



IMPROVING COMPOSITION ABILITY THROUGH SERIES IMAGE MEDIA IN BIPA LEARNING TO MALAY-INDONESIA STUDENTS OF HANKUK UNIVERSITY OF FOREIGN STUDIES SOUTH KOREA

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Abstract: This classroom action research aims to improve the ability to compose through serial image media in learning Indonesian for foreign speakers of Korean for the first time in an audiovisual course for 4th semester students. This research conducted on 30 semester 4 students, consisting of 15 male students and 15 female students. The learning used in this research is classroom action research with the Kemmis and McGgart spiral model. Improved test scores compose of initial requirement of cycle I to cycle III is the average value at the beginning conditions was 59.67 with a completeness percentage of 43.33% (13 students), in cycle I it increased to 65.33 with a completeness percentage of 60% (18 students), in cycle II it increased to 72 with a completeness percentage of 73.33% (22 students) and in cycle III it increased to 75.66 with a completeness percentage of 86.66% (26 people). The results obtained from the class action research on 30 students, namely by increasing the average value of the initial conditions of 59.67 increased to 65.33 in cycle I, in cycle II increased to 72 and in cycle III increased to 75.66. It can be concluded that serial picture media in Indonesian language learning for foreign speakers of composing material can improve the writing ability of Malay-Indonesian study program students. Educators can use serial picture media as learning media which can improve students' composing abilities, so that students can easily develop ideas. or his mind in composing.

Keywords: Ability to compose with media images

INTRODUCTION

Language is a person's communication tool in the form of sound and has meaning. With language, a person can express his thoughts and feelings, and can interact with other living things. Gie, Liang. (2021) Learning Indonesian for foreign speakers in semester 4 students of the Malay-Indonesia study program in the Audio Visual course is teaching language skills to students in listening, reading, writing, and speaking. Learning Indonesian for foreign speakers functions to improve students' ability to communicate, of course this communication uses good and correct Indonesian, both orally and in writing, and fosters appreciation of Indonesian literary works. In order to be able to

communicate well, one needs to learn how to speak with good and right.

Haryani, D. (2018) As a language skill, writing skill is a complex activity because it involves a series of activities in expressing ideas and information through written language to readers to understand what the writer intended. However, despite the complexity, according to Suparno and Yunus (2021) there are several benefits to be gained from writing, including; Increasing intelligence, developing initiative and creativity, fostering a sense of courage, and as an incentive to gather information

Writing is essentially expressing or conveying ideas in written language. Judging from the breadth

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and detail, the ideas in the essay have levels (hierarchies) and in stages the ideas can also be expressed in and with various elements of language. (Suparno & Yunus, 2021) So composing is an idea that you want to express or convey in written form, that idea can be expressed using various elements of language that are easy to understand. Hudhana, W. D., & Sulaeman, A. (2019) Meanwhile Suadi (2022) states that, "Composing is the process of expressing or compiling opinions. So composing is an opinion that you want to put forward or arrange into written form.

"The word media comes from Latin and is the plural form of the word medium, which literally means intermediary or introduction. Thus, the media is a vehicle for channeling learning information or conveying messages. (Djamarah & Zain, 2018). "Media are forms of communication, both printed and audiovisual, and their equipment." (Sadiman, Rahardjo, Haryono & Rahardjito, 2019) Heinich "Media is a communication channel tool" (Anitah 2020) so media is a tool that can help someone in a remote situation, an example of a tool used is such as a telephone. Gagne stated that, "Media are various types of components in the student's environment that can stimulate them to learn" (Sadiman, et al, 2019) so media is a tool that can attract students to learn, for example nature or scenery that can be made into media for learning. Gerlach and Ely said that, "Media in general is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes" (Arsyad, 2018) so media is an event that can enable students to acquire knowledge and attitudes that can be learned. Meanwhile, according to Hamalik (2020), "Image is anything that is visually manifested in two dimensions as an outpouring of feelings or thoughts. Various kinds of paintings, illustrations, caricatures, cartoons, posters, drawing series. So the image is something that is realized as a whole from something that is explained into a real form as an outpouring of feelings or thoughts.

