

The Use of Picture Series of Central Kalimantan Folklore as a Visual Media in Teaching Writing of Narative Text

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Abstract: The objective of this research was to determine whether the use of picture series could improve the generic structure of students' writing, specifically their ability to write narrative texts with proper generic structure. The researcher employed a pre-experimental design with a one-group pre-test and post-test format. The population consisted of ninth-grade students from SMP Negeri 14 Palangka Raya during the 2023/2024 academic year, comprising three classes. The sample size was 30 students from class IX-A. The research findings indicated that using picture series improved students' writing abilities in terms of generic structure, particularly in writing narrative texts. This was evidenced by the increase in students' mean scores from 60.9 in the pre-test to 81.8 in the post-test, reflecting 20.9 points of improvement. After calculating the difference between the matched pairs, the t-test value was found to be 9.390. With a significance level (p) = 0.05 and a degree of freedom (df) = 29, the t-table value was 1.699. Since the t-test value was greater than the t-table value ($9.390 > 1.699$), the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Keywords: learning media, picture series, writing skills, narative text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan gambar seri dapat meningkatkan struktur generik tulisan siswa atau tidak, yang mengacu pada kemampuan siswa dalam menulis teks naratif dalam struktur. Peneliti menggunakan Pre-experimental Design dengan desain one group pre-test and post-test design. Populasi penelitian ini adalah siswa kelas IX SMP Negeri 14 Palangka Raya tahun ajaran 2023/2024 yang terdiri dari tiga kelas. Sejumlah 30 siswa di kelas IX-A. Temuan penelitian menunjukkan bahwa penggunaan gambar seri dapat meningkatkan kemampuan menulis siswa dalam hal struktur umum terutama dalam menulis teks naratif. Hal ini dibuktikan dengan nilai rata-rata siswa pada pre-test adalah 61,1 dan post-test adalah 82,4. Hal ini menunjukkan bahwa kemampuan menulis siswa pada post-test lebih tinggi daripada pre-test, yaitu meningkat sekitar 34,9%. Setelah menghitung perbedaan antara pasangan yang cocok, ditemukan bahwa hasil nilai t-test adalah 9,390. Dengan menggunakan tingkat signifikansi (p) = 0,05 dan derajat kebebasan (df) = $30-1=29$, ditemukan bahwa hasil t-tabel adalah 1,699. Oleh karena itu, t-test lebih besar dari t-tabel ($9,390 > 1,699$) dan hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima.

Kata kunci: media pembelajaran, gambar seri, keterampilan menulis, teks naratif

1. INTRODUCTION

Learning is a process of interaction between educators and students within the educational framework. It involves educators assisting students in acquiring knowledge and shaping their attitudes. In other words, learning is a process in which learners improve themselves and enhance their quality of life. English language learning is progressively delivered to students

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from elementary school, through junior high and high school, and up to college. A picture series is a sequence of interconnected images that tell a story. Using this media can help students develop enthusiasm for learning, thereby improving their ability to write texts in English, particularly narrative texts. Through picture series, students are encouraged to imagine creatively when viewing the images and to express their thoughts in the form of narrative text (Andayani, 2018).

One of the key skills in building communication is writing, which is a fundamental goal of language learning. Writing is the activity of conveying a message through symbols on paper. This means that writing involves expressing messages and ideas using various characters, such as letters and punctuation marks, organizing words into sentences, and sentences into paragraphs (Cheung, 2016). Writing requires careful consideration of the message being conveyed and the intended audience. Developing writing skills is not an easy task; it requires time and a long process to master. Beginners often find writing challenging (Gandaki, 2019).

One of the learning media that children enjoy is pictures, as they can inspire creative ideas in their minds. If lessons are presented only in written form, students may quickly become bored, which diminishes their motivation to engage actively in the classroom. Teaching media is highly functional in education, providing a platform for students to express their creative ideas. Using interesting learning media can stimulate students' thoughts, feelings, and willingness to understand the material. Picture series, in particular, is an engaging learning medium that can be effectively applied in teaching writing skills, especially narrative text.

