

VISUAL STIMULI AND LEXICAL MASTERY AS DRIVERS OF NARRATIVE WRITING

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ABSTRACT : This study aims to examine the effect of using visual media and vocabulary mastery on the narrative writing skills of fifth-grade elementary school students. The research employed a quantitative method with a correlational design. The participants were randomly selected fifth-grade students. The instruments consisted of a vocabulary mastery test, a narrative writing test, and an observation sheet on the use of visual media. The data were analyzed using multiple regression tests to determine the influence of the independent variables on the dependent variable. The findings reveal that both the use of visual media and vocabulary mastery significantly affect students' narrative writing skills, both individually and simultaneously. These results indicate that the appropriate use of visual media, combined with the enhancement of vocabulary mastery, can serve as an effective strategy for improving elementary school students' narrative writing competence.

KEYWORDS: *visual aids, vocabulary mastery, narrative writing skills, elementary education*

I. INTRODUCTION

Writing is one of the essential language competencies that students must acquire from the early stages of education, as it serves not only as a means of communication but also as a medium for developing critical thinking, creativity, and self-expression. However, in elementary school practice, writing skills—particularly narrative writing—often remain underdeveloped. Low reading interest, limited vocabulary, and monotonous teaching methods frequently hinder students from organizing their ideas coherently and expressing them effectively in written form.

Previous studies have highlighted the importance of appropriate instructional media in improving students' writing skills. For instance, Wahyuni (2015: 7) found that the use of visual media enables students to generate and structure ideas more coherently. Similarly, Tarigan (2008: 4) emphasized that successful narrative writing depends not only on creativity but also on sufficient vocabulary mastery, which supports clarity and fluency of expression. Finoza (2008: 227) further revealed that writing skills can be enhanced when students are guided through the use of imaginative learning media and systematic vocabulary practice. These findings collectively indicate that both visual media and vocabulary mastery play a significant role in strengthening students' narrative writing abilities.

Nevertheless, most prior studies have tended to focus on one aspect alone—either the impact of instructional media or the role of vocabulary mastery—while research that integrates both factors remains limited. In actual classroom practice, these two elements are often interrelated and contribute simultaneously to the development of students' writing competence. Thus, this study seeks to provide a more comprehensive analysis by examining the effects of visual media (in the form of pictures) and vocabulary mastery, both individually and interactively, on the narrative writing skills of elementary school students.

In line with these considerations, this study addresses several key research questions: (1) Does the use of visual media significantly affect elementary students' narrative writing skills? (2) To what extent does vocabulary mastery influence their narrative writing performance? and (3) Is there an interaction effect between the use of visual media and vocabulary mastery on students' ability to write narratives? Addressing these questions is crucial for providing teachers with a deeper understanding of effective strategies that align with students' characteristics and learning needs.

The primary motivation of this research is to contribute to the field of language education by offering practical insights into improving narrative writing skills among elementary school students. By investigating the simultaneous effects of visual media and vocabulary mastery, the findings are expected to serve as a foundation for teachers in designing more creative, interactive, and meaningful learning activities. Furthermore, this study seeks to enrich scholarly discussions on effective writing instruction strategies at the elementary level and provide valuable references for curriculum development as well as classroom practice.

II. FRAME OF THEORY

Writing

Writing is a language skill that involves the systematic organization of ideas and their clear expression so that they can be understood by the reader. The expression of ideas must be presented in a coherent, orderly manner, and without excessive use of words. Tarigan (2008: 3) defines writing as a productive and expressive language skill, namely the activity of generating ideas, thoughts, and feelings in the form of written text that is clear, coherent, and comprehensible to others. D'Angelo (2008: 23) further asserts that writing is a thinking process aimed at producing ideas expressed logically, clearly, and engagingly, while taking into account appropriate title selection, vocabulary choice, and sentence structure.

According to Surayin (2001: 639), writing is the act of expressing thoughts or feelings through written language as a form of indirect communication. Thus, writing can be understood as a skill of conveying ideas, knowledge, and experiences in a structured, logical, and communicative manner through written language.

Narrative Writing

Narration is a form of discourse that aims to tell an event or a series of events to the reader in a clear and coherent manner (Keraf, 2007: 136). Narrative writing seeks to answer the question "*what has happened*" by presenting integrated elements of characters, events, time, and setting. According to Semi (2007: 29), the purpose of narration is to present a story in such a way that the reader feels as if they are directly experiencing the events. This is achieved through detailed descriptions of events, the use of vivid language, and the construction of a logical sequence of actions.

Tarigan (2008: 22) states that narrative compositions can be factual, such as biographies and historical accounts, or imaginative, such as short stories and novels. In elementary school education, narrative writing is used to train students to express ideas, develop imagination, and practice written language skills. Finoza (2008: 228) explains that composing is the process of arranging words, sentences, and paragraphs to elaborate or expand upon a particular topic or theme, resulting in a written text. A composition represents the writer's expression of feelings, ideas, or information conveyed to the reader.

Mastering narrative writing requires not only creative ideas but also sufficient vocabulary, sentence structure, and correct spelling. The use of appropriate instructional media, such as visual aids, can facilitate students in organizing ideas and developing stories coherently (Wahyuni, 2015: 45).

The Nature of Narrative Writing

Narrative writing is a form of presenting events or objects that are arranged in such a way that readers can imagine them vividly, and even feel as if they are directly experiencing the events themselves. Through narration, the writer constructs a clear mental image of a place, character, or event, enabling readers to sense the atmosphere, characteristics, and distinctive details being described. The primary purpose of narration is to provide readers with a lively experience through descriptions that engage the senses and evoke emotions. The subject matter of narration can vary, ranging from natural landscapes, rural or urban settings, to everyday occurrences. The success of narrative writing lies in its ability to visualize objects in a detailed, coherent, and engaging manner, leaving a lasting impression on the reader.

