**THE USE OF PICTURE SERIES IN IMPROVING STUDENTS'
WRITING PROCEDURE TEXT**

THESIS

Submitted by

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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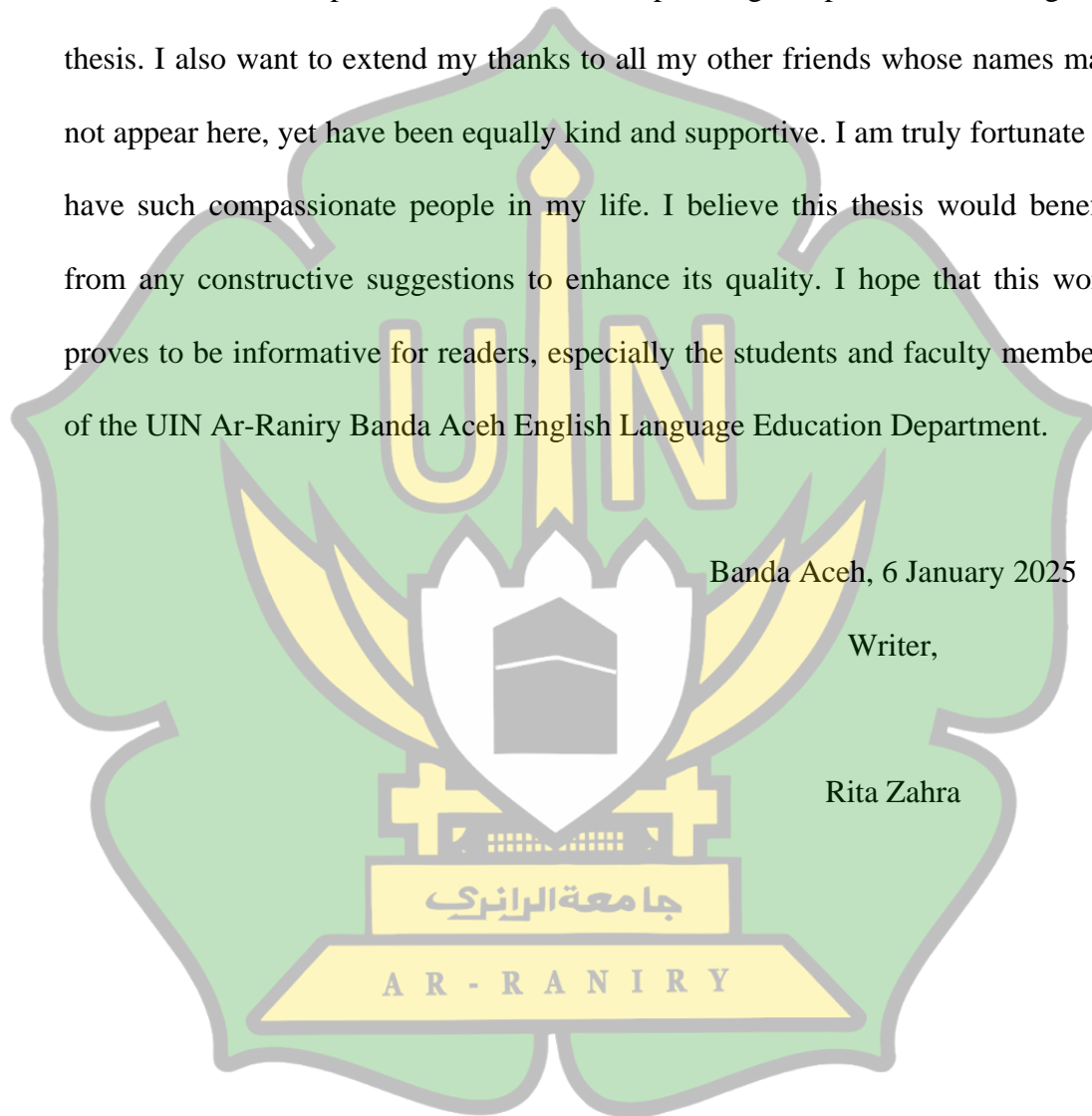
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ABSTRACT

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The picture series technique has been recommended as an effective tool for teaching English writing, particularly in supporting pre-writing activities. This study aimed to explore the use of picture series in improving students' ability to write procedure texts at Junior High School PKPU, Aceh Besar. The research employed an experimental design with a quantitative approach, using tests to collect data from the students. The results were analyzed using SPSS, and the findings revealed a (2-tailed) significance value of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test scores. The pre-test average score was 64.1, while the post-test average score increased to 83.75, showing an improvement in students' writing skills. This suggests that the use of picture series has a positive impact on students' ability to write procedure texts. In conclusion, the picture series technique plays a crucial role in enhancing students' writing skills in procedure text.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is a crucial skill necessary for achieving academic success and facilitating effective communication. Among the various forms of writing, procedure texts hold particular significance as they deliver clear, step-by-step guidance for accomplishing tasks. These texts demand clarity, coherence, and a logical order of steps, which can pose challenges for many learners.Before, the researcher had made initial observations by teaching at junior high school PKPU,Aceh Besar, with procedural text material, which still used writing. The researcher observed that there were still many students who wrote procedural texts incorrectly, thus causing the students grades to not reach the standard level that had been set at school. The researcher wants to apply the picture series in teaching writing procedure textsto improve students' skills in writing procedural texts. Picture series collections of images that depict a process provide an engaging method to enhance students' writing capabilities. By offering visual context, picture series can assist students in grasping how to organize their ideas and recognize the importance of sequencing in procedure texts. Visual aids help bridge the divide between abstract ideas and concrete understanding, making the writing process more accessible.

Research indicates that incorporating visuals into teaching can substantially boost student engagement and motivation. For example, Hattie (2009) asserts, "The use of visual imagery in instruction promotes greater

retention and understanding." This is especially relevant in writing education, where students may feel daunted by the complexities of language and structure. Picture series can foster a more welcoming environment that stimulates creativity and exploration in writing.Moreover, the cognitive advantages of utilizing picture series go beyond mere engagement. They serve as scaffolding to help students refine their writing skills. When students are shown a series of images, they are encouraged to think critically about the steps involved in a given process. This promotes a deeper understanding of how to structure their thoughts and articulate them clearly in written form. As Graham and Perin (2007) pointed out, "The effectiveness of writing instruction can be greatly enhanced by incorporating visual strategies that help students organize their thoughts."

Despite the benefits of picture series, there is still a scarcity of empirical studies specifically analyzing their effects on writing procedure texts. Although many educators have anecdotal evidence supporting their effectiveness, thorough research is needed to substantiate these claims. Gaining insight into how picture series affect students' writing abilities is essential for creating effective instructional methods that can be broadly applied in classrooms.Furthermore, the application of picture series accommodates various learning styles, particularly aiding visual learners. Students possess diverse preferences for how they absorb information, and incorporating visual elements into writing instruction fosters an inclusive learning environment. This variety in teaching strategies can result in enhanced outcomes for all

students, irrespective of their individual learning styles. As Tomlinson (2001) emphasized, "Differentiation in instruction is essential for meeting the needs of all learners."

The role of picture series in writing instruction is further supported by constructivist learning theories. This educational philosophy underscores the significance of active engagement in the learning process. When students interact with visual stimuli, they build knowledge through exploration and inquiry. As Piaget (1976) suggested, "Knowledge is constructed through interaction with the environment." This kind of active involvement is vital for developing writing skills, prompting students to think critically and reflectively about their work.

In this research, the writer uses picture series to teach procedure text writing because according to the writer it will be more enjoyable and interesting. Based on description above, the writer most interested to explain it into the research with the title The Use of Picture Series in Improving Students' Writing Procedure Text.

B. Research Question

This study is guided by the following question:What does extant the use of pictures series improves students' writing skills in procedure text material?

C. The Aim of the Study

The aim of this research study is to find out improve of use of pictures series is in improving students' writing skills in procedure text material.

D. Significance of Study

This study is expected to be beneficial both in terms of theory and practice, assisting students in enhancing their comprehension and development of writing abilities. The advantages are summarized as:

1. Theoretical

This research provides a more thorough insight into employing the picture sequence method in writing instruction. Moreover, it assists in determining the most efficient approach for delivering writing lessons.

2. Practical

a. This research is expected to boost students' enthusiasm for writing in schools.

b. For teachers, this research can help identify the most effective technique for assisting students with writing.

E. Hypothesis

Danim and Dervish (2003) explain that scientists sometimes use the symbols H1 (Ha) or Ho to represent hypotheses in a research topic. The symbol H1 (Ha) denotes the accepted hypothesis, while Ho represents the rejected hypothesis.

H1: There is an impact of utilizing picture series in students' writing of procedural texts.

H0: There is no impact of using picture series on students' writing of procedural texts.

F. Terminology

To avoid understandings about this study, the researcher specifies some terminologies. The following are the specifics:

1. Picture Series

   Raimes (1983) asserts that visual tools in instruction, including illustrations, photos, posters, slides, cartoons, advertisements, diagrams, charts, tables, graphs, and maps, can be very powerful resources for teaching writing. These images help create a shared experience among students, offering a common starting point that encourages a range of language activities (p. 27).

2. Writing

   Writing is a key component of language skills; it serves as an activity that delivers new insights to readers. Harmer (2007) argues that writing is a method of generating language and conveying thoughts, emotions, and viewpoints. Additionally, Harmer suggests that writing follows a process shaped by the writer's various intentions and purposes, which may engage and influence the reader. The primary aim of writing is to provide the reader with information.

3. Procedure Text

   David et al. (2000: 13) define a procedure as a type of text that provides instructions for performing a task. Procedures explain how to do something, which may involve steps for completing a task, playing a game, giving directions to a location, or outlining rules of behavior.

CHAPTER II
LITERATURE REVIEW

In this chapter, the author provides a clear explanation of the literature review, aiming to offer a brief discussion on topics related to the focus of this study.

A. Writing Skill

1. Definition of Writing

Experts offer different definitions and viewpoints on writing. Hyland (2004) describes writing as a way to convey personal meaning, implying that it enables individuals to express their thoughts and emotions to others in a meaningful way. Writing, therefore, plays a key role in facilitating communication. As people develop their ideas, it is crucial that they present them clearly and understandably (p. 09). Flynn and Stainthorp (2006) present a comparable view, describing writing as a mode of human interaction conveyed through the inscription or recording of symbols, thus making it a multifaceted process.

