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## **Improving Procedure Text Writing Skills Through Contextual Teaching And Learning Assisted By Serial Image Media For Class V Elementary School Students**

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### **Abstract**

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This research aims to: (1) Find out the application of learning *contextual teaching and learning* assisted by serial image media in improving the skills of class V students at SDN 10 Sembawa in writing procedural texts; (2) Knowing the magnitude of the increase in procedure text writing skills for class V students at SDN 10 Sembawa through the application of the *contextual teaching and learning* learning approach assisted by serial image media. This type of research is action research carried out in 2 cycles and each cycle consists of two meetings with a time allocation for each meeting of 2x35 minutes. This research was carried out in class V of SDN 10 Sembawa, Banyuasin Regency. Data collection techniques were carried out through procedural text writing test activities. The results showed that there was a significant increase in writing ability from pre-action to cycle II. The average pre-action value was 63.8%, increasing to 72.6% in cycle I, and reaching 85% in cycle II. Learning completeness also increased, namely 16 students (64%) in cycle I and 23 students (92%) in cycle II. These findings indicate that the application of CTL assisted by serial image media is effective in optimizing students' procedural text writing skills.

**Keywords:** Writing Skills, Procedure Text, Contextual Teaching and Learning Approach, Assisted by Serial Image Media]"

### **1. Introduction**

Being able to communicate with other people in a social environment is the main goal of language learning. One must master the art of accurate use of language in order to communicate successfully. The most effective way to achieve this learning process is to start early and continue learning (Gunawan & Salma, 2022). Communication is the main goal of language learning. It is not enough for students to simply know the language in theory; they must also be able to use it effectively in real-life situations (Milieva, 2025).

Although communication skills are recognized as an important component in language learning, achieving communicative competence remains a challenge for many learners. Traditional approaches to language teaching, which are often characterized by rote learning and limited interaction, may be less able to address the complex social and cognitive aspects of language use (Mashhura, 2024). In this context, it is important for students to be able to communicate effectively, which means the ability to reflect and identify the characteristics of communication in various linguistic cultures and the ability to select and apply relevant linguistic-cultural communication strategies (Abdullayeva et al., 2020).

Communicative achievement in language learning starts from the definition of language as communication. There are several different definitions of the term language in relation to communication, especially by the linguists who developed this method. Before presenting, we will look at the definitions of these two concepts. In the Longman English Dictionary, the word language



is defined as: *"A system of communication through writing or speaking"* While the word communication is defined as: *"The process through words, which is used by people in various countries"* (Mustafai, 2022). On the one hand, it has been shown that the increase in communicative competence among learners is considerable. On the other hand, it has been argued that success in achieving certain tasks depends on their design and implementation, student characteristics Xie, C., & Lan, G. (2025).

Jasnain, Anita, and Rukiyah (2022) stated that language skills are classified into 4 types of skills, namely listening, speaking, reading, and writing. Writing ranks high among these four skills in terms of difficulty. Language skills in writing are quite complicated. Having strong writing skills is essential for students' personal development, as it paves the way for their further studies at university and for their integration into society. Writing ability is one of the language skills that is crucial to language mastery. Writing is a productive skill because it involves the ability to write ideas, thoughts and feelings. Apart from that, writing skills also reflect the ability to think logically, critically and systematically. Therefore, this ability needs to be developed from an early age through targeted and contextual learning, relevant to students' needs and level of development. Cahyaningrum, (2021) said that teachers at all levels must have strong writing skills. Apart from reading and mathematics, writing is a very important skill for schools for students to master.

Writing at elementary school level becomes the basis for more complex literacy skills so ongoing practice is needed (Saddhono, 2021). Students need to be guided to understand the structure of the text, develop ideas, and use appropriate language. The latest findings from Rahmawati & Pratiwi (2022), Simanjuntak (2021), and Saidah (2023) explain that an experience-based, visualization and reflection-based writing approach has been proven to be able to significantly improve students' writing abilities. These three studies confirm that interesting, contextual and visual learning media can help students write more coherently.

