



The Effect Of Using Image Media and Vocabulary Mastery on Narrative Composition Ability in Elementary School Students

Mardiana¹, Wayan Satria Jaya², Eny Dwi Marcela³

STKIP PGRI Bandar Lampung¹²³

*mardianamardiana@gmail.com

Abstract: The purpose of this study is to find out the effect of using image media and vocabulary mastery on narrative composition ability in Elementary School students. The method used in this study is the experimental method. The population in this study was students in class V of SDN 1 Labuhan in a total of 127 people divided into 3 classes. The classes used as research samples are VA class as experiment, VB class as control and VC class as instrument trial class. The sampling technique in this study is a random sampling technique. The researcher's data analysis uses the t test and an ANOVA variance analysis. The results of this study are (1) there is a difference in the ability to make up narratives of students who learn to use image media and students who learn to use audio media research data shows a score of 2,263 with a significant $0.026 < 0.05$, (2) there is a difference in the ability to make up narratives in the group of students who master high vocabulary between learning to use image media and using audio media (sound) Based on calculations, obtained experiments with a significant count of 0.031 and a t table of 1.761 at a significant level of 0.05. Because the calculation $> t$ table and a significant level of $0.031 < 0.05$, (3) there is a difference in the ability to make up narratives in groups of students who master low vocabulary, between those who learn to use image media and use audio media (sound), and (4) there is an interaction of the use of image media and mastery of student vocabulary with the ability to make up student narratives. Therefore, the researchers concluded that there is an interaction between the use of image media and the mastery of student vocabulary to the ability to make up student narratives.

Keywords: image media, writing narrative, vocabulary mastery

INTRODUCTION

Making up is a language skill that is used indirectly. Making up is a productive and expressive activity. In this writing activity, the writer must be skilled in utilizing graphology, language structure and vocabulary. This writing skill will not come automatically but must be exercised. Not many teachers can present the subject matter in the right and interesting way. Therefore, it is

natural that even students end up unable and do not like the lesson of making up. Writing skills are needed in this modern life. More communication takes place as written. Writing skills are characteristic of educated people or learned people. Writing is the ability to use language to communicate using written language (Hastomo, 2016). The word writing has the first two meanings, writing means the activity of expressing ideas in writing is a learning activity. This activity requires perseverance to practice, the more diligently practiced, the more diligent the writing ability will increase (Yulistiani et al., 2020). For this reason, students' writing skills need to be developed.

The researchers observed the learning carried out in class V of SDN 1 Labuhan. They obtained data that teachers in providing materials in the classroom, still directing to old methods such as the classic approach by speaking so that students feel less passionate, the classroom atmosphere feels tense, not relaxed and less meaningful which eventually students are less motivated in learning which results in students speaking for themselves, Lack of attention, and the effect of achievements of students are still many that have not been completed. Therefore, the researchers get the initial data of students' writing ability in the class V SDN 1 Labuhan. The problem was learning to make up narratives is still monotonous and less interesting, namely using audio media, so that every student's learning becomes less interested and less interested in following his learning.

In addition, there are still obstacles in learning Indonesian language. First, teachers of Indonesian Language and Literature subjects still have difficulty in activating students to be directly involved in the excavation and study of learning materials. The number of students per class is quite a lot between 25 to 40 students, so the learning atmosphere is less comfortable which results in disruption of student learning concentration. Furthermore, the problem of students' view Indonesian Language and Literature subjects as conceptual and theoretical subjects. As a result, students when participating in learning feel enough to record and memorize the concepts and theories that are forbidden by the teacher. Interesting methods will have an impact on students who are enthusiastic about participating in learning so that students will do the tasks given by the teacher in earnest (Hermansyah, Hastomo & Abdullah 2019). The professionalism of a teacher is required for the smooth process of teaching and learning.

Media is very important in teaching, in general the function of the media is as a message distributor (Hastomo, 2019). Teaching media can enhance students' learning prose in learning which in turn can enhance the learning results achieved. Learning with media can increase the effectiveness of communication and interaction between teachers and learners (Mulyah et al., 2020). In this study, there are several factors that come from within students,

namely the knowledge, interests and attitudes of students and factors that come from outside the student's self, namely teachers provide appropriate learning methods about writing, especially about the use of image media and vocabulary mastery. The results of the embedding so far show that students in general have difficulty in making up. The difficulty of students in making up can also be derived from knowledge, interests and attitudes about making up it is still low seen from the writings of students who still show mistakes. For example, in making essays and types of essays.

