

THE INFLUENCE OF ACEHNESE CULTURAL VISUAL MEDIA ON ELEMENTARY SCHOOL STUDENTS' ABILITY TO WRITE NARRATIVE PARAGRAPHS

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Abstract

Writing skills are a fundamental competency in Indonesian language learning at the elementary school level, particularly in narrative paragraph writing. However, many students still face challenges in developing ideas, structuring storylines, and selecting appropriate vocabulary. This study aims to determine the influence of Acehnese culture-based visual media on students' narrative writing skills. The research used a pre-experimental one-group pretest-posttest design involving 26 fourth-grade students of UPTD SD Negeri 2 Kuala. A narrative writing test was administered before and after the intervention, and the data were analyzed using a Paired Sample t-Test. The results show a significant influence of Acehnese culture-based visual media on students' writing performance. The mean posttest score exceeded the pretest score by 6.727 points. Statistical analysis confirmed this improvement with $t = -8.360$, $df = 25$, and $\text{Sig. (2-tailed)} = 0.000 < 0.05$. These findings indicate that the use of such media helps students better organize storylines, generate ideas, and remain motivated in writing activities. In conclusion, Acehnese culture-based visual media has a positive influence on students' narrative paragraph writing skills. Beyond language improvement, it also fosters appreciation of local culture, making the learning process more meaningful and contextually relevant.

Keywords: writing skills, narrative paragraph, visual media, Acehnese culture, elementary school

INTRODUCTION

Writing skills are one of the essential competencies in Indonesian language learning that must be mastered by students at the elementary school level. Writing ability not only reflects mastery of language rules but also demonstrates the capacity to think critically, develop ideas, and communicate thoughts coherently and logically. This is in line with the opinion of Rahmawati and Akbar (2025), who state that writing serves not only as a means of communication but also as a medium for expressing ideas, strengthening logical reasoning, and practicing structured language skills. One form of writing skill taught in elementary schools is narrative paragraph writing, which involves arranging a series of events or stories in a sequential and coherent structure.

However, in practice, the narrative writing ability of elementary school students remains relatively low. According to Nufus, Rokhman, and Pristiwati (2023), one factor contributing to the low level of students' writing ability is the limited use of appropriate learning media. In fact, learning media play an important role, particularly in supporting the mastery of language skills. Many students struggle to generate ideas, organize storylines, and use communicative language. This condition is further exacerbated by conventional teaching practices, which lack variety in the use of media and are not contextualized to students' environments. Teachers often assign writing tasks without providing stimuli or media that could spark students' creativity and

imagination. As a result, students tend to become passive, confused about what to write, and less motivated to engage in writing activities.

The problems identified during observations in one elementary school revealed that students' writing skills were still relatively low, particularly in composing coherent narrative paragraphs with a clear storyline. Students tended to struggle with initiating their writing, developing ideas, and selecting appropriate words to express their thoughts. In the learning process, teachers generally only gave instructions to write without providing media or stimuli that could foster students' interest and imagination. Furthermore, interviews with several Indonesian language teachers indicated that there was no specific learning media available to support writing skills. Teachers admitted to experiencing difficulties in preparing relevant and engaging visual materials, especially those related to local cultural contexts. As a result, students often felt confused or unmotivated to write because they lacked concrete illustrations that could serve as a basis for developing their stories.

The urgency of this research arises from the fact that elementary school students' narrative writing skills remain relatively low, particularly in developing ideas, organizing storylines, and expressing thoughts coherently. One contributing factor is the lack of instructional media that can stimulate students' interest and imagination. Writing instruction is still largely conducted in a conventional manner, without sufficient visual stimuli. Visual media can serve as a solution, as it provides students with concrete and engaging learning experiences. However, the visual media currently used in classrooms tends to be general and disconnected from students' local culture and environment. In fact, introducing cultural elements from an early age is crucial for fostering identity and character formation. Acehese culture, for instance, is rich in visual representations such as traditional houses, costumes, dances, and ceremonies that have the potential to be used as learning media. Integrating such visual resources into Indonesian language learning could not only support students in understanding and developing their writing but also cultivate their appreciation for their own cultural heritage.

