



Picture-Cued Sequence Task: How Does It Effect to Students' English Writing Ability?

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ABSTRACT

The research aimed to find out the effect of picture-cued sequence tasks (PCST) in improving students' writing ability and the students' perspectives on the use of PCST in writing. This research carried out quantitative method and quasi experimental design, conducted by using pre-test, treatment, and post- test. The researchers also gave the closed questionnaire to the class who were taught by using PCST. The population was the 8th students of SMP N 6 Semarang in the academic year 2024/2025. The samples were 8F as a control group and 8H as an experimental group. The control group was taught without using PCST; however, the experimental group was taught by using PCST. The data was collected by giving the writing test about recount text and closed questionnaire to 8H class. The researchers analyzed the collected data by using a t-test. The result of data analysis showed that the value of t-count higher than t-table ($9.976 > 2.042$) at the level of significant of a 0,025 and degree of freedom is 31. It means that the (H_a) was accepted and (H_o) was rejected. To add, the result of closed questionnaire also proved that the use of PCST have an effectiveness in improving students' writing ability.

Introduction

English is one of the subjects that must learned by students at every school level in Indonesia. Alwasilah (2013) defined that English is formally a compulsory subject to be taught for three years starting from junior high school. English subjects have formed in the curriculum determined by the Indonesian Minister of Education, Culture, Research and Technology. Additionally, the government has implemented various curriculum models with its policies. The curriculum changes are due to several aspects, such as community needs, new insight into the teaching and learning process, and rapid developments in the era of globalization (Campbell-Phillips, 2020; Pajarwati et al., 2021). However, the main goal of curriculum renewal is to improve the process, design and learning strategies in schools. In addition, Mattarima and Hamdan (2011) mentioned that the general standard objectives for teaching English in junior high schools in Indonesia are to develop both communicative language competencies spoken and written, increase awareness of the importance of English, and develop students' understanding of the relationship between language and culture. Furthermore, Alfarisy (2021) also argued that English learning at the junior high school level aims to provide students with awareness and increase the nation's

competitiveness in the current era. For that reason, English is not an easy task to learn for students. In Indonesia, many students struggle to discover their problems when learning English as a foreign language (Riyanti, 2019). Due to this fact, according to the research conducted by Andrean and Ernati (2023), the primary problem that the students face is they only use English for specific purposes. As Alsalihi (2020) mentioned, EFL students experience more difficulties than ESL students because of the limited purpose of utilizing English in daily life. Likewise, the problems faced by EFL students were concerned with certain factors, such as students' ability, motivation, practices, environment and previous knowledge of learning foreign languages (Hibatullah, 2019). To add, Uktolseja et al., (2019) supported that linguistic differences also can be another factor that caused the problem; for instance, grammatical terms and language style between Indonesia and English. With this condition, English teachers at the higher level put effort into enhancing students' English ability, especially in their writing.

Writing is a complex skill, and the students still face many hindrances in English learning (Sa'adah, 2020). According to Gautam (2019), students still have trouble developing and arranging their ideas and understanding various writing concepts, such as grammar, vocabulary, word choice, punctuation, etc. In line with this, Hapsari and Sukavatee (2018) also mentioned writing is a crucial skill to acquire by students. Furthermore, writing is a productive skill, and it is difficult for students to master writing, especially for EFL students (Ariyanti, 2016). As the researchers included before, because of the linguistic gap between English and Indonesian, the students need the ability to translate the meaning based on the context to ensure that the content makes sense when read by the readers. Nowadays, in teaching English, most teachers only focus on how to improve students' writing skills; nevertheless, the teachers often overlook students' interest in writing activities through media and teaching techniques. In consequence, English teachers need to improve their writing teaching quality to improve students' writing ability.

Teaching writing is more challenging because it consists of several processes that require students to produce written work that is coherent, clear and informative (Amalia et al., 2021). The writing skill involves the process of finding ideas, arranging words, and organizing them into a paragraph (Sari & Wahyuni, 2018). Moreover, the writing process is essential in English teaching so that English teachers not only focus on the writing result but also the process. Further, the student's writing difficulties are a lack of vocabulary and weaknesses in grammar. Another problem is the students have many concepts in their thoughts, but they fear to begin and do not know how to construct the ideas because each text genre has a different purpose, language features and generic structure. Thus, to be qualified in teaching writing, Kariadi et al., (2021) stated English teachers need to be more creative in selecting the teaching materials, design, assessment tasks, and techniques that can make the writing class more interesting. In addition, appropriate teaching design may motivate students to feel free to write what is in their thoughts to be expressed in the written form.

