

## Serial image media for writing narrative text skills

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### ABSTRACT

**Background:** Using the media, the students are able to do proper sorting and treatment in learning activities.

**Purpose:** This study aims to determine the effect of the application of serial image media on writing narrative text skills.

**Design and methods:** This research uses a quantitative approach. The type used is a Quasi Experimental Design research, this design has a control group, but does not fully function to control the external variables that affect the implementation of the experiment. The research design used is the Non Equivalent Control Group Design.

**Results:** The result showed that the experimental group obtained an average score of 82.86 and the control group obtained an average score of 71.18. the use of serial image media has a positive effect on writing narrative text skills of students in grade V Cipinang Besar Utara 7 Elementary school.

**Keywords:** writing skills; serial image material lesson; Bahasa Indonesia for Primary

### Introduction

Indonesian language learning in elementary schools is directed at improving students' skills in communicating both oral and writing. By learning Indonesian in elementary schools, it is also expected that students can foster a sense of respect for their Indonesian literature (Hidayah, 2015). In general, there are four language skills that every student must have as a result of learning language. The four types of language skills are speaking, reading, listening, and writing. These four language skills in their use as a means of communication can never stand alone, they are related to one another (Dalman, 2014).

All language skills in Indonesian are very important to master as a basic asset for students, but writing must indeed be recognized as a very different activity when compared to speaking, reading, and listening. Writing is not something that must be mastered by itself but must go through a learning process. As a consequence, it takes a long process to foster a habit of writing. Writing is also not a difficult activity but also not easy, to start writing requires a broad imagination and requires the creativity of the writer (Tarigan, 2008). Writing skills are one of the language skills that give results and are expressive which are used to communicate indirectly and not face-to-face with other parties (Ismilasari, 2013).

As educators, teachers must be able to create good learning media for students. Using the media, the students are able to do proper sorting and treatment in learning activities. There are several ways that educators can overcome these problems. One of which is by using the media. The use of media in learning aims to make it easier for students to express ideas in writing (Firmansyah & Firmansyah, 2018).

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Media is one solution that teachers can do to overcome these problems. One of which is by using serial image media. A serial image is an arrangement of images that has an event relationship between one image and another resulting in the cause and effect of the image. The picture depicts a sequence of events or an event from the beginning of the incident to the end of the incident (Wiratmajaya et al., 2015).

This is supported by cybernetics theory. cybernetic learning theory is a theory that can be categorized as new compared to other theories. This theory develops with the development of technology and information science. One of the learning theories that unites theory and practice, in delivering material, in particular, a concrete learning theory is needed that is appropriate and right on target in learning because learning to use concrete things can make it easier for students in teaching and learning activities. Cybernetics learning theory is a method taken by students in achieving learning goals by utilizing learning media. Therefore, the application of cybernetics learning theory greatly influences writing skills and increases students' interest in learning (Herawati, 2017).

Based on preliminary observations and interviews with homeroom teachers of class V Cipinang Besar Utara 7 Elementary School in February 2019. That around 50% of students are still low in writing skills because students are still limited in the vocabulary they get. There are some students who are still in spelling who are less experiences. Errors that often arise are the use of capital letters that are not in accordance with Indonesian spelling and students still have difficulty using "di" and "ke" as prepositions and affixes. Besides that, students' interest in learning is still low. This is shown by the result of the students' assignment given by the teacher to look for articles in the newspaper but the students have a lot of questioning to not doing it.

The educational media used by educators is also limited. Teachers only use textbooks to deliver educational material not only that the media in learning functions as a counterpoint where it functions to translate abstract theories that can finally be understood (Gasong, 2018).

Therefore, the researcher uses serial image media as a solution to improve narrative text writing skills and can provide new innovations for teachers in the learning process of writing skills and students will prefer learning writing, serial images can also make students practice and sharpen their imagination which then set out in writing. The sharper the students' imagination, the more students will develop in seeing an image. Another reason for using this media is that by displaying serial images, students will learn to think logically about the cause-and-effect relationship that is related to one image to another. This study aims to determine the effect of the application of serial image media on writing narrative text skills.

