

THESIS

**THE EFFECT OF USING PICTURE SERIES MEDIA IN TEACHING
PROCEDURE TEXT TO IMPROVE STUDENTS' ENGLISH WRITING
ABILITY AT 1 MAN MAJENE**



BY

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ABSTRAK

YULIANTI: Pengaruh Penggunaan Media Gambar Seri Dalam Pengajaran Teks Prosedur Untuk Meningkatkan Kemampuan Menulis Siswa di MAN 1 Majene. Skripsi, Majene: Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan media gambar seri memiliki pengaruh yang signifikan atau tidak dalam pengajaran teks prosedur untuk meningkatkan kemampuan menulis siswa, dan untuk mengetahui persepsi siswa terhadap penggunaan media gambar seri dalam pengajaran dan pembelajaran teks prosedur. Metode penelitian yang digunakan adalah kuantitatif dengan jenis quasi experiment dimana sampel yang digunakan terdiri dari 2 group. Dalam mengambil sampel, penelitian ini menggunakan simple random sampling dimana kelas XI Tahfidz 2 sebagai kelas eksperimen dan XI Tahfidz 1 sebagai kelas control, jumlah siswa pada masing-masing kelas sebanyak 20 orang. Kelas eksperimen diajarkan menggunakan media gambar seri atau yang mendapatkan perlakuan sedangkan kelas kontrol dengan media konvensional atau tanpa perlakuan. Instrumen penelitian ini adalah tes dan angket. Hasil nilai rata-rata pretes dan postes kelas eksperimen adalah (54.75) dan (82.00) sementara hasil uji paired sample test dan independent sample t-test menunjukkan nilai sig. (2-tailed) $0.000 < 0.05$. Oleh karena itu penggunaan gambar seri memiliki pengaruh yang signifikan dalam meningkatkan kemampuan menulis teks prosedur siswa. Pada analisis data angket jawaban siswa nilai rata-rata jawaban siswa adalah 82.13% yang berada dalam kategori sangat setuju. Implikasi penelitian ini, penggunaan gambar seri dapat meningkatkan kemampuan menulis teks prosedur siswa, meningkatkan kosakata, minat dan motivasi siswa dalam pembelajaran menulis teks prosedur. Ini dapat menjadi strategi yang efektif bagi guru dalam mengajarkan teks prosedur karena picture series adalah media visual yang membantu siswa memahami langkah-langkah yang lebih jelas selain itu, peneliti selanjutnya dapat menggunakan gambar seri dengan keterampilan bahasa Inggris yang berbeda seperti berbicara dan membaca.

Kata kunci: Menulis, Teks Prosedur, Gambar Seri.

ABSTRACT

YULIANTI: The Effect of Using Picture Series Media in Teaching Procedure Text to Improve Students' English Writing Ability at MAN 1 Majene. **Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine whether the use of picture series media has a significant influence or not in teaching procedural texts to improve students' writing skills, and to determine students' perceptions of the use of picture series media in teaching and learning procedural texts. The research method used is quantitative with a quasi-experimental type where the sample used consists of 2 groups. In taking samples, this study used simple random sampling where class XI Tahfidz 2 as the experimental class and XI Tahfidz 1 as the control class, the number of students in each class was 20 students. The experimental class was taught using picture series media or those who received treatment while the control class with conventional media or without treatment. The instruments of this study were tests and questionnaires. The results of the average pretest and posttest scores of the experimental class were (54.75) and (82.00). The results of the average pretest and posttest control class was (52.25) and (65.00). While the result of paired sample test and independent sample t-test showed a sig. (2-tailed) value of $0.000 < 0.05$. Therefore, the use of picture series has a significant effect in improving students' procedural text writing ability. In analysis the data of students' response questionnaire, the average value of students' response was 82.13% which is in the strongly agree category. The implication of the research, using picture series can increase student writing procedure text ability, increase the students' vocabulary, interest and motivation in learning to write procedure text. This can be an effective strategy for teacher in teaching procedure text because picture series is a visual media that help students understanding the steps more clearly. Beside that, the next researcher can use the picture series with different English language skill such as speaking and reading.

