

The Effectiveness of Caricature Image on Students Argumentative Writing in Higher Education

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ABSTRACT

The aim of this study was to assess the efficacy of caricature image media in enhancing students' proficiency in argumentative writing. This study employed a quantitative experimental research methodology, specifically utilising a one-group pretest-posttest experimental design. The research was conducted in the Indonesian Language Education programme at a private university in Palembang during the academic year 2022/2023. The sample in this study was 29 semester 1 students (M = 2 and F = 27). The research data was collected through observation, documents, and tests. The data on the results of the written test were analyzed using the t-test for the treatment and experimental groups. This is a Paired Sample t-test. The results of the t-test obtained a t-count of 8.57, and the value of the t-table at dk (0.05)(29) was 2.048 with a significance level of 0.000. Because the calculated t value is greater than t table $8.57 > 2.048$, it can be concluded that caricature image media influences the learning outcomes of argumentative writing. Meanwhile, the average difference between the posttest and pretest is 4.75. From this average difference, it can be seen that the percentage increase was 47.11%. From the overall results of the presentation, it can be seen that the media of caricature images has a fairly good positive impact on the results of argumentation writing.

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1. INTRODUCTION

Writing activity is a very important part of students in the Indonesian Language Education study program at a private university in Palembang. Students must not only be able to write good and correct essays or paragraphs but also become skills that are much needed, such as for final project writing activities. Writing is also a form of social practice that is contained in history, culture, and institutions (Petchko, 2018). So, students can understand certain content about a problem presented in writing. Writing is also one of the skills in the language that requires a special type of instruction on text mechanics which refers to the recognition and discrimination of letters/sounds, the basic rules of spelling, punctuation and the use of capital letters as well as the introduction of whole sentences and paragraphs (Hamed, Behnam, & Saiedi, 2014)

Learning to write for students has a different goal orientation. In this case, students must be able to apply their writing skills in daily life, work or social life, because writing skills also involve social and cultural functions. So, writing skills can influence people's social lives and contribute to changes in social life (Murray, 2012). However, learning to write often provides challenges for

students. Most students in the Indonesian Language Education study program find it difficult to develop their arguments in argumentative writing exercises in class. The results of in-depth observations on the results of student argumentative writing tests in the 2021-2022 academic year found several problems, including 1) it was difficult for students to develop supporting sentences for main ideas, 2) the supporting data presented in argument sentences were inappropriate and led to descriptions, 3) students also have difficulty using conjunctions for arguments so that the contents of the writing are not unified, and 4) students tend to copy and paste writing from the internet.

In addition, the results of the analysis of test scores show that the average score is still low and the student graduation rate is low. Student scores are dominated by grade C or under 60 by 63%. The results of the evaluation of the lecturer's performance report regarding writing learning found weaknesses in the use of the media used for writing practice. This causes students to be less motivated and feel bored practising writing. Moreover, the writing process requires good and correct grammar skills, imagination skills, critical thinking patterns, and vocabulary mastery (Ataç, 2015). However, learning to write is not only influenced by mastery of grammar or knowledge, but the role of the teacher in using learning methods or media is one of the successes in achieving learning goals. The findings of the problem show that the learning media used so far still has weaknesses and has not built student motivation to study well.

Caricature image media is one of the solutions to the challenges faced in teaching argumentative writing to students in tertiary institutions. For example, comic strips are pictorial media that can provide different nuances in learning and a study shows a positive influence on learning outcomes for creative writing (Selong, Olii, & Rettob, 2021), narrative writing (Martages, Suharjito, & Santihastuti, 2017), descriptive writing (Amrizal, 2022). However, the big challenge of using comic strips is the relevance of topic choices so teachers must be able to find strategies to overcome these challenges (Wijaya, Suwastini, Adnyani, & Adnyani, 2021). The sequence picture technique also provides stimulation and motivation to learn in learning writing skills (Baso, 2016). Even digitally animated cartoons also have an impact on writing descriptive text skills (Taridi, 2023). One study showed differences in learning outcomes for writing argumentative paragraphs with environmental media and writing argumentative paragraphs with caricature learning media (Syamsuri, Muhsin, & Nurmayani, 2016). In this regard, researchers encourage the use of cartoon media as an alternative teaching strategy because it can improve students' problem-solving skills (Toledo, Yangco, & Espinosa, 2014). Visual images, in this case, serial comics and pictures, can be very useful tools in stimulating ideas and creativity, as well as students' interests and abilities in writing narrative essays (Listyani, 2019). The exposure of previous research provides a sufficiently qualified explanation that image media is a form of learning media that is capable of framing imagination so that it can help students develop their writing ideas.

