

Students' Perception of Using Picture series and Video in Learning Narrative Text: Questionnaire-Based Survey

Iinaas Maahiroh Al Mufiidah¹, Indri Astutik², Kristi Nuraini³

^{1,2,3}Universitas Muhammadiyah Jember, Indonesia

Email: saaniinaas01@gmail.com

Abstract

Writing is an essential language skill that enables students to express ideas, organize information, and construct various types of texts. However, many junior high school students experience difficulties in learning narrative text, particularly in understanding story structures, developing vocabulary, organizing ideas, and maintaining learning motivation. This study investigated students' perceptions of using picture series and video in learning the narrative text of *Beauty and The Beast*. A quantitative questionnaire-based survey was conducted with 51 eighth-grade students from classes 8A and 8D at *Al Furqan Jember* Junior High School, selected through purposive sampling. Data were collected using a 12-item questionnaire with a four-point *Likert scale* and analyzed through descriptive statistics, including frequencies, percentages, mean scores, and standard deviations. The findings indicated that students had positive perceptions of using picture series and video in English learning. The instructional media helped students improve vocabulary, understand the storyline more clearly, organize ideas systematically, maintain classroom focus, participate actively, and enjoy the learning process. Students also perceived that combining visual and audiovisual media created a more engaging and meaningful learning environment, supporting their comprehension of narrative text and increasing their confidence in retelling stories. These findings suggest that integrating picture series and video is an effective instructional strategy for improving students' narrative text learning experiences and fostering positive attitudes toward English language learning.

Keywords: *Students' Perceptions, Narrative text, Picture Series, Video, English Language Learning.*



A. INTRODUCTION

Bloomfield (1983) urged that language is a system of conventional signs used for verbal communication among members of the same community. From his statement, it can be inferred that language is a social product that serves as a means of interaction between individuals. In form of communication there are two kinds of strategy of communication Cangara (2008), they are verbal communication and non-verbal communication. One of non-verbal communication is writing. Writing is one of the essential language skills in English learning, particularly in junior high school. Writing skill is one of the essential language skills in English learning. However, in reality, writing often becomes a major challenge for students, especially at the junior high school level. Students frequently face difficulties in expressing ideas in written form, organizing the structure of texts properly, and using correct grammar. This indicates the need for innovative and engaging teaching approaches to help students develop their writing skills more effectively.

One approach that has proven effective in improving students' writing ability is the use of visual media such as picture series. Previous studies have shown that picture series can assist students in organizing story sequences logically and chronologically. According to Samjaya (2016), there are three types of instructional media, namely audio (instructional media which can be heard such as radios and tape recorders), visual (instructional media which can be seen such as pictures, photographs, drawings, and charts), and audio-visual (instructional media which can be heard and seen such as videos and televisions).

Picture series provide visual stimuli that help students understand the sequence of events in a narrative, making it easier for them to translate their ideas into writing. In addition, video has also been widely used in teaching writing. Videos offer rich visual and auditory contexts that can stimulate imagination and enhance students' comprehension of story content. Hui Chin-Yeh (2020) confirmed that the use of videos can increase students' interest, motivation, and creativity in writing, as they are exposed to more vivid representations of situations, characters, and plot development. Although numerous studies have demonstrated the effectiveness of picture series in helping students organize ideas and develop narrative text, while other studies have highlighted the benefits of video in improving students' vocabulary, motivation, and comprehension, most previous research has examined these instructional media separately (Gutiérrez, Puella, & Galvis, (2015). As a result, there is still limited empirical evidence regarding the effectiveness of integrating picture series and video within a single instructional framework for teaching narrative writing. Furthermore, in Gutiérrez, Puella, & Galvis (2015) as previous studies have predominantly focused on measuring students' writing achievement, with relatively little attention given to students' perceptions of learning through the combined use of visual and audio-visual media. This gap indicates the need for further investigation into whether combining these two media can provide complementary learning benefits beyond those reported when each medium is implemented independently. The present study extends previous research by integrating picture series and video as complementary instructional media in teaching narrative text to junior high school students. Unlike earlier studies in Gutiérrez, Puella, & Galvis (2015) and in Hui Chin-Yeh (2020) that investigated each medium independently, this study examines the combined implementation of both media to support students' comprehension of narrative structures, vocabulary development, idea organization, classroom engagement, and writing performance.

