



Improving Writing Ability Through Media Story Images Of The Eight Grade Students Private SD HKBP Pematangsiantar In Academic Year 2018/2019

Jumaria Sirait

Dosen LLDikti Wilayah I Sumut, Jl. Sempurna No.8, Tj. Sari, Kec. Medan Selayang, Kota Medan, Sumatera Utara 20132

Email: jumariasirait@gmail.com

ARTICLEINFO

Article history:
Received: 25/01/2020
Revised: 02/02/2020
Accepted: 06/02/2020

Keywords:

Media, Picture Story, Ability, Writing

ABSTRACT

The aims of this study is to improve students' writing abilities in elementary schools. Learning media picture story is one of the Efforts made in the learning process to improve the writing ability of elementary students. This picture is more media story Strategically applied Because it can inspire students 'reasoning power, so that students' creative ideas emerge, and Ultimately they are Able to write. This is in line with the purpose of the study, the which is to find out the level of writing ability through the medium of the picture stories of VI grade students of Pematangsiantar Private Elementary School in 2018/2019. The research Carried out is classified as a class action research (research actions) conducted by the teacher for the purpose of optimizing student learning outcomes Also while increasing the professional competence of teachers According to the topic under study. The topic studied was related to the ability to write based on the use of instructional media items, namely picture stories. The research respondents were grade VI elementary school students, with the application of the pre-test and post-test. Before learning is done, students' ability to write is still low, after learning with the application of media images the ability of students has Increased. In the first cycle, the pre-test results of students' writing abilities were 16:12%, and the post-test results Reached 25.80%. In the second cycle, the results Obtained by students in writing Reached 43. 93%, and in cycle III the results Achieved by students Became 70.96%. Barriers experienced by teachers and students are learning unpreparedness in changing situations and minimal practice time.

Copyright © 2020 Jurnal Mantik.
All rights reserved,

1. Introduction

Writing as one of the language skills have grown since the man felt the need to record the important things, both of which have been discussed or will be discussed. Humans start recording using the writing of the symbols of the natural surroundings or symbol animals, then fully developed into letters or phonemes, it gives birth to the writings were originally only modest, the new form of a unitary meaning intact that can be understood by certain groups. Thus, the writing has certain very important role for humans. One is a person able to express ideas and thoughts or ideas to achieve its goals and objectives through writing activities.

One of the goals of language teaching in schools is so skilled student speaking in terms of conveying thoughts, feelings and knowledge, as well as be able to understand the language of others as appropriate. Teaching language as above with the aim not only at certain levels of education, the goal is the goal of Indonesian language teaching in general. The students are expected to pass on information to master Indonesian rule is good and right. That is, in express ideas, knowledge and skills, students are expected to use the sentence in accordance with the rules of Indonesian. Thus, the information is delivered smoothly and easier it is to understand other people. Indonesian language teaching is not limited to just penguasaan theory only, but most important is skilled in Indonesian language properly. Indonesian





language can mean speaking of objects and situations according to the talks, while the Indonesian language properly in Indonesian language means in accordance with applicable Indonesian rules.

With regard to language skills, Tarin (2008: 1) states there are four components of language skills is called with a single chess, namely: (1) listening skills (listening skills); (2) the speaking skills (speaking skills); (3) reading skills (reading skills); and (4) the writing skills (writing skills). Fourth of language skills is intimately interconnected with one another by means of diverse and with a regular order. Sekaitan with this research, the ability to write is the object under study. Through writing, students can express thoughts and ideas for the contents poured in an article and the article can be structured and neat. Through writing, students are also trained to think critically through the use of media stories image.

As one of language skills, writing has an important role in human life, which is to express an idea / ideas in writing. In other words, writing aims to develop insight think the learners, as well as making a correct sentence and fine. So, writing is an activity that regularly pours thoughts and organized in a post, so that the reader can follow and understand the way a person's mind, although sometimes it is rather difficult to do. For example, someone who speaks fluently, but sometimes less able to pour his ideas in writing. So essentially, the ability to write is the result of study and perseverance are trained.

In the process of writing, it is not enough simply to apply the Enhanced Spelling, choose the right words, making sentences effective, but are required to be in expressing ideas or thoughts capable of connecting multiple sentences into a coherent whole. This relationship is expressed unity bound by the structure of language and logical unity. However, the harsh reality is happening now is that the students are not skilled writing, ironically, the students do not like to write. They are more likely to go online and spend time there. Not much more we read the writings of students in the bulletin or in other mass media. This is the reason the researchers chose the subject of writing as an object of study, the researchers have not examined all the observations optimally by teachers.

