



Effectiveness of Serial Image Media on English Descriptive Paragraph Writing Ability of Students of SDN 006 Batu Aji

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ABSTRACT

This study aims to measure how effective serial picture media is in the ability to write descriptive paragraphs in English for students of SDN 006 Batu Aji. This research uses experimental quantitative method. This research is used comparative approach with inferential statistics. The results showed that there is no significant influence between the series picture media and students' English descriptive paragraph writing ability, and it was low and there was a decrease. From the results of this study, it can be concluded that the use of picture series media can improve students' descriptive paragraph writing skills, but image adjustments are needed so that the picture series media is effective.

Keywords: serial image media, writing, teaching media, descriptive paragraph

Introduction

Every human being must pursue education, and Indonesia is no exception. Education is a key factor in producing a smart, creative and accomplished generation. According to the Ministry of Education and Culture (Kemendikbud, 2014b), Education is a fundamental human right for all Indonesian citizens. Every Indonesian citizen has the right to obtain a quality education in accordance with their interests and talents, regardless of social status, economic status, tribe, ethnicity, religion and gender. Education also equips learners with spiritual and religious strength, self-control, character, intelligence, moral integrity, and skills that can be used to develop themselves

and society. Education gives learners spiritual and religious strength, self-control, character, intelligence, moral integrity, and skills that can be used to develop themselves and society. Education is also an effort to consciously and intentionally create learning environments and processes that enable students to learn in ways that support their learning (Rahman et al., 2022). Therefore, in order to contribute to society and move the country forward, every young Indonesian must receive an education.

Adam et al., (2023) explained that language plays a crucial role in facilitating communication, expressing ideas, delivering knowledge, reviewing concepts, and sharing thoughts. In addition to commonly spoken languages, the world is home to an extensive variety of linguistic forms. In addition, English is one of the languages that must be mastered throughout the world, including in Indonesia. According to the Ministry of Education and Culture (Kemendikbud, 2014), English is a compulsory subject that will be taught in elementary schools starting in the 2027/2028 academic year. This decision is regulated in Permendikbudristek Number 12/2024. In English, there are several language skills that need to be mastered, namely speaking, writing, reading, and listening (Durga & Rao, 2018). One of the basic competencies that students must master in learning English is writing skills. Writing skills are very important to master because from mastering these writing skills, students can develop the ideas they have in a work, both fictional and non-fictional works that can be useful for their future. However, many students still experience difficulties in expressing these ideas in writing. To overcome this challenge, one method that can be applied is the use of serial drawing media.

Serial picture media has great potential to assist students in developing imagination, constructing logical storylines, and organizing ideas into coherent writing. Several studies have also confirmed that picture series can significantly improve students' ability to generate ideas and write descriptive texts effectively (Puspitaloka, 2016; Rosidah et al., 2024; Susiana, 2018)). Abidin (2015) states that image media is a visual aid that serves to convey messages or learning information to be more easily understood by students. Sanjaya added that a picture series is a series of illustrations that are interconnected, functioning to support learning in building a logical and interesting storyline, so that it can encourage students to think creatively (Sanjaya, 2016). Sudjana and Rivai explained that image media acts as a means of visual communication that clarifies concepts and makes it easier for students to understand learning concretely (Azirah et al., 2023).

In the context of picture series, this media provides a logical guide to structuring the story. Meanwhile, Uno & Lamatenggo (2022) revealed that the series picture media combines visual aspects with storylines, which can help students organize ideas in a structured manner in improving short story writing skills. Given this potential, it is anticipated that the writing technique utilizing series picture media will be a novel approach to enhancing students' writing abilities in an imaginative, methodical, and enjoyable manner.

Descriptive paragraphs are essential because they help readers visualize the author's meaning. Descriptive paragraphs provide a clear picture of an object or situation by involving the five senses. The goal is to help the reader get an impression of the object, idea, place, or event that the writer wants to convey. With this description, it is as if the reader can feel the atmosphere described, such as seeing, hearing, touching, smelling, or even feeling it directly (Abdullah, 2019). However, the improvement of descriptive

paragraph writing skills can be trained since elementary school by using serial picture media. The researchers decided to research and measure the effectiveness of serial picture media on the ability to write descriptive paragraphs in English of fourth-grade students at SDN 006 Batu Aji, Batam, Riau Islands, Indonesia.