In educational settings, narrative writing skills function as a means to train students to develop ideas in a structured way, choose appropriate vocabulary, and construct effective sentences. The use of instructional media, such as pictures, can assist students in clarifying their ideas and in developing more creative, coherent, and meaningful stories.

Procedures for Composing a Narrative

Composing a narrative requires a systematic procedure to ensure that ideas develop effectively and the writing is structured in a coherent manner. The procedures include:

- 1) Theme and Title Selection
The theme represents the central issue or main idea that forms the foundation of the composition. While the theme is general in nature, the title is a more specific elaboration that directs the focus of the writing.
- 2) Material Collection
Relevant materials are gathered as extensively as possible in accordance with the writing objectives, which facilitates idea generation and prevents deviation from the topic.
- 3) Material Selection
The collected materials are carefully examined by identifying key points, cultivating a reading habit, and actively engaging in discussions and academic activities to ensure relevance.
- 4) Outline Construction
An outline breaks down the topic into focused and logical sections. A well-prepared outline structures the writing process, clarifies the problem to be addressed, and ensures the inclusion of appropriate content.
- 5) Outline Development
This procedure depends on the writer's mastery of the subject matter. Development should be creative, fluent, systematic, and consistent with the theme. The writer establishes the purpose of the composition and presents the narrative so that readers feel as though they are directly experiencing the events.

III. METHODOLOGY

This study employed an experimental method, in which data were collected following the implementation of specific instructional treatments. The purpose was to examine the influence of interrelated variables and to draw conclusions regarding the research problem. The experimental design applied was a 2×2 factorial design with two independent variables: instructional method and students' vocabulary mastery. The instructional method consisted of two levels, namely learning through visual media (pictures) and learning through audio media (lectures). Vocabulary mastery was also categorized into two levels—high and low—in order to examine the interaction between these variables and their effect on students' narrative writing skills.

Population and Sample

The population of this study consisted of all fifth-grade students at SDN 1 Labuhan Dalam, totaling 127 students divided into three classes. The sample was selected using a random sampling technique, as the population had relatively similar characteristics across classes, and this method helped minimize bias due to student absences. Two out of the three classes were randomly assigned as research groups, while the remaining class was designated for instrument testing. Based on the lottery results, Class V-A was assigned as the experimental group, Class V-B as the control group, and Class V-C as the instrument trial group.

Conceptual Variables

The variables in this study consisted of the following:

- 1) Use of Visual Media
Visual media refers to instructional aids in the form of visual representations (such as people, animals, plants, or other objects) used to enhance the effectiveness of communication and interaction between teachers and students during the learning process. In this study, teachers provided pictures as prompts for students to write narratives. Students were asked to identify the main elements in the pictures and then construct them into a narrative composition. The use of this medium aimed to reduce learning fatigue, create a more engaging learning atmosphere, and assist students in expressing their ideas or imagination in written form.
- 2) Vocabulary Mastery
Vocabulary mastery is an individual's ability to recognize and appropriately use words in a given language across various skills, including listening, reading, writing, and speaking. Vocabulary encompasses single words, compound words, idioms, and lexemes that interact within the structure of language. The level of vocabulary mastery directly influences the fluency and accuracy of expressing ideas in both oral and written communication.
- 3) Narrative Writing Ability
Narrative writing ability is the skill of expressing events or experiences, whether personally experienced or learned from others into clear and coherent written form. Narrative writing seeks to answer the question "*What has happened?*" by describing events in detail so that readers can understand them effectively.

Research Instruments

This study employed two types of instruments: test-based instruments and non-test instruments.

- 1) Test-Based Instruments
 - a. Vocabulary Mastery Test

An open-ended test was used to measure students' vocabulary mastery, covering five assessment aspects: (1) the use of general words, (2) specific words, (3) synonyms, (4) antonyms, and (5) denotative/connotative meanings.

b. Narrative Writing Test

A writing test required students to compose a narrative based on a given picture. The assessment focused on six aspects: (1) relevance of content to the topic, (2) paragraph unity, (3) vocabulary mastery, (4) sentence effectiveness, (5) spelling accuracy, and (6) writing mechanics.

2) Non-Test Instruments

Non-test instruments were employed to observe the teaching and learning process using visual media. These instruments included observation sheets, interview guidelines, journals, and photographic documentation. The observation sheet contained indicators of both positive and negative behaviors during instruction, such as attentiveness to the teacher's explanation, interaction with learning media, asking questions, participation in writing activities, as well as non-academic behaviors such as chatting with peers or asking permission to leave the classroom.

Data Collection Techniques

In this study, data were collected using the following techniques:

1) Test Technique

Tests were administered three times (during learning sessions 1, 2, and 3) to measure students' vocabulary mastery and narrative writing ability. The test results were analyzed to identify students' weaknesses and to design improvements for subsequent learning sessions.

2) Non-Test Technique

Non-test techniques included observation, interviews, journals, and photographic documentation to capture students' responses and behavioral changes following narrative writing instruction using visual media.

Instrument Testing Requirements

Validity Test

Validity is a measure that indicates the degree to which an instrument is accurate and appropriate in assessing what it is intended to measure (Suharsimi Arikunto, 2002: 144). According to Sudjana (2009: 17), validity relates to the precision of the measurement tool in representing the concept being assessed, ensuring that the instrument truly measures the intended construct. A valid instrument demonstrates high validity, whereas a less valid instrument shows low validity.

