



PICTURE SERIES STRATEGY IN PROCEDURE TEXT: ARE STUDENTS EFFECTIVE WORKING IN GROUPS OR INDIVIDUALLY?

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A B S T R A C T

This research explored the effectiveness of collaborative group work versus individual work in completing procedural text tasks using a picture series strategy among tenth-grade students of SMK Diponegoro Depok Yogyakarta. The study involved 22 students, each of whom completed two tasks in both group and individual settings. Before assigning the tasks, a questionnaire was distributed to collect data on students' work preferences and their understanding of procedural texts. The four tasks were administered in two separate sessions to avoid fatigue and ensure the quality of the work. Task results were analyzed using descriptive statistical methods, supplemented by qualitative insights from interviews, to assess academic performance and student preferences. The findings indicate that students achieved higher average grades when working in groups (100 in grade 1 and 87.44 in grade 2) compared to individual work (89.48 in grade 1 and 92.14 in grade 2). Additionally, 78.9% of students expressed a preference for group work, citing enhanced understanding through group discussions and mutual support in problem-solving. Interviews highlighted that picture series were effective in helping students visualize and comprehend procedural steps, though some challenges with picture clarity and size were noted.

Penelitian ini mengeksplorasi keefektifan kerja kelompok kolaboratif versus kerja individu dalam menyelesaikan tugas teks prosedural dengan menggunakan strategi gambar berseri di antara siswa kelas sepuluh SMK Diponegoro Depok Yogyakarta. Penelitian ini melibatkan 22 siswa, yang masing-masing menyelesaikan dua tugas baik secara kelompok maupun individu. Sebelum memberikan tugas, sebuah kuesioner didistribusikan untuk mengumpulkan data tentang preferensi kerja siswa dan pemahaman mereka tentang teks prosedural. Keempat tugas diberikan dalam dua sesi terpisah untuk menghindari kelelahan dan memastikan kualitas pekerjaan. Hasil tugas dianalisis dengan

menggunakan metode statistik deskriptif, dilengkapi dengan wawasan kualitatif dari wawancara, untuk menilai kinerja akademik dan preferensi siswa. Temuan menunjukkan bahwa siswa mencapai nilai rata-rata yang lebih tinggi ketika bekerja dalam kelompok (100 di kelas 1 dan 87,44 di kelas 2) dibandingkan dengan pekerjaan individu (89,48 di kelas 1 dan 92,14 di kelas 2). Selain itu, 78,9% siswa menyatakan lebih menyukai kerja kelompok, dengan alasan peningkatan pemahaman melalui diskusi kelompok dan saling mendukung dalam pemecahan masalah. Wawancara menyoroti bahwa gambar seri efektif dalam membantu siswa memvisualisasikan dan memahami langkah-langkah prosedural, meskipun ada beberapa tantangan terkait kejelasan dan ukuran gambar.

INTRODUCTION

Writing is a complex and multifaceted process that serves as a vital tool for language production and the articulation of a wide range of ideas, emotions, and opinions (Jeremy Harmer, 2010). Unlike other language skills, writing poses unique challenges, particularly for learners of a foreign or second language. Richards & Renandya (2022) highlight that writing is inherently more difficult to master compared to listening, speaking, or reading, due to the necessity of integrating multiple skills into the process. To create effective written communication, students must engage in extensive research, gather and organize ideas, and synthesize information from various sources. This preliminary stage of ideation and information collection is essential for producing coherent and compelling written work. As Wallace (2004) emphasizes, writing represents the culmination of these preparatory efforts, embodying the final product of a series of cognitive and practical tasks. Thus, writing is not merely an act of putting words on paper but a sophisticated process that demands rigorous preparation and skillful execution.

