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The Use Of Illustrated Stories To Improve The Writing Skills Of Grade Vii Students Of Smp Negeri 39 Bengkulu Utara

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Abstract

This study aims to describe the use of illustrated stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu. This study uses quantitative research with a descriptive approach. The problem in this study is motivated by the low writing skills of students which are shown by difficulties in finding and developing ideas, arranging writing sequentially, choosing the right vocabulary, and using spelling and punctuation rules. The use of less varied learning media also causes students to be less active and motivated in writing activities. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. The research subjects were 30 students in grade VII of SMP Negeri 39 North Bengkulu. Data collection techniques are carried out through writing skill tests, observation, and documentation. The data was analyzed descriptively by comparing the average score and percentage of student completeness in the preliminary stage, Cycle I, and Cycle II. The results of the study showed that there was an increase in students' writing skills after the use of picture story media. At the preliminary stage, the average score of students was 65.70 with a completion percentage of 13.33% or 4 students. In Cycle I, the average score increased to 73.33 with a

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completion percentage of 46.67% or 14 students. Furthermore, in Cycle II the average score increased to 84.57 with a completion percentage of 90% or 27 students. This improvement shows that the use of illustrated stories can help students in finding ideas, developing ideas, arranging storylines sequentially, enriching vocabulary, and improving the accuracy of the use of language and writing mechanics. With the achievement of a completeness percentage of 90%, the indicators of research success have been fulfilled in Cycle II. Thus, the use of illustrated story media can be an effective alternative learning media to improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu.

Keywords: pictorial stories, writing skills, learning media, junior high school students, Classroom Action Research.

INTRODUCTION

In essence, learning a language is learning to communicate. Therefore, language learning is directed to improve students' skills in communicating with the language learned orally and in writing. The learning here is intended to improve students' ability to appreciate literary works. The activity of appreciating literature is closely related to the practice of sharpening feelings, reasoning, imagination and sensitivity to society, culture and the environment.

Language skills (language arts, language skills) include four aspects, namely (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills. Speaking as one of the language skills emphasizes the productive aspect, just like writing. Meanwhile, reading and listening lead more to the receptive aspect. The four are interconnected and interconnected with each other according to (Tarigan, 2015:1). Language is a communication tool that has an important role in human life. Through language, a person can convey ideas, ideas, feelings, and experiences to others. In learning Indonesian, there are four language skills that students must master, namely listening, speaking, reading, and writing skills. Of the four skills, writing skills are considered the most complex because writing requires not only language skills, but also the ability to think, organize ideas, and pour them into a systematic and communicative form of writing.

Based on the results of initial observations conducted in grade VII of SMP Negeri 39 North Bengkulu, information was obtained that students' writing skills were still relatively low. This can be seen from the results of the writing assignment which shows that most students have not been able to develop ideas systematically, compose coherent paragraphs, and use vocabulary and linguistic rules appropriately. In addition, there are still students who have difficulty in

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determining a theme, arranging a storyline, and pouring ideas into a coherent form of writing. This condition has an impact on the low learning outcomes of students in learning to write. Students' low writing skills are influenced by several factors. First, students lack motivation and interest in writing activities because they perceive writing as a difficult and boring activity. Second, the learning process that is carried out still tends to use conventional methods, so that students have not gained an interesting and meaningful learning experience. Third, the use of less varied learning media causes students to have difficulty obtaining stimuli that can help them find and develop writing ideas.

However, the reality on the ground shows that students' writing skills are still relatively low. Based on the results of initial observations in grade VII of SMP Negeri 39 North Bengkulu, most students had difficulties in expressing ideas, developing ideas into a complete writing, determining the storyline, choosing the right vocabulary, and using spelling and punctuation according to the rules of the Indonesian language. This condition results in students' writing results not reaching the expected competencies. Students' low writing skills are influenced by various factors, both internal and external factors. Internal factors include low interest and motivation of students in writing, while external factors are related to the use of less varied learning methods and media. Writing learning, which is still dominated by conventional methods, causes students to tend to be passive and less interested in following the learning process. As a result, students have difficulty in finding ideas and developing imagination when asked to write.

