



Development of Sequential Image Media in Learning to Write Expository Texts in Vocational School Semarang City

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ABSTRACT

Purpose: Writing ability is one of the basic language skills, by writing, students will apply speaking and writing skills. The purpose of this study is to determine the development, validity, effectiveness and practicality of developing sequential image media in learning to write expository texts for students. **Method:** The type of research used is Research and Development (R&D) development research. This research approach uses quantitative and qualitative approaches. The place of this research was conducted at Semarang City Vocational High School in class X. The development of sequential image media in learning to write expository texts for students has the following procedures: initial needs analysis, preparation of sequential image learning media drafts, expert and practitioner validation tests, revision of sequential image learning media drafts, limited trials, product revisions and preparation of reports. **Findings:** 1) The development of sequential image media is very necessary in learning to write expository texts because it can answer the needs of teachers and students. 2) The development of sequential image learning media through the drafting stage, the results of expert validation of 77% and practitioner validation of 78% are all included in the feasible category. Then the results of limited trials, the teacher response reached 90%, while the student response was at 91.5%, both included in the very practical category. The development of sequential image learning media can improve the quality of learning to write expository texts. **Research Implications:** This study implies that the use of sequential image media can enhance the effectiveness of expository text writing instruction and contribute to improving learning quality in vocational high schools. **Originality:** This study is original in developing sequential image media that is valid, practical, and effective for supporting expository text writing instruction and improving learning quality.



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INTRODUCTION

Education is the most responsible process for producing Indonesian citizens with strong character as capital for building a high and superior civilization. Article 3 of Law Number 20 of 2003 concerning the National Education System (Sisdiknas) states that national education aims to develop the potential of students to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education is an effort to prepare the younger generation to welcome and face developments in the global era.

Education is a two-way process between teachers and students, carried out consciously, deliberately, and responsibly. Ministerial Regulation No. 53 of 2023 states that education is one effort that can be made to create high-quality and creative human resources. Education plays a crucial role in ensuring the development and survival of a nation, as it is a means to improve and develop the quality of human resources (Yulistanti, 2022).

In the current era of globalization and the development of information technology, literacy skills play a crucial role in opening the public's window to information (Setiarini, 2022). Literacy is a crucial skill that every student must master to face the challenges of modern development. Literacy skills are generally divided into four skills: listening, speaking, reading, and writing. Literacy is a skill related to reading, writing, and thinking activities that focus on improving the ability to understand information critically, creatively, and innovatively.

Writing is a fundamental language skill. Through writing, students apply their speaking and writing skills. Therefore, students who cannot read and write will struggle to develop their writing skills. Reading helps students identify existing problems (Safira, 2020). The writing literacy of students in vocational high schools needs to be improved. The key to fostering a culture of literacy is reading (Ruslan, 2021). According to reading and writing skills are fundamental. Through reading, students can gain knowledge that is highly beneficial for the growth and development of their reasoning, social, and emotional abilities.

Students' awareness of the benefits of their reading and writing literacy skills for their lives remains very low, both at school and at home. Establishing a culture of reading and writing in a broader sense requires a process and cannot be achieved instantly. To maximize writing development in Indonesian language learning, it is hoped that students will develop the ability to express ideas, thoughts, and feelings in written form creatively and innovatively using various media.

Media are tools or objects used to convey objectives or messages in learning (Nudya W., 2023). The function of media in the teaching and learning process is as an aid designed and prepared by teachers to influence the learning environment and conditions (Sigit, 2020). The use of learning media also helps clarify teaching materials and materials, making them easier for students to absorb and understand, and provides variety in learning methods (Wulandari, 2024). Furthermore, media also plays a crucial role in making teaching and learning activities more interactive and engaging, thereby increasing student motivation and preventing boredom during the learning process. Therefore, it is crucial for teachers to choose the right media in the learning process (Tukijo, 2024).

Based on the Indonesian curriculum, Indonesian is a compulsory subject or national subject. Indonesian is a language subject that is always and must be taught at every level of education in Indonesia. Learning Indonesian is one of the core subjects that must be mastered by every student. The Indonesian language material in this phase E learning achievement, for CP writing for class X, is that students are able to write expository texts according to observations or observation results.

