_____

## Ability to write narrative discourse by using media pictures of students

Amelia Widya Hanindita [1], Nur Rohmah[2], Bahauddin Azmy[3]
[1][2][3]Universitas PGRI Adi Buana Surabaya
Corresponding Author : [1] rohmah@unipasby.ac.id

**Abstract**

This research aims to describe the ability to write narrative discourse by using media pictures in fifth-grade students at SDN Dukuh Menanggal I/424 Surabaya. The research design uses a quantitative approach and the type of research is descriptive statistics. The results of the study, in general, showed that the ability to write narrative discourse by using media pictures in fifth-grade students at SDN Dukuh Menanggal I/424 Surabaya, namely 14 students (50%) were very capable, 7 students (25%) were able, and 7 students (25%) quite capable. As for specifically the abilities of students in (1) detailing and sorting events chronologically, namely (a) on the indicator detailing events 15 students (54%) were able, 13 students (46%) were quite capable; (b) the indicators order events chronologically, namely 20 students (71%) are capable, 8 students (29%) are quite capable; (2) using language, namely (a) on the indicator of the use of letters only 1 student (3.5%) is capable, 1 student (3.5%) is quite capable, 26 students (93%) are not able; (b) on the word choice indicator, 16 students (57.1%) were able, 11 students (39.3%) were quite capable, 1 student (3.6%) was not able; (c) on the indicator of using sentences, 17 students (61%) were able, 10 students (36%) were quite capable, 1 student (3%) was not able.
Keywords: media picture, writing, narrative discourse.

## INTRODUCTION

Literacy skills are important for students to have in the 21st century. Literacy is the ability to understand reading and writing. In each school, students are accustomed to reading non-text textbooks for 15 minutes. Then, write a summary of the results of understanding what has been read in a daily writing journal. This activity is carried out with the aim that students are skilled in writing. Writing skills are one of the four language skills that require a long process of completion. Especially for students who do not have much experience. Before writing, learners should read a lot of various references to get ideas. After that, observe interesting situations, conditions, things, and problems to be used as writing material. Then, determine the topic, title, and outline of the content you want to write. To

_____

_____

familiarize writing activities, students are given these lessons from an early age since the elementary school level.

In the 2018 Permendikbud, it is stated that one of the writing skills taught in Indonesian subjects is narrative. This subject matter is taught by grade V elementary school students (Permendikbud, 2018). A narrative is a type of discourse that tells a series of events based on chronology either experienced directly or indirectly by the author. Narrative discourse has a lower level of difficulty in thinking than exposition, argumentation, description, and persuasion. This is because students will find it easier to write by exploring the story of their experience or based on other people's life paintings.

In learning activities to write narrative discourses at SDN Dukuh Menanggal I / 424 Surabaya, students have difficulty determining themes and conveying chronology. Thus, it facilitate the use of two-dimensional image media with certain themes accompanied by characters and a series of events so that students can imagine what they want to write. Sukmawati (2019) states that a learning model that uses images with logical sequences is a form of cooperative learning.

The purpose of the research in this article describes the ability to write narrative discourse using image media in grade V students of SDN Dukuh Menanggal I / 424 Surabaya. The things discussed are (1) the ability to detail and sequence events chronologically and (2) the ability to use language.

Writing is a language skill that is produced as a medium for expressing ideas, ideas, opinions, and experiences in the form of writing. Regular writing activities can increase intelligence, and develop initiative, creativity, courage, willpower, and the ability to collect information (Rahmadani, 2017). Then, discourse is the greatest grammatical level in the linguistic stratum after the sentence. Discourse writing is the activity of producing writing containing experiences that are mutually continuous so that readers can understand each other.

A narrative is a clear picture of an event that has taken place in the form of discourse so that the reader can know it (Keraf, 1991). Furthermore, Ningsi (2017) explained that narrative attaches importance to the chronological order in conveying events experienced by characters in a certain period through the form of discourse. From these two explanations, it can be understood in essence that discourse that contains events in the sequence of time that occurs in a person is called a narrative.

In writing narrative discourse, it is necessary to pay attention to the use of language in the use of letters, word selection, and the use of sentences. First, the use of letters, using capital letters, italics, and bold letters according to the context. Second, word selection, using standard words, prevalent, straightforward, and precise. Third, the use of sentences, using effective sentences: equivalent, parallel, firm, sparing, careful, cohesive, and logical.

