ENHANCING STUDENTS' NARRATIVE WRITING SKILL THROUGH PICTURE SERIES AND DIALOGIC FEEDBACK: A PROCESS-BASED APPROACH LEARNING

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Abstract

As a result of a preliminary investigation into the causes of learners' inability to compose narrative texts, the aims of this study are to enhance narrative writing skills by employing picture series and dialogic feedback within a process approach framework and dialogic feedback in the process approach cycle aid students' narrative writing skills. This study is a two-cycle classroom action investigation. Planning, action, observation, and reflection comprise the research procedure. The researchers collaborated with the English teacher and other individuals. This study concentrates on thirty students in class X8 at SMAN 5 Semarang during the 2022-23 academic year. Using classroom observation, interviews, and tests, the data was collected. Observational and interview-based data are evaluated qualitatively. The observer evaluated the learning using an observation sheet. Besides, the interview data were additionally organized, analyzed, coded, and interpreted. In the meantime, data from the pre-test, post-test cycle I, and post-test cycle II are analyzed by comparing the mean writing scores of students based on the following five criteria: content, organization, vocabulary, grammar, and mechanics. Before and after using picture series and dialogic feedback within the framework of the process approach, this study found a substantial change in the mean narrative writing scores of students. Picture series help students generate and develop ideas, determine the meaning of words, and comprehend the actions of the characters. Furthermore, the implementation of dialogic feedback can assist students in actively constructing meaning from feedback and synergistically enhancing their narrative writing abilities. It is suggested that EFL instructors use picture series and dialogic feedback within the framework of the process approach to make the learning process more engaging and to develop students' narrative writing skills.

Keywords – Picture Series; Dialogic Feedback; Process Approach

Introduction

Schools have crucial responsibilities to prepare graduates as competent global citizens with the required 21st century competencies, namely critical and problem-solving thinking, creative and communicative thinking, and collaborative thinking. In this regard, Kemdikbud (2022) asserts that the Merdeka Curriculum was developed as a more flexible curriculum framework with an emphasis on the development of student character and competence to strengthen the vision of Indonesian education and work toward the restoration of post-Covid-19 learning. Learning is conducted according to the student's characteristics and the level of learning achievement attained in each phase. According to Ningsih, I. H. (2019), Phase E students in the Merdeka Curriculum are expected to have excellent English writing skills that require innovation and creativity based on access to learning English. Unfortunately, Lindawati, Asriyani, and Anggayana (2019) emphasize the complexity of writing skills when composing a respectable piece of writing, which can present foreign language learners in Indonesia with numerous challenges.

According to the researchers' observations, phase E/Class SMAN 5 students in Semarang face comparable challenges. Students struggle with idea development and have inadequate vocabulary knowledge. Students are

incapable of writing well-structured paragraphs and frequently struggle with employing correct grammar. In addition, students view English as a difficult subject, particularly writing, which decreases their motivation to study. To develop their writing abilities, students must have access to effective learning strategies and media.

Picture series are the suggested media for writing learning because they can attract students' attention, help develop their imagination, and stimulate the production and organization of ideas. Rofi'ah, A., and Ma'ifah, U. (2018) argue that the picture series as a stimulus in writing learning activities can aid students in using the target language by providing illustrations and allowing them to explore the writing vocabulary. This study focuses exclusively on the use of narrative texts because, in general, they present the unique challenge of developing ideas in a well-organized paragraph structure. Students organize their ideas and experiences imaginatively and creatively through narrative writing (Gutiérrez, K. G. C., Puello, and L. A. P. Galvis, 2015).

In this investigation, the process approach provides a crucial framework for narrative writing. According to Gutierrez et al. (2015), the process approach is the most effective method for teaching narrative writing. Students will acquire cognitive writing strategies such as prewriting, drafting, revising, editing, and publishing. This approach focuses on the steps students take to transform their ideas into effective writing (Nordin, 2017, p. 2). Nabhan (2016) explains how the process approach to writing helps students overcome writing challenges. Hyland (2003), as cited in Mujiono (2014), places a strong emphasis on the writing process, including how authors come up with ideas. If given sufficient time to complete the writing process and constructive feedback from both teachers and peers, students can

transform their initial draft, which may be disorganized and riddled with grammatical errors, into a final draft that is better organized and contains fewer errors.

