

Improving Students' Writing Skills Through Media Wall Magazines in Indonesian Language Learning

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Abstract

This study aims to increase learning achievement. Especially in Indonesian subjects. This is done because: (1) Indonesian academic achievement from year to year is unsatisfactory, (2) Many students are sleepy during Indonesian lessons, and (3) students are not very interested in Indonesian Language Lessons. This research uses a Classroom Action Research approach. (PTK) with a two-cycle system. The research subjects were fifth grade students at SD Negeri Tiron 01 Madiun Regency. Data collection techniques applied are tests and observations. Data analysis was carried out using a qualitative approach that focused on student achievement, student activity in learning, and learning implementation. The results of the study showed that the learning achievement of the Indonesian language students of class V at SD Negeri Tiron 01 Madiun Regency. Increasing the percentage of classical learning completeness from 83.3% (4 of 9 students) in Cycle I to 51.38% (7 of 9 students) in Cycle II. Student activity in learning also experienced an increase in the percentage of classical student activity from 50.00% (3 of 9 students) in Cycle I to 83.33% (6 of 9 students) in Cycle II. It can be concluded that using wall magazines can improve the learning achievement of fifth grade students. The findings in this study are wall magazines can provide inspiration for students to be able to express their ideas and creativity in written form. Through wall magazines, students can develop their writing potential so that they become better and better quality.

Keywords: *Writing Skills, Instructional Media, Wall Magazine, Indonesian Language Learning, CAR*

Introduction

Learning Indonesian is important for students to learn at school, because language learning is learning that seeks to acquire communication skills both orally and in writing. It can be seen that learning Indonesian contains efforts that can acquire a series of language skills (Farhurohman, 2017). Being skilled at language means that students can be skilled in several aspects of learning Indonesian, namely listening skills, speaking skills, reading skills, and writing skills. Aspects of these skills are aspects that are interrelated with one another (Suhendi, 2017). Writing skills are one of the materials and areas of activity that play a very important role that students can do in learning Indonesian in elementary schools (SD). Writing is part of the four skills in learning Indonesian which of course students must master well. Writing is also a competency that is not only taught at one level of education, but is taught from pre-school to high school (Rinawati, 2020).

Writing is an activity of expressing ideas through the medium of language (Mustari et al, 2020). Writing is a way of conveying our ideas or ideas to others so that others can understand them (Zulela et al, 2017). Writing is an activity of conveying an idea or idea, be it writing letters, numbers, using your hands with pencils, pens, markers through the media in the form of rock, paper, books, or the most popular today is through social networks. Maybe we know or learn since we started going to school, from there we have learned to write (Budiyo, 2012). Writing has many kinds and types, for example we write down something given by our teacher either in writing or orally, compose stories, compose poetry, write concepts, express an idea or ideas which are usually printed into a book. Therefore, the motivation to write must continue to be grown, developed, maintained, strengthened (Hatmo, 2021) learning to write well requires a method. One method that can be used is long and continuous practice (Iswara, 2016).

Tiron 01 Public Elementary School from year to year students' learning ability in composing is less attractive to students, many students are sleepy, ignore composing lessons, look for reasons to leave class and are less enthusiastic in participating in free composing learning activities. This can be seen from the level of students' mastery of the material, which is indicated by the acquisition of grades. In the results of Semester I for the 2021/2022 academic year for the Indonesian language subject, regarding the material "free composing" only 3 out of 11 class V students achieved a mastery level of 70%. Therefore it, is very necessary to make improvements to mastery of the material through classroom action research. Classroom action research is a strategic way for teachers to improve or improve learning services (Amilia, 2018). One of the methods that will be applied is "Use of Wall Magazine Media". If there is no classroom action research, it is feared that students' creativity in writing essays will be lost. So that the ideas and ideas that exist in students will decrease. By conducting classroom action research, it is hoped that students will be more motivated in learning Indonesian, especially composing (Baroroh et al, 2021).

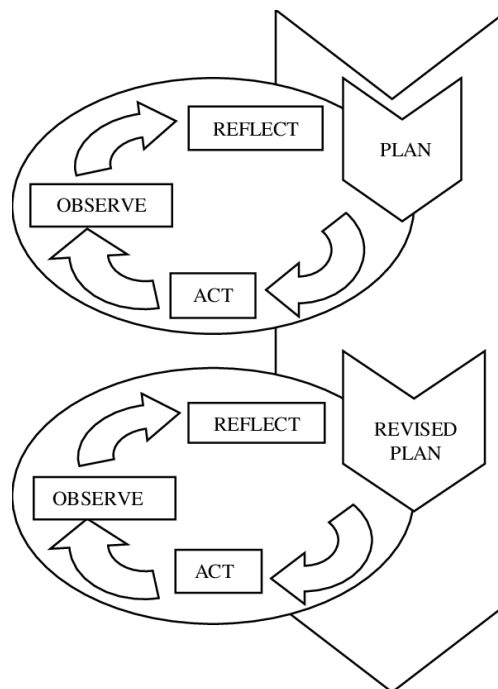
Teachers are more innovative in teaching and schools complete the facilities and infrastructure needed in learning Indonesian Language Material (Wibowo, 2020). To solve the problem above, it is necessary to make a certain effort. This activity is in the form of developing learning methods that are able to inspire children to enjoy learning (Sari et al, 2014). To improve the quality of basic education, it is necessary to plan improvements to teaching and learning by creating a learning climate that makes children feel at home and interested in learning activities at school (Yogica et al, 2020). One of the efforts to create this climate is by selecting a method that is appropriate to the material to be delivered, in this case the researcher will use wall magazine media in learning Indonesian for essay writing materials (Dewi, 2013).