Based on observations and preliminary studies, it was discovered that 10th-grade vocational high school students in Semarang still experience difficulties in understanding the learning material. This is because the textbooks used are not relevant to their specific situations and surroundings. Consequently, their expository writing skills remain low. The textbooks used are uninteresting and do not actively motivate students in the learning process. Furthermore, the implementation of a responsive learning approach, which can increase learning relevance and student motivation, is not optimal. Teachers' limited ability to develop contextual and technology-based media results in a lack of variety in expository writing lessons and a lack of support for the development of students' expository writing literacy skills.

Student success in completing learning outcomes provides opportunities for students to explore their knowledge based on the information obtained and their understanding of how to address existing problems. This study focuses on students' skills in writing expository text. Indonesian language learning in the independent curriculum encompasses several learning outcomes (CP), namely, listening, reading, presentation, and writing skills learned at school independently, acting effectively and creatively, and being able to use media according to the following basic principles:

10.7 Students formulate generalizations (general conclusions) based on inferences from ideas contained in expository texts.

10.8 Students assess and identify information bias in expository text writing.

10.9 Students write expository texts based on observational reports in the form of popular scientific articles for publication in print and digital media.

Based on the Indonesian Language Learning Outcomes above, texts present elements of knowledge, both spoken and written, with the aim of enabling students to develop illustrations and understanding of learning objectives. Learning to write expository texts requires media to facilitate comprehension of the material.

Expository text is a type of nonfiction text that contains information or explanations about a purpose or objective. The text is not written haphazardly, but rather is created from a series of facts that actually occurred in the field. In this case, it means that expository text provides readers with references through evidence to explain something, both within and outside the writer's immediate environment. Expository text can be used as a means of actively organizing information into a complete and informative text.

To support the achievement of Indonesian language learning objectives in writing expository text, media selection is essential. This requires solutions, one of which is the selection of creative and innovative media, such as selecting and using picture sequences. Media has a crucial function; using learning media can assist students in the learning process. The teacher's selection of appropriate media can enhance students' creativity and generate new ideas in line with the learning objectives. Therefore, to create an engaging and enjoyable learning environment, researchers are

trying to choose picture sequences as a new innovation. Serial picture media (Hasnidah, 2021) suggests that a series of pictures is a series of pictures consisting of 1 theme with 2 to 5 pictures that tell a unified story of students' thoughts in composing. It is hoped that the use of sequential image media in learning can be useful and help students overcome problems in writing expository texts and create the desired imagination as well as help students express their thoughts and ideas in the form of written expository texts.

Another aim of choosing serial image media in learning Indonesian to write expository text is that it is useful for stimulating students' brains to write and produce a work as a form of expression of someone's thoughts expressed in the form of word descriptions paying attention to the elements of facts, messages and ideas clearly and effectively. The importance of this research is to provide input to educators, schools and students to more easily understand the material for writing expository texts in learning Indonesian.

Although various studies have shown that the use of visual learning media can improve student motivation and learning outcomes, most of this research focuses on reading, storytelling, or narrative writing skills. Research specifically developing picture sequences for teaching expository writing at the vocational high school (SMK) level is still relatively limited. Furthermore, the learning media used in teaching expository writing are generally conventional and have not been designed based on the characteristics of vocational high school students and the demands of the Independent Curriculum, which emphasizes contextual, creative, and student-centered learning.

Based on these conditions, there is a gap between the learning needs in the field and the availability of learning media that can facilitate students in developing ideas, organizing facts, and organizing ideas systematically in the form of expository text. Observations indicate that students still experience difficulties in expressing ideas in writing, while teachers lack effective and engaging media to support the writing learning process. On the other hand, research on the development of picture-sequence media specifically designed, validated, and tested for effectiveness in improving expository writing skills in 10th-grade vocational high school students in Semarang City has been limited.

Therefore, the research gap in this study lies in the lack of a picture-sequence media product that has been systematically developed through research and development (R&D) and tested for validity, practicality, and effectiveness to support expository writing in vocational high school students. This research is expected to fill this gap by producing learning media that meets the needs of students and teachers, while also contributing to the development of more innovative and contextual Indonesian language learning. Based on the background explanation above, the researcher is interested in taking the title of developing learning media as a series of picture media in writing exposition texts for class X vocational school students in the city of Semarang.

METHOD

This study employed a Research and Development (R&D) method, aimed at developing and producing a product in the form of a picture-sequence learning medium for writing expository texts for 10th-grade vocational high school (SMK) students. The research focused not on testing theories but on developing a product that could be used to address learning challenges in schools. The approach used was descriptive qualitative, systematically describing the media development process, from needs analysis to producing a usable final product.

