Students' Perception on the Use of Visual Media to Increase Their Motivation and Creativity in Writing Narrative Text

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Article History	Abstract
	The aim of this research is to reveal students' perception on the use of visual media to increase their motivation and creativity in writing narrative text. This research uses descriptive research with a quantitative approach. The population of this research is class VIII at SMP Negeri 22 Padang with a sample of class VIIID-VIIIG. This research used a purposive sampling technique because the classes applied for learning using visual media were only class VIIID-VIIIG. The instrument used to collect data was a questionnaire with 23 close-ended statements using 4 Likert scales, including strongly agree, agree, disagree, and strongly disagree. The results of this research show that students are interested in learning using visual media. This can be seen from the research tabulation results which show a total mean of motivation indicators of 3.26 (Very Positive) and creativity indicators of 3.34 (Very Positive). The total of the two indicators is 3.30, which means Very Positive. Even though there were differences of opinion on students' responses. Some students gave disagreeing and strongly disagree responses to the statements in the questionnaire because some factors. So, suggestions for further researcher are investigating what factors contribute to the weaknesses of using visual media in teaching English for EFL students.

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INTRODUCTION

The advancement of science and technology is strongly influenced by education. Law No. 20/2003 states that Education can be defined as a purposeful and structured undertaking aimed at establishing an educational setting in which learners can actively improve their inherent capabilities, including but not limited to religious and spiritual fortitude, self-discipline, individuality, virtuous character, and competencies

that are indispensable for the improvement of the state, nation, and self. Presently, the educational system is tasked with cultivating personnel who possess exceptional abilities in problem-solving, technological mastery, innovative and inventive thinking, and effective communication (Andriani and Rusman, 2019).

In the world of education, technology is very important for a teacher. Teachers must be able to understand and utilize technology so that learning in the twenty-first century becomes more interesting, simple, attractive, fast, and able to increase students' enthusiasm for learning. Teachers must have knowledge of technology in order to create ICT-based learning materials and utilize ICT as a medium, which aims to make learning more comfortable and open more opportunities for students. This is how teachers respond to the growth and development of ICT. In fact, advances in information technology are beginning to have a positive impact on education (Budiman, 2017). Technology can be used to teach the four skills needed in education, one of which is in teaching writing to the students. Suparno and Yunus (2011) said that writing is an activity of spreading messages (communicating) using written language as a tool.

Teaching students to write English texts is not an easy task. In teaching writing, the teacher's responsibility in helping students achieve the goal is to motivate writing. In teaching writing, teachers must prepare interesting teaching methods or writing media so that students are motivated to hone their writing skills. One of the strategies that can be used is by using visual media. This method may help students be more motivated to write narrative text with the visual media used. Wingkel revealed that visual media are media that can be seen so that it can maximize the delivery of material (Purwono et al, 2014).

The teaching and learning process will achieve success in a teaching and learning process if it is influenced by several factors such as children's interest in learning, the existence of motivation both intern and extern, and so on. Interest is a great asset for success in learning (Heriyati, 2017). If students have a high interest in learning, it will always have an impact on the learning process, one of which arouses full attention and motivation to learn in achieving learning goals such as being motivated to improve writing skills (Sardiman, A., 2007; Hamzah, 2011). In addition to motivation and interest in achieving learning success, one of them is utilizing relevant and interesting media. According to Taiwo, learning outcomes are often used as a benchmark tool for teachers to determine how far the level of student understanding of the material that has been implemented so that it can be followed up again in order to improve student achievement (Taiwo, 2009; Tafonao, 2018).

When the researcher teaching practice at SMPN 22 Padang, the researcher gave the final project of the narrative text material to find out students' understanding of the material by giving a project to make narrative text with picture series. The function of the image is to make it easier for students to create paragraphs. So, the images used are in accordance with the situation described in the paragraph. In developing a paragraph, we need the creativity that exists within us.

We often hear the word "creativity". However, we don't know how to channel the creativity we have to develop. Through writing, students can explore their latent creativity. The students can bring out their ideas and creativity in the form of writing. However, a study conducted by Pharhyuna (2010) showed that the level of creativity

of students in writing English is still very low. The low creativity of students in writing will have an impact on the low learning outcomes of English (Marhaeni, 2005). Therefore, the researcher utilized visual media to arouse students' motivation to write so as to increase students' creativity in writing, especially in writing narrative texts. Students may find it difficult to develop creative ideas and produce a riveting text. However, the use of visual media can be an innovative approach to solve students' challenges in increasing motivation and creativity in writing narrative texts.

From the explanation above, the researcher wants to reveal whether students have a positive or negative perception of the use of visual media, then they are more likely to be motivated and more creative when learning English, especially for writing narrative text using this media. However, the successful use of visual media also depends on students' perceptions of its use. Therefore, it is necessary to conduct a study to find out students' perceptions of the use of visual media in increasing students' learning motivation and creativity in writing narrative text

RESEARCH METHOD

This research will use descriptive research with a quantitative approach. Quantitative research is the systematic investigation of phenomena through the collection of numerical data and statistical, or computational method because the study data is numerical and uses analysis statistics, quantitative carried out (Adedoyin, 2020 & Sugiyono, 2016). Population of this research is the students at SMP Negeri 22 Padang, grade VIII, in the 2022-2023 academic years consisting of seven classes: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G. There are 214 students in total. In this study, researchers used purposive sampling technique. This technique was used because only a few classes used visual media, namely classes VIIID-VIIIG with a total of 113 students. There were 30 students who were piloted to test the questionnaire and 83 students as the real sample. The instrument used in this research is a questionnaire adapted from Shi and Cristea (2016) and Kumar, et al., (1997). The data were collected by using the questionnaire which consist of 25 statements with four-point Likert scale ranges from 1 to 4 (4= strongly agree, 3= agree, 2= disagree, 1= strongly disagree) with close-ended questions. Before the questionnaire was distributed to participants, the researcher piloted 30 students to test the validity of the items. The validity results were calculated using the Pearson formula (Product Moment Correlation). To determine the reliability of the questionnaire, the calculations is calculated using Cronbach's Alpha Method formula.

FINDINGS AND DISCUSSION
Research Finding
1.1 Questionnaire Result
After distributing the questionnaire which has two indicators, namely Motivation and Creativity, the results can be seen in the table below:

*Table 1. **Frequency and Mean Score of Students' Perception of using visual Media to***

Increase Motivation in Writing Narrative text

No	Statements	Responds				Mean	Category
		SA	A	D	SD		
1	I feel in control of my learning process in writing narrative text material when using visual media.	30 (36%)	50 (60%)	3 (4%)	0 (0%)	3,33	Very Positive
2	I feel interested in using visual media to learn to write narrative text	36 (43%)	44 (53%)	3 (4%)	0 (0%)	3,40	Very Positive
3	I feel confident writing narrative text after learning by using visual media.	35 (42%)	43 (52%)	3 (4%)	2 (2%)	3,34	Very Positive
4	I feel that my learning experience in studying narrative texts using visual media was personalized.	29 (35%)	46 (55%)	8 (10%)	0 (0%)	3,25	Positive
5	I feel I only need a few steps to complete my project in writing narrative text after learning by using visual media.	28 (34%)	46 (55%)	9 (11%)	0 (0%)	3,23	Positive
6	It was easy to understand when I received recommendations on using coherent words when writing narrative text.	23 (28%)	49 (59%)	9 (11%)	2 (2%)	3,12	Positive
7	It was easy to find the content I needed to create a paragraph of narrative text by using visual media.	32 (39%)	41 (49%)	9 (11%)	1 (1%)	3,25	Positive
8	It was easy to share content with colleagues in writing	27	51	3	2	3,24	Positive

No	Statements					Mean	Category
	narrative text project after learning using visual media.	(33%)	(61%)	(4%)	(2%)		
9	It was easy to discuss with friends about writing narrative text after learning by using visual media.	32 (39%)	47 (57%)	2 (2%)	2 (2%)	3,31	Very Positive
10	It was easy to access shared resources from peers about writing narrative text after learning by using visual media.	23 (28%)	54 (65%)	3 (4%)	3 (4%)	3,17	Positive
	Mean Total of Participant:	36%	57%	6%	1%		
	Mean Total:					3,26	Very Positive

The first finding was about students' perceptions of the use of visual media in increasing their motivation in writing narrative texts that had been applied during the researcher's teaching practice at SMP negeri 22 Padang. For research questions regarding students' perceptions of their increased motivation in writing narrative text after using visual media, the answers to the 10 statements on this indicator presents the positive responses of students regarding the utilization of visual media to enhance their motivation in writing narrative texts; the final mean score is 3.26. Students responded very positive to the majority of the statements with this indicator.

*Table 2. **Frequency and Mean Score of Students' Perception of using visual Media to***

Increase Creativity in Writing Narrative text

No	Statements	Responds				Mean	Category
		SA	A	D	SD		
11	I consider myself to be a creative person in writing narrative text after studying by using visual media.	50 (60%)	30 (36%)	2 (2%)	1 (1%)	3,55	Very Positive
12	I have to be in the right mood or feeling to do creative work	40	43	0	0	3,48	Very Positive

	in writing narrative texts after studying using visual media.	(48%)	(52%)	(0%)	(0%)		
13	I believe that creativity comes from hard work and persistence in writing narrative text.	47 (57%)	36 (43%)	0 (0%)	0 (0%)	3,57	Very Positive
14	I practice to be creative in writing narrative text after studying by using media visual.	50 (60%)	28 (34%)	5 (6%)	0 (0%)	3,54	Very Positive
15	I must be emotionally moved in order to be creative in writing narrative text.	34 (41%)	44 (53%)	5 (6%)	0 (0%)	3,35	Very Positive
16	When I get stuck to write narrative text, I consult or talk with other people or about how to proceed the paragraph created	42 (51%)	38 (46%)	2 (2%)	1 (1%)	3,46	Very Positive
17	I enjoy the process of creating new ideas of narrative text I made whether they lead to a final product or not.	33 (40%)	46 (55%)	4 (5%)	0 (0%)	3,34	Very Positive
18	I tend to use my visual sense a lot in my creativity work	19 (23%)	55 (66%)	7 (8%)	2 (2%)	3,10	Positive
19	I typically create new ideas when I write narrative text by systematically modifying and combining an existing idea.	28 (34%)	51 (61%)	2 (2%)	2 (2%)	3,27	Very Positive
20	When I get stuck in writing narrative text, I tend to leave the idea for a while, do	24 (29%)	40 (48%)	16 (19%)	3 (4%)	3,02	Positive

	something else, before returning to work on it.						
21	I have set aside a particular place for writing narrative text	23 (28%)	46 (55%)	13 (16%)	1 (1%)	3,10	Positive
22	I reward myself in some way after I have written on my narrative text project for a designed period of time	33 (40%)	44 (53%)	5 (6%)	1 (1%)	3,31	Very Positive
23	I tend to do writing narrative text in a quiet place	32 (39%)	44 (53%)	6 (7%)	1 (1%)	3,29	Very Positive
	Mean Total of participants:	42%	51%	6%	1%		
	Mean Total:					3,34	Very Positive

The second finding was about Students' Perception on The Use of Visual Media to Increase Their creativity in Writing Narrative Text. For research questions regarding students' perceptions of their increased creativity in writing narrative text after using visual media, the answers to the 13 statements on this indicator shows that students positively responded to the increasing students' creativity in writing narrative text with the final mean being 3,34. Most of the statements in this indicator had very positive responses from the students.

The results for 2 indicators showed that the use of visual media significantly increased students' motivation in writing narrative texts. The theory of motivation by Deci and Ryan (2018) emphasizes the importance of meeting students' basic psychological needs, and the results of this study reflect that visual media can act as effective stimuli to motivate students' participation in writing activities. It is necessary to motivate teachers and students to learn and one of the visual factors in media such as images, videos, and visual presentations provide effective visual stimuli to attract students' attention (Dimyati and Mujiono, 2006). This visual aid helps in creating an emotional bond with the learning material, making the learning process more interesting and stimulating so that students can be motivated in the learning process, especially when writing narrative texts.

Motivation can lead to increased student creativity as a positive impact of using visual media. This study found that students exposed to visual media were more likely to produce narrative texts that were richer in detail, more complex storylines, and more in-depth characters. This has been proven by Beetlestone (2011) who explains that creativity can help a person explain and describe abstract concepts by involving skills so as to produce a good writing product.

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Overall, this study shows that the use of visual media has a positive impact on students' motivation and creativity in writing narrative texts. From the findings above, it is found that this study has similarities with previous studies such as research from Robinson (2016) which states that high student motivation in learning can increase student creativity in creating a work. These results make an important contribution to the development of innovative learning strategies and emphasize the need to involve visual elements in writing learning approaches. The integration of visual media can be an effective means to motivate students and stimulate their creativity in developing narrative writing skills.

CONCLUSION

The purpose of this study was to reveal students' perceptions of the use of visual media to increase motivation and creativity in writing narrative text. This study produced significant findings related to students' perceptions of the use of visual media to increase motivation and creativity in writing narrative text. Based on the results of the research and discussion, several main conclusions can be drawn:

This study presents a deeper understanding of students' perceptions of the use of visual media in increasing motivation and creativity in writing narrative texts. From the results of the study, some significant conclusions can be drawn:

1. The use of visual media creates a more interesting and enjoyable learning experience, motivating students to be more actively involved in writing activities.
2. Visual stimulation helps students see different aspects of the narrative more broadly, resulting in richer and deeper narrative texts.
3. The use of visual media has a positive impact on students' writing process. Analysis of the narrative texts showed a richer variety of ideas and approaches in the group exposed to visual media, reflecting the improved quality of their writing.

Based on the research findings, some recommendations can be proposed to enrich the use of visual media in learning to write narrative texts

1. Further research could be conducted to explore the long-term impact of using visual media on students' writing development. This research could involve longer monitoring of students involved in visual media-based learning as well as investigating what factors contribute to the weaknesses of using visual media in teaching English for EFL students.

2. Teachers can develop learning materials that make creative use of visual media. This could include the use of visual narratives, visual media-based collaborative projects and the introduction of multimedia to enrich the writing learning process.

3. Encourage students to more actively contribute to the process of using visual media. It may involve them in the selection or creation of visual content relevant to their writing topic

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