



The Effect of Using Picture Stories Media and Learning Activities Towards Students' Ability in Writing

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Abstract: The purpose of this study was to analyze: (1) the difference in the average of students' ability in writing paragraphs using pictorial story media and those without using pictorial media. (2) the influence of students who have high learning activities using picture stories media on writing skills is better than students who have high learning activities without using picture stories media. (3) the average score of students' ability in writing paragraphs with high learning activities who use the picture stories is higher than those who do not use picture stories media. (4) the average score of students' ability in writing paragraphs with low learning activities who use the picture stories is higher than those who do not use picture stories media. The method used in this research is the experimental method. The results of this study indicate that learning activities and picture stories media have a positive effect towards the students' ability in writing paragraphs. The interaction of students who have high learning activities and are taught using picture stories media has the highest average value in writing paragraph ability, that is 16.74. Furthermore, the average scores of students with low learning activities and being taught with picture stories media is 15.03, then students with high learning activities and being taught without media is 10.67, and finally the average score of students who have low learning activities and are taught without picture stories media is 10,13.

Keywords: learning activities, picture stories, writing paragraphs

INTRODUCTION

Picture story media is a means of communication between people. As social beings, humans tend to do all activities with each other. To carry out these activities, communication is needed. One of the communication tools is writing. Writing a story is a form of expressing one's feelings which is basically a story. With human stories reveal things that are real or not materialized. According to Fariyatul & Bandonno (2017), picture story media is characterized by the existence of tasks, goal structures, and reward structures that are different from other image media. In the learning process with picture media,

students are encouraged to be able to work together on a common task and they must coordinate their efforts to complete the tasks given by the teacher. The purpose of picture media is to increase students' academic learning outcomes and students can accept various kinds of diversity from their friends, as well as develop social skills (Solfiah, Risma, & Kurnia, 2020).

As a communication tool, the written language must be precise, especially writing skills that are in accordance with the Enhanced Spelling (EYD). Moreover, people in Indonesia consist of various tribes and languages, each of which has the characteristics of each region, so we need a unifying tool in the language, namely Indonesian (Ningrat, Tegeh & Sumantri, 2018). Indonesian plays an important role in reforming and improving the quality of education in Indonesia. Therefore, learning Indonesian is directed so that students are skilled at communicating both orally and in writing. To be skilled in communicating, the curriculum places aspects of listening, speaking, reading and writing in Indonesian language learning.

The application of the four aspects of Indonesian language skills is a unity, where the other skills of someone who has speaking skills will support the development of writing skills because between speaking and writing competencies there are several similarities, namely as a transmitter and disseminator of information. In other words, the ability to use spoken language will support written language skills. In classroom learning, each student will always be involved in acts of communication either with classmates or with the teacher as a facilitator of learning moves. This established communication will greatly affect the mastery of speaking skills which in turn will affect the mastery of learning materials in the classroom. On the other hand, students with a low level of language mastery will have difficulty communicating with their classmates or with the teacher, students will have difficulty understanding the teacher's explanation when explaining a concept or learning material (Pratiwi, 2017).

In writing, all elements of language skills must be fully concentrated in order to get really good results. Writing can be interpreted as an activity of expressing ideas by using written language as a conveying medium. Writing can be considered as a process as well as a result. Writing is an activity carried out by someone to produce an article. Writing is a difficult and complex skill. Wibowo, Sutani & Fitrianingrum (2020) state writing is a creative process of expressing ideas in the form of written language for a purpose. For example, informing, convincing, and entertaining. Another opinion was put forward by Putra (2011), writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In line with several expert opinions, Herawati (2016) reveals that writing is a communication activity.

Paragraph is a collection of sentences that are arranged in a logical and sequential (systematic) way. Generally, paragraph compilers consist of a main sentence, a developing sentence, and an explanatory sentence. Therefore, a paragraph contains one unit of thought that is supported by all the sentences in the paragraph; starting from the introduction sentence, topic sentence, explanatory sentences, to the closing sentence (Hasibuan, 2017). By writing students can express their thoughts, ideas, ideas, or opinions to others so that communication is established. Shiva needs writing skills in his social activities. Therefore, students need to learn writing skills and writing skills. This is due to the low ability to write in carrying out learning activities in schools that are not yet appropriate.

Writing Paragraph skills are one of the language skills. In the division of language skills, writing is always placed last after listening, speaking, and reading skills. Although it is always written last, it does not mean that writing is an unimportant skill. In achieving the objectives of learning Indonesian, the Indonesian language skills that must be mastered by students include four aspects of skills, namely, listening, speaking, reading and writing. These four aspects of language skills are presented in an integrated and integral way. This implies that language learning cannot be separated from each aspect, but in mastering student competencies, it is necessary to have clear and structured mastery of each of these aspects. Therefore, in learning Indonesian, there needs to be a balanced emphasis on an aspect of language skills so that the overall ability of students will increase (Sriani, Utama & Darmayanti, 2015).

