The Effect of Serial Image Media on Students' Skill in Writing Descriptive Essays

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Abstract

Lack of media used by teachers so far needs to be changed. It is intended that students are not only of high theoretical quality but also of high practical quality. The purpose of this study is to find out the effect of series image media on the writing skills of grade III students of *Madrasah Ibtidaiyah (MI) Al-Ikhlasiyah, Depok*. In this study there were populations, namely all students in class III A and III B with a sample of 40 students. In this study, the data collection technique used the pretest posttest. The data analysis technique used was Normality and Homogeneity tests. The results of the analysis of research data stated that the existence of a series of media images was very affect with the ability to write descriptive essays for grade III students of MI Al-Ikhlasiyah, Depok. This was seen based on the average score of pretest and posttest results that have been carried out in the experimental group and the control group. The average pretest score obtained by the experimental group was 69, and for the control class the average score was 67.75. After both classes received treatment, the experimental class obtained an average score of 80.75 while for the control class obtained an average of 76.00. The same as the results of calculations through the t-test. The calculation results in the experimental group resulted in a probability value of <0.05, which is 0.000, which means that the series image media affect student learning outcomes.

Keywords: students' skills, serial image media, writing descriptive essay

INTRODUCTION

Science and technology are increasingly developing and can improve life in all fields including education. Because of this, the education system needs to be adjusted to the current situation. In improving the quality of education is one way to improve intelligence, personality and skills. This can be realized in Indonesian language subjects. Writing is an activity that can express ideas, thoughts, and ideas and even pour a feeling into writing. Even able to pour a feeling into writing. This activity involves many aspects including aspects of punctuation and spelling, the use of vocabulary, the arrangement of sentences used and the processing of an idea. The ability to write is a language skill that involves language and content processing. In order to write well, there are several things that must be considered, namely having the basic ability to read, by reading we will get a lot of information, so that when we do writing activities, there will also be a lot of information or knowledge that we will pour into a writing (Sukirman, 2020).

In skills language there are four components, right now listening, speak, read and write (Mulyati, 2015) . Components the intended to be practice student in the process of learning language skills because it, fourth component that must trained in the learning process going on so students can too direct practice it in a manner over and over again so students become keep going remember. Write that is something activities that have characteristic sustainable so the learning process held continuous since occupy school basic. This based on thinking that is ability base for student as stock studywrite in level next. Because of that, the learning process write at school already should get maximum attention so that ability write that student get meet the expected target.

On activities learning write there is feeling student's difficulty in the process of writing. There is a number of reason student made it difficult for writing among them such as no an inspiration, no talent, difficulty to put ideas in a piece of writing. such difficulties resulting in poor quality of writing student good on aspect content or language (Khotimah & Suryandari, 2021). When executing teaching write especially in learning writing descriptions, generally teachers still apply conventional media. In this activity students just sit and listen record so that learning become not enough effective, so student become not enough motivated in activity write. Impact student experiencing problems in processing vocabulary and pouring their ideas inform a writing (Alawiyah, 2021). The application of media can motivate students to be more creative and inspire students in the process of writing descriptions.one of them is with using learning media to help students in the learning process so that happen change which wanted on student achieved (Emarawati, 2020).

Media is an important thing in the process of teaching and learning activities. Gradually, many teachers are using media in their learning process. Learning media is a tool that can help carry out the learning process. The existence of the media can stimulate thoughts and feelings that help to motivate students (Afidah, 2020; Mariana & Cahyani, 2014). This is done so that students can be more motivated in writing activities. An educator should have the skills to be able to choose and use learning media effectively and maximally, so as to be able to motivate and stimulate students in the learning process, especially in learning descriptive essay writing skills. The picture series in question forms a series of events that can help students find ideas in storytelling activities. Based on previous research entitled The Effect of Using Serial Picture Media on the Ability to Write Narrative Essays of Grade VI *Madrasah Ibtidaiyah* (MI) Muhammadiyah 1 Payaman Students using quantitative research using the posttest only design states that the existence of serial picture media is very significant for narrative writing skills. With

the media, the teacher hopes to stimulate students' mindsets in pouring ideas into written for (Putra, 2019). This research needs to be done because it can improve the skills of writing descriptions in class III at MI Al Ikhlasiyah because previously at this school there were still students who could not properly describe essays or put ideas into writing.

