

ELEVATING STUDENTS' NARRATIVE WRITING ABILITY THROUGH LOCAL LEGENDARY PICTURE SERIES

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Article Info	Abstract
Article History Received: July 2024 Revised: August 2024 Published: October 2024	<i>This research aimed to detect students' ability to write narrative text using local legendary picture series and further explore their perceptions of using picture series in writing narratives. A descriptive quantitative research design was employed, and 30 students (10 males and 20 females) participated as respondents in the present study. Furthermore, the students were asked to write a narrative text based on a series of pictures from the local legend of Danau Toba. The findings indicated that picture series significantly enhanced students' narrative writing skills. The average scores revealed that the organization, vocabulary, and grammar were 3.19, 3.43, and 2.92 respectively, categorized into the "Good" level. Meanwhile, the average score for mechanical ability was 2.46, categorized as "Enough". Furthermore, the majority of students viewed positively to the use of picture series, with 46.67% strongly agreeing and 46.67% agreeing that picture series enhanced their ability to absorb and retain information. Thus, the picture series used are effective media for learning narrative writing skills. This study may serve pedagogical implication to the teaching of writing skills. Therefore, the researchers recommend that teachers integrate picture series in their teaching strategies and next researchers could explore the use of picture series in other text types and across various English language skills to provide broader insights and potentially more robust pedagogical strategies.</i>
Keywords English narrative text; Legendary picture series; Students' perceptions; Writing skill;	
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INTRODUCTION

Teachers should keep highlighting the value of narrative texts and developed students' writing ability. Through the writing exercises, students improve their ability to think critically, organize their thoughts and knowledge, use the language, and enhance their knowledge (Kula & Askin Tekkol, 2019; Eser & Ayaz, 2021). Therefore, writing skills is a potential way to develop their ideas which in turn enhances their writing skills (Nuhayati *et al.*, 2022; Noviar & Murtiningsih, 2021). Meanwhile, Runiaty (2021), states that picture series may assist learners to deal with their vocabulary problems and writing narrative text.

Early writing skill training and effective strategies for enhancing writing abilities for learners at various levels in the educational system are essential (Samosa *et al.*, 2021). To increase Indonesia's competitiveness in the international market, English proficiency is a crucial component. As a result, the Indonesian government has prioritized the development of English language competence of students through the process of teaching and learning English language

skills and urges teachers to take the initiative to use several learning models (Fauziah & Prasetyo, 2022).

According to Ningsih & Karim (2023), writing activities are not easy when compared to other language activities because we need to spend much time and have a regular practice to produce good writing. Therefore, students' creativity and imagination in writing must be stimulated or encouraged (Listyani, 2019). Picture series can be a great medium to assist us understand the way we think because it can solidify ideas and thoughts (Apsari, 2017). However, it may be difficult for students to comprehend sentence structure, accurately use verb tenses, and select acceptable language (Sinaga, 2020). As stated by Nasir *et al.*, (2021), students found it hard to explore and transfer ideas into words, they often chose inappropriate words, and are lack of vocabulary mastery. For students, learning narrative texts and writing in English can be challenging, especially for non-native English speakers.

In teaching English, the use of picture series such as photos, graphs, and diagrams can improve learning outcomes significantly. According to Muryani (2020), picture series may stimulate ideas and engage the students in learning writing. Meanwhile, Amelia, *et al.*, (2023), confirm that it can multiply students' motivation, and do more effort to finish their writing. By using picture series, students can solve their problems in writing, and easily get the idea (Pasaribu, et al., 2020; Nurani, 2019; Setiawam, 2019).

Physical imagery can also aid students in developing their writing abilities by serving as visual inspiration and ideas. Thus, the chosen topics of the writing activities created by the instructor are important for the effectiveness of writing activity (Eser & Ayaz, 2021). In addition, physical pictures can be used by teachers to create a more engaging learning environment that will assist students in learning and remembering the English language.