According to Djamarah and Zain (2010), "Picture media is media that only relies on the sense of sight, so image media is media that displays still images such as photographs, paintings that can only be seen and understood. Serial or continuous images are graphic media used to explain a series of developments, because each serial image media is

continuous and always consists of a number of images. (Rohami, 2015. The basic word "serial" is "series" which means something in a row from one section to another. Serial images mean sequential images from one type to another, from one activity to another. In this case, so that the teaching objectives in composing through the media of serial images can be achieved optimally, from research conducted previously by Hudhana (2009) by taking the research title Improvement of short story-based writing skills the characters use videoscribe learning media from a comparison of previous studies conducted by researchers, it can be concluded that serial image media can basically improve the student learning process in learning, which in the end is expected to improve the learning outcomes it achieves. In addition, in the teaching and learning process serial picture media can be used as an intermediary/means/tool for the communication process and to improve a lecturer's ability to choose serial picture media so that it can make it easier for students to express themselves. / pouring out composing ideas in Indonesian language learning, especially for foreign students. in the Malay-Indonesian department

METHOD

In this study the approach used was a qualitative approach using class action research (action research). Classroom action research is research conducted by the lecturers themselves who also act as researchers in the classroom and simultaneously teach students. improving learning processes and practices, classroom action research conducted aims to improve the quality of learning practices in the classroom. Classroom action research focuses on the class or on the teaching and learning process that occurs in the classroom, not on class input (syllabus, materials, etc.) or output (learning outcomes).

The classroom action research approach model, the researcher used the model from Kemmis and Mc Taggart. The stages of classroom action research according to Kemmis and Mc Taggart are as follows: "The main concept of classroom action research consists of four components, namely planning (planning), action (acting), observation (observing) and reflection (reflecting). It's just that the acting and observing components are used as one unit, because the application of acting and

observing are two inseparable activities. That is, two activities must be carried out in one unit of time, when the action is carried out as well as the observation must also be carried out.

Presence and Role of Researchers in the Field

From several previous studies by Vanesa and Setiawati (2021) with the title Using Pictures As Teaching Media in Writing Descriptive Text (A Pre-Experimental Study at one of Junior High Schools in Garut, West Java, Indonesia), the research can be concluded by researcher, classroom action research, the teacher must act as a teacher as well as a researcher. The teacher is the person who is most familiar with the class and usually the interactions that occur between the teacher and students are unique. Teachers also have the right to autonomy to assess their own performance. The most important method is self-reflection while still adhering to standard and non-traditional research principles. So in this case the lecturer not only teaches but at the same time examines the state of the class in teaching and learning activities, so that learning can take place well. That way the teacher is required to be able to control the class so that he can interact with his students. In this case, the researcher acts as a teacher, planner, implements actions and reflects, collects and analyzes data, reports research results, and involves two study teachers as observers and students in carrying out classroom action research.

This research was conducted at the Malay-Indonesian Study Program Hankuk University of Foreign Studies South Korea. Researchers had reasons for choosing a research location at the University because semester students in terms of composing are difficult to express ideas/thoughts in written form, in this case students still need to be guided and media is also needed that can help or facilitate the continuity of teaching and learning activities. Therefore, researchers use serial image media to make it easier for students to learn Indonesian for foreign speakers to compose material, as well as researchers including visiting lecturers at the university.

Data analysis technique

In class action research the data used are quantitative data and qualitative data. Moleong, L. J. (2011) Quantitative data is obtained by calculating the overall student scores and

recapitulating test scores, then calculating the average value obtained. Qualitative data obtained from describing and classifying data obtained from observations. All data is taken through tests. Description to uncover all changes in action and improvement in student behavior during the teaching and learning process in cycle 1, cycle 2 and the next cycle.

FINDING AND DISCUSSION

Initial Conditions

Prior to conducting Class Action Research for the audio visual course in the Malay-Indonesian Hankuk University of Foreign Studies South Korea study program, the 4th semester students of this course still had many shortcomings in learning Indonesian for foreign speakers of composing material. On average, students still have difficulties in understanding the choice of words, sentences, and it is difficult to express ideas/thoughts in composing.

According to students, Indonesian language students for foreign speakers writing material is a lesson that is quite difficult and boring, so that when the Teaching and Learning Activities (KBM) are carried out students look less enthusiastic about participating in Indonesian language lessons for foreign speakers composing material, every writing lesson is carried out by 4th semester students there are more students who have not completed their assignments because of the difficulty in expressing ideas/thoughts in written form.

Therefore, for Indonesian language lessons for foreign speakers this composition material is a lesson that needs to be considered so that students can achieve completeness in Teaching and Learning Activities (KBM). So that lecturers must be able to find ways to make Indonesian language lessons for foreign speakers of composing material into fun lessons and can raise student enthusiasm in doing them, and can improve students' abilities to develop ideas or thoughts in composing. The average score in learning Indonesian for foreign speakers with composing material reached 59.67 with a student completeness percentage of 43.33% (13 students).

