

THE USE OF PICTURES SERIES BASED ON LOCAL WISDOM IN TEACHING WRITING

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This research was find out whether the use of pictures series based on local wisdom can improve students' developing of ideas in writing narrative texts at one of public junior high school in central java.

This method used in this research was a Classroom Action Research. The research was conducted in two cycles in April 2022/2023 academic year. The research was the 32 students at one of public junior high school in central java in 2022/2023 academic year. In collecting the data, the researcher used test and non-test such as observation, interview, and documentation. To analysis data, the researcher used qualitative and quantitative data analysis. The qualitative data analysis method that was used proposed by Miles and Huberman analysis that consisted of data collection, data reduction, data display, and conclusion. To analyze the quantitative data, the researcher used mean score of the test.

The result of the research show that pictures series based on local wisdom can improve the students' developing of ideas in writing narrative texts. The improvement of the students' writing skill can be seen from the students writing achievement. The result of mean score for pre-test was 55, in post-test 1, it was 64, and in post-test 2, it was 75. It can be concluded that pictures series based on local wisdom can improve the students' writing skill especially in developing idea the sequence of stories in writing narrative text.

Keywords: Writing Skill, Pictures Series Media, Classroom Action Research.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan gambar berseri berbasis kearifan lokal dapat meningkatkan pengembangan ide siswa dalam menulis teks naratif di salah satu sekolah menengah pertama negeri di Jawa Tengah.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Penelitian dilaksanakan dalam dua siklus pada bulan April tahun pelajaran 2022/2023. Penelitian ini dilakukan pada 32 siswa di salah satu sekolah menengah pertama negeri di Jawa Tengah tahun pelajaran 2022/2023. Dalam pengumpulan data, peneliti menggunakan tes dan nontes seperti observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan analisis data kualitatif dan kuantitatif. Metode analisis data kualitatif yang digunakan adalah analisis Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menganalisis data kuantitatif, peneliti menggunakan skor rata-rata tes.

Hasil penelitian menunjukkan bahwa gambar berseri berbasis kearifan lokal dapat meningkatkan pengembangan ide siswa dalam menulis teks naratif. Peningkatan

keterampilan menulis siswa dapat dilihat dari prestasi menulis siswa. Hasil nilai rata-rata untuk pre-test adalah 55, post-test 1 adalah 64, dan post-test 2 adalah 75. Dapat disimpulkan bahwa gambar seri berbasis kearifan lokal dapat meningkatkan kemampuan menulis siswa. keterampilan terutama dalam mengembangkan ide urutan cerita dalam menulis teks naratif.

INTRODUCTION

Writing is both an activity of creation and presentation; it involves creating sentences and phrases and then using them to convey ideas. Some of the techniques and strategies used to enhance students' writing abilities include cooperative learning, think pair share, contextual teaching and learning, communicative language education, and group discussions (Satriani, Emilia, Gunawan, 2012; Muslem & Abbas, 2017). Writing ability is the skill of converting a concept into a scientific one by putting it into words and sentences. When writing, students cannot just concentrate on the entire piece. They must pay great attention to the steps or processes required in order to write effectively. Writing that is successful in terms of language, substance, aim, and audience is considered good writing.

When we write, we don't just blurt out all of our thoughts. But we also need to understand the factors that influence it. According to Byrne (1995: 4), there are three variables that influence the writing process: (2) Language barrier: A lecturer must make an effort to sustain communication and must make sure that both his or her choice of sentence structure and the way his or her phrases are connected. (1) psychology problem: A lecturer is expected to be able to write on his or her own without the possibility of interaction or feedback, which makes the act of writing difficult. (3) As a matter of cognition, a lecturer must be familiar with the written form of the language and acquire the specialized structures required for effective written communication. From the key constructs, the writer concludes that writing is more than merely a means for communication. It is a way of remembering and thinking. This makes writing difficult. It necessitates careful work. Writing is the ongoing creation of phrases, sentences, paragraphs, and words. It is a teaching strategy. We are unable to produce much that is engaging without first considering, looking into, watching, asking questions, experiencing, and reading.

Writing concepts must also be understood by the teacher in addition to teaching writing skills (Graves, 1991). According to this view, a teacher must have a complete understanding of the writing process in addition to being able to teach the content and assign homework. Many conventional methods of teaching writing lack the inclusion of the writing process, claims Harmer (2004: 11). For many years, rather than emphasizing the writing process, writing training emphasized the final product. In other words, the student was more concerned with the what of text growth than the how.

A narrative text is a sort of writing that is used to describe past actions or events, to depict difficulties and solutions, to entertain readers, and occasionally to impart moral lessons (Pardyono 2007, p. 94). A narrative text is a substantial group of events that are verbally described. Events (Sartika 2017) are planned, making them sequential rather than purely random. In a sequence, there is always a time arrangement. From the first event to the end, the most straightforward chronology moves quickly onward.

In order to improve children's enthusiasm in learning, we need to employ a technique or a medium. Utilizing media is one strategy, which not only keeps students

interested in their studies but also boosts teachers' creativity in the classroom. Teachers can employ a range of media during the teaching process, including pictures, videos, and diagrams (Christine, 1991). Using visuals to help learning is one tactic. A photo series is one of the many image types that are available.

