

## IMPROVING LOW CLASS WRITING SKILLS AT UPT SDN 1 GANDANGBATU SILLANAN

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### ABSTRACT

*This study aims to determine the improvement of lower grade writing skills through media images in class II UPT SDN 1 Gandangbatu Sillanan students for the 2020/2021 academic year. The subjects of this study were class II students with a total of 27 students consisting of 14 male students and 13 female students. The method used is a class action research method (Classroom Action Research) where the analysis of learning outcomes is reflected in the next lesson. This research was divided into two cycles, namely cycle I and cycle II. Based on the research results, the writing ability of the low grade students in grade II can be improved by using media images. This can be proven from the increase in low class writing skills. In the pre-cycle the average value obtained was 55.37, it experienced an increase in the first cycle the average value obtained was 66.67, and experienced an increase in the second cycle the average value became 78.89. The conclusion of this study shows that media images can improve writing skills in class II students in class II.*

Keywords: Student Learning Outcomes, Picture Media, Indonesian.

### INTRODUCTION

Learning Indonesian is a main lesson that is always taught at every level of education. Indonesian is also one of the subjects included in the national exam, starting from elementary school to high school. This is a concrete manifestation that learning Indonesian cannot be separated from the world of education.

In learning Indonesian there are four language skills, including listening, speaking, reading, and writing skills. The four language skills must be mastered by every student. Based on the four language skills, writing is a form of language skill that is most recently mastered by students. Writing is part of a communication tool, through writing we can convey messages, thoughts, and ideas that we want to convey to others so that others can understand what we mean or what we want.

This writing skill is functional for self-development and student life. Therefore, writing must receive serious attention in learning activities. A person's writing skill is an illustration of a person's mastery of the language used to measure the level of language skills.

Writing skills in elementary schools are divided into initial writing skills and advanced writing skills. Beginning writing skills start from writing activities by tracing, bolding, imitating complements, copying, dictating, completing stories, and copying poetry. While advanced writing skills are directed at expressing thoughts, feelings and information in the form of conversations, announcements, nursery rhymes, free poetry, invitations, letters, stories, summaries, essays and others.

Beginning writing skills are needed by every individual as a basis for increasing his knowledge and for developing his personality in the future. Therefore, learning to write feels so heavy and tiring, that it is not uncommon for children to refuse to write. There are even children who find it difficult and lazy to learn to write. We often encounter this in elementary schools, especially in the lower grades, namely grades one, two and three, who are still reluctant to write.

In the lower grades students are taught how to write properly and correctly, first they are taught to recognize sound symbols and are also taught to hold the correct writing instrument to make it easier for them to write. Writing lessons like this are usually called beginning writing. Writing the beginning will be the basis for improving students' abilities at the next level. If learning to write at the beginning is good, it is hoped that the results of developing writing skills to the next level will be better too.

To overcome the low learning outcomes of Indonesian, teachers need to be more creative and innovative in carrying out learning even though the facilities and infrastructure in schools are less supportive. There are several things that teachers can do to make the Indonesian language learning process more meaningful and memorable for students, namely by choosing the right methods, learning resources and media.

Effective and fun learning will give a good impression on students so as to increase student achievement. For this reason, the curriculum requires teachers to use PAIKEM learning (active, innovative, creative, effective and fun learning). In PAIKEM learning is not only teachers who are required to be active but students must also be active and creative in learning so that the learning atmosphere becomes conducive and enjoyable. This will be easily achieved by using the right methods and strategies.

## METHODS

This research was conducted in class II. The number of class students is 14 people consisting of 14 male students and 13 female students. The data collection technique used in this study consisted of 2 techniques, namely test techniques and observation techniques. Data collection is carried out in the following way: (1) Giving tests is intended to measure the abilities acquired by students after action learning activities. The test was carried out aiming to gather information about

students' understanding of the concept of integer arithmetic operations. The test was carried out at the beginning of the study, aiming to determine students' initial abilities in increasing understanding of concepts. slide card. (2) Observation is an observation sheet to observe the learning process activities taking place. The data analysis used in this study is descriptive qualitative data analysis, meaning that it describes the data that has been collected. Descriptive analysis is by determining the percentage of learning completeness and the class mean. The presentation of qualitative data is presented in the form of percentages and numbers with. The size or indicator of the success of this research is if the results of student learning tests have shown an increase in the number of students who have completed their studies. According to the provisions of the Ministry of National Education, students are said to have completed their studies if they obtain a score of at least 75% of the ideal score. And complete classical if 85% of the number of students who have completed the study.

## FINDINGS AND DISCUSSION

### Cycle I

#### a. Planning stage

The planning stage in cycle I starts with identifying problems that exist in schools. From preliminary observations it was found that in class II the Indonesian language learning process carried out by the teacher did not activate or involve students, so it tended to be boring and made students unmotivated in learning. The results of the initial writing test in the pre-cycle also stated the same thing, namely the students' writing skills were still low.

From these problems, the researcher designed a learning design that could increase the activity and creativity of students by using media images in learning. The learning design prepared includes lesson plans, preparing pictures to be used during learning, student activity observation sheets, teacher observation sheets, and writing test instruments. Cycle I learning was carried out in two meetings, in each meeting 2 x 35 minutes.

