



EFFORTS TO IMPROVE THE ABILITY OF WRITING SIMPLE PARAGRAPH IN INDONESIAN SUBJECTS USING STUDENT IMAGE SERIES CLASS III MIS AL QUBA MEDAN

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Abstract

In an effort to realize an increase in students' writing, teachers are expected to be able to choose and apply instructional media that can convey learning objectives well to students. The formulation of the problem in this study is whether the application of serial picture media can improve the ability to write simple paragraphs in Indonesian class III students, for example. Al Quba Medan. The purpose of this study was to find out and describe the learning outcomes in the form of the ability to write simple paragraphs using picture series media in Indonesian language learning class III III Mis. Al Quba Medan. This study uses Classroom Action Research (CAR). The data obtained from qualitative data and quantitative data. Data collection techniques through student observation to determine the increase in student learning activities, tests to determine student learning outcomes and documentation. The method of data analysis in this study uses qualitative and quantitative analysis. Based on the results of data analysis it is known that after the picture series media is applied the students' writing ability has increased, this can be seen from the average student learning activity in cycle I of 63.1% and cycle II of 82%. Experiencing an increase from cycle I to cycle II of 18.9%. Students' writing ability has increased after applying serial picture media in the learning process. This can be seen from the increase in student completeness in cycle I of 68.2% and cycle II of 84.21%. Experiencing an increase from cycle I to cycle II by 20%.

Keywords: *Writing Ability, Indonesian Language Lessons, Picture Series*

A. Introduction

Indonesian language teaching is always given at every level of education, starting from early childhood education to tertiary education, and is directed at increasing students' ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation of literary works. Indonesian people. Indonesian language subjects are oriented towards the nature of language teaching, that learning language is learning communication. Therefore, teaching Indonesian is directed at fostering students' abilities, namely communicating in Indonesian, both orally and in writing. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing skill as one of the four language skills has an important role in human life. By writing, someone expresses thoughts or ideas to achieve goals and objectives.

Efforts to improve writing skills have actually been carried out by many teachers but the results obtained are unsatisfactory, because the teaching delivered by the teacher is still running in one direction, meaning that only the teacher is active in the class. In fact, in the teaching and learning process students are required to be more active during the teaching and learning process. Writing is one of the language skills taught at the elementary school level such as making lines, writing letters, assembling letters into words and sentences in written form. Learning to write is not directly obtained naturally but through various continuous teaching and learning activities and not just memorizing the writing.

One of the goals of teaching writing at school is to make writing a tradition among students so that they are accustomed to literacy. Writing is used to communicate using written language which is often considered difficult by students. Writing skills do not come by themselves, but writing

skills must be trained so that there is a need for regular and serious writing practice. In relation to language skills, writing activities sharpen sensitivity to errors in spelling, sentences, structure and the choice of vocabulary used when writing. The success or failure of teaching Indonesian related to the writing component is determined by several factors including student factors, and also the teacher's factors in teaching that are used in students' daily lives. Writing is the most complex component of language because writing involves aspects of processing ideas, structuring sentences, developing paragraphs. development of essay models and logic (Iskandar: 2013).

Based on interviews and surveys to obtain initial data carried out in the Indonesian language subject for class III students at MIS Al Quba Medan, it was obtained data on student learning outcomes that had not been completed or scores below the KKM which reached 47.36% or 20 students out of 35 students. The learning outcomes of students in class III MIS Al Quba Medan have not entirely reached the KKM. This is because students are still involved in the traditional learning model carried out by the teacher. Teachers still use conventional methods in teaching writing simple paragraphs. Teachers should use media that can be a guide for their students so that they can better understand writing by starting so that students are more interested in Indonesian subjects in writing skills. Through the findings of the data above, it is necessary to have additional media that can be used by the teacher when teaching, the media that can be used is media picture series to improve students' ability to write simple paragraphs and involve students actively in learning Indonesian. So that it is easier for students to write simple paragraphs.

