

THE EFFECT OF MEDIA USE OF COMICS WITHOUT TEXT AND DIRECT LEARNING ON NARRATIVE WRITING SKILLS FOR GRADE IV ELEMENTARY SCHOOL STUDENTS.

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ABSTRACT

This study aims to reveal the Effect of Media Use of Comics Without Text and Direct Learning on Narrative Writing Skills for Grade IV Elementary School Students. The type of research used is Quasi Experiment in the form of Randomized Control Group Only Design. The population in this study were fourth grade students of SDN Gugus V District X Koto Tanah Datar District with a sample of fourth grade students at SDN 26 Singgalang and fourth grade students at SDN 30 Singgalang. Sampling is done by Simple Random Sampling technique. The technique of analyzing data through initial knowledge tests, and the final test of narrative writing skills. The hypothesis is proposed using the t test formula. The results of the study showed that there was an effect of media use of comics without text and direct learning on narrative writing skills of grade IV elementary school students with narrative writing skills tests of students learning using comic media without text higher than students learning using direct learning with an average in the experimental class 83.37 and the average in the control class was 76.75.

Keywords : Media Comics Without Text. Narrative Writing Skills

INTRODUCTION

Indonesian language subjects are taught subjects from elementary to tertiary institutions (Cahyani *et al.*, 2007), this is because Indonesian is a national language as well as an Indonesian language. In Indonesian language subjects there are four language skills that have four components that are interconnected and influence each other (Dinarti, 2013). One of these skills is writing skills which are one of the important skills

to be taught by teachers to students (Koura and Zahran, 2017). Research on writing skills has been carried out by experts, such as in Malaysia (Jalaluddin and Yamat, 2011), Iraq (Muslim, 2014), Pakistan (Fareed *et al.*, 2016), Turkey (Ozturk, 2014), Mumbai (Deshpande, 2014) which states that writing skills are important for training and testing students' abilities so that they can express their ideas through written language, as well as overcoming student difficulties in writing, such as vocabulary selection, language, spelling, and use punctuation.

One of the media used is comic media, which is a medium that combines images with text. Gumelar (2011) argues that comics are sequences of images arranged according to the purpose and philosophy of the maker until the story message is conveyed, comics tend to be given the necessary lettering as needed. Comics display simple stories that are easy to understand. By using comic media, students will be more inspired in pouring and bringing their ideas into writing.

The use of comic media for fourth grade students in developing their writing skills, besides that the use of this comic media has several advantages, including: (1) comics are very interesting because of their concise, realistic and can be used as entertainment, (2) can add vocabulary for readers, (3) creating students' reading interest, and (4) expanding students' knowledge and interest in appreciation. As a visual media, comics have their own advantages when applied as media or teaching materials in learning. The use of comic media reduces verbal material delivery (Sudjana and Riva'i, 2011).

METHOD

The type of research used is Quasi Experiment. in the form of Randomized Control Group Only Design. The population in this study were fourth grade students of SDN Gugus V District X Koto Tanah Datar District with a sample of fourth grade students at SDN 26 Singgalang and fourth grade students at SDN 30 Singgalang. Sampling is done by Simple Random Sampling technique. The technique of analyzing data through initial knowledge tests, and the final test of narrative writing skills. The hypothesis is proposed using the t test formula.

RESULTS AND DISCUSSION

The results of this study will describe the description of the data "The Effect of Media Use of Comics Without Text and Direct Learning on Early Knowledge and Narrative Writing Skills for Grade IV Elementary Students. Data on the results of tests of narrative writing skills of students taught using media comics without text and direct learning. In the experimental class, there were 20 students, and the control class was 20 students. The narrative writing skills test of students taught using comic media without text is higher than the average test results for students' narrative writing skills taught by direct learning. The average test of students' narrative writing skills in the experimental class was 83.37 and the average narrative writing skill test of students in the control class was 76.75.

The requirements analysis test is conducted to see conclusions about the data obtained from the test of narrative writing skills of Class IV students in both sample classes. Before conducting a hypothesis test, the normality test and data homogeneity test are done manually first. Testing the first hypothesis in this study uses the t-test. From the distribution list t with a significance level of 0.05. Based on the above calculation it turns out that the value of tcount is $5.658 > t_{table} 2.0252$, then H_0 is rejected H_1 is accepted. It can be concluded that the results of narrative writing skills of students taught using comic media without text are higher than using direct learning.

Based on the results of the study, it can be seen that the narrative writing skills of students in the experimental class using comic media without text were higher than those of the control class students who used direct learning. This can be seen from the results of data analysis reinforced by the results of testing the first hypothesis using the t test with the conclusion that the narrative writing skills of students in the experimental class who use comic media without text are higher than the control class students who use direct learning.

The difficulties faced by students in writing skills can be trained as early as possible, so students get used to writing activities. In addition, to practice student writing skills. Related to narrative writing skills, some research results, such as in Francisco (Yeison, 2013), Netherlands (Torkildsen, 2015), Nepal (Sapkota, 2012), Colombia (Barreto, 2011), UK (Keen, 2017), Pakistan (Dastgeer and Afzal, 2015), show various

problems in learning narrative writing skills, namely (1) when writing essays students pay less attention to format, distance, spelling, grammar, and punctuation, (2) assessment of students' narrative writing skills that are less precise, and (3) the learning approach used by the teacher is still not appropriate when teaching narrative writing skills.

The problem of narrative writing skills can be influenced by several factors (Hermon, 2015). These factors can be in the form of internal factors originating from within the students themselves (Hermon and Dalim, 2006; Muslims, 2014), and external factors, such as: teachers, methods, teaching materials, and the environment (Hermon and Dalim, 2005; Wahyuningtyas *et al.*, 2016). The results of the study related to the low writing ability of students were also found by Dinarti (2013) that the results of the narrative essay writing test showed that students' vocabulary mastery was very lacking so that students had difficulty developing their ideas seen in the results of essays made by very short students, less skilled in composing sentences and the lack of using the right choice of words, and the use of spelling and punctuation is not appropriate.

Reviewing the above problems, one of the learning media is needed to see how much influence the learning media has on narrative writing skills. If there is influence and can improve the learning outcomes of students' writing skills, then the media used can be used in learning to write narratives. Teachers as material observers must be able to convey the material to be discussed using appropriate and interesting media (Correa & Domínguez, 2014). This will have an impact on the success of students in participating in learning and working on assignments given by the teacher. Even though the media used by teachers in teaching activities greatly influences the ability of students to master the material taught including in essay writing lessons.

CONCLUSION

There is an effect of using comic media without text on students' narrative writing skills in the experimental group better than students in the control group using direct learning. Based on the conclusions above, some suggestions can be made to improve narrative writing skills, including: (1) for students to be able to truly use and understand the use of comic media without text so that the learning process feels

interesting and fun (2) for the teacher the comic media should without text not only applied to writing skills, but also to other skills, (3) principals should apply comic media without text, especially essay writing material, (4) for supervisors should be used as input material to improve steps teacher-designed learning and implementation to be more effective and efficient so that the quality of learning and student learning outcomes increases, one of which is by using comic media without text, (5) for other researchers interested in conducting research on the effects of comics without text in order to research the influence of comic media without text on k other skills and skills and other topics and further enhance the implementation of media comics without text.

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