

## Optimization of Narrative Writing Learning Through Communicative Media in Deaf Students in Grade Vii Junior High School

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### ABSTRACT

**Objective:** This study aims to examine the optimization of serial image media as an effective communicative tool for enhancing narrative writing skills among deaf students, addressing the challenges posed by limited language development and auditory impairments. **Methods:** A literature review approach was employed, analyzing 15 peer-reviewed articles published between 2018 and 2024. Articles were identified using targeted keywords such as "Ability to Write with Serial Images in Deaf Students" and underwent a rigorous selection process including identification, screening, and feasibility testing. Data synthesis was conducted using a narrative method to group findings based on measured outcomes. **Results:** The findings indicate that serial image media significantly improve the writing skills of deaf students by fostering engagement, enhancing comprehension, and strengthening memory retention. Students exhibited greater enthusiasm and motivation when learning through visual aids, which facilitated a deeper understanding of narrative structures. **Novelty:** This research underscores the critical role of visual media as a tailored instructional strategy to overcome linguistic barriers in deaf education. The study contributes new insights into inclusive teaching practices by demonstrating the high effectiveness of serial image media in improving narrative writing skills. **Implication:** The results emphasize the need for educators to integrate visual tools into language learning curricula to support students with special needs and enhance classroom inclusivity.

## INTRODUCTION

Basically, special schools (SLB) are present as a forum to provide appropriate abilities or education for people with disabilities, including deaf or children who have obstacles in the hearing process. Deaf is a child who has one or more of the outer, middle, and inner ear organs that are disturbed or damaged due to disease, accident, or other unknown causes, so that these organs do not perform their functions properly

Deaf people are those whose hearing is not functioning to the point of needing extraordinary educational services. For children who are deaf or have a milder type of hearing impairment, they can use hearing aids. [1] states that deafness is a condition in which one or more of the outer, middle, and inner ear organs are disturbed or damaged due to disease, accident or other unknown causes so that they cannot perform their functions properly. Deaf children are children who have hearing impairments so that they cannot hear sounds perfectly or even cannot hear at all, but it is believed that there is no human being who cannot hear at all. Although very few, there are still hearing remnants that can still be optimized in the deaf child [2].

Deaf children are often isolated from their social environment, both at home, at school, at work, and in society. Article 5 of Law Number 20 of 2003 concerning the

National Education System mandates that every Indonesian citizen has the same right to obtain quality education. Deaf children, despite their limitations, have the right to a proper education. In the school system, deaf children can choose to study in exceptional schools. This special school (SLB) provides education for children with special needs and gives them the opportunity to learn together with their peers [3]. They will take part in programs that have been tailored to their needs and abilities. Deaf children live in a segregated world, and study in an outdoor school where most students have the same diagnosis. The learning success of deaf children depends on their ability to adapt emotionally and socially to different learning patterns at school. Children who are not prepared to learn will experience obstacles in the process. Students' readiness for learning must be considered in order to achieve optimal learning. According to readiness can be understood as an action to respond or react. This readiness comes from within the student and the reflective maturity of the student. This shows the readiness of students to improve their abilities.

The limited language development ability of deaf children causes deaf children to lack in developing ideas/ideas, hearing function that does not function properly resulting in children being less able to grasp speech through the words they hear, thus affecting the success of writing. Weak concentration ability in reading lips will affect the ability to write down the words spoken. Children tend to write words according to what they spell.

This Indonesian language learning for deaf children aims to develop competence in using Indonesian. This is so that they can communicate in good and correct Indonesian, both oral and written. To achieve these goals, they must have writing skills so that learners can communicate well and correctly in writing [4].

Writing is a complex process that involves components such as content, organization, vocabulary, grammar, and mechanics that "go hand in hand" [5]. These aspects lead learners to produce compelling texts that are "cohesive, logical, clearly structured, engaging, and meticulously organized with a wide range of vocabulary and mastery of conventions in mechanics [6]. In other words, to write a good text, it requires a wide range of skills in genre, text structure, lexical, language use, and writing conventions.

