Utilization of Serial Drawing Media as a Learning Tool for Narrative Writing in Elementary School

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Abstract

Writing is a very important language skill for elementary school students, especially in composing narrative essays. However, many students experience difficulties in writing narratives due to lack of ideas, limited vocabulary, and uninteresting learning methods. One of the alternatives to improve narrative writing skills is by utilizing serial image media as a learning tool. Serial drawing media can help students understand the storyline more systematically, increase their imagination, and enrich their vocabulary in writing. This study aims to explore the utilization of serial picture media in improving the narrative writing ability of elementary school students. This research was conducted at SD Negeri 10 Pakassasan, Mamasa, using a qualitative approach. Data were collected through observations, interviews, and document analysis to understand how the use of serial image media contributes to the learning of narrative writing. The results showed that the use of series picture media had a positive impact in increasing students' motivation and writing ability. Students find it easier to develop ideas, organize a coherent storyline, and improve the quality of their writing. In addition, this media also helps teachers in creating more interactive and fun learning. Thus, the utilization of serial image media can be an effective solution in overcoming narrative writing problems in primary schools, especially in rural areas such as Mamasa.

Keywords: *narrative writing, serial drawing media, learning, elementary school, student motivation.*

Introduction

Writing is one of the most important language skills in education, especially at the primary school level (Cazden, 1998). Good writing skills not only support students' academic development, but also help them express ideas systematically (Choi et al., 2003; Pratama et al., 2022). One of the types of writing taught in elementary school is narrative essay, which requires students to compose a coherent and interesting story. Narrative writing has an important role in honing students' critical thinking skills, creativity, and imagination. By writing narratives, students can express their experiences, stories, and ideas in the form of texts that have a clear structure.

However, in practice, many students experience difficulties in writing narrative essays . These difficulties can be in the form of lack of ideas in composing stories, limited vocabulary, and inability to organize the storyline properly. In addition, conventional learning methods are often uninteresting for students, so they are less motivated to write. Writing lessons that only focus on theory without any interesting media support often make students feel bored and lack confidence in developing their writing. As a result, students' writing tends to be monotonous, less structured, and does not meet the rules of good narrative writing.

One of the solutions that can be applied to overcome this problem is by utilizing serial image media as a tool in learning to write narratives (Sun et al., 2022). Picture series media is a series of pictures arranged in sequence so that it can help students understand the storyline and develop creative ideas in writing. With this media, students can more easily pour their ideas into a coherent and interesting form of writing. The use of serial images allows students to have a concrete visual picture of the storyline, so they can more easily determine the characters, settings, and conflicts in the narrative they create.

In addition, the series picture media also plays a role in increasing students' interest in learning to write. With interesting and sequential pictures, students will be more enthusiastic in

composing stories. Serial images can also stimulate their imagination so that they are able to write more freely and expressively. Previous research shows that the use of picture media in writing learning can improve students' skills in organizing stories, enriching vocabulary, and improving coherence and cohesion in their writing. Therefore, the utilization of picture series media can be an innovative alternative in learning narrative writing in elementary schools.

This research was conducted at SD Negeri 10 Pakassasan, Mamasa, an elementary school located in a rural area with learning conditions that still face various challenges. One of the challenges faced is the lack of use of innovative learning media in the teaching and learning process, including in learning to write. Teachers in this school generally still rely on the lecture and assignment methods without adequate media support. As a result, many students have difficulty in developing ideas and composing good narrative essays. In addition, the limited learning environment and lack of access to varied learning resources are also factors that hinder the development of students' writing skills (Ervianti et al., 2023).

Mamasa as a rural area has limitations in the utilization of technology and modern learning media. This causes teachers to look for alternative media that are simple but effective in improving students' writing skills. Serial drawing media is one solution that can be adapted easily and does not require sophisticated technology. By using serial images that are manually made or obtained from various sources, teachers can help students understand the concept of narrative writing more deeply. In addition, serial drawing media can also be combined with discussion methods and writing guidance to provide a more interactive and enjoyable learning experience for students.

Through this study, the researcher will explore how the utilization of serial image media can help improve the narrative writing ability of primary school students at SD Negeri 10 Pakassasan, Mamasa. A qualitative approach is used to examine students' and teachers' experiences in using the series picture media in learning to write (McNeill & Fitch, 2023). This research will explore in depth how students respond to the use of serial images in learning to write as well as how teachers implement this media in teaching and learning activities.

It is hoped that the results of this study can contribute to the development of more effective and innovative learning strategies in primary schools, especially in rural areas such as Mamasa. In addition, the results of this study are also expected to provide insights for teachers in choosing and developing learning media that suit the needs of students. With the utilization of serial drawing media, it is expected that learning to write narratives in elementary schools can be more fun, interactive, and able to significantly improve the quality of students' writing.

