	2	2	1	2	1	56	Failed
19	RA	3	2	3	2	3	2	83	Passed
20	RD	3	3	3	2	2	2	83	Passed
21	RE	2	2	2	2	2	2	67	Failed
22	RI	3	3	3	2	2	2	83	Passed
23	RS	3	2	2	2	3	2	78	Passed
24	RU	2	2	2	2	1	1	56	Failed
25	SA	2	2	2	1	1	1	50	Failed
26	TI	2	2	2	2	2	2	67	Failed
27	ZA	3	3	3	2	2	2	83	Passed
28	ZH	2	2	2	1	1	1	50	Failed
Total Score								**2045**	
Mean Score								**73**	

Referring to Table 1, the results of the test in Cycle 1 indicated that only sixteen students (57%) met the Minimum Passing Grade Criteria (KKM). Therefore, the researcher needed to provide further support to the remaining eight students in order to reach the action success target, which required 80% of students to achieve the KKM.

During the observation phase, a collaborator assisted the researcher by monitoring the entire teaching and learning process, from opening to closing. Using a prepared checklist, the collaborator recorded how pictures were integrated into lessons and analyzed student engagement and strategic effectiveness. Observation was not conducted during the fourth meeting because of the writing assessment. However, this test was instrumental in evaluating students' progress in writing procedure texts, particularly their ability to identify generic

structure and language features after being taught. The observation data in cycle 1 were displayed in table 2 below

Table 2. Observation Checklist on Students' Performance in Cycle 1

No	Observe Items	Description	Categories		Meetings		
					1	2	3
1	Learners' Activeness	The students are active and follow the researcher's instruction during teaching and learning process	L	F/ %	8 28%	6 22%	5 18%
			M	F/ %	12 44%	13 46%	15 54%
			H	F/ %	8 28%	9 32%	8 28%
2	Learners' Comprehension	The students can understand the the researcher's instruction	L	F/ %	8 28%	6 22%	6 22%
			M	F/ %	12 44%	14 50%	14 50%
			H	F/ %	8 28%	8 28%	8 28%
3	Learners' Response	The students have good fast response to the the researcher or their classmate	L	F/ %	5 18%	5 18%	4 14%
			M	F/ %	15 54%	15 54%	15 54%
			H	F/ %	8 28%	8 28%	9 32%
4	Learners' Enthusiasm	The students are enthusiastic in learning and they are joyfully to be in English class	L	F/ %	5 18%	4 14%	4 14%
			M	F/ %	15 54%	15 54%	15 54%
			H	F/ %	8 28%	9 32%	9 32%

Source: Modified from Bailey (2005)

Note:

L = Low M= Medium H= High

The classroom observation during the instructional process focused on four key aspects of student performance: activeness, comprehension, responsiveness, and enthusiasm throughout each meeting during the implementation of the action. The data indicated a gradual improvement in student performance from the first to the third meeting of Cycle 1, although the progress remained modest. Some students achieved a high level in certain observed aspects, while others maintained their positions within the middle and low performance categories.

Table 3. Observation Checklist on The researcher's Performance in Cycle 1

Teaching Stage	Observation Items	Meetings		
		1	2	3
Observation	a) The researcher asks the students to observe the pictures	√	X	√
	b) The researcher asks the students to mention some information about the pictures	√	√	√
	c) The researcher provided explanations on the generic structure and language features of procedure texts in relation to the pictures that had been presented to the students	√	X	√
Question	d) The researcher provided students with the opportunity to ask questions about aspects of the procedure text examples that they had not yet understood	√	√	√
Exploration	e) The researcher instructed the students to write a procedure text, allowing them the freedom to base their writing on personal experiences in making or doing something	√	X	√
	f) The researcher directed the students to identify the generic structure and language features within the procedure text.	√	X	√
Generalization	g) The researcher, together with the students, collaboratively formulated a summary or conclusion of the lesson that had been learned.	√	√	√
	h) The researcher provided feedback and reinforcement to the students based on their performance during the learning activities	√	√	√

Note:

√ : Conducted

X : Unconducted

The observation results regarding the researcher's performance in Cycle 1 revealed that certain instructional activities were not implemented during the second

meeting. Specifically, the researcher did not guide students to observe the picture, nor did they explain the generic structure and language features of the procedure text. Additionally, during the explanation phase of the lesson, students were neither instructed to write a procedure text nor directed to identify its generic structure and language features. This occurred because the researcher allocated the time for student groups to present or read their completed tasks in front of the class.

In the reflection stage, the researcher and collaborator discussed the cycle's strengths and weaknesses. They found that some students had not met the learning objectives: they struggled with tenses, conjunctions, action verbs, and imperative sentences, and displayed limited vocabulary in their writing. These issues were evident in student work, prompting the decision to introduce improvements in the next cycle to enhance students' proficiency in creating procedure texts.

