The Use of Picture Story Media in Improving Students' Learning Activities and Paragraph Writing Ability

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Abstract: This study aims to increase learning activities by applying illustrated story media in learning to write Indonesian paragraphs, and to increase learning activities for fifth grade students at SDN Lembasung, Way Kanan Regency, for the 2020/2021 academic year. This study employs Classroom Action Research (CAR) method. To determine the students' ability to write paragraphs, this study uses some data collection techniques, such as observation, documentation, and test. The technique used in this research is a written test technique, which is to obtain data from the test results of each cycle. This written technique is used to determine the ability of students to write paragraphs. All data collected is processed through the following stages: data reduction, data tabulation, and data inference. Based on the analysis of observational data, there is the ability to write paragraphs through illustrated story media in class V SDN Lembasung, Way Kanan Regency in the 2020/2021 academic year in the first cycle, namely the average score obtained. In the pre-action stage, an average score of 138.4, was obtained. the first cycle it increases to 327.2, and in the second cycle it increases to 208.8 with a good category. Therefore, student activity has reached an indicator of the success of student activities increasing, at least well. It can be concluded that there is an increasing ability in writing paragraph through picture story media for the fifth grade students of SDN Lembasung, Way Kanan Regency for the 2020/2021 Academic Year.
Keywords: learning activities, picture story media, writing paragraph

INTRODUCTION

Writing is an activity of expressing ideas in written media using both conventional and electronic media. Writing is one of the language skills. In the division of language skills, writing is always placed last after listening, speaking, and reading skills (Hastomo, 2016). Students in following learning are still very less mastered, the writing skills of fifth graders at SDN Lembasung Way Kanan are still weak for the 2020/2021 academic year. Students can write paragraphs but do not understand the theory of paragraphs. Students have difficulty in learning writing skills, especially on writing paragraph. Student learning activities are still low when participating in the learning process. The

low ability of students in writing paragraphs, the interest in writing and the ability to write paragraphs for fifth graders are not maximized.

Based on the description above, the researchers were interested in conducting appropriate research with the title: the use of picture story media in improving learning activities and paragraph writing skills in fifth grade students at SDN Lembasung Kab. Way Kanan, academic year 2020/2021. Keraf (2004:1) explains that language is a means of communication between members of the community in the form of sound symbols produced by human speech tools. Furthermore, Keraf said that language must be a sound produced by human speech. Not just any sound, the sound itself must be a symbol or symbol. According to Surastina, (2020: 9) language is a means of communication and information used by the community, taking into account the policies made to standardize and facilitate the language community with conceptual considerations that can provide planning, direction, and provisions that can be used as a basis for the overall processing of linguistic problems.

Ability is the ability to use language elements to convey certain meanings or goals and messages in appropriate circumstances. Ability is also a behavior that involves a person to make a determination to convey an ability. According to Hastomo (2019), ability is the ability to use language elements to convey certain meanings or messages in appropriate circumstances. Furthermore, Nasution et al. (2020) state that ability is an innate ability from birth, or is the result of training or practice. Pertiwi, Sumarno & Dwi (2019) argue that writing means to express the ideas, opinions, or thoughts and feelings. Maulana (2014) also expresses his opinion about writing, namely: putting graphic symbols that represent language that is understood by others. In writing, all elements of language skills must be fully concentrated in order to get good results. Zulela & Rachmadtullah (2019) state that writing can be interpreted as an activity of expressing ideas/ideas by using written language as a medium of conveying.

Paragraphs are sentences that are neatly arranged and provide an explanation of an article. Paragraphs also contain one unit of thought that is supported by all the sentences in the paragraph. Paragraphs are a collection of sentences that are arranged logically and systematically (systematically). Chaer (2002:71) explains that paragraphs are explanatory sentences that provide additional explanations or details of the main sentence of a paragraph. In the development or writing of paragraphs, it must be seen that there is continuity, thus it forms an unified whole mind.

The picture story media uses a variety of learning activities to develop students' understanding. Each member of the group is not only responsible for what he learns, but also helps his fellow group to learn, thus it is full of

creativity. All group members work on the task until all members successfully understand the concept completely. According to Djaali (2002:56), the characteristics of the picture media model are as follows: First, students in groups cooperatively complete the learning materials in accordance with the basic competencies to be achieved. Second, groups are formed from students who have different abilities, namely high, medium, and low levels. Third, where possible members come from different races, cultures, ethnicities, and genders. Rewards place more emphasis on the group than on the individual.

