

The Application Of Poster Media In Improving The Writing Ability Of Grade III Students At State Elementary School 2 Loloan In The 2025/2026 Academic Year

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Article Info

Article history:

Accepted: 15 July 2026

Publish: 07 Agustus 2026

Keywords:

writing skills,
media posters.

Abstract

This study was motivated by the low writing skills of third-grade students at SDN 2 Loloan. This study aimed to determine the application of poster media in improving students' writing skills through Classroom Action Research (CAR) involving 19 third-grade students (13 boys and 6 girls). The results showed that in Cycle I, the average writing score was 70.26 with 63% classical completion, while the implementation of the lesson plan reached 83%. In Cycle II, the average score increased to 78.42 with 89% classical completion in the 'Tuntas' category, and the implementation of the lesson plan reached 100%. These findings indicate that poster media can effectively improve the writing skills of third-grade students at SD Negeri 2 Loloan.

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I. INTRODUCTION

Writing is an important language skill in the learning process, as it allows students to express ideas, thoughts, feelings, and information in a structured written form. This skill involves not only linguistic aspects but also thinking skills, such as organizing ideas, choosing the right words, and constructing effective sentences. In elementary school, writing is often a challenge for students because it requires continuous practice and practice. According to Tarigan (2013: 3), writing is a language skill used to communicate indirectly with others through written language. Furthermore, Dalman (2016: 4) states that writing is the ability to convey messages, ideas, or thoughts in written form while paying attention to proper structure and linguistic rules. Similarly, Semi (2007: 14) explains that writing is a creative process involving thinking, feeling, and expressing ideas in written form that can be understood by the reader.

Based on observations, researchers found that the writing skills of third-grade students at SD Negeri 2 Loloan are still relatively low. This is evident from the students' difficulty in expressing ideas in written form, limited vocabulary, and inability to construct sentences properly and correctly according to language rules. Many students also have difficulty developing sentences into coherent and coherent paragraphs. Students' lack of writing skills is often found to be confused by the instructions given by the teacher, so students do not listen and pay attention to the teacher carefully. In addition, the writing learning process carried out by educators still uses conventional methods without the use of attractive visual media. The minimal use of interesting media causes students to quickly feel bored and less motivated in participating in writing lessons.

Poster media is a form of visual learning media used to convey information or messages briefly, clearly, and attractively through a combination of images, colors, and words. Posters are designed to attract the attention of readers so that the message given can be easily understood. According to Arsyad (2014: 89), poster media is included in graphic media that functions to convey messages through attractive visuals so that it can increase students' attention and learning motivation. Thus, the use of poster media for the learning process can help students understand the material and improve their abilities, including writing skills, because students can develop ideas based on the visuals presented.

Previous studies have shown the effectiveness of visual media in improving students' writing skills, such as Rahmawati (2018), who applied picture media to improve simple essay writing skills among third-grade elementary school students, and Wulandari (2020), who used poster media to improve descriptive text writing skills among fourth-grade students. However, these studies have not specifically examined how the use of poster media can be systematically refined across research cycles based on classroom reflection, nor have they focused on third-grade students in rural elementary schools such as SD Negeri 2 Loloan. This gap indicates the need for further research that specifically examines how the iterative refinement of poster media through classroom action research cycles can improve students' writing skills, which constitutes the novelty of this study.

Based on these problems, the presence of this classroom action research aims to improve or maximize the writing skills of third-grade students at SD Negeri 2 Loloan using poster media.

2. RESEARCH METHOD

The type of research applied is Classroom Action Research. According to Iskandar (2009: 21), Classroom Action Research (CAR) is an activity implemented by teachers together with others who have the aim of increasing and improving the quality of learning in the classroom. This research was conducted collaboratively in class III of SD Negeri 2 Loloan, Bayan District, North Lombok Regency, West Nusa Tenggara Province in the even semester of the 2025/2026 Academic Year. The subjects of this classroom action research were 19 students of class III of SD Negeri 2 Loloan, consisting of 13 boys and 6 girls.

The research procedure was designed through several repeated cycles consisting of four main stages in each meeting of each cycle: planning, acting, observing, and reflecting. The data collection techniques applied included observing teacher and student activities using observation sheets, a short paragraph writing ability test based on poster media, structured interviews, and documentation of the entire series of learning activities.