Writing is both a process and a product of translating language into visible symbols or graphic signs on a surface. Hartman (1972) describes writing as a mode of functional communication that allows learners to create their own imagined worlds. In other words, writing gives learners the ability to express their thoughts, emotions, ideas, and experiences with a specific purpose in mind. Richard (2002, p. 172) further notes that the main goal of writing is to communicate information.

Writing, like speaking, is a way of producing language. When you speak, you express an idea, think about what to say next, correct any mistakes, and then move on to the next point. Writing follows a similar process, but it demands more time for reflection on the topic, the audience, and the purpose of the communication. Furthermore, if you are composing in a foreign language, you might need to dedicate extra time to reviewing your writing (Mayers, 2005, p. 1).

Writing is a creative skill that involves the use of symbols (orthography) and is a complex process. To write effectively, it is essential to apply proper grammar, choose the right vocabulary, and maintain coherence and cohesion. Various linguists have offered definitions of writing that can help clarify its meaning (Celce, 2000, p. 142).

Harmer (2007) offers a helpful definition of writing as the process of producing written texts to communicate ideas, emotions, thoughts, and desires to others. Writing consists of several stages: planning, drafting, reviewing, editing, and ultimately creating a polished version. Although many consider this process to be linear, a closer look shows that writing is actually a more complex activity, involving different forms of written work.

In conclusion, writing is a form of human communication that uses symbols to convey meaning. It allows us to share our ideas, emotions, and thoughts. Writing helps students focus on generating ideas, organizing them logically, revising their work into a cohesive structure, using correct punctuation, and editing for grammatical accuracy. As a result, students who wish to become proficient writers need to practice writing regularly.

2. The Importance of Writing

Writing plays an essential role in language instruction. Asteri (2011) suggests that writing supports students' learning in various ways. First, it reinforces the grammatical structures and vocabulary they have studied. Second, writing gives students the opportunity to creatively explore the language. Third, the process of writing encourages deeper engagement with the language as students work to express their ideas. The continuous involvement of their eyes, hands, and minds offers a distinctive way to strengthen their learning.

Raimes (1983) supports this view, stating that writing strengthens the grammatical structures, expressions, and other language components introduced to students. This suggests that learning to write requires the development of the specific skills necessary to communicate ideas effectively.

Astheri (2010) emphasized the importance of writing in that it allows students to express themselves, preparing them for both academic and future career opportunities. Writing assists in consolidating ideas and concepts, allowing students to contemplate them more efficiently than if those thoughts stayed unexpressed. Furthermore, writing aids students in other language tasks, as it is easier to analyze, assess, and revise written work compared to spoken language, due to its tangible nature. From this, it can be inferred that teaching writing abilities is essential. By writing, students develop expertise in different language components, including content, structure, grammar, vocabulary, and conventions.

3. Process of Writing

Developing writing skills involves the ability to write effectively, which must be learned through a gradual, step-by-step process. Harmer (2004) observed that the writing process is made up of several stages that need to be followed to create a finished piece of writing.

Here's a revised version of the sentence with the same meaning:

a. Planning

Planning refers to the organization carried out to accomplish a task. The planning stage is crucial because it is where the ideas for the writing process are developed. This may involve creating detailed notes.

b. Drafting

Drafting involves putting all ideas and thoughts onto paper in a rough, unpolished form. This stage requires subsequent editing to review and refine the text. It represents the first version of a written work, commonly referred to as a draft.

c. Editing

Editing is the process of revising and improving the first draft. In this stage, students review and refine their drafts. After they have checked and made necessary changes, they can begin to write in the most appropriate form for their specific type of text. Richards and Willy (2002) emphasized that during the editing process, writers concentrate on reviewing grammar, spelling, punctuation, word selection, sentence construction, and the correctness of supporting elements such as quotations and examples.

d. Final draft

The final draft is the completed version of a written work. Once the writer has reviewed and modified their draft, making required adjustments, they produce the final version. This draft may vary significantly from both the original outline and the first version, as numerous aspects might have been revised during the editing stage. Anyone aiming to become a skilled writer or master writing should focus on the components of the writing process to approach writing in English systematically. By following these steps, students can effectively enhance their writing abilities.

4. **Aspect of Writing**

There exist several key aspects that students need to focus on in writing, as paying attention to these elements can help them master the skill. These encompass content, structure, vocabulary, grammar, and conventions. Jacobs et al. (1981) outlined five key components of writing (p. 90).

a. Content refers to the central essence of writing, especially the primary idea or theme (unity). It can be identified by examining the topic sentence, which should clearly convey the main point and cover the whole paragraph.

b. Organization refers to the coherent arrangement of the content (unity). It involves arranging ideas in a way that connects them clearly, allowing for a smooth flow within the paragraph.

c. Grammar refers to the correct use of grammatical structures and sentence patterns. It is defined by the ability to construct properly formed sentences.

d. Vocabulary refers to the choice of words that are suitable for the content. It can be evaluated by analyzing the choice of words or phrasing used to convey ideas to the reader.

e. Mechanics refers to the correct use of the language's writing conventions. It can be evaluated by looking at the spelling, punctuation, and capitalization used in the paragraph.

In summary, the essential elements of writing are strongly linked to content, the structure of ideas, mechanics, language use, and the readers' ability to assess or understand the text. These factors must be integrated successfully to create a well-developed and significant piece of writing.

5. Purpose of Writing

Experts have varying viewpoints on the purpose of writing. Taylor (2009) clarifies that the primary function of an introduction in academic writing is to introduce the topic to the reader and to explain the reasons behind the writer's decision to tackle it. In other words, writing serves as a means of delivering information to the reader.

Additionally, Miles Myers, as referenced in Chicaiza (2009), suggests that one purpose of writing is to create texts, and a key way to learn how to create anything is by having a model to either replicate or inspire new ideas (p. 3). Meanwhile, Sharpes (1998) highlighted that writing

offers students the chance to express themselves and explore and explain their ideas. By organizing their thoughts into a coherent text, students can communicate effectively, allowing others to understand and critically engage with their ideas (p. 08). Additionally, Semi (2007) defines the objectives of writing as: (a) to inform, (b) to guide, (c) to clarify, (d) to convince, and (e) to recap (p. 14).

In conclusion, writing functions as a tool to deliver information that is pertinent to the reader. Through writing, we can access valuable information from mass media and digital sources. The information provided through various media is one example of the purpose of writing.

6. Type of Writing Performance

Brown (2001) identifies five primary types of classrooms writing performance, which are described in detail as follows (p. 343-346).

a. Imitative

This form of writing is typically intended for beginners, who concentrate on writing English letters, words, and possibly sentences, to understand the rules of the writing system.

b. Intensive

Students create written work to showcase their abilities in grammar, vocabulary, and sentence formation.

c. Self-writing

Self-writing is a type of writing meant only for the writer themselves as the intended audience. This includes activities like diary or

journal writing and note-taking, where the purpose is to record information for future use.

d. Display writing

This type of writing emphasizes task-driven responses, where students reply to a specific prompt or task.

e. Real writing

The aim of this type of writing is to convey important information. Since various forms of writing serve distinct purposes, teachers should help students gain a clear understanding of the different writing types, allowing them to identify and recognize the category their writing falls into.

B. The Picture Series

1. Definition of Picture Series

Raimes (1983) proposes that visual aids in teaching, such as illustrations, photos, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps, are powerful resources for teaching writing. These visuals help establish a shared experience among students, providing a common foundation that encourages a variety of language activities (p. 27).

Furthermore, Schwartz's view on pictures, as paraphrased by Yusnita, Sada, and Novita (2011), highlights their powerful role in stimulating language production and suggests that they can be used in multiple ways in the classroom to engage and motivate students within

alanguage-learning context (p.5). Additionally, Raimes (1983) notes that pictures offer students a concrete way to connect with the outside world, as they provide: (p. 28).

a. A collective experience in the classroom.

b. A necessity for shared language forms to use during lessons.

c. A range of activities.

d. A point of interest for students.

2. The Advantages of Picture

A picture is a form of visual and printed media frequently used in education. As a teaching tool, pictures offer several advantages for educators in the teaching and learning process. Gerlach and Ely, as referenced in Dwi Nur Indah's research (2010), highlight the benefits of using pictures, which include: (p. 10).

a. Pictures are affordable and readily accessible.

b. They provide shared experiences for the whole group.

c. Visual details allow for the study of subjects that would otherwise be difficult toexplore.

d. Pictures serve as stimuli for further reading and research.

e. Pictures aid in focusing attention and fostering critical thinking.

f. Pictures are simple to handle or adjust.

In his book *Pictures for Language Learning*, Wright highlighted several benefits of using pictures (Andrew Wright, 1987, p. 3).

a. Simple to prepare.

b. Simple to organize.

c. Engaging.

d. Relevant and authentic.

e. Adequate language content.

Beyond the five advantages previously mentioned, Wright observed that pictures can be used by both teachers and students, regardless of the syllabus being followed. Here are some general strategies for teachers incorporating pictures in the classroom (Ann Raimes, 1983, p. 29).

a. Whole-class discussions can encourage writing by using any type of picture.

b. Information exchange can promote speaking by dividing the class into two groups, with each group receiving a different picture to discuss and share their insights.

c. Collaborating in pairs or small groups involves the teacher giving each student or group a distinct picture to interact with.

d. Genuine communicative tasks enable students to bring in their own images, which benefits teachers by relieving them of the responsibility of sourcing images and enables students to share personal experiences.

C. Teaching Writing by Using Picture

Using pictures to teach writing can actively engage students in meaningful learning (Dwi Nur Indah, 2010). From the writer's personal experience in school, she noticed that her classmates were more attracted to books that included illustrations. Below are some effective methods for teaching writing through the use of pictures (p. 9).

1. **Picture Sets for Writing**

    Picture sets, made up of pairs or series of images, offer a range of both structured and open-ended writing opportunities. These images present topics related to the story they illustrate. While typically used for narrative writing, they can be adapted for different types of texts. For recount writing, students can use a series of photographs from their personal experiences. This method helps students enhance their vocabulary, sentence structure, and organizational skills while exploring new topics.

    By using picture sets, students are motivated to generate more words and a wider range of vocabulary to enhance their writing.

