

## APPLICATION OF ACTIVE LEARNING STRATEGIES USING SERIES IMAGE MEDIA TO INCREASE SKILLS WRITING SIMPLE ON THIRD GRADE STUDENTS IN LEARNING BAHASA INDONESIA IN SDN 031 PELESIRAN BANDUNG CITY

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### Abstract

Application of Active Learning Strategies using Series Media Drawing to Improve Class III Students' Simple Writing Skills in Indonesian Language Learning. This is because the learning strategy is less effective, the media is inadequate, and students have not been able to pour ideas, opinions, or ideas into writing, lack of supporting media in the learning process, and during teacher learning less use of varied learning strategies so that students are less active and feeling bored, writing skills are very lacking. The purpose of this class action research is to find out the increase in student activity and simple writing skills through the application of active learning strategies with the series drawing media in class III SDN 031 Pelesiran. This type of research used classroom action research based on two cycles. Each cycle consists of two meetings, consisting of planning, action, observation, and reflection. The subject of the study was the third grade students of SDN 031 Pelesiran. Data collection techniques were test and non-test techniques. Data analysis through quantitative and qualitative techniques. The conclusion of the study is that active learning strategies with series drawing media can increase student activity and writing skills in writing simple essays.

**Keywords:** *writing, simple essays.*

### INTRODUCTION

In a learning process, teacher's creativity is needed to choose and integrate several methods, strategies, and learning media, so that the principles of active student learning (CBSA) are applied. Learning strategy as a guideline in the teaching and learning process is a reality that cannot be avoided.

Media as a tool in the teaching and learning process is also an important variable in learning. The teacher realizes that without the help of the media the learning material is difficult to understand by every student, especially complex or complex learning material. As a media tool has the function of smoothing the path to the achievement of learning goals.

At the age of elementary school students is a sensitive time for students, students begin to be sensitive to accepting various efforts to develop all potential students. Sensitive period is a

period of maturation of physical and psychological functions that are ready to respond to stimulation provided by the environment. This period is a time to lay the first foundation in developing physical, cognitive, language, social emotional, self-concept, discipline, independence, art, moral and religious values. Therefore, conditions and stimulation are needed in accordance with the needs of students so that student growth and development can be achieved optimally.

Writing essays, especially writing well and correctly according to the main idea is not a passive activity actually, at a higher rank, writing simple essays is not understanding the main idea, ideas or written symbols but writing simple essays with the criteria of how an idea can delivered to the reader easily. For example, writing a simple essay using an image media learning strategy is to write more specifically the learning activities and atmosphere as much as possible to be interesting and fun by the teacher. The author tries to develop teaching methods, where by writing simple essays through the concept of active learning and media images that have been applied to third grade elementary school students. With active learning strategies and image media, students will be able to write simple essays more easily.

### **Bahasa Indonesia**

Indonesian is the Malay language which is used as the official language of the Republic of Indonesia and the language of the unity of the Indonesian people. Indonesian language was formalized after the Indonesian Independence Proclamation, exactly the day after, along with the coming into effect of the constitution. In Timor Leste, Indonesian is a working language.

From a linguistic point of view, Indonesian is one of many Malay languages. The basis used is the Malay language of Riau (the Riau Islands region now) from the 19th century. In its development he experienced changes due to its use as a working language in the colonial administrative environment and various standardization processes since the beginning of the 20th century. The naming of "Indonesian Language" began with the promulgation of the Youth Pledge, October 28, 1928, to avoid the impression of "language imperialism" if the name of the Malay language was still used. This process led to the difference in Indonesian at this time from the Malay language variants used in Riau and the Malay Peninsula. Until now, Indonesian is a lively language, which continues to produce new words, both through the creation and absorption of local languages and foreign languages.

Although understood and spoken by more than 90% of Indonesians, Indonesian is not the mother tongue for most speakers. Most Indonesians use one of 748 languages in Indonesia as a mother tongue. Indonesian speakers often use everyday versions (colloquial) and / or mix with other Malay dialects or their mother tongue. Nevertheless, Indonesian is used very widely in universities, in the mass media, literature, software, official correspondence, and various other public forums, so it can be said that Indonesian is used by all Indonesians.

### **Writing Skills**

According to The Liang Gie (1992: 17), "The essay is the realization of someone's idea in writing a discussion that can be read and understood by the reader".

