THE USE OF MAGIC CARD TO IMPROVE STUDENTS'WRITING PROCEDURE TEXT

*[1]**Fadiyah Nur Hadini**, [2]**Maria Yosephin**, [3]**Sri Wahyuni**

[1]Universitas PGRI Semarang, Indonesia

[2]Universitas PGRI Semarang, Indonesia

[3]Universitas PGRI Semarang, Indonesia

fnhadini@gmail.com

mariayosephin@upgris.ac.id

sriwahyuni.said@gmail.com

Abstract
Writing is the most crucial skill that students acquire during learning English. To teach writing, the teacher must be creative and innovative. This research is about the use magic card as teaching media in teaching writing procedure text at SMP Negeri 40 Semarang. The aims of this research are: (1) to investigate the extent of the students' ability in writing procedure text without using magic card, (2) to find out the students' writing ability in procedure text by using magic card, (3) to know the significance difference between students' ability on procedure text taught without and by using magic card. The research design used in this research is a quasi-experimental with a quantitative approach. The instruments of data collection were pre-test and post-test. The data were analyzed by using SPSS 16 version. The result of data analysis showed that the students' score who taught by using magic card was higher than the students' score who taught without using magic card. Based on Mann-Whitney Test, the value of experiment class is 46.52 and the control class is 16.48. This means that there is a significant difference between the students who were taught by using magic card and taught without magic card.

Keywords: writing, procedure text, magic card

a. Introduction
English plays a crucial role because it has become common as a native and international language in almost every country. As an international language, English is recognized as being utilized around the world. Swarastuti (2019) said that English is the primary language utilized in many different sectors. English is widely considered a popular foreign language because of its growing use in both business environments and everyday life.
Being proficient in English is crucial in the modern globalized era. According to

Ayu & Indrawati (2019), English has been recognized as a foreign language in Indonesia. There is a common belief that individuals who master excellent English abilities have the potential to secure quality job opportunities compared to those who don't. Therefore, English is one of the subjects taught in Indonesian schools.

There are four skills that Indonesia's students must learn in the English subject. They are listening, speaking, reading, and writing. Writing plays a crucial role in the process of learning English. Syarofi et al., (2018) also states that writing is the most important skill that students must acquire during learning English. It is because writing is a collaborative process of thinking, developing ideas into paragraphs to represent the ideas. The challenge comes not only in developing and organizing ideas but also in effectively transforming the concept into coherent and comprehensible written content.

Writing skill involves having a clear goal for considering the reader's perspective. When writing a text, it is important to provide a clear and simple explanation. The readers are able to understand and relate to what the writer perceives and experiences. According to Renandya (2002), the process of writing in the classroom is defined by a high level of organization due to need for organized instruction of process skills. Students are required to possess the ability to write well in order to develop their ideas.

The teachers must encourage students to have good writing skills so that they can express themselves creatively. As a result, teachers' roles in the teaching and learning process are very crucial for developing students' ideas. This research aimed to use magic card as teaching media to enhance students' writing abilities. The utilization of media in the teaching and learning process brings benefits to both the teacher and the students (Kristina, 2020).

The objective of this research is to find out the significant difference between students' ability on procedure text taught without magic card and using magic card. It was hoped that this research would offer educators more options for improving their students' writing abilities. For other researchers, this study was supposed to be utilized as a reference to inspire prospective investigations.

Some research related to magic card have been done by some research. Based on the findings of previous research, using magic card as teaching media was obviously beneficial to improve the students' writing ability. (Kristina, 2020; Nurhayati et al., 2022)

Magic card is one of alternative teaching media that can be used as teaching media in writing to encourage learners' interest to write. Magic card is a teaching media made of a paper or cardboard which seems thin and rectangular that containing a picture of object used to describe. Using magic card can foster students' stimulus and excitement in writing (Kristina, 2020). Nasir (2013) concluded that the utilization of visual aids in the learning process of writing has the potential to engage and motivate students to create written texts that are easily understood.

