

Efforts to Improve Essays Writing Skills by Utilizing Series Image Media in Class III Primary School Students

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ABSTRACT: Due to teachers not using appropriate image media when writing essays and teaching writing by having students copy text from books and blackboards without any supporting media, students' essay writing skills are low, particularly in the Indonesian language course. In an effort to improve the writing abilities of class III elementary school students, the purpose of this research is to observe how using series image media can help students write essays more effectively. It also aims to determine the extent to which the use of series image media influences the activities of teachers and students. Classroom Action Research is the research method that is used. It consists of four stages: two cycles of planning, implementation, observation, and reflection. Thirty-two third-grade elementary school pupils from one of the Siak Regency's schools served as the research subjects. Tests, observation (of instructor and student activities), interviews, and documentation are methods used to gather data. Based on the observation of essay writing skills, students' average score in cycle I was 70, and in cycle II it increased to 80. Similarly, cycle I saw 69 percent of students complete their essay writing skills classically, and cycle II saw an increase to 81 percent, indicating the success of the research, since it has succeeded.

Keywords: *Writing essays, Drawing series, Learning results*

1. INTRODUCTION

The twenty-first century differs from earlier eras, particularly with regard to technology. Modern technology makes it possible to swiftly and readily access a variety of information without being aware of the time or place. It takes a variety of 21st century skills to keep up with the quick advancements in knowledge and technology. 21st century skills include learning and innovation skills (4C), skills for surviving in the work and career world, and skills related to information, media, and technology, particularly in relation to learning and innovation (Hadinugrahaningsih, 2017). which encompasses the four competencies listed in the 4Cs: communication and teamwork, critical thinking and problem solving, and creative thinking skills. As a result, in order for students to be prepared for the rapid advancements in science and technology, they must possess the abilities of communication, collaboration, creativity, and critical thinking (Suraswati, 2020). Learning Indonesian is one way to develop 21st century skills. The goal of studying Indonesian is to help students become as proficient as possible in four areas of communication: speaking, listening, reading, and writing. Students are taught Indonesian with the goal of preparing them to be proficient speakers of the language by applying concepts in a critical and imaginative manner. Studying a language aids pupils in discovering more about themselves, their culture, and themselves.

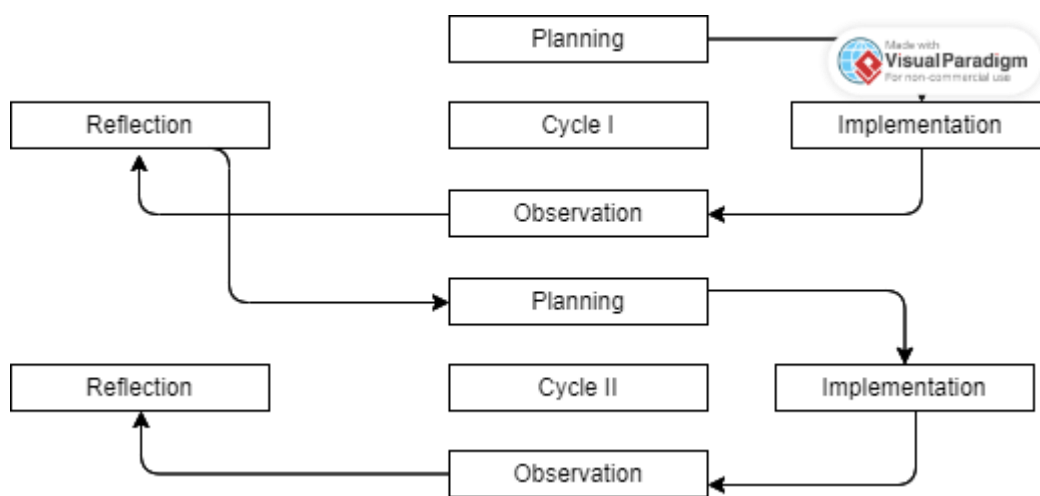
Observations at one of Siak Regency's elementary schools revealed that students' writing proficiency was still lacking. The daily test results of the students on the essay writing skills covered in the Indonesian Language Lessons that have not yet reached the KKM score demonstrate this. Writing descriptive essays in Indonesian language classes still requires a lot of work and falls well short of expectations. This is a result of students' poor writing habits and the lack of media in the classroom, which makes them less engaged and more likely to learn passively. Increased accuracy, perseverance, and techniques to pique students' interest in writing are required to overcome this. Using learning media is one tactic used to reach objectives as much as possible (Ratna, 2021). Essentially, the media's job is to make information easier to understand and less boring by providing clear presentations of it. Media also serves to grab students' interest and pique their curiosity about learning. It is believed that children can use media to learn in accordance with their aptitudes and interests (Fauzi, A. 2019).