From the findings of the problems encountered in the learning process of argumentative writing and previous research, it can be illustrated that the learning process of argumentative writing requires stimulation of learning media that can stimulate the imagination which leads to strengthening the application of learning experience and knowledge that they already have as argumentative material in student writing. So, this research gap is presented in the form of using caricature image media to improve argumentative writing skills for early-level college students. Especially so far, pictorial media is often considered only for elementary school children (Hofferth, 2010). However, this research seeks to dig deeper into caricature image media for students to write argumentative essays. So, the novelty in this research can be seen in the application of various caricature image media to stimulate students' arguments in their writing. This research also has urgency as a consideration for developing image learning media for writing learning activities for students.

So, the purpose of this study was to find out the effectiveness of caricature image media on argumentative writing skills for college students. The results of this study are expected to have an influence on the mindset of teachers about the importance of choosing the right learning media. It will provide benefits in improving the quality of teaching professionalism and achievement of learning

objectives. In addition, the results of this research can be an input for tertiary institutions, especially for language education study programs, regarding the importance of improving the quality or competence of teaching teachers.

2. METHODS

2.1 Research Design

This study used a type of quantitative experimental research with a group pretest-posttest experimental design. In this research, the observation process was carried out before and after the treatment (Creswell & Creswell, 2018; Sugiyono, 2018). The illustrative design of this study was as follows.

Table 1. Research Design Model

Group	Pretest	Treatment	Posttest
Experiment	O1	X	O2

Implemented Caricature image In writing class

Note;

X: Treatment

O1 : Pretest

O2 : Posttest

2.2 Place and Time

This research was carried out at the Indonesian Language Education study program at PGRI Palembang University in the 2022/2023 academic year which was conducted for one semester.

2.3 Population and Sample

The sample collection technique used a saturated sample. The sample in this study was 29 first-semester students (M = 2 and F = 27). The sample in this study was the population, because, as stated in the theory if the total population is less than 100 people, then the total sample is taken, but if the population is greater than 100 people then 10-15% or 20-25% of the total sample can be taken (Arikunto, 2010). So, it can be said that the population of this study is no more than 100 respondents, so it is used as a 100% sample.

2.4 Data Measurement Technique

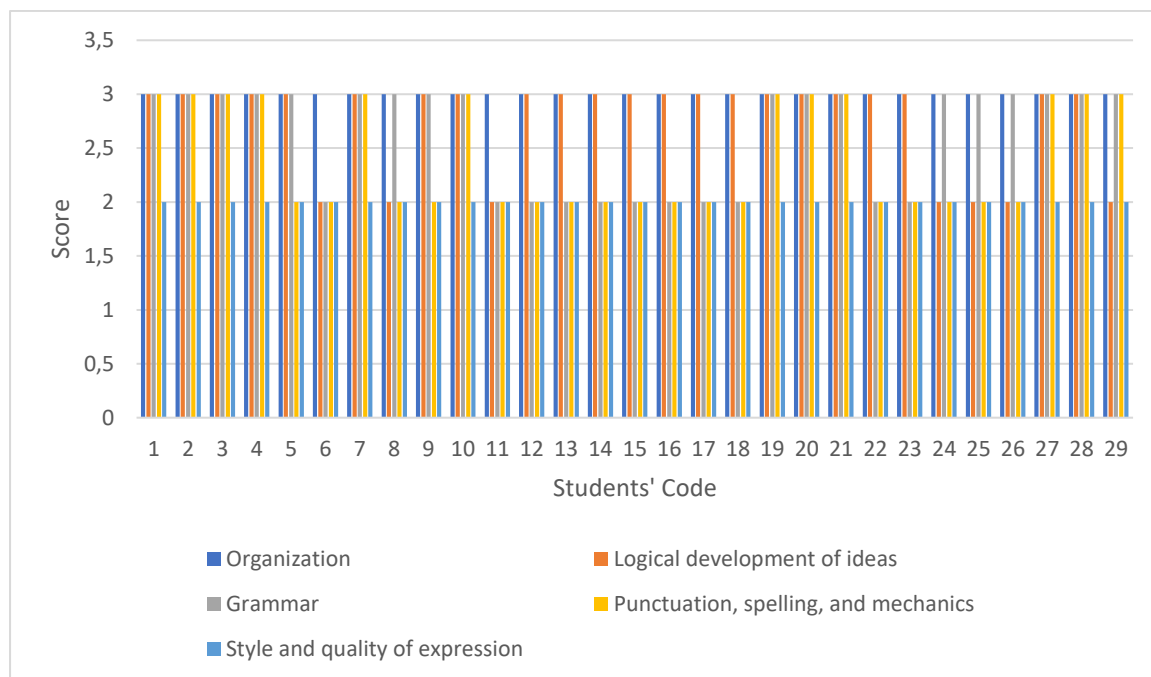
The research data was taken through the process of observation, documents and tests. Observations are used in the preliminary research process to find out the details of the problems encountered in learning to write. Observation activities are through direct observation of learning in class. The documents are taken from the results of the exercise and the final test scores (Final Semester Examination) so that the results of data analysis are used to reinforce the research findings at the beginning of the preliminary research. The test used in this study is in the form of an essay. Students make paragraphs according to the topic given. The assessment of the results of this writing test is based on five criteria, including (1) organization (introduction, body and conclusion), (2) logical development of ideas, (3) grammar, (4) punctuation, spelling, and mechanics, and (5) style and quality of expression (Brown, 2004).

