SERIES OF IMAGES IMPLEMENTATION TO IMPROVE STUDENTS’ WRITING SKILL IN NARRATIVE ESSAY

Riri Nurhijriani, Tatat Hartati dan Ira Rengganis
ririnurhijriani@student.upi.edu
Universitas Pendidikan Indonesia

Abstract

The research is motivated because the found of some students’ problems in writing essay, especially narrative. It is based on the results of preliminary observations that indicate most of the students have not been able to write a narrative essay well. Students are still confused to throw in their ideas into a story. To answer the problem, we conducted action research to improve the quality of learning to write narrative essay. One of the efforts made is using a series of images as media to improve students’ skills in writing narrative essay. Goals to be achieved in the classroom action research are; (1) Express the implementation of learning to use the series of images as media to improve students' skills in writing narrative essay for fourth grade students at SDN Cipageran Mandiri I, and (2) express students’ improvement by using series of images as the media in narrative essay writing in the fourth grade students at SDN Cipageran Mandiri I. This research is a class action, adapted from Kemmis and Mc. Taggart’s model. Therefore, this study was conducted with several stages consists of planning, implementation, observation, and reflection. The fourth grade of SDN Cipageran Mandiri I’s writing skills are increased after learning by using the series of pictures as the media. It can be seen from the improvement of students’ result in each cycle. In the first cycle, the students’ average of narrative essay writing is at 55 with a completeness of 55.5%. In the second cycle the average is increased to 79.1 with a level of completeness of 83% and continues to increase in the third cycle with an average score at 82.7 with the level of completeness of 92.6%.

Keywords: narrative essay, series of pictures, writing skill

INTRODUCTION

In elementary school (SD) there are 4 skills that must be mastered by students. That is writing, reading, listening, and listening. Of the four skills, writing skills are complex activities that require ideas to be poured into a writing. Writing is an Indonesian skill that can not be mastered by itself, but must be with various writing exercises. Writing is very different when compared with other Indonesian skills such as reading, listening, and speaking because writing is a productive and expressive activity. In addition, writing is also a very complex skill, because in writing is required to pour ideas, concepts, feelings, and abilities.

In order to develop writing skills in elementary schools, students need to be introduced to different types of essays. By studying various types of essay students are expected to be able to pour thoughts, ideas, and ideas in accordance with the type of essay. The type of essay is one of them is narrative. Narrative is an article describing events at a given time. In writing a narrative essay, the author must be able to create elements of action so that the reader feels as if the experience itself.

Based on the problems that have been encountered in fourth grade students of SDN Cipageran Mandiri I during Indonesian lesson with narrative writing material, most of the students can not write narrative essay. Students are not antisas and lazy when writing narrative essay, students are still confused choosing words to pour ideas in their minds. The content of the story is not continuous from beginning to end. Of the 27 students of grade IV of
SDN Cipageran Mandiri I, only 6 people can complete two full pages of regular notebooks within 30 minutes. While the rest can only write half to one page within 30 minutes.

This fourth graders should be able to make essays because when class III KD has been about writing a simple essay. In a learning there are some components that can not be separated and interrelated with other components. These components are teachers and learning media.

Teachers should be good at packing materials with interesting use of various media learning so that students easily understand what is delivered by the teacher. Teachers need a medium to facilitate the process of teaching and learning. But many teachers who do not know what the appropriate media in applied in learning materials writing narrative essay.

THEORETICAL BASIS
The Nature of Indonesian Language Learning in Elementary School

Teaching Indonesian language aims to develop the ability to use the Indonesian language in all its functions, namely as a means of communication, means, thinking / reasoning, means of unity, and cultural means. (Sabarti Akhadijah M.K., Maidaq G. Arsjad, Sakura H. Ridwan, Zulfahnum Z.F., Mukti U.S, 1991, p.10)

Then Indonesian language learning also has a target, "The target of Indonesian language development for elementary students is (1) so that students have the ability to speak good and true Indonesian, (2) can live Indonesian language and literature". (Sabarti Akhadijah M.K., et al, 1991, p.11).

Series Image Media

1. Understanding of Series Image Media

According to a large Indonesian dictionary, the media drawing series is a story or effort in composing or writing essays by translating the contents of a visual message (drawing series) into a form or another language form.

Meanwhile, according to Herdina (2010, p.23), that the drawing media is a series of learning media in the form of flat images containing the story in a certain order so that between one image with another image has a story relationship and form a unity that describes an event or event in the form Composed stories.

