

## THE EFFECT OF MEDIA USE OF COMIC WITHOUT TEXT AND DIRECT LEARNING ON EARLY KNOWLEDGE AND 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 Early Knowledge and 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 and two-way ANOVA. The results of the study showed that there was an effect of the use of media comics without text and direct learning on the initial knowledge and writing skills of students in elementary school fourth grade with 1) tests of narrative writing skills of students learning using comic media without text higher than students learning using learning directly with the average in the experimental class 83.37 and the average in the control class 76.75, 2) the test of narrative writing skills of students with high initial knowledge who learn using comic media without text higher than those who learn using direct learning with the average in the experimental class 85.75 and the average in the control class 79.64, 3) the test of narrative writing skills of students with low initial knowledge who learn using comic media without text is higher than those who learn using direct learning with on average in experimental class 81 and average in class control 75.19, 4) there is no interaction between comic media without text and the initial knowledge of students on narrative writing skills with ftable 4.09 and fcount 0.547.

**Keywords:** Media Comics Without Text. Narrative Writing Skills. Early Knowledge..

## 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).

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 the students writing skills, the teacher can begin by testing the students' initial knowledge, with the students' initial knowledge, the teacher can analyze the students' level of understanding in the writing process, and analyze the students' difficulties in writing learning.

The problem of narrative writing skills can be influenced by several factors. These factors can be in the form of internal factors originating from within the students themselves (Muslims, 2014), and external factors, such as: teachers, methods, teaching materials, and the environment (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. In addition, the low student writing skills are also caused by the teacher still having difficulty choosing a suitable method to train students in learning writing skills. In addition, the learning process and the media used by the teacher are still limited (Mahyudin *et al.*, 2017).

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 and 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.

## 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 and two-way ANOVA.

## RESULTS AND DISCUSSION

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.

Data on the results of the narrative writing skills test students who have high initial knowledge who use comic media without text and direct learning. In the experimental class, students number 10 students, and the control class amounts to 7 students. Tests for narrative writing skills of students who have high initial knowledge using comic media without text are higher than the average results of tests of narrative writing skills students who have high initial knowledge are taught by direct learning. The average narrative writing skills test of students who have high initial knowledge using comic media without experimental class text is 85.75 and the average narrative writing skills test of students who have high initial knowledge who are taught using

direct learning in the control class is 79, 64. 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. Tests for narrative writing skills of students taught using comic media without text are higher than the average results of the writing skills test data. The results of the narrative writing skills test students who have low initial knowledge who use comic media without text and direct learning. In the experimental class, there were 10 students, and 13 students in the control class. The narrative writing skills test of students who have low initial knowledge using comic media without text is higher than the average results of the narrative writing skills test students who have low initial knowledge are taught by direct learning. The average narrative writing skills test of students who have low initial knowledge using comic media without experimental class text is 81 and the average narrative writing skills test of students who have low initial knowledge taught using direct learning in the control class is 75.19.

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  $t_{count}$  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.

The student 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. Data on the results of the narrative writing skills test students who have high initial knowledge who use comic media without text and direct learning. In the experimental class, students number 10 students, and the control class amounts to 7 students. Tests for narrative writing skills of students who have high initial knowledge using comic media without text are higher than the average results of tests of narrative writing skills students who have high initial knowledge are taught by direct learning. The average narrative writing skills test of

students who have high initial knowledge using comic media without experimental class text is 85.75 and the average narrative writing skills test of students who have high initial knowledge who are taught using direct learning in the control class is 79, 64.

Testing the second 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  $t_{count}$  is  $4.84 > t_{table} 2.131$ , then  $H_0$  is rejected  $H_1$  is accepted. It can be concluded that the results of the narrative writing skills test of students who have high initial knowledge using comic media without text are higher than the results of the narrative writing skills test of students who have high initial knowledge who use direct learning.

Testing the third hypothesis in this study using the t-test. From the distribution list t with a significance level of 0.05. Based on the above calculations it turns out that the  $t_{count}$  is  $6.535 > t_{table} 2.079$ , then  $H_0$  is rejected  $H_1$  is accepted. It can be concluded that the results of the narrative writing skills test of students who have low initial knowledge using comic media without text are higher than the results of the narrative writing skills test of students who have low initial knowledge using direct learning. Testing the fourth hypothesis in this study uses a two-way ANOVA test. From the list of distributions with a significance level of 0.05. Based on the above calculation it turns out that the calculated value is  $0.547 > t_{table} 4.09$ , then  $H_0$  is used  $H_1$  is rejected. It can be concluded that there is no interaction between comic media without text and initial knowledge of the ability to write student narratives.

Based on the results of the study, it can be seen that the narrative writing skills and initial knowledge of students in the experimental class using comic media without text were higher than 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 until the third hypothesis uses the t test and the fourth hypothesis uses the two-way ANOVA test with the conclusion that the narrative writing skills and initial knowledge of students in the experimental class using comic media without text is higher rather than control class students who use direct learning and there is no interaction between comic media without text and initial knowledge of the ability to write student narratives.

## CONCLUSION

There is an effect of using comic media without text on the initial knowledge and narrative writing skills of students 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 initial knowledge and 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 It is better if the comic media without text is not only applied to writing skills, but also to other skills, (3) the principal should apply comic media without text, especially essay writing material, (4) for supervisors should be used as input material to improve the learning steps designed and implemented by the teacher to be more effective and efficient so that the quality of learning and student learning outcomes increases, one of them by using comic media without text, (5) for other researchers interested in conducting research on the effects of comics without text can examine the influence of comic media without text on other skills and skills and other topics and further enhance the implementation of comic media without text.

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