In addition, this study contributes to the existing literature by combining a questionnaire-based survey of students' perceptions with pre-test and post-test assessments of writing performance, thereby providing a more comprehensive evaluation of the pedagogical effectiveness of multimedia-assisted narrative writing instruction. In fact, integrating picture series and video has the potential to create a more comprehensive, engaging, and contextual learning experience for students. Based on this gap, this study aims to integrate video and picture series in narrative text writing instruction for eighth-grade junior high school students. The combination

of these two media is believed to strengthen students' ability to comprehend stories and rewrite them with proper narrative structure. This approach is also supported by the theory of multimodal learning, which states that delivering information through multiple channels (visual and auditory) enhances students' information processing and learning outcomes Galakjani (2011) with the addition of appropriate learning activities such as discussions, brainstorming, and writing tasks, the combination of video and picture series is expected to have a significantly positive impact on improving students' writing skills. However, many students often struggle to organize their thoughts and develop coherent in writing narrative text. This difficulty becomes more evident when students are asked to write without sufficient guidance or visual support. Based on preliminary observations at *Al Furqan Jember Junior High School*, especially in classes 8A (Female class) and 8D (Male class), it was found that students had difficulty arranging stories logically and creatively. These problems were reflected in their low scores in writing tasks and their reluctance to engage in storytelling activities.

To address these issues, the researcher implemented the use of picture series and video as learning aids. These media serve as visual stimulation to help students understand the sequence of events in a story and enrich their imagination when writing. One of the materials used was the story of "Beauty and The Beast", which is rich in narrative structure and offers opportunities for students to practice storytelling using visual clues. The combination of picture series and short video scenes was expected to help students grasp the elements of narrative text more easily.

Based on the identified research gap, this study aims to investigate students' perceptions of using picture series and video in learning narrative text while also examining their contribution to students' narrative writing performance. Specifically, the study explores how the integration of visual and audio-visual media influences students' vocabulary acquisition, story comprehension, motivation, classroom engagement, idea organization, and confidence in retelling narrative text. By addressing both students' perceptions and learning outcomes, this study is expected to provide practical implications for English language teachers seeking to implement multimedia-based instruction in junior high school writing classrooms. Moreover, Students are more interested in other activities that are more interesting than reading literacy texts, students choose to play rather than read (kasacova) So, hopefully this research can help the students' understanding and increase students' motivation to read a story especially narrative text and rewriting the story based on their own understanding based on the structure of narrative text itself.

Brown (2004) in (Erkan) stated that as one of the productive language skills, writing skills are very important in communication. Moreover, it is an important part of a foreign language writing teacher's task is assessing students' writing. However, there has not been much research evaluating and measuring writing skills (knowledge, beliefs, and practices Crusan (2016). Assessment is present in every writing class and is crucial for students' academic progress Peggy O'Neill (2009). Therefore, in this research focused in the way how far the second grade of junior high

school student can using and exploring their vocabulary into a paragraph and directly retelling the story with remembering the structure of narrative text by some picture that describe each part of the events of the story. They could arrange the picture after watch the video of the story "Beauty and The Beast". On the other hand, some pictures are considered an effective tool as it visualizes something being described. Ghani (2023) mention that using a picture to plan a description is a useful technique for helping students to see the importance of selection and focus in developing a description which is non-chronological, for example, of places, people, or scenes. In addition, pictures can spark students' imagination and creativity, and using pictures as writing prompts can sharpen the students' sensory details. According to Aliyyah Chantika¹ (2022) video media is a learning aid that presents both visual and audio elements, containing instructional messages such as concepts, principles, procedures, or knowledge applications to support material comprehension. This view aligns with several other experts who see video as a medium capable of presenting images and sound simultaneously to help students better understand the material.

This research intends to reveal the merit of using picture series and video in teaching writing skills to engage students' understanding the structure of narrative text. It reviews pictures as visual media and video as audiovisual media by emphasizing the advantages and disadvantages of using pictures in writing for teachers and students. It aims to provide new insights into teaching writing in the classroom through picture series and video implications for theory and practice to rewrite a story. This study focuses on how and what causes picture series and video implementation to effectively increase students' performance in writing different text types. The results provide information to educators and future researchers about the efficacy of using picture series in teaching writing skills.