In essence, writing is a complex skill requiring critical thinking, organization, and knowledge synthesis. Recognizing this complexity is crucial for understanding the challenges second language learners face in developing writing skills. Effective articulation of thoughts is a vital aspect of language acquisition, necessitating targeted support and instruction. Hasibuan, (2020) highlights that students often struggle with content development, appropriate language use, vocabulary expansion, and idea organization. These challenges can hinder writing development, making it essential for educators to provide specific strategies and support to enhance students' writing skills in a second language. One potential way to bridge these difficulties is by incorporating engaging and visual media, such as picture series, which can support students in organizing ideas and expressing them more clearly.

Incorporating suitable media into teaching can make writing instruction engaging and dynamic. Wahono and Qodriyah (in Wahono & Afifah, 2022) suggest that interactive media, such as multimedia presentations and digital storytelling tools, capture students' interest and motivate active participation, helping them overcome writing challenges. It aligns with the statement from Melly et al., (2024), a fun learning environment will be created for students when teachers can design engaging activities for the class. Students will want to engage fully in the learning activities if they are enjoyable. Putri et al., (2024) also state that to enhance students' capacity to acquire new and foreign vocabulary,

engaging and entertaining activities are required. Mastering various text types, such as procedure texts, is also crucial. These texts teach students to convey instructions and processes clearly, enhancing their overall writing skills and ability to communicate practical information effectively.

Understanding procedure texts, which explain how to perform tasks step-by-step as Nurhasan (2011) said, can significantly address writing challenges. Mastering these texts is especially beneficial for vocational high school students, as it enhances their technical communication skills essential for success in their fields. Through observations and questionnaires conducted by the researcher, it was found that vocational high school students majoring in automotive still had difficulties in writing English texts, particularly procedure texts. These students often struggle with expressing ideas, writing sentences with appropriate grammar and vocabulary, and organizing their thoughts coherently. One contributing factor to these difficulties is the nature of English for Specific Purposes (ESP). Since these students are in a vocational high school focusing on automotive studies, they encounter specialized vocabulary that is uncommon in general English education. The technical terms and industry-specific language required for writing procedure texts in the automotive field can be challenging for students who are not yet proficient in general English. Therefore, they face a dual challenge: mastering both general English language skills and the specialized vocabulary pertinent to their field of study. Understanding and addressing these ESP needs is crucial. Tailored instruction that integrates both language skills and technical vocabulary can help students overcome these hurdles. By focusing on the specific linguistic demands of the automotive industry, educators can better prepare students to write clear and accurate procedure texts, ultimately enhancing their overall communication skills and professional readiness.

The lack of students' motivation in writing English texts is one of the major causes of their difficulties. Many students have the mindset that writing a procedure text is very difficult, especially due to the uncommon and technical vocabulary associated with their field of study. This perception makes the task seem daunting, leading to a lack of enthusiasm and confusion when they listen to the teacher's explanation. Consequently, the students often appear disengaged and struggle to grasp the concepts being taught. Addressing this motivational barrier is essential to improve their writing skills and overall learning experience.

Incorporating media into the teaching process can significantly enhance student engagement and learning outcomes. According to Brinton (2001) media can motivate students to be more active in the classroom by appealing to their senses and helping them process information more easily. For instance, using pictures as media in the teaching and learning process has been shown to improve students' writing skills. One particularly effective method is the use of picture series, which provide a visual representation of each step in a process, making it easier for students to understand and follow along. This visual aid helps students organize their thoughts and structure their writing more coherently. By breaking down the procedure into a series of images, students can more easily grasp the sequence of activities involved, reducing their anxiety and boosting their confidence in writing.

Writing procedure text is one of the materials that is taught in tenth grade of SMK Dipongoro Depok Yogyakarta. Based on the preliminary research, the researchers found that many students face difficulties in mastering this skill. The first is the students found it difficult to develop sentences for their text writing although they might have interesting ideas for possible topics. The second problem in writing is the lack of vocabulary, in

which many of them didn't write with the clear aspect of procedure text. Third, many students lack motivation and struggle to engage in writing tasks, possibly due to the absence of effective motivational strategies from teachers.

