



Using Discovery Learning Strategy Combined with Picture Series to Teach Writing of Procedure Text for the Seventh Grade Students of SMPN 1 Takeran

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ABSTRACT

This study examines the use of a discovery learning strategy combined with a series of images to teach seventh-grade students at SMPN 1 Takeran how to write procedure texts. The study employed a descriptive qualitative design, involving 29 active students, with data collected through observation, interviews, and documentation. The findings indicate that the learning process was carried out systematically through introductory activities, main activities that integrated discovery-based steps, and concluding activities, which successfully created an active and engaging learning environment. This integrated strategy facilitates key aspects of writing, particularly by helping to develop content, strengthen chronological organization, enrich vocabulary, support language use, and guide mechanic. However, students face several learning difficulties, including limited vocabulary, grammatical errors in imperative structures, low confidence in writing, and challenges in translating ideas into English. To address these issues, the teacher provided immediate feedback, used sample texts as guides, activated prior vocabulary knowledge, and applied innovative teaching techniques. In conclusion, combining discovery learning with a sequence of images effectively increased student engagement and simplified the process of writing structured procedure texts.



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1. INTRODUCTION

English learning in school is a key component of the Indonesian education curriculum, especially in the context of enhancing students' international communication skills. According to Sagala (2024) English has become the universal language of business, science, technology, and education in an era of globalization which means having solid knowledge of English is crucial for anyone pursuing a job or academic study in these disciplines. Therefore, learning English, especially in junior high school, is very important. The main goal of learning English is to improve language skills in both social and academic contexts. Effective teaching strategies are needed to develop language skills such as speaking, listening, reading, and writing.

One of the language skills involved in learning English is writing. Writing is a productive activity that requires a step-by-step, structured process. Therefore, the writing process must be carried out step by step. According to Sa'adah (2020), The writing process consists of four main steps, namely planning, drafting, editing, and final version. In junior high school curriculum, students are expected to be able to understand various types of texts, such as procedure text. While in real life, students often face problems. Based on Riski et al. (2025) Mastering the text's structure, appropriate language use, vocabulary, grammar, and spelling are some of the problems. To overcome these problems, a combination of strategies and learning media is needed to make the learning process easier for students.

Teaching writing is very important because it not only develops language skills but also sharpen students' critical thinking skills. During the teaching process, strategies and teaching media that support the learning contents, especially text types, are necessary. One of the text types learned is the procedure text. According to Aisah (2019), a procedure text is a kind of text that explains the steps needed for creating something. This text aims to help students practice writing the steps involved in an activity, such as how to prepare food or drinks, how to use tools, and how to care for certain objects. The structure of this text consists of the purpose, materials, and steps. In other words, studying

procedure texts provides benefits that are relevant to their daily lives.

Discovery learning is a student-centered approach to teaching writing, particularly procedure texts. This strategy uses investigation and observation to help kids discover vocabulary and text structure. Due to this, students must participate actively in the learning process. According to Syamsidah et.al (2023) with active engagement, pupils have a greater probability of remembering and understanding the subject matter than merely passively listening and observing. While it focuses student activities in identifying language patterns, text structures, and logical steps, this strategy is highly applicable to utilize when learning to write, especially in procedure texts. As a result, Discovery learning not only improves students' comprehension of the subject matter but also fosters their independence and engagement in writing process.

Visual media plays a crucial function in helping students develop concepts more concretely and meaningfully while enhancing the written education process. Picture series are one of the most useful media because they may spark students' imaginations and help them visualize the steps or sequence of events. According to Erniwati (2021), the picture series helps kids develop their creativity and imagination so they can write well. Students become more effective at organizing the text, selecting the right words, and coherently communicating concepts with the help of the visual stimulation. This is especially relevant to junior high school procedure texts, where students require assistance in order to arrange the stages of activities in order. As a result, the use of picture series not only enhances students' critical thinking skills in writing, but also supports students' motivation and active participation during the learning process.

