

# APPLICATION OF IMAGE SERIES MEDIA TO IMPROVE THE WRITING ABILITY OF STUDENTS OF CLASS V SD KATOLIK 03 ST. JOHN APANGET BARAT

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## Abstract

Writing composition skill is one of the skills that is the goal of learning Indonesian. One type of writing in learning Indonesian in elementary school is writing essays. 5th class students at SD Katolik 03. Yohanes Mapanget Barat, that is having difficulty expressing ideas in written form. This is caused by the delivery of material by teachers who tend to be passive. This research is an attempt to find alternatives to the problems that occur, namely by applying serial picture media. Serial picture media is a series of stories made of paper consisting of various pictures. The subjects of this research were 5th class students at SD Katolik 03. Yohanes Mapanget Barat, totaling 16 students. Research is a type of classroom action research, while data analysis is carried out quantitatively and qualitatively. This research used an analysis test on the results of an essay writing ability test. The results of the research show that the Application of Serial picture media to Improve Writing Skill 5th class students at SD Katolik 03. Yohanes Mapanget Barat has not yet achieved an increase of 72.5% in cycle I and only experienced an increase of 92.1% in cycle II. So, there is a strong relationship between Serial picture media and Writing composition skill 5th class students at SD Katolik 03. Yohanes Mapanget Barat.

**Keywords:** Writing Composition Skill, Serial Picture Media, Elementary School.

## Abstrak

*Kemampuan menulis merupakan salah satu keterampilan yang menjadi muara dari pembelajaran Bahasa Indonesia. Salah satu jenis tulisan dalam pembelajaran Bahasa Indonesia di SD adalah menulis karangan. Siswa kelas V di SD Katolik 03 St. Yohanes Mapanget Barat, yaitu mengalami kesulitan untuk mencurahkan ide dalam bentuk tulisan. Hal ini disebabkan oleh penyampaian materi oleh guru yang cenderung pasif. Penelitian ini merupakan upaya mencari alternatif dari permasalahan yang terjadi, yaitu dengan menerapkan media gambar seri. Gambar seri merupakan rangkaian suatu cerita yang dibuat dari kertas yang terdiri dari macam-macam gambar. Subjek penelitian ini yakni siswa kelas V SD Katolik 03 St. Yohanes Mapanget Barat yang berjumlah 16 orang. Penelitian merupakan jenis penelitian tindakan kelas, sedangkan analisis data dilakukan secara kuantitatif dan kualitatif. Penelitian ini menggunakan uji analisis hasil tes kemampuan menulis karangan. Hasil penelitian menunjukkan bahwa Penerapan Media Gambar Seri untuk Meningkatkan Kemampuan Menulis Karangan Siswa Kelas V SD Katolik 03 St. Yohanes Mapanget Barat belum mencapai peningkatan 72,5% pada siklus I dan baru mengalami peningkatan sebesar 92,1% pada siklus II. Maka terdapat hubungan yang kuat antara media gambar seri dan kemampuan menulis karangan siswa kelas V SD Katolik 03 St. Yohanes Mapanget Barat.*

**Kata Kunci:** Keterampilan Menulis, Media Gambar Seri, Sekolah Dasar

## INTRODUCTION

Teachers have a significant role in creating innovative learning for all subjects, including learning Indonesian. Teachers are responsible for finding solutions to overcome obstacles and challenges that arise. A teacher needs to know that each student has different

characteristics. Teachers with their creativity must try to create the right method to deal with the differences of each student. Teachers must be able to give punishment and rewards at the right time to students who deserve it. In the whole learning process the teacher must be able to create a pleasant and happy atmosphere so that in addition to the learning objectives the learning process can also become meaningful for students (Esmaeili, et al: 2015).

One of the problems faced by teachers at St. Catholic 03 Elementary School. Yohanes Mapanget Barat, namely the students' difficulties in expressing ideas, ideas, feelings, thoughts in an essay. In the learning process, it was found that some students still had difficulty writing essays by expressing ideas in writing. This problem is caused by the delivery of material for Indonesian learning which is still very passive so that some students are not too interested in the lessons delivered in class. At the end of the lesson students are trained to improve their skills, namely by practicing writing essays, but the results are still far from expectations, many students do not have the idea to write.