Keyword: Writing, Procedure Text, Picture Series.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of this study. Then explains about of problem identification, problem formulation and limitation, research objective as well as research benefits.

A. Background

Writing is a language skill used a way to communicate by expressing thoughts and feelings clearly trough written symbols, so others can understand. Trough writing, we can fully express ourselves, it is a creativity where we puit ideas into written form to tell stories give information, persuade or entertain (Azhar 2025). Writing can serve various functions such as researching a subject, keeping a record of events, conveying thoughts without the need for direct communication and understanding the rules of written discourse (Naibaho et,al 2024).

According to Harahap (2020) writing is the skill in teaching and learning of English which has purpose to compose ideas into sentence, paragraph or text. In the writing, students can show their characteristic by arranging the words, sentences, or paragraphs into text. Writing is not just about pouring out ideas; some process that need to be considered during writing that are process or stages such as planning, drafting, revising and editing must be followed (Usman et,,al 2025).

However, writing skill is also considered difficult especially in studying English as a second language. Based on the result observation made by the researcher at MAN 1 Majene. There are many students experienced difficulties in terms of writing includes writing procedure text such as they have difficulties in creating the sentences, composing the steps of procedure text. the students do not understand about the generic structure and language features they also lack of vocabulary, less motivation or not excited to take part in learning writing. In this case, it is supported by the

other research who explained those students difficulties were related to content, organization ideas, language use, vocabulary and mechanic (Wardana et, al. 2022). the students struggle to organize and expand their ideas into well developed and cohesive paragraphs. This challenge reflects their inability to select the appropriate words or phrases, leading to writing that is unclear and lacks engagement (Azzahra, et.al, 2025). As Hew and Cheung cited in Gendroyono (2021) stated that Students have low motivation in writing. When teachers ask them to write a paragraph or text, they seem uninterested and unwilling to do it.

In writing, the teacher and students can be used of various types of media to write procedure text one of them is picture series, picture series is a way to deal with issues in teaching writing. picture is an example of an image that can be used as a two-dimensional representation of a person, location, or object (Magnifico in Tondang, 2023). In this study the researcher will use picture series media in teaching procedure text to overcome the students' difficulties and to improve students' writing ability, the reason why the researcher choose picture series because it has many benefits for students to write. As Noviati et,.al (2022) stated that picture series picture series is a very suitable media for use in the teaching and learning process. It can make to stimulate students' mind and generate ideas and also attract their attention and increase the motivation. Picture can increase the students' writing procedure text and. It can enhance vocabulary and help students develop better writing skills. (Nasution, et.al, 2021)

There is the novelty of this research namely the questionnaire, the questionnaire in this research is one of the data collection technique that aims to find out the students' perception toward the use of picture series media in teaching or learning procedure text. The researcher determines the questionnaire as a research gap because no one of the previous studies used the questionnaire at all, and it is also important to be carried out. Based on the explanation above, the researcher interested to conduct the research about **“The effect of using picture series media in teaching procedure text to improve students' English writing ability.”** The researcher want to

know whether or not the use of picture series has a significant effect in teaching procedure text to improve students writing ability

B. Problem of Identification

Based on the background problems above, the research identificate three of problems from students difficulties in writing procedure text as follows:

1. Students have difficulties in making sentence, organizing ideas and steps.
2. Students are difficulties in understanding the use of generic structure, language features, social function in procedure text.
3. Lack of vocabulary and have less motivation in writing learning.

C. Problem Formulation and Limitation

Based on the explain above, the researcher limits the problems and will focus on two problems as follows:

The formulation of the research are:

1. Does the use of picture series media has a significant effect in teaching procedure text to improve students' writing ability?
2. What are the students' perceptions toward the use of picture series media in teaching or learning procedure text?

D. Objective of the Research

As indicate problem formulation above, the researcher determined the objective of research that has been conducted as follows:

1. To find out whether or not the use of picture series media has a significant effect in teaching procedure text to improve students' writing ability.
2. To find out the students' perception toward the use of picture series media in teaching or learning procedure text.

