



The Effectiveness of Video and Random Cards in the Skills of experience-Based Story Composition among the Elementary School Students

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Abstract

The study aims at: (a) identifying the difference between the use of video and the use of random cards with pictures and worksheet on the skills of experience-based story composition among Grade V students of Negeri Panggang Elementary Schools; and (b) identifying the effectiveness of the use of video and random cards with pictures and worksheet on the skills of experience-based story composition among the Grade V students of Negeri Panggang Elementary School. The study relied on the use of quantitative method with quasi-experimental method and the pre-test-post-test design. Based on the results of the t-test calculation results, the post-test score for the experimental group and the post-test score for control group are 2.193 with df 38 and $p = 0.035$ and p is smaller than 5% ($p < 0.05$). The results of the t-test show that there have been differences on the skills of experience-based story composition between the experimental group that used the video and random cards and the control group that used the pictures and worksheet. Then, the gain score shows the difference in the rate ($t = 2.895$; $p < 0.05$) and ($t = 2.895$; $0.006 < 0.050$). The gain score thus implies that the video and the random cards are more effective in comparison to the picture and the worksheet for improving the skills of experience-based story composition among the Grade V students of Negeri Panggang Elementary School.

Keyword: skills of experience-based story composition, video and random cards, picture and worksheet

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Introduction

Writing is one of the core lessons that elementary schools should master because writing is related to the other lessons. Rhone (2014, p.5) states that Reading, Writing and Mathematics are the core lessons that assist the students to learn cross-curricular lessons every day. By mastering the writing skills, the students might elaborate knowledge well and appropriately.

The importance of language as the foundation of education has also been proposed by Velasquez (2007, p.30), who state that many students who have achieved the junior high school degree with poor writing skills have difficulties to understand different lessons. The statement confirms that with good writing skills the students might easily go to the higher education degree because the good writing skills assist the students in understanding the different lessons.

Based on the results of the observation on all elementary schools located in the District of Bambanglipuro, it is found that all of the elementary schools within the district have similar characteristics. These similar characteristics are: the similar curriculum that has been implemented namely the Educational Unit Level Curriculum, the similar learning media and facilities and the similarly less maximum learning results among the students. Specifically, with regards to the learning process of Writing, the problems that have been found in Negeri Panggang Elementary Schools are similar: most of the students do not pay attention to the teachers or are noisy when the teacher delivers the learning materials; as a result, the learning materials are not well-mastered and the learning results are poor. In the learning process of Writing, especially with regards to composition, the students are reluctant to develop their main ideas. The students' sense of being pessimistic toward their

writing skills and limited vocabulary have caused the students to be less able to elaborate their minds into a good composition.

One of the problems related to the skills of experience-based story composition is that the students have not understood and even have not paid attention to the standardized pronunciation. The errors that the students generally make are related to the inability to differentiate the shape of the letters such as: the wrong placement on the use of long-form and short-form of the letters and the incomplete letters in the composition of words or sentences. In addition, the students still make mistakes in the use of capital letters, punctuations and arrangements of words into sentences. Furthermore, there are several external problems that have been found; for example, the students still lack of learning media for enhancing their skills of experience-based story composition. With regards to these problems, the teachers should be creative and be various in manipulating the learning media because the picture or the worksheet that has been used is less effective for teaching the skills of experience-based story composition.

From the observation, it can be concluded that the students need an environment that might encourage them to be actively involved in the teaching-learning activities. Schunk (2012, p.239) mentions that students need a rich environment that might encourage their active exploitation (problem-solving and identifying learning concept) such as the hand games (such as card games or experiments). In addition to demanding a supporting environment, within the learning process of composing experience-based stories the students also demand the ability to compose a story that meets the criteria from the assessment of experience-based story. Based on the theory proposed by Zulela (2013, pp.123-125) the criteria that might be used for composing an experience-based story are as follows: (1) content/idea; (2) organization; (3) language; and (4) mechanic. The aspects of content/idea consist of forward plot (chronological order), point of view (first person), complement experiential elements (5W + 1H: what (what the experience is), when (when the experience occurs), where (where the experience takes place), who (who are involved in the experience), why (why the experience occurs or takes place) and how (how the experience occurs or takes place). Then, the aspects of organization include the organization of the story, the composition of introduction, body and conclusion and also the sequence of the

story. Next, the aspects of language include the form of the words, the use of the sentence structure and the arrangement of the word groups/phrases. Last but not the least, the aspects of mechanics include the use of punctuation, the writing of letters, the writing of numbers, the use of capital letters and the elements of loan words. By paying attention to the above criteria of assessment for the experience-based story composition, the students might compose their experience appropriately so that their experience-based story will be meaningful.

