The Effect of Using the Picture Series Assisted Writing Relay Method on the Motivation and Narrative Writing Skills of Grade V Elementary School Students

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Abstract

　　This research aims to determine the Impact of The Writing Relay Method Assisted by Series Drawing Media Application on the Motivation and Writing Narrative Skills of Class V Students at Morowa Cluster, Sinoa District, Bantaeng Regency. This research was quantitative research using quasi-experimental methods. The design used in this study was a quasi nonequivalent control group design. The population in this study were all students of grade V elementary school ftom 5 elementary schools at Morowa Cluster of Sinoa District of Bantaeng Regency, the samples were students of class V of SDN 37 Pa'rasangang Beru and students of class V of SDN 38 Janna -Jannaya. Data collection techniques were questionnaires and tests. The data analysis technique used was the independent sample t-test and Monova Test, which was previously tested for prerequisites ie normality and homogeneity. The results of this study indicate the effect of motivation and skills in writing narrative that are given treatment in the form of the Relay Writing method with the help of serial picture media compared to students who are not given treatment. Based on the results of the independent sample t-test on hypothesis I, the sig value was obtained. of 0.002 < 0.05 then HO is rejected and H1 is accepted, in hypothesis II the sig value is obtained. of 0.001 < 0.05 then HO is rejected and H1 is accepted, and the results of the Monova test, obtained the value of Sig. 0.000 < 0.05, then HO is rejected and H1 is accepted.

Keywords:*Relay Methods of Writing Media Drawing Series Assisted, Learning Motivation, Writing Narrative.*

INTRODUCTION

　　Learning Indonesian has an important role in understanding other sciences. Effective learning in the field of Indonesian language studies will increase one's creative abilities. This is especially in the skills of writing narrative essays that aim to arrange events based on time sequence. The skill of writing narrative essays is very important for students to have so that they have the ability to be creative and imaginative (Titin Dwi Lina Sih & Luluk Iffatur. R, 2022).

　　The importance of writing skills is also stated in the Qur'an sura al-Alaq verses 1-5 which reads:

> *It means: "*
> *Read with (mentioning) the name of your Lord Who created. He has created man from a clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) by means of the word. He taught man what he did not know."*
> *(QS. Al-Alaq: 1-5)*

　　The relationship between motivation and narrative essay writing skills using the Estafet Writing method is very close

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because it will link imaginative thinking with a coherent essay structure. This makes the Estafet Writing method make students have the ability to write good and structured narrative essays (Heriyati, 2017).

The Writing Relay Method (chain writing) students will find it easy to put their ideas into writing because writing is done together which makes it easier for students to write (Efendi, 2020). The author understands the opinion above that writing together is one method that is preferred by students. Studying together is more interesting than learning alone. The benefit is that students can be more creative in developing their ideas and thoughts because they can exchange ideas with their classmates. Students are given the freedom to express their imagination through writings produced with their classmates (Tsalitsa El May et all, 2017) .

One of the difficulties of elementary school students in learning to write narratives is to assemble a paragraph to become a coherent essay. A good essay must have meaning and content intertwined between paragraphs. Many students have not been able to write a good and coherent essay. This is evidenced by the low score of student essays based on series pictures. In series, students usually write only one or two sentences. Most students have not been able to write a series of pictures into a coherent essay. Narrative learning using serial image media is a difficulty for students to make good, coherent and structured essays. Therefore, teachers are required to provide motivation to develop interesting learning in order to improve student achievement, especially narrative essays on series pictures (Nur Indah Sylvia & Sri Hariani, 2015) .

Based on the results of observations in Elementary Schools throughout the Morowa Cluster, Sinoa District, Bantaeng Regency, it turns out that the writing ability of students at that school is still very low. This can be seen from the students' ability to write narrative essays. The data that the author obtained from the curriculum section shows that students in the Morowa Cluster in two schools in grade V, namely SDN 37 Pa'rasangang Beru and SDN 38 Janna-Jannya still low in mastery of writing material. This is evidenced by the results of the fifth grade formative test analysis which shows that students have difficulty answering questions on writing material. This analysis makes a reference that writing is a difficult job for elementary school students (Zaenal Abidin & Gilang Mas Ramadhan, 2021).

Based on the explanation above, the authors are interested in conducting research on "The Effect of Using the Picture Series Media Assisted Writing Relay Method on the Motivation and Narrative Writing Skills of Class V Elementary School Students of Gugus Morowa, Sinoa District, Bantaeng Regency".