B. METHOD

This research used a Questionnaire-Based Survey with *Likert scale* and *T-test* to analyze the impact of picture series and video media for engaging the story of "Beauty and The Beast" on students' writing skills. According to Rokeman (2024) The *Likert scale* is extensively used in numerous social science studies, particularly in fields such as education, business, tourism, and psychology. It's also serves to measure respondents' opinions and behaviors. Moreover, the *Likert scale* was devised to measure 'attitude' in a scientifically accepted and validated manner. Attitude is a multidimensional construct involving cognitive, affective, and psychomotor elements. Quantifying these subjective attitudinal components in a validated and reliable way is a challenge Sijtsma (2020). Numerous scholarly debates have emerged regarding the use of the *Likert scale*, a widely employed tool for measuring such attitudinal constructs. Specifically, the study followed a survey design, where numerical data was collected to examine the relationship between students' usage of picture series and video combine with understanding the story from book. The design aligns with *T-test* by conducted a pre-test and post-test to provide a systematic result. According to Hanifah (2024) the *T-test* is one of the tests used to determine whether

there is a significant difference between two means. After that, the researcher asking the student to fill the Questionnaire in form of *Google Docs*.

This study employed Questionnaire-Based Survey and before that, in the class simulated a pre-test and post-test approach to evaluate the effectiveness of using picture series and video media in improving students' narrative writing skills. The research was conducted at SMP Al Furqan Jember with two classes: class 8A (female students) and class 8D (male students), consisting of 24 for 8A class and 27 students for 8D, respectively.

A total of 51 eighth-grade students participated in the study, divided into homogeneous groups based on gender. Class 8A served as the experimental group and class 8D as the control group. The selection of participants was based on purposive sampling, ensuring they had similar academic backgrounds and learning conditions. The main instruments were writing tests administered before (pre-test) and after (post-test) the treatment. In the pre-test, students were asked to write a narrative text without guidance. The treatment involved learning sessions using selected picture series and a short video of the story "*Beauty and The Beast*." In the post-test, students rewrote the story using the structure of a narrative text based on the media presented. This study was conducted over one month and involved the use of worksheets, including pre-tests and post-test, to evaluate students' progress. In the pre-test, students were asked to write a narrative story without any assistance, while in the post-test, they wrote the story after being guided through a sequence of images and a video clip of "*Beauty and The Beast*". The difference in their writing performance before and after the intervention served as the basis for analyzing the effectiveness of the strategy.

The data were collected through a series of writing tests administered in two phases: pre-test and post-test. Both tests were designed to assess students' narrative writing abilities in terms of structure, coherence, vocabulary use, and creativity. The next, data were collected with Questionnaire-Based Survey. This questionnaire is designed to assess students' understanding and satisfaction with the use of picture series and video as instructional media in learning the Narrative story *Beauty and The Beast*. It also aims to evaluate students' perceptions of the teacher's teaching methods and the effectiveness of the teacher's delivery when using these instructional media during the learning process.

1. Pre-Test

Before any treatment was given, students in both classes (8A and 8D) were asked to write a narrative text titled "*Beauty and The Beast*" without any visual aid or assistance. This phase aimed to measure their baseline understanding of narrative text writing. For completing the survey, then the researcher sent the questionnaire.

2. Treatment Sessions

Over the course of four meetings, students were introduced to the story of "*Beauty and The Beast*" using:

- a. Picture series depicting key scenes.

- b. Video clips summarizing the story with visual and audio narration.

During the sessions, students engaged in guided writing exercises where they discussed and arranged events based on the media, followed by structured writing activities.

3. Post-test

After the treatment, students were asked to rewrite the story of "*Beauty and The Beast*" using the same title, but this time with the help of picture series and the knowledge they gained from the video. This test was intended to assess improvements in their ability to organize, develop, and express ideas in narrative form. All student texts were scored using a standardized rubric, focusing on five key elements: organization, content, grammar, vocabulary, and mechanics. The scores were then analysed statistically using paired sample *T-test* to measure the significance of differences between the pre-test and post-test scores.

4. Questionnaire-Based Survey

The data for this study were collected through a questionnaire-based survey administered after students participated in learning activities using picture series and the *Beauty and The Beast* video. Before completing the questionnaire, students attended four English learning sessions in which the teacher integrated picture series and video to teach narrative text. During these sessions, students observed the video, discussed the storyline with their classmates, arranged the picture series according to the sequence of events, and retold the story based on their understanding. These classroom activities provided students with sufficient learning experiences before they evaluated the instructional media through the questionnaire.

The primary research instrument was a self-administered questionnaire consisting of twelve statements designed to investigate students' perceptions of using picture series and video in learning narrative text. The questionnaire measured several aspects, including vocabulary learning, learning motivation, story comprehension, classroom engagement, concentration, idea organization, and students' confidence in retelling the story. Each statement was measured using a four-point *Likert scale* consisting of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A four-point scale was selected to encourage students to express clear opinions without choosing a neutral response.