In the teaching-learning process, the teachers make use of picture and student as their learning media because they would like to assist the students from the aspects of content, organization, mechanics and language. The pictures display certain stories and, consequently, the students' idea might be stimulated so that they might start composing the story of their experience from the aspects of content and organization. Then, the worksheet contains the materials for the mechanics and the languages so that the students' might start composing their experience from the aspects of standardized pronunciation. Unfortunately, the pictures only display inanimate things and thus the pictures cannot stimulate the humans' senses except the sense of sight. Furthermore, the worksheet contains only test items and that makes the students bored and forced to complete the test items since the active activities are absent.

Based on the situation, the use of video and random cards is expected to stimulate the students' idea in composing their experience-based story from the aspects of content, organization, mechanics and language. Video that displays animate stories is expected to encourage the students to develop their ideas of composition, while random cards are expected to assist the students to develop their ideas from the aspects of mechanics and language. The use of video itself is beneficial because video displays animate stories with sounds and pictures so that all of the students' senses will be stimulated. With more animate display, the students are expected to be able to stimulate their ideas into the composition of experience-based story in good sequence. In relation to the video, the random cards can be played easily by the students because the random cards consist of the arrangement of words, sentences and paragraphs. Through the use of the random cards, the students are expected to be active in composing their experience-based story from the aspects of mechanics and language.

Therefore, through the study the researchers will analyse the effectiveness of the use of video and random cards in the learning process of the skills of experience-based story composition among the Grade V students of Negeri Panggang Elementary Schools.

From the overall elaboration on the topic of the study, the problems that have been identified are as follows: (a) the students do not pay attention to the regulations of standardized pronunciation; (b) the students have difficulties in developing the ideas for their composition; (c) the learning media for supporting the teaching-learning process of the writing skills are insufficient; (d) the teachers lack of creativity and variation in manipulating the learning media; (e) the picture and the worksheet that the teachers have used are less effective in the teaching-learning process of the writing skills; and (f) the video and random cards have not been implemented in Negeri Panggang Elementary Schools and thus the effectiveness of both the video and the random cards have not been identified. Then, the study will be limited to the effectiveness on the use of the video and the random cards in comparison to the use of the picture and the worksheet in the teaching-learning process for the skills of experience-based story composition among the Grade V students of Negeri Panggang Elementary School.

The theory that supports the analysis in the study is the theory by Zulela (2013, p.1). Elementary schools as the first fragment of fundamental education should be able to be the strong foundation for the higher educational degree. The statement implies that elementary schools should equip their students with the sufficient skills and capacities such as the language skills. By possessing the language skills, the students will be able to access numerous knowledge, to appreciate arts, and to develop their self sustainably.

In line with Zulela, Bahasa Indonesia in elementary schools is one of the strong foundations that will be necessary for the next educational degree. If the students master the language skills well, then the students will be able to learn numerous knowledge and to display their knowledge mastery well. Not to mention, the language developing in the children is increasing and thus the more they master the language the more they will be able to access numerous knowledge. At the beginning, the students learn to write in the beginner level and then they proceed to the intermediate level by learning to write stories. Both levels should be completed gradually for if

the students do not master the beginner level of their writing skills then they will deal with the difficulties in completing the intermediate level of their writing skills. Hawkins & Razali (2012, p.307) state that the appropriate formation of letters and words should be possessed by the students because both letters and words will be used in the process of memorization within their mind. In order to develop the writing skills in the intermediate level, the students should be able to organize their ideas into their stories by paying attention to the writing mechanics and the language.

