

The Effect of Learning Media and Creative Thinking Ability to Skill of Writing Narrative Text for Student in Class V SD Negeri 060841 Medan

Yanti Arasi Sidabutar^{1*} Khairil Ansari^{2*} Evi Eviyanti²

1. Student of Primary Education, State University of Medan, North Sumatera, Indonesia

2. Lecturer of Primary Education, State University of Medan, North Sumatera, Indonesia

Abstract

This study aims: (1) To know the effect of students' ability in writing narrative text which is taught by using media of serial image and media of song, (2) to know the effect of ability in writing narrative text of students who have high creative thinking ability and low creative thinking ability, (3) To know whether there is interaction between the use of learning media and creative thinking ability to students' ability in writing narrative text. This study is quasi experiment. The population of this study is the students of grade V state elementary school 060841. The sample is selected in total sampling of two classes. The experimental class is treated by using the serial image media and control class is treated using the song media. The applied instrument is consisted of the test of narrative writing skills in the form of essay test as many as 1 question and the questionnaire of students' creative thinking ability as many as 30 statements that have been declared valid and reliable. The data analysis is conducted by using two-way ANAVA. Based on the result of this research, it can be concluded (1) the ability to write the narrative text of the students by using the media of serial image is higher than the ability to write narrative text by using song media. It can be seen from the average of students' learning outcomes that are taught by the medium of series image ($x = 81,80$), while being taught by the song media ($x = 70,60$) (2) the ability to write narrative text of students who have high creative thinking ability is higher than students with low creative thinking ability. It can be seen from the average of students' learning achievement who have high creative thinking ability ($x = 81,92$), whereas the students who have low creative thinking ability ($x = 70,50$) (3) there is interaction between learning media and creative thinking ability to students' ability in writing narrative text

Keywords: Learning Media, Creative Thinking Ability, Narrative Writing

1. Introduction

Language is a major communication tool used by every individual in everyday life. It can be used to express, convey, and express a thought both oral and writing. Oral language means a person can directly convey a message to the other person so that the message is directly delivered to the intended target, in writing it tends to be structured and ordered because the message will be delivered to the recipient of the message and the time also tends to be longer, but the contents of the message can be accounted for.

Basically, language skills have four points: listening skills, speaking skills, reading skills, and writing skills. Each skill is interconnected with one another and cannot stand alone. In acquiring language skills, we usually go through a chronological and hierarchical sequence of relationships, first learning to listen, to speak, and then learning to read and write

Based on observation and interview with teachers and students at SD Negeri 060841 Medan in November 2017 obtained information that in learning Indonesian reveals some obstacles found in writing narrative text, namely students are not trained by teacher to pour their ideas and thoughts in writing. Teacher is also less varied in using learning methods where teacher tends to use direct learning with lecture methods and discussions that seem to be monotonous and only use textbooks as the only medium of learning. It is due to the limit of availability and facility in the school, so that the lesson of writing narrative text is less effective and it can create boredom.

Data can be used as a guide to know the students' learning outcomes in writing narrative text which is obtained by students; it can be seen in table 1.1

Table 1.1 Average Value of Writing Writing Narrative in Class V SD Negeri 060841 Medan

Number	Academic year	Average score			
		Highest score	Lowest score	Average score	Minimal Mastery Criterion
1	2013/2014	73	63	67	68
2	2014/2015	72	56	65	70

It shows that the students still have not mastered the narrative well yet. Other words, the students still do not understand the concept of the material well so that it is not able to stimulate to students' thinking creativity. Based on the phenomenon, the teacher grade V SD Negeri 060841 Medan attempts to improve the students' ability in writing narrative text through the media of series image. It is selected as the best solution to solve the

problem because the serial image media has an important role to clarify the purpose of the story so that students can more easily understand the purpose of the image based on the sequence of stories contained in the picture. Based on the above description, the authors are interested in conducting research by applying the learning media in serial images to improve the ability to write narrative text by paying attention to the creative thinking ability of students who that affects the learning result of writing narrative text