The implementation of Curriculum 2013 (K-13) schools that occurred in recent years, requiring more creative and innovative teachers in providing / delivering course material through a comprehensive learning device. This has become one of the breakthroughs to solve the problems of learning Indonesian language and literature increasingly complex anyway. Among the learning device in question is the use of instructional media in teaching and learning process. Observing the use of instructional media in teaching and learning process in schools today is not optimal by teachers because it is considered a waste of time, so they are still more dominant master class in terms of speaking activity. This has implications, not skilled language students.

Picture story is one of the media that can be applied to study Indonesian language and literature. This media is expected to be a solution to improve the students' writing based on the sequence of images that are presented to him. By using the media picture story is expected to lead and shape students' writing skills, as well as creating a creative power. The pictures are accompanied by the words or stories can help children to write down the ideas contained in the sequence of images through its own language. By itself, sooner or later your child will be motivated and interested in writing.

Based on the above, researchers interested in conducting research class action by applying a media story image to improve students' writing in the Indonesian language and literature lessons. Researchers formulate the title of the study as follows: "Improved Writing Ability Through Media Stories Picture By Grade VI Elementary School Private Lessons HKBP Pematangsiantar Year 2018/2019". One of the requirements that must be met by seiang teacher Indonesian language and literature in particular primary schools, is the mastery of teaching materials and techniques of delivering the subject matter, through appropriate learning media and relevant, so meteri lessons can be delivered properly, so siswapun can accept the lesson well also.

Media that can be used in learning are many and varied. Each instructional media has its advantages and disadvantages. Appropriate learning media and relevant to a particular condition include the state of the student and the material to be delivered. Besides, it is necessary for the learning atmosphere can be carried out with an interesting and excite higher learning in students. In the end, students will produce a high learning achievement as well, especially writing. The type and form of media or an assortment of learning tools. One is the media image. Image is something manifested visually in the form of two-dimensional as an outpouring of feelings and thoughts.

Writing and speaking necessarily reflect the thoughts, ideas, opinions, thoughts or feelings through language in writing and orally. The content of the expression will be easy to understand. Writing and speaking skills orderly, systematic, simple and easy to understand, is the purpose of language learning in





primary schools. Teachers are obliged to guide the students to have the ability to write and speak as expected.

Learning to write and speak in elementary school, can be done using a variety of media. One is with media images / photos in learning to write and speak. Disclosures obtained by students from the picture, mestianya then poured into a form of writing or speech. Image is a framework for writing and speaking. Therefore, write and speak through the help of pictures / photos will greatly assist students in expressing ideas or ideas that can improve students' skills in writing and speaking.

The act of writing and speaking in elementary schools using the medium of pictures / images can be done through several activities such as: providing an image, find the key idea of the image, identify the image (determining the choice of words, or parts so that it becomes a framework). Students can obtain an overview of the key ideas that will pour in accordance with the theme that has been determined based on the image, and can locate and determine the right words in writing and speaking.

Some value-owned media image / photo as a learning tool underlying profit owned. Rahadi (2003: 27-28) states that these values are:

- a. Image is concrete. Through the images, the students can see clearly something that is being discussed.
- b. Picture above time and space.
- c. Pictures of cheap and easily available, and
- d. Images are easily used either individually or in groups.

Picture / photo has some advantages, the valuation in the image to a specific condition will determine the success of teaching and learning process by using media images / photos. According to Hidayat (1991: 114), selection of images or photographs should refer to the following criteria:

- a. The authenticity of the pictures, show the real situation.
- b. Pictures presented must *sederahana* in color, simplicity of color in a certain impression, has a purely aesthetic value and inviting practical value.
- c. Through the images, the viewer should be able to obtain an appropriate response on an object. The object in the image, such as a picture in a magazine, a newspaper whose shape is already known to the students.
- d. Pictures should show those who are doing the deed.
- e. Images must have artistic value that also affect the values of the image.

Medium of learning in education plays an important role. The presence of media images / photos in implementing the teaching and learning activities can help teachers convey the message that would be delivered to students. Media images / photos can be used as motivation for elementary school students to relieve boredom and burnout, so as to create an effective learning. Image / picture is a visual tool that is easy to come by and so important, because it can give a concrete depiction of an issue being discussed and taught to students in the classroom.