According to Nurhayati et al. (2022), the use of magic cards helps enhance students' learning in writing descriptive prose. By visually observing the graphics on the cards, students can effectively generate their ideas and express them through concise phrases, essentially constructing a well-organized paragraph. Learning media facilitates teachers in effectively conveying

information. They can enhance students' focus and ingenuity by offering captivating and unusual cards throughout the instructional and learning experience.

For the purpose of facilitating the delivery of material between teachers and students within the context of a school setting, teaching media serves as an efficient

means of providing support. Many advantages might be gained by teachers as a result of it. In the modern era, it is important that teachers present creative thinking in order to avoid students from becoming uninterested in the material that they are being taught. To innovate, educators must either create new media or change existing ones.

There was some study that had been done by certain researchers that was related to magic cards. It has been underlined by a few of them that the utilization of magic cards as a teaching media is highly beneficial.

Kristina, (2020) conducted research on how far the improvements of students' writing skills were in writing descriptive text as a result of the use of magic card media. The result showed that magic card media could improve the skills in writing descriptive text. Based on the findings of the initial pre-cycle test, it can be concluded that the level of classical learning completeness was insufficient. None of the students achieved an exceptional score on the test. As a consequence, the researchers decided to utilize magic cards as a media for carrying out the first cycle. By utilizing the magic cards, significant enhancements were observed in students writing, with an impressive 7.4% even achieving a great score. The most recent researcher who used magic card as teaching media is Nurhayati et al., (2022), she conducted to figure out students' ability in writing descriptive text utilizing magic card and to describe the students' perceptions about the use of magic card in writing descriptive text. The result showed that the total mean of students' ability was categorized into good criteria (84%). It means that the students' ability in writing descriptive text is significantly improved. Moreover, the results of the questionnaire showed that students like using magic card because magic card is an interesting media that would make students enjoy studying, be active in writing, and be creative in thinking. Besides, magic card can enrich

students' vocabulary as it promotes students' creativity

The gaps were that those researchers used magic card media in teaching descriptive text. Meanwhile, in this research used magic card as teaching media in writing procedure text. The term "procedure text" refers to a text that is applicable to our everyday lives. It is expected that every element of life will benefit from the utilization of procedure text.

There are eleven genres of text, those are procedure text, descriptive text, narrative text, recount text, discussion text, news item, anecdote, information report, explanation text, hortatory exposition text, and analytical exposition text. In this research applied procedure text which is taught in the seventh-grade of junior high school.

Procedure text is a type of writing that provides the reader with information about how something is carried out. According to Habibulloh (2017), a procedure text is piece of written work that provides instruction on how to do a specific task, create something, or utilize a particular item. It will provide

students with a systematic and detailed guide to help readers successfully accomplish a given objective. Susanti et al., (2015) also states that procedure text is a kind of text that provides guidance on how to do a task by presenting a series of acts or processes.

The goal of procedure text is to provide persons with sequence information or instructions in order for them to properly carry out tasks in an approach that is safe, efficient, and effective. According Susanti et al. (2015), the purpose of procedure text is to clarify the process of doing a task, such as providing guidance, recipes, instructional manuals, and itineraries.

A procedure is a piece of writing which provides a thorough explanation of how to do a task or accomplish an ensemble of activities in a certain order. Procedure text is written in the form of instructions. Every component is arranged into a category according to the goal, material, and steps that it serves.

The goal of a procedure text is to set up a set results that is expected or that provides guidance for actions to be taken. A specific approach aimed at obtaining a goal or assisting the achievement of a task or making of something. The instructions or directions can be provided in the form of a set.

From the previous research, using magic card as teaching media can improve students' writing ability. Learning turns into more effective when students engage in substantial discussions, contributing to increased creativity in their learning. However, the gap was those researchers used magic card as teaching media in teaching descriptive text. Therefore, in this research conducted magic card in teaching procedure text.