According to Tarigan (2013) writing is a language skill which is also a form of communication with other people, indirectly or not face to face. In high-grade Indonesian learning in elementary school, one of the forms of writing that is learned is the form of text and essays. To overcome this problem the teacher needs to apply a variety of learning media, one of which is by using picture series learning media. Media picture series is a tool that helps motivate students in participating in learning. Serial picture media makes learning easy for students to understand. The use of varied and interesting learning media will make it easier for students to understand the content of the lessons delivered by the teacher. Picture series is one of these learning media that can help students in learning Indonesian, especially writing essays.

Picture series is one of the teacher's tools to convey the contents of the material text sequentially as described. According to Putra (2014) picture series is a collection of pictures containing activities or chronology that are described in a coherent manner. Serial picture media can be sequenced through the storyline according to the activities in the pictures that are told in the learning process in class. Meanwhile, according to Permana (2018) picture series has advantages because it can make the classroom atmosphere more interactive and intensive because through picture series students can overcome existing

limitations, namely sensory power, time, space, and clarify information so they don't use or express it too much in words. Through this research, it is expected to know the application of picture series learning media in improving essay writing skills.

As for some previous studies that are relevant to this research, Windari (2016) with the title "Improvement of Essay Writing Through Image Series Media in Class V MI Irsyadul Khair Kebon Baru, Tabet, South Jakarta." Fadilah and Hariani (2014) with the title "Using Image Media in Thematic Learning to Improve Simple Story Writing Skills for Grade II Elementary School Students". Both of these studies show that there is an increase in the ability to write essays after the application of picture series media. This shows that serial picture media can be used as a medium to improve essay writing skills, especially in elementary schools. This research is a class action research (PTK).

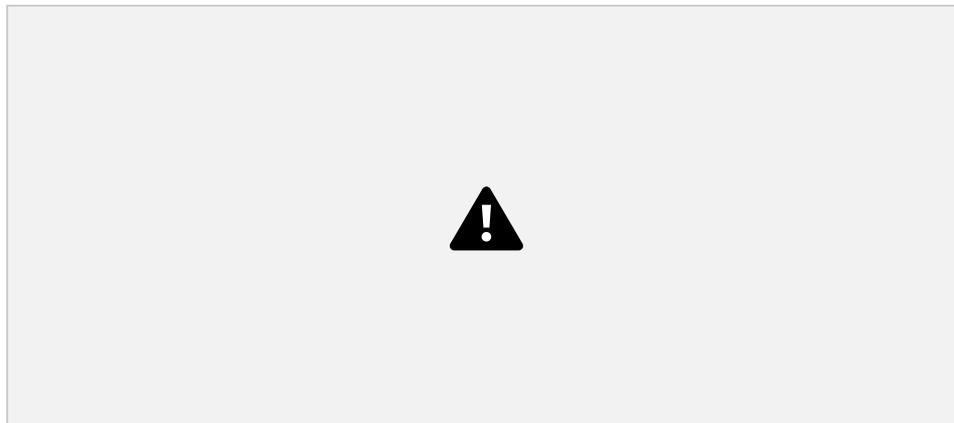


Figure 1. Flow of Thinking Framework

The approach used in this research is Classroom Action Research (CAR), which is class-based research. Therefore, the implementation of this research includes cyclical planning, action, observation, and reflection activities. This research was conducted at St. Catholic Elementary School 03. Yohanes Mapanget Barat, having his address at Ward III, Mapanget District, Manado City, North Sulawesi Province. In the even semester of March and April for the 2021/2022 Academic Year. The research subjects were all fifth grade students at St. Catholic Elementary School 03. Yohanes Mapanget Barat on the subject matter of writing essays. As for the stage of this research with the action in the form of a cycle consisting of planning, action, observation, and reflection. After taking action I, the researcher will continue with action II if the actions in cycle I have not fulfilled the

refinement. The class action research flow carried out can be presented as shown according to Arikunto, et al. (in Manuaba, et al. 2016: 4) as follows:

## **METHODS**

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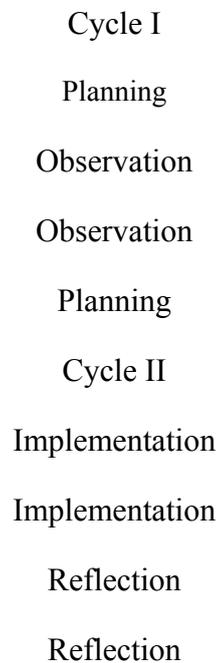


Figure 2. Classroom Action Research Flow

## **RESULT AND DISCUSSION**

The following will describe the results of the research on the application of serial picture media to improve essay writing skills for fifth grade students of St. Catholic Elementary School 03. John Mapanget Barat. This research consists of cycle I and cycle II, namely on Thursday, May 19 for cycle I and Friday, May 20 for cycle II.

### **1. Cycle I**

The implementation stage of cycle I was carried out 1 meeting. The researcher acted as (teacher) and the homeroom teacher helped during the cycle I observation activities.

- a) Planning, at this stage, all learning materials for cycle I were compiled.
- b) Action, steps to Implement Image Series Media
  - 1) The teacher conveys the learning objectives, at this stage the teacher conveys the learning objectives that will be studied, the use of the steps of applying picture series media. The material studied is using the book theme 3 Healthy Food, Sub-theme 1 and Learning 6.
  - 2) The teacher attaches several pictures in front in sequence, the teacher makes a title from the picture series, sorts the pictures, then makes sentences according to the pictures which are sorted correctly and logically after that combines the sentences that have been made according to the picture series into an essay.
  - 3) Students identify serial pictures and start composing sequentially and logically. Students follow the teacher's explanation and students begin to compose by looking at the serial pictures in the book. The teacher then gives 10 minutes. After that the teacher gives student worksheet test questions (LKS) to find out or test students in the ability to write an essay.
  - 4) The teacher asks and answers with students about the reasons for writing essays that students have worked on. After the students have worked out the student worksheet questions (LKS) that have been distributed, the teacher gives the opportunity for students to present their essay writing results in front of the class or in front of friends so that students have the courage to appear or speak in public. The teacher also asks what is said in writing.
  - 5) The teacher reflects on the learning, in this reflection activity the teacher summarizes or repeats the activities that were passed from the beginning to the end

of the lesson that is studied together. After that the teacher informs that learning will continue at the meeting on Friday 20 May 2022 still using picture series media.

c) Observation

The observation stage was carried out during the teaching and learning process which was observed by the Class V teacher at St. Catholic Elementary School 03. Yohanes Mapanget west. The observer observes the consistency of the researcher in carrying out the lesson according to the lesson plan.

- 1) Teachers have not fully implemented learning properly. The shortage of teachers is in conveying learning objectives. The teacher also did not convey that learning would use steps from the picture series media, and directly carry out the learning process.
- 2) Student learning activities are also not good enough in receiving learning. This is because students do not really understand learning, many students are also not too serious, still playing or telling stories in class. Learning to use picture series media steps is a new thing, so students seem to be still adjusting.

Based on the results of the observation of cycle I actions, the following is the proof of the results of the percentage scores obtained by students in the ability to write essays in Class V of St. Catholic 03 Elementary School. Yohanes Mapanget Barat is explained in the following table:

**Table 1.** Analysis of Cycle I

No	Kategori	Frekuensi	Rata rata	Prosentase
1	Very good	6	72,5	37,5%
2	Well	4		25,0%
3	Enough	-		-
4	Not enough	4		25,0%
5	Very less	2		12,5%
	Amount	16		100

In the table it can be seen that the ability to write essays of Class V students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat is still very unsatisfactory. This can be seen in the score. In the very good category, 6 students got a score of 100, while in

the very poor category, 2 students got 0. Meanwhile, 4 students who got in the bad category got a score of 60. So this shows that there has been no increase in essay writing skills. The average student essay writing ability is 72.5 which is in the sufficient category. Therefore, improvements to the cycle II action will be carried out to further improve the ability to write essays with all the deficiencies in the cycle I action.

