

## **Efforts to Improve the Description Writing Skills of Grade II Elementary School Students Through the Picture and Picture Method**

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### **Abstract**

Learning Indonesian is a way of providing guidance and development of the Indonesian language, especially literacy activities at elementary school level. One form of literacy in elementary school is writing activities. The aim of this research is to improve descriptive writing skills using the picture and picture learning model for class II students at SDIT Al Hikmah Depok, even semester of the 2022-2023 academic year. This research uses the Classroom Action Research (PTK) method with the Kemmis & Mc Taggart. This research was carried out in 2 cycles, where each cycle contained 4 stages, namely Planning, Acting (Activity Process), Observing, and Reflecting. The instruments of this research are descriptive writing tests, interviews, observations and documentation. Research data was analyzed using the Milles and Hubberman model with 3 stages, namely data reduction, data presentation, and conclusions. Validity of research results using the triangulation method. Based on the research results, the suggestion from this research is that teachers can use the picture and picture learning model in teaching descriptive writing material.

Keywords: description writing skills, picture and picture learning model.

## **1 INTRODUCTION**

The achievement of capable students is ensured through education. The educational process is learning. This learning process is an interaction that occurs between those who teach and those who learn. Inadvertently, in this process both parties are in a learning state. The learning process must be carried out in a directed manner. Because through this process new skills emerge and children's intellectuality increases. To foster this, learning is provided in the form of a series of subjects. Indonesian is one of the important subjects taught at all levels of education. In it there are four skills that must be developed by teachers to their students. The four skills are listening, speaking, reading, and writing skills (Sugiarti, 2012). Of the four language skills, writing is the most difficult skill to master. the activity of writing or composing not many of us like it. Based on a survey conducted by researchers of Indonesian language teachers, they generally state that the aspect of language lessons that students and teachers dislike the most is writing or composing (Trismanto, 2017).

Learning Indonesian is expected not just to memorize language rules, but to equip students with meaningful and contextual communication skills. For this reason, language activities are trained for students, especially elementary school students. At the elementary school level, learning Indonesian, especially writing, is an abstract activity for students (Yarmi, 2017). The learning carried out must involve students actively. Ideally, learning to write should not be taught by only emphasizing theory and memorization but should be contextually practical. Writing can be defined as an activity of conveying messages (communication) using written language as a tool or medium. Writing is a symbol or symbol of language that can be seen and agreed upon by the wearer (Yunus, 2017). Writing skills are one of the things that must be taught to students. In this process, writing skills really

need attention from the teacher. because writing skill is one of the language learning which is quite complex.

Based on students in Indonesia, especially elementary school students do not yet have the skills that have. This can be seen in the 2018 Program for International Student Assessment (PISA) results. Indonesia is ranked 74<sup>th</sup> out of 79 PISA participating countries in the literacy category. In addition, Indonesia's PISA results in 2018 for the category of reading ability, Indonesia was ranked 74<sup>th</sup>, far below Thailand, which was ranked 68<sup>th</sup>, Malaysia was ranked 58<sup>th</sup>, while Singapore was ranked 2<sup>nd</sup> (Ulfa & Oktaviana, 2021). Learning Indonesian is actually one way of providing guidance and development of Indonesian, especially literacy activities at the elementary school level. One form of literacy in elementary school is writing activities. Writing activities in elementary school is one of part the ability the main capital of students to be able to follow learning in the 21<sup>st</sup> century. 21<sup>st</sup> century learning requires students to be able to master the 4C skills or communication, collaboration, creativity and critical thinking. To master the 4C abilities students must train them with literacy (Ulfa, Oktaviany, & Anggita, 2022). And in class II elementary school material there is material for writing descriptions is the part of them. And the material must be mastered by students. Writing a description is writing that describes a thing or event based on the experience of the five senses, such as sight, hearing, touch, smell or feeling (Hendrawan & Indihadi, 2019). Based on the results of observations made by researchers at the Al Hikmah Integrated Islamic Elementary School (SDIT), Depok regarding learning outcomes for Indonesian language subjects, namely that the average Indonesian language learning outcomes for class II students at SDIT AL Hikmah have not yet reached the specified KKM, especially in skills. write a description.