Media images in learning Indonesian particularly significant potential to develop the ability to speak and write. This productive skills can be stimulated through pictures, both illustrations and real image (photograph). Pictures become the outline of the time students had to write. Pictures will also be a source of ideas at the time students have to speak.

2. Research Methods

The research method plays a very important in a study for the purpose of the research is expected to be achieved. The method is the main feature that is used to achieve a goal, for example, to test a series of hypotheses using the techniques and specific tools. The main way used after an investigation using fairness in terms of objective research. According to research to be carried out, the researchers used an experimental method with the approach of action research (action research). Data collected in the study will be analyzed statistik *inferensial* to know how big contribution of the use of media in learning to write.

3. Results and Discussion

Based on data collection during this activity, the obtained values and the scores of students at the time of the Pre-test and post-test cycle I, II and III in the sixth grade elementary Learning Private HKBP Pematangsiantar Year 2018/2019. The results of the data collection cycle I, II, and III can be seen in the table below.





Table 1
Earned Value Students Pre-test and post-test

No.	sample number	Pre-test I			Post-test I		
		Score	Score	Completeness	Score	Score	Completeness
1	001	6	70	complete	7	70	complete
2	002	3	50		4	50	
3	003	3	50		3	50	
4	004	4	60		4	60	
5	005	7	70	complete	7	70	complete
6	006	3	50		3	50	
7	007	3	50		4	50	
8	008	3	50		3	50	
9	009	6	70	complete	6	70	complete
10	010	3	50		3	50	
11	011	4	60		6	60	complete
12	012	3	50		3	50	
13	013	3	50		4	50	
14	014	3	50		3	50	
15	015	3	50		3	50	
16	016	6	70	complete	7	70	complete
17	017	3	50		3	50	
18	018	3	50		6	50	complete
19	019	5	60		6	60	complete
20	020	3	50		3	50	
21	021	4	60		4	60	
22	022	4	60		6	60	
23	023	3	50		3	50	
24	024	5	60		6	60	complete
25	025	4	60		4	60	
26	026	3	50		3	50	
27	027	3	50		3	50	
28	028	6	70	complete	6	70	complete
29	029	4	60		4	60	
30	030	4	60		4	60	
31	031	3	50		3	50	
		Total Completed = 5			Total Completed = 10		
		Classical completeness = 16.12%			Classical completeness = 32.25%		

Based on the above data acquisition, it is known that the ability of students to write on the pre-tests were only 5 students who achieve the complete and completeness classical value reached 16.12%. After the post-test, 10 students achieve the complete and classical completeness be 32.25%. Students have been able to write well, but is still relatively low in the classical style.

Table 2
Earned Value Students Pre-test and post-test II

No.	sample number	Pre-test I			Post-test I		
		Score	Score	Completeness	Score	Score	Completeness
1	001	7	70	complete	8	80	complete
2	002	4	60		4	50	
3	003	3	50		3	50	
4	004	4	60		4	60	
5	005	7	70	complete	8	80	complete
6	006	3	50		3	50	
7	007	4	60		6	70	complete
8	008	3	50		3	50	
9	009	6	70	complete	6	70	complete
10	010	3	50		3	50	
11	011	6	70	complete	6	70	complete
12	012	3	50		3	50	
13	013	4	50		6	70	complete
14	014	3	50		6	40	
15	015	3	50		3	50	
16	016	7	70	complete	8	80	complete
17	017	3	50		5	50	
18	018	6	70	complete	6	70	complete
19	019	6	70	complete	6	70	complete
20	020	3	50		3	50	





No.	sample number	Pre-test I			Post-test I		
		Score	Score	Completeness	Score	Score	Completeness
21	021	4	60		6	70	
22	022	6	70		6	70	complete
23	023	3	50		5	50	
24	024	6	70	complete	6	70	complete
25	025	4	60		4	60	
26	026	3	50		6	70	complete
27	027	3	50		3	50	
28	028	6	70	complete	6	70	complete
29	029	4	60		4	60	
30	030	4	60		6	70	complete
31	031	3	50		3	50	
Total completed = 10 and completeness Classical = 32.25%				Total completed = 15 and completeness Classical = 48.38%			

Based on the above data it can be seen that the value of students' writing skills through the medium of drawing is 15 people, so that students who have mastery is 15 with a classical completeness amounted to 48.38%, and these results are not satisfactory.