Texts in Indonesian are classified into various types, and each text has different characteristics according to its purpose and function. Some types of text that are commonly studied include descriptive, narrative, exposition, report, procedure and persuasion texts. Each type of text has a unique structure, language style and communicative purpose. Procedure text is a type of text that people often use in everyday life. And the material in learning Indonesian taught in class V odd semester in the Merdeka Curriculum is writing procedural texts.

Within the framework of the intended function of the text, the substance of the text tells or narrates events. Procedures are a series of well-organized stages to guide or direct actions or work so that they can achieve goals correctly. Any writing that describes a methodical process for doing things in a certain way to achieve a predetermined goal is considered a procedural text. An example of procedural text is a detailed description of the actions a person must take to complete a certain task (Apriyani & Pratiwi, 2022). Procedure text writing skills help students understand and organize information systematically and sequentially. In the context of basic education, this skill has an important role because it is the foundation for the development of logical and structured thinking abilities.

Hidayati, Komariyah, and Susilo (2021) define procedure text as text that describes the procedures required to complete a task. Procedure texts aim to advise readers on how to complete a task by outlining a series of procedures that must be carried out. The purpose of writing precise and sequential steps to complete an assignment is to help students understand the process. Procedure texts can be written effectively by students who are enthusiastic about the writing process.

Teaching procedural texts to students is very important because these texts are directly related to activities they often encounter in everyday life. This text is intended to guide readers in doing things in the correct order.

Based on the independent curriculum, learning to write procedural texts is one of the Learning Outcomes (CP) that must be achieved by fifth grade elementary school students optimally. Students in CP learn to pay close attention to structure, linguistic norms, and communicative goals as they



create and deliver a variety of texts, including procedural texts. Oral presentations of factual and fictional texts, as well as audio texts (texts read and/or heard), audio, and other forms of communication enable students to assess information in the form of facts, processes, object attributes, series of events, and values.

Based on the results of research observations in teaching, procedural text learning has been given to class V students at SDN 10 Sembawa in the odd semester. From the results of the mid-semester learning evaluation, it was stated that of the 25 class V students, only 8 students (32%) got a score above the Learning Goal Achievement Criteria (KKTP) for Indonesian Language subjects, namely  $\geq 70$ . Meanwhile, as many as 17 students (68%) have not yet reached the KKTP.

Apart from that, the results of the review also stated that the ability of class V students at SDN 10 Sembawa in writing procedural texts was still low. Students have difficulty ordering steps correctly and organizing text systematically. When the teacher carries out learning activities, write procedure texts. Several problems were found that hampered the learning process. One of them is students' difficulty in writing procedures that are coherent and according to their structure. Apart from that, students seemed less interested in participating in learning activities. When the teacher delivered material on writing procedures, some students seemed unfocused, such as talking to their classmates, chatting, and even going in and out of the classroom with the excuse of going to the toilet. This condition shows the low motivation and interest of students in participating in procedural text learning. These obstacles come from two main factors. First, from the student side, namely the lack of interest in writing and critical thinking activities. Second, from the teacher's side, problems arise because the use of conventional learning methods is still dominant. Teachers still face obstacles in choosing and implementing relevant learning methods, so that the teaching and learning process is often dominated by explanations from teachers and the passive role of students. Therefore, teachers as educators have a central role in the learning process so that teaching and learning activities can take place effectively. One effort that can be undertaken to help students overcome their lack of procedural text writing skills is to increase the use of appropriate learning models (Hariyanti, 2021).

The teacher's role as a student learning guide is very important because many students still have difficulty writing procedural texts. To make learning more interesting and interactive, and ensure students understand the information, teachers are expected to use a variety of models, techniques and learning media. This problem needs to be handled appropriately, one of which is through choosing an interesting and innovative learning approach.