This study employed two types of validity: logical validity and empirical validity. Logical validity was established by constructing test items based on the relevant curriculum and subject matter. Empirical validity was obtained through construct validity using the expert judgment method, by consulting academic supervisors (Suharsimi Arikunto: 66).

The vocabulary mastery test consisted of 25 open-ended questions with an allotted time of 90 minutes. The trial test was administered to 40–42 students to evaluate the validity, reliability, item discrimination, and difficulty level of the test items. The results of the trial indicated that in learning sessions 1 and 3, all items were valid ($r_{\text{calculated}} > r_{\text{table}}$ 0,312 for $n=40$; r_{table} 0,304 for $n=42$). In session 2, however, two items were found to be invalid and were subsequently replaced.

Reliability Test

A test can be considered highly reliable if it consistently produces stable results (Suharsimi Arikunto, 2002: 86). According to Sudjana (2009: 16), the reliability of a research instrument refers to its precision or consistency in assessing what it is designed to measure. In other words, whenever the instrument is administered, it should yield relatively similar results. Learning outcome tests are considered consistent if the current measurement results correspond with those obtained at another time when administered to the same group of students.

In this study, reliability testing was conducted using the split-half method, in which the total scores of odd-numbered items were correlated with the total scores of even-numbered items. The reliability coefficient was then calculated using the Spearman-Brown formula, as cited in Sugiyono (2004: 104).

$$r_i = \frac{2r_b}{1 + r_b}$$

Notes:

r_1 = internal reliability of the entire instrument

r_p = Product Moment correlation between the first half and the second half of the test

Data Analysis Techniques

Normality Test

The normality test was conducted to determine whether the data used in this study followed a normal distribution. The test applied was the chi-square (χ^2) formula, expressed as follows:

$$\chi^2 = \sum_{i=1}^k \left(\frac{O_i - E_i}{E_i} \right)^2$$

Where:

O = observed frequency

E = expected frequency

k = number of class intervals

The data are considered normally distributed if the calculated chi-square value ($\chi^2_{\text{calculated}}$) is smaller than the chi-square value in the table (χ^2_{table}) at a 5% significance level with degrees of freedom (k-3) (Sudjana, 2009: 294).

Homogeneity Test (Equality of Two Variances)

This test was conducted to determine whether the two groups had equal data variances at the initial stage. To examine the equality of two population variances, the following formula was applied:

$$F = \frac{\text{Largest Variance}}{\text{Smallest Variance}}$$

The decision criterion is as follows: if $F_{\text{calculated}} \geq F_{1/2\alpha}(v_1, v_2)$, then it can be concluded that the two groups have equal variances (Sudjana, 2009: 250).

Equality of Two Means Test

The equality of two means test was conducted to determine whether the group of students taught using visual media (pictures) and the group taught using audio media (lectures) had the same mean level of narrative writing ability at the initial stage. If the mean scores of the two groups were equal, it would indicate that both groups were in equivalent conditions prior to treatment.

A two-tailed test was employed with the following hypotheses:

$H_0 : \mu_1 = \mu_2$ (there is no difference between the mean scores of the two groups)

$H_1 : \mu_1 \neq \mu_2$ (there is a difference between the mean scores of the two groups)

The following formula was applied:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Accept H_0 if $-t_{1-1/2\alpha(n_1+n_2-2)} < t < t_{1-1/2\alpha(n_1+n_2-2)}$ (Sudjana, 2009: 239)

This t-test is applied when both groups have equal variances. However, if a significant difference in variances is found, the following adjusted formula for the t-test is used:

$$t' = \frac{x_1 - x_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Reject H_0 if:

$$t' = \frac{w_1 t_1 + w_2 t_2}{w_1 + w_2}$$

With:

$$w^n = \frac{s_1^2}{n_1!}, w_1 \frac{s_2^2}{n_2}$$

Keterangan:

X_i	: mean score of group 1
X_2	: mean score of group 2
S_1^2	: variance of group 1
S_2^2	: variance of group 2
n_1	: number of subjects in group 1
n_2	: number of subjects in group 2

IV. FINDINGS

This section presents a descriptive account of the research findings, which includes an analysis of the measures of central tendency (mean, median, and mode) as well as the measure of data dispersion (standard deviation) for each group under investigation. The analysis was carried out for six groups of data, namely: (1) students' narrative writing ability taught through visual media; (2) students' narrative writing ability taught through audio media; (3) students with high vocabulary mastery taught through visual media; (4) students with low vocabulary mastery taught through visual media; (5) students with high vocabulary mastery taught through audio media; and (6) students with low vocabulary mastery taught through audio media.

The presentation of these data is intended to provide a comprehensive picture of the score tendencies and distribution of students' narrative writing ability in each group. Thus, this descriptive analysis serves as the basis for understanding the characteristics of the data before proceeding to hypothesis testing. The results of the analysis, which include the mean, median, mode, and standard deviation of each group, will be described in detail in the following subsection.