As stated previously, feedback plays a vital role in the process approach (Carless, 2016). Students frequently struggle to convey feedback messages, and they need collaborative active learning activities to comprehend feedback (Ellegaard et al., 2018). Yang and Carless (2013) assert that dialogue can assist students in actively constructing meaning from feedback and enhancing group learning. Without explicit instruction, feedback that encourages dialogue among students may facilitate the reflective process (MacDougall, Mtika, Reid, & Weir, 2013). Urquhart, Rees, and Ker (2014) show that monolithic feedback can inhibit student reflection. This type of feedback does not allow students to respond in a meaningful way to the teacher's comments. To empower students through dialogue, instructors must relinquish control by providing a safe environment where students are free to experiment with a variety of writing styles. According to Filius et al. (2018), dialogic peer feedback is the collaborative meaning-making of feedback by students through dialogue with peers. It may serve as both a reminder of strengths and a catalyst for growth in critical areas. Students are prompted to develop an in-depth comprehension of the feedback they receive and to identify their responses to feedback messages.

The students' lack ability to develop narrative writing and their lack of engagement in the learning process prompted researchers to investigate alternative solutions to the problem. The purposes of this study are to determine whether the use of picture series and dialogic feedback in the process approach cycle can enhance students' narrative writing skills and to what extent picture

series and dialogic feedback strategies can aid students in their narrative writing learning.

Methodology

This action research seeks to enhance the students' narrative writing skills. Researchers and an English teacher collaborated on this study. This study contains two cycles of classroom action research. Cohen, Monion, and Morrison (2008:298) argue in Pratiwi (2016) that action research is intended to bridge the gap between research and practice. Thirty students from class X8 at SMAN 5 Semarang for the academic year 2022-2023 have been selected as participants. Before the intervention was implemented, a preliminary test was administered to identify numerous English writing issues. However, no statistically significant differences were discovered. Students were instructed to compose narrative stories using picture series and dialogic feedback within a process approach framework to determine if the strategy had the desired effect on the research questions posed to solve the investigative problem.

Both qualitative and quantitative data were obtained. The qualitative data comprised classroom observations and interview transcripts. The learning process was captured through classroom observation. The research team members utilized and filled out an observation sheet. In order to obtain more in-depth data, students' thoughts and reactions were elicited in accordance with established interview guidelines. The quantitative data consisted of the students' pre- and post-writing tests, which served as a monitoring tool to determine the extent to which their narrative writing skills had improved. In pre-test writing, participants are required to write text without employing the strategy used in this study in order to assess the student's narrative writing skills

and collect data prior to the implementation of the strategy. Participants were required to interview and write about their friend's funniest story. Besides, the post-writing test will evaluate the efficacy of the participants in relation to the anticipated outcomes by measuring their overall growth and skill development.

The students' scores were calculated based on the following five main criteria: content, organization, vocabulary, grammar, and mechanics, using the adapted assessment rubrics created by H. Jacobs et al. (1981). Each criterion has a maximum possible score of 4 points, and the following formula determines the overall score:

$$S = \frac{((C.3) + (C.2) + (V.2) + (G.2) + (M.1))}{0.4}$$

Notes:
C: Content   O: Organization
V: Vocabulary   G: Grammar
M: Mechanics   S: Score

The mean score for each student was then determined using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes:
X   = the mean score
$\sum x$ = the sum of all scores
N   = the total number of students

The researcher examined whether there was an increase after treatment and the effectiveness of the strategy. This study generates the descriptive statistics for data analysis using SPSS 22.0. The data was analyzed to determine what should be done until the student's average score reaches the minimum passing grade criteria (75, within a scale of 1–100) or exceeds it. If the mean score of the students increased by more than the minimum passing grade, the treatments could be discontinued. Therefore, learning writing through picture series and dialogic feedback within a process approach can

serve as an alternative method for teaching writing.

This classroom action research procedure includes four stages. Before implementing the research cycle, however, the researchers identify the current issues and acquire data on the narrative writing skills of the students. As a result, we developed plans as the first stage in determining feasible courses of action. Regarding the culmination of planning, the execution of the instructional activities was as intended. According to the agreement between the researchers, two cycles will be carried out. Throughout the first cycle, the researcher observed objects and guided participants through writing activities using the process approach's five phases: prewriting, drafting, revising, editing and publishing. In addition, the researchers created and implemented assignments that included picture series techniques and dialogue feedback strategies. The researchers illustrated the actions explained in the reading with both text and images. Participants read the text and identified elements in the image, such as verbs, adjectives, nouns, and characters, that contribute to the narrative structure. When required, the researchers utilized appropriate grammar and vocabulary and clarified unfamiliar concepts and ideas.