2. Theoretical Framework

2.1. The Nature of Writing

Writing is a creative process of expressing ideas in the form of written language in its purpose, for example telling, reassuring, or entertaining. The result of this creative process is commonly referred to as essay or writing. Both terms refer to the same results even though some say that they have different meanings. The term of writing deals with creative process in terms of scientific, while the term of composition deals with creative process in terms of non scientific

Writing can be said as an activity of combination of letters into words or sentences to be conveyed to others, so that others can understand it. In this case, communication between writers and readers run well. Sommer (2006: 10) führt aus "Schreibfähigkeit steht im Zusammenhang mit dem Denken, Sprechen, und dem Lesen". It means that writing is a relationship between thinking, speaking and reading. Suparno (2008: 13) writing is one of the main subjects Indonesian language, which aims to provide the provision of skills and abilities to students to communicate the idea or message. Then, writing can be defined as an activity to convey message (communication) by using written language as a tool or media.

Based the opinion of the experts above, it can be concluded that writing is an activity of expression of ideas, information and messages into written language clearly and systematically. It has a central idea so that readers can understand the message. In other words, writing is a series of process activities that express thoughts and feelings in written form clearly and logically

2.2. The nature of narrative text

Narrative is a story. It is based on the sequence of series events which can be found a character or some figures, and they experience or encounter a conflict. Event, figure and conflict are the element of narrative, and they can also be called a plot. Narrative can contain physical facts or fantasy, which is designed or imagined by the author. Based on the explanation above, it can be concluded that the narrative is a story that tries to create, tell, and combine human behavior in event or experience from time to time, it is also found the figures face a conflict which is systematically organized. Thus, can be said there are several things related to the narrative. These include: (1) story or tale; (2) feature the character (3) according to the development from time to toime, and (4) arranged systematically.

2.3. Media of Learning

The development of science and technology increasingly encourage renewal efforts in the utilization of technology results in the learning process. Teacher is required to be able to use the tools that can be provided by the school, and it is possible that the tools are in accordance with the development or era. In addition to use the available tools, teacher is also required to be able to develop skills and to create learning media that will be used if it is not yet available.

Learning media has an important role in the process of teaching and learning activities. By the media, the process of teaching and learning activities is increasingly perceived benefits. The use of media is expected to have a positive impact, such as the emergence of a more conducive learning process, feedback in teaching and learning, and achieve optimal results. However, the media is not only just a tool or a material, but als other things that enables students to gain knowledge. Gerlach and Ely (Sanjaya, 2008: 204-205) states: "*A medium, conceived is any person, material or event that establishes the conditions which enable the learner to acquire knowledge, skill and attitude*". According to Gerlach, the media generally includes people, equipment or activities that enables students to acquire knowledge, skills and attitudes. Thus, media is not only an intermediary tool such as television, radio slide, printed material, but also covering people as learning resources or activities such as discussions, seminars, workshops, simulations, etc. They are conditioned to increase knowledge and insight, change student attitudes or to add skills.

Furthermore, the use of the media creatively will increase the possibility for students to learn more and improve the appearance and perform skills in accordance with the purpose of learning.

2.4. Creative Thinking

It is undeniable that life in this era of globalization has brought students and children, generally living in urban areas, to the indulgence of all the necessities of life that is instantaneous. If this is not addressed and anticipated as early as possible, It can be the cause of obstacle the development of their creativity.

Swartz and Perkins (Hassoubah, 2008: 35) say that good or better thinking can be conceptualized from the behavior that someone shows. Based on this opinion, it can be concluded that thinking well will show a person can make reliable conclusions, have broad insights, make wise decisions, produce good products, and creative inventions.

According to Munandar (1994: 34) argues that creativity is the ability to form new combinations, based on data or information, or elements that already existed or known before all the experience and knowledge that someone has acquired during a good life in school, family as well as from the community environment. Whereas according to Suryadi (2007: 26) says that creativity is based on the results of experts' research, they finally pointed out that creativity is the result of mental activity involving components of the brain.

