



Enhancing Narrative Writing Skills in Fifth-Grade Students through Audio-Visual Learning and Independent Learning Approach

Febriari Triswanti¹, Gusti Yarmi², Aminudin Zuhairi¹

¹ Universitas Terbuka, Indonesia

² Universitas Negeri Jakarta, Indonesia

*Email: febriaritriswanti@gmail.com

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Abstrak

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Penelitian ini bertujuan mengukur pengaruh Media Pembelajaran dan Kemandirian Belajar terhadap Kemampuan Menulis Narasi Siswa Kelas V Gugus II Kecamatan Cempaka Putih. Metode eksperimen digunakan dengan populasi target 261 siswa. Sampel terdiri dari 43 siswa yang diberi Media Pembelajaran Film Animasi, terbagi atas 22 siswa kemandirian belajar tinggi dan 21 siswa kemandirian belajar rendah, serta 43 siswa yang diberi Media Pembelajaran Film, terbagi atas 22 siswa kemandirian belajar tinggi dan 21 siswa kemandirian belajar rendah. Hasil penelitian menunjukkan bahwa Kemampuan Menulis Narasi lebih tinggi pada kelompok yang diberi Media Pembelajaran Film Animasi daripada Media Pembelajaran Film ($F_{hitung} = 13,018 > F_{tabel} = 3,96$). Kemampuan Menulis Narasi juga lebih tinggi pada siswa dengan kemandirian tinggi daripada kemandirian rendah ($F_{hitung} = 11,922 > F_{tabel} = 3,96$). Terdapat interaksi antara Media Pembelajaran dan kemandirian terhadap Kemampuan Menulis Narasi siswa ($F_{hitung} = 61,052 > F_{tabel} = 3,96$). Penelitian ini berpotensi meningkatkan pembelajaran menulis narasi di Kelas V SD di Gugus II Kecamatan Cempaka Putih.

Abstract

This study aims to measure the effect of Learning Media and Learning Independence on the Narrative Writing Ability of Grade V Students in Gugus II, Cempaka Putih District. The experimental method was used with a target population of 261 students. The sample consisted of 43 students who were given Animated Film Learning Media, divided into 22 students of high learning independence and 21 students of low learning independence, and 43 students who were given Film Learning Media, divided into 22 students of high learning independence and 21 students of low learning independence. The results showed that Narrative Writing Ability was higher in the group given Animated Film Learning Media than in Film Learning Media ($F_{hitung} = 13.018 > F_{tabel} = 3.96$). Narrative Writing Ability is also higher in students with high independence than low independence ($F_{count} = 11.922 > F_{table} = 3.96$). There is an interaction between learning media and independence in students' narrative writing ability ($F_{count} = 61.052 > F_{table} = 3.96$). This research can potentially improve narrative writing learning in Class V elementary schools in Gugus II Cempaka Putih District.



INTRODUCTION

Narrative writing skills include the complex processing of words into a story that flows and captivates the reader (Riyanti et al., 2021). The problem of narrative writing skills in students often arises as a complex challenge in the educational process. Many students face difficulties in arranging words into a coherent and interesting story. One common problem is developing an organized storyline, resulting in fragmented and hard-to-follow narratives (Llewellyn-Beardsley et al., 2020). In addition, character development and detailed descriptions often lack depth, making the story less convincing and engaging for the reader []. It is not uncommon for students to also face obstacles in choosing the right words to describe emotions, atmosphere, and events in the story. Furthermore, the lack of innovative and interesting learning media also causes students to lack interest in practising narrative structure (Karuniakhalida et al., 2019). These problems can hinder students' ability to express creative ideas and personal expression effectively through writing.

Based on the researcher's initial observations and interviews with several teachers, the media used in learning to write is still very rare. This is due to the limited media alternatives at school for learning to write or the unsupportive school facilities and infrastructure. This limitation makes it difficult for teachers to guide students, especially in practising writing skills at school. The media teachers choose and use so far do not guide students well. Some of the media only guide operationally. In connection with the problem of learning to write, a solution is needed to solve it. To explore writing skills, it is necessary to present media that can improve writing skills. The media used provides a pleasant learning experience and can reconstruct the experience into knowledge (Rizal et al., 2016). Then, this media can stimulate students to produce sentences so that students can write well. These sentences represent students' ideas.