## Methods

This research uses a quantitative approach. The type used is a Quasi Experimental Design research, this design has a control group, but does not fully function to control the external variables that affect the implementation of the experiment. The research design used is the Non Equivalent Control Group Design.

This design is almost the same as the pretest-posttest control group design, only in this design the experimental group and the control group were not chosen randomly. The experimental group is a group that learns to use serial image media and the control group is a group that learns to use a single image media. The population in this study were all class V students of Cipinang Besar Utara State Elementary School 7. The data collection techniques used in this study were observation, interviews, and tests. The instruments used in this study were observation instruments, interview instruments, rubric instruments for assessment of narrative text writing skills. The validity test uses the Pearson Product Moment formula with

the help of SPSS version 22, using a significance of 5% with a value if sig <0.05 is declared valid. The data analysis technique used in this research is descriptive test analysis, prerequisite test analysis, and hypothesis testing analysis.

As for testing the hypothesis in this study, the independent sample t-test is used. Independent sample t-test was used to determine whether there was a difference in the mean of two unpaired samples. In the prerequisite test and hypothesis testing using the N-Gain score, N-Gain is used to determine the effectiveness of using a particular method, media or treatment in experimental research. The N-Gain test score is used to calculate the difference between the pretest and posttest values. So that we can find out whether the use of methods, media, or treatments can be said to be effective or not.

## Findings & Discussion

### *Learning Implementation*

The research activity was carried out five times in the experimental group and the control group. The first meeting provided a *pretest*, the second, third, and fourth meetings researchers conducted treatment and learning activities. At the fifth meeting, the researcher gave a *posttest*. The experimental group, namely the VB class, learned to use serial image media and the control group, namely the VA class, learned to use single image media.

#### Meeting I

In the Experiment Group, the first meeting was held on Thursday, April 11, 2019 at 10:00 to 12:00 a.m. The researcher / teacher explains the learning objectives to be achieved in the Indonesian language subject today, namely regarding the Narrative Text material which at the beginning of the lesson discusses the Groundwater Cycle. The treatment of learning activities is adjusted to the serial image media syntax as follows. The researcher / teacher provides narrative material and narrative elements, then the researcher / teacher forms students into 5 groups consisting of 4-5 people. After the division of the group, students sit with the group that has been formed.

The researcher / teacher assigns each group the task of determining the narrative elements of the Ants and Bears text, namely plot elements (forward, backward, or mixed), setting (place, time, and atmosphere), characterizations, points of view. After the students discussed then presented the results of their groups. Then the researcher / teacher gives a series of series pictures, then the researcher / teacher invites the students to observe and explain the meaning of the picture and provide a theme that matches the series of series pictures. Researchers / teachers assign assignments to students to compile stories based on series of pictures that have been themed independently.

#### Second Meeting

The second meeting was held on Tuesday, April 16, 2019, from 10 to 12 a.m. Next, entering Indonesian language lessons, the researcher / teacher provides an explanation of the use of capital letters, periods, commas, the word affixes '*di*', '*ke*' and others. Many students still do not understand the use of capital letters in the sentence, the use of periods, commas, and no one knows.

The researcher / teacher shares their written work in the previous meeting, students review the series and the written work they made in the previous meeting, it is hoped that the students observing the results of their written work can provide examples of good writing in accordance with the previous teacher's explanation. The teacher guides students to correct their written work according to the use of capital letters, periods, commas, etc.) and neatness

in writing. Furthermore, the researcher / teacher gave examples of narrative text and descriptive text because in the previous pretest there were still many students who described the picture but did not tell the picture, therefore it is hoped that students can distinguish between narrative text and descriptive text.

