

THE EFFECT OF SERIAL IMAGE MEDIA ON STUDENTS' ABILITY TO WRITE NARRATIVE ESSAYS ON THEMATIC LEARNING MODELING

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Abstract

The effect of serial image media on students' ability to write narrative essays on thematic learning modeling. Sitti Aminah, Bumi Persada University. Writing is a form of manifestation of language abilities and skills most recently mastered by students. Serial image media used in writing narrative essays is a series of images arranged chronologically. This research was conducted using quantitative methods with a pseudo-experimental approach. The formulation of the problem in this study is whether the ability to write narrative essays of seventh grade students of SMPN 2 Samudra is good. The purpose of this study was to find out the effect of using serial picture media on the ability of seventh grade students of SMPN 2 Samudra in writing narrative essay. This research was conducted using observation, interview, and test techniques at the end of the lesson. Based on the results of observations and the research process that researchers carry out, it is known that the ability of students in writing narrative essays is very low due to the absence of media or learning methods used in the learning process. This is due to the absence of knowledge of learning development by educators at the school. The results showed the influence of serial image media in the learning process in the experimental class. So that students' ability to relate other learning to write narrative essays increases. In conclusion, learning media determines the success and improves children's cognitive abilities.

Keywords: *Serial Image Media, Writing Ability, Narrative Writing*

INTRODUCTION

Writing skills are one of the important aspects in the communication process, as revealed by Tarigan (2018: 20) "The progress of a Nation and State can be measured by whether or not the nation's written communication is advanced". Writing is also a form of manifestation of language abilities and skills most recently mastered by students after listening, speaking, and reading skills. Compared to the other three language skills, writing skills are more difficult to master even by native speakers of the language concerned. This is due to the ability writing requires mastery of various linguistic elements and elements outside the language itself that will become the content of the essay (Nurgiantoro, 2020: 82).

The accuracy of choosing approaches and learning resources can also create a pleasant learning atmosphere, one of which is through the use of serial image media. Ngurah Adi Putra (2020) revealed that the use of serial image media can create a special attraction for students, and stimulate high interest in learning. Furthermore, Linda Prahastiwi (2023) stated that the use of series drawing media in learning as a stimulation can stimulate students' interest in learning making students reach and sharpen the imagination can be poured in oral and written form. Thematic approach as an opening path that produces meaningful learning efforts (Trianto, 2020: 253). Meaningful in the sense that students will understand the concepts they learn through direct experience and connect them with other concepts they already understand.

According to Trianto (2020: 254-255), thematic is a learning model that in its implementation starts from a theme chosen and developed by the teacher together with students by paying attention to its relationship with learning content. The purpose of this theme is not only to master the concepts in a subject, but also the connection with concepts from other subjects. The results of observations that researchers found at the research location, that students' story writing activities had difficulty finding ideas or story themes. The inability of students to choose a theme inhibits students' desire to write. In addition, students also have difficulty in developing the storyline. As a result, the resulting narrative essay does not provide a clear picture of the series of events or events. Based on this,

the researcher will conduct a study entitled "The Effect of Serial Image Media on Students' Ability to Write Narrative Arrangements in Thematic Learning Modeling". Based on the explanation above, the problem formulation in this study is whether the ability to write narrative essays of seventh grade students of SMPN 2 Samudra is good. Meanwhile, the purpose of this research is to find out the effect of using serial picture media on the ability of seventh grade students of SMPN 2 Samudra. in writing narrative essays. Picture series media is a form of learning presentation using pictures. The picture series used in writing an essay is a series of pictures arranged chronologically. The series of pictures will form a story that will later become a source of ideas for students to compose in accordance with the imagination of the series of pictures.

Serial drawing media is a form of visual media. Live and Lepts in Akbar, 2019: 119) suggest the functions of visual media including; (1) etention function, which is to attract students' attention to concentrate on the content of the lesson, (2) affection function, which is to create students' feelings of pleasure, and (3) cognition function, which is a tool to understand and remember information. Media in learning is a learning tool used by students or teachers for the learning process. The use of media in learning is highly expected to support the achievement of these learning objectives. According to Munirah (2019), there are three benefits in using learning media, namely; a. clarify the material, b. arouse motivation, c. increase understanding. The ease of getting media will help the teacher smoothly. Whether a media is interesting depends on who will use it. Akbar (2018: 111) says effective learning will be created if teachers are able to utilize learning media sources that are in accordance with the demands of the curriculum. Linda, et al (2023) stated that the use of serial image media in learning as a stimulus can make students train and sharpen their imagination which can then be expressed in oral or written form.

LITERATURE REVIEW

Writing is the activity of giving birth to thoughts and feelings. Writing can also be interpreted as a communication tool in informing others (readers). Tarigan in Munirah (2019) that writing is one of the language skills used to communicate indirectly, not face to face with others. Aminah (2022) Writing skills are taught with the aim that students have the ability to express ideas, ideas, thoughts, experiences, and opinions correctly. For some people, writing is a boring activity. But in essence writing is a very fun activity when done by anyone and anywhere. This is because writing creates good ideas and creativity. Narrative is a form of conversation or writing that aims to convey or tell a series of events or human experiences based on development over time. According to Semi (2018:35), narrative writing has a simple pattern, namely the beginning of the event, the middle of the event, and the end of the event.