Research relevant to "Narasi" was previously conducted by Suharta in 2016 with the title "Improving the Ability to Write Narrative Discourse with Problem-Based Learning Strategies for Class VIII Students of SMP Negeri 28 Bulukumba". The results of his research show that the problem-based learning strategies used can improve the ability to write narrative discourse (Suharta, 2016).

**METHOD**

This research design uses a quantitative approach. As for the type of research, descriptive statistics. The population in the study was class V students of SDN Dukuh Menanggal I / 424 Surabaya while the sample of the study was 28 students of class VA SDN Dukuh Menanggal I / 424 Surabaya. Data collection techniques use narrative discourse

_____

_____

writing tests using image media. Data collection instrument using test question sheets writing narrative discourse using image media with the theme of vacationing to Selecta. The results of the test of the ability to write narrative discourse using student image media are assessed based on the following data analysis reference instruments.

**Table1**
**Data Analysis Reference for Writing Narrative Discourse**
**by Using Image Media**

| No | Component | Assessed aspects | Assessment Indicators | Score |
|---|---|---|---|---|
| 1 | Break down and sort events chronologically | a. Detailing events | 1) Learners can detail events that occur from the beginning, middle, and end. (3) 2) Students in detailing events three parts are not continuous. (2) 3) Students in detailing events there are more than three parts that are not continuous. (1) | |
| | | b. Sort events | 1) Students can sort events in order and clearly according to chronological time. (3) 2) Learners sequence events sequentially and unclearly or incoherently and clearly. (2) 3) Students cannot sequence events coherently and clearly. (1) | |
| 2 | Language use | a. Use of letters | 1) Students do not use capital, italic, or bold letters according to the rules of use <5. (3) 2) Students do not use capital, italic, or bold letters according to the rules of use <10. (2) 3) Students do not use capital, italic, or bold letters according to the rules of use >10. (1) | |
| | | b. Word selection | 1) Students do not use standard words, usual, straightforward, right <5. (3) 2) Students do not use standard words, usual, straightforward, right <10. (2) 3) Students do not use standard words, usual, straightforward, right >10. (1) | |
| | | c. Use of sentences | 1) Learners do not use effective sentences <5. (3) 2) Learners do not use sentences effectively <10. (2) 3) Learners do not use sentences effectively >10. (1) | |
| | | | Number of scores obtained | |
| | | | Value | |

To analyze the data resulting from the ability to write narrative discourse using image media, students use the following simple statistical techniques.

$$\text{score} = \frac{Number\ of\ scores\ obtained}{Maximum\ score} \times 100$$

_____

_____

Then, find out the average grade of the class using the following formula.

$$mean = \frac{\sum fx}{N}$$

Information:

mean = average number

fx      = sum of all values in the class

N       = number of learners

Next, the average value is converted with the following ability criteria.

a. 85-100 = A (Very Capable)

b. 70-84 = B (Capable)

c. 55-69 = C (Capable Enough)

d. 40-54 = D (Incapable)

Students are said to be able to write narrative discourse using image media if they obtain ability criteria A (very capable) or B (capable).

## RESULTS AND DISCUSSION
### Result

Based on data analysis, the results obtained from the narrative discourse writing test using image media in grade V students of SDN Dukuh Menanggal I / 424 Surabaya are presented in the following table.