Creativity itself arises as a result of the occurrence of mental activity that includes aspects of knowledge, the imagination of logic, the intuition of the emergence of unexpected ideas and constructive evaluation to reveal new relationships between ideas and certain objects.

Based on the explanation above, it can be concluded creativity is a person's ability to create something new and the result of a combination from some data or information obtained previously realized in an idea or his work.

2.5. Relevant Research

Based on literature searches which is conducted to reveal the variables that have been selected in this study, there are some relevant research, namely:

Kholiq (2014) entitled *improving the skills of narrative writing with the picture on the students of class VII MTS Maarif Rembang Pasuruan*. This research shows that the use of image media with the ability to write narrative text can improve students' skills in writing narrative text

Sayekti (2016) entitled *Improvement of narrative writing skill in class V SD Negeri Kowangbinangun using caricature drawing media*. The results shows that caricature media can improve the process of learning and skill of writing narrative text of students at class five

The equation with the present research that is both using the media images as a medium of learning by narrative text. The difference, previous researchers use caricature drawing media on narrative textual learning while the present researchers use the media of serial images as a medium of learning.

Hartini (2014) with the title of *the students' ability to write narrative essay through caricature drawing media in class V SD Inpres 004 Tikke*. It shows that the use of serial drawing media can improve students' understanding in learning Indonesian in writing narrative text

A number of relevant researches above, it can reinforce theories that have been described previously that the use of serial image media and the ability in writing narrative text has a significant influence. The merger of some research results can support theoretical framework so that it can form a frame of mind which then propose a research hypothesis.

2.6. Conceptual Framework

2.6.1. Ability to write a narrative text of students taught by using series image media is higher than taught by song media.

In relation to the lack of ability to write narrative essays on the students, teacher needs the right media to achieve maximum results. Therefore, the ability of students to write narrative essay needs to be improved, and it is required appropriate media as a medium of learning. Series Image media is considered to be able to improve students' ability in writing narrative text. Series image media is a media of image that describes a story sequence of events orderly based on the topics contained in the picture. Therefore, the use of serial image media can make the students active and enthusiastic writing narrative text and help students in obtaining the concept of a particular topic by observing the series image in front of the class then the students are asked to express it in writing. In addition, series image is a mnemonic, an image that can cause a memory to a particular sequence of events.

While the media of song is learning medium that produces sounds that has a meaningful lyric. Students can interpret the message or meaning contained in the lyrics of the song. The students probably take a long time to understand the meaning of the lyrics in the song and it is possible to make students fantasize.

Based on the above explanation, it is assumed that the ability to write narrative text of students who are taught by using series image media is better than song media.

2.6.2. Ability to write narrative text of students who have high creative thinking ability is higher than low creative thinking ability.

Creative thinking ability is the ability of students in solving various problems encountered during learning process and trying to find answers with their own way, so they are trained to understand how to write a narrative article better.

Students with high creativity tend to show great curiosity, create a wide range of creations and ideas, often

propose unique and intelligent responses, dare to take risks from newfound, try-and-find creative ideas for beauty and aesthetics. It shows that students who have high creativity are able to write narrative essay with new ideas, creative and sensitivity to the aesthetic aspects of writing narrative text.

In contrast to students who have low creativity, they tend to have an unsure or hesitant nature with the pessimistic idea, less active to find new things, and doubtful to take risks from newfound. So they feel not confident in writing narrative text based on their ideas. Therefore, it is assumed that the ability to write narrative text of students who have high creativity is higher than low creativity.

2.6.3. Interaction between learning media and creative thinking of students to ability in writing narrative text

Learning media is all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. Learning media is not only understood as visual aids but also as carriers of information or instructional messages to learners.

The relevance of learning media and creative thinking of students in learning situations is a great concern matter. Students who have high creative thinking ability are open to new experiences, flexible in thinking and acting, free to express themselves, interested in creative activities, believe in their own ideas and able to classify in writing narrative text.