The beginning aims to bring the reader and draw the reader into a certain atmosphere. The middle part explains about the event or can be a visualization of things that explain at length about the event until it reaches a climax. While the end is the anti-climax part that leads to the resolution. Thus, narrative essays contain elements of imagination and events or experiences that are more determined by chronological order. Dwi Cahyadi Wibowo, et al (2020) state that narrative essays are essays that describe events at a certain time, the writer must also create elements of action so that the reader seems to experience the event himself. The change in curriculum from KTSP to Curriculum 2013 made changes in the approach to learning. Changes is carried out at all school levels. The 2013 junior high school curriculum uses an integrity thematic learning approach that was tested in grades 13 and 15. learning that integrates various subjects into various themes. Mulyasa (2013:80) states "thematic learning is integrated learning that uses themes to link several subjects. Thematic learning is one of the integrated learning models (integrated instruction) which is a learning system that allows students, both individually and in groups to actively explore and discover scientific concepts and principles holistically, meaningfully, and authentically.

The research that researchers will carry out later is different from the research that has been done by previous researchers. The difference between past research and research that researchers will carry out on Thematic learning with serial image media. With this learning media can affect the improvement of students' narrative essay writing skills. Some differences between past research and the research that researchers will carry out, namely; 1. Can improve student learning outcomes, 2. Able to create an active and fun learning atmosphere, 3. Can increase sufficient and better knowledge in making narrative essays. The benefits obtained in this study based on the results of the implementation of this study are expected to provide meaningful benefits for students, teachers, schools and universities as an educational system that supports the influence of the narrative essay Indonesian language teaching and learning process at school.

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METHOD

This research was conducted using experimental method with quantitative approach. In this study, there were two sample groups, namely the experimental group learning to write narrative essays through the use of serial picture media (A) and the control group doing ordinary learning (-). Both groups were given pretest and posttest (X and Y), using the same test instrument. Because this research is an experimental study, the research design is in the form of Pretest Posttest control group design. The research design according to Sanjaya (2013:105) is described as follows: Identify and critically evaluate previous studies pertinent to your research question. This includes examining the strengths and weaknesses of earlier work, and how they inform your own research.

Table 1 Research design

Group Class	Pretest	Treatment	Posttest
Eksperimen	X _e	A	Y _e
Control Class	X _k	-	Y _k

Description:

X_e = Initial test for experimental class

X_k = Initial test for control class

Y_e = Final test for experimental class

Y_k = Final test for control class

A = Treatment with Thematic learning model for experimental class.

Data hasil belajar siswa yang berupa skor awal dan akhir dianalisis dan dilakukan perhitungan sebagai berikut:

a. Normality Test

The normality test is carried out to determine the data from each class. In this study, data or population size that is normally distributed or not is the focus of later research. Normality test using Kolmogorov-Smirnov (a), this test uses SPSS 17.0 with a significance level of $\alpha = 0.05$. Test criteria

is: Reject H₀ if Sig. $\leq \alpha = 0.05$. With the hypothesis formulation:

H₀: Data is normally distributed

H₁: Data is not normally distributed.

b. Homogeneity Test

Homogeneity testing (Levene test) was conducted to determine whether the pretest data of the two classes were homogeneously distributed. The calculation was carried out using SPSS 17.0 with a significant level of 0.05 ($\alpha = 5\%$). The test criteria is "if sig. $< \alpha = 0.05$. The hypothesis formula is:

H₀ : Both variances are homogeneous ($\sigma_1 = \sigma_2$)

H₁: Both variances are not homogeneous ($\sigma_1 \neq \sigma_2$)

c. Data Analysis of Learning Outcome Completeness

The data obtained were analyzed using the t-test formula. The analysis used SPSS 17.0 with a significant level $\alpha = 0.05$. The test criteria are: Reject H₀ if the sig value. $\leq \alpha$. The hypothesis formula is:

H₀: There is no ability to write narrative essay between experimental class students and control class students before treatment.

H₁: There is a difference in the ability to write narrative essays between experimental class students and control class students before treatment.

The results of the research in the learning process of writing narrative essays using serial images are presented in tables manually with the help of the excel 2007 program and SPSS 16. The tabulated results of the learning were analyzed with N-gain. The population in this study were all seventh grade students of SMPN 2 Samudra, totaling 93 students. According to Usman (2017: 181), population is all the values of the results of calculations and measurements, both quantitative and qualitative measurements of certain characteristics of a group of objects that are not included in the study complete and clear. The sample in this study was only 50 students. The number of students is divided into 2 classes, namely one experimental class and one as a control class

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RESULTS AND DISCUSSION

Table 1. Test Results of Narrative Writing Ability (using serial images and conventional media)

Kelas	N	Tes	Skor Maks	Skor min	x	SD	Var
Eksperimen	25	Prates	70	70	68.57	10.02	10.40
		Pascates	95	85	80	8.76	85.50
Control	25	Prates	70	70	63.25	12.58	15.27
		Pascates	75	85	65.00	15.10	16.00

Table 1 shows that the average score of students' initial ability to write narrative essays for the experimental class is higher than the control class. The average score of the initial ability to write narrative essays in the experimental class was 68.57 with a standard deviation of 10.02 while the average score of the control class was 63.25 with a standard deviation of 12.58. It can also be seen that the standard deviation of the experimental class is smaller than that of the control class, indicating that the spread of narrative essay writing ability in the control class. The standard deviation of the experimental class is smaller than that of the control class. This means that the ability to write narrative essays in the control class is more spread out than the experimental class.