The media used in this research is audio-visual media. Researchers used audio-visual media in this study because audio-visual media is one type of media that can stimulate students in writing. Audio-visual media can portray events in the field more realistically (Sulfemi, 2018). Movie media, a variant of audio-visual media, was tried considering that movies can lead students to tell stories. This media is often used with the consideration that movies are suitable media for classes, small groups, and even individuals. In addition, movies can observe the dramatic recreation of an event (Sapto, 2009). The series of stories in the movie can lead students to master the storyline. Movies can also strengthen students' sense of emotion and response to learning (Astuti & Mustadi, 2014). In addition, movies can record students' motor activities and provide opportunities for students to observe and evaluate what they are witnessing.

Based on the background of the problem, some previous research results, and the existing reality, the researcher suspects that the use of audio-visual media and learning independence influences achieving maximum results from the students' narrative writing ability. So that whatever the goals to be achieved and the obstacles faced can be found to solve the problem by the teacher. Thus this study is expected to determine the effect of audio-visual learning media and learning independence on the ability to write narratives of grade V elementary school students.

METHOD

This research uses experimental quantitative research methods. The experimental research method, as expressed by (Sudjana, 2005), is research in which the researcher deliberately and systematically conducts treatment to variables and then observes the consequences of the treatment. The design used in this study was a treatment by level 2 x 2 design. The population in this study were all Class V students at public elementary schools in the Gugus II area of Cempaka Putih District, Central Jakarta, in the 2022/2023 academic year. There are six public elementary schools in the cluster II area of Cempaka Putih District, namely, SDN Cempaka Putih Timur 01 Pagi, SDN Cempaka Putih Timur 03 Pagi and SDN Rawasari 01 Pagi, SDN Rawasari 02 Pagi, SDN Rawasari 03 Pagi, and SDN Rawasari 05 Pagi.

In this study, two instruments were used in data collection, namely narrative writing skills instruments and learning independence instruments, to measure the narrative writing skills of grade V students. The learning process in class A, as an experimental class, uses animated film media, while class B as a control class, uses film media. Both experimental and control groups were taught and assessed by their respective class teachers with a focus on the grade V Indonesian language curriculum 2013. This study used tests to measure data to collect learning independence scores and narrative writing skills. The data analysis technique used a two-way Analysis of Variance (ANOVA) technique and continued using the Tukey Test.

RESULT AND DISCUSSION

Hypothesis testing in this study was conducted using a two-way analysis of variance (ANOVA) and continued with the Tuckey test if there was interaction in the test. A two-way analysis of variance was used to test the main effect and interaction effect between learning media and independence on narrative writing ability. By using ANOVA, the analysis results are shown in the following table:

Table 1. Analysis result

Variance source	db	JK	RJK	Fcount	Ftable	
					0.05	0.01
Learning Media	1	100.57	100.57	13.018**	3.96	6.95
Independence	1	92.10	92.10	11.922**	3.96	6.95
Interaction (AxB)	1	471.66	471.66	61.052**	3.96	6.95
Error	82	633.49	7,73			
Total	85	1297.83				

Based on the results of the two-way analysis of variance (ANOVA) above, it can be explained as follows:

The two-way analysis of variance between columns shows that the price of Fhitung = 13.018 is greater than Ftable = 3.96 at the level of significance $\alpha = 0.05$. This means that H0 is rejected and H1 is accepted. After the significant difference is tested, the next step is to see which is better for the children's narrative writing ability between the two treatments. Based on the results of the calculation, it turns out that the average value of the ability to write narratives of students who get animated film learning media (A1) is

69.44 greater than the ability to write narratives of students who get film learning media (A2) the average value is 67.28.

