

**EXPLORING STUDENTS' PERCEPTIONS OF USING PICTURE SERIES
IN ORGANIZING NARRATIVE TEXT AT SMK PGRI 4 KEDIRI**

SKRIPSI

Presented as a partial fulfillment of the Requirement to Obtain the Sarjana Degree
of Education (S.Pd) of English Education Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri



By:

SUSMI IDA RAMADHANI

NPM 2214050042

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2026

APPROVAL PAGE

SKRIPSI

by

SUSMI IDA RAMADHANI

NPM: 2214050042

Entitled:

**EXPLORING STUDENTS' PERCEPTIONS OF USING PICTURE SERIES
IN ORGANIZING NARRATIVE TEXT AT SMK PGRI 4 KEDIRI**

Approved for Submission to the Committee of Skripsi Examination

English Language Education Department

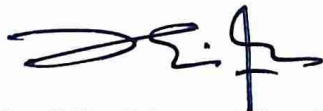
Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri

The Advisors:

Advisor I

Advisor II



Dr. Rika Riwayatihingsih, M.Pd.

NIDN. 0721107201



Dr. Dewi Kencanawati, M.Pd.

NIDN. 0707097102

APPROVAL SHEET

Skripsi by

SUSMI IDA RAMADHANI

NPM: 2214050042

Entitled:

EXPLORING STUDENTS' PERCEPTIONS OF USING PICTURE SERIES IN ORGANIZING NARRATIVE TEXT AT SMK PGRI 4 KEDIRI

Approved and Accepted by all its Qualification by the Examination Committee of
English Education Department University of Nusantara PGRI Kediri

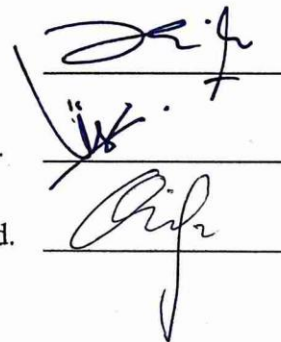
Kediri, 17th July 2026

Board of Examiners,

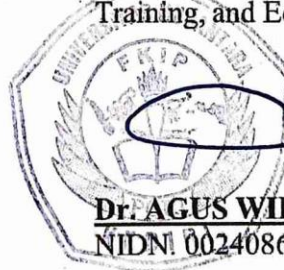
Chairman : Dr. Rika Riwayatiningih, M.Pd.

First Examiner : Mahendra Puji Permana Aji, M.Pd.

Second Examine : Dr. Dewi Kencanawati, S.Pd. M.Pd.



The Dean of Faculty of Teacher
Training, and Education



Dr. AGUS WIDODO, M. Pd.
NIDN 0024086901

MOTTO AND DEDICATION

MOTTO

- *“Sesungguhnya bersama kesulitan ada kemudahan.”* (QS. Al-Insyirah: 6)
- *“Allah tidak membebani seseorang, kecuali menurut kesanggupannya.”*
(QS. Al-Baqarah: 286)

DEDICATION

This skripsi is dedicated to:

- My beloved parents who give me extraordinary support through their motivation, love, encouragement, financial support, and who pray all the time for me to be a successful person.
- My big family who always support and pray for me
- My beloved friends who always help and support me for this study.
- Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this skripsi.

STATEMENT OF WRITING ORIGINALITY

Hereby:

Name : Susmi Ida Ramadhani
Gender : Female
Place/Date of Birth : Kediri, 17 November 2003
NPM : 2214050042
Faculty/Dept : FKIP/English Education Departement

Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, 17th July 2026



SUSMI IDA RAMADHANI

NPM. 2214050042

ACKNOWLEDGEMENT

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that the author can complete a research proposal entitle "Exploring Students' Perceptions of Using Picture Series in Organizing Narrative Text at SMK PGRI 4 Kediri".

