

The Use Of Picture Media To Enhance Students' Skills In Writing Procedure Text

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ABSTRACT

This study investigates the effectiveness of picture media in enhancing students' procedural text writing skills through a quasi-experimental design involving 60 senior high school students, equally divided into an experimental group and a control group. The experimental group received instruction supported by picture media, whereas the control group was taught using conventional methods. Pretests and posttests were administered, with data analyzed using the Wilcoxon Signed-Rank Test for the experimental group (non-normal distribution), the Paired Sample t-Test for the control group, and the Mann-Whitney U Test to compare posttest scores between groups. The findings reveal that both groups demonstrated significant improvement; however, the experimental group achieved a greater mean gain score (27.26) compared to the control group (15.50) and a higher posttest mean (83.43 vs. 65.50). The Mann-Whitney U Test produced a p-value of 0.000, confirming a statistically significant difference in performance. The greatest improvement was observed in content development, followed by organization and vocabulary. These results highlight the effectiveness of picture media in fostering students' comprehension, engagement, and ability to sequence ideas coherently when writing procedural texts. The study concludes that picture-based instruction offers a more impactful and inclusive pedagogical approach for teaching procedural text writing in senior high schools.

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1. Introduction

Learning English requires students to have mastery in at least four main language skills, namely listening, speaking, reading, and writing, with writing being particularly vital for students. Ministry of Education (2024) emphasizes the essential role of writing as a means for the language learners to express the meanings of written language in diverse interpersonal

and transactional settings. Students are encouraged to engage with a wide range of writing forms, including recounts, descriptions, narratives, expositions, procedures, news articles, reports, explanations, and discussions, in both formal and informal styles. Their ability to communicate effectively is improved by this all-encompassing approach, which also encourages creativity and critical thinking.

Writing is one of four English language macro skills that is important to allow its users to communicate and convey their thoughts and ideas through text and tactile forms in diverse contexts (Fitria & Pratiwi, 2020). For English learners in Indonesia, having a good competence in English, particularly in writing, is crucial for them academically, for example, to gain access to worldwide knowledge and research, and professionally, namely for their career development (Ariyanti, 2016; Putri & Cahyono, 2020). To achieve these purposes, English has been considered a key component of Indonesia's education curriculum since independence (Amanda et al., 2023; Pajarwati et al., 2021). By providing students with essential spoken and written English skills, this policy seeks to improve the caliber of human resources and pave the way for future prospects. Setiawati (2024) argued that the primary objective of learning English as an international language for students is to achieve language competence, which is a key indicator of a language learner's success. Typically, competency in the context of studying English refers to an ability that includes the knowledge, abilities, attitudes, and behaviors that students need to acquire to utilize the English language effectively (Bachman & Palmer, 2022).

The Indonesian government has recognized the value of writing and has instituted a curriculum at Islamic Senior High Schools (SMA/MAN) that places a strong emphasis on writing abilities. According to Ministry of Education (2024), the English curriculum at the SMA level emphasizes communicative competence and critical thinking aligned with CEFR level B2. Teaching English is not only targeted to prepare the learners for both everyday communication and the interpretation and creation of academic, digital, and informational texts, but also as well as to adequate them with skills to create various forms of text, especially procedural texts (Rohimajaya & Hamer, 2023), but also to support the creation of learners' autonomy through projects and improve the student's engagement as well as their language proficiency (Andika & Yulia, 2025). Consequently, the students at this level can effectively convey meaning through functional texts and write engaging essays, which enhances their daily interactions.

