

Use Of Image Media In Learning Writing In Elementary School

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Abstract. Media in a general sense is a means of communication. While in education media can be interpreted as a tool that can be used as a distributor or intermediary of teacher messages in achieving teaching goals. Therefore, teaching media are better known as teaching aids or teaching aids. Writing through pictures is a writing teaching technique that is highly recommended by experts. The method used in this research is field research on the learning process in class 5 MI MIN 1 Purbalingga. Data collection techniques were carried out through in-depth interviews, observation, and documentation. The results of data analysis show that image media is a medium that is often used in language learning Indonesian in elementary school especially in writing skills.

Keywords: picture media, learning to write.

INTRODUCTION

School is a place of learning for students. Often we meet in the classroom there are students who are less enthusiastic in learning and less responsive to what is conveyed by the teacher. students sometimes feel bored with learning models based on lectures and assignments only, so as educators it is necessary to conduct self-evaluations and improve the quality of learning in class. In this case, improving the quality of learning in the classroom can be done in various ways and the teacher has a very important role in improving student learning in the classroom so that students feel comfortable and the knowledge they gain will be easy for them to accept.

The use of interesting learning media in each material to be delivered is one way for teachers to improve student learning in the classroom. In simple terms, the presence of media in learning has practical values as follows: 1) learning media can overcome the limited experience of students; 2) the media presented can go beyond the limitations of the classroom; 3) learning media allows interaction between students and their environment; 4) the media presented can produce uniformity of student observations; 5) Potentially the media that is presented correctly can instill basic concepts that are concrete, correct, and grounded in reality; 6) media can generate new desires and interests; 7) the media is able to generate motivation and stimulate students to learn; and 8) the media is able to provide learning in an integral and comprehensive manner from the concrete to the abstract, from the simple to the complex (Muchyidin and Fathoni, 2002: 5).

Media and learning are something that cannot be separated, because if the two are contradictory, the learning process will not run well, besides that the results or output in the learning process will also be less than optimal. Example if teachers teach in the classroom SD / MI of rain then the learning process Learners will be created menghayal because teachers can not make the media about the rain, then the learning process will be less menyenangkan, teachers simply could tell by theory alone would but students are still SD/MI level requires concrete things. When ditinjau deeper then the result of understanding of the process of learning that do not require or do not use the media to be much at all. Viewed from the things that like it or phenomenon-the phenomenon now so should the teachers have to be very clever membuat all media, whether the media print, elektroik, a visual or audio, all of which will have considerable impact on pemahaman siswa signifikan. The government has distributed to all schools of learning media ranging from the lowest level RA / TK sampai to a high level, is none other kesemauna aim is that the learning process becomes more menyenangkan and

learners be more quickly understood. In addition to the material and the media should be appropriate, because if the media diguankan with material that is delivered not converge or disconnected then the learning process will be chaotic, instances when teachers teach about sea water then teachers should not mebuat media outside of seawater, such as rock, or the stove which is the medium, they do not support each other between the media and the material. So the media and material must support each other and go hand in hand.

Learning media has an important role to improve the learning of elementary school students, especially in low grades , because low grade students are not yet able to think abstractly, so the material taught by teachers needs to be visualized in a more real/concrete form. Psychologically, the image media in learning is very helpful for the psychological development of children in terms of learning. In addition, the use of image media in the learning process can provide a meaningful experience for students.

Writing skills are very complex language skills and difficult to master, because when compared to listening and speaking skills. Tarigan (1996: 8) considers language skills that are relatively difficult to read and write. However, writing skills are very important to master. Nowadays, it is increasingly rare for teachers to give these assignments in learning activities, especially to elementary school children. Likewise, assessing writing assignments, of course, cannot only measure the length or shortness of the writings made by students, but the teacher must read the contents and systematics of the essays, including the students' thoughts.