**Table 2 Results of the Student Narrative Discourse Writing Ability Test by Using Image Media**

| No | Student Code | Detailing and Sequencing Events | | Using Language | | | Score | Value |
|---|---|---|---|---|---|---|---|---|
| | | A | B | A | B | C | | |
| 1 | 01 | 3 | 3 | 1 | 2 | 3 | 12 | 80 |
| 2 | 02 | 3 | 3 | 1 | 2 | 2 | 11 | 73 |
| 3 | 03 | 3 | 3 | 1 | 2 | 2 | 11 | 73 |
| 4 | 04 | 2 | 3 | 1 | 2 | 3 | 11 | 73 |
| 5 | 05 | 2 | 3 | 1 | 3 | 3 | 12 | 80 |
| 6 | 06 | 2 | 2 | 1 | 3 | 2 | 10 | 67 |
| 7 | 07 | 3 | 3 | 1 | 3 | 2 | 12 | 80 |
| 8 | 08 | 2 | 3 | 1 | 3 | 2 | 11 | 73 |
| 9 | 09 | 3 | 3 | 1 | 3 | 3 | 14 | 93 |
| 10 | 10 | 3 | 2 | 1 | 3 | 2 | 11 | 73 |
| 11 | 11 | 3 | 3 | 1 | 3 | 3 | 14 | 93 |
| 12 | 12 | 3 | 3 | 1 | 3 | 3 | 14 | 93 |
| 13 | 13 | 2 | 3 | 2 | 3 | 3 | 13 | 87 |
| 14 | 14 | 2 | 3 | 1 | 1 | 3 | 10 | 67 |
| 15 | 15 | 2 | 2 | 1 | 3 | 1 | 9 | 60 |
| 16 | 16 | 2 | 3 | 1 | 3 | 3 | 12 | 80 |
| 17 | 17 | 3 | 3 | 1 | 3 | 3 | 14 | 93 |
| 18 | 18 | 3 | 3 | 1 | 3 | 3 | 14 | 93 |
| 19 | 19 | 3 | 2 | 1 | 3 | 2 | 11 | 73 |
| 20 | 20 | 3 | 2 | 1 | 3 | 3 | 12 | 80 |
| 21 | 21 | 3 | 3 | 3 | 3 | 3 | 15 | 100 |

_____

_____

| No | Student Code | Detailing and Sequencing Events | | Using Language | | | Score | Value |
|----|---------|---|---|---|---|---|-------|-------|
| | | A | B | A | B | C | | |
| 22 | 22 | 3 | 3 | 1 | 2 | 3 | 12 | 80 |
| 23 | 23 | 2 | 2 | 1 | 2 | 3 | 10 | 67 |
| 24 | 24 | 3 | 3 | 1 | 2 | 3 | 12 | 80 |
| 25 | 25 | 2 | 3 | 1 | 2 | 3 | 11 | 73 |
| 26 | 26 | 2 | 3 | 1 | 2 | 2 | 10 | 67 |
| 27 | 27 | 2 | 2 | 1 | 2 | 2 | 9 | 60 |
| 28 | 28 | 2 | 2 | 1 | 2 | 2 | 9 | 60 |

(Assessed Aspects)

## Discussion

From Table 2, it can be seen the ability of students to write narrative discourse using image media. First, seen from the aspect of detailing and sequencing events chronologically, in the indicators detailing events, 15 students (54%) were able to tell the story of vacation activities to Selecta from the beginning, middle, the end of the trip. Then, 13 students (46%) were quite capable of telling the story of their trip on vacation to Selecta even though some parts were not continuously located at the end of the story. In the indicator of sorting events chronologically, 20 students (71%) were able to pour their writings according to the sequence of time in sequence. Then, 8 students (29%) were quite able to sort the story they wrote chronologically even though at the beginning of the story the time of the incident was not too visible.

Secondly, in terms of using language, in the indicator of using letters, only 1 student (3.5%) can write letters according to the context of their use. Then, 1 student (3.5%) is quite capable of using letters according to the rules. The remaining 26 students (93%) have not been able to write letters according to the writing rules. This is in line with research conducted by Badriya & Prihatin (2022), students still have difficulty in applying the use of language to verbs and nouns so it affects their writing, especially in the use of prefixes or prefixes in-. When viewed in the data, overall students still have difficulty in using capital letters in (1) writing their names. This can be seen in the writing with code 01 in the fourth paragraph of the learner writing "After cleaning up the goods Arman and family rest." The sentence should have written the name of the person in the sentence so that it would be "After cleaning up the belongings, Arman and the family rested." (2) Writing words at the beginning of sentences. This can be seen in the writing with code 02 in the first paragraph of the students writing "The next day Arman and family went to Selekta." It should have written the word at the beginning of the sentence in capital letters so that it became "The next day Arman and family went to Selecta." (3) Writing the name of the place. This can be seen in the writing with code 15 in the second paragraph, students write, "After arriving at the selecta, Arman and his family bought an entrance ticket." The writing of the place name whether located at the beginning, middle, or end should still be written using capital letters so that it becomes "After arriving at Selecta Arman and the family bought an entrance ticket." In this regard, Suandi explained that some capital letters are used in writing the beginning of sentences, people's names, and geographical names (Suandi, Sudiana, & Nurjaya, 2018).