METHOD

The purpose of this t-test is to determine whether or not there is an influence in the learning process between before and after treatment (Oktaviyanti et al., 2022). The experimental group obtained a significance value of 0.000 with df 19. In study this approach which used is approach quantitative experiment solve problems encountered and implemented in a manner systematic, where method used that is method experiment. Method study experiment interpreted a method research used in order to be able to look for influence treatment certain to condition other Which can controlled (Hasanah et al., 2018) . This study this done with two group class.

The population is the area of generalization of objects that have the number and characteristics determined by the researcher to produce conclusions (Sinaga, 2014). In this study this population is all students in the class III A and III B MI Al-Ikhlasiyyah, Depok. In study this, the researcher took a sample of two classes at MI Al Ikhlasiyah totaling 40 students, namely class III A totaling 20 students as the experimental group and class III B totaling 20 students as the control class.

This study was conducted with two class groups. The first class is the first class is an experimental class that will receive treatment by applying serial image media in the process of learning description writing skills, while the second class is a class that does not receive treatment or does not use serial image media in the process of learning description writing.

The design used in this experimental research is the Control Group Pretest Posttest Design. In this design, both classes will carry out the pretest and posttest (O1 and O2). However, only the first class group would receive treatment X (using serial image media), while the second class group would not receive treatment X (using conventional media).

So that the results will be obtained stating that there is or is not the effect of serial image media on description writing skills in third grade students of MI Al-Ikhlasiyah Depok in the 2022/2023 school year. To be able to know the presence or absence of serial image media influence on description writing skills, it can be seen from the difference in test results that have been carried out. With this research, it will be seen the impact of the application of serial image media on students' skills in writing descriptions.

Validity

Related to the validity of something that should be measured. After knowing the results of the calculation using the Statistical Package for the Social Sciences (SPSS) version 25 program application, then interpret the correlation coefficient obtained. Interpret the correlation coefficient obtained by comparing the calculated r with r in the table according to the student used at the 5% significance level. If rxy> r table then the result is valid, but if If rxy < r table then the result is invalid. In the research, the findings showed that before the observation sheet was used as one of the instruments in the study, content validation was first carried out. Content validation is carried out by asking for expert assistance in the related field of study to examine whether the proposed instrument is in accordance with what you want to study. The result of the research, the significance 5%, with r table = 0,468. The validation test, can be seen in the following table.

Table 1. Validity Table

r table 0,468	Information
- 0, 236 < 0,468	Not Valid
0,620 > 0,468	Valid
0,627 > 0,468	Valid
0,680 > 0,468	Valid
0,420 < 0,468	Not Valid
0,627 < 0,468	Valid
0,343 < 0,468	Not Valid
0,552 > 0,468	Valid
0,780 > 0,468	Valid
- 0, 205 < 0,468	Not Valid

Reliability test

Reliability is consistency, when a measurement is the same and repeated, the results will be the same (Amanda et al., 2019). In this study, the calculation of reliability uses Cronbach's Alpha using SPSS. After knowing the results of the calculation using SPSS, then interpret the reliability obtained. There is a basis for making reliability test decisions:

1. If the Cronbach's Alpha value> 0.60 is declared unreliable
2. If the Cronbach's Alpha value <0.60 is declared not reliable

Normality Test *Kolmogrov Smirnov*

This test is used in order to find out the data to be analyzed that the data is normally distributed or not. This analysis will use the SPSS program. The normality test that can be used is to use the Kolmogrov Smirnov normality test. The normality test from the output generated by the SPSS 25 program has four data normality analysis tests, namely Kolmogorov Smirnov, Shapiro-Wilk, Normal Q-Q Plots, and Detrended Normal Q-Q Plots. These four analysis tests actually support each other, For the normality test, the author refers to the Kolmogorov Smirnov analysis.

Homogeneity Test

Homogeneity test is used in order to determine whether the experimental class group and control class group have the same or different data variants. Homogeneity testing was carried out using the Annova homogeneity test. After each experimental and control group data is normally distributed, then look for the homogeneity value of the pretest and posttest variances of the two groups. For the calculation of homogeneity using the SPSS version 25 program, with the test criteria as follows. If the probability > 0.05 then H0 is accepted which means the variance is declared homogeneous. If the probability <0.05 then H0 is rejected which means the variance is declared heterogeneous.

Testing hypothesis

The t-test of pretest and posttest data on w riting descriptive essays in the experimental group aims to determine whether or not there are differences in initial ability and final ability. This hypothesis testing uses the SPSS version 25 program, with the following test criteria:

- If the probability value <0.05, it indicates a significant difference between the initial variable and the final variable. Where it has an influence on the difference in treatment given.
- If the probability value> 0.05, it indicates that there is no significant difference between the initial variable and the final variable. Where it has no influence on the difference in treatment given.

