



## The effectiveness of using image media on beginning word writing skills in grade 1 elementary school students during COVID-19 pandemic

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### ABSTRACT

**Background:** Writing is an activity that cannot be kept away from teaching and learning activities in schools. Writing activities can make students be active and develop in learning activities and can stimulate the existence of stringing skills and composing words.

**Purpose:** The research aims to investigate the effectiveness of the image media in increasing the writing skills of the first grader of elementary.

**Design and methods:** The research applied case study methods with descriptive analysis techniques. Samples in this study were taken from SDN Cibinong 01 with a population of 20 grade 1 students consisting of 10 male students and 10 female students.

**Results:** The results obtained from the study showed that the effectiveness of the image media used to hone the initial writing skills of grade 1 students at SDN Cibinong 01 as a whole can be said to have been good with a percentage of 85%. This shows the effectiveness of the use of image media is effective enough to be used to hone the initial word writing skills in grade 1 elementary school students during the pandemic.

**Keywords:** Image Media, Word Writing Ability, SDN Cibinong 01

### Introduction

Writing is an activity that cannot be kept away from teaching and learning activities in schools. Writing is very important to hone language skills and finesse in elementary school students. Writing can make the students active in the teaching and learning process and can stimulate skills in stringing and composing words. Writing ability can be used as a medium of communication in writing in the era of globalization as it is today.

A contradiction occurs in its application of many students who have difficulty getting used to students learning to write. Suparno & Yunus (2010) say that many do not want to do authorship activities because they do not know what the purpose of writing is, how to produce writing by the rules that have been arranged or good and correct writing. Thus, there will be a feeling of incapable of producing decent writing or not the appearance of writing talent in yourself.

Language skills consist of four aspects, including listening, speaking, reading, and also writing (Astuti & Mustadi, 2014; Sya & Helmanto, 2020). Of the four aspects of language that have been mentioned, writing skills are very complex language skills, it is because writing activities involve several elements, including opinions, knowledge, development of one's ideas or concept related to the selection of diction, vocabulary, and also the use of aesthetic language (Abigail, 2008).

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The ability to writing material is very important to support the creativity of elementary school children in the world of education and society (Abigail, 2008). There are not many teachers who can present suitable learning materials, appropriate and interesting methods to be applied to grade 1 elementary school students. So far, some teachers consider that the writing skills of elementary school students are not important when faced with the choice of other subjects, especially those related to the subjects of logic, science, and application.

Arikunto (2006) explained that in reality, teachers often encounter and experience difficulty in determining which methods can be applied in writing activities. In their daily lives, teachers give practice questions or discussions on receptive material, in other words, teachers only provide materials according to teaching materials or grilles that have been provided before without any improvisation, such as reading activities. They do not give questions or assignments that are productive, such as speaking practice, and also writing skills begin simply.

Writing skills will not be present spontaneously and automatically, but rather by the simple practice of writing through vocabulary mastery, the intensity of regular and consistent writing practices. Writing activities in Bahasa Indonesia lessons in schools is a means and facilities to be able to raise and develop the creative potential of students in writing. Teachers in this case not only act as a transmission and effort to develop student knowledge and skills but related to the results concerned to measure writing skills and bring up the culture of authorship in students especially during the pandemic as it is today.

Without exception, has given a huge impact on many parties, especially in the education field. It is expected that all institutions and educational institutions do not carry out face-to-face teaching and learning activities as usual. This is by government policy to minimize the spread of COVID-19. Policies adopt from many countries, are also applied in Indonesia. The government took action by temporarily suspending face-to-face education activities, making the government and related institutions must present alternative learning processes for students who cannot carry out the learning process at educational institutions directly (Lathifah, Maryani & Helmanto, 2020). This is supported by Circular Letter No. 4 of 2020 on education policy during the COVID-19 pandemic signed by The Minister of Education Nadiem Makarim on March 24, 2020 (PGDIKMEN Kemendikbud, 2020).

With the pandemic phenomenon, it provides policies to students, teachers, and educators to carry out teaching and learning activities from home. Teachers deliver teaching materials to students through face-to-face video apps or social media groups. The role of parents is important to help teachers who aim to supervise children's learning systems and learning patterns while the following learning from their homes. Teachers are expected to be able to provide maximum learning that is equivalent to the usual face-to-face learning system, even though with limited tools and media at this time. Students are also expected to be able to understand the teaching material delivered through online learning videos with their teachers. This creates less optimal absorption of learning materials. It takes the creativity of teachers to be able to move the spirit of students so that learning can be absorbed to the maximum. Similarly, productivity activities write in elementary school-age children.