Several studies have been conducted concerning the topic of how picture series contribute to the student's learning achievement in English writing class. For instance, Rahmawati and Musyarofah (2020), conducted a study to determine whether or not students' procedure text writing skills can be improved by using instagram series images as learning media. The results showed that the use of instagram series pictures as learning media is a suitable strategy to improve the writing skills of procedure texts of grade XI students of Madrasah Aliyah NU Sidoarjo. Another relevant study was conducted by Mbirongi *et al.*, (2022), to find out the implementation of the serial images in teaching eighth-grade students of MTs al-Khairaat Uemalingku Ampana narrative reading. The most recent study was carried out by Annisa *et al.*, (2022) to determine the impact of using picture series on students' speaking skills. The findings of this study indicate that there is a significant impact of using picture series on students' speaking skills.

The aforementioned studies had discussed the effect of pictures series on students' learning achievement in procedure text writing skills, for instance Rahmawati and Musyarofah, (2020), another study to figure out the implementation of the serial images in teaching eighth-grade students of MTs al-Khairaat, for instance, Mbirongi *et al.*, (2022), and the another study by Annisa *et al.*, (2022) to explore the effect of using picture series on students' speaking skills. Those studies focus on students' achievement in writing skills on procedural text and the effect of picture series on students' speaking skills. However, a few studies have been conducted to explore the ability of students' writing in narrative text using local legendary picture series as a medium for learning English writing to the best of the authors knowledge.

The researchers' preliminary observation in the teaching and learning English at MAN 2 Yogyakarta revealed that students were actively engaged in expressing their thoughts while looking at a series of pictures provided by the teachers. By using this media, students can play a more active role in understanding the content of narrative text learning. They are more courageous in expressing opinions, discussing with classmates, and asking questions to the teacher. The picture series provides fun learning and allows students to feel more comfortable

and confident in expressing their ideas. In addition, the use of picture series as a medium for learning can also assist students to visualize concepts or learning materials. Moreover, they can more easily understand the images and relate them to the concepts they learn. The use of picture series brings positive benefits, creating more fun, interactive and effective language learning.

This research discusses about how local legendary picture series can help students improve their narrative text writing skills. The type of narrative text used in this research is the legend of *Danau Toba* originally from Samosir island, North Sumatra. For Indonesian students, local legend story is not something new because they have been heard and retold through generations (Palupi, 2020). These local legendary picture series are believed to increase students' creativity and language mastery in the writing process. This research focuses on students at the eleventh-grade high school level.

This research is intended to provide theoretical and practical contributions to English teachers, students, and other researchers. Theoretically, visual image pieces support students and teachers in teaching easy narrative text material and create a pleasant situation in the learning-teaching process. In addition, it is hoped that this research can be a reference for future researchers to conduct research on the use of visual image fragments on students' learning achievement in writing narrative text and stimulating students' enthusiasm for learning English. Meanwhile, practically, an image facilitate teachers and students to follow the learning process effectively and efficiently. Teachers should be innovative in conveying questions using game-based or technology-based media and provide new references for future researchers to conduct studies on English language teaching and learning on students' writing skills using legendary picture series. The researchers are interested in figuring out the effectiveness of legendary picture series in enhancing students' narrative writing and further exploring their perspective on using legendary picture series in learning narrative text. Those previous studies focused on the effect of pictures series on procedural text, and speaking skills. Meanwhile, the present study is to explore the students' writing ability in narrative text using local legendary picture series as a medium for learning English writing.

In order to detect students' abilities, the researchers utilized narrative writing elements proposed by Fajriani, (2016), namely organization, vocabulary, grammar, and mechanics, and to explore students' perceptions we utilized indicators of perceptions proposed by (Hamka, 2002). To this end, we proposed two research questions: 1) How is the students' ability in writing narrative text using local legendary picture series? 2) What are the students' perceptions of using local legendary picture series in writing narrative text?

