


The Effect of Picture Series on Students' Narrative Writing at Course and English Club Kampoeng Pare Mataram

 <https://doi.org/10.31004/jele.v11i2.1970>

Indra Atriyana Saputra, *Ilham, Asbah, Ilham^{abcd}

¹²³⁴Universitas Muhammadiyah Mataram, Indonesia

Corresponding Author: ilham.ummataram@gmail.com

ABSTRACT

This study aims to investigate the effect of using Picture Series on the narrative writing skills of EFL learners at CEC Kampoeng Pare Mataram. It employed a pre-experimental one-group pretest-posttest design involving fifteen junior high school students. Students' writing ability was measured using a narrative writing test assessed through an analytic scoring rubric adapted from Brown (2007), covering content, organization, vocabulary, language use, and mechanics. The results showed a significant improvement in students' writing performance, with mean scores increasing from 56.73 to 75.67. A paired sample t-test confirmed that the improvement was statistically significant ($p < 0.05$). These findings indicate that Picture Series effectively enhances idea development and narrative coherence. Therefore, this study provides empirical support for the use of Picture Series as an effective medium in teaching narrative writing in EFL contexts, particularly in non-formal educational settings.

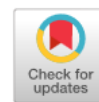
Keywords: *Picture Series, Narrative Writing, Visual Media, EFL Learners, Writing Skills*

Article History:

Received 03rd January 2026

Accepted 10th April 2026

Published 11th April 2026



INTRODUCTION

Writing is the most complex productive skill in foreign language learning because it requires the integration of various linguistic and cognitive aspects (Asyisyifa, 2025). In the writing process, learners must be able to organize ideas logically and use appropriate grammar and vocabulary. Cohesion and coherence between sentences also play an important role in creating a coherent and easy-to-understand flow of writing. In addition, critical thinking skills are necessary for writers to convey ideas in a profound and focused manner (Setiawan, 2023). Thus, writing is not merely a mechanical activity of arranging words, but an intellectual process that involves reflective, analytical, and communicative abilities in an integrated manner.

Narrative writing is an important genre in English language learning because it trains students to develop ideas, build plots, create characters, and arrange events chronologically (Ilham, 2024). Through this activity, students learn to express their ideas in writing while honing their imagination and creativity. In addition, narrative writing also contributes to improving communicative language skills because it requires the composition of coherent and easily understood messages. However, many learners of English as a foreign language (EFL) still have difficulty writing coherent and logical narrative texts, especially in connecting events, developing conflict, and choosing language structures and expressions that are appropriate to the context of the story (Ilham, 2022).

In narrative writing, students often experience various difficulties that affect the quality of their writing, especially in organizing ideas, structuring the plot logically, and using appropriate vocabulary (Parawita et al., 2025). Although narrative writing is important in EFL learning, students at CEC Kampoeng Pare Mataram still face similar challenges, as seen from initial observations and teacher reflections. Previous research also shows that EFL students' narrative writing skills are generally low, especially in composing coherent opening and

closing paragraphs (Hidayati & Zainil, 2025). Limited vocabulary, low motivation, and the unavailability of visual models further exacerbate this condition. These findings emphasize the need for innovative media-based learning strategies, such as Picture Series, to improve students' narrative writing skills more effectively.

The integration of visual media in language teaching has been proven to improve students' understanding of the sequence of events and the development of ideas. Media such as images, videos, and illustrations are able to attract attention, foster motivation, and provide contextual clarity in learning (Anita Candra Dewi, 2025b)(ZHOU Wen-hua, 2018). In addition, visual media help students organize their thoughts and compose narrative texts in a more structured manner (Anita Candra Dewi, 2025a). Teachers also report an increase in students' memory and concentration during learning (Fauzi et al., 2024). This media stimulates imagination by allowing students to visualize situations and develop ideas creatively (Siregar & Sriyanto, 2025). However, over-reliance on visual media can hinder independent critical thinking skills because students tend to rely on images rather than text.