2. **Picturefor Whole-Class Discussion of Writing**

    Teachers can present two pictures during a lesson, even if some images are not available. One half of the class can receive one picture, while the other half gets a different one. The teacher can give each group the task of writing down all the details related to their picture. Afterward, each group will present or exchange the information about their images with the others.

3. **OnePicture–Many Different Techniques for Writing**

    For example, a teacher can use a drawing as a visual tool to assist with various writing tasks, such as description, sentence construction, role-playing, and question-and-answer exercises.

    To write a description, students should first label different parts of the sketch with words or phrases. Then, in small groups, they can discuss and compile additional words and phrases they will need to effectively

describe the sketch. If the teacher has created the drawing on the board, they can wipe it off and encourage students to write procedure paragraphs from memory. If the sketch is on paper, it can be shared with other groups or students.

Combining sentences using pictures can result in a response that is shorter than a paragraph or, if expanded, can be as lengthy as one. For instance, when two images represent sentences that can be merged to create a new one, they can be randomly given to two students.

4. OnePicture–Series of Tasks for Writing

Using a picture gives teachers the chance to design a variety of tasks and a series of activities, enabling students to advance from one level of difficulty to the next. This approach helps them acquire more vocabulary, understand idioms, improve sentence structure, and develop organizational skills. Additionally, students can discuss the picture in relation to cultural phenomena and their own experiences connected to it.

D. TeachingWriting by Using Picture Procedures

The writing assignment can be tackled in two methods: students can either revise or enhance an existing piece, or they can write a completely new one. Students are encouraged to follow these fundamental steps: (Teresa Walter, 2004, p. 77).

1. Discuss the Picture

Teachers give each student one to three pieces of paper. Students then engage in discussions with the teacher and their classmates about what

they can draw to represent their story. Teachers support this process by encouraging students to add vivid descriptions and asking questions that help them create detailed drawings and craft a well-organized narrative.

2. Illustrate the Picture

Students draw illustrations of the story they have described, ensuring they include the key elements. The more detailed their drawings, the more they will enhance both the discussion and the writing process.

3. Talk About the Writing

Students talk about, explain, and "interpret" the picture story. Teachers guide students in forming sentences to build a narrative, while students practice telling the story aloud.

4. Write the Story

Students then compose their picture story, ensuring they apply the specific procedural language they have practiced.

5. Share the Stories

Students present their stories to the group, asking questions and comparing the completed stories with their initial discussions.

Additionally, Harner (2001)suggests several ways to use pictures in teaching writing, including "drills" for practicing grammar items to cue different sentences or vocabulary, "communication games" for creative writing where teachers provide pictures for students to write about and then practice in speaking, and "understanding," which uses pictures to help explain the meanings of words. (p. 134).

E. Procedure Text

1. **Definition of Procedure Text**

   David et al. (2000: 13) define a procedure as a type of text that provides instructions for performing a task. Procedures explain how to do something, which may involve steps for completing a task, playing a game, giving directions to a location, or outlining rules of behavior.

2. **The Generic Structure of Procedure Text**

   David et al. (2000: 13) outline the general structure of a procedure text as follows:

   a. Procedures must include all the essential information needed to achieve the desired outcome. If any part of the procedure is omitted, it will be difficult to achieve the intended result.

   b. Every procedure should have a title or heading that clearly indicates its purpose or topic.

   c. Many procedures include a brief introduction, which typically explains the objective of the procedure.

   d. Most procedures contain a list of the equipment, materials, or ingredients necessary to achieve the desired result. For example, a baking recipe will outline the ingredients and cooking tools required.

   e. The steps of the procedure outline the process in a clear and understandable way, presented in chronological order (the sequence in which they should be performed). Often, a brief evaluation paragraph follows the procedure, providing additional information or posing

questions to assess whether the procedure was successful (such as in a science experiment).

f. Visual components are crucial as they assist the reader in comprehending the procedure more clearly. These components can include maps, illustrations, photos, or diagrams that show the process and the end result.

3. **The Language Future of Procedure**

David et al. (2000: 13) state that in a procedure text, we use:

a. The simple present tense is used.

b. The use of imperative verbs (e.g., cut, don't mix).

c. The use of action verbs (e.g., turn, put, mix).

d. The use of connectives (e.g., first, then, finally, etc.).

4. **Example For Procedure Text**

How to Make Simple Creamy Coffee Milk

Ingredients:

a. A teaspoon of coffee grounds.

b. Spoons of whole milk.

c. A teaspoon of sugar.

Tools:

a. A teaspoon,

b. A cup

Steps:

a. Place the coffee powder, sugar, and whole milk in the cup.

b. Stir the mixture vigorously with the spoon until it turns light brown.

c. Heat a cup of water in a pan and wait until it boils.

d. Next, pour the boiling water into the cup containing the coffee and cream mixture.

e. Then, stir it thoroughly with the spoon.

f. Once finished, a cup of hot coffee milk is ready to be served.

F. Procedures In Teaching Writing of Procedure Text Using Pictures Series

Feez and Joyce (1998: 27) describe five phases in the teaching-learning process based on the genre approach.

1. Building the context

In this phase, the teacher aims to activate students' existing knowledge of procedure texts through brainstorming methods. The teacher asks questions related to the topic, which is connected to the procedure text. Additionally, a series of pictures are provided, and students are asked questions based on them. These visuals help increase students' motivation and interest in writing, while also encouraging them to think about what they will write.

2. Modeling of the text

In this stage, the teacher aims to enhance students' understanding of procedure texts, emphasizing their characteristics and purpose. The teacher presents a text based on a sequence of pictures and asks students to read and examine the images. Finally, the teacher and students examine the structural pattern and language features of the model text, contrasting it with other examples of the same text type.

3. Joint construction of the text

In this third phase, the teacher focuses on enhancing students' writing abilities for producing procedure texts. Students engage in group discussions and activities, such as matching sentences with the appropriate pictures, organizing scrambled sentences in the correct sequence, and combining them into a unified piece of writing based on a series of images. Afterwards, they review their results to identify the correct answers.

4. Independent construction of the text

In the fourth phase, students are urged to engage in individual activities. They will write a procedure text on their own, giving the teacher an opportunity to help them further develop their skills in creating procedure texts independently.
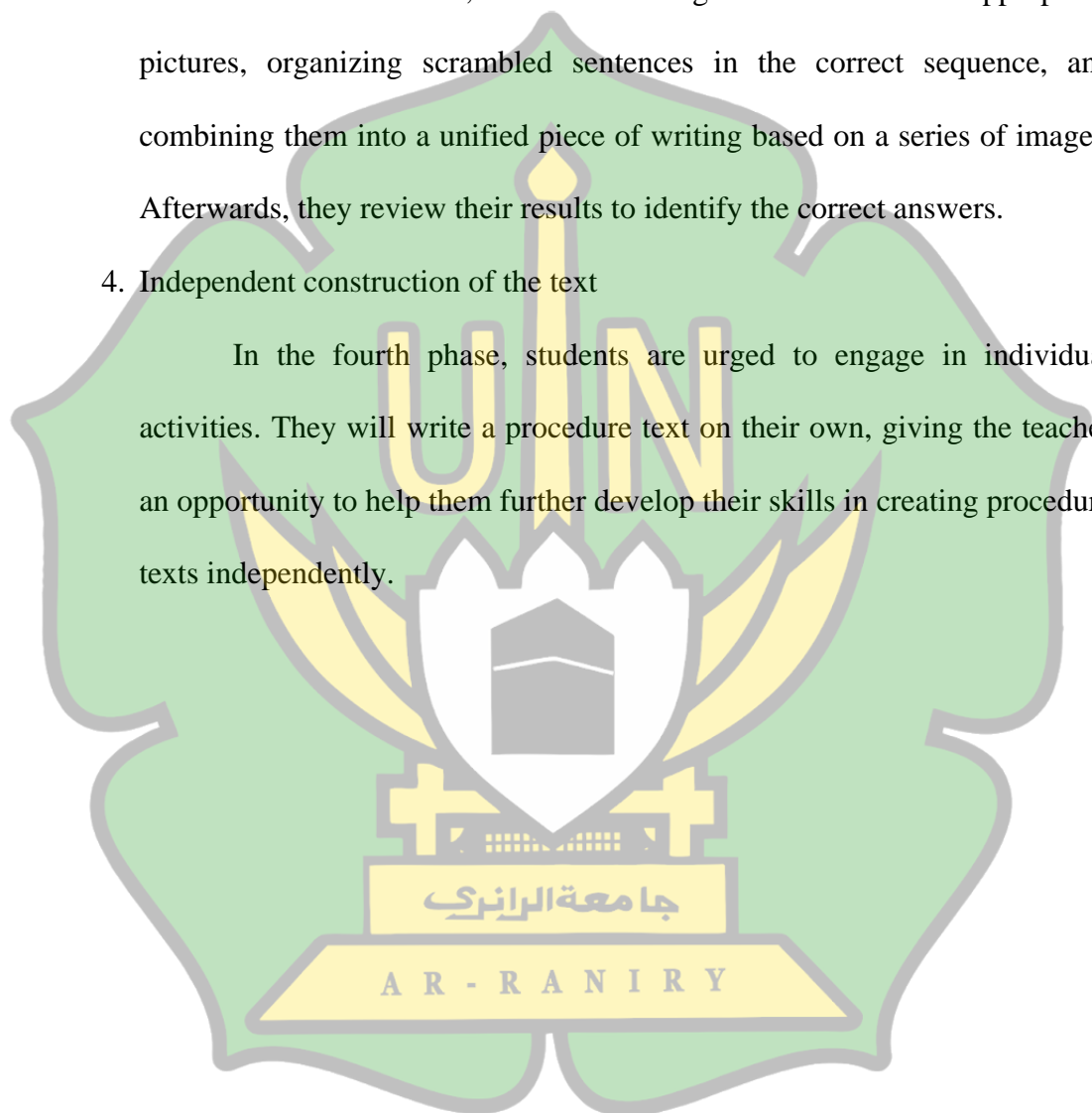
CHAPTER III
RESEARCH METHODOLOGY

This chapter outlines the research design, the research setting, the data collection methods, and the techniques for data analysis.