Using Visual Media

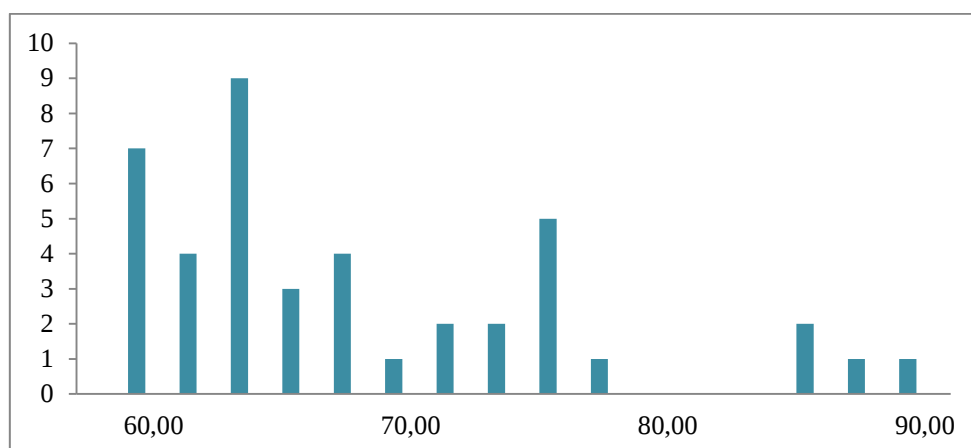
Students' narrative writing ability using visual media was assessed over three instructional sessions, each employing different materials. The results were then compiled and can be presented in a table that both displays and explains the findings.

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	59,1	68,0	77,3	68,2

Table 1: Students' Narrative Writing Performance Using Visual Media

Based on the table of analysis results, there is a noticeable improvement in narrative writing ability from the first to the third instructional session among the students learning through visual media. This suggests that the use of visual media has a positive contribution to the enhancement of students' narrative writing skills.

The calculated measures of central tendency for narrative writing ability in this group indicate a mean score of 68.2, a median of 65.0, and a mode of 60. The relatively close values of the mean and median suggest that the data distribution is approximately normal. Meanwhile, the analysis of data dispersion reveals a standard deviation of 8.23, which is small relative to the mean. This indicates low variability within the group, implying that the students' writing abilities are relatively homogeneous.



Histogram 1: Narrative Writing Scores Using Visual Media

The mean score of narrative writing ability for students learning through visual media was 68.2. Of the 42 students, 17 students (40.5%) scored below the mean, while 25 students (59.5%) scored above the mean. Thus, it can be concluded that, in general, students' narrative writing abilities were above average.

Using Audio Media

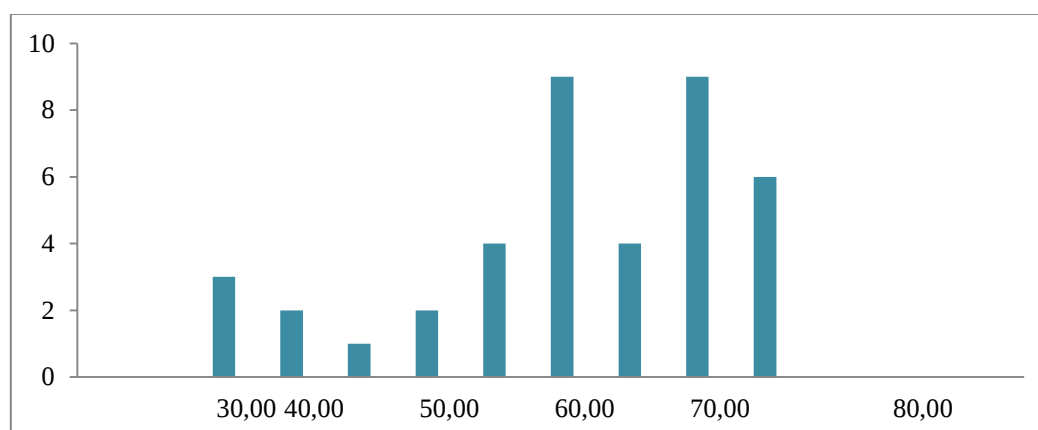
The narrative writing achievement scores of students learning through audio media were obtained from three instructional sessions, each using different materials. The results are then presented by the researcher in the following table:

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	57,7	61,0	70,4	63,0

Table 1: Students' Narrative Writing Performance Using Audio Media

Based on the table of analysis results, there is an observable improvement in narrative writing ability from the first to the third instructional session among students learning through audio media. This improvement indicates that the use of audio media can support the development of narrative writing skills, although the outcomes differ from those observed with visual media. The measures of central tendency for narrative writing ability in this group show a mean score of 63.0, a median of 64.0, and a mode of 73.0. The relatively close values of the mean and median suggest that the data distribution is approximately normal. The analysis of data dispersion reveals a standard deviation of 11.81, which is smaller than the mean. This indicates low variability among students' scores, suggesting that the group's writing ability is relatively homogeneous.

The narrative writing ability of students learning through audio media, along with the frequency distribution, can be observed in the histogram below:



Histogram 2: Narrative Writing Scores Using Audio Media

The mean score of narrative writing ability for students learning through audio media was 63.2. Of the 40 students, 17 students (40.5%) scored below the mean, while 23 students (54.8%) scored above the mean. Therefore, it can be concluded that, in general, students' narrative writing abilities were above average.

