



Improving Procedure Text Writing Skills Through The Integration Of Picture Series Within Flipped Classroom Approach

Moh Ainun Fitroni¹, Ulfatul Ma'rifah²

^{1,2} Universitas Muhammadiyah Gresik, ; Indonesia

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ABSTRACT

The purpose of this study was to determine whether there was a significant effect of the picture series technique in writing procedure text in the eighth grade of MTs. M 06 Banyutengah. This study used a quasi experimental design consisting of one class as the treatment class and one class as the control class. The population in this study was the eighth grade of MTs. M 06 Banyutengah, and the samples of this study were students VIII A and VIII B Mts. M 06 Banyutengah school year 2023/2024. The sample was taken using purposive sampling. The instrument of this study was a writing test focusing on procedure text. The researcher collected data by giving a pre-test, giving treatment in the experimental class using the picture series technique with a flipped classroom, and finally giving a post-test. The data were analyzed with descriptive statistics and normality test. To test the hypothesis, the researcher used paired sample t-test, which was calculated through SPSS 25.0. The results of this study showed that the mean score the students' mean score raises in class experiment 23.66 points, from 43.00 (pre-test experiment class) to 66.66 (post-test experiment class), while the students' mean score raises in class control 16,83 points, from 42.83 (pre-test control class) to 59.66 (post-test control class). In addition, the Sig (2 tailed) value was 0.000. This means that the probability value (Sig) is lower than α (p-value < α or 0.000).

Corresponding Author:

Moh Ainun Fitroni

Universitas Muhammadiyah Gresik; Indonesia; fitroniainun058@gmail.com

INTRODUCTION

In learning English, there are four basic skills that students must have to master English, namely, reading, speaking, listening and writing. Among the four abilities taught, writing is the most difficult ability for students to master (Shalihi et al, 2022). Writing is one of the language skills that students

must master in language learning after listening, speaking and reading. Writing is writing letters, forming sentences, forming paragraphs and making marks on a flat surface. In writing, students are expected to be able to find ideas, consider how to express them, organize them into statements and paragraphs that can be understood, and how to review and then revise them so that good writing is composed (Rumatang et al., 2022). This is what makes students find it difficult when writing, especially junior high school students.

Writing learning in junior high school is divided into several types, such as narrative, descriptive, procedural and recount texts. Students are expected to be able to write short passages of various types of text. one way is to write procedure texts. Procedure text is text that tells how something is done through steps or actions. Procedure texts can also be interpreted as pieces of themes that give us directions for doing something (Prayogi et al., 2022). According to the American Heritage Dictionary, "A procedure text is a set of instructions that performs a specific task function." We can say that procedure texts describe how something is achieved through a series of actions or steps. According to Wardiman (2008), "Procedure text is text that provides instructions or how to do something through a series of actions." The purpose of the procedure text itself is to explain how something can be done, such as the recipe, ingredients and steps (Prawati et al, 2013). Based on the definition above, procedure text is text that explains, tells or shows someone how to do something, which must be done in a series of sequential steps and shows a process to describe how something is done completely through a series of serial steps. In writing procedural texts, the difficulties experienced by students include difficulties in organizing ideas and steps in a structured manner, difficulties in choosing appropriate words, difficulties in arranging steps so that readers can easily understand them, and difficulties in using language style (Noviarti & Adnan, 2019).

The difficulties experienced by students in writing procedure texts encourage teachers to have to create media that make the learning process in the classroom more interesting and enjoyable to help and improve students' abilities in writing skills, especially procedure texts. One of them is by using Picture Series (Simanjuntak et al., 2023). According to Ramadhanty et al., (2023) "Picture Series is one of the media that supports the brainstorming process during the writing process as a visual aid that stimulates to provide inspiration to express something". The series of images contains a series of images that form a story. Nuriyanti, (2023) states, "A series of pictures can be used as a cue to retell a story." Pictures are very important in helping students to retell experiences or understand something because they can represent places, objects, people, and others. According to (Gendroyono, 2021), students will enjoy writing class if they are taught using pictures because pictures provide students with the basic materials for composing and stimulate them to write. In addition, it is also easy to prepare and relatively adaptable to be used for different ages of learners and purposes.