In the word selection indicator, 16 students (57.1%) were able to use standard, common, straightforward, and appropriate words in writing vacation activities to Selecta. Then, 11 students (39.3%) were quite capable of using standard words, common, straightforward, and precise in expressing their ideas. Then, 1 student (3.6%) has not been

_____

_____

able to use standard, common, straightforward, and precise words in presenting their stories. When viewed in the data, overall students still have difficulty in using standard words. This can be seen in the writing with code 19 in the second paragraph of the students writing "At that time the Arman family arrived at Selekta, then they looked for a place to sit and put the goods/equipment brought." The word "mark" is not standard, it is a word commonly used in Javanese conversation. The standard word should be "put" so the sentence changed to "At that time the Arman family arrived at Selecta, then they looked for a place to sit and put the goods or equipment brought."

This phenomenon is also found in the writing with code 14 in the third paragraph of the learner's writing "When you buy a ticket, dad represents." The word "represent" is not standard, the correct one should be "slipping" and the word "father" is only written once. Thus, the sentence changed to "When buying a ticket Dad slipped." From that event, it can be seen that students are also Javanese speakers. This is because, in writing narrative discourse, his Javanese vocabulary is mixed with his Indonesian.

Then in the writing with code 23 in the third paragraph, the students write "Arman and his sister asked to go home." The word "ask" is not standard, correct writing should be "ask" There is no need for the phoneme /h/ to accompany it. Thus, the correct sentence becomes "Arman and his sister asked to go home." Related to that, Suyitno explained the use of bad words such as how, ngapain, enter, love, make, betulin, kayak, and cuman as non-standard forms of words. These words are dialect forms that have not been recognized for their standard (Suyitno, 2012).

In the sentence usage indicator, 17 students (61%) were able to present sentences in writing narratives effectively. Then, 10 learners (36%) were quite capable of using sentences effectively. Then, 1 student (3%) has not been able to use sentences effectively in writing narratives. When viewed in the data, broadly speaking, students still have difficulty in using effective sentences in sentence saving. This is also found in research conducted by Alfionita, Ton, & Alyadi (2020) there are still many errors found in accuracy, standards, generality, thrifty, and subtlety of meaning in writing speech texts.

In the writing with code 03 in the second paragraph, students write, "Arman and his sister change clothes and Arman wears clothes, prepare Arman and his sister are very happy." In that sentence, there are many repetitions of the same word so the sentence becomes unsparing. For the sentence to be effective, it should be: "Arman and his sister changed the clothes prepared in advance, and they were very happy."

This phenomenon also occurs in writing with code 05 in the third paragraph of students writing "Mother and father are very happy to see their children happy." The sentence was not effective, to be an effective sentence, the word "once" was omitted so that it changed to "Mother and father are very happy to see their son happy." Then in the writing with code 21 in the first paragraph, the learners wrote "At night Arman and his sister are very happy and very busy preparing the swimsuits, toys, and clothes he wears tomorrow." The word "very" in the sentence is used twice to express feelings of joy and busyness. For the sentence to be effective, the word "very" is enough to write it once and the affix to the word "toy" is omitted so that it becomes "At night Arman and his sister are very happy and busy preparing the swimsuits, toys, and clothes he wears tomorrow."

Furthermore, in the writing with code 22 in the first paragraph, students write, "Before Arman and his family go to their selecta, they prepare everything at night." In this sentence it is ineffective because there is a repetition of the word "they", it should be enough just to write the word "they" so that it becomes "Before Arman and the family go to Selecta, they prepare everything at night." Ningsih et al explained that for a sentence to be an effective

_____

_____

sentence, it must avoid unnecessary repetition of words (Ningsih, Rochiyati, Wibisono, Mutiah, &; Patmiati, 2007).

Based on the overall calculation results, the highest score obtained by students in writing narrative discourse using image media is 100. Then, the lowest score obtained by learners is 60. A score of 100 is only obtained by 1 student (3.6%). A score of 93 was obtained by 5 students (18%). A score of 87 was only obtained by 1 student (3.6%). A score of 80 was obtained by 7 students (25%). A score of 73 was obtained by 7 students (25%). A score of 67 was obtained by 4 students (14.3%). A score of 60 was obtained by 3 students (11%). The grade point average is 77.5. If converted with the ability criterion, then 14 learners (50%) in the very capable category, and 7 learners (25%) in the moderately capable category.