2. Cycle 2

Cycle 2 was carried out based on the outcomes and reflections from Cycle 1. Since students' writing performance on procedure texts remained below expectations, further action was necessary. This cycle was implemented from October 2nd to 16th, 2023.

In the revised planning stage, the researcher prepared a refined lesson plan, enhanced teaching strategies, and updated test instruments and observation checklist. Emphasis was placed on detailed explanations of simple present tense, conjunctions, action verbs, and imperative sentences in procedure texts.

The first meeting, on Monday, October 2nd, 2023, from 14.10 to 15.30, at MTs Negeri 4 Kota Palu, focused on the generic structure and language features of procedure texts. Under constructivism, the researcher introduced an example text titled "how to send a message on a handphone" via PowerPoint. Students were asked to observe and write key information. In the inquiry phase, they identified structural components and language features in the example text. During questioning, students were allowed to ask questions about unclear concepts. In the learning community phase, students collaborated in groups to write procedure texts based on their own experiences. Their work was then discussed collectively.

The second meeting took place on Thursday, October 5th, 2023, from 09.10 to 10.30. The researcher reviewed the previous lesson and asked students to recall the definitions, purposes, structural elements, and language features of procedure texts. In the modeling phase, a picture illustrating "how to perform water ablution" was presented, and

students wrote down relevant information. During inquiry, they analyzed the image to identify structure and language features. Questioning allowed students to clarify any remaining doubts. Finally, as an authentic assessment, each student wrote a procedure text and submitted it for evaluation.

The third meeting was conducted on Monday, October 9th, 2023, from 14.10 to 15.30. The session began with a review of previous material. A picture showing "how to operate a fan" was used as a model, and students identified the generic structure and language features of the procedure text. Each student was called individually to explain their findings. At the end of the session, the researcher informed them about an upcoming writing test.

The final meeting, on Monday, October 16th, 2023, from 14.10 to 15.30, was dedicated to testing. Students wrote procedure texts using pictures as prompts. The test results, presented in Table 4, measured their improvement in writing procedure texts.

Table 4. The Students' Score of Writing Procedure Text in Cycle 2

No	Initial	Generic Structure			Language Features			Score	Note
		Goal	Material	Steps	Mechanic	Vocabulary	Grammar		
1	AL	3	3	3	3	3	2	94	Passed
2	AM	3	3	3	2	3	2	89	Passed
3	AN	3	3	3	3	2	2	89	Passed
4	BA	3	3	3	2	3	2	89	Passed
5	CI	3	3	3	2	2	2	83	Passed
6	DE	3	3	3	3	3	2	94	Passed
7	DI	3	3	3	3	3	2	94	Passed
8	FA	3	3	3	2	3	2	89	Passed
9	GA	3	2	3	2	3	2	83	Passed
10	HA	3	3	2	2	2	2	78	Passed
11	IS	3	2	2	2	2	2	72	Passed
12	MO	3	3	3	3	3	2	94	Passed
13	MA	3	2	2	2	2	2	72	Passed
14	ME	3	3	3	3	3	2	94	Passed
15	MR	3	3	3	2	2	2	83	Passed
16	MU	3	3	2	2	2	2	78	Passed
17	NU	3	3	2	2	2	2	78	Passed
18	PA	2	2	2	2	2	1	61	Failed
19	RA	3	3	3	2	3	2	89	Passed
20	RD	3	3	3	2	2	2	83	Passed
21	RE	2	2	2	2	2	2	67	Failed
22	RI	3	3	3	2	2	2	83	Passed
23	RS	3	2	2	2	3	2	78	Passed
24	RU	2	2	2	2	1	1	56	Passed
25	SA	3	3	2	2	2	2	78	Failed
26	TI	3	3	3	3	2	2	89	Passed
27	ZA	3	3	3	2	2	2	83	Passed
28	ZH	2	2	2	2	1	1	55	Failed
Total Score								**2275**	
Mean Score								**81**	

Based on Table 4, the students' scores showed a significant overall improvement by the end of the study. In the second cycle, only four students (14%) did not meet the Minimum Passing Grade Criteria (KKM). Furthermore, the success indicators established by the researcher were achieved in this cycle. The number of students who met the KKM increased from sixteen (57%) in the first cycle to twenty-four (85%) in the second cycle. This indicates a substantial enhancement in students' performance in writing procedure texts using pictures. As the predetermined target had been successfully reached, the research was concluded at this point.

Observation in Cycle 2 followed the same format as in Cycle 1, focusing on teaching methods, student engagement, and use of picture-based instruction. The observation checklist indicated increased student participation and enthusiasm. The observation data in cycle 2 were displayed as follows.