Students have not been able to express thoughts and ideas through written language well. This is proven by data that of the 26 class II students, only 10 students (38%) had complete grades and 16 students (62%) had incomplete grades in learning Indonesian with a KKM limit of 75. The maximum grade for the class is 80, while the minimum grade is 50, with a class average of 65. The average class score that has not met the KKM as well as the percentage of students who have incomplete scores are reasons to follow up on problems in class II SDIT AL Hikmah. The experience of learning to write descriptions experienced by class II students at SDIT AL Hikmah cannot be separated from the condition of the teacher himself. Teachers are not prepared to be skilled at writing and teaching it. The teacher only provides material through the lecture method and directly asks students to do the exercises in the textbook. Making students' understanding regarding writing descriptions inadequate and causing their grades to be low. It should be a learning activity that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently. Teachers can use learning models in teaching class material, including descriptive writing material in class II. A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or otherwise Khoerunnisa & Aqwal, 2020). One learning model that is suitable for descriptive writing material is the picture and picture learning model. The picture and picture learning model is a learning method that uses pictures and is paired/sorted into a logical sequence (Kuraedah & Saliadin).

This learning has the characteristics of Active, Innovative, Creative and Fun. Whatever method is used, it always emphasizes student activity in every learning process. Every innovative lesson must provide something new, different and always attract students' interest. And creative, each learner must arouse interest in students to produce something or be able to solve a problem using methods, techniques or methods mastered by the student themselves which are obtained from the learning process. Therefore, researchers want to conduct research with the title "Efforts to Improve Writing Skills of Description of Class II Elementary School Students using the Picture and Picture Learning Model".

## 2 RESEARCH METHODS

The aim of this research is to improve descriptive writing skills in Indonesian language subjects about animals around me through the picture and picture learning model for class II students at SDIT Al Hikmah, Cimanggis, Depok, West Java, even semester, 2022-2023 academic year. This research uses the Classroom Action Research (PTK) method. PTK is a research activity in a classroom context that is carried out to solve learning problems faced by teachers, improve the quality and outcomes of learning. and trying new things in learning in order to improve the quality and learning outcomes (Widyati, 2008). The PTK design used in this research is the Kemmis & McTaggart model. Research steps where researchers use the Kemmis & McTaggart model, and each cycle uses 4 steps, namely: Planning, Acting (Activity Process), Observing (Observation), and Reflecting (Reflection).

The data collection techniques used in this research were descriptive writing tests, observation, interviews and documentation. The data analysis technique used in this research uses the Miles and Huberman model, with 3 stages, namely data reduction, data presentation, and drawing conclusions or verification. To check the validity of the data in this study, triangulation techniques were used. Triangulation is a methodological concept in qualitative research that future qualitative researchers need to know. The aim of triangulation is to increase the theoretical, methodological and interpretive strength of qualitative research (Mekarisce, 2020). So, for the validity of the data in this research, triangulation techniques were used, namely by cross-checking research results from various sources. This research is said to be complete if the research cycle has achieved minimal success. The minimum success criteria for this research is that 80% of the students have achieved the KKM score in writing descriptions.

### 3 RESULT AND DISCUSSION

This research was conducted at Al-hikmah Integrated Islamic Elementary School, with a total of 19 class II students, this research was conducted from May to July 2023. Before conducting the research, the researcher first observed the class while learning was taking place, apart from that The researcher also conducted interviews with teachers and a description writing test related to the Indonesian language lesson on animals around me in class II SDIT Al Hikmah.

This initial description writing test aims to determine the initial abilities of class II students at SDIT Al Hikmah, learning Indonesian with material for writing descriptions of animals around me.