Students who have high creativity ability are generally happy with the lessons because they tend to have greater curiosity and challenged to engage in activities directly. They are involved in various learning experiences. They have a high imagination to write a narrative essay more easily and understandable. Various limitations in the learning process is not an obstacle for them to explore knowledge more independently in learning, as well as high commitment to achieve his own ways. So it is assumed that students who have high creative thinking ability and taught by media of serial image will be more effective to improve their learning result, because the media of serial image is very centered on the students ability optimally.

Students who have low creative thinking ability, when they are taught by series images media do not improve their learning result, because the media is centered on high creativity by understanding the meaning of the picture and issuing creative and imaginative ideas. Students who have low creative thinking ability in learning, media songs will be more effectively used to improve learning outcomes, because the media of the song takes a long time to pause and students can learn more relaxed in analyzing the contents of the song. Based on the above description, it can be said there is an interaction between learning media and creative thinking to students' ability in writing narrative text.

2.7. Hypothesis.

Based on the formulation of the problem, research objectives, theoretical description, and conceptual framework, it can be formulated the hypotheses of this study are:

1. Ability to write a narrative text of students taught by the media of serial images is higher than taught by song media
2. Ability to write narrative text of students who have high creativity is higher than low creativity.
3. There is an interaction between learning media and creativity to students' ability in writing narrative text

3. Research Methodology

3.1. Place and time of research

This research is conducted in March - May at SD Negeri 060841 Medan in Class five, Academic Year 2016 / 2017. Researchers choose this school as a place of research because researchers found some obstacles found in writing narrative text, namely: 1) students are less able to express their ideas and thoughts into narrative text, 2) lack of variation of teaching methods and media used by teachers in teaching and learning process, 3) Learning media used in writing narrative text is only using textbook media.

3.2. Population and Sample Research

3.2.1. Population

The population in this study is all students of grade five of SD Negeri 060841 Medan, Academic Year 2016/2017. They are consisted of two classes with the total number of students 45 people, as follows

Table 3.1. Details of study population

No	Kelas	Jumlah
1	V ^a	25 students
2	V ^b	25 students
Total amount		50 students

3.2.2. Sample

In this study, the population consists of two classes. Then the sampling technique used in this study is the cluster random sampling. The steps in the random are as follows: (1) write the class names on a piece of paper, (2) the paper is rolled and put into the box, (3) next the box containing the roll of paper is shuffled, and the teacher takes

two papers Which will be sampled in this study.

By the drawing, it is obtained classes V^a and V^b . V^a class is as control class with 25 students and class V^b is as experiment class with 25 students.

3.3. Research Methods and Design

In this research, the researchers use quasi experimental research with 2x2 factorial design. According to Arikunto (2006: 77)., Quasi experiments are a comparative type that compares the effect of giving a treatment on an object or group of experiments and see the magnitude of the influence of treatment. In general, this research design using factorial design (Factorial Design) 2 x 2. Design factorial involves two or more independent variables, and at least one being manipulated by the researchers. This design requires four groups (Emzir, 2010: 105).

Tabel 3.1 Experimental with factorial design 2X2

Learning Media (A) Creative Thinking (B)	Treatment (A)	
	Series image media (A ₁)	Song Media (A ₂)
high (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

3.4. Procedures and Implementation of Research

3.4.1. Research procedure

In this study, there are two groups, namely the control group and the experimental group. This research procedure includes the following steps:

1. Take two research classes, one class as control class and one experimental class.
2. Arrange research instruments that include students' creativity tests, student learning tools, serialized media, song media, scoring test sheets of narrative text.
3. Measure the level of creativity of students then grouping the students with high creativity and low creativity.
4. Provide treatment, in the experimental group is conducted by using series image media and control class use song media
5. Give treatment to groups of students with high creativity and low creativity using series image media.
6. Analysis of analytical requirements test in the form of normality and homogeneity test and then continued analysis with t test.
7. Then draw conclusions.