Media that is done in terms of teaching that can be used as an attraction for students, namely by using image media. Image media is a form of printed teaching materials (Prastowo, 2015). According to Susanti (2013), the use of image media in writing learning can increase students' creativity. Think Talk and Write learning methods using image media can affect students' writings in Indonesian lessons (Sugiarti, Putra, and Abadi, 2014). Images can bring out the creativity of students as a whole in the discussion process. Images presented to train students to write the beginning of an event in the form of a cartoon character or human being in it (Lickona, 2008). Imaginative aspects of students will develop more stable

when using image media as a tool for writing learning. Images used as a medium to practice writing have many advantages. One of the advantages created by using image media as a way for students to love writing is to clarify a problem. In other words, students become easier to absorb teacher commands presented in the form of image media than not using image media.

Research about improving word writing skills using image media in grade 1 students at SDN Cibinong 01 has never been done before. Besides, the word writing lessons conducted in elementary school only revolve around providing narrative material based on stories without image media that require students to be able to develop word writing creativity by not utilizing any media. With this background, researchers had to review the problems experienced by the students at SDN Cibinong 01. The author researched by using image media as an alternative so that students can follow writing activities in a fun way and without any coercion from any party.

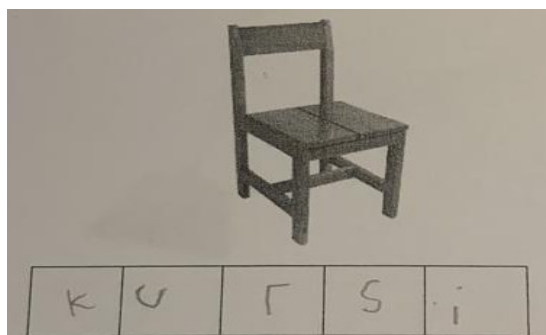
### Methods

The method used in this study is a case study method with descriptive analysis techniques, which aims to collect information about the data of students of SDN Cibinong 01 grade 1 using image media in the early word writing activities during the current pandemic. Data collection techniques in this research were conducted in two ways, namely observation, and interview (Sugiyono, 2019).

The population used for this research is grade 1 elementary school students who are used as objects, and teachers who will be used as resource persons related to the research topics under review. The working steps in this study include determining which objects to use as materials to conduct research. Furthermore, conduct observations and also consultations with the parties concerned, in this case, the class teacher who has the subject of writing skills. The next step is to do writing activities by applying image media to students, the results of these activities are used to conclude the research that has been done. The last step is to evaluate by withdrawing conclusions from the research that has been done. The main goal of this study is that learners can write words properly and correctly according to the observed images and can train the creativity and reasoning of each learner.

### Findings & Discussion

Based on the results of a study conducted from 20 students divided into 10 female and 10 male grade 1 student at SDN Cibinong 01 with the giving of picture questions as many as 10 questions, the activity began with students observing the picture on the question sheet, after which the students wrote several words following the observed picture according to the number of columns. Here's an example of a method test run by the teacher can be seen in figure 1:

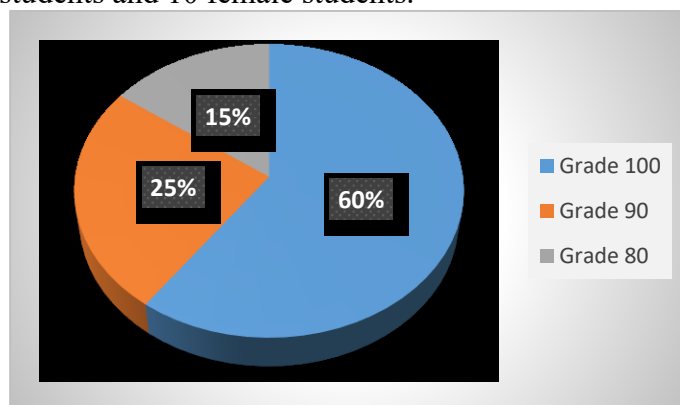


*Figure 1: An image of the initial writing method of grade 1 students.*

The last step of research is the evaluation stage by analyzing the data that has been obtained based on the results obtained. The analysis is useful to conclude the research that has been done. Based on the assessment results in students can be seen that the learning process using image media obtained a very good grade, namely students who get a score of 100 out of 20 students as many as 12 students while students who get a score of 90 out of 20 students as many as 5 students and students who get a score of 80 as many as 3 students.

### ***Discussion***

Here is a diagram to explain in summary the percentage of research that has been done based on objects, namely grade 1 student at SDN Cibinong 01 which consists of 20 students consisting of 10 male students and 10 female students.



*Figure 2: Percentage Chart of Writing Skills Using Image Media*

Data obtained based on the results of student writing skills assessment by utilizing image media. The image media provided is 10 questions that contain images of objects in the classroom. The student observes the picture that has been presented, then writes down the name of the object. The question has been listed in a column based on the number of letters that make up the noun based on the object in the observed image. It can hone students' writing skills by utilizing students' cognitive power and imagination. Students imagine using images they have observed (Haerudin & Helmanto, 2019), as well as writing words based on the name of the object they are observing.