A. Research Methodology

This research used a quantitative method with an experimental design. As noted by Adedoyin (2020), quantitative research entails a structured examination of phenomena by gathering numerical data, then applying mathematical, statistical, or computational techniques. The researcher sought to improve students' writing abilities in procedure texts through the use of picture sequences, which resulted in selecting an experimental design for this study. The primary objective of the experimental design is to assess how a particular intervention influences the study's outcomes. In experimental research, Mackey and Gass (2005) note that researchers intentionally manipulate one or more independent variables to observe their effects on other variables.

In this study, a pre-experimental design was employed. Creswell (2016) defines pre-experimental design as involving the observation of a large group and collecting data within that group during the study. This approach is especially suitable for a single experimental group. The decision to use a pre-experimental design was based on previous research that utilized a single class and incorporated both pre-tests and post-tests, which were effective in assessing the impact of the treatment applied.

First, a pre-test was administered to gather data, with the goal of evaluating the use of picture series in teaching procedure writing before any remedial instruction was given. Next, a post-test was conducted to collect data after the treatment was completed. The results from both the pre-test and post-test will be compared to highlight any differences.

The research design involved assessing the dependent variable both before and after the treatment. In this structure, O1 represents the pre-test or baseline assessment, followed by the treatment phase marked as X, and then further evaluations were conducted. O2 refers to the post-test assessment. An example of this pre-experimental design is the One Group Pre-test and Post-test Design, as outlined by Creswell (2016):

O1_____ X _____O2.

The experimental design described above indicates that O1 represents the pre-test, X denotes the research treatment, and O2 refers to the post-test. In this study, O1 was conducted prior to the treatment administration, while O2 was administered afterward, with X being applied following the pre-test.

This study involves two variables: picture series as the independent variable and improvement in procedure text writing as the dependent variable. The independent variable affects the other variable, whereas the dependent variable is the one that gets impacted. The table below illustrates the research design.

Table 3.1 Research Design

Group	Independent Variable	Dependent Variable
Experimental Group	Pictures Series	Improving Writing Procedure Text

B. Research Design

This study was carried out at Islamic Junior High School PKPU, situated in Neuheun, Masjid Raya, Aceh Besar District. The decision to conduct the research at this school was based on the availability of a dedicated subject focusing on English writing, which allowed the researcher to concentrate on improving students' writing skills. The participants in this study were ninth-grade students from PKPU Middle School. Class 9 consists of two out of the six classes at PKPU Aceh Besar Middle School.

1. Population

The entire group involved in the research is known as the population. Shukla (2022) defines the population as the entire set of units that serve as the basis for research findings. In this study, the population consisted of ninth-grade students at PKPU Junior High School, totaling 49 students, with class IX-A comprising 28 students and class IX-B having 24 students in the 2024/2025 academic year.

2. Sample

In this section, one class was selected as the sample. Choosing the sample is a crucial step in the research process. According to Arikunto (2006, as cited in Hatmoko, 2015), a sample is a smaller group that

represents the larger population being studied. The goal of sampling is to gather information about the research topic and gain insights into the broader population. For this study, class IX-A was chosen as the sample because it had already covered procedural text material, making it relevant to the research content.

C. Technique of Data Collection

Data collection is an essential aspect of research, particularly when employing quantitative methods. In this study, quantitative data was gathered through tests and questionnaires administered to the experimental group. Tests are crucial for assessing the impact of picture series techniques on writing instruction and for evaluating students' views on their writing performance. To address the research questions, pre-tests, post-tests, and questionnaires were provided to each participant.

The researcher divided the teaching process into three phases: pre-teaching, teaching, and post-teaching. In the pre-teaching phase, the lesson's objectives were explained, and students were given an overview based on the lesson plan. During the teaching phase, a pre-test was administered to the students. After gathering the pre-test scores, the treatment phase began, where the picture series technique was introduced to improve students' skills in writing procedural texts. Following this, the remedy using picture series approaches was provided to enhance their writing. After the treatment, students took a post-test to assess any changes in their performance before and after the

intervention. The final phase, post-teaching, involved students completing a questionnaire to share their perceptions of how the picture series technique impacted their writing performance. This phase took place on the last day.

1. Test

One of the data collection methods used in this study is a test. The test aims to assess students' knowledge, comprehension, and abilities. Specifically, it is designed to evaluate their writing skills and determine how the picture series technique enhances these skills. The pre-test is administered before the treatment to help students identify the writing challenges they encounter. The test is divided into two sections. In the first section, students are asked to identify the structure of the text and then write a piece on "how to make a sandwich." Each student is given 20 minutes to complete the task, after which their writing is assessed.

After completing the first section, the treatment using the picture series technique was applied to enhance students' procedural writing skills. Following the treatment, students took a post-test, where they were asked to rewrite a procedural text on how to make a sandwich in order to assess any differences between the initial and final assessments. Both the pre-test and post-test were conducted to gather quantitative data for comparison between the two tests.

Table 3.2 The aspect of scoring system

Category	Score
Content	0-20
Organization	0-20
Vocabulary	0-20
Language use	0-20
Mechanics	0-20

Table 3.3 *The Specification of Scoring System*

Aspect	Score	Criteria
Mechanics	20	There were some errors in spelling, punctuation, capitalization, and paragraphing.
	10	There were occasional mistakes in spelling, punctuation, capitalization, and paragraphing.
	15	There were frequent mistakes in spelling, punctuation, capitalization, and paragraphing.
	5	Predominantly filled with errors.
Languages	20	Effective use of complex constructions with few errors in agreement, tense, number, word order, articles, pronouns, and prepositions.
	15	Effective use of simple constructions, with minor issues in complex structures, and several errors in agreement, tense, number, word order, articles, pronouns, and prepositions.
	10	Issues with both simple and complex constructions, frequent errors in negation, agreement, tense, number, word order, articles, pronouns, and prepositions, leading to confusion or unclear meaning.
	5	Almost no understanding of sentence construction rules, dominated by errors, not communicative, and insufficient for evaluation.
Vocabulary	20	A wide range of vocabulary, effective word choice, and mastery of word forms.
	15	Sufficient range, with occasional errors in word choice and usage, but the meaning remains clear.
	10	Restricted range, frequent errors in word choice and usage, leading to confusion or unclear meaning.
	5	Primarily a translation, with limited knowledge of English vocabulary, insufficient for evaluation.
Organization	20	Fluent expression, clear presentation of ideas, well-organized structure, logical flow, and cohesion.
	15	The organization is loose, but the main ideas are clear; support is limited, and the sequence is logical yet incomplete.
	10	Non-fluent expression, with ideas that are confused or disconnected, lacking logical flow and development.

Aspect	Score	Criteria
	5	Does not convey meaning, lacks organization, and is insufficient for evaluation.
Content	20	Well-informed, with a comprehensive development of the thesis, and highly relevant to the topic.
	15	Basic knowledge of the subject, with limited thesis development; mostly relevant to the topic but lacking in detail.
	10	Limited understanding of the subject, with insufficient development of the topic.
	5	Lacks understanding of the subject, insufficient for evaluation.

Table 3.4 *The Percentage Table of Students' Pre-test Score*

Classification	Score Range	Student's Students Frequency	Student's Frequency Percentage
Poor	45-56		
Fair	56-65		
Average	66-75		
Good	76-85		
Excellent	86-100		
Total			100%

Table 3.5. *The Percentage Table of Students' Post-test Score*

Classification	Score Range	Student's Students Frequency	Student's Frequency Percentage
Poor	45-56		
Fair	56-65		
Average	66-75		
Good	76-85		
Excellent	86-100		
Total			100%

D. Technique of Data Analysis

One research question has already been presented. The primary question investigated the effectiveness of the picture series technique in improving students' procedural writing. Data was collected through pre-tests

and post-tests, and then analyzed using SPSS, a statistical analysis software. SPSS, which stands for Statistical Package for the Social Sciences, was used to compute the average scores of both the pre-test and post-test.

$$X = \Sigma \frac{Fx}{N}$$

X   : Mean

Fx   : Total score of frequency

N   : The number ofsamples

1. Hypothesis Test

A hypothesis is a statement or assumption made to explain something, often requiring verification. In statistical hypothesis testing, the null hypothesis (Ho) and the alternative hypothesis (Ha) are always considered together; if one is rejected, the other is automatically accepted, leading to a clear decision—if Ho is rejected, Ha is accepted. Statistical hypotheses are represented using symbols (Sugiyono, 2017:87). Hypothesis testing is conducted to assess the validity of the hypotheses formulated based on research data. The tests used for hypothesis testing include the t-test and the F-test.

2. T Test (Partial)

According to Ghozali (2016), the partial test (t-test) is a method used to evaluate the individual impact of an independent variable on the dependent variable. This statistical test determines the degree to which each independent variable affects the dependent variable. It is conducted at a significance level of 0.05 (α = 5%). The decision to accept or reject the

hypothesis is based on the following criteria:

a. If the significance value exceeds 0.05, the hypothesis is rejected, suggesting that the coefficient is not significant. This means that, on its own, the independent variable does not have a significant effect on the dependent variable.

b. If the significance value is below 0.05, the hypothesis is accepted, indicating that the coefficient is significant. This suggests that, on its own, the independent variable has a notable impact on the dependent variable.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents the research findings, including the analysis of pre-test and post-test data, T-test analysis, and hypothesis testing.

A. Findings

The research findings are based on the results of the pre-test and post-test. These test results aim to answer the first research question by comparing the average scores of the pre-test and post-test. A total of 28 students took part in the pre-test.

1. The Result of the Pre-test

Figure 4.1*Result of Pre-test*

Pre-test Results: Figure 4.1 displays the data analysis results from the pre-test taken by one of the students who participated in this study. This

student scored 50 on the pre-test. The evaluation of the students' texts was based on factors such as the structure of the procedure text, writing techniques, and the overall quality of the written work.