B. Method

This type of research is class action research (class room action research). Wina Sanjaya (2009: 20) suggests classroom action research can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of the treatment. Another opinion about the meaning of classroom action research was put forward by Suharsimi Arikunto (2010: 4). The following is a picture of the research model that will be applied in this study:

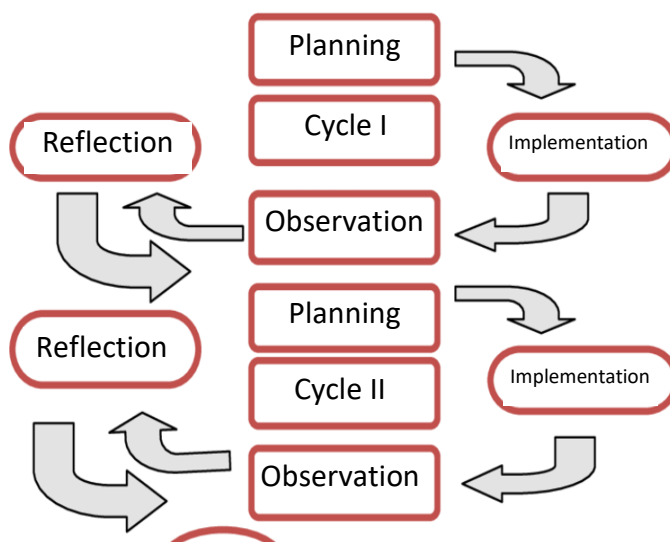


Chart 1. PTK Flowchart

C. Finding and Discussion

This research was conducted at MIS Al Quba Medan which is an educational unit with an elementary level in Medan Denai District, Medan City, North Sumatra Province. In carrying out its activities, MIS Al Quba is

under the auspices of the Ministry of Religion. The number of class III students is 35 students. This action research uses Classroom Action Research (CAR). The purpose of this study is to describe the implementation of the use of serial picture media, to determine the ability to write simple paragraphs of students in the cognitive domain in class III Indonesian at MIS Al Quba Medan.

Before learning Indonesian using picture series media for class III students at MIS Al Quba Medan, students considered that Indonesian subjects, especially paragraphs, were difficult to understand because students had difficulty making sentences so they tended to be boring, because students were not actively involved in the learning process. This can be seen from several responses and reactions from the students themselves who are lazy to participate in the learning process which results in students' lack of understanding of the material and many student learning outcomes that have not reached the KKM.

After implementing the learning model using picture series media, students began to like the activity of writing paragraphs in Indonesian subjects, because with these pictures students could make sentences by analyzing pictures. This can be seen from some of the activities of students who initially paid less attention, were embarrassed to ask questions and lacked confidence to express opinions to the contrary. It turns out that making a simple paragraph in Indonesian lessons is not boring because in this lesson students play an active role, students can learn while playing and analyze pictures. This activity makes students not bored because students don't just sit, be silent and listen and then go home,

Learning by using picture series emphasizes activities and interactions that occur between teachers and students, as well as

students and other students. Learning by using picture series media trains students in developing their abilities in imagination to develop an image and describe it in the form of sentences, to be brave in asking questions and expressing opinions and so that students better understand the learning that has been given with the courage that students have. This is proven by the results of data analysis, it is known that after the picture series media is applied, students' writing skills have increased. This can be seen from the average student learning activity in cycle I of 63.1% and cycle II of 82%. Experiencing an increase from cycle I to cycle II of 18.9%. Students' writing ability has increased after applying serial picture media in the learning process. This can be seen from the increase in student completeness in cycle I of 68.2% and cycle II of 84.21%. Experiencing an increase from cycle I to cycle II by 20%. From the data analysis it can be understood that the application of serial picture media can improve the ability to write simple paragraphs in Indonesian subjects.

D. Conclusion

Based on the explanation above, the conclusion in this research is that after the picture series media is applied, students' writing ability increases, this can be seen from the average student learning activity in cycle I of 63.1% and cycle II of 82%. . Experiencing an increase from cycle I to cycle II of 18.9%. Students' writing ability has increased after applying serial picture media in the learning process. This can be seen from the increase in student completeness in cycle I of 68.2% and cycle II of 84.21%. Experiencing an increase from cycle I to cycle II by 20%. From the data analysis it can be understood that the application of serial picture media can improve the ability to write simple paragraphs in Indonesian subjects.

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