According to Astuti & Mustadi (2014, p.251), writing or composition can be a form of indirect communication that an individual performs for delivering their ideas, concepts and minds in the form of written language so that other people may read them. As a result, the students will be assisted in writing the story of their experience. Then, Azmussya'ni & Wangid (2014, p.2) explain that in writing the students are demanded to be able to deliver their ideas based on the principles of writing activities. However, before starting to write their stories the students should plan, for instance, the topic, the layout and the organization of their ideas. When they are pouring their ideas, there are several aspects that should be given attention in relation to the language; for example, the students' word formation, diction and sentences should be arranged through effective manner. Furthermore, the students' spelling and punctuation should be performed appropriately and functionally. This process is the evidence that writing skills are indeed very complex.

Zuckerman & Obukhova (2015, p.796) mention that the mastery of writing skills is an important turning point in the overall development of the students' culture because higher order thinking skills have closer relationship to writing rather than speaking. Therefore, writing becomes the key for assessing how the children's capacities will develop in the next level because writing skills are related to the thinking skills. Gutierrez (2015, p.47) states that writing is a process of learning and thinking. In other words, writing is a skill that should be possessed by means of learning and thinking. The relationship between the writing skills and the thinking skills has been explained by Sekelj & Rigo (2011, p.1). In their opinion, language is a tool that assists people to communicate; language can also be a tool that enable people to deliver their ideas, opinions, feelings and points of view in order that

people might share information, experiences, like and dislike and exploration on similarities and differences from one to another.

In the writing activities, students should follow certain process. According to Brisk (2010, p.1), the procedures in writing that should be performed in writing activities are planning, arrangement, composition, revision and editing and these procedures should be implemented in the individual learning process, in the small group learning process and in the classical learning process. On the other hand, according to Donoghue (2009, p.256) the aspects that should be given attention during the writing activities are the objective and the form of the composition. Furthermore, Algozzine and Diliberto (2004, p.1) states that the aspects that should also be given attention in the writing activities are spelling, punctuation, letter capitalization, handwriting, grammar, sentence/paragraph structure and critical thinking. By paying attention to these writing procedures, the students will be assisted in composing good and appropriate sentences so that the readers will easily ready their composition.

Through the learning process of composing experience-based stories, it is expected that the students will be able to compose stories based on their experience by paying attention to the writing mechanics, grammar, content and organization. In the learning process, the students need an environment that might encourage them to be active, creative and involved in multiple activities. In relation to the learning process, the media that will be employed should be an optimum design that might involve all senses. Lee (2000, p.116) mentions that the optimum learning media design is the one that enables the involvement of all senses. Students also involve all of their senses in the learning process. Thus, the teachers should use the learning media by paying attention to the aspects of optimizing all senses so that they will be able to draw the students' attention.

One of the media that will be appropriate for the learning process of experience-based story composition by means of all-senses involvement is video. Video is able to display animate stories because video consists of colour, sound and movement so that video might stimulate the students' ideas for writing activities. Smaldino, Lowther, Russell, & Mims (2008, p.31) further states that video touches all domains – cognitive, affective, psychomotor and interpersonal – of the students. The cognitive domain refers to the fact

that the students are able to observe drama, entertainment, historical event and fact record from the present time or the recent situation. The colour, the sound and the movement cause any story to be animate. Video might complement the content of textbooks by displaying process, relationship and technique. Then, the affective domain refers to the presence of the elements of emotion or desire to learn. Video is considered to contain the affective element because video is very useful for training the students' self-sensitivity and social attitude. Next, the psychomotor domain refers to the fact that video is easier to be watched through media than through real-life situation. Last but not the least, the interpersonal domain refers to the activity of watching the video together; the students with various backgrounds who are gathered in one group might establish the general foundation of an experiment as a catalyst for discussions.

