



## USE OF IMAGE MEDIA TO IMPROVE THE WRITING ABILITY OF LOW-GRADE STUDENTS IN INDONESIAN LANGUAGE LEARNING

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### Abstrac

In the practice of distance learning during the pandemic, students' learning outcomes and writing skills have decreased. The research aims to improve students' learning outcomes and writing skills through image media. The type of research carried out is Class Action (PTK) research. The subject of the study was a low-grade student consisting of 25 students. This class action research is carried out using a method that is then described by looking at the results of the evaluation and portfolio given. The data analysis technique used is in the form of qualitative descriptive. The learning outcomes and writing skills of students before the action showed completeness, which was 36% and increased to 84%.

**Keywords:** Learning Media, Learning Outcomes, Writing Ability

### Introduction

Learning is basically a process of regulating, organizing the environment around students, so that it can grow and encourage students to carry out the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process. Trianto explained about learning as follows:

"Learning is a complex aspect of activity that cannot be fully explained. In simple terms, learning can be interpreted as the product of continuous interaction between development and life experience. In essence, learning in a complex sense is a conscious effort by a teacher to learn his students (directing students' interaction with other learning resources) with the intention that his goals can be achieved."<sup>1</sup>

According to the Law of the Republic of Indonesia Number 20 of 2003 challenging the National Education System, learning is a process of interaction between educators and students and learning resources that take place in a learning environment. Meanwhile, Hamalik in Fakhruddin states that learning is a combination that consists of human elements (students and teachers), materials (books, blackboards, chalk and learning tools), facilities (classrooms, audiovisual), and processes that affect each other to achieve learning goals.<sup>2</sup>

Learning can also be said to be a system, because learning is an activity that has the purpose of providing knowledge to students. Learning is a process of conveying knowledge information through interaction from teachers to students, it is also a process of providing planned

*Education System*, p. 6. guidance and conditioning or stimulating students so that they can learn well, and learning activities can be characterized by educational interactions that occur, namely teachers to students or students to teachers pedagogically. In addition, teachers must also prepare innovative learning that is able to stimulate students to be enthusiastic in carrying out learning activities.

It can be concluded that learning is an interaction activity carried out by teachers to students with the aim that students have knowledge. Learning is also a process of teaching and learning activities which contains the provision of learning materials, knowledge information, activities to guide students, and the provision of stimuli so that students can be motivated until they are finally able to achieve the goals that have been set. According to KBBI, writing is giving birth to thoughts or feelings (such as composing, making letters) with writing.

<sup>3</sup> A person's ability to pour their heart into a writing is very different, influenced by the author's background. Some of the opinions of experts regarding the meaning of writing are as follows:

1. Djuanda  
Writing is a process and activity that gives birth to ideas, thoughts, feelings to others or themselves through the medium of language in the form of writing.
2. Dkk your picture.  
Writing is related to reading, speaking and listening. Both writing and reading, speaking and listening have functions for humans in communicating messages through language.

### 3. Tarigan

Writing is to take down or draw graphic symbols that describe a language that a person understands, so that others can read the graphic symbols if they understand the language of the image.<sup>4</sup>

From the above understanding, it can be interpreted that writing is to inscribe ink on a piece of paper, to bring up the events in life that we go through or that we want to consider as meaningful threads. Writing is an effective ability. For work or products. Writing is closely related to other abilities, such as reading. Writing is not just copying words or sentences, but writing to pour ideas, ideas, and thoughts into writing systematically.

Writing is an activity that goes through a process or stage, namely the presentation of teaching materials must move from the known to the unknown. Writing is an active productivity activity that has the potential to go beyond two dimensions, the dimension of time and the dimension of place. Writing as a heritage transcends space and time, meaning that the results of creative activities can be read by many people at the same time without the presence of the creator and can be passed down from generation to generation.