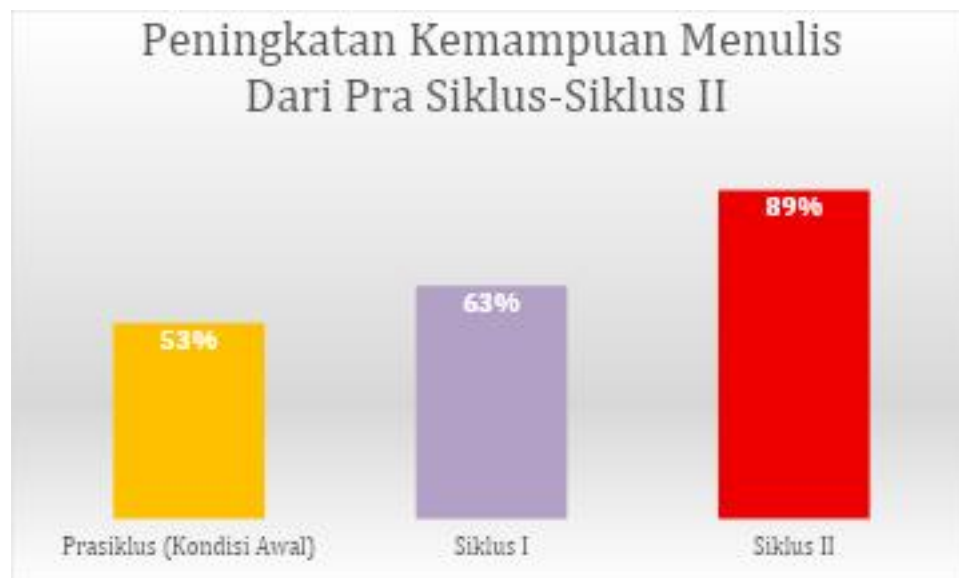
The data analysis techniques used are descriptive quantitative and qualitative. Individual completion is calculated based on the student's score divided by the maximum score multiplied by 100%, where students are declared to have completed individually if they obtain a score ≥ 75 . Classical completion is calculated based on the percentage of the number of students who have completed compared to the total number of students in the class, where the classical success target required in this study is $\geq 85\%$.

The writing ability test was assessed using five indicators, namely: (1) content suitability with the poster theme, (2) accuracy of sentence structure and grammar, (3) vocabulary diversity, (4) paragraph coherence, and (5) neatness and legibility of writing, each scored on a scale of 1-4. To ensure the validity of the assessment instrument, the test was reviewed through expert judgment by two lecturers of Indonesian language education prior to its use, and content validity was established by aligning each indicator with the third-grade writing competency standards in the curriculum. The reliability of the assessment was further strengthened through inter-rater consistency checks between the researcher and the class teacher during the scoring process.

3. RESEARCH RESULTS

The results of the classroom action research showed a significant increase in students' writing skills from pre-cycle conditions to cycle II after the optimal application of poster media.

No	Research Stages	Class Average Grade	Classical Completion (%)
1.	Precycle (Initial Conditions)	69,74	53%
2.	Cycle I	70,26	63%
3.	Cycle II	78,42	89%
4.	Target Success Indicator	$\geq 75,00$	$\geq 85\%$
5.	Final Research Status	Achieved	Completed / Successful



Based on the data recapitulation above, in the pre-cycle stage, the average student writing score was only 69.74, with a classical completion rate of 53% (only 10 students completed the task). This condition is due to the learning that is still conventional and monotonous without the use of interactive media.

In the implementation of Cycle I, teachers or researchers began to introduce and distribute poster media as a reference for writing simple sentences for students. The achievement of writing skills in Cycle I showed an increase in the average class score to 70.26 with classical completion of 63% (12 students achieved completion). The results of observer observations on the implementation of the lesson plan (RPP) were also categorized as good, reaching 83%. Although there had been positive progress, classical learning completion had not been able to reach the minimum success target (85%), so the research continued to the Cycle II stage by making several improvements based on reflections from Cycle I.

In the Cycle II stage, researchers refined the visual quality of the posters to attract more attention from students and slowed down the tempo of in-depth explanations of writing materials so that students with low academic abilities could understand the stages of writing coherently. The evaluation results in Cycle II showed a very satisfying surge in success, where the average class score soared to 78.42, and classical completion jumped high to 89% (17 students successfully exceeded the KKM). In addition, the results of observations of the implementation of the learning process by teachers showed perfect implementation, namely 100% with the Very Good category.

The discussion of inter-cycle research results strengthens the theories of visual education put forward by experts. Poster media has been proven to act as an effective visual scaffolding medium that helps guide the logical thinking and imagination of elementary school children. Students no longer feel difficulty or confusion in choosing vocabulary or developing essay

themes because the combination of color composition, concrete image illustrations, and short instruction sentences on the posters can instill meaningful ideas strongly in students' memory responsiveness, as well as encourage students to actively participate in a fun way in writing simple essays.

These findings are in line with the study conducted by Rahmawati (2018), who found that the use of picture media significantly improved students' ability to compose simple narratives in third grade, and with Wulandari (2020), who reported an increase in descriptive text writing skills among fourth-grade students through poster media. However, the improvement achieved in this study, with classical completion rising from 53% in the pre-cycle to 89% in Cycle II, is relatively higher than in both previous studies. This indicates that the gradual and reflective refinement of poster media across research cycles in this study contributed more optimally to improving students' writing skills, confirming that poster media can be systematically designed to address students' specific writing weaknesses identified through classroom reflection.

4. CONCLUSION

Based on the results of the classroom action research conducted in two cycles in grade III of SD Negeri 2 Loloan in the 2025/2026 Academic Year, it can be concluded that the effective application of poster media can improve students' writing skills. This increase in ability is empirically proven through a consistent increase in the percentage of classical learning completion of students in each stage of the cycle, namely starting from a pre-cycle condition of only 53%, then increasing to 63% in Cycle I, and successfully soaring beyond the research success criteria to reach 89% at the end of the Cycle II evaluation. The use of poster media has been proven to be able to enliven a communicative learning atmosphere, attract children's attention, enrich vocabulary selection, and guide students to organize ideas into a series of systematic, coherent, and structured paragraph sentences according to Indonesian grammar rules.

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