

## THE INFLUENCE OF SERIES PICTURE MEDIA ON WRITING STUDENTS IN CLASS V STUDENTS OF SDN LIMBANGAN WETAN 02 LEARNING LANGUAGE

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**Abstract:** Errors in learning that are too rigid give the impression that writing is difficult. Not many teachers have been able to present the subject matter in the right and interesting way. This research aims to find out the Effect of Series Picture Media on Student Writing Skills. The research method uses descriptive quantitative with a population of 31 consisting of 31 control class students and 31 experimental classes. The research instrument is the validity of the problem with the number of 15 valid questions 11 questions. The Control Class shows the Kolmogorov-Smirnov coefficient  $0.239 > 0.05$  in the 2-tailed Sig 0,000 indicating a significant data distribution of normal patterns. Then in the Experiment Class Kolmogorov-Smirnov coefficient  $0.213 > 0.05$  on a 2-tailed Sig  $0.089 > 0.05$  and the data can be said to be normally distributed, the data is homogeneous on the Levene Statistic coefficient of 3.339 in Asym Sig  $0.070 > 0.05$  in hypothesis testing with t test after the results of the writing skills of the control class and experiment are submitted to the testing of the hypothesis produced t count  $4.045 > t$  table 2.00 at the significant level of 5% or 0.05 so that  $H_0$  is rejected, it is said that the use of the series image media has a significant effect on student writing skills.

**Keywords:** radiant picture media, interest, writing skills

## **1. Introduction**

Writing skills are activities that are inseparable from students' teaching and learning activities at school. Writing activities make students active in learning activities and stimulate students' skills in stringing words. However, in its application many people find it difficult to get students to learn to write. The cause is an error in teaching that is too rigid, giving rise to the impression that writing is difficult. Not many teachers have been able to present the subject matter in an appropriate and interesting way. Therefore, it is only natural for students to eventually be unable and dislike writing / writing. Someone is reluctant to write because he does not know what he is writing for, feels not talented, and does not know how to write.

The writing skills of elementary students so far by some teachers are considered something that is not too important compared to other subjects (exact). In fact, writing skills are part of a person's professionalism, and must be explored with habits from an early age when children are still studying in elementary school. Elementary teachers in Indonesian language learning still have not been able to strive for optimal writing skills by seeking methods and strategies in learning.

The use of media is very important in its presence in the lesson. The lack of the use of media by teachers needs to be overcome little by little. It is intended that students are not only high in theoretical quality but also of high practical quality. Students are only given theories about writing, writing methods, writing conditions while these theories are rarely practiced. Conventional learning, of course, rarely or even does not use the media, even though the use of media has an important role in achieving the quality of learning. To overcome these problems, researchers feel the need to use a medium of learning in following learning and increasing students in writing narratives..

## **2. Related Works/Literature Review**

The definition of learning media according to Arsyad, (2011) reveals that the use of learning media in the teaching-learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. Writing is intended as a person's ability to express ideas, thoughts, knowledge, knowledge and life experiences in written language that is clear, coherent, expressive, comfortable to read and can be understood by others (Marwoto: 1985: 12). Whereas Bobby DePorter and Mike Hernacki (2003: 1) revealed that writing is the activity of the right brain (emotional) and left brain activity (logic). Both have a role in writing skills. Based on the two opinions above, it can be concluded that writing is a person's ability to express ideas or ideas and in the process involve the right brain and the left brain which are interconnected. The writing conditions according to Marwoto (1985: 16) are as follows: (1) We must be rich in ideas, knowledge, life experiences. (2) Besides having deep and broad knowledge and rich life experiences, we must have sharp intuition and a wise soul. (3) We must have the richness of language, the language factor remains the dominant factor and prime capital in the world of writing.

According to Akhadiah et al (1991: 144) paragraphs are the core of pouring thoughts in an essay. The paragraph contains a unit of thought that is supported by all sentences in the paragraph, starting from the explanatory sentences to the closing sentence. This set of sentences is interrelated in a series to form an idea. Another definition according to Keraf (1997: 51), mentions paragraphs with the term paragraph. Alinea is the unity of the mind which is higher or wider than the sentence. It is a set of related sentences in a series to form an idea. Based on the two opinions above, it can be concluded that the paragraph is a short essay consisting of explanatory sentences up to the closing sentence. It is a sentence that is interrelated and forms an idea.