To solve the problems above, teaching English writing using pictures is an appropriate and creative teaching technique that can be applied by English teachers for Junior High

School students (Sakkir, 2020). Moreover, one of the alternatives in presenting creative teaching techniques in English writing classes is providing challenging tasks for students. Picture-cued tasks are one of the alternatives that can be utilized in teaching writing. According to Susanti (2021), there are many kinds of picture-cued controlled tasks, such as short sentences, picture descriptions, picture sequence descriptions and picture-cued story sequences. Some researchers have proved the advantage of picture-cued sequences in English teaching and learning. Zulkifli (2017) claimed that the use of picture-cued sequences can help students get the ideas of English writing. He mentioned that picture-cued sequence tasks are an assistant for the EFL learners in brainstorming their ideas into some sentences. Furthermore, Sa'diyah (2011) also investigated the students' writing ability in writing descriptive texts through a picture series-aided learning strategy. The sample was students from 10th grade of senior high school. By utilizing experimental design, she proved that most of the students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Also, the use of the picture series succeeded in promoting the students' positive attitude towards the learning process (Abdullah & Yunus, 2019). It proved that the presence of the picture series as interesting media increased the students' attention in doing the writing task. Moreover, this study proved the efficacy of using a picture series-aided learning strategy to improve the students to write a descriptive text.

Furthermore, Nurlily et al. (2021) examined the influence of using visual picture sequences towards students' ability in writing procedure text for twelfth grade. This research used a quantitative method and quasi-experimental design, conducted by using a pre-test, treatment, and post-test design. The population of this research was the twelfth grade of senior high school in the academic year 2020/2021. This study shows that the implementation of a visual can help the students to organize their ideas to write procedure text correctly based on writing aspects, it is also effective in increasing students' interest in studying English. The students are actively involved in the teaching and learning process of writing procedure text.

Considering the benefits of picture-cued sequences task in helping the students elaborate the ideas of writing, this research tries to get more description of the impact of picture-cued sequence task to students' English writing ability. While previous studies only highlighted the effect on students writing score, this research elaborates the investigation on both students' writing score and their perspectives of picture-cued sequence task as a surrogate in developing the writing ability. For this purpose, this present research focuses on these research questions.

1. How is the impact of picture-cued sequence tasks on students' writing ability?
2. What are the students' perspectives on the use picture-cued sequence tasks in their writing?

Research Methods

The most important part of the research process is selecting a study design. Salter (2023) defined that a research design is the rules for deciding how to collect further data, analyze, and provide answers to the research questions. This research applied experimental research with a quantitative research design. Furthermore, Creswell and Poth (2016) mentioned that the quantitative design requires data collection and analysis in the form of statistics. Specifically, the researchers conducted a quasi-experimental design, where the two groups are compared using a single outcome measure to test a causality hypothesis. To reach the research goal, the researchers gave a pre-test and post-test to two groups, namely the control and experimental groups, to discover the student's writing ability through a picture-cued sequence task.

Table 1 Pre-test and Post-test Design

Group	Pre-test	Post-test
a) Control Group	$O_1 - X$	O_2
b) Experimental Group	$O_1 X$	O_2

(Rogers, 2019)

According to Table 1, there were control and experimental groups. In implementing the design shown in Table 1, the researchers gave the pre-test and post-test to the control group without applying the treatment. Meanwhile, in the experimental group, the researchers delivered the pre-test to the students and gave the treatment by applying picture-cued sequence tasks. After that, the students in the control and experimental groups received a post-test to measure their ability and find the score differences.

Research Participants

The total participants in this research were 63 students. The researchers used the cluster random sampling technique in choosing the sample. The researchers chose two classes as samples in this present research, and also those samples were students from the 8th grade of SMP N 6 Semarang in the academic year 2024/2025.