Improving students' writing skills by promoting Wall Magazine (Mading) activities and rewarding students who are willing and diligent in writing wall magazines, in the form of giving good grades and rewarding students who are most diligent in writing in wall magazines (Rh et al, 2022). After trying it, it turned out that the students were provoked to be creative and innovative in writing various things to be displayed on the bulletin board. In line with that,

many of the students were interested in starting to want to write what they wanted on the wall magazine. Classroom action research is carried out as a tool to improve the quality and efficiency of implementing educational activities (Karmini et al, 2019). The goal of action research is to improve specific practices in situations. In general, the purpose of classroom action research is to explain the process of learning to write using wall magazines and improve students' essay writing skills. The novelty in this study is the use of wall magazines in improving students' writing skills.

Method

In this study, we used a qualitative approach (Rijali, 2019). Qualitative research methods are used to obtain in-depth data, data that contains meaning (Nugrhani et al, 2014). This type of research is Classroom Action Research (CAR), which is research conducted to find out the gap between expectations and reality that occurs in class (Prihantoro et al, 2019). This research was conducted using the application of media images to improve student learning outcomes. The research was conducted in class V of Tiron 01 Public Elementary School, Madiun Regency with a total of 27 students. The research was conducted on Thursday 12 October 2021 for cycle I the 1st meeting and the 2nd meeting were held on 22 October 2021 and cycle II was held 2x meetings, namely on 8 November and 16 November 2021.



Gambar 1. Stages of Implementation of Classroom Action Research

The data collection techniques used in this research are observation sheets and evaluation sheets (Makbul, 2021). The Teacher Performance Activity Observation Sheet (IPKG) aims to obtain information about the teacher's ability to apply Indonesian language learning using wall magazines to improve the writing skills of fifth grade students at Tiron 01 Public Elementary School, Madiun Regency.

Results and Discussion

At this stage, where the author will describe the stages of implementing wall magazine activities at Tiron 01 Public Elementary School, Madiun Regency. Based on the results of observations, through the observation sheet that the Movement program being applied is still at the habituation stage. The first stage is the habituation stage where the aim is to foster interest in reading which will later develop the ability to write (Teguh, 2020). This initial observation was carried out as a pre-survey or pre-action activity step towards the Indonesian language learning process. From the initial observations carried out by the researcher, an overview of the learning that occurred before the research was carried out could be obtained.

Researchers see that the learning that takes place in the classroom tends to be boring because Indonesian language learning is still delivered by the teacher in the form of theory only. This makes students feel difficult in understanding learning, besides that students lack the will to learn and of course students are less able to actively participate in class during Indonesian language learning. In addition, the use of approaches, strategies, and models by teachers is not optimal, so that learning Indonesian cannot be achieved optimally. According to experience so far in teaching and educating students at SD Negeri Tiron 01 in the field of Indonesian language studies, there are several problems or obstacles encountered in teaching places.

These problems include: students are generally not creative and innovative in expressing ideas or opinions in learning, especially in the aspect of writing (Lebu et al, 2020). Actually, most of the students are already able to write whatever they want, such as writing letters, speeches, writing short stories and writing poetry. Because this has been studied in the process of Teaching and Learning Activities (KBM). However, the problem now is that students are less willing to train themselves to be diligent or skilled at writing, as a result it seems that the student is unable to write (Ekorini, 2021). Then the obstacle is the absence of a place to accommodate student aspirations in the form of written works, namely wall magazines. After trying to improve students' writing skills by promoting Wall Magazine (Mading) activities at Tiron 01 Madiun Public Elementary School, giving awards to students who are willing and diligent in writing wall magazines, in the form of giving good grades and award certificates for students who are most diligent in writing on wall magazines. It turned out that the students were provoked to be creative and innovative in writing various things to be displayed on the bulletin board.

The low value of learning Indonesian for writing narrative essays is indicated by the fact that there are still many students whose scores are far from the standard completeness criteria that have been determined by researchers and teachers. Researchers and teachers agree that the criteria for completeness in the Indonesian language subject is 70. The determination of the score is considered from several things, namely the model, student abilities, and KKM at school. By determining the completeness criteria, it can be seen that there are still many students who score below 70.