One aspect of language skills is writing skills. Language skills are writing skills. This writing skill should get a balanced emphasis to be practiced. This is what underlies this thinking. Besides writing skills are one of the important aspects in communication, writing skills also have an important role in delivering humans to be able to achieve their life needs. In fact, how many problems occur, and these problems become more complicated and serious because someone fails to build communication and vice versa how some problems can be solved properly because of a person's ability to communicate, in this case verbal communication in the form of written activities. In principle, learning and activity mean someone who is doing something, there is no learning if there is no activity. That is why activity is a very important principle in teaching and learning interactions (Munirah & Hardian, 2016). In learning activities there are several principles that are oriented to the old psychology view, namely activities are dominated by students. This means that students are said to be active in every learning in class, not teachers who are active, students only receive.

A learning process that is said to be good, if students are actively involved in learning activities that take place. Naming in Trawoco, Suryanto &

Hastuti (2017) "A class will live learning activities if students are involved in it and the teacher is the facilitator." This means that students are required to be invited to issue a lot of new meaningful ideas or ideas. Student activity in learning activities is one of the important factors in whether or not a learning is effective, because basically there is no learning without student activity.

Based on data from researchers conducted, the low competence of students in writing skills also occurred in grade 5 students at SDN Tanjung Setia Pesisir Barat. Researchers suspect that the cause of the low competence of story writing skills for the fifth grade students at SDN Tanjung Setia Pesisir Barat is that the teacher in delivering paragraph writing lessons has not used the right methods and models. They still use the lecture method, which is theoretical, does not train writing skills so that students feel bored, students are not invited to be actively involved in the learning process. Even when learning paragraph writing skills, the situation is very rigid, so students are not free and feel bored. This situation causes students to be uncomfortable in learning.

Based on the things above, the writer tries to use a learning model that is able to give students the opportunity to practice writing stories and be able to create a comfortable atmosphere for students. The model is a cooperative learning model. Cooperative learning model is a learning model that prioritizes groups of students to work together in solving a problem. In addition, in choosing the right method, student learning outcomes are also determined by students' activities in the learning process. So that the higher the active students in learning, it is expected that the higher the results achieved. Regarding the speaking ability, the researcher suspects that the higher the student's learning activity, the higher the increase in their writing ability.

Therefore, the researchers intend to conduct an appropriate research with the title: *The Effect of Using Picture Stories Media and Learning Activities Towards Students' Ability in Writing Paragraph for Elementary School Students in Tanjung Setia Pesisir Barat.*

METHOD

The method used in this study is an experimental method using image media in the experimental class and the application of conventional models in the control class. The factorial design of this study consisted of two independent variables and one dependent variable and learning activities and the dependent variable was the ability to write paragraphs. When carrying out learning activities in both the experimental class and the control class, the teacher makes observations about the activity, then a test is held to determine learning outcomes in the form of writing skills. Then the test results are

compared. The purpose of this comparison activity is to find out whether the use of image media has an influence on the students' ability to write paragraphs or not. Likewise, the results of observations about student activities are associated with the ability to write paragraphs. The purpose of this activity is to determine whether the activity affects the students' ability to write paragraphs. Before conducting research in the experimental class and control class, a lesson plan was made for the class. In this case, the experimental class used picture stories media, while the control class used learning without picture stories media.

RESULTS AND DISCUSSION

Result

Hypothesis testing analysis shows that the data from each research variable has met the requirements for hypothesis testing carried out using inferential statistics using two-way ANOVA. This study uses four hypotheses in order to obtain test results that can be used as a basis for drawing conclusions. Then proceed with the T-Dunnet test to see the difference between the variables studied, which one has higher learning outcomes. Based on the results of the ANOVA calculation, the results of data analysis are as follows: The data obtained from the students' ability to write paragraphs showed that the average score of the group of students who used picture story media ($X=28.23$) with standard deviation ($S=3.70$) and variance ($S^2=13.68$). Meanwhile, the group of students who did not use illustrated story media had an average score ($X=14.69$) with standard deviation ($S=3.77$) and variance ($S^2=14.23$).

Second, there is an interaction effect between the use of picture story media (A) and learning activities (B) on the ability to write paragraphs. From the results of the ANOVA study as described in the variance analysis summary table, it was found that the Fcount for the interaction between the using picture story media and students' learning activities on students' paragraph writing skills was 12.76 and F table was 4.043 at a significant level = 0.05. This means that the research hypothesis (H_0) is accepted because the validity of the null hypothesis (H_0) is rejected. Based on the calculation test, it shows that there is an interaction effect between the use of picture story media and learning activities on students' writing paragraph skills. Moreover, the results of the calculation of variance in the table for both groups show that Fcount = 7.27. While Ftable = 4.043 at the significant level = 0.05, this means that F count > F table. So that there is a significant difference between students who use picture story media and students who don't use picture story media.