Writing is one of the four aspects of language skills. Other aspects of language are listening, speaking, and reading. Writing activities require complex abilities. The skills required include the ability to think regularly and logically, the ability to express thoughts or ideas clearly using effective language, and the ability to apply writing rules well. Writing according to Suriamiharja (Resmini, 2008: 116) is an activity to produce thoughts and feelings with writing. It can also be interpreted that writing is communicating to express thoughts, feelings, and desires to others in writing. Meanwhile, Robert Lado (Resmini, 2008: 116) says that writing is placing graphic symbols that describe a language that is understood by someone and then can be read by others who understand the language and its graphic symbols. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. So in this writing activity, the writer must be skilled in utilizing graphology, language structure, and vocabulary. Writing as a way of communicating, communication in the broadest sense as a process of sending and receiving messages, which must happen at any time when humans want to relate to each other. The communication process takes place through three media, namely visual (non-verbal), oral, and written. Literacy activities in madrasahs should provide value to students. Value according to Milton Rokeach and James Bank (in Lamijan, 2002) is a type of belief in which a person acts or avoids an action, or about something that is appropriate or inappropriate to be done, owned and trusted.

Based on the considerations above, it is deemed necessary to conduct research regarding how to use image media in learning to write in elementary schools, especially at MIN 1 Purbalingga. Researchers chose to conduct research at MIN 1 Purbalingga, because there is a phenomenon that according to researchers is unique. The uniqueness of this phenomenon is that students' learning to write essays has increased this year, whereas in previous years, students' enthusiasm for learning tends to be low in terms of writing, such as information obtained by researchers from MIN 1 Purbalingga. This study was focused on digging up data on the use of image media in writing essays at MIN 1 Purbalingga. The purpose of this study was to determine the use of image media in learning to write at MIN 1 Purbalingga related to the number of students who are interested in writing essays. This paper using the method of qualitative research to analyze the use of media images in learning to write.

RESEARCH METHOD

The research method used is field research which focuses on the activities of using image media in writing essays for 5th grade students of MI Negeri1 Purbalingga. For this reason, the research was conducted by looking at the phenomenon more broadly and in depth according to what was

happening and developing in the field (Sugiyono, 2015) related to the activities of using image media. The data obtained were collected and identified through three techniques: (1) Observation, as stated by Nugrahani that observation is a specific data collection technique through observation of matters relating to the problem being studied. Observations on the use of image media in writing at MIN 1 Purbalingga, for example giving 5th graders regular assignments to read, write, write poetry, and various other literacy activities and then perform in turns; (2) In-depth interviewing, according to Yin (in Nugrahani, 2014) in-depth interviews are interviews conducted flexibly, openly, and in an informal atmosphere regarding facts, activities and opinions. In-depth interviews were conducted with the homeroom teacher, head of the library, teacher of student affairs and grade 5 students who were directly involved in the activities of using image media; and (3) Documents, documents are additional data sources in a study related to events, activities, and places (Nugrahani, 2014). The documents used in this research are the results of writing activities for grade 5 students in the form of writing stories, poems, and fairy tales as well as reading materials as a source of information they get.

The data collection technique to test the credibility of the data is done by checking, namely checking the data to the same informant with different data collection techniques (Nugrahani, 2014). Data analysis techniques were carried out using interactive techniques, namely (1) data reduction by focusing and simplifying data related to the use of image media; (2) data presentation by compiling and presenting relevant data; (3) drawing conclusions in finding research results regarding the activities of using picture media in writing. The process of presenting information is carried out through an elaborative study. Data obtained from observations, interviews, and other materials that are systematically arranged can be identified so as to produce meaningful information that is able to develop complete knowledge.

RESULT AND ANALYSIS

This study focuses on exploring and assessing the activities of using image media in writing essays at MIN 1 Purbalingga Class 5 which is located at Jalan Raya Karangean RT 01/RW 01 Kertanegara District, Purbalingga Regency, Central Java Province. library, coordinator of wall magazines (mading) and student teachers. Literacy activities utilize books available in schools, both classroom libraries and school libraries, utilizing internet technology and various print media such as magazines and newspapers. The performance principle of using picture media is patterned on: (1) the concept of writing events, through reading, listening, and writing activities; (2) the concept of writing practice (literacy practices) as a form of intelligence on the cognitive, affective, and psychomotor aspects to students; (3) the use of image media, the results of writing (Writing) are expected to provide benefits and be efficient. Based on the research conducted by collecting data, selecting, analyzing, and identifying facts, the results of the research and discussion can be presented as follows:

3.1. Writing Events

The initial stage of using image media at MI MIN 1 Purbalingga to produce literacy works is to make the habit of reading, listening, writing and observing pictures and thinking. Habits are not something that is natural in humans but are a process of learning and the influence of experience and the state of the surrounding environment, therefore habits can be fostered and developed (Kimbey, 1975).

