



## GENERATING IDEAS TO WRITE NARRATIVE THROUGH ILLUSTRATED POEM : INDONESIAN EFL STUDENTS' EXPERIENCES

Ega Viorenti Nabila<sup>1\*</sup>, Rahmah Fithriani<sup>2)</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sumatera Utara, Indonesia

E-mail: <sup>1\*</sup>[ega0304193198@uinsu.ac.id](mailto:ega0304193198@uinsu.ac.id), <sup>2</sup>[rahmahfithriani@uinsu.ac.id](mailto:rahmahfithriani@uinsu.ac.id)

Submitted: 21-01-2023

Review: 28-03-2023

Accepted: 30-03-2023

DOI: <https://doi.org/10.22202/tus.2023.v9i1.6591>



### **Abstrak**

Menulis telah menjadi keahlian paling penting untuk dipelajari bagi siswa bahasa Inggris sebagai bahasa asing. Namun seringkali siswa kesulitan mendapatkan ide saat menulis cerita naratif. Artikel ini bertujuan untuk menawarkan saran penggunaan puisi bergambar untuk menghasilkan ide dalam menulis teks narasi sebagai inovasi pembelajaran bahasa Inggris. Pre-test dan tugas tertulis digunakan sebagai alat pengumpul data pada penelitian kualitatif ini. Teks naratif partisipan dievaluasi menggunakan adaptasi dari Model Teaching for Better Educators (2019) dan Rubrik Analitik Naratif dalam Buku Bahasa Inggris Tingkat Lanjut oleh Kementerian Pendidikan dan Kebudayaan Riset dan Teknologi Indonesia (2020). Tujuh siswa dari sekolah menengah atas di Percut Sei Tuan, Indonesia, menjadi partisipan. Hasil penelitian menunjukkan bahwa partisipan mengalami kesulitan mendapatkan ide saat pre-test, namun mampu memunculkan ide menulis setelah distimulasi menggunakan puisi bergambar "Unicorn". Naskah naratif participants tersebut juga memenuhi persyaratan untuk narrative text organization, perincian sensorik, dan hanya memerlukan sedikit revisi dan pengeditan sebagaimana diuraikan dalam Naratif Rubrik Analitis. Namun, penggunaan rangsangan visual hanya bisa membantu dalam menghasilkan ide cerita, untuk itu diperlukan pengajaran lagi untuk menghasilkan teks naratif yang berkualitas. Dapat disimpulkan bahwa puisi bergambar dapat digunakan sebagai sumber pembelajaran untuk mengajar menulis narasi, sehingga pendidik harus mempertimbangkan hal ini untuk membantu siswa belajar.

### **Abstract**

Writing has become the most important skill to learn for English as a foreign language (EFL) students. However, students often have difficulty getting ideas when writing narrative stories. This article aims to offer suggestions on using pictorial poetry to generate ideas for writing narrative texts as an innovation in learning English. Pre-tests and written assignments were used for data collection in this qualitative study. Participants' narrative texts were evaluated using adaptations from the Teaching for Better Educators Model (2019) and Advanced English Books by the Ministry of Education and Culture Research and Technology (2020) Narrative Analytical Rubric. Seven students from a state senior high school in Percut Sei Tuan, Indonesia, became the participants. The results showed that



participants had difficulties in getting ideas during the pre-test but were able to come up with writing ideas after being stimulated using the pictorial poem "Unicorn." The participants' narrative texts also meet the requirements for narrative text organization, sensory details, and proof of revision and editing as described in the Narrative Analytical Rubric. However, the use of visual stimuli can only help in generating story ideas; further teaching is needed to produce qualified narrative texts. It can be concluded that pictorial poetry can be used as a learning resource for teaching narrative writing, so educators should consider this to help students learn.

**Keyword:** *illustrated poem; Indonesian EFL student, narrative text, writing*

## INTRODUCTION

The ability to communicate in English is essential for students to access information, particularly in this era of increased global competition. In order to keep up with the expanding global economy, Indonesian students must arm themselves with the fundamental abilities of communication, creativity, critical thinking, and problem solving. Along with listening, speaking, and reading skills, writing is a crucial skill for students to master because it allows them to express and articulate their ideas in words. With the right words, one can build new universes, nurture and develop new ideas, both through the written or spoken word (Lindstrom, 2015). Writing is an activity that cannot be separated from human life, because humans carry out their lives through speech and writing (Ratih & Taufina, 2019). Basically, writing requires a high level of critical thinking and creativity so that writing can be interesting and of good quality (Martha et al., 2022; Setiawan et al., 2020).

The challenge of writing in English as a foreign language is more formidable for EFL students, because they have to transfer their ideas first from their mother tongue (Fithriani et al., 2019). The challenge of writing in a foreign language is not only experienced by students. For most language teachers, their biggest challenge is in teaching writing skills because it requires a communicative goal as the ultimate achievement involving problem solving (Fithriani, 2021). A plethora of studies has been conducted to investigate EFL students' challenges in writing class. EFL students in Thailand, for example experienced difficulties in writing English due to less basic knowledge of vocabulary and grammar (Marwan, 2021). In



Pakistan, students think that writing is an activity that needs to be processed and complicated (Dastgeer & Tanveer Afzal, 2015). The difficulties experienced by EFL students who speak Mandarin include phonological, morphological and syntactic interference (Fithriani et al., 2020).