Research Methods

This study used a qualitative approach with descriptive method to deeply understand the utilization of serial picture media in learning narrative writing at SD Negeri 10 Pakassasan, Mamasa. This method was chosen because it allows the researcher to explore the experiences of students and teachers in using the series picture media and its impact on students' writing skills. This research was conducted at SD Negeri 10 Pakassasan, Mamasa, which is located in a rural area with limited access to innovative learning media. The research subjects consisted of fourth grade students who experienced difficulties in writing narrative essays as well as teachers who taught Indonesian language subjects. Data were collected through the following techniques:

1. Observation: The researcher directly observed the learning process of writing narratives by using serial picture media. Observations were made to see how students responded to this media and how teachers implemented it in learning.

2. Interview: The researcher conducted interviews with teachers and students to get more in-depth information about their experiences in using the series drawing media. The interviews were semi–structured so that the respondents could express their opinions more freely.
3. Document Analysis: The researcher analyzed the results of students' writing before and after using the series picture media to find out changes in the structure, cohesion, and creativity of their writing.

The data obtained were analyzed using Miles and Huberman's qualitative data analysis technique, which consists of three main stages:

1. Data Reduction: The data that had been collected were selected, simplified, and categorized according to the focus of the research.
2. Data Presentation: Data is organized in the form of narrative descriptions, tables, and interview quotes to make it easier to understand.
3. Conclusion Drawing: Conclusions are made based on the results of data analysis to answer research questions and provide recommendations related to the utilization of serial drawing media in learning to write narratives.

To ensure data validity, this study used triangulation techniques by comparing the results of observations, interviews, and document analysis. In addition, the researcher also conducted member checking by asking respondents to reconfirm the data that had been collected to make the research results more valid and reliable. With this method, this research is expected to provide a clear picture of the effectiveness of serial picture media in improving the narrative writing skills of elementary school students at SD Negeri 10 Pakassasan, Mamasa.

Results and Discussion
Result

This study aims to understand how the utilization of serial drawing media can improve students' narrative writing skills at SD Negeri 10 Pakassasan, Mamasa. In the research process, observations, interviews, and document analysis were conducted to get a comprehensive picture of the effectiveness of this media in writing learning (Cresswell, 2007). At the beginning of the research, it was found that many students had difficulties in writing narrative essays. These difficulties included the lack of ideas to develop the story, the inability to organize the plot coherently, and the lack of varied vocabulary. The learning methods applied previously used more lectures and writing assignments without any visual stimulus. This caused students to be less motivated in putting their ideas into writing.

After the introduction of serial drawing media, significant changes were seen in students' writing. This media helped them organize the story more coherently, enrich the content of the essay, and increase their imagination. From the results of the document analysis conducted on students' writing before and after using serial images, several improvements were found in the following aspects:
1. Story Structure: Before using the series pictures, many students had difficulty in arranging the opening, body, and closing parts systematically. However, after being given a visual stimulus, they were able to follow the flow that had been drawn and organize the story more clearly.
2. Coherence and Cohesion: In the essays before the use of picture series media, there were many sentences that were not well connected. However, afterward, students were able to use more varied conjunctions and maintain continuity between paragraphs.

3. Creativity and Imagination: Before using the picture series, the stories written by students tended to be monotonous and lacked details. With the picture series, students could more easily describe the setting, characters, and atmosphere in their stories, making them more interesting to read.

In this study, the main media used is a picture series, which is a series of pictures arranged in sequence to form a story. This media serves as a visual aid that provides stimulus to students in developing ideas and organizing storylines systematically. The picture series used in this study consisted of three main types. First, the daily life-themed series, which featured activities familiar to students, such as going to school, playing with friends, and helping parents. These images were chosen so that students could easily connect their personal experiences with the narratives they created. Second, a folklore-themed picture series, which features a series of scenes from a simple folklore. This theme was chosen to help students develop writing based on stories they are already familiar with, making it easier for them to understand the story structure. Third, a fantasy-themed picture series, which features imaginative illustrations such as a fairytale world or a magical adventure. These images are used to stimulate students' creativity in creating unique and interesting stories.

In addition to the picture series, there are other tools used to support the learning of narrative writing. The Student Worksheet (LKS) is given as a guide for students in analyzing the pictures and developing their writing gradually. Teachers also utilize the blackboard and projector to display the pictures more clearly in discussion sessions, so that students can share ideas before starting to write.

The use of this media is not just a tool, but also an integral part of learning to write. With the series of pictures, students no longer face difficulties in finding ideas, organizing storylines, or building relationships between paragraphs. In addition, the interaction between students and teachers also becomes more active because of the discussion around the pictures displayed. Thus, the use of this media not only improves the quality of students' writing but also creates a more interesting and interactive learning atmosphere (Sivan & Chan, 2022).