## **3. Material & Methodology**

### **a. Data**

This research was carried out for two months counting from April 25 to June 3 at Limbangan Wetan Public Elementary School 02. Population is a complete set of units or individuals whose characteristics we want to know (Anggoro 2008: 4.2). The population in this study were Limbangan Wetan 01 Brebes Public Elementary School, Central Java with a total of 62 students. Experimental class 31 and number of control classes 31. The sample is part of the population being investigated or it can also be said that the sample is a miniature population. Samples were taken using purposive

sampling technique, which is to display the available classes without doing simple random sampling. Samples from this study were class IV SD Negeri Limbangan Wetan 02 as an experimental class and control class. Determination of the class used as a sample in this study is seen based on the level of ability possessed by each sample sample. As for consideration in the selection of the sample class of this study is the average value of students from the eyes of Indonesian learning and adjust the characteristics of the child's development in each class IV SD Negeri Limbangan Wetan 02.

**b. Method**

The research method used in this study is quantitative descriptive. The study was carried out by dividing the groups studied into two groups. The first group is the experimental group that gets treatment by applying serial image media in the learning process of writing skills.

**c. Table and Figure**

The experimental research design used in this research design was both the experimental group and the control group performed with prerest and protest (O1 and O2). But only the experimental group received X treatment (the application of serial image media), whereas for the control class group there was no treatment X (the application of serial image media), so the design was as follows:

Tabel 1 Rancangan Desain Penelitian

Group	Pre-test	Treatment	Post-test
E	O1	X	O2
C	O1	-	O2

Information :

E = Experiment Group

C = control class group

O1 = Pretest is given before treatment (teaching and learning activities) for experimental group and control group.

O2 = Posttest is given after teaching and learning activities for Experiment and control class groups

X = Application of serial image media in the experimental class.

**d. Equations and Mathematical Expressions**

The instruments used in data collection are data obtained from the results of research such as the skills of students and teachers in the overall learning and environmental processes that take place in Limbangan Wetan Public Elementary School 02. In this study, researchers examined the validity of the data through persistence of observation and examination peer through discussion The research stages conducted by the researcher are as follows: Validity Test, Reliability Test. After the data collection stage is complete, then proceed with data processing to draw conclusions. Data processing techniques or data analysis that will be used by researchers is quantitative analysis. ) The analytical technique used to analyze student learning outcomes is the Hypothesis Test and Homogeneity Test.

**4. Results and Discussion**

The results of this writing test are preliminary data after the teaching action is treated by using series drawing media in the Experiment Class and without drawing series media in the Control Class. The criteria of this study include four aspects of assessment, namely: Sentence Structure (2) Punctuation (3) Neatness. In observing the results of the control frequency data distribution, the average student writing skills were moderate at 67.23 as in Table 2.

Tabel 2. Frequency Distribution of Control Class Writing Skills

Criteria	Value	Frequency	Amount of Value	Persentase
Very good	85-100	2	177	6,45%
Good	70-84	10	780	32,25%
Enough	60-69	9	567	29,03%
Less	0-59	10	560	32,25%
Total		31	2084	100%
Flat			67,23	

Sedangkan pada Kelas Ekperimen yang telah diberikan perlakuan penerapan Media Gambar Seri menunjukkan rata-rata 97,74, angka ini lebih tinggi 30%dari kelas kontrol. Hal ini dapat dilihat pada Tabel 3.

Tabel 3. Distribusi Frekuensi Ketrampilan Menulis Kelas Eksperimen.

Criteria	Value	Frequency	Amount of Value	Persentase
Very good	85-100	1	870	3,22%
Good	70-84	20	1550	64,51%
Enough	60-69	8	500	25,80%
Less	0-59	2	110	6,45%
Total		31	3030	100%
Average			97,74	

Control and Class Experiments experience differences where the Control Class is in the Fair category and the Experiment Class is in the Good category. In the table below it can be seen that the difference in the average values of the two classes for sentence structure aspects is 73.50: 81.90. In the aspect of punctuation, the average score is 58.40: 59 and less. The neatness aspect both categories achieve an average value of 71: 77.10. Both classes experienced a lack of punctuation in writing skills. More clearly can be seen in table 4.

Tabel 4. Average Value Gain on Each Aspect

Value Aspect	Control Class		Experiment Class	
	Category	Average value	Category	Average value
Sentence Structure	Good	73,50	Good	81,90
Punctuation	Less	58,40	Less	59
Neatness	Good	71	Good	77,10
Average	Enough	67,6	Good	72,7

There is a difference between the two classes in students' writing skills. In this research the differences that occur are then observed in the data of the frequency distribution of the two classes in each aspect.