Following the reading, the participants were given the task of creating a narrative text based on a series of pictures, using the phases of the writing process as a guide. Students generate ideas, specify the text's structure, and describe the story's components during the pre-writing phase. Picture series are utilized in this phase to help students develop their ideas. The participants then wrote the initial draft, distributed it to other groups, and received dialogic peer and teacher feedback. Following that, students edit their texts and present their polished versions to their classmates.

Along with the English instructor, we monitored the students' activities throughout the entire learning process. In the final phase, we assessed the advantages and disadvantages of the first cycle by discussing the actions taken and then reflecting on our findings. If the lessons did not enhance the students' writing abilities, the researchers attempted to identify more suitable alternatives for the next cycle.
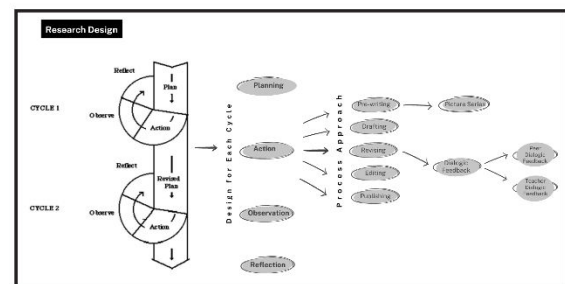

Figure 1. The Research Design Figure

Finding and Discussion

Improvement through Picture Series and Dialogic Feedback within Process Approach

The first research question addressed in this section was whether the use of picture series and dialogic feedback within the framework of the process approach aided the tenth graders in improving their narrative writing skills. CAR was used to assess the development of the students' narrative writing abilities; however, the scope of this analysis was limited to five writing components: content, organization, vocabulary, grammar, and mechanics.

The 30 learners in class X8 at SMAN 5 Semarang possessed a variety of writing abilities. They had administered writing tests for the pre-test, the test after the first cycle, and the test after the second cycle. The outcomes that students accomplished while composing narrative texts are outlined below:

Table 1. The Result of Writing Narrative Tests

Descriptive Statistics					
	N	Min.	Max.	Mean	SD
Pre-Test	30	32.5	57.5	44.16	8.76
Post-Test I	30	60	85	73	7.75
Post-Test II	30	77.5	92.5	84.16	5.01
Valid N	30				

Based on the outcomes, it was determined that in cycle one, the students' writing scores increased from the pretest by 63 to 74.97. However, it did not meet the minimum qualifying grade requirements. Consequently, the investigation continued into its second cycle. Ultimately, the outcome of the second cycle revealed that all learners had attained the standard school grade. After a cyclical teaching and learning process, it emerged that the students' competence in narrative writing had been enhanced. The mean score of the students was 82. Hence, it can be inferred that using picture series and dialogic feedback within the process approach could help students improve their narrative writing skills.

Table 2. The Result of Tests of Normality

Tests of Normality				
Students' Score	**Tests**	**Kolmogorov-Smirnova**		
		Statistic	df	Sig.
	1	0.183	30	0.012
	2	0.151	30	0.08
	3	0.13	30	.200

The preceding data indicates that the class's Sig pre-test value is 0.012; therefore, they are not normally distributed because they are less than 0.05. Besides, the post-test data after the first cycle had a sig. of 0.08, and the post-test data after the second cycle had a sig. of 0.200, indicating that both data sets are normally distributed (greater than 0.05). Pre-test data is not normally distributed, resulting in a non-normal distribution. However, post-test data from both the first and second cycles was distributed normally.
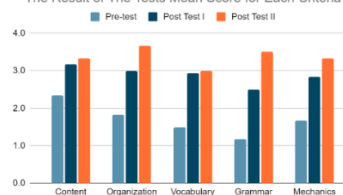

Figure 1. The Result of The Tests Mean Score for Each Criteria

According to Table 3, the students' test scores showed that the content aspect had improved. Students demonstrated their aptitude in devising the concept. The students' writing was comprehensible and demonstrated subject knowledge. Students were readily able to investigate the concept. Their writing was rich in elaboration. Utilizing picture series, students were able to readily develop the concept. They were able to discuss the topic with other students. Picture series contain all the elements of a short narrative, including characters, dialogue, plot, conflict, and climax (Wright 1979, as cited in Jumiaty 2023). By using the picture series prior to writing the narrative text, students could intuitively develop the concept. They could locate the information necessary to advance the concept.

