



Students' Writing Ability In Writing Procedure Text By Using Image Media

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ABSTRACT

Writing activities are not only a way to record ideas, but also function as a medium for developing critical, systematic, and creative thinking skills. Using thinking skills (critical, systematic, creative) by using image media to develop thinking skills presented by visual stimuli. This study aimed to analyze students' writing ability in procedure text by using media at seventh grade students of MTs Miftahul Huda Tasik Serai. This research used quantitative approach which using descriptive research design. To compile the procedure text in order and logically, students must first understand the stage by stage to be done, and the media images greatly help students' understanding in compiling the text procedure. The collecting data by using writing test to write procedure text. The total sample was 18 respondents, excellent category was 5.56%, very good category was 27.78% , 50% was good category, and fair category was 16.67 %. It showed that the students have understood the basics of writing procedure text, such as structure and sequence of steps. However, there are still 16.67% of students who have not shown adequate writing skills. This research showed the students' writing ability is at a good level. However, future instructional emphasis should be directed at improving writing coherence for the majority group and providing intensive writing for those falling below the passing threshold.

Introduction

Language skills, especially in terms of writing, are an important aspect of the English teaching process. Writing activities are not only a way to put ideas into writing, but also serve as a medium to develop critical, systematic and creative thinking skills. Writing is a skill in language that has a very important role in language acquisition, because it involves the expertise to convey thoughts, ideas, emotions, and information into the form of written symbols that are organized, logical, and can be understood by the audience. Writing is the most complicated language skill, because it includes the organization of ideas, the ability to think rationally, mastery of grammar, and the right choice of words.

Writing also functions as a tool to communicate indirectly between writers and readers. In the writing process, one must not only master the elements of language, but also the ability to think abstractly, compose a consistent flow, and understand the purpose of the communication. Writing is a productive activity that asks the writer to convey ideas using appropriate and acceptable language structures (Simatupang, Y. J. R., 2020). In the context of learning in schools, writing ability are part of the basic literacy competencies that must be mastered by students. Through writing, students not only develop language skills, but also critical and creative thinking skills. Therefore, writing lessons must be designed in such a way that students are able to understand, develop, and convey ideas coherently, clearly, and effectively.

In the curriculum for junior high school, students are required to master various text types, one of which is procedure text. Procedure text is a type of text designed to provide guidance or instructions on how to carry out an activity in an organized and logical manner. Therefore, writing procedure text requires students to understand the structure of the text, organize the steps sequentially, and use language in accordance with existing language rules (Medy, Baiq Destarien Dhiani, Mahsun, dan Burhanuddin, 2023). Procedure text is a text that contains steps or ways that are carried out to achieve something that is desired. Procedure text is one of the text categories included in the factual genre with procedural subgenres. The social function of this text is to provide instructions or educate about the stages that have been determined. Therefore, this text highlights more on how to do something, which can be an experiment or observation (Ayuniyah, D., Sandiya, M., Arifin, M., & Yulistio, D., 2020)

The structure of a procedure text generally consists of: Goal (explains the purpose or end result to be achieved), Tools and material (list of equipment or materials needed (depending of context)), Steps (sequence of actions or instructions to be followed systematically). In writing, procedure texts have distinctive linguistic features, such as: using imperative sentences, such as “cut”, “insert”, “stir”, and so on; use action verbs (active verbs); use chronological conjunctions or order markers, such as “first”, “then”, “next”, “finally”; Use short, concise, and clear sentences.

In the learning process at seventh grade students of MTS Miftahul Huda Tasik Serai, students often encounter obstacles when writing an organized procedure text. Some of the problems that often arise include difficulties in organizing steps logically, errors in using command verbs, and lack of understanding of text structure. Therefore, there is a need for effective teaching methods, such as the utilization of picture media, which can support students in understanding the process and compiling it into a good procedure text. The facts in the field show that the ability to write procedure texts of seventh grade students, especially at MTs Miftahul Huda Tasik Serai, is still relatively low. Students tend to have difficulty in developing a complete text structure, such as determining objectives, detailing tools and materials, and systematically compiling activity steps. In addition, there are still many students who have not been able to use imperative sentences appropriately and have difficulty maintaining continuity between parts of the text. This is a challenge in the writing learning process, especially in learning procedure texts that demand clarity and order in the writing process.

One of the efforts that can be made to improve students' writing ability by utilizing relevant and interesting learning media. Educational aids include everything that can be used to convey information from the sender to the receiver in the learning process. Media serves as a support to explain the material, attract students' attention, and facilitate understanding of concepts. According to Arsyad (2011), educational aids can improve the quality of learning, especially when used appropriately and in accordance with the characteristics of the material and students. Image media is one alternative that is believed to be effective in supporting students' writing ability, especially in composing procedure texts. Image has the advantage of providing a concrete visual stimulus and can help students understand the stages of activities that must be carried out. Images can be a spark of ideas as well as a guide for students in organizing procedural steps into text form. Thus, the use of image media is believed to be able to improve students' ability to write procedural texts more coherently, systematically, and communicatively (Resmi, R., Silitonga, R. K., & Lubis, F. W., 2023).

