

# Improvement of Narrative Text Writing Skills Using Series of Pictures Media for Fourth Grade Students SD Negeri 1 Kaumrejo Ngantang District Malang Regency

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**Abstract**— The problem formulation in this research is how the use of series picture media affects narrative text ability and whether the use of series picture media can improve narrative text writing ability. The background of this research is narrative text writing for elementary school students, especially fourth-grade students of SD Negeri 1 Kaumrejo, Ngantang district, Malang regency, which still shows a low level of proficiency. This is evidenced by the fact that few students can convey their ideas or thoughts in written form. The purpose of the research is to determine the use of series of pictures as a medium in narrative text writing skills and to identify the improvement in narrative text writing skills using series of pictures as a medium. The method used in this research activity is the Classroom Action Research (CAR) method, which is conducted in 2 cycles with the following stages: (1) planning, (2) action, (3) observation, (4) reflection. The number of students who were the subjects of the research was 18 students. The research object is to improve narrative text writing skills using a series of images as media. The data analysis technique used in this research is qualitative descriptive for student and teacher observation sheets, and quantitative descriptive in the form of final tests (formative tests) to measure the level of narrative text writing skills by comparing the scores before and after the intervention. The research results show an improvement in student learning outcomes in cycle I and cycle II. In cycle I, the number of students who reached the Minimum Completeness Criteria (KKM) was 7 students (38.88%), and in cycle II, the number of students who reached the KKM was 17 students (100%). The number of students who reached the KKM from cycle I to cycle II increased by 10 students or 61.12%. Based on the results of the research and discussion of the learning The use of series picture media can enhance the understanding of fourth-grade students at SD Negeri 1 Kaumrejo, Ngantang district, in Indonesian language learning, thereby improving their ability to write narrative texts.

**Keywords**— Narrative Text; Writing Skills; Serries Of Pictures Media

## I. INTRODUCTION

Learning is a daily activity. Learning cannot be separated from human life. Education in Indonesia places the Indonesian language as one of the subjects taught in schools. The teaching of Indonesian must involve efforts that bring a series of skills. Those skills are closely related to the processes underlying thought. The more skilled someone is in language, the broader

their way of thinking. According to Tarigan (2008), language skills have four components: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills.

The beginning of a learning process is inseparable from reading skills and writing skills. For elementary school students, reading and writing skills are fundamental skills that must be mastered by the students. Learning reading skills is important for students to master as a foundation for understanding written information. Learning writing skills is the ability to convey messages, ideas, feelings, and thoughts in written form and to train students to think systematically, rationally, and scientifically.

In teaching narrative text writing, teachers need to pay attention to methods to ensure that the learning process achieves success. One way to achieve effective learning is by creating engaging lessons that encourage students' motivation to continue learning. This engaging learning can be created by selecting appropriate learning media. The use of learning media is considered capable of attracting students' interest and attention to learn. Learning media can stimulate students' motivation, which affects their activity during the learning process.

In every lesson, it is hoped that each student can complete their learning. Students can be said to have completed their learning if they achieve a score greater than or equal to the predetermined Minimum Passing Criteria (KKM). Writing narrative texts for elementary school students, especially fourth graders at SD Negeri 1 Kaumrejo, Ngantang district, Malang regency, still shows a low level of proficiency. This is evidenced by the fact that very few students can convey their ideas or thoughts in written form. Out of 18 fourth-grade students at SD Negeri 1 Kaumrejo, Ngantang district, Malang regency, 11 students (61.11%) have not yet mastered narrative text writing. This condition is very concerning and prompts the need for action.

The effort made to enhance activity and the ability to write narrative texts in the Indonesian language subject is by using image media. According to experts, image-based learning media is a tool that educators can use to convey messages through communication symbols, whether verbal, non-verbal, or visual. Arief S. Sadiman, et al. (2011: 29-31), state that image media is very suitable for use because this medium can concretize abstract concepts in the form of images or photos. Image media has the following functions: (1) its nature is concrete; more realistic compared to verbal media alone, (2) images can overcome the limitations of space and time, (3) image media can overcome our observational limitations, (4) clarify a problem, (5) inexpensive and easy to obtain and use without special equipment.

Thus, visual media serves as an aid used by educators to convey messages in learning through communication symbols in the form of images or photos. This image model media has significant meaning, namely to concretize abstract concepts in the form of images or photos. Writing narrative texts using a series of images is considered the right choice to address the learning problems in writing narrative texts. With the potential they possess and their experience, students will be able to build their own knowledge. It is hoped that by using a series of images as media, students can develop ideas, thoughts, and concepts that will be expressed in narrative text writing.

Writing is one of the language competencies present at every level of education, from elementary school to university. Writing skills in elementary school are distinguished between beginning writing skills and advanced writing skills. Beginning writing skills are emphasized through activities such as tracing, bolding, copying, completing, transcribing, dictation, filling in, and copying poetry. Advanced writing skills emphasize the expression of thoughts, feelings, and information in the form of conversations, instructions, announcements, children's rhymes, invitations, summaries, reports, free verse poetry, and essays (Depdiknas, 2006: 11).