Writing is considered one of the components in the communication system. This activity shows a picture of thoughts, feelings, and ideas that are manifested in the form of symbols that are a graphic language. There are four language skills and writing is one of them. This is because without understanding the language, a person will have difficulty getting along and communicating with others, especially in writing competence. With writing competence, a person can express thoughts, ideas to achieve their goals and goals [7], [8]. Writing is the activity of conveying messages (ideas, feelings, and information) in writing to other parties. [9] Writing is a language skill that is used to communicate indirectly, not face-to-face with others. Writing is a productive and

expressive activity. In this writing process, the writer must be proficient in using graphology, language structure and vocabulary [10].

Narrative skills have an important role in the language development of a person, including Deaf children. The weak narrative ability of Deaf children shows that the exposure and intervention of language mastery of Deaf children is very lacking, affecting their literacy skills. The weak ability of Deaf children at the micro level (mastery of vocabulary and conjunctions) has an impact on the ability of Deaf children to understand and convey messages [11].

One of the media used to teach deaf children in writing narratives is to use communicative media. Communicative media is a design that is used to convey the mindset of delivering messages to the recipient of the message, delivering messages that are communicative, effective, efficient and precise, patterned and integrated and aesthetic, through certain media so that it can provide changes in the attitude of the target [12].

One of the communicative media that can be used to learn to filter narratives is series images. A series of images is a series of stories that are arranged in sequence and have a continuity between one image and another and teachers should be willing to consider the use of series image media in the implementation of teaching and learning activities, especially in teaching essay writing [13]. The existence of image media can stimulate the imagination of a person (student) to be able to write based on images of what he sees, so that students are expected to be able to write essays that are in accordance with their themes, ideas, experiences and events. Serial image media is a group or type of still image visual media. Students' experience of the real world is generally shaped through teaching media. One of the learning media used to clarify the message, for space limitations because objects are too large, events in the past or far away, images are often used. In addition to being able to clarify various things, images are also easy to obtain. Through images, students can translate abstract ideas into the form of reality

The advantages of image media are: (a) more concrete, because with images there is more reality of the explanation given when compared to verbal explanations only, (b) easy to remember, the characteristics of series image media that present interesting images and sequentially make it easier for students to better understand a story, (c) fun by using picture media, including series image media, so that learning is more interesting because there are interesting and interspersed images with the game of sorting pictures in turn [14].

The application of this series of image media can be displayed with several examples of series images to explain, if teachers can apply this media can help improve teachers' skills and creativity in teaching because this series of image media is easy for students to understand and can improve students' skills in learning and this media can also be useful for researchers in pouring their ideas according to the material presented. Furthermore, this media can also help teachers to give examples directly to students

about series images that are clearer and easier to understand. This series of picture media is one of the easy ways to increase students' knowledge, can attract students' simple essay writing skills in working together in their respective groups and can be understood more quickly [15], [16]

Based on the above background, the purpose of this study is to review the optimization of communicative media in narrative writing learning for deaf students.

## RESEARCH METHOD

This study uses the literature review or a literature review. Literature review It is an activity that focuses on a specific topic that is of interest to be critically analyzed for the content of the manuscript studied. Literature review It uses literature published in 2018-2024 which can be accessed in fulltext in PDF and Scholarly formats (peer reviewed journals) by using google scholar In the app Publish or Perish (PoP). The journal reviewed is a journal that meets the criteria in the form of Indonesian and English research journal articles with the theme Optimizing the Use of Serial Images for Deaf Students in improving narrative writing skills. The literature search was focused on the first keyword "Ability to Write with Serial Images in Deaf Students" got 15 articles, and the second keyword "Writing Ability with Series Pictures in Deaf Students" got 15 articles, so the total number of articles obtained was 30 articles. Because this literature review wants to know the application of series images to improve the narrative writing ability of deaf students, then, from the entire article identification (activities to analyze more deeply about a thing), it is also necessary to select data (screening), and don't forget to also conduct a feasibility test (eligibility), so that 15 articles were obtained in accordance with the objectives of literature review. Literature review This is synthesized using a narrative method by grouping similar extraction data according to the measured results to answer the objectives

## RESULTS AND DISCUSSION

An analysis of 15 articles explaining the ability to write narratives of deaf students using a series of images is shown in Table 1.