Table 2 Participants of the Research

Participant	Control Group (8F)	Experimental Group (8H)
Students (SMP N 6 Semarang)	31	32
Total Participant	63	

As seen in Table 2, there are control and experimental groups. The control group was 8F grade students consisting of 31 students who taught without using picture-cued sequence tasks. They were only taught using conventional methods such as explaining the definition, social function, general structures, and language features of recount text. In contrast with the experimental group, the experimental group consisted of 32 students who taught the same materials by using picture-cued sequence tasks.

Instruments

In conducting the research, the researchers utilized two instruments: writing tests and closed questionnaires. The writing tests covered pre-test and post-test. In those sections, the students were instructed to write a brief paragraph in 40 minutes. First, in the pre-test, the students were assigned to write a text in the form of a recount text by selecting topics such

as previous events, last weekend, and unforgettable moments in the past. Second, in the post-test, the students were asked to choose topics such as last Sunday's activities, previous vacation, and yesterday's activities. On the other hand, a closed questionnaire was distributed by the researchers to the experimental group after the post-test. This closed questionnaire is intended to capture the students' perspectives of the picture-cued sequence tasks in improving their writing ability.

Further, the researchers gave ten items related to the English writing and picture-cued sequence task in improving students' writing ability. The questionnaire was in five options (Likert scale) and adapted from Prastikawati et al. (2020). Afterwards, the students from the experimental group were asked to choose which were the best based on their progress while learning English writing, particularly by using picture-cued sequence tasks. Besides, the researchers provided five ranges of the Likert scale: 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 for strongly agree. The closed questionnaire result was analyzed using Ms. Excel and will be presented in the form of a percentage.

Data Collection

In this research, the writing tests (pre-test and post-test) and closed questionnaire were carried out. In the process of collecting the data, the first step is utilizing the pre-test. The pre-test was given to both students in the control and experimental groups. They were assigned to write a recount text in 40 minutes. The topics are activities in the past, last weekend, and unforgettable moments in the past. After that, the researchers applied the treatment to the experimental group. In this case, the experimental group was taught using picture-cued sequence tasks. In the meantime, in the control group, the students were treated with the conventional method. The students were only taught a recount text in general, such as explaining the generic structures and language figures. Subsequently, the researchers gave them exercises to write a recount text in both groups. The next step was giving the post-test to the control and experimental groups. In this section, the students were asked to write a recount text by choosing the following topics: yesterday's activities, the last holiday, and last Sunday's activities. Then, the researchers delivered a closed questionnaire to the experimental group to investigate the students' perceptions of the picture-cued sequence tasks in their writing.

Data Analysis

In calculating the writing tests result, the researchers applied the writing test scoring rubric by Jacobs et al. (1981). The scoring rubric encompasses five components of writing: content, organization, vocabulary, syntax, and mechanics.

Table 3 Writing Scoring Rubric

Code	Categories	Score
C1	Content	30
C2	Organization	20
C3	Vocabulary	20
C4	Syntax	25
C5	Mechanics	5

Total	100 (Jacobs et al., 1981)
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Table 3 displays the scoring rubric for writing. There are five categories of scoring writing: content, organization, vocabulary, syntax, and mechanics. First, the content's score is 30 if the content is mostly clear and relevant to the assigned topic. Second, the score for the organization is 20; in this category, the writing must have logical sequencing, be cohesive, and well organized. Third, the vocabulary score is 20 if the writing is supported by effective word choice and word form mastery. Fourth, the syntax's score is 25 if it fills the criteria such as tense, word order, articles, pronouns, and prepositions. The last category is mechanics; the score of mechanics is 5 if the writing involves correct spelling, appropriate punctuation, and capitalization.

Furthermore, after the writing test scores were collected, the researchers determined the score categories by adapting the ranges of score from Hafsari (2020).

Table 4 Ranges of Score

No	Scores	Categories
1.	91-100	Very Good
2.	83-90	Good
3.	75-82	Sufficient
4.	66-74	Less
5.	<66	Fail

(Hafsari, 2020)

Table 4 shows the level of achievement in writing recount text. The scores 91- 100 and 83-90 are categorized as very good and good. If the score is 75-82 it is categorized as sufficient, and 66-74 is categorized as less. Last, if the score is <66, it is categorized fail.