Hernawan (1998) explained that image media serves as an "introduction" to the message or intention that the teacher wants to convey to students. Often the teacher has difficulty in delivering the material to be delivered to the students. Teachers need the right media to communicate and instill knowledge in students. With the existence of image media, communication in the learning system occurs between students and image media as an intermediary of the learning provided by the teacher. Indirectly, students are taught to think critically as well as creatively by utilizing the image media that has been provided. Learning writing skills by utilizing image media is considered more creative and more interesting for students to do learning. This is different if the teacher uses the lecture method completely, the students will feel bored and stiff (Sudjana and Rivai, 1991).

By utilizing image media as a means of communication between teachers and students to learn students' writing skills, a percentage of 60% is generated for the data of students who get a score of 100. Mastery of materials in students who get a score of 100 has been very good. Students can understand the message the teacher conveys through the media of the images they observe. They can write words based on the media of the image presented correctly. The creativity and absorption of students in understanding the image are very good. They are very careful in analyzing the images presented. Furthermore, students who

get a score of 90 produce a percentage of 25%. Based on the score, it can be concluded that students have understood the message that the teacher has conveyed through the image media, but they are not careful in writing the word in question. They made a mistake in writing one to two letters. They are less thorough when writing down the names of objects they have observed.

The last percentage result is the gain of 80 values of 15% of the total data taken. With these percentage results, it can be said that there are still some students who are not right in word writing activities. Students still encounter obstacles in terms of the meaning of the observed images. Besides, there are still students who are less thorough in letter writing. They still do not master the form of letters to write the name of objects in the image media. This resulted in students not being fully able to understand the word writing on the images that had been presented. Teacher communication through image media has not been optimally absorbed. Students' sensitivity to the media of images that have been presented still needs to be honed and habituated more regularly.

Based on the analysis of the data that has been obtained, there are still obstacles that cause the optimal use of image media as material to hone writing skills in grade 1 elementary school students. The obstacles behind the goal have not been achieved that can sharpen the sensitivity of students because the teacher has not provided an interesting and colorful picture for the students. Hastuti (1996) mentioned that image media is very effective to generate imagination and give birth to ideas in students. But the attractive and colorful images will give rise to more effectiveness to foster student attractiveness. If the image presented is too complicated and too monotonous, in the writing activities students still find it difficult and have not felt interested in the image media presented by the teacher. Their ideas and thought have not been fully contained in analyzing the images provided. This causes less maximum results in word writing activities.

Obstacles arise from other factors, namely teachers cannot freely supervise, provide corrections and guidance directly in writing activities because of the pandemic situation that requires students to learn from home. Teachers can only monitor the course of student writing activities based on reports from the student's parents or guardians at home. It is expected that in line cooperation and synergistic between the role of parents as teachers at home during the implementation of the home learning system during the COVID-19 pandemic.

With the constraints encountered, the overall use of image media as a tool to make it easier for students to write the beginning of the word get positive results. The overall result after data processing and analysis based on the image media used is 85%. The percentage is in a good category, but it needs to be improved. Image media is perfect for optimizing and honing students' writing skills. This is reinforced by the opinion of Winatraputra (2005) which suggested that image media is a visual media that produces the most influence, namely 75% to hone skills and creativity in students, one of which is the writing skills of the beginning of the word.

The use of image media can gather information and can be processed into ideas that will be developed by students. The information presented by the media of interesting images can be easily captured and processed in the student's memory, which is then poured in the words. Image media is very effective to channel and convey messages from teachers in the form of teaching materials. Image media can be a copy of the shape of an object, and so on. Image media is the most effective and easy medium to explore students' abilities when it comes to writing the beginning of a word. The teacher's next task is how to choose the right image media and can attract students to hone their writing skills for grade 1 elementary school students at SDN Cibinong 01.

## Conclusion

Based on the results of research on the Effectiveness of The Use of Image Media on Word Start Writing Skills in Grade 1 Elementary School Students during the COVID-19 Pandemic can be concluded, among others, word writing learning using image media obtained excellent grades, namely as many as 20 students of grade 1 who got a score of 100 amounting to 12 students with a percentage of 60%, a score of 90 amounting to 5 students with a percentage of 25% and a score of 80 with a percentage of 15%.

Overall, the effectiveness of the use of image media on wording skills in grade 1 elementary school students during the COVID-19 pandemic has a good category, because it produces a percentage of 85% but still requires an active role of parents in helping teachers to guide and monitor the development of student writing skills during the implementation of the learning system from home. Synergistic between parents and teachers can determine students' success in writing word starters to grade 1 elementary school students during the COVID-19 pandemic.

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