Apart from media, teachers must also choose efficient learning methods so that students' ability to write procedure texts can increase. One method that can be used to support and utilize picture series media is the flipped classroom. Flipped Classroom is a model where the teaching and learning process is not like in general, namely in the learning process students study the subject matter at home before class starts and teaching and learning activities in class take the form of doing assignments, discussing material or problems that students do not yet understand (Abeysekera, 2015). By doing assignments at school, it is hoped that when students experience difficulties they can immediately consult with their friends or teachers so that the problem can be solved immediately (Yulietri et al., 2015). In other words, the flipped classroom is the opposite of conventional learning procedures, where what is usually done in class is done at home as homework or homework is done in class (Prabaharan, 2014). Therefore, this strategy is called flipped classroom learning. Researchers chose flipped classroom learning because it is more student-centered because there are more activities

carried out by students. Referring to the 2017 International Society for Technology in Education (ISTE) Standards, student-centered learning is successful if the creativity and effectiveness of using technology to support the learning process meets their learning needs (Fuller, 2020).

Some previous researchers have found related to the flipped classroom. One of them is the research findings conducted by Asri, Widiowati & Roisatin (2019) found that the application of flipped class in English teaching did not run according to the principles of the method itself. Students are accustomed to doing the assignments given independently because they think the assignments should be done at home, not in class. In the flipped class method, assignments should be done in class, while at home they only study the material. Another previous research is about the application of the flipped classroom strategy conducted by Usmani & Ergusni (2019). The results of the study were that the learning outcomes of students who applied learning with the flipped classroom strategy were better than those who did not apply learning. Students' motivation and interest in learning by applying the flipped classroom strategy is high.

To solve the problem of students who have difficulty in writing procedural texts, the researcher will conduct research using a picture series with a flipped classroom approach. Because the picture series with flipped classroom can make it easier for students to access the material, students have the flexibility of time to access the material anytime and anywhere, students can learn at their own pace so that time in class can be utilized for interactive activities, collaborative projects and discussions that can increase understanding through direct application. Some of these things can make students' procedure text writing skills improve effectively.

METHODS

This research uses a quantitative approach using a quasi experimental design method and using a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test, namely a pretest, with the aim of finding out the condition of the group before treatment. Then after being given treatment, the experimental group and control group were given a test, namely a posttest, to find out the condition of the group after treatment (Sugiyono, 2021). In this study, the impact of treatment calculated through the difference in gain (T2- T1) between the experimental group and control group.

Table 1 Table Treatment

Group	Pretest	Treatment	Posttest
Experiment	T1	X	T2
Control	T1	-	T2

Information (T1 = Pretest before treatment, X = Treatment (using picture series within flipped classroom approach), T2 = Posttest after treatment)

The population of this study were all eighth grade (VIII) students at MTs.M 06 Banyutengah. Researchers utilized purposive sampling in this research. Purposive sampling collects samples based on certain factors such as demographic characteristics or known qualities (Notoatmodjo, 2010). Two classes were selected as samples that represent the population. Two classes were selected by researcher. One class is used as an experimental group, where the students are in this group given treatment using image media with a flipped classroom approach. Another one is the control group, which is this groups of students were given conventional teaching. As an experimental class, the researchers chose class VIII A and class VIII B as the control class. The researcher chose these classes because they faced difficulties appropriate to the research objectives; namely, there are still many students who have difficulty writing procedure texts.

Researchers used test type instruments in this research. The writing test is a type of test used by researchers in this study. In both the pre-test and post-test, students are given a written test. Before starting the treatment, students in both the experimental and control classes were given a pre-test to determine their ability to write procedural texts. The researcher then gave a post-test at the last meeting in the experimental class and control class again to see whether the procedure text was appropriate, the composition increased after treatment in the experimental class. To find out the difference in results between the pre-test and post-test, the researcher used parametric statistical data techniques in the SPSS 25.0 application. The first step is to enter student data or grades into SPSS to find descriptive statistics (average score, maximum score, minimum score, etc.). The second step is to re-enter the student data or grades into SPSS to determine the normal distribution of the data. It's helpful to see what steps to use next. If the data is normally distributed, then statistical tests are used as parametric statistics, but if the data is not normally distributed then statistical tests are used as non-parametric statistics. The final step is to use the Paired Sample t-Test (parametric statistics) to find out whether there is a significant difference in student scores before and after being given treatment.

FINDINGS AND DISCUSSION

Descriptive Analysis of Pre-Test

Descriptive statistical analysis is helpful for describing research data, including the amount of data, the maximum value, the minimum value, and the average value. The pre-test result is measured by using the scoring rubric adopted from Anderson (1968). The description below is the result of the student's scores on the pre-test. The result of the students' scores obtained from the pre-test result can be seen in the following table:

Table 2 Description of pretest score

		Statistics	
		Pretest_Eksperimen	Pretest_Kontrol
N	Valid	30	30
	Missing	0	0
Mean		43.0000	42.8333
Std. Error of Mean		1.97105	1.78891
Median		40.0000	40.0000
Mode		40.00	45.00
Std. Deviation		10.79591	9.79825
Variance		116.552	96.006
Range		40.00	40.00
Minimum		30.00	30.00
Maximum		70.00	70.00
Sum		1290.00	1285.00

The data showed that the minimum score of the pre-test in Experiment and control class was 30.00 , the maximum score of the maximum score was 70.00, the median was 40.00, and the mean score was 43.00 in experiment class and 42.83 in control class. There were still many students who could not write well in the pre-test. Many sentences were incomplete. Their grammar was irregular, and many still used the wrong tense.