The purpose of this research is to find out how effective the use of picture series media is in helping elementary school students write English descriptive paragraphs. This research focuses on how the series pictures can develop students' imagination or ideas.

The researchers found a number of gaps in this study, namely the instrument used to research be still fairly difficult to write English descriptive paragraphs, because elementary school students do not yet have a wide vocabulary to form a descriptive paragraph based on ideas. Further development is needed to customize media that is easier for students to understand.

The researchers also that there is a gap in students' understanding of how to write descriptive paragraphs, so it is necessary to develop learning techniques with a more effective approach to overcome students' difficulties in writing English paragraphs.

Methods

To achieve the research goals, the study applied a quantitative experimental method. Experimental research is a method used to find the influence of certain treatments on other variables under controlled conditions (Sugiyono, 2020). The main reason the researchers use the experimental research approach is because in this study, the researchers apply a learning media, namely a series of pictures, to measure students' ability to write descriptive paragraphs in English. For that reason, the researchers must provide practical treatment and measure its influence quantitatively.

To achieve the objective of the effectiveness of implementing the series of images media, the researcher used the Pretest-Posttest One Group Design experimental research design. The Pretest-Posttest One Group Design experimental research design only involves one group, namely the experimental group that receives the treatment with measurements taken before (pretest) and after (posttest) the treatment (Sugiyono, 2020). Measurement is conducted so that the results of the treatment can be known more accurately, because it can compare with the situation before the treatment is given. This research consists of pretest stages, followed by administering treatment using a series of picture media, and finally conducting a posttest. Illustration below is the Pretest-Posttest Control Group Design experimental research.

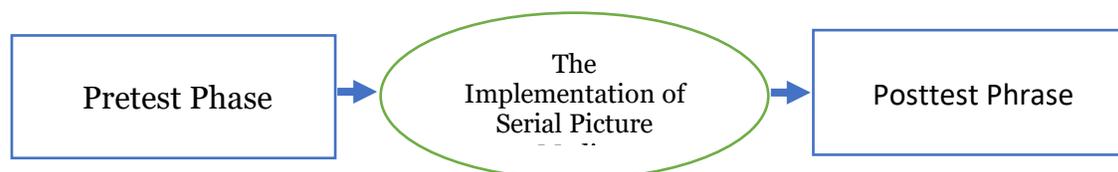


Figure 1. Picture of Experimental Research Pretest-Posttest Control Group Design (Sugiyono, 2023)

- This research was conducted at SD Negeri 006 Batu Aji, Batam. This research was conducted from January 16, 2025 to January 24, 2025. This research was conducted for 3 meetings, namely the first meeting on Thursday, January 16, which was to carry out a pretest (initial test) using serial image media, then on January 20, researchers conducted research using serial image media to measure students' ability to write descriptive paragraphs in English, and the last on January 24, 2025, students carried out a posttest to determine students' ability to write descriptive paragraphs in English.

The population of this study were students of SD Negeri 006 Batu Aji, Batam, Riau Islands Province, Indonesia. The population determined in the study was grade IV students, consisting of 6 study groups. The population consists of a total of 234 students. The following is below the data of 4th-grade students of SD Negeri 006 Batu Aji, Batam.

Table 1. Research Population

No.	Class Names	Classification		Total
		Female	Male	
1	IVA	15	23	38
2	IVB	20	20	40
3	IVC	18	21	39
4	IVD	23	17	40
5	IVE	17	21	38
6	IVF	21	18	39
Total		114	120	234

Sample is part of the population to be studied. The sampling method in this study uses a purposive sampling technique. Purposive sampling is a sampling technique with special considerations so that it is feasible to be sampled. The research sample consisted of IVF class students of SD Negeri 006 Batu Aji with a total of 30 students. Researchers determined class IVF as a research sample with several considerations, including that the sample that had been selected was considered the most qualified to be the object of research, in this case examining the effect of using serial image media on the ability to write English descriptive paragraph of grade IV students of SDN 006 Batu Aji.