Picture Series is a series of images that depict a sequence of events and serve as an effective medium for learning to write. This medium helps students organize ideas chronologically and connect events logically (Erniwati et al., 2022). Its visual representation encourages students to think critically and construct coherent narratives. Research shows a significant improvement in writing skills after using Picture Series. Hapsari (2019) noted an increase in narrative writing skills from 65% to 88% through the Problem-Based Learning model (Ilyas et al., 2024). Yunus (2012) also found its effectiveness in various types of texts, such as descriptive and narrative (Erniwati et al., 2022). However, limitations in vocabulary and grammar remain obstacles that need to be overcome for this medium to be more optimal (Wahono & Afifah, 2022).

Although previous studies have shown that visual media such as Picture Series are effective in improving students' writing skills through the organization of coherent ideas and narratives (Erniwati et al., 2022)(Abdul Syahid et al., 2023), most studies still focus on formal learning contexts. Studies on the application of this media in non-formal course institutions with practical and intensive characteristics, such as at CEC Kampoeng Pare Mataram, are still limited. In addition, previous studies have emphasized the final results of writing without exploring the role of Picture Series in students' critical thinking and creativity skills. Therefore, this study is novel in examining the effectiveness of Picture Series in a non-formal context and its impact on content, organization, and creativity in narrative writing (Wahono & Afifah, 2022).

This study aims to investigate the effect of using Picture Series on students' narrative writing skills at CEC Kampoeng Pare Mataram. Theoretically, it contributes to the literature on visual-based instruction by highlighting the role of picture series in facilitating idea development and improving coherence. However, prior studies have primarily focused on formal educational settings and have largely employed qualitative approaches. Consequently, there is still limited quantitative evidence measuring the effectiveness of Picture Series in enhancing writing performance. In addition, research in non-formal contexts, particularly English course institutions, remains underexplored. This reveals a clear gap in understanding the applicability of visual media across diverse learning environments. Practically, the findings are expected to inform more engaging and effective narrative writing instruction.

METHOD

This study aims to evaluate the effectiveness of using Picture Series in improving students' narrative writing skills at CEC Kampoeng Pare Mataram. The main focus of this study is to identify the extent to which the use of Picture Series media can have a significant effect on improving students' writing skills, particularly in terms of organizing ideas, story flow, and text coherence. This study uses a pre-experimental design with a one-group pretest-posttest model. This approach was chosen because the research participants were not randomly selected, but rather taken from a group of students who were already enrolled in

the course program. This model allows researchers to compare writing ability results before and after treatment, thereby determining the effectiveness of using Picture Series as a narrative writing learning medium.

Respondents

The participants of this study were 15 second-grade junior high school students, aged approximately 14 years, enrolled in an English course at CEC Kampoeng Pare Mataram. All students were at the elementary level of English proficiency and belonged to the same class, indicating relatively similar language abilities. A total sampling technique was applied, as all students in the class were included as participants. The study employed a pretest–posttest design, in which students completed an initial narrative writing task to assess their baseline ability. This was followed by instructional treatment using Picture Series as the learning medium. A posttest was then administered to measure students' writing performance after the intervention. The comparison of pretest and posttest results was used to evaluate improvement and determine the effectiveness of the treatment.

Instruments

This research instrument is a narrative writing test used to measure students' abilities before and after the application of the Picture Series media. The test was administered twice, namely a pretest to determine initial abilities and a posttest after treatment with equivalent topics. Assessment used a writing rubric adapted from (Brown, 2007), covering five main aspects: content, organization, vocabulary, language use, and mechanics. Each aspect was assessed using a 1–5 Likert scale to obtain a composite score for writing ability. In addition, observation sheets were used to record student engagement, motivation, and responses during the learning process. The test and observation data were then analyzed to assess the effectiveness of Picture Series in improving the narrative writing skills of students at CEC Kampoeng Pare Mataram.

Procedures

This research procedure consists of three main stages, namely preparation, implementation, and evaluation. In the preparation stage, the researcher selected 15 junior high school students at CEC Kampoeng Pare Mataram as participants and prepared instruments in the form of narrative writing tests (pre-test and post-test) and Picture Series media with the theme "Activities at School." This theme was chosen because it was familiar to the students and could help them understand the context of the story. In the implementation stage, students took a pretest to determine their initial narrative writing skills, then participated in learning activities using the Picture Series, which depicted activities such as studying, playing, and ceremonies at school. Students were asked to write narrative texts based on the sequence of images with guidance from the teacher as a facilitator. After that, students took a posttest to see the changes in their writing skills after learning using the Picture Series media.

