



# Picture Storybook Media on the Traditional Food “Amplang” from North Penajam Paser Regency to Improve Procedural Text Writing Skills for Fourth-Grade Elementary School Students

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## ABSTRACT

This study aims to analyze the use of picture storybook media based on the traditional food Amplang from North Penajam Paser Regency in improving procedural text writing skills of fourth-grade elementary school students. A qualitative descriptive method was employed. Data were collected through in-depth interviews, classroom observation, and documentation of student writing samples at SDN 023 Penajam. Analysis was conducted on the content, language, illustration, and curriculum alignment components of the picture storybook. The findings indicate that the Amplang picture storybook demonstrates high alignment with the Indonesian Language Learning Achievement for Phase B in the Merdeka Curriculum, incorporates contextual local wisdom values of North Penajam Paser, and presents illustrations that support students' understanding of procedural text structure. The book is deemed feasible and relevant as a contextual literacy medium based on local wisdom that can facilitate the improvement of procedural text writing skills among fourth-grade elementary school students.

**Keywords:** Procedural Text Writing, Local Wisdom, Amplang



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## 1. Introduction

Indonesian language learning in elementary schools plays a very important role in shaping students' literacy skills from an early age. Beyond being a formal subject, Indonesian language serves as the primary means by which students understand, process, and communicate information across the various fields of knowledge they study (Budhianto, 2018). Among the various language skills, writing receives considerable emphasis in the curriculum, particularly procedural text writing, which requires students to organize information in a logical, sequential, and communicative manner.

Writing a procedural text is not merely a matter of listing steps. When students engage in this task, they are in fact practicing the skill of placing themselves in the reader's position: are the instructions easy to understand? Does the sequence make sense? All of these questions reflect higher-order thinking skills that are important to develop from the elementary school level (Ali, 2020).

Various studies indicate that Grade IV students' procedural text writing ability remains relatively low. Students frequently fail to grasp the full text structure, have limited vocabulary, and struggle to develop ideas in a clear and organized manner (Munirah et al., 2021; Riyanti et al., 2024). This situation was also found at

SDN 023 Penajam. Teachers often rely solely on the standard textbook as the only teaching material, without the support of media capable of concretely visualizing the process (Riska & Rahmawati, 2022).

Amid these challenges, picture storybook media emerges as an appealing alternative. Picture storybooks combine the power of narrative text with mutually supportive visual illustrations, so that students not only read words but also "see" the message being conveyed (Neolaka & Jiwantono, 2023). North Penajam Paser Regency holds a wealth of local culture that can potentially be integrated into learning, one of which is Amplang a traditional food made from fish mixed with sago or tapioca flour that has been passed down through generations (Rohmah et al., 2025). This study aims to analyze the feasibility of the Amplang picture storybook from the aspects of content/material, language, illustration, and its alignment with the Indonesian Language Learning Achievement for Phase B of the Merdeka Curriculum.

## 2. Method

This study employed a descriptive qualitative approach, chosen because it aims to describe and analyze phenomena in depth based on field data without manipulating or intervening in the research variables (Sugiyono, 2019). The research was conducted at SDN 023 Penajam, Pejala Village, Penajam District, North Penajam Paser Regency, East Kalimantan. Informants included the Grade IV teacher and 38 Grade IV students.

Data collection was carried out through three methods: (1) semi-structured in-depth interviews with the Grade IV teacher; (2) participatory observation during the learning process; and (3) documentation in the form of an analysis of the picture storybook content, student writing samples, the Indonesian Language Learning Achievement for Phase B, and relevant school curriculum documents. Data analysis was conducted using the interactive analysis model of Miles et al. (2014), which encompasses four stages: data collection, data condensation, data presentation, and conclusion drawing/verification. Data validity was ensured through source triangulation and technique triangulation.

## 3. Result and Discussion

Analysis of the Amplang picture storybook produced findings from four main aspects, which are presented in the following tables.