Picture series are interconnected images that tell a story. This medium can help students foster enthusiasm for learning, thereby enhancing their ability to write texts in English, especially narrative texts. Learning folklore is essential for increasing students' awareness of their cultural heritage and maintaining the traditions of Central Kalimantan. Presenting folklore in English is particularly important because English is not commonly used in daily communication in Central Kalimantan. Therefore, using engaging media like picture series can make students more enthusiastic about learning folklore in English (Thompson, 2018). For these reasons, the researcher has chosen to conduct a study under the topic: “The Use of Picture Series of Central Kalimantan Folklore as a Visual Media in Teaching Writing of Narrative Text”.

2. LITERATURE REVIEW

2.1 Narrative text

Writing is the activity of conveying a message by signing a piece of paper. This means that writing requires expressing messages and ideas that are expressed in various characters, such as letters and punctuation marks. Organized words into words, word into sentences and sentences into paragraphs. To write, you need to think about what kind of message you want to convey and whom you want to convey the message.

According to Pasaribu et al. (2020), a narrative text is a text that tells an imaginary story, intended primarily to entertain the reader. Handayani et al. (2020) state that digital literature is a literary work within the media landscape, and they explore the teaching of reading narrative texts using digital literature. Narrative texts often involve long passages that students must

comprehend, but students frequently find these texts boring and difficult to understand. As a result, they may lose interest in the process of learning to read and interpret narrative texts. Narrative texts can be classified into fiction and nonfiction, or fantasy and nonfiction (Muliani et al., 2019). Fiction includes imaginary stories set in an imaginary world, such as fairy tales, folktales, short stories, fables, legends, myths, novels, and comics. Nonfiction examples include newspaper and magazine articles, essays, diaries, personal notes, biographies, and more, all aiming to entertain or amuse readers. Narrative texts should be studied with consideration of their context and the moral values they convey. Andriani (2020) noted that the general structure of narrative writing consists of orientation, complication, and resolution.

In conclusion, understanding narrative texts requires both an appreciation of their structure and an engagement with the imaginative or real-world contexts they present, which are essential for grasping the moral lessons they impart.

2.2 Teaching media

According to Wirawan, (2020), media is a mediation tool to understand the meaning of material conveyed by educators or teachers, both print media, electronic media, and educational facilities, as well as tools that facilitate the implementation of educators. Components of the learning system, so that the learning process can take place effectively and efficiently. Media is any tool to convey information or messages from one place to another. In the teaching and learning process, media is also used to help the teaching and learning process become more effective and interesting. In general, educational media can be understood as a tool that can be used by teachers to convey educational material to students in the teaching and learning process to achieve learning objectives. Some experts discuss learning media.

According to Abercrombie (1949), media is the plural form of "medium," derived from the Latin word *medius*, meaning "between." Linguistically, it signifies "in the middle" or "intermediary." Media refers to a medium that conveys information (a message) between the sender and the receiver. Wirawan (2020) stated that learning media is often employed by English teachers in Indonesian schools to teach English. Teachers use media to boost students' motivation, which is a crucial aspect of successful learning. Additionally, the use of learning media helps teachers connect students with culturally relevant events to achieve their learning goals. Therefore, the strategic use of media in education not only facilitates effective communication but also enhances student engagement and understanding, making it an indispensable tool in the learning process.

2.3 Picture Series

Apsari (2017) stated that picture series are a type of media that falls under the category of visual aids. Pictures are classified into three types: combined pictures, sequential pictures, and individual pictures. Picture series specifically refer to images that depict a sequence of actions or events in chronological order, typically consisting of four to eight images. Utilizing picture series in the classroom can capture students' interest and bring enjoyment to the teaching and learning process. These images help students focus directly on words and offer positive effects such as increased motivation, enthusiasm, understanding of idea development, independence in

composing sentences, creativity in crafting longer sentences, and fostering cooperative learning.