A procedure text is a type of functional texts taught in English classroom at SMA level that aiming at assisting students to perform specific tasks such as preparing a meal or assembling something through structured and step-by-step language (Andrias & Saunir, 2017). A procedure text is an organized instructional genre that uses imperative verbs and logical connectors to help readers accomplish particular tasks efficiently, which usually includes a purpose, supplies, and ordered actions (Dewi et al., 2023; Rahayu et al., 2021). However, Since writing in a foreign language requires organizing complicated ideas, utilizing appropriate terminology, and adhering to proper grammar rules, it can be difficult for

learners. These pressures often result in increased cognitive load, which affects writing quality and fluency (Jiang & Kalyuga, 2022). Furthermore, a lot of students suffer from writing anxiety, which can impair their confidence and make it difficult for them to articulate their ideas clearly (Li, 2022; Tung et al., 2024). Consequently, writing in a second or foreign language is therefore frequently regarded as one of the hardest abilities to acquire.

Teachers are essential in helping students to improve their writing in EFL classes by encouraging meaningful involvement and offering process-oriented, scaffolded corrective feedback. Research indicates that when teachers provide students with uncoded, indirect written corrective feedback such as hints rather than outright corrections, they improve their metacognitive awareness and provide them the ability to self-regulate their writing (Dayat, 2022; Mulati et al., 2020). This feedback is effective to enhance their writing and consequently address the challenges they had. One particularly impactful strategy is the incorporation of a diverse array of media such as vibrant images, maps, globes, real objects, dialogues, and tables. These dynamic elements not only make lessons more captivating but also ignite a passion for the writing process among students. This paper will delve into the transformative power of using pictures as a compelling tool to elevate English writing skills as the use of images has become one of the most effective media for teaching. In addition to being an effective, simple, and affordable teaching tool that greatly raises student participation in the classroom, images also improve students' writing performance by enhancing idea generation, structural organization, vocabulary richness, and writing coherence (Arifin & Surachmi, 2023; Rismayanti, 2021).

The integration of picture media resources into the instruction of procedural texts facilitates the improvement of students' comprehension of sequencing, vocabulary acquisition, and their engagement as well as the use of meaningful language use (Yassin & Sood, 2024). Research indicates that picture media based education enhances students' receptive and productive abilities, particularly when they are encouraged to produce their own procedure-based digital content and are exposed to visual aids (Gultom, 2023; Lating, 2022; Prayuda S, 2021; Rakhmawati et al., 2021). In an intriguing study involving 21 enthusiastic ninth-grade students from the junior high school level, Gultom (2023) Research shows that using picture media significantly boosts students' scores in procedural writing, enhancing sequencing clarity, vocabulary precision, and learner engagement. Similarly, Lating (2022) indicated that the incorporation of video recipes improved students' proficiency in composing procedural texts, as learners showed increased interest, enjoyment, and curiosity, reflecting enhanced engagement and more significant language use. Moreover, Rakhmawati et al. (2021) in their investigation of picture media-based instruction for eighth-grade students, observed a statistically significant enhancement in writing performance, along with increased student motivation, autonomy, and enjoyment. Consistent with these findings, Prayuda S (2021) investigated the application of YouTube videos in EFL courses and determined that these multimedia resources enhanced comprehension of procedural sequences and led to greater writing accuracy and coherence.

Picture media materials are quite helpful for high school seniors since they help them feel more confident about taking part in fun and creative initiatives. Teachers may make their lesson plans more interesting and get students more interested in writing (Rismayanti, 2021). These visual tools change the mood of the classroom by linking learning to real-life situations and pushing students to come up with creative and logical stories (Wijaya, 2024). Drawings and sequential images are examples of picture media that help students organize their thoughts and make tales based on what they see (Yuyun & Sibuea, 2020). Images can encourage creativity and make writing more fun by providing clarity and visual stimulation. This makes writing more meaningful and helps children learn more about language (Arifin & Surachmi, 2023). Based on this consideration, the author conducted a study entitled "Utilizing Picture Media to Improve Students' Writing Skills" at SMAN 3 Aceh Barat Daya, with the aim of enhancing students' writing proficiency especially in composing procedural texts through the integration of picture media. It is anticipated that incorporating visual components would give educators a fresh approach to inspiring and empowering pupils while they write, particularly when it comes to procedural texts. This study, however, was conducted to answer the research questions as below:

- a. Can picture media improve students' abilities to write procedural texts?
- b. Did the experimental group show greater improvement in writing skills than the control group?