In analyzing the collected data, the researchers utilized SPSS 22. This SPSS 22 is used for examining the writing tests; pre-test and post-test. The result of the calculation using SPSS was in the form of descriptive statistics. Further, if there was a significant difference, the researchers used a t-test. In this case, a t-test was used to compare the control and experimental groups. On the other hand, the closed questionnaire results from students were analyzed using Ms. Excel in the form of percentages.

Findings

This research was conducted from May 6th to May 31st, 2024, at SMP N-6 Semarang. The sample of this research was the eighth-grade students in the academic year 2024-2025; they were 8F as a control group and 8H as an experimental group. Moreover, the pre-test was conducted in the first week of data collection; teaching, treatment, and exercises were delivered in the second and third weeks; the post-test and the distribution of closed-ended questionnaires to the experimental group took place in the fourth week. The research findings presented some important points about the impact of picture-cued sequence tasks on students' writing ability and the students' perceptions of English writing and picture-cued sequence tasks.

The Impact of Picture-Cued Sequence Tasks on Students' Writing Ability

The first data finding disclosed the result of the writing tests. After conducting the writing test, namely the pre-test, the researchers taught the students in the experimental group using the treatment. The treatments were some examples of picture-cued sequence tasks (as shown in Figure 1). To add, the researchers used three to four picture-cued sequence tasks to assist students in developing and arranging their ideas in writing a recount text.



Figures 1. Picture-Cued Sequence Task

Figure 1 is one of the examples of a picture-cued sequence task. The picture describes the activities in sequence. The picture was used to teach the students from the experimental group in the treatment section. Following that, the researchers used picture-cued sequence tasks for the students in the experimental group to do the exercises given by the researchers. The researchers gave the students three or four exercises to write a recount text. After collecting the data, the researchers calculated and analyzed it. Then, the researchers used a t-test to find the significant difference between the control and experimental groups.

According to research question number one, the student's writing scores were statistically analyzed using SPSS 22 to get the mean scores, minimum and maximum scores, and standard deviation. As shown in Table 5, it shows the calculated data from the control and experimental groups.

Table 5 Descriptive Statistic Table

No.	Result	Pre-Test		Post-Test	
		Ctr	Exp	Ctr	Exp
1.	Mean	66.00	73.78	72.90	82.69
2.	Median	60.00	74.50	72.00	84.00
3.	X min	60	60	66	78
4.	X max	78	84	82	88
5.	Sum	2046	2361	2260	2646
6.	Standard Deviation	7.080	7.317	5.473	3.227

Table 5 represents the pre-test and post-test results in the control and experimental groups. The sum of the control group in both the pre-test and post-test was 2046 with a mean score of 66.00 and 2260 with a mean score of 72.90. It can be seen in Table 5 that the highest score in the pre-test of the control group was 78, and 82 was the highest score in the post-test. Meanwhile, the sum of the pre-test and post-test in the experimental group was 2361

with a mean score of 73.78 and 2646 with a mean score of 82.69. The highest score on the pre-test was 84, and on the post-test, it was 88. This result shows that the average score of the experimental group students who taught by using picture-cued sequence tasks is higher than the control group students who taught without using picture-cued sequence tasks. Consequently, the researchers employed the t-test to determine whether or not there was a significant difference because there was a score difference between the experimental and control groups.

Table 6 Paired Samples T-Test

Pair	Group	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
1	Pre-Test and Post-Test Control Group	-6.903	4.253	-9.037	30	.000
2	Pre-Test and Post-Test Experimental Group	-8.906	5.050	-9.976	31	.000

According to Table 6, the result obtained based on the paired samples t-test using SPSS 22 showed that the sig. (2-tailed) is 0.000. Based on the criteria hypothesis testing, if Sig. 2-tailed < 0,05 H0 is rejected and Ha is accepted, if Sig. 2-tailed > 0,05 H0 is accepted and Ha is rejected. In this case, the sig. (2-tailed) was 0.000 < 0.05, which indicated that H0 is rejected and Ha is accepted. It can be concluded that there is a significant difference between the two groups. On the other hand, hypothesis testing in paired sample t-tests can be done by comparing t-count and t-table. As shown in Table 6, the t-count of the control group was 9.037 and the experimental group was 9.976. Then, the degrees of freedom (df) were 30 and 31. To find the t-table, the significance value was $a/2 (0,05/2) = 0,025$. The researchers used this value as a basic reference for finding the t-table value in the distribution of t-table statistical values.