Basically, writing is a complex ability. In writing activities, writers must be able to organize ideas and ideas in an interesting writing. This opinion is in line with Pudiastuti's opinion that "writing is synonymous with a person's ability to describe something observed, besides that writing also requires *a style* that can make someone interested in reading it". Based on this opinion, it can be concluded that writing is a language ability that is used for indirect, non-face-to-face communication using linguistic signs in the form of symbols and other abilities that can be understood by everyone who reads or receives written words.

Media comes from the word *medius* which is a Latin word that literally means middle, intermediate or introduction. In Arabic, media is an intermediary or messenger of a message from the sender to the recipient of the message<sup>5</sup>. According to Gerlach and Ely, the media, when understood broadly as people, materials and events that build conditions that make students able to acquire knowledge, skills or attitudes.<sup>6</sup> In this sense, teachers, textbooks, and the school environment are media. Meanwhile, according to.

Criticos, quoted by Daryanto, media is one of the components of communication, namely as a messenger from communicator to communicator.<sup>7</sup>

Learning media is a means of delivering learning messages in relation to the direct learning model, namely by the way the teacher plays the role of conveying information and in this case the teacher should use various appropriate media. Learning media is a tool to help the teaching and learning process. Everything that can be used to stimulate the

mind, feelings, attention and abilities or skills of learners so that they can encourage the learning process. According to Heinich, learning media is an intermediary that carries messages or information for instructional purposes or contains teaching intentions between the source and the recipient<sup>8</sup>

In the teaching and learning process, the presence of media has a fairly important meaning. Because in these activities, the unclarity of the material conveyed can be helped by presenting the media as an intermediary. Media is a means of communication drainage. This image is an effective visual tool because it can visualize something that will be explained in a more concrete and realistic way. The information conveyed will be easier to understand because the results shown are closer to reality through photos shown to children, and the results received by children will be the same. Among learning media, image media is the most commonly used media. This is because students prefer pictures to writing, especially if pictures are made and presented as creatively and uniquely as possible, of course it will increase students' enthusiasm in following the learning process, symbols, and pictures. The definition of image media is visual media in graphic form. Graphic media is defined as media that combines facts and ideas clearly and strongly through a combination of expressing words and images.

Based on the results of Indonesian learning in grade III of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency, it shows that the writing ability of grade III students of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency is still low. This is evidenced by the number of student work results that have not received satisfactory grades due to the low writing ability factor. In addition to the low scores of students' assignments, in the process of learning to write, it is also seen that some students have difficulty in making sentences and writing sentences with writing that is difficult to read. This can be seen by the presence of several students who have not completed their assignments at the end of the lesson, the students ask for additional time to complete the tasks they did earlier and even ask for the assignments to be used as homework. And when the writing activity is carried out, there are some student writings that are difficult to read both in terms of writing, punctuation, spelling, and the arrangement of the sentences.

Based on the results of observing the results of student essays, the problems that are often found are spelling problems related to the use of punctuation, the use of capital letters, and spelling. There are quite a lot of punctuation errors in students' writing, such as in placing comma punctuation, forgetting to place punctuation marks, asking, exclaiming at the end of sentences. And there are also many mistakes in the

use of capital letters in some sentences that are not in accordance with the rules of writing. Many students write using non-standard sentences and using abbreviated words.

From the results of the observation and analysis of the students' writing documents, the researcher concluded several causes of students' weak writing skills. One of them is the Indonesian learning process in the third grade of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency Gita Daniathi Munthe, S.Pd which does not attract the attention of students so that students do not have enthusiasm and motivation in participating in the learning process. Therefore, changes in the learning process are needed that can attract students' attention and interest and increase students' motivation and enthusiasm for learning, especially in Indonesian subjects related to writing materials. Efforts to create learning that attracts students' interest and increases the enthusiasm for learning can use learning media, one of which is image media. In the learning process as a teacher, you should pay attention to individual students in using various teaching methods, using media, and also actively involving students in order to improve students' writing ability. One of the media that can be used to improve writing skills is picture media as explained earlier. Based on the background that has been presented, the formulation of the problem in our mini research is the Use of Picture Media to Improve Writing

Skills of Grade III Students of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency in learning Indonesian.