The researcher / teacher gives examples of narrative text "Dryness" in writing that is not in accordance with the use of capital letters, periods, commas, etc. and students determine what is wrong in the writing of the narrative text that the teacher provides, with students doing these students can know the usage capital letters, period, comma, word affix in and to which the students will later recreate the story based on a series of pictures.

### Meeting III

The third meeting was held on Saturday, April 27 2019 at 10 to 12 a.m. Researchers/ teachers and students read the text *Water for Daily Needs* together. Next, go to Indonesian language lessons. Researchers / teachers form students into 5 groups of 4-5 people. The teacher gives a series of series pictures to students, the teacher invites students to observe and explain the meaning of the series. Furthermore, after the students gathered with their groups the teacher gave each group 1 puzzle which was later arranged so that it became a series of pictures and answered questions related to the picture.

Each group put together a puzzle and then taped it on the cardboard that the teacher had given them. Each group reads the results of their discussion in front of the class, the group that finishes the discussion earlier is welcome to present the results. Next, the teacher assigns students independently to make narrative text based on a series of series pictures that they have compiled and must be in accordance with the use of capital letters, periods, commas etc.

### *Narrative Text Writing Skills*

#### Data Pretest Experimental and Control Group

The activity of giving a pretest to the experimental group was carried out on Monday, April 8, 2019 at 11— 12 a.m., which was given to 28 students. The following is the descriptive data to *pretest* the experimental group's narrative text writing skills. It can be seen that *pretest* the experimental group obtained 28 students, the highest score was 79 and the lowest score was 63 with a total score of 1993 and the average score was 71.18 and the variance was 18.004. Based on the defined criteria *pretest*, the data can be made into the distribution table *pretest* experimental group as follows.

*Table 1 Pretest Distribution of Experimental Group*

<b>Interval Value</b>	<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>
78 - 82	Very High	3	10%
78 - 82	High	8	29%
68 - 72	Medium	8	29%
63 - 67	Low	9	32%
Total		28	100%

Based on the table and figure above, the results showed that students who had low criteria on the *pretest* of writing narrative text skills in the experimental group were 9 students (32%), students who had moderate criteria on the *pretest* were 8 students (29%). Students who have high criteria *pretest* are 8 students (29%) and students who have very high criteria on the *pretest* are 3 students (10%). It can be concluded that the majority of the *pretest* skills

in writing narrative text in the experimental group were in the low criteria, namely 9 students (32%).

Furthermore, the control group was held on Tuesday, April 9 2019 at 11.00 - 12.00 A.M., which was given to 25 students. The following is descriptive data on the pretest of the control group's narrative text writing skills. It can be seen that the control group pretest obtained 25 students, the highest score was 79 and the lowest score was 63 with a total score of 1788 and an average score of 71.52 and a variance of 23.927 was obtained. Based on criteria pretest the predetermined, the data can be made into the distribution table pretest control group as follows.

*Table 2 Distribution of Control Group Pretest*

<b>Interval Value</b>	<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>
78 - 82	Very High	4	16%
73 - 77	High	7	28%
68 - 72	Moderate	6	24%
63 - 67	Low	8	32%
Total		25	100%

Based on the table and figure above, it was found that students who had low criteria on the pretest of the control group's narrative text writing skills were 8 students (32%), students who had moderate criteria on the pretest were the students who had the ability to write narrative text as many as 6 students (24%), students who had high criteria pretest were 7 students (28%) and students who had very high criteria on the pretest writing narrative text skills were 4 students (16%). It can be concluded that the majority of the pretest skills in writing narrative text in the experimental group were in the low criteria, namely as many as 8 students (32%).

#### Data Description Posttest Experimental and Control Group

Activity of giving the experimental group posttest was carried out on Monday, April 30, 2019 at 10:00 to finish, which was given to 28 students. The following is the descriptive data for post-testing the experimental group's narrative text writing skills. It can be seen that the *posttest* of the experimental group obtained a total of 28 students, the highest score was 89 and the lowest score was 79 with a total score of 2320 and an average score of 82.86 and a variance of 6.794 was obtained. Based on the defined criteria posttest. The data can be made into the distribution table posttest experimental group as follows.

