ENHANCING NARRATIVE WRITING SKILLS THROUGH THE MEDIA CERIA APPROACH FOR STUDENTS WITH HEARING IMPAIRMENTS

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ABSTRACT

This study aims to improve the narrative writing skills of students with hearing impairments through the use of *Media Ceria* (Series Picture Stories) as an interactive and communicative visual learning medium. The research is grounded in the observation that students with hearing impairments often demonstrate low narrative writing proficiency due to limitations in both receptive and expressive language abilities. The study employed a Classroom Action Research (CAR) design following the Kemmis and McTaggart model and was conducted at SKHN 1, SKHN 2, and SKHN 3 Palangka Raya with a total of 24 students in grades V and VI. The research consisted of two cycles comprising planning, action, observation, and reflection stages. The findings indicate a significant improvement in students' narrative writing performance, with the average score increasing from 62.4 in the pre-action phase to 70.1 in Cycle I and 78.9 in Cycle II. Learning engagement also improved, as reflected in students' active participation, higher motivation, and increased confidence in writing tasks. These results demonstrate that *Media Ceria* (Series Picture Stories) is effective and feasible as an innovative instructional strategy for teaching narrative writing to students with hearing impairments, contributing to more inclusive and meaningful learning experiences.

Keywords: Narrative Writing Skills, Students with Hearing Impairments, *Media Ceria*, Visual Learning, Inclusive Education

INTRODUCTION

Writing is a fundamental component of language proficiency, playing a crucial role in shaping communicative competence, logical reasoning, and the ability to express ideas systematically (Karim, 2023). In the context of primary education, writing is not merely viewed as a mechanical skill for arranging words, but as a reflective, creative, and communicative process. Writing enables learners to organize experiences, structure ideas, and convey meaning to others in written form (Marliana & Indihadi, 2020). For students with special needs, particularly those with hearing impairments, writing holds strategic value because it becomes a primary medium for expressing ideas, feelings, and experiences that cannot be easily communicated verbally due to auditory limitations. Within the special education curriculum, narrative writing is recognized as an essential literacy competency that supports the development of holistic language skills in terms of content, structure, and communicative function. Through narrative writing activities, students learn to cultivate imagination, understand story structure, and enhance chronological and logical thinking appropriate to their social context.

However, field observations indicate that the narrative writing abilities of students with hearing impairments remain relatively low. Initial observations conducted at State Special Schools (SKHN) 1, 2, and 3 in Palangka Raya revealed that most students still struggle to transform ideas into coherent and meaningful sentences. Their written work tends to be fragmented, limited in vocabulary, and lacking in clear narrative structure—particularly in constructing orientation, complication, and resolution components. An analysis of basic writing tasks administered to fifth- and sixth-grade students showed that only about 30-40% were able to produce simple narratives with a logical plot, while the majority faced difficulties in idea development and frequently made errors in punctuation and sentence structure. These findings are consistent with previous studies highlighting that the primary challenge faced by students with hearing impairments lies in restricted access to spoken language, which limits their ability to grasp contextual meaning, inter-sentence relationships, and correct linguistic structures (Ilmi & Harsiwi, 2025).

These challenges in narrative writing stem from limitations in both receptive and expressive language skills. Receptive language, which involves understanding symbols and textual meaning, is often hindered by limited auditory stimulation (Muslimah & Depalina, 2025). As a result, students with hearing impairments typically possess a limited vocabulary and rely on repetitive, simple sentence patterns (Elyondri & Azizah, 2023). Meanwhile, expressive language difficulties impede their ability to articulate ideas in writing, including word choice, sentence construction, and narrative organization (Sugelestari, 2024). This condition makes writing a cognitively demanding and discouraging activity rather than an enjoyable medium for expression. Interviews with Indonesian language teachers at the three SKHN schools in Palangka Raya further revealed that writing instruction is often the most challenging aspect of teaching because students demonstrate low attention and motivation when taught using conventional, text-heavy methods with minimal visual support. Teachers typically rely on repetitive writing drills without engaging media, resulting in monotonous and less effective learning experiences for visually oriented learners.