The use of video as learning media is also in accordance to the rate of elementary school students' development in the domain of actual thinking. Santrock (2011, p.39) states that cognitive process is a process in which the children establish their knowledge of the world. Thus, the children's process in understanding the knowledge of the world will be different depending on the age. Then, according to Spencer (2012, p.376) children enter the concrete operational stage from seven until twelve years old; in this range of age, their thinking process of operational-concrete process generally involves the actual objects until the abstract ideas and this process is known as concrete thinking. Piaget believes that learning involves active discovery. In relation to that, video displays colour, sound and voice that will make people to witness records as they are alive. In the same manner, students will enjoy the plot and the sequence of the stories and they will also feel what have taken place in the stories so that the students, as audience, will be taken away by the atmosphere of the story. The students will unconsciously imagine the stories and they will go along with the stories. In this regard, Schunk (2012, p.242) states that socialization process is an activity that might help explaining the changes on the relationship between one behaviour and another that has been based on the mind of an individual.

Furthermore, the media that are appropriate for the development of the elementary school students in the learning process of experience-based story composition is random cards. Random cards refer to the cards that contain

random words, sentences and paragraphs; students can play these random cards easily. In playing these cards, the students only need to arrange these cards quickly by means of discussion with their friends. The thinking speed in recollecting the knowledge in their mind will be very necessary in the random cards game. Seels & Glasgow in Arsyad (2014, p.35) state that random cards belong to the print media which form is loose sheets in combination with board games. The loose sheets refer to the texts that have been randomized in the form of cards so that the cards will be able to train the students' thinking speed and motor skills. The students' efforts in arranging the cards might train their motor skills and in the same time the random cards game might train the students' cooperation in arranging sentences, paragraphs and discourses in accordance to the standardized spelling of Indonesian language.

The process of random structure manufacture might demand the work speed and the work memory in maximum manner. Halcomb (2008, p.443) has conducted a word-mix experiment in order to measure the speed in reading 80 sentences with letter transposition in the beginning, in the middle and in the end of the words. With the use of the random cards, it is expected that the students' capacity in reading sentences might be improved. In addition, through the use of the random cards the students will be able to indirectly read the words, the sentences and the paragraphs in the random cards quickly since the students are able to arrange these cards immediately. According to Hagiwara (2007, p.3), the process of structuring random words demands the overall work memory capacity in order to form the word orders properly. By training the students' immediate thinking skills, the students will be able to compose their stories based on the standardized spelling of Indonesian language and the students' capacity in employing the grammar and the writing mechanics immediately might be stimulated in composing the stories of their experience.

Schunk (2012, p.239) mentions that students need a rich environment that might encourage their active exploration (problem solving and learning concepts discovery environment for example) and such environment might be created by hand-involving activities (such as card-arranging games or experimental activities). Random cards are also in line with the emotional development of the elementary school students who start to acknowledge cooperation and

discussion. Spencer (2013, p.421) similarly states that in the middle-period of childhood children start to have multiple school assignments and develop the sense of competition among their peers.

The media that the teachers have used in the learning process of experience-based story composition are pictures and worksheets. According to Alvarez (2009, p.6), pictures can serve as feedback materials for improving the syllable mastery in the writing activities. By viewing the pictures along with the syllables in the preliminary learning process of writing skills, the students will be assisted to improve their vocabulary because it will be more interesting and easier to remember whenever the students see pictures with syllables. In comparison to video, pictures display stories in inanimate manner; as a result, the students might view the stories only from one side. Then, the sense that has been involved in watching pictures is the sight only. No matter how beautiful the pictures are, they do not provide animate impression. However, several pictures might be arranged in a sequential manner so that the pictures will be animate in order to improve the effectiveness of the teaching-learning process.

The use of worksheets among the students is a tradition that the teachers have inherited in order to put the students into good order during the learning process. However, the worksheets are unable to encourage the students' activeness in the learning activities. The students are conditioned to keep completing test items. Phipps (2008, p.385) mentions that the learning activities in which the students are controlled to perform exercises by means of worksheet are only intended to calm down the students during the teaching-learning process. However, there is an interesting matter that might be worth mentioning. The teachers are never aware of their teaching activities; this situation probably happens because of the students' noise or actions. Not to mention, the students might ask many questions while the teachers are giving their explanation. Therefore, in order to get over the control on the classroom the worksheets are implemented in order that the students will sit down and follow the teachers' orders; but then, the teachers are aware that using worksheets is part of their strategy to get and maintain control over the students. Many teachers have thought that worksheets can be a classroom management tool for controlling the students. Worksheets thus cannot encourage the inter-students interaction because

most of the students complete the test items individually.

