

The Effectiveness of Series Image Assistant Video Animations on Narrative Writing Ability of Elementary School Students

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ABSTRACT

The effectiveness of the use of animated videos with the aid of serial images was tested for its impact on the ability to write narratives of fifth-grade elementary school students. The study was conducted with a pre-experimental design for one group pretest-posttest. The population was taken with a saturated sample technique of 29 students. The data was extracted using test and documentation techniques as well as process assessment rubrics and writing results assessments that had been tested for validity and reliability. Data analysis was carried out descriptively and non-parametric statistics due to the non-fulfillment of the specified prerequisite tests. The results of the study show that animated videos assisted by serial images are effective or have a positive impact on students' narrative writing skills. Animated videos with the aid of a series of pictures can guide students in writing, starting from composing an outline to developing it in complete narrative writing.

Keywords: *Writing Narration, Animated Video, Picture Series, Elementary School.*

1. INTRODUCTION

Writing skills are one of the main skills in the student learning process. Among the writing materials, one of them is writing a narrative that contains a series of events or chronological events involving certain characters and settings [1]. Writing narratives can train students to think creatively and develop their imaginations [2]. Besides that, the narrative is also a representation of life, both realistic and imaginative. This is why for elementary school students, writing narratives has a positive impact on cognitive and socioemotional development [3].

Narrative writing is a form of discourse whose target is actions that are woven and assembled into an event that occurs in a unit of time. The skill of writing narrative essays is one of the most difficult language skills. Narrative writing requires expertise in providing a clear picture of an event or events so that readers can feel as if they are experiencing it themselves [4].

Based on the results of interviews with the fifth-grade teacher at SDN Cemorokandang 4 Malang on January 22, 2021, it is known that there are several difficulties experienced by students in learning to write narrative essays, including treasury or vocabulary mastery of

students who are still lacking so, making students difficult in determining the vocabulary to be used. in writing essays. Some still find it difficult to string words into sentences and connect one sentence to another into a paragraph. When the teacher asks students to write a narrative essay, students write briefly, concisely, and clearly, in the sense that the words used are very limited so that in the narrative essay written by students there are many repetitions of words.

This limitation of students in writing requires efforts to solve it considering the urgency of writing skills in general and in writing narratives. It is intended that in general writing involves stages of the process from pre to post writing such as drafting an outline, developing writing, revising, and others [5]. Moreover, for elementary school students who are still writing from beginning to advanced, the stimulus in writing is very important to use. The stimulus will stimulate students' creativity in writing because the narrative itself is also a literary text whose main purpose is not to present factual information [2].

Therefore, efforts are needed that can overcome the difficulties of writing student narrative essays.

Efforts to overcome students' difficulties in learning to write narrative essays are by using the right media. The media used should be able to facilitate students in organizing their ideas and in writing [6]. According to the characteristics of writing, which requires a stimulus in the process, animated video is believed to be the right medium to use because it is multimedia-based [7]-[8]. The use of animated videos in learning to write narrative essays is expected to stimulate students' imaginations to express ideas or ideas in writing narratives in chronological order. As the results of previous studies, how the application of the video itself has a significant positive impact on writing skills [9]—[10].

In addition, the learning conditions at SDN Cemorokandang 4 Malang which were carried out conditionally both offline and online were deemed to be in harmony with the use of digital media in their learning.

Animated videos can be accessed by students during asynchronous meetings in learning to write narrative essays. This background is the basis for testing the effectiveness of using animated videos in narrative writing skills. To be more effective, animated videos will also be equipped with serial images to guide students in writing. The impact of self-image on writing skills has been widely studied in its use as a suitable medium for writing in elementary schools [11]—[12].

2. METHOD

The effectiveness of animated video-assisted by serial images is explored by pre-experimental design in the type of one group pretest-posttest. The population in this study was the fifth-grade students of SDN Cemorokandang 4 Malang, totaling 29 students who were all involved with the saturated sample technique.