One approach that is considered to be able to increase students' interest in learning while developing their ability to write procedural texts is *Contextual Teaching and Learning* (CTL). Learning becomes more valuable and less abstract when students are encouraged to align learning material with real world conditions through the *Contextual Teaching and Learning* (CTL) method. This technique is based on real experiences. Students are encouraged to connect what they learn at school with everyday life, especially in relation to their role as family members, through *Contextual Teaching and Learning*, which is also known as Contextual Learning and Teaching (Wardarita, 2021). The educational principle known as the Contextual Approach or CTL (Contextual Learning and Teaching) helps educators connect classroom subject matter with students' real lives (Nurhadi, 2021)

Several specialist perspectives support this statement. *Contextual Teaching and Learning* (CTL) is a method that motivates students to apply what they learn in class to real-life scenarios by helping instructors connect class material and students' own experiences (Shoimin, 2021). Likewise, CTL is a learning concept which according to Nurhadi (2021) makes learning more meaningful by emphasizing the relationship between students' real experiences and the content taught to them.

*Contextual Teaching and Learning* (CTL) is one of the educational thinking frameworks which according to Wardarita (2021) helps students to connect what they learn in class with daily life at home and in the community. The *Contextual Teaching and Learning* approach can be implemented in learning text writing skills, because this approach allows students to connect lesson material with real experiences they have had, so that the written results become more meaningful and



relevant. Writing procedural texts becomes easier and more meaningful because it is based on direct experience or daily activities. Learning with the *Contextual Teaching and Learning* (CTL) approach has seven components, including: (1) constructivism, (2) inquiry, (3) asking, (4) learning community, (5) modeling, (6) reflection and (7) authentic assessment (Hanafiah and Suhana, 2022).

As part of the *Contextual Teaching and Learning* (CTL) approach, interesting learning material is as important as the use of appropriate learning strategies in an effort to make students interested and involved in the process of writing procedural texts. Because students will remember the material taught better if it is presented in an interesting and relevant way, it is very important for teachers to incorporate appropriate media into the classroom learning experience. It is a solution to common learning challenges that children face, and will help them achieve curriculum-mandated levels of writing proficiency. Using a series of illustrations is a good way to help students learn the flow of procedure text, which can visualize the sequence of steps in the procedure clearly and easily understood, in accordance with the CTL principle which refers to the connection of material with students' real experiences. Serial image media is a number of images that describe the situation being described and state that there is harmony between one image and the other images. According to Sadiman, et al. (2021), serial image media is visual media consisting of several images designed sequentially and functions to convey a story line or process, thereby helping students understand the sequence of events or steps systematically.

Sebagai bagian dari pelatihan mereka, siswa menggunakan serangkaian gambar untuk meniru tindakan dan latar yang ditampilkan. Salah satu dari banyak manfaat penggunaan rangkaian gambar di kelas adalah dapat melibatkan siswa lebih aktif dalam proses belajar, yang pada gilirannya mengoptimalkan daya ingat mereka terhadap informasi dan kemampuan mereka untuk memahami konsep visual Nasocha & Winanto (2024).

Media gambar berseri adalah kumpulan gambar yang disusun berdasarkan urutan cerita atau langkah sehingga membantu siswa memahami alur secara visual. Sadiman (2021) menyatakan bahwa gambar berseri membantu memperkuat ingatan dan memahami informasi secara lebih mudah. Menurut Wibowo dkk. (2022), siswa lebih mudah memahami isi dan tujuan serangkaian gambar ketika disajikan secara visual dengan serangkaian tindakan. Hal ini karena mereka dapat menghubungkan proses prosedural dengan lebih mudah dan konkret. Pemahaman dan kompetensi siswa dalam menulis teks prosedural ditingkatkan oleh visual yang dirancang secara berurutan, karena memberi representasi yang jelas mengenai proses atau langkah yang harus ditulis siswa. Siswa cenderung lebih memperhatikan dan mengingat informasi ketika disajikan secara visual daripada hanya membacanya di buku teks (Pangestu, 2022). Media ini menjadi proses pembelajaran lebih interaktif, melibatkan siswa secara aktif melalui aktivitas seperti menebak atau berdiskusi mengenai urutan gambar berikutnya. Hal tersebut dapat mendorong rasa ingin tahu dan semangat mereka untuk menulis. Belajar *Contextual Teaching and Learning* (CTL) yang didukung oleh media gambar berseri mampu memperkuat pengalaman belajar siswa, karena memberi peluang bagi mereka untuk menjalankan, mencoba, dan mengalami langsung proses belajar jadi lebih bermakna dan mudah dipahami.

