

## The Influence of Illustrated Story Media and Learning Activities on The Paragraphs Writing Ability on The Sidewa Class V SDN 2 Kotabumi

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**Abstract:** This study aims to describe the effect of using illustrated story media and learning activities on the ability to write paragraphs of fifth grade students at SDN 2 Kotabumi Tengah. The method used in this paper uses the correlational method, meaning that data is collected after all the events in question take place. The techniques used in collecting research data are questionnaires, tests, and observations. Research data analysis techniques include requirements analysis test, statistical analysis, and research hypothesis testing techniques. The results of the study can be concluded that, (1) there is a positive and significant relationship between illustrated story media and the ability to write paragraphs, indicated by a correlation coefficient of 15.88, (2) there is a positive and significant relationship between learning activities and the ability to write paragraphs. indicated by a correlation coefficient of 13.70, (3) there is a positive and significant relationship between the influence of the use of illustrated story media and learning activities on the ability to write paragraphs which is indicated by a correlation coefficient of 16.74, (4) the interaction of students who have learning activities low grade students and taught using pictures have the highest average paragraph writing ability of 10.13.

**Keywords:** learning activities, picture story media, paragraph writing

### INTRODUCTION

One aspect of language skills is writing skills. These writing skills should get a balanced emphasis to practice. This underlies this thinking in addition to writing skills is one of the important aspects in communicating, writing skills also have an important role in delivering humans to be able to achieve the needs of their lives (Mala et al, 2019). One of the factors that affect a student's paragraph writing ability is learning activities (Yuwono et al, 2019).

This learning activity is very important because it is useful to express and convey one's message through words orally to others so that it can be

understood as the reader's intention or mind. Without good learning activities, a person will have difficulty in language including when they want to write (Lestari, et al, 2018). A quality learning process caused by a high interest in writing Indonesian certainly has an impact on the achievement of learning goals. Classes that have high learning activities Indonesian will help create a conducive learning atmosphere.

In addition to the selection of the right method of student learning outcomes are also determined by the activeness of students in the learning process. So that the higher the active students in learning is expected the higher the results achieved. Based on the description above, the author conducted a study with the title: the influence of the use of pictorial story media and learning activities on the ability to write paragraphs in students of Class V SDN 02 Kotabumi Tengah Lampung Utara School Year 2019/2020.

Picture stories are a fairly successful media strategy. This image media strategy is carried out by dividing students into small groups, whose members consist of several students with different levels of ability. According to Ibrahim and Nur's opinion (2000: 67) that image media is characterized by the presence of tasks, goal structures, and reward structures that are different from other image media. In the learning process with image media, students are encouraged to be able to cooperate on a task together and they must coordinate their efforts to complete the task given by the teacher. The goal of image media is that students' academic learning outcomes improve and students can receive a wide range of diversity from their peers, as well as develop social skills.

Tarigan (2013: 77) further said the principle of image media is as follows: 1) Each member of the group (student) is responsible for everything done in his group; 2) Every member of the group (student) should know that all group anggota has its purpose; 3) Each member of the group (student) must share the same duties and responsibilities among the members of his group; 4) Each member of the group (student) will be subject to evaluation; 5) Each member of the group (student) shares leadership and needs skills to learn together during the deployment process; and 6) Each member of the group (student) will be asked to be individually responsible for the material handled in his group.

According to Djaali (2011: 56), the characteristics of the image media model are as follows: 1) Students in the group cooperatively complete the learning materials in accordance with the basic competencies to be achieved; 2) Groups are formed from students who have different abilities, namely high, medium, and low levels. If possible members come from different races, cultures, tribes, and genders; and 3) Awards place more emphasis on the group than individual.

In this learning also developed discussion, communication, and cooperation in solving a problem. This attitude is developed with the aim that students share abilities, learn critically to express opinions, mutually provide opportunities, channel each other's abilities and roles and roles of themselves and other friends. A learning process that is said to be good, if students take part in active learning activities. Naming in Roestiyah (2000:48) "A class will live learning activities if students are involved in it and teachers as facilitators." This means that students are required to be invited to issue many new ideas or ideas that are meaningful. Student activity in learning activities is one of the important factors in learning, because there is basically no learning without the activeness of students.