In the context of 21st-century education—which emphasizes creativity, collaboration, and the use of technology—teachers are expected to employ instructional media that stimulate multiple senses, visualize abstract concepts, and promote meaningful learning (Hilmiah & Salehun, 2024). One promising medium is *Media Ceria* (Series Picture Stories), an interactive visual learning tool that integrates images, colors, symbols, and narrative elements. Designed to strengthen visual representation, *Media Ceria* helps students comprehend story structure and content through rich visual cues, compensating for limited auditory input. Its use fosters active participation, allowing students not only to receive information but also to engage in selecting, sequencing, and interpreting story components based on logical and chronological connections.

The adoption of *Media Ceria* (Series Picture Stories) aligns with Visual Learning Theory and Allan Paivio's Dual Coding Theory (1986), which suggests that comprehension improves when information is presented through both verbal and nonverbal channels. For students with hearing impairments, nonverbal visual representation plays a particularly dominant role in reinforcing linguistic understanding (Sari et al., 2024). By combining visuals and text, *Media Ceria* helps students link images to word meanings, facilitating a clearer grasp of story sequences. Additionally, constructivist theories by Piaget and Vygotsky support active learning principles, emphasizing that learners build knowledge through direct experience (Salsabila & Muqowim, 2024). Through interaction with visual stimuli and personal reflection on story content, students with hearing impairments engage in more interactive and individualized learning.

Practically, the use of *Media Ceria* has the potential to improve motivation, attention, and confidence in writing among students with hearing impairments. What is typically a monotonous task can become a colorful, exploratory, and enjoyable activity. When presented with a sequence of images depicting characters, events, and settings, students are encouraged to write narratives based on their interpretations and imagination. This transforms writing from a burdensome task into a meaningful and creative experience. *Media Ceria* also supports contextual learning principles, as students construct narratives from concrete visual observations rather than merely imitating model texts provided by teachers.

Despite its theoretical and practical potential, empirical research examining the specific effectiveness of *Media Ceria* (Series Picture Stories) in improving narrative writing skills among students with hearing impairments remains limited. Most previous studies focus on single-picture media, word cards, or general instructional videos, without integrating the interactive and emotional elements that define *Media Ceria*. This gap highlights the need for a study that not only evaluates learning outcomes but also investigates learning processes, student engagement, and interaction patterns during the implementation of this medium. Therefore, the present research is essential to provide empirical evidence on how *Media Ceria* enhances narrative writing skills in students with hearing impairments and to elucidate the pedagogical mechanisms that support its effectiveness.

RESEARCH METHODOLOGY

This study employed a Classroom Action Research (CAR) approach following the spiral model developed by Kemmis and McTaggart (1988). This model emphasizes a reflective and collaborative process between teachers and researchers to improve instructional practices through four cyclical stages: planning, acting, observing, and reflecting. The approach was selected because it aligns with the purpose of the study, namely to enhance the narrative writing skills of students with hearing impairments through the gradual and continuous implementation of *Media Ceria* (Series Picture Stories).

The research was conducted at State Special Schools (SKHN) 1, 2, and 3 in Palangka Raya, involving 24 students with hearing impairments from grades V and VI. The procedure consisted of two cycles, each representing a complete sequence of the CAR stages. The research instruments included observation sheets for learning activities, narrative writing tests, teacher interview guides, and documentation of students' written work.

Quantitative data from the writing tests were analyzed using descriptive-comparative techniques by calculating the mean scores and the percentage of improvement across cycles. Meanwhile, qualitative data obtained from observations and interviews were analyzed using the interactive analysis model of Miles and Huberman, as described by Arikunto (2019) and Mills (2018). The action was considered successful when at least 75% of students achieved a score above the minimum mastery criterion (KKM) of 70 and demonstrated improved participation, motivation, and ability to express ideas in writing.