Similar phenomenon could also be observed with EFL students in Indonesia. Research shows that Indonesian EFL students were poor in writing academic performance (Eliwarti & Maarof, 2014; Hamied & Emilia, 2017). Due to their poor writing abilities, including their inability to generate and organize ideas, translate ideas into clear and comprehensible text, and choose appropriate words and vocabulary, students may find writing to be a difficult skill to acquire (Rahmi Fhonna, 2014). In addition, this challenge also occurs due to interference from the students' mother tongue in the target language (interlingual) because Indonesian uses grammar rules that are much different than those of English (Fithriani, 2020). Apart from that they often struggle to put something down on paper. As a result, it is not surprising that the end result of such an effort is frequently inaccurate and unoriginal.

EFL students in Indonesia, especially those of high school level, are required to master writing in several genres, one of which is narrative. Narrative text is a text that tells a chronological story in the past tense which focuses on situations, complicated problems, and solutions (Toolan, 2016). Narrative story is usually about human's experiences from time to time, which can be found in settings and everyday interactions (Gutiérrez et al., 2015). The structure of narrative text consists of orientation, complication, and resolution. Orientation is writing that begins with the introduction of characters, the time setting and the appearance of a problem (Supriyadi, 2018). Complications are the problems shown in the story and resolution is the resolution of the problems from the conflicts that occur in the story (Harsiati, 2017).

In composing a narrative text, students need to have creative ideas and skills, as well as sound knowledge of the rhetorical structure to follow (Rogers & Price,



2019). One way to generate ideas in writing is to use multimodal texts, for example illustrated poems, posters, pictures and others. Multimodal text is a type of text that contains more than one sign or symbol that is meaningful to express a meaning (Zotzmann, 2009). EFL teachers have been using multimodal texts as a learning media (Trisanti et al., 2022). Empirical evidence has shown that the use of multimodal approaches including illustrated poem can be effective strategies for assisting students' language skill (YI & CHOI, 2015). Furthermore, the use of multimodal texts can generate ideas while learning (Kress et al., 2016) and promotes positive learning outcomes and motivates students (Ganapathy, 2016). In addition, multimodal texts can play a role in understanding how different semiotic resources such as visual or auditory can be used in communication to understand the target language (Beckman-Brito, 2017; YI & CHOI, 2015).

Illustrated poem is one type of multimodal texts as it utilizes more than one mode of semiotic resource such as written language, still images, colors, etc. to represent meaning (Rajendra & Kaur, 2022). With the combination of various kinds of symbols and signs displayed in the text, it allows students to understand the meaning and provides a creative outlet to communicate their thoughts in writing (Cahyaningati & Lestari, 2018). Additional visual components in a poem will also provide a more accessible cognitive impact (Goldstein et al., 2016). In learning and teaching language, the use of color, layout and typography will help and improve the quality of students' understanding of a message (Álvarez Valencia, 2016). Colour is the most important component for stimulation (R.Ayuni, Romadon, A.I.Kusuma, 2022). For that reason, the use of illustrated poem will be very helpful in generating ideas for writing narrative stories.

The use of illustrated poems to generate ideas in writing narratives has reaped positive results (Rajendra & Kaur, 2022). However, it is rarely used in Indonesian EFL context. For this reason, this current study was conducted with the aim to shed light on how well illustrated poems as print-based multimodal texts serve as inspiration for narrative writing and determine if eleventh grade students can compose narratives. The study's goal is to discover how illustrated poem as



multimodal print-based texts can be used to help students compose narratives and to investigate how these resources can be used to help students develop ideas for narratives. The following research questions serve as a guide for this study and its objectives:

1. Can an illustrated poem help the students come up with story ideas for writing?
2. How well does the student's narrative texts fit the narrative analytical rubric?

## **METHODS**

This study employed a qualitative method by analyzing the contents of the participants' narrative texts to determine whether they adhered to the Narrative Analytical Rubric adapted from the Teaching for Better Teaching Educators Model (2019) and Advanced English Book by Ministry of Education and Culture Research Technology Indonesia 2020 (KEMENDIKBUD RI, 2020). Pre-test and writing text assignments were used as instruments for data collection. Seven students of grade 11 from a public senior high school in Medan were invited to be the participants through a purposive sampling technique. These seven students were students who were rated B2 (Upper Intermediate) and C1 (Advance) according to their homeroom teacher, where their English lesson scores were higher and more stable than their other classmates. The data collection technique used a 30-minute pre-test, in which students were directly asked to write a narrative text without prompting an illustrated poem. The writing test assignment was carried out for 40 minutes after the teacher explained the organization of narrative text and introduced the students to the illustrated poem. The students were then invited to give their responses about the illustrated poem. For the writing assignment, the students were asked to write their narrative stories on their worksheets with a minimum of 250 words. Students' narrative texts were analyzed according to the Narrative Analytical Rubric which was adapted from the Teaching for Better Teaching Educators Model (2019) and Advanced English Books by the

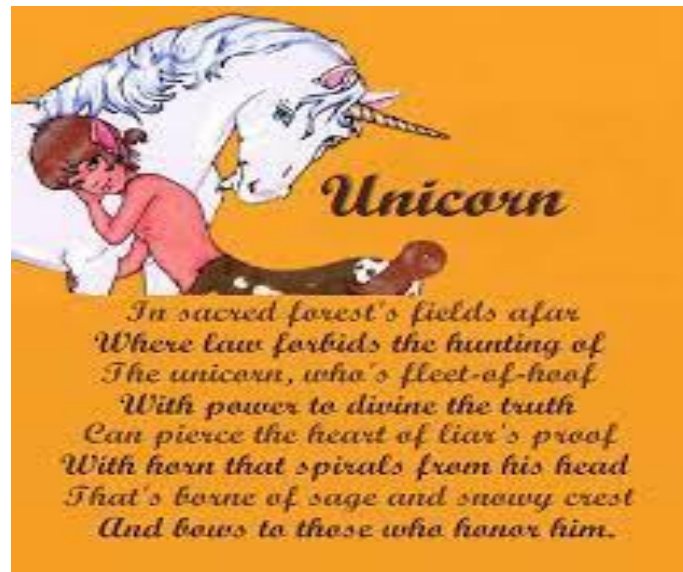


Indonesian Ministry of Education and Culture Research Technology (2020) as showed in Table 1.