a. Reflection

Teachers still have deficiencies in conveying learning objectives, also in using picture series media steps, as well as in guiding students in doing assignments or essay writing ability test questions that have not been carried out properly. Based on the assessment of the ability to write essays in general, there is still no improvement, so it needs to be improved, namely carrying out cycle II activities to get maximum results

## **2. Cycle II**

This cycle II was prepared more thoroughly so that students' ability to write essays in the implementation of cycle II increased and got perfect results.

a. Planning, at this stage all learning materials are prepared for the implementation of cycle II according to the suggestions for implementing cycle I.

b. Action, Steps to Implement Image Series Media

- 1) The teacher conveys the learning objectives. The teacher conveys the learning objectives. The teacher prepares 2 examples of pictures that tell clean living habits at a healthy base and healthy households, as well as Styrofoam props to attach pictures and manila paper too.
- 2) The teacher conveys the learning objectives. The teacher conveys the learning objectives. The teacher prepares 2 examples of pictures that tell clean living habits at a healthy base and healthy households, as well as Styrofoam props to attach pictures and manila paper to.
- 3) Students identify serial pictures and start composing sequentially and logically. At this stage students can independently identify examples of pictures of clean and healthy living behaviors that have been observed in several pictures in front of the blackboard or explained by the teacher regarding the material. Students starting to work on a student worksheet (LKS) are given 2 questions with two pictures of clean and healthy living behaviors directly done on the sheet

prepared by the teacher and also given 10 minutes to work on the essay writing test independently.

- 4) The teacher asks and answers with students about the reasons for writing that students have done. The teacher asked the students about what was told in writing from an essay then the students were also very active in answering.
- 5) The teacher reflects on the learning. In this reflection activity the teacher summarizes or repeats the activities that were passed from the beginning to the end of the lesson that is being studied together.

c. Observation

Cycle II went very well without any problems. Learning media that are applied according to the steps, before implementing the steps the researcher has discussed with the class V teacher to use picture series of learning media. Students are also very enthusiastic and work together to hear the lesson. At this stage the teacher teaches using styrofoam props and picture series media. The teacher also provides student worksheets (LKS) for essay writing tests at cycle II meetings.

Based on the results of observations of the implementation of cycle II actions using a series of picture media consisting of several pictures and telling the events that are happening, therefore students understand and are more interested in writing essays on events. The following describes the results of the analysis of learning outcomes.

**Table 2.** Analysis of Cycle II

No	Kategori	Frekuensi	Rata rata	Prosentase
1	Very good	14	92,1	87,5%
2	Well	-		-
3	Enough	1		6,3%
4	Not enough	-		-
5	Very less	1		6,3%
		total		100%

Based on the table before, it can be seen the results of the ability to write essays for Class V students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat has improved. Students in the very good category, 14 students get a score of 100. While students in the moderate category, 1 student gets a score of 75. Students in the very poor

category, 1 student gets a score of 0. The average score obtained in the second cycle of action is 92.1.

a. Reflection

The learning process in cycle II went perfectly and got good scores from 6 students to 14 students who increased to reach the maximum value because at the time of the action the students did not find it difficult and did well.

**Improving Learning Outcomes Writing Ability of Fifth Grade Students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat 2022/2023.**

The increase in the results of student learning activities during the first cycle of action and the second cycle of action can be seen through a comparison of the following data.

a. **Activity Student learning outcomes in Action Cycle I**

1) The effectiveness of student learning

In the implementation of the learning process in the first cycle, it was seen that the learning activities were going very well. There were 16 students who were present and 2 who were not present. The total number of students in Class V Catholic Elementary School 03 St. Yohanes Mapanget Barat was 18 people. The learning process runs smoothly and students follow the learning flow delivered.

2) Actively ask and answer students and teachers

The teacher carried out the learning well, there were 5 students who actively carried out with the teacher. On the other hand, there are also some students who do not follow the learning process properly so that they find it difficult to do assignments on the LKS.