RESULTS & DISCUSSION
Research Findings
1) Initial Condition Description
Prior to the implementation of the intervention, initial observations and diagnostic tests were conducted to assess the narrative writing abilities of students with hearing impairments at SKHN 1, SKHN 2, and SKHN 3 Palangka Raya. The results indicated that most students struggled to express ideas in written form. Their writing generally consisted of simple, disconnected sentences with frequent repetition of words and errors in capitalization, punctuation, and sentence structure. Some students merely listed events without organizing them into a coherent narrative sequence.

Out of the 24 participating students, only 8 students (33%) achieved a score above the Minimum Mastery Criterion (KKM) of 70, while the remaining 16 students (67%) fell into the low-performance category. The average pre-intervention score was 62.4. Learning activities also appeared passive, as students showed limited interest in writing tasks due to instructional practices that were heavily text-centered and lacked visual support. Teachers acknowledged that such approaches were ineffective because students with hearing impairments rely predominantly on visual stimuli to understand story concepts. Table 1 presents the distribution of the students' initial narrative writing scores.

Table 1 Pre-Intervention Narrative Writing Scores

Category	Score Range	Number of Students	Percentage (%)
High	80-100	3	12.5%
Medium	70-79	5	20.8%
Low	< 70	16	66.7%
Overall		**24**	**100%**

These findings demonstrate that students' narrative writing skills were far below the expectations set by the special education curriculum. Thus, an instructional intervention that is more communicative, visual, and engaging was required to support students in understanding narrative structure and content.

2) Cycle I Results
Cycle I was conducted in two sessions, focusing on the introduction and use of *Media Ceria* (Series Picture Stories) as a visual aid for narrative writing. The teacher presented a sequence of color-coded images and symbols depicting simple events, such as daily activities at home or school. Each image included facial expressions to help students interpret emotions and story meaning.

At the outset, students identified objects in the images with the help of sign language. The teacher then guided them in constructing simple sentences based on the images. Learning activities began to show positive changes as students became more enthusiastic, attentive, and active in group discussions.

The writing test at the end of Cycle I showed improvement compared with the initial condition. The average score increased to 70.1, and 14 students (58%) met the KKM. The most significant improvement was seen in understanding story sequence and using punctuation correctly. However, weaknesses remained in connecting ideas across sentences and vocabulary limitations.

Table 2 Summary of Narrative Writing Scores in Cycle I

Assessed Aspect	Average Score (out of 100)
Story Structure	70
Vocabulary	64
Cohesion and Coherence	68
Punctuation and Spelling	73
Content and Relevance	75
Overall Average	**70.1**

Reflection at the end of Cycle I showed that *Media Ceria* was effective in attracting student attention, yet improvements were still needed particularly in providing more opportunities for students to independently sequence images and construct sentences. Therefore, Cycle II was designed to strengthen active participation, vocabulary development, and emotional engagement with the story content.

3) Cycle II Results

Cycle II took place two weeks later with a more interactive learning approach. In this phase, students not only used the images provided by the teacher but also arranged the sequence themselves to form a logical narrative. Each group received a set of *Media Ceria* containing image fragments and color symbols. The teacher introduced transitional words (such as *then*, *after that*, *finally*) to support coherent storytelling.

Learning activities became significantly more dynamic; students were enthusiastic about selecting images, discussing ideas, and composing stories based on their imagination. They demonstrated increased confidence and higher levels of participation. Teachers also observed improvements in logical sequencing and more varied vocabulary use.

The writing test at the end of Cycle II showed a substantial increase, with an average score of 78.9, and 21 students (87%) achieved the KKM. Only three students still required additional support, primarily due to difficulties in punctuation use.

Table 3 Summary of Narrative Writing Scores in Cycle II

Assessed Aspect	Average Score (out of 100)
Story Structure	82
Vocabulary	79
Cohesion and Coherence	80
Punctuation and Spelling	76
Content and Relevance	77
Overall Average	**78.9**

These gains were evident not only in quantitative results but also in affective aspects. Students became more confident and collaborated effectively with peers. Teachers noted that writing activities were no longer perceived as difficult tasks but as enjoyable and creative experiences.