Table 4.1 Pre-test Score

No	Name	Content	Organization	Vocabulary	Mechanics	Language	Final Score
1	AD	5	5	20	20	15	65
2	AF	10	15	15	15	10	75
3	AL	10	10	10	10	20	60
4	AS	15	10	10	20	10	65
5	AA	15	15	20	15	15	80
6	DF	10	10	10	10	10	50
7	EPL	5	10	20	5	10	50
8	FU	5	5	20	20	10	60
9	HRP	10	10	20	10	15	65
10	KNA	5	20	15	5	15	60
11	KU	15	20	5	20	10	70
12	K	15	15	15	15	20	80
13	M.RAA	10	15	20	20	5	70
14	MP	10	20	20	20	10	80
15	MK	10	10	20	20	15	75
16	MG	5	5	15	10	15	50
17	NF	10	10	10	20	20	70
18	NA	10	15	10	20	20	75
19	N	5	5	20	15	15	60
20	PR	5	5	5	20	20	55
21	QWZ	15	10	20	15	15	75
22	RA	10	10	15	15	10	60
23	SAR	10	10	5	15	5	45
24	ZN	10	10	10	10	5	45
25	NA	10	15	20	20	5	70
26	NAA	10	10	10	10	10	50
27	AJR	10	25	5	25	10	75
28	FK	10	15	10	15	10	60
	Total	255	315	360	400	325	1795
	Mean						64.1

The pre-test values shown in the table above can also be represented in the following frequency distribution table.

Table 4. 2 The Percentage Table of Students' Pre-test Score

No	Score Range	Student's Frequency	Student's Percentage
1	45-56	7	25%
2	56-65	9	32%
3	66-75	9	32%
4	76-85	3	11%
5	86-100	0	0%
	Total	**28**	**100%**

Table 4.2 shows that the highest score on the pre-test was 80. It also presents the distribution of students across different score ranges. Only 3 students (11%) scored within the 76-85 range, while 9 students (32%) fell within the 66-75 range. Another 9 students (32%) scored within the 56-65 range, and 7 students (25%) were in the 45-56 range.

Based on the table above, the average score of the pre-test can be calculated as follows:

$$X = \Sigma \frac{Fx}{Nx}$$
$$= \frac{1795}{28}$$
$$= 64.1$$

The average score is determined by dividing the total frequency by the number of students. The mean score for the pre-test was 64.1, which indicates that the students' writing performance falls within the low category.

2. The Result of the Post-test

The outcome of the test aims to address the initial research question by comparing the average scores of the pre-test and post-test. A total of 28 students participated in the post-test, but only 1 student's data is used for analysis in this section. Additional results can be found in the appendix.
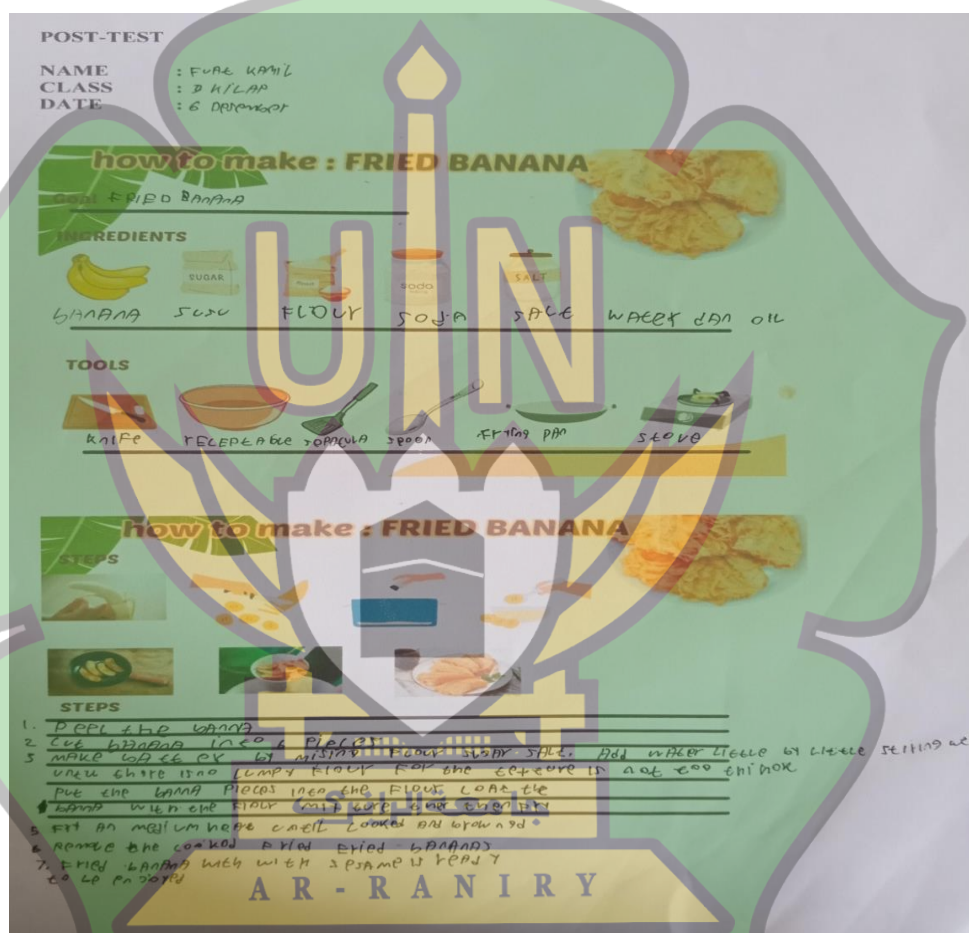
Figure 4.2 *Result of Post-test*

Table 4.3 Post-test Score

No	Nama	Content	Organization	Vocabulary	Mechanics	Language	Final Score
1	AD	15	20	20	20	15	90
2	AF	20	15	20	20	15	90
3	AL	10	10	15	15	15	65
4	AS	15	20	20	15	20	90

No	Nama	Content	Organization	Vocabulary	Mechanics	Language	Final Score
5	AA	20	20	15	15	20	90
6	DF	20	20	20	20	15	95
7	EPL	10	15	20	20	20	85
8	FU	15	15	15	15	15	75
9	HRP	20	20	20	15	20	95
10	KNA	15	20	10	10	10	65
11	KU	20	20	20	20	15	95
12	K	10	20	20	15	20	85
13	M.RAA	10	20	20	15	20	85
14	MP	15	20	15	20	20	90
15	MK	20	15	15	15	15	80
16	MG	10	20	20	15	20	85
17	NF	20	20	20	20	10	90
18	NA	20	20	15	20	20	95
19	N	15	15	15	15	15	75
20	PR	15	15	20	20	20	90
21	QWZ	20	20	20	15	10	85
22	RA	15	15	15	15	15	75
23	SAR	20	15	15	15	20	85
24	ZN	20	20	15	20	15	90
25	NA	10	15	10	10	20	65
26	NAA	15	15	15	15	10	70
27	AJR	20	20	20	20	10	90
28	FK	15	20	15	10	15	75
	Total						2345
	Mean						83.75

The post-test results presented in the table above can also be expressed in the following frequency distribution table.

Table 4.4 The Percentage Table of Students' Post-test Score

No	Score Range	Student's Frequency	Student's Percentage
1	45-56	0	0%
2	56-65	3	11%
3	66-75	5	18%
4	76-85	6	21%
5	86-100	14	50%
	Total	28	100%

Table 4.4 shows that the lowest score in the post-test was 45, while the highest possible score was 100. According to the table, 14 students (50%) scored within the 86–100 range, 6 students (21%) scored between 76-85, 5 students (18%) scored within the 66-75 range, and 3 students (11%) scored between 56-65. No students scored within the 45-56 range (0%).

According to the table above, the highest score obtained by students was 100, showing an improvement in the post-test scores compared to the pre-test. The average score for the post-test can also be calculated as follows:

$$X = \Sigma \frac{Fx}{Nx}$$
$$= \frac{2345}{28}$$
$$= 83.75$$

The average score is determined by dividing the total frequency by the number of students. The mean score for the post-test was 83.75, reflecting an improvement in their performance. In contrast, the average score for the pre-test was 64.1, showing an increase of 19.65 points in the post-test scores.

3. **The Result of the Pre-test and Post-test**

Table 4.5 The Students' Scores of Paired Writing Pre-test and Post-test

No	Name Initial	Final Score Pretest	Final Score Posttest
1	AD	65	90
2	AF	65	90
3	AL	60	65
4	AS	65	90

No	Name Initial	Final Score Pretest	Final Score Posttest
5	AA	80	90
6	DF	50	95
7	EPL	50	85
8	FU	60	75
9	HRP	65	95
10	KNA	60	65
11	KU	70	95
12	K	80	85
13	M.RAA	70	85
14	MP	80	90
15	MK	75	80
16	MG	55	85
17	NF	70	90
18	NA	75	95
19	N	60	75
20	PR	55	90
21	QWZ	75	85
22	RA	60	75
23	SAR	45	85
24	ZN	45	90
25	NA	70	65
26	NAA	55	70
27	AJR	75	90
28	FK	60	75

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	pre - post	-19.643	12.761	2.412	-24.591	-14.695	8.145	27	<.001	<.001

T table:
Tα/2, n-1 = t0,05/2, 28-1 = t0,025, 28 = 2,048
T test = 8,145

According to the paired sample test table above, the significance value (2-tailed) is 0.000, which is below 0.05, indicating a significant difference between the post-test and pre-test scores. This suggests that the treatment applied in this study resulted in a noticeable change in the scores. As a result, the null hypothesis was rejected, and the alternative hypothesis (Ha) was accepted, confirming that the picture series technique improved students' writing skills in this research.

B. Discussions

This section presents the results that respond to the research questions. The primary question in this study is: In what way does the use of picture series media enhance students' writing skills in procedure texts?

The first research question investigates whether the use of picture series enhances students' writing skills in procedure texts. Based on the T-test results, it can be concluded that picture series significantly improved students' ability to write procedure texts. The average score on the pre-test was 64.1, while the post-test average score rose to 83.75. This shows a notable improvement in scores, indicating that the use of picture series positively impacted students' writing skills. Furthermore, the picture series technique helped students gain a clearer understanding of the text structure and supported their writing process.

The pre-test and post-test results demonstrate a significant improvement in students' ability to write procedure texts using picture series. This improvement was validated by applying the T-test formula to evaluate the effectiveness of the picture series learning model. In hypothesis testing, the T-

test was conducted using the results from the experimental group. The T-test value was 8.145, while the critical value (T-table) at a 5% significance level (0.05) was 2.048. Since the T-test value (8.145) exceeds the T-table value (2.048), the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that the use of picture series as a teaching method has a significant positive effect on students' ability to write procedure texts.