Table 1. Rubric for assessment of the narrative writing

Stage	Indicator	
Process	Pre-writing	Students determine the topic of the essay
		Students collect materials (ideas and information)
		Students compose an outline
	Writing	Students develop a framework
		Students determine the title of the essay
		Students plan and implement improvements to content and structure that are not appropriate
	Editing	Students reread the essay
		Students mark words, sentence structure, use of spelling, capital letters, and lack of punctuation
		Students correct words, sentence structure, use of spelling and punctuation that are not appropriate
	Publication	Students collect essays
Result	Content	Fill in the contents of the essay according to the given theme
		Fill in the essay according to the title made
	Intrinsic Elements	The essay contains the storyline
		The essay contains the setting (background) of the story.
		The essay is written chronologically and coherently
	Structure	The structure of the essay begins with an orientation presentation (introduction)
		Presenting complications (presenting conflict) stories
		Presenting story resolution (conflict solution)
	Spelling and Punctuation	Using standard words
		Spelling accuracy
		Use capital letters
		Using punctuation marks (period, comma, quotation marks) correctly
	Neatness	The essay is written neatly
		There are no scribbles on the text

Because the experiment itself was carried out by giving a treatment, the data were extracted by (a) a lesson plan specifically designed for learning to write narratives with animated videos and serial images, (b) tests for pretest and posttest along with the assessment rubric which can be observed in Tables 1 and 2, and (c) documentation. Before being used, the instrument was tested for validity with product-moment correlation and reliability using *Cronbach Alpha* to update data mining. The data itself was extracted using quantitative descriptive techniques and parametric statistics through the *t-test* if it met the prerequisite tests for normality through the *One-Sample Kolmogorov-Smirnov test* and

Table 2. Validity of narrative essay assessment instrument

Item	r_{xy}	Keterangan	No. Item	r_{xy}	Keterangan
1.	0.488	Valid	11.	0.540	Valid
2.	0.459	Valid	12.	0.513	Valid
3.	0.649	Valid	13.	0.586	Valid
4.	0.427	Valid	14.	0.493	Valid
5.	0.493	Valid	15.	0.568	Valid
6.	0.502	Valid	16.	0.412	Valid
7.	0.538	Valid	17.	0.535	Valid
8.	0.596	Valid	18.	0.602	Valid
9.	0.391	Valid	19.	0.492	Valid
10.	0.574	Valid			

In Table 2, it is shown that the 19 item indicators of the assessment instrument for writing narrative essays can be said to be valid because $r_{xy} > 0.388$. Next, a reliability test is carried out with reliable conditions if $r_{count} > r_{table}$ with a significance level of 5% which is calculated through the Cronbach Alpha formula. The results are in Table 3 which shows $r_{arithmetic} (0.841) > r_{table} (0.388)$ so it can be stated that the instrument is reliable.

Table 3. Reliability of instruments

Cronbach's Alpha	N of Items
0.841	19

3.2. Students' Narrative Writing Ability

3.2.1. Pretest Results

The ability to write narrative essays for fifth-grade students at SDN Cemorokandang 4 Malang before using animated videos assisted by serial pictures can be seen from the results of the students' pretests. The data from the students' pretest results are shown in Figure 1. To determine the level of completeness of the students' narrative essay writing pretest scores, the scores were

homogeneity through the *Levene Statistic test*. However, if the prerequisite test is not met then the data is analyzed non-parametrically through the Wilcoxon test.

3. RESULTS AND DISCUSSION

3.1. Instrument Validity and Reliability Test

The validity test was carried out empirically by testing the instrument on 26 respondents, namely fifth-grade students at SDN Jodipan Malang, the test results were then calculated using the Product Moment correlation formula.

converted into the classification of narrative essay writing completeness in Table 4.

