

THE EFFECT OF THE USE OF SERIES IMAGE MEDIA ON THE CREATIVE WRITING ABILITY OF STUDENTS OF GRADE IV MIN 9 MEDAN CITY

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ABSTRACT

This study aims to examine the effect of serial picture media on the creative writing ability of fourth-grade students at MIN 9 Kota Medan. This research employed a quasi-experimental method with a Nonequivalent Control Group Design involving 67 students: class IV-C as the experimental group (n = 34) and class IV-B as the control group (n = 33), selected through purposive sampling. Data were collected through pre-test and post-test using a creative writing rubric covering six aspects: story conformity, title writing, story structure, story elements, language use, and originality. Data were analyzed using descriptive and inferential statistics with SPSS version 25, including Shapiro-Wilk normality test, Levene's homogeneity test, and Independent Sample t-Test. The results showed that the mean post-test score of the experimental group (80.35) was significantly higher than the control group (73.55), with $t = 2.218$ and $\text{sig.} = 0.030$ ($p < 0.05$). These findings indicate that serial picture media has a significant positive effect on students' creative writing ability at MIN 9 Kota Medan.

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INTRODUCTION

Writing skills are one of the abilities in language skills in learning Indonesian which includes listening, speaking, reading, and writing (Rizka Nabillah et al., 2025; L. M. Sari & Zunidar, 2024). Writing is a language skill that is used to communicate indirectly (Wahyuningsih et al., 2021). In addition, writing can also be understood as the ability to pour thoughts into written language through sentences that are assembled, complete, and clear so that these ideas can be communicated to readers well (Kusumawati & Aufa, 2024). Therefore, writing is a productive and expressive activity because writing means conveying ideas, ideas, opinions, or thoughts and feelings (Nova Purnama Sari Br. Sitepu, Salminawati, 2023). One form of writing that is important for students to master is creative writing. Creative writing is a writing process that prioritizes the author's imagination and creativity in producing interesting and meaningful essays (Dewi et al., 2022).

Creative writing includes various forms of writing, such as poetry, screenwriting, literature, songwriting, and short narratives (Al-Ilahiyah & Rambe, 2024). In the context of learning Indonesian in elementary school, the Learning Outcomes (CP) Phase B of the Independent Curriculum stipulate that students are able to write narrative texts, description texts, narrative texts, and procedural texts with a series of diverse sentences, detailed and accurate information on various topics (Kemendikbudristek, 2022). Therefore, the ability to write creatively in the form of narrative texts is one of the important competencies that must be mastered by grade IV students as part of the achievement of curriculum targets, as well as the basis for the development of advanced writing skills at the next level.

However, in reality, the literacy ability of students in Indonesia is still relatively low. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), Indonesia ranks 60th out of 70 countries in terms of literacy skills (Syam et al., 2024). This is further exacerbated by the results of the Project for International Student Assessment (PISA) which shows that the literacy ability of Indonesian students is still relatively low. The results of PISA 2018 ranked Indonesia 74 out of 79 countries, and show that around 70 percent of Indonesian students have literacy skills below the minimum standards set (Tanjung & Anas, 2023). This low literacy ability has a direct impact on students' writing skills, including creative writing skills. Elementary school students generally have difficulty in organizing the structure of the essay, arranging a coherent and coherent storyline, and using linguistic elements appropriately (Utari & Rambe, 2023).

This condition is no exception to the fourth grade students of MIN 9 Medan City. Schools are expected to shape the character of the younger generation through the school literacy movement, which aims to familiarize students with a love of reading and writing from an early age, so that this habit can continue to be applied throughout their lives (Rahmadhani & Dahlan, 2023). However, based on initial observations that have been made on January 27, 2026, it was found that students still often make mistakes in the use of capital letters that appear inappropriately in the middle of sentences. In addition, the structure of the essays written by students is still not organized, the writing produced has not been complete and systematic, and students have difficulties in starting to write essays because they are not able to compose the storyline properly. This condition is further strengthened by the fact that creative writing learning in this school still relies on storybooks as the main learning resource, and series picture media has never been used in the learning process.

Therefore, the right learning media is needed to overcome these problems. Learning media is a hearing and vision aid for students in order to gain a significant learning experience (Sapri et al., 2022). According to Hamka in Elza Zairima et al., (2024), learning media is defined as an auxiliary tool, both physical and non-physical, that is used as an intermediary between educators and students so that the learning process takes place more effectively and efficiently. One of the alternative learning media that is seen as potential to help improve students' creative writing skills is series image media. According to Arsyad in Febiani Musyadad et al., (2021) A series of drawings is a picture with a series of activities or stories presented in a row, so that it can provide visual stimulus that helps students develop ideas, arrange storylines sequentially, and enrich their vocabulary (Maarif et al., 2024).