4) Comparison across Cycles

A comparison of the results across cycles indicates a consistent upward trend in every aspect of narrative writing proficiency. The mean score increased by 8.8 points from Cycle I to Cycle II, while the mastery percentage rose from 58% to 87%. The most substantial improvements occurred in storyline development (from 70 to 82) and vocabulary use (from 64 to 79).

Beyond learning outcomes, the intensity of interaction between teachers and students also increased. Teachers found it easier to explain the meaning of stories using visual aids, and students were better able to understand events within a more concrete context. The classroom environment consequently became more dynamic, collaborative, and communicative.

5) Additional Findings

An important finding of this study is that the *Media Ceria* (Serial Picture Stories) functions not only as a learning aid but also as an alternative communication medium for students with hearing impairments. The images, colors, and symbols used in the media effectively substitute for spoken language when explaining narrative concepts, thereby fostering more inclusive learning practices.

The media also enhanced students' engagement in writing activities. Selecting images and organizing them into a narrative sequence helped students intuitively understand narrative structure. Previously passive learners became active participants in discussions and demonstrated increased confidence in their writing. Teachers noted that *Media Ceria* provides both enjoyable and meaningful learning experiences for students with limited verbal communication skills.

Thus, the findings demonstrate that the systematic and reflective use of *Media Ceria* in narrative writing instruction strengthens the linguistic, cognitive, and affective abilities of students with hearing impairments, while reinforcing the role of visual-based instruction in special education settings.

Discussion

The findings demonstrate that the implementation of *Media Ceria* (Serial Picture Stories) significantly improved the narrative writing skills of students with hearing impairments at SKHN 1, SKHN 2, and SKHN 3 Palangka Raya. The increase in mean scores from 62.4 in the pre-cycle to 70.1 in Cycle I and 78.9 in Cycle II indicates clear progress in content, narrative structure, and vocabulary use. These results align with those of Malonda, Rattu, and Liando (2022), who found that picture-based media help students with hearing impairments understand event sequences and enhance written expression. *Media Ceria*, which incorporates more interactive and colorful features, further advances established picture-based approaches already proven effective in special education contexts.

The success of this intervention is supported by visual learning theory and the Dual Coding Theory proposed by Paivio (1986). Paivio argues that comprehension is optimized when information is presented through dual channels—verbal and nonverbal. For learners with hearing impairments, visual representation becomes the primary channel, compensating for limited auditory input. This explains why the use of images, colors, and symbols in *Media Ceria* strengthens semantic associations and helps students construct logical relationships in narrative texts. Mayer (2009) similarly emphasizes that multimedia learning is effective because it engages the brain's dual cognitive systems for processing verbal and visual information.

From a constructivist perspective, the results also resonate with the theories of Piaget (1970) and Vygotsky (1978). Piaget asserts that learners build knowledge actively through interaction with concrete experiences—an opportunity created through the use of serial visual stories. Vygotsky's concept of the Zone of Proximal Development (ZPD) further explains the effectiveness of teacher scaffolding during the process of interpreting images and forming connecting sentences. Collaborative tasks, paired discussions, and iterative feedback in each cycle served as essential mechanisms that strengthened students' meaning-making processes.

The increased learning activity observed during the implementation of *Media Ceria* demonstrates that this medium serves not only as a visual aid but also as a motivational tool. Students typically become passive when confronted with text-based writing tasks due to difficulties interpreting abstract linguistic symbols. However, with *Media Ceria*, they actively engaged in observing images, discussing storylines, and constructing sentences based on visually understood event sequences. These findings reinforce the results of Sriwidiastuty, Handoyo, and Waluyo (2025), who reported that serial pictures enhance participation and

literacy awareness among students with hearing impairments by providing concrete and enjoyable visual contexts.