To address students' low achievement in narrative paragraph writing, teachers are required to create meaningful and engaging learning experiences. One possible solution is to encourage teachers' creativity in utilizing innovative and interactive media. The use of appropriate media not only helps students comprehend the material more effectively but also enhances their learning motivation. In this context, visual media featuring Acehese cultural elements is a promising and locally relevant alternative.

Visual representations of Acehese culture such as images of traditional houses, dances, clothing, and cultural activities—can be employed as stimuli for narrative writing. These media are concrete, easy to understand, and attract students' attention because they are directly related to their daily lives. Visual media are defined as teaching aids that teachers use in the learning process and can be perceived through physical senses (Sari et al., 2025). For example, the use of picture books offers learning experiences beyond merely reading texts. Through illustrations integrated with the narrative, students not only comprehend abstract storylines but also acquire concrete depictions of what they read. Illustrations play an essential role in clarifying implicit meanings and reinforcing the content of the story.

Therefore, illustrations embedded in each narrative should be adapted to the theme and message of the story to represent meaning holistically. As Kurniawati et al. (2020) and Apriliani (2020) argue, picture books do not merely rely on narrative strength but also place illustrations as equally significant components of the text. As a form of visual communication, local cultural

illustrations can effectively convey messages. Marlina and Akbar (2025) emphasize that visual media, especially when used to develop storytelling skills, are effective because they stimulate students' imagination and help them structure their narratives more systematically. Furthermore, cultural visual components also provide educational and character-building values that strengthen students' sense of identity.

Previous studies also support the importance of visual media in narrative writing. Habibah and Muftianti (2020) found that students continue to face difficulties in constructing the complication and resolution stages of narratives, requiring intensive guidance to understand narrative structures. Ramadhan and Indihadi (2020) demonstrated that the use of picture series media improved students' nonfiction narrative writing skills. Ningrum and Apriliana (2025) revealed that digital scrapbooks not only attracted students' interest but also enhanced their comprehension of narrative texts. Similarly, Dewi, Muhroji, and Ratnawati (2022) confirmed that multiliteracy learning models contribute positively to improving narrative writing skills. Rahmawan, Nurmahanani, and Ruswan (2023) further discovered that the picture-and-picture model has a significant effect on students' narrative writing ability.

Based on these previous studies, it is evident that the main focus has been on strategies, methods, and both conventional and digital media to support narrative writing skills. However, limited research has explored the integration of local folklore particularly Acehese folklore as contextual learning materials in Indonesian language instruction at the elementary level. In fact, folklore can serve not only as a medium for literacy but also as a means of preserving local culture, which is closely aligned with strengthening the *Pancasila Student Profile*.

Therefore, this study aims to examine the influence of Acehese cultural visual media on elementary school students' ability to write narrative paragraphs.

METHOD

This study employed a pre-experimental design with a one-group pretest–posttest model. The population consisted of all fourth-grade students at UPTD SD Negeri 2 Kuala, located in Kuala Subdistrict, Bireuen Regency, Aceh Province. The research was conducted over one month, from July to August 2025. The sample was selected using a purposive sampling technique, taking into account the number of students, the educational background of the homeroom teacher, teaching experience, as well as the similarity of classroom facilities and infrastructure. Based on these criteria, class IV students, consisting of 26 individuals, were designated as the research sample. The study involved only one experimental group, which was treated using Acehese cultural visual media. Data were analyzed using the Paired Sample t-Test.

The Paired Sample t-Test was employed to compare two related samples, namely the same subjects measured before and after the treatment. The decision-making criteria were as follows: if the significance value (Sig.) ≥ 0.05 , then H_a is rejected and H_0 is accepted; whereas if the significance value (Sig.) < 0.05 , then H_a is accepted and H_0 is rejected.

RESULTS AND DISCUSSION

Result

The normality test of the pretest and posttest data on students' learning concentration was conducted using the Shapiro–Wilk test with Lilliefors correction at a significance level of 5%. In this test, the null hypothesis states that the sample data are drawn from a normally distributed population. The decision-making criteria are as follows: if the significance value (Sig.) < 0.05, the data are not normally distributed; if the significance value (Sig.) ≥ 0.05, the data are normally distributed.