With scheduled writing literacy activities, it is expected to foster writing habits . Each class is given a mandatory schedule of visits to the school library outside of personal visiting hours. During mandatory visits, students are accompanied by their homeroom teacher and library coordinator.

Students are given assignments with certain themes and then look for books according to the theme. Themes can relate to the story of the apostle and Islamic fairy tales, and so on. Students are asked to discuss and write based on the existing pictures, namely 1). write the title of the picture with the appropriate title. 2). If the pictures are not in order, sort the pictures logically. . 3). Then compose sentences that tell the picture. . 4). Arrange the sentences well, so that they become a story .

Students are assigned to make a wall magazine (wall magazine). The wall magazine coordinator will usually give assignments to each class with a predetermined theme picture. The wall magazine theme is adapted to certain events. For example, the theme "Heroes Day" is presented with pictures of heroes, such as General Sudirman, students are assigned to write poetry related to the image of General Sudirman. Apart from discussing the history of National Heroes, students are also directed to find out Muslim figures in the field of education, such as KH Hasyim As' ari or Ahmad Dahlan. Then the students write the history of his struggle and his bio. The time for making wall magazines is one week and is done in groups. The work of wall magazines will be installed and contested between classes.

3.2. Writing Practices

Ability The practice of writing is very important to support one's competencies. The practice of writing sharpens the other side of the student's competence in addition to cognitive abilities, namely affective and psychomotor abilities. After going through the in-class selection process by the homeroom teacher, each class representative will be assigned to appear in front of other students every Saturday before starting lessons under the guidance of the homeroom teacher. Students may display writing products based on images in various forms, such as sorting series pictures so that they become the correct order of pictures, arranging random sentences, so that they become a complete (comprehensive) story .

Students may also write essays resulting from mandatory visits to the library or other products. After the student representatives appear, they will ask questions based on the information that has been submitted. Other students are asked to answer questions with certain prizes if they succeed in answering the questions correctly. This method is expected to train students' affective and psychomotor aspects, in the form of self-confidence, courage, and responsibility. In addition, the moral message conveyed will be easier to accept because it is presented in a fun way and in language that is easier to digest for children.

3.3. The use of image media in learning to write, especially at the elementary school level

The principle of using media in learning

In choosing media for learning purposes, teachers must pay attention to a number of principles of using media in learning. The principles according to Sudjana (1995: 104-105) are:

- 1) Determining the right type of teaching aids means that the teacher should first choose which teaching aids are in accordance with the objectives and learning materials to be taught.
- 2) Determining or taking into account the subject appropriately, it means that it is necessary to take into account whether the use of teaching aids is in accordance with the level of maturity/ability of the students.
- 3) Presenting teaching aids appropriately means that the techniques and methods of using teaching aids in teaching must be adapted to the objectives, materials, methods, time, and existing facilities .
- 4) Determine or show props at the right time, place, and situation. That is when and under which circumstances when teaching tool props used. Of course, not all the time or during the teaching process, you will always show or explain something with props.

To maintain and further improve the quality of learning, attendance and proper use, learning media is very necessary. Learning media is useful to complement, maintain and even improve the quality and ongoing learning process. Even Brown (Muchyidin and Fathoni, 2002: 2) underlines that 'the media who used the teacher or students with good can influence the effectiveness of teaching and learning program'. Because the media serves as a tool to encourage, increase activeness, and the effectiveness of student learning. Meanwhile, Berlo (Hernawan, 1998: 5.4) describes the teaching-learning process with the following media:

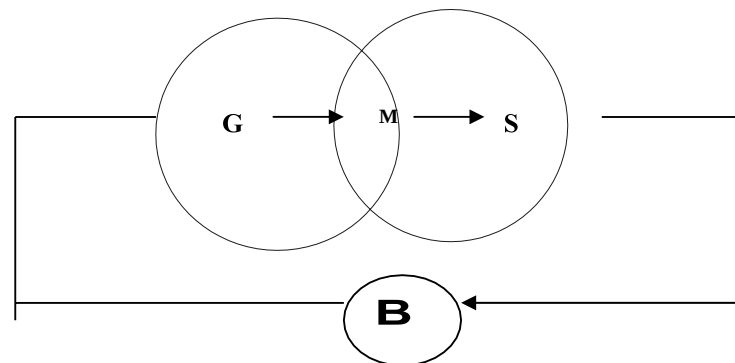


Figure 1. The learning process with media

The picture explains that, messages that are channeled through the media by the message source / teacher (G), will be communicated to the message recipient / student (S), if there is an area of experience that is the same between the message source and the recipient of the message. This experience in the image area is marked with a section area that is shaded. However, the communication process itself only occurs after there is a reaction or feedback (B), in this case the recipient of the message changes its function to become the source of the message. In other words, communication occurs between students and the media or indirectly, of course, between students and teachers, thus it can be said that the teaching-learning process has occurred (Hernawan, 1998 : 5.5).