## 2. Method

Classroom action research is the methodology used for this research. Arikunto stated that the research consists of 4 stages: implementation, planning, observation, and reflection (2020). The researcher in this study followed the instructions of Kemmis and McKim (the Class Action Research model). The Taggart method includes four stages of iteration. Each step of repetition is referred to as a cycle. In accordance with the type of research, PTK is carried out through a series of repetitive cycles, where each cycle aims to improve the learning problems faced.

### 2.1 Research Location



This research will be conducted at SD Negeri 10 Sembawa which is located at Jalan Batu Merah Dusun II, Pulau Harapan, Sembawa District, Banyuasin Regency.

## 2.2 Research Subjects

The subjects in this analysis were grade V students of SDN 10 Sembawa, Banyuasin Regency, which numbered 25 people, consisting of 10 male students and 15 female students. The selection of this subject was based on the learning problems found in the class, especially in the skill of writing procedural texts.

## 2.3 Action Research Procedure

The method used by the researchers in PTK is based on the paradigm created by Kemmis and Taggart. Each classroom action research cycle is planned to consist of two 35-minute sessions, with the first cycle lasting two sessions. The stages of each cycle implementation include *acting*, *planning*, *observing*, and *reflecting*, but before carrying out the research, the researcher will carry out pre-cycle activities by not carrying out learning activities using the *Contextual Teaching and Learning* learning approach (CTL) is assisted by series pictures to find out students' skills in procedural text writing materials.

## 2.4 Action Success Criteria

The success indicator of this research is guided by the Criteria for Achieving Learning Goals (KKTP) of Indonesian language subjects in grade V of SD Negeri 10 Sembawa. The criteria stipulate that the KKTP for Indonesian language subjects in grade V of SD Negeri 10 Sembawa is 70. This means that students are completed if they individually obtain a score of  $\geq 70$ . Classically, students are declared to have completed their studies if at least 85% of the number of students in the class obtain a score of  $\geq 70$ .

## 2.5 Data Source

The data sources needed in this study are data obtained from: 1) Teaching and learning activities carried out in class V SDN 10 Sembawa technical procedural materials. 2) The ability of grade V students of SD Negeri 10 Sembawa with the *Contextual Teaching and Learning* (CTL) approach with the help of serial image media. 3) The readiness of the researcher to carry out learning activities in this case is the implementation of learning in accordance with the modules, approaches and learning media that have been made.

This data was obtained by the researcher from three stages of planned research, namely the first stage of test data will be obtained during the implementation of pre-action research. The second stage was obtained during the implementation of cycle I, and the third stage was obtained during the implementation of cycle II.

The data obtained from the pre-action stage will be used as comparison data for cycle I, the data from the results of cycle I will be used as comparison data for cycle II. The test that will be given to all students in grade V of SD Negeri 10 While collecting data on the implementation of this research is a written test.

## 2.6 Data Collection Techniques

Sudjana (2016:350) said that data collection techniques are methods or techniques used to obtain information or data needed for research, survey, or scientific study. This method is intended to collect accurate, relevant, and reliable data so that the process of analysis and drawing conclusions can be



carried out properly. The data collection techniques used by researchers to obtain data in this analysis are observation, documentation, *pre-test*, *posttest*.

### 3. Results and Discussion

Before running cycles I and cycle II, researchers first carried out pre-action activities to identify students' initial ability to write procedural texts. This pre-action activity is aimed at finding out the difficulties experienced by grade V students of SD Negeri 10 Sembawa in writing procedural texts. The pre-action will be carried out on Monday, August 4, 2025. Based on the results of the implementation of the pre-action followed by all 25 students, it was found that the data of 9 students or 36% had reached completeness, and 16 students or 64% had not reached completeness. The average score obtained by students at this stage is 63.8%. From the results of the tabulation of frequencies that have been determined, the percentage of 36% shows that students' skills in writing procedural texts are still relatively low.