The word "medium," which means intermediary or introduction, is found in large dictionaries. The plural form of this term is "media." The environment that learning media presents to pupils contains a variety of components that can support the growth of learning attitudes. According to Sirgar et al. (2022). Teachers need to be adept at planning and directing the learning process as well as utilizing techniques that actively engage students in the process of learning if they are to effectively teach writing in elementary schools. Using a series of image media to teach Indonesian is one way that teachers can make an effort to get their students more involved and creative in the learning process. This will especially help them with their class III essay writing skills (Munirah). , as well as 2021). One kind of media that can be utilized to instruct students in

writing is series image media. Serial drawing media are inexpensive, accessible, and capable of producing tangible objects, which helps foster and develop students' creative abilities. Images can spark students' creativity and imagination when they write. It is envisaged that by using visual aids, students will become adept at incorporating fresh concepts with preexisting ideas to create thoughts that can then be expressed in writing, specifically in the form of essays (Ratna, 2021). According to (Batsian, 2021) Visual media are very effective in enhancing the skills of early childhood children. Additionally, series image media can increase students' motivation and enthusiasm in writing essays by piqueing their curiosity about the material being studied. Stud, when looking at photos.

2. METHOD

This study uses a Classroom Action Research (PTK) design and combines quantitative and qualitative methods. In class III of one of the elementary schools in Siak Regency, Riau Province, this classroom action research was conducted. Twelve male and twenty female students in class III made up the research's subjects. During the even semester of the 2023–2024 school year, the research was conducted. Classroom Action Research (PTK) involves four stages: preparation, execution, monitoring, and analysis. There were two meetings per cycle for the duration of this research.



Picture 1. Siklus PTK (Siswanto & Suyatno, 2017)

The data collection techniques used are tests, observation (teacher and student activities), interviews and documentation. The results of the essay writing skills test use the indicators below:

Table 1. Indicator of Essay Writing Skill Achievement

No	Rated aspect	Score Description
1.	Opinions Expressed	25
2.	Grammatical Structure	25
3.	Word Choice	25
4.	Spelling and punctuation	25

(Rofi'uddin, 2014)

The results of data analysis on student learning outcomes were analyzed using the following percentage formula:

$$r = \frac{\text{the sum of all student scores}}{\text{the number of students}}$$

Information:

r = Average Student Learning Outcomes

Classical completion analysis is calculated by dividing students who have completed by the number of students. So the classical completeness formula is obtained, as follows:

$$P = \frac{n}{N} \times 100 \%$$

(Nurgiyantoro, 2012)

Information:

P = Completion percentage

n = Number of students who have completed their studies

N = Total number of students

Furthermore, the data is expressed in the following criteria:

Table 2. Criteria for classical completeness of student learning outcomes

No	Score %	Selected Categories
1.	80-100%	Very good
2.	66-79%	Good
3.	56-65%	Enough
4.	40-55%	Not enough
5.	30-39%	Fail

(Sudjana, A. 2008)

To calculate the success of students' essay writing skills, researchers determined that they achieved a KKM of 70 and the classical completeness criteria reached 70% at the end of the cycle. The results of the analysis of teacher and student activity data were obtained from the teacher and student activity observation sheets which were filled in by observers while learning was in progress. The results of interviews and documentation were analyzed using qualitative analysis steps

The results of teacher and student activity data analysis were analyzed using the following percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P= Percentage of learning implementation

F= many activities carried out

N= Total number of activities

(Nurgiyantoro, 2012)

Table 3. Criteria for classical completeness of student learning outcomes

No	Score %	Selected Categories
1.	80-100%	Very good
2.	66-79%	Good
3.	56-65%	Enough
4.	40-55%	Not enough
5.	30-39%	Fail

(Sudjana, A. 2008)

3. Results and Discussion

Two cycles, each comprising two meetings, were used to conduct this study. Every cycle involves multiple phases: (1) preparation, where learning resources are developed, research instruments are created, observers are chosen, and schedules are set; (2) implementation and observation, where learning is conducted through the use of media by the researcher. collection of photos that have been put together. Phase of observation. At this point, the observer watches as the learning implementation is achieved. (3) Reflection: reflection is done at each cycle and is used to determine the benefits and drawbacks of that cycle. It will be done again in the following cycle. The study's findings demonstrated that the application of teaching essay writing through a variety of visual media went smoothly and got better with each cycle. The following student essay writing test results attest to this:

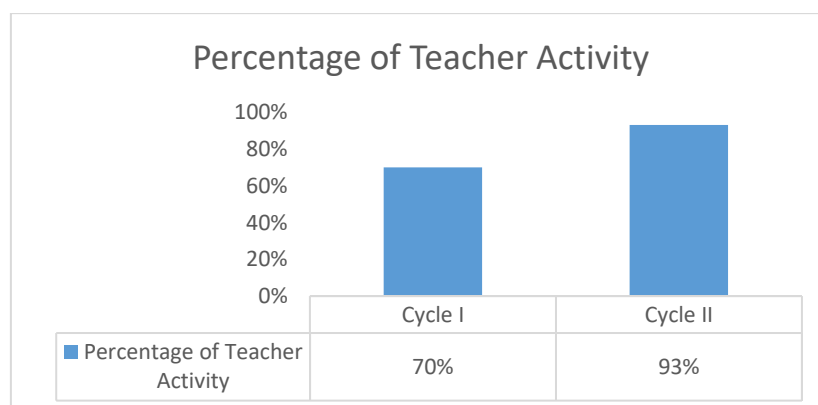
Table 4. Data on essay writing test results using series of images

Data	Cycle I	Cycle II
Average Student Learning Outcomes	70	80
Classical Completeness Student Learning Outcomes	69%	81%

The average student learning outcome was 70, with classical mastery learning outcomes of 69 percent in the good category, according to the essay writing skills test results from cycle I. It hasn't, however, yet attained the desired success metric, which is greater than 70%. As a result, it is imperative to enhance the actions that cycle two will employ. The average student learning outcome in cycle II was 80, with 81 percent of students meeting the very good criteria for classical completeness learning outcomes. This increase in learning outcomes is partially due to the series image media's effectiveness. Students can relate to series images and become more engaged in their studies through the use of these media. Students will be more motivated to investigate the image segments that contain instructional content thanks to this series of visual media. Students can engage in more active learning through series image media. These media feature a variety of colors and image pieces, making them more engaging for students and making it simpler for teachers to explain the material's content (Ratna, K. A, 2021).

Relevant research from Hayati corroborates the findings of this study. , along with others 2019). The use of series image media can boost student engagement in class III Indonesian language classes at SD Negeri 02 Rejoyoso Bantur for the 2018–19 academic year, according to the research findings. The roundtable-style cooperative (Agustina, 2020) strengthens this research as well.

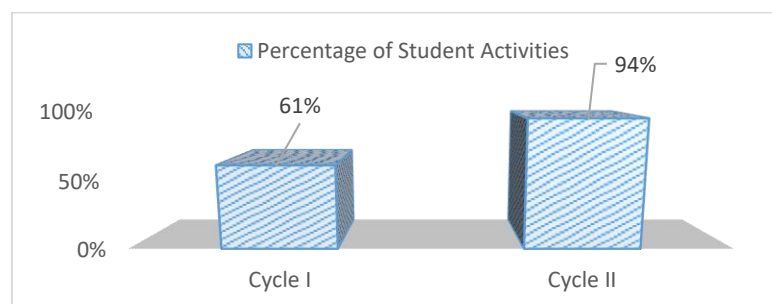
The improvement in essay writing skills in each cycle is also influenced by teacher and student activities. The following is a recapitulation of learning implementation data in cycles I-II which is presented in the diagram below:



Picture 2. Percentage of Teacher Activities in Cycle I and Cycle II

Given the above diagram, we can deduce that 70% of teacher activity in cycle I fell into the good category, and 93% of teacher activity in cycle II fell into the very good category (Sudjana, A.). 2008). In cycles I and II, there was a notable increase in teacher activity related to managing learning. These results demonstrate that the teacher was successful in enhancing his capacity to oversee instruction by utilizing a progression of visual aids from cycle I to cycle II. By enhancing both the quality of

instruction and the degree of learning implementation—among them, the capacity to communicate comprehension, direct group projects, assist in wrapping up course content, and facilitate reflection—the teacher raises the bar for learning implementation in cycle II. Following analysis, the cycle II teacher activity data went from being in the good category to the very good category, with a 94 percent success rate. Consequently, it can be said that the teacher's efforts to manage student learning through a variety of image media have advanced to the very good category level. Student activity had an impact on the rise in teacher activity from cycle I to cycle II. The bar diagram below shows the student activities for cycles I and II:



Picture 3. Percentage of Student Activities in Cycle I and Cycle II

Student participation in learning in cycles I and II showed a significant increase. In cycle I, the results of student activity observations were 61% with good characteristics. However, there are several indicators in observing student activities that have not been carried out well. There are several aspects that students need to develop during the learning process as well as several factors that cause this, such as students' embarrassment or lack of understanding of the material. This results in students becoming less active in learning. Therefore, it is necessary to pay attention to the teacher's follow-up so that students are more active and participate in the learning process. In cycle II, there was an increase in student activity during the learning process with a percentage reaching 94% in the very good category. This illustrates a significant improvement in student participation during learning by using series image media, therefore by using series image media, student activity during the learning process changes for the better. In cycle II this was carried out well, because students were able to carry out learning according to the way of working using image media, students had paid attention and listened to the learning objectives presented by the teacher. Students listen to the explanation given by the teacher so that students understand and are active in learning, students easily carry out the tasks given by the teacher. Good class mastery will influence the results of students' essay writing skills which are indicated by the opinions expressed by students in writing essays which are good, the students' writing system is correct, the use of language is also good and the use of spelling and punctuation is correct.