The use of a discovery learning technique with picture series in classroom learning activities significantly enhances student participation and motivation. Discovery learning is a modern teaching strategy that enables students to actively observe, investigate, gather information, and make their own conclusions while being guided by the instructor. For instance, a study conducted in a junior high school environment by Widana & Handayani (2022) demonstrated that the application of this strategy greatly raised student motivation. Moreover, a Picture Series serves as a visual media that makes the material's flow more understandable. According to a study by Rany et al. (2023), the usage of Picture Series greatly enhanced students' writing proficiency and had an impact on learning motivation as both highly and lowly motivated students who were taught using this approach did better than those who were taught using traditional methods. This finding gives support to the theory that a picture series motivates students to take a more active role in understanding the procedure text structure and communicating it verbally or in writing. Students learn actively and critically when these two components are merged, and they also receive visual aids to help them understand the logical flow of a process. This combination provides structured learning, facilitates students' idea creation, and improves their comprehension and memory throughout class activities.

When teaching writing, especially procedure texts, students can be guided to produce text logically and systematically through the use of Picture Series and Discovery Learning. Procedure texts with a structure of steps and goals are ideal for teaching using visual media to demonstrate the process. Through exploratory activities, students can learn about the purpose and structure of the text using discovery learning. According to certain research, pupils' abilities can be improved through discovery learning. The research conducted at SMPN 1 Langsa by Hidayat (2020) demonstrated the successful application of the discovery learning approach in learning procedure text. In addition, the combination of discovery learning with picture series successfully guides students to write procedure text logically and systematically.

In writing class, Picture Series helps students build ideas progressively and effectively. Also, an picture series can improve the kids' writing abilities. For example, a study conducted by Indriyanto et al. (2019) at Sultan Iskandar Muda Junior High School on seventh-grade students revealed that students who used picture series media scored significantly higher than those who did not, demonstrating the beneficial effects of visual media on procedure text writing. With this research evidence, the use of discovery learning strategy with Picture Series media is worthy to be included as an effective learning strategy in the context of junior high school, especially to improve the skill of writing procedure text.

The use of Picture Series and discovery learning has been covered independently in a number of earlier studies. For instance, research from Sriningsih's (2020) demonstrates that using discovery learning effectively might enhance students' learning results when it comes to creating procedure texts. In the meantime, Fauzana et al. (2017) discovered that Picture Series is useful for assisting students in formulating concepts and arranging process steps logically. Based on these studies, there are still limits in studies that combine the two methodologies in teaching writing, particularly procedure text for junior high school students. The results of this study indicate that the use of the Picture Series as a teaching tool in conjunction with discovery learning strategies is appropriate as part of successful teaching strategies in junior high school settings, especially for the development of procedure text writing skills.

This study was conducted at SMPN 1 Takeran and focused on English language learning for seventh-grade students. The purpose of this study was to describe the application of the discovery learning strategy combined with picture series in teaching students how to write procedure texts. In addition, this study explores the learning process, identifies the problems students face during the implementation of these strategies and visual media, and explains solutions to overcome these problems.

2. RESEARCH METHOD

This study used a descriptive qualitative approach to ensure a structured and well-planned investigation of the learning process. As stated by Rahman and Kurniawati (2021), descriptive qualitative research offers a systematic and organized framework throughout the entire research design. Primary data was collected directly from classroom observations, interviews with teachers and seventh-grade students at SMPN 1 Takeran, and photo documentation of activities. As stated by Siregar et al. (2022), primary data provides concrete and direct information from the research site. Secondary data, such as the curriculum as a national standard reference and instructional materials, are also used to provide additional background information. As noted by Disemadi (2022), secondary data serve as useful supporting material drawn from official documents. To verify the accuracy of the data, researchers compared the results of observations, interviews, and documentation. As explained by Donkoh and Mensah (2023), comparing various data sources helps make research findings more reliable. Finally, the data was analyzed by sorting the information, presenting it clearly, and drawing conclusions. As outlined by Miles et al. (2014), analyzing qualitative data involves a step-by-step process of summarizing, presenting, and verifying the data.