This research utilized a quantitative approach by employing an experimental research design as its methodology. Using two different classes, the researcher was able to determine whether or not there was a significant difference in the students' ability to write procedure text while using magic cards and when they did not use magic cards.

From the explanation above, the researcher carried out research entitled "The Use of Magic Card to Improve Students' Writing Procedure Text". Selection of magic card media as teaching writing procedure text is expected to arouse students' enthusiasm and can help learners improve their writing skills. The use of that teaching media usually preferred by students because they never encountered that teaching media.

b. Literature Review Writing

Writing involves the expression of ideas and thought processes in a way that can be simply understood. Writing is a challenging task that involves a combination of a wide range of thought activities. According to Benarita & Rahma (2021), writing is an effective strategy of communication and self-expression. It provides us to share our thoughts, emotions, and perspectives. Habibulloh (2017) said that writing is a cognitive process in which ideas are developed and refined, with an emphasis on more appropriate concepts. Therefore, it is not only a question of converting words into visual representations. The purpose of writing is to effectively convey ideas and emotions in an effective way that departs a lasting impact on the reader. Benarita & Rahma (2021) describe that there are some purposes of writing, such as:

1. Writing to express the writers feeling; The writer can deliver a message to

the reader.

2.   Writing to entertain; Writing that aims to captivate and amuse commonly depends into the category of what is often referred to as 'imaginative writing' or 'creative writing' (although it's important to remember that all writing involves a certain level of imaginative thinking and creativity).

3.   Writing to inform; These types of writing are potentially beneficial as they provide an engaging reading experience.

4.   Writing to persuade; These types of writing can also be beneficial as they provide an engaging reading experience.

Process of Writing

Process writing is an effective strategy to write that emphasizes the entire process of language learners as they create their own writing. Through a deep exploration of the writing process, learners gain a greater understanding of themselves and discover effective strategies for handling the complicated processof writing.

In the writing process, usually involve several steps. According to Harmer (2004), writing process has four steps, they are planning, drafting, editing, and finalversion. First, planning is the writer should make a plan to make an idea that they want to write. Second, drafting stage is the first move that the writer should do a text. Next, editing, they should check their written text, whether it is clear, ambiguous, confusing or not. They may use a different form of words for a particular sentence. Last, final version, the writer is ready to send their written text.**Teaching Media**

Teaching instruments are crucial instruments for education that enhance the effectiveness and engagement of learning. In education, teaching media refers to the various tools that educators utilize to effectively deliver educational materials to students, with the aim of achieving specific learning goals. By using media, the material is engaging, observable, and presented in a way that is accessible and clear. According to Mulyani & Al-Hafizh (2012), teaching media has several functions. They are as follows:

1.   A helpful tool for creating effective learning situations.

2.   A crucial component of all learning circumstances.

3.   To make the theoretical idea easier to understand, it can help to reduce verbal comprehension.

4.   To foster students' enthusiasm for learning.

So, it can be concluded that teaching media has a function to help deliver learning materials that can be a source of information and knowledge for students. In addition, teaching media also functions as a stimulator and encourager of students' interest, attention, creativity, and enthusiasm for learning.

Magic Card ad Media in Teaching Writing

Magic card is a thin card that contain an image of the object that will be usedto make a text. According to Kristina (2020), magic card is an educational tool consisting of a hard paper or cardboard, decorated with an interesting and innovative image. This tool is designed to enhance students' writing abilities through engaging and visually appealing content. The strategies of using magic card can explain as follow:

1.   The teacher provides teaching media card contain image of how to make

something

2.   Students are asked to take one magic card randomly provided by the teacher

3.   When the student received that magic card, they are not allowed to open the magic card first until the teacher told the student to open that

4.   The teacher told the students to open the content of the magic card

5.   Finally, the students get the object that will be used.

Using magic card as teaching media has some advantages. They are:

1.   From the way it's made, magic card media are very easy to make. Teacher don't need special skill and don't require electricity in making magic card.

2.   From the use, magic card media is fun. It can make students improve their enthusiastic when choosing and open the content of the magic card.