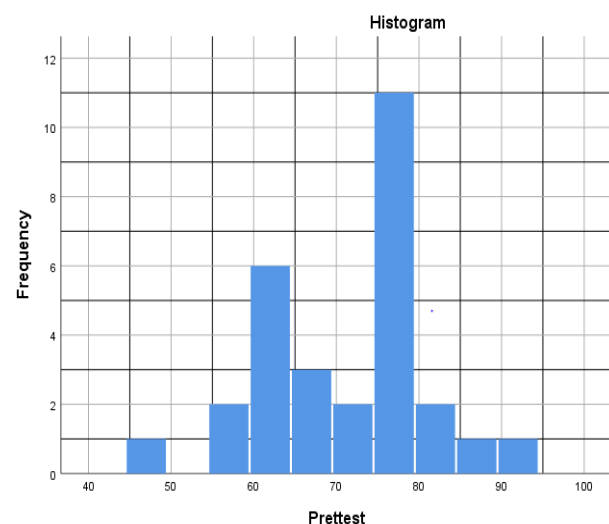


Figure 1. Bar chart of the frequency of the pretest scores

Table 4. Percentage of complete pretest results

Score	Category	Frequently	Percentage
≥ 75	Complete	15	51,7 %
≤ 75	uncomplete	14	48,2%

3.2.2. Posttest Results

After that, a posttest was carried out after the use of animated videos assisted by serial images with the results in Figure 2. The posttest scores were then converted into the classification of completeness in writing narrative essays in Table 5.

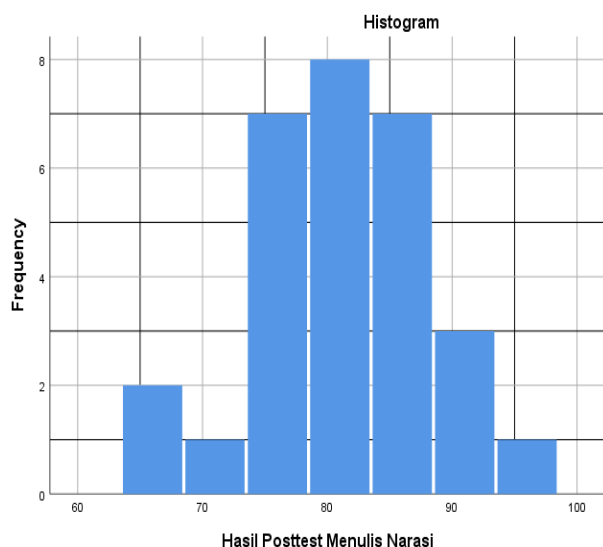


Figure 2. Frequency bar chart of posttest values

Table 5. Percentage of Posttest Completeness

Score	Category	Frequency	Percentage
≥ 75	Complete	26	89,6%
≤ 75	Uncomplete	3	10,3%

3.2.3. Treatment Effectiveness

The effectiveness of animated video-assisted by serial images on the ability to write narration is known after testing the hypothesis. Hypothesis testing is carried out based on several prerequisites, namely normality test and homogeneity test. The results are shown in Table 6 and Table 7.

Table 6. Normality test data

Group	Kolmogorov-Smirnov			Description
	Statistic	Df	Sig.	
Pretest	.174	29	.025	abnormal
Posttest	.109	29	.200	normal

Based on Table 6, it is shown that the pretest normality test obtained a significance value of 0.025 so that it is declared not normally distributed, while the posttest results obtained a significance value of 0.200 so that it can be declared normally distributed. Next, the homogeneity test was carried out using the Levene Statistic test with the results in Table 7. Based on this test,

it is known that the results of the homogeneity calculation of the pretest and posttest data obtained a significance value of $0.125 > 0.005$, so it can be concluded that the variance in the pretest and posttest data is homogeneous.

Table 7. homogeneity for pretest and posttest

Levene Statistic	df1	df2	Sig.
2,432	1	56	.125

Based on the prerequisite test, a hypothesis test was conducted using the Wilcoxon non-parametric test because there were data that were not normally distributed. The level of confidence in the Wilcoxon test is 95% with a significance level of 5%. The results of the Wilcoxon calculation analysis are shown in Table 8.