E. Benefits of the Research

To determine the benefits of the research, the researcher will explain the benefits of theoretically and practically as follows:

1. Theoretically

It is expected to be useful and beneficial as information for the teacher, for the student, for the researcher and hopefully with this study can give the accurate information to help develop for science knowledge in choosing the suitable media for learning writing especially to increase students' ability in writing procedure text.

2. Practically

It hoped that, it can overcome those students problems and help to improve their ability in writing procedure text. Through the use of picture series the students can learn and practice their writing skill for making sentences, developing ideas organizing ideas into written form. It is also hoped that it can increase the students' vocabulary and students' motivation in learning writing.

CHAPTER II

LITERATURE REVIEW

In this chapter, displays about literature review of some previous studies to support this study. The researcher discusses about the theoretical framework which includes of writing, procedure text, picture series, conceptual framework and hypothesis.

A. Previous Related Studies

There have been many a number of the others researchers who conducted about the use of picture series media to improve students writing procedure text ability. There are four previous studies to support this research as follows:

The research thesis conducted by Hasibuan (2020) the result finding showed that the experimental class after being given treatment was increased than the control class without being given treatment, the mean score of posttest experimental class was 77.5 and the mean score of posttest control class was 66.9 it can be said that the students who taught by using picture sequence got a higher score than the students who did not use the picture sequence. This research proven that, picture sequence media can improve students' ability in writing procedure text. The researcher conclude that using picture sequence media had a significant effect on students' writing procedural texts ability this was evident from the posttest results administered in both group.

The research journal conducted by Tarigan and Tambusai (2023). This research used an experimental method with two groups to examine the effect of picture series on students' ability to write procedural text. The purpose was to determine the effectiveness of picture series in improving students' writing skill. The result findings showed that the average score posttest of the experimental group was 85 and the average score posttest of

control class was 79.1 the mean score of experimental class was higher than the control class. Therefore this research conclude that students who write using media in the form of picture series get better achievements than students who write without using picture series in writing procedural texts. Students find it easier to learn and understand procedure texts by using picture series media. Picture series is effectively used in students writing procedure text.

The research journal conducted by Gendroyono (2021) this study used of action research method, the research aimed to exploring the improvement of the teaching and learning process writing procedure text using picture series. It is also intended to improving students writing ability as well as to identify the students improvement in writing procedure text. The researcher explained based on the result findings that using picture series encourages students to improve their ability to write procedural text and can increase their interest and motivation in class. picture series is excellent at presenting students with ideas for writing, the students' work is also more persistent to the topic than when not using series of picturealso, the students vocabulary and the use of suitable diction increased.

The research journal conducted by Zidni et, al (2022 this study used a quantitative method with a quasi-experimental design. It aimed to determine whether the use of picture series was effective in teaching procedural text writing and whether students' writing components improved after using picture series. The findings of this research was showed that after using picture series in the experimental class the students' writing components were increase like content, organization, and grammar, the result score for pretest and posttest was compared between experimental and control class. The students who get the treatment by using picture series stated to be increasing while the control class without treatment did not increase at all.

Table 2.1 Similarity and Difference Previous Studies and This Research

No.	The authors	The similarities	The difference	Key findings	This study
1.	Hasibuan (2020)	Using picture series, research variable, research method	Research population and sample, schedule and location, year of the study, questionnaire the topic of learning procedure text.	The result of research show that, there was significant effect of using picture sequence media on students' procedure text ability	This study will conduct the research about using picture series to improve students writing procedure text ability. It will use
2.	Tarigan & tambusai (2023)	Using picture series, research variable, research method. It is intended to improve students' writing procedure text ability	Research population and sample, research schedule and location year of the study, questionnaire the topic of learning procedure text	The result of research was show that picture series was effectively used in students' writing procedure text, students find it easier and understand it	the quantitative method with quasi experimental type in two group of experimental class and control class, this study is intended to find out whether or