An essay is a story made in such a way. So the researcher concludes that essay writing skills are dexterity, skill, or ability, to do things well and carefully and are proficient in doing so with a whole set of activities to express ideas and convey them through written language that explains a series of fiction or an event. From the results of the author's thought process, which is to be conveyed to the reader.

### **Active Learning**

In the English-Indonesian dictionary, active means active, agile, and uplifting. While learning means learning activities. So that can be interpreted, "Active learning is a process of teaching and learning activities whose students are involved intellectually and emotionally, so that they can play a role and actively participate in learning activities and are able to change their behavior more effectively and efficiently" (Masfufah, 2008 : 8).

Active learning includes various ways to make students active from the start through activities that build group work and in a short time make them think about the subject matter.

### **Picture Media**

In the process of teaching and learning media presence has a very important meaning. Because in this activity the material ambiguity delivered can be helped by presenting the media as an intermediary. The complexity of the material to be conveyed to the futures can be simplified with the help of the media. The media can be represented by what the teacher is unable to say through certain words or sentences. Even the abstractness of the material can be concretized by the presence of the media. Thus, younger students understand with the help of the media.

According to Sudjana dan Rivai (2007: 68), the understanding of picture media is, “Visual media in graphic form. Graphic media is defined as a medium that combines facts and ideas clearly and strongly through a combination of expressing words and images.”

## RESEARCH METHODS

The research approach used is based on exposure according to Arikunto (2006) the implementation of PTK includes four stages, namely planning, implementing, observing and continuing reflection.

The research in this thesis uses classroom action research, “Classroom action research is research conducted by the classroom teacher or in the school where he teaches with an emphasis on improving or improving the process and practical learning” (Arikunto, 2006: 96).

The focus in this classroom action research is active learning writing essays with series drawing media in third grade elementary school. The subjects of this study were third grade students, 2017/2018 school year as many as 26 students, 12 boys, 14 girls. The research was conducted at SDN 031 Pelesiran Jl. Pelesiran No. 36 Kelurahan Lebak Siliwangi, Kecamatan Coblong, Bandung City

In the planning phase, the researcher determines the focus of the observed event, then makes an observation instrument. The planning stage can be described as follows:

1. Consult with collaborators and principals, to prepare research.
2. Prepare a Learning Implementation Plan (RPP) according to the indicators that have been set.
3. Prepare the media used in the study.
4. Prepare an observation sheet
5. Prepare evaluation tools
6. Prepare field notes.

Data Collection Techniques and Procedures used are as follows :

1. Tests and non-tests

“The test is a set of tasks that must be done or a number of questions that must be answered by students to measure the level of understanding and mastery of the required material coverage and in accordance with certain teaching objectives” (Poerwanti, 2008:1.5).

The test is used to find out the progress or success of the implementation of the action. Tests given to students, namely written evaluation tests. In addition, the researcher also conducted a non-test assessment, namely by observing the activities of students in learning to write essays that took place by using the observation sheet and calculated from the number of students who showed sincerity in following the lesson.

## 2. Observation

“Observation is observing with a purpose by using various techniques to record or code what is observed” (Poerwanti, 2008:3.22). Observation is the basis of all Science Scientists can only work based on data, namely facts about the world of reality obtained through observation.

## 3. Documentation

Documentation method is looking for data about things or variables in the form of field notes, transcripts, minutes of meeting minutes, newspapers, magazines, inscriptions, agendas, etc (Arikunto, 2006:206). In this study, documentation is used to find out the student's value data on Indonesian language aspects of writing essays when conducting research. Also provides a concrete picture of student learning activities in the classroom in the form of photos.

## 4. Field notes

Field notes are notes used by researchers to describe the recordings of events occurring in the field. This note is made during learning using active learning strategies for writing techniques in the here and now and drawing media. If there are things that appear in the learning process, field notes are useful to strengthen the data obtained in the observation and as input for the teacher in reflection.