The results are consistent with a study by Nurlaila (2013), which also employed the T-test to analyze students' performance. As the post-test scores were higher following the treatment, the study concluded that there was a significant improvement in students' scores from the pre-test to the post-test. This clearly demonstrates that the use of picture series contributed to enhancing students' ability to write procedure texts.

A similar study by Fitria (2016), which utilized a quantitative approach, was carried out at SMAN 4 Banda Aceh. This research used an experimental design with an experimental group and employed tests as the data collection tool. The mean scores of the experimental group were analyzed using an independent sample t-test, comparing both the pre-test and post-test results. The findings showed that the use of picture series significantly enhanced the students' scores in writing procedure texts within the experimental group.

In a study by Agustina (2018) at SMAN 7 Kota Tangerang, which involved 35 students, a quantitative approach with a pre-experimental design was employed. The results indicated that the picture series technique had a

significant positive effect on the students' abilities, leading to notable improvements in their writing skills, especially in crafting biographical procedure texts.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and recommendations of the research. The conclusion highlights the key findings of the study, while the suggestions provide insights for future research or practical applications.

A. Conclusions

It can be concluded that this study focused on the effectiveness of using picture series in teaching students how to write procedure texts at SMP PKPU Aceh Besar. According to the procedure described in the previous chapter, the use of the picture series technique has been shown to effectively enhance students' writing skills as well as their overall learning experience. The findings presented earlier confirm that students at SMP PKPU Aceh Besar successfully adopted this method. The integration of picture series media has helped students throughout the writing process, particularly in crafting procedure texts.

The pre-test results revealed an average score of 64.1, while the post-test average score rose to 83.75. After performing a t-test with SPSS, a significance value of 0.000 (2-tailed) was obtained, which is below 0.05, indicating a significant difference between the pre-test and post-test scores.

Further hypothesis testing using the t-test on the experimental group data revealed a T-test value of 8.145, while the T-table value at a 5% significance level was 2.048. Since the T-test value (8.145) exceeds the T-table value (2.048), the null hypothesis (H0) is rejected, and the alternative

hypothesis (Ha) is accepted. This confirms that the use of the picture series learning model significantly enhances students' ability to write procedure texts.

B. Recommendations

Based on the study on using picture series to enhance students' ability to write procedure texts, I would like to provide a few recommendations.

1. Teacher

When teaching English writing, particularly procedure texts, English teachers should consider using the picture series technique. This approach is an effective method for teaching writing. Furthermore, teachers can apply the picture series technique not only for procedure texts but also for teaching other types of writing.

2. Students

After evaluating students' proficiency in writing procedure texts, it is hoped that they will recognize the importance of practicing writing to enhance their skills. The picture series technique can serve as a valuable tool to improve their writing performance.

3. Future Researcher

This research has been conductedbut it has some limitations. One such limitation is the small sample size, with only 28 students participating. For future research, it would be beneficial to involve a larger group of participants to achieve more varied results. Furthermore, the researcher suggests that subsequent studies could explore the use of the picture series technique in teaching procedure texts more thoroughly.

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University.

APPENDIXES

Appendix A
Appointment Letter of Supervisors

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 639 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU :
Menunjuk Saudara :
Rita Hermida, M.Pd

Untuk membimbing Skripsi
Nama : **Rita Zahra**
NIM : 190203142
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use Of Picture Series In Improving Student's Writing Procedure Text**

DUA :
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA :
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT :
Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA :
Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 11 November 2024
Dekan

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10016/Un.08/FTK.1/TL.00/11/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
 Kepala SMP PKPU Kabupaten Aceh Besar
Assalamualaikum Warahmatullahi Wabarakatuh.
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 190203142
Nama : RITA ZAHRA
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Alamat : Gampong Dayah Timu Kecamatan Meureudu Kabupaten Pidie Jaya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *THE USE OF PICTURE SERIES IN IMPROVING STUDENT'S WRITING PROCEDURE TEXT*

Banda Aceh, 21 November 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

Appendix C
Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   : SMP PKPU Aceh Besar
Mata Pelajaran   : Bahasa Inggris
Kelas dan Semester   : IX/ Ganjil (2024/2025)
Materi Pembelajaran   : Procedure Text
Alokasi Waktu   : 4 Meeting (2x40 menit)

A. KompetensiInti(KI)

KI3: Memahami,menerapkan,danmenganalisispengetahuanfaktual,konseptual,prosedural,danmetakognitifberdasarkanrasaingintahunyatentangilmupengetahuan,teknologi,seni,budaya,danhumanioradenganwawasankemanusiaan,kebangsaan,kenegaraan,danperadabanterkaitpenyebabfenomenadankejadian,sertamenerapkanpengetahuanproseduralpadabidang

kajianyangspesifiksesuaidenganbakatdanminatnyauntukmemecahkanmasalah.

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranahabstrakterkaitdenganpengembangandariyangdipelajarinyadisekolahsecaramandiri,bertindaksecaraaefektifdankreatif,sertamampumenggunakanmetodesesuai kaidahkeilmuan.

B. KompetensiDasar(KD)danIndikatorPencapaianKompetensi(IPK)

KompetensiDasar	IndikatorPencapaianKompetensi
Membandingkanfungsisosial,strukturteks,danunsurkebahasaanbeberapateksprosedur lisan dan tulis denganmemberidanmemintainformasi terkait resep makanan/minuman, pendek dan sederhana,sesuaidengankontekspenggunaannya.	3.3.1 Mengidentifikasifungsisosial, strukturteks, dan unsur kebahasaan teks prosedurterkait dengan resep makanan/ minumanpendekdansederhana. 3.3.2 Membedakan fungsi sosial, struktur teks,danunsurkebahasaanteksprosedurterkaitresepmakanan/minuman.

| Menangkapmaknasecarakontekstual terkait fungsi sosial,strukturteksdanunsurkebahasaanteksprosedurlisandantulis,sangatpendekdansederhana. | 4.3.1 Membuat teksprosedurterkait denganresepmakanan/minumanpendekdansederhana. |
| | 4.3.2 Mempresentasikan teksprosedurterkaitdenganresepmakanan/minumanpendek dansederhana. |

C. TujuanPembelajaran

Total

MelaluikegiatanpembelajarandenganmenggunakanmodelpembelajaranProblemBasedLearning:

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teksprosedurterkaitdenganresepmakanan/minumandengantepat;
2. Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teksprosedurterkaitdenganmakanan/minumandengantepat;
3. Pesertadidikmampumembuatteks prosedur terkaitresepmakanan/minuman pendekdan sederhana, sesuai dengan konteks penggunaannya dengan benar dan penuh tanggungjawab.
4. Pesertadidikmampumempresentasikan teksprosedurterkait dengan makanan/minuman pendek dan sederhana sesuai dengan konteks penggunaannya dengan benar danpenuhtanggungjawab.

D. MateriPembelajaran

Terlampir:ProcedureText

E. Model, Pendekatan, dan Metode Pembelajaran

Model   : Problem BaseLearning (PBL)

Pendekatan: Student-centeredapproach,CulturaResponsiveTeaching,TPACK

Metode   :Tanya–jawab,diskusi,penugasan

F. MediaPembelajarandanSumberBelajarMediaPembelajaran:

1. LKPD
2. Gambar
3. SlidePPT
4. VideoYoutube
   - *How to make a delicious klepon, Howtowriteproceduretext*
5. Lembar evaluasi

Alat:**Laptop,LCDProjector,SpeakerAudio**

G. **SumberBelajar**:

1. BukuReferensi:Saefurrahman.2019.PendalamanMateriBahasaIng gris:English forPracticalUse.Jakarta:Kemendikbud.
2. Pengalamanpesertadidik danguru

H. Langkah –langkah

Pertemuan 1 (2x40menit)	
KegiatanPendahuluan(10 Menit)	
Orientasi 1. Pesertadidikmengucapkan**salam**pembuka. 2. Pesertadidik**berdoa**untukmemulaipembelajaran(PPK:Religius). 3. Gurumengecek**kehadiran**pesertadidik. **Apersepsi** **1.** Pesertadidik menyampaikanmateri**pembelajaransebelumnya** 2. Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnyasertamengajukanpertanyaanuntukmengingatdanmenghubungka ndenganmateri: ❖ *Whatis your favoritefood?* ❖ *Doyouknowwhatisthe ingredient?* **Motivasi** 1. Pesertadidikmenyimakmanfaatdarimateriapayangakandipelajari. 2. Pesertadidikmendengarkantujuanpembelajaran. 3. Pesertadidikmendengarkanmekanismepenilaian.	
KegiatanInti(60Menit)	
SintaxPBL	**KegiatanPembelajaran**
Fase1 **Orientasi pesertadidikpadamasa lah**	*Collaboration,CriticalThinking,Communication* 1. Peserta didik dibagi menjadi 4 kelompok dengan jumlah 4-5peserta. 2. PesertadidikMenyimakslidemateriProcedureText. *3.* Pesertadidikmenyimakmasalah/tugasyangnantiaka ndiselesaikan 4. Peserta didik secara berkelompok akan mengerjakan LKPD 1 5. Diskusiklasikalterkaithasildiskusikelompok LKPD1.

Fase 2**Mengorganisasikanpe serta didik untukbelajar**	*Collaboration,Creative* 1. SetiapkelompokmengerjakanLKPD 1 2. Peserta didik diminta untuk membaca dan mengamati LKPD 1 yangtelahdiberikanguru. *3.* Peserta didik mendiskusikan pembagian tugas untuk mencariinformasiyangdiperlukanuntukmengerjaka nsoalpadaLKPD.*(Menalar/MengasosiasiKerjasa ma&BerpikirKritis).*
Fase 3**Membimbingpe nyelidikankelom pok**	*Collaboration* 1. Pesertadidikdibimbingolehguruagarmemahamitug asmasing-masingdalamkelompok. 2. PesertadidikmenyelesaikanLKPD 1 3. Setiapkelompokmenerimatanggapandariguruterka ithasildiskusidalamLKPD 1 **Ice-Breaking**
Fase 4**Mengembangkanda n menyajikanhasilkar ya**	1. Secaraberkelompok,pesertadidikmembuatprocedure textsesuaitopikpermasalahanyangdipilih 2. Secaraberkelompok,pesertadidikmempresentasikan hasilProceduretextdidepankelas.
Fase5 **Menganalisis danmengevaluasiproses pemecahanmasalah**	1. Pesertadidikmemberikantanggapanataspresentasike lompoklainberupapertanyaanatausaran. 2. Pesertadidikmenerimapenilaianataufeedbackdarigur uatashasilkerjamasing-masingkelompok. 3. Pesertadidik mengumpulkanLKPD 1 4. Pesertadidikmengerjakanevaluasimelaluilembareval uasiyangsudahdibagikan.
Penutup(10Menit)	
A. Pesertadidikdiarahkanuntukmembuatkesimpulanmateriyangsudahdipelajari. B. Pesertadidikmenyimakrefleksipembelajaran,manfaatyangdiperolehdenganme mpelajariProcedureTextdalamkehidupansehari-hari. C. Peserta didikmenerima tugas dan sekilas rencana pertemuan selanjutnya (tindaklanjut). D. Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangipelajarandirumah. E. Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukurdansalam,gurumenunjuksalahsatusiswauntukmemimpindoadenganmen gucapkansyukurkehadiratTuhanYangMahaEsa.	