3.	Gendroyono (2021)	Using picture series, research variable	Research population and sample research schedule and location, year of the study, questionnaire, qualitative method and the topic of learning procedure text	The result of research was show that the use of picture series give the effect on students' vocabulary mastery, increasing the students' interest and motivation, the use of appropriate diction also influential	not the use picture series has significant effect on students' writing procedure text ability and to find out the students' perception toward the use of picture series this study will be
4.	Zidni et.,al (2022)	Using picture series, research variable, research method	Research population and sample, research schedule and location, year of the study, questionnaire the topic of learning procedure text	The result of research was show the use of picture series was effective in teaching writing procedure text and students' writing components like content,	conducted at MAN 1 Majene as research location. Beside that, the researcher will discuss the material of procedure text with different topic like

				organization, grammar were increased	fried rice, sandwich and apple juice.
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B. Theoretical Framework

1. Writing

a. Definition of Writing

According to Siregar et, al. (2020) Writing is one of the language abilities used to speak indirectly. Writing is utilized by educated humans to record, convince, report and have an effect on others. This goal can most effective be completed if you will compose this thoughts without a doubt and easily understood. Prayogi et, al, (2022) stated that Writing involves creating writings that consistently include concepts, designs, or abstracted meanings from real-world occurrences. Always pay attention to the letter, word, and punctuation sounds when creating texts, and revise themselves or others. The majority of the changes were done to fix texts that contained misspellings, incorrect capitalization, incorrect periods, and incorrect interpretations. Thus, writing has a process and various aspects that need to be considered (Ramadhani, 2017).

Writing serves as a means to develop ideas and various communication activities. Writing falls under the category of productive skills in English subject. Productive skills are speaking and writing, because learners doing these need to produce language (Vebria & Azhar, 2016). According to Hararap (2018) Writing is a communication tool that allows students to arrange their knowledge and views to support arguments, express their feelings and thoughts on paper, and transmit meaning through well-written prose. Students practice writing in order to communicate in written form. They have practice to express the ideas and feelings in written form.(Wardhani & Alfian 2021).

In actuality, writing offers numerous advantages for both you as a person and as a student. Students can acquire all of the laws of their language and improve their ability to use the language to more logically organize their thoughts by writing. (Feberina and Musrafidin, 2023). Students should be writing in a language learning after listening, speaking and reading. In order to write well, students should be able to generate ideas, think through how to convey them, organize them into clear statements and paragraphs, and then review and edit their work.

b. Purpose of writing

In writing certainly has many purposes, many types of text each have a specific purpose in writing. Miller in Hausca (2017) stated that there are four of purpose in writing as follows:

1) To Inform

Writing is intended to inform a reading text or which contains writing with the intention for informing the reader about the events that occur and also giving the facts as evidence to support the writing itself. Beside that, for giving the information to the reader through writing the writing must contain accurate, clear, concise and objective information.

2) To Explain

To explain is also included in purpose of writing, in writing not only does it give information but aims to explain the information to the reader. In order to the reader can understand of message from information provided, the information conveyed must be as clear as possible.

3) To Persuade

The purpose of writing is to persuade persuade it means that, the writing is aim to persuades or convices the reader to engage with the writer's thought. The writer can affect the readers' mind through their writing.

4) To Amuse

In writing certainly is also purpose to amuse, the writer makes a writing text which contains some humor which aims to entertain and refresh the reader's mind.

c. Process of Writing

As stated by Harmer (2004) the writing process consist of four parts as follows:

1. Planning

Planning is a key stage in this step the writer must choose a topic to write about. The choice of subject depends on the author's own intentions. This step requires the writer to think about everything related to the topic and take detailed notes. Finally, writers need to consider the framework of their writing. The author writes the main points and subpoints

2. Drafting

The author starts writing. An outline serves as a writer's guide throughout the writing process. The writer must develop his ideas paragraph by paragraph. Paragraphs must be consistent

3. Editing

Writers edit drafts to improve content and style, making them more readable and engaging. During the editing process, the author must check the text. When writers edit a draft, they often make several changes, such as adding or deleting one or more paragraphs, rearranging paragraphs, adding or deleting entire sentences, rewriting sentences, and changing vocabulary.