Furthermore, the author would like to thank to all parties who have contributed to the success of writing and preparing the proposal of this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students.
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard.
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Study Program and Second Advisor who always advise and guide the students during the writing of this skripsi.
4. Dr. Rika Riwayatiningasih, M.Pd. as the First Advisor who always give advice and guidance during writing this skripsi.
5. Dr. Dewi Kencanawati, M.Pd as the Second Advisor who always guides me from the beginning till this skripsi is ready to publish.
6. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere during eight semesters.
7. Drs. Kurmen, as Principal of SMK PGRI 4 Kediri
8. My beloved parents who give me extraordinary support through their motivation, love, encouragement, financial and pray all time for me to be sucessful person.
9. My big family who always support and pray for me
10. My beloved friends who always help and support me for this study.
11. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this thesis.

The author realizes that this skripsi is far from perfect. Therefore, constructive suggestions and criticisms are welcomed for the improvement of this research. Hopefully, this skripsi can be useful for readers and future researchers.

Kediri, 17th July 2026

SUSMI IDA RAMADHANI
NPM. 2214050042

ABSTRACT

Susmi Ida Ramadhani. Exploring Students' Perceptions of Using Picture Series in Organizing Narrative Text at SMK PGRI 4 Kediri, Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri

Keywords: *Students' perceptions, Picture series, Narrative text, Organizing narrative text*

This study aimed to explore students' perceptions of using picture series in organizing narrative texts at SMK PGRI 4 Kediri. The study focused on identifying students' perceptions of picture series and examining how picture series helped students organize the generic structure of narrative texts, including orientation, complication, and resolution.

This research employed a descriptive qualitative design. The participants were seven tenth-grade students of SMK PGRI 4 Kediri who had experience learning narrative writing using picture series. The participants were selected through purposive sampling. The data were collected through semi-structured interviews and analyzed using Miles and Huberman's interactive model, which consisted of data reduction, data display, and conclusion drawing.

The findings revealed that students generally had positive perceptions toward the use of picture series in organizing narrative texts. The participants reported that picture series helped them understand the storyline, generate ideas, identify characters and settings, and organize the generic structure of narrative texts more effectively. The pictures also supported students in arranging the sequence of events logically. However, several challenges were identified. Some students experienced difficulties in interpreting certain pictures, constructing English sentences, and completing narratives due to the limited number of pictures provided. Despite these challenges, the participants considered picture series a helpful learning medium for supporting narrative writing.

TABLE OF CONTENTS

APPROVAL PAGE	ii
APPROVAL SHEET	iii
MOTTO AND DEDICATION	iv
STATEMENT OF WRITING ORIGINALITY	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES.....	xiii
CHAPTER I	14
A. Background of the Research.....	14
B. Scope of the Research	18
C. Research Question.....	18
D. Objectives of the Research.....	18
E. Significance of the Study.....	18
CHAPTER II.....	Error! Bookmark not defined.
A. Review of Previous Studies	Error! Bookmark not defined.
B. Theoretical Review	Error! Bookmark not defined.
C. Conceptual Framework	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
A. Research Approach	Error! Bookmark not defined.
B. Research Design	Error! Bookmark not defined.
C. Place and time.....	Error! Bookmark not defined.
D. Procedure of the Research	Error! Bookmark not defined.
E. Research data source	Error! Bookmark not defined.
F. Technique of data collection	Error! Bookmark not defined.
G. Research instruments.....	Error! Bookmark not defined.
H. Data validiy	Error! Bookmark not defined.
I. Data analysis technique.....	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.

A. Data description	Error! Bookmark not defined.
B. Finding	Error! Bookmark not defined.
C. Discussion.....	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
A. Conclusion	Error! Bookmark not defined.
B. Implication.....	Error! Bookmark not defined.
C. Limitations of the Study.....	Error! Bookmark not defined.
D. Suggestions.....	Error! Bookmark not defined.
BIBLIOGRAPHY	20
APPENDIX.....	22

LIST OF TABLES

Table 3.1 Research Timeline	Error! Bookmark not defined.
-----------------------------------	------------------------------

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....Error! Bookmark not defined.

