



IMPLEMENTING PICTURE-ASSISTED NARRATIVE WRITING AMONG FIFTH GRADE STUDENTS AT SDN CIPANAS

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ABSTRACT

Writing is a fundamental literacy skill that plays a critical role in students' ability to convey ideas, emotions, and information in a structured and meaningful way. At the primary school level, narrative writing offers an essential avenue for students to explore their imagination and organize thoughts through coherent storytelling. Despite its pedagogical significance, many elementary students encounter difficulties in generating narrative content, often due to a lack of stimuli that can support idea development. This study investigates the effectiveness of picture-based instructional media in enhancing narrative writing competence among fifth-grade students at SDN Cipanas. Employing a qualitative case study approach, the research involved 39 students and collected data through classroom observations and direct interviews. The findings suggest that visual aids such as images function as cognitive triggers, helping students conceptualize and structure their narratives more effectively. The use of pictures not only facilitated ideation but also improved student engagement and confidence in the writing process. These results highlight the pedagogical potential of integrating multimodal resources into narrative writing instruction and provide practical recommendations for teachers seeking to enrich writing pedagogy through visual-based strategies.

Keywords: narrative writing, visual aids, writing competence, picture-assisted learning, primary education

INTRODUCTION

Education is the main foundation in forming individuals who are knowledgeable, skilled, and adaptive to changes in the times. Along with the rapid development of technology, education has also undergone significant transformations, both in terms of approaches and learning methods. Technological innovation has opened up opportunities for educators to adopt various more creative and interactive learning strategies, in order to increase the effectiveness of the teaching and learning process and encourage students to achieve optimal learning outcomes. A varied and interesting approach is now the key to creating a learning atmosphere that is relevant to the needs of the modern generation.

One of the challenges in learning at the elementary level, especially in writing skills, is the difficulty of students in expressing ideas and thoughts into written form. In the writing process, students tend to have difficulty in expressing ideas and thoughts into written form, so students need media or tools that can facilitate their writing skills (Kurnia et al., 2022). Writing is often a challenging process because students experience obstacles in arranging words logically and creatively. In this context, visual media such as images have proven to be effective tools. Images can function as visual stimuli that help students design storylines, generate inspiration, and enrich written expression. This media allows

students to more easily associate verbal ideas with visual elements, thus strengthening their ability to develop stories imaginatively and in a structured manner.

In addition to supporting the development of writing skills, the image-based approach also shows a positive impact on the social aspect of learning. When students share stories they create based on images, interactions occur that encourage communication, collaboration, and the exchange of ideas between peers. This activity not only improves narrative writing skills but also strengthens communication skills and understanding of other people's perspectives. In addition, the use of digital or application-based images also supports the development of students' digital literacy from an early age, making the learning process not only fun but also relevant to the digital world they face every day.

Various studies have shown that writing narratives assisted by images can significantly improve narrative writing skills. In this case, the application of image-assisted writing not only functions as a means to improve individual writing skills but also creates a more inclusive and interactive learning atmosphere (Nurjani & Safrizal, 2023). In addition, this phenomenon illustrates the integration of technology in learning (Wal Ilham, 2022). This approach also encourages language creativity and a better understanding of narrative structure. However, there has not been much research that specifically examines the effectiveness of the picture-assisted writing method on fifth-grade students in a local environment such as SDN Cipanas, especially by considering local socio-cultural aspects. There is still room to further explore how the complexity of the images used affects students' creativity, the extent to which this method is able to motivate students in writing, and how the resulting narrative structure develops over time.

This research was conducted at SDN Cipanas, an elementary school located at Jl. Pramuka No. 1, Cikondang, Citamiang District, Sukabumi City, West Java. As a school with B accreditation, SDN Cipanas has demonstrated a commitment to the quality of education and the development of students' potential as a whole. The focus of this research is fifth-grade students, who although they already have basic writing skills, still show challenges in composing narratives coherently and imaginatively. Based on observations and interviews with students and teachers, it is known that the use of picture media can create a more lively learning atmosphere, thereby increasing students' interest and motivation in writing. With this background, this study aims to analyze the application of picture-assisted narrative writing on fifth-grade students at SDN Cipanas. The results of this study are expected to provide theoretical, practical, and social contributions to the development of innovative learning strategies, while optimizing students' potential in narrative writing skills.