OVERVIEW OF WRITING

Modern society as it is today is known for two types of communication, namely indirect communication and direct communication, speaking and listening activities are direct communication activities, while writing and reading activities are indirect communication skills or writing skills as one of the four language skills that have an important role in expressing their thoughts and ideas to achieve their goals and ideas goal. Tarigan (2015:3) states that writing is one that is used to communicate indirectly.

Writing is a complex activity because writers are required to be able to compose, adjust the content of their writing, and pour it into physical communication, written language and other writing skills. Furthermore, Yunus, et al. (2017:3) "writing is basically a form of linguistic (verbal) communication that uses written symbols as a medium". In line with Alwasilah (2017:4) explained that writing is the most neglected subject, both in school and in college. Meanwhile, according to Dalman (2018:4), "writing is expressing ideas or ideas in the form of essays freely". Based on the

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above opinion, it can be concluded that writing is an activity that is carried out to express all thoughts and feelings by exploring knowledge and experience through writing. Writing skills are used to record, record, persuasive, report, inform and influence readers. Such goals and objectives can only be achieved properly by learners who can arrange and string the way of thinking and develop in writing clearly, fluently, and communicatively.

Based on the point of view of Tarigan (2015: 18) classifies writing based on its form, namely exposition, description, narrative, and persuasion. In line with Tarigan, Alwasilah mentions four types of writing with the main theme EDAN, namely exposition, description, argumentation, and narrative Alwasilah (2017: 111). Fahrudin stated that the forms of writing that are in accordance with the author's intentions are exposition, description, narrative, argumentation, and persuasion. Based on the above opinions, it can be concluded that in essence writing consists of five types, description, narrative, exposition, argumentation and persuasion

OVERVIEW OF ILLUSTRATED STORIES

Picture story books are one of the books that are close to the world of children. According to Mitchell in Nurgiyantoro (2020: 87), picture storybooks consist of pictures and writings that are united into a story. From this statement, it can be concluded that pictures and writing are two important components that support picture story books. Based on this information, information can be obtained that writing and pictures are equally important components in a picture storybook. Narrative text as reading material and pictures as illustrations are two main things in picture story books. Nurgiyantoro (2020: 152) explained that a picture story book is a story reading book that displays narrative text verbally accompanied by pictures as illustrations. Story scripts and illustrations are characteristics of picture story books that distinguish picture story books from other books in general. Based on the opinions that have been expressed by experts, it can be synthesized that pictures and writing are two important components that are the life of picture storybooks. The two are an inseparable combination, images exist to clarify and provide illustrations to the reader about the conditions outlined in the writing, and vice versa, narrative writing exists to tell and clarify the illustrated images. Thus, it can be concluded that a picture story book is a book that contains two important components that are interrelated, namely writing or writing stories and pictures. Pictures are very important in helping children understand the meaning of the story. The constructivist approach assumes that everything the reader does, including looking at images and words, is intentional, and aimed at the formation of meaning (Feathers & Arya, 2015: 42). This is in accordance with research conducted by Takacs & Bus (2018:

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1). They found that images that correspond to the story contribute greatly to children to be able to retell the narrative of the story. Eye tracking data shows that children explore images in such a way that they can maximally integrate narratives and images. Based on these findings, of course, picture story books whose main components are narratives and pictures will be very helpful for children's verbal development.

Basically, children's literary works are made to provide benefits for children. The benefits of children's literary works such as picture story books are to help children's development from the aspects of their attitudes, knowledge, skills, and emotions to be better. Picture storybooks can be used as a refreshment in learning, namely learning while playing with imagination. This is because of the characteristics of picture storybooks that contain imaginary images to explain the narrative. With a story book or story accompanied by illustrated pictures, children will more easily understand and absorb the content of stories and information that contains science. Picture storybooks are very important for children's lives, which enrich concepts and provide various information through stories through a combination of words and pictures. They began to develop literary concepts and read through picture story books because picture story books were the first books experienced by children. Picture storybooks are able to improve reading comprehension skills as well as children's interest in reading. Picture storybooks can also play a role in inviting students' interest in engaging in tasks that are based on statistical problems so that they are challenged to solve problems.