Regarding those problems which are usually found in learning of writing procedure text, the writer intends to use picture sequences as media to improve the students' capability in writing procedure text. As (Saputra, 2023); (Wahono & Afifah, 2022); (Wright, 1989), said using picture series is one of the strategies, according to the study, that works particularly well for students' English writing abilities. Students will see a wide variety of vocabulary through the use of pictures. It is well acknowledged that vocabulary is the most crucial component of English. It will be challenging for the students to write without it. Since students encounter these pictures on a daily basis, the picture series is highly appropriate for their condition. Rohaniyah & Mari (2022) also states using images as visual aids is intended to improve quality learning outcomes and boost the effectiveness and efficiency of teaching and learning. That is, they will find it easier to learn and understand the terminologies. picture series that are used in the classroom when the lecturer brings in some picture series. The picture has to be a common picture for them. This is crucial in order for them to be understandable. Firstly, the person who speaks needs to clarify their writing skill. Next, describe the writing skill using the illustration. To help students write better, the teacher might point out the key details in the image. The speaker may, for instance, use the photo of the classroom. Upon examining the image, kids will acquire a wide range of vocabulary. Afterwards, they can use those vocabulary words to write something.

Using picture series has several appealing characteristics, such as making the learning process more engaging and helping students grasp vocabulary and sentence structure more effectively. Inspired by these features, this study aims to implement the method in a different school setting to explore its potential in addressing students' writing challenges. Picture series are accessible and visually engaging, sparking students' imagination while breaking down complex processes into manageable steps. This approach enhances students' ability to write clear and detailed procedure texts (Sa'diyah, 2010). According to Harmer (2010), pictures are frequently used to contextualize grammar and vocabulary for students, facilitating easy information retrieval and aiding in grammar and vocabulary acquisition. Thus, integrating picture series into English learning improves text comprehension, supports grammar and vocabulary development, and makes learning enjoyable and effective.

Moreover, six applications of images as visual aids in language instruction are listed by (Harmer, 2007). First, according to Harmer, that image is utilized for drilling. It is helpful for practicing vocabulary, grammar, and sentences. Secondly, pictures are used for communication. It offers a range of classroom communication exercises. Third, according to Harmer, that image aids comprehension. By looking at the photographs, students will gain a knowledge of people, items, and even a set of instructions. Asking pupils to select a picture as the answer to a question makes it simple to assess their comprehension. Fourth, the image serves as decoration. This indicates that the image can be used as a medium to engage students. Fifth, the picture is for prediction. It means that the picture depicts the story's activities; it can allow students to estimate what is occurring or doing in the photos. And the last one is for discussion. There are many questions which occurred in the pictures.

To explore the effectiveness of collaborative versus individual learning, this study engaged students in both group and individual writing tasks. In group work sessions,

students were organized into small peer groups consisting of 3–4 members, encouraging peer discussion and collaborative decision-making in developing procedural texts using picture series. Each member actively contributed to identifying key vocabulary and sequencing steps based on the visual prompts. In contrast, during individual sessions, students independently analyzed the picture series and constructed the procedural texts without peer support. This dual approach allowed the researcher to observe how interaction, peer assistance, and independent reasoning influenced students' writing performance and preferences.

Based on the explanations above, the focus of this research is on understanding the effectiveness of different working methods for students completing procedural text tasks. Specifically, the study aims to address the question: Do students perform better on procedural text tasks when working in groups compared to working individually?

METHOD

This study involved 22 tenth-grade students of SMK Diponegoro Depok Yogyakarta who participated without any exclusion criteria. The study utilized a qualitative approach to evaluate students working in groups versus individually in completing procedural text tasks using a picture series strategy. Each student completed a total of four tasks: two group tasks and two individual tasks. Before assigning the tasks, a questionnaire was distributed to collect data on students' work preferences and their understanding of procedural texts. The four tasks were administered in two separate sessions to avoid fatigue and ensure the quality of the work. In the first session, students were divided into small groups to complete two procedural text tasks using a picture series. In the second session, students individually completed two different procedural text tasks.