Table 5. **Observation Checklist on Students' Performance in Cycle 2**

No	Observe Items	Description	Categories		Meetings		
					1	2	3
1	Learners' Activeness	The students are active and follow the researcher's instruction during teaching and learning process	L	F/ %	4 14%	6 21%	5 18%
			M	F/ %	12 43%	13 46%	15 54%
			H	F/ %	12 43%	9 33%	8 28%
2	Learners' Comprehension	The students can understand the the researcher's instruction	L	F/ %	-	-	-
			M	F/ %	-	-	-
			H	F/ %	28 100%	28 100 %	28 100%
3	Learners' Response	The students have good fast response to the the researcher or their classmate	L	F/ %	4 14%	3 10%	2 7%
			M	F/ %	10 36%	10 36%	10 36%
			H	F/ %	14 50%	15 54%	16 57%
4	Learners' Enthusiasm	The students are enthusiastic in learning and they are joyfully to be in English class	L	F/ %	4 14%	3 10%	2 7%
			M	F/ %	12 43%	12 43%	12 43%
			H	F/ %	12 43%	13 47%	14 50%

Source: Modified from Bailey (2005)

The observation focused on four key aspects of student performance: activeness, comprehension, responsiveness, and enthusiasm during the implementation of pictures in

each session. The data indicated a noticeable improvement in student performance from the first to the third meetings of Cycle 2, although two to six students remained in the low-performance category. However, the majority of students demonstrated progress, falling into the medium and high categories across several observed aspects.

Table 6. **Observation Checklist on The researcher's Performance in Cycle 2**

Teaching Stage	Observation Items	Meetings		
		1	2	3
Observation	a) The researcher asks the students to observe the pictures	√	X	√
	b) The researcher asks the students to mention some information about the pictures	√	√	√
	c) The researcher provided explanations on the generic structure and language features of procedure texts in relation to the pictures that had been presented to the students	√	√	√
Question	d) The researcher provided students with the opportunity to ask questions about aspects of the procedure text examples that they had not yet understood	√	√	√
Exploration	e) The researcher instructed the students to write a procedure text, allowing them the freedom to base their writing on personal experiences in making or doing something	√	√	√
	f) The researcher directed the students to identify the generic structure and language features within the procedure text.	√	√	√
Generalization	g) The researcher, together with the students, collaboratively formulated a summary or conclusion of the lesson that had been learned.	√	√	√
	h) The researcher provided feedback and reinforcement to the students based on their performance during the learning activities	√	√	√

Note: √ : Conducted X : Unconducted

Based on the results of the observation checklist in Cycle 2, the researcher successfully implemented all planned activities throughout the teaching and learning process.

In the reflection stage, the researcher noted significant improvement: students showed greater seriousness and enthusiasm during learning and testing. The use of pictures proved effective in enhancing their understanding and ability to write procedure texts. According to the observation checklist, the researcher's strategies during Cycle 2 successfully improved students' writing performance in producing procedure texts.

In this cycle, the researcher implemented actions informed by the results of the first cycle. The findings indicated that students' achievement in writing, particularly in composing procedure texts, remained unsatisfactory. Therefore, a follow-up action was necessary to improve their performance in the subsequent cycle. The second cycle was conducted from October 2nd to October 16th, 2023.

DISCUSSION

The findings of this classroom action research indicate that the use of picture media significantly enhanced the writing performance of Grade IXB students at MTs Negeri 4 Kota Palu in producing procedure texts. The students' average score improved from 73 in Cycle 1 to 81 in Cycle 2, accompanied by an increase in the percentage of students meeting the Minimum Mastery Criterion (KKM) from 57% to 85%. This progress reflects not only an improved grasp of the generic structure and linguistic features of procedure texts, but also a heightened level of student motivation and active participation. These results align with previous research, which found that incorporating picture series into writing instruction effectively supports the development of students' writing skills. This improvement was observed in several dimensions of writing competence: idea development, text structure, vocabulary usage, grammar accuracy, and overall writing confidence (Rahma, 2021; Tambunan et al., 2024).

As mentioned in the scope of this research, there were two main points in application picture in teaching procedure text; how the process to teach writing using picture media and how are the student response in teaching writing procedure text. The result of this research in cycle 1, it could be seen that there were 16 students (57%) who passed the test and there were 12 students (43%) who failed the test. Meanwhile, in cycle 2, there were 24 students (85%) who passed the test and there were 4 students (15%) who failed the test. Therefore, it can be concluded that using pictures can improve the students' skill in writing procedure text of the grade IXB students at MTs Negeri 4 Kota Palu. The results align with earlier research

In 2023 by pramilaga, wahono and afifah in 2022, and that found The implementation of pictures as a learning medium to stimulate students' ideas in writing at Grade X Accounting 2 of SMKS PGRI 2 Denpasar was successfully carried out in two cycles. The post-test mean score increased from 65.93 in Cycle I to 70.97 in Cycle II, indicating that the use of pictures effectively enhanced students' motivation and idea development in writing

English. Furthermore, the integration of picture series significantly improved their English writing skills, particularly in composing narrative texts. The findings confirm that visual aids such as pictures and picture-based models can be instrumental in strengthening students' writing competence (Hidayatullah, 2022; Pramilaga et al., 2023; Wahono & Afifah, 2022).

