



## The Influence of Image Media on The Ability to Write Fairy Tales

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**Abstract.** The purpose of this study was to determine the effect of picture media on the ability to write fairy tales fourth-grade elementary school students. This research method is a quantitative method of experimentation with the Nonequivalent Control Group design. The sample of this study was 40 students. Data collection techniques through the ability to write fairy tale writing skills and data analysis techniques used descriptive statistics to measure the mean value consisting of the mean (mean), median and mode. Inferential Statistics consists of tests of normality, homogeneity, and T-test. The results showed that there was an influence of image media on the ability to write a fairy tale, it was seen that the significance value (sig.2-tailed) with t-test was a data analysis technique to test hypotheses carried out with calculations statistical t-test Paired Samples Test. The results of the research were obtained from the t-test calculation of Sig. (2-tailed) is 0,000 less than 0.05, so  $H_0$  is rejected, meaning that there is an influence of the image media on the ability to write fairy tales.

**Keywords:** Image Media, The Ability to Write Fairy Tales

**INTRODUCTION** ~ Indonesian learning in the 2013 curriculum not only requires teachers to change concepts, methods, commitments, and approach strategies but also plans text-based learning. Therefore, students are required to be able to produce a text. Indonesian language learning also has goals, one of which is to communicate effectively, efficiently, and by applicable ethics, both verbally and in writing (Abidin, 2012). Therefore, learning the Indonesian language has four skills that must be mastered by students. The four skills are listening or listening, reading, speaking and writing.

One of the language skills students must master is the ability to write fairy tales. There is an Indonesian Language learning in third-grade Elementary School there are Basic

Competencies whose contents describe the message in a fairy tale that is presented orally, written, and visual with the aim of pleasure. In the Basic Competence (KD), students are expected to be able to decipher messages on fairy tales through writing (Nurfadillah, 2018).

Writing fairy tales is a means for students to grow values, ethics, and a sense of empathy, because in it there is a moral message that can provide life lessons. Students can express their thoughts and ideas through writing stories. In this case, students are required to be able to understand and appreciate the contents of a fairy tale, so that in writing a fairy tale students can easily understand the storyline. Thus, to produce good writing, writing exercises are needed so that students are



### ICEE-2

accustomed to expressing ideas, experiences, and knowledge through writing.

Kusumo Priyono (Niab, 2016) suggests that fairy tales are often identified as a hoax, a hoax, or a story that is making it up and is of no use. Some even consider fairy tales as absurd stories. True fairy tales are fictional stories, but that does not mean fairy tales are useless. Just look at the local fairy tales of the archipelago we can get to know the rich culture of the nation.

According to (Sugeng, 2005) the content of a fairy tale is an expression of things that are surface and aspects of community life in depth. It can also be explained that the fairy tales that were composed were in the form of life views of the people of the respective regions which were explained in detail. The presence of fairy tales answers the riddles of nature that exist in the life of a community of its inhabitants.

Writing fairy tales is one way to teach children to write. This means that through writing a fairy tale students can learn to write through writing activities students can express ideas, opinions, and feelings well. Thus, writing needs to be familiarized with students from an early age so that writing can become a habit of students, but until now the ability to write among elementary school children has not shown the expected abilities. This happens because of various inhibiting factors. Children's writing has not

been classified correctly according to the prevailing spelling, the child has difficulty expressing ideas in written form, and the child takes a long time to write. Students' mistakes in writing can be in the form of incorrect use of punctuation, incorrect placement of capital letters. (Niab, 2016).

The above problem is also experienced by fourth-grade students at MI Nihayatul Amal that the ability to write fairytale students is still low. This is evident from the large number of students who score low on every Indonesian language learning, especially the ability to write stories. One of the problems in learning the ability to write fairy tales is the learning conditions that still seem simple and modest, as well as the lack of variety of teaching done by teachers, such as teachers not using instructional media during the process of writing stories. This can make students difficulty in expressing their ideas and ideas in the form of writing. This makes students passive during the learning process and does not care in learning when learning the ability to write fairy tales.