2.5 Data Analysis

The argumentative writing test instrument is tested first for validation and reliability so that it is trusted. To measure the validity of the writer, Pearson Product Moment was used. To measure reliability Alpha Cronbach. The test results conclude that the test data is valid and reliable. The data on the results of the writing test were analyzed using the t-test for the treatment and experimental groups. This is a Paired Sample t-test.

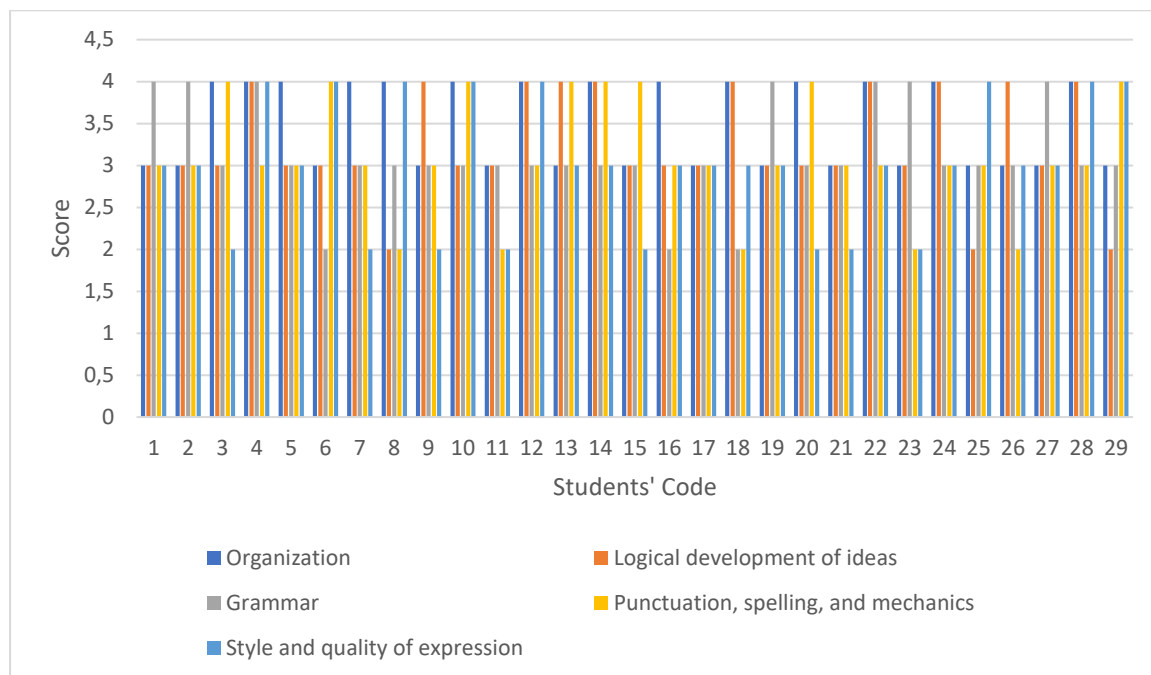
3. FINDINGS AND DISCUSSION

The results of the argumentative writing test are presented in the graph in detail because the scores for each component are also presented according to those obtained by students so that from each component of the assessment of the argumentative writing test it can be seen which are the easiest and most difficult for students to master. The following are the results of the argumentative writing test.



