

The Effect of Serial Picture Media on Elementary Students' Narrative Writing Skills

Nurmadayanti¹, Riris Nurkholidah Rambe²

¹² Universitas Islam Negeri Sumatera Utara; Indonesia

Correspondence Email; nurma0306222073@uinsu.ac.id

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Abstract

Narrative writing skills are one of the language skills that are very important for students to master in elementary school. However, there are still many students who have difficulty developing ideas, arranging storylines in a logical order, and applying the right structure and language rules in their narrative writing. This problem is largely due to the lack of use of learning media that can provide visual stimulation and help students understand the sequence of events more realistically. This study aims to identify the impact of the use of serial picture media on the narrative writing skills of grade V students of SDN 050635 Tanjung Nguda. This study uses a quantitative approach with quasi-experimental methods and nonequivalent control group design. The research sample amounted to 42 students consisting of 21 experimental class students and 21 control class students. Data collection techniques were carried out through narrative writing tests, observations, and documentation. Data analysis was carried out using descriptive statistics, N-Gain analysis, normality test, homogeneity test, Independent Sample T-Test and Cohen's d analysis. The results showed that the average posttest score in the experimental group was 81.67, which was higher than the control group that obtained an average of 62.62. The results of the hypothesis test indicated a significance value of $0.000 < 0.05$ so that H_0 was rejected and H_a was accepted. In addition, the results of Cohen's d analysis of 1.36 showed a large effect size, so the use of serial picture media had a strong influence on students' narrative writing skills. Thus, serial picture media has been proven to have a significant effect on the narrative essay writing skills of elementary school students.

Keywords

Serial Pictures, Narrative Writing, Elementary School.



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INTRODUCTION

Elementary school is a level of education for children aged 6–12 years, which is a developmental phase when students begin to develop cognitive, language, and social skills through learning at school. One of the subjects taught is Indonesian (Dita et al., 2024). Indonesian language learning aims to develop the ability to communicate effectively and efficiently, both orally and in writing, while still paying attention to language ethics (Wahyuni & Rambe, 2024). Indonesian language learning includes four language skills, namely listening, reading, speaking, and writing (Nurul et al., 2021). Among the four language skills, writing is the most relatively complex skill because it requires the ability to develop ideas, organize ideas, and apply linguistic rules appropriately (Sugiharto et al., 2024). Writing skills are productive and expressive activities that allow students to convey their ideas, opinions, and emotions in writing in a structured and meaningful manner (Maharani et al., 2024). Through the process of writing, students not only share ideas, but also improve their reflective, critical, and logical thinking skills (Mubin & Juniar, 2023). In addition, writing activities require idea management and a thorough understanding of grammar (Arfiyani et al., 2024). A child who is used to writing and reading will develop creativity, critical and logical thinking skills, and be able to find solutions to various problems he faces (Parapat et al., 2023).

One form of writing skills that elementary school students need to master is writing narrative essays. Narrative essays present a series of events in sequence so that the reader can understand the storyline and the meaning contained in it (Sinaga et al., 2025). The ability to write narrative essays is important because it can train students to think organically, logically, and express ideas creatively (Stevens et al., 2022). Therefore, narrative writing skills need to be paid attention in elementary school learning because there are still many students who have difficulty in producing coherent and meaningful writing (Harimurti & Irawan, 2025).

However, various studies show that the narrative writing skills of elementary school students are still relatively low (Pradnya & Suniasih, 2024). Students still have difficulty in composing effective sentences, using spelling and punctuation correctly, choosing appropriate vocabulary, and developing ideas into a coherent story. These difficulties cause the students' writing results to not be able to describe the storyline in a complete and meaningful way. This problem was also found in grade V students of SDN 050635 Tanjung Nguda. Based on the results of observations and interviews with classroom teachers, it is known that students still have difficulties in developing ideas, composing storylines in sequence, and using spelling and punctuation correctly. In addition,

the low interest of students in writing activities shows that the use of interesting learning media that is able to stimulate students' creativity is still not optimal.