2. Research Methodology

This study explores the impact of picture media on students' achievement in writing procedure texts. Using a quasi-experimental design with two independent groups, the experimental group utilized picture media during instruction, while the control group followed a traditional approach. The goal is to highlight the potential of visual aids in enhancing student writing success. Therefore, the dependent variable was the students' procedural writing skills as indicated by their scores, which are assessed using pre-tests and post-tests to define the effect of the intervention. The independent variable was the use of image media, which was only given to the experimental group. A total of 60 participants from classes X1 and X2 at SMAN 3 Aceh Barat Daya were chosen for this study in order to accomplish these goals. They were then randomly split into two groups of 30, the first of which was the experimental group and the last of which was the control group. Given that every tenth-grade student took part in the study, this is then called "saturated sampling or census sampling" (Sugiyono, 2018, p. 122). In this study, the researcher taught the participants in which the picture media used in teaching procedure text in the experimental class and no media was used in the control class. Prior to treatment, both groups took a pre-test, and after the second cycle of instruction, they took a post-test.

The intervention procedure in the experimental class was conducted over three meetings. On the first day, students completed a pretest in which they were asked to write a procedural text. The second meeting introduced the lesson using picture media. During this meeting,

the researcher utilized PowerPoint slides to explain the purpose and key features of procedural texts, including their structure (goal, materials, and steps) as well as common language elements such as imperative verbs and action verbs. Following this, the teacher presented picture media that illustrated each step of a procedure, using images related to making coffee and tea. On the third day, students participated in a guided practice activity using a student worksheet. They worked in groups, each receiving a set of pictures depicting the steps for making juice or other beverages. Their task was to collaboratively write a procedural text based on the images. After completing the lesson, a posttest was administered to evaluate their progress

The instrument for this research was in the form of an essay test asking the students to compose a procedure text based on the assigned topic. Grading of the students' test was conducted by following rubric in Table 1:

Table 1. Rubric Assessment

Aspect	Score			
	Excellent	Good	Enough	Poor
Content (Max 40)	Complete, relevant, and very clear steps (31-40)	Most of the steps are relevant and self-explanatory (21-30)	Some steps are incomplete or unclear (11-20)	Irrelevant steps and unclear (0-10)
Organization (max30)	The text structure is complete and well-organized. (23-30)	The structure is quite complete and logical. (16-22)	Unclear structure or illogical sequence (8-15)	No structure, random, and unorganized writing. (0-7)
Vocabulary (Max 30)	Appropriate vocabulary variation, according to the content of procedural text. (23-30)	Vocabulary is fairly precise with little repetition. (16-22)	Limited vocabulary, some imprecision. (8-15)	Much of the vocabulary is inappropriate or confusing. (0-7)

Source: Adapted from Hughes (2002)

The data was then examined either by using the independent T-Test formula or a non-parametric test to ascertain the significance of the intervention administered to the experimental group and to evaluate the difference in their scores with those of the control group, depending on result of the assumption test (normality and homogeneity) of the data, as suggested by Sugiyono (2018). The normality test was used to check whether the data satisfied the normality assumption, which is central for choosing the right statistical test for hypothesis testing. This was done using the Kolmogorov-Smirnov test in SPSS version 26, and the data were identified as normal if the p-value was greater than 0.05. After that, a homogeneity test was used to see if the data from different groups had similar variances.

This test was also done using SPSS, and the data were considered homogeneous if the p-value was above 0.05. The next step was hypothesis testing using the t-test or non-parametric test, by comparing the means of two independent groups to see if there is a significant difference between them, following the completion of the normality and homogeneity tests (Sugiyono, 2018). The following are the hypotheses that were employed in this study:

H₀ : The average scores of the experimental and control groups show no significant difference. (H₀: $\mu_1 = \mu_2$).

H_a : There is a significant difference between the average scores of the experimental group and control group (H₀: $\mu_1 \neq \mu_2$).