Method

The study relied on the quantitative approach using quasi-experimental procedures. The study was conducted in Negeri Panggang Elementary School, Bambanglipuro, Bantul. Then, the study took place on the first semester of 2015/2016 Academic Year.

The sample in the study was selected randomly among Grade V students of Negeri Panggang Elementary School; specifically, the sample in the study was selected randomly from Classroom A and Classroom B.

Procedures

Table 1. Randomized Control Group Pre-Test-Post-Test Design

Kelompok Eksperimen (R)	T1	Xa	P1
Kelompok Kontrol (R)	T2		P2

Note:

R: random selection of the classroom

T₁: pre-test for the skills of experience-based story composition in the experimental group

T₂: pre-test for the skills of experience-based story composition in the control group

P₁: post-test for the skills of experience-based story composition in the experimental group

P₂: post-test for the skills of experience-based story composition in the control group

X_a: treatment in the form of video and random cards use

The stages in conducting the study were as follows: (1) observation; (2) coordination with classroom teachers in relation to the conduct of the study; (3) pre-test administration for each group; (4) conduct of experience-based story composition using picture and worksheet in the control group; (5) conduct of experience-based story composition using video and random cards on the experimental group; (6) post-test administration for each group; and (7) data analysis.

Data, Instrument, and Data Gathering Technique

The necessary data for the study were the score from the skills of experience-based story composition that the students had achieved. In order to gather the data, a test for measuring the students' skills of experience-based story composition was administered. Then, the instrument that had been employed for gathering the score in the writing skills test was performance test.

Data Analysis Technique

The data analysis technique that had been implemented was t-test. The t-test was performed with the assistance from SPSS 16.0 program.

Results and Discussions

Table 2. Description on Value Statistics

	Descriptive Statistics					
	N	Range	Min	Max	Sum	Mean
Pre-test score of the control group	20	49	46	95	1319	65.95
Post-test score of the control group	20	49	47	96	1410	70.50
Pre-test score of the experimental group	20	61	34	95	1341	67.05
Post-test score for the experimental group	20	48	50	98	1627	81.35
Valid N (listwise)	20					

Based on the Table 1, it might be concluded that the mean score of the pre-test for the control group is 69.95. Then, the mean score of the post-test for the control group is increased into 70.50. Such increase shows that the members of the control group have improved themselves after the conduct of the learning process. Furthermore, in the control group the highest pre-test score is 95.00 while the lowest pre-test score is 46.00; in the meantime, the highest post-test score is 96.00 while the lowest post-test score is 47.00.

On the other hand, the mean score of the pre-test for the experimental group is 67.05. Then, the mean score of the post-test for the experimental group is increased into 81.35. Such increase shows that the members of the experimental group have improved themselves after the conduct of the learning process with treatment. Furthermore, the highest pre-test score is 95.00 while the lowest pre-test score is 34.00; in the meantime, the highest post-test score is 98.00 while the lowest post-test score is 50.00.

Based on the data, the mean score of the students who have been treated with the use of video and random cards display better improvement in comparison to the students who have been treated with the use if picture and worksheet. The conclusion on the improvement is based on the attainment of the students' mean score.

Table 3. Summary on the t-test Results for the Post-Test Activity on the Students' Experience-Based Story Composition between the Control Group and the Experimental Group

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig.
Value	Equal variances assumed	2.646	.112	-2.193	38	.035
	Equal variances not assumed			-2.193	35.440	.035

Table 4. Description of Gain Score for the Control Group and the Experimental Group

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig.
Gain	Equal variances assumed	.109	.743	-2.895	38	.006
	Equal variances not assumed			-2.895	37.931	.006

Looking at the Table 2, it might be concluded that the size of t is 2.193 with df 38 and p 0.035. Then, p-value is smaller than 0.050 ($p < 0.050$). The results of the t-test show that there have been differences between the experimental group that has been treated with the use of video and random cards and the control group that has been treated with the use of picture and worksheet. Thereby, the null hypothesis (H_0) which states that there have not been any differences on the skills of experience-based story composition between the group that is treated with the use of video and random and the group that is treated with the use of picture and worksheet **is rejected**.