Table 3 Pretest Score Experiment Class and Control Class

	Pretest Control Class			Pretest Experiment Class			
	Frequency	Percent		Frequency	Percent		
lid	30.00	6	20.0	alid	30.00	3	10.0
	35.00	4	13.3		35.00	7	23.3
	40.00	7	23.3		40.00	6	20.0
	45.00	3	10.0		45.00	8	26.7
	50.00	5	16.7		50.00	2	6.7
	55.00	2	6.7		55.00	1	3.3
	60.00	1	3.3		60.00	1	3.3
	65.00	1	3.3		65.00	1	3.3
	70.00	1	3.3		70.00	1	3.3
	Total	30	100.0	Total	30	100.0	

The table above shows the frequency and percentage of all students' scores. The values that appear most often or occur the most are two values, namely 40,00 in experiment class and 45,00 in control class. While the other values have frequencies of 7 and 8.

Descriptive Analysis of Post-Test

This section explains the descriptive analysis of the post-test. The scoring of students' writing achievement in the post-test of control and the experimental class is measured using the bands' score adopted from Anderson (1968). The description below is the result of the students' scores at the post-test after being taught the chain story technique. The detailed explanations are in the following table:

Table 4 Description of posttest score

		Statistics	
		Posttest_Experiment	Posttest_Control
N	Valid	30	30
	Missing	0	0
Mean		66.6667	59.6667
Std. Error of Mean		1.75075	1.53378
Median		65.0000	60.0000
Mode		75.00	60.00 ^a
Std. Deviation		9.58927	8.40088
Variance		91.954	70.575
Range		40.00	40.00
Minimum		50.00	40.00
Maximum		90.00	80.00
Sum		1000.00	1790.00

a. Multiple modes exist. The smallest value is shown

The table shows that the minimum post-test score is 50.00 in experiment class and 40.00 in control class, the maximum score is 90.00 in experiment class and 80.00 in control class, median is 65.00 in experiment class and 60.00 in control class, and the mean score of the

post-test is 66.66 in experiment class and 59.66 in control class. In the post-test, almost all of the students have increased the skill of writing prosedure text. but a very significant improvement was found in the experimental class

Table 5 Posttest Score Experiment Class and Control Class

	Pretest Experiment Class				Pretest Control Class			
	Frequency		Percent		Frequency		Percent	
lid	50.00	2	6.7	alid	40.00	1	3.3	
	55.00	3	10.0		50.00	5	16.7	
	60.00	6	20.0		55.00	6	20.0	
	65.00	5	16.7		60.00	7	23.3	
	70.00	5	16.7		65.00	7	23.3	
	75.00	7	23.3		70.00	2	6.7	
	85.00	1	3.3		75.00	1	3.3	
	90.00	1	3.3		80.00	1	3.3	
_____ Total		30	100.0	Total		30	100.0	

The table above shows the frequency and percentage of all students' scores on the on the post-test. The value that appears most often or most often appears is 75.00 in experiment class and 65.00, 60.00 in control class, while the other scores have a frequency of 7 times.

Comparison of Pre-Test and Post Test Score

The comparison of students' scores of the eight grade of MTs. M 06 Banyutengah before and after applying chain story technique and conventional method can be seen in Table 6 below:

Table 6 Comparison of Pretest and Posttest Score

		Statistics			
		Pretest_	Posttest_	Pretest_	Posttest_K
		Ekspersimen	Ekspersimen	Kontrol	ontrol
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		43.0000	66.6667	42.8333	59.6667
Std. Error of Mean		1.97105	1.75075	1.78891	1.53378
Median		40.0000	65.0000	40.0000	60.0000
Mode		40.00	75.00	45.00	60.00 ^a
Std. Deviation		10.79591	9.58927	9.79825	8.40088
Variance		116.552	91.954	96.006	70.575
Range		40.00	40.00	40.00	40.00
Minimum		30.00	50.00	30.00	40.00
Maximum		70.00	90.00	70.00	80.00
Sum		1290.00	2000.00	1285.00	1790.00