In each lesson can be done various activities (Nasution, 2000: 95). To see the activity of students an indicator is required. Through these indicators can be behaviors that appear during learning activities. This is confirmed by Kemp (2000: 144) that indicators of student activity in learning can be seen from the involvement of students in responding in the form of physical activities carried out during learning.

## **METHOD**

The method used in this study is an experimental method by using image media in experimental classes and the application of conventional models to controls. The factorial design of this study is two free variables and one bound variable and learning activities and bound variables in the form of the ability to write paragraphs. Sampling is done with Multi Stage Random Sampling, which is a technique of taking sampe. At first the author took one school in South Lampung at random, selected SDN 02 Kotabumi Tengah and as an affordable population is the entire class V which amounted to 65 people.

In this study the data is collected using a tool called a research instrument. Research instruments are prepared with the aim of obtaining research data that corresponds to the variables to be researched. The instrument in question is a writing ability instrument in the form of a performance test and a learning activity instrument in the form of an observation sheet.

## **RESULTS AND DISCUSSION**

### **Results**

Based on the results of the hypothesis testing that has been outlined above, it can be seen that the four hypotheses proposed in the study are:

1. The first hypothesis, overall the ability to write paragraphs of students who use pictorial story media with discussion is superior to the ability to write paragraphs of students who do not use pictorial story media is

proven to be. From the results of the ANAVA calculation above, it can be seen that  $F_{\text{hicalc}} = 7.25^*$  which turned out to be greater than  $F_{\text{tabel}} = 4.043$  at  $\alpha = 0.05$  and  $F_{\text{tabel}} = 0.01$ . Since  $F_{\text{ghinumer}} > F_{\text{tabel}}$ , this means that  $H_0$  is rejected, so there is a difference in the ability to write paragraphs using pictorial story media. With this difference, the T-Dunnet test was obtained by  $T_{\text{hitung}} = 9,199 > T_{\text{tabel}} = 1.68$ ;  $H_0$  was rejected in other words there was a difference in the ability to write the paragraph of class V of SDN 1 Sukajaya Lempasing in the student group of high learning activity and low learning activity. 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 who are superior who have high learning activities and low learning activities, then followed by the T-Dunnet Test from each group of students. The T-Dunnet test obtained  $T_0 = 9.199$  and  $T_{\text{table}} = 1.68$  for  $T(005)(38) = 2.43$ . It turns out that  $T_0 > T_{\text{tab}}$ .  $H_0$  was rejected so  $H_1$  ditermia means the ability to write paragraphs of students who use picture story media is higher than the ability to write paragraphs that do not use pictorial story media by not using media, in students who have high learning activities.

2. The second hypothesis, to find out whether the influence of the interaction between the use of pictorial story media and student learning activities, the results of the calculation of AVANA obtained a value of  $F_{\text{hicalc}} = 107.45$  which turned out to be greater than  $F_{\text{table}} = 4.043$  at  $\alpha = 0.05$  and  $F_{\text{tabel}} = 7.194$  at  $\alpha = 0.01$ , this means that  $H_0$  is rejected in other words it is concluded that there is an influence on the use of illustrated story media (applied and not applied) and learning activities (high and low) that do not affect ability to write paragraphs of students of class V SDN 2 Kotabumi Tengah Lampung Utara For the 2019/2020 School Year. This finding shows that there is an influence on the use of illustrated story media, especially those that use 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 goals.
3. The third hypothesis, to find out which group of students is superior to obtain the ability to write paragraphs that use pictorial story media and groups of students who do not use pictorial story media in students who have high learning activities. With the T-Dunnet test with a gain of  $9,199$  and  $T_{\text{tab}} = 1.68$  for  $T(0.05 \times 38) = 1.68$ ,  $T(0.01 \times 38) = 2.42$ . It turns out that  $T_0 > T_{\text{tab}}$ .  $H_0$  is rejected and  $H_1$  is accepted, meaning that the ability to write paragraphs of students who use pictorial story media will be higher than the ability to write paragraphs of students

who do not use pictorial story media in students who have high learning activities.