Table 8. Rank pretest and posttest

	N	Mean Rank	Sum of Ranks
Negative Ranks	0a	,00	
Positive Ranks	28b	14,50	,00
Ties	1a		406,00
Total	29		

From Table 8 it can be seen that there are 28 data with positive ranks and there is 1 student who gets the same result. This means that of the 29 students being compared, 28 students show that the ability to write narrative essays is better (positive ranks) after being treated with the use of animated video-assisted by serial images in learning compared to before being given treatment. Then, the hypothesis is tested by comparing the significance level (p-Value) in Table 9.

Table 9. Wilcoxon test

Z	-4.360a
Asymp. Sig. (2-tailed)	,000

Based on Table 9, the value (p-Value) is $0.00 < 0.05$, so it can be stated that animated video-assisted by picture series is effective for improving the ability to write narrative essays for fifth-grade students at SDN Cemorokandang 4 Malang.

3.3 Discussion

Narrative writing has a different structure compared to other techniques. The structure in question includes the theme and content of the essay, logical content of the essay, organization of ideas, grammar, diction, and

spelling [12]. In addition, in this study, aspects that students need to pay attention to in writing narrative essays are intrinsic elements and essay structure. The building elements in fiction include characters and characterizations, plot, setting, point of view, themes, and language style. While the structure of the narrative text consists of four parts including (1) orientation or introduction, (2) complications, (3) resolution, and (4) reorientation [13].

It is the existence of these aspects in an essay written by students that need to be considered. In this study, an animated video-assisted by a series of pictures is intended to help students develop ideas in writing essays. As with previous research, the selection of using animated video media with the help of serial images in learning to write narratives must consider various factors. The criteria for selecting and using this media refer to being following the objectives, appropriate to support lessons, practical, flexible, durable, and the media can be mastered by the teacher skillfully [14]—[15]. In addition, the use of animated videos or series images is no stranger to being used in learning.

In this study, researchers collaborated on animated videos with serial images. Animated video-assisted by serial images in this study were used as a treatment in learning before being given a posttest, while before the pretest, learning was carried out conventionally without the use of media. The difference that resulted after students were given treatment (posttest) in the form of using animated videos assisted by picture series in learning to write narratives appeared in the ability to write essays of students whereby observing videos and picture series students can determine the theme of the essay and collect more information that will be used in writing. essay and able to develop it.

Through the help of keywords from the picture series, students can easily connect sentences into a paragraph in addition to looking at a series of picture series, the content of student essays is more structured and chronological [6], [16]. The use of appropriate learning media can help students achieve the indicators of writing narrative essays besides that it can increase students' interest in the subject matter to be taught.

This is supported by research that the learning steps applied when using video-assisted series help students prepare and deliver learning objectives [5]. In addition, it also conducts a question and answer activities about student understanding, observes videos, collects information from videos, observes and makes image descriptions, guides students to develop knowledge and skills in writing essays together, evaluates learning, and summarizes what has been taught. The learning steps are contained in five stages of writing including, pre-writing, writing, editing, revising, and publication stages [13]. All of these steps will make it easier for students to write

narratives, especially with the help of videos and serial images.

4. CONCLUSION

The overall data from this study shows that the use of animated video-assisted by serial images is effective on the skills of writing narrative essays for the fifth-grade students of SDN Cemorokandang 4 Malang. In this study, the average pretest was only 71.07, with a minimum value of 47 and a maximum value of 91. However, after being treated using animated video-assisted by serial images, the posttest average increased significantly to 81.29, with a score of 81.29. a minimum of 66 and a maximum value of 97. From the results of this study, animated video-assisted by serial images can be an alternative for teachers to improve students' narrative writing skills.

Further researchers can make animated videos assisted by serial images as a reference and add references and as comparisons for further researchers, especially those related to the ability to write narratives. Further researchers can also collaborate with animated videos assisted by serial images or other learning media with other learning models or methods to improve students' ability to write narrative essays.

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