Several previous studies have proven the effectiveness of the use of series image media in writing learning. Research conducted by Sitti Aida Azis (2018) at SDN 10 Parenring, Tanete Riaja District, Barru Regency showed that series drawing media was effectively applied in learning to write stories, with the average score of students increasing from 58.73 to 76.13 after using series drawing media. Research conducted by Pane et al. (2025) also showed that the use of series image media had a significant effect on the writing skills of third grade students at SDN 29 Singkawang, with the average score of students' writing skills in the experimental group reaching 72.20, higher than the control group which only reached 54.39. In addition, research conducted by Azirah et al. (2024) showed that the use of series image media also had a significant effect on the ability to write short stories of grade IV students at SD Inpres BTN IKIP 1 Makassar City, with the results of inferential analysis showing a significance value of 0.000 which was smaller than 0.05.

Although previous studies have proven the effectiveness of series picture media in improving students' writing skills, the research focuses more on writing fairy tales and short stories at the public elementary school level. This research differs from previous research reviewed from the focus of the skills studied, the research subject, the research method, and the context of its application. This research specifically focuses on creative writing skills in the narrative

realm of grade IV students of MIN 9 Medan City, by using a more comprehensive assessment indicator that includes six aspects of writing ability, namely the suitability of the story with the series images, the writing of the title, the completeness of the story structure, the completeness of the story elements, the use of linguistic aspects, and the originality of the story. In addition, this research was carried out in the environment of madrasah ibtdaiyah, namely MIN 9 Medan City, which has not been the focus of research on the use of serial image media before. Therefore, this study aims to determine the effect of the use of series image media on the creative writing ability of grade IV students of MIN 9 Medan City, by using the quasi experiment method of nonequivalent control group design design.

METHODS

This study uses a quantitative approach with a quasi-experimental method in the form of Nonequivalent Control Group Design. This research was conducted in MIN 9 Medan City in the 2025/2026 school year with a population covering all fourth grade students of MIN 9 Medan City for the 2025/2026 school year. The sampling technique used is purposive sampling, which is a sample determination technique with certain considerations. Sample selection considerations in this study include the relatively same academic ability of both classes and homogeneous student characteristics. Based on these considerations, the selected class is class IV-C as an experimental class with a total of 34 students and class IV-B as a control class with a total of 33 students.

The research instrument used is an assessment rubric to measure students' creative writing skills. The assessment rubric includes six aspects adapted from Tamsiruddin (2023), including the suitability of the story with the series images, the writing of the title, the completeness of the story structure, the completeness of the story elements, the use of linguistic aspects and the originality of the story. Before being used in research, the rubric instrument for assessing creative writing ability is first validated by one expert, namely a lecturer who is competent in the field of Indonesian language education. Validation is carried out to ensure that every aspect of the assessment in the rubric is in accordance with the measured indicators of creative writing ability. Based on the results of expert validation, the instrument was declared to be usable without revision and suitable for use to conduct research. The reliability of the instruments in this study is guaranteed through the application of an analytical assessment rubric with clear criteria and descriptors on each aspect and level of score, so that the assessment can be carried out consistently and objectively. The data collection techniques used in this study are tests and documentation. The test is given in the form of a pretest and posttest which contains questions about the description of writing a creative essay based on a predetermined theme. Documentation is used to document the learning process, student essays, and other supporting data required in the research.

The data was analyzed using descriptive statistics to describe the minimum, maximum, average, standard deviation values and also used inferential statistics by conducting the Shapiro–Wilk normality test (Salim, 2019). The homogeneity test was performed to find out whether the variance of the data from the two groups was homogeneous or not by using Levene's Test. In addition, an initial equivalence test was also carried out by comparing the results of the pretest of the two groups using the Independent Sample t-Test to ensure that there was no significant difference in the initial creative writing ability between the experimental class and the control class before the treatment was given. Hypothesis tests were carried out to determine whether or not there is an influence on the use of serial image media on students' creative writing skills. The hypothesis test used is adjusted to the results of the prerequisite test. If the data is distributed normally and homogeneously, the Independent Sample t-Test parametric test is used to compare the average of the posttest of the two groups.

