

Enhancing Javanese Serang Speaking Skills through Series Picture Media in Primary Education

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ABSTRACT

This study investigates the effectiveness of a series of picture media in enhancing the Javanese Serang speaking skills of first-grade students at SDIT Bina Insan. Six teachers and twenty students participated in semi-structured interviews and classroom observations over four weeks to gather data using a qualitative research approach. The effect of the media on pupils' speaking development was investigated using thematic analysis. The findings reveal notable improvements in pronunciation, vocabulary usage, and student participation during speaking activities. Additionally, students showed increased enthusiasm and engagement during Javanese language lessons. These results suggest that series picture media, with its colourful and contextually rich illustrations, is an effective pedagogical tool for promoting active language use and learner motivation. The study concludes that integrating visual-based media in early-grade language instruction can enhance language acquisition. It is recommended that educators incorporate such media to foster communicative competence and maintain learner interest in local language education.

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1. INTRODUCTION

Regional languages play an important role in maintaining cultural identity, strengthening community identity, and shaping the local character of the younger generation (Nurmasari et al., 2017; Nurapriani et al., 2019; Nursanty et al., 2023; Setiawan, 2024; Mu'awanah et al., 2025). Language is a means of communication and a container for local values, traditions, and wisdom passed down from generation to generation (Kartika, 2016; Pudjiastuti et al., 2021; Pradita et al., 2020). One of the regional languages that has high cultural richness is Serang Javanese, which is a formal variant of Javanese used by people in the Banten region (Lauder, 2021; Pratama et al., 2023; Sulaeman & Syafri, 2024). This language reflects the history, social structure, and customary norms typical of the community in which it is used (Mu'awanah et al., 2025). However, along with the rapid flow of globalization and the dominance of the use of national and foreign languages in education and media spaces, the existence of Serang Javanese is experiencing significant pressure, especially among the younger generation.

Speaking skills are an important aspect of learning Serang Javanese in elementary schools that support overall language skills, especially for grade I students in the early stages of language acquisition (Rosidah, 2019). At this stage, students need appropriate linguistic stimulation to be able to express ideas, feelings, and experiences verbally with confidence. However, the reality in the field shows that learning speaking skills still faces several challenges, such as low verbal participation of students, lack of motivation, and limited learning media that can attract their attention effectively (Maruti, 2015). Teaching monotonous and less visual media tends to be irrelevant to the learning characteristics of elementary school children who need concrete, visual, and contextual stimulation.

The Banten Provincial Government has mandated using Serang Javanese as a local content subject since 2015 to preserve regional culture while strengthening local identity in the education system. The implementation of this policy reflects the local government's commitment to the importance of linguistic diversity in the curriculum, as well as a means of introducing cultural values from elementary school age. However, in practice, this policy faces various quite complex problems. One of the main obstacles is the limited number of teachers with adequate linguistic competence in Serang Javanese, both in phonological, lexical, and pragmatic aspects. In addition, the teaching methods used tend to be conventional and less innovative, potentially reducing student interest and participation in learning. This reality is problematic, especially for elementary school students who need a contextual, concrete, and enjoyable learning approach.

Several previous studies have shown that visual media, including picture series, can positively improve students' learning motivation and language skills (Nurapriani et al., 2019; Rosidah, 2019). This media type can concretise abstract concepts and present a communication context that is easier for elementary school students to understand. Picture series can help students understand the storyline, develop oral narratives, and enrich language structures through interesting visual stimuli. However, a review of the existing literature shows that the effectiveness of this media has not been studied systematically, especially in the context of learning Serang Javanese among grade 1 elementary school students. Most studies are still general and have not specifically evaluated the impact of picture series on speaking skills in regional languages. In addition, the integration of picture series media with more contemporary pedagogical approaches—such as activity-based or collaborative learning—has been minimally explored. Therefore, this study is important in examining and developing more effective and contextual learning strategies for elementary school students.

