



Enhancing Student Learning Outcomes in Narrative Writing Through the Use of Visual Media

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A B S T R A C T

Based on interviews conducted by the researcher with the class teacher, it was found that the students' narrative writing skills at MTs Al-Washiyah Pantai Labu did not meet the Minimum Competency Criteria (KKM) for the Indonesian Language subject, which is set at 65%. The students faced difficulties in storytelling. To address this issue, remedial actions were necessary. One potential solution for improving storytelling skills is the use of sequential images. This series of images is considered effective in motivating students to learn and stimulating them to generate writing ideas. The focus of this study is on improving students' narrative writing skills through the use of sequential image media. The aim of this research is to enhance the process and outcomes of narrative writing instruction for seventh-grade students at MTs Al-Washiyah Pantai Labu. This study uses a classroom action research (CAR) design, which was implemented over two cycles. The subjects of the study were the seventh-grade students of MTs Al-Washiyah Pantai Labu. Data collection in each cycle employed both test and non-test techniques. The test used was an essay test, while the non-test techniques involved observing student learning activities, the use of sequential image media, and teacher activities. Data analysis was conducted using both quantitative and qualitative techniques.

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1. Introduction

Teachers are required to possess various competencies in order to effectively support student learning. In a primary school setting, the classroom teacher holds dual roles, acting both as a subject matter expert and a homeroom teacher. As Arends (2012) notes, "teachers must be able to combine knowledge of content with an understanding of how students learn" (p. 102). Beyond merely transferring knowledge, teachers must also foster the holistic development of students. This includes not only teaching the curriculum but also instilling values that are essential for students' character development. Santrock (2011) emphasizes that "the teacher's role extends beyond simply delivering content; it involves fostering moral and ethical development" (p. 48). Teachers are entrusted with the responsibility of guiding students to understand and internalize societal values and behaviors, which will shape their personal growth and interactions with others.

In a primary school context, where the teacher functions as the homeroom teacher, there is an added responsibility to monitor the differential development of students and identify any issues that may affect their learning. According to Sallis (2010), "the teacher's responsibility includes not only academic teaching but also observing the social, emotional, and developmental progress of the student" (p. 157). The classroom teacher plays a crucial role in observing the social, emotional, and

academic development of each student and addressing challenges that may hinder their learning progress. These responsibilities also involve helping students solve problems and navigate their educational journey effectively. As Biehler and Snowman (2013) suggest, "problem-solving skills are integral to both academic success and personal growth" (p. 85).

A teacher's role extends beyond the simple act of knowledge transfer; it encompasses value transfer, which involves transmitting societal values to students. Lovat and Smith (2003) assert that "educators are not merely content deliverers but also value transmitters who guide students in understanding and applying societal norms" (p. 22). This role requires teachers to create a conducive learning environment that allows students to assimilate information effectively. Furthermore, teachers must ensure that students are equipped with the necessary skills and mindset to succeed in school and beyond.

In addition to pedagogical skills, teachers must demonstrate a capacity to manage the holistic development of their students, ensuring that academic, social, and emotional aspects of their learning are nurtured. As the primary facilitators of education, teachers are not only responsible for academic success but also for guiding students in their personal development and problem-solving abilities.

2. Research Methods

The research method refers to the approach used by the researcher in planning, implementing, processing data, and drawing conclusions about a specific research problem. This study employs a Classroom Action Research (CAR) methodology. The focus of this research is on the learning process, particularly the teaching and learning activities in the VII grade at MTs Al-Washiyah Pantai Labu. The subjects of this research include the Indonesian language teacher and the students of class VII at MTs Al-Washiyah Pantai Labu. This research was conducted at MTs Al-Washiyah Pantai Labu. Data were collected through a combination of observation, questionnaires, and tests to ensure accurate and reliable results. The observation technique allowed for the direct monitoring of student behavior, participation, and engagement during the learning process. Questionnaires were used to assess students' motivation and perceptions of the learning experience, while tests were administered to evaluate students' academic performance. The data obtained from these instruments were analyzed using qualitative data analysis techniques, specifically through the use of data tables that document the outcomes of each cycle. This approach facilitated a systematic comparison of students' progress throughout the research process. The validity of the data in this study was ensured through source triangulation. Triangulation was carried out by comparing and verifying information from multiple sources, such as students, teachers, and research observations, to obtain a comprehensive and accurate understanding of the research problem.

3. Results and Discussion

3.1. Result

As students' engagement in the learning process increased through the use of idol photo media, there was a corresponding improvement in their narrative writing skills in class VII at MTs Al-Washiyah Pantai Labu. This improvement is evident from the comparison of the narrative writing skills achieved by students at the baseline condition, prior to the intervention, and after the completion of the cycles. The results of this improvement are presented in the following table.