LIST OF APPENDICES

Appendix 1 Guidance Card	23
Appendix 2 Research Permit	25
Appendix 3 Interview Guidelines	26
Appendix 4 Interview Transcript	29
Appendix 5 Data Reduction (Coding)	48
Appendix 6 Documentation	54
Appendix 7 Certificate of Similarity Check	55

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, scope of the research, research question, objective of the study, significance of the study, and definition of key terms

A. Background of the Research

Writing is one of the most important skills in English language learning, along with listening, speaking, and reading (Fitria, 2024). It plays an important role in helping students communicate their ideas, thoughts, opinions, and experiences through written language. Unlike other skills, writing requires a more complex process because students must not only generate ideas but also organize them logically and coherently so that the message can be understood by readers. In addition, students are expected to pay attention to various linguistic aspects, such as vocabulary, grammar, punctuation, spelling, and text organization. Through writing activities, students can develop their critical thinking, creativity, and ability to express themselves effectively (Mammadova, 2025). As one of the productive skills, writing also serves as a means for students to demonstrate their understanding of language and their ability to use it in meaningful contexts. Therefore, mastering writing skills is essential for students because it supports both their academic achievement and their ability to communicate effectively in various situations.

In learning writing, students are required to produce various types of texts based on the curriculum objectives, one of which is narrative text. Narrative text is generally defined as a story about events and actions unfolding over time, usually to entertain or make sense of experience (Safitri & Chairuddin, 2022). It often presents imaginative or real-life stories involving characters, settings, and events that are arranged in a meaningful sequence. Through narrative writing, students are encouraged to develop their creativity and imagination while learning how to construct a complete and engaging story. Furthermore, c. Therefore, narrative text is considered an important genre in English language learning, as it helps students improve both their writing ability and their understanding of how stories are organized and communicated effectively.

To produce a well-organized narrative text, students need to understand its generic structure. Generic structure refers to the organizational framework that guides the development of a narrative from the beginning to the end. Generally, a narrative text consists of three main components: orientation, complication, and resolution. Orientation introduces the characters, setting, and background information of the story. Complication presents the problems or conflicts experienced by the characters, while resolution provides the solution or ending of the story. Understanding these components is essential because they help students arrange events in a logical sequence and create a coherent story. When students are able to apply the generic structure appropriately, they can develop narrative texts that are clearer, more meaningful, and easier for readers to follow. Therefore, mastery of the generic structure is considered one of the important aspects of successful narrative writing.

Despite the importance of mastering the generic structure of narrative text, many students still encounter difficulties in applying it effectively in their writing. They often face difficulties in generating ideas, developing a logical storyline, or organizing paragraphs coherently (Anggraeni et al, 2024). As a result, the narrative texts they produce may lack clear organization, making it difficult for readers to understand the flow of the story. In addition, students often have trouble distinguishing the functions of orientation, complication, and resolution, which can lead to incomplete or poorly structured narratives. These difficulties may reduce students' confidence and motivation in writing, as they feel uncertain about how to organize their ideas into an effective narrative text. Therefore, appropriate instructional support and learning media are needed to help students better understand and develop the generic structure of narrative texts.

One learning medium that can be used to help students overcome these difficulties is picture series. Picture series consists of a sequence of related images that depict events in a particular order, allowing students to visualize the progression of a story. By providing visual cues, picture series can assist students in generating ideas, understanding the sequence of events, and organizing their narratives more effectively. The images can also stimulate students' imagination and make the writing process more engaging and meaningful. Furthermore, picture

series may help students identify the beginning, middle, and ending of a story, which correspond to the orientation, complication, and resolution of a narrative text. As a result, students can use the visual information provided by the pictures as a guide in constructing a more coherent and well-structured narrative. Therefore, picture series is considered a potentially useful medium for supporting students in developing the generic structure of narrative texts.