Based on the above background, this study aims to investigate the effectiveness of picture series media in improving Javanese language speaking skills in Serang in first-grade students of Bina Insan Integrated Islamic Elementary School. This study also seeks to understand how much this media can build student engagement in learning while offering an alternative approach for teachers in teaching regional languages. Therefore, this article aims to provide practical and theoretical contributions to developing regional language learning strategies based on visual media and enrich scientific discourse in the field of language education in elementary schools.

2. RESEARCH METHOD

This study used a qualitative research design with a descriptive approach to explore the effectiveness of picture series media in improving the speaking skills of Serang Javanese in first-grade students. This study was conducted at the Bina Insan Integrated Islamic Elementary School in Kragilan District, Serang Regency, Banten Province, Indonesia.

2.1 Research Design

A qualitative approach was chosen to obtain in-depth and contextual data on the implementation and impact of picture series media in language teaching. This design allows flexible inquiry and naturalistic data collection to reflect classroom dynamics (Creswell, 2014). This study empirically explored the teaching and learning process and perceived outcomes related to students' speaking performance.

2.2 Data Sources and Participants

Data were collected from primary and secondary sources. Primary data were obtained through direct interaction with participants, including first-grade students, Serang Javanese language teachers, homeroom teachers, and principals. Secondary data included institutional documents and visual recordings related to the learning process.

2.3 Data collection technique

Three main data collection techniques were used: (1) Non-participant classroom observation was conducted to document the process of using picture series media in Serang Javanese language lessons with a focus on student engagement, teacher strategies, and the visual effectiveness of the media used; (2) Semi-structured interviews were conducted with selected teachers, principals, and students to gain insight into their experiences, perceptions, and evaluations of the role of media in improving speaking skills; and (3) Documentation as additional data such as lesson plans, student assignments, and photos of classroom activities were collected to support the analysis and interpretation of the findings.

3.4 Data analysis

Data were analyzed using Miles and Huberman's (1994) interactive model, which includes three main steps: (1) Data Reduction, where relevant information is selected, simplified, and organized, focusing on the application of the picture series media, the dynamics of the learning process, and observable outcomes on students' speaking skills; (2) Data Display, where the reduced data are then categorized and presented in the form of matrices and narrative descriptions to facilitate interpretation; and (3) Conclusion Drawing and Verification, where patterns and themes are identified to conclude the effectiveness of the picture series media. The findings are then continuously verified through triangulation across data sources and techniques to ensure credibility.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1. Application of Serial Image Media

The stages of applying image series media in learning Serang Javanese begin with thorough learning planning. Teachers prepare various learning tools, such as syllabi, annual programs, semester programs, and lesson implementation plans. In preparing the lesson implementation plan, teachers adjust the learning materials to the characteristics of grade I students in the concrete-operational stage, where they prefer learning that involves visuals and contexts close to their lives. The use of image series in learning Serang Javanese is arranged in such a way as to suit students' abilities, as well as materials that are relevant to their daily lives, especially those related to local culture and language.

Next, in the implementation stage of learning, activities begin with initial activities that include joint prayer, student attendance, and motivation. The motivation given aims to increase student enthusiasm and prepare them to focus on learning. The core activity uses a series of pictures to convey Serang Javanese material. The teacher explains the pictures that depict a sequence of events or situations in the learning material. At this stage, students are divided into small groups to actively discuss and practice Serang Javanese. This collaborative activity aims for students to understand the material in theory and implement it in their daily communication. Students can speak in Serang Javanese according to the pictures they discuss with their friends.

In the closing activity, the teacher and students reflect on the material that has been learned. Students are allowed to demonstrate their understanding through group presentations, and evaluations are carried out by providing simple assessments, such as giving stars or scores, to appreciate groups that have successfully mastered the material well. This assessment process not only evaluates student understanding but also as a form of motivation so that students are more enthusiastic about learning. Learning is closed with a prayer together to provide a positive nuance and prepare students to go home feeling satisfied and ready to continue learning at another time.