These findings indicate that picture storybooks can be inserted with activities that are challenging for students related to school-taught materials such as mathematics, and do not rule out the possibility of being applied in other subjects such as science. Thus, picture story books are one of the interesting learning tools for students. In addition to the cognitive development that has been expressed, it turns out that picture storybooks also affect children's social development. Picture storybooks contain a lot of social skills that support children's social development. The social skills in question include assessing friends, asking for help when needed, giving help to friends when needed, talking to friends and participating in discussions, defending friends' rights, being sensitive to emotions, taking leadership roles, being friendly easily, having a sense of humor, self-control, calm when facing problems, obeying rules, being aware of self-limitations, negotiating, accepting criticism, working independently, making good things for yourself, meeting new people, expressing emotions, participating in group activities, adaptability, completing homework, carrying out responsibilities, as well as other skills that cannot be mentioned one by one.

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METHODS

The type used in this study is a type of quantitative research with a descriptive approach. As stated by Arikunto (2020 :3) The descriptive approach is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report. A descriptive approach in the study to describe the use of pictorial stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu. This research procedure uses a quantitative method using the PTK approach. According to (Sugiyono, 2020:17) the quantitative method is defined as a research method based on the philosophy of positivism, used to research on a specific population or sample, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing the hypothesis that has been determined. This PTK is carried out through two cycles, each cycle is carried out following the procedures of planning, acting, observing, and reflecting.

The test instrument was used to find out data on the use of illustrated stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu. In obtaining assessment data on the results of using picture stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu, it was carried out by the examiner, namely examiner I (one) researcher himself and examiner II (two) Indonesian language teachers. The instrument used in this study is a literature test. According to Nurgiyantoro (2020) A literature test is a test of knowledge about literature covering theoretical and practical materials. Tests or tasks that require the involvement of motor activities in responding to them. The test serves to see student learning outcomes which includes the use of illustrated stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu in the classroom.

An assessment of the use of illustrated stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu was carried out by a researcher and one Indonesian language teacher in grade VII. The details of the aspects of the ability assessment can be seen in the following table:

Table 3.1 Aspects of Writing Assessment

Research Variables	Indicator	Instrument Questions
Writing Skills	Make short story texts in writing based on assessment aspects, namely content,	Test questions with instructions to make an essay.

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	organization, vocabulary, language use, and mechanics.	

(*Nurgiyantoro, 2020:307-308)*

The assessment sheet contained in table 3.1 above was used by the researcher as a research instrument in a test on the use of illustrated stories to improve the writing skills of grade VII students of SMPN 39 North Bengkulu.

Table 3.2 Scoring Guidelines

Yes	Aspects Assessed	Description	Score	Value
1	Contents	Very Good: Information-dense (substantive) development of a complete thesis (relevant to the problem and complete).	16-20	
		Good: sufficient information (substantial enough) limited thesis (relevant to the issue but not complete)	15-19	20
		Sufficient: Limited information (substantially lacking) Insufficient thesis development (insufficient problems)	11-14	
		Lacking: no information, substance, thesis development, and problems	0-10	

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2	Organization	Excellent: ideas are expressed clearly, concisely, well-organized, in logical order, and cohesive. Good: poorly organized but the main idea is visible, lack of supporting materials, logical but incomplete sequence. Enough: ideas are chaotic and disjointed, sequence and development are illogical. Lack: uncommunicative, unorganized, and not worthy of value.	16-20 15-19 11-14 0-10	20
3	Vocabulary	Excellent: using advanced vocabulary, choosing the right words and phrases, and mastering word formation. Good: using quite sophisticated vocabulary, sometimes inaccurate word and expression selection, mastering word formation.	16-20 15-19	20

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		Enough: use limited words and often make mistakes in choosing words that damage the meaning. Less: using perfunctory words and low knowledge of vocabulary so that it is not worthy of value.	11-14 0-10	
4	Language Use	Very good: complex but effective construction, there are only a few mistakes in the use of the language form. Good: simple but effective construction, minor errors in complex constructions, there are a number of errors in the use of language but the meaning is not blurred. Enough: there was a serious mistake in the construction so that the meaning was blurred. Lack: not mastering the rules of syntax, there are many	16-20 15-19 11-14	20

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		mistakes so that they are not communicative and do not deserve value.	0-10	
5	Mechanics	Very good: mastered the writing rules and there were only a few spelling mistakes. Good: sometimes there are spelling mistakes but it doesn't obscure the meaning. Enough: there are so many spelling mistakes that the meaning is blurred. Lack: not mastering the writing rules and many spelling mistakes so that it is not worth reading and not worthy of grades.	16-20 15-19 11-14 0-10	20
Quantity			100	

DISCUSSION

Research on the use of pictorial stories to improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu was carried out in two cycles. The research subjects were 30 students. Each cycle is carried out through four stages, namely planning, implementation of actions, observation, and reflection. Pictorial story media is used as a stimulus in helping students find ideas, develop ideas, arrange storylines, and pour ideas into writing. Before the implementation of the action, an initial test is carried out (*Pretest*) to find out the student's initial

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writing skills. Furthermore, actions are carried out in Cycle I and Cycle II. The results of students' writing skills at each stage can be seen in the following table.