In the learning process, the teacher needs to create an interesting learning process in learning the ability to write fairy tales which results in the improvement of fairy writing skills. One way to create interesting learning is by choosing appropriate and appropriate learning media, namely by using learning media that can be used to attract students' attention is image media.



## ICEE-2

Image media is a media that helps students in the learning process, makes the learning atmosphere more active and the media image depicts a real object, in this case (Sadiman, 1996), argues that the image media is an imitation of objects and views in terms of form likeness, as well as its size relative to the environment. According to (Hamalik, 1994) revealed that the media image is everything that is manifested visually into two-dimensional form as an outpouring of thoughts or various forms such as paintings, portraits, slides, films, strips, projectors.

This image media is considered the most appropriate for use in the implementation of learning the ability to write fairy tales. With picture media, students find it easier to express their ideas and ideas in written form. Media images can be used as a stimulus for students who can express the right words

and compose a sentence so that it becomes a meaningful essay. In writing fairy tale skills using media images, students are expected to be better at expressing ideas and ideas that are poured into a piece of writing.

Based on the problems that have been raised above, the researcher is interested in studying the problems that exist in MI Nihayatul Amal in Indonesian language learning, especially in the ability to write with the title "The Influence of Image Media on The Ability to Write Fairy Tales"

## METHOD

This type of research is a quantitative study with experimental design pretest-posttest Control Group Design. This study aims to determine the effect of media images on the ability to write fairy tales.

**Table 1.** Research design

<b>Kelas</b>	<b>Pretest</b>	<b>Perlakuan</b>	<b>Posttest</b>
KE	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
KO	O <sub>3</sub>	-	O <sub>4</sub>

(Sugiyono, 20014)

Information:

X = Image media

O<sub>1</sub> = Pretest (Initial Test) Experiment Group

O<sub>2</sub> = Posttest (Final Test) Experiment Group

O<sub>3</sub> = Pretest (Initial Test) Control Group

O<sub>4</sub> = Posttest (Final Test) Control Group

The population in this study were all students of MI Nihayatul Amal whose address is in Sukasari Village, Cibuyaya District, Karawang

Regency with 170 students and the sample used was grade IV A and class IV B with 40 students.

Data collection techniques in this study is to use a test instrument that is a test of writing a fairy tale ability. And data analysis techniques in this study is to use descriptive statistical calculations. And test data analysis requirements is to use the normality



## ICEE-2

test using the Kolmogorov-Smirnov One-Sample Test. The homogeneity test used in this study uses the Test of Homogeneity of Variances test. While the hypothesis test is done by t-test (Paired Samples Test), and the second difference test two average tests are done by t-test (independent samples test).

## RESULTS

### Descriptive Analysis Results

#### Preliminary Test of Writing Fairy Tales

The ability to write fairytale students is obtained from the results of the pretest before being given the media image treatment. Descriptive and pretest story writing skills are shown in the following table:

**Table 2.** Descriptive Statistics of Pretest Values The ability to write Fairy Tales

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Eksperimen	20	14.00	19.00	16.00	1.021
Kontrol	20	17.00	19.00	18.00	1.120
Valid N (listwise)	20				

Based on the table above shows that the descriptive statistics for the pretest ability to write a fairy tale that the maximum value for the experimental class is 19.00 and the minimum value is 14.00 with a mean of 16.00 and std deviation of 1.021. Whereas in the control class the maximum value obtained was 19.00 and the drinking value was 17.00 with a mean of 18.00 and an std deviation of 1.120.

