

Improving Students' Writing Ability Through Image Media in Class II Students of UPTD SDN 35 Barru

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Abstract

This study aims to improve students' writing skills through image media by using an individual learning model in class II UPTD SDN 35 Barru. This research is Classroom Action Research, the subject of this study is class II which amounts to 15 students consisting of 8 boys and 7 girls. This research was carried out as many as 2 cycles, each cycle consists of four stages, namely action planning, action implementation, evaluation, and reflection. This research was conducted in the Teacher Training Professional Strengthening (P2K) activity which began on September 15-Augustus in the 2023/2024 school year. The results showed that the average score (mean) after applying image media in learning increased from 78% to 82%. Similarly, the completeness of student learning has increased from cycle I and cycle II. And from the results of the comparison of learning process activities in cycles I and II showed that there were several student activities that increased such as student attendance, students who paid attention to material discussion, students who asked questions and students who did practice questions. So it can be said that through image media can improve writing skills and learning outcomes of grade II students of UPTD SDN 35 Barru.

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1. INTRODUCTION

Writing skills are a student's ability to organize and express thoughts, ideas and information in clear, structured and understandable written form. Writing in the Big Indonesian Dictionary is giving birth to thoughts or feelings. Nurgiyantoro in Annisa (2022) states that writing is the activity of expressing ideas through the medium of language.

Writing ability is a form of written language ability that has a productive nature, namely the ability to produce writing. Writing involves complex skills, including the ability to think systematically and logically, the ability to convey ideas or concepts clearly using effective language, and the ability to follow writing rules well. Before students reach a higher level of writing ability, they must start from the basic stage, namely the beginning stage, which begins with a basic understanding of sound symbols. The knowledge and skills acquired at the initial level in the writing learning process become the basis for subsequent developments in the student's curriculum. If this basis is strong and good, student development outcomes are also expected to be good, whereas if the basis is not strong or weak, student development outcomes are likely to be less good.

Hamalik in Haslinda, et al. (2023) stated that image media refers to various visual forms in two dimensions, such as paintings, portraits, slides, films, strips, or opaque projectors, which are expressions of various thoughts. There are a number of effective visual aids for teachers to

use in primary school classrooms. Therefore, elementary school teachers need to utilize various visual aids in the teaching process. Some examples of visual aids that can be used include pictures, tables, posters, cartoons, and real objects.

Based on the results of the researcher's observations on 16 August - 21 August 2024 with teachers acting as homeroom teachers who also taught independent curriculum learning, it shows that the students' low response to explanations, statements, or any information conveyed by the teacher during the learning process was not enthusiastic in the learning process. This is caused by students' lack of attention in following the learning process, students playing during the learning process, and students' lack of motivation in learning. As a result, students are not enthusiastic in the learning process, and this makes students unmotivated in learning, their mastery of concepts is still lacking and student learning outcomes are still low, thus creating boring learning.

Based on this problem, in order to improve the writing skills of class II students at UPTD SDN 35 Barru, efforts are needed to select and use learning models and the selection of learning media. One appropriate learning model to improve students' writing skills is to use a learning model *individual learning* with the help of image media.

2. METHOD

This research is Classroom Action Research (*Classroom Action Research*) which is class based. The place of implementation of this research activity is UPTD SDN 35 Barru which is located at Jl. Victim No. 45, Lipukasi District. Tanete Rilau, Kab. Barru. The subjects of this research were 15 class II students at UPTD SDN 35 Barru, of which the total number of students was 7 women and 8 men. This research was carried out in 2 cycles, each cycle consisting of four stages, namely action planning, action implementation, evaluation and reflection. The data collection methods used are drawing media, tests and observations. The data analysis techniques used are qualitative and quantitative analysis techniques.