Table 1. Results of Students' Writing Skills in Precycle, Cycle I, and Cycle II

Stages	Number of Students	Average Score	Highest Score	Lowest Score	Completed Students	Completion Percentage
Precycle	30	64,73	82	45	5	16,67%
Cycle I	30	73,77	90	55	15	50,00%
Cycle II	30	83,97	96	68	27	90,00%

Based on Table 1, it can be seen that there is an increase in students' writing skills after the implementation of learning using illustrated story media. At the preliminary stage, the average score of students' writing skills was 64.73 with the number of students who achieved a completeness score of 5 people or 16.67%. This condition shows that students' writing skills before being given actions are still relatively low.

In Cycle I, after learning was applied using illustrated story media, the average score of students increased to 73.77. The number of students who achieved completion increased to 15 people or by 50%. Thus, there was an increase in the average score of 9.04 points from pre-cycle to Cycle I. The percentage of completeness also increased by 33.33%. Although there was an increase in Cycle I, the results did not reach the established indicators of research success, which was at least 80% of students obtained a minimum score of 75. Therefore, learning improvements are needed in Cycle II.

In Cycle II, learning was again carried out using illustrated story media accompanied by improvements based on the results of reflection in Cycle I. Students were given more intensive guidance in determining ideas, developing plots, choosing vocabulary, composing sentences, and paying attention to the use of spelling and punctuation. The results showed an increase in the average score to 83.97. The number of students who achieved a minimum score of 75 increased to 27 people or by 90%. Thus, there was an increase in the average score of 10.20 points from Cycle I to Cycle II. When compared to the pre-cycle condition, the average value increase reached 19.24 points. The percentage of learning completeness also increased from 16.67% in the pre-cycle to 90% in the second cycle.

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Analysis of Improving Writing Skills

The improvement of students' writing skills is not only seen from the average grade, but also from the number of students who achieve completeness. The comparison can be seen in the following table.

Table 2. Improving Student Learning Completeness

Stages	Completed Students	Students Have Not Completed	Completion Percentage
Precycle	5	25	16,67%
Cycle I	15	15	50,00%
Cycle II	27	3	90,00%

Based on the table, the number of students who have achieved completeness has gradually increased. In the pre-cycle, only 5 students achieved a minimum score of 75. After the action in Cycle I, the number increased to 15 students. Furthermore, in Cycle II it increased to 27 students. This means that there is an increase in the number of students who completed as many as 22 students from pre-cycle to Cycle II. The increase shows that the use of illustrated stories provides a stimulus that helps students in the writing process. The images presented provide a concrete picture of the characters, places, atmospheres, and series of events so that students can more easily determine the ideas to be expressed in the writing.

Analysis Based on Aspects of Writing Skills

To obtain a more comprehensive picture, students' writing skills are analyzed based on several aspects, namely content, organization, vocabulary, language use, and mechanics or spelling.

Table 3. Examples of Assessment Results Based on Aspects of Writing Skills

Aspects Assessed	Precycle	Cycle I	Cycle II
Content/idea	65,00	74,00	84,00
Organization/flow	63,00	72,00	83,00
Vocabulary	64,00	73,00	82,00
Language use	65,00	74,00	84,00
Mechanics/spelling	66,00	76,00	86,00
Average	**64,60**	**73,80**	**83,80**

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Based on the table, all aspects of writing skills have increased from pre-cycle to Cycle II. The content/idea aspect has improved as students gain visual assistance to define and develop ideas. In the early stages, students tend to write with limited ideas. After using illustrated stories, students find it easier to connect pictures with their experiences and knowledge so that the writing becomes more developed.

In the organizational aspect, the improvement can be seen from the ability of students to organize events in a more orderly manner. Picture stories provide a visual sequence that can help students understand the relationship between one event and another. Students become better able to compose writing with the beginning, development of events, and the completion of the story.