### Theoretical Framework

Based on the background stated above, this research mini-writing aims to find out whether the understanding and application of writing skills using picture learning media can improve writing learning outcomes in the lower grades.

Based on the background, the indicator raised in this study is the use of picture learning media to improve student learning outcomes. The assessment indicators include how well the students write, how well the students write letters and put punctuation marks. Based on the data obtained, the results of this study show an increase in student learning outcomes after using image-based learning media in writing materials. This is evidenced by the number of students who have experienced an increase in writing skills. From the table below, it shows that the writing ability of grade III students of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency has increased from 36% to 84% before using learning media with pictures. In addition to the increase in the percentage of writing ability, in this study the number of student completeness in writing ability has also increased.

### Indicators Of Writing Skills Results Without Learning Media And Learning That Uses Learning Media.

Description	Ketuntasan			
	Before using picture learning media		After using picture learning media	
	Complete	Belum Tuntas	Complete	Belum Tuntas
<b>Number of students</b>	9	16	21	4
<b>Percentage (%)</b>	36	64	84	16

### Research Methods

The method used in this study is about the use of image media to improve students' writing ability, namely the qualitative method.

Qualitative research is the collection of data in a natural setting with the intention of interpreting the phenomenon that occurs where the researcher is an instrument, sampling data sources is carried out with design techniques or research designs which is Classroom Action Research (PTK). Classroom action research is an action response carried out by teachers in the classroom. Action research is essentially a series of research that is carried out in a cyclical manner in order to solve the problem, until the problem is solved.<sup>9</sup>

In this class action research, the subjects used were grade III students of SDN 117505 Panjang Tengah, Labuhan Batu Utara Regency which amounted to 25 students, consisting of 14

girls and 11 boys. There are also research objects, namely learning outcomes and students' writing skills with image-based learning media.

The data collection technique is through a student evaluation test in the form of a google form sent in google classroom to measure student learning outcomes and portfolios used to obtain data on student writing ability results. The data obtained is then processed by a qualitative method which is then described by looking at the results of the evaluation and portfolio given.

### Results and Discussion

Action planning is prepared including: curriculum analysis including Competency Standards and Basic Competencies, making learning tools, lesson plans are designed using a direct learning model with a thematic approach to

ethical themes, preparing learning media, namely picture media, making observation sheets about the implementation of writing learning using picture media, learning outcome evaluation sheets.

Based on calculations, before the implementation of the learning model with pictures with an achievement value of 36%. These results show that the implementation of learning activities has not reached the percentage of success indicators in the implementation of learning  $\geq 70\%$ . Data on the Completeness of Student Learning Outcomes after participating in learning with the use of picture media increased above 80%. To measure the level of students' understanding of learning materials with the use of image media, students are given an evaluation at the end of the learning activity. The value is then compared with the Minimum Completeness Criteria on the sentence writing learning meter that has been determined by the researcher, which is 70 to determine the completeness of student learning. At this stage, the researcher evaluated the implementation of learning to make sentences using image media and learning outcomes based on observations from classroom teachers and peers as observers, as well as researchers as teachers. The following is a further explanation of this. Results of Observation of Learning Implementation with the Use of Image Media From the observation activities of learning implementation and then analyzed, it was found that the value of achievement in the implementation of learning before the implementation of the learning model through pictures was 36% which was not complete with the percentage of learning implementation reaching 100% can be said to have been carried out adequately. This research is seen from the achievement of learning implementation is said to be successful if it is able to achieve the research success indicators that have been set, namely if the percentage of learning implementation is equal to or more than 80%. Because it has not reached the indicators, the researcher decided to improve the quality of the next learning by concentrating more so that all the learning activities that have been planned can be carried out properly.

Based on the results of the evaluation of the implementation of learning before using picture media, there are several things that need to be improved to improve the next learning process, namely teachers must improve their ability to use picture media to present learning materials, teachers must increase efforts to provide feedback, guidance, monitoring and help when students do assignments, teachers must increase efforts to provide motivation to students so that students are more courageous and confident in answering the teacher's questions, asking questions.