#### b. Implementation stage

At this implementation stage, the researcher realized what had been planned in the learning implementation plan. This learning process is carried out on Thursday 03 September 2020, from 07.00 to 08.10. in this cycle researchers use media images. This is done so that students are motivated. This activity begins with praying, taking student attendance and doing apperceptions to remind students about learning Indonesian that was learned yesterday, then the teacher conveys learning indicators at the moment.

The current learning indicators are writing simple stories according to the pictures presented and completing the stories appropriately. At this stage the teacher prepares several pictures which are then pasted on the blackboard. After that the teacher writes a few lines of incomplete stories, then students complete the story according to the pictures in their notebooks. after they finish completing the story then they come forward to read the results of the story they wrote. after

they finished reading the stories they wrote the teacher gave an explanation of the learning that had been carried out and concluded the learning outcomes.

### **c. Observation stage**

Observation (observation) carried out in the learning process. At the observation stage, the researcher gave guidelines to the observer in the form of observation sheets for student activities and observation sheets for teacher activities. Based on the research conducted, the initial writing ability through media images in the first cycle can be said to be successful, this can be seen from the increase in the average percentage of students' ability to achieve KKM from 7.41% in the pre-cycle to 66.67% in the second cycle.

### **d. Reflection Stage**

The reflection stage in this first cycle, that the process of learning Indonesian in completing stories using media images can increase student activity and involvement in the learning process. Besides being able to increase student activity and involvement in learning process, in cycle I there were also some obstacles found in learning activities, namely as follows:

1. There are still some students who are not serious in the learning process.
2. There are still some students who are still not fluent in reading.
3. The use of pictures is not maximized, because many students come forward to see the pictures pasted on the blackboard.
4. The teacher still often sees the lesson plan when the lesson is in progress.
5. When one of the students read the results of the story, some of them did not listen.

Based on the constraints described above the authors make solutions or improvements that will be made in cycle II as follows:

1. The teacher must be firm so that students who are not disciplined in learning become even more serious.
2. Teachers should pay more attention to students who are not yet fluent in reading.
3. The teacher must be more in control of the media used and rearrange the method
4. Teachers should provide more media images, so that all students can see well.
5. The teacher should give assignments to students who haven't had their turn yet in order to reduce noise in the class.

## **Cycle II**

### **a. Planning Stage**

The planning stage in cycle II the researcher prepared a lesson plan which was still the same as cycle I, only differing in the core of learning. The researcher provides more pictures so that all students get one picture at a time. Researchers also prepared student assessment sheets and teacher assessment sheets.

## **b. Implementation Stage**

In cycle II, this is not much different from cycle I. First, the researcher realizes what has been planned in the learning implementation plan. This learning process is carried out on Thursday 22 October 2020, from 07.00 to 08.10. In this cycle researchers use media images. This is done so that students are motivated. This activity begins with praying, taking student attendance and doing apperceptions to remind students about learning Indonesian that they have learned last Thursday, the teacher invites students to clap to encourage students, after that the teacher conveys learning indicators when this.

The current learning indicators are writing simple stories according to the pictures presented and completing the stories appropriately. The teacher divides into five small groups, consisting of five or six students in each group. To make it easier for the teacher to call, the teacher gives names of fruits, such as grapes, bananas, oranges, apples and pineapples to each group. The teacher asks students to sit in their respective groups. The teacher prepares some pictures and distributes these pictures to all students. After that the teacher instructs students to observe and discuss the pictures and stories. After they finished observing they were instructed to write and complete the story according to the pictures in their notebooks.

The teacher asks a representative from one of the groups to read the stories they have completed. While students who have not had their turn to read, they listen to their friends who are reading. And so on until they get their turn to read. After they finished reading everything, then the teacher told the true story. Hearing that, some of the students shouted "hurray.. I'm right, my story is the same as the story the teacher read." The teacher instructs students to collect the assignments they have done.

## **c. Observation Stage**

The observation stage is carried out when the learning process is in progress. Observations were made by researchers.

## **d. Reflection**

After looking at cycle II scores, teacher observation sheets, student observation sheets, and field notes, many improvements have been made. In learning by using media images have succeeded in making students able to complete the story well. Learning prepared in cycle II can increase student learning enthusiasm in the learning process and so that the expected goals can be achieved. When doing the pre-cycle, cycle I, and cycle II the researcher gave tests to students to complete the story with the aim of knowing students' understanding and students' abilities in preliminary writing.

From this writing test it can be seen the value of students in the pre-cycle, cycle I, and cycle II. In addition to the story completion test, the researcher also used the teacher's observation sheet which aims to determine the activeness of the teacher in learning activities. Student observation sheets are used to determine student activity during learning. And field notes are used by researchers to record things that happen during learning that are not visible on the teacher's observation sheet, as well as student observation sheets, and can also be used as a reflection.

## CONCLUSION

Based on the results of research and data management through the stages that have been carried out, it can finally be concluded that the use of media images in learning Indonesian can make students feel happy when learning to write. This can be seen from the active role of students in learning which is increasing, students look serious and enjoy participating in the learning process. Improving student learning outcomes in the application of media images to the writing skills of class II students increased. This is proven by the increase in each cycle, namely, the average pretest value was 55.37, the first cycle was 66.67, and the second cycle had an average value of 78.89. Before applying media images students' writing ability was still low, when using media images students' writing ability increased. They are quite enthusiastic about participating in learning because it is not boring.

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