While picture series is believed to offer various benefits in supporting students' narrative writing, it is also important to understand how students perceive its use in the learning process. Students' perceptions play a significant role in determining the effectiveness of a learning medium because they reflect students' experiences, opinions, and responses toward classroom activities. Positive perceptions may encourage students to participate more actively, increase their motivation to write, and enhance their engagement during the learning process. On the other hand, negative perceptions may reduce students' interest and limit the potential benefits of the medium. By exploring students' perceptions, teachers can gain valuable insights into how picture series influences students' understanding of narrative writing and the development of its generic structure. Therefore, investigating students' perceptions of picture series is important to better understand its role and usefulness in supporting students' narrative writing skills.

Several previous studies have investigated the use of picture series in teaching narrative writing. Saputra et al. (2026) found that the use of picture series significantly improved students' narrative writing ability by helping them organize ideas and develop stories more effectively. Similarly, Clarita et al. (2023) reported that digital picture series enhanced students' performance in writing narrative texts and supported students in understanding the sequence of events within a story. In addition, Yasminto and Maulidah (2023) revealed that picture series had a positive effect on students' writing ability, particularly in developing narrative texts, as the visual images helped students imagine and arrange story events more systematically. Although those previous studies have demonstrated the effectiveness of picture series in improving students' writing ability and performance in narrative writing, most of these studies primarily focused on measuring the effects of picture series through quantitative methods or classroom

action research, emphasizing students' writing achievement rather than their personal experiences and viewpoints toward the medium. In addition, the existing studies generally examined narrative writing as a whole without specifically exploring how picture series contributes to organize narrative texts, including orientation, complication, and resolution. As a result, there is still limited understanding of how students perceive the use of picture series in helping them to organize narrative texts. Therefore, further research is needed to explore students' perceptions of picture series, particularly in relation to its role in organizing narrative text.

This study is important because understanding students' perceptions of picture series can provide valuable insights into how the medium supports organizing in narrative texts. Since organizing is a fundamental aspect of successful narrative writing, identifying students' views and experiences can help teachers evaluate whether picture series effectively assists students in organizing orientation, complication, and resolution in their writing. Furthermore, exploring students' perceptions may reveal both the strengths and limitations of using picture series in the classroom, which can contribute to improving teaching strategies and learning activities. The findings of this study are also expected to enrich the existing literature by providing a different perspective from previous studies that mainly focused on writing achievement and performance. Therefore, this research is considered necessary to support more effective narrative writing instruction and to enhance students' understanding of organizing narrative text.

Based on the issues discussed above, this study aims to explore students' perceptions of using picture series in organizing narrative text at SMK PGRI 4 Kediri. Specifically, this research seeks to investigate how students perceive the role of picture series in helping them understand and organize the main components of narrative text, namely orientation, complication, and resolution. Through exploring students' perceptions, this study is expected to provide a deeper understanding of the usefulness of picture series as a learning medium and its contribution to supporting students in constructing well-organized narrative texts.

B. Scope of the Research

This research focuses on exploring students' perceptions regarding of using picture series in organizing narrative texts only. It is limited to tenth-grade students of SMK PGRI 4 Kediri during the academic year 2025/2026.

C. Research Question

Based on the background of the study, this research focuses on exploring students' perceptions of using picture series in organizing narrative text. Therefore, the research questions are formulated as follows:

1. What are the students' perceptions of using picture series in organizing narrative text at SMK PGRI 4 Kediri?
2. What are challenges faced by students when using picture series in narrative text at SMK PGRI 4 Kediri?

D. Objectives of the Research

In line with the research questions, this study aims to explore students' perceptions of using picture series in organizing narrative text. The objectives of this research are as follows:

1. To explore the students' perceptions of using picture series in organizing narrative text at SMK PGRI 4 Kediri.
2. To know what are challenges faced by students when using picture series in narrative text at SMK PGRI 4 Kediri.

E. Significance of the Study

This study is expected to contribute both theoretically and practically to the teaching and learning of English writing, particularly in the use of picture series for organizing narrative text. The findings of this study are anticipated to provide valuable information for teachers, students, and future researchers regarding the implementation of picture series in writing instruction. This study is expected to provide:

For Teachers: Insights into students' responses to picture series as a media for teaching writing.

For Students: Awareness of how picture series can support their writing development.