FINDINGS AND DISCUSSION

In this study, the calculation of reliability uses Cronbach's Alpha using SPSS. After knowing the results of the calculation using SPSS, then interpret the reliability obtained.

Table 2. Reliability Test

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.646	11

After conducting the reliability test, it resulted in a Cronbach's Alpha of 0,646. It means that 0.646> 0.6, it is declared reliable.

Normality Test Kolmogrov Smirnov

In normality test, this analysis used the SPSS program. The normality test that can be used is to use the Kolmogrov Smirnov normality test. The following are the results of the normality test of the research data that has been obtained from each research sample group in the following Table.

Table 3. Normality Test Results *Kolmogrov Smirnov* Class Experiment

One-Sample Kolmogorov-Smirnov Test

		Pre Test	Posttest
N		20	20
Normal Parameters [a,b]	Means	69,0000	80.7500
	std. Deviation	5.52506	8.31533
Most Extreme Differences	absolute	,211	,214
	Positive	, 165	, 186
	Negative	-,211	-,214
Kolmogorov-Smirnov Z		,945	,957
Asymp . Sig. (2-tailed)		,334	,319

a. Test distribution is Normal.

b. Calculated from data.

Analysis based on mark probability (Sig.) that compared to with degrees freedom 0.05. From the table above obtained results for normality test in the class pretest group experiment own mark probability (Sig.) was 0.334, and in the class posttest group experiment own mark probability (Sig.) was 0.319. Based on results analysis of the data, can concluded that class pretest data experiment, class posttest experiment, class pretest data control, class posttest control is on a level normal distribution.

Pretest Homogeneity Test
After each experimental and control group data is normally distributed, then look for the homogeneity value of the pretest and posttest variances of the two groups. The results of homogeneity testing were carried out using the Annova homogeneity test. As follows

Table 4. Group Pretest Homogeneity Test Results Experiment and Control Group
Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Posttest	Based on Means	.370	1	38	.547
	Based on Median	.580	1	38	.451
	Based on Median and with adjusted df	.580	1	37,874	.451
	Based on trimmed mean	.406	1	38	.528

Based on homogeneity test results that have been done using the SPSS version 25 program with test pretest with group experiments and groups control produce mark probability 0.547. On results that, value probability > 0.05, then H_0 is accepted. Both of these data can concluded that group pretest results experiments and groups control that is homogeneous.

Table 5. Posttest Homogeneity Test Results Group Experiment and Control Group
Test of Homogeneity of Variances

		Levene Statistics	df1	df2	Sig.
Learning Outcomes Student	Based on Means	.272	1	38	.605
	Based on Median	.222	1	38	.640
	Based on Median and with adjusted df	.222	1	33,262	.641
	Based on trimmed mean	.314	1	38	.579

Based on homogeneity test results that have been done using the SPSS version 25 program with test posttest with group experiments and groups control produce mark probability 0.605. On results that, value probability > 0.05, then H_0 is accepted. Both of these data can concluded that group posttest results experiments and groups control that is homogeneous. Both pretest and posttest significance values you're welcome more big of 0.05 (5%), because that sample study said from homogeneous population.

Pretest and Posttest Data t- test of Experimental Class
The t-test of pretest and posttest data on writing descriptive essays in the experimental group aims to determine whether or not there are differences in initial ability and final ability.

Table 6. T-test Results of Skills Pretest and Posttest (Writing Essay)
Description Group Experiment

		Means	N	std. Deviation	std. Error Means
		Paired Samples Statistics			
Pair 1	Pretest	69.00	20	5,525	1235
	Posttest	80.75	20	8.315	1859

From the table the can is known that the average value from group pretest experiment that is 69.00, after carry out posttest to 80.75. It means that the pretest results to posttest the experience increase of 11.75.

Table 7. Paired Samples Test

| | | Paired Samples Test | | | | | | | | |
| | | Paired Differences | | | | | | | | |
		Means	std. Deviation	std. Error Means	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-11,750	9,072	2029	-15,996	-7,504	-5,792	19	.000

From the previous table, it is known that sig < 0.000, where 0.000 < 0.05. It means that there is influence in learning to write description in essay after doing treatment.