# RESEARCH RESULTS AND DISCUSSION

## Results

Discussion of the results of the study is based on the results of observations of student activities and students' writing skills in learning simple essay writing through active learning strategies with serial drawing media. The discussion of research results in each cycle is explained as follows:

### Results of Observation of Student Activity

Increased student activity in Indonesian language learning, namely simple essay writing skills can be seen from the increase in scores in each cycle. In the first cycle of the first meeting, the average total score of 16 was obtained with the criteria of -Cukup (C), increasing in the first cycle of meeting II to 19.7

with the criteria of -Baik (B). Furthermore in the second cycle of meeting I got an average total score of 20.3 with criteria - Baik (B) and cycle II meeting II got an average total score of 24.7 with criteria - Good (B).

### **Student Activity Cycle I**

Student activities carried out in learning to write simple essays through active learning strategies with this series of media images, can be observed with observation sheets of student activities. In observing student activities in the first cycle of meeting I the scores obtained have not reached the success indicator with the acquisition of a score of 16.9 with the criteria - Enough (C) and the first cycle of meeting II getting a score of 19.7.

On indicators ready to follow the learning cycle I meeting I get a score of 47 with an average score of 1.8 and the first cycle of meeting II gets a score of 52 with an average score of 2.1. In this indicator, there was an increase in score, because the score obtained at the second meeting was greater than in the first meeting. This shows that, in the first cycle students were ready to take lessons, students had opened the lesson with prayer, most students created a calm atmosphere, interested in following the learning, students are able to ask questions with the teacher, and students are involved in generating initial knowledge. So, at the second meeting there was an increase in student activity in this indicator.

Indicators choose the experience that will be used as an essay idea, the results obtained in the first cycle of the meeting I score 67 with an average of 2.5. Whereas in the first cycle, the second meeting experienced a score increase of 82 with an average score of 3.1. In this indicator, some students are good enough in choosing an experience according to the picture, able to determine the title, able to determine the theme of the essay, and sit in groups and work individually. However, there are also some students who are still lazy to do their jobs, and still cheat on stories from friends, and there are still many students who interfere with the learning process.

Indicators are able to reflect on experience, at meeting I got a score of 67 with an average of 2.5 and at meeting II the score obtained was 76 with an average of 2.9. In this cycle, there was a slight increase in student activity in this indicator because at this second meeting there were still students who got a score of 0. While some students were good enough to carry out their activities on this indicator.

In the indicator pouring essays into worksheets there is an increase in student activity. At the first meeting, it got a score of 47 with an average of 1.8, while at the second meeting, it got a score of 57 with an average of 2.1. At the second meeting students were able to understand how to work on LKS, carry out tasks given by the teacher, work individually, and write neatly. However, at the first meeting there were 2

students who had not mastered all of the descriptors, and 1 student who had not mastered all these aspects at the second meeting.

In the indicator of students' skills in writing simple essays at the first meeting, they got a score of 52 with an average of 2 while in the second meeting, they scored 62 with an average of 2.3. In this indicator, there is an increase in student activity. Students are good enough in using language, using correct punctuation, using the right word selection, and content according to the theme. At the first meeting there were 3 students whose descriptors did not appear at all, while in second meeting only 2 students whose descriptors did not appear at all.

The indicator presents the results of the essay at the first meeting with a score of 59 with an average of 2.2 while in the second meeting, it scored 67 with an average of 2.5. On this indicator, there is an increase in student activity. Students have been good enough to exchange ideas according to the material, show the results of writing to friends, dare to read the essays in front of the class, and exchange ideas with each other. At the first meeting there were 3 students whose descriptors did not appear at all, while at the second meeting there were only 2 students whose descriptors did not appear at all.

The indicators respond and conclude learning. At the first meeting, a score of 40 with an average of 1.5 was obtained. Whereas in the second meeting, there was a score of 42 with an average of 1.6. Descriptors that appear on this indicator are students still having difficulty responding to teacher's questions, have been able to respond to teacher's explanation, but have not dared to ask questions, but students have been able to conclude the material. In each meeting there are still many students whose activities are not visible on the indicator this.

The indicator responds to the evaluation. At the first meeting, it was obtained a score of 73 with an average of 2.8 and at the second meeting a score of 82 was obtained with an average of 3.1. An increase in student activity on this indicator. Descriptors that appear to be working on evaluation questions, asking if there is something that is not clear, closing the learning with prayer, greeting.

### **Student Activity Cycle II**

Activities carried out by students in learning to write simple essays through active learning strategies with this series of media images, can be observed with observation sheets of student activities. In observing student activity in cycle II meeting I the score obtained was good enough and achieved success indicators with the acquisition of an average total score of 20.3 with criteria - Both (B) and cycle II meeting II got an average total score of 24, 7.