Research Instrument

Student Observation Sheet

This student observation sheet is used to observe the implementation of descriptive paragraph writing activities with serial image media at SDN 006 Batu Aji. The criteria for evaluating the observation sheet are:

Table 2. Student Observation Criteria
(Source: Arikunto, 2008)

No	Score	Categories
1.	< 20%	Very Poor

- 2. 21% - 40% Less Good
- 3. 41% - 60% Good enough
- 4. 61 - 80% Good
- 5. 81 - 100% Very good

Pretest and Posttest Instrument

The research instruments used in this study were a test on writing descriptive paragraphs using a picture series on daily activities and a test on writing descriptive paragraphs using a picture series on planting. The assessment criteria are:

Table 3. Guidelines for categorizing Student Short Story Writing Results
(Source: Arikunto, 2013)

No	Learning Outcome Score	Category
1	90 - 100	Very High
2	80 - 89	High
3	65 - 79	Medium
4	55 - 64	Low
5	0 - 54	Very Low

Assessment Rubric

The following is a rubric designed to measure the results of both the pretest and posttest in assessing students' ability to write a descriptive paragraph in English:

Table 1.4 Assessment Rubric Guidelines

No	Aspects assessed	Maximal Score
1	Topic development	20
2	Content organization	20
3	Sentence structure	20
4	Word choice	20
5	Spelling	20
Total		100

Data Source: Pre-research observation guideline

Discussion

Data Collection Techniques

The data collection techniques in this study included pretest and posttest tests, which were conducted to determine the improvement of the ability to write descriptive paragraphs in English. The pretest was conducted by asking the students to write descriptive paragraphs in English using serial pictures as media first. The posttest was conducted by asking students to write descriptive paragraphs in English using a series of pictures that were different from the previous pictures. After that, the students' pretest and posttest test results were assessed with rubrics that had been tested for validity by experts.

Research Hypotheses

The hypotheses in this study can be formulated;

H_0 = there is no significant difference before and after conducting pretest-posttest tests in measuring the effectiveness of students' descriptive paragraph writing skills in English.

H_1 = there is a significant difference before and after doing the pretest-posttest test in measuring the effectiveness of students' descriptive paragraph writing ability in English.

Student Pretest Results

Based on the results of research conducted by researchers in class IV SDN 006 Batu Aji, data collected through test instruments have been obtained and have been managed by two raters so that student learning outcomes can be known in the form of scores from 30 samples in class IVF SDN 006 Batu Aji.

