

THE IMPLEMENTATION OF SERIAL IMAGE MEDIA IN LEARNING GERMAN WRITING SKILLS TO STUDENTS OF GERMAN LANGUAGE EDUCATION FBS UNM

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Abstract

This research aims to describe the process, results, and response of students to the learning of German writing skills through serial media students of German Language Education Study Program FBS UNM. This research is a classroom action research with a qualitative descriptive approach. The subject of this study is the student class A of German Language Study Program FBS UNM with 28 students. This research was carried out in two cycles with Essen und Trinken subject matter, each cycle includes four stages, namely planning, implementing actions, observations and reflection. Data collection is done through several procedures, namely observation, questionnaire, and test. The application of serial image media is a two-dimensional visual media learning consisting of several images which are a series of certain events that have a single story between one picture and another which is then written in writing. Serial images can train, sharpen students' imagination, and improve the results of writing German language students of German Language Education Study Program FBS UNM. This can be seen in the increase in the results of writing German language students from cycle I to cycle II. For learning outcomes of cycle I obtained completeness value 73,68% while in cycle II obtained completeness value of 89,47%. It means that the application of serial image learning media can improve German writing skills in German language education students FBS UNM.

Keywords: Learning media, Series Picture, German language, Writing

Introduction

Language is an important communication tool, because through language people can interact with another one. Interact itself is a form of communication in the form of language. Language has a big role in process of think because all kind of idea and concept is expressed by language. Concepts and ideas are poured by language is the forerunner to the development of science today.

By language, people can interact with another one. Interact itself is a form of communication in the form of language. Language as a tool that is used to express idea, feeling, and concept to other people. Language also can be described someone's feeling either directly or indirectly.

In learning German, there are four language skills which needs to be mastered and developed, that are : listening skill (Hoerverstehen), speaking skill (Sprechfertigkeit), reading skill (Leseverstehen), and writing skill (Screibfertigkeit). Beside the four skills, there are two another skill, that are stucture (Strukturen) and vocabulary (Wortschatz). From the four, writing skill as research reference.

Writing skill is one of aspect in productive language skill which is important to be mastered by the student. Considering the importance of these skills, students are required to be able to write, either in writing sentence or essay in German. So, there needs to be a learning media that can improve student learning outcomes, specially in German writing skills. Observed by researcher, still there are many new students who have difficulty in writing, specially writing German, therefore there is a need to examine comprehensively the efforts that need to be done so the students become skilled at writing German.

According to Harahap (2018) Students' writing skill at the eleventh grade of MAN Sipagimbar was categorized "good" through the implementation effect of picture sequences strategy. Another research was done by Azhar (2018) to know the improvement students' writing skill of procedure text by using picture series of eight grade year student SMP IT An-Naas Binjai. From the result of that study it can be concluded that use of picture series can improve the ability of writing procedure text students. Based on series of pictures consisting of two or more pictures which are one unified story. A picture or series of pictures can be used as material for composing a German essay. Based on the description above, the researcher is interested in researching by

applying the media of series pictures to students of the German Language Education Study Program at FBS UNM.

Learning media is a tool that helps channel learning messages to students, stimulates students' minds, and attracts students' learning interest in their learning activities so that learning objectives can be achieved well.

Series picture is a series of images consisting of two or more images which are one unified story. A picture or series of picture can be used as material for composing an essay.

According Arsyad (2009:119) series picture is a picture with a series of activities or stories presented sequentially. Students practice to describe each picture, the results of the description of each picture when strung together will become a complete essay. In line with Arsyad, Tizen (2008) that serial images are a number of images that illustrate the atmosphere being told and show the continuity between one picture and another.

According Sadiman (2011:29) that the serial image is a series of images consisting of two or more images which is a unified story. Images or photos are generally interconnected to form a series of storylines. Each picture or photo is given a serial number in accordance with the sequence of the story. This media is very suitable for practicing written expression skills (composing).

This opinion is similar to what was stated by Dalle (2018:17) the serial image is one of the learning media in the form of two-dimensional visual media consisting of several images which are a series of certain events that have a unified story between pictures and with other images.

Opinion about serial images also expressed by Nurgiyantoro (2001:404) whose essence is a story picture or serial image containing an activity, reflecting a particular purpose or idea, meaningful, and showing a particular context situation. The use of serial image media in learning can focus the students in receiving the material so that students are not easily bored in the learning process. This media is also used to stimulate students' thinking power to be able to express their ideas and concepts more creatively.