After the tasks were completed, interviews were conducted to further explore students' preferences and experiences regarding the different working methods. Data from the questionnaires and task results were analyzed using descriptive statistical methods to determine significant differences between group and individual work in completing procedural text tasks. Additionally, qualitative analysis was performed on the questionnaire responses and interview data to gain a deeper understanding of students' preferences and experiences. The aim of this study was to determine the effectiveness of group work compared to individual work in completing procedural text tasks using a picture series strategy, as well as to understand students' preferences and experiences related to these working methods.

FINDINGS AND DISCUSSION

From the distributed questionnaire, the results show that the majority of students (78.9% or 15 students) hope to directly practice writing procedural texts in their learning. Students primarily face difficulties in understanding the technical terms within procedural texts, with 68.4% (13 students) identifying this as a challenge. To master procedural texts, 84.2% (16 students) feel the need to expand their related vocabulary. Regarding the desired teaching materials, 94.7% (18 students) prefer information and communication technology (ICT)-based learning resources, such as audio materials, online applications, or interactive multimedia (like picture series). Additionally, 78.9% (15 students) prefer learning about procedural texts in small groups. These results indicate a student preference for practical learning approaches, a need for enhanced technical vocabulary,

and an interest in using technology for learning procedural texts, as well as a tendency to work in small groups.

The Result of Group Work for Procedure Text

The table below presents the grades from students' group work. In the first set of grades, all students achieved a perfect grade of 100, while in the second set, the grades varied, though some students still achieved a grade of 100.

Students	1 st grade	2 nd grade
S1	100	86,95
S2	100	90,32
S3	100	100
S4	100	60,34
S5	100	86,95
S6	100	100
S7	100	60,35
S8	100	90,32
S9	100	86,95
S10	100	90,32
S11	100	86,95
S12	100	96,55
S13	100	100
S14	100	60,35
S15	100	96,55
S16	100	100
S17	100	100
S18	100	86,95
S19	100	60,35
S20	100	86,95
S21	100	96,55
S22	100	100
Mean	100	87.44