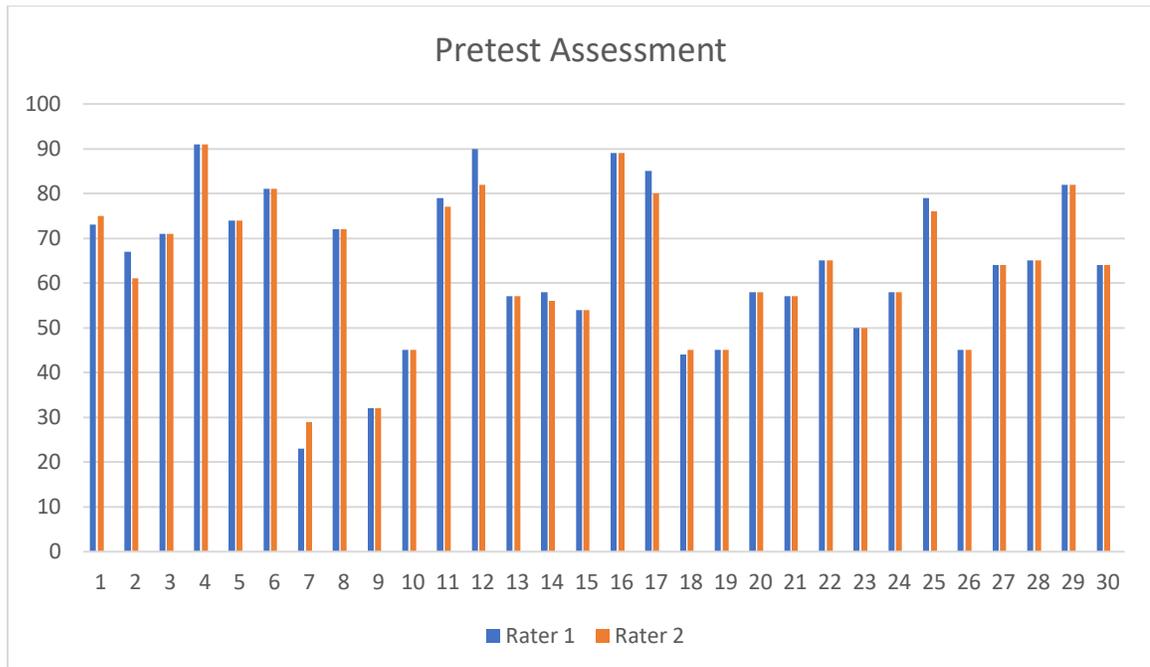


Figure 2. Description of Pretest Assessment English Descriptive Paragraph Writing Skills Class IV SDN 006 Batu Aji

The researchers tested the inter-rater reliability to determine whether the measured test was appropriate using SPSS (Cohen-Cappa), the results are below:

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	,686	,085	17,759	<,001
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the following results, it has been found that Kappa = 0.686, that is indicating a good level of agreement between the two raters or instruments. The T-value of 17.759 indicates that the results are highly significant and could not have happened by chance. And the p-value of 0.000 indicates that this result is significant.

Student Posttest Results

Based on the results of research conducted by researchers in class IV SDN 006 Batu Aji, data collected through test instruments have been obtained and have been managed by two raters so that student learning outcomes can be known in the form of scores from 30 samples in class IVF SDN 006 Batu Aji.