In this case, the score that must be achieved in improving the ability to compose using serial image media in audio-visual courses with the KKM score for learning Indonesian for foreign speakers of composing material is 70.

Table 4.1 Initial Condition Student Scores

Total students	Maximum Value	Min Value	Average	KKM score	Completeness Presentation
30	70	40	59,67	70	43.33%

Based on the table above, the maximum score achieved in learning

Indonesian for foreign speakers in the initial conditions is 70 and the minimum score is 40. The average score is 59.67 with a completeness percentage of 43.33% (13 students).

Cycle III

The lecturer shows a series of pictures with the theme "holidays", and explains how to compose an essay using appropriate sentences, word choices, punctuation and capital letters and varies according to the theme and series of pictures, students pay attention to the pictures shown by the lecturer in front of the class and understand how Compose essays using sentences, word choices, punctuation and capital letters that are appropriate and varied according to the theme and series of pictures. Then the lecturer conducts questions and answers to students based on a series of serial images, students respond and answer questions given by the lecturer. After that the lecturer gave a sheet of writing assignments through serial pictures to each student with a holiday theme, and students work on composing questions through the media of serial pictures by determining their own titles according to the themes and serial pictures and using sentences, word choices, punctuation and capital letters that are appropriate and varied according to the themes and serial pictures. When finished, the lecturer asks students to collect their essays, the students collect their essays. The lecturer chooses several student essays to be read in front of the class so they can be corrected together, and students can find out the

shortcomings of each student in composing. After that the lecturer gave an assessment. Students collect their essays. The lecturer chooses several student essays to be read in front of the class so that they can be corrected together, and students can find out the shortcomings of each student in composing. After that the lecturer gave an assessment. Students collect their essays. The lecturer chooses several student essays to be read in front of the class so that they can be corrected together, and students can find out the shortcomings of each student in composing. After that the lecturer gave an assessment.

End activities

Lecturers and students evaluate or process learning outcomes, the lecturer ends the teaching and learning activities of composing material, the lecturer asks one of the students to lead the lesson and together read the greetings at the end of the lecture

Observation

Based on the activities carried out in cycle III, the lecturer has mastered the class so that students can focus on learning and the class becomes more effective, and provides more guidance to students who have not reached the KKM score, so that students are more active and creative in doing writing assignments. Thus there is an increase in students who have not reached the KKM score.

Implementation of research in cycle III which was carried out in two meetings, with the results of composing using serial image media are as follows:

Table 4.2
Initial Condition student grades, Cycle I, Cycle II and Cycle III

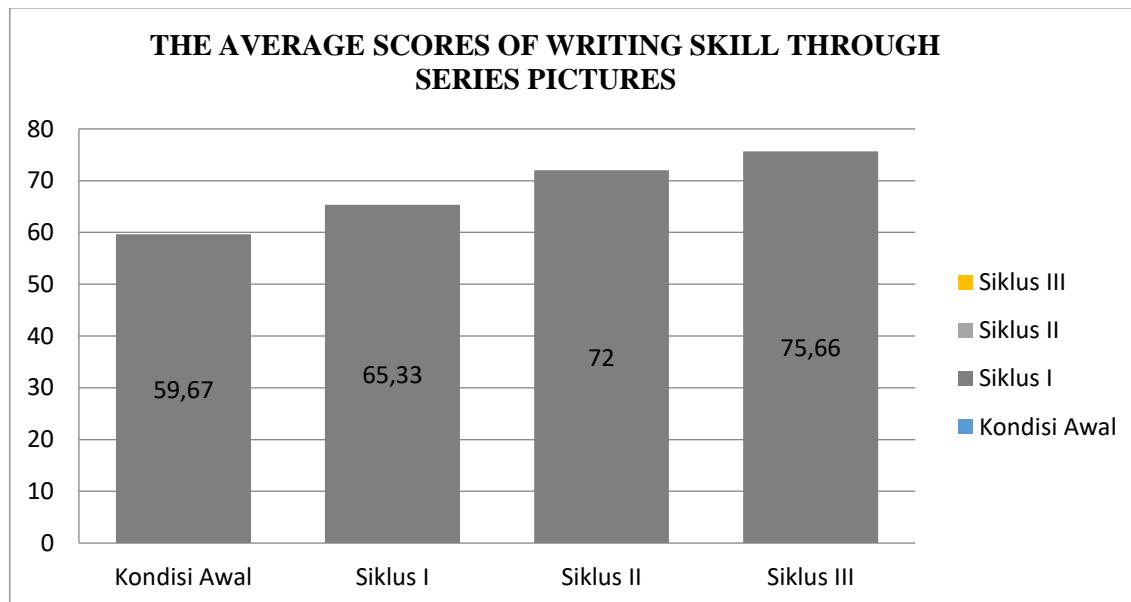
Total students	Maximum Value	Min Value	Average	KKM score	Completeness Presentation	Information
30	70	40	59,67	70	43.33%	Initial Conditions
30	90	40	65,33	70	60%	Cycle I
30	90	50	72	70	73.33%	Cycle II
30	90	55	75,66	70	86.66%	Cycle III