	<b>1-Needs Emendation</b>	<b>2-Equitable</b>	<b>3-Fine</b>	<b>4-Excellent</b>
<b>Narrative Text Organization</b>	The scenes and creators appear to be placed at random.	The transitions are occasionally unclear, and the tale is a little difficult to follow.	The plot is fairly coherently structured. A scene or idea could seem out of place. Transitions are made clearly.	The plot is pretty coherently laid out. The order of the ideas and scenes makes sense, with smooth transitions between them.
<b>Sensory Details</b>	There is no proof of sensory language.	Occasionally incorporates information from at least one sense	A number of instances of sensory language	Frequently uses at least three different senses to add information that deepen the meaning
<b>Language Features</b>	There is only one of language features	There are only two of language features	There are three of language features	There are four of language features (Dialogue, Past tense, Sequences Time, Specific character)
<b>Evidence of Editing &amp; Revision</b>	Still requires substantial editing; mistakes distort the meaning.	Still requires extensive editing, as mistakes occasionally distort meaning	Minor editing is all that's needed; faults don't get in the way of the meaning.	Needs almost no editing and revision

**Table 1.** Narrative Analytical Rubric, Adapted from Model Teaching (2019) and Advanced English Book by the Ministry of Education and Culture Research Technology Indonesia (2020)

Graphs were used to support the finding in writing test assignments. Illustrated poem in the form of unicorn-illustrated poetry is one of the semiotic resources in the form of written language which contributes to generating ideas for making narrative texts. The narrative texts written by students must be based on the illustrated poem in Figure 1. The illustrated poem 'unicorn' was deliberately chosen because it fits the topic in chapter III of an advanced English book, namely 'Narrative Text: Fantasy' which has been compiled by the Indonesian Ministry of Education and Culture Research Technology (2020).

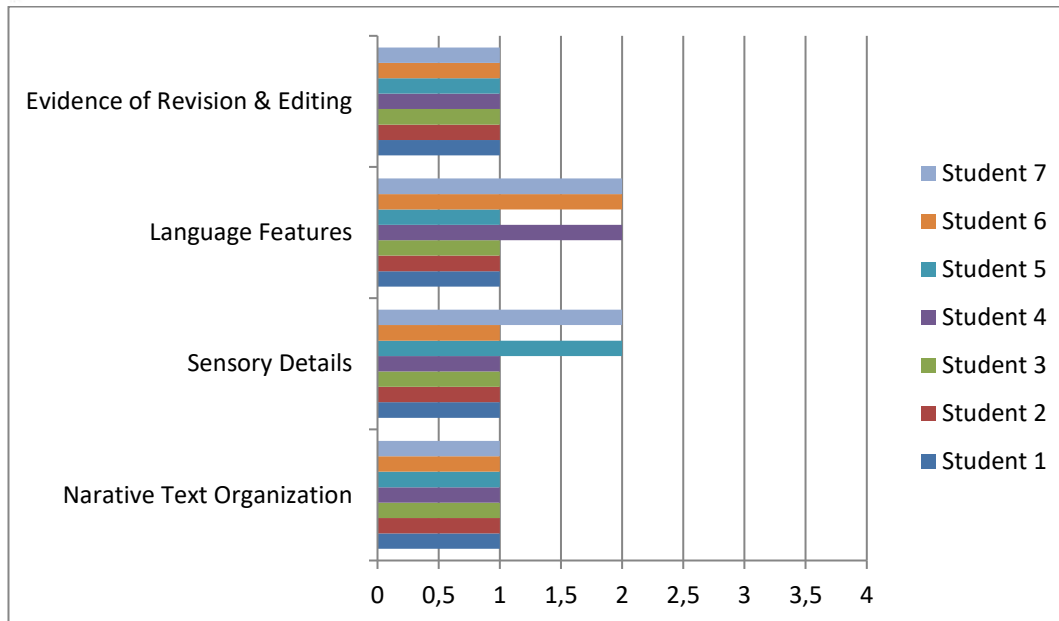


**Figure 1.** 'Unicorn' (From Deep Underground, Miscellaneous Poems : Unicorn)

## **FINDING AND DISCUSSION**

### **Pre-test**

The results of the pre-test of students' narrative writing without illustrated poem stimulation showed that the seven participants experienced writer's block. Writer's block is a situation where a writer experiences a 'jam' in writing their ideas into a manuscript (Lindstrom, 2015). Students feel confused about what to write in their script. While personal factors are fear of failure and lack of confidence. For this reason, it is necessary to have an inducement so that students can generate ideas in writing. Ideas can be obtained anywhere and anytime, especially through what we see (Davis, 1989). Ideas can appear while we are traveling, cooking, trying to sleep, are with friends and so on. The results of the students' narrative writing pre-test are shown in figure 2.