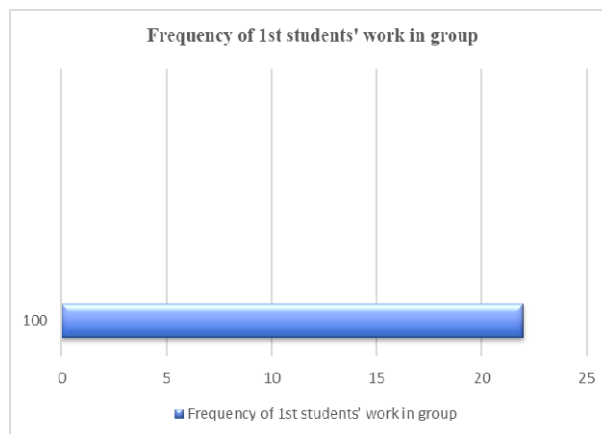


Chart 1. 1st grade of students' work in group

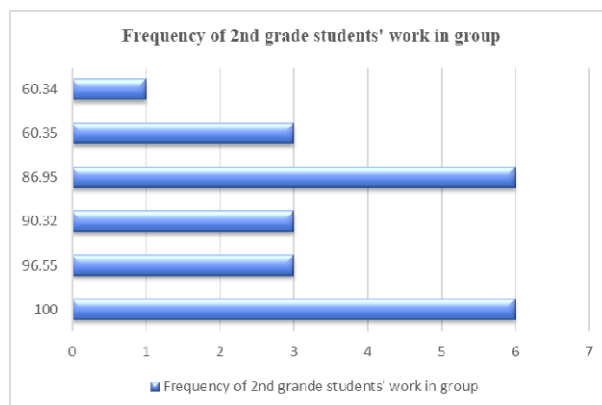


Chart 2. 2nd grade of students' work in group

The 1st grades provided in the table indicate that all students (S1-S22) achieved a perfect score of 100. This outcome can be explained by several factors that contributed to the students' success. Firstly, the assignment given was relatively easy. The low difficulty level ensured that students could complete the task correctly without much struggle. Easier assignments help in ensuring that students can grasp and apply the concepts being taught effectively. Secondly, the teaching method used played a significant role in the students' success. Students were asked to fill in columns and match them with provided pictures. The necessary vocabularies were also provided at the top of the assignment. This kind of guided exercise helps students easily identify the correct answers and avoid mistakes. Additionally, the students worked in groups to complete the task. Group work allows students to discuss and assist each other in understanding the assignment. Collaboration within the group enhances their comprehension of the material and enables them to cross-check their answers. By working together, students can ensure that they all respond correctly, leading to perfect scores.

This result demonstrates the effectiveness of the teaching method and the assignment provided. By offering easily understandable tasks and sufficient support, students can achieve a solid understanding of the material. Group work has also proven to be effective in boosting student success. All these factors contributed to the perfect scores achieved by all the students in the class.

The 2nd grades provided for the second assignment, where students were asked to identify different types of words in a procedural text, show a wider range of scores compared to the first assignment. The scores range from 60.34 to 100, with an average of 87.44. This variation indicates that students had differing levels of success in completing this task. In this assignment, students were required to identify imperative words, transitional words, nouns, tools and materials, and unfamiliar words. The significant variance in scores suggests that many students struggled to differentiate between these types of words. Identifying specific word types in a text requires a higher level of comprehension and analytical skills compared to the first assignment. This task demands that students not only recognize words but also understand their functions within the context of the text. For instance, distinguishing between imperative and transitional words involves understanding their roles in giving commands versus linking different parts of the text. Similarly, identifying nouns, tools, and materials requires an understanding of categories and context.

The challenges faced by the students highlight the need for additional instruction and practice in these areas. Students may benefit from more targeted lessons that focus

on the characteristics and functions of each type of word. Interactive activities and examples can help reinforce these concepts. Additionally, providing feedback and corrective guidance on their assignments can help students learn from their mistakes and improve their understanding. Overall, while the average score is relatively high, the range of scores indicates that there is room for improvement in teaching students how to identify and differentiate between various word types in procedural texts.

The Result of Individual Work for Procedure Text

The table below presents the grades from students' group work. In the first set of grades, several students achieved high scores, with one student getting a perfect score 100. For example, S3 scored 100, indicating a strong understanding and accurate completion of the assignment. While in the second set, the grades also varied, though some students still achieved a grade of 100. Given the new set of scores and considering that "-" represents students who did not attend the class, the researcher needs to exclude these non-attendance instances from this analysis.

Students	1 st grade	2 nd grade
S1	89,4	100
S2	-	100
S3	100	100
S4	94,8	100
S5	94,8	100
S6	84,2	100
S7	84,2	100
S8	94,8	100
S9	-	88
S10	89,4	77
S11	89,4	77
S12	-	100
S13	89,4	100
S14	94,8	77
S15	-	100
S16	78,9	77
S17	-	100
S18	78,9	100
S19	89,7	77
S20	-	77
S21	-	77
S22	-	100
Mean	89.48	92.14