Pertemuan 2 (2x40menit)

KegiatanPendahuluan(10Menit)	
Orientasi • Pesertadidikmengucapkan**salam**pembuka. • Pesertadidik**berdoa**untukmemulaipembelajaran(PPK:Religius). • Gurumengecek**kehadiran**pesertadidik. **Apersepsi** • Pesertadidik menyampaikanmateri**pembelajaransebelumnya** • Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnya**Motivasi** • Pesertadidikmenyimakmanfaatdarimateriapayangakandipelajari. • Pesertadidikmendengarkantujuanpembelajaran. • Pesertadidikmendengarkanmekanismepenilaian.	
KegiatanInti(60Menit)	
SintaxPBL	**KegiatanPembelajaran**
Fase1 **Orientasi pesertadidikpadamasalah**	*Collaboration,CriticalThinking,Communication* • Peserta didik dibagi menjadi 4 kelompok dengan jumlah 4-5peserta. • Peserta didik diminta mengamati gambarbendayangdiberikan oleh guru.*Gambarproses pembuatan klepon.* • PesertadidikMenyimakslidemateriProcedureText. • Pesertadidikmenyimakmasalah/tugasyangnantiakandiselesaikan: • Peserta didik secara berkelompok akan mengerjakan LKPD 2.Diskusiklasikalterkaithasildiskusikelompok LKPD 2.
Fase 2**Mengorganisasikanpeserta didik untukbelajar**	*Collaboration,Creative* • SetiapkelompokmengerjakanLKPD 2 • Peserta didik diminta untuk membaca dan mengamati LKPD 2 yangtelahdiberikanguru. • Peserta didik mendiskusikan pembagian tugas untuk mencariinformasiyangdiperlukanuntukmengerjakansoalpadaLKPD.*(Menalar/MengasosiasiKerjasama&BerpikirKritis).*

Fase 3 **Membimbingpenyelidikankelompok**	*Collaboration* • Pesertadidikdibimbingolehguruagarmemahami tugasmasing-masingdalamkelompok. • PesertadidikmenyelesaikanLKPD 2 • Setiapkelompokmenerimatanggapandarigurute rkaithasildiskusidalamLKPD 2 **Ice-Breaking**
Fase 4 **Mengembangkandan menyajikanhasilkarya**	• Secaraberkelompok,pesertadidikmembuatproce duretextsesuaitopikpermasalahan. • Secaraberkelompok,pesertadidikmempresentasi kanhasilProceduretextdidepankelas.
Fase5 **Menganalisis danmengevaluasiprosespem ecahanmasalah**	• Pesertadidikmemberikantanggapanataspresentas ikelompoklainberupapertanyaanatausaran. • Pesertadidikmenerimapenilaianataufeedbackdar iguruatashasilkerjamasing-masingkelompok. • Pesertadidik mengumpulkanLKPD 2 • Pesertadidikmengerjakanevaluasimelaluilembar evaluasiyangsudahdibagikan.

Penutup(10Menit)
1. Pesertadidikdiarahkanuntukmembuatkesimpulanmateriyangsudahdipelajari.   2. Pesertadidikmenyimakrefleksipembelajaran,manfaatyangdiperolehdenganme mpelajariProcedureTextdalamkehidupansehari-hari.   3. Peserta didikmenerima tugas dan sekilas rencana pertemuan selanjutnya (tindaklanjut).   4. Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangipelajarandirumah.   5. Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukurdansalam,gurumenunjuksalahsatusiswauntukmemimpindoadenganmen gucapkansyukurkehadiratTuhanYangMahaEsa.

Pertemuan 3 (2x40menit)
KegiatanPendahuluan(10M enit)

Orientasi

- Peserta didik mengucapkan **salam** pembuka.
- Peserta didik **berdoa** untuk memulai pembelajaran (PPK:Religius).
- Guru mengecek **kehadiran** peserta didik.

Apersepsi

- Peserta didik menyampaikan materi **pembelajaran sebelumnya**
- Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi:
  - ❖ *What is your favorite food?*
  - ❖ *What is your favorite drink?*
  - ❖ *Do you know what is the ingredient?*

Motivasi

- Peserta didik menyimak manfaat dari materi apa yang akan dipelajari.
- Peserta didik mendengarkan tujuan pembelajaran.
- Peserta didik mendengarkan mekanisme penilaian.

Kegiatan Inti (60 Menit)	
Sintax PBL	**Kegiatan Pembelajaran**
Fase 1 **Orientasi peserta didik pada masalah**	*Collaboration, Critical Thinking, Communication* 1. Peserta didik dibagi menjadi 4 kelompok dengan jumlah 4-5 peserta. 2. Peserta didik diminta mengamati gambar benda yang diberikan oleh guru. *Gambar proses pembuatan sandwich* 3. Peserta didik Menyimak slide materi Procedure Text. 4. Peserta didik menyimak masalah/tugas yang nantikan diselesaikan: 5. Peserta didik secara berkelompok akan mengerjakan LKPD 3. Diskusi klasikal terkait hasil diskusi kelompok LKPD 3.
Fase 2 **Mengorganisasikan peserta didik untuk belajar**	*Collaboration, Creative* - Setiap kelompok mengerjakan LKPD 3 - Peserta didik diminta untuk membaca dan mengamati LKPD 3 yang telah diberikan guru. - Peserta didik mendiskusikan pembagian tugas untuk mencari informasi yang diperlukan untuk mengerjakan soal pada LKPD. *(Menalar/Mengasosiasi Kerjasama & Berpikir Kritis).*

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Fase 3**Membimbingpe nyelidikankelom pok**	*Collaboration* • Pesertadidikdibimbingolehguruagarmemahamituga smasing-masingdalamkelompok. • PesertadidikmenyelesaikanLKPD 3 • Setiapkelompokmenerimatanggapandariguruterkait hasildiskusidalamLKPD 3 **Ice-Breaking**
Fase 4**Mengembangkanda n menyajikanhasilkar ya**	• Secaraberkelompok,pesertadidikmembuatproceduret extsesuaitopikpermasalahan. • Secaraberkelompok,pesertadidikmempresentasikanh asilProceduretextdidepankelas.
Fase5 **Menganalisis danmengevaluasiproses pemecahanmasalah**	• Pesertadidikmemberikantanggapanataspresentasikel ompoklainberupapertanyaanatausaran. • Pesertadidikmenerimapenilaianataufeedbackdarigur uatashasilkerjamasing-masingkelompok. • Pesertadidik mengumpulkanLKPD • Pesertadidikmengerjakanevaluasimelaluilembareval uasiyangsudahdibagikan.

Penutup(10Menit)

6. Pesertadidikdiarahkanuntukmembuatkesimpulanmateriyangsudahdipelajari.
7. Pesertadidikmenyimakrefleksipembelajaran,manfaatyangdiperolehdenganme mpelajariProcedureTextdalamkehidupansehari-hari.
8. Peserta didikmenerima tugas dan sekilas rencana pertemuan selanjutnya (tindaklanjut).
9. Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangipelajarandirumah.
10. Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukurdansalam,gurumenunjuksalahsatusiswauntukmemimpindoadenganmen gucapkansyukurkehadiratTuhanYangMahaEsa.

Pertemuan 4 (2x40menit)
KegiatanPendahuluan(10M enit)

Orientasi
- Pesertadidikmengucapkan**salam**pembuka.
- Pesertadidik**berdoa**untukmemulaipembelajaran(PPK:Religius).
- Gurumengecek**kehadiran**pesertadidik.

Apersepsi
- Pesertadidik menyampaikanmateri**pembelajaransebelumnya**
- Mengaitkan materi pembelajaran yang akan dilakukan dengan materi sebelumnyasertamengajukanpertanyaanuntukmengingatdanmenghubungkan denganmateri:
  - ❖ *Whatis your favoritefood?*
  - ❖ *What isyourfavorite drink?*
  - ❖ *Doyouknowwhatisthe ingredient?*

Motivasi
- Pesertadidikmenyimakmanfaatdarimateriapayangakandipelajari.
- Pesertadidikmendengarkantujuanpembelajaran.
- Pesertadidikmendengarkanmekanismepenilaian.