Graph 1. The Score of the Writing Component Test for Pre-test

Graph 1 illustrates the results of students' argumentative writing test results which are presented in each component of the writing test assessment for the pre-test. The result of students' argumentative writing test results which are presented in each component of the writing test assessment for the post-test illustrated in the graph below.



Graph 2. The Score of the Writing Component Test for Post-test

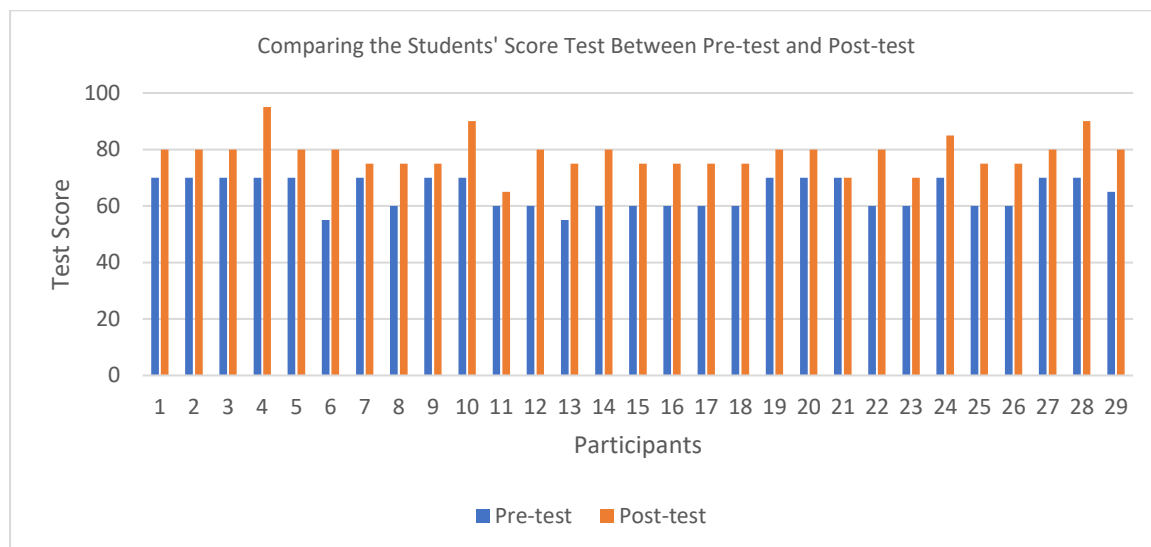
The result of the average score for each component writing test between the pre-test and post-test is illustrated in the table below;

Table 2. A Score on the Writing Component Test

Average Score	A score on the Writing Component Test				
	Organization	Logical development of ideas	Grammar	Punctuation, spelling, and mechanics	Style and quality of expression
Pre-test	3	2.75862	2.6206	2.4137	2
Post-test	3.483	3.241	3.137	3.103	3

Table 1 shows the average score for each writing component test. The result of the pre-test shows that the largest average value is the organization component of 3. In this component, the student writing has fulfilled the paragraph sequence because the introduction, body and conclusion paragraphs have been well made. Meanwhile, the average value for style and quality of expression is the lowest component because the average value is 2. The results of an in-depth analysis of student practice documents also show that there are difficulties for students in using style and quality of expression. Meanwhile, from each component of the writing assessment assessed for post-test known that it has increased in every aspect because the average score that has been obtained from each aspect of argumentative writing has reached 3.

Meanwhile, the results of the student writing test (pre-test and post-test) are presented in the second graph below.



Graph 3. The Students' Score Test Between Pre-test and Post-test

From the results of the data presentation, it can be seen that the assessment component is the result of student argumentative writing. The lowest pre-test score of 55 and the highest score is 70. Meanwhile, the class average value is 64.6. From the presentation of this data, it is known that the quality of student argumentative writing is still low. Therefore, caricature image media is applied as a way to improve the quality of student argumentative writing. It is different for post-test results. This can be seen from the increase in the class average score from 64.6 to 78.4. There is an increase of 13.8. In addition to knowing the effect of caricature image media on the learning outcomes of argumentative writing, the results of processing the t-test data are presented. This test will test the hypothesis:

Ha: There is an influence of caricature image media on the learning outcomes of argumentative writing.