4. Final draft

In the writing process, this step is crucial. The author had to revise their text at this stage. The writer needs to focus on the specifics of each sentence, paragraph, and word.

d. Types of writing text

As Anderson in Saldeniyah (2020) stated that there are two primary categories of written text: literally and factual as follows:

1. Narrative text is a tool that assists individuals in the organization of their thoughts and the exploration of new ideas and experiences.

2. Factual text

a. Narrative text is a tool that assists individuals in the organization of their thoughts and the exploration of new ideas and experiences.

b. Procedure text is a text that demonstrate a process in sequential sequence. The social function is to explain how something is done in its entirety through a sequence of series

c. Exposition texts are meant to present a viewpoint on a a subject and make an argument against it.

d. An information report text is a written document which provide details concerning to the topic

e. Recount texts are used to recount events or experiences in order to educate, amuse, or contemplate.

e. Assessment of Writing

The scoring writing of procedure text can be drawn as follows:

Table 2.2 Scoring Writing of Procedure Text

Components of writing	Score	Criteria
Content	4	The topic is clear and complete and the details are relating to the topic
	3	The topic is clear and complete but the details are almost relating to the topic

	2	The topic is clear and complete but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization	4	Materials/ingredients are complete and steps are clearly stated with proper connectives
	3	Materials/ingredients are almost complete and steps are stated with almost proper connectives
	2	Materials/ingredients are not complete and steps are not clearly stated with few misuses of connectives
	1	Materials/ingredients are not complete and steps are not stated clearly
Vocabulary	4	Effective choice of words and word forms
	3	Few misuses of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Language use	4	Effective complex construction
	3	Effective but simple construction
	2	Major problems in simple/complex construction
	1	Virtually no mastery of sentence construction rules
Mechanic	4	It uses correct spelling, punctuation, and capitalization

	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

(Jacobs et. al 1981)

2. Procedure Text

a. Definition of Procedure Text

Procedure text is one of the various types of writing that let students explain how something is done or go into detail about how is done (Tampubolon & Suprayetno 2022). According to Zidni et, al. (2022) Procedural text is one of kind of text that provides step by step instruction on bow to create, use, operate something with sequential steps. It's an instructional text that uses illustrations to guide readers through the process of making or operating something.According to Ameliah et,al. (2019) procedure text consists of a series of steps required to create something, a cup of coffee, fried rice, and fruit juice are a few examples of the steps that are associated to the procedure text. Students must be capable of expressing their understanding by composing procedural text.

Procedure text is one of the writing types that the students have to master well. It is hoped that students can create brief sections of many forms of text, including procedure texts. (Tarigan & Tambusai 2023). They should be able to create procedural text, which is utilized in education and daily life to complete task. So that, it is important for students to learn the procedure text. However, the students have a problems in writing procedure text include problems with ideas organization, difficulties of word selection, difficulties sentence structure, and language style usage. (Noviarti & Adnan, 2019).

b. Purpose of procedure text

The procedure text's primary goal is to describe how to accomplish a task, including the method, ingredients, and recipe. (Pratiwi & Susilawati, 2013). Procedure text is intended to tell specific structures, including purpose, materials, technique, and conclusion, on how to create or do something. According to Hartono in Tampubolon (2022) procedure text aims to instruct the reader on how to do something by providing clear sequential steps. This enables reader to visualize and understand the process, even if they have not previously attempted it, typically, such texts include tips or stage to guide the reader through the activity. Procedure text is a text which has a purpose to instruct someone on how something is done. Most students find it easier to provide verbal when asked about how to make or do something (Hausca, 2017).

c. Generic structure of procedure text

As Wadirman et, al. (2008) stated that the generic structure of procedure text as follows:

Goal/objectives: Give us the information that people need. In other words, the most important thing that readers should do is Text serves as a title or aim to clearly state what we must perform.

Materials: the items needed to make objects. When writing a procedure text, that is the most crucial thing to keep in mind because it will help us complete a task.

Method/steps: Information about how to make an object. Once the goal and materials are known, we need to do certain actions to get the intended result.