One way to solve this problem is to use appropriate and creative learning media. Learning tools are tools used to stimulate students' thoughts, emotions, attention, and skills, thereby supporting the learning process (Rambe et al., 2022). The advantage of using learning media is that it makes it easier for teachers to convey information to students so that learning goals are achieved (Sakdah & Anas, 2023). In addition, learning media is very important in improving students' memory, independence, and understanding of the material (Bellasonya & Zaini, 2024). The use of visual and interactive learning media is also considered to be able to help students become more active, interested, and easier to understand the material because the presentation of learning becomes more concrete and not monotonous (Bali & Riandani, 2026). Therefore, media that can attract students' attention and make it easier for them to understand can be considered an effective tool. Visual tools specifically help students form a mental picture and encourage active participation during the learning process (Astutik et al., 2024).

Serial picture media is a media that presents a series of pictures that are interconnected and form a storyline. This visual media that is arranged sequentially has a certain time that shows an event or event and can be assembled into a complete narrative. (Kurniati et al., 2025). This media describes events in sequence so that they can be compiled into a complete story. Its use helps students understand the relationship between events concretely and facilitates the preparation of narrative essays in a sequential and systematic manner. Each picture represents interconnected parts of the story, thus supporting the development of ideas in a more structured manner. Therefore, serial picture media is not only effective in practice, but also supported by a solid theoretical foundation in learning to write.

Theoretically, writing is the skill of pouring ideas into the form of writing as a means of indirect communication that needs to be trained in a planned and continuous manner (Barja & Ardiansyah, 2023). Writing can be understood by readers if it is made in an organized, structured, and easy-to-understand language. Writing does not just appear, but requires conscious effort in stringing and conveying ideas (Zunidar, 2022). These skills are complex because they demand the ability of students to integrate various thoughts and feelings in response to an event. Through writing, students can process, refine, and articulate thoughts systematically in the form of text (Nurhalizah & Safran, 2023).

Narrative text is a type of text that contains a series of events arranged chronologically in a certain time and point of view so that it can be understood by the reader (Alimah & Indihadi, 2022). Narrative essays not only tell real experiences but can also be fictional stories such as fairy tales, legends, and fables that have clear characters and storylines (Perdiana & Suryadi, 2022). The structure of the narrative text consists of four parts, namely orientation (introduction), complication (problem), resolution (resolution) and koda (final message). The introduction includes characters and backgrounds, conflicts contain the problems that occur, resolution is the way to solve problems, and the final message contains moral values (Simbolon & Sinulingga, 2026). The concept of using visual media in narrative learning is in line with the principles of multimedia learning put forward by Mayer, which states that processing information simultaneously through visual and verbal channels can improve students' understanding as well as the quality of their learning (Stuart & Scott, 2022). The combination of these two channels has proven to be more effective than just one channel, so that serial picture media has a strong theoretical basis in improving narrative writing skills. In addition, this medium is also relevant to Bruner's theory of the three modes of representation, namely enactive, iconic, and symbolic, which help students understand events through observation, visual representation, and expression in written form (Sundari & Fauziati, 2021).

The results of a study conducted by Egidia Br Sinaga and his colleagues (2025) show that the use of sequential picture media has a clear positive impact on students' ability to write story texts. This can be seen from the significance value recorded which is 0.011 which is smaller than 0.05, and the average value in the experimental class is higher than in the control class. Research conducted by Kurniati and her colleagues (2025) in Classroom Action Research also found that sequential picture media can improve students' ability to write stories. This is evidenced by an increase in the average score from 61.82 to 83.62 and the percentage of completeness from 63.63% to 90.9% (Kurniati et al., 2025). In addition, Ismiyati and Mastoah (2025) in their literature study concluded that serial picture media is an effective medium in helping students develop ideas and construct narrative stories more systematically in learning Indonesian in elementary school. These findings confirm that serial picture media is effective in helping students to develop ideas and compose stories more regularly. (Ismiyati & Mastoah, 2025)