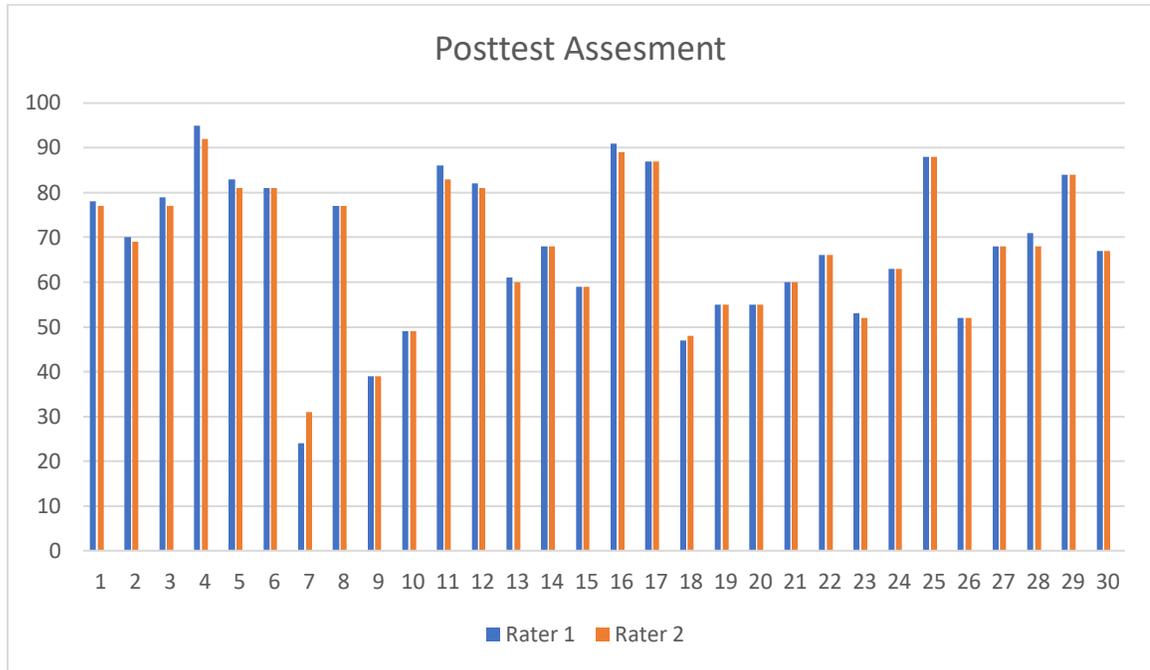


Figure 3. Description of Pretest Assessment English Descriptive Paragraph Writing Skills Class IV SDN 006 Batu Aji

The researchers tested the inter-rater reliability to determine whether the measured test was appropriate using SPSS (Cohen-Cappa), the results are below:

Symmetric Measures

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement Kappa	,552	,091	16,681	<,001
N of Valid Cases	30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

From the following results, it has been found that Kappa = 0.55, that is indicating a good level of agreement between the two raters or instruments. The T-value of 17.759 indicates that the results are highly significant and could not have happened by chance. And the p-value of 0.000 indicates that this result is significant.

To draw hypothesis conclusions, researchers first tested the normality of the data using the Shapiro-Wilk formula using the SPSS assistance application.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00003	,078	30	,200 [*]	,973	30	,610
VAR00004	,117	30	,200 [*]	,968	30	,491

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From these results, it can be seen that the pretest result Sig.= 0.610. Sig. >0.05, then the pretest results are normally distributed. While the posttest result Sig.= 0.491. Sig. >0.05, then the posttest results are normal. Therefore, both pretest and posttest results are normally distributed because the values are both greater than 0.05.

Furthermore, researchers used paired t-test to compare two groups of data, namely pretest and posttest scores from the same group to see if there was a significant difference before and after treatment. This comparison was done using the SPSS application. The following are the results of paired- t-test:

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00003 - VAR00004	-4,117	3,500	,639	-5,424	-2,810	-6,441	29	<,001

From these results, it can be seen that the mean or average difference between the pretest and posttest is -4.117, which means that there is a decrease in the average value between the pretest and posttest, because the std deviation is 3.500, where the average difference results in a minus. The Sig value. (2-tailed) p-value obtained is 0.01. Sig. <0.05, which means that there is a significant difference between the pretest and posttest scores.

However, to measure how much improvement occurred between the pretest and posttest scores, researchers used the N-gain formula with the help of the SPSS application. The following is the formula of N-gain:

$$N-gain = \frac{(\text{Posttest Mean} - \text{Pretest Mean})}{(\text{Max Score} - \text{Pretest Mean})}$$

Pretest = average value of the pretest (before treatment)

Posttest = the average value of the posttest (after treatment)

Max Score = the maximum score that can be achieved in the test, in this case is 100

$$N-gain = \frac{(67,633 - 63,617)}{(100 - 63,617)}$$

$$N-gain = 0,113$$

From these results, it can be seen that the N-gain value is 0.113, where this value shows that there is a slight increase between the pretest and posttest, but the increase is classified as low, because the value of 0.0113 is between 0 - 0.3. So, with this, the hypothesis H₀ is accepted, H₁ is rejected.

Conclusion

Based on the results of the analysis in this discussion, the following conclusions can be drawn: There is no significant influence between the series picture media on the ability to write English descriptive paragraphs, and it seems that this media is not yet effective to improve the ability to write English descriptive paragraphs. This is proven by the pretest results which are much better than the posttest results. There was an average difference of -4.117, which means that the average student of SDN 006 experienced a decrease in ability depending on the level of difficulty of the serial image media.

The recommendation from this study is that the researcher proposes several suggestions related to the application of the use of serial image media in learning, namely: The use of serial image media needs to adjust to the ability of the students to be taught, in this way, the application of the use of serial image media can be more effective and appropriate to improve students' English descriptive paragraph writing skills.

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