The content mean score increased from 2.3 on the pre-test to 3.3 on the second post-test. The students' writing increasingly showed the idea being clearly stated, supporting each paragraph, and logical sequencing. Most students were able to develop the idea using the appropriate generic structure of narrative text. The picture series helped students organize their writing. By utilizing picture series, they knew what they wanted to write, and they expectedly wrote the story based on the appropriate generic structure of narrative text. Students also had to connect the paragraphs with cohesive and coherent sentences. So, the text they wrote became a good narrative text.

In the meantime, the organization aspect's mean score rose from 1.7 on the

pretest to 3.7 on the second post-test. The students' skills on the organization aspect improved as a result of the order of picture series that represented the chronological order of the plot, which is an essential feature of narrative texts. According to Brown et al. (1983:294), chronological order is a method of organizing events in the order in which they occur in time. Reflecting on the findings and Brown et al.'s statement, this study demonstrates that picture series aid students in composing stories with the proper organization, as the storyline of the narrative text was placed in the correct order.

Meanwhile, the mean score for the vocabulary aspect went up from 1.4 on the pretest to 3.0 on the second post-test. Gradually, students were able to use appropriate words in their sentences. The meaning was understood. They acquired a larger vocabulary. They made fewer typographical errors. The story was presented using images and vocabulary from a picture series. Brocka (1979, p. 27) makes a compelling case in favor of picture series. According to him, picture series are a dynamic fusion of written text and visual image, of narrative and dialogue. They possess the unified and choreographed imagery necessary to reach the students.

In terms of language use, the mean score rose from 1.1 on the pretest to 2.2 on the first post-test and 3.5 on the second post-test. After completing the first cycle, the researcher still discovered numerous errors in the students' grammatical use. In the second cycle, the researcher attempted to focus more on their grammar. In fact, only their awareness of proper past tense use was the issue. In their writing, they often neglected it. The researchers frequently reminded the pupils about their grammar, and they were assigned to change the form of present-tense verbs into the past tense as part of a grammar exercise in order to resolve this issue. In terms of language use, the researcher's role was crucial. As a result, students' grammar skills improved. The sentences used during the explanation session related to the plot of the exhibited picture series.

The mean score for the mechanic aspect grew from 1.5 to 3.3. The students relied on correct punctuation and capitalization. In their writing, they already understand the mechanics well. Their knowledge of *Ejaan Bahasa Indonesia (EYD) yang Disempurnakan* is very helpful in this aspect due to the many similarities in the languages of Indonesia and English, especially the use of punctuation and capitalization.

In sum, the student's average score had exceeded the minimum passing grade criteria and all indicators of the students' narrative writing was significantly increased at the end of the second cycle.

The Role of Picture Series and Dialogic Feedback in Bolstering Narrative Writing

The Picture Series creates a more engaging learning environment. It has been noted that picture series play a significant role in prewriting activities in relation to the writing process. In this stage, students were given a topic that was based on a story and asked to come up with ideas. These ideas were then organized in a narrative scaffold, which served as the framework for creating their narrative composition. The current study showed that the picture series strategy was effective in assisting students in composing properly in terms of content and organization, taking into account the fact that the prewriting stage was the first step in encouraging the brainstorming of ideas.

According to Syafi'i (2017), citing Brown's (2007:404), brainstorming serves as the foundation of the writing process before students start the drafting and revising phases of the process. This implies that students who have clear ideas or concepts before writing have many opportunities to write effectively because they are conscious of the message they must convey. As mentioned by S11, she did not require much time to compose narrative texts because she knew the story line based on the picture series. It stimulated her imagination regarding how she might organize her story.