METHOD

This research uses a qualitative method with a case study approach, which is chosen to gain an in-depth understanding of the phenomena studied in a real and specific context. This approach allows researchers to explore in detail the various dynamics that occur in the field, as well as identify factors that influence the process and outcomes of the situation being studied. According to Helmanto (2024), a case study is a form of qualitative research that aims to thoroughly understand an event, group, or individual in a real-life environment. In the field of education, this approach is often used to research specific conditions or phenomena that occur in schools, classrooms, or other educational institutions. Case studies provide researchers with the freedom to examine various dimensions of a situation in depth and comprehensively. This research was conducted at

SDN Cipanas, with the subjects of the research being fifth grade students. The purpose of this study was to understand the structure of picture-assisted narrative writing, evaluate the level of student motivation in writing narratives, assess the effectiveness of the method, and examine its application in daily learning in fifth grade. To obtain relevant and in-depth data, the researcher used several data collection techniques, including: semi-structured interviews, participant observation, documentation and archive analysis, and utilization of secondary data. This combination of methods is designed to obtain a complete picture from various perspectives, so that the research results can reflect the real conditions that occur in the field more accurately.

RESULT AND DISCUSSION

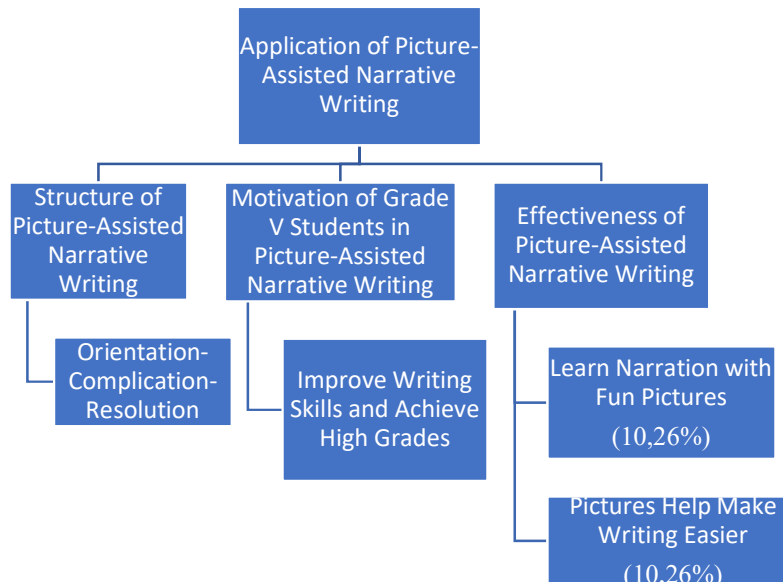


Figure 1 Research Finding

This research was conducted at SDN Cipanas with the research subjects being grade V students. The implementation of the research took place from December 2024 to May 2025, which included all stages of the research, from preparation, data collection, to the preparation of the final report. The data collection techniques used in this research are interviews and observations. The research results discuss three sub-focuses including the structure of narrative writing assisted by images by grade V students of SDN Cipanas, motivation of grade V students in writing narratives with the help of pictures, effectiveness of writing narratives assisted by pictures by grade V students of SDN Cipanas.