3) Teacher guidance to students in difficulty writing essays

The teacher provides guidance to students to improve student work. The teacher provides assistance to students who have difficulty delivering material individually to these students.

4) Timely collect assignments

The task given by the teacher is one question with a weight of 5, namely an essay writing test on a student worksheet (LKS), namely writing an essay according to the picture. Students understand well and then work according to the time given, which is

10 minutes. There were 5 students who finished on time. The ability to write essays of students is still in the low category so that there are improvements that must be repeated so that they can be fulfilled or get maximum results.

a. **Activity Student Learning Outcomes in Action Cycle II**

- 1) The presence of students in participating in learning. In this cycle II meeting, 16 students attended the same as in cycle I, there were still 2 students who were not present.
- 2) The effectiveness of student learning in class through the application of picture series media. In the learning process activities, students are more enthusiastic and dare to ask questions and do assignments or essay writing ability test questions in student worksheets (LKS) individually. The questions the students worked on were in accordance with the media pictures presented in front of the blackboard. The teacher also walks around or monitors students in working on the questions.
- 3) Improving Writing Ability of Fifth Grade Students at St. Catholic 03 Elementary School. John Mapanget Barat. The students experienced an increase in the ability to write essays. This is in accordance with observations of students' writing ability tests. On the student worksheet (LKS) 2 questions are given with a weight of 5. For example in student work there is a mistake in writing a title that does not match the contents of the picture then it gets a weight of 3, while those who make mistakes in making sentences that do not match the contents of the picture get a weight of 4, and students who are all wrong then it gets a weight of 1, students who still write less and less letters are given a weight of 2, then for all correct they get a weight of 5. All students experience an increase with very good grades compared to the previous meeting, because of the application of picture series media.

**Recapitulation of the results of the essay writing ability analysis**

In order to look more clearly at the relationship between action research cycle I and cycle II according to the specified success category, the results of the analysis of essay writing are summarized as follows.

**Table 3.** Recapitulation of Writing Ability Results

No	Predicate	Cycle I	Cycle II
1	Very good	6	14

2	good	4	
3	Enough		1
4	not enough	4	
5	Very less	2	1
	Average	72,5	92,1

Based on the value recapitulation table, it can be concluded that the application of serial picture media can improve students' essay writing skills. The results of the recap of the value of the first cycle with very good category 6 students while the second cycle of action there are 14 students, then the first cycle of action with a good category there are 4 students while in the second cycle there are no students with a good category. In the first cycle of students with less category 4 in the second cycle there are no students with less category. Students in the very poor category in cycle I had 2 students and 1 student in cycle II, while in the second cycle of action in the sufficient category there was 1 student and in cycle I there were no students in the sufficient category. So that the average result obtained in the first cycle of action is 72.5 while the average value of the second cycle of action is 92.1.

The ability to write essays in Gie's opinion (in Hasan, 2022: 112) is all one's activities to express ideas and convey them through written language to readers to be understood. In line with this opinion, through the application of serial picture media the students are very enthusiastic and eager to receive lessons, and are able to express ideas and ideas and are able to think broadly. Students also become active in the learning process. For example by asking questions when you have difficulty writing essays. Meanwhile, the role of serial picture media according to Purwanto (in Hasan. 2022: 113) is that it can help students gain concepts about a particular topic by observing the serial pictures that are spread out in front of the class.

This is proven in this research that the application of serial picture media is very helpful for students in cultivating enthusiasm and broad thinking patterns, especially writing essays. Learning steps that are applied using media and teaching aids make it easier for students to express feelings, thoughts individually even though there are students who find it difficult but in general all students have achieved. This classroom action

research found an increase in cycle I with an average of 72.5% while in cycle II with an average of 91.2%.

## **CONCLUSION**

After going through the research and analysis process, it can be concluded that there has been an increase in the ability to write essays for Class V 03 St. Catholic Elementary School. Yohanes Mapanget Barat with the application of serial image media. This increase can be seen in student scores, especially in cycle II, namely students who get very good categories or with a score of 100 there are 14 students, while for the sufficient category or with a score of 75 there is 1 student, and in the less category or with a value of 0 there is 1 student.

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