The research was conducted at SMK Nurul Islami Semarang and SMK NU 09 Pancasila Semarang City from December 2025 to July 2026. Twenty 10th-grade students participated in the study. The development process was based on the Borg and Gall model, simplified into several key stages of learning media development.

The research began with a needs analysis, identifying teacher and student needs, student characteristics, and learning environment conditions. The analysis was conducted through interviews, observations, curriculum document analysis, needs questionnaires, and a student characteristics checklist. The results of the analysis were used as the basis for designing learning media tailored to field needs.

The next stage is drafting a series of image media containing learning objectives, a storyline, image sketches, and supporting narrative. Once the draft is complete, validation by experts and practitioners is conducted to assess the media's quality in terms of flexibility, effectiveness, readability, image proportions, and layout. The validation results are used to refine the media through a revision phase to obtain a better prototype.

Next, the revised media was tested through a limited trial with 20 10th-grade students at SMK Nurul Islami Semarang. The trial aimed to determine the media's effectiveness in helping students write expository texts. Based on the trial results and feedback from teachers and students, revisions were made to the final product to refine the media before wider use.

Data collection in this study utilized several instruments: interviews, observations, questionnaires, and documentation. Interviews were used to obtain information regarding learning needs and conditions, observations were used to observe student activities during learning, questionnaires were used to measure the validity and user response

to the media, while documentation served as evidence of the research implementation in the form of photos of activities, student work results, and other supporting documents.

Data analysis was conducted using simple qualitative and quantitative descriptive analysis. Data from expert and practitioner validation, as well as teacher and student responses, were analyzed using a five-level Likert scale. The assessment results were then converted into percentages to determine the media's feasibility and practicality. Media were deemed feasible and practical if they achieved a percentage of at least 61%.

RESULTS

1. Teacher and Student Needs Analysis

The needs analysis phase was conducted to identify the conditions surrounding the teaching of expository text writing, as well as the needs of teachers and students, student characteristics, and the learning environment, all of which inform the development of a sequential image medium. This analysis was carried out through observations, interviews, and document reviews at SMK NU 09 Pancasila and SMK Nurul Islami in Semarang City.

a. Analysis of Learning Media Needs

Observation results indicate that instruction in writing expository texts is still dominated by the use of text-heavy textbooks. Material is presented in long written passages with minimal illustrations, making it difficult for students to grasp text structures, generate ideas, and construct arguments systematically. This situation contributes to low student interest and motivation.

Interviews with Indonesian language teachers revealed that students easily become bored when faced with material lacking visual support. Teachers stated that students require media that is more engaging, dynamic, and aligned with their characteristics. Furthermore, teachers noted that while the schools possess projectors, these facilities are underutilized due to a lack of suitable digital learning media for teaching expository text writing.

From the students' perspective, interview results show a preference for visual media such as images, posters, illustrated books, and digital content. Students reported finding it easier to comprehend material when images were present to help them understand the context and develop writing ideas. They also showed greater interest in topics relevant to their daily lives, such as family, school environments, and their immediate social surroundings.

Based on these findings, sequential image media is viewed as a solution capable of providing visual stimulation, helping students generate ideas and create writing outlines, and enabling them to develop arguments in a logical and systematic manner.

b. Analysis of Learner Characteristics

An analysis of learner characteristics reveals that proficiency in writing exposition texts varies among students. While some have grasped the structure of an exposition text—comprising the thesis, arguments, and reiteration others struggle to generate ideas, develop arguments, and organize their writing coherently.

Regarding learning styles, the majority of students exhibit visual and auditory tendencies; they find it easier to comprehend material through images, videos, and direct explanations rather than by reading lengthy texts. Teachers have also confirmed that visual media are more effective in facilitating information comprehension. In terms of writing interests, students find it easier to develop their writing when the topics relate to personal experiences or their immediate surroundings. Teachers noted that contexts close to the students' lives enable them to articulate issues and construct arguments within exposition texts more easily.

Additionally, limited vocabulary was identified as a challenge, making it difficult for students to select the right words to convey their ideas. Consequently, they require media that provide concrete examples, enrich their vocabulary, and guide the writing process step-by-step. Given these characteristics, digital sequential image media are considered suitable, as they offer engaging visual stimuli while helping students organize their ideas systematically.

c. Learning Environment Analysis

The analysis of the learning environment indicates that both schools possess reasonably adequate facilities, such as comfortable classrooms, LCD projectors, and other instructional support equipment. However, the utilization of these facilities for Indonesian language instruction remains suboptimal, as teachers predominantly rely on textbooks as their primary learning resource.