Based on previous studies, the use of sequential picture media has been proven to have a positive impact on the ability of elementary school students to write stories. However, many of these studies only measured writing skills in general and have not looked in detail at the impact of

sequential picture media on storytelling skills based on story structure elements, including orientation, complications, and completion, codes, and language rules that include accuracy in spelling and punctuation. In addition, there are still few studies that specifically assess students' narrative essay writing skills using serial picture media based on aspects of the narrative structure and linguistic rules in more detail, so that the quality of the story structure produced by students has not been studied in depth. On the other hand, previous research was conducted on different subjects, grade levels, and school contexts, so that student characteristics and learning conditions have the potential to produce varied findings. Therefore, the novelty of this research lies in the study of the influence of serial picture media on narrative writing skills with an emphasis on linguistic structure and rules, as well as in the context of different subjects and school environments, so that it is expected to provide a more contextual and comprehensive picture.

Based on the problems that have been described, the researcher tries to use the media of serial pictures in learning to write as an effort to improve the narrative essay writing skills of elementary school students. This study was formulated to examine how the use of serial picture media affects the narrative essay writing skills of elementary school students.

METHODS

This study applied a quantitative method with a quasi-experimental type and the design used was a nonequivalent control group design. The quasi experiment method was chosen because the researcher could not randomize the subjects completely, but it was still possible to test the influence of a treatment in real situations in the educational environment. The nonequivalent control group design is used because it involves the experimental group and the control group that are given a pretest and posttest to compare changes in learning outcomes after the treatment is given. The experimental group and the control group both followed a pretest and posttest to see the impact of the treatment. The research design scheme is $O_1 X O_2$ and $O_3 - O_4$, where O_1 is the pretest for the experimental group, X is the treatment in the form of teaching with serial picture media, O_2 is the posttest for the experimental group, O_3 is the pretest for the control group, and O_4 is the posttest for the control group.

This research was carried out at SDN 050635 Tanjung Nguda in the even semester of the 2025/2026 school year, namely from March to April 2026. The population in this study is all grade V students at SDN 050635 Tanjung Nguda totaling 45 students, which is divided into 24 students in

class V-A and 21 students in class V-B. The selection of class V was carried out because students have shown good cognitive development, are able to think systematically, understand causal relationships, and can compose stories based on the sequence of events. In addition, learning Indonesian in class V also requires students to be able to write narratives by following the structure of orientation, complications, resolutions, and codes, so that this class is chosen as the object of research. The sampling method uses purposive sampling, which is the selection of samples based on special considerations that are in accordance with the needs of the research. The number of samples in this study was 42 students, with 21 students from class V-A as the control group and 21 students from class V-B as the experimental group. The selection of samples takes into account the similarity of student characteristics and the completeness of the research data. The experimental class received treatment in the form of learning to write narratives using the medium of serial pictures, while the control class followed ordinary learning without the medium of serial pictures.

Data collection techniques include testing, observation, and documentation. The main instrument is a narrative essay writing test in the pretest and posttest to measure students' writing skills. The assessment uses rubrics that include aspects of narrative structure (orientation, complications, resolutions, and codes) as well as linguistic rules (vocabulary, sentence structure, spelling, and punctuation). The instrument is prepared in the form of equivalent questions and has been validated by experts. Data collection was carried out in stages, starting with observation and interviews to identify problems in learning to write narratives. Furthermore, pretests are given to the experimental class and the control class to find out the student's initial ability. After that, the experimental class was given treatment using the medium of serial pictures, while the control class followed conventional learning. At the end of the lesson, both classes were given a posttest to find out the effect of the treatment given, while documentation was used as supporting data during the research implementation. The research procedure includes the preparation, implementation, and final stages, namely the administration of pretests, treatment in the experimental class, conventional learning in the control class, and posttest in both classes. Data were analyzed using descriptive and inferential statistics with the help of SPSS, including normality test (Shapiro–Wilk), homogeneity test, and Independent Sample t-Test at a significance level of 0.05. The Independent Sample t-Test was used to determine the influence of the use of serial picture media on students' narrative essay writing skills in accordance with the formulation of the research problem. The research hypothesis consists of H_0 and H_a which test whether or not there is an influence of the use of serial picture media