The research was carried out in two cycles. It can be seen the development of children's abilities after observations in the second cycle. Learning to write narratives in cycle II has increased. This is evident from the results of students' narrative essays which are getting better with fewer errors that occur in cycle I. The average student scores for each aspect in narrative essay writing skills in cycle I and cycle II are as follows.

Table 1. The Average Increase in Value for Each Aspect of Writing Narrative Essays

No	Rated aspect	Siklus I	Siklus II	Peningkatan
1	Figure	21,14	24,85	3,71
2	Behavior/character	16,5	17,35	0,85
3	Background	13,20	14,26	0,96
4	Channel	9,85	11,14	1,29
5	Mandate	7,05	7,94	0,89

Based on the table above, it can be seen that the average value of each aspect has increased from cycle I to cycle II. The average value of the character aspects presented in cycle I was 21.14, increasing from 3.71 to 24.85 in cycle II. The average value of behavior/character in cycle I was 16.5, increasing 0.85 to 17.35 in cycle II. The achievement of the completeness criteria by the students presented in the diagram above seems to have increased. Initially, in the initial conditions, it only reached 24% to 47% in cycle I. Here we can see an increase of 23%. Furthermore, in cycle II, the percentage of achieving the completeness criteria increased to 82% or an increase of 35%. With the percentage of students who achieve the completeness criteria of more than 70%, the success criteria in this study have been met. Even though there were two children who had not finished yet, from the average value they experienced better development. After paying attention to the data in observation activities in Classroom Action Research (PTK) in cycle II learning which was implemented in Class V SD Negeri Tiron 01 It turned out that the results achieved were already in the fairly skilled category with a completeness level of 82%.

This is where it is proven that wall magazines can provide inspiration for students to be able to express their ideas, ideas and creativity in written form. Through wall magazines, students can develop their writing potential so that they become better and better quality (Harahap et al, 2019). After trying it, it turned out that the students were provoked to be creative and innovative in writing various things to be displayed on the bulletin board. In line with that, many of the students were interested in starting to want to write what they wanted on the wall magazine. To improve the quality of basic education, it is necessary to plan improvements to teaching and learning by creating a learning climate that makes children feel at home and interested in learning activities at school (Nufus et al, 2021).

One of the efforts to create this climate is by selecting a method that is appropriate to the material to be delivered, in this case the researcher will use wall magazine media in learning Indonesian for essay writing materials (Aufa, 2018). Classroom action research is a strategic way for teachers to improve or improve learning services (Yasa, 2020). Classroom action research is carried out as a tool to improve the quality and efficiency of implementing

educational activities (Radjagukguk et al, 2021). By conducting classroom action research, it is hoped that students will be more motivated in learning Indonesian, especially composing (Hakim, 2018). The goal of action research is to improve specific practices in situations. (Sukma, 2021). Teachers are more innovative in teaching and schools complete the facilities and infrastructure needed in learning Indonesian language material (Martono et al, 2019). Being skilled in language means that students can be skilled in several aspects of learning Indonesian, namely listening skills, speaking skills, reading skills, and writing skills (Pardede, 2014; Umar, 2021). Writing is part of the four skills in learning Indonesian which of course students must master well (Karmini, et al, 2019).

Writing is a way of conveying our ideas or ideas to others so that others can understand them (Prayoga et al, 2018). Learning to write well requires methods. One method that can be used for this is long and continuous practice (Nasir, 2018). Writing skills are one of the materials and areas of activity that play a very important role that students can do in learning Indonesian in elementary schools (SD) (Purnama et al, 2017). Therefore, the motivation to write must continue to be grown, developed, and maintained (Ginting, 2013). At Tiron 01 Public Elementary School from year to year students' learning ability in composing is less attractive to students, many students are sleepy, ignore composing lessons, look for reasons to leave class and are less enthusiastic in participating in free composing learning activities.

Improving students' writing skills by promoting Wall Magazine (Mading) activities and giving awards to students who are willing and diligent in writing magazines, in the form of giving good grades and awards for students who are most diligent in writing in wall magazines to encourage students to be creative and innovative write various things to be displayed on the bulletin board. The findings in this study are that wall magazines can provide inspiration for students to be able to express their ideas and creativity in written form. Through wall magazines, students can develop their writing potential so that they become better and better quality. In line with that, many of the students were interested in starting to want to write what they wanted in the madding.

Conclusion

Based on the classroom action research activities that have been carried out, it will be concluded that the process of learning to write using wall magazines can motivate children to increase ideas and creativity in determining essay themes. Wall magazines can provide inspiration for students to be able to express their ideas and creativity in written form. Through wall magazines, students can develop their writing potential so that they become better and better quality. The improvement in students' narrative essay writing skills can be evidenced by an increase in the number of students who achieve the success criteria, and the increase in class average scores and achievement of the completeness criteria from cycle I to cycle II. This means that it can be said that learning using wall magazine media in learning Indonesian can improve students' skills in writing narratives. It can be said that this research has been successful.

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