Interviews with teachers reveal a desire to incorporate digital media into instruction, yet this is hindered by a scarcity of ready-to-use digital teaching materials. Meanwhile, students report that digital media is rarely used in the classroom, with lessons relying more heavily on textbooks and the whiteboard. From a social perspective, students generally favor group learning, as it allows for discussion and the exchange of ideas with peers; however, some students

feel more comfortable learning individually. These findings highlight the need for flexible media that can be utilized in both independent and group settings.

Overall, the learning environment holds significant potential to support the use of sequential image media. The availability of school facilities, positive social interactions, and a surrounding environment rich in sources of inspiration serve as a vital foundation for developing innovative and contextual learning media.

2. Development of sequential image media in learning to write expository texts

The prototype development phase aims to produce sequential image-based media that helps students write exposition texts in a more systematic, engaging, and contextual manner. Development proceeds through several stages: drafting the media, validation by experts and practitioners, revision, limited trials, and final product revision.

a. Drafting the Learning Media

The initial stage involves drafting the sequential image media in an interactive digital format (flipbook) that can be accessed offline via laptops, tablets, or mobile phones. This medium was chosen because it integrates text and images, is easily distributed, and offers an engaging learning experience. The media structure consists of:

1) Cover Section

Titled "Skilled in Writing Exposition Texts with Sequential Images." It includes the developer's details and an attractive visual design to boost student learning motivation.



Figure 1. Cover Section or Title of the Sequential Image Media

2) Usage Instructions

Contains steps for using the media and guides students to observe the images, understand the image sequence, read instructions, and compose text based on the provided images.

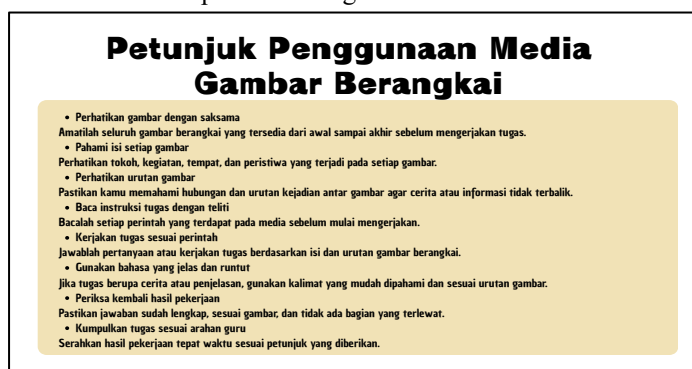


Figure 2. Usage Instructions Section of the Sequential Image Media

3) Core Section (Image Series)

Displays a series of images regarding students' use of technology, its impact on social interaction, the roles of teachers and parents in providing guidance, and changes in student behavior following that guidance. Each image is accompanied by a brief caption to serve as a stimulus for writing the exposition text.



Figure 3. Core Section Featuring Sequential Images (Image Series)

4) Part 2 Section

Contains a series of images themed around maintaining the cleanliness and beauty of the school environment. Students are asked to compose an exposition text based on images depicting cleanliness activities, cooperation with teachers, tree planting, and the benefits of a clean environment.

b. Expert and Practitioner Validation

Expert Validation

Validation was conducted by an Indonesian Language Education lecturer from Universitas PGRI Semarang, assessing five aspects: 1) Media flexibility, 2) Effectiveness of media selection, 3) Media readability, 4) Image display proportions, and 5) Media layout. The validation yielded a score of 77 out of 100 (77%), falling into the "Suitable/Highly Suitable" category; thus, the media was deemed suitable for use following revisions.