RESEARCH METHODS

This type of research is a quantitative research that is quasi-experimental. Where in quasi-experimental research has two forms, namely times series design and nonequivalent control group design. Where this is almost the same as the pre-test, pot-test control group design, only in this design the experimental group and control group are not chosen randomly (Zaenal arifin, 202).

The research design where the experimental and control groups were compared to the two groups that were given a pretest, then given treatment, finally given a posttest after that, learning outcomes were known, so in this study it can be described in the research design table pretest posttest Control Group Design.

Experimental research with Nonequivalent Control Group Design can be

seen in the table 1:

Table 1
Research Design Nonequivalent Control Group Design

Posttest Treatment Pretest Group
Experiment   O1 X O2
Control   O3 -   O4

(Irfan Abraham & Yetti Supriyati, 2022)

O1   :*Pretest*Experiment class
O2   :*Postes*Experiment class
O3   : Control class pretest
O4   : Postes Control Class

For the population total number of students in class V of the Morowa cluster for the 2021-2022 academic year can be seen in the table 2:

X   : Treatment in the experimental class using Relay Writing method assisted by picture series media.

Population is defined as a group of living things that have the same species and occupy a certain area or area (Imran SR Tobing, 2008). The population of this research is all fifth grade elementary school students in the Morowa Cluster for the 2020/2021 academic year with a total of 110 students.

Table 2
Population Total number of students in class V of the Morowa Cluster for the 2021-2022 Academic Year

No.	School name	Gender		Amount
		L	**P**	
1.	SDN 37 Pa'rasangang Beru	6	19	25
2.	SDN 38 Janna-Jannaya	10	15	25
3.	SD Inpres Morowa	5	15	20
4.	SDN 36 Lapporo	7	12	19
5.	SDN 31 Morowa	8	13	21
Total Number of Students				**110**

Data source: The condition of the number of students in class V of the Morowa Cluster for the 2021-2022 Academic Year.

The definition of the sample according to Sugiono (2016: 215) is part of the population. The sampling technique used is non-probolity sampling type of purpose sampling. The steps in determining the sample in this study are:
1) Initially, the population area was determined, namely all fifth grade students of Morowa Cluster Elementary School in Sinoa District, Bantaeng Regency.
2) Then the population area is reduced to the extent that it is found in each school.

3) Then determine the sample in a simple way as done by showing directly because both are accredited B. The samples in this study were fifth grade students choosing SDN 37 Pa'rasangang Beru and SDN 38 Janna-jannaya.

The sample in this study consisted of the Morowa cluster, namely SDN 37 Pa'rasangang Beru with 25 students and SDN 38 Janna-Jannaya 25 students, so the sample was 50 students.

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RESULTS AND DISCUSSION
1. Writing Relay Method Assisted by Picture Series Media on Motivation

The percentage classification of student learning motivation can be seen in the table 3:

Table 3
Percentage Classification of Student Learning Motivation

Number 100	Score	Classification	To	%)	kk	(%)
91-100	10.0-9.1	Very high	6	24%	0	0%
81-90	9,1-8,1	Tall	12	48%	12	48%
70-80	8.0-7.0	Currently	7	28%	11	44%
50-69	6.9-5.0	Low	0	0%	0	0%
0-50	5.0-0	Very low	0	0%	0	0%

Based on table 3 the percentage of learning motivation classification using a questionnaire, students who have very high grades in the experimental class are 6 students with a percentage of 24%, 12 students with a high score category with a percentage of 48%, and 7 students with a grade category moderate with a percentage of 28%, while in the control class 12 students were in the high grade category with a percentage of 48%, and 11 students were in the medium grade category with a percentage of 44%. Based on the results, the value of learning motivation in the experimental class that uses Relay Writing learning with the aid of serial drawing media is higher than the control class that does not use Estefet Writing assisted by serial image media.

For the output of the normality test of learning motivation data, can be seen in the table 4:

Table 4
Output of the Normality Test of Learning Motivation Data

One-Sample Kolmogorov-Smirnov Test			
		Experimental Class Posttest Motivation	Control Class Posttest Motivation
N		25	25
Normal Parameters, b	Mean	84.3200	79.5200
	Std. Deviation	5.97020	4.17453
Most Extreme Differences	Absolute	.147	.244
	Positive	.147	.122
	Negative	-108	-.244
Kolmogorov-Smirnov Z		.737	1,219
asymp. Sig. (2-tailed)		.648	.102
a. Test distribution is Normal.			