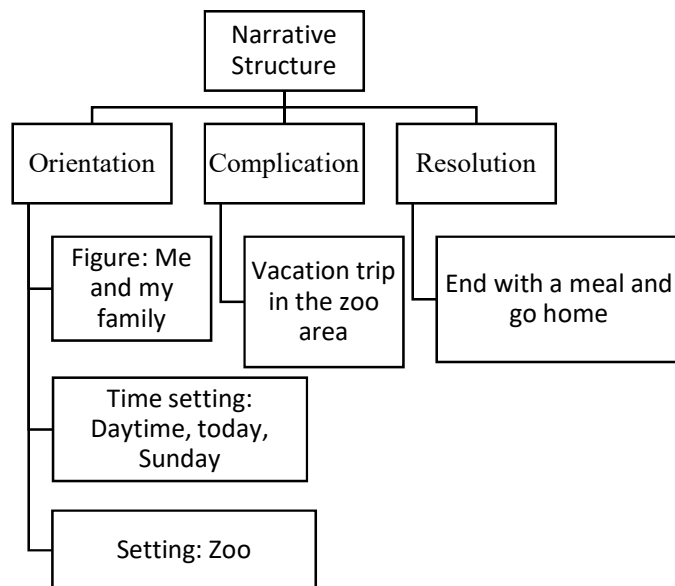


Figure 1 Structure Student Narratives

First, the structure of narrative writing assisted by images by grade V students of SDN Cipanas. Research on the aspect of narrative writing structure shows that the majority of grade V students are able to write narratives with a complete structure. Of the 39 students, most of them were able to include the main narrative elements such as orientation, complication, and resolution, which reflect their understanding of the basic storyline. This finding is in line with Adinda et al (2024), who stated that narrative text has a structure consisting of orientation, complication, resolution, and reorientation. Narrative writing assisted by images carried out in grade V includes three main elements in the narrative structure, namely orientation, complication, and resolution. Meanwhile, the element of reorientation did not appear in the students' writing results. This is likely due to the limited writing skills of students at that level. Grade V students generally still have difficulty in compiling reflective closing sections, such as reorientation, because this stage requires critical thinking and concluding skills that have not yet fully developed. The use of images as an aid has been shown to help students imagine and design their stories. Images act as visual idea triggers that help students express ideas into writing. Previously, many students had difficulty starting stories due to their lack of ability to express ideas in writing, and the mixture of written language and everyday spoken language.

The results of the analysis of students' writing showed a tendency to use pronouns such as "I" and "my family" repeatedly, indicating limited vocabulary and expression structure. In addition, the time setting used in the story was still limited and less detailed; only a small number of students wrote the time explicitly. In contrast, the setting was more uniform, namely the zoo, because it was adjusted to the picture given. In the complication section, most students described holiday activities with a pleasant atmosphere, interactions with animals, and the ending of the story in the form of resting and eating activities before going home. Although their stories were still simple and concise, there was effort and independence in completing the task without relying too much on help from friends. Students showed high enthusiasm in writing narratives

assisted by pictures. They felt helped in compiling the storyline based on the sequence of events depicted, although the content of the story was generally still dense and to the point. One student even said that learning to use pictures made it easier for them to imagine and write stories.

Pictures not only facilitate the writing process, but also function as a medium that can stimulate imagination and become a bridge to accustom students to writing longer and more complex. However, the observation results also show that there are still many students who do not fully understand the terms and functions of narrative structure. Most only know the concept of beginning, middle, and end, without understanding the formal structure of the narrative. Writing skills require regular practice and motivation from within the students. Students who are enthusiastic about learning tend to show progress even though they are not yet proficient at first, while those who are less motivated tend not to develop even though they are talented. Therefore, teachers need to continue to guide, motivate, and provide interesting learning media so that students' narrative writing skills increase gradually.

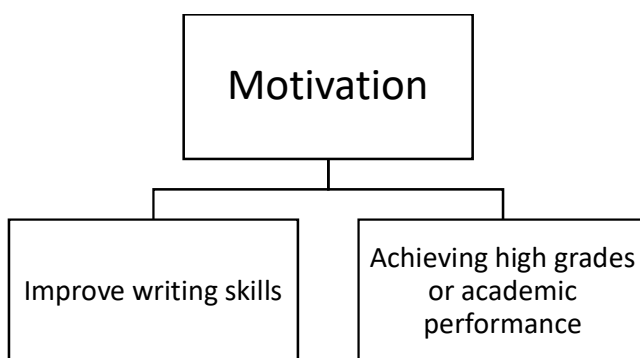


Figure 2 Results Student Motivation

Second, motivation of grade V students in writing narratives with the help of pictures. Research on the motivational aspect shows that fifth grade students have a strong drive to develop writing skills, especially with the presence of image media. Based on interviews with ten students, images not only make it easier to express ideas, but also increase their enthusiasm for writing better. The desire to achieve high grades and make parents proud is the main driving force.

