

Application of Serial Image Media to Improve Writing Skills in Indonesian Language Learning for Class 2 MI Az Zuhriyah Tanjung Students

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Abstract

This research was conducted to examine whether the application of serial image media can improve writing skills in Indonesian language learning for grade 2 students at MI Az Zuhriyah NW Tanjung. The research methods used are quantitative and qualitative, where the type of research used is Classroom Action Research (PTK), namely a cycle consisting of activities: planning, action, observation and reflection. The data is collected through process assessment and assessment of the results at the end of each action. In the end, the results of this classroom action research show that through Image Media the writing ability of class II MI Az Zuhriyah NW Tanjung students can be improved. The results of this research, which was carried out using the method of applying serial image media, can improve children's writing skills. The improvement in writing skills in class II children at MI Azzuhriyah NW Tanjung can be seen in each cycle, both from cycle I and cycle II. Children's writing development increased from the pre-cycle category by 0.13% to 0.2% in cycle I of the first meeting and 0.26% in the second meeting. In cycle I, if the criteria were not reached, it was continued in the second cycle until it reached 94.32%.

Keywords: *Implementation of Series Image Media, improves, writing.*

INTRODUCTION

Indonesian has a function and position that is quite important for the Indonesian people. The function of language itself is as a means of communication. Indonesian is also the language of instruction in educational institutions. Considering that the teaching and learning process is an official scientific activity, the Indonesian language used by students should use standard language. The aim of learning Indonesian is to teach students to be able to communicate using Indonesian properly and correctly, both orally and in writing. Language development in children is one aspect of a child's developmental stages that should not escape the attention of educators. Language plays an important role in everyday life. With language, children can communicate with other people, so they can express ideas or ideas both in oral and written form. Learning Indonesian in the elementary school curriculum covers 4 aspects, namely listening skills, speaking skills, reading skills and writing skills (Tarigan, 1987:2).

In a research journal (Jamaluddin 2002: 88) with the title "*Problematics of people learning Indonesian in MI/SD and Alternative Solutions*", stated that: the general objectives of Indonesian Language and Literature Learning are more philosophical in nature, while the specific objectives are operational in nature. So, by

learning Indonesian at elementary school level, students are expected to be skilled in communicating both orally and in writing. Learning Indonesian at elementary school level, students are expected to have good language skills and be able to communicate well with other people. Students are expected to be good listeners and speakers, comprehensive readers and skilled writers in everyday life. 4 aspects of Indonesian language learning are still difficult to implement well due to several factors. Yusup, Surjakusuma, & Nurjain (2018) stated that: There are several problems in writing skills, including 1) writing activities in schools have not received enough attention from students, 2) student motivation towards writing is still low, because students think that writing is an activity, which is difficult when compared to the other three language skills, 3) students have difficulty finding and expressing ideas in learning to write, 4) the learning model used is less interesting so a more interesting learning model is needed to increase students' interest in writing, and 5) the media used does not attract students' attention. Many students do not dare to ask teachers about things they do not understand because they have difficulty constructing standard sentences in formal activities. Many students are not yet able to express their opinions in written form.

Learning Indonesian language knowledge through real activity experiences. The role of teachers who master language skills is very necessary to achieve this goal. When learning language skills, students must be familiar with various types of spoken and written texts. In addition, to hone language skills, students must be given the opportunity to compose and collect sentences for various communicative purposes, both oral and written.

Writing skills are one of the productive skills. Writing skills are one of the most important things in elementary school learning. The goal is to understand how to write well and correctly. One of the teachings of writing, namely composing, gives students the opportunity to practice written language so that in the future students will be able to convey information in writing that is appropriate to the context and circumstances, and in the future students will be able to express ideas, experiences, opinions and messages in writing. Writing can be perceived as a part of literacy that can be used as a medium for self-development. However, the condition that occurs in Indonesian society today is that there is still a culture of alliteration, namely people who can read and write, but do not like reading and writing. Education in elementary schools (SD) has now begun to implement the independent curriculum, MI Azuhriyah Nw Tanjung has implemented this independent curriculum. The student learning process is now starting to implement an independent curriculum, where students or the students themselves are required to be more active in carrying out the learning process at school.

Media is an intermediary (*wasa'il*) or messenger from the sender to the recipient of the message (Arsyad Azhar, 2019: 3). Learning media is media that can connect learning activities with actual reality. Students' motivation, creativity, character and emotional intelligence can be formed through appropriate learning so that students can construct ideas and express them orally. Learning media that can be used in learning to write essays include image media. Image media is anything that is

manifested visually in two-dimensional form as an expression or thought in various forms. By applying image media in learning to listen, read, write and speak in Indonesian language learning. With this media, it is hoped that it will be a tool or medium to improve students' writing skills. From the results of initial observations, several problems were found in writing essays, so the aim of this research is to apply serial image media that is suitable for use in improving students' Indonesian language skills in the aspects of listening, reading, writing and conversation skills with students.