The questionnaire items were developed based on the objectives of this study and relevant theories of multimedia learning and students' perceptions in English language learning. The questionnaire was developed using a construct-based framework derived from the objectives of this study and the principles of multimedia learning. Each questionnaire item was designed to represent a specific dimension of students' perceptions toward the use of picture series and video. Item 1 focused on vocabulary acquisition, Items 2 and 8 measured learning motivation and interest, Items 3 and 12 examined story comprehension and retelling ability, Items 4 and 5 represented instructional clarity, Item 6 measured classroom engagement and

concentration, Items 7 and 10 assessed idea organization and narrative structure, whereas Items 9 and 11 evaluated active participation and learning enjoyment. This construct mapping ensured that all questionnaire items collectively represented the major dimensions investigated in this study. The questionnaire was distributed to all 51 eighth-grade students from classes 8A and 8D after they had completed the learning activities. Students completed the questionnaire individually under the researcher's supervision to ensure that all responses reflected their own opinions and experiences.

The collected data were tabulated and analyzed using diagram including frequencies and percentages. The analysis was conducted to identify the overall pattern of students' perceptions regarding the implementation of picture series and video in learning narrative text. The findings were then interpreted to determine whether students demonstrated positive or negative perceptions toward the instructional media used during the learning process.

Analysing the effectiveness of the intervention, a paired sample *T-test* was conducted using Microsoft Excel. The *T-test* measured the statistical difference between pre-test and post-test scores in both classes. The significance level was set at 0.05. Then the data was completed with *Questionnaire-Based Survey* with *Likert scale* using *Google Docs Form*, and the significance showed in diagram with the percentage.

C. RESULTS AND DISCUSSION

In this section will elaborate on the findings derived from the *T-test* analysis based on their Pre-test and Post-test score. The *T-test* showed a significant increase in students' writing scores after the intervention.

Table 1. Scores Pre-Test in 8A Class

Student's Number	Student's Name	Score		Mean
		Pre-Test	Post-Test	
1	Respondent	100	98	99
2	Respondent	70	92	81
3	Respondent	80	92	86
4	Respondent	70	95	82,5
5	Respondent	70	92	81
6	Respondent	100	92	96
7	Respondent	70	92	81
8	Respondent	0	92	46
9	Respondent	0	89	44,5
10	Respondent	100	98	99
11	Respondent	100	89	94,5
12	Respondent	80	95	87,5
13	Respondent	80	89	84,5
14	Respondent	0	0	0
15	Respondent	0	89	44,5

16	Respondent	70	98	84
17	Respondent	90	98	94
18	Respondent	80	95	87,5
19	Respondent	100	95	97,5
20	Respondent	80	89	84,5
21	Respondent	70	98	84
22	Respondent	100	89	94,5
23	Respondent	90	95	92,5
24	Respondent	0	95	47,5
Total Score		1.600	2.146	1.873

Table 2. Scores Pre-Test in 8D Class

Student's Number	Student's Name	Score		Mean
		Pre-Test	Post-Test	
1	Respondent	72	89	80,5
2	Respondent	90	92	91
3	Respondent	98	89	93,5
4	Respondent	78	89	83,5
5	Respondent	76	0	38
6	Respondent	0	89	44,5
7	Respondent	0	98	49
8	Respondent	88	98	93
9	Respondent	80	92	86
10	Respondent	80	95	87,5
11	Respondent	96	95	95,5
12	Respondent	94	92	93
13	Respondent	0	92	46
14	Respondent	80	98	89
15	Respondent	0	95	47,5
16	Respondent	0	92	46
17	Respondent	96	98	97
18	Respondent	0	89	44,5
19	Respondent	86	95	90,5
20	Respondent	94	98	96
21	Respondent	92	89	90,5
22	Respondent	73	89	81
23	Respondent	98	95	96,5
24	Respondent	80	95	87,5
25	Respondent	0	98	49
26	Respondent	80	95	87,5
27	Respondent	0	98	49
Total Score		1.551	2.434	2.032,5

Table 3. Scores T-test Paired Two Sample for Mean in 8A Class

	Variable 1	Variable 2
Mean	66,66666667	89,41666667
Variance	1344,927536	373,557971
Observations	24	24
Pearson Correlation	0,422837014	
Hypothesized Mean Difference	0	
Df	23	
t Stat	-3,331649632	
P(T<=t) one-tail	0,001450171	
t Critical one-tail	1,713871528	
P(T<=t) two-tail	0,002900342	
t Critical two-tail	2,06865761	

Table 4. Scores T-test Paired Two Sample for Mean in 8D Class

	Variable 1	Variable 2
Mean	60,40740741	90,14814815
Variance	1648,635328	336,5156695
Observations	27	27
Pearson Correlation	-0,077591412	
Hypothesized Mean Difference	0	
Df	26	
t Stat	-3,371690705	
P(T<=t) one-tail	0,001173138	
t Critical one-tail	1,70561792	
P(T<=t) two-tail	0,002346275	
t Critical two-tail	2,055529439	

The findings from the paired sample *T-test* revealed a significant improvement in students' writing performance after the implementation of picture series and video media. In class 8A, the students' average score increased from 66.67 in the pre-test to 89.42 in the post-test, with a noticeable reduction in score variance from 1344.93 to 373.56, indicating greater consistency in their writing ability after the treatment. Similarly, class 8D showed a substantial improvement, with the mean score rising from 60.41 to 90.15. The variance also decreased from 1648.64 in the pre-test to 336.52 in the post-test. Each class had a consistent number of participants 24 students in 8A and 27 in 8D. The results of the *T-test* confirmed that the two-tailed p-value was less than 0.05, suggesting that the increase in post-test scores was statistically significant. These results demonstrate that the integration of visual and audiovisual media had a positive and measurable effect on students' ability to construct narrative text more effectively.

These results confirm that the integration of picture series and video media helped students understand the structure and content of narrative text more effectively. The combination of visual (pictures) and audiovisual (video) media provided students with contextual cues that improved their imagination, vocabulary use, and organization of ideas.

In the last of the section of the result, the researcher shared 12 item questions of Questionnaire-Based Survey. The students hopefully fill the questions based on what they were real feel in that situation after doing the pretest and posttest.

Table 5. The Result Question of Questionnaire-Based Survey

Note: SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree.

No.	Questionnaire Item	SA (%)	A (%)	D (%)	SD (%)	Description
1	Does what you see in the <i>Beauty and The Beast</i> video help you learn new vocabulary?	43.1	52.9	3.9	0	Most students (96.0%) agreed that the video helped them learn new vocabulary.
2	Do you enjoy learning English more when picture series and videos are used in class?	58.8	41.2	0	0	All respondents (100%) expressed positive perceptions.
3	Does your ability to retell the story improve after watching the video and viewing the picture series?	29.4	60.8	9.8	0	90.2% agreed their retelling ability improved.
4	Does your understanding of the lesson become clearer when picture series and videos are used?	54.0	44.0	0	2.0	98.0% believed the lesson became clearer.
5	Does the teacher's use of picture series and videos make the lesson easier to understand?	52.9	47.1	0	0	100% agreed the lesson became easier to understand.
6	Does the teacher who explains the material using picture series and	49.0	47.1	2.0	2.0	96.1% reported better focus.

	videos help you stay focused?					
7	Does using picture series help you organize your ideas more easily?	43.1	54.9	2.0	0	98.0% agreed picture series helped organize ideas.
8	Does watching the video and picture series make you more interested in learning English?	47.1	43.1	9.8	0	90.2% reported increased interest.
9	Do you feel more active in learning when picture series are used in class?	39.2	54.9	5.9	0	94.1% felt more active.
10	Does watching the video and picture series help you arrange paragraphs based on the structure of narrative text?	54.9	39.2	5.9	0	94.1% agreed it helped arrange narrative paragraphs.
11	Do activities using picture series and videos make learning English more enjoyable?	64.0	30.0	6.0	0	94.0% found learning more enjoyable.
12	Does what you learn from picture series help you understand the story better?	49.0	47.1	2.0	2.0	96.1% agreed picture series improved story comprehension.

The findings from the diagram of Questionnaire-Based Survey indicate that students showed overwhelmingly positive perceptions toward the use of picture series and videos. More than 90% of responses across all questionnaire items were positive, indicating improvements in vocabulary, comprehension, motivation, engagement, idea organization, and narrative writing. Moreover, students had highly positive perceptions toward the integration of picture series and video in English

learning. The dominance of Strongly Agree and Agree responses across the questionnaire suggests that visual media enhanced students' comprehension, increased classroom engagement, enriched vocabulary learning, encouraged active participation, and made learning more enjoyable.

The findings support the implementation of picture series and video as effective instructional media for teaching narrative writing, as they provide meaningful visual contexts that facilitate students' understanding and stimulate their interest in learning English. The consistently high levels of agreement across almost all questionnaire items indicate that students experienced meaningful learning while interacting with both visual and audiovisual media. Picture series enabled students to organize narrative events sequentially, whereas the video provided contextual information, character interactions, and emotional cues that facilitated comprehension. These complementary learning experiences likely contributed to students' increased confidence, motivation, and active participation during classroom activities. Therefore, the positive perceptions reflected not only students' satisfaction with the instructional media but also their engagement in constructing knowledge through multimedia-supported learning experiences.

The findings of this study revealed a significant improvement in students' narrative writing ability after being taught using picture series and video media. This improvement was evident in both experimental groups class 8A (female students) and class 8D (male students) where the average post-test scores increased sharply, and score variance decreased, indicating not only better performance but also more consistent results across students. This suggests that the integration of visual and audiovisual media was highly effective in supporting students' writing development.

The questionnaire findings complement the statistical results obtained from the paired-sample *T-test*. While the *T-test* demonstrated a significant improvement in students' narrative writing performance, the questionnaire explained possible factors underlying this improvement. Students reported that picture series and video enhanced their vocabulary, strengthened their understanding of the storyline, improved idea organization, and increased classroom engagement. These positive learning experiences may have contributed to students' better writing performance, suggesting that cognitive and motivational factors worked together to facilitate successful narrative writing.

This study employed a questionnaire-based survey to investigate students' perceptions of using picture series and video in learning narrative text. Unlike experimental research, which primarily measures the effectiveness of an instructional treatment through pre-test and post-test comparisons, a questionnaire-based survey focuses on collecting participants' opinions, attitudes, and experiences toward a particular phenomenon Creswell (2003). This approach was considered appropriate because the primary objective of this study was not to determine causal relationships or measure learning gains, but rather to understand how students perceived the integration of picture series and video during the learning process.

The questionnaire enabled students to express their personal views regarding various aspects of learning, including vocabulary acquisition, comprehension of narrative text, classroom engagement, motivation, concentration, and confidence in retelling stories. According to Fraenkel, Wallen, and Hyun (2023) in Güngör, Metin, & Saraçoğlu (2022), survey research is one of the most effective methods for obtaining information about participants' beliefs, perceptions, and attitudes because it allows researchers to collect standardized data from a relatively large group within a limited period of time. Furthermore, questionnaires provide reliable quantitative data that can be analyzed descriptively to identify trends and patterns in respondents' perceptions.

The findings of this study revealed that most students expressed positive perceptions toward the use of picture series and video in learning narrative text. The high levels of agreement across the questionnaire items indicate that students believed these instructional media enhanced their understanding of the story, enriched their vocabulary, improved their ability to organize ideas, and increased their motivation to participate in classroom activities. These findings support the view of Richards (2023), who argues that students' positive perceptions toward instructional media often contribute to a more meaningful learning experience because learners tend to become more actively engaged when the learning environment is interesting, interactive, and relevant to their needs.

Moreover, the use of a questionnaire-based survey provides valuable pedagogical implications for English language teachers. Students' perceptions offer important feedback that can help teachers evaluate the effectiveness of instructional media beyond academic achievement alone. As suggested by UNESCO (2023) in David (2025), understanding learners' experiences and perceptions is essential for developing student-centered learning environments that promote engagement, motivation, and meaningful participation. Therefore, the questionnaire-based survey used in this study not only describes students' opinions but also provides empirical evidence to support the integration of picture series and video as effective learning media for teaching narrative text in junior high schools.

The success of the instructional media in this study is rooted in multimodal learning theory, particularly the model proposed by Mayer (2001) in Mesra (2025), which states that learning is more effective when information is presented through both verbal and non-verbal channels (e.g., text, images, audio, and video). When students are provided with picture sequences and video clips, they are able to visualize events, organize their thoughts more coherently, and bridge the gap between ideas and written expression.

This aligns with Bransford (2002), who emphasized that learners are more likely to retain and apply knowledge when content is presented in context-rich environments. Videos provide narrative contexts characters, settings, emotions that help students understand plot development, which in turn enhances their ability to recreate and retell the story using their own words.

Picture series function as visual scaffolding, guiding students through each part of the story and allowing them to develop a logical sequence in their writing. According to Wright (1989) pictures can stimulate learners' motivation and serve as effective prompts to support imagination, especially in storytelling and descriptive tasks. Similarly, Raimes (1983) in Kahina (2010) states that visual prompts help students plan, structure, and elaborate their ideas, making the writing process less intimidating and more manageable.

In this study, students were able to use the picture series to identify the orientation, complication, and resolution of the narrative structure, which reflects improved understanding of narrative elements. The use of visual media also aided students with limited vocabulary to generate ideas without relying heavily on memorization or translation, thereby encouraging more independent writing.

The findings are in line with previous research stating that visual media support students' engagement and comprehension in writing tasks. Picture series guided students to logically structure the narrative sequence, while videos stimulated their interest and contextual understanding. The video component of the lesson provided a dynamic and engaging format to support comprehension. Video not only presents visual elements but also includes tone, dialogue, and background music, which help students understand the mood and sequence of events. According to Berk (2009) in Erin M. Steffes (2012) further notes that video clips enhance student motivation and memory because they combine verbal explanation with emotional and visual content, appealing to multiple intelligences. This is particularly useful in a narrative writing task, where character emotion, tone, and plot flow are essential. Students who watched the "*Beauty and The Beast*" video gained a clearer mental model of the story, which enhanced their ability to retell it in their own words.

The study also explored the application of the method in two gender-based homogeneous classes. Both groups benefited from the integration of picture series and video media, with class 8A (female) scoring slightly higher in the post-test than class 8D (male). This may be attributed to gender-related differences in learning preferences, as research by Brunner (2008) in James (2015) suggests that female students often excel in language-based tasks due to greater verbal fluency and attention to detail. However, the positive outcome in both classes supports the argument that media-based instruction is effective regardless of gender, as long as it is implemented with structured support and clear objectives.

The strategy used in this research aligns with Student-Centered Learning (SCL) principles. Instead of being passive recipients of information, students in this study actively interacted with the media and constructed their own understanding. Weimer (2002) in CP Zeki (2014) explains that SCL empowers learners to take responsibility for their learning, especially when instruction is designed to be interactive, meaningful, and relevant. The engaging nature of video and picture series made the writing process more enjoyable and purposeful, increasing students' intrinsic motivation.

Although this study focused on writing, the multisensory approach used likely supported other language skills as well. Watching the video involved listening, arranging the pictures required critical thinking, and rewriting the story demanded reading comprehension and vocabulary usage. According to (Richards, 2023), integrated skill instruction fosters real communication and enhances language fluency by allowing learners to use multiple skills in a coherent task. Moreover, (Hebert, 2010) stated that writing next by providing evidence for how writing can improve reading. It means that by writing it will support another skill of communication.

D. CONCLUSION

This study concludes that the use of picture series and video significantly improves eighth-grade students' understanding and performance in writing narrative text at *Al Furqan Jember Junior High School*. The comparison between the pre-test and post-test results demonstrates a clear difference in students' writing achievement before and after the implementation of picture series and video. Prior to the treatment, many students experienced difficulties in generating ideas, organizing events logically, using appropriate vocabulary, and understanding the generic structure of narrative text. After learning through picture series and the video of *Beauty and The Beast*, students showed significant improvement in these aspects, as confirmed by the statistical analysis. Furthermore, the questionnaire findings revealed that students held highly positive perceptions toward the implementation of picture series and video. Most students agreed that these media increased their motivation, classroom engagement, concentration, and enjoyment while learning English. They also reported that the instructional media helped them understand the storyline more clearly and encouraged them to participate more actively during classroom activities.

The findings showed that picture series and video contributed to the improvement of several aspects of narrative writing, including vocabulary acquisition, story comprehension, organization of ideas, understanding of narrative structure, confidence in retelling stories, and overall writing performance. These findings suggest that integrating visual and audiovisual media provides meaningful learning experiences that support students in developing better narrative writing skills. Therefore, picture series and video can be recommended as effective instructional media for teaching narrative writing in junior high school English classrooms.

REFERENCES

1. Abd Ghani, U. N. (2023). Pictorial Application in Enhancing Primary School Students' Writing Skills. *KUPAS SENI: Jurnal Seni dan Pendidikan Seni*, 11(1), 22-27.
2. Bloomfield, L. (1983). *An introduction to the study of language*. New York: Holt.
3. Bransford, J., Vye, N., & Bateman, H. (2002, April). Creating high-quality learning environments: Guidelines from research on how people learn. In *The Knowledge Economy and Postsecondary Education: Report of Workshop* (pp. 159-198).