## CLOSING

Based on the results and discussion, the conclusions obtained are as follows. In general, the ability to write narrative discourse using image media in grade V students of SDN Dukuh Menanggal Surabaya, namely 14 students (50%) are very capable, 7 students (25%) are capable, and 7 students (25%) are quite capable. Thus, the role of image media can help overcome the difficulties of learners in writing narrative discourse. In particular, the ability of students in (1) detailing and sequencing events chronologically, namely: (a) on the indicators detailing events 15 learners (54%) are capable, 13 learners (46%) are reasonably capable; (b) in the indicators of chronological sorting of events, namely 20 students (71%) are capable, 8 students (29%) are quite capable; (2) using language, namely (a) in the indicator of letter use only 1 student (3.5%) is capable, 1 student (3.5%) is quite capable, 26 students (93%) are not capable; (b) in the word selection indicator, 16 students (57.1%) are capable, 11 students (39.3%) are quite capable, 1 student (3.6%) is not capable; (c) In the sentence use indicator, 17 students (61%) are capable, 10 students (36%) are quite capable, 1 student (3%) is not capable.

## BIBLIOGRAPHY

Alfionita, N., Ton, E. Y., & Alyadi, R. A. C., 2020. Analisis Kesalahan Berbahasa dalam Tataran Sintaksis Pada Teks Pidato Siswa Kelas X Perawat 1 SMK Kesehatan Nusantara Surabaya. Retrieved 16 December, 2022, from http://ejournal.unhasy.ac.id/index.php/disastri/article/view/847

Badriya, L., & Prihatin, Y. 2022. Analisis Kemampuan Siswa Kelas VII-A MTS Ali Imron Bangkalan dalam Menulis Karangan Narasi. Retrieved 16 December, 2022, from http://ejournal.unhasy.ac.id/index.php/disastri/article/view/2668

Keraf, G. 1991. *Argumentasi dan Narasi.* Jakarta: Gramedia.

Ningsi, N. P. S. 2017. Kemampuan Menulis Karangan Narasi Melalui Media Animasi Siswa Kelas VIII SMP Negeri 07 Palopo. *Jurnal Onoma: Pendidikan Bahasa dan Sastra* Vol. 3, No. 1: 44-56. doi: http://dx.doi.org/10.30605/onoma.2017.910

Ningsih, S., Rochiyati, A. E., Wibisono, B., Mutiah, A., dan Patmiati, T. 2007. *Bahasa Indonesia untuk Mahasiswa.* Yogyakarta: Andi.

Permendikbud. 2018. Perubahan Atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Rahmadani, S., Suhartono, dan Arifin, M. 2017. Kemampuan Menulis Teks Narasi Tentang Pengalaman Libur Sekolah Siswa Kelas VII SMP Negeri 1 Bermani Ilir Kabupaten Kepahiang. *Jurnal Ilmiah Korpus* Vol. I, No. II: 218-223. doi:

_____

_____

https://doi.org/10.33369/jik.v1i2.4136

Suandi, I. N., Sudiana, I. N., dan Nurjaya, I. G. 2018. *Keterampilan Berbahasa Indonesia: Berorientasi Integrasi Nasional dan Harmoni Sosial*. Depok: RajaGrafindo Persada.

Suharta, A. E. A. 2016. Peningkatan Kemampuan Menulis Wacana Narasi dengan Strategi Pembelajaran Berbasis Masalah Siswa Kelas VIII SMP Negeri 28 Bulukumba. *Jurnal Pendidikan Islam: Pendakatan Interdisipliner* Vol. 1, No. 1: 23-33. doi: https://doi.org/10.36915/jpi.v2i1.5

Sukmawati, N. M. I., Dantes, N., dan Dibia, I. K. 2019. Pengaruh Model Pembelajaran *Picture and Picture* terhadap Keterampilan Menulis Narasi. *Mimbar PGSD Undiksha* Vol. 7, No. 3: 198-206. doi: https://doi.org/10.23887/jjpgsd.v7i3.19390

Suyitno, I. 2012. *Menulis Makalah dan Artikel: Teori, Contoh, dan Praktik Perlatihan*. Bandung: Refika Aditama.

_____