*Table 3 Posttest Distribution Experiment Group*

<b>Interval Value</b>	<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>
88 - 90	Very High	4	15%
85 - 87	High	9	32%
82 - 84	Moderate	8	28%
79 - 81	Low	7	25%
Total		28	100%

Based on the table and the picture above, showed that students who had low criteria at *post-test* writing skills narrative text as much as 7 students (25%), students who have criteria for being on the *post-test* writing skills narrative text as much as 8 students (28%), students who have high criteria are 9 students (32%) and students who have very high criteria in the

posttest of narrative text writing skills are 4 students (15%). It can be concluded that the majority of the posttest skills in writing narrative text in the experimental group were in the high criteria, namely 9 students (32%).

Furthermore, giving activity was *posttest* the control group carried out on Monday, April 30, 2019 at 10:00 to finish, which was given to 25 students. The following is the descriptive data for post testing the control group's narrative text writing skills. It can be seen that *post-test* the control group gets 25 students, the highest score is 85 and the lowest score is 75 with a total score of 2004 and the average score is 80.16 and the variance is 10.890. Based on criteria posttest the established, the data can be made into a distribution table posttest as a control group as follows.

*Table 4 Posttest Distribution Control Group*

Interval Value	Criteria	Frequency	Percentage
84 - 86	Very High	4	16%
81 - 83	High	8	28%
78 - 80	Moderate	7	32%
75 - 77	Low	6	24%
Total		25	100%

According to the table and the picture above, showed that students who had low criteria at post-test writing skills narrative text as much as 6 students (24%), students who have criteria for being on the post-test writing skills narrative text as much as 8 students (32%), students who have high criteria *posttest* are 7 students (28%) and students who have very high criteria on posttest writing narrative text skills are 4 students (16%). It can be concluded that the majority of the posttest skills in writing narrative text in the control group were in the moderate criteria, namely as many as 8 students (32%).

#### Prerequisite Test Results

Prerequisite analysis testing was carried out before conducting data analysis. The prerequisite test used in this study is the normality test and the homogeneity test.

#### Normality

The normality test was carried out on the N-Gain Score of writing narrative text skills in the experimental group and the control group. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS version 16 program. To find out whether data is normally distributed or not, a test criterion with a significance of 5% (0.05) is used, i.e. if  $\text{sig} > 0.05$  then the data is normally distributed and if  $\text{sig} < 0.05$  then the data is not normally distributed. Following are the results of the normality test obtained.

*Table 5 N-Gain Normality Test for Experiment Group and Control Group Tests of Normality*

Class	Kolmogorov-Smirnov <sup>a</sup> Shapiro-Wilk			
	Statistic	Df	Sig.	Statistics df Sig.
NGain_Persen Experiment Group	.200.987.974	28	*	28 .112
Control group	.200.961.438	25	*	25 .093

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the table above, in the N-gain normality test, the score for the narrative text writing skills of the experimental and control groups shows that the calculated significance value is greater than the minimum significance, namely  $0.200 > 0.05$ , so it can be concluded that the data for the narrative text writing skills of the experimental and control groups normally distributed.

*Table 6 Skewness N-Gain Value of Students' Narrative Text Writing Skills*

	N	Minimum Stat	Maximum Stat	Mean Stat	Std. Deviation Stat	Skewness Stat	Std. Error
N-Gain_Persen	53	13.79	57.14	35.6335	8.82825	-.150	.327
Valid N (listwise)	53						

Where when the Skewness value is in the range  $-2 < TK < 2$ , then the data is normally distributed. Based on the table above, the Skewness value is  $-0.150$ . Thus, the N-Gain data from the students' narrative text writing skills in the experimental and control groups were stated to be normally distributed with a value of  $-2 < -0.150 < 2$ . The following is a graph of the results of the normality test seen from the Normal PP Plot.