on students' narrative writing skills. In addition, the improvement in student learning outcomes was analyzed using N-Gain obtained from the difference between posttest and pretest scores compared to the maximum score that could be achieved. The magnitude of the influence of the application of the picture and picture learning model assisted by series picture media was analyzed using Cohen's effect size d which was calculated based on the difference in the average posttest results of the experimental group and the control group by considering the combined standard deviation of the two groups.

RESULTS AND DISCUSSION

Results

This research was conducted at SDN 050635 Tanjung Nguda which is located in Serapit village, Sirapit district, in Langkat regency, North Sumatra. In this study, there are 42 students from class V of SDN 050635 Tanjung Nguda who have been selected to be part of the research. The study involved two classes as the main focus, with one class as the control class and the other as the experimental class. The control class is a class that does not receive special treatment (using ordinary learning methods), while the experimental class is a group that receives treatment using the medium of serial pictures. Before the treatment is given, the two classes first take a pretest to check the students' initial ability in writing skills. After that, the experimental class followed the learning with the help of serial picture media, while the control class continued to use the usual learning method without serial picture media. At the end of the learning process, both classes were given a posttest to evaluate students' writing skills after the treatment was given.

a. Descriptive Statistical Test

Based on the analysis of the data carried out, the lowest, highest, and average values of each group are shown in Table 1.

Table 1. Descriptive Statistics of Pretest and Posttest Results

	Descriptive Statistics					
	N Statistic	Minimum Statistic	Maximum Statistic	Red Statistic	Std. Error	Std. Deviation Statistic
Control Pretest	21	30	80	49.76	3.407	15.611
Posttest Control	21	30	95	62.62	3.596	16.479
Pretest Experiment	21	25	80	52.14	3.426	15.698
Posttest Experiment	21	60	100	81.67	2.399	10.992
Valid N (listwise)	21					

From Table 1, it can be seen that the average scores of both classes have increased from pretest to posttest. In the control class, the average score increased from 49.76 to 62.62. Meanwhile, in the experimental class, the average score increased from 52.14 to 81.67. The increase in values in the experimental class was much higher than in the control class. This indicates that the use of sequential picture media positively impacts students' narrative essay writing skills. To clarify the difference in the mean increase between the control and experimental classes, the data is presented as the following bar chart.

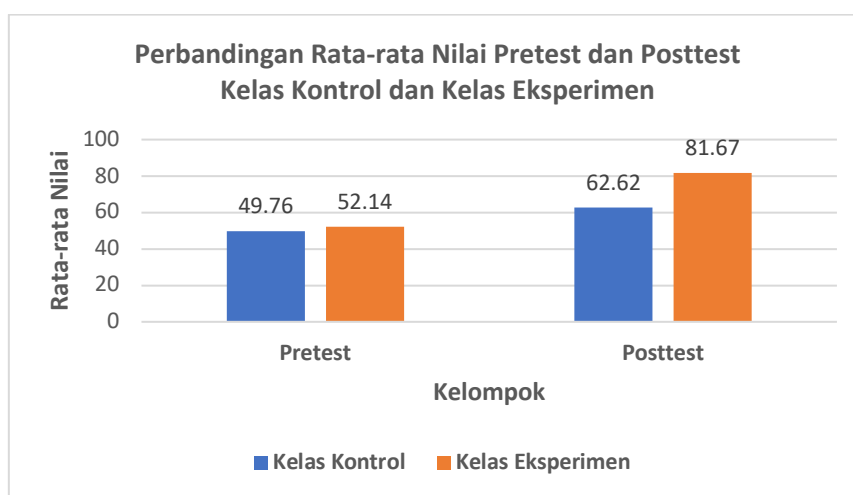


Figure 1. Comparison of Average Pretest and Posttest Scores of Control Class and Experimental Class

Based on the bar chart, both classes show an increase in grades after learning. However, the improvement that occurred in the experimental class was greater than that of the control class. These findings show that learning using serial picture media has the potential to provide better results in improving students' narrative essay writing skills.

