Serial Image Media as a Stimulus for Explanatory Text Writing Ability in XI IPS Class Students of SMAN 1 Malang

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Abstract. The use of serial image media can help students overcome obstacles in the form of determining or developing ideas to become a complete writing. The purpose of this study was to determine the application of serial image media in learning to write explanatory texts and learning outcomes. The method used is descriptive qualitative by describing the learning situation and the results of writing an explanatory text. The data was obtained through observation and documentation with student informants of class XI IPS SMAN 1 Malang. The results showed that the use of serial image media can help focus students' attention on concepts and events so that it helps to more easily reveal a phenomenon. This media use activity reduces boredom so that it supports students to be more active and involved in the learning process. The average score achieved by students which is 91.8 with four categories of assessment.

Keywords: writing, idea, explanation, serial image

1 Introduction

Writing skill is an activity that cannot be separated from student learning activities. These skills can help students be active in learning, including stimulating language skills. Language skills are needed in everyday life. According to Susanto [1] there are four aspects of language skills, namely listening or listening skills, speaking, reading, and writing. Each aspect has a relationship related to one another.

Writing skills are usually the last to be mastered by students. Because someone will write after mastering language skills first. When writing, one also needs a lot of time to think, choose the right words and convey ideas clearly. Susanto [1] states that writing requires special skills to be learned and skilled.

Writing skills will be beneficial for students. In addition to expressing thoughts, feelings and ideas, writing will also make students' thoughts wider and more critical [9]. However, in practice, students lack the courage to express their thoughts, feelings and experiences through media writing. Even though in learning, students have been given knowledge about grammar rules, writing grammar and choosing vocabulary for writing provisions [2].

Currently several schools in Malang are also still implementing the 2013 Curriculum by applying the principles of the Independent Curriculum. Indonesian subjects in the 2013 Curriculum are still text-based. According to Mahsun, this is to provide space for students to develop various types of thinking structures because each text has a different thinking structure [3].

Indonesian texts in the 2013 curriculum do not only function as a communication tool, but also as a means of thinking [4]. From this opinion, language is not only to develop the ability to understand but also the ability to create a text [4].

One of the Indonesian language materials studied by class XI high school students is explanatory text. Explanatory text is a text that explains a process of the occurrence of a natural or social phenomenon [5]. Explanatory text is the new text taught in the 2013 Curriculum, so there are still some difficulties students experience when receiving the subject matter [5].

Then related to writing skills, there is previous research that is relevant, namely research conducted by Yulistiani, et al. with the title Writing Skills of Explanatory Texts Using Serial Images. This research shows that the use of serial pictures in writing explanatory texts helps students to put their ideas, thoughts and ideas into written form and easily find vocabulary to express the contents of the pictures in written form [6].

Yulistiani's research has similarities with this study, namely using serial image media as an effort to convey his ideas into narrative. However, the focus of this research is different from Yulistiani's research. These differences are found in research procedures and the treatment given to students [6].

This research focuses more on students' creativity in compiling and developing their ideas. Another difference is in the opportunity for students to explore to solve the topics/ideas they choose. Students are free to arrange serial pictures according to their ability to imagine in describing their ideas. This certainly has an impact on the results of the writing that is produced.

The researcher then chose SMAN 1 Malang. Because this school is one of the schools that still uses the 2013 Curriculum which is classified as a level 1 school of Independent Curriculum Implementation or the Independent Learning stage. Based on the results of observations made on August 20 2022 in class XI SMAN 1 Malang, students still have problems in the learning process of writing explanatory texts.

The obstacles experienced by students are very diverse and differ from one student to another. Such as the difficulty in distinguishing the text of the observation report from the explanatory text and students having difficulty in determining ideas. Likewise, students who have already determined their ideas often find it difficult to develop ideas into complete writing.

This difficulty can be caused by a lack of students' understanding of the material conveyed by the teacher which is influenced by the selection of methods and media in the learning process. One way that can be done to make it easier for students to find and develop ideas in writing is to use appropriate learning media.

According to Djamarah and Zain [7] media can be classified into three types namely audio media, visual media and audio visual media. The serial picture media in this lesson is used as a

supporting element in determining ideas and compiling explanatory texts. Agree with Supari [7] explaining that serial image media is a series of images consisting of two to six images that tell an incident and can be used as a student's train of thought in composing or to compose a paragraph. This opinion confirms that each serial image media has a meaning in the plot of a story [7].

The selection of this serial image media refers to the cognitive psychology perspective of students. Through pictorial media they can process the information obtained and influence students' prior knowledge to strengthen their memory for learning. This is in line with the opinion of Pahliwandari, that cognitive theory is an attempt to involve mental activity that occurs within humans as a result of active interaction with the environment to obtain a change in the form of knowledge, understanding, behavior, skills, values and attitudes that are relative and trace [8].