Narrative Writing Scores – High Vocabulary Students Using Visual Media

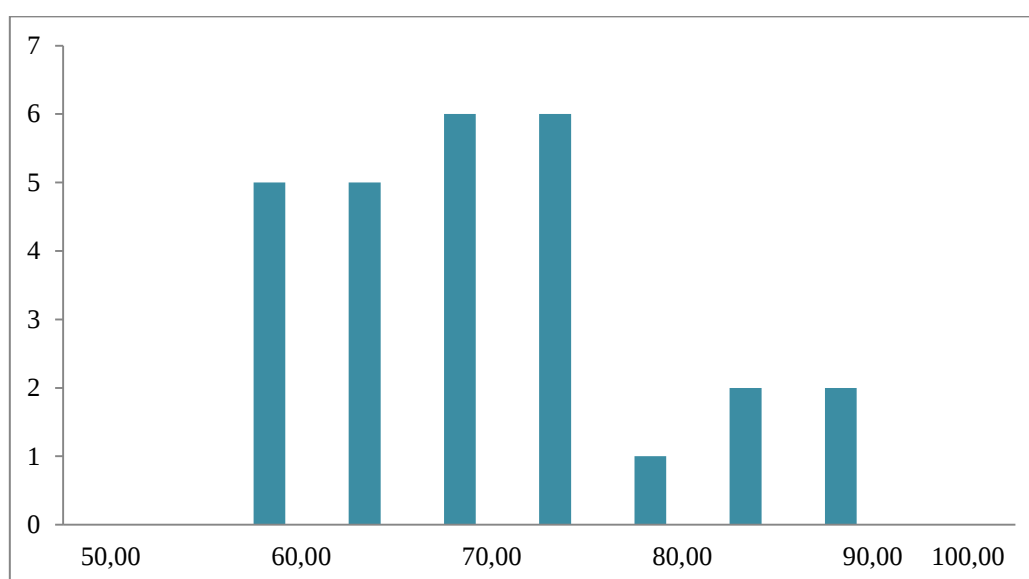
The narrative writing scores of students with high vocabulary proficiency learning through visual media were obtained over three instructional sessions, each using different materials. The results are presented in the following table:

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	61,8	70,3	80,6	70,9

Table 3: Narrative Writing Scores of High-Vocabulary Students Using Visual Media

The analysis results indicate an improvement in narrative writing ability among students with high vocabulary proficiency learning through visual media, from the first to the third instructional session. Based on measures of central tendency, the group achieved a mean score of 70.9, a median of 70.0, and a mode of 60.0. The closeness of the mean and median suggests that the data distribution is approximately normal.

Analysis of data dispersion shows a standard deviation of 9.17, which is relatively small compared to the mean, indicating low variability in writing ability among students in this group. The distribution of narrative writing scores and their frequency can be observed in the following histogram:



Histogram 3: Distribution of Narrative Writing Scores of High-Vocabulary Students Using Visual Media

The mean score of narrative writing ability for students learning through visual media was 70.9. Of the 25 students, 12 students (28.6%) scored below the mean, while 13 students (52.0%) scored above the mean. Therefore, it can be concluded that, in general, the students' narrative writing abilities were above average.

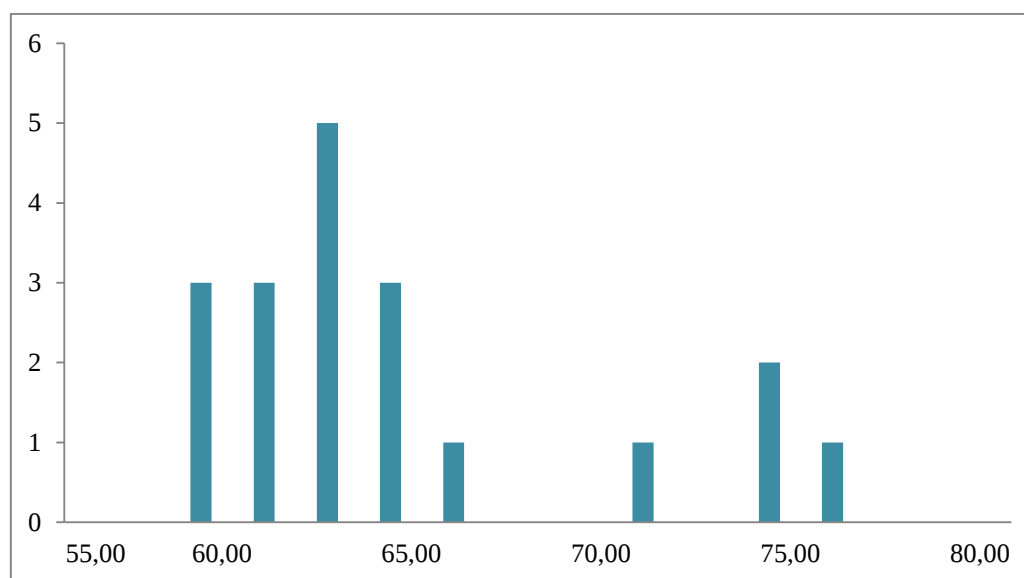
Narrative Writing Scores – Low Vocabulary Students Using Visual Media

The narrative writing scores of students with low vocabulary proficiency learning through visual media were obtained over three instructional sessions, each using different materials. The results are presented by the researcher in the following table:

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	55,1	64,8	72,4	64,1

Table 4: Narrative Writing Scores of Low-Vocabulary Students Using Visual Media

The analysis results indicate an improvement in narrative writing ability among students with low vocabulary proficiency who learned through visual media, from the first to the third instructional session. Based on the measures of central tendency, the group obtained a mean score of 64.1, a median of 63.0, and a mode of 63.0. The closeness of the mean and median suggests that the data distribution tends to be normal. The measure of dispersion shows a standard deviation of 4.17, which is relatively small compared to the mean. This indicates that the variability of scores within this group is low, meaning that students' writing abilities are relatively homogeneous. The distribution of narrative writing scores and their frequencies is presented in the following histogram:



Histogram 4: Distribution of Narrative Writing Scores of Low -Vocabulary Students Using Visual Media

The mean score of narrative writing ability for students learning through visual media was 64.1. Of the 17 students, 10 students (58.8%) scored below the mean, while 7 students (41.2%) scored above the mean. Therefore, it can be concluded that, in general, the narrative writing ability of this group tended to be below average, as the majority of students scored lower than the mean.