The results of this pre-cycle analysis became the basis for the researcher to carry out the Actions in the first cycle, namely applying *the Contextual Teaching and Learning learning approach* assisted by the media of serial images. Through the application of this approach, it is hoped that it can increase the results of students' writing skills in procedural texts and students' active involvement.

At the end of the implementation of the first cycle of the second meeting, the researcher conducted a learning evaluation to determine the level of students' ability to understand the material of writing procedural texts with the help of the media of serial images.

Based on the results of the study that applied *the Contextual Teaching and Learning approach* with the help of serial image media, it was seen that there was an increase in the learning outcomes of grade V students of SD Negeri 10 Sembawa during the implementation of the first cycle which consisted of two meetings. At the end of the first meeting of the first cycle, the researcher reflected on the implementation of the actions that had been taken. This reflection activity aims to identify and improve various shortcomings found by observers during the learning process, so that it is necessary to re-plan and improve the implementation of Actions at the second meeting of the first cycle.

Several things were found that needed to be improved, including adding numbers to the picture to make the flow of the activity easier to understand, increasing assistance for students who had not completed the course, and using simpler and more contextual media. In addition, students need to be trained to compose their own sequence of steps before writing them into procedural texts.

Overall, learning with the CTL approach assisted by serial image media has had a positive impact on the ability to write procedural texts and became the basis for the improvement of actions in cycle II.

Improvements and refinements to these findings will be the basis for the implementation of actions in Cycle II, with the hope that students' procedural writing skills can be improved more significantly through the application of *the Contextual Teaching and Learning (CTL) approach* assisted by serial image media that is more directed and effective.

In this lesson, students not only practice understanding images, but also write simple procedural texts based on the sequence of radiant images. The activity trains students to compose command sentences, determine the sequence of steps, and write text sequentially and correctly.

Based on the results of observations and assessments, students' procedural text writing skills showed a clear improvement, with most students reaching the Good and Excellent categories, especially in the aspects of content, structure, and linguistic rules.

Based on the results of reflection in the second and second cycles of the first and second meetings, it can be concluded that the application of *the Contextual Teaching and Learning (CTL)*



approach assisted by serial image media has been effective and shows a significant increase **compared to cycle I.**

Improvement of strategies such as group randomization, the use of varied series images, question and answer activities, and presentation of the results of the work make students more active, enthusiastic, and understand the steps of writing procedural texts well. Teachers are also becoming more skilled in applying the CTL approach, while students show improvements in activity, motivation, and procedural text writing skills.

Overall, the actions in cycle II were declared successful, because they were able to improve student learning outcomes and create more contextual, interesting, and meaningful learning.

### **Results of Cycle I Implementation**

The implementation of the first cycle will be held on Monday, August 10, 2025. The results of the test of the ability to write procedural texts at the end of the first cycle of the second meeting showed an increase compared to the results of the pre-action. Based on the data, out of a total of 25 students in grade V of SD Negeri 10 Sembawa, as many as 16 students (64%) have achieved the KKTP score of Indonesian subjects ( $\geq 70$ ). Meanwhile, 9 students (36%) still obtained scores below 70 so they have not reached learning completion. The details of the results showed that 7 students (28%) were in the good category, 9 students (36%) in the adequate category, and 9 students (36%) in the poor category. Thus, it can be concluded that most students have achieved learning completeness with a percentage of 64%.

The average student score in the first cycle was recorded at 72.6%. These results show that classically, learning has not reached completeness, because classical completeness is only fulfilled if at least 85% of students obtain a score of  $\geq 70$  in accordance with the Learning Goal Achievement Criteria (KKTP). Thus, because the achievement of completeness has only reached 63%, research needs to be continued to cycle II to improve the learning process.

During the implementation of actions in cycle I, researchers received various inputs and suggestions from observers. This shows that the implementation of actions in cycle I is not optimal, because there are still some weaknesses and mistakes that should be avoided. In addition, classical student learning outcomes also do not meet the criteria for completeness. Therefore, the various shortcomings found in cycle I will be used as material for reflection and improvement in the implementation of actions in cycle II so that learning outcomes can improve.