Practitioner Validation

Practitioner validation was carried out by an Indonesian language teacher using the same assessment criteria. The validation resulted in a score of 78 out of 100 (78%), falling into the "Suitable" category. The teacher assessed the media as creative and engaging, noting its ability to support learning on writing exposition texts. The validator offered several suggestions for improvement, including: 1) Adding more detailed instructions on media usage, 2) Clarifying learning instructions, and 3) Improving readability and layout.

c. Revision of the Media Draft

Based on the validation results, revisions were made to several aspects: 1) Flexibility of media usage, 2) Effectiveness of the media in supporting learning objectives, 3) Readability of text and images, 4) Image display proportions, and 5) Layout of visual elements and text. Improvements were made to ensure the media was easier to use, visually appealing, and better able to help students understand the structure of exposition texts.

d. Limited Trial

A trial was conducted involving one Indonesian language teacher and 20 Grade X students from SMK Nurul Islami, Semarang City. Participants were given 30 minutes to study the media and were subsequently asked to provide an assessment via a response questionnaire. The teacher's response showed a total score of 45 out of a maximum of 50 (90%), placing it in the "Highly Practical" category. Based on the responses from 20 students, a total score of 1,830 was obtained, with an average score of 45.75 and a percentage of 91.5%, placing it in the "very practical" category.

Table 1. Results of Limited Trial of Teacher and Student Responses

Respondent	Percentage (%)	Criteria
Teachers	90 %	Very Practical
Students	91,5 %	Very Practical

These results indicate that the media is easy to use, engaging, helps students understand the material, and is suitable for implementation in teaching the writing of exposition texts.

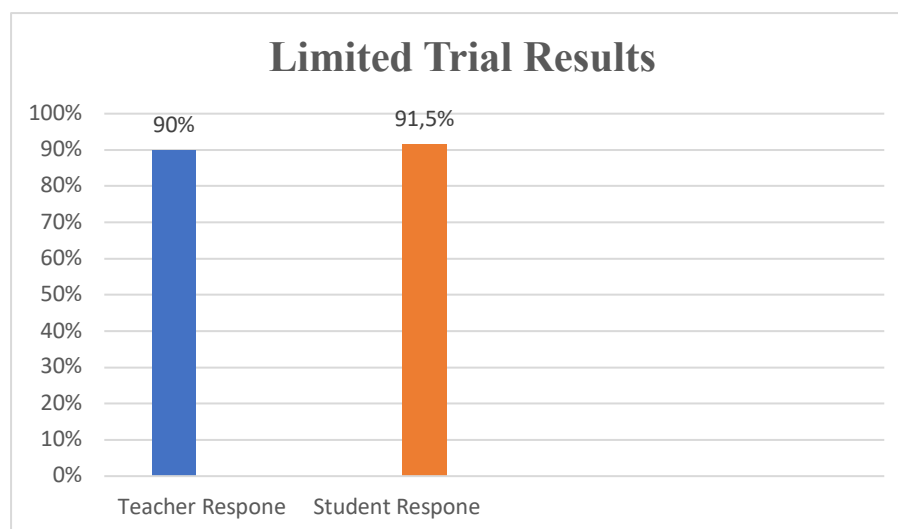


Figure1. Limited Trial Results

e. Final Product Revision

The final stage was conducted based on the results of validation and limited trials. Revisions included: 1) Refining the usage instructions. 2) Adjusting images to better represent the structure of an exposition text (thesis, arguments, and reiteration). 3) Simplifying the language. 3) Improving font size and readability. 4) Reorganizing the layout of images and text. 5) Refining task instructions to make them more specific and focused. The revision process resulted in a higher-quality sequential image medium that is suitable for use, engaging, communicative, and effective in helping students develop their exposition text writing skills. The medium achieved a feasibility rating of 77–78% and a very high level of practicality, with a 90% positive response from teachers and a 91.5% positive response from students. Thus, the sequential image medium is deemed suitable and highly practical for use in teaching exposition text writing in Grade X vocational high school (SMK) classes.

DISCUSSION

1. Analysis of Teacher and Student Needs

The research results indicate that the development of learning media for writing expository text using picture sequences is based on the real needs of teachers and students in schools. Teaching expository text writing has tended to use conventional methods dominated by verbal and unengaging textbooks. This situation makes it difficult for students to generate ideas, develop arguments, and structure text coherently. Therefore, the use of picture sequences is a relevant solution because it provides visual stimuli that help students understand the flow of information and develop ideas more systematically. This finding aligns with research (Ashsa W, 2021) which states that the use of picture sequence-based teaching materials can increase student interest in learning to write text.

The need for innovative learning media for teachers is also evident in interviews, which indicate that teachers require media that is more lively, contextual, and tailored to student characteristics. Teachers believe that long text-based learning without visual support makes students quickly bored and lose focus. These findings reinforce research findings (Husna, 2021), which stated that teachers need visual expository text teaching materials because they can improve student learning outcomes by more than 80%, exceeding the Minimum Competency (KKM). Visual media is considered capable of assisting teachers in delivering material in a more concrete and engaging manner, thus making the learning process more effective.