Table 1. Recapitulation of Pre-Action Values

| Mastery Learning | Information |            |
|------------------|-------------|------------|
|                  | Amount      | Percentage |
| Complete         | 5           | 26%        |
| Not Completed    | 14          | 74%        |
| Amount           | 19          | 100%       |
| Maximun Value    | 82          |            |
| Minimum Value    | 40          |            |
| Average          | 62,57       |            |

After the researchers conducted the Pre Test, there were still students who scored below the KKM, namely 14 students or 74%. From the results of the Initial Description Writing test before the research, it can be seen in the tables and graphs that 14 students who have not achieved the KKM with a percentage of 74% have achieved it and 5 students who have achieved the KKM with a percentage of 26%. The difference obtained in the initial Pre Test Writing Description reached 48% because students had not mastered the subject matter so that student learning outcomes were low.

Classroom action research was conducted at SDIT Al Hikmah Depok on class II students studying Indonesian on animals around me. The researcher is also the implementer and teacher in the class where the research is carried out. The research was carried out in cycles I and II. Each cycle consists of two meetings. Allocation of time in the study 2 x 35 minutes. Planning, implementing, observing, reflecting.

Table 2. Recapitulation of Cycle I Values

| Mastery Learning | Information   |            |
|------------------|---------------|------------|
|                  | Amount        | Percentage |
| Complete         | 8             | 42%        |
| Not Complete     | 11            | 58%        |
|                  | Amount        | 19         |
|                  | Maximal Value | 85         |
|                  | Minimum Value | 40         |
|                  | Average       | 66,31      |

After carrying out the test, there were still 11 students who did not reach the KKM, while 8 students achieved the KKM. From the results of the Writing Description Cycle 1 test, it can be seen in the graphs and tables that 11 students have not reached the KKM with a percentage of 58% and 8 students have achieved the KKM with a percentage of 42%. The difference obtained on the initial Writing Description test reached 16%, here students have begun to be able to master the subject matter. Reflection related to students is based on observations when learning takes place and from observations and working on student problems. The researcher reflected with the class teacher on what the researcher needed to improve at the next meeting.

During this reflection, the researcher held discussions with the class teacher so that questions and answers occurred to improve research in cycle II learning. The following are the results of cycle I:

- a. Researchers create groups so that students can collaborate with each other
- b. The picture and picture media used are further clarified to be done in group form.

Classroom action research was carried out at SDIT Al Hikmah in the subject of Indonesian. Researchers also act as executors and teach in the class where the research is carried out. Research researchers carried out in cycles I and II. Each cycle consists of 2 meetings. The time allocation for each meeting is 2 x 35 minutes.

Table 3. Recapitulation of Cycle II Values

| Mastery Learning | Information   |            |
|------------------|---------------|------------|
|                  | Amount        | Percentage |
| Complete         | 17            | 89%        |
| Not Complete     | 2             | 11%        |
|                  | Amount        | 19         |
|                  | Maximal Value | 93         |
|                  | Minimum Value | 60         |
|                  | Average       | 82,73      |

After the researchers carried out the Cycle 2 Description Writing Test, there were still students who got scores below the KKM, namely 2 students or 11%. From the results of the Cycle 2 Description Writing test, it can be seen in the tables and graphs that there are 2 students who have not yet reached the KKM with a percentage of 11% and those who

have reached the KKM are 17 students with a percentage of 89%. Based on the data analysis for each cycle in the tables and graphs, student learning outcomes in each cycle have increased. The increase in student learning outcomes in the initial Description Writing test was 5 students or 26% reaching the KKM, while in the first cycle 8 students or 42% had reached the KKM, and in the second cycle 17 students or 89% had reached the KKM. Therefore, the researcher stopped implementing classroom actions in cycle II.