The picture media model is a fairly successful media strategy. This media strategy is done by dividing students into small groups, whose members consist of several students with different ability levels. According to Hastomo, Yufrizal & Suka (2013), the picture story media is characterized by the existence of tasks, goal, and reward structures that are different from other picture media. In the learning process with picture media, students are encouraged to be able to work together on a common task and they must coordinate their efforts to complete the tasks given by the teacher. The purpose of picture media is to increase students' academic learning outcomes and students can accept various kinds of diversity from their friends, as well as develop social skills.

Tarigan & Siagian (2015) explain the principle of image media as follows: First, each group member (student) is responsible for everything that is done in the group. Second, each group member (student) must know that all group members have a goal. Third, each group member (student) must share the same duties and responsibilities among group members. Fourth, each group member (student) will be subject to evaluation. Last, each group member (student) shares leadership and needs skills to learn together during the learning process.

The conventional method is a teacher-centered learning method where almost all learning activities are controlled by the teacher. Teachers play a major role in determining the content and learning process, including in assessing student progress (Park & Oliver, 2008). In line with the argument above, Mims (2003) said that the conventional method is seen in the process of students as recipients of information for sure, and they learn individually. The method used in conventional learning is the lecture method, question and answer, and assignment; this method makes the learning process look less active in learning. It can be concluded that the conventional method is a teacher-centered learning method, students are only the object of receiving information. Learning does not depart from student experience, students are passive, and learning outcomes are only measured by tests.

Learning activity is an activity where during the learning process. The intended learning activity is a learning activity is a series of activities that are

carried out in succession continuously and continuously. Learning does not look at the time and place. Chaer (2006) said that learning is the occurrence of changes in humans themselves, namely changes with increasing knowledge, abilities and psychomotor aspects. The learning activities of this research section are all student activities in the learning process, from physical activities to psychological activities. Activities are in the form of basic skills, while psychological activities are in the form of integrated skills. The basic skills are observing, clarifying, predicting, measuring, inferring and communicating. A learning process that is said to be good, if students are actively involved in learning activities that take place.

The hypothesis that the researchers will propose is that the use of picture story media can improve the paragraph writing skills of fifth grade students at SDN Lembasung, Way Kanan Regency for the 2020/2021 academic year.

RESEARCH METHODOLOGY

This study is taken place in Lembasung, Way Kanan Regency. The subjects of this research are fifth grade students of SDN Lembasung, Way Kanan Regency, for the 2020/2021 academic year. The object in this study is the use of picture story media in an effort to improve students writing skills in writing paragraph, thus it is hoped that there will be good activities and learning outcomes for fifth graders at SDN Lembasung, Way Kanan Regency, for the 2020/2021 academic year.

This study is classroom action research, which is the use of picture story media in an effort to improve paragraph writing skills. Classroom action research is an examination of activities that are intentionally raised, and occur in a class (Suharsimi Arikunto, 2006: 91). This study is done in two cycles, namely cycle I and cycle II. Implementation between cycle I and cycle II are interrelated. Each cycle is done in three meetings, namely the first and second meetings are learning using picture media and the third meeting is a cycle test test. Cycle II is a refinement of the implementation of cycle I. However, it is possible that additional cycles can occur if in cycle II the target or expected results have not been achieved.