3. RESULTS AND DISCUSSIONS

This section reports the key findings from the implementation of discovery learning strategy combined with picture series in teaching seventh-grade students at SMPN 1 Takeran how to write procedure texts. Data were collected through classroom observations, interviews with English teachers and seventh grade students, and documentation of relevant activities. These findings are organized to describe the implementation of discovery learning strategy and picture series, examine the problems faced by students, and present the solutions used to overcome these problems.

3.1. Using Discovery Learning Strategy Combined with Picture Series to Teach Writing of Procedure Text for the Seventh Grade Students of SMPN 1 Takeran

The implementation of the discovery learning strategy combined with picture series to teach writing procedure texts to seventh-grade students at SMPN 1 Takeran created an active, student-centered, and engaging instructional atmosphere. Data was collected from 29 active students out of a total of 32 enrolled students. The learning process followed structure steps that included pre-activity, main activity, and post-activity.

During pre-activity, the teacher prepares students mentally and creates a comfortable classroom atmosphere by offering a warm greeting, leading a prayer, and taking attendance, which also serves to foster social awareness as students pray for a sick classmate. To build on students' prior knowledge, the teacher uses the apperception method by relating everyday habits, such as reading the instructions on an instant noodle package, to procedure texts. The teacher then motivates students by explaining the practical benefits of writing clear tutorials for digital media and outlines the learning objectives through an engaging detective mission, designed to foster critical thinking and creativity.

Moving on to the main activity, the teacher guides the class through the steps of Discovery Learning, integrated with visual aids. The stimulation step begins by showing a picture series of matcha lattes in PowerPoint to spark critical thinking about the function of the text and its structural elements. In the problem statement step, students observe random images of the tea-making process to identify ingredients and steps using sequence words. During data collection, students work in small groups to observe picture series to collect data. In the data processing, students actively complete their worksheets, with the teacher providing direct and patient guidance to address problem such as forgetting to use sequencing words, forgetting measure words, forgetting to list all the items, making spelling mistakes, writing imperative sentences with incorrect structures, incorrect use of punctuation, feeling uncertain about whether their grammar might be wrong or ambiguous, and having difficulty translating their ideas into English. In the verification phase, groups present their work, and the teacher provides constructive feedback based on a writing rubric after the presentations are complete. The main activity concluded with a generalization phase, during which the teacher and students summarized the core structure and linguistic features of procedure texts, which the students then recorded in their own notebooks.

In the post-activity phase, teachers and students concluded the lesson by evaluating their overall learning process and preparing for the next practical project. The teacher led a reflection session in which students reviewed the definition, structure, and characteristics of procedure texts, while also sharing the challenges they faced, particularly when translating their ideas into written English. In the next meeting, the teacher assigned an individual video tutorial project coordinated via WhatsApp, which students met with enthusiasm. Finally, after ensuring all objectives were met, the teacher smoothly closed the class with a prayer and warm greeting.

The combination of the Discovery Learning and Picture Series strategies has a significant positive impact on students' overall writing process, active engagement, and mastery of key writing skills. By replacing traditional text-heavy instruction with random visual clues, this approach transforms passive learners into active problem-solvers who collaboratively construct meaning, identify text structure, and establish logical sequences through group discussions. This visual discovery process supports content learning by sparking concrete ideas, and aids organization through sequential images that guide students in arranging steps in a logical order using sequence connectors. Teacher guidance and group discussions also facilitate mastery of vocabulary related to tools and materials, support language use in constructing imperative sentences, and provide guidance on mechanics when students encounter spelling

difficulties. Ultimately, the combination of Discovery Learning and Picture Series creates an interactive learning experience that makes it easier for students to compose procedural texts accurately.

3.2. The Problems of Students in Using Discovery Learning Strategy Combined with Picture Series to Teach Writing of Procedure Text for the Seventh Grade Students of SMPN 1 Takeran

In the process of writing procedure texts using the discovery learning and picture series strategies, seventh-grade students at SMPN 1 Takeran faced several problems. The first problem was limited vocabulary. This limited vocabulary makes it very difficult for students to write sentences. According to Yuliatin (2024) it will be difficult for people with limited vocabulary to learn English. As a result, students often forget to use sequencing words, ignore measurement words, fail to include a complete list of tools and materials, and make many spelling mistakes.