Based on the two-way analysis of variance between columns and rows, the price of $F_{hitung} = 61.052$ is greater than $F_{tabel} = 6.95$ at the significance level $\alpha = 0.01$. This means that H_0 is rejected and H_1 is accepted. Thus the second hypothesis, which states interaction between learning media and independence, is accepted significantly at $\alpha = 0.01$. The form of interaction can be presented in the following figure:

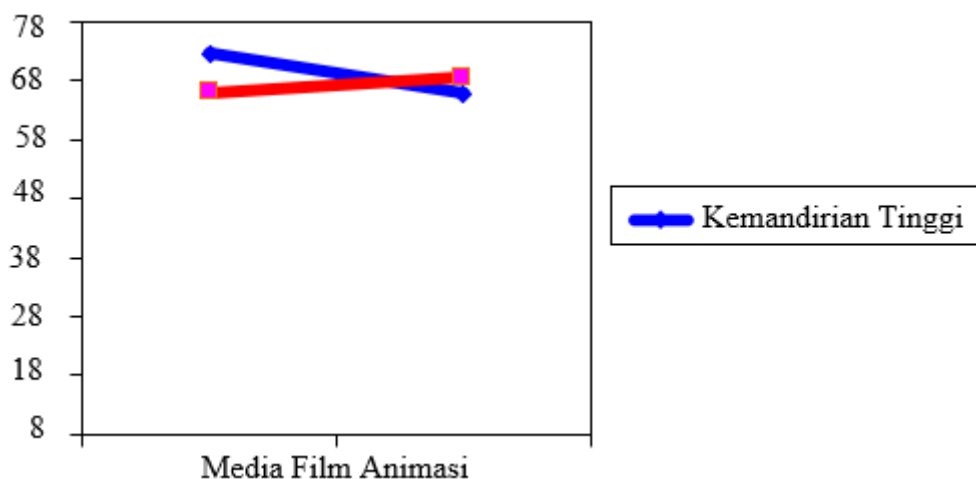


Figure 1. Interaction between Learning Media and Independence

The two-way variance analysis results between columns show that the price of $F_{hitung} = 11.922$ is greater than $F_{tabel} = 3.96$ at the significance level $\alpha = 0.05$). This means that H_0 is rejected and H_3 is accepted. After testing the significant difference in narrative writing ability between students with high and low learning independence, the next step is to see which is better for students' narrative writing ability between the two treatments. Based on the results of the calculation, it turns out that the average value of the ability to write narratives of students who have high learning independence (B1) is 69.40 greater than the ability to write narratives of students who have low learning independence (B2) the average value is 67.33.

For groups A1B1 and A2B1, t is greater than t_t or $16.05 > 2.02$ at $\alpha = 0.05$. This means that H_0 is rejected and H_4 is accepted. Thus, the fourth hypothesis, which states that the narrative writing ability of the group of students given the movie learning media with high independence is greater than that of those given the movie learning media with high independence, is accepted significantly at $\alpha = 0.05$.

For groups A1B2 and A2B2, t is greater than t_t or $6.26 > 2.02$ at $\alpha = 0.05$. This means that H_0 is accepted and rejects H_5 . Thus, the fifth hypothesis, which states that the narrative writing ability of students given film learning media with low independence is smaller than that of the group of students who are given animated film learning media with low independence, is significantly accepted at $\alpha = 0.05$. So that

students who have low independence are higher using the animated film method than students who have low independence with the animated film method.

Based on the results of the Analysis of Variance and further tests above, it can be stated that:

There is a difference in students' narrative writing ability between the group given the animated film learning media and the group of students given the film learning media. This is proven by the two-way Anava test obtained by $F_{hitung} = 13.018 > F_{tabel} = 3.96$, which is accepted as significant at $\alpha=0.05$.

This is because animated film is a learning media for students where students can learn through movies more interestingly. The film is a medium with a very large ability to help the teaching and learning process, as described by (Sadiman, 2008), which mentions animated films as a captivating factor and able to increase motivation. And the opinion (Agina 2003) states that animated films can improve students' skills and abilities. The results of this study are in line with the results of preliminary research that has been conducted although in different subjects such as the findings (Barak, Miri. Ashkar, Tamar, Yehudit, 2010), (Ali, 2011) (Nordin, Sharina Md. Ahmad, Wan Fatimah Wan. Masri, 2010) and (Kingsley, Karla V, 2009). Animated films can minimize the distance and time constraints during the learning process. Animated films can also clarify the intent or information presented through images that are presented more interestingly so that the information obtained when watching a movie becomes more real. Because of the clarity and accuracy of the images taken in the movie, it can also foster interest and motivation to learn.