For Future Researchers: A reference for conducting similar studies on teaching media in writing classes.

BIBLIOGRAPHY

- Altun, M. (2023). Developing Writing Abilities in L2: A Review. *International Journal of Social Sciences & Educational Studies*. <https://doi.org/10.23918/ijsses.v10i2p175>.
- Al-Izhar, F., & Rokhuma, C.M. (2023). EFL STUDENTS' EXPERIENCE OF PICTURE SERIES COLLABORATIVE NARRATIVE WRITING: HIGHLIGHTING INDONESIAN VOCATIONAL HIGH SCHOOL STUDENTS' VOICE. *JETAL: Journal of English Teaching & Applied Linguistic*.
- Anggraeni, S., Sunendar, D., & Cahyani, I. (2024). Exploration of Students' Difficulties and Teachers' Solutions in Narrative Writing Learning in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*. <https://doi.org/10.23887/jisd.v8i4.84982>.
- Asnas, S., & Hidayanti, I. (2024). Uncovering EFL students' frequent difficulties in academic writing and the coping strategies: The case of a college in Indonesia. *Journal on English as a Foreign Language*. <https://doi.org/10.23971/jefl.v14i1.7472>.
- Basuki, A.D., Ariyani, A., & Iryani, N. (2024). A Picture Series to Help Students Improve Their Narrative Text Writing. *ETDC: Indonesian Journal of Research and Educational Review*.
- Clarita, N.A., Ashadi, A., Amalia, U., & Juhansar, J. (2023). Utilizing digital picture series to enhance students' performance in writing narrative text. *EduLite: Journal of English Education, Literature and Culture*.
- Fitria, T. (2024). Creative Writing Skills in English: Developing Student's Potential and Creativity. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*. <https://doi.org/10.37304/ebony.v4i1.10908>
- Grecu, M. (2024). The Importance of Narrative Texts in Teaching and Learning Activities in Primary School. *ANALELE UNIVERSITĂȚII DIN CRAIOVA*

SERIA ȘTIINȚE FILOLOGICE LIMBI STRĂINE APLICATE.
<https://doi.org/10.52744/aucsflsa.2024.01.22>.

Johnson, K., & Westkott, P. (2021). Exploring the Writing Process. Writing Like Writers. <https://doi.org/10.4324/9781003239642-3>.

Mammadova, S. (2025). The Impact of Creative Writing Activities in English Lessons on Students' Critical Thinking Skills. *EuroGlobal Journal of Linguistics and Language Education*.
<https://doi.org/10.69760/egjle.2505004>

Putri, A., Tambusai, A., & Hasibuan, A. (2022). Students' Difficulties in Acquiring English Writing. *International Journal of Educational Research Excellence (IJERE)*. <https://doi.org/10.55299/ijere.v1i1.21>.

Rizkiyah, F. (2018). Improving Students' Ability in Writing Narrative Texts by Implementing Picture Series. *Linguistic, English Education and Art (LEEA) Journal*. <https://doi.org/10.31539/leea.v2i1.301>.

Safitri, L., & Chairuddin, C. (2022). A TEXTUAL ANALYSIS OF STUDENTS' WRITING IN NARRATIVE TEXT. *LINGUAMEDIA Journal*. <https://doi.org/10.56444/lime.v2i02.2739>

Saputra, I., Ilham, I., & Asbah, A. (2026). The Effect of Picture Series on Students' Narrative Writing at Course and English Club Kampoeng Pare Mataram. *Journal of English Language and Education*.

Syailendra, A., Karim, S.A., Matas, G., Ramli, R., & Ismail, H. (2024). Elevating Students' Narrative Writing Ability Through Local Legend Picture Series. *Journal of Languages and Language Teaching*.

Yasminto, M., & Maulidah, F.L. (2023). The Effect of Picture Series in Writing Narrative Text on Students' Writing Ability at the 10th Grade of Mazro'atul Lughoh Islamic Boarding School Pare Kediri. *English Teaching Journal and Research: Journal of English Education, Literature, And Linguistics*.