In one cycle consists of four steps, namely (a) planning (planning), (b) action (acting), (c) observation (observing), and (d) reflection (reflecting). The relationship between the two cycles is shown in the chart below.
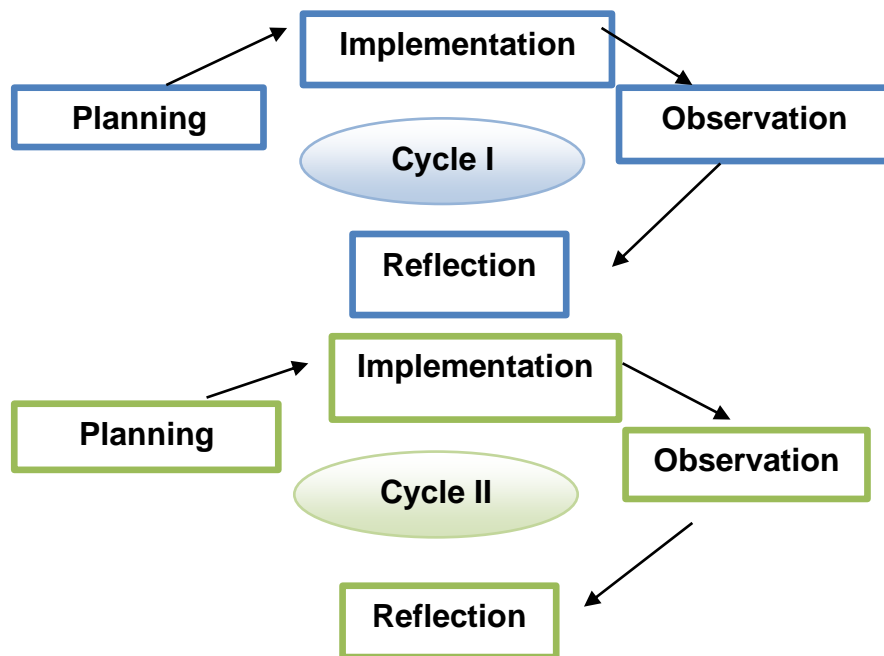
Figure 1. Image of Kemmis and Mc. Taggart

The technique used in this study is descriptive qualitative. This technique is used in order to describe the students' ability to write paragraphs before and after receiving the action. This technique is divided into two, namely process analysis and product analysis. Process data analysis is taken at the time of learning the ability to write paragraphs using image media. The product analysis is taken from the results of the students' writing practice assessment.

RESULT AND DISCUSSION
Result
Pre Research

As an initial step, this study conducts a survey (pre-action) which is intended to determine the initial conditions, both the learning process and the ability to write paragraphs of students in class 5A Lembasung, Way Kanan Regency for the 2020/2021 academic year. These initial conditions are used as a reference to determine what actions will be taken when the cycle is conducted. This pre-action activity is done on Monday, February 1, 2021. In the pre-action activity the teacher and students conduct a learning of writing paragraph in the classroom of 5A. Based on the questionnaire, 25 students from the class 5A Lembasung, Way Kanan Regency, for the 2020/2021 academic year, do not dare to appear in front of the class to tell stories because they are embarrassed, nervous, and do not have ideas to tell stories. As a result, the expression does not appear, and the eyes only look down at the book.

Cycle I

Classroom Action Research in the first cycle is done with two actions; the first action is providing material about storytelling and how to use image media for the ability to write paragraphs and the second action is the implementation of students' storytelling practice using picture media. The following graph represents the improvement of students' paragraph writing skills from Pre-action to cycle I.
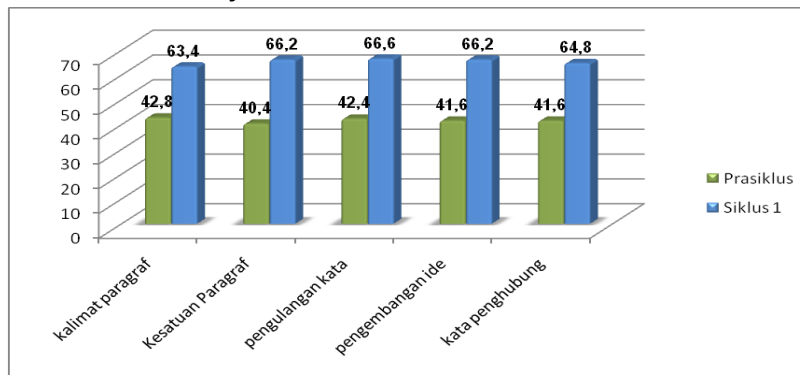

Figure 2. Graph of Improving Students' Ability in Writing a Paragraph from Pre-action to Cycle I

Cycle II

Based on the graph above, it can be seen that there is a increasing score in the students skills in writing paragraph using picture story media. In the pre-action, it scores 12.39 and after being given action, the first cycle increases to 14.72 and the second cycle increases to 16.59 . The increasing of average score from pre-action to cycle II is 4.2. In the post-action cycle II, the highest score occurrs in the aspect of student interest during the lesson, while the smallest score is on the aspect of student activity.
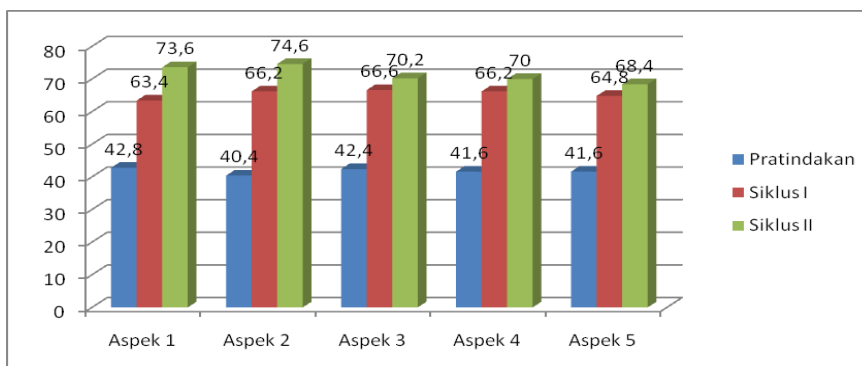