Based on the description above, it can be concluded that the drawing media series can help students in writing essay because in the series contains stories in a particular order.

2. Good Series Images for Learning Resources

According to Mastugino in his blog (2012) a good drawing series used for learning resources that have the following characteristics:

a. Can deliver a specific message or idea
b. Give a strong impression and attract attention
c. Stimulate the person who sees to want to express about the objects in the image
d. Brave and dynamic
e. Isutrasri is not much, but interesting and easy to understand

3. Excess Media Series Image

According to Nurul Inayah (2013, p.18) the advantages of the image media are:

a. Can translate abstract ideas into more tangible forms
b. Widely available in books, magazines, newspapers, catalogs, or calendars
c. Images are relatively inexpensive
d. Can be used in all levels of teaching and subject areas

4. Shortage of Series Image Media

According to Nurul Inayah (2013, p.18) the drawbacks of the image media are:
a. Sometimes too small to be shown in a large classroom
b. Can not show motion
c. The child does not always know how to "read" (implement) the image

5. Series Image Media As Media Learning Writing Essay Writing

According to Karolina (2011, p.29) In the criterion of media selection mentioned that the media used must be in accordance with the students' thinking level. The use of series drawing media is very appropriate to help students in the skill of writing. By looking at the pictures, students can draw the contents of the conclusions of the image, then elaborate in the form of writing. In relation to the use of image media, the serial image medium is a sequence of images following a conversation in terms of introducing or presenting the meaning of the image. The reason for the use of series drawing media is that the image media can help present a chronological event by presenting people, objects, and backgrounds. Chronology or sequence of events can make it easier for students to pour their ideas into a storytelling activity.

Writing Ability
Understanding Writing Ability

Yunus (2007, p.13) states; "Writing is an activity of delivering a message (communication) by using written language as a tool or media." In line with the above opinion, MoNE (2005: 1219) states; "Writing is giving birth to thoughts or feelings with writing

In the full Indonesian dictionary (Hasan Alwi, 2002, pp. 707-708) the ability comes from the word capable which means the first power (able, able) to do something.

Ability (ability) is often equated with aptitude. William and Micahel (in Suryabrata, 2004, p.160) explain that talent is an individual's ability to perform a task that depends little more than practice. While Bingham (in Suryabrata, 2004, p.161) focuses on the ability of the individual after the individual gets the exercises. So what is meant by the ability to write is the ability perceptual and intellectual ability because in writing required sensitivity and involves mental activity.

Writing in Primary School
Based on grade in elementary school writing writing is divided into 2 (two), they are:

a. Lesson writing begins

This activity is usually called hand writing, which is how to realize the sound symbols and how to write it properly and correctly. This level is related to the strategy or how to manifest symbolic sounds of language into letters that can be recognized concretely. The purpose of writing the beginning is so that students can write simple words and sentences correctly. At the beginning of writing the student is expected to be able to produce writing can begin with writing spell. Examples of writing e, d, f, k, j and can be syllables such as su-ka, ma-ta, ha-rus, lu-ka and in the form of simple sentences. As well as reading the beginning, writing beginnings can also use methods such as alphabetical methods, syllable methods, global methods and SAS methods.

b. Advanced writing lessons

The learning of this writing is class III, IV, V, VI. The purpose of further writing is for students to be able to pour their thoughts and feelings with written language regularly and thoroughly. What distinguishes the writing of the beginning by writing further is the ability to develop existing schemes that have been obtained before to further develop the things to be written.
NARRATIVE ESSAY

1. Understanding of Narrative Essay
   a. Narrative is a form of discourse that seeks to describe it clearly to the reader about an event that has occurred (Kerf, 2000, p.136)
   b. Narrative is an essay usually associated with the story. Therefore a narrative or narrative article is only found in the novel. Short stories, or saga (Zaenal Arifin and Amran Tasai, 2002, p.130). Narrative is a piece of narrative that describes the occurrence of events, both reality events, and custom events (Rusyana, 1982, p.2).

2. Characteristics of Narrative Essay
   The characteristics of the narrative by Kerf (2000, p.136):
   a. Highlighting an element of action or action.
   b. Coupled in a time sequence.
   c. Trying to answer the question, what happened
   d. There are conflicts.