Students were enthusiastic and motivated when picture series were utilized in the teaching and learning process. They had a strong drive to be present for the lesson. They took part in all of the writing class exercises with enthusiasm. The use of picture series captured the students' complete focus on the educational process, which affected their motivation and English writing proficiency. One of the most important benefits of using picture series is the ability to motivate students because it fosters a positive environment in the classroom (Csabay, 2006, in Megawati & Anugerahwati, 2012). This was confirmed during the teaching and learning process involving the use of picture series. According to S23, the use of picture series drew his undivided attention to the learning process, which boosted his motivation and writing skills. He will learn more efficiently if the classroom is interesting and engaging. It strongly advises pairing an appropriate instructional strategy with interesting instructional media in order to establish this condition.

In the meantime, dialogic feedback is also crucial to the successful execution of the process approach's phases. This strategy permits more effective and collaborative feedback on meaning-making. Using a picture series as their starting point, students were instructed to create a narrative text that was pertinent to the current situation. After viewing a picture series to generate ideas during the prewriting phase and writing the initial narrative text during the drafting phase, students receive dialogic feedback from peers and teachers during the revising phase.

The students exchange drafts with other groups and solicit feedback from their peers regarding the content, organization, vocabulary, grammar, and mechanics. This process was defined as peer dialogic feedback. Students can clarify and discuss one another's initial drafts. Teamwork and student interactions improve students' participation in the learning process. S6 asserted that by getting this kind of feedback, he was better able to comprehend his own writing from the perspective of his peers. There was no misunderstanding because he was able to talk to his peers about their writing as well.

Besides, dialogic feedback can serve as both a reminder of strengths and an impetus for growth in critical areas. As when the instructor instructed the class to sum up the comments made by their peers and to indicate which aspect of their writing, they wanted the teacher to review. The evaluator might have more time to focus on the problems raised by the students as a result of the time savings. S2 stated that dialogic teacher feedback was the key to addressing his writing's weak points. Problem identification and resolution were sped up through teacher consultation. Furthermore, dialogic feedback helped the teacher figure out how to scaffold the students.

When receiving feedback, the reflective process requires that the students take an active part in the discussion. The dialogic feedback's reflection process helped them decide what to do next while

also stimulating their minds to evaluate their writing. This fostered experiential learning by encouraging the students to consider doable actions to improve the outcome.

In addition, S18 asserted that she could not take advantage of the teacher's feedback because it frequently occurred at the end of a topic or even at the end of the semester, just before the summative test. They did not have enough time to properly utilize the feedback to improve their writing. However, by incorporating dialogic feedback into the process approach cycle, students are able to enhance their initial draft by incorporating the feedback they receive.

The use of dialogic feedback encouraged the students to feel at ease expressing their opinions and asking questions during the lesson. They thought dialogic feedback was crucial for avoiding misunderstandings in class because students' questions and suggestions would not be disregarded. The students were given time to participate, assess their comprehension of the feedback they received, and raise questions about it. Students are challenged to develop a thorough understanding of the feedback they receive and to identify their responses to feedback messages to enhance the outcome. Students are noticeably more compliant when dialogic feedback from peers and teachers is more likely to be implemented (Carless, 2016).

Conclusion

In short, the Pictures Series and dialogic feedback strategy applied to the Process approach were suitable strategies for EFL students in the tenth grade at SMAN 5 Semarang to enhance their English narrative skills. Moreover, this type of resource encouraged students to develop and practice their narrative writing skills.

The recency of the strategy may have influenced students' affective filters at the beginning of the sessions, thereby affecting their Pretest performance. Therefore, this study could be repeated by allowing participants some time to adjust to the phases required by the process approach prior to the intervention.

This study's time constraints prevented researchers from examining more in-depth treatments. All students who could benefit from the strategy should be given the chance to pursue additional study.

In regard to previous results from data analysis and findings, the researchers suggest implementing the picture series and dialogic feedback strategy as part of the process approach cycle at all grade levels. The strategy's adaptability makes it appropriate for use with students of all grade levels and a wide range of backgrounds.

In addition, instructors are encouraged to incorporate the picture series and dialogic feedback strategy when designing instructional materials and resources. This strategy increases the probability of developing communication skills and appropriating the class's content and topics. Furthermore, picture Series creates a more engaging learning environment that encourage students to be enthusiastic and motivated in the learning process. Besides, dialogic feedback is essential because it can encourage and promote feedback meaning-making, thereby encouraging students to assume greater awareness and responsibility for their own learning and facilitating more meaningful learning.

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