Ho: There is no effect of caricature image media on the learning outcomes of argumentative writing

The hypothesis is accepted or rejected through a comparison of t-count values and t-table values. If the t-count value is between the negative and positive of the t-table, or if the calculated significance is greater than 0.05 then the hypothesis is accepted. The following are the results of the Paired Sample t-test;

Table 3. The T-Test Result

Group	Average	t-count	t-table	Sig
Pretest	64,6			
		8.57	2,048	0,00
Posttest	78,4			

The t-test results obtained a t-count of 8,57 and the value of the t-table at dk (0.05) (29) of 2,048 with a significance level of 0.000. Because the t-count is greater than t-table $8,57 > 2,048$, it can be concluded that there is an effect of caricature image media on the learning outcomes of argumentative writing.

Table 4. Percentage Increasing

Group	Mean	Mean Different	Percentage Increasing
Pretest	64,6		
		4.75	47.11%
Posttest	78,4		

It shows that the average difference between the posttest and pretest is 4,75. From the average difference, it can be seen the percentage increase of 47.11%. From the overall results of the presentation, it can be seen that the media of caricature images has had a pretty good positive impact on the results of argumentative writing.

This is reinforced not only by the results of data processing from test results and writing practice documents but also by the results of observations in class during class learning, which show changes in student attitudes and interests. They tend to feel happy and interested because the caricature image media provided also varies. Students show a fairly good imagination process from the caricature images that have been given. This can be seen from the various choices of vocabulary and the development of supporting sentences. Students also show a critical thinking process that can be seen in the development of their argumentative writing. So, critical thinking strategies effectively develop and improve students' critical thinking skills in writing argumentative essays (Romadhoni, Andania, & Yen, 2022). It means that this critical thinking pattern is a very important part of building students' opinions in their writing. The research results of Romadhoni, Andania, & Yen (2022) have provided results that are relevant to the results of this research. From the results of the argumentative writing exercise, students using caricature drawing media have shown excellent use of argumentative sentences in each supporting sentence.

In addition, students who can develop their critical thinking patterns during the writing process can also develop their creative thinking patterns. This pattern of thinking becomes a way for students to use pictures to express ideas and develop their writing (Ayu, Suharno, & Chrysti, 2023). So, a teacher must be able to determine strategies for teaching writing that can build critical thinking patterns as well as learning media in the form of images that can be appropriate for teaching types of writing (Farkhan & Faya, 2020; Sulastri Sman, Magetan, & Magetan, 2019; Widyaningrum, Widyaningrum, & Octavita, 2019). Especially in the era of technological advances, many caricature image media can be accessed free of charge via the internet. Thus, teachers also build students' digital literacy while using digital media in teaching writing (Bradbury, 2014). Thus, these findings have provided an in-depth understanding that pictorial media can also be used by students in tertiary institutions for writing activities.

The results of this research also provide an in-depth understanding of the appropriate use of learning media for writing activities in class. Moreover, students often find writing activities difficult and tedious. So, the use of cartoon drawing media provides a different colour for students to imagine the story they want to develop. Teachers can use various caricature image media from websites or social media. The current situation is that the use of technology applications is very large and makes a significant contribution to the development of student learning activities. Teachers can utilize students' technological competence and social media access time to become learning media facilitators.

4. CONCLUSION

The results of the data analysis concluded that the ability to write argumentatively increased quite well after learning activities using caricature image media. This can be seen from the argumentative writing test. Each student experienced an increase in writing scores after being given treatment using caricature image media. The results of the document analysis also show that the average value of each component of argumentative writing has increased. Students also feel interested and enjoy learning to write using caricature images. The calculation of the t-test has also shown the effect of caricature image media on student writing results. The results of this study also have implications for increasing teachers' understanding regarding the selection of appropriate learning media for students in tertiary institutions. The use of media images is not only suitable for elementary school or high school students, but for students in tertiary institutions, it can also be used for the attainment of writing learning goals. However, this research is still limited to the study of caricature image media for teaching argumentative writing skills. Therefore, the next researchers carried out in-depth research related to testing caricature image media on various types of writing.

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