Data analysis

Data analysis in this study was conducted using SPSS software to determine the effect of using Picture Series on students' narrative writing skills at CEC Kampoeng Pare Mataram. Data were obtained from pretest and posttest results, which were then analysed in several stages. First, descriptive analysis was conducted to determine the mean, standard deviation, and increase in student scores before and after treatment. Next, normality and homogeneity tests were conducted as prerequisite tests to ensure that the data were normally distributed and had the same variance. After that, a paired sample t-test was conducted to determine whether there was a significant difference between the pretest and posttest scores. If the significance value was less than 0.05, it could be concluded that the use of Picture Series had a significant effect on improving students' narrative writing skills.

FINDINGS AND DISCUSSION

The findings of this study reveal that the implementation of Picture Series significantly enhances EFL students' narrative writing skills at CEC Kampoeng Pare Mataram. This improvement can be attributed to the role of picture series as visual scaffolding, which

The Effect of Picture Series on Students' Narrative Writing at Course and English Club Kampoeng Pare Mataram

facilitates students in generating ideas, organizing events in a logical sequence, and producing more coherent narratives. The presence of structured visual cues helps reduce students' cognitive burden and addresses their difficulties in developing and structuring written texts. In line with visual learning theory, visual representations support comprehension and meaning construction, particularly in language production. Moreover, the use of picture series is consistent with process-oriented writing instruction, as it assists learners in the stages of planning and organizing their ideas. These findings are also consistent with previous studies, which indicate that visual media can stimulate students' imagination and enhance narrative coherence. Therefore, the results of this study confirm the pedagogical effectiveness of Picture Series as a supportive medium in improving students' writing skills in EFL contexts.

Table 1. pretest-posttest

| No | Nama | Pretest | Posttest |
|----|-------------|--------------|--------------|
| 1 | Budi | 55 | 75 |
| 2 | Citra | 58 | 78 |
| 3 | Dewa | 60 | 80 |
| 4 | Eka | 52 | 72 |
| 5 | Fajar | 57 | 76 |
| 6 | Gina | 54 | 74 |
| 7 | Hadi | 59 | 77 |
| 8 | Intan | 56 | 75 |
| 9 | Samsul | 61 | 81 |
| 10 | Nina | 53 | 73 |
| 11 | Rian | 57 | 76 |
| 12 | Made | 55 | 75 |
| 13 | Nanda | 58 | 78 |
| 14 | Dimas | 56 | 74 |
| 15 | Arsan | 57 | 76 |
| | Mean | 56.73 | 75.67 |

In the pretest, the student's narrative writing demonstrated several deficiencies, particularly in terms of idea development and organizational structure. The text was relatively brief and insufficiently elaborated, with an unclear sequence of events, limited lexical variety, and frequent grammatical inaccuracies, including incorrect tense usage and incomplete sentence constructions. The narrative also lacked a clear orientation, complication, and resolution, resulting in weak coherence. However, following the implementation of Picture Series, the student's posttest writing exhibited notable improvement. The student was able to generate more relevant and elaborated ideas, arrange events in a logical chronological order, and employ a wider range of appropriate vocabulary. Furthermore, there was a marked reduction in grammatical errors, alongside improved sentence structure, punctuation, and spelling. Overall, the use of Picture Series contributed to the production of a more coherent, well-structured, and meaningful narrative text.