### **Results of Cycle II Implementation**

The implementation of the action in cycle II will be carried out on Wednesday, September 10, 2025, as a stage of improvement and refinement of the implementation in cycle I. The main focus of this action is to improve the writing skills of procedural texts for grade V students of SDN 10 Sembawa. At this stage, the researcher applies a *Contextual Teaching and Learning* (CTL) approach combined with serial image media and learning videos to strengthen students' understanding of the steps of writing procedural texts. Through the combination of these two media, learning becomes more contextual, interesting, and easy to understand, so that students are more motivated to write procedural texts sequentially and according to the correct structure. Of the total 25 students in grade V of SD Negeri 10 Sembawa who took the test, as many as 23 students or 92% have achieved scores in accordance with the Learning Goal Achievement Criteria (KKTP) of Indonesian subjects. Meanwhile, there are still 2 students or 8% who have not met the completeness standards.

If classical completeness is set at least 85% of students get a score of  $\geq 70$ , then in cycle II the learning results show that the level of completeness has exceeded this limit, which reaches 92%. Thus, learning activities in cycle II can be declared complete classically.

The average score obtained by students in cycle II reached 85%, indicating a significant increase compared to the previous cycle. The results of the researcher's observation also show an increase in students' ability to write procedural texts. All students seemed more active and enthusiastic during the learning process, so that they were able to produce procedural texts well through the use of serial image



media.

### Analysis of Research Results of Cycles I and II

To find out the extent to which the writing skills of procedural texts of grade V students of SDN 10 Sembawa after the implementation of the *Contextual Teaching and Learning* (CTL) learning approach assisted by serial image media, a comparison of learning outcomes was carried out between the pre-action stage, cycle I, and cycle II. The results of the analysis showed a significant increase both in terms of grade point average and student learning completeness. In the pre-action stage, the average score obtained by students was 63.8%, and in the first cycle it increased to 72.6%.

In the implementation of the first cycle of actions, the results of the evaluation of 25 grade V students of SD Negeri 10 Sembawa showed that 16 students or 64% had achieved a score of  $\geq 70$  in accordance with the KKTP, while 9 students or 36% still obtained scores below the KKTP. Overall, the average score of students in the first cycle was 72.6%.

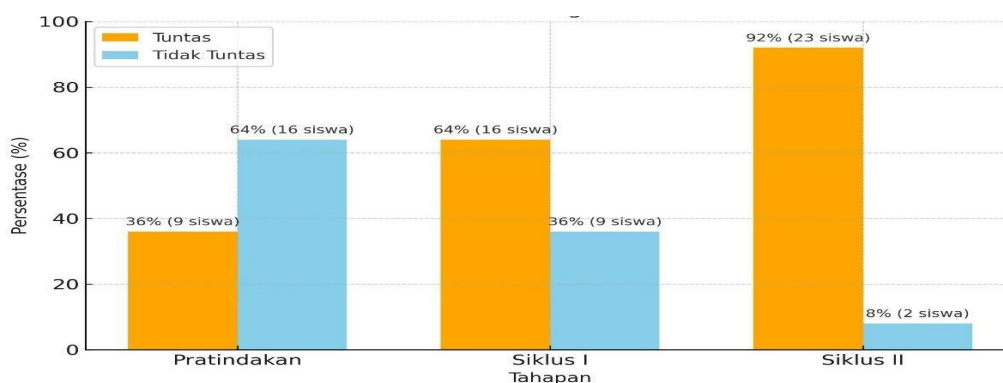
Furthermore, in the implementation of cycle II actions, out of a total of 25 students, as many as 23 students (92%) have reached learning completion, and 2 other students (8%) are still incomplete because they obtained scores below the KKTP in Indonesian subjects. The average score of students in cycle II increased to 85%, which shows significant progress compared to the results in cycle I.

The data of the results of the research which contains the level of completeness in writing procedural texts at the pre-action, cycle I, and cycle II stages, as well as the average scores achieved by grade V students of SD Negeri 10 Sembawa, are presented in full in the following table.