In teaching writing, pictures can play various roles to enhance the learning experience (Olshansky, 2018). For example, teachers can use picture series to help students brainstorm ideas for their writing, organize their thoughts, and visually represent the progression of a story or argument. Additionally, pictures can serve as prompts for creative writing exercises, guiding students to imagine and describe scenes, characters, and events (Burroway et al, 2019). By incorporating pictures into writing instruction, educators can cater to visual learners, spark imagination, and make the writing process more engaging and interactive for all students. Ultimately, the use of picture series in the classroom can not only improve students' writing skills but also foster a love for writing and storytelling.

Furthermore, utilizing pictures can help students who struggle with traditional writing methods to express themselves creatively and confidently (Kartika et al, 2017). It allows students to tap into their visual-spatial intelligence and think outside the box when constructing narratives. This hands-on approach to writing can also help students develop critical thinking skills as they analyze images and determine how best to translate them into words. Overall, incorporating picture series into writing instruction can lead to more well-rounded and enthusiastic writers in the classroom.

2.4 Local wisdom

Local wisdom represents the worldview of a community within a specific region, reflecting their relationship with the natural environment in which they live. This worldview often forms a deeply rooted belief system that has been established over decades or even centuries (Pranata et al., 2021; Fauzi, et al., 2023). These beliefs and values are passed down from generation to generation through storytelling, rituals, and daily practices. They offer guidance on how to interact with the land and resources sustainably, fostering a harmonious relationship between humans and nature. Local wisdom is a valuable resource for addressing environmental challenges and fostering community resilience in the face of change.

Historically, local wisdom has been passed down through both oral and written traditions. Oral traditions include forms such as singing or tembang, while written traditions manifest in stories authored as literary works. In the context of literature, local wisdom is evident in these literary creations (Santosa et al., 2021). Local wisdom, or local color, refers to regional literary works—whether prose or poetry (Hidayat and Yakob, 2019)—that embody elements such as characters, dialects, habits, descriptions of natural surroundings and beauty, clothing, customs, and local beliefs tied to specific regions. Literary works, particularly folklore, reflect the social and cultural conditions of a community. Folklore, as a genre of literary work, serves as a vehicle to convey cultural information, offering readers insights into the traditions and cultures of specific ethnic groups.

The review of literature above highlights the importance of understanding various aspects of narrative texts, teaching media, picture series, and local wisdom in education. Narrative texts are essential for conveying both fictional and non-fictional stories, requiring comprehension of their structure and moral lessons. Teaching media plays a crucial role in making learning more

engaging and effective by bridging cultural contexts and motivating students. Picture series, as a visual aid, enhance the writing process by stimulating creativity and aiding in idea development, particularly for visual learners. Lastly, local wisdom, deeply rooted in cultural traditions, serves as a valuable educational tool, offering insights into sustainable practices and enriching literary education by connecting students with their cultural heritage. Together, these elements contribute to a well-rounded and culturally responsive approach to teaching and learning.

3. RESEARCH METHOD

3.1 Research Design

This study applied a pre-experimental design with one group pretest and posttest design. It involved a group of students having a pretest (O1) then being given treatments (X) and having post test (O2). The design is described in the Table1 below.

Table 1. Pre-Experimental Design

O1	X	O2
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Note: O1 = Pre-test; X = Treatment; O2 = Post-test

3.2 Sample

Christensen et al. (2014) stated that a sample is a part or portion of the entire population. Similarly, Toendan (2006) mentioned that the smaller group we wish to learn about is called a sample. In this study, the researcher selected one class as the sample, specifically class IX-A, which consisted of 30 students. A purposive sampling technique was employed because, based on observations, the researcher found that the students in this class were studying narrative texts. Consequently, the researcher was interested in investigating the effect of using picture series as a teaching medium on learning narrative texts among students in class IX-A at SMP Negeri 14 Palangka Raya.