According to Nurhayati et al. (2022), using magic cards can enhance students' writing skills, foster a creative and enjoyable learning environment, and enhance their vocabulary proficiency. In simple terms, the use of magic cards has a beneficial impact on students' proficiency in writing.

Procedure Text

A procedure text is a kind of written material that offers systematic directions on how to carry out a certain task or activity. According to Habibulloh (2017), a procedure text is a piece of written work that provides instructions on how to do a specific task, create something, or utilize a particular item. It will provide students with a systematic and detailed guide to help readers successfully accomplish a given objective.

The purpose of procedure text is to give sequence information or instructions in order for individuals to effectively carry out actions in a safe, efficient, and effective method. According Susanti et al. (2015), the purpose of procedure text is to clarify the process of doing a task, such as providing guidance, recipes, instructional manuals, and itineraries. The process of writing a procedure text maintains an established structure that must be followed properly by the writer. Here are the generic structures of procedure text:

1.   Goal; It informs readers on the specific goals that need to be accomplished by following the sequence of information presented in a procedure text. This has an additional character, known as an introduction sentence, is placed at the starting point of a particular word.

2.   Material/Ingredients; Materials utilized in the procedure Text operates to clarify the specific tools or materials required and utilized in involved actions.

3.   Methods/Steps; It provides a sequence of logical steps to accomplish the goal. The steps are often marked with cardinal number (1, 2, 3, …) or ordinal number (first, second, third, …)

c. Method

In this research, the experimental research design with a quantitative approach utilized by the researcher. According to Harwell (2011), Quantitative approaches are sometimes characterized as deductive since they involve making broad conclusions about the features of a population based on statistical hypothesis testing. Experimental is research which is used to investigate whether there is an effect of treatment that is treated to the subject of research. According to Sugiyono (2013), experimental research involves a study approach that investigates the impact of certain treatments on others under

controlled settings. The experimental approach possesses distinct attributes, particularly in relation to the control group. There are two classes that investigated in this research. The first class is control class and the second class is experimental class. The control class taught without using magic card as teaching media. Meanwhile, the experimental class taught by using magic card as teaching media. Experimental research design was to find the link between cause and effect using an experimental and a control group. In this research, the writer using the treatment by used magic card media in teaching writing to the experimental group. In this case, the use of magic card media is the independent variable while improving students' writing ability without using magic card media is dependent variable. The research design can be described as follows:

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	X_1	O	X_2
Control Group	Y_2	-	Y_2

(Cohen et al., 2007)

The instrument plays a crucial role in gathering data. The researcher will be utilizing test as the instrument for data collection in this research. A test, basically, is a means of evaluating an individual's abilities, understanding, or proficiency in a particular field of study (Brown, 2003).

In collecting the data, the researcher gave a pre-test to both class, experimental class and control class. Then, the researcher gave a treatment taught by using magic card in experimental class. Last, the researcher gave a post-test to both class, experimental class and control class. The researcher utilized the SPSS 16 version in order to conduct the analysis on the data, and shown the results by utilizing descriptive statistics.

Findings and Discussion

In this section, the researcher describes the result of the research findings and discussion that contains the result of the data. The research was conducted in seventh grade students' of SMPN 40 Semarang in the academic year 2023/2024. The sample was 31 students that were taken from VII B as the control group and 31 students that were taken from VII C as the experimental group.

The writer gave pre-test and post-test to get score of the students' writing ability when they are taught using and without using magic card media. The researcher explains about the result of pre-test and post-test of control group and experimental group that analyzed to show the significant difference between the students taught by using magic card and without taught by magic card.