From the student perspective, research results indicate that they are more attracted to learning media containing visual and digital elements. Students reported understanding material more easily when learning using images, videos, or digital displays compared to simply reading a textbook. This indicates that students' dominant learning styles are visual and auditory. These findings align with research (Barmansyah, 2025), which states that the use of animated video-based media can significantly improve learning outcomes for expository text. Visual media is considered capable of attracting students' attention, increasing their learning focus, and helping them understand the material more easily and enjoyably.

The research results also showed that students experienced difficulty in generating ideas and developing arguments when writing expository text. The use of sequential images was considered to assist students in developing a coherent writing framework based on the sequence of images presented. This finding aligns with research (Ruslan, 2021) on the application of the picture and picture model in teaching expository writing, which demonstrated a significant improvement in students' writing skills. The use of images as a stimulus has been shown to help students develop ideas and improve their systematic thinking skills in writing.

In addition to aiding idea development, sequential images also support students in understanding the structure of expository text. Through systematically arranged visualizations, students can more easily understand the relationships between text sections, such as thesis, argumentation, and reiteration. This finding is relevant to research (Ninik N, 2023), which showed that the use of the picture and picture model can improve students' learning completion in writing expository text from the pre-cycle stage to cycle II. With the presence of visual media, students more easily understand the flow of information delivery and structure their writing logically.

Regarding student characteristics, this study found that students find it easier to develop writing when the topics used are close to their daily lives. Students tend to be drawn to themes related to their surroundings, personal experiences, and their social lives. Therefore, developing picture sequences using local contexts is crucial for students to more easily understand the material and develop ideas. This finding aligns with research (Nugroho, 2019), which states that the use of contextual-based media can improve students' writing skills because the material is closer to their real-life experiences.

From a learning environment perspective, this study indicates that schools actually have adequate facilities, such as LCD projectors and digital devices, but their utilization in Indonesian language learning is still suboptimal. Teachers still predominantly use lecture methods and textbooks as the primary learning resources. This situation indicates the need to develop digital-based learning media that are ready for use in learning. This finding is relevant to research (Ika I., 2019), which indicates that digital-based flipbook learning media is valid and suitable for use in teaching expository text because it can support more engaging and interactive learning.

A social learning environment also positively influences the learning process of writing expository text. Students tend to feel more comfortable learning through group discussions because they can exchange ideas and help them understand the material. The use of picture sequences can support collaborative learning because students can discuss the content of the images, determine topics, and develop arguments together. This finding aligns with research (Andira, 2025), which shows that using picture sequences in expository writing through group discussions can help students produce writing that adheres to the specified structure.

The results of this study also indicate that the development of picture sequences requires systematic design through the stages of needs analysis, expert validation, trials, and product revision to meet the needs of students and teachers. This development process is crucial to ensure the resulting media is truly feasible and effective for use in learning. This finding aligns with research (Tukijo, 2024), which explains that the development of interactive multimedia teaching materials is carried out through the stages of needs analysis, expert validation, focus group discussions, revisions, and trials until a category is achieved that is highly suitable for use in learning.

Overall, the research results indicate that sequential image media is essential for teaching expository writing because it addresses the needs of both teachers and students. This media not only helps students find ideas and develop arguments, but also increases their learning interest, focus, and ability to structure their writing coherently and systematically. The use of contextual visual and digital media makes learning more meaningful and tailored to the characteristics of today's students. Therefore, the development of sequential image media has great potential to improve the quality of expository writing instruction in vocational schools and support active, creative, and student-centered learning.

2. Development of sequential image media in learning to write expository texts

The development of serial image media in learning to write expository texts for class X vocational school students in Semarang City begins with the product drafting stage. At this stage, the researcher designs media that contains a systematic sequence of images as a stimulus for writing ideas. Theoretically, the use of visual media such as sequential images is in line with the constructivist learning theory put forward by Piaget and Vygotsky in (Wulandari, 2024) where students build knowledge through concrete experiences. Sequential image media helps students construct ideas in a coherent manner before pouring them into expository text.