From the opinions above it can be concluded that the serial image is a two-dimensional visual media consisting of several images which are a series of certain events that have a unified story between one image and another. Serial images can train and sharpen students' imagination which is written in writing.

The serial image is a learning media which in its application requires steps so that the presentation can run properly. The following are the of using serial image learning media, namely : (1) conveying the objectives to be achieved and learning material briefly, (2) dividing students into groups, each group consisting of several people, (3) explaining the media of learning serial image, (4) each group representative takes a series of images related to the learning material. Then each group observed the series of image, (5) after being observed, each group wrote a German essay based on the series of image, (6) after finishing writing, each group representative read a simple essay of German that has been made.

Subana, et al (2011:324-325) suggest the advantages of serial learning media, namely (a) images are easily obtained in books, magazines, newspapers, albums, photos and so on, (b) can translate abstract ideas in a more real form. (c) images are easy to use because they do not need equipment, (d) images are relatively inexpensive, and (e) images can be used in many ways and in various disciplines. Another opinion was expressed by Angkowo and Kosasih, (2007:29) that the advantages of serialized learning media that summarized are (1) helping students remember the names of objects or people they saw, (2) help accelerate students in understanding the material, (3) help students in understanding the concepts of the material being studied. The teacher can develop the desire to learn student language through serial images, facilitate them in learning with authentic media in daily life, and can provide diversity in learning languages and elements of language. Meanwhile Tarigan (2008:55) argues that the advantages of serialized learning media are essentially, (1) developing skills to see casual relationships or messages implied in the picture, (2) developing students' imagination, (3) practicing accuracy and thoroughness students in paying attention to something, (4) developing the power of interpretation of visual forms into words or sentences. Opinion about regarding the advantages of serial media learning was also stated by Sanaky (2009:92) whose essence is (1) easy to use by the instructor, (2) the instructor while explaining can pay attention and control all learners in the class, (3) the teacher can deal with the learner while looking at the picture contained in the serial image media and (4) the learner can receive information from the teacher. Based from the opinion above it can be concluded that the serial image learning media is a practical learning media, easy to use, and can train students' creativity.

Method

This research is a class action research using a qualitative method approach which is carried out in two cycles with the Essen und Trinken subject matter. Each cycle goes through the planning, implementation, observation and reflection stages. All aspects that affect the course of the learning process in the classroom are used as research material.

The result of the research are described by the researcher based on real (concrete) data during the research process. The presentation of the research process and results is described systematically in accordance with the results of the research results.

This research was carried out in the Language and Literature Faculty of Makassar State University and the subject in this study were students of Grade A German Language Education Study Program FBS UNM totalling 28 students consisting of two male students and 26 female students.

Data collection is done through several procedures, including; observation, questionnaire, and test. Observation were made to observe firsthand how student learning outcomes during the learning process took place, questionnaire were conducted to find out students' responses during the learning process with the application of serial image media, and test were carried out to find out the results German writing skills for students with the application of serial image media.

Results and Discussion

In addition to its advantages, the serialized learning media also has drawbacks as stated by Subana, et al (2011:324-325) whose essence is (a) because it has two dimensions, the image is difficult to describe the actual shape (three dimension), (b) the picture can't show motion as well as live images, and (c) students cannot always interpret the contents of the picture. Another opinion was also expressed by Sanaky (2009:92) that the lack of serial image learning media is (1) more emphasizing the perception of the senses, and (2) the size is very limited for large groups. Meanwhile according Hamdayana (2014:23) the shortcomings of the serial image learning media are: (a) the image only emphasizes the perception of the eye senses (b) images of objects that are too complex are less effective for learning activities (c) the size is very limited for large complexes (d) in general only two dimensions that appear on one image, while the other dimensions are not very clear (e) cannot show a whole motion pattern of an image unless it displays a number of images in a sequence of events.

Based on research that has been carried out during the implementation of German learning in class A German education study program FBS UNM in the first cycle is quite conducive, although at the beginning of the learning activities there were most students less motivated in taking lessons. The students is just silent, does not respond too much to the explanation conveyed by the lecturer.

Implementation of further research students were divided into six groups. There are four groups, each consisting of five students and there are two groups, each consisting of four students. Then each group is given a series of pictures or serial images. During the learning process there were only a few students who were active in compiling a series of pictures provided, but overall the German language learning activities went well.