3. Picture Series

a. Definition of Picture Series

According to Ryan and Zuhri (2013) picture series is a collection or sequence of events, actions, or steps represented through photography, depicting people, places, or objects that occur in a specific order. By displaying some images that are relevant to the topic, picture series can assist students in creating or producing a procedure text. It can also foster their ideas and broaden their thought concerning on how to create or produce something. Through the use of media, students can readily create their knowledge during the learning procedure text. one type of media is picture series that tell a story.

According to Wright (1989) picture series is a sequence of image arranged sequentially in order to tell an event, story or explain a process. picture series is a form of visual media used in language learning that plays a crucial role in enhancing students' skills in reading, listening, writing, and speaking. Pictures are not merely a part of the teaching method; rather, through their depiction of places, objects, and people, they become an essential element of the overall learning experience that we need to help students engage with. Pictures have been used for centuries to help students comprehend different aspects of foreign languages. In this context, using picture series in writing instruction offers several benefits for students. Pictures help enhance students' interest and motivation, provide a sense of language context, and serve as specific reference points or stimulut for learning. Pictures give a true, concrete and realistics concept so it can help the students in generating ideas into written text. Enable the students to convey their thoughts about what they are going to write based on the pictures they see.

Figure 2.1 The Example of Picture Series



b. The function of Picture Series

As Wright (1989) stated that there are function of picture series in learning procedure text such as helping with contextual understanding pictures provide visual cues that help students grasp the content of text, supporting logical and chronological thinking picture series help students understand how a process unfolds from beginning to end, enhancing vocabulary and sentence structure mastery students can more easily associate words or phrases with their visual meanings, accelerating language comprehension and encouraging speaking writing skills picture series can be used to practice describing processes verbally or rewriting texts based on the provided image help understand the sequence of steps sequential pictures provide guide on the steps in a procedure, enhances creativity in writing and facilitate text structuring.

c. The Advantages of Picture Series

As Wening (2016) pointed out three of the advantages of picture series such as sequence of picture can help students for generating ideas about what they are going to write. Many students feel confused about what will they write first . Series of picture give stimulus for written production. These images indicate which event occurs first and which one follows. The second one is that picture series can encourage students in participating in the writing process. Finally, picture series can increase students' vocabulary. Picture series is an appropriate medium for teaching students new words in English. Students can create a story related to the images they see since they provide a genuine, tangible, and realistic concept. Picture also assist students in understanding and generating their ideas visually in writing sentences.

B. Conceptual Framework

The following is the conceptual framework of this research:

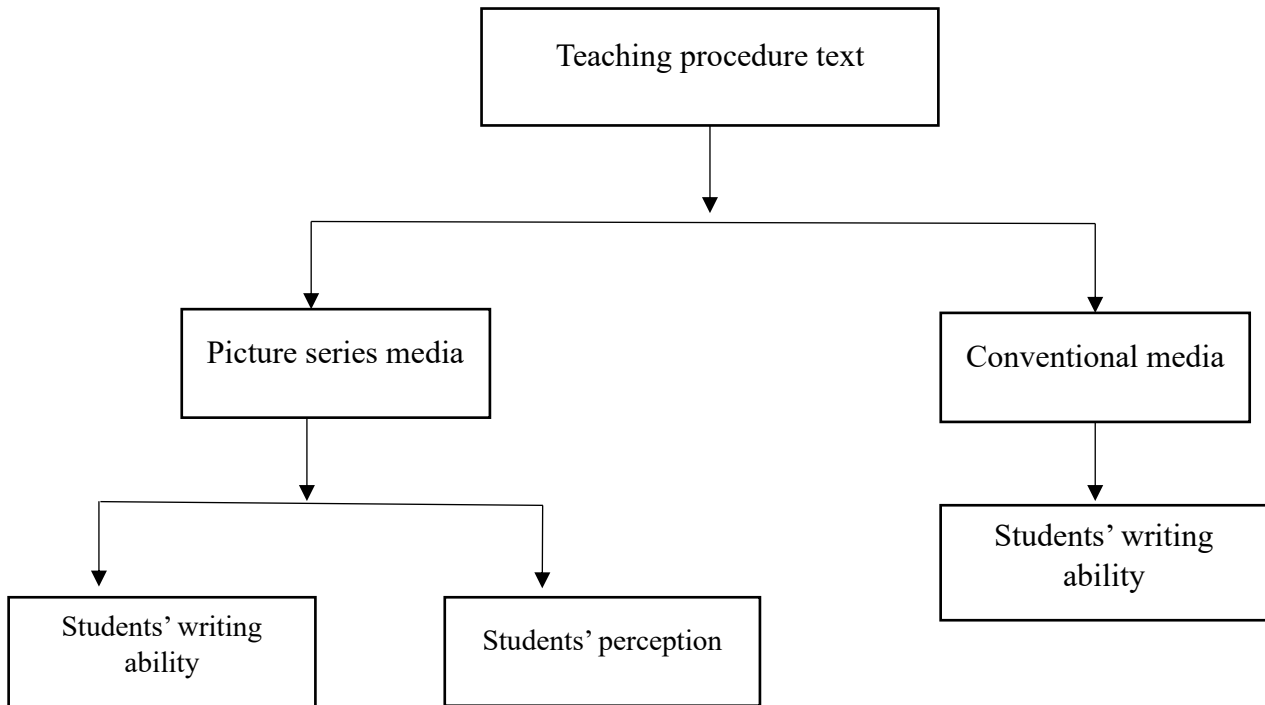


Figure 2.2 Conceptual Framework

The researcher taught writing procedural text in two group experimental and control class. Picture series media applied in the experimental class or (got treatment) and the control class with the conventional media (without treatment). The researcher administered the pretest and posttest to know the students' initial ability and the students' improvement before and after the treatment was given. Then the questionnaire was administered only for the experimental class to know about the students' perception toward the use picture series media in teaching or learning procedure text.

D. Hypothesis

H_0 : There is no significant effect of using picture series media in teaching procedure text to improve students' English writing ability.

H_a : There is a significant effect of using picture series media in teaching procedure text to improve students' English writing ability.

BAB V

CONCLUTION AND SUGGESTION

A. CONCLUSION

1. Students writing ability

Based on the finding result obtained from 2 research samples, the experimental class got an average value of 54.7500 and posttest with an average value of 82.0000. while in the pretest control class the average value was 52.2500 and average value of posttest was 65.0000 so that, the score obtained by the experimental class is higher than the control class, the result paired sample test of posttest experimental class showed the sig. (2-tailed) was 0.000 and the posttest of control class with sig. (2-tailed) was 0.000. So H_0 is rejected and H_a is accepted beside that, the average value of n-gain score in the experimental class was 0.60 which is in the medium category. In the minimum completeness criteria for the experimental class 85% of students passed and 15% of students not passed. In the control class 6% of students declared to have met the minimum completeness criteria and 14% other students do not fulfill it. It indicate that experimental class using picture series has a significant increase in learning outcomes compared to the learning outcomes of students in the control using conventional media.

2. Students perception

In the questionnaire data result, there were 8 students who in the agree category percentage of 40% and 12 of other students were in the strongly agree category with a percentage of 60% . the number of respondents were 20 students. The data proved that the average students response to the use of picture series media in teaching and learning procedure text was in the strongly category namely 82.13%. it can be concluded that picture series can raise students' enthusiasm in taking part the learning process, picture series has a positive influence on improving students writing because, picture series is a suitable media in teaching or learning to write procedure text.

B. Suggestions

In this research, there is a suggestions that has been determined by the researcher namely for the teacher, students and the next researcher as follows:

1. The English teacher

The English teacher is expected to be able to choose and use the other media apart from the media available at school, for example picture series especially in learning procedure text. Because this research had been proven that the use of picture series can improve students' writing ability and increase students' interest with fun learning.

2. The students

The students are expected can learn and practice to write procedure text, both at school and at home using picture series. in order to develop and improve writing even better

3. For the next researchers

Hopefully, this scientific paper written by the researcher can be useful and beneficial for the future researchers in terms of learning and development science.

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