RESEARCH METHOD

Research Design and Procedure

This present study uses a descriptive quantitative research design to suit the nature of this study which focus to figure out the students' ability in writing narrative text using legendary picture series for the first research objectives. Meanwhile, the second research objective is to explore the students' perceptions of using local legendary picture series in writing narrative text. Furthermore, the researchers used a questionnaire as a research instrument to gather data on students' perceptions when writing narrative texts using legendary picture series. This study was conducted sequentially. First, the researchers administered a narrative writing test to assess the student's ability, aiming to collect numerical data rather than verbal data. Second, the researchers taught the students to write a narrative text using a series of pictures that had been given. Third, after gaining their test results, the researchers collected information and analyzed the text results. Finally, to answer research question two, the researchers asked the students' perceptions of writing narrative texts using legendary picture series through questionnaire as qualitative data.

Research Respondents

The present study was conducted in the Science Department, and the respondents in this study were taken from one class, consisting of 30 students in total (20 females and 10 males) from the grade-eleventh at MAN 2 Yogyakarta through quota sampling. The researchers included students from the grade-eleventh because they had learned and exposure to the narrative text for a number of meetings in the previous semester. This selection had also gone through a discussion with their English language teacher, including observing their previous writing scores gained from their midterm and final terms-test.

Types of Data and Data Collecting Techniques

The data needed were gathered through administering a test to students to examine their narrative writing ability and utilized a questionnaire to capture their perceptions of using local legendary picture series in writing narrative texts. Furthermore, the data from the test results were collected after the learning process in class, and the questionnaire was administered online using Google Forms. Furthermore, it took one week to gather the test data, and proceed to the administered the questionnaire another one week. The research instruments (test) were constructed based on the four aspect of writing, and the questionnaire items were constructed based on aforementioned indicators, namely absorbing and understanding. In this present study, the researchers determine the students' ability to write narrative text using a writing test based on the picture below. These pictures represent the storyline of the story. The students should try to make a story based on what they saw in the legendary picture series of *Danau Toba*. Moreover, in this present study, the story is divided into 10 sequential parts. They are as follows:



Source: <https://www.cerita-rakyat-legend-danau-toba>

The picture above illustrates the legendary picture series model used by the researchers. This test assessed students' ability to write narratives using the picture series, focusing on their writing ability in four aspects, namely Organization (O), Vocabulary (V), Grammar (G), and Mechanical (M). Therefore, to examine students' ability to write narrative text, the researchers provided a picture series of a local legend, namely "*Danau Toba*" and then asked them to write narrative text using Google form as the worksheet.

The researchers used a questionnaire to explore students' perceptions of writing narrative texts through picture series of *Danau Toba* legend. Statements 1 to 5 focused on the first indicator of perception, namely understanding; perception comes from psychological process in the form of comprehension, and questions 6 to 10, the second indicator of perception, namely absorbing; stimuli come from the outside which absorbed through the sense and enter the brain. The students filled out this questionnaire after writing their narrative texts. They responded to the statements by choosing from four options, ranging from point 4: Strongly Agree (SA) to point 1: Strongly Disagree (SD).

Data Analysis Technique

To analyse the data obtained, the researchers analyse the error of the four-aspect examined based on the criteria, namely Organization; *orientation*, *complications*, and

resolution, Vocabulary, Grammar, and Mechanics. In addition, Grammarly application was used to ensure the correctness of grammatical aspect of students' works. Then, the researchers converted these errors to a scoring rubric adapted from (Ulfahurrahmah, 2022). This scoring rubric was utilized to provides a structured and objective way to evaluate students' work. It allows the researchers to identify areas of strength and weakness and draw conclusions from the data. The detailed narrative writing scoring rubric for the four aspects is presented in Table 1 as follows:

Table 1
Narrative Writing Scoring Rubric (the four aspects)