Table 1. Synthesis Analysis of Literature Search

It	Researcher and Year	Research Title	Metho d	Level	Variables Measured	Research Results
1	[4]	Analysis Writing Skills of Students With Hearing Disabilities At Inclusive Elementary School	PTK	SD	Writing ability	The use of serial image media can improve the ability of students of class VI SDLB B at SLB Bhakti Pertiwi in writing report texts.

2	[17]	The Effect of the Use of Serial Image Media on the Writing Skills of Fairy Tales for Grade III Elementary School Students	Quantitative	SD	Ability to write stories	The use of serial image media is influential in learning to write fairy tales for grade III students of SD Negeri 37 Pa'rasangang Beru. The results of this study show that series image media is influential if used in learning to write stories for grade III students of SD Negeri 37 Pa'rasangang Beru.
3	[18]	The Use of Series Image Media to Improve the Ability to Write Narrative Essays	PTK	SD	Writing ability	The improvement of the ability to write narrative essays using series image media based on the completeness of students' learning in writing narrative essays starting from pre-cycle, cycle I to cycle II has increased.
4	[19]	The use of serial image media to improve the expressive writing skills of deaf children in class III SLB DHARMA BHAKTI Bantul	PTK	SD	Expressive writing skills	The use of serial image media can improve the expressive writing ability of deaf children in class III SLB DHARMA BHAKTI Bantul.
5	[20]	Teaching Writing Narrative Text Through Picture Series To the Tenth Grade Students at Sma Negeri 5 Lubuklinggau	Quantitative	SMA	Writing ability	The conclusion of this study states that teaching writing through series image media is effective for tenth grade students of SMA Negeri 5 for the 2016/2017 school year.
6	[21]	Improving Students' Writing Ability in Narrative Text Using Picture Series	PTK	SD	Writing Narrative Text	The use of serial image media in narrative text learning has a positive impact on improving students' writing skills.
7	[22]	The Effect of the Use of Serial Image Media on the Ability to Write Simple Sentences	Quantitative	SD	Composing Sentences	There is a significant difference in average between the results of the pre-test and post-test of students in terms of composing simple sentences.

of Elementary School Students						
8	[23]	The Use of Serial Image Media in Improving Learning Activities and Narrative Writing Skills in Elementary Schools	PTK	SD	Ability to write narratives	The application of serial image media in narrative writing learning has been carried out by teachers well and smoothly and well followed by students.
9	[22]	Creative Pen: Improving Reading Skills of Deaf Children with Picture Card Media in Class P2/A Tklb-B Dharma Asih	PTK	KIN DER GAR TEN	Read	The reading ability of early childhood people with hearing impairment in class P2/A TKLB-B Dharma Asih has increased from cycle I to cycle II.
10	[25]	The Effect of the Use of Serial Image Media on Natural Events on Students' Ability to Write Short Stories	Quanti tative	SD	Writing ability	Image media has a significant influence on students' skills in writing short stories at Penambong State Elementary School in Central Lombok.
11	[26]	Skills of Writing Explanatory Texts Using Serial Image Media.	Eskper imen	SD	Writing ability	The use of serial image media in learning Indonesian can improve writing skills, especially explanatory text writing skills.
12	[27]	Application of Ambient Image Media in communication	PTK	SD	Writing ability	This study explains the problem of writing descriptive essays with the help of image media. The skill of writing a description essay for grade IV students of SDN 009 Tarue, North Luwu Regency with the application of environmental image media starting from the first cycle to the 2nd cycle showed effective results
13	[28]	Application of Image Media to Improve Poetry	PTK	SD	Writing poetry	The use of image media has been proven to improve the writing skills of grade IV

		Writing Skills in Indonesian Language Learning					students of SDI Teladan Suci East Jakarta.
14	[29]	Development of Pop-Up Book-Based Serial Image Media in Indonesian Lessons on Narrative Essay Writing Skills Material.	Rnd	SD	Writing a narrative essay	Media development Pop-Up Book-based serial images in Indonesian lessons expert validation narrative essay writing skills are categorized as "Worthy of use with revisions and suggestions", the results of the validation of material experts are categorized "Worth using with revisions and suggestions". Student responses obtained the criteria of "Very Feasible"	
15	[30]	The Use of Image Media to Improve the Ability to Write Descriptive Essays in Grade IV Students of SDN 28 Kota Selatan Gorontalo City	PTK	SD	Writing ability	Students' ability to write descriptive essays improves using image media	