Besides limited vocabulary, students also make grammatical errors due to a lack of understanding of English writing rules. In line with this, Tlonaen (2020), in writing, grammatical errors can obscure the meaning of a message and make it difficult for readers to understand, as is clearly evident in the students' work. This is demonstrated by the students' difficulty in constructing correct imperative sentences and their inability to use punctuation correctly, which makes the procedure texts disorganized.

Next, this low level of English proficiency leads to a lack of confidence when students write. This problem happens when students feel doubtful and worried about their writing. For example, Student H.P often feels doubtful that their grammar might be incorrect or ambiguous. Based on Delfira et al. (2025), one of the main problems in developing writing skills is a lack of confidence in their own writing skills. This lack of confidence arises as a direct result of students' feeling that they are unable to master English well.

The last problem faced by students was difficulty in translating ideas into English. Even though the picture series successfully helped students identify ideas clearly, they became confused when they had to turn those ideas into correct English sentences, leading them to use Indonesian words to complete their sentences. Richards and Renandya (2002) stated that not only is it difficult to come up with and arrange ideas, but it's also difficult to translate them into understandable text. As a result, students were forced to insert Indonesian words to complete their procedure texts.

3.3. The Solutions to Overcome Problems in Using Discovery Learning Strategy Combined with Picture Series to Teach Writing of Procedure Text for the Seventh Grade Students of SMPN 1 Takeran

To overcome various problems faced by seventh-grade students at SMPN 1 Takeran in writing procedure texts through discovery learning strategy and the picture series, several solutions have been implemented. First, the solution to overcoming the challenges of writing procedure texts is providing feedback. During the learning process, teachers provide immediate corrections and suggestions on students' assignments. This solution is aligned with Wulandari's (2022) research, which found that students' writing abilities can be enhanced by appropriate feedback, both in terms of producing high-quality writing and in the writing process itself. Through this direct feedback, students can easily identify their mistakes and learn to write better procedure texts.

The second solution is to provide model texts that can serve as clear guidelines before students write their own drafts. As stated by Peloghitis and Ferreira (2018), model texts give students a concrete idea of what the expected final product should look like, and help them analyze the linguistic structure, grammar, and organizational elements of the text. To help students who are having difficulty understanding the structure of imperative sentences, teachers guide them by using model texts as a direct reference for vocabulary and sentence patterns. This combination of model texts and direct guidance has successfully eliminated students' confusion when writing.

The third solution is to activate students' prior knowledge of vocabulary during the learning process. As mentioned by Wessels (2012), activating students' prior knowledge of vocabulary involves teaching students to recall information that has been stored in their long-term memory. Prompting students to recall familiar words helped them find vocabulary faster and made writing much smoother.

The final solution is to implement other innovative teaching strategies to effectively develop students' writing skills. As noted by Ramasimu (2024), innovative teaching strategies are defined as creative and efficient behaviors and practices that teachers intentionally apply when selecting instructional materials, teaching techniques, and student assessment methods, with the aim of enhancing and developing students' creativity. The application of these innovative strategies transforms the classroom into a dynamic environment that boosts motivation and overcomes learning barriers.

4. CONCLUSION

The conclusion of this study is that the use of the discovery learning strategy combined with picture series to teach writing of procedure text for the seventh grade students at SMPN 1 Takeran was implemented systematically through three main stages, namely the pre-activity, the main activity (which applied the steps of discovery learning strategy), and the post-activity where students demonstrated active and enthusiastic participation. However, during the learning process, it was found that students faced several real problems, including limited vocabulary, grammatical errors, a lack of confidence, and problems translating their ideas into English.

As a problem solution, the teacher implemented four ways, namely providing immediate feedback to correct writing, providing a model text as a concrete guide, activating prior vocabulary knowledge, and continuously seeking innovative teaching strategies. Considering that this qualitative study is still limited in scope because it focuses only

on procedure texts for one class of 29 students at SMPN 1 Takeran, it is recommended that future researchers expand the sample size, examine other types of English texts, extend the duration of the study, and combine it with quantitative instruments to achieve more comprehensive and objective results.

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