The above procedure, it can be drawn in the following scheme:

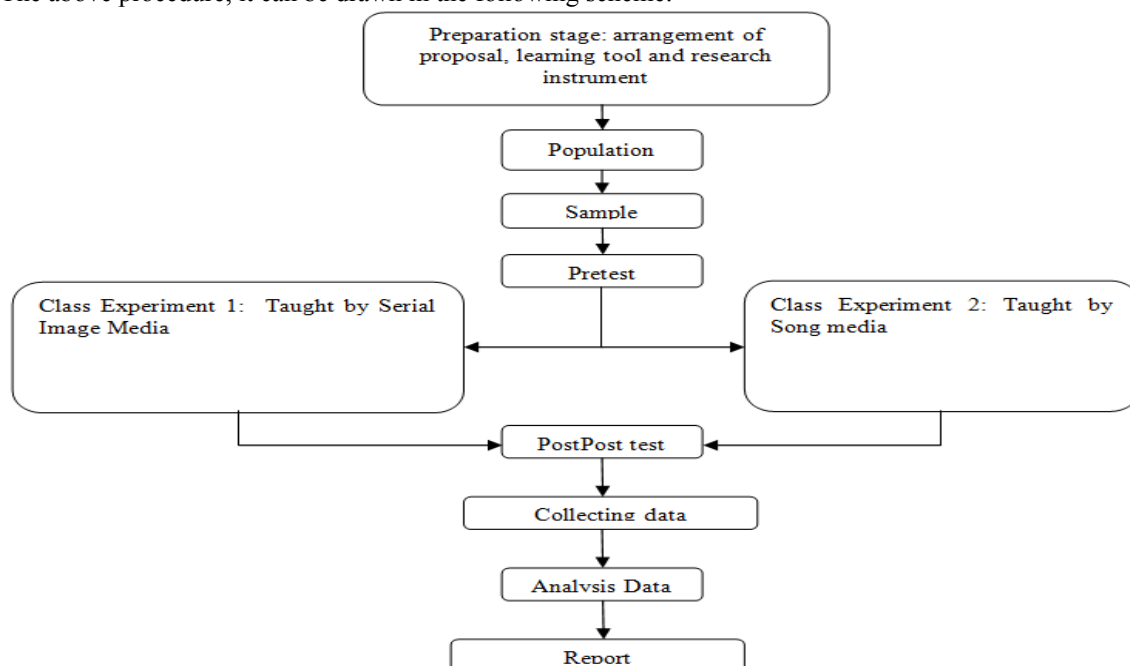


Figure 3.1 Procedures and Implementation Stages of Learning Media Research on Writing Narrative Text

4. Finding And Discussion

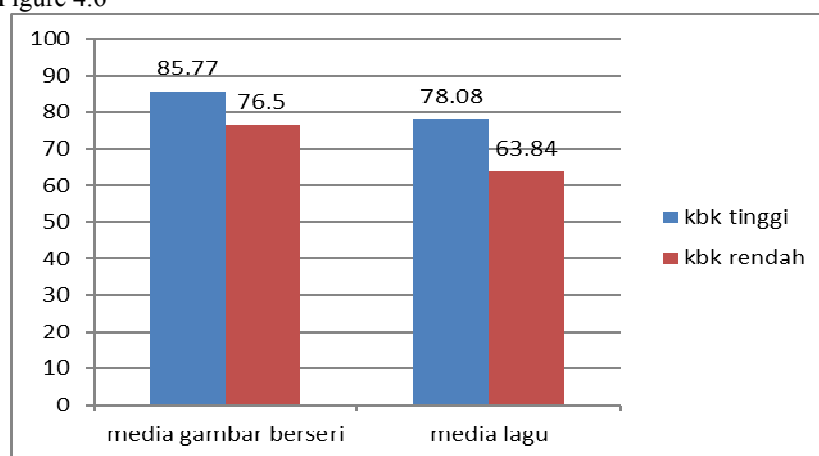
4.1. Data Analysis of students' ability in writing narrative text

The next stage of the research is the analysis of the results of observation. Early analysis is the comparison of pretest and post test data in the second class samples. Comparison of the data is presented in Figure 4.5. if it is calculated the increase of the ability to write a narrative text of students between pretest to post test then the value of students using of series image media increased by 35.60 points while the classroom using of songs media increased by 25.32 points. It can be concluded that the ability to write a narrative of students who are taught by using the media of serial images is higher than writing song media.