In the Great Dictionary of the Indonesian Language, a narrative is the recounting of an event or occurrence chronologically. Narrative text is a form of writing that expresses the author's thoughts and feelings in a cohesive theme about an event or incident. (Hanif Nurcholis and Mafrukhi, 2007: 58).

Hanif Nurcholis and Mafrukhi (2007: 60) outline the steps in writing a narrative text as follows: (a). Determining the theme. Theme is something that forms the foundation of a story. The theme is always related to various aspects of life, such as health issues, tourism, arts, religion, and so on. (b). Creating an outline. An outline is the result of a series of work plans that contain the main points of a composition. (c.) Creating a title (d.) Organizing or developing the outline paragraphs

In writing an essay, punctuation marks (capital letters, periods, commas, and others) must be used correctly. The sentences used must be coherent. In addition, there is continuity between one sentence and the next and between one paragraph and the next.

The aspects of writing skill assessment consist of ideas, content organization, grammar, style (choice of structure and diction), spelling, and punctuation (Ahmad Rofi'udin and Darmiyati Zuhdi (2001: 191).

Learning media is something that delivers educational messages from the sender to the receiver (Sri Anitah, 2007: 7). Schramm (1977 in Setyawan, 2011: 20) states that learning media is a message-carrying technology that can be utilized for educational purposes.

Arsyad (2011: 25-27) mentions the benefits of learning media as follows: (1) learning media can clarify the presentation of messages and information, thereby facilitating and improving the learning process and outcomes, (2) learning media can enhance and direct children's attention, which can foster learning motivation, more direct interaction between students and their environment, and the possibility for students to learn independently according to their abilities and interests. (3) learning media can overcome the limitations of the senses, space, and time, (4) learning media can provide students with shared experiences about events in their environment, as well as enable direct interaction with teachers, the community, and their surroundings.

Image media is a medium that is only viewed using the sense of sight (Asep Hery Hernawan, 2008: 11). Image media is a graphic medium for conveying messages from the source to the message recipient (Ruminiati, 2008: 23). According to Evied and

Lenz (in Arsyad Azhar, 2002, 16), learning media, especially visual media (images), have 4 functions, namely: (1) attention function, (2) cognitive function, (3) affective function, (4) compensatory function. A single image also serves to attract attention, clarify the presentation of ideas, illustrate, or embellish facts that might be quickly forgotten or overlooked if not depicted. So, the function of visual media in learning includes attracting students' attention, clarifying abstract concepts, and facilitating the achievement of learning objectives.

## II. METHOD

The research model is an action plan that will be carried out by the researcher in conducting their research (Suharsimi Arikunto, 2007: 3). The method used in this research activity is the Classroom Action Research (CAR) method, while the CAR model used in this research is the Kemmis & McTaggart model. Classroom action research is a planning of learning activities in the form of actions that are intentionally introduced and occur collectively in a classroom, with these actions being carried out by the teacher or under the teacher's guidance by the students (Suharsimi Arikunto, 2007: 3). The phases of the Kemmis & McTaggart model of Classroom Action Research (CAR) include: (1) Planning, (2) Acting and Observing, and (3) Reflecting.

Each cycle above consists of a series of activities that include planning, action and observation, and reflection. Replanning is the basis for problem-solving if there are still unresolved issues from the previous cycle. The number of students who are the subjects of the research is 18 students, consisting of 7 male students and 11 female students. The subject of the study will be the Indonesian language. The research object is to improve narrative text writing skills using a series of images as media. This Classroom Action Research was conducted in the 4th Grade of SD Negeri 1 Kaumrejo, Ngantang District, Malang Regency. The data analysis technique used in this study is qualitative descriptive for student and teacher observation sheets, and quantitative descriptive in the form of final tests (formative tests) to measure the level of narrative text writing skills by comparing the scores before and after the intervention.

## III. RESULTS AND DISCUSSION

From the initial learning or pre-cycle, data was obtained indicating that student behavior that does not support the creation of conducive and enjoyable learning is very high. Irrelevant behaviors such as students not paying attention to the teacher's explanation, refusing to answer the teacher's questions, not asking questions even when they don't understand, talking to themselves, not taking group assignments seriously, and being unable to answer the teacher's questions are very prevalent.

From the observation results, it appears that the percentage of the teacher's competence in managing the learning process is lacking, in addition to the fact that there is no method used in the lesson on writing narrative essays. In this initial learning phase, many students still have test scores below the Minimum Completeness Criteria (KKM). So, the desired results in learning have not yet been achieved.