a. Multiple modes exist. The smallest value is shown

From the data above, the researcher concludes that the students' mean score raises in class experiment 23.66 points, from 43.00 (pre-test experiment class) to 66.66 (post-test experiment class), while the students' mean score raises in class control 16,83 points, from 42.83 (pre-test control class) to 59.66 (post-test control class). It can be said that the means scores of the students' post-test are higher than the means score of the students' pre-test. Therefore, it is proved that there is a significant difference in students' writing skills taught by the picture series within flipped classroom. The hypothesis testing is used to determine whether or not there is a difference in the effect picture series within flipped classroom on students' writing skills, especially procedure text, at the eight grade students of MTs. M 06 Banyutengah using t-test with a significant level (0.05). In addition, the calculation results must indicate whether H1 is accepted or H0 is rejected. In this research, hypothesis testing is also used to explain the conclusions. However, the hypothesis testing uses SPSS 25.0 to test data normality and paired sample T-test.

Normality Test

The normality test in this study is used to analyze whether the data is normally distributed or not. The normality test in this study used the Kolmogorov-Smirnov and Shapiro-Wilk tests. the results are in the following table:

Table 7 Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Pre_Test	Post_Test
N		60	60
Normal Parameters ^{a,b}	51.3333	48.7500	62.9167
	12.75143	14.33926	10.42697
Most Extreme Differences	.113	.153	.110
	.113	.153	.110
	-.108	-.096	-.079
Test Statistic		.113	.110
Asymp. Sig. (2-tailed)		.055 ^c	.068 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the SPSS output table, it is known that the significance value of Asymp. Sig (2-tailed) of 0.055 and 0.068 is greater than 0.05. then according to the basis for decision making in the Kolmogorov_Smirnov normality test above, it can be concluded that the data is normally distributed. That way the assumption or prerequisite of normality in the regression model has been fulfilled.

T test

The paired sample t test was conducted to see whether there was a difference in the pretest and posttest results of students from the experimental and control classes. The

results of the pretest and posttest hypothesis test calculations can be seen in the following table:

Table 8 T Test

	Paired Samples Test							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PairPretest 1 Eksperimen - Posttest Eksperimen	-23.66667	10.82250	1.97591	-27.70785	-19.62548	-11.978	29	.000
PairPretest 2 Kontrol - Posttest Kontrol	-16.83333	8.45713	1.54405	-19.99128	-13.67539	-10.902	29	.000

- a) Based on the Pair 1 output, the sig. (2 tailed) value is 0.000 < 0.05, it can be concluded that there is a difference in the average ability to write text procedures for pretest and posttest in experimental classes using picture series with flipped classroom.
- b) Based on the Pair 2 output, the sig. (2 tailed) value is 0.000 < 0.05, it can be concluded that there is a difference in the average ability to write procedure text for pretest and posttest in the control class.

Based on the output above, it can be concluded that there is a significant effect before (pretest) and after (posttest) learning using picture series with flipped classroom in class VIII students of MTs. M 06 Banyutengah academic year 2023/2024.

DISCUSSION

This research will explain how to improve students' abilities. skills in writing procedural texts using a series of pictures with classroom action research methods. This research consists of four steps: planning, implementation, observation and reflection. The main goal of this research is to identify problematic situations or problems that the participants, which may include teachers, students, administrators, administrators, or even parents, consider to be feasible that may affect students' writing abilities. a more thorough and systematic examination. This research was carried out by researchers in class to find out several problems. To collect data, researchers used pre-test and post-test. In the writing process, students need to observe five aspects of writing so that the resulting writing is good writing, namely content, organization, grammar, style and mechanism. Hypothesis testing involves collecting data from respondents using data collection procedures specified for the research. Previously testing was carried out at the first appointment before treatment. The pretest was given to both classes, namely the experimental class and the control class to determine the range of students' initial scores in the writing section. To find out students' writing skill scores before processing. Field notes are used to see students' activities and reactions in class in more detail regarding teaching activities. It includes student interactions and activities while teaching writing using a series of classroom images. while a post test is given to measure student success after treatment. This research conducted a test after conducting research through a series of images. This aims to assess their achievements in writing skills, especially in procedural texts.

The results of this study found that the use of picture series technique with flipped classroom helped students improve their ability in writing procedure text. This result is similar with Gendoyono (2021); picture series helps students demonstrate their knowledge of the newly teach content, especially in writing procedure text. It offers an atmosphere that stimulates students to understand and make up stories related to language. The experimental group students made growth in grammar, vocabulary, and organization. Some of the improvements in students' abilities in writing procedure texts can be seen as follows. The first improvement is that students can find ideas to write. The use of a series of pictures allows students to easily find ideas about what to write. The picture series within flipped classroom develops students' creativity in writing "a picture is worth a thousand words". Students can develop their stories based on the series of pictures they see freely. This activity leads them to think of ideas that they have never thought of before. Students have to create their own ideas using the pictures they have.