The following criteria were used to interpret the findings of the independent t-test that compared the Experimental Group's and Control Group's test scores: A significant difference in the average learning outcomes between the two classes is indicated. If the significance value (Sig.) is less than 0.05, H₀ is rejected and H₁ is accepted. However, if the Sig. value is more than 0.05, then H₀ is accepted and H₁ is rejected, meaning there is no significant difference in the outcome of students' learning between Experimental Group and Control Group.

3. Results and Discussion

Results

The data for this study were collected from the pretest and post test scores of both experimental class dan control class aiming at examining the effect of picture media on enhancing students' skills in writing procedure texts. Steps in the data analysis were as following: 1) determining descriptive findings of the data; 2) examining the statistical requirement for further analysis of data, which is normality test and homogeneity test, and 3) hypothetical testing.

Descriptive findings of the data.

Students' scores from both pretest and posttest were used for descriptive analysis of the data including determining the mean, the score lowest and highest, and standard deviation of the scores. Detail of these findings is presented in Table 2.

Table 2. Pre-test and Post-test Scores of both groups

		N	Min. Score	Max. Score	Mean	Std. Deviation
Pretest	Control Group	30	25	70	50.00	11.96
	Experimental Group	30	20	85	56.17	23.95
Post test	Control Group	30	30	90	65.50	15.04
	Experimental Group	30	45	100	83.43	16.71

The table presents the pre-test and post-test results for two groups, the control and experimental, each comprising 30 students. In the pre-test, the control group scores ranged from 25 to 70, with a mean of 50 and a standard deviation of 11.96, reflecting the low level of initial writing ability among the students. The experimental group exhibited higher and more variability of the scores, ranging from 20 to 85, with a mean of 56.17 and a standard deviation of 23.95. In the post-test, the control group demonstrated an average score of 65.50, with scores ranging from 30 to 90 and a standard deviation of 15.04, suggesting a small rise in score variability despite the group's mean improvement. The experimental group achieved impressive results, with scores spanning from 45 to 100 and an average of 83.10. The standard deviation of 16.71 indicates both consistent improvement and diverse performance among the students. The experimental group's average continued to outperform the control group significantly. The findings suggest that picture media positively affected students' skills in writing procedure text, whereas traditional methods used in the control group result in a minor improvement, indicating that traditional teaching methods were less effective in improving learning outcomes.

To see the significance impact of the intervention of using pictures in the teaching, further analysis of independent t-test is necessary. However, prior doing this, analysis of normality and homogeneity of the data was conducted as recommended by Sugiyono (2018) and Arikunto (2010).

Assumption Testing

Normality test

A normality test is a statistical test procedure employed to determine if a dataset conforms to a normal distribution, a fundamental assumption for many parametric statistical analyses. In this study, this statistical test was applied to determine whether the result of pretest and posttest from the experimental and control groups were regularly distributed. The test was conducted by using the Shapiro-Wilk and Kolmogorov-Smirnov procedures. A significance level (α) of 0.05 was set; if the p-value exceeded this, the data were classified as normally distributed. This assessment confirmed the selection of suitable statistical tests for the subsequent analysis of the research data as suggested Sugiyono (2018) and Arikunto (2010). The results of normality test are displayed in detail in Table 3.

Table 3. Result of Normality Test of the Dataset

Kolmogorov-Smirnov ^a				Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest Score	Experimental Class	.218	30	.001	.805	30	.000
	Control Class	.167	30	.033	.953	30	.198
Post test Score	Experimental Class	.186	30	.009	.859	30	.001
	Control Class	.136	30	.164	.937	30	.077

The results of the normality test, conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods at a significance level of 0.05, indicate that the score distributions across the

dataset do not fully meet the assumption of normality. The experimental group's pretest and posttest results (Sig. = 0.000 and 0.001) revealed p-values below 0.05 in the Shapiro-Wilk test, indicating a non-normal distribution. On the other hand, the data from control class both for pretest (Sig. 0.198) and posttest (Sig. 0.077) satisfy the normality assumption. The Kolmogorov-Smirnov test corroborates these findings, indicating that scores from control class are normally distributed, whereas on the other hand it shows the normality assumption does not meet in the experimental class. Consequently, since not all datasets meet the criteria for normal distribution particularly in the experimental class, it was then decided to employ non-parametric statistical tests, such as the Mann–Whitney U test, for subsequent hypothesis testing (Ghasemi & Zahediasl, 2012; Sugiyono, 2018).