Figure 2. Graph of Improvement of Students Ability in Writing Paragraphs Observing the Learning Process for Class 5A Students from Pre-action, Cycle I, And Cycle II

Based on the picture above, it can be seen that the increase in students' ability in writing paragraph using picture media that has been done from the pre-action stage is 19.11 and after being given action in the first cycle it increases to 22.95, and the second cycle increases to 26.96. The increase in the

average score from pre-action to cycle II is 7.85. In the post-action cycle II, the highest score occurs in the fluency aspect, while the smallest score is in the aspect of speech accuracy.

Discussion
Initial Description of Students' Ability in Writing Paragraph

Based on the results of the students assessment in writing paragraph before being subjected to action, there are many students who do not dare to tell stories because they are embarrassed, nervous and lacked ideas for telling stories. In addition, students are less interested in learning storytelling skills, this is due to the lack of use of media in learning storytelling skills.

Implementation of Classroom Action Research in the Ability of Writing Paragraph Using Picture Media

Based on the implementation of the first cycle, it can be seen that the improvements should be done in the second cycle. At the time of reflection, researchers provide solutions to find themes that are easy and close to students. Improving the implementation of the action will affect the results of the ability to write paragraphs at the post-action time.

The implementation of cycle II is more focused on improving the results of the reflection of cycle I. The implementation of cycle II tries to improve all aspects to the maximum but it is more focused on aspects of word choice. In this cycle, all aspects should increase in order to achieve indicators of research success. The results of the post-action test also shows better results than the previous cycle.

Improving Students' Ability in Writing Paragraph by Using Picture Media

Assessment of students' ability in writing paragraph is done with each student while the students are telling stories in front of the class. Assessment of the ability to write paragraphs is conducted to measure students' storytelling skills before and after giving the action. The following is a graph of the improvement of students' storytelling skills in the pre-action to post-action test scores, namely cycle II. Before giving an action, the average score of students is 138.4, then after being given the action in Cycle I, it increases to 327.2, and when given the action in the second cycle, it increases to 208.8. The increase in the average score from pre-action to post-action cycle II is 179.2. In addition, in this study also presents the improvement of the learning process of students' ability in writing paragraph from pre-action to cycle II. The following is a graph of the increase in the average observation of the learning process of students' storytelling skills from pre-action to cycle II.

CONCLUSION

The conclusions regarding to the results of the increase contained in this study can be seen from the following description. Picture media can improve the quality of the learning process for the ability to write paragraphs for class VA students at SDN Lembasung, Way Kanan Regency, for the 2020/2021 academic year. Students experience changes in behavior (improvement) in learning. The improvement of students' paragraph writing skills is shown by the activeness of students during the learning process, students' attention and concentration in listening to the subject matter presented by the teacher, students' interest and enthusiasm during learning, students' courage in telling stories in front of the class and group collaboration so that they can create effective learning. fun, active and creative.

Moreover, picture media can improve the product/outcome of paragraph writing skills for class VA students at SDN Lembasung, Way Kanan Regency, for the 2020/2021 academic year. Improving the quality of the product/outcome can be seen from the comparison of the average scores of students' ability in writing paragraph in the pre-action and post-action stages of Cycle II. This increase is marked by the increase in mastery of aspects of paragraph writing skills, such as developing main sentences, paragraph unity, developing idea skills, story appreciation attitudes, paragraph cohesion, repetition of words, and connecting words. In the pre-action stage, the average score is 138.4, in the first cycle it increases to 327.2, and in the second cycle it also increases to 208.8. Therefore, the ability in writing paragraph os 5A students are SDN Lembasung, Way Kanan Regency, for 2020/2021 academic year has improved in both process and product after being given an action using picture media.

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