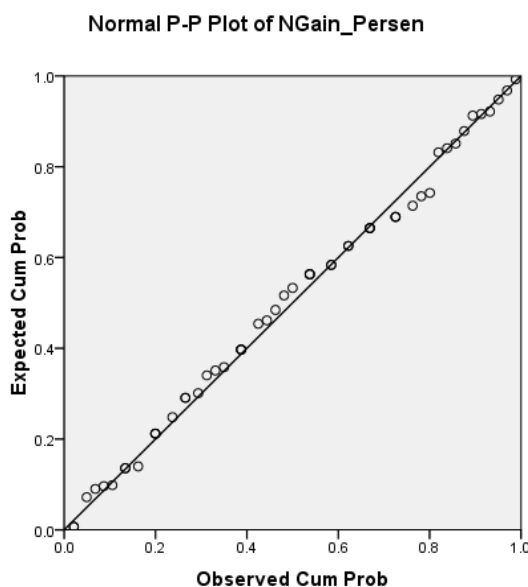


Figure 1 Normal PP Plot of N-Gain Results Narrative Text Writing Skills

### Homogeneity

The homogeneity test is used to determine whether a data is homogeneous or not, seen from the level of variance similarity between the two groups, namely the N-Gain score of the experimental and control groups. Tests were carried out using the help of SPSS version 16 with the Levene test statistical formula. To find out whether the data is homogeneous or not, a test criterion with a significance of 5% (0.05) is used on the levene statistic, namely if  $\text{sig} > 0.05$  then the variance is homogeneous and if  $\text{sig} < 0.05$  then the variance is not homogeneous.

Table 7 N-Gain Homogeneity Test Score of Experimental and Control Group

Levene Statistic	df1	df2	Sig.
.087	1	51	.769

Based on the table above, the N-Gain data score of the narrative text writing skill of the experimental and control groups obtained the arithmetic significance for writing narrative text skills was 0.769. The significance value is greater than the minimum significance, namely  $0.769 > 0.05$ , so it can be concluded that the variance of the N-Gain score of the experimental group and the control group is homogeneous.

Table 8 Value of Kurtosis N-Gain Score of Student's Skill in Writing Narrative Texts

	N	Minimum Stat	Maximum Stat	Mean Stat	Std. Deviation Stat	Kurtosis	
						Stat	Std. Error
NGain_Persen	53	13.79	57.14	35.6335	8.82825	.384	.644
Valid N (listwise) 53							

Where when the kurtosis value is in the range  $-2 < \text{the kurtosis value} < 2$ , then the data is homogeneous. Based on the table above, the kurtosis value is  $-0.824$ . Thus, the data on the results of writing narrative text skills are stated to be homogeneous with a value of  $-2 < -0.824 < 2$ . The following is a graph of the results of the homogeneity test as seen from the Detrended Normal QQ Plot.

Detrended Normal Q-Q Plot of NGain\_Persen

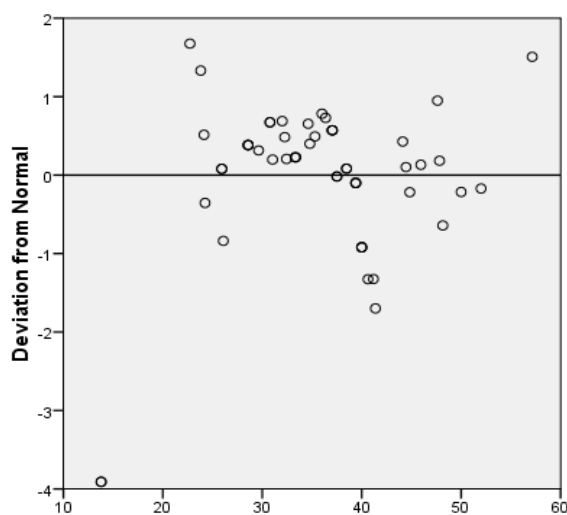


Figure 2 Detrended Normal QQ Plot N-Gain Score Student's Writing Skills

### Hypothesis Test Results

Hypothesis testing uses the formula *statistical sample t-test*. The t-test was used to test the difference in the average posttest score of writing narrative text skills in the experimental group and the control group. The following is testing the proposed hypothesis.