Narrative Writing Scores – High Vocabulary Students Using Audio Media

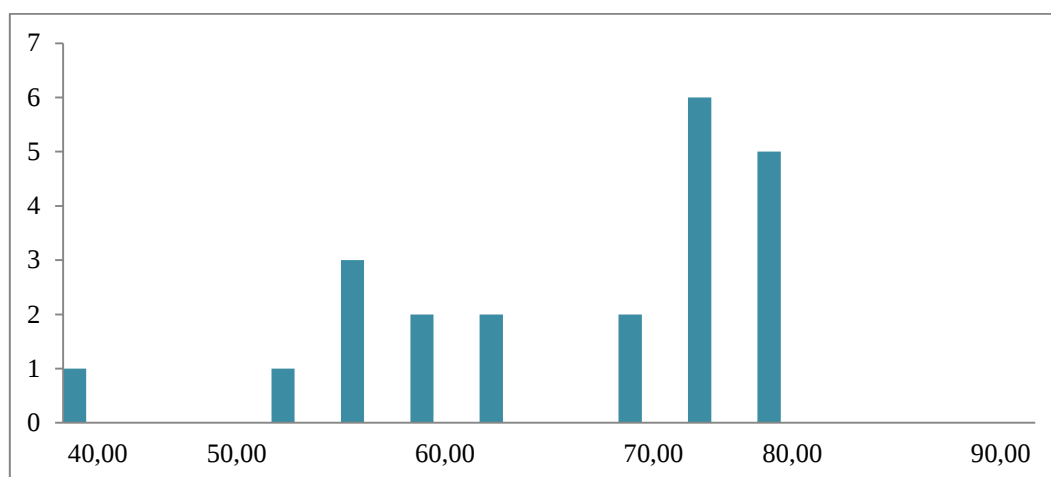
The narrative writing scores of students with high vocabulary proficiency who learned through audio media were obtained from three instructional sessions, each using different materials. The results are presented by the researcher in the following table:

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	60,5	70,7	73,8	68,3

Table 5: Narrative Writing Scores of High-Vocabulary Students Using Audio Media

The analysis results indicate an improvement in narrative writing ability among students with high vocabulary proficiency who learned through audio media, from the first to the third instructional session. Based on measures of central tendency, the group achieved a mean score of 68.3, a median of 71.0, and a mode of 77.0. The closeness of the mean and median suggests that the data distribution tends to be normal.

The measure of dispersion shows a standard deviation of 9.26, which is relatively small compared to the mean. This indicates that the variability of scores within this group is low, suggesting that the students' writing abilities are relatively homogeneous. The distribution of narrative writing scores and their frequencies is presented in the following histogram:



Histogram 5: Distribution of Narrative Writing Scores of High-Vocabulary Students Using Audio Media

The mean score of narrative writing ability for students learning through audio media was 68.3. Of the 20 students, 7 (35.0%) scored below the mean, while 13 (65.0%) scored above the mean. Therefore, it can be concluded that, in general, students' narrative writing ability in this group was above average, as the majority achieved scores higher than the mean.

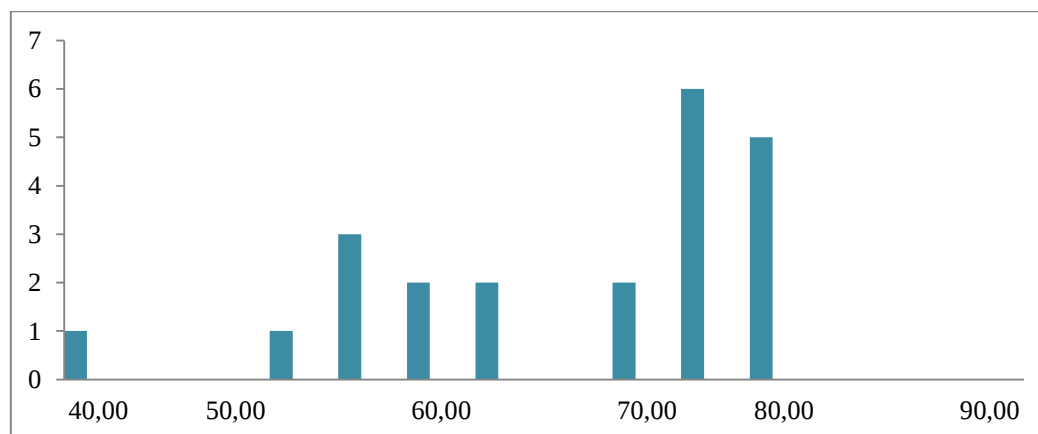
Narrative Writing Scores – Low Vocabulary Students Using Audio Media

The narrative writing performance of students with low vocabulary proficiency who were taught through audio media was assessed over three instructional sessions, each employing different materials. The results of these assessments are presented in the following table:

Aspect	Instruction			Mean
	P1	P2	P3	
Narrative Writing Ability	55,0	51,3	67,0	57,8

Table 6: Narrative Writing Scores of Low-Vocabulary Students Using Audio Media

The analysis indicates an improvement in narrative writing ability among the group of students with low vocabulary proficiency who were taught using audio media, from the first to the third instructional session. Measures of central tendency show a mean score of 57.8, a median of 61.5, and a mode of 58.0. The relative proximity of the mean and median suggests that the data distribution tends to approximate normality. The measure of dispersion yielded a standard deviation of 11.94, which is lower than the mean value, indicating that the variation in scores within this group was relatively low. The distribution of students' narrative writing scores and their frequencies are illustrated in the following histogram.