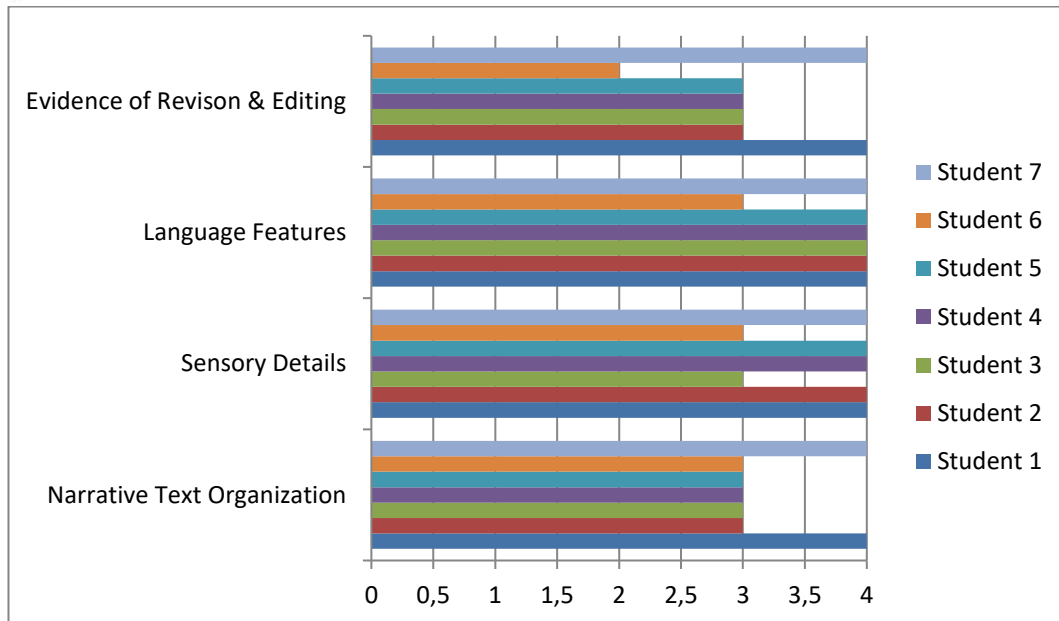
**Figure 2.** Pre-test narrative test assignment findings

Figure 2 showed the writing narrative graphs for seven participants. The findings of seven students' scripts showed that they did not complete their manuscripts so they did not fulfill the narrative text organization. Only students 5 and 7 that write sensory details such as 'In a village' and 'In the school'. Meanwhile students 1, 2, 3, 4 and 6 did not write any sensory details, language features so that their writing required a lot of editing and revision. Students 4, 6 and 7 write language features like 'once upon a time' and 'one day'. There was no conflict and resolution on seven participant's worksheets. This is because students feel confused and have no idea what to write in their scripts. Student 1 only wrote 'Once upon a time' in his script. Student 2 only wrote 'One day' and student 7 instead wrote 'In the olden days'.

### **Writing test assignment**

The results of the writing test assignment showed that the seven participants were able to write narrative stories based on the stimulation of an illustrated poem entitled 'unicorn'. The following figure 2 illustrates the results of these findings.





**Figure 2.** Writing Test Assignment – Adapted from Model Teaching Narrative Analytical Rubric and Advanced English Book by the Ministry of Education and Culture Research Technology.

Seven participants had written a complete narrative text and followed the Model Teaching Narrative Analytical Rubric and the Advanced English Book by the Ministry of Education and Culture Research Technology Indonesia, namely narrative text organization, sensory details, language features and evidence of editing & revision.

Data analysis in the writing test assignment showed that the seven participants were able to write narratives according to the text organization (orientation, complication, conclusion) they wrote. These results are the same as previous research in Malaysia, where five out of five students studied were able to compose a narrative text according to the text structure organization based on the stimulation of the illustrated poem entitled 'Pond' (Rajendra & Kaur, 2022). Table 2 below displays information about the narrative text organization made by the participants in the writing test assignment.



Student	Narrative Text Organization		
	Orientation	Complication	Conclusion
<b>Student 1</b>	A long time ago, in the jungle there lived a forest king named Jansen. It very terrible. He was always hunt of little animals to be his lunch. And on the other side of the forest there is a unicorn, named Casy. Casy has a colourful pony and beautiful horns.	One day, Casy was walking in the woods while singing. Suddenly, there was a frightening roar. Casy was shocked and immediately looked for a place to take cover, but before she could find a place to hide, the animal that roared was already in front of her. Casy begged "Please don't eat me, I'll follow what you want". "Really? I want you to search a food delicious to my lunch". Without thinking for a long time, Casy immediately agreed and search for lots and delicious food for Jansen.	And in the end, Jansen got a nice and plentiful lunch. Then Casy and Jansen started to be friends and Jansen started to change not to eat other animals, and tried to find his own food.
<b>Student 2</b>	In the olden days, In the middle forest there lived a hunter with his wife. Her name is Ily and his wife is Shopie. Everyday, they just hunt. They always eat animals from their hunt.	One day, when their hunt, Shopie hear a voice "Help..help". she stopped and say "Ily, do you hear that?". "What is that? A horse?" Sophie said. "Help me please, my leg get hook". "You a horse so why you can speak?" Ily said. "I will tell you later, help!" a horse said. Then their help a horse and the horse tell that he is a unicorn from heaven and because they were help him, he will ready to be their riding animal.	After that incident, the couple get happy and go hunt with a new reading animal from God and be easy to hunt.
<b>Student 3</b>	Once upon a time, there lived a unicorn in castle on the sky. Every king have a child, the child must be assigned to the battle field when it comes of age.	Long story short their daughter was grown up and it was time to be sent to war, her daughter asked her mother "Mommy, what if I die in the middle of a war" She asked sadly, but her mother only replied "you must come home safely, use your strength well princess unicorn"	The day came when she had to go to war, she survived thanks to his mother's prayers. The king was very happy because all the territory belonged to him, they lived happily.
<b>Student 4</b>	One day, there was a very beautiful unicorn, once upon a time there was a t-rex he saw a very beautiful unicorn, the t-rex came to a unicorn then he tried to talk and dared to speak and he spoke to unicorn, hey pretty unicorn do you	The next day t-rex was aiming for the unicorn wings and t-rex has a plan to break the unicorn wings so that can't fly anymore, at night a unicorn fell a sleep then t-rex come to break the unicorn wings, an hour later he managed to break the unicorn wings, then the unicorn screamed because of	After that, there was a fairy magic came to the unicorn and he asked "oh unicorn what are you doing?" the unicorn feels sad and the fairy changed her wings and the wings reunited. The unicorn was very