Several results came out in this research after the pre-test and post-test were carried out by two groups of samples. Both groups showed adequate results. The result of experimental group showed higher than the control group. In the result of pre-test in experimental group, the highest was 75 and the lowest was 52. Then, the result in the post-test, the highest was 90 and the lowest was 72. The mean score of experimental groups showed that the pre-test was 61.35 and the post-test is 81.55. So, it can indicate that the mean score of students' writing ability in post- test was increasing higher than the pre-test. It increases 20.2

points. Meanwhile, the result of pre-test in the control group, the highest was 78 and the lowest is 38. Then, the result in the post-test, the highest is 80 and the lowest is 38. The mean score of pre-test of control class is 53,71 and the post-test is 56.48. it increased
4.77 points.

Before carrying out an independent t-test, it is necessary to perform tests to assess normality and homogeneity. Once all participants had finished their work, the data were examined using various statistical analyses conducted with SPSS software. The result of both test, normality and homogeneity test showed that is not distributed normally and not homogeneous. The result can be seen in Table 1 and Table 2.

Table 2. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Control	.117	31	.200*	.946	31	.120
Post-Test Control	.080	31	.200*	.972	31	.590
Pre-Test Experimental	.197	31	.003	.920	31	.023
Post-Test Experimental	.110	31	.200*	.981	31	.828

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

According to table above, it shows the results of the normality test for eachtest. In this research the sample of the research are 62 students, consisted of 31 students of experimental class and 31 students of control class. In conclusion, in this research the normality test that is used is Kolmogorov-Smirnov.

In this research, it found that the significant value (Sig.) of the pre-test control class is $0.200 > 0.05$, the post-test of control class is $0.200 > 0.05$, the pre-test of experimental class is $0.003 < 0.05$, and the post-test of experimental class is
$0.200 > 0.05$. As a result, the researcher can make a conclusion that the data is notnormally distributed.

Table 3. Test of Homogeneity of Variance

ANOVA

Students Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8665.952	1	8665.952	129.625	.000
Within Groups	4011.226	60	66.854		
Total	12677.177	61			

The decision of the homogeneity test is if the Sig. value is > 0.05, the

datais homogenous. However, if the Sig. value is < 0.05, the data is not homogenous.

Based on the test of homogeneity above, the result of Sig. value is 0.000, so the sig. value is less than 0.05. It can be concluded that the data is not homogeneous.

The data analysis offered certain findings. Due to the data is not distributed normally and not homogeneous, so the researcher used non-parametric test, Wilcoxon-Test to evaluate the significance of difference between 2 groups of paired but non-normally distributed data and used Mann-Whitney Test to determine whether there was a statistically significant distinct in the independent variables.

The Difference of Writing Ability between Control Class and Experimental Class

This experiment was undertaken to see whether there was a statistically significant difference between the findings of the pre-test and post-test. Due to the non-normality of the data in the experimental group, the Wilcoxon Signed Test was employed in this investigation. The outcome of this examination is shown in Table 4 and 5.

Table 4. Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Control - Pre-Test Control	Negative Ranks	0[a]	.00	.00
	Positive Ranks	19[b]	10.00	190.00
	Ties	12[c]		
	Total	31		
Post-Test Experimental - Pre-Test Experimental	Negative Ranks	0[d]	.00	.00
	Positive Ranks	31[e]	16.00	496.00
	Ties	0[f]		
	Total	31		

a. Post-Test Control < Pre-Test Control

b. Post-Test Control > Pre-Test Control

c. Post-Test Control = Pre-Test Control

d. Post-Test Experimental < Pre-Test Experimental

e. Post-Test Experimental > Pre-Test Experimental

f. Post-Test Experimental = Pre-Test Experimental

Based on the data given, in the control class, there is 19 N positive, it meansthat the 19 students of control class had increased from their value of pre-test and post-test. The mean rank of these improvements is 10.00 and the sum of ranks is 190.00. Other than that, there is 12 N ties which means that the 12 students of control class had the same score with their pre-test score. Meanwhile, on the experimental class, there is 31 N positive which means that all of the students in experimental class got an increase in their scores. The mean rank of improvementsin experimental class was 16.00 and the sum of ranks was 496.00.