Based on table 4 the output of the normality test of the questionnaire can be seen the value of Asymp. Sig. (2-tailed) in the experimental class of 0.648 and 0.102 in the control class so that it is greater than and equal to 0.05, it can be concluded that the data on student learning motivation in the experimental class and control class is normally distributed.

The result of calculation of student learning motivation homogeneity test can be seen in the following table 5:

Table 5
Results of Calculation of Student Learning Motivation Homogeneity Test

Test of Homogeneity of Variances			
Motivation to learn			
Levene Statistics	df1	df2	Sig.
3.227	1	48	079

From table 5 the output of the homogeneity test of student learning motivation can be seen the value of Sig. is 0.097 > 0.05 then the data on student learning motivation in the experimental class and control class is declared homogeneous.

For the independent sample t-test test results of learnng motivation questionnaire data, can be seen in the table 6:

Table 6
Independent Sample T-Test Test Results of Learning Motivation Questionnaire Data

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
				T	Df	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.						Lower	
Motivation to learn	Equal variances assumed	3.227	079	3.294	48	.002	4.80000	1.45698	1.87054	7.72946
	Equal variances not assumed			3.294	42,941	.002	4.80000	1.45698	1.86160	7.73840

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Based on table 6 the results of calculations with the t test obtained a significance value of p(sig(2-tailed) is 0.002 because p <0.05 then Ho is rejected or H1 is accepted. It can also be seen that tcount > ttable is 3.296 > 2.06866 so it is said that there is an influence of the Relay method Writing assisted by picture series media on the learning motivation of fifth grade elementary school students in Gugus Morowa, Sinoa District, Bantaeng Regency.

2. Writing Relay Method Assisted by Picture Series Media on Narrative Writing Skills

For the narrtive writing skills recapitulation seen in table 7:

Table 7
Narrative Writing Skills Recapitulation

Narration Test	Pre Test	Class Average	Complete	Not Complete
Control Class (25 Students)	1580	63.2	6	19
Completeness Presentation			24%	
Experiment Class (25 Students)	1600	64	15	10
Completeness Presentation			60%	
Narration Test	**Test Post**	**Class Average**	**Complete**	**Not Complete**
Control Class (25 Students)	2161	86,44	25	0
Completeness Presentation			100%	
Experiment Class (25 Students)	93.4	95	25	0
Completeness Presentation			100%	

Based on table 7 above, the score of narrative writing skills in the pretest control class and the experimental class shows a difference. In the control class, the results of the pretest were 1580, the average completion was 63.2, totaling 6 people, the percentage of completeness was 24%. After the posttest, the control class's narrative essay writing skill was 86.44, the average class was 86.44, completed by 25 out of 25 students and the percentage of completeness was 100%. While in the experimental class with the results of the pretest 1600, the average class 64 who completed 15 people, did not complete 10 people and the percentage of completeness was 60%. After the posttest. After the posttest, the experimental class narrative essay writing skill was 93.4, the average class 95 completed by 25 of 25 students and the percentage of completeness was 100%. Based on the above, the results of the

experimental class narrative essay writing skills are higher than the control class. This means that the Relay Writing learning method assisted by serial picture media has an effect on narrative essay writing skills.

The frequency distribution of narative essay writing skills pretest can be seen in the table 8:

Table 8
Frequency Distribution of Narrative Essay Writing Skills Pretest

No.	Category	Pretest			
		Experiment		Control	
		F	**(%)**	**F**	**(%)**
1	Very good 91-100	-	-	-	-
2	Well 81-90	-	-	-	-
3	Enough 70-80	10	40%	6	24%
4	Need Guidance <69	15	60%	19	76%

Based on table 8 it can be seen that the distribution of the frequency of values in the pretest in the experimental class which is in the sufficient category is 10 people with a percentage of 40%, 15 people are in the category of needing guidance with a percentage of 60%. Whereas in the pretest class in the control class, there were 6 people who scored in the sufficient category of 24% and 19 people who got the category of needing guidance with a percentage of 76%.

For the posttest frequency distribution of narrative writing skills seen the table 9:

Table 9
Posttest Frequency Distribution of Narrative Writing Skills

No.	Category	Posttest			
		Experiment		Control	
		F	**(%)**	**F**	**(%)**
1	Very good 91-100	18	72%	12	48%
2	Well 81-90	7	28%	7	28%
3	Enough 70-80	-	-	6	24%
4	Need Guidance <69	-	-	-	-

Based on table 9, it can be seen that the frequency distribution of the scores in the posttest in the experimental class, namely, 18 people who scored in the very good category, a percentage of 72%, 7 people with a good category, a percentage of

28%, while the posttest in the control class 12 people got the category value is 48%, and 6 people get a sufficient category score of 24%.