Based on the table above, from the test results of composing using serial picture media in cycle III the maximum score achieved was 90 and the minimum score achieved was 55. The average

score was 75.66 with a completeness percentage of 86.66% (26 students).

The results of the composing test using serial picture media in cycle III are illustrated by the following diagram:

Diagram of Cycle III Composing Test Results



Based on the diagram of the results of the third cycle of the composing test above, it can be seen that there is a process of increasing student composing test results in each cycle, namely the initial condition is 59.67, in cycle I it increases to 65.33, in cycle II it increases to 72 and in cycle III it increases to 75.66.

Reflection

Reflection on cycle III is a record of deficiencies or advantages of the learning process carried out at the first and second meetings. From the results of the observer's notes, the observations of cycle III include the following:

- 1) The lecturer has conditioned the class as a whole well.

- 2) Students are already skilled in using appropriate and varied words.
- 3) In teaching and learning activities lecturers and students are already very active, so the class atmosphere becomes effective.
- 4) The lecturers have guided students well so that almost all students reach the KKM.
- 5) Reflection activities on learning outcomes have been carried out well and the results have been maximized.

Based on the observer's notes, the activities carried out in cycle III had experienced a significant

increase, namely the average value obtained was 75.66, with the results of the percentage of student completeness obtained, namely 86.66% (26 students), therefore the research was stopped. until cycle III. In cycle III, the research carried out has increased and has reached the KKM value.

Comparative data on composing tests obtained by students in the initial conditions, cycle I, cycle II and cycle III are as follows:

Table 4.3
Comparison of Composing Test Data on Initial Conditions, Cycle I and Cycle II

Respondents	Initial Conditions		Cycle I		Cycle II		Cycle III	
	Mark	KKM	Mark	KKM	Mark	KKM	Mark	KKM
1	70	Q	70	Q	70	Q	75	Q
2	60	TT	60	TT	65	TT	75	Q
3	60	TT	60	TT	70	Q	80	Q
4	70	Q	70	Q	65	TT	70	Q
5	70	Q	80	Q	70	Q	80	Q
6	40	TT	50	TT	60	TT	70	Q
7	50	TT	60	TT	70	Q	80	Q
8	50	TT	60	TT	60	TT	65	TT
9	70	Q	80	Q	85	Q	85	Q
10	70	Q	70	Q	80	Q	80	Q
11	50	TT	60	TT	75	Q	80	Q
12	70	Q	70	Q	75	Q	80	Q
13	50	TT	70	Q	75	Q	75	Q
14	60	TT	60	TT	75	Q	80	Q
15	40	TT	45	TT	70	Q	75	Q
16	70	Q	70	Q	80	Q	80	Q
17	60	TT	70	Q	75	Q	80	Q
18	40	TT	50	TT	55	TT	60	TT
19	70	Q	70	Q	90	Q	90	Q
20	70	Q	70	Q	90	Q	90	Q
21	70	Q	70	Q	70	Q	70	Q
22	60	TT	70	Q	70	Q	70	Q
23	60	TT	70	Q	85	Q	85	Q
24	70	Q	75	Q	65	TT	70	Q
25	50	TT	70	Q	80	Q	80	Q
26	40	TT	40	TT	50	TT	55	TT
27	70	Q	90	Q	80	Q	80	Q
28	50	TT	50	TT	55	TT	55	TT
29	70	Q	70	Q	80	Q	80	Q
30	60	TT	60	TT	70	Q	75	Q
Amount	1790		1960		2160		2270	
Average	59,67		65,33		72		75,66	

Information:

KKM = Minimum Completeness Criteria for SDN Bojong 1

Q = Finish

TT = Unfinished

Minimum Completeness Criteria (KKM) for students in semester 4 of audio-visual courses, for Indonesian language subjects for foreign speakers in even semesters is 70. From the results of the writing test for students in semester 4 of audio-visual courses in cycle I, the ability to compose has not yet reached the Minimum Mastery Criteria. Whereas in

cycle II it showed that the ability to compose had increased but was not optimal, and in cycle III the ability to compose had experienced a significant increase, individually it was successful. It can be said that the ability to compose in cycle III has been completed.