t Table		$t_{.50}$	$t_{.25}$	$t_{.20}$	$t_{.15}$	$t_{.10}$	$t_{.05}$	$t_{.025}$	$t_{.01}$	$t_{.005}$	$t_{.001}$	$t_{.0005}$
cum. prob	one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
	two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df												
30		0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40		0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60		0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80		0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100		0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000		0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z		0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
		0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
		Confidence Level										

Figures 2. T-Distribution Table Chart

The results of the t-count in the paired samples were $9.037 > 2.042$ and $9.976 > 2.040$. The significance value was 0,025. As presented in Figure 2, if the t-count > t-table, H0 is rejected and Ha is accepted. The result of hypothesis testing showed that there was a significant difference between the students' scores in the control and experimental groups after receiving the treatment of using picture-cued sequence tasks. It means that H0 was rejected and Ha was accepted because the t-count is higher than the t-table. It signified that the use of picture-cued sequence tasks was effective in improving students' writing ability.

The Students' Perspectives on the Use Picture-Cued Sequence Tasks in Writing

The second finding proved that the picture-cued sequence tasks assisted them in improving their writing ability. The researchers also evaluated the students' enthusiasm to write a text, mainly writing a recount text using picture-cued sequence tasks. This second finding was from the result of the closed questionnaire delivered by the researcher to the experimental group. The closed questionnaire concerned the students' perspectives toward the picture-cued sequence tasks in their writing abilities, as shown in Table 7.

Table 7 Students' Perspectives toward Picture-Cued Sequence Tasks

	Items	Options				
		SA	A	UND	D	SD
1	I like English subject, especially in the section of writing.	13 (41%)	14 (44%)	5 (16%)	0 (0%)	0 (0%)
2	I have many ideas but I do not know how to start.	6 (19%)	18 (56%)	8 (25%)	0 (0%)	0 (0%)
3	I have difficulty in writing English text.	3 (9%)	15 (47%)	14 (44%)	0 (0%)	0 (0%)
4	I like when my teachers give some pictures to help me to get the ideas of writing.	14 (44%)	16 (50%)	2 (6%)	0 (0%)	0 (0%)
5	I am challenged to write when my teachers present picture-cued sequence tasks.	13 (41%)	10 (31%)	9 (28%)	0 (0%)	0 (0%)
6	A picture-cued sequence task helped me to brainstorm and arrange the ideas.	16 (50%)	14 (44%)	2 (6%)	0 (0%)	0 (0%)
7	Picture-cued sequence tasks assist me in writing certain topics in sequence.	18 (56%)	10 (31%)	4 (13%)	0 (0%)	0 (0%)
8	A picture-cued sequence task allows me to write more ideas in my English writing.	16 (50%)	10 (31%)	6 (19%)	0 (0%)	0 (0%)
9	I am eager to write different topics and text genres in sequence.	8 (25%)	18 (56%)	6 (19%)	0 (0%)	0 (0%)
10	A picture-cued sequence can help me improving my writing ability in English.	20 (63%)	9 (28%)	3 (9%)	0 (0%)	0 (0%)

Table 7 provides ten items of the closed questionnaire regarding English writing and picture-cued sequence tasks on students' writing ability. From the first statement, 44% of students agree that they like English writing, and 41% strongly agree that writing is an interesting activity in English subject. The second statement describes how many students agree that they have problems when they want to write their ideas, but some students are undecided. Next, the third statement explains that 47% of students agree that they still face difficulties in writing English text. In the fourth and fifth statements, there are 14 students (44%) who liked when their teacher gave some pictures in learning writing, and 41% of students were challenged to write when their teachers presented picture-cued sequence tasks. Then, the picture-cued sequence task can assist the students in brainstorming their ideas, arranging the ideas into a written form, and helping them in writing certain topics in

sequence. It is supported by the sixth and seventh statements, 50% strongly agree, and 44% agree with the sixth statement. Meanwhile, in the seventh statement, there are 56% strongly agree, it consists of 18 students. Next, the eighth item defines that the picture-cued sequence task permits the students to write more ideas in their writing, the 50% of students strongly agree with that. To sum up, the ninth and last statement concludes that 56% of students are eager to write many topics and text genres in sequence and 63% strongly agree that a picture-cued sequence task can help the students improve their English writing ability.