No	Name	Result Value
1	Naura syafwani	100
2	Hazira	80
3	Ardina Ragita	85
4	Filja Aulina Maha Rani	85
5	Bili Alfian	85

6	Olanto	90
7	Irwan Syahputra	90
8	Erwin	75
9	Almira	60
10	Kasih Artika Syahrul	70
11	Tengku Syafna Jihan	100
12	Elsyah Widya Putri	90
13	Dila Safitri	90
14	Aisyah	85
15	Satria Ramadhan	60
16	Faiz Dzaki Surya Atmanja	80
17	Azi Syahputra	60
18	Dio Naulvaji	100
19	Nuri Maulida	90
20	Adinda	90
21	M. Sahib	90
22	Nuraini	95

Therefore, it can be concluded that one effective strategy to enhance the narrative writing skills of students in class VII at MTs Al-Washiyah Pantai Labu is the use of image media. This approach facilitates students in expressing their thoughts and ideas in the form of narrative compositions, as visual media serve to stimulate and support their creative expression.

3.2. Discussion

The action cycle was conducted in one session (1 x 45 minutes) on October 26, 2022. This session consisted of four phases.

1. Planning During the planning phase, an observation was conducted regarding Indonesian language learning in the seventh-grade class. The teaching model employed by the teacher, student engagement in the learning process, and the documentation of students' learning outcomes were examined, particularly in relation to the skills required for writing.

Based on observations and records from the learning process at MTs Al-Washiyah Pantai Labu, initial information revealed that out of 22 students, 19 students (80%) did not meet the minimum mastery criterion (KKM) of >6 . After the test, it became apparent that the majority of students were able to express their thoughts and feelings more freely and could write narratives in accordance with proper writing conventions. However, a significant number of students still showed a lack of seriousness in writing stories and did not exhibit sufficient motivation to produce well-written narratives.

2. Action The material to be taught included the definition of a narrative, types of narrative, and the concept of an idol figure. Learning occurred through the use of image media related to the students' idols for writing narrative essays. At the beginning of the session, the teacher greeted the students and then continued with attendance. The teacher created an environment conducive to learning by encouraging students to actively participate and demonstrating appreciation for their involvement. Additionally, the teacher asked and answered questions with the students regarding their idols.

In the core activity, the teacher introduced the topic of narrative writing by explaining the definition and structure of a narrative. After providing an explanation, the teacher asked students to respond to questions about the structure of a narrative. The teacher also guided the students in writing expository narratives on the board.

3. **Observation** In the observation phase, a worksheet with image-based prompts was used as an observation tool. The observation sheet was developed based on key points in the instructions, which were collaboratively created with the Indonesian language teacher. This observation aimed to assess how the use of image media in the learning process affected the narrative writing skills of seventh-grade students. Additionally, the lesson plan (RPP) was used to determine how image media contributed to students' learning outcomes in Indonesian language, specifically regarding narrative writing.

The results of the observation indicated that while student performance in writing narratives with the help of image media focused on Indonesian themes showed improvement, the progress was not optimal. The expected learning outcomes had not yet been fully realized, suggesting that the effectiveness of this method needed further refinement.

4. **Reflection** Following the observation, the data collected was analyzed to identify any limitations and potential solutions for implementation. The goal of the consultation process was to ascertain the impact of the learning approach on student performance. Based on the results of the observations, no significant changes were noted in students' engagement with the learning process, nor in their narrative writing skills.

However, during the observation of the learning process, it became evident that students were increasingly engaged with learning through image-based media. Although the material had been explained, some students still struggled to understand how to write a narrative using image prompts. As a result, there was no significant improvement in the overall learning outcomes for seventh-grade students at MTs Al-Washiyah Pantai Labu. The average score remained at 65%, with 3 students (15.2%) scoring below the minimum mastery criterion (KKM) of 6, while 19 students (84.8%) achieved scores above the KKM.

The learning process was considered successful when at least 65% of students achieved scores above 6. According to the received information, 19 students (84.8%) out of 22 students obtained scores greater than 6, indicating that the use of image media in the learning process had a positive impact. Thus, it can be concluded that narrative writing skills improved, and students were able to successfully learn to write narrative essays with the aid of image-based media.

4. Conclusion

Based on the results of the classroom action research, it can be concluded that learning through image media effectively improves the quality of narrative writing instruction for seventh-grade students at MTs Al-Washiyah Pantai Labu. This improvement in the quality of narrative writing instruction is evidenced by the increased engagement of both the teacher and students during the learning process using image media. The enhancement of students' narrative writing skills is further proven by the rise in their writing scores across each cycle. Before the intervention, the average writing skill score was 84.8%, demonstrating that the use of image media significantly contributed to the improvement of students' ability to write narrative essays while learning Indonesian.

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