Pretest and Posttest Data t- test of Control Class

Table 8. Results of the Skills Pretest and Posttest Data t-test
Write Essay Description Group Control

		Means	N	std. Deviation	std. Error Means
		Paired Samples Statistics			
Pair 1	Pretest	67.75	20	6.172	1,380
	Posttest	76,0000	20	6.40723	1.43270

From the previous table, it is known that the average value from group pretest control namely 67,75 , after carry out posttest to 76.00. It means that the pretest results to posstest the experience increase of 8,25.

Table 9. Paired Samples Test

| | | | | | 95% Confidence Interval of the Difference | | | |
		Means	std. Deviation	std. Error Means	Lower	Upper	t	df	Sig. (2-tailed)
		Paired Differences								
Pair 1	pretest - posttest	-8.25000	2.93571	.65645	-9.62396	-6.87604	-12,568	19	.000

From the previous tables, it is known that the sig value <0.000, where 0.000 <0.05, it means that there is an effect of learning to write essays for descriptive text after doing treatment. In other words, it can be concluded that based on the average score in writing essays for descriptive text, like in the experimental class that used serial image media and the control class using conventional methods, there is an effect on learning outcomes. However, the experimental class got a significant difference, like in the pretest and posttest increased by 11.75, while the control class experienced an increase of 8.7. It is suggested to use serial image media to improve students' writing ability. It is in line with the result of the previous findings from Putra (2019) that as an effective way by using serial image media to students' writing ability. Also it is supported by Hasan (2021) that the students' writing ability can improve significantly by using serial image media.

This research was conducted at MI Al Ikhlasiyah Cipayung, Depok. In this study, researchers took samples in classes III A and III B. Each class has 20 students. Before the researcher carried out this study, the researcher first gave a pre-test to students in the form of description essay questions. The results of the pretest will be calculated by the researcher, the results of the pretest show that the average value of class III A is higher than the value of class III B. The distribution of data between those who get low and high scores is balanced, so the data from the two groups is declared normal and homogeneous. Normal data is the result of the calculation of the normality test using SPSS version 25. The test results state that the pretest data is normal and homogeneous. Therefore, researchers can determine the experimental and control groups. In this study, researchers chose class III A as the experimental class and class III B as the control class.

The experimental class is a class in which the description essay learning process is carried out using serial image media, while the control group is a class in which the implementation is without using serial image media (conventional). This research was conducted twice a meeting, there were several materials presented, namely the definition of description, characteristics of description, types of descriptions and examples of descriptions. After the experimental and control class groups were given treatment, then at the next meeting the researcher gave post test questions to both groups. The following is a list of scores from the pretest and posttest results of students in writing description essays obtained from experimental and control classes.

Table 10. Experimental Class and Control Class

| Number | Experimental Class | | | Control Class | | |
	Name	Pretest	Posttest	Name	Pretest	Posttest
1	Student 1	65	75	Student 1	75	80
2	Student 2	70	85	Student 2	65	70
3	Student 3	70	70	Student 3	65	70
4	Student 4	60	65	Student 4	75	80
5	Student 5	65	95	Student 5	75	90
6	Student 6	75	80	Student 6	75	85
7	Student 7	65	85	Student 7	60	70
8	Student 8	60	90	Student 8	70	75
9	Student 9	75	95	Student 9	60	70
10	Student 10	70	75	Student 10	65	75
11	Student 11	75	80	Student 11	80	85
12	Student 12	75	80	Student 12	60	70
13	Student 13	65	90	Student 13	60	70

14	Student 14	75	80	Student 14	65	75
15	Student 15	65	80	Student 15	70	75
16	Student 16	75	80	Student 16	70	80
17	Student 17	70	80	Student 17	65	75
18	Student 18	75	80	Student 18	70	80
19	Student 19	60	65	Student 19	60	65
20	Student 20	70	85	Student 20	70	80
	Amount	1380	1615	Amount	1355	1520
	Average	69	80,75	Average	67,75	76
	Average	69	80,75	Average	67,75	76

Based on the results of the calculations carried out, it shows that the acquisition of the average value of the experimental group that has been given treatment. Before carrying out the posttest, first to do a pretest on both groups. The experimental group obtained the highest result of 75, the lowest value of 60, the average value was 69 with a standard deviation of 5.25. While the control group obtained the highest result of 80, the lowest value was 60, the average value was 67.75 with a standard deviation of 6.172.