Third, the data obtained from the students' ability to write paragraphs shows that the average score of the group of students who have high activity

using picture story media ($X=28.23$) with standard deviation ($S=3.70$) and variance ($S^2=13.6$). Meanwhile, the group of students who did not use picture story media had an average score ($X=14.69$) with standard deviation ($S=3.77$) and variance ($S^2=14.23$). The results of the T-Dunnet test calculation can be concluded that the group of students who use picture story media is significantly different from the group of students who do not use picture story media, for students who have high learning activities.

Last, the data obtained from the students' ability to write paragraphs showed that the average score of the group of students who had low activity using picture story media ($X=13.69$) with standard deviation ($S=3.92$) and variance ($S^2=15.40$). Meanwhile, the group of students who did not use picture story media had an average score ($X=21.08$) with standard deviation ($S=4.94$) and variance ($S^2=24.21$). T-Dunnet test calculation results show that $T_o - -5.53 < T_{table} = 1.68$; H_o was rejected or the ability to write paragraphs of students who were taught using picture story media was higher than students who were taught using pictorial story media who had low learning activities.

Discussion

Differences in Average Score of the Ability to Write Paragraphs Using Picture Stories and Without Using Picture Stories Media

The first hypothesis, the overall ability to write paragraphs of students who use picture story media with discussion is superior to the ability in writing paragraphs for students who do not use picture story media. From the results of the ANOVA calculation above, it can be seen that $F_{count} = 7.25^{**}$ which is greater than $F_{table} = 4.043$ at $\alpha = 0.05$ and $F_{table} = 0.01$. Because $F_{count} > F_{table}$, this means that H_o is rejected, so there is a difference in the ability to write paragraphs using the media of picture stories. With this difference, continue with Dunnet's T-test obtained $T_{count} = 9.199 > T_{table} = 1.68$; H_o is rejected, in other words, there are differences in the ability to write paragraphs for the fifth grade students of SDN Tanjung Setia Pesisir Barat in the group of students with high learning activities and low learning activities. The existence of the ability to write paragraphs in students who have high learning activities with students who have low learning activities.

To test each group of students which is superior to those who have high learning activities and low learning activities, then proceed with the Dunnet T-Test from each group of students. T-Dunnet test obtained $T_o = 9.199$ and $T_{table} = 1.68$ for $T(0.05)(38) = 2.43$. Turns out $T_o > T_{table}$. H_o is rejected, then H_a is dithemia, meaning that the ability to write paragraphs of students who use picture story media is higher than the ability to write paragraphs that do not use picture story media by not using media, in students who have high

learning activities.

To find out whether the interaction effect between the use of picture story media and student learning activities, the results of the AVANA calculation obtained the value of $F_{count} = 107.45$ which was greater than $F_{table} = 4.043$ at $\alpha = 0.05$ and $F_{table} = 7.194$ at $\alpha = 0.01$, this means that H_0 is rejected, in other words, it is concluded that there is an effect of using picture story media (applied and not applied) and learning activities (high and low) which do not affect the ability to write paragraphs for the fifth grade students of SDN Tanjung Setia Pesisir Barat. This finding shows that there is an effect of using pictorial story media, especially those using and learning activities on the ability to write paragraphs. This makes one of the factors to improve the quality of learning to achieve the expected learning objectives.

To find out which group of students is superior in obtaining the ability to write paragraphs using picture story media and groups of students who do not use picture story media in students who have high learning activities. With the T-Dunnet test, the gain is 9.199 and $T_{tab} = 1.68$ for $T(0.05 \times 38) = 1.68$, $T(0.01 \times 38) = 2.42$. Turns out $T_0 > T_{tab}$. H_0 is rejected and H_1 is accepted, meaning that the ability to write paragraphs of students who use picture story media will be higher than the ability to write paragraphs of students who do not use picture story media in students who have high learning activities.

To find out which group of students is superior in obtaining the ability to write paragraphs using picture story media on students who have low learning activities, the Dunnet T-test, with the acquisition of $T_0 = -5.53 < T_{table} = -1.68$; H_0 is rejected or the ability to write paragraphs of students who are taught not to use picture story media is higher than students who are taught using picture story media who have low activity. This finding makes it a material consideration for groups of students who have low learning activities without using picture story media, actually getting better paragraph writing skills compared to students who use picture story media. This shows the need for an approach to this group of students to be able to realize and understand the importance of thorough learning to achieve better paragraph writing skills

CONCLUSION

Based on the result and discussion above, the researchers conclude that there is a difference in the average ability to write paragraphs using picture story media with those without using picture media. Students who are taught using picture story media have higher ability to write paragraphs than students who are taught without using picture story media. The average score of students' paragraph writing skills taught with picture story media is 15.88 while when taught without using picture story media it is only 10.40

Moreover, learning activities and picture story media together affect the ability to write paragraphs. This joint influence can be seen from the differences in each activity interaction and picture story media. The interaction of students who have high learning activities and are taught using picture story media has the highest average value of paragraph writing ability of 16.74. Furthermore, students with low learning activities and being taught with picture story media are 15.03 then students with high learning activities and being taught without picture story media are 10.67, and finally students have low learning activities and are taught without picture story media with an average value of 10,13.

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