3.3 Techniques of Data Collection

The data collection techniques in this study are as follows:

- Giving Pre-Test
Before conducting the treatment, students were given a test, namely a pre-test to assess their narrative text writing skills. The purpose of the pre-test was to find out how students' knowledge before being given treatment. The form of the test given was an essay test. The results of the pre-test were compared with the results of the post-test after the treatment.
- Treatment. It was an experiment to teach the samples using picture series of narrative based on local culture. There were three times of teaching; once in a week.
- Giving Post-Test
After the treatment was applied to students, all students were given a post-test to assess their writing skills. The form of the test given was an essay test. The results obtained were

compared with the pre-test results to find out how the influence of serialized image media as a medium in writing narrative text.

3.4 Techniques of Data Analysis

The following was the procedure of data analysis of this research:

1. Giving score to the students' writing narrative text of pre-test and post-test based on four aspects: orientation, complication, sequence of event, and resolution as in the following rubric.

Table 2. Scoring rubric for narrative writing

Aspect	Score	Criteria
Orientation	27-35	Excellent to Very Good: Completed to identify and set the scene and introduced the participant (it answers the questions: who, when, and where)
	22-26	Good to average: Identified and set the scene and introduced the participant enough (it answers the question: who, when, where incomplete).
	17-21	Fair to Poor: Couldn't incomplete to identify and set the scene and introduced the participant.
	13-16	Very Poor: Not relevant to identify and set the scene and introduced the participant.
Complication	18-20	Excellent to very good: Completed to identify the crises of problem raised, when the problem developed.
	14-17	Good to average: Identified the crises of problem raised, when the problem developed was enough
	10-13	Fair to poor: Could not incomplete to identify the crises of problem raised. When the problem developed.
	7-9	Very poor: Not relevant to identify the crises of problem raised, when the problem developed
Sequence of Events	18-20	Excellent to very good: There was a complete sequence of events from beginning, middle and end
	14-17	Good to average: There was a sequence of events but it was incomplete started from the beginning, middle and end.
	10-13	Fair to poor: The sequence of events was incompletely written from beginning to end.
	7-9	Very poor: There was no sequence of events.
Resolution	22-25	Excellent to very good: Completed to find a way or solution to solve the problem.
	18-21	Good to average: To find a way or solution to solve the problem was enough
	11-17	Fair to poor: Could not incomplete to find a way or solution to solve the problem.
	5-10	Very poor: No problem solving at all.

Depdikbud in Saleha (2008)

Then, those above scores were sum into final scores ranging from 0 to 100. Students' scores were firstly tested the normality to make sure data was normally distributed (Fauzi, 2023: 9). Based on the result, the data were in normal distribution since $p = 0.147$ for the pre-test and $p = 0.083$ for the post-test.

4. FINDINGS

The following is the depiction of students' writing scores obtained from the writing narrative test of the pre-test and post-test.

Table 3. Pretest and Posttest Scores of Students' Writing Narrative

No.	Students' codes	Scores of Pretest	Scores of Posttest
1.	A.01	78.00	86.00
2.	A.02	76.00	86.00
3.	A.03	76.00	84.00
4.	A.04	80.00	80.00
5.	A.05	76.00	81.00
6.	A.06	78.00	94.00
7.	A.07	80.00	80.00
8.	A.08	60.00	81.00
9.	A.09	65.00	82.00
10.	A.10	60.00	80.00
11.	A.11	65.00	85.00
12.	A.12	40.00	77.00
13.	A.13	50.00	65.00
14.	A.14	60.00	74.00
15.	A.15	64.00	91.00
16.	A.16	68.00	78.00
17.	A.17	66.00	81.00
18.	A.18	52.00	81.00
19.	A.19	40.00	88.00
20.	A.20	48.00	78.00
21.	A.21	46.00	80.00
22.	A.22	42.00	80.00
23.	A.23	48.00	80.00
24.	A.24	54.00	84.00
25.	A.25	50.00	80.00
26.	A.26	52.00	81.00
27.	A.27	60.00	84.00
28.	A.28	66.00	70.00
29.	A.29	68.00	91.00
30.	A.30	58.00	92.00

The score on the Table 3 above is resumed into the data description summary in Table 4 below.