KegiatanInti(60Menit)	
SintaxPBL	**KegiatanPem belajaran**
Fase1 **Orientasi pesertadidikpadamasa lah**	*Collaboration,CriticalThinking,Communication* • Peserta didik dibagi menjadi 4 kelompok dengan jumlah 4-5peserta. • Peserta didik diminta mengamati gambarbendayangdiberikan oleh guru.*Gambarproses pembuatan orange juice.* • PesertadidikMenyimakslidemateriProcedureText. • Pesertadidikmenyimakmasalah/tugasyangnantiaka ndiselesaikan: • Peserta didik secara berkelompok akan mengerjakan LKPD 4.Diskusiklasikalterkaithasildiskusikelompok LKPD 4.
Fase 2**Mengorganisasikanpe serta didik untukbelajar**	*Collaboration,Creative* • SetiapkelompokmengerjakanLKPD 4 • Peserta didik diminta untuk membaca dan mengamati LKPD 4 yangtelahdiberikanguru. • Peserta didik mendiskusikan pembagian tugas untuk mencariinformasiyangdiperlukanuntukmengerjaka nsoalpadaLKPD.*(Menalar/MengasosiasiKerjasam a&BerpikirKritis).*

| Fase 3**Membimbingpenyelidikankelompok**	*Collaboration* • Pesertadidikdibimbingolehguruagarmemahamitugasmasing-masingdalamkelompok. • PesertadidikmenyelesaikanLKPD 4 • SetiapkelompokmenerimatanggapandarigururterkaithasildiskusidalamLKPD 4 **Ice-Breaking**
Fase 4**Mengembangkandan menyajikanhasilkarya**	• Secaraberkelompok,pesertadidikmembuatproceduretextsesuaitopikpermasalahan. • Secaraberkelompok,pesertadidikmempresentasikanhasilProceduretextdidepankelas.
Fase5 **Menganalisis danmengevaluasiproses pemecahanmasalah**	• Pesertadidikmemberikantanggapanataspresentasikelompoklainberupapertanyaanatausaran. • Pesertadidikmenerimapenilaianataufeedbackdariguruatashasilkerjamasing-masingkelompok. • Pesertadidik mengumpulkanLKPD • Pesertadidikmengerjakanevaluasimelaluilembarevaluasiyangsudahdibagikan.
Penutup(10Menit)	
11. Pesertadidikdiarahkanuntukmembuatkesimpulanmateriyangsudahdipelajari. 12. Pesertadidikmenyimakrefleksipembelajaran,manfaatyangdiperolehdenganmempelajariProcedureTextdalamkehidupansehari-hari. 13. Peserta didikmenerima tugas dan sekilas rencana pertemuan selanjutnya (tindaklanjut). 14. Peserta didik diberi semangat dalam belajar, mengerjakan tugas, dan mengulangipelajarandirumah. 15. Peserta didik bersama guru mengakhiri kegiatan belajar mengajar dengan doa syukurdansalam,gurumenunjuksalahsatusiswauntukmemimpindoadenganmengucapkansyukurkehadiratTuhanYangMahaEsa.	

I. PENILAIAN

1. PenilaianSikap   :Observasi
2. PenilaianPengetahuan   :Tertulis
3. PenilaianKeterampilan   :UnjukKerja

Mengetahui,   Aceh Besar,....November
Guru Mapel Bahasa InggrisSMP   2024Mahasiswa Penelitian,
PKPU Aceh Besar

(Istiana,S.Pd., Gr)NIP.   (Rita Zahra)
                                                  NIM: 190203142

Appendix D
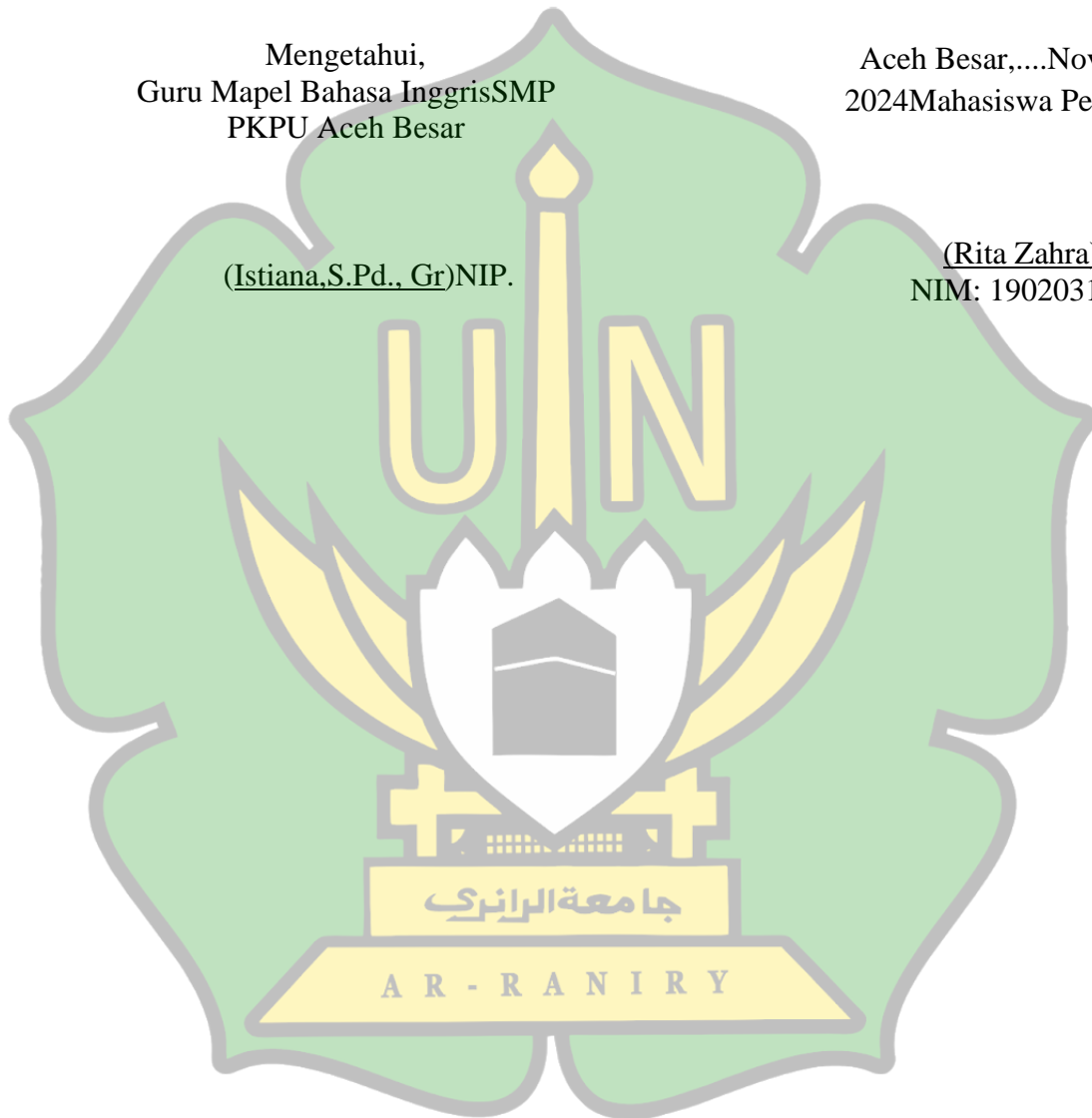
Assessment Rubric

The aspect of scoring system

Category	Score
Content	0-20
Organization	0-20
Vocabulary	0-20
Language use	0-20
Mechanics	0-20

The specification of scoring system

Aspect	Score	Criteria
Mechanics	20	Few errors of spelling, punctuation, capitalization, and paragraphing.
	10	Occasional errors of spelling, punctuation, capitalization, and paragraphing
	15	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	5	Dominated by errors
Language	20	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	15	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	10	problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	5	Almost no mastery of sentence construction rules, dominated by errors, does not communicative, not enough to evaluate.
Vocabulary	20	Sophisticated range, effective word choice, word form mastery.
	15	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	10	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	5	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
Organization	20	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive

Aspect	Score	Criteria
	15	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	5	Does not communicate, no organization, not enough to evaluate
Content	20	Knowledgeable, thorough development of thesis, relevant to the topic
	15	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	10	Limited knowledge of subject, inadequate development of topic
	5	Does not show knowledge of subject, not enough to evaluate

The Percentage Table of Students' Pre-test Score

Classification	Score Range	Student's Frequency	Student's Frequency Percentage
Poor	45-56		
Fair	56-65		
Average	66-75		
Good	76-85		
Excellent	86-100		
Total			100%

The Percentage Table of Students' Post-test Score

Classification	Score Range	Student's Frequency	Student's Frequency Percentage
Poor	45-56		
Fair	56-65		
Average	66-75		
Good	76-85		
Excellent	86-100		
Total			100%

Appendix E

Pretest

Appendix F

Post test

POST-TEST

NAME : FUAL KAMIL
CLASS : D KILAP
DATE : 6 December

how to make : FRIED BANANA

Goal FRIED BANANA

INGREDIENTS

BANANA   SUGU   FLOUR   SODA   SALE   WATER CAN OIL
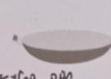
TOOLS

knife   receptable   spatula   spoon   frying pan   stove

how to make : FRIED BANANA

STEPS

STEPS

1. PEEL the banna
2. Cut banana into 6 pieces
3. Make water by mising flour sugar salt. Add water little by little stirin until there is no lumpy flour for the texture is not too thinok put the bama pieces inea the flour coat the bama with the flour mix sure ther then pry
5. Fry an medium heat unfil cooked and browned
6. Remle the cooked fried fried bananas
7. Fried banana with with sprame is ready to be enjoyed

Name : DF

how to make : FRIED BANANA

Goal _____

INGREDIENTS

Banana Sugar Flour Soda Baking salt

TOOLS

Knife   Bowl   Spatula   Spoons   Pan   Hot Plate

how to make : FRIED BANANA

STEPS

STEPS
1. Peel Skin Banana's
2. Cut Banana's
3. Add Salt, Flour, Sugar, Soda Baking
4. Add Banana's after cuting
5. Add Banana's in the Pan
6. take Banana's that Fried
7. Fried Banana's Ready to eat.

95

Appendix G

Documentation

Appendix H

YAYASAN POS KEADILAN PEDULI UMMAT
SEKOLAH MENENGAH PERTAMA
SMP PKPU, ACEH BESAR
Alamat: Jl. Laks-.Malahayati Km.14,5 Ds Neuheun Masjid Raya, Aceh Besar Telp.085296092739
E-mail: smppkpu4@gmail.com

SURAT KETERANGAN
No. 430/S.Ket/SMP-PKPU/XII/2024

Yang bertanda tangan dibawah ini, Kepala SMP PKPU, Desa Neuheun, Kecamatan Mesjid Raya, Kabupaten Aceh Besar, menerangkan bahwa:

Nama   : RITA ZAHRA
NIM   : 190203142
Prodi/ Jurusan   : PENDIDIKAN BAHASA INGGRIS
Alamat   : Ie masen, Ulee Kareng, Kota Banda Aceh

Adalah benar telah melakukan penelitian dan pengumpulan data di SMP PKPU, Kecamatan Mesjid Raya, Kabupaten Aceh Besar, untuk keperluan penulisan skripsi yang berjudul: *"The Use Of Picture Series In Improving Student's Writing Procedure Text"*. Pada tanggal 13 September 2024,

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Neuheun, 19 Desember 2024
Kepala SMP PKPU

Zulhelmi. Z, M.Pd, Gr