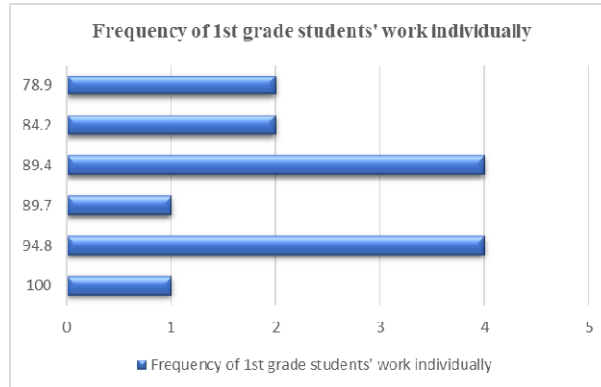


Chart 3. 1st grade of students' work individually

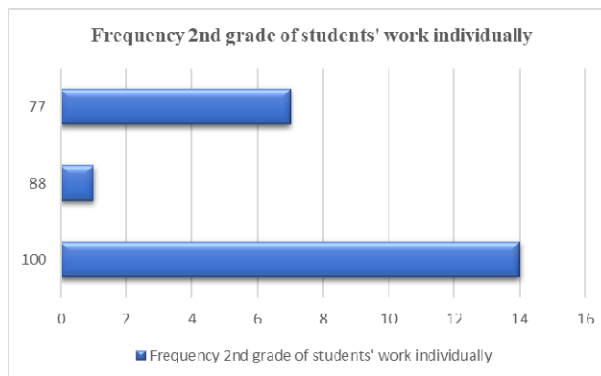


Chart 4. 2nd grade of students' work individually

The data for the 1st grade students (S1-S22) indicates a range of scores from 78.9 to 100, with a mean score of 89.48. The scores reflect the students' performance on an assignment where they were given a procedural text with blank words in every sentence. The students were tasked with completing the sentences using a provided vocabulary list, which was categorized by word types. Additionally, the assignment included a series of pictures to aid the students' understanding and contextualization of the vocabulary. The high scores, ranging from 94.8 to 100, suggest that these students were able to accurately match the vocabulary words to the appropriate blanks in the procedural text. This indicates a strong grasp of the vocabulary and an ability to understand and apply the words correctly within the given context. The presence of mid-range scores, between 84.2 and 89.7, shows that while these students performed well overall, they made some errors, suggesting a need for further practice and reinforcement. The lower scores, at 78.9, highlight that some students faced greater challenges in completing the assignment. These students may have struggled with understanding the context or the specific vocabulary, indicating areas where additional support and instruction may be necessary. Several students have missing scores, which is due to various reasons such as absence. These gaps in data should be addressed in future assessments to ensure a comprehensive understanding of all students' capabilities and needs.

The design of the assignment, which involved filling in blanks in a procedural text using a categorized vocabulary list, was aimed at helping students understand the function and type of each word. The inclusion of picture series provided a visual context, which likely aided in comprehension and made the task more engaging and accessible for young learners. Overall, the grades reflect a generally high level of performance, suggesting that the majority of students benefited from the structured support provided by the vocabulary

list and pictures. However, the variability in scores indicates that while the teaching method was effective for many, there is still a need for targeted support to help all students achieve a consistent level of understanding and skill in completing such assignments. The mean score of 89.48 demonstrates that the majority of the class performed well, but the lower scores and missing data points highlight the importance of ongoing assessment and individualized instruction to address the diverse learning needs within the classroom.

The grades for the 2nd-grade students range from 77 to 100, with a mean score of 92.14. These grades reflect their performance on assignments related to identifying different types of words in procedural texts, including imperative words, transitional words, nouns, tools and materials, and unfamiliar words. The majority of students (17 out of 22) scored above 90, indicating a strong understanding and proficiency in identifying and categorizing words within procedural texts. This suggests that the students have grasped the concepts taught and applied them effectively in their assignments. However, there are a few students (5 out of 22) who scored below 90, with scores ranging from 77 to 88. This might indicate some difficulty in distinguishing between different types of words or understanding their functions within procedural texts. Overall, the high mean score of 92.14 indicates a generally solid performance among the 2nd-grade students in this aspect of language learning. It also suggests that while most students have mastered the concepts, there is room for targeted support to help those who may need additional assistance in grasping the nuances of word types within procedural texts.

The Result of Students' Interview

This interview transcript captures direct insights from students regarding the use of picture series and their preferences when completing procedural text-based assignments. During the interview, I asked them about their views on the effectiveness of using picture series in aiding their understanding of the given task context. Additionally, students were asked to share their preferences between working individually or in small groups, along with the reasons behind their preferences. Here is the transcript of interview:

Interviewer: "Bagaimana menurut kalian penggunaan gambar seri dalam mengerjakan tugas ini? Apakah gambar-gambar tersebut membantu kalian?"