Aspect	Level	Score	Criteria
Organization: Orientation 20%	Very Good	4	Orientation includes three components such as place, time, and character.
	Good	3	Orientation includes 2 out of 3 components.
	Enough	2	Orientation consists of at least 1 of the three components.
	Poor	1	Orientation does not show three components (time, place, character).
Organization: Complication 20%	Very Good	4	The story shows a conflict, climax, and anti-climax (decline of Climate).
	Good	3	Complications include 2 out of 3 components.
	Enough	2	Complications include 1 out of 3 components.
	Poor	1	There are no conflict, climax, or anti-climax.
Organization: Resolution 20%	Very Good	4	Problem-solving, clear ending, coherence of problem-solving and ending.
	Good	3	There is 2 out of 1 component.
	Enough	2	There is 1 out of 1 component.
	Poor	1	There is no solution, clear and coherent story ending.
Vocabulary 10%	Very Good	4	Students make no mistakes in vocabulary.
	Good	3	1-3 mistakes in vocabulary.
	Enough	2	4-8 errors in vocabulary.
	Poor	1	≥ 9 vocabulary mistakes.
Grammar 20%	Very Good	4	No mistakes in sentence structure and grammar
	Good	3	Found 1-3 errors in structure as well as grammar
	Enough	2	Found 4-8 errors in structure as well as grammar
	Poor	1	≥ 9 errors in structure as well as grammar
Mechanical 10%	Very Good	4	No mistakes in spelling, punctuation, and capitalization
	Good	3	Found 1-3 errors in spelling, punctuation, and capitalization
	Enough	2	Found 4-8 errors in spelling, punctuation, and capitalization
	Poor	1	≥ 9 errors in spelling, punctuation, and capitalization

Table 1 describes the scoring rubric to assess students' performance in writing English narrative text. The rubric consists of 4 indicators, each of which has a score. The organization has the most dominant score (60%) and the second dominant component is grammar (20%). Then, the score (10%) is on vocabulary and mechanics. Each indicator has a maximum score of 4 and a minimum score of 1. After researchers analyzed each component of narrative text writing performance, students' scores were calculated to obtain students' final scores. In the formula, the score of each writing component changes from percent to decimal to make it easier for the researchers to calculate students' scores. Aspect combines vocabulary plus grammar plus technical. Then, all aspects are summed up and divided by 16. A score of 16 was received from all students' correct points, then multiplied by 100 to determine the student's final score in writing narrative text.

Furthermore, the researcher classified the total accumulated student performance scores through a rubric adopted from Sugiyono (2009). This rubric provides a clear and structured conversion of student performance in writing narrative texts. Student performance results were classified into five categories: very good, good, enough, poor, and very poor. The score conversion can be seen in Table 3 as follows:

Table 2
Score Range Conversion

Score	Value	Category
81 – 100	A	Very Good
61 – 80	B	Good
41 – 60	C	Enough
21 – 40	D	Poor
0 – 20	E	Very Poor

Adopted from Sugiyono (2009)

To gather the data on students' perceptions of writing narrative text using picture series, the researchers generated items reflected in the indicators of perceptions, namely understanding, and absorbing which is proposed by Hamka (2002). They responded to the statements by choosing from four options, ranging from point 4: Strongly Agree (SA) to point 1: Strongly Disagree (SD) as seen in Table 4 as follows:

Table 3
Questionnaire of Students' Perceptions

No	Indicators	No	Statements	SA	A	D	SD
				4	3	2	1
1	Understanding	1	The pictures in the "legend picture series" are clear and easy to understand.				
		2	The "legend picture series" helps me grasp new concepts more effectively.				
		3	I find it easier to comprehend difficult topics with the "legend picture series".				
		4	The "legend picture series" provides enough detail to understand the subject matter thoroughly.				
		5	The illustrations in the "legend picture series" are relevant and directly related to the material being taught.				
2	Absorbing	6	I remember information better when it is presented through the "legend picture series".				
		7	The "legend picture series" makes learning more engaging, helping me to absorb the material better.				
		8	The "legend picture series" increases my interest in the topic, aiding in better absorption of the content.				
		9	I prefer learning with the "legend picture series" because it helps me absorb information more effectively.				
		10	The "legend picture series" has a positive impact on how well I absorb and retain information.				