NARRATIVE ESSAY WRITING LESSON USING SERIES IMAGE MEDIA

1. The teacher explains the narrative and the students listen carefully.
2. Students are given examples of narrative essay.
3. One student is appointed by the teacher to come to the front of the class to read the narrative essay.
4. Teacher gives opportunity to student to ask about narrative essay.
5. When all the students have understood, the teacher goes on to explain the essay by using the drawing media series.
6. Teacher shows four pictures with one theme.
7. Students are tasked with creating narrative essays in accordance with the pictures that have been shown
8. The teacher explains the narrative and the students listen carefully.
9. Students are given examples of narrative essay.
10. One student is appointed by the teacher to come to the front of the class to read the narrative essay.
11. The teacher gives students the opportunity to ask questions about narrative.
12. When all the students have understood, the teacher goes on to explain making the essay using the series drawing media.
13. The teacher shows four pictures with one theme.
14. Students are tasked with creating narrative essays in accordance with the pictures that have been shown
   With the use of series image media is expected to write the ability of writing narrative students can be increased.

METHOD

Kemmis and Mc Taggart (1988) developed a classroom action research design with a cycle model, as follows:

1. Plan
   Formulate a class action plan that will be implemented to improve and improve the learning process, behavior, attitudes, and student achievement.
2. Action
   Implement action based on planned action plan as effort of improvement and improvement or change of learning process, behavior, attitude, and student achievement desired.
3. Observation / Observation
Observe impacts or outcomes of actions performed or imposed on students.
4. Reflection
Review and consider in depth on the outcome or impact of the action carried out by basing on the various criteria that have been made.
The steps of the study can be described as follow

**Location and Time of Study**
1. Research Sites: SDN Cipageran Mandiri I Kota Cimahi
2. Time of Research
   This study was conducted from March to June 2014 during Indonesian language hours.

**Instruments**
The research instrument was used to obtain the necessary data during the study.
1. Learning Implementation Plan (RPP)
   The Learning Implementation Plan (RPP) contains a reference in the implementation of the learning cycle I, II, and III.
2. Test Instruments
   The test instrument used is LKS making individual narrative text.
3. Non Test Instruments
   Non-test instruments used are:
   a. Observation
   - Teacher Activity
   - Student Response
   b. Interview
   According to A. Muri Yusuf (2005, p.140) interview is the process of the interviewer with the interviewee through direct communication or it can also be said as a face-to-face conversation process between the interviewer and the interviewee where the interviewer asks directly about a previously assessed and designed aspect.
   The interview is done after and before the cycle. The purpose of conducting interviews before and after the cycle is to know the improvement of students' ability in writing essay narcissus by using the drawing media series. Interviews contain questions about narrative learning using series drawing media.
4. Field Records
   Field notes are noted by the researchers themselves. The field notes contain important findings when learning is useful for reflection materials in the next cycle.

**RESULTS**
1. Interview
   Only 33% of students are happy to write narrative essays. As many as 70% of students consider making essays boring and students claim that writing essays is difficult. As many as 100% of students said teachers do not use learning media when making essay. And as many as 81% of students difficult to pour ideas / ideas for essays.
2. Initial test
   Of the 27 students of grade IV of SDN Cipageran Mandiri I only 2 students or as many as 7.41% are stated to reach Minimum Exhaustiveness Criteria (KKM) with Very Less (SK) 8 people, Less (K) 11 as many people, Enough (C) As many as 6 people, Good (B) as much as 1 person, and Very Good (SB) as much as 1 person.
DISCUSSION

In general, this research can be concluded that the ability of fourth grade students of SDN Cipageran Mandiri I in writing student's narrative essay can be improved by using serial drawing media. Based on the results of research that has been done, the implementation of learning writing narrative essay by using the image series media in general run smoothly. The learning steps are carried out in each cycle the same as the steps that have been prepared in the RPP (Learning Implementation Plan). In the implementation of learning, students look enthusiastic to make up because the drawing series used has a sufficient size with attractive bright colors.

Ability to write essay writing of fourth grade students of SD Negeri Cipageran Mandiri I has improved after getting the learning by using the drawing media series. This can be seen from the improvement of student learning outcomes in each cycle. In the first cycle, the average score of the student's narrative is 55 with the completeness of 55.5%. In the second cycle, the average score of students 'narrative textbooks increased to 79.1 with a completeness rate of 83% and continued to increase in cycle III with the average score of 82.7 students' narrative with 92.6% completeness level.

CONCLUSION

In writing, especially writing narrative writing required a high imagination. In improving the imagination, a teacher must use media that can generate imagination power. The media, should pay attention to several things including: Size, color, and materials used. In addition, teacher mobility towards students is needed to facilitate teachers to monitor students during learning.

BIBLIOGRAPHY