Histogram 6: Distribution of Narrative Writing Scores of Low-Vocabulary Students Using Audio Media

The average narrative writing ability of students who were taught using picture media was 68.3. Of the 20 students, 7 students (16.7%) scored below the mean, while 13 students (83.3%) achieved scores above the mean. Thus, it can be concluded that, in general, the students' narrative writing ability was categorized as above average.

Based on the overall data covering students' narrative writing performance using picture media, students with high vocabulary mastery using picture media, students with high vocabulary mastery using audio media, as well as students with low vocabulary mastery using both picture and audio media, the recapitulation of results can be presented in the following table.

Vocabulary Mastery	Statistical Indicators	Method	
		Visual Media	Audio Media
High	Sample Size	25	20
	Mean Score	70,9	68,2
	Standard Deviation	9,1	9,2
Low	Sample Size	17	20
	Mean Score	64,1	57,7
	Standard Deviation	4,1	11,9
Total	Sample Size	42	40
	Mean Score	68,2	63,1
	Standard Deviation	8,2	11,7

Table 7: Description of the Research Results

Table 7 presents a description of the research findings. The comparative analysis reveals that the mean score of students' narrative writing ability in the visual media group (68.2) was higher than that of the audio media group (63.1). Furthermore, the standard deviation for the visual media group was 8.2, while that of the audio media group was 11.7. This indicates that the variation of scores in the visual media group was smaller, suggesting a more homogeneous distribution compared to the audio media group.

Based on vocabulary mastery levels, students with high vocabulary proficiency who learned through visual media achieved a mean score of 70.9, which was higher than those with high vocabulary proficiency who learned through audio media (68.2). The distribution of scores in the visual media group was also more uniform, as indicated by a smaller standard deviation. Similarly, students with low vocabulary proficiency who learned through visual media obtained a mean score of 64.1, compared to 57.7 in the audio media group. These results suggest that visual media is more effective in enhancing narrative writing ability among students with low vocabulary proficiency, as reflected in the smaller variation and more stable distribution of scores.

Normality Test

The data analysis employed the One-Sample Kolmogorov–Smirnov test to examine the normality of the distribution. The decision criterion was based on the significance value (p). If the significance value is greater than 0.05, the data are considered normally distributed. The results of the normality test are presented in the table below.

Group	Z-K-S	Sig.	Description
Use of Visual Media	1,118	0,164	Normal
Use of Audio Media	0,834	0,491	Normal
Visual Media with Low Vocabulary Mastery	0,677	0,749	Normal
Visual Media with High Vocabulary Mastery	0,891	0,405	Normal
Audio Media with Low Vocabulary Mastery	0,779	0,579	Normal
Audio Media with High Vocabulary Mastery	1,065	0,207	Normal

Table 8: Normality Test

The results of the Kolmogorov–Smirnov (K-S) normality test indicated that all groups of research data were normally distributed. For the group of students who received instruction using visual media (pictures), the test yielded a Z value of 1.118 with a significance level of 0.164. Since $\text{Sig.} > 0.05$, the narrative writing ability scores in this group can be considered normally distributed. Similarly, for the group taught using audio media, the Z value was 0.834 with a significance level of 0.491, which also exceeds 0.05, confirming that the data were normally distributed.

Based on vocabulary mastery, the group of students with low vocabulary who learned through visual media obtained a Z value of 0.677 with a significance level of 0.749, while the high-vocabulary group obtained a Z value of 0.891 with a significance level of 0.405. Both results indicate that the data were normally distributed. Similarly, in the groups taught using audio media, the low-vocabulary group recorded a Z value of 0.779 with a significance level of 0.579, and the high-vocabulary group achieved a Z value of 1.065 with a significance level of 0.207. All these results yielded significance levels greater than 0.05, confirming that the data were normally distributed.

Overall, the results of the normality test across all six data groups—both in terms of learning media (visual and audio) and levels of vocabulary mastery (high and low)—show a consistent pattern. All data sets yielded significance values greater than 0.05, indicating that the distributions were normal. This finding is important as it fulfills one of the key assumptions required for the application of parametric statistical analyses in the subsequent hypothesis testing stage.

Homogeneity Test

In addition to the normality test, the homogeneity test is also a prerequisite in conducting t-tests and ANOVA (Analysis of Variance). In this study, the homogeneity test was carried out using Levene's Test for Equality of Variances with the assistance of SPSS version 17. The results of the homogeneity test are presented in Table 9 below.

Test Component	F Value	Sig	Conclusion
The use of Picture Media and Audio Media	5,780	0,200	Homogeneous
The use of Picture Media with high vocabulary mastery and Audio Media with high vocabulary mastery	1,402	,0281	Homogeneous
The use of Picture Media with low vocabulary mastery and Audio Media with low vocabulary mastery	3,159	0,078	Homogeneous

Table 9: Homogeneity Test

The data presented in Table 9 indicate that the significance value for the variance comparison between the learning method employing visual media and that employing audio media is 0.200. Since the Sig. value of 0.200 exceeds the threshold of 0.05, it can be inferred that the two groups possess homogeneous variances. Moreover, the variance comparison between students with high vocabulary mastery who learned through visual media and those with high vocabulary mastery who learned through audio media yielded a Sig. value of 0.281. As this value is also greater than 0.05, the two groups are considered homogeneous. Similarly, the variance comparison between students with low vocabulary mastery who learned through visual media and those with low vocabulary mastery who learned through audio media produced a Sig. value of 0.078. Given that this value is greater than 0.05, these groups are likewise homogeneous.

In summary, the results of the homogeneity test confirm that all data groups in this study are homogeneous, thereby fulfilling one of the fundamental assumptions necessary for conducting an Analysis of Variance.