**Table 1.** Analysis Results of the Content/Material Aspect of the Picture Storybook

No.	Analysis Indicator	Description of Findings	Category
1	Relevance of theme to the local Amplang context of North Penajam Paser	The Amplang-making theme is highly relevant to the social and cultural environment of Grade IV students at SDN 023 Penajam	Highly Appropriate
2	Alignment with Indonesian Language Learning Achievement Phase B	The book content covers the learning achievement of composing sequential steps, using imperative verbs, and expanding procedural vocabulary	Appropriate
3	Depth of local wisdom content	Values of mutual cooperation, preservation of local traditions, and regional cultural pride are naturally integrated into the story narrative	Highly Appropriate
4	Accuracy of information on the Amplang-making process	The steps for making Amplang are presented accurately and proportionally in accordance with local tradition	Appropriate
5	Balance of literacy content and character values	Procedural text writing skills content is evenly integrated with the character values of the Pancasila Student Profile	Appropriate
6	Alignment of the story narrative with the cognitive development of Grade IV students	The narrative is linear, simple, and appropriate for the developmental stage of 9-10 year olds (concrete operational stage)	Highly Appropriate

Tabel 1 berisi 6 indikator yang menilai kualitas konten buku cerita bergambar Amplang dari sisi materi pembelajaran. Seluruh indikator menunjukkan kategori *Appropriate* hingga *Highly Appropriate*, yang menandakan bahwa isi buku sangat relevan dengan konteks lokal Penajam Paser Utara dan selaras dengan *Capaian Pembelajaran Bahasa Indonesia Fase B Kurikulum Merdeka*.

**Table 2.** Analysis Results of the Language Aspect of the Picture Storybook

No.	Analysis Indicator	Description of Findings	Category
1	Text readability	Simple, short, and clear sentences; averaging 10-15 words per sentence, appropriate for the reading capacity of Grade IV students	Very Good
2	Compliance with Indonesian language rules (KBBI/EYD)	Writing rules and spelling are in accordance with KBBI; no significant writing errors were found	Good
3	Appropriateness of word choice (diction)	Contextual vocabulary related to the Amplang-making process is introduced progressively within the story narrative	Very Good
4	Avoidance of abstract terms	Technical terms are packaged within descriptive narratives that are easy to understand and supported by accompanying illustrations	Good
5	Child-friendly language style	The use of a familiar third-person perspective creates emotional closeness between the story characters and the reader	Very Good
6	Alignment with the level of linguistic development	Sentence structure and word choice are appropriate for the linguistic development of Grade IV elementary school students	Good

Table 2 assesses the quality of language used in the book through 6 indicators. The results indicate that the language employed is appropriate for the linguistic development of students aged 9-10 years, with contextual vocabulary introduced progressively and a child-friendly language style.

**Table 3.** Analysis Results of the Illustration Aspect of the Picture Storybook

No.	Analysis Indicator	Description of Findings	Category
1	Visual quality and image resolution	Full-color illustrations with a bright, clean, and proportional appearance; depicting the authentic atmosphere of coastal life in East Kalimantan	Very Good
2	Alignment of illustrations with text content	Each page contains illustrations that accurately represent the text content and support understanding of the Amplang-making process	Very Good
3	Child-friendly illustration style	Child-friendly drawing style with expressive child characters of the same age as the reader, easily identifiable by students aged 9-10 years	Very Good
4	Illustration support for understanding procedural structure	The sequence of images provides visual cues that support sequential understanding of procedural text structure	Good
5	Representation of North Penajam Paser local wisdom	Illustrations depict the atmosphere of fishermen's life, the tradition of processing fish, and the cultural nuances of the North Penajam Paser community in a proportional and authentic manner	Very Good
6	Balance of text and illustration proportions	Brief text per page is balanced with engaging illustrations; the format facilitates simultaneous focus of student attention	Good

Table 3 evaluates the visual quality of the book through 6 indicators. Full-color child-friendly illustrations received Very Good ratings on the majority of indicators, particularly in terms of visual quality, alignment with the text, and representation of North Penajam Paser local wisdom.

**Table 4.** Analysis Results of Alignment with Indonesian Language Learning Achievement Phase B

No.	Learning Achievement (LA) Phase B	Alignment with Book Content	Notes
1	Composing procedural text with the correct structure (goal, materials/tools, steps)	Met	The story narrative presents a procedural structure: goal orientation, listing of materials, and sequential steps in each episode
2	Using imperative verbs appropriately	Met	The story narrative incorporates imperative verbs: "mix", "knead", "fry", "drain" within the story context
3	Listing all required materials and tools completely	Met	Each part of the story about the cooking process contextually mentions ingredients as a writing model
4	Composing steps in a logical and sequential order	Met	The story narrative follows the chronological sequence of Amplang production from fish catching to the final product ready to be served
5	Recognizing character values in the text	Met	The values of mutual cooperation, perseverance, and local cultural pride are both explicitly stated and implicitly embedded in each story
6	Reading and understanding text meaningfully	Met	The local Amplang context, which is close to students' lives, promotes comprehensive understanding and activation of prior knowledge

Table 4 maps 6 Merdeka Curriculum Learning Achievements against the book content, all of which were Met. This demonstrates that the Amplang picture storybook comprehensively supports the attainment of procedural text writing competence in accordance with the curriculum.