So the desired results in learning have not been achieved. After reflecting on the pre-cycle activities, the author tried to make improvements with the help of the school principal as supervisor 2, starting from planning, implementation, observation, and then reflecting again on those activities. After reflecting on the pre-cycle activities, the author attempted to make improvements with the help of the school principal as supervisor 2, starting from planning, implementation, observation, and then reflecting back on those activities. The results obtained from the improvement activities of Cycle I are that 11 students (61.11%) scored below the Minimum Completeness Criteria (KKM) (scores below 70). Meanwhile, the passing scores, which are above the KKM (scores above 70), were achieved by 7 students (38.88%). Therefore, the author conducted research on why the narrative text writing lesson in cycle I was not well received by the students. Therefore, the researcher needs to implement improvements in the second cycle of learning because 11 students have not yet reached the KKM score. This is caused by several factors, including: (1.) Teachers are not skilled at creating a conducive classroom atmosphere. (2.) The teaching methods used are not yet optimal. (3) The teacher is not skilled at creating an enjoyable learning atmosphere. (4.) The teacher does not use engaging, appropriate, and relevant teaching aids. (5.) Improper time management.

Table 1  
Results of Student Learning Scores in Formative Test Cycle I

No	Student Name	Score	KKM Description
1	Afriza Aulia I. F	65	Not Completed
2	Ahmad Devan D. P	60	Not Completed
3	Aldi Pratama	65	Not Completed
4	Alvin Wahyu U	65	Not Completed
5	Amelia Nurul A	70	Completed
6	Anindita Aisha A	68	Not Completed

No	Student Name	Score	KKM Description
7	Bias Sukma M	65	Not Completed
8	Ibnu Haris	68	Not Completed
9	Maylina Triyas P	68	Not Completed
10	M. Ikhsan H	65	Not Completed
11	M.Ramadhani	78	Completed
12	Nadiva Syahda F	68	Not Completed
13	Praysezya Sukma R	75	Completed
14	Rintania Ivanka E	78	Completed
15	Soraya Abidatul Q	75	Completed
16	Tiara Eka W. V	80	Completed
17	Yeyen Febiola	75	Completed
18	Renanda Permata U	65	Not Completed
<b>Total</b>		<b>1253</b>	
<b>Average</b>		<b>69,61</b>	
<b>Students who completed</b>		<b>7</b>	
<b>Percentage of students who did not complete (%)</b>		<b>38,88%</b>	
<b>Students who did not pass</b>		<b>11</b>	
<b>Percentage of students who did not complete (%)</b>		<b>61,11%</b>	

KKM Explanation: 70

There was an improvement in student learning outcomes from cycle I to cycle II. In the second cycle of learning, the students' learning outcomes were satisfactory and met the researchers' expectations. Out of 18 students, 16 have reached the Minimum Mastery Criteria (KMM). Therefore, the improvement of the Indonesian language subject on writing narrative essays ends in cycle II.

Table 2  
Results of Student Learning Scores in the Cycle II Formative Test

No	Student Name	Score	KKM Description
1	Afriza Aulia I. F	75	Completed
2	Ahmad Devan D. P	72	Completed
3	Aldi Pratama	72	Completed
4	Alvin Wahyu U	72	Completed
5	Amelia Nurul A	78	Completed
6	Anindita Aisha A	75	Completed
7	Bias Sukma M	72	Completed
8	Ibnu Haris	75	Completed
9	Maylina Triyas P	78	Completed
10	M. Ikhsan H	70	Completed
11	M.Ramadhani	80	Completed
12	Nadiva Syahda F	80	Completed
13	Praysezya Sukma R	80	Completed
14	Rintania Ivanka E	82	Completed

No	Student Name	Score	KKM Description
15	Soraya Abidatul Q	80	Completed
16	Tiara Eka W. V	80	Completed
17	Yeyen Febiola	80	Completed
18	Renanda Permata U	75	Completed
<b>Total</b>		<b>1376</b>	
<b>Average</b>		<b>76,44</b>	
<b>Students who completed</b>		<b>18</b>	
<b>Percentage of students who did not complete (%)</b>		<b>100,00%</b>	
<b>Students who did not pass</b>		<b>0</b>	
<b>Percentage of students who did not complete (%)</b>		<b>0,00%</b>	

KKM Explanation: 70

The results of the reflection in this second cycle have shown satisfactory outcomes, as seen from the students who scored 82 (1 student), 80 (6 students), 78 (2 students), 75 (4 students), 72 (4 students), and 70 (1 student), all of which are above the Minimum Passing Grade (KKM). This shows good results, both in terms of the lesson material, the methods and media used, time management, student involvement, and the classroom atmosphere. This condition must be maintained and further improved.

#### IV. CONCLUSION

Based on the results of the research and learning discussion, using a series of pictures as media can improve the narrative writing skills of fourth-grade students at SD Negeri 1 Kaumrejo, Ngantang District, Malang Regency, by using a series of sized pictures. The activity begins with students observing the series of images and sharing their opinions about the images. After that, the students wrote a narrative text on the worksheet and read their narrative text results in front of the class.

The improvement is evidenced by the results of narrative text writing skills in the pre-cycle, where the number of students reaching the Minimum Completeness Criteria (KKM) was 6 students (33.33%). In Cycle I, the number of students who reached the Minimum Completeness Criteria (KKM) was 7 students (38.88%), and in Cycle II, the number of students who reached the KKM was 17 students (100%). The number of students who reached the KKM from cycle I to cycle II increased by 10 students or 61.12%.

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