The animated movie presents sound and moving images so that students' attention continues to be focused on learning (Astuti & Mustadi, 2014). This can be seen from the enthusiasm and spirit of students in learning. Animated images in the movie help students understand the condition or setting of the story presented in the movie. In addition, students become closer to the characters in the animated film and can feel the atmosphere in the movie in real life. So that students can get a real picture of the events experienced by the story characters, making it easier for them to pour their ideas into writing narrative essays. Students' attention becomes more focused on moving images and sound.

The second hypothesis, which states that there is an interaction between learning media and independence with the ability to write narratives, is proven by obtaining the value of $F_{hitung} = 61.052$, greater than $F_{tabel} = 6.95$. Thus, learning media must pay attention to children's independence.

Students with high independence given animated film learning media show greater narrative writing ability than those given film learning media. On the contrary, students with low independence who are given animated film learning media show smaller narrative writing ability than those given film learning media. This shows that in providing the right learning media, it must pay attention to children's independence. Students who have high learning independence are generally those who have: 1) curiosity, 2) self-motivation, 3) self-examination, 4) accountability, 5) critical thinking, 6) comprehension with little or no instruction, and 7) persistence (Alpha, 2015). With these characteristics, students with high learning

independence will provide better results using integrative themes because student activeness is needed in the teaching and learning process.

In this study, it was found that there was a difference in students' narrative writing ability between groups who had high learning independence and groups of students who had low learning independence. This is proven by the two-way Anava test obtained by $F_{hitung} = 11.922 > F_{tabel} = 3.96$, which is accepted as significant at $\alpha = 0.05$.

This is because students with high learning independence will be able to try on their own first to understand the lesson content they read or see through the animated movie. If they encounter difficulties, they will ask or discuss them with friends, learners/instructors or others. Independent learners will be able to find the learning resources they need. This means that students with low learning independence lack initiative, with or without the help of others, in determining their learning needs (Candy, 1991). So that children who have high learning independence will have higher narrative writing skills compared to children with lower learning independence.

The research hypothesis states that students' narrative writing ability in the group of students who have high independence and are given animated film learning media is greater than those who are given film learning media can be accepted. This can be seen in the mean score of students' narrative writing ability in the group of students with high independence who are given animated film learning media is significantly greater than in the group of students who have high independence who are given film learning media. Students who have high independence have good narrative writing skills. So if it is added with external factors, namely teachers who teach it and animated film learning media that help students learn based on their interests, then students with high independence will be even more successful in improving their narrative writing skills.

The fifth hypothesis that students' narrative writing ability in the group of students with low independence who are given film learning media is greater than those who are given animated film learning media is tested. Movie learning media will help students with low independence because they always want to be helped by their friends or teachers when they do something, so students with low independence are more appropriate to use the film method than the animated film learning media.

CONCLUSION

Based on the results of hypothesis testing described in the previous chapter, the following conclusions can be drawn: (1) the ability to write narratives of children who are given animated film learning media is higher than children who are given film learning media. From this picture, it can be said that to improve the narrative writing ability of grade V students, animated film learning media can be used; (2) There is an interaction between learning media and independence in students' narrative writing ability. (3) The ability to write narratives of children with high learning independence is higher than children with low learning independence (4) The ability to write narratives of children who are given animated film learning media in

the group of students who have high independence is higher than the group of students who are given film learning media. Thus, to improve the ability to write narratives of students who have high independence can use animated film learning media; (5) The ability to write narratives of children given film learning media in the low independence student group is higher than the student group given animated film learning media. Thus to improve the ability to write narratives of students who have low independence can be used film learning media; It can be concluded that to improve the ability to write narratives, students can use film learning media on students with low learning independence.

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