In Cycle I, although students showed initial interest in the use of pictures, their written outputs were still limited in cohesion and accuracy. Many struggled to structure the steps properly or use imperative verbs and connectors effectively. The results align with earlier research by Harahap (2018) and Sangadah (2021), which showed that while visual media attract interest, students still require guided instruction to transform images into coherent text. In Cycle II, refined strategies such as sentence modeling, group collaboration, and contextual grammar reinforcement enabled students to produce more structured and complete texts (Harahap, 2018; Sangadah et al., 2021b). The presence of picture sequences provided the scaffolding necessary to conceptualize and sequence instructions logically. During the final meeting of Cycle 2, the researcher assigned students to compose a procedure text, allowing them to freely choose their own themes. To support their writing process, students were instructed to note the key elements of a procedure text in their notebooks, which helped facilitate the organization of their ideas. The integration of pictures in the learning process was also found to reduce students' affective filter—as suggested by Brown (2007)—enabling them to write with less anxiety and greater freedom in expressing their thoughts.. Interviews indicated increased motivation and satisfaction with learning activities, reinforcing the role of affective factors in writing instruction.

Importantly, this study confirms that integrating multimodal learning—through images and text—enhances both comprehension and language output in writing. However, the success of the method depends on the quality of picture selection, teacher facilitation, and students' familiarity with the genre being taught.

These findings align with recent empirical studies. Fitroni & Ma'rifah (2024) found that using picture series with a flipped-classroom approach significantly improved eighth graders' mean scores by 23.66 points compared to control groups (pre-test: 43.00 → post-test: 66.66) . Gendroyono (2021) similarly concluded that picture series enhance procedural writing skills and boost student motivation . R. Widiastuti & Permatasari (2021)extended these results to descriptive writing, reporting a significant score increase (pre-test 55 → post-test 77.2) after using the Picture-and-Picture learning model . Reinforcing this, Riyan (2014))

found that picture series significantly improved procedural writing in Indonesian tenth graders, confirming the genre-specific efficacy . In a more recent context, (Ameliah et al., 2019) conducted CAR with eleventh-grade students and found that picture media alone helped students meet KKM targets in cycle I. These consistent findings across different educational settings confirm the robustness of visual media in enhancing writing proficiency.

To conclude the research, it was shown that all data found and discussed in this chapter refers to the research target. The application of picture gave a positive effect on the students' achievement. It means that the grade IXB students at MTs Negeri 4 Kota Palu could develop their writing skill, especially in writing procedure text. The implications of this research are notable for EFL teaching, especially in junior secondary settings. Incorporating picture media into writing lessons can help bridge the gap between comprehension and expression, particularly in genres like procedure texts that require logical sequencing. Visuals also serve as effective scaffolds for vocabulary development, grammar accuracy, and discourse coherence.

However, the study has limitations. It was confined to a single class in one school with a relatively small sample size. The research focused solely on procedure texts, so findings may not generalize across all writing genres. Furthermore, the success of visual-based instruction depends heavily on teacher facilitation, student familiarity with the genre, and the quality of picture selection. Future research should explore the long-term effects of visual media on writing development, investigate other genres (e.g., narrative or report texts), and compare different forms of visuals (static vs. dynamic, photos vs. illustrations). Expanding the study across multiple schools or using quasi-experimental designs could strengthen the generalizability of the findings.

CONCLUSION

The results of this study showed that the use of picture media effectively improved the students' ability in writing procedure texts. This was evident from the increase in the number of students who achieved the Minimum Mastery Criterion (KKM), rising from 57% in the first cycle to 85% in the second cycle. The students' mean score were 73 in cycle 1 and 81 in cycle 2. Picture-based learning helped students better understand the structure, vocabulary, and language features of procedure texts. Moreover, the use of visuals stimulated student interest, enhanced engagement, and facilitated the generation of ideas in the writing

process. This research contributes to the field of English language teaching by demonstrating that visual media can be a powerful tool in developing students' writing skills, particularly in genres that require clear steps and logical organization. It reinforces the pedagogical value of integrating pictures into writing instruction at the junior high school level. Based on these findings, it is recommended that future researchers explore the use of different types of visual media, such as videos or infographics, to support writing instruction across various text types. Further studies may also involve larger sample sizes or multiple schools to enhance the generalizability of the results. Additionally, it is suggested that teachers receive training on how to effectively incorporate visual media into lesson planning to maximize student learning outcomes.

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