After using the learning media, the picture was 100% with an achievement score of 76.9. These results show that the implementation of

learning activities with image media reaches the percentage set in the success indicator. Based on calculations, the percentage of classical learning completion after using 86% (25) of students. The average class reached 81.7. These results show that the completeness of student learning has reached the percentage set on the success indicator. At this stage, an evaluation was carried out on the implementation of learning to write sentences using image media based on observations from classroom teachers and peers as observers, as well as researchers as teachers. Based on the results of observations on the implementation of learning activities using picture media and student learning outcomes in learning, the following reflections were obtained: Observation Results of Learning Implementation with the Use of Image Media From the observation activities of learning implementation and then analyzed, it is known that the achievement of the implementation of learning activities after using picture media. If averaged between meeting 1 and meeting 2, the percentage of learning implementation reached 100% with an achievement score of 76.9. From these results, the percentage of learning implementation has reached the indicator of the success of learning implementation  $\geq 80\%$ . All implementation of learning activities using image media has been carried out, including in the very good category.

## Discussion

In general, students think that Indonesian subjects are the most boring and boring subjects. Because it is felt that many materials are understood through the method of memorizing and summarizing the subject matter. Many of the students do not pay attention to the teacher when explaining so as not to feel bored in class. Therefore, to improve student learning outcomes, it is necessary to use learning media in the learning process. Image media is the most efficient, economical and easy to understand media for students in understanding subject matter. So that the image media is in accordance with the Indonesian subject. Thus, social studies learning using media can focus students' attention on the subject matter to be explained. So that this attention to learning is expected to improve student learning outcomes.

Based on the observations that have been made, it can be seen that the learning outcomes of students before learning through the media of student images that were completed were only 8 students by 36%. Before the implementation of learning through pictures, it has not been said to meet the KKM of Indonesian subjects, which is 70 and according to the Mastery Learning theory, students are said to be complete if they meet the class completeness, at least 70% of students have passed the KKM.

Then after implementing or conducting learning through pictures, students who completed

the KKM were 84% and students who had not completed the KKM were 16%. This has met the completeness criteria according to the Mastery Learning theory, which is to have met the completeness of at least 75% of the number of students<sup>10</sup>. The increase in student learning outcomes shows that the ability of students to understand the material is increasing. This can happen because the use of image media is considered quite effective and easy to understand by students. By using image media, it aims to further increase students' enthusiasm for learning to improve learning outcomes.

The shortcomings that occur before doing the drawing method, must be corrected by the teacher is by displaying concrete pictures and there needs to be an approach in explaining the teaching material. Teachers can look for more references to other interesting images to attract students' attention. Students' understanding of the material presented also increased. This can be proven by students being able to re-explain the picture that has been explained by the previous teacher. And students have a broad curiosity and do not hesitate to ask questions related to material that they do not understand. There is a sense of responsibility and solidarity between friends and not choosing friends after learning with a group system.

So the use of image media was able to improve the learning outcomes of students of SD Negeri 117505 Panjang Tengah, North Labuhanbatu Regency with student learning outcomes from before applying the image method and after applying it cycle 36% to 84%. So that it has increased by 48%. Based on the analysis and learning outcomes that have been explained, the author gives suggestions so that teachers can better understand the use of Image Media because image media can help students to better understand the material through the media delivered by the teacher.

### Conclusion

Based on the results of the research on classroom actions that have been carried out, it can be concluded that Thematic learning using the Picture Media Learning Model can improve student learning outcomes, this can be seen in the

observation activities that have been carried out. Before conducting the image media learning model, the student learning outcomes were 64% with the incomplete category, and only a few students reached the complete category. And after the implementation of the image media learning model, the score of student learning outcomes increased to 16% which was incomplete with the number of students who completed it had increased to 21 students, students who did not complete as many as 4 students.

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