Table 4.4
Evaluation result

No.	Description	Complete Student		Incomplete Student	
		Frequency	%	Frequency	%
1.	Initial Conditions	13	43.33%	17	56.67%
2.	Cycle I	18	60%	12	40%
3.	Cycle II	22	73.33%	8	26.66%
4.	Cycle III	26	86.66%	4	13.33%

Based on table 4.2 above, the successful implementation of improving Indonesian language learning for foreign speakers with the subject matter of composing through serial picture media can improve students' writing skills.

Discussion

In discussing this research, class action research is based on the results of research that takes steps in class action research put forward by the experts above, class action research is generally carried out with a teaching and learning process that takes place in each cycle going well. All stages contained in learning using serial picture media have been carried out by lecturers and researchers in a coherent

manner even though they are not perfect. The learning process which lasted for three cycles always experienced an increase in terms of the quantity and quality of test results. In detail, the discussion of research results in each cycle is described as follows:

With an increase in the average value from cycle I to cycle III, which was 65.33 in cycle I, it increased in cycle II to 72 and in cycle III it increased to 75.66. Therefore there is an increase in the average value in cycle III, this can be seen from the increasing number of students who score above the KKM, namely achieving the target of above 70%.

Table 4.5
Average Score and percentage of Composing Test Results for each Cycle

Cycle	Grade point average	Completeness Presentation	Information
Initial Conditions	59,67	43.33%	Not yet reached KKM
Cycle I	65,33	60%	Results are not maximized
Cycle II	72	73.33%	Maximum results
Cycle III	75,66	86.66%	The results are maximized

Based on the data table 4.3 above, in each cycle there is an increase in the average results and the percentage of learning completeness. The increase of each cycle is due to planning. Planning carried out by researchers carried out in each cycle. Planning is very important to be made in preparing action plans, learning designs must be carried out jointly between researchers and lecturers who will take action with observers who will observe the process of the action.

The actions taken by the lecturer are in accordance with the learning scenario that has been designed. With the existence of learning scenarios carried out consistently and can improve students' writing abilities. Observations made by the observer provide records of real conditions during the process of teaching and learning activities taking place. From the notes it is used as material for reflection, if there are problems from the reflection process then a review process is carried out, so that with reflection the lecturer understands more about the advantages and disadvantages when the lecturer takes teaching actions. If there are problems from the reflection process, a review process is carried out through the next cycle which includes re-planning, re-action and re-observation activities so that problems can be resolved.

CONCLUSION

Based on the results of research conducted at the Malay-Indonesian Department on semester 4 students and based on a comparison of research conducted previously on students in Indonesia the

researcher concluded that classroom action research is very useful for a lecturer to be able to determine the level of effectiveness of learning in class based on the learning outcomes obtained by students , researchers who are also guest lecturers using evaluation/tests of learning outcomes. The ability to compose in the 4th semester audio visual course of the Malay-Indonesian Hankuk University of Foreign Studies South Korea study program increased from cycle I to cycle III. The class average value in cycle I was 65.33, increasing to 72 in cycle II and in cycle III increasing to 75.66.

The increase in composing test scores from the initial conditions to cycle I to cycle III, namely the average value in the initial conditions was 59.67 with a completeness percentage of 43.33% (13 students), in cycle I it increased to 65.33 with a completeness percentage of 60% (18 students), in cycle II it increased to 72 with a completeness percentage of 73.33% (22 students) and in cycle III it increased to 75.66 with a completeness percentage of 86.66% (26 students).

Learning Indonesian for foreign speakers conducted by researchers in cycle I to cycle III increases in each cycle, the serial image media used by researchers in learning Indonesian for foreign speakers can improve student learning interest in learning Indonesian for foreign speakers. students seem happy and active in the Indonesian language learning process for foreign speakers is evidence of a positive change.

The improvement obtained in cycle III was quite significant and succeeded in achieving the KKM target that had been determined. Therefore

the researchers and observers agreed to stop the research, from the results that have been obtained it was concluded that serial image media can improve the writing skills of semester 4 students in the audio visual course of the Malay-Indonesian Study Program Hankuk University of Foreign Studies South Korea.

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