3. RESULTS AND DISCUSSION

The results and analysis of research data are based on data obtained from research activities about the use of image media in improving students' writing skills which has been implemented at UPTD SDN 35 Barru. This implementation was carried out in two cycles, namely cycle I and cycle II

1. First Cycle

The data for each cycle is presented separately to see the similarities, differences and developments in each cycle. Each cycle has stages, namely planning, implementation, observation and evaluation, and reflection.

a. Planning

1. Conduct curriculum analysis to determine competency standards and basic competencies that will be conveyed to students by implementing contextual learning.
2. Create teaching modules

b. Implementation

In cycle I, student learning was carried out through an implementation plan developed by researchers, namely applying image media in learning to improve students' writing skills. First, the researcher started the class by introducing themselves to each other, then the researcher started the class by asking students simple questions related to the textbook, so that the class atmosphere became more intimate. This is done to attract students' attention to the lesson.

c. Evaluation and Observation

Observation activity Students use observation sheets to record events that occur during the teaching and learning process. Observation results of activity learning in cycle I is shown in the following table.

Table 1. Observation Results Activity Learning Process in Cycle I

No	Observed Components	Meeting				Percentage
		I	II	III	IV	
1	Students who attend learning	15	15	15	A N D	100
2	Students who pay attention to the discussion of the material	10	12	14	V A L I N A S I	80
3	Students who are active at the moment discussion example question	8	10	12	S I K L I N S	66,67
4	Students working on practice questions	15	15	15	I	100
5	Students who need guidance	7	5	3		33,33
6	Students who do other activities during learning	2	2	1		11,11

Table 2. Observation Results Activity Learning Process in Cycle II

No	Observed Components	Meeting				Percentage
		I	II	III	IV	
1	Students who attend learning	15	15	15	A N	100
2	Students who pay attention to the discussion of the material	13	15	15	D V A L	95,55
3	Students who are active at the moment discussion example question	12	13	14	I N A S I	86,67
4	Students working on practice questions	15	15	15	S I K L I N	100

5	Students who need guidance	3	2	2	S	15,55
6	Students who do other activities during learning	1	1	1	II	6,67

4. DISCUSSION

1. Analysis of Evaluation Results

Table 3. Comparison of Evaluation Results in Cycle I and Cycle II

Cycle	Student Earned Value				Completeness
	Max	Min	Mean	Complete	Not Completed
I	100	0	78	15	0
II	100	0	82	15	0

Table 3 shows that the average score (*mean*) after applying image media in learning, it increased from 78% to 82%. Likewise, students' learning completeness has increased from cycle I and cycle II.

2. Analysis of Observation Results

Data activity students in cycles I and II were obtained through observations during learning at each meeting. The comparison of descriptions of student activities in cycles I and II can be seen in the following table.

No	Components that respond	Percentage	
		Cycle I	Cycle II
1	Students who are present during learning	100	100
2	Students who pay attention to the discussion of the material	80	95,55
3	Student who was active during the discussion of the example questions	66,67	86,67
4	Students working on practice questions	100	100
5	Students who need guidance	33,33	15,55
6	Students do activity another time of learning	11,11	6,67

5. CONCLUSION

Based on the results of classroom action research, the following conclusions can be drawn.

1. The role of image media-based learning can increase students' learning process activities and overcome writing delays in class.
2. From the results of observations there was an increase from cycle I and cycle II.
3. The ability to analyze also increases significantly. This is because students are used to it.
4. Students' mastery of learning material increases. This can be shown by the average daily test results.

6. SUGGESTION

Based on theoretical research and the results of this research, the author provides several recommendations, namely:

1. The teachers at SDN 35 Barru are always motivated to push themselves and continue to use effective learning methods that are appropriate and in harmony with the field of study being taught, both individually and organizationally.
2. Schools should never be satisfied with good educational results, but must always reflect and identify weaknesses and strengths to assist and monitor national education programs.
3. Dear readers, let them do better research from now on and also use the results of this research to help more researchers compete to find something new for research and personal development for future groups.

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