Discussion

This research aims to investigate the effectiveness of picture-cued sequence tasks in English writing and to gain insight into students' perceptions of using picture-cued sequence tasks in their writing. In summary, the students' scores increased when they taught using picture-cued sequence tasks. Additionally, the closed questionnaire showed positive responses from students toward the advantages of picture-cued sequence tasks in improving their motivation and writing ability.

First, pictures can enhance the student's motivation in brainstorming and organizing their ideas (Dewi et al., 2022). Concerning the statement, a picture-cued sequence task as a controlled writing assessment was considered an effective and innovative method in English writing classrooms. Therefore, the students had a new learning environment in learning English, especially writing. Moreover, the picture-cued sequence tasks allow them freely to express their ideas. First, pictures can enhance the students' motivation in brainstorming and organizing their ideas (Dewi et al., 2022). Moreover, the picture-cued sequence tasks allow them freely to express their ideas. Concerning the statement, a picture-cued sequence task as a controlled writing assessment was considered an effective and innovative method in English writing classrooms. Thus, the students had a new learning environment in learning English, especially writing. In addition, a picture-cued sequence task is an important part of supporting the students to improve their writing ability (Pribadi et al., 2024). Apart from that, picture-cued sequence tasks aid the students in generating ideas, selecting appropriate vocabulary, and composing sentences into paragraphs (Saputra & Marfuah, 2022). Those related to the finding that picture-cued sequence tasks bring a new conception of the writing process for students. In this case, picture-cued sequence tasks create a new learning ambience in English learning and gain students' motivation in English writing.

Furthermore, the picture-cued sequence tasks can improve the students' curiosity so they start to write their ideas. Following that, the picture-cued sequence task can also raise interaction between students (Hakim, 2022). It is because the students can also exchange ideas regarding the pictures provided by the researchers so that they can evolve their ideas into writing text. This is approved by the research done by Eliyawati (2022) that picture-cued sequence tasks in writing classrooms can give a chance to share ideas between the students and help them compose short text by following the themes. It also provides a new method of writing English language learning by utilizing picture-cued sequence tasks (Lubis & Harahap, 2022). To add, writing is a complex activity that can intensify students' cognitive abilities (Fitria, 2024). Consequently, students need to be well supported to start writing

without fear of making mistakes. Based on the findings of this research, the writing activity became more interesting because picture-cued sequence tasks were presented.

As noted before, picture-cued sequence tasks not only enhance the students' motivation to write English text but also grow their enthusiasm for interacting with their friends. It also creates a good discussion between students-students and students-teachers. In this case, the students also focus on vocabulary, grammar and sentence structure. Relating to that, the teacher also provides feedback to the students. Besides, the students can comment on the other students' writing relating to the vocabulary used and the tenses. Then, it leads them to correct each other, so their vocabularies vary, and their sentences are well arranged. These findings are related to the research conducted by Prastikawati et al. (2020) that the discussion in the learning process may help students acquire more vocabulary and better grammar knowledge in the writing process. In conclusion, the presence of sequence tasks revealed by picture-cued sequence tasks proves that there is an increase in understanding of vocabulary and grammar and being able to arrange sentences into coherent paragraphs can improve the students' writing abilities (Nashruddin et al., 2022).

Conclusion

According to the findings of this research, using a picture-cued sequence task in the writing classroom impacts the improvement of students' writing ability. A picture-cued sequence task was considered an innovative learning assessment that encouraged the students' motivation and enthusiasm for writing. Further, a picture-cued sequence task is perceived positively by EFL students in improving their writing ability. Using a picture-cued sequence task in English learning gives some advantages, such as increasing vocabulary understanding, enhancing grammar and sentence structure, and developing the interaction in the class between the students and the English teacher. Unfortunately, due to the time limitation of conducting this research, the researchers only focus on a small sample of research participants. For future research, the researchers need to involve larger samples as the participants to investigate more reliable results. Moreover, the expansion of a picture-cued sequence task also needs to examine its effectiveness on other skills except writing. Also, the students' perspectives toward the use of picture-cued sequence task proved that the students have enthusiasm in learning English writing if the teachers give more exercises by using picture especially picture-cued sequence tasks.

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