Furthermore, the calculation on the effectiveness on the use of video and random cards is also performed by using the gain score.

Table 5. Gain Score Calculation for the Control Group and the Experimental Group

		Group	N	Mean
Gain	Control Group		20	4.5500
	Experimental Group		20	14.2000

The experimental group ($M = 14.20$) has higher change in comparison to the control group ($M = 4.55$).

The results of the analysis show that the data are homogenous ($F = 0.109$, $p > 0.05$ or $F = 0.109$; $0.743 > 0.050$). These results imply that there has not been any variance between the experimental group and the control group. In other words, the data variation in both groups is similar. Since the data are homogenous, in the

column Variances Assumed it is apparent that there has been difference on the percentage rate ($t = 2.895$; $p < 0.050$ or $t = 2.895$; $0.006 < 0.050$). From this statement, it might be concluded that the experimental group has undergone significant changes in comparison to the control group. Thus, the treatment that has been provided to the experimental group is successful. In overall, the results of gain score calculation show that the use of video and random cards is more effective in comparison to the use of picture and student worksheet in the learning process of experience-based story composition for Grade V students of Negeri Panggang State Elementary School.

Furthermore, in the experimental group the quality of the students' composition is better because the students in the experimental group are more enthusiastic and more active since they are provided with the video and the random cards. In the learning process that involves the use of video, the students pay attention closely to the video because their sense of both seeing and listening is exercised within the observation toward the video. Video is able to display animate story as if the animate story takes place in the real world. On the other hand, the use of random cards stimulates the students' activeness by exercising their hands. The students discuss the structures of the sentence, the paragraph and the story itself in groups. In addition, the students also discuss the appropriate sentence structure by paying attention to the following aspects: (1) language, namely: word forms, use of sentence structure and use of phrase structure; and (2) writing mechanics, namely: punctuations, letters, num-

bers, use of capital letters and elements of loan words. In the same time, the students also learn about the following aspects: (1) content/idea, namely: idea coverage, theme, and plot; and (2) organization, namely: organization of the story and the composition of introduction, body and conclusion along with the ending of the story. The students learn these aspects by discussing them with their peers in the group and by listening to the teachers' explanation.

Discussions

Effectiveness in the Use of Figure and Student Worksheet in the Skills of Experience-Based Story Composition

Media as picture are effective to be used in the learning process of experience-based story composition because the use of the picture is based on the assessment aspects for the skill of experience-based story composition from the aspect of content and organization. Picture is able to represent story by means of direct observation toward the events in the figure. According to Capacetti (2014, p.2), picture might enrich the ideas of an author in composing his or her story. Then, in writing an author should pay attention to the structure, the function, the situation, the language in use and the skills of pouring the ideas into the appropriate language. Specific to the learning process, through the use of picture the students' imagination might be led to composing stories based on the printed picture.

Picture belongs to the group of visual media that displays two dimensions. Newby, Stepich, Lehman, & Russell (2011, p.121) mentions that visual media refer to the media that has two dimensions. Since two-dimensionality is the trait of visual media, picture might be manipulated easily in the learning process.

Through imaginative ideas, students might compose a story based on the aspect of content and organization from their own experience. In order to be accurate, there are several requirements that should be completed. First, an experience-based story should have the following characteristics: progressive plot (chronological order); and point of view (first person). Second, an experience-based story should have the elements of personal experience as follows (5W+1H): (1) what (what was the event that took place); (2) when (when did the event take place); (3) where (where did the event take place); (4) who (who were involved in the story); (5) why (why did the event take place); and (6) how (how

was the sequence of the story. Third, the experience-based story should have the following organization: introduction; body; conclusion; and sequence.

By observing picture, ideas might automatically come to the surface through the imagination upon the picture. The sequence or the order of the story is displayed through the picture in good order so that the audience might feel as if they are in the story. By doing so, the students' imagination that the picture triggers might be composed into a good and complete es story. Thus, a story might be organized from the beginning, the body and the end based on the representation of the picture.