Therefore, through the media of serial images, mental activity occurs in the form of observation. Then they are able to retell these observations by presenting details in the form of objects they have chosen and described in the form of sentences or words. Through this, the learning process is realized and changes occur, especially in knowledge and understanding.

Based on this background, the authors are interested in conducting research with the title Serial Pictures as Learning Media for Writing Explanatory Texts for Class XI IPS students by discussing the process of learning explanatory texts using serial picture media, student activities in using serial picture media, as well as student learning outcomes using picture media. glow.

The expected goals of this research are to know the learning process of explanatory text using serial picture media, to know student activities in using serial picture media, and to know student learning outcomes using serial picture media.

2 Research Methods

The method used in this research is descriptive method. This method is defined as a problem-solving procedure that is investigated by describing or describing the current state of the subject and object of research based on the facts that appear as they are [5]. This method can describe the actual situation in learning to write explanatory texts using serial picture learning media for students of SMAN 1 Malang. The subjects of this study were students of class XI IPS at SMAN 1 Malang, which consisted of 23 female students and 11 male students. The reason for the researchers choosing class XI IPS SMAN 1 Malang to be the subject of research was the constraints that students experienced when getting explanation text material so that the use of media and special attention was needed [9].

The form of this research is qualitative which is carried out by analyzing the data obtained from the research results. The type of research used is qualitative in the form of words obtained from direct observations in the field in describing the learning process of writing explanatory texts using serial picture media to see the implementation of 2013 curriculum-based learning.

The research data is in the form of student activities and the results of writing explanatory texts. The data was obtained through data acquisition techniques through observation and documentation. First, observation, through this technique can be used to obtain data regarding students' activities in writing explanatory texts. Second, documentation is used to determine the extent to which students are able to express their feelings, ideas or ideas in writing.

The data collected from observations and documentation will be analyzed through steps such as data reduction, data presentation, and conclusions. This reduction is carried out to analyze the results through documentation in the form of students' work in writing an explanatory text. Second, the presentation of this data can be done in the form of a description so that the data is easy to understand. Third, conclude data from the results of reduction and presentation of data.

3 Research Results and Discussion

3.1 The Process of Learning Explanatory Text Using Serial Picture Media

In the process of teaching and learning activities, of course there are many elements that need to be considered by educators or teachers to create a pleasant learning atmosphere. Many factors influence the situation in the classroom including class conditions, relationships between friends, facilities and infrastructure, learning methods to interesting learning media. In class XI IPS SMAN 1 Malang in learning Indonesian there are still many students who have difficulty determining and developing an idea. Therefore, serial picture media is used for learning Indonesian, especially in explanatory text material. As for the implementation of learning activities using serial picture media sourced from the Learning Implementation Plan (RPP) which is divided into two meetings with three steps namely introduction, core activities, and closing.

The first meeting begins with giving examples of explanatory texts and then holding questions and answers about students' experiences in determining topics regarding natural or social phenomena. Followed by a question and answer about the pattern of developing explanatory text. The aim is to recall the structure and linguistic elements of the explanatory text. After the question and answer ends, enter the main activity by watching a video showing the process of rain. At this stage, students are asked to describe and respond to the shows they have watched. Then at the data collection stage, before students explored and demonstrated their work in the form of a serial image concept, they listened to a brief explanation of the sample framework in question. So that at the demonstration stage students can directly confirm to the teacher about the serial picture. At the end of the meeting the teacher provided students with examples of serial pictures from the results of the framework, then students were asked to paste the pictures on a bufalo paper that had been prepared. To find out progress in learning activities, the teacher and students reflect by providing feedback on the learning process.

At this first meeting, students focused more on compiling explanatory text frameworks that fit the topics they had chosen. They can explore pictures or illustrations that represent explanatory text frameworks to later use as a reference for compiling a series of pictures on a bufalo paper. This framework has been arranged according to the structure of explanatory text

which consists of general statements, causes and interpretations. The framework will later be used as a reference for writing explanatory texts to become a complete and unified text.

In the second meeting, the teacher conducted a question and answer session regarding the students' experiences in compiling an explanatory text framework using serial picture media. In the main activity at the second meeting, students were asked to report their work in the form of an explanatory text framework in the form of a series of pictures. In the next stage, they were asked to perfect their work by developing a series of images which are just ideas to be used as an explanatory narrative text. Prior to developing they were asked to listen to the teacher's explanation regarding writing an ideal explanatory text with a structure consisting of general statements, cause and effect and interpretation, to the use of language rules. In the process of writing explanatory texts students are also asked to pay attention to four aspects of assessment including completeness of structure, accuracy of language, timeliness, and creativity.