However, the difference in the increase in value needs to be further proven through statistical analysis. Therefore, an N-Gain analysis was conducted to assess the extent of improvement in students' writing skills in each class. Furthermore, before hypothesis testing is carried out, an analysis prerequisite test is first carried out which includes a normality test and a homogeneity test. After all prerequisites are met, hypothesis testing is conducted using an independent-samples t-test to determine the significance of the difference in learning outcomes between the two classes. In addition, the calculation of effect size (Cohen's d) was also carried out to determine the magnitude of the influence of the use of serial picture media on students' narrative essay writing skills.

b. N-Gain Analysis

The results of the N-Gain analysis can be seen in table 2.

Table 2 Control and Experimental Class N-Gain Test

Classes	N-Gain Value
Controls	32%
Experiments	60%

Based on the N-Gain effectiveness category, the average N-Gain value of the experimental class of 60% is included in the effective category, while the average N-Gain value of the control class of 32% is included in the less effective category. Thus, the use of series picture media is more effective in improving students' narrative writing skills than the approach used in the control class.

c. Data Normality Test

The Normality Test is carried out to determine whether the data from the study follow a normal distribution. In this study, normality testing used the Shapiro-Wilk method assisted by SPSS software version 25. The criterion for this test is that if the significance value is greater than 0.05, the data are considered normally distributed. The results of the normality testing in this study can be seen in table 3.

Table 3. Normality Test Results

Tests of Normality				
Classes		Shapiro-Wilk		
		Statistic	df	Sig.
Results	Pretest A (Control)	.926	21	.114
	Posttest A (Control)	.967	21	.677
	Pretest B (Experiment)	.948	21	.312
	Posttest B (Experiment)	.938	21	.195

Based on the output from the SPSS above, significance values for the Shapiro-Wilk test were obtained. It is known that the significance value for the pretest data in the control group is 0.114 which is greater than 0.05 and for the experimental group is 0.312 which is also greater than 0.05, so it can be concluded that the pretest data has a normal distribution. As for the posttest data in the control group, the significance value obtained was 0.677 which was greater than 0.05 and for the experimental group was 0.195 which was also greater than 0.05, so it can be concluded that the posttest data also has a normal distribution. Overall, both pretest and posttest data can be stated to

have met the assumption of normality based on the Shapiro-Wilk test.

d. Data Homogeneity Test

The researchers used the Levene Test to find out if the variance of the data was the same. The purpose of this test was to obtain information about the similarity of variance between the two study groups. Therefore, a homogeneity test was carried out using the SPSS version 25 program and Levene Statistic at a significance level of 0.05. The basis for making a decision is that if the sig value < 0.05 , then the data is considered inhomogeneous, while if the sig value is > 0.05 , then the data is considered homogeneous. The results of the data homogeneity test can be seen in table 4.