	want to join the other t-rex? Then the unicorn answered : no I don't want to join because you are the grub that will become angry with unicorn.	the pain the t-rex ran away and the next day the unicorn could not fly anymore and she was not beautiful anymore because she couldn't fly again.	happy the unicorn thanked the fairy then the fairy disappeared.
<b>Student 5</b>	One upon a time there lived a family of ponies and hunters who lived in the forest. One day the pony family was looking for food, but the little pony got separated from its mother and the little pony got lost. The little pony didn't know that in front of her was the hunter's device and she was hit by the device.	In the afternoon, the hunter saw the trap he had set earlier. And he saw a little pony caught in the trap. The hunter looked very happy and immediately caught the pony and brought it home. At night the little pony screamed for its mother. The hunter was disturbed and immediately hit the pony's cage. The next morning the hunter was looking for food for the little pony, after a few hours later the hunter returned home and brought food for the little pony but the little pony did not eat the food. The hunter felt sorry for the little pony.	The next morning he looked for the mother pony. The mother pony came to her child's stable. The hunter immediately rushed out of the house and headed for the pony's stable to release him. A few days later the hunter saw the pony family passing in front of his house. The hunter was very happy to see the little pony living happily in the forest with his family.
<b>Student 6</b>	Luke really loves animals. His favorite subject at school has always been about animals. He is very enthusiastic about animals. From small animals to very large animals. He likes big scary dinosaurs and cute little bunnies.	Luke was worried, why are there no unicorns in these books? Why did his teacher never mention unicorns? Why, when he asked zoo keepers about unicorns, they always ignored him. When he asked his father about it, his father said it was because there were no unicorns in this world. They are just made up. But that didn't make sense to Luke. He conducted a search through various sources, one of which was the internet.	According to information found on the web, unicorns were first written about in Greece before later being found throughout Europe and Asia. But the amazing thing about all of this. It doesn't tell Luke why he can't find the unicorn. By that time, Luke had learned a lot about unicorn mythology, but nothing to help him find the real thing.
<b>Student 7</b>	Once upon a time, there lived a young unicorn in a sacred forest. Her name is Eris, she lived alone in Elderwood, it is a sacred forest near Goosemore Kingdom. In the kingdom there is a village, where a couple and their daughter lived. Her name is Anna, both	One day, Anna's mother going to the forest to pick some raspberry. "Anna, do you want to join me? I will go to the forest to pick some raspberry". Said her mother. Her mother smiled and they going to the sacred forest. Anna sat on the stone, and continued her drawing. Anna still imagine if unicorn is really exist, but she	At night, Anna came to the forest alone to find the unicorn. But unexpected, a wolf jump on Anna, but luckily the unicorn come and save Anna lives with her magic horn, then they be friends and play together.



	of her parent is a farmer, but they still lived happily even in difficult condition. Anna is a young and brave girl, she also love drawing near the forest alone.	still not believe it. But then Anna saw a horse ran to the bushes, she curious why the hourse hiding in the bushes. And then the unicorn show his head, Anna saw the horn and the colour, its white. They both surprised, then Anna ran back to her home. She told about the unicorn but her parents doesn't believe it.	
--	---	--	--

**Table 2.** Information about participants's narrative text organization

The data analysis shows that the seven participants have included at least two parts of the sensory details. Various vocabulary containing sensory details such as sight, sound, movement and touch are contained in the student narrative test assignment. The results of this study are the same as previous studies, the dominance of visual, kinesthetic, auditory and tactile imagery as in the sentence 'lined with yellow flame trees', 'flapping my arm' is found in students' written assignments based on the stimulation of the illustrated poem 'Pond' (Rajendra & Kaur, 2022). Information about the discovery of sensory details in the writing test assignment of participants is contained in table 3.