In the process of converting serial image media into an explanatory text narrative, students must first understand the selection of topics for discussion in the form of natural phenomena and social phenomena, then regarding the structure to the linguistic rules regarding explanatory texts. By understanding and referring to the media students can easily express the contents of the topic and develop ideas by paying attention to the rules of language. At the end of the meeting the teacher and students reflect on learning activities by providing feedback on the learning process regarding how to convert media images into narratives.

Through the use of serial picture media in writing activities can help students to see the relationship between a concept and an event. In accordance with their experience, students easily understand the concept if there is a concrete media. By utilizing serial picture media, students focus their attention on concepts and events. They find it easier to find vocabulary or describe events in pictures into narrative form.

3.2 Student Activities in Learning Using Serial Picture Media

The use of media in the learning process is one of the right alternatives in the learning process, especially the use of serial picture media in writing skills. Serial image media is a series of images presented sequentially and is expected to help students determine ideas or writing topics to be developed into a text.

For class XI students of SMAN 1 Malang, explanatory text material is not new material because it has been studied at the previous level. However, students still find it difficult to choose objects that can be used as a basis for writing explanatory texts. In writing explanatory texts, students are required to master existing linguistic structures and elements. Through the media of serial images students can find out the condition of the object even though they do not experience it directly. Through serial pictures students have the provision to write.

In this learning activity, class XI students of SMAN 1 Malang are given the widest possible opportunity to explore to solve the topics/ideas they have chosen. With predetermined boundaries, students are free to choose topics regarding natural and social phenomena. In the activity of compiling an explanatory text framework using serial image media, students are required to actively search for images that match the topic via the internet. The teacher has the authority to provide eligibility on the condition that the image does not contain elements of sexual violence or pornography. The feasibility of the picture does not mean limiting students

to utilize their imagination abilities in describing their ideas. This certainly has an impact on the results of the writing that is produced. The teacher also provides space for students to develop their creativity by not limiting topics/ideas in compiling explanatory texts. This space helps students hone their rich vocabulary. However, the teacher still accompanies during the learning process so that the topics chosen do not fall outside the learning objectives.

The use of serial picture media helps students to reduce boredom and boredom. This aspect is evident when acquiring ideas. They carry out many activities ranging from finding reference sources, looking for pictures to compiling a coherent framework. The use of these media helps students to be more confident because they can develop their imagination into a frame of mind. They no longer need to use a lot of visuals to demonstrate the topics they will write about. This effectiveness helps other students to focus on and listen to the delivery of explanatory text frameworks.

In the process of honing creativity in creating, students can exchange information either among students or with teachers. They have space to discuss and ask questions about things that are considered unclear. This condition helps students to be more active and responsive in the process of learning activities. Through this, the classroom conditions will be conducive and supportive for the achievement of learning objectives.

In line with Litduitna's opinion that learning media can be a tool, material and vehicle for conveying messages or information to students to acquire knowledge, skills and stimulate students' thoughts, feelings and motivation in learning to achieve the desired learning goals [10].

3.3 Student Learning Outcomes Using Serial Picture Media

Explanatory texts that have been written by students are assessed with the developed and modified instruments. The assessment includes the structure of the text with its linguistic elements. The assessment model uses categories based on predetermined component weights. The total weight in each category is the same, namely by using a scale of 1-5.

The first aspect that is assessed is related to the completeness of the text structure including general statements, causation and interpretation. The goal is to find out how far students' ability to understand explanatory text. The second aspect is related to factual linguistic rules with causality or chronological conjunctions, using nouns and not personal pronouns, using passive verbs, and there are technical or scientific terms that are appropriate to the topic. Apart from the linguistic rules, the second aspect also focuses on writing according to the EYD rules. The aim is to find out the development of data vocabulary and the distinguishing features of explanatory texts from other texts.

The next aspect of the assessment is regarding discipline which includes timeliness in the process. The aim is to see whether using serial picture media makes it easier for students to compose narratives or vice versa. If with the given deadline students are able to submit without being late, it can be said that serial image media has been successfully applied to compose explanatory texts. The last aspect is creativity in adapting pictorial media to the explanatory text he makes. The goal is to hone creativity, because Indonesian tends to be text-based so they are usually bored or don't have space to develop their creativity. So through serial pictures, students are not only focused on narrative development but also on imagination and creativity.