4.2. Post test Result Analysis Based on the Ability of Creative Thinking

Based on the data division of the group of high creative thinking ability and low creative thinking ability is in table 4.5 then the data of students' ability in writing narrative text is grouped according to the data of creative thinking ability. The purpose of grouping is to see the ability in writing a narrative text of students who have high creative thinking ability and low creative thinking

It can be seen in Figure 4.6



Media gamabr berseri = serial image media

Media lagu= song media

Kbk tingi = high creative thinking ability

Kbk rendah = low creative thinking ability

Figure 4.6 Comparison Diagram of students' ability in writing narrative text Based on the Creative Thinking Ability

The Differences of the ability to write a narrative essay of the students in the class of the serial images and the classes of the song media both the high and low category is due to the class in the serial images media, the students with high creative thinking ability are encouraged and facilitated to learn more actively, innovatively, creatively and critically in comparison with the class in song media. It shows that the use of learning media used in class directly or indirectly affects students' thinking ability.

4.3. Hypothesis testing

After collecting the data and analyzed statistics, then hypothesis is tested. This hypothesis uses two-track Anava Test which the calculation is assisted SPSS 16 for windows. From the test data ability of writing narrative text obtained, it is calculated the average of each group and then arranged as anava table two lanes .

Description of output statistics of ANOVA data of creative thinking ability and narrative writing skill is presented in Table 4.10. It shows that the total number of students with high creative thinking ability and low creative thinking ability is in the class of serial image media and song media. Overall , students with high creative thinking ability as many as 26 students and low creative thinking ability as many as 24 students.

Then normality of data is tested of students' ability in writing narrative essay. Normality test results are presented in Table 4:11. Normality value is with Kolmogorov smirnov of 0.052 with a significance of 0.052. Because the value of significance (0.052) is greater than 0.005 then the data is normally distributed.

Next assumption test must be fulfilled is Homogeneity Test to see whether there is similarity variants. Homogeneity Test Result shown in table 4.13. The test results show the value of F in table 4.12 of 2.661 with significance of 0.109 because the value of sig. 0.109 > 0.05 then both groups are homogeny.

Based on the results of anova in table 4:13 obtained value significance of the use of learning media of 0.000 because sig.0,000 < 0.05 then the hypothesis test results reject H0 or receive Ha in the level of alpha 5%. It shows that there is an influence of the use of learning media on the students' ability in writing narrative text. Because

the average of students' ability to write narrative text are taught by using the serial image media is higher than that taught by using the song media.

4.4. Discussion

4.4.1. Ability to write narrative text of students who are taught by using serial images media is higher than taught by using the song media.

In addition to the results of variance analysis, the results of the study can also be seen from the difference of post test average in both classes. The average post test of students in the use of the media of series images of 81.80, while the ability to write a narrative essay in the classroom use of media songs of 70.60. It shows that there is an average ability to write a narrative essay of students taught by media of series image is higher than taught by song media

4.4.2. Ability to write narrative text of students who have high creative thinking ability is higher than low creative thinking ability.

The ability to think creatively is the ability of students to learn in solving various problems encountered during learning process and trying to find answers with their own way, so they are trained to understand how to write a narrative article better.

Based on the results of research, it is obtained to provide an illustration that in the process of learning to write narrative text is very necessary to consider the level of creative thinking ability that students have.

4.4.3 Interaction Between Learning Media Use And Creative Thinking Ability On Students' ability in writing Narrative text

The findings of this study also indicate that the learning outcomes of students with high creative thinking abilities taught by serial image media is different from the students taught by song media. The ability to write narrative essays of students who have high creative thinking ability taught by serial image media are significantly different from students who have low creative thinking ability taught by song media.

It shows that the learning media and creative thinking ability in learning is very influential to improve the ability of writing text by students. However, it is hoped that through this finding can be taken as input for further research in examining in more detail and accurate the influence of learning media with creative thinking ability.