With the ideas that have been developed from the picture, the students' critical thinking toward visual media might be encouraged. According to Dean (2005, p.3), picture is designed in order to encourage the critical thinking toward visual texts. Furthermore, moving picture might encourage the critical thinking in composing a story because imagination in the visual text might develop multiple ideas in the mind.

In addition to the use of picture, the use of student worksheet might be helpful for the students in composing their experience-based story from the aspects of language and writing mechanics. The aspects of writing mechanics include word forms, sentence structure use and phrase arrangement while the aspects of writing mechanics include punctuation, letter composition, number composition, capital letter use and loan word elements. By reading the materials and completing the exercises in the student worksheet, students unconsciously learn the language and the writing mechanics for the composition. With that knowledge, students might establish the foundation of their composition based on the language and the writing mechanics. According to Arsyad (2012, pp.38-39), one of the benefits of using student working in exercising the students' skill to compose experience-based story is that the students might learn and progress in exercising the skills of experience-based story in accordance to their own pace and thus it is expected that students will be able to master the related learning materials.

Despite the benefits, teachers should recheck the content in the student worksheet prior to the teaching activities because in certain occasions there might be individual errors within the content and this kind of contents might be misleading for the students. Hegelheimer (2006, p.70) states that in student worksheet occasional-

ly there are errors that might be found on words, sentences or paragraphs whereas student worksheet is a medium that demands students to put their extra performance into practice because they have to complete all exercises within the worksheet. Similarly, according to Cetinavc (2012, p.63) elementary school students agree that the use of student worksheet has reinforced their extra performance and they even perceive that the workload in the student worksheet is too abundant. Therefore, teachers should be able to solve this kind of problem carefully by implementing numerous manners, methods or other activities so that the use of student worksheet will not be boring for the students.

The Effective Use of Video and Random Cards in Improving the Skills of Experience-Based Story Composition

Video displays more effective use in the learning process of experience-based story composition since the use of video might help students to compose their story from the aspects of content and organization. Students might enjoy story as if it is real since the story is displayed through moving pictures, voice and colour that draw the active participation of the audience. Pino-Silva (2007, p.34) states that video-based writing is a good method for triggering the in-depth characteristics in the writing activities and is a panacea tool for assisting the students to develop and increase their thinking skills. The students' thinking skills are triggered by actively guessing the event that might happen after the video. The sense of curiosity will cause the students' imagination.

By watching video, students will be able to define what event takes place, when the event takes place, who might be involved in the event, why the event takes place and how is the sequence of the event. With this construction in mind, the students unconsciously follow up the organization of the story from the beginning, in the body and until the end of the story. The knowledge that has been internalized from the story might be the lesson for starting to compose the students' experience-based stories respectively.

In addition to the use of video, the use of random cards also displays effectiveness in the learning process of experience-based story composition. The random cards contain random words, random sentences and random paragraphs that have been designed based on the Standardized Orthography of Bahasa Indonesia. The students play the game of random cards by

assigning themselves into groups and being the first to arrange the words, sentences or paragraphs in good order.

The effective use of random cards might increase the thinking speed of the students because the random cards demand excellent overall memory retention, both the memory of the words and the knowledge on the language and the writing mechanics. Halcomb (2008, p.443) used to have an experiment of word mixture in order to measure the reading speed toward 80 sentences with letter transpositions in the beginning, in the middle and in the end. With the use of the random cards, it is expected that the students' capacity in reading sentences might be improved. The students read words, sentences and paragraphs within the random cards quickly because they can arrange the cards into words, sentences and paragraphs immediately.

The Use of Video and Random Cards is More Effective than the Use of Figure and Student Worksheet in the Learning Process of Experience-Based Story Composition

The use of video is more effective than the use of figure within the learning process of experience-based story composition because video is able to portray real story through the moving pictures. On the other hand, picture belongs to the category of still visual media and thus it is unable to display real story. Newby, et.al. (2011, p.121) mentions that the lack of visual media is that visual media has two dimensions only; in other words, picture does not have the third dimension that displays the real object or scene. As a result, the lack of movement has caused static and still vision.