	Sensory Details			
	Sight	Movement	Sound	Touch
<b>Student 1</b>	'A colourful pony'	'Immediately ran'	'While singing'	-
<b>Student 2</b>	'Middle forest'	'They go to voice resources'	'Sophie hear a voice'	'Hunt with a new riding animal'
<b>Student 3</b>	'Castle on the sky'	'Trained 3 times a week'	'Her daughter asked mother'	-
<b>Student 4</b>	'A very beautiful unicorn'	'Fairy changes unicorn's wings'	'T-rex laughed'	'T-rex breaks unicorn;s wings'
<b>Student 5</b>	'The hunter saw the trap'	'Family was looking for food'	'The little pony kept screaming'	'Caught the pony'
<b>Student 6</b>	'Cute little bunnies'	'Went to the zoo'	'He asked the zoo keeper'	-
<b>Student 7</b>	'A young unicorn in sacred forest'	'Anna nodded'	'She told about the unicorn'	'A wolf jump on Anna'

**Table 3.** Finding of sensory details in writing test assignment participants

Data analysis shows that the seven students have used the language features of the narrative text at least three of the four language features according to the advanced English book by the Ministry of Education and Culture Research Technology (2020), namely Dialogue, Past tense, Time sequences and Specific



characters (KEMENDIKBUD RI, 2020). Table 4 below shows the findings about the language features in the writing test assignment of the participants.

	Language Features			
	Dialogue	Past Tense	Sequences Time	Specific Characters
Student 1	"Please don't eat me!"	'lived'	'a long time a go'	'a forest king'
Student 2	"help..help"	'said'	'in the olden days'	'a hunter'
Student 3	"mommy, what if I die?"	'the king was very happy'	'once upon a time'	'a unicorn'
Student 4	"haha"	'came'	'one day'	'a t-rex'
Student 5	-	'caught'	'the next morning'	'the little pony'
Student 6	-	'asked'	'everytime'	'a unicorn'
Student 7	"yes, I want to!"	'continued'	'at night'	'a couple'

Table 4. Finding of language features dalam in test assignment participants.

Data analysis showed that the three participants hardly needed revision and editing in their manuscripts. While the other four students still made many grammatical errors that could damage the meaning of their sentences. Table 5 below shows the findings of the words/phrases that should be revised by the participants.

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
Evidence of Revision & Editing	Using 'him' for Casy's pronoun	'reading animal' should be 'riding animal'	-	Forget to use quotation marks to mark dialogue	'The porest' should be 'The forest'	'nefer' should be 'never'	'both of her parent' should be 'both of her parents'

Table 5. The findings of the words/phrases that the participants had to revise in their text

All scripts have fulfilled narrative text organization, sensory details, language features and evidence of revision & editing. Participants have been able to write narrative text according to the teacher's instructions and have gotten ideas from the illustrated poem shown by the teacher. These results are consistent with Nurul Husna Siregar's research which states that the use of media images is more effective and has a significant effect on students' writing abilities (Siregar, 2013). The results of previous research also stated that the use of selfie photos can help students generate ideas for making narrative texts (Seong Pek & Mee Mee, 2016). Not only that, the other research also resulted in the fact that the use of several



online reading materials such as poetry can help students learn English writing (Rahman et al., 2020).

This study shows that the use of illustrated poems as a learning medium to generate ideas in writing narrative text is effective and has a positive effect on students. In line with the findings of previous studies regarding the use of Powtoon media which has a significant effect on students' writing abilities (Pulungan et al., 2016). The use of illustrated poem helps students get ideas. The ideas generated by the stimulus are the steps of the idea generation process (Luo & Toubia, 2015). Illustrated poem, which contains poetry accompanied by pictures, can make people see the picture and enter into the imagination of the picture. The visual sign in the illustrated poem entitled 'unicorn' is a small human-shaped creature embracing a unicorn, this means that the illustrated poem contains visual communication. Where communication is interacting using agreed signs (Tinarbuko, 2017). Visual communication has significance in conveying a concept, content or meaning of an image (Habsari, 2016). Visual communication media is a tool that uses the sense of sight to capture data (Asty Astuty, H. Abdullah Karim, 2020). Data is captured through the sense of sight, then produces meaning. In the illustrated poem, someone uses a sign to convey meaning about an object and the participants interprets the meaning with their own understanding so that an idea arises in making a narrative text in a different way. Through the use of idea stimulation with an illustrated poem entitled 'unicorn' it can generate ideas to write a narrative text. Because the appearance of pictures accompanied by writing can make students imagine something from these pictures and produce vocabularies which are then used as narrative stories. However, the use of visual stimuli can only help in generating story ideas, for this reason it is necessary to provide and receive feedback and evaluation activities so that students can be more motivated and can think more critically, however the use of peer feedback has a positive impact in writing classes (Dewi, 2019; Fithriani, 2018; Ginting & Fithriani, 2022; Hentasmaka & Cahyono, 2021; Iswandari & Jiang, 2020). Apart from that, for that further teaching is needed to produce quality narrative texts.



An increase in students' writing results was obtained because students were increasingly motivated by the illustrated poem being displayed. Illustrated poem generates students' ideas in writing vocabulary. Student 7 writes the setting for the story 'in a sacred forest', where the word 'sacred forest' is the word attached to the illustrated poem. Students 1, 2 and 4 were inspired by the word 'hunt' in the illustrated poem.

For future researchers, maybe they can focus on highlighting aspects of continuity and change over the years from another illustrated poems or multimodal in various language skills.

## CONCLUSION

Based on the results of these findings, it can be concluded that illustrated poem can assist writers in generating ideas for writing narrative texts. Participants in this study were also able to write narrative text according to the narrative text organization, add sensory details, use the language features of the narrative in the form of dialogue, past tense, time sequences, specific characters according to the student manual of advanced English books as a curriculum in Indonesia by the Ministry Education and Culture for Indonesian Technology Research (2020), participants are also able to write well without the need to do a lot of editing and revision in their manuscripts.