At the evaluation stage, the teacher conducts oral and group evaluations to measure the extent to which students can understand and master the material that has been taught. This evaluation provides an opportunity for students to express their understanding directly, both individually and in groups. Through this evaluation, teachers can assess students' speaking ability in Serang Javanese and identify areas that still need to be improved in the learning process. This is important so that teachers can provide constructive feedback and adjust teaching methods in the next meeting.

3.1.2. Image Series Media Quality

The quality of the image series media in this study is very good because it has succeeded in improving various important aspects of the learning process. This media is a visual aid and an effective means of strengthening students' activeness, focus, thinking power, curiosity, and perseverance. Student activity increases because the image series media provides visual stimulation that allows students to be more involved in learning, compared to conventional learning media, which are often verbal or text-only. Thus, students listen to the teacher's explanation and interact directly with images that describe the context relevant to the subject matter.

In addition, using image series can increase students' focus in following lessons. At the cognitive development stage of grade I, students are still in the concrete-operational phase, where they learn better through direct experience and real objects; visual media such as images are a very appropriate tool for conveying abstract concepts. By using images that compose a story or sequence of events, students can more easily understand the logical sequence in Serang Javanese and express this understanding through verbal communication.

Furthermore, the image series media also stimulates students' thinking power. Carefully selected images can stimulate students' imagination and critical thinking processes to analyze information and relate it to their experiences. This process improves their speaking ability in Serang Javanese and helps them build

more complex thinking skills, such as explaining or relating images to stories or specific situations in their lives.

Students' curiosity is also greatly assisted by applying a series of images. Varied and interesting images motivate students to ask questions, learn more, and interact with learning materials. This high curiosity is an important factor in learning because it leads to more active and independent student involvement in the learning process. In addition, students' persistence in following lessons also increases with the use of a series of images. Because this media combines visual elements with interesting stories, students feel more involved and motivated to complete the tasks or activities given. This emotional involvement is a factor that strengthens their persistence, even when they face more difficult material.

3.1.3. Supporting and Inhibiting Factors

A significant supporting factor in implementing image series media is the availability of adequate school facilities and infrastructure. Complete facilities, such as comfortable classrooms, whiteboards, projectors, and access to relevant learning materials, support creating a conducive learning environment. These facilities and infrastructure make it easier for teachers to manage learning and provide a more interesting learning experience for students. In addition, students' enthusiasm and active participation during the learning process are also crucial supporting factors. When students feel involved in the learning process, such as in collaborative activities using image series media, they will be more motivated and absorb the material more easily. Student activeness in group discussions and their responses to assigned tasks will greatly affect the effectiveness of image series media in improving the ability to speak Serang Javanese.

However, several inhibiting factors can affect the smooth implementation of image series media in learning. One of them is the lack of readiness of some teachers to compile creative and interesting learning media. Many teachers are still accustomed to using monotonous and inadequate media to stimulate student interest. This can be caused by limited skills in developing learning media or a lack of understanding of the importance of media appropriate to student characteristics. In addition, limited learning time is another obstacle because limited time often affects teachers' ability to design and implement more creative and comprehensive learning. Ideal learning with picture series media requires sufficient discussion, practice, and evaluation time, which often cannot be achieved in limited lesson hours.

Another inhibiting factor that needs to be considered is the diversity of student backgrounds, especially for students not from the Banten area or unfamiliar with Serang Javanese. Non-native students may have difficulty understanding or speaking Serang Javanese because of differences in the everyday language they use. These differences can cause challenges in the learning process, especially if students feel hampered in using regional languages that they may not master well.

3.2. Discussion

The use of image series media in learning the Serang Javanese language applied in this study showed significant results in improving the understanding of grade I students about the material being taught. The application of image series media aligns with the theory of constructivism, which states that students find it easier to understand the material if allowed to learn through direct experience and visual representations relevant to their lives (Piaget, 1973; Vygotsky, 1978). As part of the concrete-operational stage explained by Piaget, students at this age rely more on their senses, especially sight, to understand abstract concepts (Ghazi & Ullah, 2015; Hayat et al., 2024). This makes image series media very effective in conveying the sequence of events and situations by the Serang Javanese language material because the images present information in a concrete form that is easy for students to understand.