Table 4. Homogeneity Test Results

Test of Homogeneity of Variance		Living Statistic	df1	df2	Sig.
Results	Based on Mean	1.796	1	40	.188
	Based on Median	1.584	1	40	.215
	Based on Median and with adjusted df	1.584	1	35.9 02	.216
	Based on trimmed mean	1.815	1	40	.186

Based on the output of the SPSS above, a significance value of 0.188 was obtained which was greater than 0.05, so it can be concluded that the data has a homogeneous variance. Therefore, the results of the homogeneity test show that the variance of pretest and posttest data in the control class as well as the experimental class is homogeneous.

e. T-test Analysis Results

This study utilizes the statistical method of Independent Sample t-test with the help of the SPSS application version 25 to analyze posttest data from the experimental class and the control class. Hypothesis tests were carried out to see if there was an impact on the use of serial picture media on the ability to write narrative essays of students in grade V of SDN 050635 Tanjung Nguda. The test was carried out using posttest data because this data showed the ability of students after the treatment was applied to each class. The test criterion is that if the value of Sig. (2-tailed) is less than 0.05, then H_0 is rejected and H_a is accepted. Conversely, if the value of Sig. (2-tailed) is more than 0.05, then H_0 is accepted and H_a is rejected at a significance level of 5%. The results of the hypothesis test can be seen in Table 5.

Table 5. Independent Sample Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Results	Equal variances assumed	1.796	.188	-4.407	40	.000	-19.048	4.323	-27.784	-10.311
	Equal variances not assumed			-4.407	34.857	.000	-19.048	4.323	-27.824	-10.271

Based on the results of the Independent Sample t-Test, a t-value of -4.407 was obtained with a degree of freedom (df) = 40 and a significance value (Sig. 2-tailed) of $0.000 < 0.05$. Thus, H_0 was rejected and H_a was accepted, so that there was an influence of the use of serial picture media on the narrative essay writing skills of grade V students of SDN 050635 Tanjung Nguda.

f. Effect Size (Cohen's d)

To find out the magnitude of the influence of serial picture media on students' narrative essay writing skills, an effect size was calculated using Cohen's d. The calculation was made based on the mean and standard deviation of posttest results in the experimental group and the control group presented in Table 6.

Table 6. Group Statistic of Posttest Results

		Group Statistics			
	Classes	N	Red	Std. Deviation	Std. Error Mean
Results	Posttest A (Control)	21	62.62	16.479	3.596
	Posttest B (Experimental)	21	81.67	10.992	2.399

Based on table 6, the average score of the experimental group was obtained ($M = 81.67$; $SD = 10.99$) higher than the control group ($M = 62.62$; $SD = 16.48$). The calculation of the effect size using Cohen's d yielded a value of 1.36. According to Cohen's criteria, the effect size value of 1.36 is included in the category of large effect. These results show that the media of serial pictures has a

strong influence on students' narrative essay writing skills.

In the learning process that takes place at SDN 050635 Tanjung Nguda, the use of serial Picture media has been proven to improve students' narrative essay writing skills. Based on the results of observations made during the learning process, the use of serial picture media showed a positive response and increased student activity in writing activities. Students seemed more enthusiastic in participating in learning compared to before being given treatment. Through the medium of serial pictures, students can more easily understand the sequence of events, develop story ideas, and arrange narrative essays in a systematic and systematic manner.

The results of the observation also showed that students were more active in expressing opinions, and participating in learning activities given by teachers. In addition, students seem more confident in delivering their writing and show high interest in writing activities. Documentation of the learning process using serial picture media can be seen in Figure 2.



Figure 2. Use of Serial Picture Media

Thus, it can be concluded that the use of serial picture media has a positive influence on students' narrative essay writing skills. Serial picture media helps students develop ideas, structure storylines logically, and pour ideas into more structured forms of writing. These results are in line with research findings that show an improvement in students' narrative essay writing skills after the application of serial picture media in experimental classes.

Discussion

This study aims to test the influence of the use of serial picture media on the narrative essay writing skills of grade V students of SDN 050635 Tanjung Nguda. The results of the hypothesis test showed that the significance value (Sig. 2-tailed) was $0.000 < 0.05$ so that H_0 was rejected and H_a was accepted. In addition, the average posttest score of the experimental class (81.67) was higher than that of the control class (62.62). The result of the effect size calculation using Cohen's d obtained a value of 1.36 which is included in the category of large effects. These results show that the use of

serial picture media has a significant influence on students' narrative essay writing skills. These findings show that the improvement in writing skills in the experimental classroom did not occur by chance, but was the result of the use of serial picture media in learning. The series of picture media helps students understand the sequence of events logically and in an orderly manner so that it makes it easier for them to compose a story structure consisting of orientation, complications, resolutions, and codes. In addition, this medium also helps students develop ideas and reduce difficulties when starting writing.