Furthermore, in drafting, linguistic aspects, content and presentation are the main concerns so that they match the characteristics of expository texts. According to (Tarigan, 2018), writing skills require structured practice and are supported by relevant media. Therefore, the series of images is designed to contain contextual issues that are close to

the lives of vocational school students, so that they can provoke arguments and logical explanations in the exposition text.

The next stage is expert validation (expert judgment), conducted by subject matter and media experts. This validation aims to assess the appropriateness of the media's content, language, and presentation. Previous research indicates that expert validation is a crucial stage in development research. For example, research (Barmansyah, 2025) showed that validated learning media was categorized as appropriate after meeting both material and language requirements. This demonstrates the role of expert validation in ensuring product quality before testing.

In addition to expert validation, practitioner validation was also conducted by Indonesian language teachers. This validation aimed to determine the media's suitability for real-world classroom conditions. Teachers, as practitioners, provided input regarding ease of use, relevance to the curriculum, and student understanding. Consistent with research (Husna, 2021), teachers stated that visual-based learning media are essential for teaching expository texts because they can increase student engagement.

After going through the validation phase, the media was then trialed on a limited scale with students. The limited trial aimed to determine the media's effectiveness in improving expository writing skills. The trial results typically showed an improvement in students' ability to structure texts, develop ideas, and use appropriate language. This is supported by research (Ruslan, 2021), which demonstrated a significant improvement in expository writing results through the use of image-based models.

During the trial, students appeared more active and enthusiastic because the image sequence media provided engaging visual stimuli. According to Paivio's dual coding theory, combining visual and verbal information is easier for students to understand and remember. Thus, the image sequence media not only aided comprehension but also enhanced students' creativity in writing.

However, the results of the limited trial also revealed several product weaknesses, such as a lack of image variety, unclear instructions, and limitations in linguistic aspects. These findings served as the basis for product revisions. The revision stage is crucial in development research and development because it aims to refine the product to make it more effective and meet user needs.

The revision process was carried out based on input from experts, practitioners, and the trial results. The revisions included visual enhancements, language simplification, and the addition of user guides. This aligns with the Borg & Gall development model (Sugiyono, 2020), which emphasizes the importance of iterative revision to produce an optimal product. The revision results indicate that the image sequence media is more feasible and effective for use in learning. Research (Nurwanto, 2023) also shows that the revised learning media after validation has a high feasibility rate, with a percentage exceeding 90%. This reinforces the fact that the revision process significantly contributes to product quality.

Furthermore, research (Suci, 2025) shows that the use of image sequences can increase students' interest in writing texts. Thus, image sequence media not only functions as an aid but also as a means to increase student motivation. Overall, the development of image sequence media in learning to write expository texts has a positive impact on improving students' writing skills. This media can help students organize ideas systematically, increase learning engagement, and facilitate understanding of the structure of expository texts. Therefore, it can be concluded that through the stages of drafting, expert validation, practitioner validation, limited trials, and product revision, the developed image sequence media has met the criteria for feasibility and effectiveness. This development is also supported by various previous studies demonstrating the important role of visual media in improving the quality of expository text writing learning.

CONCLUSION

The development of picture-sequence media is essential for teaching expository writing because it meets the needs of both teachers and students. The development of picture-sequence learning media, which underwent a drafting phase, yielded expert validation results of 77% and practitioner validation of 78%, both of which were considered feasible. Furthermore, the results of limited trials showed that teacher responses reached 90% and student responses reached 91.5%, both of which were considered very practical. The limited trials and product revisions indicated that the developed picture-sequence media met the criteria for feasibility and practicality. The development of picture-sequence learning media can be used practically and can improve the quality of expository writing instruction.

This research provides a practical contribution by developing a feasible and practical picture-sequence media to support expository writing instruction for vocational high school students. This media can be an alternative for teachers in creating more engaging learning and helping students develop ideas and organize text systematically. However, this research is limited to a small-scale trial and focuses on the feasibility and practicality of the media. Therefore, further

research is recommended to test the effectiveness of media on a wider sample and develop media in digital or interactive form so that it can be used more optimally in Indonesian language learning.

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Learning to Write Expository Texts. We hope this research can be the first step towards a more inclusive, collaborative, and high-quality education.

AUTHOR CONTRIBUTION STATEMENT

RTA was responsible for the study design, data collection and analysis, and manuscript writing. SS contributed to the development of the research instruments, data analysis, and manuscript revision. H was involved in the development of the research concept, oversight of the overall research process, and final revision of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that this research was conceived, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

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