RESULTS AND DISCUSSION

The data obtained in this study is data on the results of students' creative writing skills consisting of two classes, namely class IV C as an experimental class using series drawing media and class IV B as a control class without using series drawing media. This research will be carried out on March 13, 2026 at MIN 9 Medan City as many as four meetings for each class. The first meeting was used to conduct a pretest in classes IV C and IV B. The second and third meetings were used as the learning implementation stage, where the experimental class received learning using serial image media, while the control class continued to use conventional learning. The fourth meeting was used to

carry out a posttest in both classes to measure students' creative writing skills after the treatment was given. The results of the analysis of the research data are presented as follows:

Tabel 1. Descriptive Statistical Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	34	38	96	69.15	15.443
Post-Test Experiment	34	58	100	80.35	11.423
Pre-Test Control	33	42	100	69.21	13.892
Post-Test Control	33	50	100	73.55	13.276
Valid N (listwise)	33				

Source: Output SPSS version 25

Descriptive statistical analysis was carried out to describe the data on the results of the pretest and posttest of students' creative writing skills in the experimental class and the control class. Based on Table 1, it is known that the average pretest score of the experimental class is 69.15 and the average score of the control class pretest is 69.21. Both scores show that students' initial creative writing skills in both classes are in a relatively equal category before treatment is given. After being given treatment in the form of the application of serial image media, the average posttest score of the experimental class increased to 80.35, while the average posttest score of the control class using conventional learning only reached 73.55. This shows that the increase in creative writing ability in the experimental class was greater than in the control class. In addition, the standard deviation value of the posttest of the experimental class (11,423) was smaller than the pretest (15,443), which indicates that the use of series image media is able to make student learning outcomes more even and stable.

These findings are in line with research conducted by Amalia & Hidayat (2023) on the influence of series image media on descriptive essay writing skills in elementary schools, where descriptive statistical analysis showed that the average posttest of the experimental class (88.4) was higher than that of the control class (79.2) after the treatment was given, with a similar pattern of improvement, namely the experimental class experienced a much greater increase than the control class. Similarly, the research of Alifi et al., (2025) which examined the effectiveness of crossword puzzle media in grade IV MI students using the Nonequivalent Control Group Design design, where descriptive statistical analysis also showed that the average posttest score of the experimental class was consistently higher than the control class, which indicates that the use of appropriate learning media is able to improve student learning outcomes more optimally.

Before the hypothesis test is carried out, a prerequisite test is first carried out which includes a normality test and a homogeneity test. The normality test was carried out to find out whether the data of the results of the pretest and posttest of students' creative writing ability in the experimental class and the control class were distributed normally or not. The normality test in this study used the Shapiro-Wilk test because the number of samples in each group was less than 50. The test criteria stipulate that the data is declared to be normally distributed if the significance value is greater than 0.05. The results of the normality test are presented in Table 2 below.

Tabel 2. Normality Test (Shapiro-Wilk)

Tests of Normality

Classes	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Student Learning Outcomes	Pre-Test Experiment (Series Pictures)	.148	34	.058	.955	34	.173
	Post-Test Experiment (Series Pictures)	.131	34	.150	.960	34	.239
	Pre-Test Control	.109	33	.200*	.980	33	.776
	Post-Test Control	.150	33	.058	.951	33	.144

Lilliefors Significance Correction

Source: Output SPSS version 25

Based on Table 2, the results of the normality test using the Shapiro-Wilk test showed that all data groups obtained a significance value above 0.05. The significance value of the experimental class pretest was 0.173, the experimental class posttest was 0.239, the control class pretest was 0.776, and the control class posttest was 0.144. Since the total significance value is greater than 0.05, it can be concluded that the pretest and posttest data in both the experimental and control classes are normally distributed. With the assumption of normality fulfilled, the analysis can be continued with the next prerequisite test, namely the homogeneity test.

This result is in line with the findings of H. R. Sari & Yatri (2023) research in a study of the influence of Canva-based animated video media on the Indonesian learning outcomes of elementary school students, who also used the Shapiro-Wilk test and obtained a significance value of all data groups above 0.05, so that the data was declared to be normally distributed and the analysis could be continued to the parametric test.

The homogeneity test was carried out to find out whether the variance of posttest data from the two groups was homogeneous. This test uses the Levene's Test with the criteria of data declared homogeneous if the significance value is greater than 0.05. The results of the homogeneity test are presented in Table 3 below.

Tabel 3. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing Ability Results	Based on Mean	.609	1	65	.438
	Based on Median	.364	1	65	.548
	Based on Median and with adjusted df	.364	1	60.919	.549
	Based on trimmed mean	.635	1	65	.429

Source: Output SPSS version 25

Based on Table 3, the results of Levene's Test showed a significance value of 0.438, which is greater than 0.05. This means that the variance of the experimental-class and control-class posttest data is homogeneous. With the fulfillment of the assumptions of normality and homogeneity, the next hypothesis test can be carried out using the Independent Sample t-Test parametric test.