Researchers also conducted interviews with students. The results of the interviews show that students find it easier to understand Indonesian language learning by using series of picture media, students can find ideas more easily, students find it easier to create essays with the help of pictures, students become more enthusiastic in participating in learning, students are comfortable and like it when learning uses media. series images. Learning Indonesian is usually filled with writing and reading which feels boring, so using pictures becomes a special attraction for students. In the context of research, the use of tools in the form of series of images can stimulate students' imagination and inspiration in writing and it is hoped that through series of images students will be skilled in expressing ideas in the form of simple writing such as short stories (Aziezah, 2022). Meanwhile, according to Kusmini (2022), by using series of image media, students can more effectively understand the material taught during the learning process. These pictures have a major role in the teaching and learning process, so before the lesson begins, the teacher has prepared these pictures in various sizes, such as small or large cards. This series of images refers to images that present a series of activities or stories sequentially (Arsyad, 2019).

The use of series image media can be a very effective tool for improving essay writing skills in third grade elementary school students.

a. Stimulation of Creativity

Drawing series can stimulate students' imaginations and help them develop ideas for interesting stories. When students are introduced to a series of interesting images, they will naturally be encouraged to begin imagining stories or narratives involving those images. Each image in the series can be a unique starting point for developing various story ideas. By stimulating their imagination through interesting images, it is hoped that students will become more enthusiastic and motivated to explore the various story possibilities they can create.

b. Improved Visualization Skills

Students can practice visualizing scenes and situations in their stories by using the series' illustrations. They can hone their descriptive and intricate writing abilities as a result. Enhancing one's ability to visualize is crucial when teaching third-grade elementary school pupils how to write essays through a series of

images. Students are encouraged to envision and imagine the scenes, characters, and situations depicted in each image by closely examining and considering each one in the series. Through this process, students' eyes and minds are trained to recognize crucial details in images, such as relevant backgrounds, body movements, and facial expressions. As students visualize stories made from these pictures, they gradually improve their essay-writing skills in describing scenes in detail and with precision. In addition, improving visualization abilities can help students better express their feelings and emotions in narratives.

c. Strengthening critical thinking skills

By analyzing the images in the series, students are encouraged to practice their skills in observation and deep understanding. They are prompted to spot important details in each picture, such as the character's expressions, background objects, or the scenario depicted. This process helps students become more attentive and meticulous in interpreting visual information, a crucial skill in critical thinking. Additionally, students are tasked with recognizing connections between images in the series. They are asked to consider the image sequence, emerging patterns, or recurring themes. This skill aids students in comprehending visual narratives and enhancing their ability to discern cause-and-effect relationships or thematic developments within a story. As a result, students not only learn to decipher individual images but also sharpen their capacity to analyze an entire series of images as a cohesive narrative.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that the results of observing essay writing skills based on the results of data analysis can be obtained that the average score of cycle I students was 70, increasing in cycle II to 80. Likewise, the classical completeness of students' essay writing skills in cycle I was 69% and in cycle II it increased to 81% so that the research could be said to be successful because it had achieved the expected completeness. Teacher activity in cycle I was 70%, and in cycle II it increased by 93%. Student activity in cycle I was 61%, and in cycle II it increased by 94%. Thus, it can be concluded that through the media of picture series, it can improve the essay writing skills of third grade elementary school students. The use of serial drawing media stimulates visual stimulation in students, helping them visualize their ideas before writing them down. Apart from that, this media also encourages students' creativity in compiling stories based on the pictures they see. The image series media presents interesting and varied writing examples, which can be an inspiration for students in writing their own essays. This helps them understand sentence structure and use vocabulary better. Using serial image media not only improves essay writing skills, but can also help develop other language skills, such as reading comprehension, vocabulary and grammar. Students can learn to identify and use new words they see in pictures, as well as expand their speaking skills as they tell the stories they construct.

Based on research results obtained from data in the field, Basically this research went well. However, it is not a mistake if The researcher would like to put forward suggestions that we hope will be useful for educational progress in general. There are suggestions that researchers put forward is Future researchers should be able to use technology such as applications or special software to facilitate the use of series of images in learning to write essays.

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