This finding is in line with Arianti's statement (2019), motivation is a psychological condition that drives someone to act. In motivation, there are three main components, namely needs, drives, and goals. The needs referred to in this study refer to conditions where students have the motivation to write, but the writing skills they have are not yet in accordance with expectations. For example, students want to write interesting and long narratives, but in reality their writing is still relatively short and only contains the gist of the story. The drive in this study emerged through the use of images that can help students feel easier and more enjoyable in writing, because the images provide inspiration in compiling the contents of the narrative. Meanwhile, the purpose of the motivation studied in this study is the desire of students to improve their writing skills and achieve academic achievement in the learning process. The six main indicators of student motivation in this activity are: Desire and willingness to write, students show high

interest in writing activities when pictures are used. Visualizing pictures makes it easier for them to compose stories and express their imaginations. The attractive shapes and colors of the pictures eliminate the impression of monotony in writing. Emotional motivation, students' internal motivation is driven by the desire to make their parents proud. They see writing results as a form of real contribution and positive achievement that shows learning progress. Hopes and goals, students have clear goals, such as improving their writing and practicing their ability to express ideas. They observe the pictures carefully before starting to write. Some feel unsatisfied with their writing results, which indicates an awareness to continue learning and developing. Self-confidence and self-esteem, pride in one's own work, even though it is simple, increases students' self-confidence. They feel satisfied because they have succeeded in writing independently, without copying other people's work. Supportive environment, a comfortable classroom atmosphere and supportive friends also shape students' learning motivation. When a positive environment is created, students become more open and enthusiastic in participating in learning. Fun activities, the use of pictures makes writing activities feel more exciting. Even in the month of Ramadan, students remain enthusiastic. Creative teachers and fun teaching styles also increase their interest in learning.

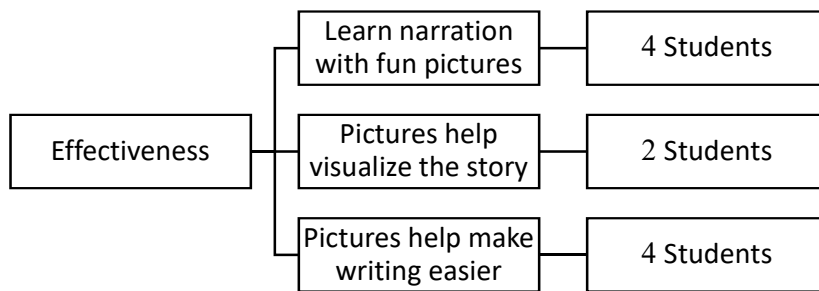


Figure 3 Results Effectiveness of Narrative Writing

Third, the effectiveness of writing narratives assisted by pictures by grade V students of SDN Cipanas. The results of the study on effectiveness show that picture media is effective in improving the quality and enthusiasm of students in writing narratives. Students consider this activity fun and not boring because it starts with observing pictures that trigger ideas and storylines. Visualization in pictures helps students design characters, plots, conflicts, and story resolutions in a more focused manner. The narrative structure produced by students has begun to form well even though it still uses simple language. For example, they are able to explain vacation experiences, interactions with animals at the zoo, and convey the impressions they feel. These findings are in line with the statement that creative writing is an effective method for improving writing skills while encouraging self-expression and the development of imagination (Wulansari & Khan, 2022).

The writing activity took place in a conducive and orderly manner. Students focused and were responsible for completing assignments independently. Although the results of their work were not optimal, there was an increase in their motivation and self-confidence. The assessment showed that students had a fairly good basic writing ability and had the potential to develop with continuous practice. Learning to write is not just



about producing text, but also becomes a long-term provision that is useful for self-development and social contribution in the future. With the right teaching strategy and appropriate media, students' writing skills can be improved consistently and enjoyably.

CONCLUSION

Research conducted at SDN Cipanas revealed that the use of image media in narrative writing learning has a positive impact on improving the writing skills of fifth grade students. Image media has been proven to be able to support students' creative thinking processes, help them in composing storylines, and express ideas in writing better. In addition, the use of this visual media also increases students' interest and intrinsic motivation, which is reflected in their high participation in writing activities and emotional drive to produce satisfying work. Image media creates a more enjoyable learning atmosphere and makes it easier for students to write narratives, so that the learning process becomes more effective. Although students still experience limitations in understanding narrative structures and enriching vocabulary, they show increased self-confidence and awareness to continue improving their writing skills. Thus, this approach not only improves technical writing skills but also builds a positive attitude towards literacy. Therefore, the method of writing narratives assisted by pictures is worth recommending as an innovative learning strategy and in accordance with the context of learning Indonesian at the elementary school level.

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