On the indicators ready to follow the learning cycle II meeting I get a score of 54 with an average score of 2.1 and the second cycle meeting II get a score of 72 with an average score of 2.7. In this indicator, there was a lot of improvement in scores, because the scores obtained at the second meeting were greater

than in the first meeting. This shows that, in the second cycle students were ready to take lessons that students had opened the lesson with prayer, most of the students created an atmosphere calm, interested in following the pe, learning, students are able to ask questions with the teacher, and students are involved in generating the initial knowledge. So, at the second meeting there was an increase in student activity in this indicator.

Indicators choose the experience that will be used as an essay idea, the results obtained in the second cycle of meeting I score reached 85 with an average of 3.2. Whereas in cycle II meeting II experienced an increase in score of 89 with an average score of 3.4. In this indicator some students are very good at choosing experiences according to the picture, able to determine titles, able to determine the theme of the essay, and sit in groups and work individually.

Indicators are able to reflect on experience, at meeting I got a score of 78 with an average of 3 and at meeting II the score obtained was 90 with an average of 3.4. In this cycle, there was a lot of improvement in student activity in this indicator because at this II meeting there were no students who got a score of 0. And many students were good enough to carry out their activities on this indicator.

On the indicator of pouring essays into worksheets there is also an increase in student activity. At the first meeting got a score of 59 with an average of 2.2, while at the second meeting got a score of 78 with an average of 3. At this second meeting students were able to understand how to work on LKS, carry out tasks given by the teacher, work individually, and neat writing. And there are no students who have obtained a score of 0, and students have mastered all these aspects at meeting II.

In the indicator of students' skills in writing simple essays at the first meeting, they got a score of 63 with an average of 2.4 while in the second meeting, they got a score of 83 with an average of 3.2. In this indicator, there is an increase in student activity. Students have been good at using language, using correct punctuation, using the right word selection, and content according to the theme. At meeting I there was 1 student whose descriptor did not appear at all, while at the meeting second, there were no students whose descriptors did not appear at all.

The indicator presents the results of the essay at the first meeting with a score of 69 with an average of 2.6 while in the second meeting gets a score of 80 with an average of 3.0. On this indicator, there is an increase in student activity. Students have been very good at exchanging ideas according to the material, showing each other the results of writing to friends, daring to read the results in front of the class, and exchanging ideas with each other. At meetings I and II there were no students who got a score of 0.

The indicators respond to and conclude learning. At the first meeting a score of 43 was obtained with an average of 1.6. Whereas in the second meeting there was a score of 70 with an average of 2.6. On this indicator there is a lot of improvement in student activity. The descriptors that appear on this indicator

are that students have been able to respond to teacher questions, have been able to respond to the teacher's explanation, but have not dared to ask questions, but students have been able to deduce the material. At the first meeting there were 5 students who got a score of 0, while at the second meeting there were only 2 students who got a score of 0. Even though in each meeting there were still many students whose activities did not appear on this indicator, but in this indicator experienced a lot of improvement.

The indicators respond to Evaluation. At the first meeting there was a score of 84 with an average of 3.2 and at the second meeting there was a score of 87 with an average of 3.3. An increase in student activity on this indicator. Descriptors that appear to be working on evaluation questions, asking if there is something that is not clear, closing the lesson with prayer, greeting members.

Based on the discussion of the results of observations of students' activities in cycle I, and II, the activities carried out by students in accordance with the application of active learning strategies with media series images can increase the activity of class III students of SDN 031 Pelesiran in Indonesian language learning.

## **Discussion**

### **Student Writing Skills Results**

Writing is one of the language skills used in indirect communication. Writing skills are not obtained naturally, but must go through the process of learning and practicing. Tarigan (1986: 15) states that writing is an activity of expressing ideas / ideas by using written language as a conveying medium.

#### **Writing skills for cycle I students**

In the word choice indicator the score obtained at the first meeting was 34 with an average of 1.3 and at the second meeting, it got a score of 56 with an average of 2.1. Descriptors that appear include choice of words that are used in accordance with the theme, Choice of words varying and in context, reflecting the richness of the vocabulary, the word symbolism which expresses certain intentions, There are words that are not true (connotative). students in this indicator, but still haven't achieved the desired results.