4. Chantika, A., Wahyuni, N. F., Alamsyah, S. S., & Rifai, T. (2022). Use of direct practice as an active learning innovation. *Curricula: Journal of Curriculum Development*, 1(2), 205-218.
5. Creswell, J. W., & Plano Clark, V. L. (2023). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, 1(1), 21-36.
6. Crusan, D., Plakans, L., & Gebril, A. (2016). Writing assessment literacy: Surveying second language teachers' knowledge, beliefs, and practices. *Assessing writing*, 28, 43-56.
7. Daoud, K. (2010). *The Algerian Middle School Writing Syllabus and its Implementation: A Case Study of some Teachers of Tizi-Ouzou* (Doctoral dissertation, university Mouloud Mammeri of Tizi-Ouzou).
8. David, J. (2025). balancing growth, inclusivity, and technology: rethinking student-centered learning in south african higher education.
9. Erkan, D. Y. (2010). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL. *Asian EFL Journal*, 164-192.
10. Gilakjani, A. P., Ismail, H. N., & Ahmadi, S. M. (2011). The effect of multimodal learning models on language teaching and learning. *Theory and Practice in Language Studies*, 1(10), 1321-1327.
11. Graham, S., & Hebert, M. (2010). *Writing to Read. Evidence for How Writing Can Improve Reading. A Report from Carnegie Corporation of New York*. Washington DC: Alliance for Excellent Education.
12. Güngör, B. A., Metin, M., & Saraçoğlu, S. (2022). A Content Analysis Study towards Researches Regarding Context-Based Learning Approach in Science Education by between Years 2010 and 2020 in Turkey. *Journal of Science Learning*, 5(1), 69-78.
13. Gutiérrez, K. G. C., Puello, M. N., & Galvis, L. A. P. (2015). Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo. *English Language Teaching*, 8(5), 45-71.
14. Hanifah, F. N., Abdurrahman, M., Khalid, S. M., & Langguly, A. A. (2024). Cooperative Learning Based on Word-Matching Game to Enhance Mastery of Arabic Vocabulary for Eighth-Grade MTs Students. *Mantiqu Tayr: Journal of Arabic Language*, 4(2), 569-589.
15. James, A. N. (Ed.). (2015). *Teaching the male brain: How boys think, feel, and learn in school*. Corwin Press.
16. Mishra, D. (2025). Mayer's Cognitive Theory of Multimedia Learning: An Overview. *Technology Driven Language Learning: Innovations and Applications*, 7-16.
17. O'Neill, P., Moore, C., & Huot, B. (2009). *Guide to college writing assessment*. University Press of Colorado.
18. Rasyid, A., Saleh, A., Cangara, H., & Priatna, W. B. (2015). The Role Of Communication In Corporate Social Responsibility. *International Journal of Research In Social Sciences*, 5(7), 2307-227X.

19. Richards, S. (2023). Faculty perception of student engagement in online anatomy laboratory courses during the COVID-19 pandemic. *Medical Science Educator*, 33(2), 465-480.
20. Rokeman, N. R. M. (2024). Likert measurement scale in education and social sciences: explored and explained. *EDUCATUM Journal of Social Sciences*, 10(1), 77-88.
21. Sanjaya, H. W. (2016). *Media Komunikasi Pembelajaran*. Prenada Media.
22. Sari, E. K. E. K., Afifi, N., & Aini, N. (2024). Exploratory Learning of Fiction Texts for Boosting Reading Comprehension of Tenth Graders. *JEELL (Journal of English Education, Linguistics and Literature) English Departement of STKIP PGRI Jombang*, 10(2), 39-48.
23. Sijsma, K., & van der Ark, L. A. (2020). *Measurement models for psychological attributes*. CRC Press.
24. Steffes, E. M., & Duverger, P. (2012). Edutainment with videos and its positive effect on long term memory. *Journal for Advancement of Marketing Education*, 20(1), 1-10.
25. Vaske, J. J., Needham, M. D., Miller, C. A., & C. Sponarski, C. (2025). Guidelines for writing and constructing recreational fisher surveys. In *Understanding recreational fishers: disciplinary and interdisciplinary approaches for fisheries management* (pp. 287-325). Cham: Springer Nature Switzerland.
26. Wright, A. (1989). *Pictures for language learning*. Cambridge University Press.
27. Yeh, H. C., Heng, L., & Tseng, S. S. (2020). Exploring the impact of video making on students' writing skills. *Journal of Research on Technology in Education*, 53(4), 446-456.
28. Zeki, C. P., & Sonyel, B. (2014). Pre-service teachers' perceptions of the student centered learning approach through a metaphoric perspective. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29(29-1), 211-225.