All communication tools that can be used to send messages or information from sources in an effort to pique the recipient's thoughts, sentiments, interests, or attention are referred to as media, in accordance with Nurbiana Dhieni et al. (2008: 10.3). However, when educating kids about material that is difficult for them to understand, the media will be advised. The complexity of the learning material varies. On the one hand, there are learning resources that don't require media, while on the other, there are learning materials that do. High-level learning materials might be difficult for students to comprehend, especially if they don't like the subject matter being taught. Given the proper resources, students will have no trouble understanding stuff like this. The following are the 13 types of media that Briggs (in Arif Sadiman, 1993) defines: 1: Object. (2). Model. Third, live sound. (4) Recording sound. print medium, ranking 5. Sixth: instruction through programming. 7 on the whiteboard.(8) media with transparency. matched movies (9). picture movie (10). (11). Film. (12).Television, (13).Image.

METHODS

Research Participants

The research was conducted as an action research. The researcher took place in at one of public junior high school in central java.

The data were in grade VIIID students at one of public junior high school in central java the academic year 2022-2023. The researcher used a group of students from VIIID class. The class has 32 students. The researcher was conducted in the research for three months start from April until May 2023.

Data Collection Method

The research was a classroom action research. The researcher took place in at one of public junior high school in central java, classroom action research was a method to improve in learning teaching. In Indonesia, CAR has been very well-known. Many teachers have been used this way to improve learning process in class. Classroom action research was type of intermediary to learning and teaching process according on real problem that faced by teacher to improve student motivation and skill in class.

Tests were utilized in this study to gauge Students' writing prowess. This study is divided into two cycles, each of which has two to three meetings. The researcher was introduced during the first meeting of the first round, and students were observed in order to gauge their comprehension of the subject matter and writing skills.

The first cycle of research was concentrate on grammar and vocabulary expansion. The test that the researcher uses involves making basic past tense sentences while analyzing a video. The purpose of this exercise is to assess students' abilities to analyze a narrative text story using a video and then retell it after doing so in the past tense.

The second cycle was concentrated on regular-irregular verb. in this round the researcher did not only focus on vocabulary but also how to make good and coherent stories. not only focusing on making stories but also on choosing regular-irregular verbs, in which some words change form according to their usage in sentence construction.

At the conclusion of the study, the researcher thinks that by using visual series media rooted in local wisdom that serve as a way to foster concepts about authorship as well as an introduction to culture, students' talents can be strengthened.

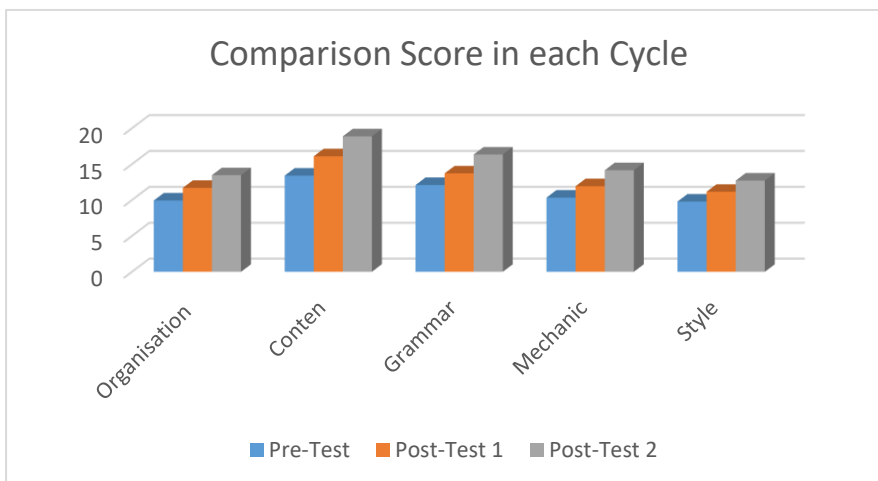
Data Analysis

When conducting qualitative research, the data collection phase is frequently when the analytical process begins because it is during this stage that the data are processed and formed. The advantage of this sequential analysis¹, often referred to as an interim analysis, is that it enables the researcher to revisit and amend initial questions, develop new hypotheses, and go deeper into previously unexplored paths of inquiry. Furthermore, it allows the researcher to look for outliers or negative cases, i.e., instances of speech or events that run counter to the developing hypotheses or propositions and can be used to strengthen them.

As it is known, triangulation represents a multi-method approach that academics utilize to gather and analyze data. Olsen (2004: 3; Yeasmin & Rahman, 2012) believes that it is conceivable, under specific conditions, to use multimethod (triangulation) in social-humanities science. both quantitative and qualitative. An interactive analytical model created by Miles and Huberman was used to analyze the study's data. Following Miles and Huberman's analysis (1992: 16 The four activity lines of data collection, data reduction, data display, and withdrawal of data verification or conclusion make up the analysis process for qualitative data.