According to Smaldino, et.al (2011, p.311), video touches all aspects namely the cognitive, affective, motoric and interpersonal aspects. Colour, voice and movement cause the portrayal of people to be alive, the element of emotion or desire to pursue the affective learning process appears to the surface due to the fact that video might be very useful for training the self-sensitiveness and the social attitudes. Video is easier to be viewed through media than through the real life. it is this characteristic that picture does not have. Furthermore, the use of video is also in line with the development of elementary school students namely the concrete operational stage. Video is also able to portray the actual story through the use of movement, colour and voice.

In addition, the use of random cards is more effective than the use of student worksheet. Random cards refer to the media that might encourage students to actively perform activities, solve problems, find concepts and pursue socialization with their peers. Through the use of random cards, students perform a number of activities such as arranging the cards by accessing their memory, so that students' thinking speed and motoric skills might be stimulated. According to Spencer (2012, p.385), information processing among children include the following stages: attaining information (input) from the environment, storing the information, accessing the information, manipulating the information and programming themselves to develop based on the information. With these characteristics, game of random cards might assist students in gathering information efficiently because the cards are arranged based on words, sentences and paragraphs.

Similarly, according to Kush (2013, p.46) the model of word introduction and the effect of "word mixture" might increase the reading fluency. Word introduction and word mixture might improve the students' reading speed and recall memory on the words that should be appropriately arranged.

On the other hand, student worksheet is unable to encourage the students to actively participate in the learning process because the students only focus on completing the given exercises. Arsyad (2012, pp.38-39) mentions several weaknesses of student worksheet as follows: (1) the test items in the student worksheet tend to be monotonous and these items might appear before or after the materials; (2) print media only emphasize more on the cognitive lessons and thus this media rarely emphasize the emotion and the attitude of the students as the users; and (3) student worksheet might trigger a boring subject for the students if the use of the student worksheet is not in combination with other media.

Different than the use of random cards that tends to encourage the students to be active in the learning process, the use of student worksheet tends to make the students to be passive. Phipps (2008, p.385) mentions that learning activities in which the students are under control to do exercises with student worksheet only serve to take over the control in the classroom. This situation is well explained by the following statements from one of the subjects:

"The most interesting part is that I never realize how I have been teaching the class ... that I rely on the use of student worksheet just to counter the noise that the students make and to avoid numerous questions that the students raise. By using the student worksheet, I just need to ask them to read the worksheet and complete the exercises. I have seen that many teachers have committed the same action. Thus, I come to think that student worksheet has been a tool for classroom management in taking over the control from the student."

From the statement, it might be inferred that student worksheet has been manipulated by the teachers to dictate and control the students since the students are always noisy every time the teacher explains the learning materials. Student worksheet has been turned into some kind of classroom management tool in order to govern the students because the students will stay in their place and do not cause further noise whenever they follow the teacher's instructions and complete the exercises within the student worksheet.

Departing from the above explanation, it might be concluded that the use of video and random cards is more effective in comparison to the use of picture and student worksheet within the learning process of experience-based story composition among Grade V students of Negeri Panggang State Elementary School. Video and random cards have more prominence than picture and student worksheet in terms of both compatibility to the characteristics of elementary school students and compatibility to each learning media.

Conclusions

The capacity of composing experience-based story among Grade V Students of Negeri Panggang State Elementary School with the use of video and random cards display different characteristics than with the use of picture and student worksheet. The different characteristics might be found in results of t-test calculation from post-test score of the experimental group and t-test calculation from post-test score of the control group. The results of t-test calculation for the experimental group is t-value equals to 2.193 with df 38 while Score of Significance (2-tailed) in the rate of significance 5% and df 38 is 0.035. In addition, the use of video and random cards in the activities of composing experience-based story is more effective than the use of picture and student worksheet for Grade V students of Negeri

Panggang Elementary School. The effectiveness can be found from the gain score calculation results. The experimental group ($M = 14.20$) has higher rate of change in comparison to the control group ($M = 4.55$) with degree of percentage ($t = 2.895$; $p < 0.05$ or $t = 2.895$; $0.006 < 0.050$).

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