1. Effectiveness of Serial Image Media in Narrative Writing Learning
   The results of this study are in line with constructivist learning theory which emphasizes the importance of concrete experience in understanding a concept. Serial drawing media provides a visual experience that can stimulate students' imagination, making it easier for them to understand and organize the storyline. With a structured series of pictures, students can focus more on developing ideas without being burdened with worries about the wrong order of the story. In this context, the series of pictures acts as a tool that guides students in expressing their ideas systematically. This supports the findings of various previous studies which show that the use of visual media can improve the quality of students' writing, both in terms of structure and creativity.

2. Comparison with Conventional Methods
   Before the use of serial drawing media, the learning method applied at SD Negeri 10 Pakassasan used more lectures and writing exercises without adequate visual stimulus. This caused students to have difficulty in developing their story ideas and structures. With the application of serial images, students are given a visual stimulus that helps them to organize their stories more systematically. In the conventional method, students often face confusion in determining the storyline and organizing it in an interesting form of writing. However, with serial images, they get visual clues that indirectly direct them in composing a more structured and creative narrative.

3. Implications for Teachers and Students

   The findings show that teachers need to utilize visual media more often in learning writing. The use of serial images can increase students' engagement in learning as well as help them better understand the narrative structure. In addition, teachers can also develop a variety of more interesting learning strategies by utilizing serial images as a tool. Students who previously lacked confidence in writing also experienced increased motivation. With the pictures as a guide, they find it easier to express ideas without feeling difficulties in organizing the storyline. This shows that serial picture media can be an effective tool in helping students who experience barriers in writing.

4. Challenges and Solutions in the Implementation of Serial Drawing Media

   Although serial drawing media has proven to be effective in improving students' writing skills, there are some challenges that need to be overcome to optimize its use in learning. One of the main challenges is the limited number of pictures available at school. To overcome this, teachers can innovate by creating their own images or using digital resources that can be accessed for free. In addition, there needs to be a variety in learning methods so that students do not feel bored. The use of serial images can be combined with other learning techniques, such as group discussions, language games, or shared writing projects, to further increase their effectiveness.

   Thus, the results of this study confirm that serial drawing media is an effective tool in improving the narrative writing skills of primary school students, especially in areas with limited access to modern learning technology such as Mamasa. For more optimal results, schools and teachers need to continue developing innovative visual media–based learning methods that suit the needs of students.

Discussion

In addition to the improvement in students' writing results, this study also revealed students' responses to the use of serial drawing media in learning. From the results of classroom observations, it appears that students are more enthusiastic in participating in learning to write (Libriani et al., 2023). They were more active in discussing with their friends, faster in composing stories, and showed an increase in confidence when writing (Jacknick, 2011). Interviews with Indonesian language teachers at SD Negeri 10 Pakassasan also revealed the benefits of using the series picture media. The teacher stated that with the series pictures, students understand the concept of storyline more easily and can write more purposefully. In addition, this method makes the learning process more interesting and interactive, compared to conventional methods that only rely on lectures and written exercises .

Nonetheless, there are some challenges in the implementation of picture series media in this school (Hoshi et al., 2021; Shaffat et al., 2017). Teachers revealed that the number of pictures available is still limited, so the variety of stories that students can develop is also limited. In addition, further efforts are needed to combine this method with other learning strategies so that students are not easily bored. From the findings of this study, it can be concluded that the utilization of picture series media in learning to write narratives has high effectiveness. Constructivist learning theory that emphasizes the importance of concrete experience in understanding a concept proves to be relevant in this context (Shaffat et al., 2017).

By providing visual stimulus, students can more easily develop ideas and organize stories more systematically. Compared to conventional methods that only rely on lectures and written assignments, the use of picture series media provides a more enjoyable and meaningful learning experience for students. Teachers can utilize this media as an effective tool to improve students' writing skills, especially in areas that have limited access to modern learning technology such as

Mamasa. In the long term, it is suggested that schools should be more active in providing various types of serial drawings with diverse themes to continue stimulating students' imagination. In addition, the use of this media can be combined with other learning techniques, such as group discussions and language games, to further increase its effectiveness. Thus, it is expected that writing learning in elementary schools can continue to develop and provide more optimal results for students.

Conclusion

Based on the results of the study, it can be concluded that the utilization of serial image media in learning narrative writing at SD Negeri 10 Pakassasan, Mamasa, has a positive impact on students' writing skills. With the serial picture media, students are able to compose more coherent essays, have good coherence and cohesion, and are more creative in developing stories. In addition, the series picture media also increases students' motivation in learning, making them more enthusiastic in participating in writing lessons. Teachers also benefit from this media, as learning becomes more interesting and interactive. However, some challenges must still be overcome, such as the limited number of pictures available and the need for variations in learning strategies so that students do not feel bored. Thus, the use of picture series media can be an effective alternative learning strategy to improve the narrative writing skills of elementary school students, especially in areas that still face limitations in the use of modern learning technology. For a more optimal implementation, there needs to be support from the school and innovation in teaching methods so that the benefits of serial image media can be maximized.

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