This finding is in line with research conducted by Dewi et al., (2022) on the influence of series image media on the motivation and learning outcomes of grade I students at SDN 11 Palangka, who also used Levene's Test as a prerequisite test and obtained a significance value Based on Mean of $0.716 > 0.05$ so that the data was declared homogeneous, and the Independent Sample t-Test test could be validly applied to compare the averages of the two groups.

Before the main hypothesis test was carried out, the initial ability equivalence test between the experimental class and the control class was first carried out based on the results of the pretest. Based on the results of the descriptive analysis shown in Table 1, the average pretest score of the experimental class was 69.15 and the control class was

69.21 with a very small difference, namely 0.06. This indicates that both classes have equal initial creative writing skills before the treatment is given, so that the comparison of posttest results between the two groups can be validly conducted and not contaminated by differences in initial abilities.

Hypothesis tests were carried out to determine whether there is a significant influence of the use of serial image media on the creative writing ability of grade IV students of MIN 9 Medan City. The test was carried out using the Independent Sample t-Test by comparing the posttest scores of the two groups at a significance level of $\alpha = 0.05$. The results of the hypothesis test are presented in Table 4 below. Table 4.

Tabel 4. Hypothesis Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Ability Results	Equal variances assumed	.609	.438	2.21	65	.030	6.6496	2.9981	.6620	12.6372
	Equal variances not assumed			2.21	62.83	.031	6.6496	3.0051	.6441	12.6550

Source: Output SPSS version 25

Based on Table 4, the results of the Independent Sample t-Test showed a calculated t-value of 2.218 with $df = 65$ and a significance value (2-tailed) of 0.030. Since the significance value is $0.030 < 0.05$, H_0 is rejected and H_1 is accepted. This means that there is a significant influence of the use of series image media on the creative writing ability of grade IV students of MIN 9 Medan City. The average score of the experimental class posttest (80.35) was significantly higher than the average score of the control class posttest (73.55), with a difference of 6.80 points.

This finding is in line with research conducted by Pebriniati & Dafit (2024) on the influence of series picture media on the ability to write narrative texts of grade IV students at SDN 011 Beringin Jaya, where the t test obtained a calculated t value of $13.905 > t$ table 1.701 with a significance value of $0.000 < 0.05$ so that H_0 was rejected and it was concluded that there was a significant influence of the use of series image media on students' writing ability, with an average posttest score (74.53) higher than the pretest (59.50). Similar results were also found in the research of Nazwakhairy Putri Syahra et al., (2025) on the influence of serial image media on the narrative essay writing skills of grade IV students of SDN Larangan 09 Tangerang City, where the results of the Independent Sample t-Test on the posttest data obtained a significance value of $0.001 < 0.05$ so that H_0 was rejected and it was concluded that there was a significant difference between the experimental class and the control class after the treatment was given. with the average posttest of the experimental class (77.8) higher than that of the control class (62.9).

The increase in creative writing skills that occurred in the experimental class can be explained through the characteristics of series image media that present a series of images in a row. The visual stimulus provided through the series of pictures helps students develop ideas, arrange storylines sequentially, and enrich their vocabulary. This condition is in line with the problems found in the initial observation, namely students have difficulties in starting to write, composing a coherent storyline, and organizing the structure of the essay. With the series of pictures as a visual guide, students have concrete references that make it easier for them to construct the story systematically.

In addition, the use of series image media also helps to achieve the Learning Outcomes (CP) of Phase B of the Independent Curriculum, which states that students can write narrative texts with diverse sentences and fairly detailed information. Six aspects of assessment used in this study, namely the suitability of the story with the series images,

the writing of the title, the completeness of the story structure, the completeness of the story elements, the use of linguistic aspects, and the originality of the story have been analyzed and the results show that the series image media as a whole supports the development of all aspects of students' creative writing skills. Therefore, series picture media has proven to be an effective learning media choice in improving the creative writing skills of grade IV students at madrasah ibtidaiyah.

CONCLUSION

Based on the results of the research and discussions that have been described, it can be concluded that the use of image media series has a significant influence on the creative writing ability of fourth grade students of MIN 9 Medan City. The results of the Independent Sample t-test showed that the calculated t-value was 2.218 and the significance value was $0.030 < 0.05$, so H_0 was rejected. The average post-test score of the experimental class was 80.35 which was significantly higher than that of the control class with an average score of 73.55. In the experimental class, there was an average increase of 11.20 points from pretest results to posttest. The findings show that the use of series image media can help students formulate ideas, organize a clear and unified storyline, and improve the quality of their overall creative writing. Therefore, series image media is recommended as one of the good learning media options to be used in the creative writing learning process in grade IV of madrasah ibtidaiyah.

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