The second improvement that researchers found was in students' vocabulary mastery. At first, students found it very difficult to write because their vocabulary was very limited. By explaining and describing the vocabulary together between the researcher and students, students were helped in improving their vocabulary. Although there were still many students who could not distinguish tenses, the students' grammar in the post-test was much better than the pre-test results. always to ask students questions and ask students to talk about the teaching materials to their friends will also improve the quality of the class. There was also an improvement in the students' level of motivation to follow the teaching and learning process. The researcher appreciated the students' responses at least with praise, and never blamed the students' mistakes. In this way students are highly motivated to join and engage in the teaching and learning process and are not afraid of being wrong and are braver in trying to answer questions. Writing based on objects can foster feelings of thinking and provide direct experience during learning (Umam & Firdausa, 2022).

There are two points that can be given to teachers, especially English teachers, from this study. First, teachers can improve students' writing skills by providing various language activities and innovative teaching techniques that suit their students' capacity. Furthermore, teachers can utilize the approach developed in this study to improve classroom practice. This technique not only improves communication between teachers and students, but also improves students' communication among themselves.

CONCLUSION

Based on the findings, it was found that the use of the pipe series with the flipped classroom had quite a big impact on students' ability to write procedural texts at MTs.M 06 Banyutengah. The average pre-test score for the experimental class was 43.00 and the average pre-test for the control class was 42.83, while the post-test score for the experimental class was 66.66 and the average post-test score for the control class was 59.66. Furthermore, the paired sample t-test significant value shows, $p(0.000) < 0.05$ is lower than Sig (2 tailed). So it can be concluded that there is a significant effect before and after learning with picture series with flipped classroom. As a result, producing procedure texts using picture series as a flipped classroom has a substantial impact on students' writing abilities, and the picture series technique with a flipped classroom can be considered effective. The results of data analysis show that the writing achievement of students who have been taught the picture series technique using the flipped classroom has increased. The students in the experimental class were interested or motivated in using the picture series technique with the flipped classroom because the students wrote their paragraphs with the help of pictures to connect the sentences. Researchers provide several recommendations, first, for teachers. The picture series technique with the flipped classroom can be an option for teaching writing because it provides the opportunity to develop

various activities by combining writing assignments with fun activities. Second, for future researchers. Researchers suggest examining the effectiveness of the picture series technique with a flipped classroom in other skills, namely speaking. Finally, research can look at the application of the picture series technique with a flipped classroom in improving students' writing achievement in all aspects of writing.

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CONFLICTS OF INTEREST

In presenting the findings of this study, it is crucial to acknowledge potential conflicts of interest that may influence the interpretation of the results. The researcher wishes to declare that there are no conflicts of interest, financial or otherwise, that could have impacted the objectivity or impartiality of this research. The study aimed to investigate the effectiveness of the picture series technique in enhancing the writing skills of eighth-grade students in MTs. M 06 Banyutengah. The research design employed a quasi-experimental approach, with one class designated as the treatment group and another as the control group. The participants were drawn from the eighth-grade population of MTs. M 06 Banyutengah for the academic year 2023/2024, specifically students from classes VIII A and VIII B. Purposive sampling was utilized to select the sample for this study. The primary instrument for data collection was a writing test focusing on procedure text. The data collection process involved administering a pre-test, implementing the treatment (utilizing the picture series technique with a flipped classroom) in the experimental group, and conducting a post-test. Data analysis encompassed descriptive statistics and a normality test. To test the hypothesis, the paired sample t-test was employed and calculated using SPSS 25.0. The results indicated a notable increase in the mean scores of both the experimental and control groups. In the experimental group, the mean score rose by 23.66 points, from 43.00 (pre-test) to 66.66 (post-test), while the control group exhibited an increase of 16.83 points, from 42.83 (pre-test) to 59.66 (post-test). The significance value (Sig) was calculated to be 0.000, which is below the predetermined alpha level (α) of significance. This implies that the observed improvements in both groups are statistically significant. In conclusion, the findings suggest that the picture series technique, when integrated into a flipped classroom setting, has a substantial positive impact on the writing skills of eighth-grade students. These results provide valuable insights for educators and curriculum developers seeking effective instructional strategies for enhancing procedural text writing skills in middle school settings.

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