RESULTS AND DISCUSSION

The discussion of the students' results from the pre-test, Cycle 1, Cycle 2, and post-test is presented in this section. The mean of the students' scores for the five components of writing—content, organization, vocabulary, language use, and mechanics—are the subject of the debate.



Histogram 1

The organization's mean score, which is displayed above in the table, likewise shows a considerable improvement. The pre-test had an average score of 9.93. After applying the Cycle 1 activities, the average score increased to 11.70. By the time Cycle 2 was over, the average score had increased to 13.46.

The students improve their vocabulary. The pre-test had an average score of 13,40. The Cycle 1 actions were completed, and the mean score increased to 16.09 points. The mean score in Cycle 2 was 18.87.

The average Grammar score is displayed above in the table and also shows a considerable improvement. The pre-test had an average score of 12.09 points. After applying the Cycle 1 activities, the average score increased to 13.71. By the time Cycle 2 was over, the average score had increased to 16.34.

The table above displays the mean score for the mechanics component. The mean score before the exam was 10.34, while the mean score after the test was 11.93. Gain received a score of 14.15. It proves that the mechanics part has gotten better.

Additionally, the students improve their vocabulary. The pre-test had an average score of 9.78. Following the Cycle 1 actions, the mean score increased to 11.15. The mean score in Cycle 2 was 12.71. The average score for each of the five aspects is shown in the tables below.

Table 1 table of comparison score in every cycle

| Component | Pre-test | Post-test 1 | Post-test 2 |
|-----------|----------|-------------|-------------|
| Score | 55.56 | 64.25 | 75.56 |

According to the table above, which shows the results from the pretest to the posttest for cycle 1, there was an improvement of 20 points, raising the class average score from 55 to 75. Of the 32 students who took Post-Test 1, 21 students (or 71%) achieved the required level of completion. It still does not meet the starndart minimum criterion based on the mean score. The average value then increased from 64 to 75, an increase of 9 points, from cycle 1 to cycle 2. Of the 32 students who

took Post-Test 2, 25 students (78%) achieved the required level of completion. It follows that the majority of pupils are proficient in the subject.

A pupil will find it simpler to get a clear understanding of the writing process if picture series are used. According to Wright (1989), picture series are collections of images that depict a sequence of events or acts. The picture book will have a collection of images that correspond to the plot by depicting a number of significant moments, allowing students to expand or alter the narrative in accordance with their own creativity and imagination. The use of picture-series in the educational process is quite advantageous. We are all aware of how readily students can be persuaded to study more about a subject by using images that can illustrate anything. In addition to serving as a liaison, the use of visuals will enhance learning and increase the attaining the intended goals. The picture-series may possibly be better.

Visual media must now be used extensively during the learning process. Students learn how to tell a series of stories in a picture by using picture series, which enables them to develop unique and well-structured concepts. The use of learning media in the teaching and learning process, according to Arsyad (2006: 15), can stimulate and drive learning activities, spark new demands and interests, and even have a psychological effect on students. The use of learning media at the learning orientation stage will significantly assist in the dissemination of messages and instructional content at this time. It is anticipated that one of the media options utilized to promote student interest in the writing learning process will be picture series media.

Utilizing a picture series provides certain benefits. The students can generate ideas for their writing thanks to the sequential photographs, which is the first advantage. Most pupils are unclear about where to start when writing. Writing is influenced by picture series. These pictures show which event happens first and which one comes afterwards. The second is how animated television shows can spark pupils' interest in the writing process. According to Patricia (1998), using graphics can help children comprehend story principles, details, sequencing, and character development. Picture series can enhance students' ability to develop ideas in writing. Using visuals might help students come up with more storyline ideas or use their creativity when writing.

Preserving local knowledge is crucial, beginning in the classroom. It is due to the fact that most kids today use mobile devices, many of which feature social utilizing media to connect with international citizens and give them access to the world's resources providing information and various civilizations. Based on Riadi itself, local wisdom (2017) is the result of the blending of customs, knowledge, and any living tactics. As a practice used by the locals to address any issues and satisfy their needs. Local value, local knowledge, local skill, and local wisdom are all examples of local wisdom.

As a result, the usage of media picture series based on local wisdom enhances students' ability to write narrative texts and develop ideas while also introducing them to stories from their own countries and moral values that they can learn as part of local wisdom material.

CONCLUSIONS

The purpose of this study is to employ picture series to help students write more effectively. This study was carried out at one of public junior high school in central java in 2022/2023 academic year. Based on the information and discussion presented in the preceding chapters, it is possible to draw the conclusion that using the picture series media to teach and learn writing helps students' writing abilities. The students used pictures series to help with idea generation, text organization, and vocabulary development.

The improvement was also evident in the way that students were taught and learned. The students become more engaged in class activities and more self-assured when writing. The students' average test results from the pre-test, Cycle 1, Cycle 2, and post-test also demonstrated the success of the picture series media in enhancing their writing skills. Along with their writing grade, the students demonstrated a favorable attitude toward writing. The students first expressed reluctance to complete the writing assignment, but after the picture series media was introduced, their enthusiasm for writing increased. Based on the aforementioned information, it was decided that using the picture series media would help students' writing abilities and attitude toward the teaching and learning process.

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