Table 4. Data Description Result

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	60.8667	30	12.36718	2.25793
	Post-Test	81.8000	30	6.10483	1.11458

From the data as shown in Table 4, paired sample t-test analysis result is presented in Table 5 below.

Table 5. Paired Samples Statistics

		Paired difference			
Pretest – Posttest		Mean	Std. Deviation	t	df
		-20.93333	12.21060	-9.390	29
					Sig. (2-tailed)
					.000

The result of analysis as shown in Table 5 indicates that the t-value = -9.390 with a t-table value = 1.699 (one- tailed test) with Df = 29. Because of the t-value was in a negative or minus number, it must be compared to the t-table on the one tailed test (t-table = 1.699). This indicates that t-value counted (9.390) > t table (1.699). For this result, Ha was accepted and Ho was rejected. So, it can be summarized that using picture series of Central Kalimantan folklore can improve students' ability to write narrative texts in the ninth-grade students of SMP Negeri 14 Palangka Raya.

5. DISCUSSION

This research focused on using picture series from Central Kalimantan folklore as a medium to improve students' writing skills, specifically in terms of the generic structure, among ninth-grade students at SMP Negeri 14 Palangka Raya.

The findings revealed that using picture series significantly enhanced the students' writing skills in generic structure. The improvement was evident through the comparison of pre-test and post-test results. Initially, the students' writing performance was low, particularly in identifying and utilizing the generic structure, indicating their difficulty in expressing ideas clearly. However, after implementing picture series as a teaching medium, there was a noticeable improvement in their mean scores, demonstrating a significant enhancement in their writing abilities, which were then categorized as good.

Brown (1983) stated that picture series could enhance students' visual abstractions, serving as valuable tools to stimulate their interest. This study's findings suggest that using picture series effectively improves students' writing skills, particularly in writing narrative texts with a proper generic structure. These results align with previous research. Picture series, therefore, represent an instructional medium that helps overcome writing challenges, particularly in narrative texts. They are a creative approach to developing concepts and encouraging students to generate ideas for their stories. Nurkamri et al. (2022), Asi and Fauzi (2023) found that picture series could serve as cues for retelling stories and help guide students in writing and structuring paragraphs. Ariningsih (2010) also supported the effectiveness of teaching writing using picture series. Furthermore, Ismawati (2014), and Yufhanda et al. (2022)

highlighted that picture series could be used in various teaching-learning activities, particularly in teaching narrative writing, as they help students develop their ideas and construct coherent stories. As a result, the t-obtained value was greater than the t-table value, indicating a significant difference in the students' ability to write narrative texts before and after being taught with picture series.

6. CONCLUSION

After conducting research on the use of picture series from Central Kalimantan folklore to improve students' ability to write narrative texts in the ninth grade of SMP Negeri 14 Palangka Raya, the researcher applied a pre-experimental design with a one-group pre-test and post-test. The population consisted of ninth-grade students from SMP Negeri 14 Palangka Raya during the 2023/2024 academic year, comprising three classes. A sample of 30 students from class IX-A was selected. The study included four meetings and employed essay writing as the instrument for assessment.

Based on the research findings, the researcher concluded that picture series effectively improved the students' writing abilities, specifically in the generic structure components (Orientation, Complication, Sequence of Events, and Resolution). The improvement was evident in the mean scores for the generic structure, which increased from 60.9 before the treatment to 81.8 after the treatment, reflecting a 20.9 points of improvement. The t-test value for the generic structure was significantly greater than the t-table value ($9.390 > 1.699$). Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This result indicates a significant difference in the students' writing ability before and after applying the Picture Series.

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