Table 2. Descriptives

| Descriptives | | | | |
|--------------|---------|----------------------------------|-------------|------------|
| Hasil | Kelas | | Statistic | Std. Error |
| | pretest | Mean | 56.73 | 2.203 |
| | | 95% Confidence Interval for Mean | Lower Bound | 52.01 |
| | | | Upper Bound | 61.46 |
| | | 5% Trimmed Mean | | 56.98 |
| | | Median | | 56.00 |
| | | Variance | | 72.781 |
| | | Std. Deviation | | 8.531 |
| | | Minimum | | 39 |
| | | Maximum | | 70 |
| | | Range | | 31 |
| | | Interquartile Range | | 12 |

Table 5. Paired Samples Test

| Paired Samples Test | Paired Differences | | | | | | t | df | Sig. (2-tailed) |
|------------------------|--------------------|----------------|-----------------|---|---------|---------|----|------|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | | |
| | | | | Lower | Upper | | | | |
| Pair 1 PRETES - POSTES | -18.933 | 7.076 | 1.827 | -22.852 | -15.015 | -10.363 | 14 | .000 | |

Based on Table 4, the Paired Samples t-test shows a significant difference between pre-test and post-test scores with $p = 0.000$ ($p < 0.05$). The difference in mean scores between pre-test and post-test was -18.933 with a 95% confidence interval (-22.852 to -15.015), indicating that the research participants experienced a significant improvement in writing skills after applying learning using picture series.

The results of this study support the claim that Picture Series is an effective medium for improving students' narrative writing skills, particularly in the context of EFL learners at CEC Kampoeng Pare Mataram. These findings are consistent with previous research showing that visual media enhances the development of ideas, the organization of events, and overall narrative coherence (Erniwati et al., 2022). Unlike earlier studies that often relied on descriptive or small-scale qualitative designs, the present research provides stronger empirical evidence through a quantitative approach, demonstrating significant improvements in students' writing performance after the implementation of Picture Series.

However, the findings also highlight important points for further investigation. Although Picture Series contributed to substantial gains in students' content, organization, and creativity, this study did not compare Picture Series with other types of visual media or multimodal instructional techniques. Thus, the unique contribution of Picture Series relative to other visual tools remains an area for future exploration (Wahono & Afifah, 2022). In addition, this study did not examine deeper linguistic variables such as grammar mastery, vocabulary development, and student motivation, which may also influence narrative writing outcomes.

Overall, the results suggest that Picture Series can serve as an effective and engaging instructional medium for enhancing EFL students' narrative writing skills, especially in contexts where visual support is essential for idea development. This study not only addresses a gap in the literature by providing quantitative evidence from a non-formal learning environment but also opens avenues for further research on optimizing Picture Series and exploring its long-term impact on students' writing proficiency.

CONCLUSIONS

In conclusion, this study confirms that the use of Picture Series significantly improves students' narrative writing skills at CEC Kampoeng Pare Mataram, as evidenced by the substantial increase in mean scores from 56.73 in the pretest to 75.67 in the posttest, supported by statistically significant results ($p < 0.05$). These findings indicate that Picture Series effectively enhances key aspects of writing, including idea development, organization, and overall coherence. Pedagogically, this study suggests that Picture Series can serve as an engaging and supportive instructional medium for teaching narrative writing, particularly in EFL and non-formal learning contexts. However, this study is limited by its small sample size and the use of a pre-experimental design without a control group, which may affect the generalizability of the findings. Therefore, future research is recommended to involve larger and more diverse samples, apply more rigorous experimental designs, and compare the effectiveness of Picture Series with other visual or multimodal instructional strategies to gain a more comprehensive understanding of its impact on students' writing development.

ACKNOWLEDGEMENTS

Praise be to God, the Lord of the universe. Thank you to everyone who helped complete this article, especially the members of CEC Kampoeng Pare Mataram, my family, and friends who always supported me in writing this article. May this encourage us to make our next scientific work a success for all of us.