Homogeneity of Variance Test

The homogeneity of variance test is a statistical approach for determining if various sets of data have the same variance or distribution (Sugiyono, 2018). The assumption of the Levene's test was used in this study, in which the homogeneity criteria is satisfied in this study if the significance value (Sig.) is greater than 0.05, indicating that the variance between groups is equal. Meanwhile, if the Sig. number is less than or equal to 0.05, it indicates that the variance between groups is not the same, which contradicts the assumption of homogeneity. The following table displays the test's results:

Table 4. Result of Homogeneity Test of the Dataset

Independent Samples Test			
Levene's Test for Equality of Variances			
		F	Sig.
Pretest Score	Equal variances assumed	20.195	0.000003
	Equal variances not assumed		
Post test Score	Equal variances assumed	0.927	0.339731
	Equal variances not assumed		

From Table 4, it can be concluded that the significance values for both the pretests are below 0.05, indicating that significant differences exist in the score variances, which means the homogeneity assumption is not met. In contrast, for the posttest scores, the variance between the two groups is not significantly different (F = 0.927, Sig. = 0.339731), indicating the assumption of equal variances is met. Although the posttest scores met the homogeneity assumption level, the normality test result in the experimental group remains violated or below >0.05. Therefore, it was then decided to use non-parametric testing, namely Mann-Whitney U to compare experimental group and the control group or for the hypothesis testing of this study (Ghasemi & Zahediasl, 2012; Sugiyono, 2018).

Comparison of Pretest and Posttest Scores

This section examines whether there was a statistically significant improvement in students' writing performance within each group—from pretest to posttest—following the instructional intervention. Analyzing within-group changes is essential to evaluate the internal effectiveness of each instructional strategy, independently of between-group comparisons (Creswell & Creswell, 2018). This study uses a quasi-experimental design to

compare the procedural writing skill advancements of an experimental group taught with picture media and a control group instructed through traditional methods (Sugiyono, 2018). Based on the normality test results, different statistical methods were applied: the experimental group, whose data were not normally distributed, was analyzed using the Wilcoxon Signed-Rank Test—a non-parametric alternative suitable for skewed distributions or small samples (Ghasemi & Zahediasl, 2012; Pallant, 2020). In contrast, the control group data met the normality assumption, allowing the use of the Paired Sample T-Test to compare pretest and posttest means (Sugiyono, 2018). These analyses provide insight into the degree of improvement within each group and serve as a foundation for interpreting the broader impact of the intervention.

Analysis of Experimental Group Scores

The analysis of a Wilcoxon Signed-Rank Test showed that all 30 students in the experimental group scored higher in the posttest than in the pretest, resulting in 30 positive ranks, no negative ranks or ties. This consistent improvement across all participants strongly suggests the effectiveness of the intervention. The statistical output, presented in Table 5, shows a Z-value of -4.800 and a p-value of .000 (Asymp. Sig. 2-tailed), indicating a highly significant difference at the 0.05 level.

Table 5: Wilcoxon Test Results for the Experimental Group	
	Value
Z	-4.800 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

These results indicate that the difference in scores between the pretest and posttest was statistically significant, and thus, the null hypothesis, stating that there is no difference in the students’ performance before and after the intervention, can be rejected. In conclusion, the use of picture media as an instructional tool had a significant and positive impact on students’ ability to write procedural texts in the experimental group.