### Discussion

One of the main challenges faced by deaf students in improving their writing skills is limited access to spoken language. As a result of their hearing loss, they may have difficulty hearing and understanding sounds, which can affect their ability to understand spoken language correctly [31]. This has an impact on their ability to understand grammar rules and the use of words in the context of language. In addition, Indonesian has a complex grammatical structure, and deaf students may have difficulty understanding the rules [32], [33]. This can affect their ability to construct correct and coherent sentences in their writing. In addition, low motivation and confidence can also be an obstacle in developing writing skills. Deaf students may be reluctant to try writing for fear of making mistakes or feeling unable to express ideas clearly.

In the teaching and learning process with the existence of media, it has a very important meaning. Because in these activities, the unclarity of the material conveyed by the teacher can be assisted by presenting the media as an intermediary, the complexity of the material conveyed to students can facilitate learning with the help of the media. The

media can represent things that teachers are not able to say through certain words or sentences, and even the abstraction of the material can be maximized with the presence of the media.

The use of communicative media in the form of series images can be an alternative learning media that challenges teachers to be able to innovate well, innovatively and motivators or in other words shape teachers to become creative teachers. Students are expected to be able to develop their potential optimally, especially the ability to write narrative texts. Writing can also make it easier to feel and enjoy relationships, deepen the ability to perceive or perceive students.

A series of drawings or series of drawings can be used as material for the preparation of paragraphs. An image or series of images essentially expresses something, the form of expression is in the fact of the image and not in the form of language. The message implied in the image can be restated in the form of words or sentences. Serial images are a very appropriate medium for learning to write essays. By looking at the series of pictures, students can draw conclusions from the pictures, then can elaborate them in the form of writing [34].

The steps taken in the implementation of the use of serial image media to improve writing skills include: the teacher distributes the serial image and the student will try to say the words and sentences in the picture, the teacher corrects the wrong speech, before writing the words and sentences. Next, the child writes it in the form of an essay according to the teacher's guidance.

Based on the results of the research in Table 1, there are positive results with the use of picture media that can improve writing skills for students. Students are more happy with the use of image media as a support in their learning process. Image media can make students more attractive to understand and get to know the various types of images presented so that they can improve students' memory. The effectiveness of image media has an effect on improving students' writing skills. The improvement mentioned is that learning to write with the help of picture media carried out by teachers feels more fun because with this learning students look active in the learning process, motivated, and happy to participate in learning in class. The benefits obtained in the use of image media in the learning process are: 1) Image media can clarify the delivery of messages or information so as to improve the learning outcome process. 2) Image media is used to increase and direct students' attention so that it can foster motivation in student learning.

Through communicative media in the form of this series of images, deaf students can carry out learning to write essays effectively and meaningfully. Not only that, deaf students are actively involved and enthusiastic about participating in this learning because with hearing limitations, they maximize their visual learning style, one of which is with the media of series pictures.



## CONCLUSION

**Fundamental Finding:** This study demonstrates that the use of serial image media is highly effective in enhancing the narrative writing skills of deaf students. By leveraging visual elements, these media address linguistic and auditory challenges, fostering improved comprehension, memory retention, and student engagement. **Implication:** The findings highlight the importance of integrating serial image media into teaching practices as a communicative tool that not only enhances learning outcomes for deaf students but also creates a more inclusive and interactive classroom environment. Teachers can use these tools to facilitate motivation and support the development of writing skills in students with special needs. **Limitation:** The study is limited to a literature review approach, which relies on secondary data from prior studies. The variability in contexts and methodologies of the analyzed articles may affect the generalizability of the results. **Further Research:** Future studies should employ empirical methods, such as experimental or longitudinal research, to evaluate the direct impact of serial image media on narrative writing skills across diverse educational settings and to explore its integration with other assistive technologies for broader applications..

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