REFERENCES

- Abdul Syahid, Muhammad Noor Fauzan, Muliana Setia Hapsari, Siti Nurrahmah, Syahrul Mubaroq, & Tiara Nur Fatimah Almadani. (2023). The Correlation Between Students' Reading Habits And Essay Writing Ability In EFL. *Jurnal Pendidikan Dan Sastra Inggris*, 3(3), 142-148. <https://doi.org/10.55606/jupensi.v3i3.2934>
- Anita Candra Dewi. (2025a). Media Visual sebagai Alat Bantu Pembelajaran Keterampilan Menulis Teks. *Journal of Humanities, Social Sciences, and Education*, 1(3), 76-91. <https://doi.org/10.64690/jhuse.v1i3.52>
- Anita Candra Dewi. (2025b). Peran Media Visual Dalam Mengembangkan Keterampilan Menulis Teks Narasi Dan Deskripsi Di Sekolah. *Journal of Humanities, Social Sciences, and Education*, 1(3), 1-12. <https://doi.org/10.64690/jhuse.v1i3.45>
- Asyisyifa, F. (2025). Integrasi Ilmu Linguistik Dalam Kurikulum Bahasa Indonesia Sekolah Dasar: Perspektif Teoritis Dan Implikasinya. *Jurnal Qolamuna: Keislaman, Pendidikan, Literasi, Dan Humaniora*, 2(1), 2025.
- Brown, J. D. (2007). *Multiple Views Of L1 Writing Score Reliability University Of Hawaii ' I At Manoa*. 25(2), 1-31.
- Erniwati, E., Mertosono, S. R., Rofiqoh, R., & Gente, R. A. (2022). Picture Series in Teaching Writing Skills: A Literature Review. *Premise: Journal of English Education*, 11(3), 679. <https://doi.org/10.24127/pj.v11i3.5848>
- Fauzi, F. Al, Saputri, A., & Sabartono, R. (2024). The Students' Perception of Using Visual Literacy in English Language Learning: A Descriptive Study. *International Journal of English Education and Linguistics (IJoEEL)*, 6(2), 212-220. <https://doi.org/10.33650/ijoeel.v6i2.9663>
- Hidayati, F. R., & Zainil, M. (2025). Penerapan pembelajaran kontekstual dalam meningkatkan keterampilan menulis narasi pada siswa sekolah dasar. *Aktivisme: Jurnal Ilmu Pendidikan, Politik Dan Sosial Indonesia*, 2(3), 121-128.
- Ilham. (2022). *Implementing Project-Based Learning For EFL Students' Writing Achievement At The Tertiary Level*. 10(3), 1003-1012.
- Ilham, I. (2024). Needs Analysis of Project-Based Learning Model in Writing Paragraphs from EFL Students' Perspectives. *Journal of Languages and Language Teaching*, 12(1), 282. <https://doi.org/10.33394/jollt.v12i1.9215>
- Ilyas, W. S., Iriawan, S. B., Johani, E., & Ershofa. (2024). Penerapan Model Pbl Berbantuan Media Gambar Berseri Terhadap Keterampilan Menulis Karangan Narasi Kelas Iv Sekolah Dasar. *Al-Mubtadi: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 202-213. <https://doi.org/10.58988/almubtadi.v2i1.388>
- Parawita, D., Muammar, M., & Desmawanti, R. (2025). Analisis Tingkat Kesulitan Siswa dalam Menulis Narasi pada Muatan Pelajaran Bahasa Indonesia Kelas V SDIT Ibnu Mas'ud Islamic School. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(4), 1943-1952. <https://doi.org/10.53299/jppi.v5i4.2373>
- Setiawan, A. (2023). *Relevansi Keterampilan Membaca Kritis dengan Berpikir Kritis dalam Konteks Pembelajaran Abad 21*. UMMPress.
- Siregar, M. R., & Sriyanto, S. (2025). Students' Points of View on the Execution of Visual Media in Indonesian Dialect Instruction for Review 6 at SDN Cibalung 04, Cimanggu. *Proceedings Series on Social Sciences & Humanities*, 25, 249-253. <https://doi.org/10.30595/pssh.v25i.1699>
- Wahono, S. S., & Afifah, K. (2022). the Record of Using Picture Series To Develop Students' Writing Skills. *English Review: Journal of English Education*, 10(3), 965-974.

The Effect of Picture Series on Students' Narrative Writing at Course and English Club Kampoeng Pare Mataram

<https://doi.org/10.25134/erjee.v10i3.6830>

ZHOU Wen-hua. (2018). The Implication of Visual Media in Foreign Language Teaching and Learning: Take Chinese as an Example. *US-China Foreign Language*, 16(4), 212-217.
<https://doi.org/10.17265/1539-8080/2018.04.003>