Through the use of idea stimulation with an illustrated poem entitled 'unicorn' it can generate ideas to write a narrative text. Because the appearance of pictures accompanied by writing can make students imagine something from these pictures and produce vocabularies which are then used as narrative stories. However, the use of visual stimuli can only help in generating story ideas, for that further teaching is needed to produce quality narrative texts. This qualitative study is limited to a sample of seven EFL students in Indonesia. For this reason, the outcomes of this study cannot be generalized. Future research, maybe we can focus on highlighting aspects of continuity and change over the years from another illustrated poems or multimodal in various language skills.



## REFERENCES

- Álvarez Valencia, J. A. (2016). Language views on social networking sites for language learning: the case of Busuu. *Computer Assisted Language Learning*, 29(5), 853–867. <https://doi.org/10.1080/09588221.2015.1069361>
- Asty Astuty, H. Abdullah Karim, N. (2020). *Analisis Semiotika Visual Pada Akun Instagram @Bantu\_Dakwah dalam menyebarkan Pesan Tentang Dakwah*.
- Beckman-Brito, K. (2017). Crawford Camiciottoli, B., and Fortanet-Gómez, I.: Multimodal Analysis in Academic Settings. *Multimodal Communication*, 6. <https://doi.org/10.1515/mc-2017-0006>
- Cahyaningati, D. T., & Lestari, L. A. (2018). The use of multimodal text in enhancing engineering students' reading skill. *International Journal of Language Education*, 2(2), 65–73. <https://doi.org/10.26858/ijole.v2i2.6360>
- Dastgeer, G., & Tanveer Afzal, M. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of Educational Research*, 3(10), 1315–1319. <https://doi.org/10.12691/education-3-10-17>
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems*, 13(3), 319–339. <https://doi.org/10.2307/249008>
- Dewi, U. (2019). Peer Feedback in Reviewing Essay. *SALTeL Journal (Southeast Asia Language Teaching and Learning)*, 2(2), 1–7. <https://doi.org/10.35307/saltel.v2i2.26>
- Eliwarti, & Maarof, N. (2014). The Effects of types of writing approaches on EFL students' writing performance. *Selt*, 11–12(June), 112–119.
- Fithriani, R. (2018). Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing. *Journal of Foreign Language Teaching and Learning*, 3(1), 1–13. <https://doi.org/10.18196/ftl.3124>
- Fithriani, R. (2020). Grammatical Errors in Madrasah Aliyah Students' Narrative Texts: An Error Analysis of the Surface Strategy. *Ta'dib: Jurnal Pendidikan Islam*, 25(1), 6–20. <https://doi.org/10.19109/td.v25i1.5098>
- Fithriani, R. (2021). Poetry Writing in EFL Classrooms: Learning from Indonesian Students' Strategies. *KnE Social Sciences*, 2021, 59–75. <https://doi.org/10.18502/kss.v5i4.8667>
- Fithriani, R., Dalimunthe, M., Rafida, T., Daulay, S. H., & Salmiah, M. (2020). *L1 Interference on L2 Acquisition: A Case Study of a Chinese Learner in the U.S. Icmr 2018*, 584–588. <https://doi.org/10.5220/0008890805840588>





- Fithriani, R., Rafida, T., & Siahaan, A. (2019). *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*. 188(Eltlt 2018), 87–90. <https://doi.org/10.2991/eltlt-18.2019.17>
- Ganapathy, M. (2016). The Effects of Using Multimodal Approaches in Meaning-Making of 21st Century Literacy Texts Among ESL Students in a Private School in Malaysia. *Advances in Language and Literary Studies*, 7.
- Ginting, R. S., & Fithriani, R. (2022). Peer and Automated Writing Evaluation (AWE): Indonesian EFL College Students' Preference for Essay Evaluation. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 461–473. <https://doi.org/10.24071/llt.v25i2.4879>
- Goldstein, D. G., Hershfield, H. E., & Benartzi, S. (2016). The Illusion of Wealth and Its Reversal. *Journal of Marketing Research*, 53(5), 804–813. <https://doi.org/10.1509/jmr.14.0652>
- Gutiérrez, K. G. C., Puello, M. N., & Galvis, L. A. P. (2015). Using pictures series technique to enhance narrative writing among ninth grade students at institución educativa simón araujo. *English Language Teaching*, 8(5), 45–71. <https://doi.org/10.5539/elt.v8n5p45>
- Habsari, S. U. H. (2016). Analisa Semiotika Komunikasi Visual Iklan Layanan Masyarakat Lingkungan Hidup. *Jurnal PPKM II*, 3(2), 106–113.
- Hamied, F. A., & Emilia, E. (2017). Exploring the Tertiary Efl Students '. *Indonesian Journal of Applied Linguistics*, 7(1), 72–79.
- Harsiati, T. and T. A. E. K. (2017). *Harsiati, Titik and Trianto, Agus and E. Kosasih, E. Kosasih (2017)*.
- Hentasmaka, D., & Cahyono, B. Y. (2021). Peer feedback uptakes and outcomes across EFL students' proficiency levels: A study at tertiary education in Indonesia. *International Journal of Instruction*, 14(3), 271–286. <https://doi.org/10.29333/iji.2021.14316a>
- Iswandari, Y., & Jiang, Y. (2020). Peer Feedback in College Efl Writing: a Review of Empirical Research. *LLT Journal: A Journal on Language and Language Teaching*, 23(2), 399–413. <https://doi.org/10.24071/llt.v23i2.2799>
- KEMENDIKBUD RI. (2020). Kementerian Pendidikan dan Kebudayaan » Republik Indonesia. In 2020. <https://www.kemdikbud.go.id/main/blog/2020/11/pemerintah-daerah-diberikan-kewenangan-penuh-tentukan-izin-pembelajaran-tatap-muka>
- Kress, T., Harzsch, S., & Dirksen, H. (2016). *Kress et al. 2016 Daphnia Neuroanatomy Cell Tissue Res Electr. Suppl. Mat. Table S1*.