Analysis of Control Group Scores

A paired sample t-test was conducted to assess the impact of conventional teaching methods on the control group’s writing performance. The descriptive statistics show that the mean score increased from 50.00 (SD = 11.96) in the pretest to 65.50 (SD = 15.05) in the posttest, with a mean gain score of 15.50 points. The paired samples correlation was $r = 0.785$, $p < .001$, indicating a strong, positive correlation between the pretest and posttest scores. Details of this are shown in Table 6:

Table 6: Paired Sample T-Test Results for the Control Group

	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
				Lower	Upper			
PRETEST SCORE - POST TEST SCORE	-15.50	9.31	1.70	-18.97	-12.02	-9.11	29	.000

This result showed that this improvement was statistically significant, $t(29) = -9.112$, $p < .001$, with a 95% confidence interval for the mean difference ranging from -18.98 to -12.02. This means that students in the control group performed significantly better after receiving traditional instruction, although the improvement was more modest compared to the experimental group. The significant difference confirms that even without the intervention of picture media, the conventional method did contribute to some level of learning gain in students' writing performance.

Gain Score Comparison

To provide a practical measure of learning improvement, gain scores were calculated for both groups by subtracting pretest means from posttest means. The results are presented in Table 7.

Table 7: Mean Gain Scores for Experimental and Control Groups

Group	N	Pretest Mean	Posttest Mean	Mean Gain Score
Experimental Group	30	56.17	83.43	27.26
Control Group	30	50.00	65.50	15.50

The gain score represents the difference between the posttest and pretest scores for each student, reflecting the extent of individual learning progress over the course of the intervention. As shown in Table 5, the experimental group, which received instruction using picture media, achieved a mean pretest score of 56.17 and a posttest mean of 83.43, resulting in an average gain of 27.26 points. The Wilcoxon Signed-Rank Test result ($p = .000$) confirms that this improvement is statistically significant. This finding directly answers Research Question 1, indicating that picture media can improve students' abilities to write procedural texts.

In contrast, the control group, taught using conventional methods, improved from a mean pretest score of 50.00 to a posttest mean of 65.50, with a mean gain of 15.50 points, as supported by the paired sample t-test ($p = .000$). The fact that both groups improved significantly suggests that improvement in writing skills can occur regardless of the teaching method, which might initially be interpreted as indicating no exclusive impact of picture

media. However, this interpretation is incomplete because it does not consider whether the experimental group's improvement was greater than that of the control group. Therefore, a further between-group analysis, such as the Mann–Whitney U test, is needed to determine the extent to which picture media outperformed conventional methods as well as to test the hypothesis proposed and to answer Research Question 2.

Hypothesis Testing

The Mann-Whitney U test, a non-parametric method, was employed to evaluate the research hypothesis due to the data's failure to meet the independent t-test's requirements of homogeneity and normal distribution. The hypothesis was designed to find out whether there is a significant difference between the average scores of the experimental group or class X1 and control group or class X2 with a 5% significance level ($\alpha = 0.05$). In another words, if the $p\text{-value} \leq 0.05$, the null hypothesis (H_0) is rejected, but If the $p\text{-value} > 0.05$, alternative hypothesis (H_a) is then accepted which means that there is a significant difference between the average scores of both groups. SPSS 26 was used to do the nonparametric Mann-Whitney test, with results shown in the following table:

Table 8: Mann-Whitney U Test Result for Both Group Comparison

	Pretest Score	Posttest Score
Mann-Whitney U	316.500	187.500
Wilcoxon W Z	781.500	652.500
	-1.988	-3.898
Asymp. Sig. (2-tailed)	.047	.000

The results show that the p-values for the pretest and posttest are 0.047 and 0.000, respectively, both below the 0.05 significance level. The pretest's U value of 316.500 ($Z = -1.988$, $p = 0.047$) indicates a slight but statistically significant difference between the groups before the intervention, suggesting they were not entirely equivalent at the outset. The posttest's U value of 187.500 ($Z = -3.898$, $p = 0.000$) reveals a clear and statistically significant difference in favor of the experimental group. The posttest results directly answer Research Question 2, confirming that the experimental group demonstrated greater improvement than the control group. The larger mean gain score of the experimental group (27.26) compared to the control group (15.50) supports this conclusion. Consequently, the null hypothesis (H_0), stating no significant difference between the average scores of the two groups, is rejected in favor of the alternative hypothesis (H_1). These findings provide strong evidence that the picture media intervention significantly enhanced students' ability to write procedural texts more effectively than conventional methods.