Table 2: Prates Normality Test Results of Students' Narrative Writing Ability

	Kolmogorov-smirnov
	Sig.
Control Class Prates	.124
Class Prates Experiment	.061

Based on the normality test results in table 2. obtained:

- The sig value. $0.124 > 0.05$ for the control class's narrative essay writing skills, consequently H_0 is accepted. This means that the data of the students' ability to write a narrative essay control class narratives follow a normal distribution.
- Nilai sig. $0.61 > 0.05$ untuk prates kemampuan menulis karangan narasi kelas eksperimen. Akibatnya H_0 diterima. Artinya data prates kemampuan siswa menulis karangan narasi kelas eksperimen mengikuti distribusi normal.

Because the preliminary data of writing narrative essay of both classes follow normal distribution, then the homogeneity test of both preliminary data will be conducted. Homogeneity testing (Levene test) was carried out to find out whether the data of the prates of the two classes had a homogeneous distribution.

The calculation uses SPSS 17.0 with a significant level of 0.05 ($\alpha = 5\%$). The test criteria is "if sig. $< \alpha = 0.05$, then H_0 is rejected".

Table 3. Homogeneity Test Results of Prates Students' Ability to Write Narrative Wreaths.

Levena Statistic	Sig.
1.469	0.231

The results of the homogeneity test output in table 3 of the experimental class and control class with a Sig.= 0.231 value < 0.05 so that H_0 is accepted and it can be concluded that both data are homogeneously distributed.

Table 4. Results of Equality Test of Mean Prates of Students' Narrative Writing Ability Before Treatment

	t-test for Equality of Means
	Sig. (2-tailed)
Equal variances assumed	0.086

Table 4 shows the sig. (2- tailed)=0.086 for non-homogeneous variance values (Equal variance not assumed). Sig value. (2-tailed) = 0.086 > 0.05, consequently there is an acceptance of Ho which means that “there is no difference in essay writing ability between experimental class students and control class students before treatment”. Based on the results of the hypothesis test in table 4, it can be concluded that before the treatment of the learning process using the serial picture method, the ability to write narrative essays is equal.

Gain Temormaliltas (N-gain) is an index of improvement in learning outcomes (index of students' ability to write narrative essays). Before conducting the mean difference test, normality and homogeneity tests were first conducted on N-gain to determine the statistical test used in hypothesis testing. Table 5 shows the results of descriptive analysis of N-gain in the ability to write narrative essays in experimental and control classes.

Table 5. Description of N-Gain Data of Students' Ability to Write Narrative Wreaths

Kelas	N	Skor Max	Skor Min	x	SD	Varians
Eksperimen	25	0.82	0.00	0.34	0.24	0,006

Based on the data description in Table 5, the average N-gain of narrative essay writing ability of the experimental class is greater than the control class. The standard deviation of the control class is higher than the experimental class. This means that the N-gain of the control class ability is more spread out than the experimental class.

Tabel 6 Hasil Uji Normalitas N- gain Kemampuan Siswa Menulis Karangan Narasi

	Kolmogorov-smirnov
	Sig.
Kelas eksperimen	.200
Kelas Kontrol	.006

Based on table 6 obtained:

- The sig value. 0.200 > 0.05 for the N-gain of narrative essay writing ability of the experimental class, consequently Ho is accepted. This means that the N-gain data of students' ability to write narrative essays of the experimental class follows a normal distribution.
- The sig value. 0.006 < 0.05 for N-gain of essay writing ability of control class, consequently Ho is rejected. This means that the N-gain data of students' ability to write narrative essays in the control class does not follow normal.

Table 7. Average Value of Students' Ability to Link Material Between Subjects in Writing Narrative Wreaths

Class	Prates	Pascates	Category
Eksperiment	1.60	1.78	Good
Control	0.80	0.91	Les

Based on table 7, the average value of the ability to relate between subjects of the control class prates (0.80) and the experimental class (1.60) shows that the average value of the experimental class is higher. This

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means that before being treated the experimental class already had the ability to relate material between subjects better than the control class. In this case it is clear that the media as a container in the learning process can affect children's abilities. The results showed the influence of serial image media in the learning process in the experimental class. So that students' ability to relate other learning has increased.

CONCLUSION

The conclusion in this study is that the effect of improving the ability to write narrative essays of students who get learning by using serial image media is better than students who get conventional learning. Thus, learning media greatly determines the success and improves children's cognitive abilities.

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