Similar outcomes were reported by Karvita, Halim, and Sani (2025), who found that interactive videos improved language skills in children with hearing impairments through multisensory learning experiences. Although both interactive videos and *Media Ceria* share the principle of integrating visual, symbolic, and color-based elements, *Media Ceria* requires students to engage more actively in selecting, organizing, and interpreting images, resulting in a more constructive and reflective learning process.

Fadilah (2025) also highlights the value of technology-based visual learning tools, such as interactive web applications, in improving the writing structure of students with hearing impairments by providing environments aligned with visual learning preferences. This further supports the argument that innovative, visually oriented media—such as *Media Ceria*—are highly relevant for special needs education. The media functions not merely as an instructional tool, but as a mediator between visual and linguistic symbols, enriching students' understanding of narrative concepts.

Laila (2021) notes that visual-based literacy exploration enhances imagination and creativity in the writing of students with hearing impairments. This is consistent with the present findings, as students produced more descriptive sentences, used more varied vocabulary, and demonstrated stronger logical connections between events. These improvements echo Schunk's (2020) view that meaningful learning occurs when learners actively engage with new information, relate it to prior knowledge, and receive direct feedback.

The findings also align with the systematic review conducted by Zhaliha, Gunarhadi, and Andayani (2023), which underscores the importance of visual-based writing interventions for developing literacy skills among students with hearing impairments. They highlight that visual representation enhances morphosyntactic awareness and strengthens cognitive structures underlying written language. In this regard, *Media Ceria* acts as a cognitive bridge linking visual experience to narrative language structures, enabling students to express ideas more cohesively and coherently.

From an educational psychology perspective, *Media Ceria* also reinforces students' intrinsic motivation. Woolfolk (2019) states that learning environments that support exploration and foster a sense of achievement contribute significantly to increased motivation. In this study, students exhibited enhanced confidence as they were able to write more effectively with the aid of accessible visual cues. Observations revealed positive behavioral changes: students were more focused, actively engaged in discussions, and proud of their written work. This demonstrates that student-centered, visually grounded learning can overcome communication barriers commonly faced in language instruction for learners with hearing impairments.

Overall, the results and discussion reveal that *Media Ceria* has a multifaceted impact—not only improving technical writing skills but also enhancing cognitive and affective aspects of learning. The improvement in narrative writing skills among students with hearing impairments in Palangka Raya shows that interactive visual media can serve as an effective alternative in special education. Therefore, the implementation of *Media Ceria* is recommended as an innovative strategy to improve basic literacy competencies, particularly for teaching narrative writing that is creative, communicative, and meaningful.

CONCLUSION

Based on the findings obtained from SKHN 1, SKHN 2, and SKHN 3 Palangka Raya, it can be concluded that the implementation of *Media Ceria* (Serial Picture Stories) is effective in enhancing the narrative writing skills of students with hearing impairments. The use of interactive visual media combining images, colors, and symbols proved helpful in enabling students to understand narrative structures, enrich their vocabulary, and improve their writing

organization. Evaluation results showed an increase in the mean score from 62.4 in the pre-action phase to 70.1 in Cycle I and 78.9 in Cycle II, with mastery learning improving from 33% to 87%.

This improvement occurred not only in cognitive aspects but also in affective domains, such as heightened motivation, increased participation, and greater self-confidence in writing. Theoretically, these results support Paivio's Dual Coding Theory, which emphasizes the importance of presenting information through simultaneous visual and verbal channels, as well as the constructivist theories of Piaget and Vygotsky, which highlight active learner engagement and social interaction in knowledge construction.

Media Ceria (Serial Picture Stories) has proven to be a communicative and inclusive learning tool, well aligned with the visual learning characteristics of students with hearing impairments. Therefore, this medium is a viable strategic alternative for Indonesian language instruction in special education settings. The study also recommends that teachers continue to develop contextual and participatory visual media and integrate them into narrative writing activities to create learning experiences that are meaningful, enjoyable, and responsive to the individual needs of students with hearing impairments.

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