Based on the results of initial observations and the results of Indonesian language learning abilities on animals around me, it shows that the learning outcomes of class II students at SDIT Al Hikmah are low. From the results of the initial Description Writing test before the research, it can be seen that there were 14 students who had not yet reached the KKM with a percentage of 74% and those who had reached the KKM were 5 students with a percentage of 26%.

The difference obtained in the initial Description Writing Pre Test reached 48% because students had not mastered the subject material so student learning outcomes were low. Students are only given the task of making a descriptive paragraph without using any media or methods, so they have to do another test by carrying out cycle 1. From the results of the Cycle 1 Description Writing test, it can be seen that there are 11 students who have not yet reached the KKM with a percentage of 58% and those who have reached the KKM are 8 students with a percentage of 42%. The difference obtained on the initial Writing Description test reached 16%, here students have begun to be able to master the subject matter.

In cycle 1, students are asked to work on creating descriptive paragraphs using the picture and picture model and providing images that are related to each other, then students are asked to create descriptive paragraphs according to these images. To achieve the minimum completion criteria score, students are given another test which will be carried out in cycle II regarding learning Indonesian regarding animals around me. In cycle II, students are asked to work on making descriptive paragraphs using the picture and picture method, but using different pictures from cycle I.

In cycle II, students are grouped into 4 students each, then students are given pictures that are related to each other. and ask students to make descriptive paragraphs according to the pictures. So that in cycle II students are said to have completed it because they meet the KKM standards where learning is said to be successful if at least 89% of all students reach the KKM.

Writing is a complex activity, this is because writers are required to be able to organize and group written content and realize it in a variety of written languages. However, writing activities are only liked by some students. Writing is an important activity in learning after reading, when someone writes they definitely have a direction to convey. Writing is describing graphic symbols that depict a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic images (Sidabutar, 2021).

It cannot be denied that in the learning process, especially in descriptive writing material, students feel that the activity of writing descriptions is difficult, boring, takes up time and thought, there is a lack of enthusiasm and motivation for students to practice writing, students don't know what to write because they have difficulty getting started. writing, fear of making a mistake and traditional/conventional learning techniques and not using innovative learning techniques are considered less varied so many students feel bored.

Descriptive text is a series of sentences that describe or describe something, either based on the experience or knowledge of the speaker. Another opinion explains that description is a form of writing that attempts to provide details of the object being discussed (Afrizal, 2020). Based on this understanding, descriptive text has a function so that readers can understand the intent of an object. In the descriptive text there is the author's impression based on the results of his observations of an object which is presented to the reader with the aim of making it seem as if the reader knows and sees the object being discussed.

The use of the Picture and Picture learning model turned out to have an effect on student learning outcomes. This can help students with difficulties in the learning process thereby increasing understanding of the material regarding learning to write descriptions. The Picture and Picture learning model has advantages in its application, namely: 1) Teachers know more about each student's abilities, and 2) Train students to think logically and systematically. The use of the Picture and Picture model can improve the ability to write descriptions and students' enthusiasm for learning.

### 3 CONCLUSION

Based on the research findings and discussion, it can be concluded that The researcher first observed the class when the learning took place. From the results of the Cycle 1 Description Writing test, it can be seen that there are 11 students who have not yet reached the KKM with a percentage of 58% and those who have reached the KKM are 8 students with a percentage of 42%. After the researchers conducted the Cycle 2 Description Writing Test, there were still students who scored below the KKM, namely 2 students or 11% and who had achieved the KKM score of 17 students or 89%.

Using the picture and picture method can improve student learning outcomes, where in the initial test the average student score was only 62.57 then it increased for learning outcomes in cycle I to 69.42 while in cycle II to 82.73. The results of this evaluation show that the learning process through the picture and picture method can improve Indonesian learning outcomes for second grade students at SDTI Al Hikmah, Depok. Students are motivated or motivated to study with enthusiasm because what they want to study is easily available and close to students' daily lives.

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