4. Discussion

The results of this study provide a comprehensive answer to both Research Question 1 ("Does the use of picture media significantly improve students' ability to write procedural texts?") and Research Question 2 ("Is there a significant difference in the improvement

between students taught with picture media and those taught with conventional methods?”). For Research Question 1, the data show that the experimental group, taught with picture media, improved from a pretest mean of 56.17 to a posttest mean of 83.43, yielding a gain score of 27.26. The Wilcoxon Signed-Rank Test confirmed this increase as statistically significant ($Z = -4.800$, $p = .000$). This consistent improvement across all 30 students indicates that picture media was effective in enhancing their procedural text writing skills. This finding is in line with Suyanti & Amin (2023) and Ameliah et al. (2019) which concludes that media images could give positive impact on student achievement in writing procedural text.

For Research Question 2, the comparison between groups revealed that while the control group also improved from 50.00 to 65.50, with a gain score of 15.50, the Mann–Whitney U Test showed that the posttest difference between the two groups was statistically significant ($p = .000$). This suggests that picture media led to greater improvement than conventional teaching. However, it is important to note that the control group’s significant progress ($t(29) = -9.112$, $p < .001$) means that picture media is not the only way to enhance procedural writing skills. Both teaching methods can foster improvement, possibly due to general exposure to structured writing practice (Fitroni & Ma’rifah, 2024; Herlina et al., 2017).

This dual finding has two implications. First, it confirms the pedagogical value of picture media, supporting theories of dual-channel learning and multimodal literacy (Kusuma et al., 2021; Sodiq et al., 2023). Second, it highlights the need for further analysis to determine the unique contribution of picture media beyond general writing instruction, potentially through controlling for pretest differences and examining long-term retention. In terms of writing components, the greatest gains in the experimental group were in content development (+29.18%), followed by organization (+25.77%) and vocabulary (+25.67%). This aligns with the view that visual prompts help learners conceptualize steps, organize information logically, and expand lexical variety (Mukramah et al., 2021; Andini, 2022).

The improvements in the experimental group indicate that visualizing steps through picture media helps students understand the text more quickly and accurately. Picture media make it easier for students to remember the sequence of information and minimize confusion when writing. This makes the learning process more engaging and interactive. Furthermore, the results of this study indicate that appropriate learning media can help overcome common writing obstacles, such as difficulty starting writing and limited vocabulary. With the support of picture media, students become more confident in expressing their ideas coherently and clearly. This success suggests that teachers can routinely integrate picture media to improve the quality of writing instruction, especially for texts that require a systematic sequence of steps.

5. Conclusion

In conclusion, the study confirms that the use of picture media may help improve students’ ability in writing text procedures. This is due to the both groups improving significantly.

Therefore, there is no clear statement that can be made based on the findings. Although both groups improved, the results indicate a clear advantage for picture media over traditional methods, consistent with prior research in Indonesia (Gultom, 2023; Yanti & Khalid, 2023; Masfa & Nurcahyoko, 2020). However, the study's scope was limited to one high school and focused solely on still images, which restricts generalizability and leaves unexplored the effects of other visual formats such as videos or infographics. Future studies should investigate the sustainability of these effects, their interaction with learner variables like prior writing ability or learning style, and their comparative impact across visual media types and writing genres. Despite these limitations, the study strengthens evidence that picture media interventions are both engaging and pedagogically effective, making them a recommended tool for teachers to enhance students' writing skills and create a more dynamic and enjoyable learning experience.

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