4. The fourth hypothesis, to find out which group of students is superior to obtain the ability to write paragraphs using pictorial story media in students who have low learning activities, with the T-Dunnet test, namely by obtaining  $T_0 = -5.53 < T_{\text{tabel}} = -1.68$ ;  $H_0$  is rejected or the ability to write paragraphs of students who are taught not to use higher pictorial story media than students taught by using pictorial story media that has low activity. This finding makes consideration for groups of students who have low learning activities without using pictorial story media actually gained better paragraph writing skills compared to students who use pictorial story media. This indicates the need for an approach to this group of students to be able to realize and understand and the importance of learning completely to achieve better paragraph writing skills.

Based on the results of the study shows that all hypotheses in the study are proven. The data in the study support statements on the research hypothesis. The first hypothesis states that there is a significant relationship between the use of image media and the ability to write paragraphs of students of class V of SDN 2 Kotabumi Tengah Lampung Utara For the 2019/2020 School Year. The second hypothesis mentions that there is a significant relationship between learning activities and the ability to write paragraphs of students of class V SDN 2 Kotabumi Tengah Lampung Utara For the 2019/2020 School Year, while the third hypothesis is mentioned that there is a significant relationship between the use of pictorial media and learning activities with the ability to write paragraphs of students of class V SDN 2 Kotabumi Tengah Lampung Utara School Year 2019/2020.

Based on the results of hypothesis testing calculations, the first, second, and third hypotheses turned out to be all significant. This means that this research has successfully demonstrated the relationship that occurs between pictorial media (X1) and the ability to write paragraphs (Y), learning activities (X2) with the ability to write paragraphs (Y). In addition, this study has proven that image media (X1) and learning activities (X2) have a very positive relationship with the ability to write paragraphs (Y).

## **Discussion**

Based on the results of analysis and discussion can be concluded the average learning using the medium of illustrated stories affects the ability to write paragraphs. Students who are taught using pictorial story media have a higher paraphrase writing ability than students who are taught without using pictorial story media. The average grade of the writing ability of paragraphs of

students taught with image media is 15.88 while at the time of teaching without using media is only 10.40.

There is an influence of interaction learning activities have a significant influence on the ability to write paragraphs. Students who study with high learning activities have higher paragraph writing skills compared to students who have low activity. The average grade of writing ability of paragraphs of students who have high learning activities is 13.70 while students who have low activity is 12.58.

The average learning activity affects the ability to write paragraphs. The existence of this influence is seen in the difference in the ability to write paragraphs of students who are taught without using the medium of illustrated stories. Students who were taught using picture story media had a higher ability to write paragraphs than students who were taught without using a correlation story media of 16.74.

Learning activities and illustrated story media together affect the ability to write paragraphs. This mutual influence can be seen from the differences in each activity interaction and image media. Interaction of students who have low learning activities and are taught with image media has the highest average paragraph writing ability score of 10.13.

## **CONCLUSIONS**

The use of pictorial story media has a positive effect on the ability to write student paragraphs, the implication is that pictorial story media must be used by teachers in the learning process more specifically in paragraph writing lessons. But the thing that needs to be considered at the time of using pictorial story media is the availability of image facilities and necessary devices. In addition to the availability of image media tools, the skills of teachers in demonstrating media are very important so that the learning process can run well so that the goal of preaching can be achieved. The use of pictorial story media must also pay attention to image illustrations that must be associated with real life, so that students' interest increases during learning activities. Real life means that the images used actually reflect the content of the story or subject matter of writing paragraphs. This is important so that students can write paragraphs appropriately.

Illustration of the picture must be arranged properly, so that the content of the storyline can be presented clearly. The goal is that students can see clearly the series of stories contained in the picture. The image must be authentic, meaning that the image can depict an object or event like a real event. Learning activities and pictorial story media have a positive effect on the ability to write paragraphs. The implication is that efforts to improve the ability to write paragraphs must combine aspects of learning activities and

media at the same time in the excitement of teaching and learning. The use of pictorial story media in learning should also be followed by an increase in student learning activities. This is very meaningful because it turns out that the combination of illustrated story media and learning activities can produce the best paragraph writing ability.

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