**Table 5.** Teacher Interview Results on the Relevance of the Amplang Picture Storybook

No.	Aspects Queried	Teacher Response	Conclusion
1	Relevance of the story context to the students' environment	"Students are very enthusiastic because the story about Amplang is close to their daily life and family traditions"	Highly Relevant
2	Potential of the book in improving writing motivation	"The engaging illustrations and familiar topic made students compete to start writing right away"	Very High
3	Ease of use in the learning process	"This book is easy to integrate into the procedural text writing lesson plan without requiring complex preparation"	Easy

4	Alignment with the reading ability of Grade IV students	"The language used is not too difficult; even students who were previously reluctant to write became willing to try"	Appropriate
5	Potential of the book in improving understanding of procedural text structure	"This story helps students understand the sequence of steps naturally, not merely from memorizing rules"	High

Table 5 summarizes the highly positive responses of the Grade IV teacher regarding this book, particularly in terms of the relevance of the story context to the students' environment and its potential in improving writing motivation.

The analysis results indicate that the Amplang picture storybook demonstrates high feasibility as a learning medium for procedural text writing in Grade IV elementary school. First, in terms of content and material, the book consistently integrates local wisdom values of Amplang, including mutual cooperation, preservation of tradition, love of homeland, and regional cultural pride, into the story narrative in a natural manner. This integration is in line with the principles of Culturally Responsive Teaching (Gay, 2018). The presence of the Amplang context, which is familiar to the lives of North Penajam Paser students, facilitates the activation of prior knowledge schemas essential in the procedural text writing process according to Schema Theory (Anderson & Pearson, 2018).

Second, in terms of language, the use of simple sentences, diction appropriate to the linguistic development of students aged 9-10 years, and the progressive introduction of contextual vocabulary related to Amplang constitute the primary strengths of this book. This is consistent with the findings of Fierdiansyah et al. (2024), which indicate that picture storybooks used in differentiated learning have significant potential to improve writing skills and learning motivation of Grade IV students.

Third, in terms of illustration, the full-color child-friendly illustrations combining expressive characters, the backdrop of East Kalimantan coastal life, and the representation of the Amplang-making tradition provide rich visual stimuli for students. This finding is consistent with Nurgiyantoro (2021), who states that storybooks combining text and images enable students to construct meaning through visual support.

Fourth, in terms of alignment with Learning Achievements, all six indicators of the Indonesian Language Learning Achievement for Phase B were well met. The local Amplang context, which is structurally identical to a procedural text, creates a beneficial structural isomorphism: students learn about procedural text structure while reading a story about the making of a traditional food they already know. This is consistent with the findings of Hanifah & Sukartiningsih (2024). The positive responses from teachers in the interviews further reinforce the feasibility of this book and are in line with Akrom & Istiq'faroh (2021), who found that learning media integrating local wisdom are proven to enhance student learning interest.

#### 4. Conclusion

Based on the results of the descriptive qualitative analysis conducted, it can be concluded that the Amplang picture storybook is feasible and relevant for use as a learning medium to improve procedural text writing skills of Grade IV elementary school students. This feasibility is demonstrated by four main findings: (1) in terms of content, the book contains authentic contextual Amplang material integrated with the local wisdom values of North Penajam Paser; (2) in terms of language, the word choices and sentence structures are appropriate for the linguistic development of students aged 9-10 years; (3) in terms of illustration, the full-color child-friendly images are able to provide visual cues that support understanding of procedural text structure; and (4) in terms of curriculum, all indicators of the Indonesian Language Learning Achievement for Phase B of the Merdeka Curriculum are well met.

This study recommends the use of the Amplang picture storybook as a learning medium for procedural text writing in Grade IV elementary school, particularly in the North Penajam Paser Regency area. For future researchers, it is recommended to conduct an effectiveness test of this book in an actual learning setting using an experimental design or classroom action research.

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