In this study as many as 29 students out of 34 students of class XI IPS SMAN 1 Malang participated in writing explanatory texts. In general, the data on their writing ability showed that overall, the average score of writing explanatory texts achieved by students was 91.8 out of a total score of 100 with an A predicate. Of the 29 students who were the research sample, 1 student received a maximum score of 100. Meanwhile, 9 people got 95 and the rest got 90. Judging from the results of the scores, most students have been able to develop ideas and organize them into a complete text.

a. Aspects of Completeness of Structure

The first aspect related to the structure of the explanatory text of the students' recapitulation results can be seen in table 1

Table 1 Assessment of Aspects of Completeness of Structure in Compiling Explanatory Texts. (Total Score 5)

Aspects	Score				
	5 (very good)	4 (good)	3 (average)	2 (enough)	1 (less)
Completeness of Structure	29 students (100%)	0 student	0 student	0 student	0 student

In this aspect, their average score has mastered the structure in the explanatory text so that they can develop the components of the pictorial media that he had previously made. A total of 29 students were included in the very good category. From the scores obtained by students, it can be said that students can fully write explanatory texts by paying attention to their constituent structures.

b. Aspects of Linguistic Accuracy

The second aspect is linguistic accuracy, which is related to the linguistic elements of the explanatory text and writing by the EYD rules. Student achievement from the aspect of linguistic accuracy can be described in table 2 below

Table 2 Assessment of Aspects of Linguistic Accuracy in Composing Explanatory Text. (Total Score 5)

Aspects	Score				
	5 (very good)	4 (good)	3 (average)	2 (enough)	1 (less)
Linguistic Accuracy	8 students (27,5%)	14 students (48,2%)	7 students (24,1%)	0 student	0 student

As shown in the table, the results of the measurement of mastery of this component on average fall into the good category of some students or as many as 5 students (27.5%) showing very good abilities, and 14 students (48.2%) in the good category and 7 students (

24.1%) in the medium category. The highest score on this component is 5 while the lowest score is 3 with an average score of 4.03. From this linguistic accuracy data, students still make mistakes in spelling and using punctuation. This symptom is suspected because they are not used to writing. In other words, their knowledge of the mechanics of writing is still lacking.

c. Punctuality Aspect

The aspect of timeliness is related to how students compose an article using serial image media. The recapitulation of student scores from the aspect of timeliness can be seen in table 3 below.

Table 3 Punctuality Aspect Assessment in Composing Explanatory Text. (Total Score 5)

Aspects	Score				
	5 (very good)	4 (good)	3 (average)	2 (enough)	1 (less)
Punctuality	27 students (93,1%)	2 students (6,89%)	0 student	0 student	0 student

In the aspect of timeliness, the data appears to be distributed in a very good category. Based on the results of data processing from 29 students, 27 students (93.1%) were in the very good category and 2 students (6.89%) were in a good category. This data also shows that the students involved in this study have mastered the topic or material for writing explanatory texts from the serial image media that have been made previously so that they do not find it difficult to develop it into an explanatory text with a predetermined deadline.

d. Creative Aspect

The last aspect is the creativity of students in developing paragraphs from serial image media. In this aspect of creativity, the highest score achieved by students is 6 and the lowest score is 3 with an average of 4.34

Table 4 Creative Aspect Assessment in Composing Explanatory Text (Total Score 5)

Aspects	Score				
	5 (very good)	4 (good)	3 (average)	2 (enough)	1 (less)
Creative Aspect	13 students (44,82%)	13 students (44,82%)	3 students (10,3%)	0 student	0 student

Table 8 shows that out of 29 students, 13 students (44.82%) were in the very good category in developing paragraphs. 13 students (44.82%) were in a good category and 3 students (10.3%) were in the sufficient category. From these data, it can be said that students can develop paragraphs and sentence construction to compose an explanatory text.

The existence of the criteria described above is expected to be able to implement the concept of the functions and benefits of learning media. So that learning media can be adapted

to the needs of students to solve problems in learning related to the material being taught. Reinforced by the opinion of Karo-Karo & Rohani that media needs to be developed based on relevance, basic competence, material, and student characteristics. A teacher can act as a creator to create and utilize appropriate, efficient, and fun media for students [11].

4 Conclusions

The use of serial image media in explanatory text learning is needed as a tool, material and vehicle to support the teaching and learning process, especially writing skills. In the learning process using serial picture media students can face obstacles such as difficulty determining ideas or those who have determined ideas but have difficulty developing ideas through the stages given to become complete writing. Student activities in learning using serial picture media can stimulate the imagination of students. So that they find it easier to find vocabulary or express something in the picture in the form of a narrative. In addition, serial picture media helps them to reduce boredom and boredom. This is what helps to make classroom conditions conducive and students participate actively in learning. Student learning outcomes using this serialized image media obtained an average score of 91.8 out of a total score of 100 with the predicate A. This score was obtained through an assessment based on four categories in assessing the results of writing explanatory texts which include completeness of structure, language rules and writing, Discipline regarding time and creativity. these criteria are expected to implement the concept of functions and benefits of learning media. So that learning media can be adapted to the needs of students to solve problems in related learning. This research does not yet have a discussion that refers to content assessment on the topics chosen by students. With limited time, students also have not yet reached the stage of presenting the results of the narratives that have been compiled through the media of serial images.

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