From the explanation in the above, is associated with learning English and Literature Indonesia in elementary school, it can be assumed that the use of the media to improve the skills of essay writing prose in elementary school seem more appropriate, because at the time of delivering learning materials, teacher's explanation was not enough to lecture or assignment, but must be assisted by tools in the form of media.

3.4. Use of Image Media

The selection of learning media must be adjusted to the level of child development and learning objectives. Image media is one of the media that is often used in learning Indonesian language and literature in elementary schools, especially in writing skills. As stated by Tarigan and Tarigan (1996: 209) that, Composing through image media is a writing teaching technique that is highly recommended by experts. An image that seems still can actually say a lot to those who are sensitive and full of imagination.

Image is a visual tool most used by teachers in comparison with the media more as easily obtained and teachers can create their own images are the most simple. Factors such as the absence of electricity, remote areas, cheap funds, simple and easy to make, cause teachers to use this media, because they feel it is more practical and easy to operate. The picture in question is an image made on cardboard or the like that is not translucent either made by the teacher or taken from other media. For example : paintings, portraits, pictures from magazines and others. This image is used by the teacher to provide an overview of people, places, events, activities or everything else so that the teacher's explanations are more concrete and can be understood by students more quickly than just being explained by the teacher in words.

With pictures will "make the attraction of students. Pictures with various colors will be more interesting and arouse attention and interest in learning" (Hastuti, 1996/1997: 178). Through the media, this image can help abstract ideas in a realistic form , because it can provide a concrete picture of the problem being described. As noted by Hastuti (1996/1997: 178) that the excess of media images are as follows : 1) be able to translate the ideas of abstract into the form that is more real ; 2) many available in books, magazines, newspapers, catalogs, or calendars; 3) drawings are very easy to use because they do not require equipment; 4) drawings are relatively inexpensive; and 5) can be used for all levels of teaching and fields of study.

In compiling a simple essay, the image media that can be used include serial images. Figure glow is a medium that is shaped visual. Figure it can be taken either from the letter of newspapers, magazines, books and teachers make their own in accordance with the purpose of learning, the material taught to students and also matched the level of the age / ability of the students. In understanding an image requires critical thinking. This is one of the benefits of using pictures in the process of learning to write essays, which is to raise a critical attitude in students. "Composing using pictures means training and sharpening students' imagination power" (Tarigan and Tarigan, 1996: 210). By using pictures, at least students can be stimulated to pour their thoughts or ideas into a story in the form of an essay. "Picture series is a learning media in the form of story sequence images that are interconnected between one image and another. There are several advantages of this serial image media as stated by Sudiman (1990: 29), as follows: 1) it is concrete, the image is more realistic when compared to verbal media alone; 2) pictures are generally used frequently because they are easy to understand; and 3) they are cheap and easy to obtain and use.

With image media, students are increasingly familiar with essay writing activities. That image media is one of the media that can be used in the learning process, because this media is easy to obtain and very simple so that it can be made by the teacher, but the use of this media must be adapted to the needs of the teacher. learning objectives to be achieved. Although the media that can help memperlancar course of learning, but if the teacher can not memlih appropriate media will decrease the efficiency and effectiveness of teaching.

CONCLUSION

Based on the analysis and theoretical conceptual elaboration of the data and information collected, it is concluded that the learning activities using image media at MIN 1 Purbalingga apply a performance process including: (1) Writing events, the process of habituation of reading, listening, writing, thinking and observing pictures to produce written products (compositions) under the guidance of the teacher; (2) writing practices, honing cognitive, psychomotor, and affective skills by utilizing writing activities and literacy products; (3) Using image media in learning to write, especially at the elementary school level, composing through image media is a technique teaching writing that is highly recommended by experts.

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