After the pretest was conducted at the first meeting, then the two groups were given different treatments for 1 meeting. The second meeting after the pretest, the two groups were given posttest questions. The two groups produced different average scores. The experimental group obtained the highest score of 95, the lowest score of 90, the mean score was 80.75 with a standard deviation of 8.315. While the control group got the highest score of 90, the lowest score was 65, the average value was 76.00 with a standard deviation of 8.407. From the results of the posttest showed that the posttest results of the experimental class were higher than the posttest results of the control class. This is indicated by the t-test with pretest posttest scores on essay writing skills description of the experimental group. It was concluded that the existence of picture series media made learning to write more effective and students became creative in expressing their ideas.

From these results it can be said that the probability value is smaller than 0.05, which means that the initial and final abilities of students in writing descriptive essays are different, with the decision making significance value <0.05 so that it shows a significant difference between the initial and final variable, so that there is a significant effect on the difference in treatment, namely by using serial picture media and conventional methods. Based on the data that has been interpreted, it shows that there is a significant difference between the initial ability and the final ability in the experimental group in writing description essays, as well as the control group where the group has an influential but not significant difference between the initial ability and the final ability.

In the previous study entitled "The Effect of Using Serial Picture Media on the Ability to Write Narrative Essays in Class V MI Muhammadiyah 1 Payaman" yielded t count > t table with dk = 66 at a significant level of 5% obtained t count = 2.105 and t table = 1.9965 . Where there is a significant positive effect on the use of serial picture media on students' ability to write narrative essays. Whereas in the research that the researchers have done, the average value is in writing descriptive essays, namely the experimental class using picture series media and the control class using conventional methods have an influence on learning outcomes but the experimental class gets a significant difference, namely the pretest and posttest have increased by 11.75 while the control class experienced an increase of 8.75.

In the experimental class, the first treatment was that students were given a series of picture media with the theme "Helping". When the learning process took place, students were first given material about description essays, namely understanding and characteristics. When first shown the series picture media, students spontaneously told the contents of the picture enthusiastically.

After students understand the steps to make a description essay, then students are given *Lembar Kerja Peserta Didik* (LKPD). Students are asked to fill in the LKPD by observing the serial image media in front and then writing it into an essay with the theme "helping". Previously, students were asked by the teacher to organize a series of pictures that were not coherent. The following figure is the example of giving series picture media.

Figure 1. Theme of Helping Each Other

Whereas in the control group, the learning process did not use media. So when the first time doing learning with the material "helping", the control group students needed more time to be able to pour their ideas into a writing or essay. The researcher continued to stimulate words related to the theme of helping until finally students were able to express the ideas that were in their minds. After that, the researcher explained the description essay material and distributed LKPD to the control class which was the same as the experimental class.

From the treatment that researchers have given to the two groups, it can be concluded that when the experimental class uses the series picture media, students are very enthusiastic and interested in seeing the pictures shown by the teacher. With the pictures series, it can also help to stimulate students' imagination in pouring their ideas into an essay. As a result, students can develop their ideas well when they are asked to write an essay (Hasan, 2021; Halim & Arifin, 2022; Fadila & Fitrawati, 2022). As for the control group when the learning process does not use the series picture media but still uses conventional methods, namely lectures, so that the ongoing learning process is less interesting and takes a long time for students to pour their ideas into an essay, so the teacher must give more motivation to the students so that they can write essays well. Based on the results of the experimental class posttest, it can be concluded that the use of serial image media in the experimental class has an effect on the learning outcomes of third grade students of MI Al-Ikhlasiyah.

CONCLUSION

Based on the results of the analysis of the research data, it is stated that serial picture media greatly influenced the skills of writing descriptive essays for class III MI Al-Ikhlasiyah Depok students, with the presence of media in learning students found it easier to find ideas and then put them into an essay so that students became more creative and conducive. Based on the results of the homogeneity test that was carried out using the SPSS version 25 program by testing the Posttest with the experimental group and the control group, it produced a probability value of 0.605. In these results, the probability value is > 0.05, then H_0 is accepted. Both of these data can be concluded that the posttest results of the experimental group and the control group are homogeneous. The pretest and posttest significance values were both greater than 0.05 (5%), therefore the study sample was said to be from a homogeneous population. The pretest average value obtained by the experimental group was 69 and for the control class the average value was 67.75. After class II got the treatment, the experimental class got an average score of 80.75 while the control class got an average of 76.00. Likewise with the results of calculations through the t-test. The calculation results of the experimental group produce a probability value of <0.05, which is 0.000, which means that the media picture series has an effect on student learning outcomes. For future researchers, it is hoped that they can use more sources and media that can improve students' writing skills and be able to develop existing media images to be more attractive. Also, the next researcher can find the contribution from the serial image to students' critical thinking for writing essay.

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