The stages of mature learning planning, including the preparation of learning tools such as learning implementation plans, are very important to maximize the effectiveness of image series media. For reference, many studies show that good planning will affect the success of implementing learning media (Alessi & Trollip, 2000; Huang, 2005; Ediyani et al., 2020; Govindasamy, 2001). The suitability of the media to the characteristics of the students, as explained in this study, is very important so that the learning process can run smoothly and effectively. For example, using images depicting local culture that is familiar to students can increase the relevance of the material and strengthen their understanding of Serang Javanese.

In implementing learning, using a series of images can increase student activity. Learning based on visual media tends to be more interesting and enjoyable for students, increasing their involvement in group discussions and language practice (Mayer, 2014; Chen et al., 2018; Fornara & Lomicka, 2019; Zhao, 2023). Picture series not only help students understand the sequence of events but also allow them to connect the concepts taught to their personal experiences, which improves their thinking power and critical thinking skills (Paas & Sweller, 2012). This shows that picture series improve speaking ability and stimulate students' analytical and reflective abilities towards the situation or story depicted in the picture.

Motivational activities at the beginning of learning aim to prepare students to be more focused and enthusiastic in following the material. According to Schunk (2012), intrinsic motivation plays a very important role in learning because motivated students tend to be more active and persist longer in learning activities. By using interesting and relevant images, students can feel more emotionally involved, increasing their persistence in learning (Ecclestone, 2007; Gregory & Kaufeldt, 2015; Frey et al., 2019).

However, using image series media in learning is inseparable from several inhibiting factors. One is the lack of teacher readiness in designing creative and interesting learning media. In addition, the lack of training to develop innovative learning media can be an obstacle to maximizing the potential of image series media (Mayer, 2005). Therefore, increasing the professional capacity of teachers in designing and implementing learning media appropriate to student characteristics is very important. This is in line with research showing that developing teacher skills in using learning media can improve the quality of learning carried out (Wang et al., 2014; Quintana et al., 2015; Lubis et al., 2023). In addition, time constraints in the learning process can be another obstacle in implementing image series media. Learning that uses rich visual media and is discussion-based often takes longer to achieve, which can be hampered by limited class hours (Henning, 2007; Bender, 2023). Therefore, there needs to be an adjustment to the learning time or a more flexible approach in using image series media so that the learning process can run effectively.

Another factor that needs to be considered is the diversity of students' backgrounds, especially for those not from the Banten area or unfamiliar with Serang Javanese. This study shows that non-native students face difficulties using Serang Javanese, potentially affecting learning success. In line with this finding, previous research has shown that language diversity in the classroom can affect students' understanding of the material (Cummins, 2001). Therefore, teachers need to recognize differences in student backgrounds and provide appropriate support so all students can be maximally involved in learning.

4. CONCLUSION

The application of image series media in learning Serang Javanese shows that this media successfully increases student activity, focus, and understanding of the material, as well as improves students' speaking ability in Serang Javanese. In addition, image series also stimulate students' thinking power, increase their perseverance, and encourage deep social interaction during learning. The main supporting factors that influence the success of implementing this media are the availability of adequate facilities and infrastructure, as well as student enthusiasm, while the inhibiting factors include limited time, teacher readiness, and the diversity of student backgrounds. Theoretically, this study contributes to the development of the theory of the use of visual media in learning regional languages, while practically, this study shows the importance of developing learning media that are more creative and relevant to student characteristics. The implications of this study are the need to develop teacher skills in designing effective learning media and the importance of using contextual media to improve learning Serang Javanese. The limitations of this study lie in the limited time and diversity of student backgrounds, so further research can explore the application of image series media at higher levels of education with a wider sample and examine the development of more innovative media more deeply.

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