### Writing Skills Results on Aspect Structure of Sentences

The sentence structure is the smallest unit of discussion in verbal or written form which expresses a whole mind. In it consists of several elements including subject, predicate, object and description of the part forming a sentence. From this statement the researcher has observed the writing skills of research subjects, namely Control Class and Experimental Class on the writing test with results as shown in Table 5.

Table 5. Frequency Distribution of Writing Skills in Sentence Structure Aspects.

Criteria	Control Class		Experiment Class	
	Frekuensi	Persentase	Frekuensi	Persentase
Very Good ( 85-100)	11	35%	21	67,71%
Good ( 70-84)	9	29,03%	7	22,58%
Enough (60-69)	9	29,03%	3	9,67%
Less (0-59)	2	6,45%		
Total	31	100%	31	100%
Average		73,5		81,9
The highest score		100		100
Lowest score		50		60

Aspects of sentence structure from both classes from Table 4.7. Frequency Distribution of Writing Skills Aspect Structure Sentences indicate that a very good percentage of experimental class is higher than the control class which is 67.71%: 35% and there are no students with less criteria in the experimental class and the lowest value of the experimental class on sufficient criteria.

#### Writing Skills Results on Punctuation Aspects

The punctuation mark is not related to words and phrases in a language, but rather plays a role in showing the structure and organization of an article and also the intonation and pauses that the reader can observe. In this research researchers have completed the test results on both classes in the punctuation aspect as in Table 4.8. Frequency Distribution of Writing Skills Aspects.

Table 6. Frequency Distribution of Writing Skills Aspects.

Criteria	Control Class		Experiment Class	
	Frekuensi	Persentase	Frekuensi	Persentase
Very good ( 85-100)	3	9,67%		
Good ( 70-84)	5	16,12%	10	32,25%
Enough (60-69)	7	22,58%	8	25,80%
Less (0-59)	16	51,61%	13	41,93%
Total	31	100%	31	100%
Average		58,4		59
The highest score		80		70
Lowest score		50		50

From the table above shows that both classes have low skills in the punctuation aspect. This can be seen in the frequency of students in the low category at high numbers, namely 16 students in the Control Class and 13 students in the Experimental Class with a percentage of 51.61%: 41.93% with the acquisition of numbers between 50-80.

#### Writing Skills Results on the Neatness Aspect

Wrong writing can come from writing that is too small, too large. But what is obvious is the writing between capital letters and ordinary letters looks the same. This is very influential in using hands. This is the basis of the research in drawing conclusions from the students' writing on neatness aspects with frequency distribution as in Table 4.9. Frequency Distribution of Skill Writing Skills Aspects.

Tabel 7. Frequency Distribution of Skill Writing Skills Aspects

Criteria	Control Class		Experiment Class	
	Frekuensi	Persentase	Frekuensi	Persentase
Very good ( 85-100)	12	38,70%	20	64,51%
Good ( 70-84)	8	25,80%	5	16,12%
Enough (60-69)	9	29,03%	6	19,35%
Less (0-59)	2	6,45%		
Total	31	100%	31	100%
Average		71		77,10
The highest score		90		90
Lowest score		50		60

In the neatness aspect the frequency distribution shows that the experimental class has a higher percentage than the control class which is 64.51%: 38.70% with the second grade between 50 - 90. Both have an average that is not different, namely 70-84 both in good criteria in the neat aspect of writing.

## 5. Conclusion

Based on the results of the study and discussion that:

- 1) The media of serial images on Indonesian learning can improve the results of skills in writing narratives in 5th semester students of SDN Limbangan Wetan 02 this is seen from the writing skills of the Control Class and Experimental Class students experiencing a difference of 73.50: 81.90. In the aspect of punctuation, the average score is 58.40: 59 and less. The neatness aspect both categories achieve an average value of 71: 77.10.
- 2) The serial image media has a chaotic effect on the ability to write narratives in Indonesian language learning for students in the second semester of SDN Wetan Scales 02 this is evidenced in the hypothesis testing resulting in  $t$  count  $4.045 > t$  table 2.00 at a significance level of 5% or 0.05 so  $H_0$  said it was rejected, so it was said that the use of the series image media had a significant effect on the writing skills of the fifth grade students of SDN Limbangan Wetan 02.

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