At the end of the first cycle meeting students were given the first test to find out the skill of writing German language essays for students during learning by applying serial image. The test tested for student is a test of German writing skills based on the keywords given. Based on the results of the first test of the first cycle, the passing score was 73,68%. There are some mistakes in writing German essays by students, that is the information conveyed in writing is not fully conveyed properly and is not too communicative, the written sentences contain little lexic, morphological, or errorsyntactic, and orthographic.

Based on the analysis of learning in cycle I, there are some disadvantages of learning, namely; students are not entirely ready to receive the material and understand the material they have obtained, most students are still hesitant in developing their ideas, some students also still lack confidence to read the essays that have been made.

Based on the test results in the first cycle, learning with the application of serial image media was carried out in cycle II to improve learning in cycle I. The learning process is still done by dividing the group and a series of images that are more interesting so that it can develop creativity in developing ideas which are then poured in the German language essay.

In cycle II, errors that occur in cycle I try to be minimized. Some of causes that cause test results in cycle I have not met the indicators of success. Some of the efforts carried out include; discipline students such as asking students for readiness to receive material before the learning begins, explaining the material that has not been understood by students, motivating students to be brave in developing their ideas and concepts.

These efforts have a positive impact, students appear to be more active in expressing their opinions regarding the series of serial images give, besides that students are also active in asking questions or answering questions posed by lecturer. The interaction between students in the group also look intensive. German language learning activities take place with enthusiasm and joy. Students were also very enthusiastic when the lecturer asked them to read the essays thah had been made. Essays made are also more creative, students can express their ideas and concepts communicatively in accordance with the theme given.

At the end of the second cycle meeting the students were again given the second or final test to find out the results of the students' German writing skills during the learning by applying the serial images in the second cycle. The tets that was tested to students was a test of German writing skills. Based on the analysis of the results of learning cycle II, it is known that the results of German language essay writing skills have fulfilled the indicator of success with completeness reaching 89,47%. The results obtained in cyle II can increase and be better than cycle I because the factors that cause the lack of results of writing German language in the first cycle can be minimized. The second test results show that almost all the information conveyed in the writing is very communicative in accordance with the theme, the sentences written contain little lexic, morphological, syntatic,

and orthographic errors but do not interfere with the systematic order of writing in the German language essay. These results indicate that the application of serial image media can improve students' German writing skills.

The results of observations during the implementation of German language learning by applying serial image media showed that the classroom conditions were quite conducive, calm and a positive response from students in participating in learning by using serial images. Students look happy and enthusiastic in the application of serial image media, this is similar with Sardiman's opinion (2011:29) that a serial image is a series of images consisting of two or more images which are one unified story that forms a plot of story lines that can be very suitable for practicing written expression skills (composing). Although in the first cycle there were still some shortcomings in learning German writing skills. However, these deficiencies have been minimized. Application of serial image media.

The observation of the researcher also showed that though the application of serial media the students followed the lesson with enthusiasm and joy. It is in accordance with the affective and cognitive functions of the use of visual learning media (image) that can arouse students' emotions to be more active in the process of teaching and learning activities and can facilitate the achievement of goals to understand and remember information contained in the picture (Levie and Lentz in Arsyad, 2009:18).

The result of the data from the questionnaire showed that almost all students thought that the use of serial image media can help students in learning German writing skills easily. In accordance with the students' opinion that the media of serial images are also classified as very interesting learning media and have very clear images. This can increase students' concentration on the subject matter being studied.

Some lecturers also agreed to the application of the serial image media in learning German writing skills. The application of serial image media can help students receive the subject matter that has been taught.

The statement is supported by a compensatory function that the media can accommodate students who are weak in receiving and understanding the content of the lesson in the form of text/verbal (Levie and Lentz in Arsyad, 2009:18). Therefore, students who have less ability can take advantage of the application of serial image media in understanding and receiving German writing skills.

The success of a learning is not only viewed in terms of process, but also seen from the results. Overall the results of the data state that after the application of the media the image is of the average value of the students.

Thus, the application of serial image media has proven to facilitate students in receiving learning material. The statement is similar with Sudjana's opinion (2005:99) which explains that learning media has a very important role, because through the material subject media can be more easily understood by student.

Conclusion

The application of serial image media in learning German writing skills for students of the German Language Education Study Program FBS UNM can improve students' German writing skills. This is shown in the results of cycle I obtained completeness of 73,68% and has increased in cycle II with learning completeness of 89,47%. The results of the observation also showed an increase in students' enthusiasm and motivation for the lesson learned in writing German. Students are more active in participating in learning by using serial images. Based on the questionnaire data shown that the application of serial image media can help students in learning German writing skills.

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