Learning to make up the narrative given by the teacher using the image media, it is expected that the results are more likely to be essays produced by students are essays that are in accordance with the goals given so that students are expected to be directed when developing essays with the image media given by teachers to students, so that these results can produce maximum learning results. Different things what if learning does not use media, sometimes it makes students less organized in developing and choosing the theme of the essay that they will continue, so that the results to be obtained cannot be successful, and less than the maximum as the teacher hopes.

METHOD

The method used in this study is the experiment method, variable free treatment of learning giving using image media with variable free level of mastery of student vocabulary. The draft experiment applied is a factorial of 2 x 2 where each free variable is classified into 2 (two) levels. Treatment-free variables are classified in the form of learning using image media and lecture media (audio media). While attribute-free variables are classified in the factors of high vocabulary mastery and low vocabulary mastery i.e. to see the tendency to increase the ability to make up narratives exist or not, then compared. The following is presented matrix design of his research experiment.

RESULTS AND DISCUSSION

Based on the results of the analysis, it was found that the ability to write narratives of students who learn to use image media is higher than the ability to compose narratives of students who learn to use audio media. The average value of the writing ability of students who learn to use image media is 68.14. Higher using audio media is 63.10. Differences in Narrative Writing Ability between the ability of groups of students with high vocabulary mastery who learn to use picture media and groups of students with high vocabulary mastery who learn to use audio (voice) media is 70.92 while the average value of the ability to compose narratives of students with high vocabulary mastery who learn to use audio media is 68.20. It means that students who have high

vocabulary mastery who learn to use picture media have a higher ability to compose narratives than students who have high vocabulary mastery who learn to use audio.

Moreover, the average value of the ability to compose narratives in the group of students with low vocabulary mastery who learn to use image media is 64.05 while the average value of the ability to compose narratives of students with low vocabulary mastery who learn to use audio media is 58.00. This means that students who have low mastery who learn to use picture media have a higher ability to compose narrative essays than students who have low mastery of vocabulary who learn to use audio.

Based on the results of the analysis, it can be concluded that the effect of learning using picture media and vocabulary mastery on the ability to compose narratives results in a high average student narrative ability. Learning using image media is able to provide an increase in students' vocabulary mastery. And it is better if a good student's vocabulary mastery is able to improve students' writing ability. This is also shown in student activities in the classroom where students are more active, creative, and innovative in learning. Students who learn to use picture media are more active in listening/paying attention to the teacher's explanations; students pay attention to the learning media used and the rest show the teacher's questions if they experience a decline, namely students don't talk to their classmates, students don't see friends' work, students don't play games and students don't pretend to go to the restroom.

This fact is in accordance with the opinion of Edgar (1996) who stated that pictures can divert the learning experience from the level of learning with symbols of words to a more concrete level. For example, the teacher will explain a tropical forest, for students who have never seen a tropical forest, by paying attention to the picture. This method is more effective so that students can understand how the tropical rain is, rather than just hearing the teacher's description orally.

Image media is one type of graphic media, as with other media, graphic media to channel messages from the source to the recipient of the message. The channel used concerns the sense of sight. The message to be conveyed is poured into visual communication symbols. This image media is one of the most commonly used media. This is because students prefer pictures to writing, especially if the pictures are made and presented in accordance with the requirements of a good picture, of course it will increase the enthusiasm of students in following the learning process. Hamalik (2005) explains that the use of media in the teaching and learning process can arouse curiosity and interest, generate motivation and stimulation in the teaching and learning process, and can affect students' psychology.

Based on the description that has been stated above, it can be concluded that the application of learning using picture media and vocabulary mastery affect the ability to compose narratives for fifth grade students at SDN 1 Labuhan in the 2018/2019 academic year. Thus, in the learning process, teachers should consider the use of image media that can increase vocabulary mastery and improve students' writing skills.