#### Final Test of Fairytale Writing Ability

After the initial test is completed then the final test is carried out by giving media treatment of the images to the experimental class. Researchers conducted the final posttest test to measure the ability to write fairytale students at the end of each class meeting, descriptive analysis of posttest data writing ability tales shown in the following table:

**Table 3.** Descriptive Statistics of Posttest Value The ability to Write Fairy Tales

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Eksperimen	20	20.00	22.00	21.25	1.716
Kontrol	20	17.00	21.00	18.30	1.331
Valid N (listwise)	20				



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From the table above, it can be concluded that the maximum value for the experimental class is 22.00 and the minimum value is 20.00 with a mean of 21.25 and an std deviation value of 1.716. While in the control class the maximum value obtained is 21.00 and a minimum value of 17.00 with a mean of 18.30 and an std deviation value of 1.331. It can be concluded that the average value of posttests that use image media is better than the average value of posttests that do not use image media. The second deviation of the two groups shows that the posttest of students who use media images is better than students who do not use media images.

**Results of Data Analysis Requirements**

**Normality Test Preliminary Test Ability to Write Fairy Tales**

A normality test is performed to determine whether the value between the experimental class and the control class comes from populations that are normally distributed or not. In this normality test, researchers used the Kolmogorov-Smirnov One-Sample Test with a real level ( $\alpha = 0.05$ ). Calculation of normality test results can be seen in the following table:

**Table 4** Pretest Value Normality Test Results The Ability To Write Fairy Tales  
**One-Sample Kolmogorov-Smirnov Test**

		Eksperimen	Kontrol
N		20	20
Normal Parameters <sup>a</sup>	Mean	16.5500	19.3000
	Std. Deviation	1.73129	1.12858
Most Extreme Differences	Absolute	.215	.205
	Positive	.215	.205
	Negative	-.199	-.195
Kolmogorov-Smirnov Z		.960	.916
Asymp. Sig. (2-tailed)		.115	.171

Based on the table above shows the significant value of the normality test pretest value for the experimental class is 0.115 greater than 0.05 ( $\text{sig.} > 0.05$ ) so that  $H_0$  can be accepted. it means that the pretest value of the experimental class comes from a normal distribution population. While the significant value of the normality test for the control class of 0.171 is greater than 0.05

( $\text{sig.} > 0.05$ ) so that  $H_0$  can be accepted. it means that the pretest value of writing fairy-tale ability is normally distributed.

**Normality Test Final Test Ability to Write Fairytale**

A normality test is done to find out whether the posttest value of the experimental class and the control class comes from



**ICEE-2**

populations that are normally distributed or not. Calculate the results of the normality

test can be seen in the following table:

**Table 5** Test Results Normality Posttest Value The ability to Write Fairy Tales  
**One-Sample Kolmogorov-Smirnov Test**

		Eksperimen	Kontrol
N		20	20
Normal Parameters <sup>a</sup>	Mean	20.1500	20.0000
	Std. Deviation	1.34849	1.45095
Most Differences	Extreme Absolute	.244	.250
	Positive	.244	.150
	Negative	-.265	-.250
Kolmogorov-Smirnov Z		1.092	1.118
Asymp. Sig. (2-tailed)		.384	.260

From the table above shows the P-value of the Kolmogorov-Smirnov One-Sample normality test posttest data for the experimental class is 0.384 and the P-value for the control class is 0.260. This means that the value of the two classes is greater than 0.05 so  $H_0$  is accepted. Thus it can be concluded that the confidence level of 95% in the value of posttest writing ability is fair distribution.

**Homogeneity Test of Writing Fairy Tales**

The homogeneity test is used to determine whether the posttest value of the experimental class and the control class has homogeneous variance or not. Testing this homogeneity data is using the Test of Homogeneity of Variances test. Calculate the homogeneity test results can be seen in the following table:

**Table 6.** Test Homogeneity in the Value of Writing Fairy Tales  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1.177	4	38	.363

The table above shows that the P-Value (sig) value is 0.363. This value is greater than the significance value of 0.05 then  $H_0$  is rejected and  $H_1$  is accepted. Thus, the results of testing with the Test of Homogeneity of Variance using SPSS concludes that there are significant differences in the final

variance between the experimental class and the control class.