Data analysis using the *Independent sample t-test* using the SPSS version 16 program, where if there is a significant difference, then the hypothesis testing criteria is if the significant T-test  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected, whereas if significant T-test  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted.

Table 9 N-Gain T-Test Results of Narrative Text Writing Skills

		t-test for Equality of Means		
			95% Confidence Interval of the Difference	
	t	Df	Lower	Upper
NGain_ Equal variances as-Persen sumed			.087	
			.769	
			4.325	
			51 .000	
			9.07389	
			2.09817	
Equal variances not assumed			4.86165	
		.000		
		9.07389		
		2.10178	49.945	4.317
		4.85224		
	13.29555			

Based on the test results of independent sample t-test showed that there The influence of the students' writing skills based on the table on the independent sample t-test obtained Sig. (2-tailed) 0.000, with  $0.000 < 0.05$ , so  $H_0$  was rejected. It can be concluded that there are differences in the narrative text writing skills of students who are treated using serial image media compared to students who learn using single image media. So that there is an effect of using serial image media on writing narrative text skills.

### ***Further Discussion***

This research was conducted in Cipinang Besar Utara Elementary School 7. The research population was all fifth grade students at Cipinang Besar Utara Elementary School 7. In this study, the initial conditions of students' writing skills were seen from the results of interviews with teachers and the results of initial abilities. Pretest conducted by the experimental and control groups that the results of writing skills were low. Then the researcher made a design for research and treatment which aims to determine the skills of writing narrative text in the selected sample after the treatment.

The results of narrative text writing skills can be seen in the scores pretest of students' narrative text writing skills before being treated with an average value of 71.18 and posttest scores, namely the value after being treated using serial image media with an average value of 82.86. Based on the results of the research that has been done, it proves that there are differences in the effect of using serial image media on students' narrative text writing skills. Evidenced by the results of the analysis of the Independent sample t-test obtained a significance value of 0.000, with a sig value.  $< 0.05$  ( $0.000 < 0.05$ ). So that in the hypothesis  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there are differences in writing narrative text skills that are good for students who are treated using serial image media compared to students who learn using single image media.

## Conclusion

Based on the results of research analysis and discussion, the conclusions of this study are as follows. Learning activities using serial image media based on the results of observations stated that the learning steps carried out by the researcher in the experimental group had been carried out well and were in accordance with the learning steps contained in the serial image media RPP. Values obtained in 37 of the first meeting, a second meeting is 35, and the third meeting is 38. Based on the level of narrative text writing skills of students, the experimental group showed that the students who have low criteria on *posttest* narrative text writing skills as much as 7 students (25 %), students who have moderate criteria on the *posttest* narrative text writing skills are 8 students (28%), students who have high criteria are 9 students (32%) and students who have very high criteria in the *posttest* narrative text writing skills are 4 students (15%).

It can be concluded that the majority of the *posttest* skills in writing narrative text in the experimental group were in the high criteria, namely 9 students (32%). The difference in significant positive influence is evidenced by the results of the t-test data analysis of the N-Gain *Independent Sample T-Test* at the 5% significance level on writing narrative text skills, the calculated significance value is less than 0.05, which is equal to 0,000, then the sig value.  $<0.05$  ( $0.000 < 0.05$ ). In addition, it can also be supported by the average results of narrative text writing skills obtained, the experimental group obtained an average score of 82.86 and the control group obtained an average score of 71.18. Based on this statement, it can be stated that there is a difference in the influence of students' narrative text writing skills between classes taught using serial image media and those taught using single image media in class V Cipinang Besar Utara Elementary School 7. Thus, the use of serial image media has a positive effect on writing narrative text skills of students in grade V Cipinang Besar Utara 7 elementary school.

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