For the post test data normality test output can be seen the table 10:

Table 10
Post Test Data Normality Test Output

One-Sample Kolmogorov-Smirnov Test		Experiment Class Posttest	Control Class Posttest
N		25	25
Normal Parameters, b	mean	93.4000	86.4400
	Std. Deviation	5.72276	7.53923
Most Extreme Differences	Absolute	.330	.207
	Positive	.209	.175
	Negative	-.330	-.207
Kolmogorov-Smirnov Z		1,651	1037
asymp. Sig. (2-tailed)		.009	.233

From table 10 the output of the normality test for writing narratives can be seen that the Asymp.Sig (2-tailed) value in the experimental class is 0.009 and in the control class is 0.233 so that it is greater than 0.05, it can be concluded that the data for writing narratives in the experimental class and control class stated to be normally distributed.

The calculation result of data homogeneity test writing narrative seen the table 11:

Table 11
Calculation Results of Data Homogeneity Test Writing Narrative

Test of Homogeneity of Variances			
Posttest narrative writing skills			
Levene Statistics	df1	df2	Sig.
2,517	1	48	.119

Based on table 11, the output of the homogeneity test for writing narrative writing can be seen by the value of Sig. is 0.119. Sig value, 0.119 > 0.05, the data for writing narratives in the experimental class and the control class are declared homogeneous.

For the independent sample t-test test result narrativw writing skills data can be seen the table 12:

Table 12
Independent Sample T-Test Test Results Narrative Writing Skills Data

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				T	Df	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Narrative Writing Skills	Equal variances assumed	2,517	.119	3,677	48	.001	6.96000	1.89304	3.15379	10.76621
	Equal variances not assumed			3,677	44,763	.001	6.96000	1.89304	3.14667	10.77333

Based on table 12 calculations using the t test, the significance value of p(sig(2-tailed) is 0.001 because p<0.05 then Ho is rejected or H1 is accepted. It can also be seen that tcount > ttable is 3.677 > 2.06866 so it is said that there is an effect of the Relay Writing method with the aid of a series of pictures on the narrative writing skills of fifth grade elementary school students, Morowa Group, Sinoa District, Bantaeng Regency.

3. Writing Relay Method Assisted by Picture Series Media on Motivation and Narrative Writing Skills

The manova test results seen the table 13:

Table 13
Manova Test Results

Multivariate Testa						
Effect		Value	F	Hypothesis df	df errors	Sig.
Intercepts	Pillai's Trace	.998	10184.793b	2,000	47,000	.000
	Wilks' Lambda	.002	10184.793b	2,000	47,000	.000
	Hotelling's Trace	433,395	10184.793b	2,000	47,000	.000
	Roy's Largest Root	433,395	10184.793b	2,000	47,000	.000
Class	Pillai's Trace	.328	11.450b	2,000	47,000	.000
	Wilks' Lambda	.672	11.450b	2,000	47,000	.000
	Hotelling's Trace	.487	11.450b	2,000	47,000	.000
	Roy's Largest Root	.487	11.450b	2,000	47,000	.000

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Based on table 13 the results of the Manova test on students' motivation and narrative writing skills show a significance value of 0.000, then 0.000 <0.05 then Horejected and H1received. Based on this, it can be concluded that there is a significant effect of the Relay Writing method assisted by picture series media on the motivation and narrative writing skills of fifth grade elementary school students, Gugus Morowa, Sinoa District, Bantaeng Regency.

CONCLUSION

Based on the results of research on the effect of using the relay writing method assisted by picture series media on the motivation and writing narratives of students of SD class V Gugus Morowa, it can be concluded that there is an effect of using the relay writing method assisted by picture series media on motivation and writing narratives of SD students in class V Gugus Morowa. It is based on calculationsthe results of the independent sample t-test in hypothesis I obtained the value of sig. of 0.002 <0.05 then HO is rejected and H1 is accepted, in hypothesis II the sig value is obtained. of 0.001 <0.05 then HO is rejected and H1 is accepted, and the results of the Monova test, the Sig value is obtained. 0.000 <0.05 then HO is rejected and H1 is accepted, meaning that there is an effect of using the Relay Writing method assisted by picture series media on the motivation and narrative writing skills of elementary school students in class V Gugus Morowa, Sinoa District, Bantaeng Regency.

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