**Hypothesis Testing Ability to Write Fairy Tales**

**Two-Mean Equality Test**

The average two similarity test is intended to find out whether there are similarities in the



**ICEE-2**

students' ability to write fairy tales before being given treatment. Calculation of the

results of the two similarity hypothesis test can be seen in the following table:

**Table 7** T-test The Value Of The Ability To Write Fairy Tales

		Paired Differences					T	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest eksperimen - posttest eksperimen	2.750	2.124	.475	1.756	3.744	5.789	19	.000
Pair 2	pretest kontrol - posttest kontrol	1.250	1.118	.250	.727	1.773	5.000	19	.000

In the table above it can be seen that the significance value of the Paired Samples Test with Sig-t-test. (2-tailed) is 0,000 above looks smaller than 0.05 then H<sub>0</sub> is rejected, meaning that there is a mean effect between the experimental class or the control class.

**Difference Test of Two Averages**

Test the difference between the two averages with the t-test with a significance level of 0.05. Calculate the results of the hypothesis test of the difference between two averages can be seen in the following table:

**Table 8** T-Test Value of Writing Fairy Tales  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	4.533	.040	5.789	38	.000	3.185	.550	4.299	2.072



**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	<i>Equal variances assumed</i>	4.533	.040	5.789	38	.000	3.185	.550	4.299	2.072
	<i>Equal variances not assumed</i>			5.871	36.884	.000	3.185	.543	4.285	2.086

Seen in the table above shows that the significance value (2-tailed) of 0,000 is used to test the difference in the average value of the students' ability to write fairy tales, namely two parties, because the sig value of 0.00 < 0.005 then H<sub>0</sub> is rejected. This means that there are differences in the value of the ability to write stories between students who use picture media and students who do not use picture media.

**DISCUSSION**

Based on the analysis of the data that has been done the following will be discussed discussion of the results of research on the influence of media images on the ability to write fairy tales.

Learning using picture media makes it easy for students to learn to write and express their ideas and ideas into writing well

because media images can make an object more real and can make students more interesting in the learning process. Therefore the image media is very helpful for students in learning activities. This is proven by the results of the Sig-t-test. (2-tailed) is 0,000 smaller than 0.05, so H<sub>0</sub> is rejected, meaning that there is an influence of the image media on the ability to write fairy tales.

The ability to write fairy tales can occur because the image media makes students more creative in pouring ideas or ideas into a piece of writing and provide stimulus to students to develop the ability to write fairy tales so that learning can take place actively, effectively, dynamically, and fun.

Likewise in the difference in the results of students' ability to write fairy tales between the experimental class and the control class





## ICEE-2

obtained a significance value (2-tailed) of 0,000 which is used to test the difference in the average value of the final ability of writing fairytale students, namely two parties, because the sig value of  $0.00 < 0.005$  then  $H_0$  is rejected. This means that there are differences in the value of the ability to write stories between students who use picture media and students who do not use picture media. Thus, students who learn by using picture media test results of writing fairy tales better than students who learn not to use picture media.

From the explanation above it can be concluded that this can occur because the media of images can help students convey their aims and objectives in a slightly different way. Image media can attract students' attention because image media is an object that is often encountered but they are rarely used with the use of image media will make the classroom atmosphere enjoyable and students are very enthusiastic in pouring creative ideas and ideas into writing.

## CONCLUSION

Based on the results of research and data analysis in the two classes it can be concluded that there is an effect of the ability to write fairy tales using picture media with the ability to write tales that do not use image media as evidenced from the Sig (2-tailed) value of 0,000 less than 0.05  $H_0$  rejected . This means that there are

differences in scores between the experimental class and the control class on the ability to write fairy tales. Likewise from the Independent Samples test which is that the ability to write fairy tales is obtained by Sig (2-tailed) of 0,000  $< 0.05$  thus  $H_0$  is rejected, meaning there is a significant difference between the results of the ability to write fairy tales using the media of images with the results of the ability to write fairy tales do not use image media. This shows the use of image media is very influential on the ability to write a fairy tale because the image media helps students to be sensitive to a stimulus from an image.

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**ICEE-2**

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