METHOD

The method used in this research is descriptive qualitative. Which collects activities using class action procedures. This descriptive research is basically to get a clear picture of the problems faced by class II students at MI Az Zuhriyah Nw Tanjung. Therefore, the determination of the descriptive method in this research is very relevant to the main aim of getting a clear picture of the problem being researched and analyzed, both quantitatively and qualitatively.

This research including in classroom action research which is carried out in cycles, the classroom action research (PTK) model used is the Kemmes and Mc models. Taggart, namely a spiral model consisting of four components, namely: 1). Planning (*planning*), 2). Execution of actions (*acting*), 3). Observation (*observing*), 4). Reflection (*reflection*). The following is an overview of the implementation of the classroom action research cycle that will be carried out.

RESULTS AND DISCUSSION

The results in this research are divided into two parts, namely (1) pre-action results and (2) results of action implementation. The details of each research result are as follows. Researchers carry out initial tests and examine students' work results to see students' prerequisite knowledge as a reference in efforts to improve student learning outcomes. The results of the scores on the initial test can be seen in the table below

Table 1. Results of the average value of the Writing Pre-Action

No	Description	Mark
1	Number of students	16
2	Lowest value	35
3	The highest score	92
4	Students who get good grades	7
5	Students who get lower grades	9
6	Rate	54,25
7	Presentation	60,32 %

Based on the table above, the writing ability of class II Mi Azzuhriyah students is still low. This can be proven in the table above, the final scores achieved by the 16 students who wrote. 7 students are said to have completed and 9 students are said to have not yet completed. Because the results achieved by students are not optimal. The students' average score was 54.25. This value proves that class II students are not yet able to write using serial image media in Indonesian language subjects. Therefore, further action needs to be taken.

Table.2 Cycle 1 results

No	Description	Mark
1	Number of students	16
2	Lowest value	10
3	The highest score	92
4	Students who get good grades	10

5	Students who get lower grades	6
6	Rate	68,37
7	Presentation	70,28 %

Based on the table above, it can be concluded that the ability of class II Mi AZuhriyah students in writing through serial image media has increased. This can be proven by the final value. Based on the table above, it can be explained that the ability of class II MI Azzuhriyah students in writing through serial image media has increased. This can be proven by the final score achieved by the students, namely of the 16 students who wrote based on Image Media, only 5 people received a final score that did not match the expected results or were in the unsuccessful or incomplete category. Meanwhile, 11 students have received appropriate grades with the results expected, in the successful or complete category. However Still need to take action in the second cycle with the hope that all students will complete the classics. The percentage that must be achieved in this research if the category develops very well is 75%. For this reason, this research still needs to be continued.

After carrying out cycle I and the results are still not complete. So, the researchers carried out the second cycle. Assessment of writing activities through serial image media refers to five aspects. (1) Suitability of the title to the image, (2) Conformity of the content to the theme and plot of the image, (3) Choice of words/diction, (4) Use of capital letters, and (5) Neatness. The following are the results of the assessment in cycle II

Table.3 Results of Cycle II

No	Description	Mark
1	Number of students	16
2	Lowest value	84
3	The highest score	94
4	Students who get good grades	16
5	Students who get lower grades	-
6	Rate rate	89,75
7	Presentation	94,32 %

Based on the average score obtained by students, it is 94.32%. It is known that the writing learning of class II MI Azzuhriyah Nw Tanjung students can be categorized as successful according to the assessment criteria that have been determined because the results of cycle II show that the students are able to write appropriate essays. Obtaining an average student score of 94.32 proves that class II MI Azzuhriyah Nw Tanjung students succeeded in writing through serial image media in Indonesian language subjects. Thus, further action was not continued because the results achieved by the students were already optimal.

Looking at the results of student assessment observations, the final score and the total average score of the writing learning evaluation results in the first cycle showed that the students in class II MI Azzuhriyah Nw Tanjung had not been successful, because the students' average score was 70%. Therefore, there is a need for improvement because the desired results have not been achieved. In the second cycle, a total average score of 94.32 was obtained or in the high category, which is in line with the desired results

CONCLUSION

Based on the results of research carried out, learning using the method of applying serial image media can improve children's writing skills. The improvement in writing skills in class II children at MI Azzuhriyah NW Tanjung can be seen in each cycle, both from cycle 1 and cycle II. Children's writing development increased from the pre-cycle category by 0.13% to 0.2% in cycle 1 of the first meeting and 0.26% in the second meeting. In cycle 1, if the criteria were not reached, it was continued in the second cycle until it reached 94.32%.

SUGGESTION

Based on the conclusions that have been described, the researcher provides several suggestions that may be useful for all, especially:

In overcoming the obstacles teachers have in implementing the serial image media method, this is by providing guidance and development which functions to manage the personnel needed to improve and improve the performance of educational staff. So that educators have a lot of experience to enrich their creativity and skills.

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