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Table 5. Statistics of Wilcoxon-Test

Test Statistics[b]

	Post-Test Control - Pre-Test Control	Post-Test Experimental - Pre-Test Experimental
Z	-3.837[a]	-4.864[a]
Asymp. Sig. (2-tailed)	.000	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The decision of the Wilcoxon-Test is if the Asymp. Sig. (2-tailed) is < 0.05, the data is accepted. However, if the Asymp. Sig. (2-tailed) is > 0.05, the data is rejected. From table 4, it can be described in the output statistics that the value of Asymp.Sig (2-tailed) is 0.000, so the value is less than 0.05. The conclusion is "thedata is accepted".

The Z value of control class is -3.836 and the Z value of experimental class is -4.864. The statistics of Wilcoxon-Test showed that the experimental class gave higher score. It can be concluded that the used of magic card as teaching media was effective to improve students' ability in writing procedure text.

The Difference of Students' Ability in Writing between the Students Who Taught by Using Magic Card and Those Who Did Not

The researcher conducted the Man-Whitney Test to determine whether there was a statistically significant distinct in the independent variables. The Mann-Whitney test is a non-parametric test used to present whether or not there is a difference between two independent samples.

This test is also used to determine whether the mean of two paired samples varies or not. It determines whether the independent variables are distributed equally between the experimental and control groups. To determine whether there is a significant difference between the writing skills of the experimental class and the control class is if the Asymp.Sig < 0.05.

Table 6. Mann-Whitney Test

Ranks

	Class	N	Mean Rank	Sum of Ranks
Students' Learning Outcomes	Experimental Class	31	46.52	1442.00
	Control Class	31	16.48	511.00
	Total	62		

The N of experimental class is 31 and the N of control class is 31. From the Mann-Whitney Test for the students' writing ability post-test mean score of the experimental class and the control class on table above, it shows a difference, withthe experimental class getting 46.52 and the control class getting 16.48.

Table 7. Statistics of Mann-Whitney Test

Test Statisticsᵃ	Students' Learning Outcomes
Mann-Whitney U	15.000
Wilcoxon W	511.000
Z	-6.562
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

To prove that there is a significant effect on students in the experimental class where the class that gets treatment using magic card media, it can be seen from the results of the statistical test above where Asymp.Sig (2 tailed) is 0.000 <0.05. So, it can be concluded that there is a significant effective on the use of themagic card.

The progress of students' writing skill who were taught without using magic card media was weak. It can determine that without using magic card is less effective because they just get a little information and difficult to understand the text. They got less motivation to start writing the text and also felt bored without teaching media. However, the progress of students' writing skill who taught by using magic card showed a significant improvement in their writing ability in procedure text. It can find out that by using magic card media can help students toimprove their ability in writing procedure text. The students' is more interested andenjoy in the teaching learning activities. They interesting with the media and got inspire from that media. On the other words, magic card is one of media in teachingwriting that can influence the students.

The results can be summarized that students' performance in writing abilityusing magic card media and without using magic card media are able to give significantly higher to the students' performance in writing ability. In simple terms,the students' writing skills showed enhancement from the pre-test to the post-test score in both the control class and experimental class after applying the treatment.So, it is decided that both the students taught by using magic card and taught without magic card have substantial impact on the students' overall achievement in writing abilities.

e. Conclusion

Based on the research about improving students' ability in writingprocedure text at the seventh-grade students of SMP Negeri 40 Semarang in the academic year 2023/2024 had done, it showed that by using magic card media is effective to improving their writing procedure text. Previous study had shown the effectiveness of employing magic cards as teaching media. However, in this research, researcher renewal of whether magic card media can be effective in improve students' writing procedure text in seventh-grade students.

Based on the research findings, it indicated that there is an obvious difference

among students who taught procedure text by using magic card media and the students who taught without using magic card media. The students who taught by using magic card was better than the students who taught without using magic card. It can be concluded that magic card media can help students to increase their writing ability in procedure text. So, it was acceptable to state that utilizing magic card as teaching media is effective for enhancing students' writing ability.

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