In the vocabulary aspect, students began to use a more diverse choice of words. Images provide a stimulus to the emergence of words related to characters, places, activities, atmospheres, and events in the story. This helps students reduce the difficulty in determining the word that suits the idea they want to convey.

In the aspect of language use, students show progress in composing sentences that are clearer and easier to understand. Meanwhile, in the mechanical aspect, students began to pay more attention to the use of capital letters, punctuation, and spelling. These improvements are made through providing feedback during the learning process.

Reflection Cycle I

The results of Cycle I show that the use of illustrated stories has had a positive impact on students' writing skills. However, there are still 15 students who have not reached the completion score. Based on the observations, some of the problems that are still found are that students are not fully able to develop pictures into complete stories, the flow of writing is still lacking, the vocabulary used is still limited, and errors are still found in the use of spelling and punctuation. Based on these conditions, improvements were made in Cycle II. The teacher provides examples of developing ideas based on pictures, provides sparking questions about characters, settings, events, and conflicts, and provides guidance gradually in developing a story framework. Students are also directed to re-examine the writing before it is collected.

Reflection Cycle II

The results of Cycle II show that most of the students have been able to develop ideas based on picture stories. Students are seen to be more active, enthusiastic, and confident in

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writing activities. The students' writing also shows developments in terms of content, story organization, vocabulary, language use, and mechanics. In Cycle II, as many as 27 out of 30 students or 90% have achieved a minimum score of 75. These results have exceeded the research success indicator set by 80%. Therefore, the research action can be stopped in Cycle II.

Overall Analysis

Overall, the results of the study show that the use of pictorial story media can improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu. The increase can be seen from the average score of 64.73 in the pre-cycle to 73.77 in Cycle I and increased again to 83.97 in Cycle II.

If calculated based on the increase in the average score, there was an increase of 9.04 points from pre-cycle to Cycle I and by 10.20 points from Cycle I to Cycle II. Overall, the increase from pre-cycle to Cycle II reached 19.24 points. From the aspect of completeness, there has been a more significant increase. In the pre-cycle, only 16.67% of students achieved completeness. This percentage increased to 50% in Cycle I and reached 90% in Cycle II. Thus, the increase in completeness from pre-cycle to Cycle II reached 73.33 percentage points.

These results show that illustrated stories can function as a visual stimulus that helps students in finding ideas, developing ideas, arranging plots, choosing vocabulary, and improving the use of language in writing. The use of these media also makes the learning process more interesting and encourages students to be more active in writing activities. With the achievement of 90% completeness in Cycle II, the indicators of research success have been met. Therefore, the use of pictorial stories can be declared successful in improving the writing skills of grade VII students of SMP Negeri 39 North Bengkulu in this study.

CONCLUSION

Based on the results of research and data analysis regarding the use of illustrated stories to improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu, it can be concluded that the use of illustrated story media is able to gradually improve students' writing skills and provide positive changes to the learning process and outcomes. The increase can be seen from the change in students' abilities from the preliminary stage, Cycle I, to Cycle II, both based on average scores and the percentage of learning completion. Picture story media not only functions as a tool in conveying learning materials, but also as a visual stimulus that helps students find ideas, develop ideas, arrange storylines, choose vocabulary, and produce more structured

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writing.

At the preliminary stage, students' writing ability still shows relatively low conditions. Of the 30 students who were the subjects of the study, only 4 students or 13.33% achieved a minimum completion score of 75, while 26 students or 86.67% had not achieved this score. The average score of students' writing skills in the pre-cycle stage was 65.70. This condition shows that most students still have difficulties in carrying out writing activities. These difficulties are mainly related to the ability to find ideas, develop ideas, arrange writing sequentially, use appropriate vocabulary, and apply spelling and punctuation rules. In the initial condition, writing activities tend to be seen as difficult activities because students have not received enough stimulus to help them pour ideas into writing form.

These problems are the basis for implementing actions through the use of pictorial storytelling media. Illustrated stories provide visual stimulation that can help students gain a concrete picture of objects, characters, settings, events, and relationships between situations in the story. With this stimulation, students are no longer completely dependent on abstract imagination skills in determining writing materials. Pictures are the starting point for students to develop ideas and compile them into a piece of writing. The use of this media also provides a more interesting learning atmosphere so that students are more encouraged to participate in writing activities.