Table 3
Earned Value Students Post-test and post-test I II

No.	sample number	Post-test I			Post-test II		
		Score	Score	Completeness	Score	Score	Completeness
1	001	8	80	complete	8	80	complete
2	002	4	50		6	70	complete
3	003	3	50		3	50	
4	004	4	60		6	70	complete
5	005	8	80	complete	8	80	complete
6	006	3	50		3	50	
7	007	6	70	complete	6	70	complete
8	008	3	50		3	50	
9	009	6	70	complete	6	70	complete
10	010	3	50		3	50	
11	011	6	70	complete	6	70	complete
12	012	3	50		3	50	
13	013	6	70	complete	6	70	complete
14	014	6	40		6	70	complete
15	015	3	50		3	50	
16	016	8	80	complete	8	80	complete
17	017	5	50		6	70	complete
18	018	6	70	complete	6	70	complete
19	019	6	70	complete	6	70	complete
20	020	3	50		3	50	
21	021	6	70		6	70	complete
22	022	6	70		6	70	complete
23	023	5	50		6	70	complete
24	024	6	70		6	70	complete
25	025	4	60		6	70	complete
26	026	6	70	complete	6	70	complete
27	027	3	50		3	50	
28	028	6	70	complete	6	70	complete
29	029	4	60		4	60	
30	030	6	70	complete	6	70	complete
31	031	3	50		6	70	complete
Total completed = 15 and Classical completeness = 48.38%				Total completed = 22 and completeness Classical = 70.96%			

At the end of the third cycle, the student is progressing satisfactorily. The ability of students to write by drawing increased. of 15 students with classical completeness 48.38% to 22 students achieving grades completed, the completeness of 70.96%. Based on that data can also be seen that the students' ability to write by using the media picture story there are 9 people who have not reached the value completely, but would enhance the ability of classical and individually.

4. Conclusion





Based on the research conducted and the analysis of research data, there are several conclusions that can be formulated as follows:

- a. Classroom action research or research actions carried out by the teacher can optimize student learning outcomes as well as improve the professional competence of teachers according to the topics studied.
- b. Topics studied with regard to the ability to write based on the use of instructional media, the picture story in particular students in sixth grade elementary school, it can increase the interest and ability of the students to write.
- c. Before learning to do the student's ability to write is still low, after learning with media images abilities of students has increased to a better direction.
- d. When do the pretest, results or capabilities obtained by the students in writing by 16.12%. In the first cycle results achieved students in writing only reached 25.80%.
- e. In the second cycle, the results obtained by students in writing reached 43.93%, and the third cycle student outcomes be 70.96%.
- f. Barriers experienced by teachers and students is the lack of change and learning situation and a very minimal training time.

5. Reference

- [1] Arikunto, Suharsimi, 1998. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- [2] Arifin, Z. Zainal dan S. Amran Tasai. 2004. *Cermat Berbahasa Indonesia*. Jakarta: Akademik Presindo.
- [3] Depdikbud. 2001. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- [4] Gulo. 1981. *Dasar-dasar Statistika Nasional*. Semarang: Satya Wacana.
- [5] Hanif, Nurchois dan Marfuki. 2004. *Saya Senang Berbahasa Indonesia*. Jakarta: Erlangga.
- [6] Kasim, Syofidar, dkk. 2004. *Mari Belajar Bahasa Indonesia*. Jakarta: Ganesa Exact.
- [7] Keraf Gorys. 1980. *Tata Bahasa Indonesia*. Jakarta: Nusa Indah.
- [8] Kosasih, E. 2004. *Komperensi Ketatabahasaan dan Kesusastraan*. Bandung: CV. Yrama Widya.
- [9] Muslich, Mansur. 1993. *Tata Bahasa Baku Bahasa Indonesia*. Malang: Yayasan Asah Asih Asuh.
- [10] Omar, H.J. Hasmah. 1993. *Teras Komposisi*. Bandung: CV Permata.
- [11] Panjaitan, P. 1997. *Dasar-dasar Tehnik Evaluasi Pendidikan*. Medan: IKIP.
- [12] Pusat Pembinaan dan Pengembangan Bahasa. 1993. *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.
- [13] Tarigan, Henry Guntur. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa