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Students Ability in Writing Narrative Text using Legendary Picture Series

To obtain the data on students' performance about writing narrative writing, a legendary picture series namely *Danau Toba* was given to the respondents as the guideline for composing their paragraphs. The results of students' performance on writing narrative text can be seen in Table 5 as follows:

Table 5
Students' Performance Score

Respondent	O	V	G	M	Total	Final Score	Category
R1	4	4	2	3	13	81,25	Very Good
R2	2	3	3	2	10	62,50	Good
R3	2	4	3	2	11	68,75	Good
R4	3	3	3	2	11	68,75	Good
R5	2	3	3	2	10	62,50	Good
R6	4	4	3	3	14	87,50	Very Good
R7	3	3	2	1	9	56,25	Enough
R8	2	2	3	3	10	62,50	Good
R9	3	3	2	3	11	68,75	Good
R10	4	4	3	3	14	87,50	Very Good
R11	3	3	3	2	11	68,75	Good
R12	4	4	3	2	13	81,25	Very Good
R13	4	4	3	3	14	87,50	Very Good
R14	4	4	3	3	14	87,50	Very Good
R15	3	4	2	3	12	75,00	Good
R16	4	4	3	3	14	87,50	Very Good
R17	2	4	3	1	10	62,50	Good
R18	4	4	3	2	13	81,25	Very Good
R19	4	3	3	1	11	68,75	Good
R20	3	4	3	3	13	81,25	Very Good
R21	4	3	3	2	12	75,00	Good
R22	2	3	3	3	11	68,75	Good
R23	4	2	3	3	12	75,00	Good
R24	4	3	3	2	12	75,00	Good
R25	3	4	3	2	12	75,00	Good
R26	2	4	3	3	12	75,00	Good
R27	4	3	3	3	13	81,25	Very Good
R28	2	4	2	3	11	68,75	Good
R29	4	3	3	3	13	81,25	Very Good
R30	3	3	3	3	12	75,00	Good
Total Score						2237,5	
The Highest score						87,50	
The Lowest score						56,25	
Mean Score						3.19 3.43 2.92 2.46	

Table 5 shows the results of each student's work on narrative writing. As we can see, there are 30 respondents who submitted their works and analyzed their performance on the four aspects namely Organization (O), Vocabulary (V), Grammar (G), and Mechanic (M). Of the 30 students, the mean score for the Organization aspect is 3.19 categorized as 'Very Good'; the mean score for the Vocabulary aspect is 3.43 categorized as 'Good', the means score for the Grammar aspect is 2.92 categorized into 'Good', and the mean score of Mechanic of writing is 2.46 categorized into 'Enough'. Meanwhile, the highest score is 87.50, and the lowest score is 65.25.

Students' Perceptions of the Use of Legendary Picture Series

To gather the data on students' perceptions on how they perceive writing narrative text using the legend picture series, the researchers administered an online questionnaire based on the indicators of perceptions namely understanding and absorbing as proposed by Hamka (2002) through Google Form. The results of the questionnaire on the students' frequency responses can be seen in Table 6 as follows:

Table 6
Students' Frequency Responses

No	Statements	Students' Response	Frequency	Percentage
1	The pictures in the "legend picture series" are clear and easy to understand	SA	11	36,67 %
		A	17	56,67 %
		D	1	3,33%
		SD	1	3,33 %
2	The "legend picture series" helps me grasp new concepts more effectively	SA	9	30 %
		A	19	63,33 %
		D	2	6,67 %
		SD	0	0 %
3	I find it easier to comprehend difficult topics with the "legend picture series"	SA	10	33,33 %
		A	15	50 %
		D	5	16,67 %
		SD	0	0 %
4	The "legend picture series" provides enough detail to understand the subject matter thoroughly	SA	9	30 %
		A	12	40 %
		D	8	26,67 %
		SD	1	3,33 %
5	The illustrations in the "legend picture series" are relevant and directly related to the material being taught	SA	12	40 %
		A	15	50 %
		D	3	10 %
		SD	0	0 %
6	I remember information better when it is presented through the "legend picture series"	SA	9	30 %
		A	19	63,33 %
		D	1	3,33 %
		SD	0	0 %
7	The "legend picture series" makes learning more engaging, helping me to absorb the material better	SA	12	40 %
		A	18	60 %
		D	0	0 %
		SD	0	0 %
8	The "legend picture series" increases my interest in the topic, aiding in better absorption of the content	SA	6	20 %
		A	20	66,67 %
		D	4	13,33 %
		SD	0	0 %
9	I prefer learning with the "legend picture series" because it helps me absorb information more effectively	SA	9	30 %
		A	15	50 %
		D	4	13,33 %
		SD	2	6,67 %
10	The "legend picture series" has a positive impact on how well I absorb and retain information	SA	14	46,67 %
		A	14	46,67 %
		D	1	3,33 %
		SD	1	3,33 %

Table 6 provides insight into students' perceptions of the 'legend picture series' during writing narrative texts activities. Overall, the responses indicate a positive reception, with a majority of students agreeing or strongly agreeing with the statements presented. For instance, 28 students (17 Agree and 11 Strongly Agree) find the pictures in the series clear and easy to understand, suggesting that the visual aids are effective in conveying information.

The survey results in questionnaire number one that the majority of students expressed their positive views about the clarity and ease of understanding of the pictures in the series. Of the 30 students, 36.67%, or about 11 students stated that they "strongly agree". This indicates that there is a small but significant portion of respondents who have a very high level of satisfaction with the clarity of the images. Furthermore, a majority, 56.67% or about 17 students, stated that they "agreed". This shows that the majority of students had a positive view

of the clarity and comprehensibility of the images. Even so, there were also a small number who expressed disagreement. A total of 3.33% of the students stated that they “disagreed”, while the same number, 3.33%, stated that they “strongly disagreed”. Although these proportions are small, it is worth noting that there was a slight dissatisfaction or difficulty in some students' understanding of the images.

The majority of students perceived positive benefits of the picture series in understanding new concepts. A total of 30% of the total 30 students, or about 9 students, stated that they “strongly agree” with the statement. This shows that there is a small but significant portion of respondents who find the picture series very helpful in understanding new concepts. Furthermore, a larger majority, 63.33% or about 19 students, stated that they “agreed”. This indicates that the majority of students found the picture series useful in gaining a better understanding of new concepts. Although the majority found it useful, there were also a small number who expressed disagreement. A total of 6.67% of the students stated that they “disagreed”. None of the respondents stated that they “strongly disagreed” with the statement.

In questionnaire number three, that the majority of students perceived the picture series made it easier for them to understand difficult topics. A total of 33.33% of the total 30 students, or about 10 students, stated that they “strongly agree” with the statement. This shows that there is a small, yet significant, portion of the respondents who feel that the picture series is very effective in helping them understand difficult material. Moreover, a greater proportion of students—roughly 15 or 50%—said they “agreed.” This suggests that most students believed the picture series did make complex subjects easier for them to understand. Even while most people agreed, a tiny percentage said they didn't. 16.67% of the students said they “disagreed” in total. None of the respondents, meanwhile, indicated that they “strongly disagreed” with the assertion.

The survey results showed that 30% of the total 30 students strongly agreed that the legend picture series provided enough details to understand the subject deeply. This indicates that most of the respondents recognized that the picture series provided adequate and detailed information. A total of 40% of students agreed with the statement, indicating that the majority also agreed with the adequacy of details provided by the legend picture series. However, 26.67% of students disagreed, indicating that there was a minority who felt that the details provided were still insufficient or unclear to them. Only 3.33% of students strongly disagreed, indicating that a small proportion of respondents felt that the legend picture series did not provide enough detail at all to understand the subject in depth.

The survey results in questionnaire number five, show that 40% of the total 30 students strongly agreed that the illustrations in the legend picture series are relevant and directly related to the material being taught. This percentage shows that most of the respondents agreed that the illustrations in the series have a strong connection to the subject matter presented, strengthening their understanding of the material. In addition, 50% of students agreed with the statement, indicating that the majority also saw the relevance and relatedness of the illustrations to the material being taught. Nonetheless, 10% of students disagreed, indicating that there was a minority who felt the illustrations in the legendary picture series were less relevant or not directly related to the material being taught. No students strongly disagreed with the statement, indicating that no one rejected the relevance of the illustrations in the series.

The survey results in questionnaire number six, showed that 30% of the total 30 students strongly agreed that they remembered the information more easily when it was presented through the legend picture series. This percentage indicates that a small percentage of the respondents had a very positive experience with using the picture series as an aid in recalling information. Furthermore, 63.33% of the students agreed with the statement, indicating that a large majority of the respondents also agreed that they remembered the information more easily when using the legend picture series. Nonetheless, 3.33% of students disagreed, indicating that

there was a small proportion who did not find it easier to recall information when using the legend picture series as an aid. No students strongly disagreed with the statement, indicating that no one categorically rejected the idea that the legend picture series improved their ability to recall information.

In questionnaire number seven, the percentage of respondents' answers show that 40% of the total 30 students strongly agreed that the legend picture series made learning more interesting and helped them to absorb the material better. This indicates that most students have a strong positive response to the use of the legend picture series in the learning process. Furthermore, 60% of students agreed, indicating that the majority of other students also recognized its benefits and effectiveness in improving their engagement and understanding of the subject matter. No students expressed disagreed or strongly disagreed, indicating that there was no significant resistance to this learning method within the group.

In questionnaire number eight, the percentage of respondents' answers show that 20% of the total 30 students strongly agreed that the legend picture series increased their interest in the topic studied and helped in better absorption of the content. This indicates that a small proportion of students have a very high level of confidence in the effectiveness of the legend picture series in increasing their interest in the subject matter. Furthermore, 66.67% of students agreed, indicating that a large majority of the rest of the students also felt their interest in the topic studied increased and realized its benefits in understanding the content better. However, 13.33% of students disagreed, indicating that there is a small proportion of students who may not have felt the increased interest or effectiveness of the legend picture series in their learning process. No students strongly disagreed, indicating that the large majority of students did not reject the idea of using the legend picture series. Although there were a small number of students who disagreed, the results show that overall, the majority of students felt that the legend picture series could increase their interest in the topic studied and help them absorb the content better.

In questionnaire number nine, the percentage of respondents' answers show that 30% of the total 30 students strongly agree that they prefer learning by using the legend picture series because it helps them absorb information more effectively. This indicates that a small proportion of students have a very strong belief in the effectiveness of the legend picture series in the learning process. Furthermore, 50% of the students agreed, indicating that the majority of the other students also felt that the legend picture series helped them to absorb information more effectively compared to other learning methods. However, 13.33% of students disagree, indicating that there is a small proportion of students who may not have seen the benefits or effectiveness of the legend picture series in their learning process. In addition, 6.67% of students strongly disagreed, indicating that there were a few students who were strongly against the idea of using the legend picture series in their learning.

In the last questionnaire, the percentage of respondents' answers show that 46.67% of the total 30 students strongly agree that the legend picture series has a positive impact on how well they absorb and retain information. This indicates that almost half of the students have a very strong belief in the benefits of the legend picture series in facilitating their understanding and retention of information. Furthermore, the same percentage, i.e. 46.67% of students also agreed, indicating that the large majority of other students also felt the positive impact of the legendary picture series in their learning process. However, only a small percentage of students, i.e. 3.33%, disagreed or strongly disagreed, indicating that there are a few students who may not have experienced the benefits of using the legend picture series in improving their understanding and retention of information.

Discussion

As we can see from the results of test data, students' performance relating to the organization aspect in the narrative writing test indicated that students' performance in organizing the story obtained an average score of 3.19. It can be concluded that students' ability to organize stories is good, and students who received a score of "4" were 14 students. These scores are met the criteria including the plot, characters, and setting of the story. The students who obtained a score of "3" were 8 students, and students who obtained these scores only mentioned 2 of the 3 components or criteria in writing narrative text. Meanwhile, students who obtained a score of "2" were 8 students as they did not mention the setting and plot appropriately. As stated by Faliyah et al., (2022), in narrative text, students need to describe a series of events that happen to a person or character in a logical and chronological manner.

Another finding on students' performance relating to the Vocabulary aspect in the narrative writing test revealed that the score is relatively high with the students' average score being 3.43. The number of students who got a score of "4" were 15 students, the students who got a score of "3" were 13 students, the students who got a score of "2" were 2 students, and none of them got a score of "1". It indicates that the student's vocabulary might be average good.