In learning to write, visual media such as pictures are very useful because they can provide real stimuli that help students imagine and develop ideas in their writing. Image media are visuals that present objects, events, or activities that can be utilized in the learning process to explain ideas that are difficult to understand and inspire student creativity. Image can convey information in a direct and interesting way, so they can be a good trigger to start writing texts, including the creation of procedure texts. Images help students understand the lesson and strengthen the memory of the information received. By looking at pictures, students can more easily understand the sequence of activities and organize them into logical and orderly procedure steps (Prasasti, T. I. , 2022).

Image makes a positive contribution, guidance and reinforcement from the teacher is still needed. Some students still show weaknesses in composing effective sentences, choosing imperative verbs, and adjusting the content of the writing with the pictures

displayed. This indicates that the students' ability to write procedure texts is generally quite good. The use of image proved to help students understand the steps of the activity systematically, which was reflected in a more logical writing structure (Humairoh, 2021). In learning to write procedure texts, Image can be used as a tool to illustrate certain activities or steps. For example, Image presents the process of cooking, caring for plants, or using certain tools can make it easier for students to see the sequence of steps and then express it in the form of procedure text. Therefore, images not only serve to trigger ideas, but also as a tool in organizing information. The use of image media can significantly improve students' writing ability, especially in the aspects of structure, content, and vocabulary. Pictures provide a more real and interesting learning experience, making it easier for students to grasp the material and be motivated to write.

This study aimed to analyze the students' writing ability at MTs Miftahul Huda Tasik Serai in writing procedural text using image media. The objective of research to find out the students' writing ability in writing procedure text at MTs Miftahul Huda Tasik Serai. to describe the process and results of using image media in learning process to write procedure text. The formulation of the research presented how are students' writing ability in writing procedure text at seventh grade students of MTs Miftahul Huda Tasik Serai?

Method

This research used a quantitative approach with descriptive research design, which aims to describe and analyze students' ability to write procedure text by using image media. This approach was chosen because it was suitable for examining the process and results of student learning in depth, especially in the aspect of writing ability. The subjects in this study were seventh grade students of MTs Miftahul Huda Tasik Serai was 18 respondents. This research instrument by using test, a task sheet involved image for writing procedure text was given to student. Image media is used to help students understand the stages in a procedure visually and concretely. In evaluating students' writing scores, the author used a writing rubric. They were asked to write a procedure text with one of the themes:

- a. Content to produce high-quality content, the author needs to brainstorm creatively when generating ideas, remove any unnecessary details, and ensure that each sentence and section flows smoothly together. It explores the process of the writer organizing and cultivating thoughts in their mind to craft engaging material. The author must convey all the information through written communication effectively.

- b. **Organization** This refers to how ideas should be presented clearly, arranged properly, logically structured, and connected throughout. It describes the methodical approach of the written work.
- c. **Vocabulary** The choice of words should be varied and impactful to create effective writing. Vocabulary plays a crucial role in writing, as it affects how well the content resonates with readers.
- d. **Language Use/Grammatical Features** This involves emphasizing complex constructions that are effective, minimizing agreement errors, and properly arranging articles. a strong grasp of grammatical structure is vital when creating paragraphs or documents, as it can significantly affect how the audience interprets the message.
- e. **Mechanics** This pertains to the writer's ability in mastering conventions, including spelling, punctuation, and capitalization.

Respondents (n= 18) wrote a procedure text based on the image was got. The assessment carried out used a rubric that includes content, organization, vocabulary, language use, and mechanics.

Table 1 ; The Blueprint of Writing Ability

Variable	Indicator	Score
Writing	Context	13-30
	Organization	7-20
	Vocabulary	7-20
	Language Use/ Grammatical Features	5-25
	Mechanics	2-5

Finding and Discussion

This study aimed to analyze students' writing ability to write procedure texts at seventh grade students of MTs Miftahul Huda Tasik Serai by using image media. Data were obtained through a writing test, in which students were asked to compose a procedure text based on image that display the sequence of an activity. The test results were then analyzed and categorized based on the score range as follows:

Table 2: Writing Test Result

Classification	Score	Total Respondents	Percentage
Excellent	90-100	1	5.56%
Very good	80-89	5	27.78%
Good	70-79	9	50%
Fair	60-69	3	16.67%
Poor	50-59	0	0
	Total	18	100%