In the organization's indicator of content and ideas at meeting I obtained a score of 37 with an average of 1.4 and meeting II 57 with an average of 2.1. This shows an increase in organizational indicators of content and ideas. Descriptors that appear include: The contents of the essay in accordance with the theme, the contents in the essay are arranged in a coherent way, between sentences that are related to each other, between the sentences that are related to each other, the ideas in the essay must match the theme.

In the indicator of the use of EYD, letters, and the use of punctuation, the acquisition of scores at meeting I was 38 with an average of 1.4. Whereas at the second meeting, it scored 45 with an average of

1.7. On this indicator an increase in score occurs. Descriptors that appear on this indicator are: Spelling used in accordance with EYD, the use of punctuation marks, the use of spelling in decapitation must be appropriate, and the writing of letters must be appropriate. At the second meeting students were good enough to use the spelling and use of punctuation when writing essays.

### **Writing skills for cycle I students**

In the word choice indicator the score obtained at the first meeting was 61 with an average of 2.3 and at the second meeting, it scored 73 with an average of 2.8. Descriptors that appear include choice of words that are used in accordance with the theme, choice of words varying and in context, reflecting the treasury of the word, the word symbolism that states a specific purpose, there are words that are not true (connotative). In cycle II there is an increase in writing skills students in this indicator. At meeting II student writing skills increase as expected.

In the organizational indicators the content and ideas at the first meeting obtained a score of 60 with an average of 2.3 and meeting II 75 with an average of 2.9. This shows an increase in organizational indicators of content and ideas. Descriptors that appear include: Contents of the essay in accordance with the theme, the content in the essay is arranged in a coherent way, between sentences that are related to each other, between the sentences that are related to each other, the ideas in the essay must be in accordance with the theme. In cycle II students' writing skills increased on this indicator. Shown by the acquisition of a good score of 75 with an average of 2.9.

In the indicators of the use of EYD, letters, and the use of punctuation, the score at the first meeting was 49 with an average of 1.9. Whereas at the second meeting scored 72 with an average of 2.7. In this indicator there is a very large increase in the number of descriptors that appear on this indicator, namely: Spelling used in accordance with EYD, the use of punctuation, the use of spelling in decapitation must be appropriate, and the writing of letters must be appropriate. At the second meeting students were very good at using spelling and use of punctuation when writing essays.

In the research conducted, there was an increase in both an increase in student activity and an increase in writing skills of third grade students in learning Indonesian. This proves that active learning strategies with series drawing media are suitable to be applied to improve students' writing skills. In addition variations in learning can increase student activity which in turn will improve learning outcomes namely student writing skills.

### **CONCLUSIONS**

Based on the analysis and discussion of research that has been done, the researchers concluded:

1. Student activities in learning to write simple essays through an active learning strategy with a series of drawing media in class III SDN 031 Pleasure can increase. This can be seen from the observational data on Indonesian language learning, namely in the activities of students in the first cycle of meeting I activity data of students obtain an average total score of 16 with the criteria of "Enough". In the implementation of the action of cycle I meeting II student activity data increased with the acquisition of an average total score of 19.7 with the criteria of "Good". In the implementation of cycle II action meeting I activity data an average score of 20.3 with the criteria of "Good". and cycle II meeting II student activity data with an average score of 24.7 with the criteria of "Very Good". Student activity has reached the indicator of success that is at least achieving good criteria, so that research is fulfilled in cycle II of Meeting II.
2. Writing essays through an active learning strategy with media series drawing on third grade students of SDN 031 Pelesiran also greatly improved. This can be seen from the observation data on Indonesian language learning, namely the students' writing skills with the data of the first cycle of meeting I, the average score of the total student score of 4.1 with the criteria of "Enough". In the first cycle of meeting II the average score of the total score of students was 6 with the criteria of "Good". Furthermore, in the second cycle of meeting I the average score of the total student score was 6.5 with the criteria of "Good", and in the second cycle of meeting II the average score of the total score of students was 8.4 with the criteria of "Good". The writing skills of students have reached the indicator of success that is at least good or at least 80% of students have completed. With the improvement of writing skills students have reached indicators of success, it can be said that students' writing skills are increasing.

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