These findings indicate that both the pretest and posttest data met the assumption of normality, allowing the use of parametric statistical analysis in the subsequent stage.

Table 1. Normality Test Results (Shapiro–Wilk)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Pretest_Kemampuan Menulis Paragraf	.101	26	.200*	.972	26	.667
Posttest_Kemampuan Menulis Paragraf	.130	26	.200*	.965	26	.508
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of the normality test using both the Kolmogorov–Smirnov and Shapiro–Wilk tests are presented in Table 1. Based on the Shapiro–Wilk test, the significance value for the pretest data on narrative writing ability was 0.667. Since this value is greater than 0.05 ($p > 0.05$), the pretest data are normally distributed. Meanwhile, the posttest data obtained a significance value of 0.508, which is also greater than 0.05. Thus, the posttest data are normally distributed as well.

These findings indicate that both the pretest and posttest data met the assumption of normality, allowing the use of parametric statistical analysis in the subsequent stage.

Hypothesis testing was conducted on the narrative writing ability scores of fourth-grade students at UPTD SD Negeri 2 Kuala. The hypotheses were formulated as follows:

1. There is a significant difference between the pretest and posttest scores of students' narrative writing ability after the treatment.
2. There is no significant difference between the pretest and posttest scores of students' narrative writing ability after the treatment.

The hypothesis testing was carried out using the Paired Samples t-Test at a 5% significance level with the assistance of SPSS Statistics 27. The results are presented in Table 2.

Table 2. Paired Samples t-Test Results

Paired Samples Test				
	Paired Differences	t	df	

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest_Kemampuan Menulis Paragraf	-6.727	4.103	.805	-8.384	-5.070	-8.360	25	.000

The results of the Paired Samples Test analysis indicate a significant difference between the pretest and posttest scores of students' paragraph writing ability. The mean difference between the pretest and posttest was -6.727, with a standard deviation of 4.103 and a standard error mean of 0.805. The 95% confidence interval for the mean difference ranged from -8.384 to -5.070, which does not include zero.

Furthermore, the calculated t-value was -8.360 with $df = 25$ and a significance level (Sig. 2-tailed) of $0.000 < 0.05$. These results suggest that there was a significant improvement in students' paragraph writing ability after the treatment was implemented. Thus, the treatment provided in this study proved to be effective in enhancing students' narrative writing skills.

Discussion

This study employed cultural visual media to examine whether its use had an effect on the narrative paragraph writing ability of fourth-grade students at SDN 2 Kuala. Based on the results of the hypothesis test, the significance level was obtained at $0.000 < 0.05$. This indicates that cultural visual media had a significant effect on improving elementary school students' ability to write narrative paragraphs.

These findings are consistent with the study of Dewi (2025), which demonstrated that visual media are also effective in fostering students' motivation and interest in writing activities. A visual-based approach makes the writing learning process more contextual, interactive, and meaningful. In line with Dewi (2025), visual media significantly contribute to the development of writing skills through the integration of multimodal, engaging, and interactive learning resources.

Similarly, the research conducted by Ilmi and Tajuddin (2021) showed that animated video media had a significant effect on improving students' narrative essay writing ability. Yamsuddin (2024) also revealed that students who frequently utilized visual media in writing activities tended to produce deeper and more reflective textual representations. Taken together, these findings reinforce the conclusion that visual media particularly those rooted in local culture are not only effective in enhancing students' narrative writing ability but also in motivating them to engage more meaningfully with the writing process.

CONCLUSION

This study has demonstrated that the use of Acehese culture-based visual media has a positive effect on elementary school students' narrative paragraph writing skills. The results of the Paired Samples t-Test indicated a significant difference between students' writing ability before

and after the treatment. This finding suggests that Acehese cultural visual media is effective in helping students generate ideas, organize storylines, and express thoughts more coherently.

In addition to improving writing skills, culturally contextual visual media was also found to enhance students' motivation and interest in the learning process. Learning materials that are closely related to students' daily lives make writing activities more meaningful while simultaneously fostering a sense of pride and appreciation for local culture.

In conclusion, the use of Acehese culture-based visual media, as validated through the Paired Samples t-Test, has proven to be effective not only in improving elementary school students' narrative paragraph writing skills but also in strengthening the integration of local cultural values in education.

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