CONCLUSIONS

Based on the result and discussion above, the researchers concluded that there is a difference in the ability to compose narratives of students who learn to use image media and students who learn to use audio media. The research data shows the t-count value of 2.263 with a significance of $0.026 < 0.05$. Moreover, there is a difference in the ability to compose narratives in the group of students with high vocabulary mastery between learning to use picture media and using audio media (sound). Because $t_{count} > t_{table}$ and the significant level is $0.031 < 0.05$. The data shows that the ability to compose narratives of students with high vocabulary mastery who learn to use image media is higher than students with high vocabulary mastery who learn to use audio media, but on average these results do not show a significant difference.

Furthermore, there is a difference in the ability to compose narratives in the group of students with low vocabulary mastery, between those who learn to use image media and use audio media (sound). This is in accordance with the results of the analysis obtained, namely the experimental tcount 2,085 with a significant 0.044 and ttable 1.761 there is a significant level 0.05. Because $t_{count} > t_{table}$ and the significant level is $0.044 < 0.05$, it means that the ability to compose narratives for students with low vocabulary mastery who learns to use audio media is lower than students with low vocabulary mastery who learn to use image media. Last, there is an interaction between the use of picture media and students' vocabulary mastery with the ability to compose students' narratives. This is in accordance with the results of the calculation that Fcount is 5.121 with a significant level of 0.026 and 4.080 at a significant level of 0.05. Because $F_{count} > F_{table}$ and a significant level of $0.026 < 0.05$, it means that there is an interaction between the use of picture media and students' vocabulary mastery on students' narrative writing skills.

REFERENCES

- Achmad, H. (2018). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Cerita Pendek Bahasa Inggris di SMAN 3 Mataram. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 4(1), 41-47.

- Hastomo, T. (2016, January). The Effectiveness of Edmodo to teach writing viewed from students' motivation. In *Proceeding of International Conference on Teacher Training and Education (Vol. 1, No. 1)*.
- Hastomo, T. (2019). Schoolology Effects on Students' Writing Ability. *Lentera: Jurnal Ilmiah Kependidikan*, 12(1), 149–154.
- Hermansyah, H. ., Hastomo, T., & Abdullah, A. (2019). The Use of Story-Telling Techniques for Improving Students' Speaking Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 2(2), 25–31.
- Muliyah, P., Aminatun, D., Septian Nasution, S., Hastomo, T., Sri Wahyuni Sitepu, S., & Sufyan Tsauri Majenang, S. (2020). Exploring Learners' Autonomy in Online Language-Learning In STAI Sufyan Tsauri Majenang. *Getsempena English Education Journal* , 7(2), 382–394.
- Putra, N. A. (2011). Penggunaan media gambar seri untuk meningkatkan keterampilan menulis narasi pada mata pelajaran Bahasa Indonesia siswa kelas IV SDN Moahino Kabupaten Morowali. *Jurnal Kreatif Online*, 2(4).
- Rusmidawati, R., Surastina, S., Sutiyono, A. ., & Anggraini, T. R. . (2019). The Correlation of Effective Sentence and Paragraph Mastery with Narrative Writing Ability in Class V Students of SD Negeri 5 Marang South Pesisir District of West Pesisir in Academic Year 2018/2019. *IJLHE: International Journal of Language, Humanities, and Education*, 2(2), 9–16.
- Salfera, N. (2017). Meningkatkan kemampuan menulis teks eksplanasi dengan menggunakan media gambar berseri pada siswa kelas VII. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 3(2), 32-43.
- Suyuti, Y. (2016). Penerapan Media Gambar Dalam Upaya Meningkatkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas Xb Sman 2 Dampelas. *Bahasantodea*, 4(2).
- Taman, P., Nasution, S. S., Hastomo, T., Sukmawati, N. N., & Kusumoriny, L. A. (2021). The Young Learners' Perception towards English Instructional Practices Using Virtual Platforms. *JOALL (Journal of Applied Linguistics and Literature)*, 6(2), 181–193.
- Wibowo, D. C., Sutani, P., & Fitrianingrum, E. (2020). Penggunaan Media Gambar Seri Untuk Meningkatkan Kemampuan Menulis Karangan Narasi. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 51-57.
- Yulistiani, E. ., Supriyono, S., Wicaksono, A., & Hastomo, T. . (2020). The Correlation between Vocabulary Mastery, Reading Habits, and The Students' Writing Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 3(1), 69–76.