V. DISUSSION

Findings of the study reveal a significant difference in students' narrative writing skills between those taught using visual media and those taught using audio media. Overall, students who received instruction through visual media achieved higher levels of narrative writing performance compared to their peers who learned through audio media. These results suggest that visual media are more effective in facilitating comprehension and stimulating students' imagination in the process of writing.

Among students with high vocabulary mastery, the findings indicate that those who learned through visual media outperformed their peers who learned through audio media in narrative writing ability. This underscores that, for students with sufficient vocabulary knowledge, the use of visual media can provide additional support in expressing ideas more structurally and creatively. A similar pattern was also observed among students with low vocabulary mastery. Students who received instruction through visual media demonstrated stronger narrative writing skills compared to those taught with audio media. Thus, visual media have been proven to assist students with limited vocabulary in more effectively developing ideas into narrative form.

In addition, the analysis of the fourth hypothesis revealed a significant interaction between the type of instructional media and the level of vocabulary mastery on students' narrative writing ability. This interaction indicates that the effectiveness of instructional media, particularly visual media, is not limited to students with high vocabulary mastery but also extends to those with lower vocabulary knowledge. A plausible explanation can be drawn from Paivio's Dual Coding Theory as further developed in later works (Paivio, 2007: 45), which emphasize that learning is enhanced when information is encoded through both verbal and visual systems. For students with high vocabulary mastery, visual media provide additional cues that help structure and expand ideas more coherently, while for students with limited vocabulary, visual media act as scaffolding tools that support idea generation and reduce cognitive barriers.

This finding also aligns with Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2001: 36; Mayer, 2009: 52), which asserts that meaningful learning occurs when both verbal and visual channels are activated simultaneously. By engaging these dual channels, visual media enable students to process information more deeply, construct richer mental representations, and translate abstract concepts into narrative form. Overall, the results demonstrate that visual media have a broad pedagogical impact, fostering creativity and comprehension across different levels of vocabulary mastery and providing evidence for their integration into language instruction.

The findings of this study indicate that visual media are more appropriate for use in teaching narrative writing at the elementary school level, as they can enhance students' writing skills more effectively than audio media. Incorporating images into writing instruction provides meaningful scaffolding that stimulates students' imagination, supports idea development, and fosters greater engagement with the writing process. This interpretation is consistent with Paivio's (2007: 103) dual coding framework, which emphasizes that information encoded both verbally and visually leads to stronger learning outcomes. It also aligns with Mayer's (2009: 67) Cognitive Theory of Multimedia Learning, which demonstrates that learners benefit when verbal and visual channels are activated simultaneously.

Moreover, recent studies in language education have shown that visual media can facilitate young learners' literacy development by providing concrete representations that reduce cognitive load and support vocabulary growth (Liu & Chiu, 2009: 259; Akyol & Yildiz, 2010: 1423). From a pedagogical perspective, teachers are encouraged to integrate visual-based strategies into their classroom practices, as these approaches not only improve writing outcomes but also promote creativity and motivation. In this way, the use of visual media can serve as an effective instructional tool to strengthen literacy foundations and prepare students for more advanced language learning.

VI. CONCLUSION

Based on the research questions, findings, and discussion, several conclusions can be drawn as follows:

1. Differences between Visual and Audio Media

Students who learned narrative writing through visual media outperformed those who learned through audio media. The statistical test yielded a *t value* of 2.263 with a significance level of 0.026 (< 0.05), indicating a significant difference, although the margin was not particularly large. This result suggests that visual media are more suitable for enhancing student engagement and learning outcomes, whereas audio media may be more appropriate for knowledge-oriented learning.

2. High Vocabulary Mastery

Students with high vocabulary mastery who were taught using visual media demonstrated stronger narrative writing skills than those taught using audio media. The analysis showed a *t value* of 1.984 with a significance level of 0.031 (< 0.05). Although the difference was not striking, both methods contributed to improving the narrative writing ability of students with high vocabulary mastery.

3. Low Vocabulary Mastery

Students with low vocabulary mastery who learned through visual media also achieved higher levels of narrative writing compared to those who learned through audio media. The statistical test produced a *t value* of 2.085 with a significance level of 0.044 (< 0.05). Thus, while visual media were found to be more effective, audio media nonetheless contributed positively to the development of students' narrative writing ability.

4. Interaction between Media and Vocabulary Mastery

A significant interaction was found between the type of instructional media and students' level of vocabulary mastery in relation to their narrative writing skills. This was evidenced by an F value of 5.121 with a significance level of 0.026 (< 0.05). This indicates that the effectiveness of both visual and audio media in improving narrative writing is influenced by students' vocabulary mastery. Therefore, teachers are encouraged to carefully select instructional media by considering students' characteristics, classroom situations, and learning conditions.

VII. SUGGESTION

Based on the findings of this study, it is recommended that teachers make more optimal use of visual media in narrative writing instruction, particularly for students with low levels of vocabulary mastery, as this medium has been shown to enhance motivation, creativity, and the ability to express ideas in a more structured manner. Nevertheless, audio media remain relevant as a complementary tool, offering variety in instruction and contributing to the enrichment of students' language knowledge. Ideally, both media can be integrated to complement each other in accordance with the instructional goals and the characteristics of the learning materials.

Schools are also encouraged to provide adequate learning facilities and to promote teacher innovation in selecting media that are aligned with students' needs and classroom contexts. In addition, students should be encouraged to continuously expand their vocabulary through various learning resources so that their narrative writing skills can develop further. For future research, it is recommended to broaden the scope by exploring a wider range of instructional media as well as different levels of education, in order to generate more comprehensive insights into effective strategies for improving narrative writing skills.

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