Next, the student's performance on the "Grammar" aspect in the narrative text writing revealed that their average score was 2.92. This range demonstrates varying levels of proficiency, but the average score suggests that, on the whole, students are performing reasonably good. The highest score was 3 and the lowest score was 2. A closer examination of the score distribution shows that 25 of the students got a score 3, and the rest of the 5 students got a score 2. This score were taken from their writing and checked using the Grammarly website platform then converted into 1-4 rating scales.

The findings on students' performance relating to the mechanics of writing in narrative writing among the 30 students reveal a notable distribution in their performance. The majority of students, specifically 17 out of 30, were in the "Good" category, indicating a relatively high level of proficiency in punctuation, capitalization, and spelling. This suggests that over half of the students have a strong grasp of these fundamental writing components. However, a substantial number, 10 students, fell into the "Enough" category, indicating their skills are adequate and there is room for improvement. Three students scored in the "Poor" category, highlighting significant difficulties in these mechanical aspects of writing. The mean score of 2.46 suggests an overall moderate performance, with a slight inclination towards the higher end of the scoring spectrum.

Apart from test data, the present study utilized a questionnaire administered online to explore the students' perceptions of writing narrative text using legend picture series. The results of this survey showed that most students are satisfied with the clarity and comprehensibility of the pictures in the 'legend picture series', although there are slight variations in the level of satisfaction. Another findings revealed that although there are some minor differences in satisfaction levels, the majority of students believe that the 'legend picture series' has helped them understand new ideas successfully. Moreover, there were some differences in the students' degree of pleasure, the majority of them believed that the "legend picture series" had made it easier for them to understand complex concepts.

Most of the students in this survey recognized that the illustrations in the legendary picture series had a strong connection to the material being taught, recognized that the use of the legend picture series can improve their ability to recall information. The present findings support Rahayu & Yolanda (2023), who stated that the use of picture series may illustrate an important event in a story which assists students in comprehending the story.

The results of the questionnaire also showed that the majority of students positively assessed and supported the use of the legendary picture series in their learning process. They

further stated that the legend picture series could increase their interest in the topic studied and help them to absorb the content better. Erniwati *et al.*, (2022), confirm that teachers should utilize picture series to create an enjoyable classroom to improve students' interest in writing activities. Overall, the findings showed that the majority of students perceive the positive impact of the legend picture series in improving their writing narrative skills. However, the present study should look into the impact of the legendary picture series on students' writing in their next learning outcomes. Therefore, the researchers suggest next researchers to explore more about the aforementioned issues to have evidence of its long impact.

CONCLUSION AND RECOMMENDATION

Conclusion

Some necessary points are highlighted about the findings and discussion of the present study. First, the use of legendary picture series may assist students improving their English narrative writing scores. This can be known by from their achievements on each aspect of English writing narrative skills scores indicators. The average mean score of Organization is 3.19 considered as 'Very Good' category, Vocabulary is 3.43, considered as 'Good' category, Grammar is 2.92, considered as 'Good' category, and Mechanics is 2.46, considered as 'Enough' category. Second, the majority of students viewed the use of legend picture series as having a positive impact on their writing skills, especially writing narrative text. More specifically, the legendary picture series has a positive impact on students' engagement, recall and retention of information, understanding new ideas successfully, increasing their interest in the topic studied, and absorbing information more effectively. This present study may serve pedagogical implication to learning and teaching language skills, including teaching methods, instructional design, and language testing and evaluation in the field of English language teaching.

Recommendation

This study provides recommendations to teachers, students, and future researchers. First, teachers may use the local legendary picture series as a medium to present the learning material to help students understand better, learn more words, and improve grammar. The picture series may be used in arousing students' motivation to write paragraphs in the genre-based approach teaching session. Teachers should also pay attention to students' perceptions during the lesson to get a better outcome in writing narrative text. Second, students may use the legendary picture series not only in learning writing narrative text but also in other types of texts. They could analyze and scrutinize the picture series and try to imagine what happened in the picture, then compose the story into paragraphs. Third, future researchers may conduct a similar study by using other local legendary picture series, including more respondents from cross major in the secondary school level in other language skills, for instance; speaking skills and listening skills.

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