5. Conclusion and Suggestion

5.1. Conclusion

Based on the research results, it can be drawn some conclusions as follows:

1. Ability to write narrative text of students by using the media of serial images is higher than song media. It can be seen from the average of student's learning result which is taught by media of series image ($x = 81,80$), while taught by media of song ($x = 70,60$).
2. Ability to write a narrative text of students who have high creative thinking ability is higher than low creative thinking ability. It can be seen from the learning outcomes of students with high creative thinking ability ($x = 81.92$), while students with low creative thinking ability ($x = 70.50$)
3. there is an interaction between the use of learning media and creative thinking ability to students' ability in writing narrative text at primary school 060842, class five. It can be seen from the significance of the use of learning media of creative thinking ability of students in learning 0,038

5.2. Suggestion

Based on the research finding, several things are suggested:

1. The use of image media is higher than the use of song media, therefore it is expected for classroom teachers to apply the use of serial images in learning narrative text.
2. It is need to improve students' creative thinking ability because of high creative thinking ability will have good impact on students' narrative writing ability
3. Teachers are expected to be able to use media and learning facilities in order to further improve the ability of creative thinking and learning outcome of Indonesian at school.

References

- Abbas, Saleh. 2006. *Effective Indonesian Learning in Primary School*. Jakarta: DIRJEN DIKTI DEPDIKNAS.
- Arikunto, S. 2006. *A Practice Approach of Research Procedure*. Jakarta: PT Rineka Cipta
- Barus, Sanggup. 2010. *Development of Writing Competencies*. Medan: USU Press.
- Dalman. 2011. *Writing Skills*. Jakarta: Rajagrafindo Persada.
- Dewiana. 2016. *Improvement of Ability in Writing Narrative Text by Serial Image Media at State Primary School Bakalan, grade 4*. Jurnal Pendidikan Guru Sekolah Dasar. Edisi 5, Tahun ke 5.
- De Porter, Bobbi, dkk. 2001. *Quantum Teaching*. Bandung: Kaifah.
- Emzir. 2010. *Research Method of Education: Qualitative and Quantitative*. Jakarta: Rajawali. Press

- Hartini, Rani. 2014. *The Improvement of Students' Ability in Writing Narrative Text by serial Caricature Picture at Primari School Inpres 004 Tikke*. Jurnal Kreatif Tadulako Online, Vol 1, Nomor 45.
- Hassoubah. 2008. *The Way to Think Creatively and Critically*. Bandung: Nuarsa.
- Kholiq, Nur. 2014. *The Improvement of Students' Ability in Writing Narrative Text by Picture in grade six at MTS Maarif Rembang Distric Pasuruan*. NOSI. Vol.2 No. 5
- Kurniawan, Raafi Allen. 2014. *The Use of Caricature Picture Media to Improve Students' ability in Writing Narrative Text in Grade four State Primary School jajartunggal Surabaya*. JPGSD, Vol 2, Nomor 2.
- Rainy, M.I. 2003. *Expression An Introduction To Writing Reading, And Zritical Thinking*. USA: Longman, Inc.
- Sayekti, Ratih. 2016. *Peningkatan Keterampilan Menulis Karangan Narasi di Kelas V SD Negeri Kowangbinangun Menggunakan Media Karikatur*. Jurnal Pendidikan Guru Sekolah Dasar, Edisi 17, Tahun ke 5.
- The Improvement of Skill to Write Narrative text by Using Caricature Media grade Five State Primary School KOWangbinangan*
- Sommer, Roy. 2006. *Schreibkompetenzen*. Tübingen: Gulde-Druck GmbH.
- Tuckman, Bruce. 1978. *Conducting Educational Research*. London: HBY
- Zulkarnaini. 2011 *Cooperative Model of Type Think Talk Write to Improve Skill in Writing Descriptive Text and Think Critically*. Jurnal Pendidikan dan Pembelajaran. Issn 1412-565: Agustus.