Student 1: "Ya, sangat membantu. Dengan gambar-gambar itu, kami jadi lebih mudah memahami apa yang harus ditulis. Gambarnya membantu kami membayangkan situasinya. Kalau ada yang tidak tau artinya bisa lihat di gambar dan melihat bagaimana bentuknya alatnya."

(Yes, very helpful. With the pictures, it was easier for us to understand what to write. The pictures help us visualize the situation. If someone doesn't know the meaning, they can look at the picture and see what the tool looks like.)

Student 2: "Saya juga setuju. Gambarnya sangat membantu. Saya bisa melihat apa yang terjadi dalam setiap langkahnya, jadi kami tahu kata-kata apa yang harus digunakan."

(I also agree. The pictures are very helpful. I can see what's happening in each step, so we know what words to use.)

Interviewer: "Apakah kalian lebih suka mengerjakan tugas ini secara individu atau dalam kelompok kecil? Mengapa?"

Student 1: "Saya lebih suka diberikan tugas dalam kelompok kecil. Karena bisa berdiskusi dan saling membantu jika ada yang tidak mengerti."

(I prefer to be given tasks in small groups. Because we can discuss and help each other if someone doesn't understand.)

Student 2: "Betul. Kalau ngerjain sama kelompok kecil lebih mudah. Kami bisa belajar bersama dan itu buat tugas jadi lebih mudah."

(That's right. It's easier to work in small groups. We can learn together and that makes the task easier.)

Interviewer: "Apakah ada hal lain yang menurut kalian membantu dalam mengerjakan tugas ini?"

Student 1: "Vocabulary list yang diberikan juga sangat membantu. Saya jadi tahu kata-kata apa yang harus digunakan dalam procedure text dan bagaimana menggunakannya."

(The vocabulary list is also very helpful. I know what words to use in procedure text and how to use them.)

Student 2: "Karena ada vocabulary list jadi membantu menentukan kategori kata yang ada pada procedure text."

(The vocabulary list helps determine the category of words in the procedure text.)

Interviewer: "Apakah ada kekurangan atau tantangan yang Anda hadapi dengan gambar seri yang diberikan untuk tugas ini?"

Student 1: "Oh ini Bu, kadang gambarnya itu terlalu kecil jadi sulit melihat detailnya."

(Oh, this ma'am, sometimes the picture is too small so it's hard to see the details.)

Student 2: "Iya, betul. Kadang juga gambarnya gak jelas itu aktivitas apa. Jadi bingung menentukan aktivitas di dalam gambar tersebut."

(Yes, that's right. Sometimes the picture is not clear what the activity is. So it's confusing to find the activity in the picture.)

The interview transcript with students indicates that the use of picture series in procedural text-based assignments positively contributes to facilitating students' understanding of the task context. Students stated that these pictures help them visualize the activities described in the text, making it easier for them to identify appropriate words and understand the sequence of steps to be taken. Students expressed a preference for working in small groups. They felt that collaboration in small groups allows for deeper discussions, mutual assistance in problem-solving, and strengthens their understanding of the material being taught.

The interview also highlighted some drawbacks of using picture series. One of the main challenges mentioned was the small size and lack of clarity of some pictures, which could affect students' ability to see details and identify the activities depicted clearly. Overall, this interview transcript affirms the use of picture series as an effective visual aid in procedural text learning. However, attention to the quality and resizing of pictures is necessary to enhance effectiveness in supporting students' understanding. Students' preference for working in small groups also underscores the importance of collaboration in improving their learning experience and academic achievement.

CONCLUSION

The data shows that the average grades when students worked in groups were 100 for grade 1 and 87.44 for grade 2, while working individually resulted in averages of 89.48 for grade 1 and 92.14 for grade 2. This indicates that overall, students performed

better when working in groups. This finding aligns with the interviews and questionnaires, where the majority of students (78.9%) expressed a preference for working in groups. From the interviews, they mentioned that group discussions helped them better understand the material and support each other in problem-solving, which may explain why their academic performance was better in this context.

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