- Lindstrom, S. (2015). *Creative Writing: From Think to Ink*. 114.
- Luo, L., & Toubia, O. (2015). Improving online idea generation platforms and customizing the task structure on the basis of consumers' domain-specific knowledge. *Journal of Marketing*, 79(5), 100–114. <https://doi.org/10.1509/jm.13.0212>
- Martha, N. U., Wijayawati, D., Krisnawati, V., & Nugroho, B. A. P. (2022). Pengembangan bahan ajar menulis naskah drama bermuatan kearifan lokal dan pendidikan karakter. *JINoP (Jurnal Inovasi Pembelajaran)*, 8(1), 68–83. <https://doi.org/10.22219/jinop.v8i1.19554>
- Marwan, M. (2021). *Efforts and Problems of Thai Students' Learning in Improving Writing Skill in English Education Department at Universitas Muhammadiyah Surakarta*.
- Pulungan, M., Effendy, U., & Izdihar, S. (2016). Pengaruh Media Powtoon terhadap Keterampilan Menulis Puisi Siswa Kelas V SD. *Jurnal Inovasi Sekolah Dasar*, 3(1), 1–7. <https://ejournal.unsri.ac.id/index.php/jisd/article/view/8608>
- Rahman, A. M. A., Azmi, M. N. L., & Hassan, I. (2020). Improvement of English Writing Skills through Blended Learning among University Students in Malaysia. *Universal Journal of Educational Research*, 8(12A), 7694–7701. <https://doi.org/10.13189/ujer.2020.082556>
- Rahmi Fhonna. (2014). the Correlation Between Mastering Vocabulary and Speaking Ability (Case Study At Sma 10 Fajar Harapan Banda Aceh). *Visipena Journal*, 5(1), 90–99. <https://doi.org/10.46244/visipena.v5i1.234>
- Rajendra, T. D., & Kaur, S. (2022). Print-Based Multimodal Texts: Using Illustrated Poems for Generating Ideas and Writing Narratives. *Studies in English Language and Education*, 9(1), 278–298. <https://doi.org/10.24815/siele.v9i1.21830>
- Ratih, M., & Taufina. (2019). Pengembangan Bahan Ajar Membaca Permulaan dalam Pembelajaran Tematik Dengan Model Vark (Visual, Auditory, Read/Write And Kinesthetic) Di Kelas I Sekolah Dasar. *JP2SD (Jurnal Dan Pengembangan Sekolah Dasar)*, 7(2), 82–90.
- Rogers, J., & Price, K. (2019). *Price, K. & Rogers, J. (Eds.) (2019) Aboriginal and Torres Strait Islander Education - An Introduction for the Teaching Profession, (3rd Edition), Cambridge University Press (forthcoming)*.
- Seong Pek, L., & Mee Mee, R. W. (2016). Selfie: Engaging Life Experiences into Writing. *Malaysian Journal of Distance Education*, 17(2), 51–66. <https://doi.org/10.21315/mjde2015.17.2.4>



- Setiawan, D., Hartati, T., & Sopandi, W. (2020). Effectiveness of Critical Multiliteration Model With Radece Model on the Ability of Writing Explanatory Text. *EduHumaniora / Jurnal Pendidikan Dasar Kampus Cibiru*, 12(1), 1–14. <https://doi.org/10.17509/eh.v12i1.17445>
- Siregar, N. H. (2013). Pengaruh Penggunaan Media Gambar Terhadap Kemampuan Menulis Puisi Siswa Kelas VII SMP Swasta Setia Budi Binjai Tahun Pembelajaran 2012/2013. *Basastra*, 2(2).
- Supriyadi. (2018). *Keterampilan Dasar Menulis*. 1–206.
- Tinarbuko, S. (2017). Semiotika Tanda Verbal dan Tanda Visual Iklan Layanan Masyarakat. *Panggung*, 26(2), 181–194. <https://doi.org/10.26742/panggung.v26i2.175>
- Toolan, M. (2016). Making sense of narrative text: Situation, repetition, and picturing in the reading of short stories. In *Making Sense of Narrative Text: Situation, Repetition, and Picturing in the Reading of Short Stories*. <https://doi.org/10.4324/9781315622965>
- Trisanti, N., Suherdi, D., Sukyadi, D., & Education, L. (2022). *Multimodality Reflected in EFL Teaching Materials : Indonesian EFL In- Service Teacher ' s Multimodality Literacy Perception*. 17(October).
- YI, Y., & CHOI, J. (2015). Teachers' Views of Multimodal Practices in K-12 Classrooms: Voices from Teachers in the United States. *TESOL Quarterly*, 49(4), 838–847. <http://www.jstor.org/stable/43893789>
- Zotzmann, K. (2009). Book Review: Investigating Classroom Discourse by Steve Walsh, 2006. London and New York: Routledge, pp. 188 ISBN 0415364698 (pbk). *Language and Literature: International Journal of Stylistics*, 18(4), 385–387. <https://doi.org/10.1177/0963947009343959>