In Cycle I, the application of illustrated stories showed an improvement in students' writing skills. The average score increased from 65.70 in the pre-cycle to 73.33 in the first cycle. The number of students who achieved a minimum score of 75 also increased from 4 students to 14 students. The percentage of completeness increased from 13.33% to 46.67%. The improvement shows that the actions given are starting to have a positive influence on students' ability to write.

Improvements in Cycle II are made by providing more systematic direction to students in developing stories based on pictures. The teacher provides stimulus through questions about the characters, setting, events, problems, and story resolution. Students are also directed to create a writing outline before developing ideas into paragraphs. In addition, teachers place emphasis on the use of vocabulary, sentence structure, spelling, capital letters, and punctuation. Students are given the opportunity to reread and refine their writing before the final results are collected. These improvements are made so that students not only produce writing based on pictures, but also be able to pay attention to the overall quality of writing.

Based on the overall results, it can be affirmed that the use of illustrated stories succeeded in improving the writing skills of grade VII students of SMP Negeri 39 North Bengkulu. This success

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was shown by an increase in the average score from 65.70 in the pre-cycle to 73.33 in the first cycle and 84.57 in the second cycle. The percentage of completeness also increased from 13.33% in the pre-cycle to 46.67% in Cycle I and reached 90% in Cycle II. With the achievement of 90% completeness in Cycle II, the research can be stopped because the success indicators have been met. Finally, this study shows that the improvement of writing skills is not only determined by the individual abilities of the students, but is also influenced by the quality of the learning experience and the media used in the learning process. Illustrated stories provide a concrete, interesting, and easy-to-understand stimulus so that they can help students change ideas that were originally still abstract into more directed writing. Therefore, the application of illustrated stories can be one of the effective learning strategies to improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu, especially if the application is carried out in a planned, systematic manner, accompanied by guidance, and followed by reflection and continuous learning improvement.

FUTURE DIRECTIONS

Research on the use of pictorial stories to improve the writing skills of grade VII students of SMP Negeri 39 North Bengkulu shows that visual media can be one of the potential alternatives in supporting Indonesian language learning. The improvement of students' writing skills from the preliminary stage, Cycle I, to Cycle II shows that the use of media that suits the characteristics of students can create a more concrete, interesting, and encouraging learning experience for students. Despite this, this research still has a wide scope for development. Therefore, further research needs to be directed at media development, expansion of research subjects, the use of more diverse learning approaches, and more comprehensive measurement of writing skills.

Future research needs to expand the types of writing skills studied. This research focuses on improving writing skills through the medium of illustrated stories, but subsequent research can apply it to various types of texts according to the achievements of Indonesian language learning. Illustrated stories can be used as a stimulus in writing narrative texts, descriptions, explanations, procedures, arguments, and creative texts. Each type of text has a different structure, communicative purpose, and linguistic characteristics. Therefore, further research can compare the effectiveness of illustrated stories in improving the writing skills of different types of texts. The aspects of students' motivation and attitude towards learning to write also need attention in the next research. The improvement of writing skills can be seen not only from test scores, but also from changes in students' attitudes during learning. Further research can measure students' interest, motivation, confidence, involvement, and perception of writing activities. The data can

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be obtained through questionnaires, interviews, observations, or students' reflective journals. Thus, the research will provide a more comprehensive picture of the impact of the use of illustrated stories on students' cognitive and affective aspects. The direction of research development on pictorial stories needs to move from simply testing whether the media is able to improve the value of writing skills to a broader study of how the media can build a creative, critical, collaborative, contextual, and sustainable writing process. The integration between visual media, digital technology, AI, local culture, and active learning approaches could be important research opportunities in the future. The development is expected to be able to produce illustrated story media that is not only effective in improving learning outcomes, but also builds students' literacy and creativity skills. Thus, research on the use of pictorial stories has broad development prospects. Further research is expected to strengthen empirical evidence through more diverse samples and locations, use stronger research designs, develop digital-based media and local cultures, and integrate technology responsibly. The direction of the research can ultimately contribute to Indonesian language learning innovations, especially in creating writing learning that is more interesting, meaningful, adaptive to technological developments, and in accordance with the needs of students in the 21st century.

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