**Table 1 Recapitulation of Improving Learning Outcomes of Grade V Students of SD Negeri 10 While Writing Procedural Texts**

Test Result Value	Pre-action		Cycle I		Cycle II	
	Frequency	%	Frequency	%	Frequency	%
$\geq 70$	9	36	16	64	23	92
$\leq 70$	16	64	9	36	2	8
Amount	25 people	100%	25 people	100%	25	100%
Average value	63,8		72,6		85	

From the table above, it can be seen in the bar diagram of the completeness of learning to write student procedural texts in pre-action activities, cycle I and cycle II.





**Figure 1. Graph of Improvement of Learning Outcomes of Procedural Text Writing Test for Grade V Students of SD Negeri 10 Sembawa**

The graph above shows a comparison of the level of learning completeness of grade V students of SD Negeri 10 Sembawa at the pre-action, cycle I, and cycle II stages in learning to write procedural texts using *the Contextual Teaching and Learning* (CTL) approach assisted by the media of radiant images.

At the pre-action stage, out of 25 students, only 9 students (36%) achieved learning completeness with a score of  $\geq 70$ , while 16 students (64%) had not completed it. This condition shows that students' initial ability to write procedural texts is still low and needs to be corrected.

After the action was implemented in the first cycle, there was an increase in learning outcomes. The number of students who have completed has increased to 16 students (64%), while those who have not completed have decreased to 9 students (36%). This increase shows a positive influence from the application of the CTL approach assisted by the medium of radiant images, even though the classical completeness has not reached the target of 85%.

Improvement of learning in cycle II through the variety of serial image media and intensive mentoring improved learning outcomes, with 23 students (92%) achieving completeness and 2 students (8%) not completing it. Students who have not completed the teacher follow up in the form of remedial learning through individual assistance and re-explanation of procedural text material in a simpler and more concrete way.

These results show that the application of *the Contextual Teaching and Learning* (CTL) approach assisted by serial image media effectively improves the writing skills of procedural texts of grade V students of SD Negeri 10 Sembawa.

This increase is in line with Johnson's (2011) theory that contextual learning puts students in real situations where they learn through hands-on experience, rather than just receiving information. In addition, Hasudungan (2022) also emphasized that the CTL approach encourages active involvement of students to discover the subject matter themselves and relate it to real life. According to Azhar Arsyad (2017), serial image media is an effective visual aid to train critical thinking skills and improve students' understanding of the content of texts.

Overall, the application of *the Contextual Teaching and Learning* (CTL) approach assisted by serial image media not only improves the learning outcomes of writing procedural texts, but also fosters students' independence, creativity, and active involvement in the learning process. Therefore, this approach is recommended to be applied in a sustainable manner in the learning of Indonesian language in elementary schools.

#### 4. Conclusion

The conclusions of this study are:

1. The implementation of *the Contextual Teaching and Learning learning method* assisted by serial image media can optimize the ability of grade V students of SD Negeri 10 Sembawa to write procedural texts. Student learning outcomes increased from cycle I to cycle II. If in the first cycle of grade V students of SD Negeri 10 Sembawa who completed 16 people or with a percentage of 64%. In the second cycle, the total number of students V of SD Negeri 10 Sembawa who completed was 23 people with a percentage score of 92%.
2. The improvement of learning outcomes of grade V students of SD Negeri 10 Sembawa in the material of writing procedural texts using serial image media showed significant development from pre-action to cycle II. At the pre-action stage, the average score of students was recorded at 63.8%. After the implementation of cycle I, the average value increased to 72.6%, and in cycle II it rose again to 85%. Thus, there was an increase of 8.8% from pre-action to cycle I, as well as an increase of 12.4% from cycle I to cycle II.



Overall, the implementation of *the Contextual Teaching and Learning* method assisted by serial image media can create a more meaningful, active, and contextual learning situation so that it can encourage students' motivation to learn and improve the quality of Indonesian learning outcomes, especially in procedural text writing skills.

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