This condition shows that serial picture media not only helps students produce better writing, but also supports the preparation of narrative structures in a more complete and coherent manner. Through the sequence of pictures presented, students can more easily determine the orientation, complications, resolutions, and coda parts of the story. In addition, serial picture media helps students develop vocabulary that fits the context of the story and reduces spelling and punctuation errors. These findings show that the use of serial picture media supports the improvement of narrative writing skills both from the structural and linguistic aspects of language.

The results of this study are in line with the theory of learning media which states that media is a means that can increase the effectiveness of learning through increasing student attention, interest, and involvement in the learning process (Bilqis et al., 2025). The use of visual media helps students understand the material more easily because the information is presented in a concrete, interesting, and easy to understand manner so that it can increase student participation during learning (Wahidin, 2025). In this study, serial pictures function as a visual stimulus that is in accordance with the characteristics of elementary school students who still need concrete help in understanding and developing an idea.

The findings of this study are also in line with Tarigan's opinion that writing is a complex language skill because it involves the ability to organize ideas and use language appropriately. The results of the study showed that series pictures were able to reduce students' difficulties in finding initial ideas so that they could more easily pour ideas in a structured manner into the form of writing. (Tarigan, 2008)

The findings of this study are also in line with Mayer's multimedia learning theory which states that information received through visual and verbal channels simultaneously can improve students' understanding of the material being studied (Stuart & Scott, 2022). In this study, serial pictures serve as a visual source of information that helps students understand the sequence of

events before expressing them in written form. In addition, the results of this study also support Bruner's theory that iconic representations through pictures can help students build symbolic representations in the form of written language (Sundari & Fauziati, 2021). Thus, the use of serial picture media provides concrete assistance that makes it easier for students to compile narrative essays more systematically.

In conventional learning, students in the control class tend to have difficulty determining ideas and developing storylines due to the absence of visual stimuli that help them understand the sequence of events. As a result, the writing is less complex and less developed. In contrast, in the experimental class, serial picture media helps students compose stories more systematically and direction, improving the quality of their writing. The results of this study are also supported by research by Neni Widia Astuti (2024), which shows a significant influence of serial picture media on students' narrative writing skills. These findings indicate that serial picture media consistently helps students develop ideas, organize storylines, and improve narrative writing quality.

Overall, the findings of this study confirm that the use of serial picture media has a positive influence on the narrative essay writing skills of elementary school students. The series of picture media not only helps students in composing storylines sequentially, but also supports the development of ideas, understanding narrative structure, and the application of better linguistic rules. Therefore, serial picture media can be used as an effective alternative learning media to improve students' narrative essay writing skills in elementary school.

CONCLUSION

Based on the results of the research, it can be concluded that the use of serial picture media has an effect on the narrative essay writing skills of grade V students of SDN 050635 Tanjung Nguda. Serial picture media helps students develop ideas, arrange a logical sequence of events, and produce a more structured and coherent narrative essay. In addition, the use of serial picture media helps students understand the structure of narrative texts consisting of orientation, complications, and resolutions, as well as encourages the use of more appropriate linguistic rules in writing essays. Thus, serial picture media can be used as an effective alternative learning media to improve the narrative essay writing skills of elementary school students.

This research strengthens the view that the use of visual learning media can support the development of students' language skills, especially in writing narrative essays. However, this study

is still limited to one school and one grade level so the results cannot be generalized widely. Therefore, further research is recommended to involve a more diverse sample and examine the use of serial picture media on other language skills and at different levels of education.

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