Total Respondents were 18, 1 respondents (5.56%) got excellent category and 5 respondents (27.78%) got very good category showed that approximately one-third of the students (33.34%) demonstrate strong to excellent mastery in their writing ability. They represent the high achievers who could potentially serve as peer tutors. 50% of the students (9 people) fall into the "Good" category, half of the respondents possesses a good level of writing ability. They likely master most writing aspects (such as structure, vocabulary, and grammar) but may still have minor deficiencies that need refinement. 16.67% (3 people) are in the "Fair" category, this group was near the passing threshold (often set at 70). They still exhibit fundamental weaknesses in their writing and require immediate attention, guidance, or remediation to help them improve and reach the "Good" category. The data showed respondents 77.78% successfully reaching the "Good" category or higher. However, future instructional focus should be directed at the 3 students (16.67%) in the "Fair" category to ensure all students achieve a satisfactory level of writing proficiency.

The result showed an understanding of the structure of procedure texts, although with varying degrees of success. The following is a breakdown of the results by category:

1. Excellent category: One student demonstrated outstanding ability in composing a procedure text. This student's writing reflects a thorough understanding of the text structure (purpose, materials, and steps), appropriate use of imperative vocabulary, and logical and coherent presentation of the steps. The sentences used are effective and efficient, and supported by correct spelling and punctuation.
2. Very good category: Most students in this category have mastered the basic structure of procedure texts. They are able to write the purpose and steps in an organized manner. However, there are still a few mistakes, especially in writing effective sentences and inconsistent selection of imperative verbs.

3. Good category: This is the largest category, which is 50% of the total number of students. Students in this category have understood the basic concepts of procedure text, but in their application there are still shortcomings, such as the sequence of steps that are not coherent, the use of language that is less precise, and there are still sentences that are not in accordance with the context of the picture. This shows that although students' understanding is starting to take shape, they still need guidance to improve their writing.
4. Fair category: A total of 3 students showed low ability in writing procedure texts. Their writing does not show a clear structure, the use of sentences is still chaotic, and they are less able to interpret the contents of the picture into written text. This indicates the need for special intervention to improve their basic writing.

The use of image media was proven to have a positive influence on students' writing ability. The images presented are able to provide concrete visualization to students regarding the process or steps that must be taken. This media helps students understand the sequence of activities, build writing ideas, and organize steps more coherently and systematically.

For students with lower intermediate writing ability, pictures act as a guide in thinking and composing texts. Many students admit that they find it easier to write when they see a picture because they can "retell" the picture in the form of a procedure text. It also reduces the cognitive load as students do not have to imagine the steps from scratch, but just decipher them based on the visual sequences that are already available (Arsyad, 2011). However, the image media is also highly dependent on the level of students' understanding of the content of the picture and the ability to relate it to the text structure. Some students who are still in the low category show that even though they have been given image media, they still need intensive assistance to understand the meaning of the image and convert it into written text (Turnip, R., Lubis, F. W., & Saragih, R., 2022). Visual media such as images can increase understanding and facilitate students' thought processes in compiling information. Images as a visual stimulus help clarify the flow of activities and stimulate students' imagination in compiling procedural steps. In addition, writing is a complex skill that involves various linguistic and cognitive aspects. In the context of procedure texts, students must not only master text structure and language, but also be able to organize steps logically. Picture media serves as a bridge to unify these cognitive and linguistic abilities (Nasocha, Afdul, and Adi Winanto, 2024).

Conclusion

The study on students' writing ability to write procedure text at MTs Miftahul Huda Tasik Serai concludes that the majority of students (77.78%) have achieved a satisfactory

or higher level of proficiency, with the largest group falling into the "Good" category. This finding indicates that the learning process, including the use of image media in establishing a basic understanding of procedure text structure among students. Generally good ability: a total of 14 out of 18 respondents successfully achieved scores in the "Good" (50%) to "Excellent" (5.56%) categories. This confirms that the fundamental structural understanding of the text (purpose, materials, and steps) has been established for most of the students. Refinement Needs for the Majority: Although the largest group ("Good") grasped the basic concepts, they still exhibit weaknesses in the coherence of the step sequence, the accuracy of language use, and the visual interpretation from the image media into written text. This highlights the need for more detailed guidance on writing techniques. A small number of students, 3 individuals (16.67%) in the "Fair" category, demonstrate significant fundamental weaknesses. This group struggles with presenting a clear structure, using coherent sentences, and linking image to the text, thus requiring immediate and intensive remediation to improve their basic writing. The presence of 6 students (33.34%) in the "Very Good" and "Excellent" categories confirms a group with strong mastery of the subject matter (including appropriate use of imperative vocabulary and logical coherence) who can serve as peer-tutors within the classroom. In summary, this research confirms that the students' writing ability is at a good level. However, future instructional emphasis should be directed at improving writing coherence for the majority group and providing intensive writing for those falling below the passing threshold.

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